



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

FEBRUARY 7-10, 2015

34TH ANNUAL **FYE**
DALLAS, TEXAS

CONFERENCE PROGRAM



WWW.FACEBOOK.COM/FYESIT



[@NRCFYESIT](https://twitter.com/NRCFYESIT) #FYE15



Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am honored to welcome you to Dallas, Texas for the 34th Annual Conference on The First-Year Experience. We are pleased to have Tarrant County College, the University of Texas at El Paso, and York University (Canada) as co-hosts for this event. Representing two-year and four-year campuses, a range of institutional sizes, and even different countries, our co-hosts remind us how rewarding collaboration across higher education can be. I know that I speak for all of us when I extend warm conference greetings to you.

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful connections between delegates, presenters, exhibitors, and co-hosts during the event and serve as a rich professional network long after our time together at the conference. We are especially pleased to include an international focus on the program this year to address the first-year experience community of scholarship and practice all over the world as well as across our nation. Along these lines, the Center's staff has planned an outstanding program of pre-conference workshops, keynote and plenary speakers, featured sessions, and conference presentations. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As such, we encourage you to take advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, and learn from your fellow delegates about promising 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 Dallas and in the future. Enjoy your time at the conference!

Sincerely,

Jennifer R. Keup

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



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SCHEDULE OF EVENTS

SATURDAY | FEBRUARY 7, 2015

7:00am – 6:30 pm	Conference Registration
8:00 am – 5:00 pm	Preconference Workshops
5:30 pm – 7:00 pm	Opening Session and Keynote Address — Adrianna Kezar
7:00 pm – 7:45 pm	Opening Reception — Co-sponsored by York University <i>DINNER ON YOUR OWN</i>

SUNDAY | FEBRUARY 8, 2015

7:30 am – 6:30 pm	Conference Registration and Information Desk
7:30 am – 9:00 am	Continental Breakfast
7:45am – 8:45 am	Primer for First-Time Attendees
7:45am – 11:30 am	Conference Sessions
11:30 am – 1:15 pm	Conference Awards Luncheon
1:30 pm – 6:15 pm	Conference Sessions <i>DINNER ON YOUR OWN</i>

MONDAY | FEBRUARY 9, 2015

7:30 am – 9:00 am	Continental Breakfast with Poster Sessions
7:30 am – 6:30 pm	Conference Information Desk
9:15 am – 11:30 am	Conference Sessions
12:00 noon – 1:30 pm	<i>LUNCH ON YOUR OWN</i>
1:30 pm – 2:45 pm	Plenary Address — George Mehaffy
3:00 pm – 6:30 pm	Conference Sessions

TUESDAY | FEBRUARY 10, 2015

7:00 am – 8:00 am	Continental Breakfast
7:30 am – 12:00 noon	Conference Information Desk
8:00 am – 11:30 am	Conference Sessions
11:45 am – 12:45 pm	Closing Address — Eileen Hulme

THE FIRST-YEAR EXPERIENCE® is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE® in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina.

The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. The University of South Carolina System has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President is located 1600 Hampton Street Annex, Columbia, South Carolina; Telephone (803) 777-3854.



CORE COMMITMENTS

Student Transitions: Student transitions, such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences, are critical junctures in the educational pipeline and unique opportunities for post-secondary student learning and development. We strive to set a standard of excellence for supporting student transitions and facilitating educational success for a diversity of students in the 21st century.

Connection Between Research and Practice:

We believe that good practice in higher education must rely upon a foundation of high-quality research. Conversely, good research draws from and informs practices in our field. As such, the work of the National Resource Center advances and supports both scholarly practice and applied research.

Inclusion: We strive to create a supportive and professional environment where a diversity of viewpoints are recognized and considered in the ongoing dialogue on student transitions. One of the greatest strengths of the first-year experience and students in transition movement is its ability to cut across traditional boundaries in higher education and involve professionals from multiple sectors of education, institutional roles, and disciplinary perspectives as well as from a variety of personal backgrounds, institutional environments, and educational experiences.

Collaboration: Partnership and collaboration draw from the interdisciplinary nature of higher education, communicate an ongoing commitment to inclusion, and, ultimately, enhance the success of our efforts to support student transitions. The National Resource Center models effective collaboration and aims to create intentional and integrative connections between colleagues, units, organizations, systems, educational sectors, regions, and countries in support of student transition and success.

Lifelong Learning: We believe that all educators continue to be lifelong learners. We support a climate of intellectual curiosity and provide the tools and media to pursue professional development and an ongoing process of inquiry, exploration, and discovery.

Welcome to the



FEBRUARY 7-10, 2015
ANNUAL FYE
DALLAS, TEXAS

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.

CONFERENCE SPONSOR AND CO-HOSTS

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

CO-HOSTS

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

Tarrant County College

University of Texas at El Paso

York University

LEARNING OBJECTIVES/GOALS

FYE 2015

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other thoughts:

GENERAL INFORMATION

Registration Information

The conference registration and information desk is located in the Dallas Ballroom Foyer of the Omni Dallas Hotel. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

Saturday, February 7, 2015
7:00 am – 6:30 pm
Sunday, February 8, 2015
7:30 am – 6:30 pm
Monday, February 9, 2015
7:30 am – 6:30 pm
Tuesday, February 10, 2015
7:30 am - 12:00 noon

Hotel Map

A floor plan of the meeting rooms at the Dallas Omni Hotel is located on the back cover of the program.

Message Board

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

No-Smoking Policy

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

Cell Phone Usage

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

Cybercafé

Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in South Side 2 of the Omni Dallas Hotel and is open during most conference hours. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

National Resource Center Bookstore

Browse the newest and most popular titles from the National Resource Center for The First-Year Experience and Students in Transition. The National Resource Center Bookstore is located in Booths 1, 2, and 3 in Dallas Ballroom A-D and H and is open during exhibit hall hours. Limited numbers of select publications will be available for sale in the Bookstore. Purchases may be made using credit card, cash, or check.

Donation of the Spanish Version of *Empowering Parents of First-Year College Students: A Guide for Success*



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 schools seniors in the Dallas area. A 25 cent donation will provide one copy of this publication to a senior in one of our partner high schools in Dallas. 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.

Outstanding First-Year Student Advocate Sessions



2015 Advocate Past Advocate

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

International Sessions

Sessions being presented by those representing countries other than the United States of America are designated by the globe symbol.



Excellence in Teaching First-Year Seminars Sessions



2015 Recipient Past Recipient

Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. Those sessions will be designated with the special symbols seen above.

Nametag Ribbons

Light Blue	Presenters
Gold	Outstanding First-Year Student Advocates
Rainbow	Hosting Institutions
Red	Conference Staff
White	First-Time Attendees
Teal	Mentor
Maroon	Mentee
Dark Blue	Volunteer

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 StudentVoice.com after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and improve future conferences; therefore, your comments are extremely important.

Session Handouts

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at <http://www.sc.edu/fye/events/presentation/2015annual/> after March 24, 2015. 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 Amanda Jackson at fjackson@mailbox.sc.edu

Parking

Self Park:

0-8 Hours: \$12

8-24 hours: \$18

Hotel Guests (with in/out privileges): \$18

Valet

0-4 Hours: \$12

4-8 Hours: \$18

8-24 Hours: \$28

Hotel Guests (with in/out privileges): \$28

Copies and Faxes

Copies and faxes can be accommodated in the hotel's business center 24 hours a day. Hotel room key is needed for entry. The business center is staffed Monday – Friday from 8:00 am – 5:00 pm.

Internet Access

Wireless internet access is complimentary in the guest rooms for conference attendees. The National Resource Center Cybercafé can also be utilized for internet access.

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 page 105-106 of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive 1.3 CEU credits. 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 10, 2015. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.

PLACES OF WORSHIP*

CATHOLIC

Saint Jude Cathedral
1521 Main Street
214-742-2508

CATHEDRAL GUADALUPE

2215 Ross Avenue
214-871-1362

BAPTIST

First Baptist Dallas
1707 San Jacinto Street
214-969-0111

PRESBYTERIAN

First Presbyterian Church
1835 Young Street
214-784-8051

METHODIST

First United Methodist Church
1928 Ross Avenue
214-220-2727

CHRISTIAN

City Church International
1530 North Carroll Avenue
214-370-3700

**For more information on places of worship please contact the hotel concierge.*

SESSION FORMATS

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

Poster Sessions

Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. Numerous poster sessions will be 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.

Facilitated Discussions (FD)

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

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.

Exhibitor Presentations (E)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.

STAFF ROSTER

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

*denotes those attending the conference

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and Executive Director

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

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Stephanie Foote
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Clarice Ford
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Karen Forgette
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Anne Forrestall
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Willow International Community College Center

Rebecca Fox
Tiffin University

Marsha Fralick
Cuyamaca College

Linda Frank
Harper College

Elizabeth Frombgen
Hastings College

Sarah Gaikwad
Ryerson University

Linda Garcia
College of the Sequoias

Veronica Garcia
Texas A&M University-Kingsville

Brad Garner
Indiana Wesleyan University

Margaret Garroway
Howard Community College

Randall Garza
Our Lady of the Lake University

Guluma Gameda
University of Michigan-Flint

April Gentry
Savannah State University

Allison Gill
Merrimack College

David Gilmore
Regis College

Tracey Glaessgen
Missouri State University

Ann-Lis Glenn
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PRECONFERENCE WORKSHOPS – SATURDAY, FEBRUARY 7

Conference Registration/ Information Desk

7:00 am – 6:30 pm
Dallas Ballroom Foyer

Cybercafé

7:30 am – 5:00 pm
South Side 2

Continental Breakfast

7:30 am – 9:00 am
Dallas Ballroom Foyer

Lunch for Workshop Participants Only

12:00 noon – 1:30 pm
Dallas E-G

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants only.

W-1 | These Things We Know for Sure: Key Components and Strategies for a Successful First-Year Experience Initiative

8:00 am – 12:00 noon | \$135 | Katy Trail

Daniel O'Neill, Associate Professor, Department of Counseling and Human Development

L. Lynn Marquez, Professor of Geology

Linda L. McDowell, Coordinator of the First-Year Experience

Carol Y. Phillips, Associate Provost Emerita

– *Millersville University of Pennsylvania*

W-2 | Developing and Assessing Integrative Summer Experiences to Support the Transition and Success of First-Year Students

8:00 am – 12:00 noon | \$135 | Fair Park 2

Frank E. Ross, Vice President for Student Affairs, Professor, Educational Leadership and Development

– *Northeastern Illinois University*

 **Scott E. Evenbeck**, President

– *Stella and Charles Guttman Community College*

Jermaine F. Williams, Assistant Vice President for Student Affairs

– *Northeastern Illinois University*

W-3 | Do you Mind? Using Mindset Theory to Create Self-Regulated Learners

8:00 am – 12:00 noon | \$135 | Fair Park 1

Rebecca Campbell, Director of Academic Transition Programs, University College

– *Northern Arizona University*

Kaitlin Hublitz, Lecturer and Course Coordinator, Academic Transition Programs

– *Northern Arizona University*

W-4 | Learning to Leap: Using Experiential Education and Collaborative Learning to Transform the First-Year Seminar Classroom

8:00 am – 12:00 noon | \$135 | Arts District 7

 **Stephanie Foote**, Associate Professor of Education, Department of First-Year Programs

– *Kennesaw State University*

Deborah Mixson-Brookshire, Assistant Professor of Management and University College Distance Learning Director, Department of First-Year Programs

– *Kennesaw State University*

W-5 | Critical Thinking Pedagogy in the First Year Experience and University Transition

8:00 am – 12:00 noon | \$135 | Deep Ellum A

Robert Kenedy, Associate Professor of Sociology

– *York University*

W-6 | Making Sense of First-Year Assessment

9:00 am – 4:00 pm | \$235 | Deep Ellum B

Dan Friedman, Director, University 101 Programs

– *University of South Carolina*

Jennifer Latino, Director, First-Year Experience

– *Campbell University*

W-7 | Best Practice in the First College Year: Defining What Works and Why

9:00 am – 4:00 pm | \$235 | Greenville Avenue

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*

W-8 | Fostering Student Learning with Engaging and Meaningful Assignments

9:00 am – 4:00 pm | \$235 | West End

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

– *University of South Carolina*

Kevin C. Clarke, Assistant Director for Faculty Development and Assessment, University 101 Programs

– *University of South Carolina*

Catherine Sale Greene, Assistant Director for Campus Partnerships, University 101 Programs

– *University of South Carolina*

W-9 | Learning Communities: Why and How

1:00 pm – 5:00 pm | \$135 | Arts District 5

Jean M. Henscheid, Clinical Faculty, Adult, Organizational Learning and Leadership, College of Education

– *University of Idaho*

W-10 | Using the Science of Motivation to Engage All Learners

1:00 pm – 5:00 pm | \$135 | Katy Trail

Christine Harrington, Professor of Psychology and Student Success, Director, Center for the Enrichment of Learning and Teaching

– *Middlesex County College*

Melissa Thomas, Director of the Center for Student Learning

– *College of Charleston*

W-11 | Affecting the First-Year Experience for African American and Hispanic Males

1:00 pm – 5:00 pm | \$135 | Fair Park 1

Wayne Jackson, Director of the Multicultural Academic and Support Services Department

– *University of Central Florida*

Maurice A. Davis, Counselor

– *Montgomery County Community College*

W-12 | Recruiting, Developing, and Retaining First-Year Seminar Instructors

1:00 pm – 5:00 pm | \$135 | Arts District 4



Michele Campagna, Executive Director of the Centre for Advising and Student Transitions

– *Montclair State University*

Julie McLaughlin, Professor and Department Chair for the First-Year Experience, Co-chair of the First-Year Experience Advisory Committee

– *Cincinnati State Technical and Community College*

Nicole Weir, Assistant Director of the Center for Advising and Student Transitions

– *Montclair State University*

W-13 | Enhance Your FY Advising Program by Teaching Students Emotional Intelligence

1:00 pm – 5:00 pm | \$135 | Deep Ellum A



Catherine Andersen, Associate Provost for Academic Affairs

– *University of Baltimore*

Korrel Kanoy, retired

– *William Peace University*

W-14 | Creating Digital Citizens and Engaged Learners: The Preemptive Role of the First-Year Seminar

1:00 pm – 5:00 pm | \$135 | Arts District 7

Brad Garner, Director of Faculty Enrichment, Center for Learning and Innovation

– *Indiana Wesleyan University*

W-15 | From Surviving to Thriving: First-Generation College Students and Academic Citizenship

1:00 pm – 5:00 pm | \$135 | Fair Park 2

La'Tonya Rease Miles, Director, Academic Resource Center

– *Loyola Marymount University*

Danelle Dyckhoff Stelzriede, Associate Director for the First To Go Program

– *Loyola Marymount University*

Opening Session with Keynote Address The Changing Faculty and Students Transition to College

5:30 pm – 7:00 pm | Trinity Ballroom



Adrianna Kezar

Professor for Higher Education

— *University of Southern California*

This plenary session will explore how changes in the faculty to largely non-tenure track threaten student transition to college. Seventy percent of the faculty are now off the tenure track and most are part-time, teaching at multiple institutions with little time to engage students. Data will be presented about how the changes in faculty are associated with negative outcomes in persistence, student learning and graduation. A deep exploration of the issue will be followed by advice for campuses about stemming this growing problem.

OPENING RECEPTION | 7:00 pm – 7:45 pm

Dallas Ballroom A-D & H | Co-sponsored by: York University

Featured Session

An Evening with John Gardner

8:00 pm – Until | Katy Trail

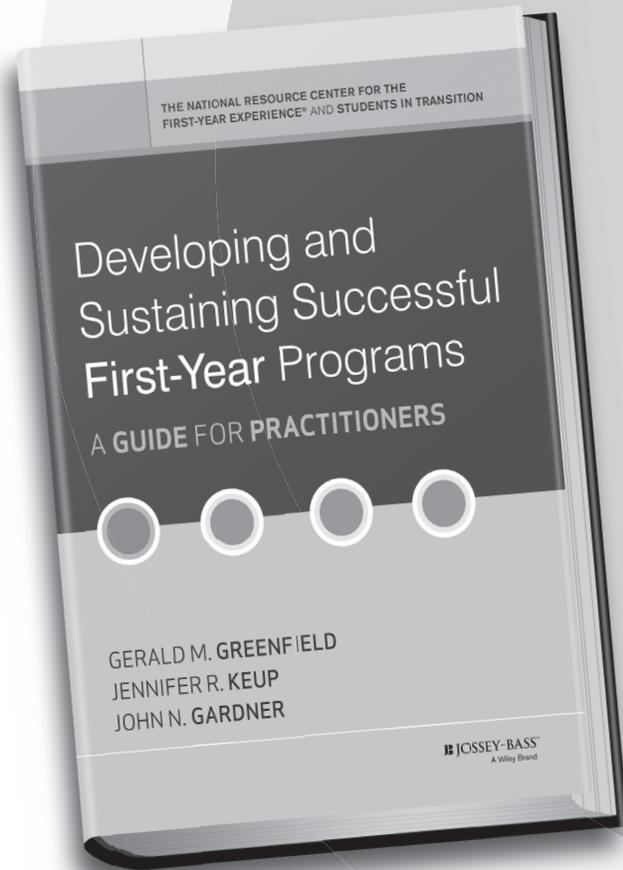


John N. Gardner, President—John N. Gardner Institute for Excellence in Undergraduate Education; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition

— *University of South Carolina*

Come spend part of your first evening with the conference founder, John Gardner. 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. During this fourth decade of conferences, 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.

Make Sure Your First-Year Program Succeeds

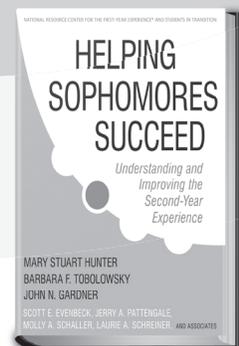


“Grounded in scholarly literature and higher education theory, *Developing and Sustaining Successful First-Year Programs* provides a much-needed next-generation resource to advance a comprehensive, integrated, and multi-faceted first-year experience as well as practical guidance to educators who want to become more effective first-year student advocates.”

—Jillian Kinzie, associate director, Indiana University Center for Postsecondary Research, NSSE Institute

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Author Dinner

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Saturday, February 7th, 7:45 pm

Dallas Ballroom Salon E

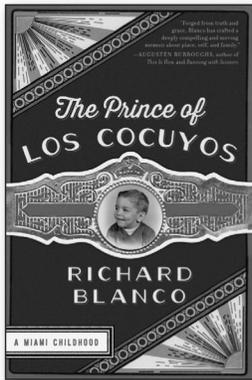
Book signings to follow dinner



RICHARD BLANCO

author of

The Prince of los Cocuyos
A Miami Childhood

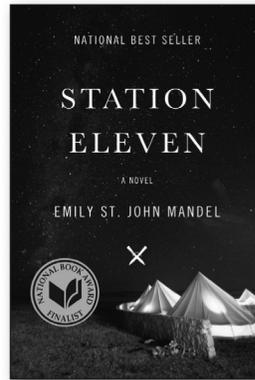


EMILY ST. JOHN MANDEL

author of

Station Eleven

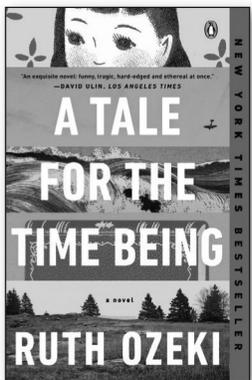
2014 National Book Award Finalist



RUTH OZEKI

author of

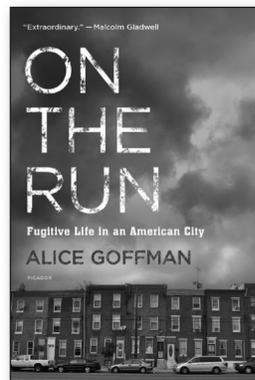
A Tale for the Time Being



ALICE GOFFMAN

author of

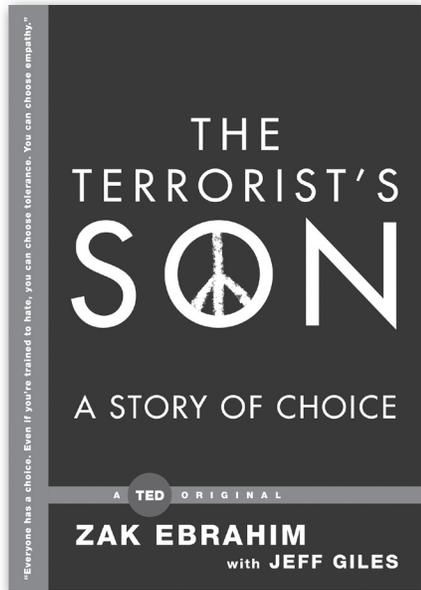
On the Run
Fugitive Life in an American City



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Ideas and stories that will engage students and stimulate discussion

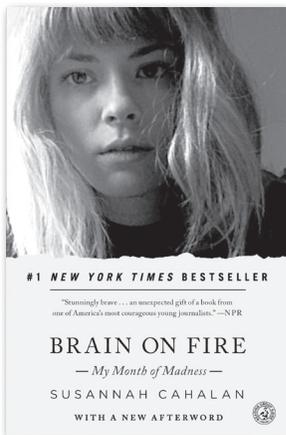
FRESHMAN YEAR READS



The extraordinary story of a young man who, raised by an extremist father to hate, chose love instead.

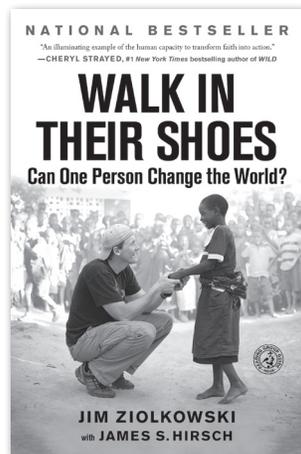
“I’ve spent my life trying to understand what drew my father to terrorism. By telling my story, my intention is to do something hopeful and instructive: to offer a portrait of a young man who was raised in the fires of fanaticism and embraced nonviolence instead. I can’t make any grand claims for myself, but all our lives have themes, and the theme of mine so far is this: Everyone has a choice.”

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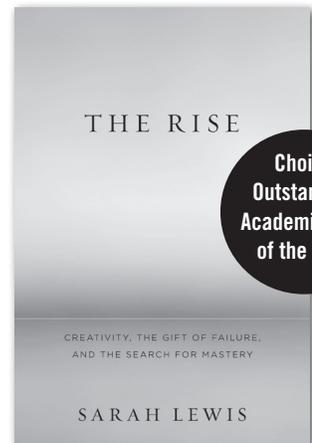
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Calendar

Mark Your



April 17 – 19, 2015
Institute on Sophomore
Student Success
Columbia, South Carolina

October 17 – 19, 2015
22nd National Conference on
Students in Transition
Baltimore, Maryland

July 24 – 26, 2015
Institute on First-Year
Student Success in the
Community College
Atlanta, Georgia

February 20 – 23, 2016
35th Annual Conference on
the First-Year Experience
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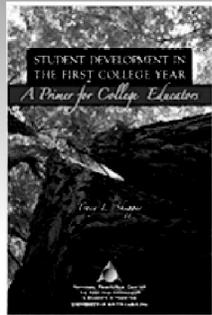
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2. if you have any questions or difficulties, email FYE@sc.edu



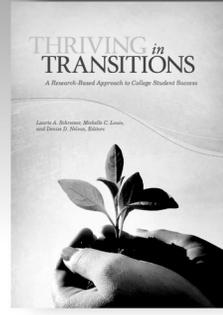
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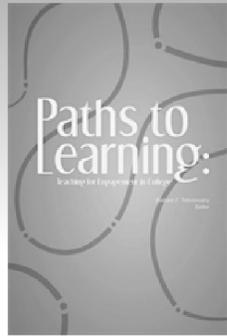
Thriving in Transitions: A Research-Based Approach to College Student Success
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SUNDAY, FEBRUARY 8

Conference Registration/ Information Desk

7:30 am – 6:30 pm
Dallas Ballroom Foyer

Continental Breakfast

7:30 am – 9:00 am
*Dallas Ballroom A-D & H and
Foyer*

Cybercafé

7:30 am – 5:00 pm
South Side 2

Primer for First-Time Attendees

7:45 am – 8:45 am
Dallas F

M. Stuart Hunter

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

Jennifer R. Keup

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

John N. Gardner

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

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

7:45 am – 8:45 am

E-1 First-Year Experience, Student Engagement and MyPath101

Dallas G

Rachel Gogos

Founder and CEO
MyPath101.com

MyPath101 is a web-based tool that helps college students understand themselves, graduate on time, and forge successful career paths. For many, the first year of college means moving away from family supervision and structured curriculums. This exciting time can feel overwhelming,

and MyPath101 helps students master three vital aspects: (a) Identity and Personal Branding cultivates self-awareness through guided self-inquiry; (b) Social Media Marketing helps students clean up—and build up—their online profiles; and (c) Career Marketing guides students' career search, from finding internships to applying to schools or jobs. Join us to help your students!

E-2 Quick Methods for Engaging Students with MindTap College Success

Dallas E

Greg Rivera

Senior Professional Educator - TeamUp Professional Development

Erica Messenger

Senior Marketing Manager for College Success
Cengage Learning

Based on data from the National Center for Education Statistics (NCES), approximately 23% of all undergraduates are immigrants. This total includes foreign-born immigrants and second-generation Americans born in the United States. Immigrant college students are an emerging student population that merits further inquiry and discussion. How do we best address the issues and transitional needs of immigrant college students in the first year? What can educators do to facilitate the success of students in the first year and beyond? This facilitated discussion will address these inquires and allow for an exchange of ideas and strategies.

CT-3 Using BCSSE to Identify and Support Students With Low Confidence

Katy Trail

James Cole

BCSSE Project Manager
Indiana University

Self-efficacy research suggests that entering first-year students with a high degree of academic confidence are more engaged during their first year of college, set higher academic goals, and generally are more academically successful. Using data from the Beginning College Survey of Student Engagement (BCSSE), this presentation will describe how student academic confidence relates to student success. The session will culminate in a discussion on how to best serve incoming students who may be lacking in academic confidence. Participants will discuss general principles that can help enhance student confidence in various settings and contexts.

E-4 Effective Strategies to Increase Involvement Activities of Students with Disabilities

Greenville Ave

Aimee Timberlake Helmus

Disability Services Coordinator
University of North Carolina Wilmington

This study investigates current levels of campus involvement of students with disabilities and current practices of the University of North Carolina Wilmington's Disability Resource Center. It also seeks recommendations for improvement from students with disabilities and other postsecondary disability service providers. Incoming students with disabilities and disability services providers from 14 postsecondary institutions participated in this

study. A student survey and postsecondary survey collected information to determine the most significant topics regarding students with disabilities involvement activities. Information was provided on additional policy and procedural formation and development of training opportunities for faculty, staff, student leaders, and students with disabilities.

E-5 Leveraging Mobile and Social Technology to Engage First-Year Students

Fair Park 1

Ari Winkleman

CEO

Involvio (partner Drexel University)

This year's class is different—not only because they are digital natives, but because their use of social media and mobile technology is fundamentally changing. Students are quickly moving from a digital world built on profiles and planning to one where anonymity and ephemerality are paramount. Learn how to craft a robust, student-centric digital strategy to engage your students from the time they arrive at orientation all the way through the end of their first year that is platform agnostic. This session will identify and explore key metrics to track and assess in order to optimize your strategy and program.

E-6 Engaging Diverse Student Populations with Personal Finance

Fair Park 2

Amy Marty

Program Manager

National Endowment for Financial Education

Financial literacy has become a key part of student success for many institutions of higher learning in the United States. However, without a clear plan for implementation and student engagement, schools may waste time and resources on ineffective financial education initiatives. This session will introduce a strategic framework that faculty and staff can use to introduce personal finance concepts to their students and offer examples of peer institutions who are building financial capability on their campuses.

E-7 Making Finance Fun: Incorporate Money Management Into Your FYE Program

Cedars

Peter Bielagus

Principal

Wealth Educators International, LLC

More students drop out of college because of money management problems than any other reason. Financial expert Peter Bielagus will share his tips and tricks on how colleges can incorporate personal finance into any existing FYE programs, both quickly and affordably. He will share the secrets he has used to not only educate students about personal finance, but to actually get them excited to take action. Bielagus has a unique approach in that he is able to make finance fun. In this session, he will show you how you can too.

E-8 Online Orientation: Theory, Best Practices and Real-Life Experience

White Rock

Sam Swingle

CEO

Advantage Design Group

Rachel Veretto

First Year Programs

AIMS Community College

This forum is for professionals considering online orientation options. Attendees will learn a cost-effective, efficient process that results in an engaging and educational student program that can be tracked. Participants will view a sample that proves how to keep student interest as well as pitfalls to avoid in the creative and development process. This unique session offers real-life examples of the AIMS Community College experience such as school branded design options, navigational path determinations, custom video interaction, school database integration, tablet and smartphone compatibility, web hosting, and ADA versions.

E-9 College Parents: First Responders Who Don't Know How to Respond

West End

Harlan Cohen

Author

Sourcebooks

Today's parents hear it all, see it all, and know it all. They are the new first responders, but most of them don't know how to respond. Never before has it been more crucial to help parents get comfortable with the uncomfortable. 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. The goal is helping parents be the best possible partners during this time of transition.

E-10 Incorporating Books in Your First-Year Experience Programs

Deep Ellum A

Christine Naulty

Marketing Associate

Simon & Schuster

Designing a common reading program can be a daunting task. Focusing on titles with common elements, and learning about other institutions' experiences improves this process. This session will show participants how to best (a) evaluate potential common reading program titles and (b) plan events around the common read title for the student community. The information provided will prove helpful for both schools with an established common reading program and those looking to implement a program. Best practices for common reading programs at four-year, public and community colleges will be addressed with student and faculty feedback from a previous common reading experience.

SUNDAY, FEBRUARY 8

E-11 Flipped Student Services: Restructuring How We Support Today's Students

Deep Ellum B

Valerie Kisiel

Co-Owner

Kristen Seldon

Director of Institutional Relations

Innovative Educators

With increasingly limited resources, institutions are finding it difficult to provide services to all students. This session will explore online tools first-year students can use to learn about career options, study skills, money/time management, test-taking strategies, and more. We'll focus on videos, podcasts, and web conferencing, all of which are critical to creating a dynamic learning environment. We will examine a case study from Foothill College, who is currently using StudentLingo to provide 24/7 support.

E-12 IMTPC: Essential Elements for Certifying your Mentor Program and Mentors

Arts District 7

Page Keller

Director, Center for Excellence in Peer Education

College of Charleston

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. CRLA's International Mentor Training Program Certification offers college mentor programs the resources necessary to develop new mentor training programs and to revise and improve existing programs. This session is intended for those interested in learning more about the certification process and includes an overview of the benefits of certification, an explanation of the application process, a discussion of best practices, and tips on getting started.

E-13 Orientation 101: The Basics of Orientation

Arts District 5

Scott LeBlanc

Education Program Coordinator

NODA-Association for Orientation, Transition and Retention in Higher Education

Andy Cinoman

Director, New Student Programs

Florida Gulf Coast University

Orientation is the college's best opportunity to introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interactions with faculty and staff, and convey the values and traditions of institutions. NODA will share common models and emerging trends in orientation, transition, and retention in higher education.

E-14 Next Generation Early Alert: Transforming Your Culture and Student Success

Arts District 6

Rachel Phillips-Buck

Vice President for Student Success

Matthew Boisvert

President

Pharos Resources

Enhanced Early Alert can be uniquely utilized as a crucible to enhance an institution, and it provides a concrete opportunity to unify the institution's mission with the daily experience of a student. This requires an investment at every level of the college, including admissions, student life, and academics. Everyone must understand specific student needs and have the best tools for providing support. This workshop will guide the participants through the process of creating a powerful, cross-departmental Enhanced Early Alert program. Data and results of best practice Enhanced Early Alert programs will be presented.

E-15 Back Off, Baby! Online Lessons to Help Students Complete College

Arts District 4

Chelsey Connolly

Manager, College Initiatives

The National Campaign to Prevent Teen and Unplanned Pregnancy

Julie McLaughlin

Academic Advisor and Co-Chair, First-Year Experience Advisory Committee

Cincinnati State Technical and Community College

Larry Rideaux

Vice President of Student Development Services

Tarrant County College

Improving completion is a priority for many institutions. While it has not historically been addressed by colleges, unplanned pregnancy can be a barrier to a student's ability to succeed. This session will describe the problem and strategies to address it, including three free, innovative, and interactive online lessons about preventing unplanned pregnancy that instructors can easily integrate into FYE courses. Presenters will also share the very positive results from the evaluation of the online lessons and faculty members and students will report on their experiences with the online lessons at their colleges.

