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 San Antonio, Texas for the 37th Annual Conference on The First-Year Experience. We are pleased to have Alamo Colleges, Texas A&M University-San Antonio, and the University of Texas at San Antonio as co-hosts for this event. Representing a diversity of institutional purposes, types, and sizes 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. The Center’s staff has planned an outstanding program of pre-conference workshops; keynote, plenary, and closing 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 we face a time of significant social and political transition, it is never more important than it is now for us to unite around these values. 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, support one another, and learn from your fellow delegates about promising practices for first-year students in the United States and across the globe.

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

FRIDAY | FEBRUARY 9, 2018
2:00 p.m. – 6:00 p.m. Preconference Workshop and Conference Registration

SATURDAY | FEBRUARY 10, 2018
7:30 a.m. – 6:00 p.m. Conference Registration
8:00 a.m. – 5:00 p.m. Preconference Workshops
5:30 p.m. – 7:15 p.m. Opening Session with Keynote Address and Awards Recognition
— Beverly Daniel Tatum
7:15 p.m. – 8:15 p.m. Opening Reception
DINNER ON YOUR OWN

SUNDAY | FEBRUARY 11, 2018
7:30 a.m. – 6:00 p.m. Conference Registration and Information Desk
7:30 a.m. – 9:00 a.m. Continental Breakfast
7:45 a.m. – 8:45 a.m. Primer for First-Time Attendees
9:00 a.m. – 12:30 p.m. Conference Sessions
12:30 p.m. – 2:15 p.m. LUNCH ON YOUR OWN
2:15 p.m. – 6:15 p.m. Conference Sessions
DINNER ON YOUR OWN

MONDAY | FEBRUARY 12, 2018
7:30 a.m. – 9:00 a.m. Continental Breakfast with Poster Sessions and Exhibitors
7:30 a.m. – 6:00 p.m. Conference Information Desk
9:15 a.m. – 11:30 a.m. Conference Sessions
11:30 a.m. – 1:30 p.m. LUNCH ON YOUR OWN
1:30 p.m. – 2:45 p.m. Plenary Address and Awards Recognition — Lori Blanc
3:00 p.m. – 5:30 p.m. Conference Sessions
DINNER ON YOUR OWN

TUESDAY | FEBRUARY 13, 2018
7:30 a.m. – 9:00 a.m. Continental Breakfast
7:30 a.m. – 12:00 noon Conference Information Desk
8:00 a.m. – 11:30 a.m. Conference Sessions
11:45 a.m. – 12:45 p.m. Closing Address — Steve Piscitelli

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.

Please join the conference conversation on Twitter: @NRCYESIT #FYE18
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

This conference is designed to provide a structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

GOALS OF THE CONFERENCE

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

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:

Alamo Colleges
Texas A&M University - San Antonio
University of Texas at San Antonio
Please identify and record up to five goals or learning objectives for your conference experience:

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Other thoughts:
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GENERAL INFORMATION

Registration Information
The conference registration and information desk is located in the Lone Star Prefunction A of the Grand Hyatt San Antonio. 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 10, 2018**
  7:30 a.m. – 6:00 p.m.
- **Sunday, February 11, 2018**
  7:30 a.m. – 6:00 p.m.
- **Monday, February 12, 2018**
  7:30 a.m. – 6:00 p.m.
- **Tuesday, February 13, 2018**
  7:30 a.m. – 12:00 noon

Hotel Map
A floor plan of the meeting rooms at the Grand Hyatt San Antonio 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.

National Resource Center Bookstore
We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are now being distributed by Stylus. Limited numbers of select Texas publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth (Booth 3-4 in the Ballroom) to browse our most popular titles.

Philanthropy Project
University of Texas at San Antonio Roadrunner Pantry
The Roadrunner Pantry began as an idea between students, faculty, and staff at UTSA. The University Center, realizing the true need to provide the basic necessity of nutritious food to students struggling with food access and insecurity, and through rigorous research of current higher education practices, established the Roadrunner Pantry. Open since March 2017, this new and important initiative supports the mission of serving our students to help them in reaching academic excellence during their time of need. The University Center Food Pantry helps students reach their full academic and personal potential, by providing access to healthy and nutritious foods. [http://www.utsa.edu/studentunion/roadrunnerpantry/index.html](http://www.utsa.edu/studentunion/roadrunnerpantry/index.html)

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

2018 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 Award

2018 Award Recipient  Past Recipient
Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. These sessions will be designated with the special symbols seen above.

Nametag Ribbons

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
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<tbody>
<tr>
<td>Light Blue</td>
<td>Presenters</td>
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<tr>
<td>Gold</td>
<td>Outstanding First-Year</td>
</tr>
<tr>
<td>Rainbow</td>
<td>Student Advocates</td>
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<tr>
<td>White</td>
<td>Hosting Institutions</td>
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<tr>
<td>Teal</td>
<td>First-Time Attendees</td>
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<td>Maroon</td>
<td>Mentor</td>
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<tr>
<td>Dark Blue</td>
<td>Mentee</td>
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<td>Volunteer</td>
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Session & Conference Evaluation
Session evaluations can be completed through the interactive scheduler, Guidebook. The session evaluation can be found at the bottom of the screen after the session description or it can be accessed on the menu page. An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation will be included in a conference follow-up email message.

Session Handouts
There are several tables set up throughout the meeting space for presenters to leave extra handouts from their sessions. 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/2018annual/](http://www.sc.edu/fye/events/presentation/2018annual/) after March 31, 2018. 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 Emily Tedesco at tedescel@mailbox.sc.edu
**Parking**
The hotel offers both valet and self-parking. Rates include in-and-out privileges. Please note that our parking garage clearance does not allow for any oversized vehicles, toppers, or trailers.

- **Daily Self-Parking:** $29 per day
- **Valet Parking:** Overnight hotel guest: $39 per day; Oversized truck: $45 per day
- **Hourly Self-Parking:**
  - First hour: $10; Each additional hour is $5 with a maximum of $30
- **Hourly Valet Parking:**
  - First hour: $20; Each additional hour is $5 with a maximum of $40

**Copies and Faxes**
FedEx Office and Print Center, Located inside the Grand Hyatt San Antonio - Phone: 210-212-7133

- Monday - Friday - 7:00 a.m. - 7:00 p.m.
- Saturday - 10:00 a.m. - 5:00 p.m.
- Sunday - 10:00 a.m. - 5:00 p.m.

**Internet Access**
Wireless internet access is complimentary in the guest rooms for conference attendees. Wireless internet access is also available in the conference meeting space.