FD-16 Interdisciplinary Programs and Libraries: Supporting Student Success Through Creative Partnerships

Dallas E

Laura Harrington

Academic Adviser

Amanda Hornby

Teaching & Learning Program Librarian

University of Washington

This session will address the fundamental question, How can we leverage partnerships with other student services professionals and units to more effectively and creatively impact student success from the first year onward? The presenters will draw on experience gained by UW Libraries and Honors

Program collaborations, which have evolved over a five year partnership to impact student success through deeper engagement in both units. Discussion will focus on identifying key student needs, brainstorming potential partnerships, and developing unique and effective strategies for supporting student success by using the strengths and resources of the various partners.

9:00 am – 10:00 am

FD-17 Don't Drop the Ball: Fostering Successful Relationships between University Departments

Dallas G

Nicole Nagy

Director of First-Year Experience

Emily Lipe

Admissions Officer
Madonna University

The success of a student relies on the essential relationships developed campus wide, but especially between the offices that serve as a student's first point of contact. The admissions, academic advising, and first-year experience offices set the tone for the rest of a student's experience at an institution and can encourage or deter students from making a commitment to attend the institution. These three offices must have strong relationships and open communication to help students move from being prospects to being enrolled. This session will provide a discussion of best practices and opportunities for campuses to grow in this area and to ensure that colleges don't drop the ball.

E-18 The First Year Matters: But What Matters Most?

Dallas F

John Gardner

President

Betsy Barefoot

Senior Scholar
John N. Gardner Institute for Excellence in Undergraduate Education

The presenters are co-founders of a not-for-profit organization that has enabled them to extend their formative work at the University of South Carolina. They will share their lessons learned for the most important steps campuses can take to increase the success of new students. Drawing from their work with hundreds of institutions, the presenters will focus on the use of assessment to produce strategic action plans to enhance first-year retention rates, increase the success of transfer students, and address the challenges of "killer courses." They will also discuss the importance of implementing to a high degree aspirational plans for institutional improvement.

E-19 Supporting First-Year Learning with The New York Times

Katy Trail

Kevin Clarke

Assistant Director for Faculty Development and Assessment, University 101 Programs
University of South Carolina

Jennifer Latino

Director, First-Year Experience
Campbell University

Kathleen O'Connell

National Education Director
The New York Times

Engaging first-year students with local, national, and international news sources can pay dividends for their critical thinking skills; their understanding of this diverse, interconnected, and changing world; and their achievement of common first-year learning outcomes. In this session, the presenters will demonstrate how to use a newspaper in the classroom, and in particular, will highlight The New York Times and The New York Times in the First Year as meaningful tools to develop new students' knowledge, competencies, and skills by utilizing news articles, discussion questions, reading lists, critical thinking and writing modules, and other resources available.

E-20 Collaborative Publishing: The Future of College Success

Greenville Ave

Richard Schofield

Director of Business Development
BVT Publishing

David Strickland

Director, Student Success Program
East Georgia State College

BVT has created a collaborative publishing environment where authors and educators can work together to develop superior content for student success. In this session, we will describe how we use mentoring, peer review and instructor feedback to help authors perfect their materials. We format each author's content into single-topic modules. Any campus can then select from our catalog of modules—which already covers all major topics—to assemble their own college success course and textbook. Content developers and educators are invited to join the discussion. David Strickland, author of 10 of our modules, will be on hand to answer questions.

CI-21 Heightening the Impact of Your Summer Bridge Program

Fair Park 1

Christine Metz

Director of Academic Initiatives
St. Cloud State University

Summer Bridge Programs are widely recognized as valuable tools to help at-risk and provisionally-admitted students adjust and adapt to university life. Students report greater confidence in their readiness for college level classes and their ability to successfully engage in self-advocacy. A rigorous living-learning community structure can heighten these impacts. Using MAP-Works data, pre- and post-program survey data, and qualitative data, this session documents concrete gains in appropriate study habits, greater confidence in self-management skills, and a mature appreciation for the diversity of learning both in and out of class.

E-22 College Success Through Financial Literacy

Fair Park 2

Tim Hagan

Financial Literacy Project Coordinator

Gretchen Holthaus

Head, Office for Student Money Management
Wichita State University

Students, their families, and the public are exposed to incessant media stories asking if college is worth the ever-increasing price. We imagine you hope enough students, and those helping them, see that it is. This presentation will introduce MyCollegeMoneyPlan.org, a free web-based resource that can be used independently, with a guide, or implemented in the classroom. The website is geared to help students find and be successful at the best college they can afford. The course also aims to help students avoid major money mistakes and take important steps toward financial independence early in their college career.

CR-23 Developing an Intensive Faculty Preparation Program: Results and Lessons Learned

Cedars

Christina Hardin

Director, New Student Experience

Wendi Dew

Director, Faculty & Inst Dev

Ed Holmes

Director of Advising

Evelyn Lora-Santos

Director of Advising
Valencia College

In the spring of 2014, 12 new faculty were hired at Valencia College to teach the College's New Student Experience Course (NSE), a first-year, student success course. In addition to their teaching responsibilities, the faculty also serve as advisors to the students in the NSE course. In order to prepare them for the responsibilities of newly created hybrid role, the faculty were engaged in a three week course focused on pedagogy and advisor training. This session will focus on the strategies used to design the training, the role of assessment in the process, and lessons learned.

E-24 Life During College ONLINE, Results From Implementing An Online Text

White Rock

Terry Arndt

President
College Transition Publishing

David Gilmore

Associate Dean, Undergraduate Academic Affairs
Regis College

Tawnya Beerman

Associate Dean of Completion
Western Iowa Tech Community College

This past fall, several colleges participated in a beta-testing program that allowed them to provide students a free, online, mobile-ready, easy-to-use text for their first-year experience program. This service also provided educators access to important analytical data regarding the students usage, such as time spent on the site, what areas of the site were accessed, and more. Survey results from instructors, administrators, and students regarding the service will also be available.

CT-25 Growing a Sustainable Peer Educator Program

West End

John Amanatides

Associate Professor, Department of Electrical Engineering and Computer Science

Mazen Hamadeh

Assistant Professor, School of Kinesiology and Health Scie
York University

Intervention strategies based on peer educators are becoming more important in an increasingly tight fiscal environment. Over the last six years, the Peer Educator initiative at York University's science and engineering college has grown from a single peer advisor program to one that encompasses a multi-prong approach to student support including peer mentoring, peer tutoring, class representatives, and Supplemental Instruction. Supporting and sustaining a large multi-faceted student support program can have its challenges. In this session, the presenters will describe their growth path, the problems encountered, the lessons learned, and the actions taken to ensure sustainability.

CI-26 Creating Communities Through Collaborative Play: The KSU Alternate Reality Game

Deep Ellum A

Daniel IretonAssistant Professor, Undergraduate/Community Services Librarian
Kansas State University

For the past three years a team of librarians and instructional designers have created, implemented, and assessed a series of alternate reality transmedia experiences. Over the past two years, these have centered on the University's common read program and focused on first-year students connections with campus and each other. The presenter will discuss the nature of alternate reality games and transmedia, the pedagogy behind gaming in education, goals specific to the design of their particular game, relationships created with campus stakeholders, obstacles overcome in design and implementation, and feedback from students who played the game.

CT-27 CREATE: An Appreciative Model for Teaching First-Year Students

Deep Ellum B

Sycora Wilson-JamesLecturer, Entering Student Program
The University of Texas at El Paso

Integrating appreciation into our interactions with students builds a relationship based on curiosity and interest. Using appreciative education as "a framework for delivering high-quality education," (Bloom, Huston, He & Konkle, 2013) this presentation will provide one instructor's application of the appreciative education approach to teaching a first-year seminar.

CR-28 Blogging as Dress Rehearsal: Using Blogs to Promote Academic Literacy

Arts District 7

Courtney Kelly

Associate Professor, Literacy Department

Carleigh BrowerTutoring Coordinator and Writing Specialist
Manhattanville College

First-year college students often find academic writing to be challenging, especially when the assignment requires a nuanced interpretation of a complex text. In this session, the presenters share initial findings from an ongoing study of the use of blogs to promote close reading and critical thinking while preparing first-year students to write expository essays analyzing complex texts. The presentation will focus on the practices as well as the challenges of supporting active-learning and academic literacy using 21st century technologies.

CR-29 Six-Word Memoirs: A Content Analysis of First-Year Course Learning Outcomes

Arts District 5

Lisa RubinAssistant Professor, Student Services in Intercollegiate Athletics
Kansas State University

First-year courses prepare students for the transition to and success in college. Institutions are interested in assessing student learning outcomes to achieve institutional goals and maintain accreditation. Though it may be difficult to measure student learning and success, colleges aim to assess student learning in the classroom by setting learning outcomes and objectives. The purpose of this study was to explore students' achievement of learning outcomes in a required first-year course through their submission of six-word memoirs about what they learned. This study's framework was Lave and Wenger's situated learning theory through the process of legitimate peripheral participation.

E-30 Online Orientation

Arts District 6

Doug SawyerBusiness Development
Comeva, LLC

This year's first-year students were born into a world of technology. They grew up with laptops, smart phones, and instant answers at the touch their fingertips. Technology is a multimedia connection enabler with a variety of channels including video, audio, and a web of links to unlimited resources. Online Orientation utilizes this vital tool by meeting students where they are. Online Orientation can supplement in-person orientation, precede it, or simply offer students another option—one that hits home for them. Come see how you can use technology to aid your ability to inform, connect, and retain.

E-31 Habitudes for the Journey...For Students in Transition

Arts District 4

Tim ElmorePresident and Founder
Growing Leaders

This session is based on the newest installment of the series, *Habitudes: Images that Form Leadership Habits and Attitudes*. It is designed for students in transition. First-year students need safe places to talk about the transition they are experiencing in college. This book introduces principles for navigating pivotal life decisions, each based on an image, a conversation, and an experience. This session will offer practical tips on connecting with students over the most important conversations they'll have during their first year.

MORNING BREAK | 10:00 am – 10:15 am
Dallas A-D & H

10:15 am – 11:15 am

FD-32 Taking Common Reading Programs to the Next Level

Dallas E

Rich Shivener

Graduate Assistant
University of Cincinnati

Nirmal Trivedi

Director, Academic Transition Programs
Georgia Institute of Technology

Carmen Garcia-Shushtari

First Year Experience Coordinator

Allison McComb

Director, First Year Experience
University of California, Los Angeles

Common reading programs are often dependent on the book selection. No matter how interesting and developed the programming is for such a program, if the book itself does not spur conversation across campus the program itself tends to fall flat. What if a common reading program depended less on a book and more on the students themselves? A space for pressing questions and solutions, this facilitated discussion invites participants to share thoughts on their experiences with common reading programs that go beyond the traditional roles of selecting a text and hosting the author at convocation.

FD-33 Fostering Success Through Group Supervision

Dallas G

Diana Barrett

Graduate Assistant for Learning Community Programs

Nathaniel Hug

Graduate Assistant for Learning Community Programs
Ohio University

Do peers influence an individual's success on the job? What would the impact be if supervision meetings were conducted within a group setting? Within this session, participants will explore the benefits and opportunities of supervising peers as a group by examining current practices at Ohio University. The session will promote discussion upon the differences between group and individual supervision through the Theory of Mattering and the stages of student development.

CT-34 Establishing a Mentoring Program for First-Year Students

Dallas F

Wayne Jackson

Director, Multicultural Academic and Support Services
University of Central Florida

Tony Davis

Counselor
Montgomery County Community College

In this session, participants will learn the key components in developing a successful mentoring program on the college campus. With university and college budgets tightening due to lack of funds, college administrators are exploring ways to develop cost effective measures that will increase student retention, without exhausting the budget. This session will particularly benefit those who are interested in developing or enhancing their mentoring program with the primary intent of increasing retention and persistence.

CT-35 Navigating University Transition Through the Utilization of Peer Leaders

Katy Trail

Beth Odahlen

Director, Center for Engaged Teaching and Learning
Minot State University

Transitioning from a high school or career field to a college or university setting can be an intimidating experience. The inclusion of peer leaders in transition initiatives can help ease the angst of first-year students by providing social support and fostering a connection to other students, the campus, and the community. Participants in this session will learn about various aspects of a peer-led program called TRANSITIONS, the second part of the orientation process, focused on introducing first-year students to academic and student support services on campus in addition to engaging them in the community through volunteerism.

CT-36 Reflective Practice for Professional Growth and Personal Resilience

Greenville Ave

Steve Piscitelli

Professor of History
Florida State College at Jacksonville

Socrates stated, "The unexamined life is not worth living." We cannot expect to improve our professional performance or personal lives if we don't take time to understand what, why, and how we do what we do. Behavioral change doesn't come from an outside expert—but, rather, from within us. We encourage our students to reflect, think critically, and take action but how often do we take time ourselves to reflect on what we do, and why we do it? This interactive session will examine benefits of, and strategies for, personal and professional critical reflection in your campus community.

CI-37 Flipping for the Masses

Fair Park 1

Lauren Oosthuizen

Senior Officer, Center for Teaching Learning

Louise Strydom

Officer, Center for Teaching and Learning

University of the Free State

UFS101 is one of the first core curriculum modules in South Africa that involves 5,000 first-year students across disciplines in a common intellectual experience. The goal of enhanced student engagement informs the teaching and learning approach at the University of the Free State (UFS). The improved mode of delivery of UFS101 (i.e., flipping the classroom and focusing on discussion as a way of teaching) was implemented in 2014 as a pilot for the institutional teaching and learning approach. UFS101 has served as a prototype from which meaningful lessons can be learned for enhancing teaching and learning.

CI-38 The Signature Course: Reinventing the Core Curriculum at UT Austin

Fair Park 2

Patricia Moran Micks

Director of the First-Year Experience Office

Lori Holleran Steiker

Distinguished Teaching Associate Professor

The University of Texas at Austin

The Signature Courses at the University of Texas at Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CI-39 Developing Effective Strategies for Addressing, Assessing and Improving Information Literacy

Cedars

Jennifer Latino

Director, First-Year Experience

Carly Edwards

Assistant Director, First-Year Experience

Campbell University

Students' ability to locate relevant sources, evaluate information, and judge the relevance of sources are critical skills to conduct college-level research. The first-year seminar at Campbell University addresses information literacy through a variety of in- and out-of-class teaching methods and embedded course assignments. Assessment of students' learning is conducted annually using both direct and indirect measures, and adjustments

are made accordingly in a continual effort to meet and achieve the learning outcome. This session will provide participants with innovative examples of pedagogies, students' demonstration of knowledge, and assessment of learning to address information literacy.

CR- 40 Understanding Latino Males' Sense of Belonging in Texas HBCUs

White Rock

Taryn Ozuna

Assistant Professor, Department of Educational Leadership and Policy Studies

Victor Saenz

Associate Professor, Department of Educational Administration

University of Texas at Austin

This session presents findings from a qualitative study that explored the perceptions of sense of belonging as described by 10 Latino male college students enrolled in two Historically Black Colleges and Universities (HBCUs) in Texas. The session highlights the individuals, relationships, and experiences that supported or hindered their connections to the institutions as they transitioned in their first year of college. By understanding the challenges and opportunities Latino males face in developing a sense of belonging, institutions, particularly minority serving institutions, can address the unique needs of this student population and promote persistence. Areas for future research will also be discussed.

CT-41 Creating a Powerful Syllabus: Doing What Works!

Deep Ellum A

Christine Harrington

Professor of Psychology and Student Success

Middlesex County College

Are you making the most out of your syllabus? Come discuss the purpose of the syllabus, including how it can be used as a motivational tool. Discover what the research says about what makes a syllabus effective. Strategize about ways to encourage first-year students to regularly use this important document. Walk away with practical ideas about how to create a more powerful syllabus and gather some great resources such as a syllabus checklist.

SUNDAY, FEBRUARY 8

CT-42 Leverage Your Emotional Intelligence to Improve Programs and Excel Professionally

Deep Ellum B

Korrel Kanoy

Professor Emeritus

William Peace University

Emotional intelligence has been shown to account for about 30% of work success, more than IQ and technical competency in one's field. This workshop will help participants develop a better understanding for emotional intelligence (EI); why well-developed EI is important to work success; and how to leverage their EI to achieve better results, including more effective coalition building across departments, working effectively with faculty, and securing needed resources. Participants will examine common challenges faced by those working in first-year programs and apply emotional intelligence solutions to those issues.

CI-43 Best of Both Worlds: A Community Engagement Project

Arts District 7

Patti Wilson

Senior Instructor, Department of Health and Sport Sciences

Otterbein University

Best of Both Worlds is a program that connects first-year university students and local high school students with disabilities in a Peer Buddy Wellness Program. First-year seminar students are matched with 18-22 year old high school students who have graduated from their high schools but are still working on Individualized Education Plans (IEPs). The buddies do physical workout programs together, attend FYS class together, and create community engagement projects to work on together. Students also attend workshops on job/career readiness that focus on topics such as resume writing and interviewing. It really is the best of both worlds for all involved.

E-44 Retaining Students who Choose the Wrong Major

Arts District 5

Catherine Rains

Solution Consultant

CPP, Inc.

This action packed session, based on the MBTI assessment, will demonstrate how to: (a) identify and/or confirm your own MBTI type middle letters, (b) quickly and accurately guess the middle letters of a student's MBTI type, (c) translate a student's middle letters into a definition of their primary motivators for choosing a major, (d) identify majors that are most appealing (and least attractive) for each MBTI type, and (e) show students how their primary values and motivators can still be met through a wrong major.

CI-45 Redesigning Peer Leader Training to Meet Evolving Student Needs

Arts District 6

Tricia Kennedy

Assistant Director for Peer Leadership

University of South Carolina - Columbia

Peer leaders have long been an important component of University 101 Programs at the University of South Carolina. Due to assessment findings and program review in recent years, the approach used to train and prepare these peer leaders evolved significantly to better meet the needs of peers, instructors, and first-year students. This session will discuss the redesign process, the implications of the changes for recruitment efforts, ongoing support and development provided for the peer leaders, as well as assessment findings.

CT-46 Enhancing an Established Common Reading Program

Arts District 4

Tiffany Shoop

Assistant Director for Special Programs

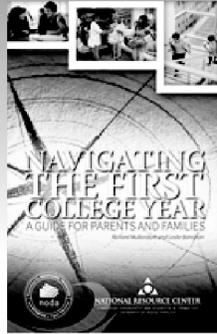
Megan O'Neill

Associate Director of First Year Experiences

Virginia Tech

For many institutions, the common reading program has become a long-standing and integral part of the first-year experience. What happens, however, when the common reading program becomes a bit too common on campus? How can program practices be enhanced to ensure that students and faculty can make the most of the experience? This session will (a) discuss the rationale for enhancing established common reading programs; (b) provide strategies from one institution for enhancing elements of a common reading program, including the selection process, campus activities, and faculty support; and (c) open a discussion amongst colleagues about enhancing common reading programs.

GUIDES FOR PARENTS AND FAMILIES



Navigating the First College Year: A Guide for Parents and Families

Richard Mullendore and Leslie Banahan

A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education

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Academic Advising in the First Year of College: A Guide for Families

Virginia N. Gordon, Julie Levinson, and Tim Kirkner

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Journal

of The First-Year Experience & 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—such as outcomes related to success, learning, and development—of students at a range of transition points throughout the college years. These transitions consist of, 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); and
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above.



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CONFERENCE AWARDS LUNCHEON

Sunday, February 8, 2015 | 11:30 am – 1:15 pm | Trinity Ballroom

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



Gregory Budzban
Executive Director
*Southern Illinois University
Carbondale*



Vincent J. Kloskowski, III
Assistant Dean of the College and
Director of The Academic Center
Saint Joseph's College of Maine



Michele Campagna
Senior Instructor
Montclair State University



Shannon McCasland
Associate Dean for
Student Services
Aims Community College



Richard Gebauer
Director, First Year Experience
Cabrini College



Ann Seavey
Director, Academic Support
Center
Gordon College



Frank Collins
Senior Instructor
University of New Brunswick



Jill Simons
Dean of University College
Arkansas State University



Christy Henry
Assistant Dean of
Academic Resources/Director of
FYE
Wesleyan College



Maria Villaseñor
Associate Professor
*California State University,
Monterey Bay*

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



Stephanie Foote
Kennesaw State University



Undergraduate Student Fellowships

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*University of California,
Merced*

Emily Woodward
University of South Florida

Christopher Trautman
Fairleigh Dickinson University

Annie Ziga
Northern Illinois University

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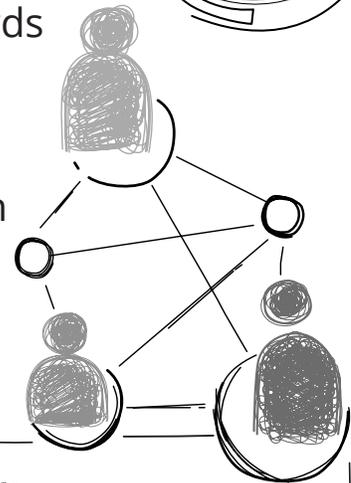
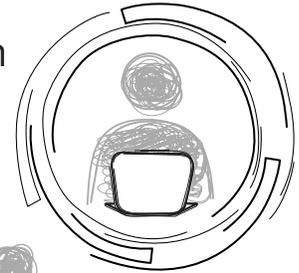
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SUNDAY, FEBRUARY 8

1:30 pm – 2:30 pm

FD-47 Round Two: Tailoring the Required Seminar to Students Repeating

Dallas E

Elaine Lewis

Director of Success Evaluation and Retention

Kinsey Ashworth

Peer Educator

Washburn University

Students often consider their first-year seminar is an easy A, but inevitably some students may fail the course. Often faculty find themselves asking, What went wrong? instead of, How can we help? This facilitated discussion will focus on ways to create a meaningful and successful “round two” class for these students, preparing them for future college success.

FD-48 Submitting a Proposal for First-Year Experience Conferences

Dallas G

Bryce Bunting

Associate Director, First-Year Mentoring

Brigham Young University

Chris Caplinger

Director, First-Year Experience

Georgia Southern University



Stephanie M. Foote

Director, M.S. Program in First-Year Studies and

Associate Professor of Education

Kennesaw State University

Tracy Skipper

Assistant Director for Publications

University of South Carolina

New to the First-Year Experience Conferences or to the proposal-submission process? Interested in presenting at a future conference? The National Resource Center receives many more submissions than the conference can accept. Come hear from presenters and conference reviewers familiar with what works. We'll work in small groups to dissect proposals. You're welcome to bring one yourself! Leave with examples of successful proposals and a plan for creating your own.

CT-49 Level-Up: Entering the Gaming World

Dallas F

Jackie Goodman

First-Year Transition and Academic Support Coordinator

Jessica Silver

Student Development Officer - Orientation and Transition Programs

University of Toronto Mississauga

Level-Up will transport you into the gaming world. Challenged to think of innovative ways to capture the attention of disengaged students, the University of Toronto Mississauga is capitalizing on the benefits of going digital. Join UTM's quest to Level-Up. LEVEL 1 (Secret Objectives) reviews research around gamification, learning, and student engagement in order to capture digital natives. LEVEL 2 (Creating our Avatar) includes steps

for developing and implementing a gaming app. LEVEL 3 (Virtual Reality) explores new opportunities presented by this digital platform. LEVEL 4 (Parallel Universe) goes beyond gaming by looking at creative alternatives to delivering critical information.

CI-50 Serving Those Who Served: Creating Programs for Veteran Student Success

Katy Trail

Sarah Sell

Student Success Specialist

Wichita State University

Student veterans are a growing population on college campuses nationwide due to the reduction in overseas conflicts and the availability of GI Bill benefits. When these students arrive on our campuses, they are entering an unfamiliar environment and often need support for their unique challenges. Learn how to create cost-effective, veteran friendly programs on your campus that will meet the needs of this population in an environment of respect and collaboration. These programs can include a veteran's center, mentoring programs, academic support, and strong social connections.

CR-51 Bridging the Gap: Student Success in a Summer Bridge Program

Greenville Ave

Charles Lu

Executive Director, Gateway Scholars

Carmen De Las Mercedes

Graduate Research Assistant

Ashley Stone

Graduate Research Assistant

Anthony Heaven

Graduate Research Assistant

The University of Texas at Austin

Summer Bridge Programs (SBPs) were created to provide at-risk students an opportunity to take credit-bearing courses during the summer before starting their first year of college. Few studies have examined the impact of SBPs in large, research-intensive, public universities. Using a qualitative case study approach, this study explored the challenges students faced in a SBP at a large, research-intensive institution in the Southwest and how they developed academically and personally. Preliminary findings show that incentive-based scholarships, layered support, and mentor modeling all positively influenced students' experiences in the SBP.

FD-52 Exploring the Role of Common Readings in Student Engagement

Fair Park 1

Leslie Jo Sena

Assistant Director of First-Year Programs, Common Reading Assessment



Karen Weathermon

Director of First-Year Programs

Washington State University



Cheryl Spector

Director of Academic First Year Experiences
California State University Northridge

How do we expect common reading programs to benefit student success? This session will introduce the frameworks of behavioral, affective, and cognitive engagement, as well as that of integrative learning, as ways to consider common reading program goals, book selection discussions, programming, and assessment. Participants will share ideas and experiences as we explore community understanding of how common reading programs can intentionally enhance student engagement.

CT-53 Shaping Campus and Community Culture through a Common Reading Experience

Fair Park 2



Denise Rode

Director, First- and Second-Year Experience
Northern Illinois University

Common reading programs can be seen as a vehicle for setting academic expectations, connecting the curriculum and the co-curriculum, fostering student engagement, and promoting deep learning. But can a Common Reading Experience (CRE) actually shape the campus ethos and culture significantly? Can it bridge boundaries between an institution and the community in which it is located? This session will trace the journey of a public university in the Midwest from the start of the CRE in 2008 to the present. The presenter will describe how this unfunded high-impact practice developed from a pilot with 10 first-year seminars to a robust program.

CR-54 The First-Year Transition of Dual Credit Students

Cedars

Barbara Tobolowsky

Assistant Professor, Department of Education Leadership and Policy Studies

Taryn Ozuna

Assistant Professor, Department of Education Leadership and Policy Studies
University of Texas at Arlington

Dual credit courses were designed to prepare high school students for college level coursework and to facilitate postsecondary degree completion. This session presents findings from a qualitative study that investigated the first-year experiences of 12 dual credit students in a Texas university. In this study, dual credit courses provided students with academic and financial advantages, but they also unintentionally created social and academic challenges. Recommendations to assist institutions in supporting dual credit students will be discussed.

CI-55 Common Reading Programs: Exploring Best Practices for Sustainability and Assessment

White Rock

Doris Jones

Senior Instructor, Department of Rhetoric and Composition
The American University in Cairo

Common Reading Programs are gaining momentum in higher education since they purport to provide a common academic conversation and intellectual experience for students, faculty and staff. This session will examine best practices to sustain, build community and assess such programs. When planned collaboratively by faculty, students, librarians, administrators, and staff, common reading programs can achieve success. How can common reading programs catalyze an intentional partnership with learning communities for the purpose of creating increased student and faculty engagement across disciplines? Finding an answer to this question contains a potentially effective infrastructure that will enhance the first-year experience for entering students.

CI-56 Pairing Peers: Sophomore to Freshmen Academic Mentorship in Practice

West End

Alistar Erickson-Ludwig

STEM Program Coordinator

Rosie Kelly

Academic Advisor
Drexel University

The Paul Peck Scholars Program (Peck Program) is a peer mentorship program in the first year and feeds into a multi-year leadership development program in subsequent years. Students in the first year are paired with an upperclassman peer mentor, and have the option to continue the program through their remaining years. In a series of 6-8 courses, students learn mentorship, leadership, effective communication, and self reflection. The presenters will share their program model, emphasizing the in-class and outside-of-class peer mentorship structure between first-year students and sophomores, while also providing realistic takeaways for attendees interested in implementing their own programs.

CR-57 First-Year Students' Financial Decision-Making: The Good, Bad, and Ugly

Deep Ellum A

Philip Tew

Assistant Professor of Finance

Kerry Tew

Director, First-Experience Program
Arkansas State University

This session will focus on the interpretation of first-year student financial and behavioral data to understand and assist first-year students with their present and future financial decisions. The data and impact that will be discussed include banked versus unbanked, current amount of debt, future earnings estimates, maintenance of scholarship and grant eligibility, and related behavioral aspects of first-year students and financial literacy.

SUNDAY, FEBRUARY 8

CT-58 Online Delivery of First-Year Student Success Courses

Deep Ellum B

Joni Petschauer

Senior Fellow

American Council on Education

Constance Relihan

Associate Provost for Undergraduate Studies

Auburn University

Academic success in college results from intentional design—an essential component of online courses. Instructors must create activities and assignments that help learners move through developmental phases that lead to self-directed learning. Online first-year seminars can assist students in developing these skills which are necessary for their academic and career success. In this session, participants will review Conrad and Donaldson's Phases of Engagement Framework which informs online course development. Participants will brainstorm assignments and activities for online delivery of a first-year student success course. Participants will identify barriers and incentives for developing online first-year student success courses.

CI-59 FIRE: The First-Year Innovation & Research Experience

Arts District 7

Patrick Killion

Director of First-Year Research Programs

University of Maryland

The University of Maryland First-Year Innovation & Research Experience (FIRE) provides inquiry-based experiences and broad personal and academic mentorship for first-year students through participation in faculty-led innovation and research streams. Students earn degree credit while engaged with faculty and a peer cohort in the yearlong development of skill sets in authentic inquiry, critical thinking, innovation and experimental design, problem solving, leadership and scholarly communication. The program is designed to better unite the twin research and educational missions of the institution while driving gains in student persistence, retention, degree completion, academic accomplishment, and acceptance into professional education programs.

CI-60 Engaging Many Communities with Your Common Reader Program

Arts District 5

Melinda Messineo

Director, Freshman Connections

Ball State University

This session shares three innovative strategies that help common reader programs connect with affiliated audiences. Project 1: The Community Read—Learn how Ball State partners with libraries and book clubs to engage the community with the reader and related programming. Project 2: Explore how a high school partnership can extend the reach and value of your program. Project 3: Admire how an English class partnered with the selection committee to explore novel book options. Succinct handouts will provide pointers and calendars for implementation. Group discussion will explore how these models can be adapted to other campus cultures and programs.

CT-61 Time to Degree, Strategies to get There

Arts District 4

Eduardo Mendoza

Academic Success Coordinator

Tanner Carollo

Assistant Director, Institutional Research

California State University San Bernardino

Attainment of an undergraduate degree is traditionally a four-year endeavor, but completion often extends beyond this timeframe. The focus of graduating from college is more about efficiency than access. Given the increase in cost at many universities, the importance of graduating students in a timely fashion has also become an area of emphasis for California State University San Bernardino. The purpose of this presentation is to identify predictors of time-to-degree with high intervention potential. Strategies to reduce the time required to complete an undergraduate degree will be discussed.

CT-61 Speak Up! When Communication Skills are on the FYE Syllabus

Arts District 4

Chris Gurrie

Assistant Professor of Speech Communication

The University of Tampa

Many FYE courses include communication skills as a unit—including public speaking, listening, interpersonal communication, digital media and PowerPoint presentations, social media, and interviewing. How are these skills being taught? How are we using them? Are we discussing social media use and abuse with our students? Are our students disenfranchised by overuse of PowerPoint in this class and others? This session identifies the trends in key areas, the literature on those areas, and leaves room for take-aways of best practices. The two-part session will discuss how instructors employ communication concepts in practice and how they teach those concepts to students.

AFTERNOON BREAK | 2:30 pm – 2:45 pm

Dallas A-D & H

2:45 pm – 3:45 pm

FD-62 Opportunities and Challenges of Dual-Enrollment Programs

Dallas E

Jen MacDonald

Assistant Director, First-Year Experience

Chris Caplinger

Director, First-Year Experience

Georgia Southern University

Dual enrollment serves as a motivator for high school students while promoting timely progression in colleges and universities. In the last decade, dual enrollment has skyrocketed, with programs in 47 states. Moreover, the types of programs are diversifying, from self-contained programs for dual-enrolled students only to less structured ones that allow students to enroll

in one or more courses on a college campus. Come discuss the challenges and the opportunities in working with students who are still in high school. How can universities best facilitate the success of dual-enrolled students? How can joint-enrolled students affect broader FYE programs?

FD-63 The FYE Culturally Relevant, Critically Responsive, Community-Based Service-Learning Capstone Project

Dallas G

Gina Tillis

First-Year Experience Coordinator
Huston-Tillotson University

The Huston-Tillotson University first-year experience team recently developed a year-long capstone project course to supplement the traditional first-year seminar. The purpose of the capstone project is to not only help students master the tools of reading but also to empower them to read the world critically. The community-based, service-learning curriculum speaks to the student's curiosity about topics that are often marginalized in the dominant K-12 school curriculum in a voice that is both culturally relevant and critically responsive. It moves beyond typical notions of education, to power-discourse critiques, and the real purpose and promise of education—freedom.

CI-64 Using Peers to Bridge the Gap between Admission and Orientation

Dallas F

Bryce Bunting

Associate Director, First-Year Mentoring

Phil Rash

Director, First-Year Mentoring
Brigham Young University

While common first-year interventions such as new student orientation, first-year seminars, and first-year learning communities help to address the challenges students face when they arrive on campus, in reality, the transition into college begins as soon as students are admitted. During the summer months, students are often left without support in navigating a number of challenges, including registration deadlines, housing selection, and applying for scholarships. This session introduces a low-cost, peer leader-based approach to providing systematic and personalized support to newly admitted students (e.g., using email, text messages and phone calls) prior to their arrival on campus.

CT-65 Serenity Now! Is Mindfulness Something We Can Teach?

Greenville Ave

Constance Staley

Professor of Communication; Director, Gateway Program Seminar
University of Colorado, Colorado Springs

Steve Staley

Professor of Humanities
Colorado Technical University

Today, speed and convenience are often paramount: a text suffices, a YouTube emotes, a Facebook post connects, and an assignment must be dashed off quickly to fit it all in. Seinfeld's classic episode, "Serenity Now," models the wrong way to find peace in a frantic world. What is the right way? This session

will explore mindfulness, why it belongs in the first-year seminar curriculum, and how to teach it to our students. Can we help them cultivate the insights they need to negotiate their very full lives, both personally and academically? This session will provide practical, tested, and impactful teaching tools.

CI-66 Climate Change: Transforming a Summer Bridge Program with Student Support

Katy Trail

Allison Bacigalupi

Director of Undergraduate Studies Advising

Stacey Parker

Director of the Center for Academic Achievement

Ashley Langston

Academic Retention Coordinator
Florida Gulf Coast University

This session will discuss how a public, four-year university has instituted a successful summer bridge program for incoming first-time-in-college (FTIC) students, and how the success of this program has been dependent on the organization, collaboration, and purposeful integration of student services across departments and divisions. Also, as state legislation and student demographics have changed over time, the program has transformed to best serve these transitioning students and provide for their retention and persistence to graduation. These program changes, the best practices that have been discovered throughout the program development process, and supporting data will be shared with participants.

CT-67 Resilience: A Factor in First-Year Student Success

Fair Park 1

Mary Stuart Hunter

Associate Vice President and Executive Director,
University 101 Programs and National Resource Center for
The First-Year Experience and Students in Transition

Alex Thomas

Graduate Assistant for Campus Partnerships, University 101 Programs
University of South Carolina

Today's first-year students' self-reported emotional health is at the lowest point since 1985. One approach to helping students succeed in the first year is by focusing on the concept of resiliency—the ability to persist in the face of adversity. When working with first-year students, a resiliency framework can help students overcome stressors they may encounter so that they are more likely to achieve success. Presenters will define resiliency, review relevant research and scholarship on the topic, and share examples of strategies to help students thrive through developing resiliency.

SUNDAY, FEBRUARY 8

CI-68 Common Reading Books and Programs: Goals, Methods, Comparative Student Ratings

Fair Park 2

Tom Carskadon

Professor of Psychology and Director of First-Year Experience Programs
Mississippi State University

For six years, Mississippi State University has joined the national trend toward first-year common readings. There is now systematic feedback from representative samples of students not only on the books under consideration, but also on the most popular common reading books used nationwide. Such data are rare. Goals, methods, and suggestions will be shared, including, How should you select a book? Which specific books do students rate highly? How many read them? How many go to programming? Does programming stimulate reading? Which is more important, the book or the programming? Some results will be surprising. Participants will be invited to share their own experiences.

CI-69 Preparing Campus Stakeholders for Participating in the First-Year Experience

Cedars

Michael Puma

Co-Director, Messina

Purvi Patel

Assistant Director of Student Life
Loyola University Maryland

Over the last five years, Loyola University Maryland has developed Messina, a universal, first-year living-learning program that brings together over 200 faculty, administrators, and student leaders to work with first-year students through seminar courses, enrichment sessions, and cocurricular experiences. Central to the effort has been an ongoing training and workshop model focused on the learning outcomes of the program and relationship building across divisional boundaries. Come learn how Loyola utilized best practices and resources provided by the National Resource Center to develop, implement, and assess a holistic instructor training and development program.

CI-70 Phoenix GPS: A Holistic College Transition Approach for Underrepresented Students

White Rock

Denise Bartell

Associate Professor, Human Development

Alex Wilson

Undergraduate Student

Jordan Grapentine

Undergraduate Student
University of Wisconsin-Green Bay

This session reports on the year one results of an intensive, year-long enrichment program for first-year students at the University of Wisconsin-Green Bay. The Gateways to Phirst Year Success (GPS) program provides historically underrepresented students with an engaging learning community experience, a network of mentors, and opportunities to develop academic agency and connections to campus and community. GPS students earned

significantly higher GPAs, engaged in high-impact experiences at greater rates, and were retained at significantly higher rates than similarly situated students who did not participate in GPS. These results were strongest for students of color.

CT-71 Using Reflective Assignments as Evaluative Tools: Theory and Practice

West End

Megan O'Neill

Associate Director, FYE
Virginia Tech

This workshop will discuss the challenges of using reflective thinking and writing as a tool for evaluating both first-year experience students and programs. Participants will learn theories and practices of reflection, as well as best practices for integrating reflective writing into the classroom. We will explore the different theories of reflection and their unique value, focus on creating explicit learning outcomes to match reflective assignments, and discuss how purposeful scaffolding of assignments can lead to better reflective responses and more robust assessment.

CT-72 Making the Transition to a Second Year Learning Community

Deep Ellum A

Lora Leigh Chrystal

Director of WiSE
Iowa State University

It is well known that the second year is a critical time for retention and engagement. As a result, the second year learning community (WiSE) at Iowa State University has become a significant resource to a second year learning community. We will continue to build on the foundation established in the first year. Based on assessments, this program will explore components that have contributed to WiSE's second year learning community success that deters the "sophomore slump." When it comes to retention and engagement, the outcomes are significant and well worth exploring.

CI-73 Succeeding When Students are Low-Income and At-Risk

Deep Ellum B

Jennifer Plumlee

Director of Academic Engagement
Marian University

In 1990, the state of Indiana introduced the 21st Century Scholar program as a way to ensure that all Indiana residents had access to higher education, regardless of income. Marian University's 21st Century Scholar program encourages student success through coordinated and comprehensive programming for traditionally defined at-risk students. This session will illustrate how such programming ensures student success by focusing on academic and social integration through mentoring programs, cocurricular social events, and experiential learning opportunities.



CT-74 First-Year Experience Study Abroad: Promoting Study Abroad Among First-Generation, First-Year Students

Arts District 7

Jo Anne Meier-Marquis

Director, Freshman Symposium

Lindsey McPherson

Assistant Vice President for Student Success Dean of Students

Ulyses Balderas

Director of Study Abroad; Assistant Professor of International Studies
University of St. Thomas

Several high-impact educational practices lend themselves to a shared common experience for first-year students. Four of the high-impact practices, including first-year seminars, collaborative assignments, global learning, and service-learning have been integrated to form the First-Year Experience Study Abroad program at a Hispanic-serving, four-year college that serves first-generation and underserved student populations. Two study abroad pilot programs were developed and targeted second semester first-year students. The presenters will discuss the rationale for the development of the program, the program design and implementation, and student learning outcomes and program outcomes in the short- and long-term.

CT-75 Technology Tools for Promoting Self-Actualized Learning

Arts District 5

Denise Camin

Professor, English Department
DeVry University

This session will explore the use of course management tools to promote learning ownership, including a weekly goal-setting and reflective writing assignment via an online journal. This intensive eight-week, first-year writing and research course introduced self-actualized learning strategies in combination with content course. Students set goals, reflected on their success using the course feedback, revised their goals as needed, and became more self-aware in an effort to increase and promote self-regulated learning and motivation. The background research will be introduced along with a discussion of the results and future applications.

CI-76 Forging Partnerships Locally and Globally: Co-Curricular Programming in First-Year Seminar

Arts District 6

Amy Sarch

Director of General Education and First Year Seminar
Shenandoah University

Shenandoah University's Going Global First Year Seminar is comprised of 24 different sections that draw on different global topics, but all sections share core learning outcomes and signature assignments based on a series of common co-curricular activities. Assessment results from the Global Perspectives Inventory (GPI) from the last five years demonstrate an increase in students' global awareness after taking the Going Global first year seminar. Students and faculty isolate the co-curricular activities as a vibrant component of the First Year Seminar and identify those activities as having a significant impact on students' global learning.

CI- 77 Creating Community Connection with City-Based Learning

Arts District 4

Melanie Harris

Academic Counselor
Georgia State University

For 15 years, Atlanta- Based Learning (ABL) has promoted service education and social action within the Atlanta community. ABL seeks to maximize the urban educational experience in the first year of study by requiring participation in structured opportunities to learn about social issues that affect the city and to be a part of the solution to the societal problems at hand. By utilizing the four dimensions of our continuum of engagement, Atlanta-Based Learning allows students to obtain the comparative advantage of attending an institution directly linked to its urban community to generate connections between the academic curriculum and their environment.

4:00 pm – 5:00 pm

FD-78 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates

Dallas E

Erica Messenger

Senior Marketing Manager for College Success
Cengage Learning

Mary Stuart Hunter

Associate Vice President and Executive Director,
University 101 Programs and National Resource Center for
The First-Year Experience and Students in Transition

This session will center on an interactive and open discussion with the recipients of the Outstanding First-Year Student Advocates award, co-sponsored by the National Resource Center and Cengage Learning. These award recipients are being honored for doing exceptional work in the areas of student learning, development, and success. During a panel discussion, the award recipients will respond to questions about the challenges of teaching college success and will share their best practices, instructional methodologies, and stories of student success on their campuses.

FD-79 Supporting a Diverse Student Population: The First-Year Residential Experience

Dallas G

Lauren Ramsay

Faculty Director, Leeds Residential Academic Program

Mazhar Ali

First-Year Student
University of Colorado Boulder

The presenters will review challenges that underrepresented groups face in accessing and engaging in the residential experience. They will also seed a discussion regarding strategies and interventions to attract, support, and retain a diverse student population in residential programs.

SUNDAY, FEBRUARY 8

CI-80 Restructuring Faculty/Instructor Training and Support for First-Year Seminar Courses

Dallas F

Lisa Kamody

Director, Student and Community Engagement and Academic Advisor

Kris Kumfer

Course Coordinator, UC 1000: First-Year Seminar / Academic Advisor
Ohio University

Learning Community (LC) Programs at Ohio University has grown to 80% of first-year students (217 communities/3,500 participants) in fall 2014. This LC model offers two first-year seminar courses: one for undecided/undeclared students and another for students with declared majors in other colleges. Both courses are coordinated by University College, but operated separately. Recognizing that first-year students share more similarities than differences, regardless of major, LC staff revamped training/support for seminar instructors. This session will focus on steps taken to unify the two courses around new learning outcomes while allowing each to maintain their identity and creating a new culture of learning together.

CI-81 The Can-Do Spirit: Faculty Support for First-Year Courses

Katy Trail

Eileen DeLuca

Assistant Vice President, Academic Affairs, Academic Success and Learning Resources

Kathy Clark

Associate Dean, Academic Success
Florida SouthWestern State College

This presentation will focus on engendering faculty support and buy-in for the development and implementation of a first-year experience course and program. The presenters will describe how one state college engaged widespread involvement through a self-study process, committee representation, professional development, faculty-led assessment, and communities of practice. Participants will review assessment of the efficacy of faculty support as well as marketing materials used to increase awareness and cross-departmental participation. Upon completion of the session, participants will have a variety of strategies they can use to engage faculty at their own institutions.

CI-82 Creating Intentional Learning Opportunities for First-Year Residential Students

Greenville Ave

Christopher Stipeck

Assistant Director, Residential Life

Dawn Ogali

Residence Hall Assistant Director

Julia Esser

Residence Hall Director
New York University

First-year students' residential experience is a major component of their transition to college. Residence life professionals seek to develop structures that support social interactions and learning opportunities. The Office of

Residential Life and Housing Services at New York University utilize a strategic community development model to plan for and assess student learning. The Community Development Plan engages students through unique partnerships between faculty and student affairs. NYU offers a variety of initiatives that ensure faculty presence in the residence halls and provide opportunities for critical thought, exposure to culture(s), and writing skills.

CT-83 An ASD-Friendly Campus: Strategies and Systems for this Emerging Population

Fair Park 1

Patrice Nolan

Associate Professor and Advising Supervisor

Christine Arieta

Director of First Year Programming and Placement

Debbie Hayward

Chair, First Year Studies Department

Lena Jahn

Associate Professor, First Year Studies Dept
Landmark College

This presentation will show how the growing population of college students with Autism Spectrum Disorder (ASD) can be supported to facilitate their adjustment to post-secondary education. To provide context, the session will begin with a brief overview of theory. Participants will gain insight into ways in which students with social pragmatic issues present. In addition, this presentation will suggest effective practices for working with these students in the classroom and in one-on-one situations, such as academic advising and student affairs. Participants will also learn about possible institutional responses through the development of campus-wide systems designed to serve this population.

CT-84 Live-Learn Community 360: Faculty, Student, and Peer Mentor Perspectives

Fair Park 2

Maria Roca

Associate Professor, Department of Communication and Philosophy Senior Faculty Associate

Katharine O'Connor

LLC Coordinator

Lauren Morimanno

Peer Mentor

Sarah Davenport

Student

Marshall Nathanson

Student
Florida Gulf Coast University

The strength of the award-winning Live-Learn Community at Florida Gulf Coast University lies in the collaboration among faculty, staff, and students in both the design and implementation of the program. Featuring a holistic approach, the cornerstone of the program is a year-long one credit course titled Leadership Through Service. This course is required of all students

enrolled in the Live Learn Community. The voices of faculty, students, and mentors come to the table to share their perspectives on the design, implementation, strengths, and weaknesses of the course and its role in the Live Learn Community as a whole.

CR-85 Narrative Explorations of First-Generation Multicultural Veteran and Nonveteran Learners

Cedars

Shelbee Nguyen

Assistant Professor of Education
Kennesaw State University

The focus of this research explores the power of narrative, or story of experience, for veteran students and nonveteran first-generation multicultural students within the community college context of a first-year seminar. Narrative analyses reveal veteran and nonveteran learners dialogue about military culture, the nuances of the GI Bill, academic obstacles as first-generation multicultural student vets, and stereotypes encountered from civilian populations. Insights shared through narrative and reflection cast a new light on how nonveteran and veteran students collaboratively use each other as resources to encourage meaningful, personally-relevant learning related to academic services, multicultural identity, family, and importance of self-actualization.

CI-86 From Triage to Triumph: Academic Advising for At-Risk Students

White Rock

Chris Hibbs

Academic Advising Officer (First Year Success)
Memorial University of Newfoundland, NL, Canada

The role of the academic advisor is defined by the ideal—to facilitate each student's ability to reach their potential—and is limited by the real-time limitations and case-loads that supersede all but the most basic of academic discussions, interventions, and reparations. However, what would it look like if advisors had sufficient time and space in which to operate and interact with students, especially those most academically vulnerable? The First Year Success program housed at Memorial University of Newfoundland, Canada is precisely the environment in which the presenters of this session function in such a context.

CT-87 Selling the Buy-In: Marketing a Common Reading Program

West End

Twister Marquiss

Director, Common Reading Program

Q'Anteria Roberson

Student / Social Media Specialist
Texas State University

In recent years, common reading programs have grown in popularity and abundance at institutions of higher education. At the same time, many have also experienced significant criticism from national media, faculty and administration, and students lacking interest in books or themes. In 2014, Texas State University faced potential resistance at all levels in marketing a book that dealt with hot-button issues. However, a combination of mostly

low-cost marketing strategies led to the university's most successful book launch. In this session, the director of that program will share strategies and encourage audience members to offer new ideas for marketing similar programs.

CR-88 Specialized Versus General First-Year Seminars and Changes in Academic Self-Efficacy

Deep Ellum A

Stephanie Applewhite

Instructor: SFA 101 GenJacks
Stephen F. Austin State University

College administrators are challenged to design effective first-year programs in order to increase student success. This quasi-experimental study sought to determine the differences in academic self-efficacy for students taking a specialized section versus a generalized section of a first-year seminar. Five specialized sections and five general sections were analyzed using a pre-post questionnaire with 150 student participants at a regional state university in Texas and will be reported using descriptive statistics and demographics.

CT-89 Are Textbooks Dead? Why Instruction Must Change for Today's Students

Deep Ellum B

Robert Feldman

Deputy Chancellor and Professor of Psychological and Brain Sciences
University of Massachusetts Amherst

Brian Kibby

President, Higher Education
McGraw-Hill Education

The digital transformation has impacted education significantly, and the claim that traditional textbooks are dead has considerable support as textbooks evolve to online formats that can provide fully digital, adaptive, and personalized experiences for students and instructors. This session will explore this evolution in how material is presented from content conception to classroom use and revision.

CT-90 Creating an Engaging Library Orientation: FYE Courses at the University of California, San Diego

Arts District 7

Crystal Goldman

Instruction Coordinator/Librarian

Lia Friedman

Learning Services Program Director
University of California, San Diego

This presentation focuses on the development of an engaging library orientation for UC San Diego first-year experience courses. A new endeavor for the UCSD campus, the FYE program partnered with librarians to introduce students to research concepts and library services. The library module included a brief in-class presentation about library resources, an online interactive library scavenger hunt given as an in-class activity, and a homework assignment wherein students created a public service announcement highlighting their favorite library resource. This module can serve as a model for other campuses, and best practices and pitfalls will be discussed during the presentation.

SUNDAY, FEBRUARY 8

CR-91 The Living-Learning Community: Why Academic Affairs' Leadership is Important

Arts District 5

Linda Krzykowski

Assistant Vice Provost for Student Engagement
University at Albany, SUNY

The University at Albany's Office of Student Engagement has developed a successful model for living-learning communities. While most colleges develop these programs through residential life or student affairs, UAlbany has housed the L-LC leadership under academic affairs since its inception in 2010. The result has been a successful collaboration between student and academic affairs which increases faculty-student collaboration and departmental support. By analyzing this example of living-learning communities formed around faculty and departmental interest, participants will learn how to promote a culture of student-faculty engagement and how to use L-LCs to stimulate many other faculty-student interactions.

CI-92 Using Proven Personalized Learning and Assessment Tools

Arts District 6

Cindy Morrin

Professor of Counseling
Cuyamaca College

Mary Ryerse

Education Consultant, Senior Project Management
Getting Smart

Participants will learn how to use empirical personalized assessments to foster student engagement, enhance career planning, and improve student retention. When students and instructors understand personality type, learning style, and multiple intelligences, both learning and career planning improve. Learn how to apply assessment results regarding individual strengths, learning style, and college culture and career satisfiers to determine the best fit in a major, college, and career. Participants will not only gain knowledge on working effectively with students, but will also learn more about themselves in this interactive session as they complete an inventory using their own Internet-enabled device.

CI-93 Evolving University Freshman Transition Course at AURAK, UAE: Case Study

Arts District 4

Priti Verma

Al Burairat, Near HCT Men's College

A number of universities worldwide offer programs to support first year students. UNIV 100 course is offered under the General Education Program at our university. This non-credit bearing course is a degree requirement for students and must be taken in first year. UNIV 100 has been designed to assist our diverse students with transition from secondary school to university life as all face challenges during these years. In its 3rd year, UNIV 100 has evolved every year with some minor changes in its content based on instructor's self-reflections, student's feedback and few major changes proposed last year.

4:00 pm – 5:30 pm — International Featured Sessions

94 Serving International First-Year Students on our Campuses

Trinity Ballroom 6



Robert Kenedy

Associate Professor, Department of Sociology

Marilyn Lambert-Drache

Associate Vice-President International
York University

Diane Nutt

Principal Lecturer Learning & Teaching and University Teaching Fellow
Department for Learning Development
Teesside University

Serving International First-Year Students on our Campuses

The area of the first-year student experience and transition includes an effort to enhance the success of international students. An important aspect of internationalization in higher education is the influx of international students among the incoming cohorts of new students in higher/tertiary education. This creates the need for international student transition services and programs, and increases focus on international student integration and success. In parallel, this trend impacts the way we look at all students' global learning as well as their development of intercultural skills and acquiring a global experience. This facilitated discussion will provide an opportunity to examine how internationalization is impacting the direction of the first-year experience movement across campuses, countries, and cultural contexts. We also will examine best practices for integrating international students in various institutional contexts.

95 Building and Sustaining First-Year Programs in the US and Internationally

Trinity Ballroom 5



Catherine Andersen

Associate Provost for Academic Affairs
University of Baltimore

André van Zyl

Director, Academic Development Centre (ADC) Academic Development and Support
University of Johannesburg

Wherever students from around the world come from, new students have similar challenges. Internationally, colleges and universities have responded by creating first-year or induction programs to address student transitions. In addition to discussing the kinds of programs offered, getting buy in from others and ways to staff and sustain these programs, the facilitators will share their experiences and lessons learned from their own international perspective. The session will be interactive and participants are encouraged to share their own institutions successes and challenges.

5:15 pm – 6:15 pm

FD-96 Does Education for Democratic Citizenship Matter?

Dallas E

Dottie Weigel

Assistant Director for Curriculum and Administration, University 101 Programs
University of South Carolina

Eileen Hulme

Professor, Department of Higher Education
Azusa Pacific University

AACU's A Crucible Moment: College Learning and Democracy's Future raises poignant questions about the lack of civic-minded students at colleges and universities across the United States. While the data are a cause for concern, the potential to address these issues within the first year of college is promising. Join us for a rich discussion of civic engagement in the first year of college.

FD-97 Who you Callin' Crazy? Mental Health Issues in the First Year

Dallas G

M. Shannon Williamson

Instructor of General Education
Dillard University

Universities have always dealt with students who were academically underprepared for college life. In recent years, students have not only been academically behind, but they are also emotionally unprepared to deal with the stress of university life. With the increasing number of students presenting academic, social, and emotional problems, the collaborative relationship between faculty, administration, and student support services is essential to a student's well-being. In this session, first-year experience professionals (who are often the bridge between students and university resources) will discuss strategies for addressing the mental health issues of millennial students at their universities.

CR-98 Look Who's Coming to College: Nine-Year-Olds on Campus

Dallas F

Rebecca Campbell

Director, Academic Transition Programs
Northern Arizona University

Jonathan Kotinek

Associate Director/Honors and Undergraduate Research
Texas A&M University

Gypsy Denzine

Associate Provost for Community & Engagement
West Virginia University

Across the United States there is an increasing trend of early-entrant college students, and American colleges and universities are seeing a rapid growth in students enrolling in college ranging in age from 8-17 years of age. Results from a qualitative study of eight early-entrant college students will be discussed. The presenters will engage participants in a dialogue about the implications of having younger age students on our campuses. Early-

entrant college students challenge us to reconsider our current theories and practices of supporting student success.

CR-99 Noncognitive Assessment: Tying the FYE Classroom to Student Success

Katy Trail

Brenda Benson

Dean of Counseling and Retention

Hannah Lawler

Dean of Institutional Research
Santa Monica College

Ross Markle

Senior Research and Assessment Advisor
Educational Testing Service

Noncognitive skills have received increased attention over the last several years. Although few would deny their importance, colleges and universities still face challenges when seeking to integrate theory, assessment, and practice to improve student success. FYE courses, with their focus on cocurricular skills, generally address noncognitive factors either implicitly or explicitly, thus making them a natural home for noncognitive assessment and interventions. In this session, the presenters will discuss one institution's efforts to use noncognitive assessment to better understand student success, tailor faculty FYE instruction based on class profiles, and direct at-risk FYE students to resources that can improve their success.

CT-100 Integrating Social Media into the First-Year Experience Course

Fair Park 1

Claudia Garcia

Peer Leader Manager

Michelle Pena

Lecturer, Entering Student Program
The University of Texas at El Paso

Students are connected to the Web in a variety of ways. They Google questions, share pictures on Instagram, or update their status. They use technology in their everyday lives, so why not use social media as a tool in our courses? This session will explore several ways in which social media can be integrated into the first-year experience course. Participants will leave with a handout of best practices and activities that can be incorporated in their courses. This session will provide relevant information for instructors, program directors, and people interested in using social media to connect with students.

SUNDAY

SUNDAY, FEBRUARY 8

CI-101 Tale of a Home-Grown Early Alert Program: Successes and Lessons

Fair Park 2

Peter Higgins

Director of Student Success, Advising, and Testing

Richard Baskin

Associate Vice President of Academic Affairs

Gordon State College

After piloting an Early Alert program in spring 2012 that was limited to students enrolled in a first-year experience class, Gordon State College went to scale in fall 2013 with a program that focused on all first-year, first-semester students, with the goal of increasing academic success rates and ultimately improving retention. This presentation will describe the process of putting together a workable, home-grown system; summarize the outcomes; discuss the mistakes; and draw some conclusions about the program's effectiveness. Any school with limited resources that is interested in developing a home-grown Early Alert program could benefit from the presentation.

CI-102 Refining Your Learning Skills: A Program for Academically Dismissed Students

Cedars

Susan Holmes

Professor, Continuing Education

Dalhousie University

This session will provide an overview of a 10-day summer program, Refining Your Learning Skills for Academically Dismissed Students, which is an opportunity for students to improve study habits and renew motivation to return to classes in the fall. As a result of interactions with 265 students who have engaged in this program, unique insights have been gained and will be shared. The session will also focus on student-generated strategies to overcome distractions and enhance motivation.

CR-103 Academic Self-Efficacy, Engagement, and Achievement for All Students

White Rock

Brett Wilkinson

University 101 Instructor

Nicole Swanson

University 101 Instructor

Angela Vaughan

Director, First Year Curriculum and Instruction

University of Northern Colorado

This study will measure the relationship of academic self-efficacy and college engagement with FYS performance and student achievement (i.e., term GPA, spring persistence). Participants are enrolled in a three-credit, academic-based FYS ($n = 451$). Entering high school engagement will be used as a covariate in the analyses. Further analyses will examine whether differences exist within these variables for different student subgroups (e.g., first-generation, ethnic minorities) as well as potential changes between entering high school engagement and college engagement after one semester. If differences exist, hypotheses for

these variances and discussion of potential implications for future course development will be offered.

CT-104 Developing Themes in Learning Community Programs and First-Year Seminars

West End

Emily Bogunovich

Senior Academic Advisor

Adam Glass

Academic Advisor

Drexel University

This presentation will address the Engineering Learning Community program at Drexel University. During the 2013-2014 year, the program grew from serving 40 to 72 students. As part of this growth initiative, the university began to offer themed communities within the broader field of engineering including STEAM, Energy/Sustainability, and Leadership Development. Because of the change in focus, new first-year seminar approaches as well as additional program requirements were necessary. The presenters will cover methods and assessment tools used to redesign the learning community, focusing on efforts to tie activities and initiatives on campus and the city to enrich the first-year experience course.

CT-105 From "Silo" to Institutional Agenda: A Presidential Point of View

Deep Ellum A

Bonita C. Jacobs

President

University of North Georgia

Robert K. Glenn

President

Athens State University

Tom Jackson, Jr.

President

Black Hills State University

Michael Shonrock

President

Emporia State University

Securing buy-in from campus leadership for expanded FYE practices can be difficult. Four university presidents will discuss ways to strategically and collaboratively position the FYE within an overarching, institutional agenda. Included in the discussion will be data management, organizational implications, partnerships, and fiscal concerns with particular emphasis on how such proposals might be orchestrated to gain the attention needed to advance the first-year-student success agenda.

CT-106 Lessons Learned from an Interdisciplinary, Multiple Learning Community Trip

Deep Ellum B

Jordan Black

Assistant Director of Residence Life for Learning Communities and Academics

Tamy Burnett

Academic Coordinator for Learning Communities and Programs

AnnMarie Gottner

Director of Advising, College of Education & Human Sciences
University of Nebraska

One valuable experience learning communities (LCs) can offer students is major and career exploration by traveling to tour a relevant business or organization. The University of Nebraska learning communities program has frequently offered students in individual LCs such travel opportunities both locally and nationwide. However, student participation frequently faces barriers including cost and curricular conflicts. In response, we have developed a model for low-cost, highly-immersive, short duration trips open to first-year students in multiple LCs. This presentation will outline trip components, reflect on lessons learned during the pilot year, and provide attendees with step-by-step guides for planning their own trips.

CI-107 Un-Common Read: A Well-Being Common Read at George Mason University

Arts District 7

Emilie Dubert

Associate Director of Off-Campus Student Programs and Services

Rick Gray

Associate Director, Orientation & Family Programs and Services

Mehvish Khan

Graduate Assistant for Off-Campus Student Programs and Services
George Mason University

As common read programs become more prominent aspects of the first-year experience, the challenge remains gaining strong institutional buy-in and creating learning outcomes that meet the needs of incoming students. At George Mason University, the Mason Reads program has captured the university's strategic goal of becoming a model well-being university through a well-being common read experience for all incoming first-year students and is the first of its kind. Using the book *How Full Is Your Bucket?*, students are able to engage in activities to increase personal and community well-being as well as recognize and develop their top strengths.

CI-108 Spice Up Your Student Success Course: Add Flavors to Taste

Arts District 5

Liz Sabel

Associate Director of New Student Programs

Torrion Amie

Director of Advising and Counseling

Kari Rusch-Curl

Associate Director of Advising and Counseling
Normandale Community College

This session will assist institutions in crafting strategies to create or fortify a first-year success course. The recipe features a community

college population with a mandated student success course spiced up by peer mentorship, cross-departmental collaboration, learning communities, and other high-impact practices. Participants will see quantitative and qualitative data from the previous two years and leave with a menu of options to spice up or create their own first-year college success course.

CI-109 Using Assessment to Promote Better Teaching of Critical Thinking

Arts District 6

Kenneth Jones

Director, Common Curriculum

John Kendall

Adjunct Instructor
College of Saint Benedict/Saint John's University

How can the assessment of student learning be used to help faculty learn how to more effectively teach difficult areas such as critical thinking? The first-year seminar at the College of Saint Benedict/Saint John's University uses faculty, including adjuncts, to evaluate student work and provide feedback. Learn how we developed the program, generated faculty buy-in, and especially how we use assessment results to shape on-going faculty development in areas such as teaching critical thinking. We will share rubrics, results on improvement of student learning, and on-going areas of frustration.

CI-110 Using Cross-Campus Teams to Support First-Year Students

Arts District 4

Kristy Brischke

Director of Transition Programs

Mindy Welch

Assistant Professor, Marketing

Rebecca Retta

Hall Director
University of Mary Hardin-Baylor

Relationships matter. The University of Mary Hardin-Baylor implemented a unique approach to helping first-year students create relationships on the campus, in hopes to connect them to a department, office, or person on the campus. By utilizing first-year seminar faculty, two in-bedded peer mentors, and a Student Engagement Guide assigned to each first-year seminar section, intervention teams were created to provide a cross-campus retention circle for every incoming student.