- **Network Name:** First Year Experience 2018
- **Password:** FYESA2018

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In order to develop your personal schedule for the conference, download the Guidebook app on your iPhone, iPod touch, iPad, Android phone, Android tablet or a Kindle Fire. Open Guidebook app and click on “Schedule.” Once a session is selected, it will be loaded into the “My Schedule” icon on the main menu page.
### STAFF ROSTER
National Resource Center for The First-Year Experience® & Students in Transition/University 101

*denotes those attending the conference

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Director, National Resource Center for The First-Year Experience &amp; Students in Transition</td>
<td>Jennifer Keup*</td>
</tr>
<tr>
<td>Director, University 101 Programs</td>
<td>Dan Friedman*</td>
</tr>
<tr>
<td>Assistant Director for Administration &amp; Resource Development</td>
<td>Rico Reed*</td>
</tr>
<tr>
<td>Graphic Artist</td>
<td>Allison Minsk*</td>
</tr>
<tr>
<td>Graphic Artist</td>
<td>Stephanie McFerrin*</td>
</tr>
<tr>
<td>Administrative Specialist</td>
<td>Rosa Thorn-Jones</td>
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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Director, National Resource Center Conferences and Continuing Education</td>
<td>Nina L. Glinson</td>
</tr>
<tr>
<td>Assistant Director for Conferences &amp; Continuing Education</td>
<td>Jennie Duval</td>
</tr>
<tr>
<td>Continuing Education Manager</td>
<td>Lauren Rippy*</td>
</tr>
<tr>
<td>Assistant Director for Publications</td>
<td>Tracy L. Skipper*</td>
</tr>
<tr>
<td>Editor</td>
<td>Todd Money*</td>
</tr>
<tr>
<td>Editor</td>
<td>Brad Garner*</td>
</tr>
<tr>
<td>Journal Editor</td>
<td>Forrest Lane*</td>
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<tr>
<td>E-Source Editor</td>
<td>Christina Hardin*</td>
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<th>Position</th>
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<tbody>
<tr>
<td>Director, National Resource Center Research, Grants, and Assessment</td>
<td>Dallin Young*</td>
</tr>
<tr>
<td>Assistant Director for Research, Grants, &amp; Assessment</td>
<td>University 101 Programs</td>
</tr>
<tr>
<td>Assistant Director for Peer Leadership</td>
<td>Mike Dial*</td>
</tr>
<tr>
<td>Information Resource Consultant</td>
<td>Bert Easter</td>
</tr>
<tr>
<td>Assistant Director for Campus Partnerships</td>
<td>Catherine Greene*</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Sandy Greene*</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Christina Hardwick</td>
</tr>
<tr>
<td>Program Coordinator for Faculty Development, Curriculum, and Assessment</td>
<td>Katie Hopkins*</td>
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<tr>
<td>Administrative Specialist</td>
<td>Haley Joy</td>
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<tr>
<td>Administrative Specialist</td>
<td>James Winfield</td>
</tr>
<tr>
<td>Assistant Director for Faculty Development</td>
<td>Carrie Van Haren</td>
</tr>
<tr>
<td>Assistant Director for Curriculum and Assessment</td>
<td>Department Administration and Technical Support</td>
</tr>
<tr>
<td>Information Technology Manager</td>
<td>Carlos Diaz</td>
</tr>
<tr>
<td>John N. Gardner*</td>
<td>Center Fellows</td>
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<tr>
<td>Mary Stuart Hunter*</td>
<td>Mary Stuart Hunter*</td>
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<tr>
<td>Betsy O. Barefoot*</td>
<td>Dorothy S. Fidler</td>
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<tr>
<td>Jean M. Henschel*</td>
<td>Richard H. Mullendore</td>
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<td>Randy L. Swing</td>
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<th>Position</th>
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<tr>
<td>Founding Director and Senior Fellow</td>
<td>John N. Gardner*</td>
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<td>Founding Director and Senior Fellow</td>
<td>Kimberly Griffin</td>
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<td>Founding Director and Senior Fellow</td>
<td>Maria Hesse</td>
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<td>Founding Director and Senior Fellow</td>
<td>Laura Jiménez</td>
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<td>Founding Director and Senior Fellow</td>
<td>George Mohaffy</td>
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<td>Founding Director and Senior Fellow</td>
<td>Diane Nutt</td>
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<tr>
<td>Founding Director and Senior Fellow</td>
<td>Pinar Özbek</td>
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<tr>
<td>Founding Director and Senior Fellow</td>
<td>Herman Van de Mosselaar</td>
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### NATIONAL ADVISORY BOARD

<table>
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<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Stephanie Foote</td>
<td>John N. Gardner Institute</td>
</tr>
<tr>
<td>Ken O’Donnell</td>
<td>California State University</td>
</tr>
<tr>
<td>Russell Lowery-Hart</td>
<td>Amanillo College</td>
</tr>
<tr>
<td>Victor Saenz</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>Kimberly Griffin</td>
<td>University of Maryland</td>
</tr>
<tr>
<td>Maria Hesse</td>
<td>Arizona State University</td>
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<tr>
<td>Laura Jiménez</td>
<td>Center for American Progress</td>
</tr>
<tr>
<td>George Mohaffy</td>
<td>American Association of State Colleges and Universities</td>
</tr>
<tr>
<td>Gloria Crisp</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Darrell C. Ray</td>
<td>University of Memphis</td>
</tr>
<tr>
<td>Alyssa Rockenbach</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Dale Tampke</td>
<td>Texas Women’s University</td>
</tr>
<tr>
<td>Traci Freeman</td>
<td>Colorado College</td>
</tr>
<tr>
<td>Steven P. Girardot</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>Jodi Koslow Martin</td>
<td>North Park University</td>
</tr>
<tr>
<td>Scott Peska</td>
<td>Waubonsee Community College</td>
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### INTERNATIONAL ADVISORY BOARD

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<th>Name</th>
<th>Institution</th>
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<tr>
<td>Abdulaziz Alfehaid</td>
<td>Imam Abdulrahman Bin Faisal University (Saudi Arabia)</td>
</tr>
<tr>
<td>Hala Al Najjar</td>
<td>American University of Kuwait (Kuwait)</td>
</tr>
<tr>
<td>Robert A. Kenedy</td>
<td>York University (Canada)</td>
</tr>
<tr>
<td>Karen Nelson</td>
<td>University of the Sunshine Coast (Australia)</td>
</tr>
<tr>
<td>Diane Nutt</td>
<td>European First Year Experience Network</td>
</tr>
<tr>
<td>Annsilla Nyar</td>
<td>South African National Resource Center for the First-Year Experience and Students in Transition</td>
</tr>
<tr>
<td>Pinar Özbebek</td>
<td>Koc University (Turkey)</td>
</tr>
<tr>
<td>Herman Van de Mosselaar</td>
<td>Artsiss Plantijn University College, Antwerp (Belgium)</td>
</tr>
<tr>
<td>Jacques van der Meer</td>
<td>University of Otago (New Zealand)</td>
</tr>
<tr>
<td>Reiko Yamada</td>
<td>Doshisha University, Kyoto (Japan)</td>
</tr>
</tbody>
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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 qualitative or quantitative research that has been conducted on issues addressing student transitions.

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

Assessed Institutional Initiatives (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.

PROPOSAL REVIEWERS

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| Austin Peay State University                                             | 12 | 37th Annual Conference on The First-Year Experience®
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Jonathan Zeitlin  AdviseStream
Lynn Zlotkowski  Mount Ida College
Kara Zwieg  University of Minnesota
Penguin Random House

Author Events at First-Year Experience®
San Antonio Marriott Riverwalk, Salon A, B, C

Saturday Dinner
February 10, 2018 | 7:45pm-9:30pm

Omar El Akkad
American War
(Knopf)

John Freeman
editor of
Tales of Two Americas
(Penguin)

Lauren Markham
The Far Away Brothers
(Crown)

Imbolo Mbue
Behold the Dreamers
(Random House)

Sunday Lunch
February 11, 2018 | 12:30pm-2:00pm

Nate Blakeslee
American Wolf
(Crown)

Francisco Cantú
The Line Becomes a River
(Riverhead)

Franklin Foer
World Without Mind
(Penguin Press)

Yaa Gyasi
Homegoing
(Vintage)

To register for any of these author events or for more information, go to: tiny.cc/PRHFYE18 or sign up at the PENGUIN RANDOM HOUSE BOOTHs #23-26 and #43-44

Please join the conference conversation on Twitter: @NRCFYESIT FYE18
Mark Your Calendar

March 26 - April 20, 2018
Maximizing Digital Tool Use in the First-Year Seminar: Helping Students to Become Digital Learners Online Course

April 13 – 15, 2018
Institute on Sophomore Student Success Columbia, South Carolina

April 30 – May 25, 2018
Common Readings: Creating Community Beyond the Book Online Course

June 1 - 3, 2018
Institute on First-Year Student Success in the Community College North Charleston, South Carolina

July 27 – 29, 2018
Institute on First-Generation College Students Columbia, South Carolina

October 13 - 15, 2018
25th National Conference on Students in Transition Indianapolis, Indiana

February 16 – 19, 2019
38th Annual Conference on The First-Year Experience Las Vegas, Nevada

ONLINE COURSES
ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

MARCH 26 - APRIL 20, 2018
MAXIMIZING DIGITAL TOOL USE IN THE FIRST-YEAR SEMINAR: HELPING STUDENTS TO BECOME DIGITAL LEARNERS
Instructor: Brad Garner

APRIL 30 - MAY 25, 2018
COMMON READINGS: CREATING COMMUNITY BEYOND THE BOOK
Instructor: Catherine Andersen

REGISTER TODAY AT www.sc.edu/fye/oc
PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 10

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS
Lunch is provided for all preconference workshop participants

W-1 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences
8:00 a.m. – 12:00 noon | $135 | Lone Star A
Bryce Bunting, Assistant Clinical Professor, Counseling & Career Center – Brigham Young University
Dallin George Young, Assistant Director for Research, Grants, and Assessment – National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

W-3 | It Takes a Village: Initiatives and Programs to Support First-Generation and Rural College Students
8:00 a.m. – 12:00 noon | $135 | Lone Star B
Carmen Gonzalez, Director of the Lookout Scholars Program – University of North Carolina-Chapel Hill
Sharon Levine, Counselor and Coordinator for Transition Courses – University of North Carolina-Chapel Hill

W-4 | The Changing Face of Higher Education: Adding the “O” to FYE
8:00 a.m. – 12:00 noon | $135 | Republic B
Matthew Belanger, Assistant Vice President of Academic Operations & First Year Experience – Southern New Hampshire University
Jamie Holcomb, Associate Dean of Faculty – Southern New Hampshire University
Jazz Jackson, Associate Dean of First Year Experience and Retention Programs – Southern New Hampshire University

W-5 | Critical Thinking Pedagogy in the First-Year Experience and University Transition
8:00 a.m. – 12:00 noon | $135 | Seguin
Robert Kenedy, Associate Professor, Department of Sociology – York University

W-6 | The Magic’s in the Method: Techniques for Various First-Year Experience Courses
8:00 a.m. – 12:00 noon | $135 | Bowie B
Tom Carskadon, Director of First-Year Experience Programs and Professor of Psychology – Mississippi State University

W-7 | A Primer on Developing, Implementing, or Re-Envisioning a First-Year Seminar
9:00 am – 4:00 noon | $135 | Travis A/B
Stephanie M. Foote, Assistant Vice President for Teaching, Learning, and Evidence-Based Practices – John N. Gardner Institute for Excellence in Undergraduate Education
Dan Friedman, Director, University 101 Programs – University of South Carolina
Mary Stuart Hunter, Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect – University of South Carolina

W-8 | Best Practice in the First College Year: Defining What Works and Why
9:00 a.m. – 4:00 p.m. | $235 | Crockett A/B
John N. Gardner, Chair and Chief Executive Officer – 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, 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-10 | Triple Threat: Impacting Retention of Students with Multiple High Risk Factors
1:00 p.m. – 5:00 p.m. | $135 | Lone Star A
Tiffany Stewart Bellafant, Director of First Year Students – Tennessee State University

W-11 | Moving from Learning Styles to Research Based Learning Strategies
1:00 p.m. – 5:00 p.m. | $135 | Presidio C
Marsha Fralick, Professor Emeritus – Cuyamaca Community College

W-12 | Affecting the First-Year Experience for Latino and African-American Males
1:00 p.m. – 5:00 p.m. | $135 | Republic B
Wayne Jackson, Director of Multicultural Academic and Support Services – University of Central Florida
Tony Davis, Counselor – Montgomery County Community College

W-14 | Using the Science of Motivation to Engage All Learners
1:00 p.m. – 5:00 p.m. | $135 | Bowie B
Christine Harrington, Executive Director – New Jersey Center for Student Success at the New Jersey Council of County Colleges
Melissa Thomas, Lecturer, TIP Scholars Program – University of Texas at Austin

Please join the conference conversation on Twitter: @NRCFYESIT #FYE18
SATURDAY, FEBRUARY 10

W-15 | Student Success Initiatives Built Upon Data Analytics
1:00 p.m. – 5:00 p.m. | $135 | Seguin

Alan Bearman, Professor of History, Dean of University Libraries and the Center for Student Success and Retention
– Washburn University

Bob Handley, Director of Strategic Analysis and Reporting
– Washburn University

Elaine Lewis, Assistant Undergraduate Director
– Virginia Tech

W-16 | Exploration Before Declaration: Helping Our Students Find Their Calling
1:00 p.m. – 5:00 p.m. | $135 | Lone Star B

Michele Campagna, Executive Director of the Center for Advising & Student Transitions
– Montclair State University

Joe Cuseo, Past Advocate, Professor Emeritus, Psychology Educational Advisor
– Marymount College, AVID for Higher Education

Opening Session with Awards Recognitions and Keynote Address
5:30 p.m. – 7:15 p.m.

Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Campus Conversations about Race

Lila Cockrell Theatre (Henry B. Gonzalez Convention Center)

Beverly Daniel Tatum, President Emerita
— Spelman College

Walk into any racially mixed high school and you will see Black youth seated together in the cafeteria. Of course, it’s not just the Black kids sitting together—the White, Latinx, Asian Pacific, and, in some regions, American Indian youth are clustered in their own groups, too. The same phenomenon can be observed in college dining halls, faculty lounges, and corporate cafeterias. What’s going on here? Is this self-segregation a problem we should try to fix, or a coping strategy we should support? How can we get past our reluctance to talk about racial issues to even discuss it? These and other related questions will be the focus of our conversation with Dr. Tatum.
Outstanding First-Year Student Advocate Award
5:30 p.m. – 7:15 p.m. | Lila Cockrell Theatre (Convention Center)
The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates.
Sponsored by Cengage Learning and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

Featured Session
An Evening with John Gardner
8:00 p.m. – 10:00 p.m. | Lone Star DE
John N. Gardner, Chair and Chief Executive Officer
—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.
Welcome to FYE 2018 San Antonio!