RESOURCES ON ACADEMIC ADVISING AND CAREER DEVELOPMENT

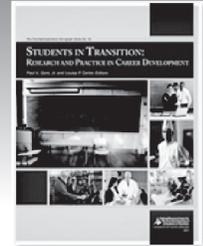

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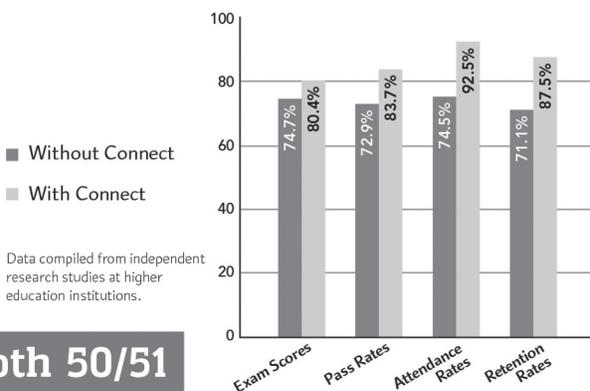
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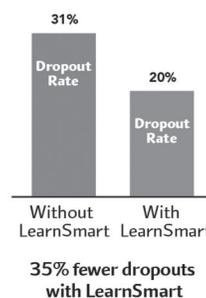
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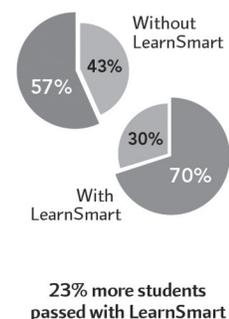
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- Discover Your Learning Style
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- Understanding & Avoiding Plagiarism
- Learning Strategies Students Should Know
- Exam Prep Tips & Test-Taking Strategies
- How To Overcome Math Anxiety
- How To Succeed In Your Math Class

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- Effectively Communicating Online
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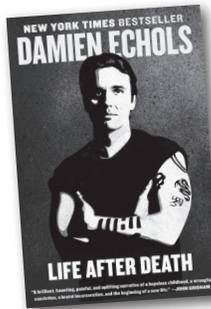
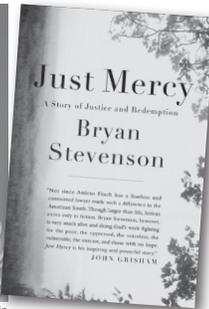


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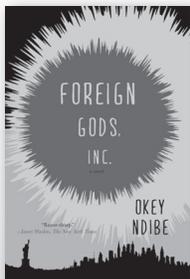
Sunday, February 8, 2015 6:00–7:00PM

Omni Dallas Hotel, Dallas, Texas (Trinity Ballroom Salon 8)

The 11th Annual Random House Authors Luncheon



Okey Ndibe



Bryan Stevenson

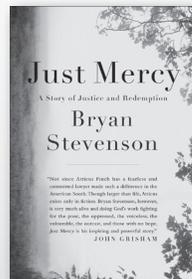
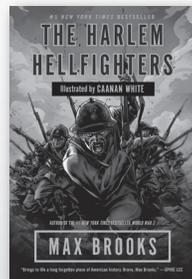


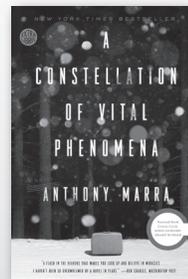
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Max Brooks



Anthony Marra



E. Lockhart

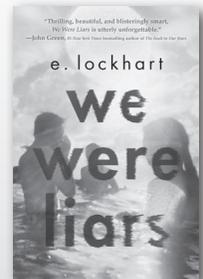


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Monday, February 9, 2015 11:30–1:15PM

Omni Dallas Hotel, Dallas, Texas (Dallas Ballroom Salon G)

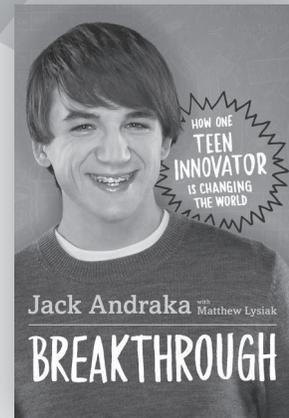
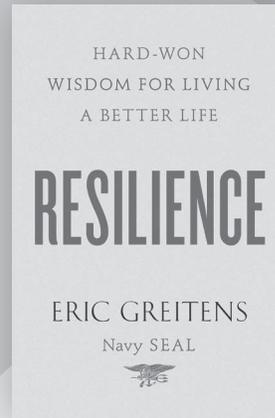
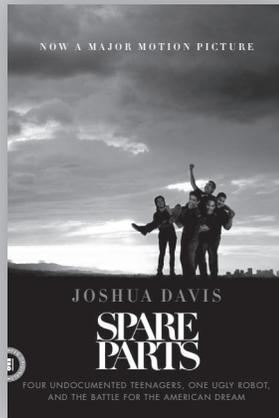
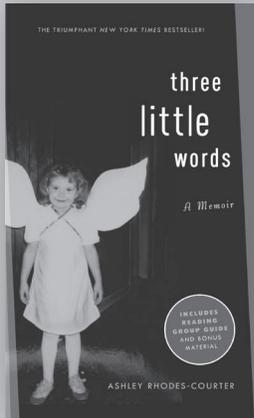
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Book signings to follow dinner



Ashley Rhodes-Courter,
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Joshua Davis,
 author of
Spare Parts:
Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream

Eric Greitens,
 author of
Resilience:
Hard-Won Wisdom for Living a Better Life

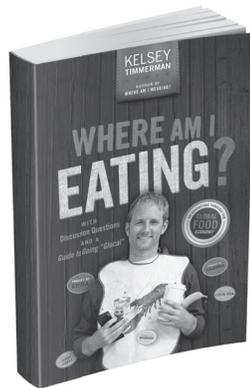
Jack Andraka,
 author of
Breakthrough:
How One Teen Innovator is Changing the World

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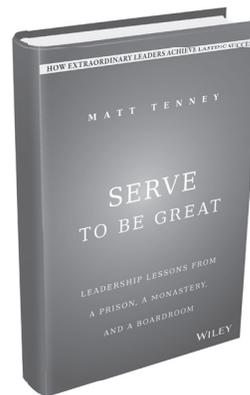


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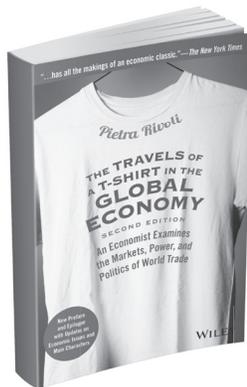
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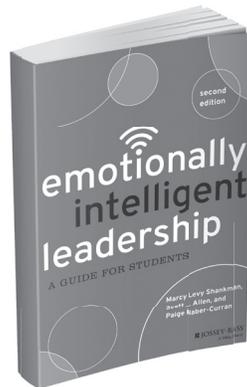
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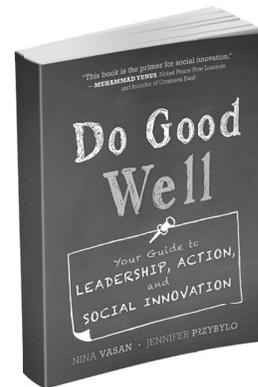
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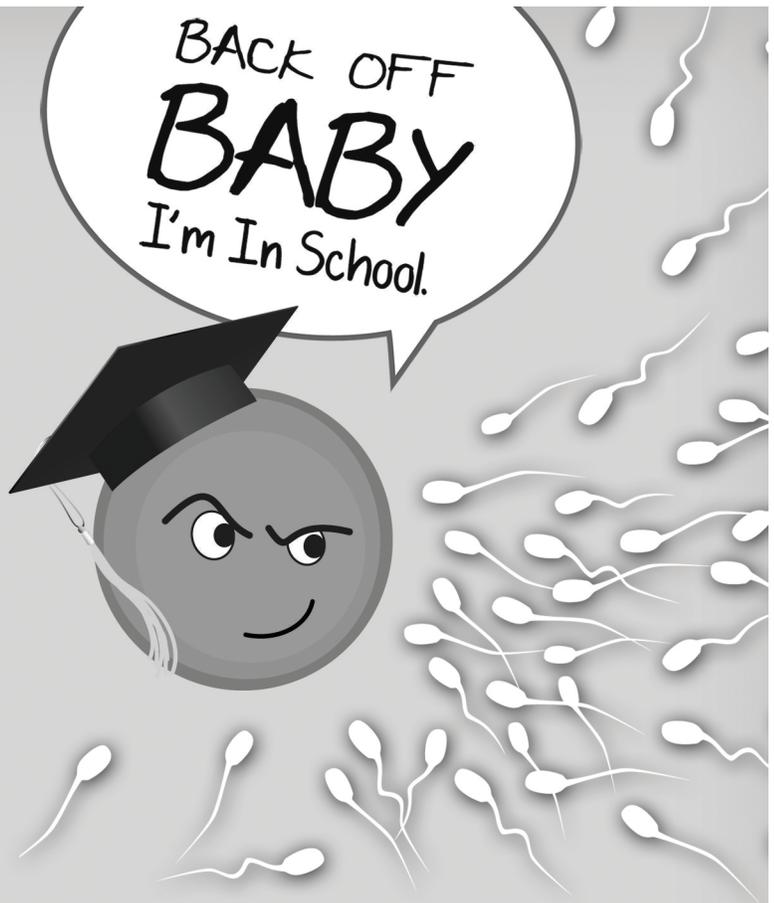
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HEAR FROM A MEMBER CAMPUS!

Tuesday, February 10, 10:30 am
"Increasing Student Retention with a Data-Driven Outreach Program"
Presented by Erin Grisham, Executive Director for Educational Support Services, Northern Arizona University





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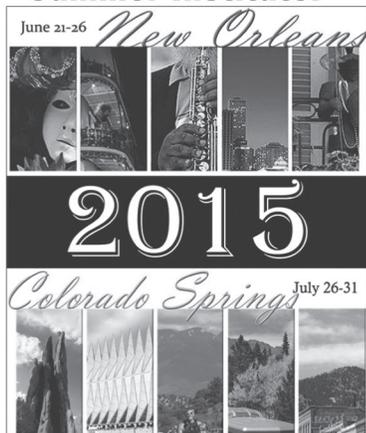
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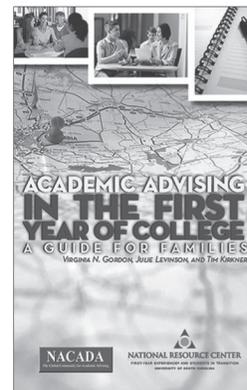
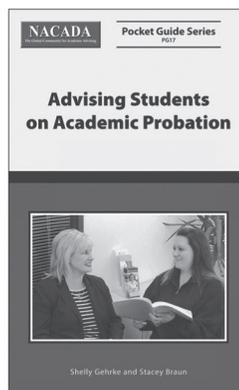
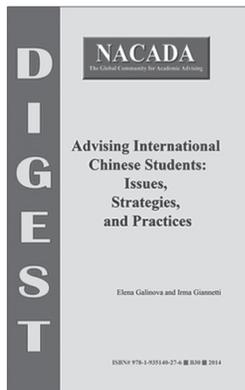
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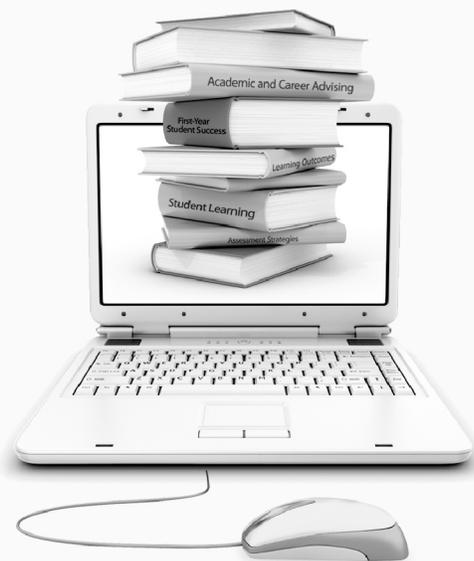
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**Affiliated Researcher
Bloomsburg University**



Joni M. Lakin
**Assistant Professor, Department of
Educational Foundations, Leadership,
and Technology
Auburn University**

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POSTER SESSIONS – 7:30 AM–9:00 AM – DALLAS BALLROOM FOYER

Conference Registration/ Information Desk

7:30 am – 6:30 pm

Dallas Ballroom Foyer

Continental Breakfast

*with Poster Sessions and
Colleague Clusters*

7:30 am – 9:00 am

Dallas Ballroom Foyer

Cybercafé

7:30 am – 5:00 pm

South Side 2

Continental Breakfast

with Poster Sessions and Colleague Clusters

7:30 am – 9:00 am

Dallas Ballroom Foyer

Join colleagues who share interest areas for this networking opportunity. Tables in the foyer will be designated with signs for the following interest areas.

Interest Areas:

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

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 52-57.

7:30 am-9:00 am — **POSTER SESSIONS**

PR-111 Burgs: First-Year Seminars and Charting Your Course, the Co-Curricular Experience

Jack Ryan

Vice Provost & CFD Coordinator

Keira Kant

Associate Dean of College Life

Gettysburg College

The presentation details the development, execution, and assessment of an academic services and student affairs partnership that created interdisciplinary residential clusters—Burgs—which blend First-Year Seminars with Charting Your Course, the College's new student orientation program. The presenters will describe the faculty/administration team approach from a first-hand perspective, as well as its impact on enhancing student intellectual engagement by using data collected from two recent student surveys given to the entire first-year class. The group will demonstrate how the program challenges students to develop a socially and intellectually stimulating community, and how this work has transformed faculty and administrator relationships.

PA-112 Undergraduate PeerMentors Serving Underrepresented Students at a Predominantly White Institution

Jennifer Smith

Director of the University Leadership Network and Lecturer

The University of Texas at Austin

As institutions continue to seek ways to support students from underrepresented populations through the use of peer mentor programs, it is critical for administrators to clearly understand both sides of the mentoring relationship in order to use it as an effective educational tool. Moreover, peer mentor programs also utilize the unique influence peers possess in order to create supportive environments for underrepresented students. The purpose of this qualitative study was to understand the interpreted experiences of undergraduate peer mentors who served underrepresented students at a predominantly white institution.

PA-113 Classroom Assignments and Technology to Assist in Student Retention

Jennifer Simpson

First-Year Seminar Professor

Teri Alaniz

First-Year Seminar Instructor

Texas A&M University - Corpus Christi

The first year of college for a student can be quite intimidating, and it is highly important for students to build a connection with their instructors and campus for student success. In this presentation, the presenters will discuss different lessons and technology that have been shown to get students more comfortable discussing classwork and grades with their instructors and with becoming more connected to their campus. A compact disk will be provided to attendees that contain lesson plans and grading rubrics. These strategies have been shown to be successful and student work examples will be presented.

PA-114 Beyond the One-Shot: Information Literacy and the First-Year Seminar Curriculum

Shawna Smith

Assistant Director for User Services

Brad Stull

Coordinator of General Education

Tim Doherty

Professor of English, Co-Director of the Center for Faculty Excellence
Rivier University

This session presents the ways in which Rivier University includes and assesses information literacy in its interdisciplinary first-year seminar program. The FY seminars—one in English and one in religious studies—include intentional and formal instruction in specific information sources. Library staff, in collaboration with the seminar faculty, offer this instruction. Seminar faculty embed information literacy skills in subsequent assignments. The seminars culminate in the FY Academic Symposium. During the Symposium, students present an argument orally, using a poster as visual aid. Peers, faculty, and library staff assess their oral presentation and poster.

PA-115 Data-Driven Outcomes: Reassessing a Cocurricular First-Year Initiative

Vanessa Keadle

Director of Student Life

Matt James

Senior Resource Specialist

Stephanie Hurley

Director of the Student Experience
Marshall University

Are you unsure about the effectiveness of a first-year experience initiative at your institution? Do you feel like you are doing good work, but lack data to communicate student learning? Using the first-year transition course at Marshall University as a guide, presenters will discuss how to establish a need for a data-driven cocurricular program and how to navigate institutional politics. Participants will learn about the development of measurable learning outcomes, creation and distribution of important assessment tools, and use of the Institutional Review Board. The presenters will discuss how to “tell and sell” the story to university stakeholders.

PR-116 Improving Information Literacy in First-Year Students

Douglas Hasty

First Year Experience Librarian
Florida International University

Are first-year students prepared for college research? Do they understand the role of academic libraries? Do they comprehend information literacy? Can they differentiate between monographs and peer-reviewed articles? Do they fathom topic selection and refinement? How does the academic library teach them information literacy? Answering these questions by collaborating with academic libraries has many benefits—students develop a firm, fundamental understanding of information literacy, they are able to apply this knowledge across disciplines, and they are less likely to drop out. Research skills are improved, and retention issues are addressed. The best outcome of it all is that student confidence soars.

PA-117 Leadership Application Series: Preparing First-Year Students for Leadership Roles

Trung Nguyen

Assistant Director of First Year Experience

Ebony Rose

Assistant Director, TCU Leadership Center

Lindsay Knight

Assistant Director of First Year Experience
Texas Christian University

Many students apply for leadership positions during their first year in college. Often times they are turned down due to their poor interviews and resumes. At Texas Christian University, the Leadership Application Series was created to better prepare students by helping them develop a professional resume, learn interview techniques, and have an opportunity to practice an interview prior to applying for leadership roles on campus. The participants were then tracked through the interview processes. The results showed that students who participated in the series had a higher selection rate than those who did not.

PA-118 SSU's COMPASS Challenge: A Short-Term, High-Impact COMPASS Prep Program

April Gentry

Director, Center for Academic Success/ Assoc. Prof. of English

Theresa Walker

Coordinator of First-Year Experience/ Asst. Prof. of Theatre
Savannah State University

In summer 2014, Savannah State University piloted a 5-day residential program, “COMPASS Challenge,” for a small group of students who, based on their low ACT/SAT scores and high school GPA, were required to take the COMPASS exam in order to be considered for admission. Not only did all participants in the program earn admission-eligible scores, but a majority of participants placed at the college level (no remediation required). This session discusses the design, delivery, effectiveness and potential impact of the program and shares lessons learned regarding planning, conducting and assessing this type of activity.

PA-119 Organize the Chaos: Technology and Community College Enrollment

Sarah Wilde

Activity Coordinator, First Year Experience

Brad Bostian

Director, First-Year Experience
Central Piedmont Community College

Through its Get Started process, Central Piedmont Community College has created a complete online enrollment system tailored to the needs of many different student populations. It offers helpful demonstration videos, contacts, and links to services. Get Started has allowed CPCC to transition from self-service to orienting and advising 15,000 students a year. It has also increased the rate at which students access financial aid and helpful support programs such as service learning and tutoring. Future versions will feature an interactive enrollment checklist for staff and students to track student progress in real time.

POSTER SESSIONS – 7:30 AM–9:00 AM – DALLAS BALLROOM FOYER

PA-120 Enrollment Management at a Tribal College

Koreen Ressler

Vice President of Academics
Sitting Bull College

Retention is everyone's responsibility. This session will discuss effective retention plans that are essential and provide an important place to start. It will also describe ways to expand retention plans to enrollment management plans so that the whole campus is a part of this process.

PA-121 Students as Partners in Redesigning the First-Year Experience

Stuart Brand

Director of Learning Experience

Luke Millard

Head of Student Engagement
Birmingham City University

Birmingham City University (BCU) is part of a UK national initiative (What Works) that seeks to improve the first-year student experience through institutional level interventions. BCU has a reputation in the UK for its work with students as partners and saw the opportunity to bring program teams and students together to reinvigorate curricula across the university through a co-design initiative. This session will explore how students engaged in the process to help redesign the first-year experience across three schools, what the products were of this collaboration, and the impact of these on student retention and success at BCU.

PA-122 Assessing a First-Year Seminar's Diversity Module

Carrie Allen

Graduate Student
University of Illinois at Urbana-Champaign

This session will present evidence of what first-year students in the University of Illinois at Urbana-Champaign's College of Liberal Arts & Sciences (LAS) are learning as a result of a multifaceted learning module designed to teach students the value of understanding and accepting differences.

PA-123 Leadership, Community, and Experience: Engaging High Achieving First-Year Students

Brian Yates

Dean, Associate Professor of Education
Liberty University

Students that do not qualify for a university's honors program can sometimes feel left out. After all, they are good students that want to be challenged and have the opportunity to grow. This poster session shares the success of a program that targets academically strong first-year students and focuses on developing leadership skills through establishment of community and provision of a variety of experiences. Retention and general academic achievement comparisons will be shared coupled with the general structure and qualitative feedback from the program participants.

PA-124 Designing & Evaluating a Pilot First Year Seminar

Eileen McBride

Senior Scholar-in-Residence
Emerson College

In the transition to college, the first year experience presents an important opportunity to structure and support students' academic and interpersonal transition to a new and challenging environment (Arnett & Tanner 2006; Burt & Masten 2010). In this study we describe the implementation and evaluation of a pilot first year seminar designed to support this transition. The seminar aimed to introduce students to the college community and curriculum, and to complement existing foundation programs by focusing on practical, critical and creative thinking skills. Findings are discussed in terms of course design/evaluation, student learning, and student/faculty experience of the class.

PA-125 Preparing Peer Leaders for Encounters with Student Mental Health Concerns

Phillip Rash

Director, First-Year Mentoring
Brigham Young University

There is an increased demand for psychological services on campuses throughout the United States. Due to their mandate to connect with students, peer leaders often become aware of an individual's mental health challenges well before other campus personnel. This poster will address mental health concerns of first-year students through national survey data, data specific to first-year students (presenting concerns and symptom severity) collected from a large university counseling center, as well as a training model used by a large, university-wide, first-year peer mentoring program.

PA-126 iCharleston: First Semester Freshman Study Abroad Academic and Cultural Experience

Jordan John

Site Director, iCharleston LONDON
College of Charleston

iCharleston is a unique and innovative first-year international bridge program that encourages future College of Charleston first-year students to grow as individuals, develop an affinity for the College of Charleston, and actively engage in a high-impact educational experience within a supportive community emphasizing global citizenry through a holistic academic experience abroad. iCharleston provides enrollment opportunities to students that the Office of Admissions is unable to accommodate on-campus during the fall semester because of competition within the applicant pool. This poster presentation will demonstrate program design, curriculum subject matter, and outlines program assessment from Fall 2014.

PA-127 Library Essentials: Incorporating Active Learning Strategies During Orientation

Erica Schattle

First-Year Education Librarian
Tufts University

How can first-year students have meaningful interactions with library collections and services before the semester starts? The Tisch Library at Tufts University invited students to complete "Library Essentials," a self-paced

interactive tour designed to help students succeed in navigating the library's physical space, research assistance services, and collections. In order to help students discover personally relevant collections and services, tour content was customized to student-identified potential majors and interests. Partnerships with first-year writing and advising seminars helped reach students who did not who did not attend orientation.

PA-128 What are first-year students saying? Assessing a Personal Librarian program

Heather Buchansky

Student Engagement Librarian
University of Toronto Libraries

This poster will present assessment methods taking place within the Personal Librarian program at University of Toronto Libraries. This initiative reaches out to nearly 5000 first-year Faculty of Arts & Science students, making it one of the largest programs of its kind. Students are encouraged to contact their personal librarian whenever they have questions about library resources, services, and research.

Ongoing assessment is a key aspect of this program – understanding what students want to know, and receiving their feedback, helps the libraries create effective information literacy initiatives. This poster will illustrate how data collected from various assessment methods is used to evaluate the program.

PA-129 First-year Interest Group (FIG) Peer Educators: Recruitment, Training, and Mentorship

Carlos Guillen

Associate Director, First-Year Programs
University of Washington

Peer educators play an integral role in the facilitation of learning communities. While strategies and models vary from institution to institution, the recruitment, training, and retention of peer educators make up a large part of the success of learning community programs. This poster session will outline the curriculum and strategies used at the University of Washington to recruit, train, and retain 150 student volunteers who serve as First-year Interest Group (FIG) Leaders.

PA-130 Student Success: Campus to Community

Brad Stull

Coordinator of General Education
Rivier University

This poster presents Student Success: Campus to Community (SS:CC), a year-long course required of all FY students at Rivier University. SS:CC focuses on academic achievement, cultural awareness, service, and vocational discernment. Academic achievement focuses on reading ability, values clarification/time management, test strategies, and problem solving. Cultural awareness focuses on the nature of culture, both "high" and "low," through events like museum visits, film viewing, and theater. Service focuses on an introduction to service learning through the FY Day of Service. Vocational Discernment focuses on this question: where do my heart's deepest desires meet the world's greatest needs?

PA-131 University of Colorado at Colorado Springs' Success Net

Nadia Al-Tabaa

Program Evaluation Coordinator
University of Colorado at Colorado Springs

Success Net is an online freshman intervention developed to supplement other freshman experience initiatives. It was constructed to meet the needs of freshmen in transition and improve student retention at UCCS. The goal of Success Net was to create an evidence based intervention for freshmen to assist with their transition to college. To determine if Success Net was effective in its goal, retention rates for at-risk students between fall and spring semesters for 2014 and 2013 entering freshmen were compared. The areas that freshmen accessed and returned to were also tracked to understand perceived areas of student needs.

PA-132 Library Partnerships: Collaborating to Increase First-Year Student Success

Katy Mathews

Learning and Outreach Librarian
Shawnee State University

The Clark Memorial Library at Shawnee State University, an open-access public institution in southern Ohio with a high proportion of first-generation and at-risk students, supports campus first-year initiatives to build relationships and support first-year students. The Learning and Outreach Librarian provides focused programming and support that leads to student awareness and familiarity with the Library including attendance at orientation sessions, hosting a primary event during the Weekend of Welcome for incoming students, and providing sustainable support through various intentional classroom visits, embedded librarian services, and library events. Assessment initiatives inform continuous improvement of these library first-year initiatives.

PA-133 Answering Life's Big Questions: Reflections at Trinity University

Lisa Jasinski

Special Projects Coordinator
Trinity University

Now in its third year, Reflections is a voluntary, co-curricular program that prompts first-year students at Trinity University to reflect on their experiences (past), circumstances (present), and goals (future) to foster self-discovery and exploration. The expectation is that through conversations and exercises guided by a trained facilitation team, first-year students will begin to draw clearer connections between their values, choices, academic goals, and vocation. The poster will highlight assessment findings from student participants. The program is funded by a grant from the Council of Independent Colleges NETVUE program.

POSTER SESSIONS – 7:30 AM–9:00 AM – DALLAS BALLROOM FOYER

PA-134 Dual-Enrollment Models: Expanding Present Options

Ann Ellsworth

Professor, Graduate Program Leader, Elementary Teacher Education,
Curriculum and Instruction
Montana State University

This poster describes two unique approaches to dual enrollment. In the first, a university faculty member delivered the course at the local high school. Convenience for students while they experience “college in high school” made this choice popular. In the second approach, a college professor and a high school teacher team-taught a course during its inaugural offering at the high school. In subsequent semesters, the high school teacher taught the course independently. Benefits of this approach include teacher training, sustainability and impact. Both approaches resulted from dialogue between university and public school personnel who seek to share resources.

PA-135 A First-Year Seminar for the Development of Students' Social Responsibility

Akinori Yamabe

Project Assistant Professor, College of Arts and Sciences
University of Tokyo

In this study I would like to introduce one of the first-year seminars from the University of Tokyo which is the largest national universities in Japan, and investigate the effectiveness both of training for academic skills and developing social responsibilities by dealing with the Great East Japan Earthquake which had occurred in March 11 2011 as a subject. The results showed that the seminar succeeded in teaching the academic skills and at the same time motivated their learning in the undergraduate program, gave them a deeper understanding of modern society and developed their social responsibility.

PA-136 The Strategy Project: Promoting Self-Regulated Learning through an Authentic Assignment

Hillary Steiner

Assistant Professor and Assistant Director of Learning Communities
Kennesaw State University

In order for college students to be successful, they must become metacognitive, self-regulated learners with a variety of effective learning strategies at their disposal. This poster presentation will describe an assignment, adaptable for a variety of courses, which requires first-year students to try newly learned strategies in an authentic venue. The presenter will also share data from a study that investigated the use of the assignment by four instructors in a first-year seminar. Quantitative and qualitative data will be shared, and adaptability of this assignment for other courses will be discussed.

PA-137 Using Innovative Strategies in the Teaching of Freshmen Statistics

Dianna Galante

Associate Professor, Mathematics
Governors State University

Can innovative teaching strategies have an impact on the mathematics attitudes of first-year students in an elementary statistics course? Students were asked to complete the Attitudes Towards Mathematics Inventory (ATMI). The instrument is designed to measure the mathematics attitudes

of students using four subscales related to (1) enjoyment of mathematics, (2) motivation to do mathematics, (3) self-confidence in mathematics, and (4) perceived value of mathematics. The instrument was administered again on the last day of instruction. A statistical analysis was completed to see if the use of innovative teaching strategies including Supplemental Instruction had an impact on students' mathematics attitudes.

PR-138 Springboard Living Learning Community Student Participation Impact and Effects

Laura Trettin

Hall Director
Western Michigan University

This study analyzes the impact and effects of participation in a “springboard” living learning community, which is a residential living community reserved for only first-year students. Student self-select to reside in these communities and the Resident Assistant provides programming and education for students on a variety of topics pertinent to the first-year experience and transition. Utilizing data collection through surveys and sampling, this study provides an in-depth analysis of the effects of living in a Springboard house on first semester GPA, on-campus recontracting rates, achievement of learning outcomes, and the role the RA plays in a Springboard house community.

PR-139 Effect of Peer Mentors on Academic Performance

Elizabeth Bonin

Coordinator of Student Success Programs
Rivier University

Undergraduate peer mentoring programs strive to retain students who solve their own problems, develop options, unravel obstacles, and establish a process of figuring out solutions. A crucial component of obtaining that goal is to effectively train peer mentors to serve as advocates to freshman undergraduate students. Terrion and Phillion (2008) note “that mentor training is indispensable in providing tools and techniques that mentors will use in an ongoing and formal training program which emphasized an experiential and self-reflexive approach.” Undergraduates benefit from peer mentors who are able to create a safe environment for freshmen to share their questions and concerns.

PR-140 Q Success: A First Year Seminar (FYS) Transition Program

Arig al Shaibah

Assistant Dean, Student Affairs (Student Life and Learning)
Queen's University in Kingston, Canada

Q Success is a co-curricular First Year Seminar transition program piloted at Queen's in the fall of 2013. To complement academic and learning support content, a hallmark of the program is its focus on mental health awareness and stigma reduction as well as building resilience. In this session, the design and implementation of the program will be discussed along with outcomes of detailed research, assessment and evaluation plans.

PR-141 Predictors of Early College High School Students Obtaining a Baccalaureate

Trinidad Morales

Research Associate
The University of Texas at El Paso



Early College High School (ECHS) models that allow students least two years of college to earn a high school diploma and receive college credit hours to a four-year institution and obtain a high school diploma, associate's degree, and bachelor's degree in a six-year period. This poster presentation identifies variables that hinder the odds of graduation and discuss methods to increase the likelihood a student will matriculate through the model, focusing on barriers unique to a primarily Hispanic, first-generation and low-SES student population.

PR-142 Using the Global Trading Simulation in Introduction to Business

Britt Shirley

Professor of Information and Technology Management
The University of Tampa

Introduction to Global Business (BUS 101) is a required course for all business majors at the University of Tampa. One component of the course is the Global Trading Simulation (GTS). The GTS is an experiential learning tool that requires teams of students to analyze data and develop trading strategies for their "countries." During the simulation, countries trade with each other with the goal of improving their standards of living by meeting their import goals and exporting goods. This poster session will provide an overview of the GTS and explain the impact it has on learning about the global economy.

PR-143 The Idea Model for Community College Success and Student Development

Timothy Walter

Dean of Campus Affairs
Oakland Community College

This poster session focuses on the "Idea Model for Community College Success and Student Development." The Idea Model focuses on the critical factors that come into play as an individual student enters an environment that enhances student success.



- Introduce Community College Students to the world of higher education.
- Develop pathways for Community College Students to help them successfully complete their path through community college.
- Empower Community College Students to be high achievers.
- Advocate for Nontraditional/Adult Community College Students

PR-144 Bridging the Great Divide: A Collaborative Effort to Increase Financial Literacy

Amasett Economy

Leadership Coordinator
Kennesaw State University

In an effort to improve the financial literacy of first year students and student leaders a series of financial workshops and seminars were created and implemented on Kennesaw State University and Southern Polytechnic State University's campuses. Originating in 2011, this curriculum evolved from a First Year Seminar lesson plan, designed to increase understanding of basic budgetary skills and money management. Today, this initiative is building pathways for traditional first year students by equipping them with the necessary knowledge and resources to not only make wise financial decisions as a student, but also as an alumni.

PA-145 Antidote to Motivate Changing Demographics of Student Enrollment

Jim Gillespie

Academic Advisor and Learning Specialist
University of Hawaii at Manoa

Do you need a program that provides a foundation for incoming and underprepared freshmen? Student-Athlete Academic Services coordinates a Summer Bridge program at the University of Hawaii at Manoa. This poster presentation provides program objectives that address the need for learning communities that develop confidence, commitment, goals, faculty involvement, constructive feedback, and social support among peers. Student evaluations and GPA trends will be presented in tandem with the layers of social support that is integrated into this program. The presenters will discuss how the program can be implemented in other institutions and serve the ever-changing needs of underprepared and multicultural populations.

9:15 am – 10:15 am

CT-146 Increasing Resiliency: Improving the Health of College Students

Arts District 7

Stephanie Fisher

FNP-C, Assistant Professor of Nursing
George Fox University

This session will focus on how to teach health promotion concepts to first year students. Utilizing CDC, UpToDate, AAP, NIH, and USPSTF recommendations, we will discuss the common health issues affecting college students including diet, exercise, stress, anxiety, depression, sleep, and poor coping mechanisms. A short-term goal of this health education is to improve college student retention rates but more importantly, we can use our unique platform as instructors to influence and model health behaviors which could be life-saving. We may also be reminded of a few health habits to help reduce the stress in our own lives as well.