Please visit the Cengage exhibit booth #47-48 to experience **MindTap College Success** and learn how you can **Be Unstoppable**!

- Higher Retention Rates
- Personalization of Course Content
- Better Critical Thinking
- More Student Engagement
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**MINDTAP JAMBOREE**

Visit us in Booth #47-48 to register for our “MindTap Jamboree” Faculty Appreciation Event and enter to WIN an iPad Air!

Cengage is the proud co-sponsor of the “Outstanding First-Year Student Advocates Awards.”
JOIN US FOR AN AUTHOR DINNER
cohosted by
HARPERCOLLINS and MACMILLAN

SUNDAY, FEBRUARY 11, 7:30 PM
LDR BALLROOM
HENRY GONZALEZ CONVENTION CENTER

Book signings to follow dinner

Margot Lee Shetterly
HIDDEN FIGURES:
The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race

Erik Weihenmayer
NO BARRIERS:
A Blind Man’s Journey to Kayak the Grand Canyon

Renee Engeln
BEAUTY SICK:
How the Cultural Obsession with Appearance Hurts Girls and Women

Anthony Ray Hinton
THE SUN DOES SHINE:
How I Found Life and Freedom on Death Row

Please stop by our booths to pick up your invitation or to RSVP.

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Do you want your FYE program to make a life-changing impact on your students?

Try the VitaNavis platform to give students (and yourself) the data-driven direction needed for success. Students get access to interactive, actionable, and reputable career guidance. They make better, future-oriented decisions through engaging results customized just for them.

And with the back-end data and reporting from VitaNavis, you’re empowered to make better decisions.

Decisions that drive your strategy for first-year experience, counseling, and career planning programs. Decisions that help you plan your programs more effectively. Visit our booth so we can show you how.

VitaNavis feedback from first-year students:

90% “This was a valuable experience”
85% “Aware of more major options”
89% “Better equipped to make decisions”

*While supplies last. Only one gift per type, per person.
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June 1 - 3, 2018
North Charleston, South Carolina

Register by May 23, 2018 at:
WWW.SC.EDU/FYE/IFYSSCC

Institute on
FIRST-YEAR STUDENT SUCCESS
IN THE COMMUNITY COLLEGE

GUIDES FOR
PARENTS AND FAMILIES

Academic Advising in the First Year of College: A Guide for Families
Virginia N. Gordon, Julie Levison, and Tim Kirkner
A joint publication with NACADA, the Global Community for Academic Advising
$2 each when purchased in 100-unit lots.

A Guide for Families of Commuter Students: Supporting Your Student’s Success (2nd ed.)
Cathie Hatch, Tracy L. Skipper, Jennifer Porter, and Caitlin Herby
A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
$2.25 each when purchased in 100-unit lots.

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
ISBN 978-1-68927-91-0. 32 pages. $3 each.
$2 each when purchased in 100-unit lots.

TO PURCHASE, VISIT STYLUS IN BOOTH 3 – 4

OR PLACE YOUR ORDER AT WWW.NRCPUBS.COM
CT-1 Imagining Parents as Students Themselves: One Online Program, Two Institutions
Lone Star A

Amy Baldwin
Director of University College, Literacy & Writing Faculty
University of Central Arkansas

Laurie Hazard
Professor, Applied Psychology

Stephanie Carter
Director of Academic Center of Excellence
Bryant University

What happens when a university pilots an online program for parents? Do the parents “show up” and, more importantly, do they find helpful information to support their student? This presentation focuses on a public, Southern university and a private, Northeast university and their online program for parents, and how parents used it to enhance support for students. The presenters will share how they each implemented the online program, marketed it through the university parent and families program, and how parents responded.

CI-2 Supporting Faculty Development in First-Year Experience Programs
Lone Star B

Tiffany Shoop
Associate Director for Special Programs, Center for Instructional Development & Educational Research

Jennifer Culhane
Director of First Year Academic Initiatives
Virginia Tech

A key to making the first-year experience program at Virginia Tech an effective educational practice is an intentional focus on faculty support, which has resulted in a robust faculty development program and the creation of a community of practice. This presentation will highlight a dynamic approach to faculty development, which includes (a) regular professional development mini-conferences; (b) one-on-one instructional consultations; (c) workshops designed to meet the needs of first-year experience faculty; (d) support for scholarship of teaching and learning projects; (e) recognizing excellence in teaching and supporting first-year students; and (f) guidance and support of a community of practice.

CI-3 Institutional Identity Expressed Through High-Impact Practices in the First Year
Lone Star C

Jodi Koslow Martin
Vice President for Student Engagement
Rich Kohng
Assistant Vice President for Student Engagement
North Park University

Institutional identity is a wonderful way to create curricular innovation inclusive of high-impact practices. As a small institution, North Park University significantly revised its curriculum and offers first-year students unique learning experiences by making use of its city’s location. With a keen focus on being city-centered as an institution, our students participate in innovative learning communities, gain internship experience, and take courses in a revised academic schedule that incorporates the neighborhoods of Chicago. This presentation will focus on how the story of an institution can bring life to a first-year student’s experience.
FD-4 The “Hand-Off”: Transitioning Student Support From Admissions to First-Year Experience
Lone Star D
Elaine Lewis
Assistant Undergraduate Director
Virginia Tech
Katherine Hilson
Assistant Director for Student Programs and Communication, Office of Undergraduate Admissions
University of South Carolina

“They recruit, I retain.” We often see the role of admissions as something very different and separate from that of the first-year experience. But is it really that different? This session will explore the relationship between admissions and first-year experience offices nationwide. The facilitators will lead groups in conversations about how to work collaboratively during the summer and fall term to ease the student transition. Participants will leave the session with new, inventive ways to engage with their institution’s admissions staff in order to promote student success.

FD-5 Recruiting and Training Student Leaders
Lone Star E
Wendy Rogers
Assistant Director of Learning Community Leaders
Jacob Haskins
Graduate Assistant
Ohio University

Embracing the value of doing more with less, participants in this session will learn the benefits of using students to help recruit and train student leaders. As they recognize the importance of understanding the role and opportunities student leaders can provide our offices, participants will share a variety of approaches that can be adapted for their own needs. Attendees will understand the significance of creating a diverse pool of qualified applicants to effectively serve the mission of our office. Attendees will leave with at least one idea that can be implemented at their own institution upon returning from the conference.

CI-6 Accessible, Affordable, Engaging: Open Educational Resources in the First-Year Seminar
Lone Star F
Lacy Hodges
Assistant Director, Center for Academic Enrichment
Fred Rascoe
Scholarly Communication Librarian
Seth Porter
Social Sciences Librarian
Georgia Institute of Technology

This session will discuss the implementation of an Open Educational Resource (OER) textbook in the first-year seminar course at Georgia Tech. In order to make our first-year seminar course more accessible, affordable, and engaging, the previously required for-cost course textbook has been transformed to a no-cost online OER. We will discuss the effectiveness of the new text for our students and instructors, challenges we faced in developing the text, and our plans for improving and revising the OER for future semesters.

CR-7 Understanding the First-Year Experience in South Africa: A National Perspective
Bowie B
Annsilla Nyar
Director
South African National Resource Centre for the First-Year Experience and Students in Transition

Little is known about the overall national landscape of the first-year experience (FYE) in South Africa, i.e., how it is staffed, funded, and supported; which programmatic initiatives fall under the purview of FYE; and where and how the FYE is located on an institutional level. This paper provides a critical analysis of the national state of FYE. It describes the architecture of FYE programs and initiatives, assesses the progress made in the field, and offers a critical prognosis for the future of FYE in student affairs.

CR-8 Student Self-Selection Into FYS: Why or Why Not?
Travis A/B
Angela Vaughan
Director, UNIV 101
Susannah Moore
Instructor, University 101
University of Northern Colorado

Although decades of research have consistently shown the positive relationship of student achievement with participation in first-year seminars (FYS), many students still choose not to enroll in these programs. As many programs are not required, participation is dependent on student self-selection. This study assesses the reasons behind students’ choice to enroll in FYS or not. Data was collected at the beginning of the fall semester from first-semester freshmen (N = 450) and should provide a comprehensive representation for students’ motivation to enroll or not. Demographic data will also assess potential reasons for different groups (e.g., gender, first-generation status, academic preparedness).
CI-9 First-Year Study Abroad: Lessons Learned From the iCharleston Program
Travis C/D
Bruce Fleming
Director, First Year International & Experiential Programming
Jordan Flynn
Assistant Director/Academic Advisor, iCharleston
College of Charleston
Clare Woessner
First Year Program Manager
Foundation for International Education
iCharleston is an innovative first-year international bridge program encouraging first-year students to grow as individuals, develop affinity with the College of Charleston, and actively engage in high-impact educational experiences emphasizing global citizenry while using study abroad. Unique relationships between iCharleston and academic partners are highlighted through program development, creation, and implementation of this international experience. This presentation will specifically demonstrate program design and curriculum subject matter and discuss qualitative and quantitative program assessment from iCharleston student cohorts, along with initiatives put in place throughout the program’s history based on evidence from assessment over a three-year period.

CR-10 Making Connections: Noncognitive Skills, the First-Year Seminar, and Retention
Presidio A
William Moultrie
Associate Dean, University College
North Carolina Central University
Ross Markle
Senior Assessment Strategist
ETS
As part of a multifaceted approach to improving student success, North Carolina Central University’s University College implemented a noncognitive assessment that informs a holistic approach to affect student success. While the University College as a whole has seen annual increases in retention by 3-4% since its inception, noncognitive data have provided a framework to understand and guide the success of the first-year experience. This study examines the success of more than 800 students enrolled in our Proactive Student Success Course in Fall 2016, showing relationships among key noncognitive skills, course success, and student retention.

CT-11 Asset-Based Learning, Reflection, and Community Engagement in First-Year Seminars
Presidio B
Joanne Kropp
Assistant Professor of Instruction, Entering Student Program
Karina Calderon
Lecturer, Entering Student Program
Michelle Fuentes
Lecturer, Entering Student Program
University of Texas at El Paso
The University of Texas at El Paso is a Hispanic-serving, four-year, research-intensive institution whose students are primarily first-generation college attendees and Pell Grant-eligible. Most students are bilingual, work while attending college, have demanding outside responsibilities, and are focused on obtaining a career to change their socio-economic status. By redesigning our course to emphasize asset-based learning, we are helping students discover their true potential through self-reflection, practical application, and community engagement. This session will provide information on assignments, activities, resources, and reference materials that address asset-based learning, reflection, and community engagement.

CT-12 Supporting Students in Their Pursuit of a Future in Health Care
Bonham B
Patrick Hickey
Clinical Associate Professor, College of Nursing/Faculty Principal, Capstone Scholars Program
David Simmons
Associate Professor and Faculty Principal, Galen Health Fellows Program
University of South Carolina
Charting a course for a future in health care as a first-year student is problematic to say the least, as so many unknowns are associated with the health care environment. While TV shows such as Grey’s Anatomy, Code Black, and Chicago Med glamorize the lives of health care providers, the reality is that death and dying, pain and suffering, and consistent stress are realities in an environment of healing. Through the combined efforts of two faculty-led living-learning communities, Capstone Scholars and Galen Health Fellows, health care students are exposed to a variety of experiences that confirm for most their future in life!

E-13 5 Undeniable Signs It’s Time to Improve Your Orientation
Bonham C
Doug Sawyer
Vice President of Sales
Comevo Inc.
When should you add online orientation to your program? Based on over 500 interactions with colleges and universities, hear the top five reasons why schools added online orientation to their game plans to support retention and student success.
CI-14 Free-Range Advising: Meeting Students Where They Are
Bonham D

Mary Culkin
Director of Academic Success

Dina Mireles
Academic Counselor

Roel Martinez
Academic Counselor
St. Edward's University

How do we actually meet freshmen where they are, especially if we're in offices and students are elsewhere? How do we engage all freshmen in impactful ways to guide them as they make the transition to college? We meet them where they are—developmentally AND geographically! The freshman population at St. Edward’s University is 50/50 living-learning community (LLC) and non-LLC. By providing an overview of how an appreciative advising model in the residence halls, classrooms, coffee shop, and traditional office setting can foster student retention and success, we hope to help others think creatively about approaches to first-year student development.

E-15 The Importance of Recognizing Academic Achievement in First-Year Students
Bonham E

Eileen Merberg
Executive Director
Alpha Lambda Delta

Many colleges and universities have programs in place for students who struggle academically during their first year. Academic probation and the subsequent programs in place to support students are important components in the higher education landscape. But are we doing enough to also support students who do well? In some cases, assumptions are made that those who excel academically are fine and don’t need as much support. Learn how offering membership in a scholastic national honor society for first-year students can enhance your academic offerings and support the retention of successful students.

CI-16 Framework for Engagement Across the Curriculum
Crockett A/B

Meredith Skaggs
Director of QEP

Kaye Brown
Associate Professor of English
Owensboro Community & Technical College

Building a campus-wide first-year experience (FYE) that engages students and faculty, from associate of arts programs to veterinary technology programs at a two-year community and technical college, requires partnerships at all levels. Using our successful common reading program, active collaboration between student and academic affairs, and maximizing our teamwork between technical and general education faculty, Owensboro Community and Technical College builds a culture of success around the FYE.

CT-17 The Multicultural Success Academy
Crockett C/D

Darrell King
Senior Associate Director, Multicultural Business Programs

Sherri Henry
Associate Director, Undergraduate Academic Services
Michigan State University

This presentation highlights a successful partnership between Multicultural Business Programs and Undergraduate Academic Services to address transitional issues for multicultural students. To expand the impact of the Summer Business Institute (SBI), in 2011 a “bridge” component, the Multicultural Success Academy (MSA), was added. The MSA was designed to address some of the most difficult barriers to student success, academic development, and professional identity. This program positively contributes to the increased number of SBI students who were admitted to the college and persisted to earn a degree.