MONDAY

CT-147 Great Jobs/Great Lives: The Gallup-Purdue Index and student leaders

Katy Trail

Ethel Swartzendruber

Senior Assistant Director for Student Success and Supplemental Instruction Coordinator

Jared Tippets

Director of Student Success
Purdue University

Recently, Purdue University and Gallup partnered to administer a national survey of 30,000 college graduates to learn how the undergraduate experience impacts the lives and happiness of students after graduation. Using Purdue University's Supplemental Instruction (SI) Program as an example, we will examine how the report's recommendations guide our program, particularly as it relates to the student leaders themselves. Attendees will be encouraged to share ways in which their student success initiatives meet the recommendations of the report and consider ways of strengthening those experiences to contribute to the institutional goal of ensuring alumni success.

FD-148 Engaging Funds of Knowledge to Enrich First-Year Pedagogy

Dallas E

Jennifer Charteris

Lecturer, Learning and Teaching team, School of Education

Yvonne Masters

Senior Lecturer, Professional Classroom Practice, School of Education
University of New England, Australia

First-year students bring a range of knowledge bases and discourses to their learning contexts. These prior experiences can be valuable as they negotiate the dissonance between the new and the old ways of knowing. Participants will explore the range of knowledge bases and discourses that first-year students can bring to their university studies. They will also contribute their personal experiences of first-year pedagogies that have addressed diversity in the student body. The session will enable academics to explore how others address practices that cue students' prior knowledge and permit new networks and potential research collaboration.

FD-149 Publishing Research on College Student Transitions

Dallas G

Paul Gore

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

The *Journal of The First-Year Experience & 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 submission process. Opportunities for involvement with the Journal's editorial board will also be presented.

CR-150 A Look at the Book: Research Evidence on Common Reading

Dallas F

Jennifer Keup

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

Dallin George Young

Assistant Director for Research, Grants, and Assessment
University of South Carolina



Catherine Andersen

Associate Provost for Academic Affairs
University of Baltimore

Common reading programs have a long history, are in 40% of orientation and first-year experience programs, and represent the intersection of two AAC&U high-impact practices: first-year seminars and experiences and common intellectual experiences. Despite their longevity and prevalence, these programs have a limited literature base and have recently come under serious scrutiny. Two national data sources gathered by the National Resource Center for The First-Year Experience and Students in Transition help create an empirically-based picture of these programs, which can inform institutional practice and future research.

CT-151 An Integrated Model of Self-Management for Student Success and Retention

Katy Trail

Donna Berger

Director, Academic Grants
Marist College

The ABC approach to self-management has been taught as a popular student development course at Marist College for over 25 years with successful student achievement and retention results. The approach integrates research-based strategies for personal, academic, and professional achievement. Focusing on self-motivation, this session will show how the model can be used to organize topics such as time management, communication skills, self-esteem, and career preparation. A program funded by the NSF will be presented to demonstrate how the approach can be linked to the major. Exercises and evaluations that can be used with students will also be discussed and distributed.

CI-152 Maintaining Quality During Growth: Strategies for your Peer Mentor Program

Fair Park 1

Kara Woodlee

Academic Advisor

Sandra Miles

Executive Director of Student Affairs
Indiana University-Purdue University Columbus

Are you looking for ideas to improve the size and/or quality of your peer mentor program? In this session, the presenter will discuss the evolution of the peer mentor program at IUPUC. As the coordinator of the program, the presenter will provide details of a plan that resulted in increasing the size and quality of the program within one year. In this session, attendees

will be able to identify areas for potential of growth in their own program, integrate best practices into program planning/coordination, and create at least one goal that will contribute to program development.

CT-153 Designing and Implementing a Free Online Textbook for the FYE

Fair Park 2

Lori Coggins

Academic Strategies Coordinator

Adam Brennan

Librarian

Sarah Stecher

Associate Professor of English
Tulsa Community College

This presentation delineates collaboration among Tulsa Community College faculty and professional staff to construct an online textbook for our FYE course. The project was designed, piloted, and implemented in one fiscal year. The objectives were to reduce cost for students, customize course content to reflect TCC's multi-campus facilities and student services, increase student proficiency in technology and digital literacy, and provide free access for TCC students not enrolled in the course. The team used resources already available at the College to minimize cost. This presentation outlines design and implementation processes used in TCC's online textbook project, including instructor support systems.

CI-154 Mixing It Up: A Hybrid Method of Mentoring First-Year Students

Cedars

Michelle Buggs

Assistant Director, Undergraduate Academic Programs

Josh Adams

Executive Director, Pioneer Center for Student Excellence

Heather Speed

Associate Vice President for Student Life

Kim Miloch

Director, Quality Enhancement Plan
Texas Woman's University

Mentoring has been known to take many forms, yet while there is no set formula, historical and present research still suggests that mentoring programs assist in the recruitment and retention of college students, specifically first-generation and low-income students. This session will review the creation and coordination of the SUCCESS Mentoring Program at Texas Woman's University, including the use of a three tier mentoring process and the various assessments used to measure effectiveness of the program. Additionally, attendees will have the opportunity to discuss SUCCESSful elements of mentoring programs and other first-year retention and success initiatives.

CR-155 Distinctiveness of the Saudi Arabian EFL Students in Preparatory Year Programs

White Rock

Mansour Mohammed Habbash Ras'n

Assistant Professor

Abdullah Albalawi

Associate Professor

Srinivasa Rao Idapalapati

Assistant Professor
University of Tabuk, Saudi Arabia

In view of the continuously increasing number of teachers from the United States, the UK and many other parts of the world heading their way towards Saudi Arabia, this session describes the distinctiveness of the Saudi Arabian EFL learners at PYPs (Preparatory Year Programs), with regard to their learning attitudes, learning styles, and the academic environment. The session also explains the rationale behind such distinctiveness in light of recent research and provides the teachers with alternative teaching methods that they can consider in working with Saudi Arabian students.

CT-156 Promoting College and Career Success in FYE Courses

West End

A.J. Metz

Assistant Professor, Educational Psychology

Paul Gore

Associate Professor, Educational Psychology
University of Utah

Wade Leuwerke

Associate Professor, Counseling
Drake University

The landscape of higher education and its relationship to the world of work is rapidly changing. The incoming college student needs to not only survive these environments, but to thrive in them. This session will describe an evidence-based, positive psychological approach to building self-regulated, self-determined, collaborative learners who understand the value of their experiences and the relationship between their experience and subsequent success in school, work, and life. Assessment tools and interventions at the individual, group, and aggregate level will be discussed.

FD-157 Parent and Family Support: What Works and Why?

Deep Ellum A

Allison Prelosky

Assistant Director, First-Year Experience and Family Programs
Case Western Reserve University

Parents and families of first-year students play an integral role in their student's transition to university life. Many different strategies exist on campuses to support parents who are learning to navigate their new parenting role. This session will provide a space where faculty and staff who work with first-year students can discuss the changing dynamic of parent and family involvement and will also share the successes of Case Western Reserve University in regard to parent/family communication and setting expectations for the relationship families will have with the institution.

CT-158 Connecting the Common Read with Information Literacy and Student Success

Deep Ellum B

Lisa Kerr

Interim Associate Provost, Enrollment Management

Lee Farrow

Director, Center for Excellence in Learning and Teaching
Auburn University at Montgomery

Come experience an interactive activity where you will learn how to facilitate similar engagements for your students. Grounded in Harvey Daniel's Literary Circle concept, this session requires active participation in applying skills needed for critical thinking, reading, information literacy, and interpersonal communication skills. Based off the notion that students "don't do optional," this session will explain how we have successfully required students to engage in higher order thinking by connecting self-identified themes within the University's Common Read and Student Success course content.

CR-159 Transition to College: Does Attending Your First Choice Matter?

Arts District 7

Ellen Stolzenberg

Assistant Director, CIRP
University of California, Los Angeles

This study seeks to examine how experiences during the first year of college vary based on students' institutional choice. Using data from the 2014 Your First College Year Survey (YFCY), this study compares the experiences of students from four groups: (a) students not admitted to their first-choice institution, (b) students admitted to their first choice but who went elsewhere, (c) students attending their first choice (but applied to multiple institutions), and (d) students attending their first choice (who only applied to one institution). The findings will shed light on the transition to college enabling institutions to better serve their first-year students.

CI-160 Intercultural Community Building: A First-Year Experience Course

Arts District 5

Tiffany Cresswell-Yeager

Director of Student and Enrollment Services

Kenneth Thigpen

Director of Academic Affairs

Kristy Hove

Institutional Planner
Penn State Lehigh Valley

Penn State Lehigh Valley Offices of Academic and Student Affairs have strengthened their partnership by offering a three-credit general education course that incorporates social and academic initiatives and improved student retention by providing services, mentoring, programming and self-reflection by all first-year students. This presentation will take participants through the initial development of the course, celebrate the successes, discuss the pitfalls, evaluate the assessments, and leave with a packet of

creative assignments and instructor professional development that can be incorporated into their institutions. In addition, our institutional planner will present data to support the connections to student retention and success.

CR-161 Supporting First-Year STEM Students with TLC (A Targeted Learning Community)

Arts District 6

Hillary H. Steiner

Assistant Professor and Assistant Director of Learning Communities



Stephanie M. Foote

Director, M.S. Program in First-Year Studies and Associate Professor of Education
Kennesaw State University

First-year students interested in the sciences often begin college with high aspirations, only to become frustrated and overwhelmed by large, lecture-based, entry-level science courses. The resulting low achievement and retention problems lead many students to adopt a negative view of college-level science, and many leave the sciences altogether. This session will focus on the development of and outcomes associated with a targeted learning community (TLC) that paired a tailored first-year seminar, with instruction in self-regulation for the sciences, with a high-risk general chemistry course. Data from the TLC will be shared along with plans for replication with other high-risk courses.

CI-162 Stop and Take a #selfYE!

Arts District 4

Amy Gauthier

Senior Associate Director, Housing & Residential Education

Sarah Rowe

Community Director
University of North Carolina at Chapel Hill

Sarah Hoffarth

Lead Success Coach
Central Carolina Community College

Stop and take a #selfYE! Join us to learn more about the residential first-year experience program at University of North Carolina at Chapel Hill. After two years of successful partnerships and programs, the presenters are eager to share the unique aspects of this program and the guiding principles and theories that inform their work. In addition, results of the assessment process and measures will be discussed. Creating a dynamic environment, where first-year students thrive, has always been the goal and the presenters are proud to share how this program has been received across campus.

MORNING BREAK | 10:15 am – 10:30 am
Dallas A-D & H

10:30 am – 11:30 am

FD-163 Organizational Structures to Support First-Year Students and Students in Transition

Dallas F

Ralph J. Rascati

Associate VP for Advising, Retention & Graduation Initiatives & Dean of the Honors College

Kennesaw State University

First-year students face difficult transitions as they enter into college and continue to face a variety of transitions as they journey through their collegiate experience. These transitions can be greatly facilitated by the presence of organizational structures that create a one-stop-shop of commonly needed student services and an accurate referral service to other available services. In this session, several different organizational models and their key features will be discussed. Data will be presented on the effectiveness of the different organizational structures. Participants will be invited to share how their home campuses are helping students address these transitional issues.

CI-164 The FYE Initiative at Qatar University: Evaluation and Forward Insights

Greenville Ave

Mahmoud Abdulwahed

Advisor/Consultant to the Vice President and Chief Academic Officer

Mazen Hasna

Vice President and Chief Academic Officer

Qatar University

John Gardner

President

John N. Gardner Institute for Excellence in Undergraduate Education

Since fall 2012, the nature and quantity of admitted first-year students to Qatar University (QU) have changed dramatically. This has been accompanied with serious retention and progress issues. A campus-wide FYE initiative was launched, and a large scale self-evaluation process was conducted during the 2013-2014 academic year. This was done via an in-depth holistic gap analysis, and an institutional set of FYE recommendations for implementation was generated. Details on the initiative and the main findings of the evaluation phase and the cultural adaptation is provided in this session.

CI-165 It's Not the Parts, It's How They Fit Together: Grossmont's Freshman Academy

Fair Park 1

Dave Dillon

Counselor

Grossmont College

As part of a growing focus on supporting the success of an increasingly diverse student body, Grossmont College has created a FYE program, the Freshman Academy. While many programs have focused primarily on high impact and high frequency services to students as they move through their coursework, we have put at the program's center a set of well defined integrative learning pathways connecting basic skills courses to general education offerings. The College has worked to systematically interweave a number of support and engagement opportunities along this pathway, including counseling, service-learning, peer tutoring and mentoring, and a range of student learning workshops.

CI-166 Success Connect: Early Alert and Academic Intervention at a Flagship Institution

Fair Park 2

James Winfield

Coordinator of Outreach, Student Success Center

University of South Carolina

This session will provide participants with the experience of the University of South Carolina's Student Success Center in creating and implementing the Success Connect early alert referral program. This program allows faculty members to refer students for class absence, academic assistance, and mid-semester progress. The goal of the program is to make a large comprehensive institution feel smaller and more supportive by providing targeted interventions for students who may be academically at-risk. The Student Success Center hopes to inspire colleagues as they also work to increase student retention.

CT-167 Developing Powerful Orientation Programs for First-Generation College Students

Cedars

La'Tonya Rease Miles

Director, Academic Advancement Program

Danelle Dyckhoff Stelzriede

University Advisor

Loyola Marymount University

How do we welcome first-year, first-generation college students into the academy? More specifically, how might we mitigate potential feelings of dislocation with activities and programs that are empowering and validating? The presenters will explore strategies for welcoming these students and their families to the university through targeted and expanded orientation programs that build upon students' strengths and community cultural wealth.

CI-168 Creating a No-Combat Zone: Maneuvering Institutional Change, Sustaining Program Relevance

White Rock



Dorothy Ward

Director, Entering Student Program

Maggy Smith

Chair, Department of English
The University of Texas at El Paso

In fall 2014, the Entering Student Program (ESP) at The University of Texas at El Paso began its 15th year helping students transition to the University. Designed for student success, the ESP, which includes a first-year seminar, learning communities, and peer leader program, has received state and national recognition and awards, including the 2011 Educational Policy Institute Outstanding Retention Program Award. Using the ESP as a model, the presenters will examine how to sustain a relevant program for entering students in the midst of campus politics and changes in campus leadership, institutional priorities, and student needs.

FD-169 First-Year Spring Admits: The Neglected Population

West End

David Bray

Synergy Seminar Coordinator, English APL
University of Wyoming

First-year students who begin college in the spring semester rather than the fall remain a largely unexamined population. While most colleges and universities have extensive programs in place to support first-year students who enter in the fall, few have robust structures in place to guide spring admits. Spring admits represent a small but important percentage of first-year students. With those premises in mind, this session will surface the issues of this under-represented student population through focused questions and sharing ideas and experiences.

CI-170 A Perspective on Learning Community Success: Recruitment Matters!

Deep Ellum A

Jim Pukrop

Coordinator of Learning Communities

Dan Carpenter

Senior Associate Director for Transition and Success Programs
Purdue University

One can identify various factors that lead to the success of a Learning Community, especially as measured by retention and graduation rates. This presentation/lively discussion will focus specifically on what is likely a topic less often considered as a major factor behind LC success: recruitment. Attendees will learn several approaches, as well as a concrete and assessed comparison of two methods. Attendees will also learn – through a wealth of data – why recruitment is not about making a single LC full and successful, but that it is a driving force behind the health and success of an entire LC program.

CI-171 Meet the First Faculty: Implementing Faculty-Led, Discipline-Specific Seminars

Deep Ellum B

Brian Brabham

Assistant Professor; Director, Graduate Programs in Exercise and Sport Science

Jamey Plunk

Professor, Exercise and Sport Science Department

Joan Berry

Associate Professor, Education Department
University of Mary Hardin-Baylor

Interested in a dynamic approach to a first-year seminar? The University of Mary Hardin-Baylor provides a unique approach, with faculty-led, discipline-specific seminars focused on academic success, engagement, and increased retention. The commitment of over 30 full-time faculty members to the program is critical. Known as the First Faculty, professors provide support extending beyond the seminar into advising, interaction with students prior to the seminar, and on-going support after the seminar. The program is unique in its delivery of content, with professors choosing from a variety of approaches (including hybrid, traditional classroom, and small interest groups). Join us to learn more!

CT-172 Increasing Resiliency: Improving the Health of College Students

Arts District 7

Stephanie Fisher

FNPC, Assistant Professor of Nursing
George Fox University

This session will focus on how to teach health promotion concepts to first year students. Utilizing CDC, UpToDate, AAP, NIH, and USPSTF recommendations, we will discuss the common health issues affecting college students including diet, exercise, stress, anxiety, depression, sleep, and poor coping mechanisms. A short-term goal of this health education is to improve college student retention rates but more importantly, we can use our unique platform as instructors to influence and model health behaviors which could be life-saving. We may also be reminded of a few health habits to help reduce the stress in our own lives as well.

CT-173 Speaking the Same Language: Cross-Training for Student Success

Arts District 5

Suzy Conway

Director of Academic Advising
Curry College

Lynn Zlotkowski

Director of CONNECT LLC
Mount Ida College

Lisa Hardej

Academic Advisor
Brandeis University

Have you ever referred to student or academic affairs as “the other side of the house?” When student development theories are considered and practiced in conjunction with appropriate academic support services, students are better supported and served, leading to more meaningful experiences inside and outside of the classroom. The three presenters began their careers in student affairs and transitioned to roles in academic affairs. Attendees will explore how cross-disciplinary integration—combining student development theory and rigorous, pertinent academic policy—can positively impact our work with students who are negotiating the many transitions within their first year of college.

CT-174 Crucial Conversations: Empowering Peer Educators to Facilitate Dialogue

Arts District 6

Lauren Bosselait

Assistant Director, First Year Experience and Learning Communities

Susie Mahoney

Assistant Director, Leadership Initiatives
University of Cincinnati

As staff supervising and working with students who serve in peer facilitation roles within learning communities and leadership programming, we aim to provide our student educators with the tools and resources to address difficult topics and the ability to facilitate conversations around relevant and present day topics that affect college students. During this session, the presenters will engage participants in difficult conversation topics and share techniques to take back to their respective campuses so they may teach peer educators who are impacting first-year students.

CT-175 Becoming a Learner: Framing the Purpose of a College Education

Arts District 4

Matthew Sanders

Assistant Professor, Speech Communications

Lisa Hancock

Director, Student Orientation and Transition Services

Harrison Kleiner

Lecturer, Philosophy Department
Utah State University

College students face a pervasive cultural perception that equates higher education with acquiring job skills and receiving professional training.

While college does influence future employment opportunities, talking about higher education as job training creates confusion and frustration among students about general education and a four-year plan of study. This session discusses an institution-wide effort at Utah State University to help students understand that the primary purpose of college is to become a learner. Presenters will discuss successful efforts to explicitly promote this message within the first-year orientation program, first-year experience course, and general education curriculum.

CR-176 The Flamingo Model: A Twin-Track Approach on Language Policy to Enhance First-Year Students' Academic Success

Katy Trail

Pieterjan Bonne

Language Policy Officer
Artevelde University College Ghent

Artevelde University College Ghent linked the results of a language test to the academic success of more than 3000 first year students. After presenting the research results a model of the twin track approach in (academic) language coaching will be explained. Two examples will be explored more in depth: e.g. engaging student-tutors to coach first year students and in-service training for lecturers in content and language integrated teaching. As a conclusion we illustrate the sustainable character of the initiatives.

Plenary Address

Challenging the Broccoli Curriculum: Designing First Year 2.0

1:30 pm – 2:45 pm | Trinity Ballroom



George Mehaffy

Vice President for Academic Leadership and Change
— American Association of State Colleges and Universities (AASCU)

Increasing numbers of students come to us at risk, unprepared for college. But is the problem simply that our students are unprepared? Or is part of the problem ours, particularly in the legacy structures and programs that we have created? How might we re-conceptualize the first year of college to be a powerful, engaging and exciting educational experience for all students? The key to institutional success in the 21st century will be how effectively we challenge prevailing orthodoxies and practices, building new approaches and new structures that better serve our students.

MONDAY, FEBRUARY 9

3:00 pm – 4:00 pm

FD-177 Enhancing the “E” in “FYE”

Dallas E

Carly Edwards

Assistant Director, First-Year Experience

Jennifer Latino

Director, First-Year Experience

Campbell University

First-year experience efforts are often concentrated in the structure provided by first-year seminar courses, but the reality of students' transition to college exists beyond the realm of the classroom. In this discussion, the facilitators will share an overview of Campbell University's comprehensive approach to the first college year and lead attendees in collaborative reflection on best practices for transition programs. Participants will examine components of the “E” in “FYE” and determine realistic and applicable techniques for programming for first-year students.

FD-178 Controversial Conversations: A Collective Exploration into Facilitating Difficult Dialogues

Dallas G

Paula Linscott

Special Projects Coordinator-Learning Community Programs

Casey Krafton

Graduate Assistant-Learning Community Program

Ohio University

Controversial Conversations is a roundtable discussion exploring intentional approaches to complex and challenging dialogues on college campuses. Many first-year students with strong opinions have limited experience engaging in respectful dialogue surrounding contentious issues such as race, religion, sexual orientation, gender, class, or politics. Research shows that active participation in such debates generates higher levels of complex-thinking, motivation, and engagement. This roundtable collectively explores participants' experiences, impressions, challenges, and tactics for productive and structured engagement of difficult issues. The facilitators will offer two case studies, each of which garnered national attention, in order to investigate myriad techniques and facilitation strategies.

FD-179 Tales from the Trenches: Transitioning First-Year Students Using International Experiences

Dallas F

James Lucas

Assistant Dean, Global Education and Curriculum

Michigan State University

Sarah Tschida

Program Director

Nikki Letawsky Shulz

Assistant Dean, College of Biological Sciences

University of Minnesota

Historically, few first-year students study abroad; however, increasingly universities are connecting study abroad to the first year through specialized

programming. This session shares the experiences of multiple schools who have worked with first-year students overseas. This discussion will provide the audience with the benefits and challenges of an international model. Participants will discuss important ideas related to first-year programming that both relate to this format as well as those which transcend program structure. These issues will include faculty and staff training, alignment of the first-year seminar to institutional goals, and student readiness to engage in experiential learning.

CT-180 Paths to Learning: Teaching for Engagement

Katy Trail

Barbara Tobolowsky

Assistant Professor, Department of Educational Leadership and Policy Studies
University of Texas at Arlington

The session focuses on introducing participants to the book, *Paths to Learning: Teaching for Engagement in College*. After I provide general introduction to the book, Jillian Kinzie will present an overview on research regarding learning. Jim Groccia will discuss the theoretical underpinnings and applications of six fundamental theories (e.g., humanism, constructivism) and interactive group learning. And Wendy Troxel will provide guidance on conducting classroom assessments for online or face-to-face learning environments.

CR-181 Faculty and Student Perceptions of the Preparatory Year Experience

Greenville Ave

Abdulaziz Alfahaid

Dean of Preparatory Year

Fahad Alamr

Professor, Department of Special Education

University of Dammam, Saudi Arabia

The preparatory year experience has been remarkably under-researched in Saudi Arabia. Consequently, there is a need to investigate these kinds of experiences. This session outlines and discusses preparatory year experiences from the perspectives of full-time undergraduate students and faculty. Based on a mixed-methods study, perceptions of Dammam University preparatory year students and faculty about their experiences of adjustment, teaching, learning, engagement, student support provision, and campus facilities will be discussed. The session concludes with providing a set of implications and suggestions for improving the quality of the preparatory year experience.

CR-182 First-Year Initiatives: Meeting the Needs of the Millennial Generation

Fair Park 1

Patrick Turner

Adjunct Instructor, First-Year Experience/Freshman Learning

Darryl Holloman

Assistant Vice President for Student Affairs – Multicultural Programs

Georgia State University

A challenge colleges and universities encounter in the United States is the retention of millennial, first-year college students. This qualitative case study explored the perceptions of first-year, sophomore, and non-returning (dropped out of the university) millennial students to understand the obstacles and

enablers of transitioning into the college environment. Four major themes emerged from the data and served as either an obstacle or enabler to the first-year experience: engaging initiatives for first-year students, study skills, instructor-student relationships, and academic services-support services.

CI-183 Grab the GPS: Navigating Advisement in First-Year Seminar and Beyond

Fair Park 2

Kelly Yacobucci

First Year Experience Coordinator

Amanda Hantho

Lecturer, College of Architecture and Technology
SUNY Cobleskill

Do you have students who are traveling through their first year in college without an apparent destination or guide? The session will highlight how a campus community collaborated to develop a comprehensive guide called the Goals for Personal Success (GPS) to be used in the first-year seminar. GPS provides students with structure for career, educational, and academic advisement in order to be active participants in their college careers in order to achieve successful degree completion and beyond. Learn how this plan is successfully institutionalized and embraced by faculty advisors and the campus community.

CT-184 Engaging the Dark Side: Increasing Faculty Engagement with Retention Strategies

Cedars

Patrick Mulick

Associate Professor of Psychology/Resident Faculty Mentor

Jenn Daniels

Assistant Professor of Psychology/Co-Director of YearOne

Wesley Beal

Assistant Professor of English/Co-Director of YearOne

Carole Douglas

Student Retention Specialist
Lyon College

When developing and implementing comprehensive retention plans, institutions must consider the role that faculty will play and how to effectively engage this cohort in the process. Faculty can be perceived as disengaged from or resistant to participation in retention efforts. This reaction, real or imagined, can be exacerbated if the faculty member sees these efforts taking away their freedom in the classroom or adding to their workload. This session will focus on strategies to create faculty buy-in and increase faculty engagement within campus wide retention efforts.

CI-185 Spartan Success Scholars and Peer Academic Coaching: Programs for Success

White Rock

Scotty Secrist

Spartan Success Scholars Coaching Coordinator

Christina Finley

Spartan Success Scholars Coaching Coordinator
Michigan State University

The Michigan State University Spartan Success Scholars program is a MSU Neighborhoods signature initiative. The program was designed to offer focused outreach to first-year students who are first-generation, Pell eligible, and/or taking two or more college preparatory classes in math or writing. The goal of the program is to increase their college knowledge while helping them develop skills and behaviors to be successful scholars. In partnership with academic advisors, the Office of Academic and Cultural Transitions, Residence Education, Neighborhood Academic Peer Coaches and many others, the Neighborhoods provide wrap-around support to aid students in their transition to college.

CT-186 University Leadership Network: A Model of an Incentive-Based Scholarship Program

West End

Jennifer Smith

Director of the University Leadership Network and Lecturer
The University of Texas at Austin

To increase graduation rates, UT Austin is implementing a myriad of initiatives that utilize a model of financial assistance to incentivize four-year graduation behavior. This session focuses on the University Leadership Network (ULN) program, which provides 500 first-year students (with demonstrated financial need) up to \$5,000 in scholarships annually as they commit to participate in a four-year leadership program. The four-year program involves on-going training; community service; on and off-campus internships; and a third and fourth year experience tailored to their individual leadership development in the form of internships, opportunities for research, study abroad, and on-campus student leadership positions.

CR-187 Examining Predictive Analytics Research from a Math Early Warning Pilot

Deep Ellum A

Amber Manning-Ouellette

Director of Enrollment Management



Greg Budzban

Professor and Chair, Mathematics
Southern Illinois University Carbondale

First-year gateway math courses are critical to student success at the university level. Frequently, students must complete these math courses as prerequisites for other major-specific classes, further increasing their importance. This research-driven session describes the structure and results of a comprehensive math early warning system, using data and reflections from a large-scale pilot at a four-year comprehensive public university. The session will describe the details of the components of the system, including the early-warning metric that is the basis of the predictive analytics, and will provide professionals with information they need to replicate the programs on their campuses.

CI-188 UBC Vantage College: An Innovative First-Year Program for International Students

Deep Ellum B

Joanne Fox

Academic Director Vantage College Science Program, UBC Vancouver
Michael Smith Laboratories and Department of Microbiology and Immunology
University of British Columbia

UBC Vantage College offers a new interdisciplinary program for first-year international students who wish to study at the University of British Columbia, yet do not meet direct entry English requirements. A key feature of the curriculum is the integration of language and content instruction, where students take language-enriched content courses in their respective disciplinary areas. Students are socialized into scholarly practices by concurrently taking core courses with weekly multidisciplinary lectures and by collaborating on a team-based project with the guidance of a faculty mentor. This is the only program of its kind at a top tier university in North America.

CT-189 Academic and Student Affairs Collaboration: Critical to Ensuring Student Success

Arts District 7

Kenneth Borland

Professor of Higher Education and Student Affairs

Ed Whipple

Associate Professor of Higher Education & Student Affairs
Bowling Green State University

Academic and student affairs collaboration is critical to helping students succeed in and out of the classroom. Collaboratively led by a former provost and a former vice president for student affairs, the presenters will focus on the academic priorities as well as the student affairs priorities in working with students. Session participants discuss what key components from each collaborator (academic affairs and student affairs) are necessary to ensure a student is successful in college, collectively and dialogically developing a best practice collaboration model for actual and potential student success projects and programs.

CI-190 Creating Community On-Campus, Reaching Community Off-Campus: Assessing the Impact of Service-Learning

Arts District 5

Katie Pritchett

Director for Community Based Learning

Ashley Stone

Graduate Research Assistant

Suchi Gururaj

Assistant Vice President for Longhorn Center for Civic Engagement
University of Texas at Austin

Students who are civically engaged tend to select a major earlier in their college career and have higher GPAs. This session will look at an assessment of approximately 1,250 first-year students who participated in community service as a component of their first-year seminar. This assessment includes a pre- and post-service survey focusing on how students' community service experience and reflection impacted the way they view civic engagement and

their likelihood to continue community involvement. Assessment measures are also focused on students' awareness and intent to utilize newfound resources toward positive academic progress.

CI-191 Summer Bridge Equals Success!

Arts District 6

Stephanie Mayberry

Assistant Director/Freshman Counselor Center for Academic Resources and Enrichment Services
University of Kentucky

This session will provide a detailed presentation of the University of Kentucky Freshman Summer Program. The UK Freshman Summer Program (FSP) is a six-week academically intensive program designed to improve the retention of African American, Hispanic, American Indian, first-generation, and low income students admitted to the University of Kentucky. FSP participants have the opportunity to earn up to six hours of college credit in math and English as well as learn about UK support and resources; learn to navigate the campus; become familiar with classroom and professor expectations; and meet and interact with UK faculty, staff, and students.

CT-192 Meaningful Academic Collaborations Through Information Literacy for First-Year Students

Arts District 4

Leah Tobin

Assistant Director of Student Engagement, Gemstone Program

Rachel Gammons

Teaching and Learning Librarian
University of Maryland

This presentation will explore the vibrant partnership between the University of Maryland Gemstone Honors Program and the University Libraries. The session focuses on the integration of information literacy and research skills into both Gemstone first-year seminar courses. Presenters will provide a historical background of the collaboration and explore opportunities for further enhancements in the context of current success. The conversation will be contextualized in the transition from the Information Literacy Competency Standards to the ACRL Framework for Information Literacy. The new focus has allowed for more intentional partnerships which have a lasting impact on the first-year experience.

4:15 pm – 5:15 pm

FD-193 Common Reading Programs

Dallas E

Nirmal Trivedi

Director, Academic Transition Programs
Georgia Institute of Technology

Rich Shivener

Graduate Assistant
University of Cincinnati

Carmen Garcia-Shushtari

First-Year Experience Coordinator

Allison McComb

Director, First Year Experience
University of California, Los Angeles

The success of common reading programs is typically dependent on the book selection. Despite interesting and developed programming, if the book itself does not spur interest across campus, the program tends to fall flat. What if a common reading program depended less on the book and more on the students themselves? This facilitated discussion will provide a space for asking pressing questions and developing strategies on how to take a book-based program to the next level. The facilitators will guide the discussion towards helping participants align the outcomes of reading programs with the strategic goals of the college or university.

CT-194 High-Impact Educational Practices: What Are They?

Katy Trail

Misha Turner

Associate Director, The Center for Community College Student Engagement
The University of Texas at Austin

This session highlights 13 promising educational practices where there is emerging evidence of success with improving students' first-year experiences and beyond in the community college sector. The session will offer national data on institutional offerings of these practices and student and faculty participation in them.

CT-195 Applying Appreciative Advising to the Supervision of Peer Leaders

Greenville Ave

Wendy Rogers

Assistant Director, Learning Community Programs

Lisa Flowers-Clements

Academic Advisor

Vanessa Schroeder

Academic Advisor
Ohio University

The utilization of peer leaders on college campuses is growing. Incorporating the Appreciative Advising Phases into daily interactions will enhance the supervision of ambitious student leaders. This session provides a framework in which participants will understand the benefits and challenges of developing peer supervisors. Participants of this interactive session will learn to recognize the principles of Appreciative Advising and promote a healthy relationship between supervisor, peer leader and student. Presenters will cover a variety of techniques and strategies that will allow attendees to immediately begin applying the Appreciative Advising model to the supervision of peer leaders on their campus.

CI-196 Bounce Back: Early Alert and Intervention Program

Fair Park 1

Arig al Shaibah

Assistant Dean, Student Affairs (Student Life & Learning)

Ann Tierney

Vice-Provost & Dean of Student Affairs

Cassandra Eberhardt

Coordinator, Q Success Program
Queen's University

In 2013, following recommendations from the Principal's Commission on Mental Health, Queen's University piloted an early alert and intervention program for first-year students struggling academically. The Queen's Bounce Back program, modeled after a successful program at Guelph, matches participants with upper-year mentors who provide coaching in goal setting, time management, learning strategies, motivation, exam preparation, making healthy life choices, and using personal and academic resources and support services. This session will provide the rationale for, design, and implementation of the Bounce Back program and discuss assessment outcomes and changes implemented in the second year of the program.

CR-197 First-Year Student Success: Relationships Between Noncognitive Characteristics and Engagement

Fair Park 2

Amir Law

Director, Student Services
University of Utah

This session provides an overview of the relationships between noncognitive characteristics and first semester engagement for a group of first-generation, first-year students of color at a large, public, broad access, commuter-based four-year institution. The findings provide an understanding of the nonacademic factors that contribute to a student's decision to engage during their first semester of college. During this session, participants will have the opportunity to discuss, collaborate, and develop activities they can implement at their institutions.

CT-198 Got Grit? Impact on Resilience and Retention of First-Year Students

Cedar

Barbara Boyette

Assistant Academic Dean for Academic Support
Guilford College

The concepts of mindset and grit will be explained and ideas offered on how to utilize these theories with first-year students. Exercises, videos, and activities will be demonstrated and offered for practitioner use. From these interventions, it is our hope that students will persevere, overcome obstacles in their way, and graduate in greater numbers than in the past. Participants will leave with a greater understanding of mindset and grit and how to utilize these principles to retain students.

MONDAY, FEBRUARY 9

CR-199 Experiences of Academic Engagement and Classroom Community in Learning Communities

White Rock

Donald Saucier

Associate Professor, Department of Psychological Sciences

Kerry Priest

Assistant Professor, Staley School of Leadership Studies

Gregory Eiselein

Professor and Director of K-State First

Stuart Miller

Graduate Student

Amanda Martens

Graduate Student

Kansas State University

Do learning communities increase experiences of academic engagement and classroom community? If so, do these effects generalize to other classes? In Study 1, the presenters assessed students' experiences of classroom community from the beginning to the end of the semester. In Study 2, they assessed students' experiences of classroom community and academic engagement in learning community courses, compared to their experiences in a large introductory course, and to the experiences of other students in the large introductory course who were not in learning communities. This session provides insight into experiences of academic engagement and classroom community both within and beyond learning communities.

FD-200 What Do We Mean by "Common" in a Common Reading?

West End

Karen Weathermon

Director, Learning Communities/Freshmen Focus
Washington State University

Steven Girardot

Associate Vice Provost for Undergraduate Education
Georgia Institute of Technology

Jared Tippets

Director of Student Success
Purdue University

Rebecca Campbell

Director, Academic Transition Programs
Northern Arizona University

Daphne Rankin

Associate Vice Provost for Strategic Enrollment Management
Virginia Commonwealth University

Common reading programs are an increasingly "common" practice within first-year experience programs. What "common" means, however, within the discourse and practice of programs remains largely unexamined. Further, it is often misunderstood by the critics of such programs who mistake common reading with the notion of common agreement of a text's subject or views. In this session, administrators from five diverse universities will lead a discussion around the definitions and goals of "common" among our common reading programs. The session will invite an open exchange of ideas on how clearly defining the commonality in our programs might shape their future.

CT-201 FYE and the Arts: Educating the Creative Class

Deep Ellum A

Susan Kattwinkel

Associate Professor of Theatre

Blake Stevens

Assistant Professor of Music History
College of Charleston

Natasha Lovelace Habers

Associate Professor of Art and First-Year and Transition Studies
Kennesaw State University

The visual and performing arts are often not included in general education programs, and their value has been overlooked in first-year experience programs as well. In fact, the arts embody many of the skills that FYE programs aim to teach new students—collaboration, empathy, risk-taking, thinking outside the box, and applying theory to practice. In this session, faculty members from theatre, music and visual art will discuss their FYE courses and present methods for using the experiential pedagogy of the arts to introduce students to the skills necessary for success in college.

CI-202 Improving Student Grades and Retention with Directed Self-Placement

Deep Ellum B

Rich Lane

Associate Professor of English and Director of Writing

Leah Chambers

Assistant Professor of English
Clarion University of Pennsylvania

Session presenters will discuss the development, implementation, and assessment of the Directed Self-Placement Program (DSP) for first-year writing at Clarion University, a public, mid-sized university in rural Pennsylvania. The DSP Program, which was first implemented in the fall of 2013, is one of the most comprehensive programs of its kind. The program utilizes a survey that focuses on self-efficacy, motivation and self-regulation to guide students' choices regarding first-year composition. Program assessment demonstrates that in the first year of the program, student retention improved and students performed better in their writing courses than they had under the former placement system.

CT-203 Century Student: Technology, Engagement, and Active Learning

Arts District 7

Steven Varela

Associate Director/Faculty, Creative Studios (CS) / Teaching and Learning Laboratory (TLL)

DeAnna Varela

Associate Director/Faculty; Lecturer, UTEP Entering Student Program
The University of Texas at El Paso

The University of Texas at El Paso (UTEP) currently offers over 500 online courses as well as hybrid and tech-enhanced selections. In order to meet the needs of first-year and transfer students, University Studies seminars are also offered as online and through tech-enhanced options. Presenters will engage

participants with best practices and strategies to integrate technology effectively into their face-to-face and online environments to create an immersive, active, engaging learning space—all focused on achieving successful learning outcomes.

CI-204 Magnifying Success: First-Year Success by Expanding STEM Learning Communities

Arts District 5

Jennifer Hernandez

Assistant Coordinator, CNAS Freshman Scholars Learning Communities

Scott Silverman

Coordinator CNAS Scholars/RISE Coordinator
University of California, Riverside

University of California, Riverside (top five in diversity, with high enrollment of first-generation and low-income students, HIS, University Innovations Alliance participant) College of Natural and Agricultural Sciences has a four-year graduation rate of 30%, but students in CNAS Scholars, a FYLC, finish in four at a rate of 60%, with higher first to second year retention and first term GPA. In the second year of an NSF grant, UCR will grow from 40% to more than 80% by 2018. Participants of this session will be able to explore the program (Supplemental Instruction, advising seminar, early research engagement options, and the residential component), what the future looks like, and how you can replicate parts of it.

CT-205 Expanding the Common Theme: Study Abroad and the Common Read

Arts District 6

Alexandra Barron

Director of Freshman Studies

Jennifer Phlieger

Assistant Dean, University Studies

Holly Carter

Director of the Office of International Education
St. Edward's University

St. Edward's University has adapted the Freshman Studies curriculum to expand beyond the first year by creating a study abroad experience tied to the common read program. In 2014, students who read *Half the Sky* had the opportunity to go on a service-learning trip to Bangladesh to work with BRAC, a human rights organization. In 2015, the university will take students to London to study the history of mental health after reading *Brain on Fire*. The presenters will outline the program's challenges and successes and will invite participants to brainstorm opportunities on their campus to tie study abroad to the first-year curriculum.

CI-206 PIER: Pirate Introduction to ECU Registration

Arts District 4

Daniel Wiseman

Academic Advisor

Samantha Wilson

Student Services Special, Center for Pre-Professional Advising

LeAnn Pacheco

Director of Academic Advising, College of Arts and Sciences
East Carolina University

A collaborative team at a large public university developed the Pirate Introduction to ECU Registration (PIER) website to educate students regarding academic rules and regulations, major options and exploration, recommended first-semester courses, and the registration system. Once students reviewed the modules and completed a short quiz, they were able to register for first-semester courses. PIER helped educate students about university academics and allows for early engagement. Presenters will provide logistics and coordination of the website development and navigate participants through the actual website. Presenters will highlight successes and lessons learned and share improvements to be made for future implementations.

4:15 pm – 5:45 pm — Featured International Sessions

207 An International Perspective on Peer Education and Leadership Best Practices in the First-Year Experience and Beyond



Dallas F

Jennifer Keup

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

Sally Rogan

Director of Peer Learning and The National Centre for PASS
University of Wollongong

Rob Kenedy

Associate Professor, Department of Sociology
York University

This session examines international best practices regarding peer education and how both peer educators and mentees can benefit through promoting a successful post-secondary academic transition. This session explores the successes and challenges of peer mentoring of the impact peer education may have on student development, learning, and retention. More specifically, we consider international peer education best practices, with presenters sharing successes and challenges at their institutions and in various countries. We also discuss the administrative structures of peer education, expectations of peer educators and mentees, as well as student retention. This session will also highlight the importance of peer education training and exploring case studies and examples of a large multi award winning Australian peer learning program, as well as training initiatives and best practices in the US and Canada.

208 The First-Year Experience Around the World – Exploring the Student Experience

Dallas G



Mary Stuart Hunter

Associate Vice President and Executive Director
University 101 Programs
National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

Diane Nutt

Principle Lecturer, Learning and Teaching; University Teaching Fellow,
Department for Learning Development
Teesside University

Join conference participants from around the world as we approach a better understanding of the similarities and differences in the first-year experience. Using case study methodology, this interactive session will guide participants to explore the challenges faced by first-year students in countries on several continents. The session will also provide a forum for the sharing of strategies from various international contexts that address these challenges and support first-year student success.

5:30 pm – 6:30 pm

FD-209 Learning Communities Registration: Roundtable Discussion

Dallas E

Nikolas Huot

Assistant Director, First-Year Programs
Georgia State University

This roundtable session is intended for colleagues to share common practices and new ideas about the registration process in learning communities. Potential discussion topics include pre-orientation registration, scheduling restrictions, placement of holds, registration changes, block scheduling, and various ways to ensure students remain in their LC courses.

CI-210 Infusing Academics into First-Year Orientation Courses

Katy Trail

Kelli Hefner

Dean of Academic Services
Christian Brothers University

In the summer of 2012, the Faculty Assembly of Christian Brothers University, based on information provided by the Dean of Academic Services, convened a committee to address an increase in the attrition of students. The committee decided to change ORIN 100, an eight week first-year orientation course that focused on the social integration of first-year students, to CBU 101, a 16-week orientation that included both social and academic components. The presenter will show the changes that were made, how faculty/academics were infused into the syllabus, and how student leaders supported this change.

CT-211 Engaging Students in Self-Assessments: Active Learning Strategies for the Classroom

Greenville Ave

Meagan Goulian

Academic Advisor

Kelly Irby

Academic Advisor
University of Colorado Boulder

Creating an environment where students are practicing active learning strategies is crucial for academic success. CU Boulder utilizes an academic exploration seminar course to engage first-year students in the process of researching academic and career opportunities. Through the use of assessments such as StrengthsQuest, VISTA, and MBTI, students are taught more about their individual strengths, interests, skills, and personality. Students then use the results of these assessments to explore majors and begin to develop individual career goals. This session will provide active learning strategies for teaching assessments to first-year students in the classroom.

CI-212 One Institution, Two Approaches to Peer-Led Programs

Fair Park 1

Curtis Norman

Assistant Director, First Year Student Success and Transition

Adam Doyle

First-Year Initiatives Coordinator
University of Toronto

Without a central first-year experience office, the different academic schools and programs at the University of Toronto offer their own unique programming to assist students with their transition. This allows each division to offer programs to meet the needs of their own students. This session will look at two different peer-led programs: the First-Year Learning Communities (FLC) program in the Faculty of Arts and Science and Peer Assisted Study Sessions (PASS) in the Faculty of Applied Science and Engineering. The session will highlight unique ways decentralized units have responded to improve the first-year experience.

CR-213 Teaching Critical Thinking and Learning Skills to Students At Risk

Fair Park 2

Timothy Walter

Dean of Campus Affairs
Oakland Community College

Sherry Miller-Brown

Director, McCarl Center for Non-Traditional Learning
University of Pittsburgh, Cathedral of Learning

This session will focus on how to use a validated instructional approach that links critical thinking strategies to student academic performance and self-efficacy. Research has demonstrated the impact that these strategies can have on college retention and success of low-income, first-generation, underrepresented, and traditional students. Participants will see proven strategies instructors can use to engage at-risk students in interactive classroom exercises in order to facilitate critical thinking and promote learning strategies.



CI-214 Fostering Student Development and Self-Efficacy Through Personal Challenge

White Rock

Patrick Hickey

Capstone Scholars Program Faculty Principal and College of Nursing Clinical Assistant Professor

David DeWeil

Capstone Scholars Associate Principal

Erin Wilson

Capstone Scholars Associate Principa
University of South Carolina

The Personal Challenge Program concept, a unique aspect of the Capstone Scholars program, has been a useful tool to motivate students to stretch beyond their perceived boundaries and to recognize their potential. Five years of qualitative and quantitative data demonstrate the tremendous and varied challenges these students have accomplished. Learn how to implement this program in any environment, from mentoring programs to residential communities, and how to make the best use of available resources.

CR-215 First-Year, First-Generation Academic Self-Efficacy and Outcomes of an Extended Learning Community

West End

Michael Walker

Assistant Dean of Student Affairs for Support Services

Stephanie Applewhite

Instructor: SFA 101 GenJacks

Marc Guidry

Associate Dean of Liberal and Applied Arts
Stephen F. Austin State University

First-year, first-generation (FYFG) students encounter unique transitional experiences. A three-course integrated, cohort model for FYFG students that included an extended learning community was developed at a regional state institution in Texas to address these specific needs by incorporating several high-impact practices. This mixed-methods research explored the evolution of 23 students' self-reported Academic-Self-Efficacy throughout the first-year seminar through three administrations of the College Academic Self-Efficacy Scale (CASES) and reflective/reflexive journal entries and writings. Findings were compared with the actual academic outcomes of the students' first semester GPAs, attempted versus completed hours, and their persistence into the second semester.

CT-216 Keeping the PACE: Collaboration within a First-Year Experience Model

Deep Ellum A

Angelica Barrera

Director of PACE Advising Services

April Barnes

Assistant Director, PACE Mentoring and Academic Coaching

Victoria Black

Assistant Director, PACE Mentoring and Academic Coaching

Catarina Dominguez

PACE Career Counselor

Susan Rolls

Associate Director, University Seminar
Texas State University

Recognized as a Hispanic Serving Institution (HSI) and an Emerging Research Institution, Texas State University is the fourth largest university in Texas with an average incoming first-year class of 5,000 students. In 2011, Texas State began implementing its Quality Enhancement Plan (QEP): Personalized Academic and Career Exploration (PACE): A Focus on Freshmen. This presentation will discuss collaboration among the four pillars of PACE to create individualized service for first-year students through academic advising, career exploration, mentoring/academic coaching and University Seminar. Representatives from each unit will discuss strategies/logistics, successes and challenges, and include results experienced during the early years of implementation.

CT-217 Sneaky Study Strategies: How to Teach Learning Throughout Your Course

Deep Ellum B

Melissa Thomas

Director, Center for Student Learning
College of Charleston

Do you wish that your students were more prepared for academic life in college? What role can you play in helping your students learn how to learn? Come to this interactive session where we will talk about sneaky ways that you can teach and model study strategies throughout your course. Participants will walk away with a plan to reinforce learning on a daily and weekly basis.

CI-218 Are you Willing to Change? A Comprehensive Look at FYE

Arts District 7

Derrick Soellner

Director of First Year Experience

Jananne Fiebig

Assistant Director of Housing and Residence Life
Methodist University

Collaboration and change are not always easy, but if you get the right people in the right place a successful first-year experience program can reap the rewards of improved retention, students who thrive on campus, and faculty who enjoy engaging with first-year students. This session will provide a look at how a small liberal arts institution changed its FYE program from a segregated 30 student program to a comprehensive, collaborative 500+ student program. Data and testimonies will provide support for the success of this program.

MONDAY, FEBRUARY 9

CI-219 From 0 to 60...Then Steady on the Gas

Arts District 5

Nancy Casey

Associate Professor, School of Education

Christopher Brown

Director, FYE

St. Bonaventure University

Mary Piccioli

Enrollment Management Consultant

Scannell & Kurz, Inc.

At the 2007 Annual Conference on The First-Year Experience, the presenters offered a case study outlining how—in unusual fashion—one university went “from 0 to 60+” to implement a full-featured first-year experience program. Eight years later, the first-year experience has been institutionalized on the university campus. It is richer and more encompassing than originally imagined and involved inventing and sometimes reinventing. The presenters developed strong cross-campus relationships and used a wide variety of data to inform decisions and practices, including listening to students. This presentation will illustrate how institutional change can occur when a team approach keeps steady pressure on the gas to keep moving forward.

CT-220 Utilizing Service-Learning to Engage Honors Students in a First-Year Seminar

Arts District 6

Nicole Horvath

Assistant Director of Student Services

University of Maryland, College Park

Actively engaging Honors students during a required first-year seminar can be daunting. Many of these courses do not offer the intellectual stimulation that high-achieving students require and expect. To meet this need, the Integrated Life Sciences Honors Program redesigned the general UNIV100 course to include an emphasis on service-learning. This session will include a discussion of steps taken to restructure the course, student perceptions of the course, and lessons learned after three years of implementing the course. Participants will leave the session with a basic understanding of service-learning and critical reflection, along with an implementation timeline, best practices, and recommendations.

CT-221 First Years, Funds of Knowledge and Third Spaces

Arts District 4

Yvonne Masters

Senior Lecturer, Professional Classroom Practice, School of Education

Jennifer Charteris

Lecturer, Learning and Teaching team, School of Education

University of New England, Australia

With stronger emphasis in Australian universities on increased participation in higher education, there is an imperative for academics to engage in transition practices that recognize and embrace the diverse resources and knowledge that students bring to their first-year experience. The authors, who educate pre-service teachers, present their exploration of the literature in relation to

the experiences of first-year students. They discuss the importance of funds of knowledge as sociocultural resources in the construction of third spaces that will be faced in the teacher education journey.

Outstanding First-Year Student Advocates Reception

6:30 pm – 7:30 pm | Bob's Steak and Chop House

Co-Sponsored by Cengage Learning

All current and past first-year student advocates are welcome.

University of South Carolina Alumni and Friends Reception

6:30 pm – 7:30 pm | Victory Park 2

Alumni and friends of the University of South Carolina are invited to join us for hors d'oeuvres. Reconnect with old friends, meet new colleagues and learn about what's happening at Carolina!

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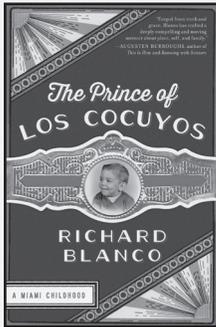
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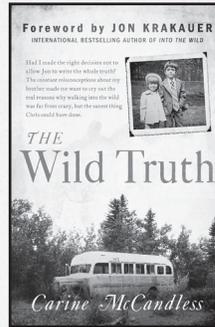
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Saturday Dinner Speaker*



Richard Blanco
Author of
The Prince of Los Cocuyos

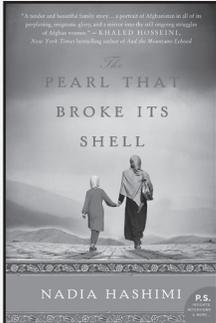


Monday Lunch Speaker*



Carine McCandless
Author of *The Wild Truth*

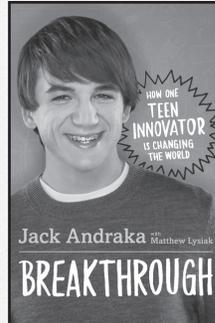
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Monday Lunch Speaker*



Nadia Hashimi
Author of *The Pearl that Broke Its Shell*



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Jack Andraka
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TUESDAY, FEBRUARY 10

Conference Registration/ Information Desk

7:30 am – 12:00 noon

Dallas Ballroom Foyer

Continental Breakfast

7:00 am – 8:00 am

Dallas Ballroom Foyer

Cybercafé

7:30 am – 10:00 am

South Side 2

8:00 am – 9:15 am — *Extended Session*

FD-222 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Trinity 1

Mary Stuart Hunter

Associate Vice President, University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition

John N. 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 intrapersonal conflict. Discussion will revolve around these issues.

8:00 am – 9:00 am

CR-223 FYS and Male College Students' First- and Third-Year Persistence

Trinity 1

Nicole Swanson

University 101 Instructor

Brett Wilkinson

University 101 Instructor

Angela Vaughan

Director, First Year Curriculum and Instruction

University of Northern Colorado

This study measured the relationship of male student participation in a first-year seminar and their first-year persistence for two cohorts. Third-year persistence was also measured for one cohort. First-generation and minority male student persistence was also assessed. Using ANCOVAs, there were significant differences in persistence for each of the cohorts and subgroups

analyzed. There were strong statistical findings where the range of differences in persistence were as large as almost 25% (third-year persistence). The study presents strong evidence for a three-credit, academic-based FYS placed within the general education requirements to promote higher persistence over both the short- and long-term.

CT-224 Residential Colleges: Infusing 21st Century Skills

Trinity 3

Jeremiah Kibler

Area Advisor, Honors Hall, Housing and Residential Education

Keisha Kibler, NBCT

Visiting Lecturer, First-Year Seminar and Instructional Support Department

Trish Cendana

Director, Housing and Residential Education

Zacary Tardiff

Residence Hall Coordinator

West Virginia University

What happens when residential colleges at a land grant university infuse 21st Century Skills into planning academic and social programs? Critical thinking/ problem solving, communication/ collaboration, and creativity/innovation should be at the forefront of residential college programming. This program explores what one residential college at West Virginia University has done and their successes and lessons learned when incorporating 21st Century Skills into residential college programs as part of a marriage between student affairs and academic affairs. We hope to facilitate a discussion of what other institutions are doing to meet the 21st Century needs of our students.

CT-225 A 'Step Ahead': Collaborative Partnerships in Summer Bridge Program Redesign

Trinity 5

Stacey Parker

Director, Center for Academic Achievement

Allison Bacigalupi

Director of Undergraduate Studies Advising

Ashley Langston

Academic Retention Coordinator, Center for Academic Achievement

Florida Gulf Coast University

This session will discuss how the Step Ahead Summer Bridge Math Program Steering Committee at Florida Gulf Coast University relied on its collaborative partnerships to examine components of its summer bridge program to align with changed state legislation and introduction of performance-based funding metrics. Through collaborative partnerships a joint commitment was motivated by the vision to create and integrate comprehensive academic support mechanisms within the Intermediate Algebra course curriculum for the cohort of under-prepared students. Best practices for collaborative partnerships influencing FGCU's Summer Bridge Steering Committee, the academic support integration framework, and supporting data will be shared with participants.

CR-226 Latino College Students' Transition Experiences from High School to College

Trinity 6

Raquel Michel

Counselor

California State University, Northridge

The study examined first-year, first-generation, low-income Latino college students' social experiences and familial support during their transition from a charter high school to four-year universities. The presenter conducted and recorded one-on-one personal interviews with Latino college students and their parents during the transition. In addition, the presenter observed Latino college students' social interactions with professors and peers while at their respective universities. Results showed that maintaining communication and building relationships among high school and college peers, high school faculty and staff, and college professors was essential. Additionally, having a supportive family was important during students' transition to college.

CT-227 Holistic Assessment: Exploring Comprehensive Measurements of Learning Communities

Trinity 7

Wendy Merb-Brown

Director, Learning Community Programs

Joni Wadley

Associate Director for Academic & Student Assessment

Paula Linscott

Special Projects Coordinator, LC Programs

Aaron Clark

Graduate Assistant

Ohio University

Learning community (LC) programs at Ohio University have proven to be fundamental to the first-year experience for students. This session chronicles the journey of the use of assessment to improve practices while demonstrating value. Partnering with the Office of Institutional Research, assessment initiatives began with standard comparisons of students and have evolved into multi-faceted measurements, including learning outcomes. This presentation will provide literature that grounds practices and can serve as a model for others.

FD-228 Engaging First-Year Students with Digital Learning Tools

Katy Trail

Brad Garner

Director of Faculty Enrichment

Indiana Wesleyan University

We are living in an age where digital technology is ubiquitous ... apps, mobile devices, ebooks, MOOCs, Open Source, the Cloud. For students in higher education, the rapidly changing digital landscape will be a way of life throughout their college careers and into the workplace. This session will promote conversations about the current and future role of technology in the first-year seminar. Participants will be asked to share their perspectives and experiences on the use of digital technology inside and outside the classroom. This session is envisioned as a "digital sharefest"!

CI-229 Not by Accident: Eight Models for Developmental Student Success

Greenville Ave

Christie Cruse

Director of Academic Services and First-Year Experience

Roger Davis

Associate VP of Instruction & Academic Services

Rockland Community College

The First-Year Experience at Rockland Community College operates under an agenda of intentionality, which includes learning communities, a first-year seminar, peer mentoring, tutoring, strategic scheduling, and new student orientation. These combined have created a strong foundation to the support services at RCC. To address the need for academic support, The Centers for Academic Progress and Success were developed, which include the Tutoring Center, Reading & Writing Center, Science Learning Center, and Testing Center. Through these new initiatives; connections between the Centers; and collaboration between faculty, staff, and students, RCC has made great strides increasing student success and first-year retention rates.

CR-230 Digging Deeper into Student Engagement and Learning with Case Studies

Fair Park 1

Cindy Thorp

Academic Success Coach for the Student Success Center

SUNY Alfred, College of Technology

Setting the tone and establishing expectations of the first-year seminar class can be tricky, but also exciting. This presentation will demonstrate how case studies and scenarios contribute to deeper level thinking skills. Key contributing materials will include "ON COURSE, Strategies for Creating Success in College and in Life" by Skip Downing, Benjamin Blooms' Taxonomy, and Carol Dweck's research with mindsets. Also discussed will be attitudes, behaviors, and habits linked to academic success in the first year.

CT-231 Engaging First-Generation, First-Time-in College Commuter Students

Fair Park 2

Mari Nicholson-Preuss

Director, University Honors Program

Chris Birchak

Dean, University College

Katrina Borders

Director, STAR Program, Title V Grant

John Hudson

Director, Center for Diversity, Equity and Inclusion

University of Houston-Downtown

Providing integrated common intellectual experiences for first-year students as they enter the university and transition into the second year creates particular challenges for urban, commuter institutions. Such experiences are among the high-impact educational practices (HIPs) and they are considered key factors in fostering student persistence and engagement. Tracking the UHD academic affairs/student affairs partnership in implementing and sustaining a first-year student convocation and common reading program, the presenters will address effective strategies for integrating HIPs into existing structures, scaffolding common intellectual experiences, applying tools of resource management, and embedding intentional and transparent teaching and learning practices.

FD-232 Crossing the Threshold: Research and Inquiry in the FYE

Cedars

Anne-Marie Deitering

Franklin A. McEdward Professor for Undergraduate Learning Initiatives

Oregon State University/ACRL

In 2014, the Association of College and Research Libraries revised their influential Standards for Information Literacy in Higher Education. The new draft Framework for Information Literacy for Higher Education has generated excitement, anxiety, discussion and debate. Organized around six foundational threshold concepts, the Framework suggests some new ways to think about how inquiry, critical thinking, and research can be effectively integrated into FYE programs. Whether you are in the trenches teaching students how to do research, or developing program-level goals, this discussion will give you new ideas and resources to help your students succeed.

CI-233 Moving FYE Programs from the Peripherals to an Institutional Practice

White Rock

Sonia Gipson Rankin

Associate Dean for Curriculum and Program Development

Lisa Hahn

Program Coordinator, University College

University of New Mexico

How do you expand a first-year experience program that has been static for a decade? The University of New Mexico has offered first-year student centered curriculum for 14 years, but it was not until the last two years that the University was able to double the number of offerings and develop

institutional support. At this session, the presenters will discuss the programs that were most effective, methods and strategies used that helped cultivate a campus climate that came to embrace high-impact practices for first-year students, and how to build intentional partnerships between academic and student affairs.

CR-234 Reasons to Read: Trends and Traps in Common Reading Programs

West End

Ashley Thorne

NAS Executive Director

National Association of Scholars

Since 2010 the National Association of Scholars (NAS) has assembled the largest database of college reading assignments in existence. The NAS publishes an annual report, *Beach Books: What Do Colleges and Universities Want Students to Read Outside Class?* The most recent edition, for 2013-2014, covers 341 colleges and the 231 texts they assigned. The session will highlight the report's findings, including percentage of programs where authors spoke on campus, differing goals of common reading programs, case studies on programs at various types of college, barriers common reading programs face, and best practices for creating strong programs.

CT-235 Military Veterans' Perceptions of Campus Services, Adjustment, and Preparedness to Graduate

Deep Ellum A

Janine Payton

Director of Campus Life

Molloy College

As military veterans return from active duty, they are faced with many challenges in adjusting to civilian life. As a result of the comprehensive Post-9/11 GI Bill, many veterans are choosing to utilize their education benefit and attend college. Navigating a college campus, utilizing campus services, and adjusting to the college environment can be difficult. A survey was developed to examine military veterans' use of academic advisement, counseling services, extracurricular activities, and career services. Another survey comprised of items from an existing survey on self-reported adjustment on the dimensions of social, personal, academic, and institutional adjustment to college was developed to examine these characteristics.

CI-236 FYS Certified Instructors: Engaged, Energized, and Extraordinary

Deep Ellum B

Lana Jackson

Department Chair and Professor, First Year Experience

Ann Fry

Associate Professor, Interior Design and FYS

Karen White

Assistant Professor, Mathematics

Edie Carter

Professor, Mathematics, FYS

Amarillo College

Explore the FYS Instructor's Certification Workshop designed to prepare instructors for delivery of a first-year seminar curriculum focused on community college students. Participants will simulate the certification experience while gaining valuable tools to create their own unique professional development program. Building on institutional data and best practices research, participants will explore a train-the-trainer model designed to prepare faculty to teach a common curriculum with a unified approach across community college disciplines.

CT-237 Piloting a First-Year Learning Community Assessment Model Using VALUE Rubrics

Trinity 4

Rita Sperry

First-Year Seminar Coordinator

Chelsie Hawkinson

Professional Assistant Professor - First Year Seminar

Michelle Riley

Professional Assistant Professor - First Year Seminar

Texas A&M University - Corpus Christi

Concurrent session attendees will be introduced to an assessment approach that learning community programs can use to compare learning community effectiveness. Attendees will learn how an assessment committee developed a manageable model that incorporated grassroots participation of faculty and streamlined assessment of learning community program goals as well as general education objectives. VALUE rubrics for selected student learning objectives will be provided. Presenters will describe how they worked with faculty to select direct measures of embedded student work, collected the samples, and conducted a norming session for assignment evaluation using the rubrics.

CT-238 College Success Online

Arts District 7

Marsha Fralick

Instructor, PDC

Cuyamaca Community College

Providing 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 effectively online by utilizing practices that engage students in a personal way. This session will examine effective online teaching practices and useful strategies for making your online course a success. Participants will leave this workshop with practical ideas for teaching online or adding new elements to existing online courses.

CI-239 Educating the Head and Heart: Holistic Strategies for Student Success

Trinity 2

Rebecca McElroy

Department Head Psychology/Sociology/Anthropology

Robin Nealy

Dept. Head, Developmental Education

Wharton County Junior College

Wharton County Junior College develops award winning strategies to support and increase student persistence. By incorporating a holistic approach addressing student emotional, pragmatic, and academic needs, persistence and success are enabled.

CT-240 Assignment Design Across the Curriculum: Cueing for Transfer

Arts District 6

Jill Darley-Vanis

Professor, English Department

Clark College

Instructors are often perplexed when students confront each new assignment tabula rasa. How, instead, can we teach for transfer, modifying assignments to make clear those connections to skills and concepts already learned in other disciplines and contexts? This interactive session will provide attendees with an opportunity to rethink assignment design in an attempt to cue for both low- and high-road transfer, all in an effort to help first year and first-generation students experience the benefits of intentionally integrated course design.

9:15 am – 10:15 am

FD-241 Assessment of First-Year Experience Programs: Best Practices Brainstorm

Trinity 2

Julie Schultz

Senior Assistant Director, FYE

The Ohio State University

This facilitated discussion is intended for colleagues to share best practices and new ideas about how to create strong assessment plans for their first-year experience programs. Potential discussion topics include writing program learning outcomes, selecting instruments for data collection, data analysis, and reporting out. Assessment beginners are welcome as a focus of the conversation will be on developing and sharing assessment plans.