CT-18 Improving First-Generation Student Success With Instructional and Advising Pathways
Seguin

Tracey Glaessgen
Assistant Director, First-Year Programs

Mark Biggs
Associate Dean, College of Arts and Letters

Kelly Wood
Director, First-Year Programs & Provost Fellow for Student Success

Rachelle Darabi
Associate Provost
Missouri State University

Though first-generation students tend to gain more benefits, including increased cultural capital, from interacting with faculty and advisors than continuing-generation students, they are less likely to do so (Ward et al., 2012). An integrated approach to assist faculty in working with first-generation students, from both an instructional and advising standpoint, offers additional student support to improve success. In this interactive session, participants will gain an understanding of different and related faculty training programs to support first-generation students. Participants can gauge how their institutions could incorporate a first-generation instructional/advising support approach.
CI-19 Themed Learning Communities Leverage E-Portfolios for Integrative Learning
Bowie A

Steve Graunke
Director of Institutional Research and Assessment

Amy Powell
Director, Themed Learning Communities

Lisa Angermeier
Clinical Associate Professor and Coordinator for FYE, School of Physical Education and Tourism Management
Indiana University-Purdue University Indianapolis

This session will focus on a direct assessment of integrative learning in first-year student e-portfolios in themed learning communities, using a VALUE rubric. An assessment of first-year students’ integrative e-portfolios across three themed learning-community courses indicated students can articulate integrative learning across experiences and disciplines, transfer learning to new situations, engage in integrated communication, and display sense of self through reflection and self-assessment. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection, integrative learning assignments, and using assessment results for program improvements.

CT-20 The First-Year College Experience for Students With Intellectual Disability
Republic B

Joshua Baker
Assistant Professor of Special Education

Nathan Slife
Assistant Professor in Residence, Educational Psychology & Higher Education
University of Nevada, Las Vegas

College enrollment has increased over the past few decades. This increase has included a rise in nontraditional students, first-generation students, and more recently students with intellectual disabilities and autism. This presentation will detail the preliminary literature and a study examining the effects of a Universally Designed college classroom compared to a traditional approach in an inclusive first-year freshman seminar course. From their personal experiences, the presenters believe the first-year experience course is one of the most important for these special populations. Specific, specialized strategies and results will be discussed.

CT-22 Becoming a Learner: Framing the Purpose of a College Education
Lone Star B

Matthew Sanders
Associate Dean, College of Humanities and Social Sciences
Utah State University

The key to increasing student retention is aligning student expectations with the mission of higher education. However, this is a significant challenge because nearly all students assume that college equals professional job training. This results in significant confusion and frustration about general education and the whole degree. This session discusses an institution-wide effort at Utah State University to align students’ expectations with the institution’s mission. Presenters will explain various interventions in first-year experience programs and share assessment data that show the effectiveness of this message on improving student motivation, efficacy, satisfaction, and retention.

CT-23 Integrating E-Portfolios Into the First-Year Seminar to Enhance Student Learning
Lone Star C

Annie Kelly
Learning Portfolio Program Manager
Kevin Clarke
Assistant Director of First and Second Year Advising
Loyola University Chicago

Learning portfolios (e-portfolios) were recently designated as high-impact educational practices, joining first-year seminars as proven practices that support deep, integrative learning and critical reflection. This session will demonstrate how learning portfolios can be integrated into the first-year seminar to enhance student learning. Through active participation, participants will gain an understanding of how learning portfolios can be used to enhance learning outcomes and make student learning visible, and how to design curriculum and instruction techniques to support student learning and development. Participants will also gain an understanding of how learning portfolios can be used to assess student learning and achievement.
FD-24 Bridging the Summer Experience: Supporting the College Transition
Lone Star D
Carly Edwards
Assistant Director of New Student Programs
Michael Coombes
Director of New Student Programs
North Carolina State University
Summer bridge programs provide opportunities for students to transition to the university environment by connecting them with other new students, staff, peer educators, and campus resources before the fall semester. In this session, the facilitators will share an overview of components of summer bridge programs and lead attendees in collective reflection on best practices for these programs. Participants in this facilitated discussion will collaborate with professionals from peer institutions to identify applicable initiatives, including participant recruitment; course selection and scheduling; cocurricular programming; and peer educator involvement.

FD-25 Create Your University Common Read
Lone Star E
Matthew Ebbott
Director of First Year Seminar
Western State Colorado University
Assigning a common read can be a challenge to faculty academic freedom. We have found the balance by creating our own place-based common read that is a resource for all instructors in our first-year seminar classes and helps connect freshmen to our university and community. Learn how Western created ours and how you can create yours!

CI-26 Retention Is Up 10%: The Secrets to Success … Without Money
Lone Star F
Alan Bearman
Dean, University Libraries and The Center for Student Success & Retention
Sean Bird
Associate Dean, University Libraries and The Center for Student Success and Retention
Washburn University
Elaine Lewis
Assistant Undergraduate Director
Virginia Tech
This session will discuss and demonstrate how a commitment to good data analytics and new student success practices can improve retention without a significant financial investment. Presenters will discuss calculated risks taken to reallocate portions of a university’s undergraduate libraries budget to create a student success unit and develop new initiatives to improve retention and on-time graduation. With less than $100,000 to invest, we have increased first-time, full-time retention 10% in just five years.

CR-27 The Impact of First-Year Seminars at a Large Research Institution
Bowie B
Masha Krsmanovic
Doctoral Student and Graduate Teaching Associate
Jamil Johnson
Academic Coordinator
University of Central Florida
Research examines the impact of a three credit-hour first-year seminar focusing on measurable learning outcomes and specific course material related to student transition and persistence at the University of Central Florida. The study evaluates students’ self-reported competencies in acquiring and applying the following academic goals: college-level research, goal setting, time management, decision making, career readiness, financial literacy, stress management, and academic and social integration. The seminar enrolls over 1,500 students annually in general first-year and special population sections: international, student athletes, education-declared, out-of-state students, STEM, and the Summer Bridge Program.

CR-28 Tracing Self-Efficacy, Rejection, & Social Isolation Across the Sophomore Transition
Travis A/B
Sara Connolly
Director of Counseling, Associate Professor
David Oberleitner
Department Chair and Associate Professor, Psychology
Joe Guarneri
Graduate Student
University of Bridgeport
Often associated with the “sophomore slump,” the second year of college represents a defining period for students. At many institutions, the sophomore year is the last chance students have to declare a major and chart the beginnings of their career path (Schaller, 2005). The associated anxieties often create a psychologically disorienting phase for students (Gahagan & Stuart Hunter, 2006). Yet, the sophomore-year transition is understudied and underrepresented in the literature (Tobolowsky, 2008). This presentation will discuss the results and implications of a study that examined the relationships between social isolation, rejection sensitivity, self-efficacy, and adjustment in sophomore students.

CI-29 Orientation + Data + Peer Mentoring = Student Success
Travis C/D
Beth Nikopoulos
Director, Student Life
Candace Eldridge
Orientation Coordinator
North Lake College
This is an interactive discussion about how North Lake, a large community college near Dallas, shifted the focus of orientation from a registration-centered program to a model of social integration that has been institutionalized as a mechanism to improve retention. The session will provide information related to the structure, goals, and successes of North...
Lake’s mandatory Trail Blazer Orientation and new peer mentoring program. Participants will learn how they can develop a similar orientation, along with mechanisms for tracking attendance, theoretical underpinnings, evidence of orientation’s effectiveness related to student retention, and the impetus to develop a peer mentoring program.