CI-242 Beyond Orientation Week: Reconnecting Students at Critical Success Points

Trinity 3

Rachel Morris

Assistant to the Vice Provost for Undergraduate Studies

Kristi Schulte

Associate Director, Residential Life

Patty Frisbee

Director, Student Success Programs

Missouri University of Science and Technology

In 2012, Missouri S&T implemented Reconnection I & II. This initiative is an extended orientation program focused on academic skills and resources to help with retention during critical times during a student's first semester. Collaboration across Undergraduate Studies, Enrollment Management, student affairs, and with faculty was instrumental in the success of the program. This session will discuss lessons learned, program planning, stakeholder involvement, and measurement of program success.

CI-243 Interventions for First-Time Students Informed with Mixed Methods Analysis

Trinity 4

Carina Beck

Director, Allen Yarnell Center for Student Success

Erin McCormick

Assistant Director, Allen Yarnell Center for Student Success
Montana State University

James Cole

Associate Scientist
Indiana University

Using cognitive, noncognitive and environmental factors, Montana State University developed a program to improve the persistence of at-risk, first-time students. Cognitive factors include ACT and SAT scores and high school GPA. The Beginning College Survey of Student Engagement was used to assess non-cognitive factors. Environmental factors include engagement facilitated by the ChampChange program. Results indicate that students who engaged 20 or more times through the ChampChange program were retained at 84% compared to 51% of the students who engaged only one to four times. The aim of this presentation is to present the results of the study and discuss implications for other campuses.

CI-244 Crash Course: Using “Collegial Collisions” to Create Comprehensive First-Year Seminars

Trinity 5

Robin Cunningham

Associate Vice President, Freshman Studies

Majid Whitney

Assistant Dean, Freshman Studies and Director, General Studies
Seton Hall University

This session will invite participants to discuss what they feel are the essential ingredients of a comprehensive Freshman Seminar course while thinking critically about ways to strengthen their institutions' Freshman Seminar offerings. Using the award-winning Seton Hall University Freshman Studies Department as a model, the presenters will emphasize the importance of inter-departmental collaboration and using “collegial collisions” as an essential component in creating a model Freshman Seminar experience. Practical ideas to facilitate dialogue and foster partnerships across college campuses will be exchanged to highlight the importance of campus-wide input in the development of a comprehensive course for first-year students.

CT-245 Utilizing Multi-Disciplinary Collaboration to Integrate Service-Learning into SBPs

Trinity 6

Noel Bezette-Flores

Executive Director, Center for Public Service and Family Strengths

Liza Alonzo

Assistant Dean of Students

Consuela Cooper

Coordinator, Student Transition And Retention (STAR) Program
University of Houston-Downtown

This presentation is designed to inform attendees how they can create service-learning projects for first-year students participating in summer bridge programs by utilizing a multi-disciplinary collaborative approach which also implements a transparent learning curriculum. Participants will leave with an understanding of how research supports the use of service-learning as a high-impact practice that has long-term implications for the success of students of color, conditionally admitted students, and those academically at-risk of dropping out.

CI-246 UCAN Succeed with Resilience: An Academic Suspension Program Gets Gritty

Trinity 7

Amy Baldwin

Director of University College

Marvin Williams

UCAN Coordinator and Academic Advisor
University of Central Arkansas

Grit has become a buzz word in higher education, but can it be taught? Can students, especially those who need to develop resilience the most, become “grittier” and thus become more successful? This session will describe how a GRIT program that incorporates Growth mindset, Resilience, Instinct, and Tenacity (GRIT) can help students develop a mindset and a skillset that will help them be successful. It will also provide an overview of how an academic suspension program—Unlocking College Academics Now (UCAN)—infused GRIT into the program for the university's most at-risk students and what the outcome has been.

CT-247 Stop, Collaborate, and Envision: Creative Approaches in First-Year Seminar Development

Katy Trail

Mathew Chetnik

Director, First Year Experience

Lisa Bibeau

Director, Disability Services

Janet Neely

Associate Director, Career Services

Anne Noonan

Faculty Fellow, FYE

Jesus Montoya

Associate Director, Retention Services
Salem State University

The development and implementation of a required first-year seminar at Salem State University necessitated a different approach to teaching and learning. The cornerstone of a new general education program, FYS serves as a model of campus collaboration, crossing academic and student affairs lines. This session explores the process that SSU went through

in designing an academic first-year seminar and focuses specifically on initiatives related to faculty development, new communication structures, and infusing curriculum with elements of student transition and support. Presenters will demonstrate how key elements of collaboration, shared authority, and universal design were incorporated into the process.

CT-248 Spanning the Gaps: Increasing Access and Retention for Nontraditional Students

Greenville Ave

Janice Pinto

Case Coordinator, Spanning the Gaps - Access to Post-Secondary Education

Tonisha Boyd

Case Coordinator, Spanning the Gaps - Access to Post-Secondary Education

Ryerson University

The Spanning the Gaps program at Ryerson University is a transitional bridging program that aims to increase access to postsecondary education for first-generation and low-income students who face systemic barriers to participating in postsecondary education. This session will examine innovative approaches for increasing access and retention, including the development of targeted academic and nonacademic supports, the implementation of experiential learning strategies, and the creation of a vibrant learning community within the university. In taking a holistic approach to student development and growth, the program aims to demystify learning processes and build a lasting foundation for postsecondary success.

CI-249 Improving Student Grades and Retention with Directed Self-Placement

Fair Park 1

Rich Lane

Associate Professor of English and Director of Writing

Leah Chambers

Assistant Professor of English

Clarion University

Session presenters will discuss the development, implementation, and assessment of the Directed Self-Placement Program (DSP) for first-year writing at Clarion University, a public, mid-sized university in rural Pennsylvania. The DSP Program, which was first implemented in the fall of 2013, is one of the most comprehensive programs of its kind. The program utilizes a survey that focuses on self-efficacy, motivation and self-regulation to guide students' choices regarding first-year composition. Program assessment demonstrates that in the first year of the program, student retention improved and students performed better in their writing courses than they had under the former placement system.

CR-250 Prerequisite Characteristics for Selecting Peer Educators: What Really Predicts Success?

Fair Park 2

Bryce Bunting

Associate Director, First-Year Mentoring

Zach White

Lead Peer Mentor

Brigham Young University

Peer education is well-established as an effective means of supporting first-year transitions. One key consideration in building strong peer educator programs is the recruitment and selection of capable students. However, very little research has investigated how specific prerequisites are empirically associated with peer educator (PE) success. This multiple regression study explored the statistical validity of five common PE applicant prerequisites and their relationship with measurable first-semester success among PEs. Based on the findings of a multiple regression analysis, recommendations will be made for redesigning application and interview processes to gather data that are more predictive of PE success.

CI-251 Supporting First- and Second-Year First-Generation Students Through Strategic Assessment

Cedars

Jermaine Williams

Assistant Vice President for Student Affairs

Frank Ross

Vice President for Student Affairs

Northeastern Illinois University

Northeastern Illinois University (NEIU), a public Hispanic Serving Institution located in Chicago, IL, serves more than 11,000 students and grants baccalaureate and master's degrees. NEIU has two long-standing academic support programs designed to support and enhance first-year success for first-generation students. The programs admit students that do not meet general admission requirements and have documented years with a higher first-year retention rate, as compared to general admission students. This session will focus on the recent analysis and strategic method utilized to assess and bolster these two academic support programs, specifically the curricular and cocurricular educationally purposeful opportunities that enhance first-year achievement.

CT-252 Counseling Strategies for Creating Transformational Learning Experiences for At-Risk Students

White Rock

Laurie Hazard

Director, Academic Center for Excellence

Bryant University

The relationship among development, affect, and transformative learning is clearly established in the literature. Creating transformational learning experiences is a perennial challenge for educators when working with students, but particularly when supporting at-risk students who may have become learned helpless, unmotivated, and disengaged. This session draws from the fields of advising, coaching, and counseling in an effort to examine specific strategies designed to help at-risk students recognize internal and external barriers to their learning, and thereby, help them re-engage, and thus experience transformative learning.

CI-253 Building the Perfect Peer Mentor: An Exploration of Mentor Training

West End

Brad Harmon

Assistant Academic Dean for Advising & Academic Liaison for Engaged Living

Furman University

Furman University uses first-year advisors (FRADs), a peer mentor position staffed within Housing and Residence Life, to assist students with their academic and personal adjustment to college. This presentation will focus on the development of an intentional model used to train FRADs to serve as peer mentors. Learning outcomes for this training model will be discussed as well as the use of self-reflection in FRAD training and development. Assessment results will be presented from the most recent training evaluation as well as a survey where FRADs reflected on how they have put their training into practice.

CT-254 Partners in Teaching: A Strategic Training Program for Peer-Assisted Learning

Deep Ellum A

Rosan Mitola

Outreach Librarian

Erin Rinto

Undergraduate Learning Librarian

John Watts

Undergraduate Learning Librarian

University of Nevada, Las Vegas

The purpose of this session is to introduce attendees to a process for developing, implementing, and assessing the training program for embedding Peer Research Coaches in the library instruction component of a first-year writing course. The literature on peer-assisted learning makes clear the benefits of using peer mentors as classroom educators, but it can be challenging to train students to become successful co-teachers. We will share how we prepared the Peer Research Coaches for co-teaching and discuss the benefits, risks, and implications of using peer mentors as teachers in a first-year course.

CI-255 The Foundations of Excellence® Self-Study: Three Years Out

Deep Ellum B

Colin Morris

Professor, History

Shirley Baker

Dean of the First-Year Experience and Director of Academic Advising
Manhattanville College

During the 2010-2011 academic year, Manhattanville College participated in the John N. Gardner Center for Academic Advising and Student Success program. We implemented the Foundations of Excellence® self-study program. We will share our experiences and lessons learned. A required first-year curriculum and program structure was developed for its first-year students, this programming laid the foundation for a robust structure, administrative leadership, and effective inter-university collaboration. This session will demonstrate the value of the FoE® process in developing a holistic approach to first-year success at

a small four-year college that has resulted in integration across functions, sound assessment of services, and strong connections to planning and resource allocation.

CT-256 PACT: How Advisors Make a Difference in the First-Year Experience

Arts District 7

Kristin Ackerman

Assistant Director, Student Success and Assessment Initiatives

Valerie Monaco

Associate Director, PACT

Mercy College

First-Year Experience (FYE) at Mercy College provides a comprehensive introduction to the academic and social environment of the Mercy College community with a focus on the success and retention of all students. As a federally designated Hispanic Serving College, Mercy created an innovative and scalable academic advising program, PACT (Personalized Achievement Contract), to address the critical challenge of low retention and college completion rates, especially among low income, minority, and first-generation students. Participants will learn creative approaches on how intensive mentoring and academic advising can be incorporated into first-year experience practices to provide optimal support to first-generation students.

CT-257 Meaningful Assessment in FYE Courses Using Signature Assignments

Arts District 5

Joselyn Gonzalez

PSYT Professor and Division Coordinator

El Centro College

Assessment and accountability are essential components for any college program and in the case of the first-year experience course, innovative and holistic assessment can not only satisfy accountability standards, helping to justify a program, but they can also revolutionize the learning experience for students. Using a signature assignment in the FYE as a primary assessment tool allows students to not only demonstrate critical thinking, but showcase their knowledge of multiple campus resources in one culminating assignment, while encompassing multiple student learning outcomes. A signature assignment can be standardized across a program's course sections and assessed using existing institutional technology, such as embedded rubrics.

CI-258 First-Year Success for ALL Students: Retaining Students of Color

Arts District 6

Cynthia Baron

Director, Learning Communities & First Year-Success

Fabiola Mora

Advising and Student Success Coordinator

Metropolitan State University of Denver

CANCELLED

This presentation will provide a comprehensive model and data to support program effectiveness and identified challenges specifically focusing on serving students of color. This interactive session will encourage dialogue among workshop participants regarding the unique challenges experienced by similar institutions and programs. A sharing and articulation of best practices and exchange of successful strategies for first-year student engagement and success on urban commuter campuses will be the focus of this presentation.

CI-259 Crash Course: Using “Collegial Collisions” to Create Comprehensive First-Year Seminars

Trinity 5

Robin Cunningham

Associate Vice President, Freshman Studies

Majid Whitney

Assistant Dean, Freshman Studies and Director, General Studies
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This session will invite participants to discuss what they feel are the essential ingredients of a comprehensive Freshman Seminar course while thinking critically about ways to strengthen their institutions’ Freshman Seminar offerings. Using the award-winning Seton Hall University Freshman Studies Department as a model, the presenters will emphasize the importance of inter-departmental collaboration and using “collegial collisions” as an essential component in creating a model Freshman Seminar experience. Practical ideas to facilitate dialogue and foster partnerships across college campuses will be exchanged to highlight the importance of campus-wide input in the development of a comprehensive course for first-year students.

CI-260 A Connection for Every First-year Student: The 360 Connections Initiative

Arts District 4

Andrea González

Program Coordinator of First-Year Experience Office

Patricia Moran Micks

Director of First-Year Experience Office
The University of Texas at Austin

The 360 Connections Initiative at The University of Texas at Austin is an effort to connect every first-time in college student to a peer support group during their first semester on campus. The peer connections are designed to help first-year students integrate socially, academically and developmentally to ensure successful retention and on-time graduation. By participating in a 360 Connection, students receive a holistic, 360° view of life as a Longhorn. Students are able to learn about university resources, gain social capital, and use each other as a support network as they navigate their coursework.

10:30 am – 11:30 am

CI-261 STSC @ TCCD: Implementing STSC in a Multi-Campus District

Trinity 1

Linda Wright

Dean of Business and Social Sciences

Magdalena de la Teja

Vice President for Student Development Services

Angela Pettit

Professor of English
Tarrant County College

STSC 0111 is a student success course developed at Tarrant County College (TCC). TCC has adopted an academic model with a uniform course design. The common design was developed by TCC faculty members and continues to be revised by a district curriculum committee composed of faculty members from all five campuses. Currently, the class is a one-hour, non-credit course utilizing a multi-disciplinary approach. STSC faculty members span the breadth of the institution, including traditional faculty, continuing education faculty, advisors and counselors, and administrators. The common course design provides consistency in instruction for students across the district.

FD-262 From Retention to Persistence: Framing the Conversation

Trinity 2

Joshua Adams

Executive Director, Pioneer Center for Student Excellence

Heather Speed

Associate Vice President of Student Services

Kimberly Miloch

Director, QEP Programs

Michelle Buggs

Director, Undergraduate Academic Programs
Texas Woman’s University

As the conversation has evolved from teacher-centered toward learner-centered classrooms, so must the conversation around retention. Moving forward, institutions must not only address student retention, but also persistence through the degree. Within this session, participants will engage in a facilitated discussion surrounding the similarities and differences between retention and persistence. Additionally, participants will create their own working definition of retention and persistence with the goal of framing the discussion at their home institution. A brief review of current literature on theory to practice will ground the discussion.

MORNING BREAK | 10:15 am – 10:30 am

Dallas Ballroom Foyer

CT-263 Building Bridges Across the Curriculum and Cocurriculum

Trinity 3



Joe Cuseo

Professor Emeritus, Psychology
Marymount College

Collaborative relationships between academic and student affairs are essential for realizing the lofty ideals of a college education, creating a strong sense of community on college campuses, and meeting current challenges of fiscal constraints and assessment mandates. Strategies will be discussed for promoting symbiotic and synergistic partnerships between academic and student affairs via (a) relationship building and professional networking, (b) organizational strategies capitalizing on “intersection points” where the work of academic and student affairs crisscross, and (c) cocurricular structures parallel the curriculum (e.g., cocurricular transcript, cocurricular catalogue, cocurricular semester schedule, and cocurricular syllabi that include student learning outcomes).

CI-264 Increasing Student Retention with a Data-Driven Outreach Program

Trinity 4

Erin Grisham

Executive Director for Educational Support Services
Northern Arizona University

Katie Felton

Consultant, Campus Success
Campus Labs

Learn from Northern Arizona University’s journey to increase student retention by 10% using a data-driven outreach model. In this multi-phased process, NAU incorporated data from campus information systems, non-cognitive assessments, early academic performance, and ongoing student surveys to paint a full picture of the student experience. Hear how they successfully shared this information with an on-campus student success network in order to proactively contact new students before it was too late.

CI-265 Bridging the First-Year Experience Through Student Leadership Roles

Trinity 5



Richard Gebauer

Director of the First-Year Experience

Anne Filippone

Director of the Center for Student Engagement and Leadership
Cabrini College

Research on the first-year experience (FYE) shows that the most influential interaction first-year students have is with their peers. Cabrini College utilizes a network of student leaders as the centerpiece that connects and unites the FYE. The significance of orientation leaders during orientation, impact of master learners and resident assistants in the residence halls, contributions of peer mentors alongside faculty in the classroom, and academic support provided by peer tutors and classroom coaches all tie the FYE together. This presentation will showcase the ways these leadership roles blend to enhance the FYE for incoming students.

CR-266 Using Assessment for Reflection and Retention of URM Pre-Health Majors

Trinity 6

Iris Hinderliter

Student Success and Retention Coordinator

Kimberly Allen

Assistant Dean of Student and Faculty Affairs
University of Missouri - St. Louis

Increasing the number of underrepresented minority (URM) pre-health students is critical to national interests that focus on diversifying the workforce and alleviating health disparities. The purpose of this study is to demonstrate how students in transition can be accessible to faculty prior to the First Year Experience (FYE) and clinical classrooms in order to inform teaching practices and promote high-impact educational experiences. A template for formative and summative evaluation can be tailored to help institutions close the gap between preparation and practice with course design and program assessment.

CI-267 Structure and Effectiveness: Peer Mentoring in the Aspiring Eagles Academy

Trinity 7

David Hood

Associate Dean, University College

William Moultrie

Director, Aspiring Eagles Academy Program and Lead Academic Counselor

Deirdre Brooks

Graduate Assistant
North Carolina Central University

This presentation will discuss the impact of the peer mentoring component of Aspiring Eagles Academy (AEA) Summer Bridge Program at North Carolina Central University (NCCU). The AEA Program is an academically based enhancement program designed to promote the success of underprepared students who have been admitted to NCCU. In this session, participants will review characteristics, strengths, and challenges associated with various peer mentoring models. The presenters will share the results of the implementation of the peer mentoring component of the Aspiring Eagles Academy and its impact on retention, persistence, graduation rates, and participants’ involvement within the University and surrounding community.

CI-268 Using Living Learning Cohorts to Foster Success in the Sciences

Katy Trail

Carrie Cokely

Associate Dean, Academic Affairs

Marie Turner

Associate Professor, Natural Sciences & Math

Ryan Theroux

Assistant Professor, FYS

Curry College

Driven by a need to attract and retain students in the sciences, the Natural Sciences Department partnered with the First Year Studies program in the fall of 2013 to launch a science living-learning community. This presentation will discuss the components of the living-learning community (shared courses, peer support, external programming, and the living environment), assessment research showing increased engagement, success, and retention in the sciences, and the unintended positive impact on attracting and retaining students of color and first-generation college students in the sciences.

CT-269 Creating a 360 Experience: Common Reading Programs

Greenville Ave

Annie Kelly

Assistant Director of New Student and Parent Programs

University of Kentucky

Jackie Bonilla

Assistant Director for Transition Programs, New Student and Family Programs

University of Florida

Creating and implementing a comprehensive year-long common reading experience program requires a strategic utilization of campus partnerships, designing intentional curricular and cocurricular programs, and constructing a detailed assessment plan. By participating in this session, participants will have the opportunity to identify best practices and determine campus partners and institutional resources to create or enhance a year-long common reading experience program on their own respective campuses.

CT-270 Proactively Meeting the Needs of First-Year, First-Generation Students

Fair Park 1

Angela Lash

Assistant Director, Allen Student Advising Center

Katie Thomson

Coordinator for First Generation College Students, Allen Student Advising Center

Ohio University

First-generation college students experience additional and unique challenges in transitioning to college when compared to their continuing generation peers. Through the strategic implementation of early alert programs, intentional communication, high touch outreach, and targeted support services, Ohio University has successfully impacted the academic performance and retention of its first-generation college students. This session will provide a framework through which participants will understand the specific needs of

first-generation students during the transition from high school to college, specifically as they relate to a lack of social capital, and will offer ideas for ways to meet students' needs.

CI-271 Building Win-Win Success through the Integrated Collaborative Empowerment (ICE) Framework

Fair Park 2

James Kline

Instructional and Training Coordinator

Richard Nicols

Executive Director of Student Success

Embry-Riddle Aeronautical University

Win-Win success only survives in organizations where the systems support it, and Embry-Riddle has taken necessary steps to produce such results through a systematic overhaul of instructional and advisement systems. This process has increased the ability to produce Win-Win results by purposely identifying six key roles, integrating them within a context of strategic collaborative partnerships, and empowering all within the system to effectively use their strengths, interests, and abilities to accomplish Win-Win results. In this presentation, the presenters we will share how they create exceptional results through the Integrated Collaborative Empowerment (ICE) framework.

CT-272 Sustaining a Common Reading Program through an Annual Resource Guide

Cedars

Guy Krueger

Core Instructor, Writing 101 Curriculum Chair

Karen Forgette

Core Instructor, FASTrack Writing Coordinator, Writing 100 Curriculum Chair

University of Mississippi

The proliferation of common reading programs gives rise to a concern for sustainability on many campuses. Common reading programs require highly coordinated efforts to be more than just add-ons to the curriculum or to the first-year experience. Those involved need action plans to ensure that they are sustainable programs and not just responses to a trend. This presentation will outline how the University of Mississippi established and continues to cultivate a sustainable common reading program, highlighting a resource guide, campus-wide partnerships, pedagogical support, frequent program assessment, and high-impact reading and writing practices for students.

TUESDAY, FEBRUARY 10

CI-273 Different Faces of Freshman Success Seminars

White Rock

Mary Anyama

Student Development Specialist
University of Texas at Tyler

The University of Texas at Tyler Freshman Success Seminars are UNIV 1000 level courses designed with freshman student success in mind. These courses are designed to promote academic and social success by providing strategies and skills to help students achieve their goals. Our goal is retention and we are currently striving to increase retention by creating different success seminar courses that can be utilized in different capacities to ensure student success. This session shares three different ways freshman success seminars can be utilized to serve all freshman students that are in learning communities, are underprepared and who get on probation.

CT-274 Strategies for Critical Populations: Veterans, First-Generation, and Online Learners

West End

Melissa Vito

Senior Vice President for Student Affairs and Enrollment Management
University of Arizona

Sarah Kravits

Adjunct Instructor, Center for Advising and Student Transitions
Montclair State University

Growth in special populations has challenged us to better identify students most at risk in terms of retention and graduation. Effective strategies that target each student's specific areas of need are regularly assessed and revised based on data and reflect a community approach of faculty, student affairs professionals, tutors, peers, and professional mentors. At the University of Arizona, early intervention, career exploration, success classes, and innovative use of technology have positively impacted persistence, engagement, and retention. Programs at the University of Arizona and Montclair State University that have resulted in increased retention for first-generation, returning veterans, and online students will be discussed.

CI-275 It Takes a Village: Using Early-Alert Assessment for Proactive Advising

Deep Ellum A

M. Shannon Williamson

Instructor of General Education

Nia Haydel

Director of First-Year Experience and Honors

Amelie Wax

Instructor of General Education
Dillard University

It's no secret what students need to be successful, but how do we connect students to the resources they so desperately need to succeed in their first-year and beyond? Dillard University, an HBCU in the heart of New Orleans, uses an early-intervention motivational assessment to help students reflect on their individual strengths and challenges and make a plan based on their individual needs. This session will outline how Dillard is building a campus wide

collaboration to provide students with wrap-around care and intervention to ensure they get connected to critical resources early in their first year.

CT-276 Better Service through Collaboration: International Student Orientation at MSU

Deep Ellum B

Amber Cordell

Educational Programs Manager

James Lucas

Assistant Dean, Global Education and Curriculum

Dillon Frechen

Program Assistant, Confucius Institute
Michigan State University

In 2000, MSU admitted 2,888 international students, representing 6.7% of the student population. At that time, most of these international students were at the graduate level. In 2013, MSU welcomed 7,161 international students, representing 14.5% of the student population, and 4,519 were undergraduates. As international student demographics have changed, MSU needed to adapt its services, not just within the international student office, but also in areas such as advising, health, orientation, and student support. This session addresses how MSU changed its international orientation program to better meet students' needs and to address transition issues facing first-year international students.

CT-277 Three Challenging Student-Centered Classroom Activities for Any Topic

Arts District 7

Angela Vaughan

Director, First Year Curriculum and Instruction
University of Northern Colorado

This session will introduce three challenging student-centered classroom activities that have led to increased engagement, critical thinking, and motivation. Although specific examples will be shared, including relevant demonstrations, the presenter will also discuss how each of these can be adapted to any topic or discipline. The three examples include, as part of their design, collaborative learning, inductive and deductive thinking, and visual imagery and complex structures. Participants will leave the session with materials they can adapt to their specific needs.

FD-278 Providing a High-Impact and Transformative Peer Leadership Experience

Arts District 5

Bryce Bunting

Associate Director, First-Year Mentoring
Brigham Young University

Dallin George Young

Assistant Director for Research, Grants, and Assessment
University of South Carolina

Recent research on peer leadership, including the 2013 National Survey of Peer Leadership, points to peer leadership as an emerging high-impact practice (HIP). Intentionally designed peer leadership experiences align with the characteristics of other well-known HIPs described by George Kuh (2008, 2010). This facilitated

discussion will include a brief review of relevant research, in order to frame the discussion. The balance of the time will then be used to explore the high-impact potential of peer leadership, the characteristics of high-impact peer leadership programs, and best practices for facilitating transformative learning among peer leaders.

CI-279 From a First-Year Seminar to the First-Year Dialogue

Arts District 6

Kelly Herbolich

Program Director, Academic Support

Patrice French

Program Director, Retention and Student Success

Saint Louis University

This presentation will provide an overview on the development, training, outcomes, and future impact of CMM 193: the First-Year Dialogue Course. The First-Year Dialogue is a three-credit, discussion-based, pilot course that uses the intergroup dialogue framework to explore elements of first-year experience and college student transitions. Developed as a collaboration between the Student Success Center and the Cross Cultural Center, the curriculum engages students in dialogue to explore the questions, Who am I as a SLU student? and What is my responsibility to the community?

Closing Address

Higher Education at a Crossroad: Angst or Opportunity

11:45 pm – 12:45 pm | Dallas Ballroom D & H



Eileen Hulme

Professor, Doctoral Program in Higher Education
— *Azusa Pacific University*

Public and fiscal pressures on higher education make evidence gathering more urgent than ever. Most programs within first-year experiences – such as peer mentoring, learning communities, common reading, and co-curricular integration – developed outside of academic review structures. Learning outcomes assessment, program review, and accreditation have all played roles, but on their own don't protect these programs when money is scarce. As participants leave the conference with ideas and insights to apply at home, it may help to consider ways to build in the tools of case-building that can help innovations endure. Join us for a look at emerging research into the educational efficacy – and cost effectiveness – of intentionally engaged learning.

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 2014-2015 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The 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.

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- Travel to the 23rd National Conference on Students in Transition, 2016, 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

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2015.

Application Procedures

The application and proposal form can be found at www.sc.edu/fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.

For more information, send an e-mail to nrcsrch@mailbox.sc.edu.

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Diane Cardenas Elliott and Joni M. Lakin

STEMing the Shock: Examining "Transfer Shock" and its Impact on STEM Major and Enrollment Persistence

Barbara Hofer

The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions

Forrest Lane and Georgianna Martin

Examining the Importance of Attachment and Engagement in Predicting GPA Across Stages of Transfer Student Transition

Maryellen Mills

Student Success Course Participation and Engagement Among Part-Time and Full-Time Community College Students

Jacob Okumu

Developmental Meaning-Making Dynamics of Emancipated Foster Care Youth Transitioning Into Higher Education: A Constructivist-Grounded Theory



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

CLOSING THOUGHTS AND REFLECTIONS

Engaging in professional development activities by attending conferences, institutes, or workshops away from your campus is a significant investment – an investment of your institution’s resources, as well as an investment of your time and effort. The following is designed to help you think through the many ways you can act on ideas shared over the past few days. Look back at the goals/learning objectives you noted for your conference experience and use this as an action plan for determining if the conference met those goals.

What new ideas and concepts did I learn at this event?

What ideas can I put into immediate practice in my work? How?

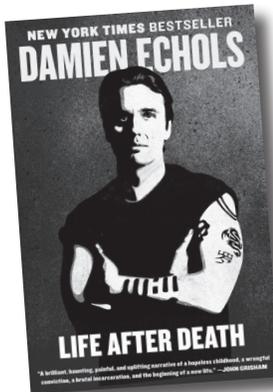
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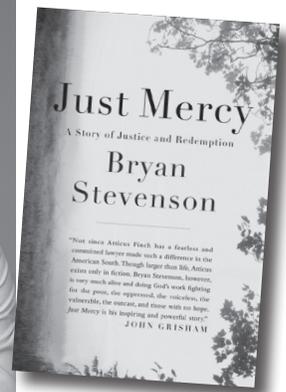
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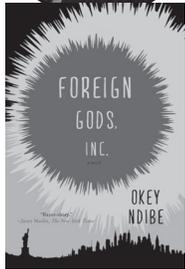
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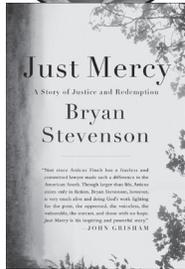
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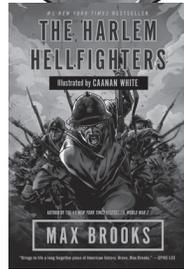


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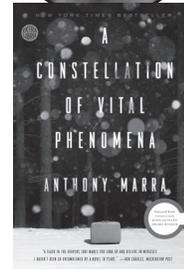
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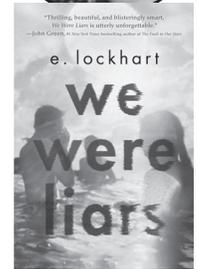
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Written by Brad Garner
Director of Faculty Enrichment
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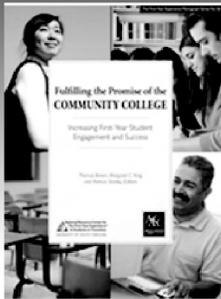


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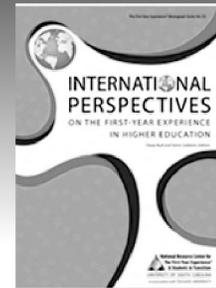
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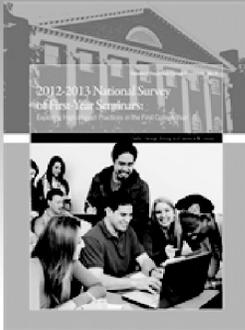
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Exhibit Schedule

You will have the opportunity to visit with exhibitors during continental breakfasts, refreshment breaks, and the opening reception in addition to the exhibit hours below:

Saturday, February 7, 2015

Exhibit Hours

6:00 pm - 8:00 pm

Sunday, February 8, 2015

Exhibit Hours

7:00 am - 11:30 am

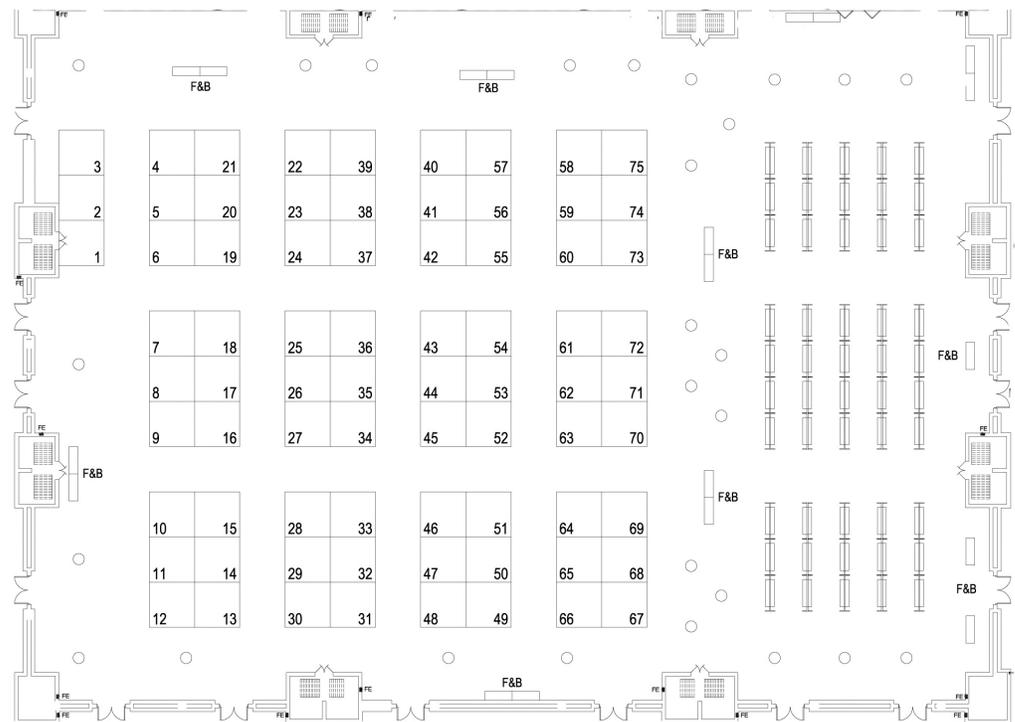
1:30 pm - 6:00 pm

Monday, February 9, 2015

Exhibit Hours

7:00 am - 12:00 noon

EXHIBITOR FLOOR MAP



ADVANTAGE[®] DESIGN GROUP Advantage Design Group

Advantage Design Group supports orientation, retention and transition goals for higher education. Our online orientations suit each school's brand, with video, imagery - optimized for tablets/smartphones - keeping students engaged. Also: data integration, tracking/reporting, memory return, real-time reminders, completion certificates, user profile directed content, and ADA versions.