**CT-30 Orienting the Scholarly Mindset: Placing Scholars’ Stories Center Stage**
Presidio B

**Kari Marken**
Educational Designer, First-Year Experience
University of British Columbia

In the dramatic pedagogical transition from high school to university, a first-year student tries to make meaning of the academy by viewing themselves as a character in the new and unique educational setting. They seek institutional narratives and scholarly connections that might answer their most urgent question: “Do I belong here?” In this session, we will focus on the powerful potential for stories—specifically about faculty members’ academic journeys—to bring growth mindset, academic tenacity, and wise intervention research to life in large, staged orientation events.

**FD-31 Publishing Research and Practice on College Student Transitions**
Bonham B

**Forrest Lane**
Editor, Journal of The First-Year Experience & Students in Transition

**Brad Garner**
Founding Editor, The Toolbox

**Christina Hardin**
Editor, E-Source for College Transitions
University of South Carolina

The National Resource Center offers multiple opportunities for scholars and practitioners to publish on college student transition experiences. *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. *E-Source for College Transitions* is an electronic newsletter providing practical strategies for student success. The editors of both publications will be on hand to discuss strategies for crafting strong manuscripts, provide an overview of the submission processes, and describe opportunities for involvement with the publications’ editorial boards.

**E-32 Discover Your Path: Helping Students Find Their Best Career Path**
Bonham C

**Matt Guruge**
CEO
Awato

This session will provide participants an opportunity to learn more about the role career interests play in student success. Given the importance of career pathways, it is even more important for students to discover their interests as early as possible. The discussion of research around interests and student success will be followed by a demonstration of a dynamic new set of career assessment tools and a discussion of how campuses are introducing careers in the first-year experience.

**E-33 The Other 4.0 That Really Matters in the First Year**
Bonham B

**Julien Gordon**
Speaker, Author, and CEO
*Julien Gordon Speaking and Publishing*

Student involvement is a proven key to improving graduation rates. However, while students are only in class 12-16 hours per week compared with 30 hours a week in high school, students often mismanage their time because they lack structure in college.

In this session, you will learn
- why students procrastinate, and how to help them overcome it;
- proven time management techniques to help students avoid all-nighters and graduate on time;
- how to help student prioritize their week in advance and say no to things that don’t matter; and
- stress-free ways to help students manage heavy workloads during midterms and finals.

**CT-34 Why Wait? First-Year Students and Career Competency**
Crockett A/B

**Susannah Waldrop**
Director, Student Success

**Susan Kolb**
Academic Adviser for Student Athletes

**Jessie Cochran**
Career Services Coordinator
University of South Carolina Upstate

When discussing their reasons for attending college, most students put career or job opportunities at the top of the list. Are they really doing anything in that first semester that helps them to be career-ready? This session will review the career competencies defined by the National Association of Colleges and Employers and discuss ways to incorporate the competencies in the first-year seminar. Additionally, presenters will share three active learning-based lessons that teach one or more career competencies.
This session will cover how the special-topic sessions of the first-year experience program at TTU addresses topics of cultural importance and contemporary relevance to help students acquire the vocabulary to handle these issues with respect. Sessions explored include gender and sexuality, race/ethnicity, sexual assault, mental health, substance abuse, and microaggressions to garner students’ ability to critically consider and reflect upon their own experiences. Measurements of empathy (a targeted goal for the pilot program, through perspective taking) and overall mental health and success (through connection) will be covered in order to present the students’ experiences at this conference.

CI-36 Reaching Generation Z Through First-Year Programming
Seguin

Jennifer Coplea
CNAS Scholars Coordinator
University of California, Riverside

Generation Z is reshaping higher education. These students are influenced by social media, technology, and peers. Accommodating student needs and success is a top priority at UCR, a Hispanic-serving institution with high enrollment of first-generation and low-income students. The College of Natural and Agricultural Sciences (CNAS) has four-year graduation rates around 30%, but CNAS Scholars’ first-year program completers show higher first-term GPAs, retention, and graduation rates. Students in the program benefit from a learning community, research opportunities, peer mentoring, peer tutoring, and faculty and advisor support. Join the discussion on successful ways to engage, retain, and graduate generation Z.

CT-37 Tale of a Turnaround: Building First-Year Seminars for Student Success
Bowie A

Nate Clason
Coordinator, Campus-Based Freshman Seminars

Paul Brown
Coordinator, Freshman Seminars Abroad

James Lucas
Assistant Dean, Global Education and Curriculum
Michigan State University

For the past two years, Michigan State University has sought to reorganize and reconceptualize its first-year seminars and first-year experience model. This session will discuss how MSU developed its Spartan Pathway model and used that effort to create and expand seminar offerings. The presenters will emphasize transferable concepts from the reform effort including the development of learning outcomes; fostering campus support, partnerships, and collaborations; and implementing assessment. Attendees will discuss pertinent issues such as requiring instructor training, demonstrating value to stakeholders, and implementing assessment protocols.

CT-38 NAASS: Supporting Summer Session & FYE Professionals
Republic B

Steven Girardot
Associate Vice Provost for Undergraduate Education & President-Elect, NAASS
Georgia Institute of Technology

Founded in 1964, the North American Association of Summer Sessions (NAASS) is a professional association of higher education administrators and faculty who lead or work closely with summer and special sessions on their campuses. In this session, the president-elect of NAASS, who also has extensive experience with first-year experience (FYE) programs, will discuss the unique role summer session can play in the context of undergraduate education and the FYE. The session will also include an overview of NAASS and how this organization and its resources can support FYE initiatives and professionals.
admitted to the university by the Office of Undergraduate Admissions. Students who accept the offer to join the SOAR program must successfully complete the six-week summer bridge program in order to receive full admission into the university for the fall semester. The program received the NACADA 2010 Institutional Advising Certificate of Merit for its work in retaining students.

CT-41 Instructor Recruitment and Development for the First-Year Experience Course
Lone Star C
Julie McLaughlin
Professor/Department Chair, First-Year Experience (FYE) courses
Cincinnati State Technical and Community College

Joe Cuseo
Professor Emeritus, Psychology
Marymount California University

The quality of a first-year experience (FYE) course depends not only on its content and pedagogy, but also on the quality of its instructors and the instructional preparation they receive. Intentional instructor recruitment and substantive instructor training result in greater course impact on student learning and retention. This session identifies effective strategies for recruiting, selecting, and preparing FYE course instructors, and for designing and delivering a comprehensive instructional development program.

FD-42 Academic Probation: Helping First-Year Students Overcome Early Challenges
Lone Star E
Karlin Luedtke
Assistant Dean
Rachel Most
Associate Dean for Undergraduate Programs
University of Virginia

While poor academic performance is difficult to overcome at any point in a college student’s career, incurring academic probation during the first year is fraught with particular challenges. Students may not be aware of academic support resources or the array of university resources that can help them address non-academic stressors. Students also may lack confidence in their ability to improve academically. As faculty and administrators concerned with retaining first-year students and helping them succeed in college, it is important to understand how academic probation impacts students and how we can best support them in their return to good standing.

CI-43 Collaborate and Listen: Unified Efforts to Retention and Student Success
Lone Star F
Richie Gebauer
Executive Director, First-Year Experience and Student Transitions
Anne Filippone
Executive Director, Student Engagement and Leadership
Cabrini University

Ongoing review and assessment of initiatives is critical in all campus departments, but it’s especially important when working with first-year students. At Cabrini University, an intentional partnership was forged between Academic and Student Affairs that led to a critical review of pre-enrollment data and other at-risk factors that contribute to or inhibit the success of students on campus. This data drives how we engage students in curricular and cocurricular initiatives prior to their arrival and throughout their first year, leading to success for the students and higher retention rates for the institution. Specific strategies and future implications will be discussed.