Alpha Lambda Delta

Alpha Lambda Delta Honor Society celebrates excellence among students during their first year of college. Open to full-time students who earn a minimum average of 3.5 and are in the top 20% of their class, Alpha Lambda Delta rewards academic excellence, promotes community service, provides leadership development, and enhances retention.



Bedford/St. Martin's

Macmillan is thrilled to publish market-leading textbooks by John Gardner and Betsy Barefoot, including Your College Experience Two-Year College Edition with a new co-author, Negar Farakish, along with A Pocket Guide to College Success by Jamie Shushan. These digital and print products fit our publishing philosophy, emphasizing innovation and quality.

Books In **common**

Books In Common Books In Common helps schools and communities across the US create events that appeal to the most diverse audience possible. As a literary events consultancy, we support All Campus Reads, First Year Experience, and Community Reads programs, where people can share a literary experience that transcends our differences.

BVT Publishing[®] Better textbooks, better prices

BVT Publishing BVT is a publisher of quality, affordable textbooks. We specialize in College Success, focusing on collaboration between authors, administrators and instructors. BVT's flagship offering is College Success: A Concise Practical Guide"



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Campus Labs is a leading provider of campus-wide assessment technology for higher education. Our platforms provide insight to institutions by enabling them to centralize, organize, and report on data in a variety of key functions. Over 750 institutions have chosen Campus Labs as part of their assessment initiatives. www.campuslabs.com

CashCourse **CashCourse, National Endowment for Financial Education**

Your Real-Life Money Guide. CashCourse® is a free, online noncommercial financial literacy resource for colleges and universities, created by the nonprofit National Endowment for Financial Education®. The program provides customizable, interactive personal finance tools used at more than 850 colleges and universities across the country. Visit <http://info.cashcourse.org> to enroll or learn more.



Cengage Learning

Cengage Learning is a leading educational content, technology, and services company for the higher education and K-12, professional and library markets worldwide. The company provides superior content, personalized services and course-driven digital solutions that accelerate student engagement and transform the learning experience. For more, visit: www.cengage.com



College Reading & Learning Association

Developing a mentor training program to prepare mentors to work with their peers can be an overwhelming process without adequate tools and support. CRLA's International Mentor Training Program Certification (IMTPC) offers college mentor programs the resources to develop new mentor training programs and to revise and improve existing programs.



College Success Through Financial Literacy Project

The College Success Through Financial Literacy Project at Wichita State University is a grant-funded program housed in the Office for Student Success. This project is comprised of the Office for Student Money Management (OSSM) and maintains the free web-based financial literacy resource for college bound and college students – MyCollegeMoneyPlan.org.



College Transition Publishing

College Transition Publishing specializes in customized print and virtual college transition guides that assist students achieve academic, financial and career success. Our publications can be used in a variety of other college transition programs. We also offer a host of free college transition articles/resources on our website www.CollegeTransitionPublishing.com.



Comevo Incorporate

Comevo's @school Online Student Orientation software service with online modules that you create to support FYE programming with student success topics, FYS course curriculum, and new/transfer student orientation. Comevo is the leading provider of online orientation software to higher education. Come talk to us or attend our presentation!



CPP, Inc

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



Dave Ramsey's Education Solutions

Dave Ramsey's Foundations in Personal Finance curriculum is designed to immediately impact student behaviors. This flexible curriculum helps students make healthy financial decisions early in their college careers. With financial issues as the #1 reason students drop out, Foundations can positively impact the financial health of your students and university.



Diamond Book Distributors

Diamond Book Distributors is the book-trade division of Diamond Comic Distributors, the world's largest distributor of English-language comic books. At the FYE Conference this year, Diamond is featuring Top Shelf Productions, publishers of the award-winning graphic novel memoir *March* by Congressman John Lewis, an icon of the civil rights movement.



EBI MAP-Works, a Macmillan New Ventures Portfolio Company

The MAP-Works Student Retention System combines predictive analytics with student data -- to alert staff of at-risk students, facilitate early intervention, and generate results. EBI MAP-Works maintains over 60 academic and student affairs assessments, aligned with accreditation and professional standards. Output includes longitudinal data, benchmarking, and identification of critical issues.



Franklin Covey I Education

FranklinCovey Education is dedicated to unleashing the greatness in teachers, students and education organizations everywhere. Leadership and Student Success is our focus, enabling colleges and universities to create a unique leadership environment for all.



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ETS advances quality and equity in education by providing fair and valid assessments, research and related services. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. To learn more, visit <http://www.ets.org/highered>.



GradesFirst

GradesFirst is a student retention solution serving over 240 institutions nationwide. Our comprehensive system combines Early Alert with Advising Management, Tutoring Management, advanced Communication tools, and GradesFirst Analytics, a powerful reporting module. Each component of GradesFirst works seamlessly with the others to improve retention, student success, and staff productivity.



GROWING LEADERS

Growing Leaders

Growing Leaders serves schools to help them

improve their leadership development programming, specifically with first year students. Growing Leaders provides relevant resources and events designed for both your students and staff. The Habitudes curriculum is in use by over 7,000 organizations around the world. Learn more, visit www.GrowingLeaders.com.



H&H Publishing Company

Explore our research based assessments, textbooks, and online courses to improve your students' study strategies. Weinstein's LASSI" and "LASSI Modules



Hachette Book Group

Hachette Book Group is a leading trade publisher which includes numerous imprints, including Little, Brown & Company, Grand

Central Publishing, and Hachette Books, among others. HBG publishes a wide variety of texts appropriate for First-Year Experience Programs. Please stop by our booth to pick up complimentary copies of selected titles.



HarperCollins Publishers

HarperCollins will giveaway copies of common read

favorites like Conor Grennan's Little Princes and William Kamkwamba's The Boy Who Harnessed the Wind—and new titles such as The Wild Truth by Carine McCandless and The Pearl that Broke Its Shell by Nadia Hashimi. A full list of our common read titles can be found at <http://harperfirstyear.hc.com>.



Hayden-McNeil

Hayden-McNeil is a leading publisher of custom course materials. We partner with educators to create course-specific textbooks and are known as the gold-standard in custom publishing for the quality of the materials we

produce, the customer service we provide, and our dedication to building successful, long-term relationships with our authors.



Higher Education Research Institute

CIRP regarded as the most comprehensive source of information on college students. Established in 1966, the CIRP is now the nation's largest and oldest empirical study of higher education. The CIRP longitudinal program consists

of the Freshman Survey, Your First College Year Survey, the College Senior Survey.



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Houghton Mifflin Harcourt

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Supporting Academic & Professional Growth In Higher Ed

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The Gardner Institute partners

with higher education institutions to improve student learning, retention, and completion. The Institute's staff members draw on their vast experience as scholars and educators as they advise institutions as they develop & implement analytics-based action plans for first-year, sophomore, transfer, and gateway course success/improvement.



Kendall Hunt Publishing Company

Kendall Hunt educational materials help you provide quality instruction for first-

year experience, student success, career planning, diversity, leadership, and more. Over 200 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/collegesuccess.



Knopf Doubleday

Knopf Doubleday Publishing Group publishes a broad selection of acclaimed fiction and non-fiction titles

which have been used in numerous Common Reading programs across the country. Please stop by our booth to pick up complimentary copies of selected titles and learn about our Penguin Random House Speakers Bureau. www.randomhouse.com/academic/fyr



Larson Texts, Inc.

College Success & YOU: Achieving Your Goals was designed to help college students succeed during, and long after,

their first year of college.



Macmillan

Macmillan and its imprints (Farrar Straus

and Giroux, Henry Holt & Company, Picador, St. Martin's Press, Palgrave, Tor Books, and Flatiron Books) publish a number of titles appropriate for First-Year Experience courses and Common Reading Programs. Visit our dedicated First-Year Experience website: macmillanfyebooks.wordpress.com.



McGraw-Hill Education

McGraw-Hill Education is a digital learning company that draws on more than 125 years of experience to improve learning outcomes around

the world. McGraw-Hill Education is the adaptive education technology leader with the vision for creating personalized learning experiences that prepare students for the world that awaits.



MyPath101

MyPath101 is a first-of-its-kind web application that empowers students to

better understand who they are and where they want to go in life, then shows them how to get there. Created by industry experts, MyPath101 focuses on three areas: Identity and Personal Branding, Social Media Strategy, and Career Marketing.



NACADA: The Global Community for Academic Advising

NACADA promotes and supports quality

academic advising to enhance the educational development of students in higher education. NACADA provides a forum for discussion, debate, and exchange of ideas pertaining to academic advising through events and publications. NACADA members include advisors, counselors, faculty, administrators, and students.



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

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 conferences, workshops, institutes; engages in research; publishes a scholarly journal, books, and an electronic newsletter; maintains a website; and hosts electronic listservs.



National Survey of Student Engagement - Indiana University

The Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and the

Beginning College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college and beyond.



NISOD

NISOD is a membership organization committed to promoting and celebrating excellence in teaching, learning, and leadership at community and

technical colleges. NISOD supports teaching, learning, and leadership by providing high-quality professional development resources to our community and technical college members.



noda

NODA-Association for Orientation, Transition and Retention in Higher Education

NODA is an international association comprised of professional administrators, students, faculty and related organizations. NODA is dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly works.



Open Road Integrated Media

Open Road Integrated Media is a digital publisher and multimedia content

company. Open Road creates connections between authors and their audiences by marketing its ebooks through a new proprietary online platform, which uses premium video content and social media.



Partridge Hill Publishers

We publish Self-Management for College Students: The ABC Approach, which teaches students a research-based model for managing their success by managing feelings, actions, and thoughts that impact

their motivation, time management, career preparation, and overall success in college and beyond.



Pearson

Pearson, the world's leading learning company, partners with K-20 institutions and

educators to provide educational solutions and services that help to improve learning outcomes. Pearson serves learners of all ages around the globe, employing 41,000 people in more than 70 countries. For more information, visit www.pearsoned.com.



Penguin Group

Penguin Group publishes trade fiction and nonfiction books through a wide range of imprints. Please visit www.penguin.com/services-academic/ for information on our titles, subject catalogs, teacher's guides and upcoming academic conference schedule. Join us on Facebook, Penguin Group

(USA) Academic Marketing, and tumblr at penguinoncampus.



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Pharos Resources

Pharos Resources (pharosresources.com) wants to partner with you to transform the lives of your students. Relational Retention

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Simon & Schuster, Inc. publishes a wide variety of fiction and nonfiction titles that align with the core purpose of college & university programs across the country—to support students in transition, promote engaging conversations, explore diverse perspectives, and foster community. Visit FreshmanYearReading.com for resources.



Sourcebooks

Sourcebooks is a company with an independent vision to connect readers to the resources that will change their lives. With best-selling products like the Fiske Guide to Colleges and The Naked Roommate we are committed to your mission in helping every student get to college.



The National Campaign
to Prevent Teen and Unplanned Pregnancy

The National Campaign to Prevent Teen and Unplanned Pregnancy

The National Campaign

is a nonprofit, nonpartisan organization. Helping students avoid unplanned pregnancy — which places additional stress on their time, finances and relationships — can help them complete college. We offer free resources, including three online lessons, that faculty can use to bring this topic to their campus.



The National Society of Collegiate Scholars

NSCS is an honors organization that recognizes and elevates high achievers. NSCS provides career and graduate school connections, leadership and service opportunities and gives out a million dollars in

scholarships annually. NSCS members are deeply committed to scholarship, leadership and service.



The New York Times

The New York Times in the First Year is designed to support efforts to develop new students' knowledge, competencies and skills while enhancing engagement outside the classroom. To learn more, please stop by our booth or visit our web site nytimes.com/firstyear.



This I Believe

This I Believe is an international organization engaging students in writing and sharing essays describing the core values that guide their daily lives.



W. W. Norton

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Wealth Educators International LLC

Wealth Educators International (WEI) is a financial education company that delivers over 100 presentations per year on money management at high schools, colleges, military bases and corporations.



Wiley

Wiley is committed to the academic success, personal development, and leadership education of all students. In partnership with the National Resource Center for The First-Year Experience and Students in Transition, we are the publishers of Developing and Sustaining Successful First-Year Programs. Find our FYE resources at www.wiley.com/go/firstyearexperience.

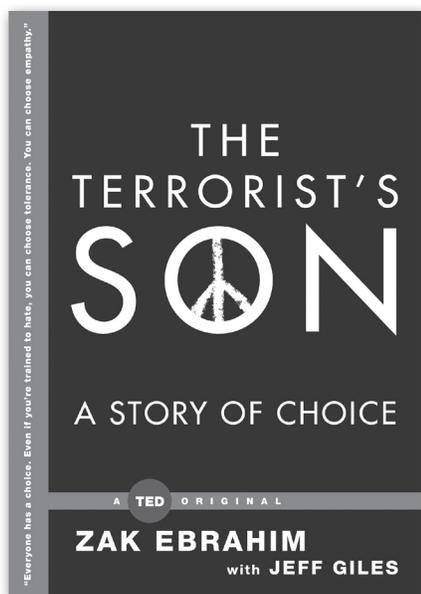


XanEdu

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Ideas and stories that will engage students and stimulate discussion

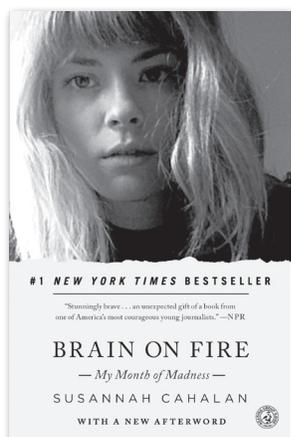
FRESHMAN YEAR READS



The extraordinary story of a young man who, raised by an extremist father to hate, chose love instead.

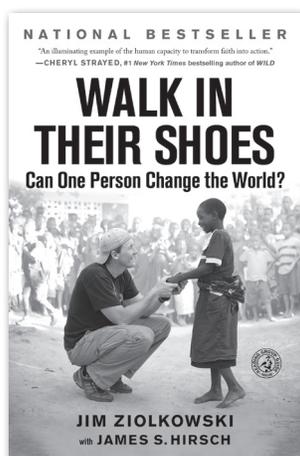
"I've spent my life trying to understand what drew my father to terrorism. By telling my story, my intention is to do something hopeful and instructive: to offer a portrait of a young man who was raised in the fires of fanaticism and embraced nonviolence instead. I can't make any grand claims for myself, but all our lives have themes, and the theme of mine so far is this: Everyone has a choice."

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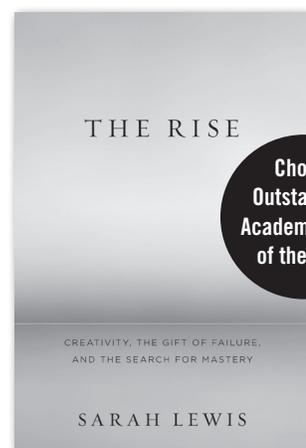
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"Recommended for anyone who wants to comprehend the value of innovation and discovery, as well as undergraduate and graduate students, scholars, and researchers of psychology, sociology, and the visual and performing arts."

—LIBRARY JOURNAL

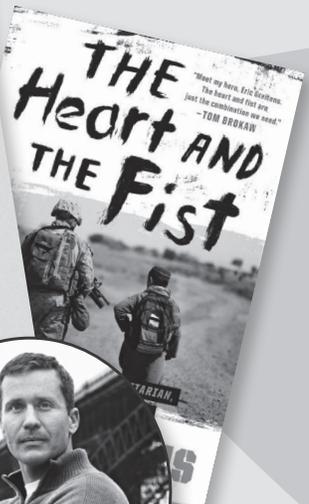
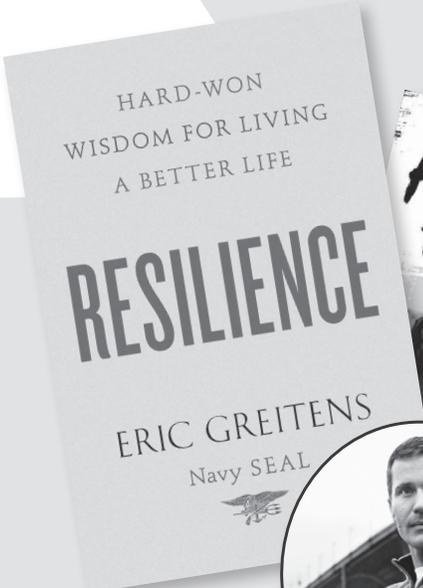
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For information on titles from all Simon & Schuster, Inc. imprints, visit FreshmanYearReads.com





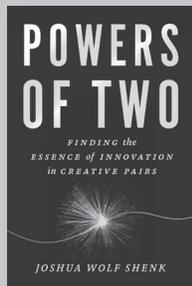
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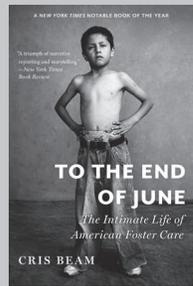


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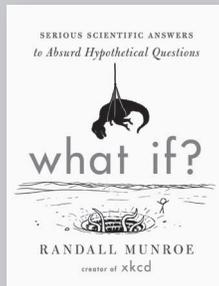
Author Dinner featured speaker **MONDAY, FEBRUARY 9, 7:00 p.m.**
Stop by our booth for details.



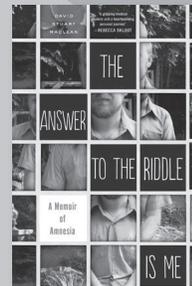
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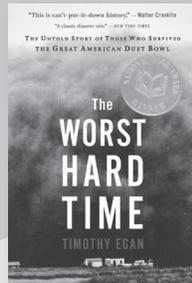
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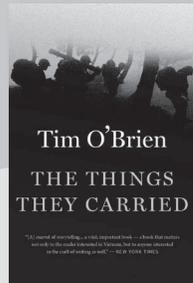
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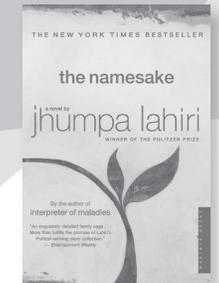
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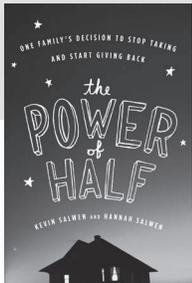
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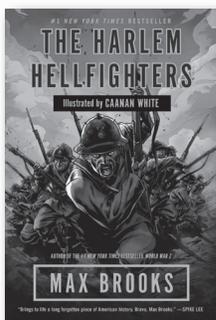


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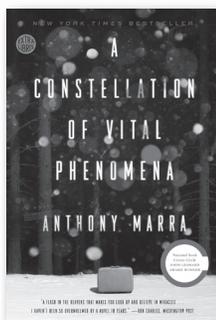


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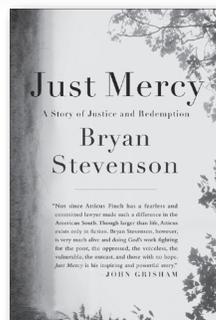
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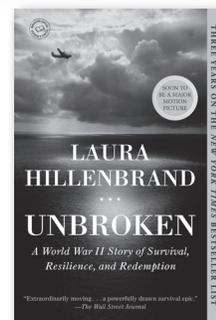
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by Max Brooks
A historical graphic novel that brings to life a little-known WWI African American regiment.
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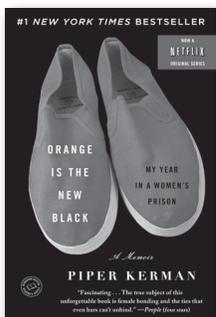
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A "brilliant" (*New York Times*) story of the transcendent power of love in wartime Chechnya.
Hogarth - TR - 978-0-7704-3642-1 - 416 pp. - \$15.00



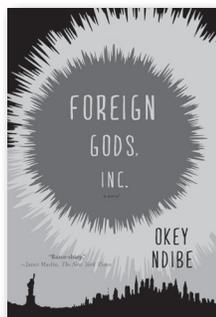
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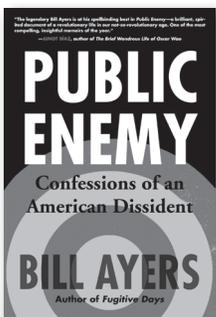
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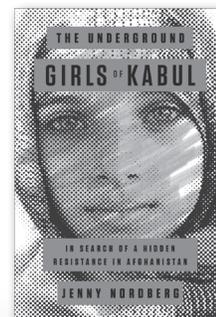
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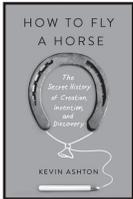

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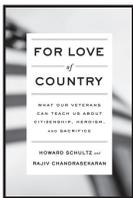


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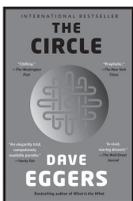


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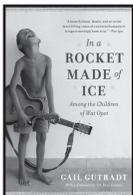
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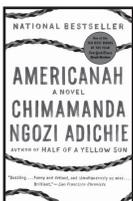
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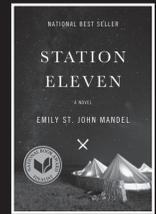
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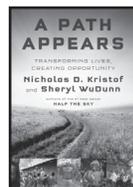


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7:30 AM – 9:00 AM

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Presenter Signature: _____

9:15 AM – 10:15 AM

Title of Session: _____

Presenter Signature: _____

10:30 AM – 11:30 AM

Title of Session: _____

Presenter Signature: _____

3:00 PM – 4:00 PM

Title of Session: _____

Presenter Signature: _____

4:15 PM – 5:15 PM

Title of Session: _____

Presenter Signature: _____

4:15 PM – 5:45 PM

Title of Session: _____

Presenter Signature: _____

5:30 PM – 6:30 PM

Title of Session: _____

Presenter Signature: _____

Tuesday | February 10, 2015 Conference Sessions

8:00 AM – 9:00 AM

Title of Session: _____

Presenter Signature: _____

8:00 AM – 9:15 AM

Title of Session: _____

Presenter Signature: _____

9:15 AM – 10:15 AM

Title of Session: _____

Presenter Signature: _____

10:30 AM – 11:30 AM

Title of Session: _____

Presenter Signature: _____

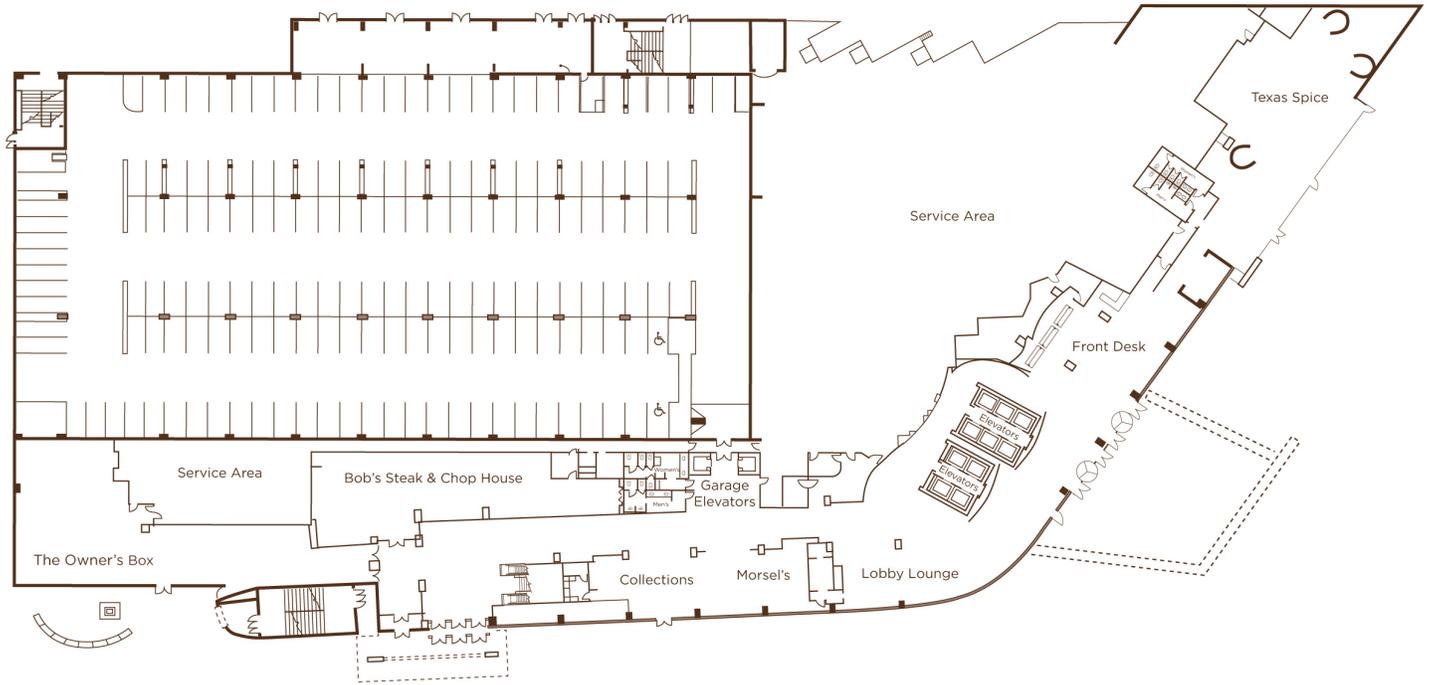
I certify that I have attended all of the above sessions at the 34th Annual Conference on The First-Year Experience, in Dallas, Texas.

Participant Signature _____ Date _____

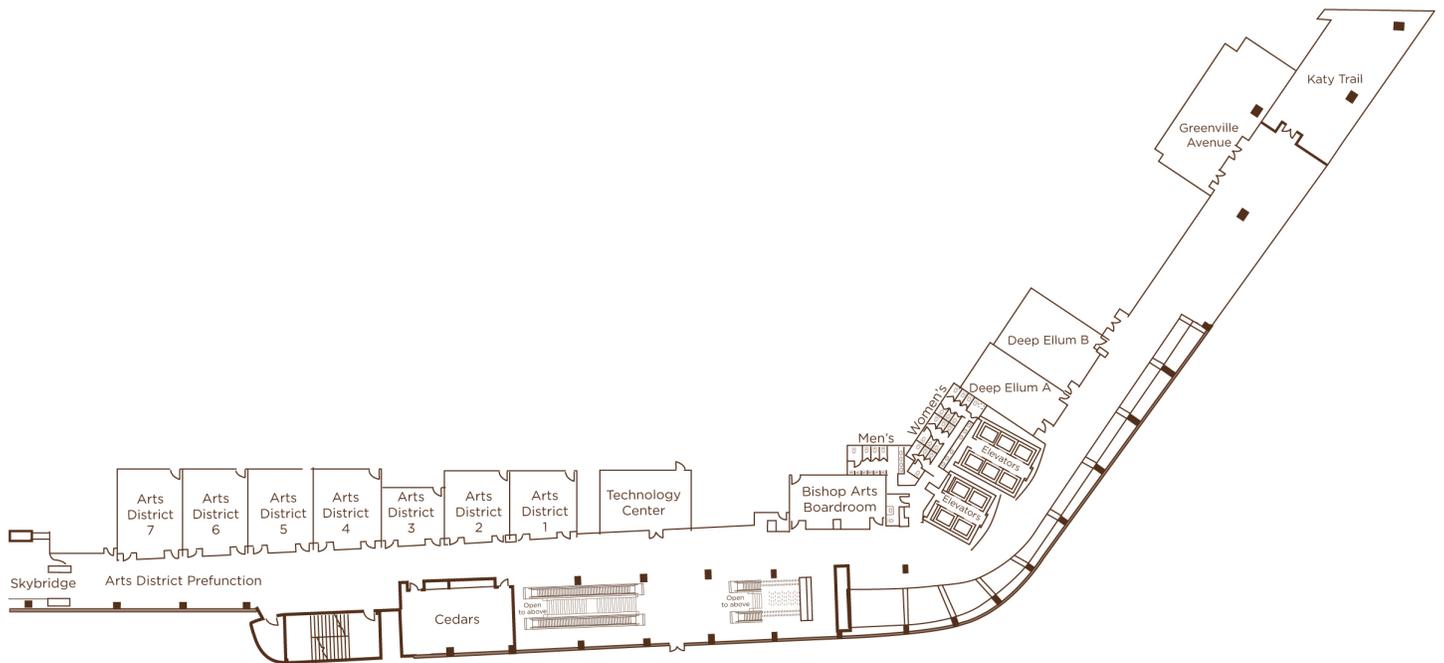
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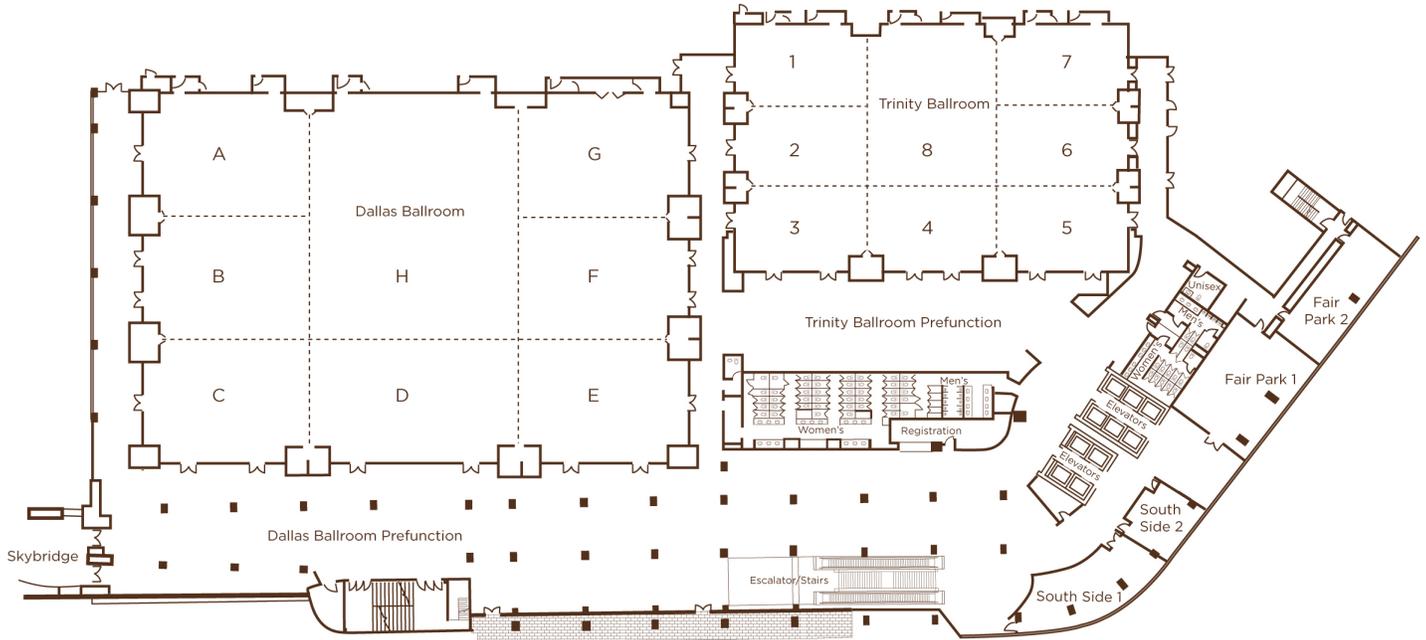


Dallas Level Two



Conference Meeting Space | Omni Dallas

Dallas Level Three



Dallas Level Five