CR-44 Improving Student Success by Reimagining Learning Communities
Bowie B
Lunden MacDonald
Director, First Year Success
Metropolitan State University of Denver

This presentation will detail the transformation of a marginally effective and traditional first-year programming intervention into a highly effective learning community experience that helps compensate for the lack of a first-year experience course at an open-access public institution. By involving faculty in an innovative approach to curriculum design and content delivery, we moved the needle on multiple measures of student success. Details of the program and ideas for promoting faculty involvement will be discussed. Participants will have the opportunity to assess data from the study and discuss possible iterations and applicability for their institutions.

CT-45 Hands Across the Sea: UK/USA Collaboration on Common Reading
Travis A/B
Alison Baverstock
Associate Professor and Director, The Kingston University Big Read
Kingston University London and The University of Mississippi

Wendy Morris
Specialist Librarian and KU Big Read Champion
Kingston University

Leslie Bannerhan
Assistant Vice Chancellor for Student Affairs

Dewey Knight
Associate Director, Centre for Student Success and First Year Experience

Melissa Dennis
Head of Research and Instruction Services
University of Mississippi

Pre-arrival shared-reading is well established in the United States, much less so in the United Kingdom. The University of Mississippi and Kingston University, 5,000 miles apart, outline their involvement and summarize how associated research projects can monitor and publish evaluated outcomes. Both institutions’ common reading programs (the University of Mississippi’s Common Reading Experience and Kingston University’s Big Read) intend to welcome new students and improve enrollment, engagement, and retention. Collaborators share best practices and explore points of difference, e.g., how to encourage wide colleague involvement and expand reading into associated communities, involving public libraries and targeting marginalized groups, including the homeless.
CR-46 Getting Real About Fake News: First-Year Students and Media Evaluation
Travis C/D

James Sponsel
Information Literacy and Assessment Librarian
Davidson College

Fake news is an issue that impacts all areas of our society, but how does it affect first-year college students? At Davidson College, we conducted an assessment of first-year students on the topic of fake news and media evaluation. This session will explore findings from the assessment, which presented students with authentic examples of real and fake news. Key insights from this first-year student data include the role social media plays in students’ news consumption and how students’ evaluative practices influence their ability to detect fake news.

CT-47 Welcome Generation Z! Save the World, Love the Learning
Presidio A

Constance Staley
Professor of Communication, Special Assistant to the Chancellor
University of Colorado, Colorado Springs

Steve Staley
Professor of Humanities
Colorado Technical University

Generation Z, the newest generation of college students, has arrived on our campuses. Gen Z’s are practical learners who consistently ask themselves, “What’s in it for me?” They absorb information instantaneously but lose it just as fast. Their learning is non-linear and “messy,” but Gen Z’s flourish when instructors move from “sage on the stage” to “mentor in the center” facilitators who teach organically and authentically and create rich, diverse, relevant, hands-on, technology-rich content. This session will focus on “pracademic” teaching tools for Gen Z’s drawn from a blend of practical application and academic experience.

CT-48 Restructuring a First-Year Seminar: Moving Beyond Retention
Presidio B

Paty Cantú
Instructor

Hayley Kazen
Assistant Professional
Texas A&M International University

Faced with the challenge of incorporating core curriculum assessments and quality enhancement plan student learning outcomes into the first-year experience (FYE) program at Texas A&M International University, FYE faculty and staff decided to restructure the first-year seminar to meet these goals. The process involved structuring the course in academically challenging ways that integrate several high-impact practices, including undergraduate research, service-learning, and diversity/global learning. Presenters will address the process, challenges, and benefits of designing a first-year seminar that goes beyond retention and sets students on a trajectory of inquiry and analysis without compromising the development of acclimating to college life (non-cognitive skills).

CT-49 Student Athletes and the First-Year Experience
Bonham B

Michael Puma
Co-Director, Messina Living Learning Program

Colleen Campbell
Director, Student Athlete Support Services
Loyola University Maryland

Student athletes are often pulled in many directions as they learn to balance their academic, athletic, and social commitments. Their competing demands may limit the overall the quality and frequency of their engagement with the campus community and their peers (Quaye & Harper, 2014). How might first-year experience participation benefit student athletes in the classroom, in residence halls, and with their peers? This session will explore how we can partner with colleagues across campus to creatively and authentically integrate student athletes into our initiatives while gaining an appreciation of their individual and collective contributions to our campuses.

E-50 Expanding Texting Efforts to Improve First-Year Experience
Bonham C

Arianna Hartmann
Director of Customer Success
Signal Vine

Dan Chandler
Assistant Director, First-Year Experience
Brigham Young University

Brigham Young University has used Signal Vine’s text messaging platform for the past three years to support newly admitted undergraduate students by connecting them with peer mentors via interactive text messaging. This session will focus on the continued impact of two-way, personalized text messaging on BYU’s first-year peer mentoring program. It will discuss BYU’s experience texting first-year students, including best practices, challenges, and outcomes over the years.

E-51 Preparing Future-Ready Learners in Student Success
Bonham D

LaShana Stokes
Interim Dean of Student and Academic Success
Harrisburg Area Community College

Matthew Wilson
Chair of FYE and ESL
Wilmington University

Andrea Franckowiak
Coordinator of the English Department & FYE
Dyersburg State Community College

Our session will share key findings from a recent survey conducted by McGraw-Hill Education of more than 700 student success instructors and coordinators on the challenges facing their courses and programs. Join us to hear a panel of instructors, course coordinators, and administrators share best practices on how they are addressing these challenges at their institutions. Topics will include desired competencies and outcomes for first-year experience (FYE) and student success courses; addressing the needs of a varied student population; tools, materials, resources,
and assessments to improve performance; and measuring and positively impacting persistence and retention.

**CT-52 Talking Race: Teaching Millennials to Navigate Difficult Classroom Conversations**
Bonham E

Sonia Gipson Rankin
Associate Dean for Curriculum and Program Development
University of New Mexico

Controversial speakers. Monuments. Free speech. Civil campus. Students arrive from a plethora of backgrounds, often untrained in how to have productive conversations with peers about issues of race, gender, or sexual orientation. How does the educator start the conversation? When should one interject? Does it change hearts and minds? In this session, we will discuss the impact of cognitive dissonance in student learning with respect to racial inequality in the first-year experience. The instructor of our freshman seminar, Race in the Digital Age, will model dialog, using practices that can be used on a variety of subjects or modified for different classrooms.

**CI-53 Whistling a Symphony: Creating Campus Collaborations to Support Student Success**
Crockett A/B

Dorothy Ward
Director, Entering Student Program

Ann Gabbert
Associate Director, Entering Student Program
University of Texas at El Paso

Developing partnerships with other campus offices is key for delivering effective first-year programming. At the University of Texas at El Paso, the Entering Student Program (ESP) works in collaborative partnerships to provide instructional support, faculty development, and shared programming. This session will examine the various ways ESP and key university offices collaborate and how the collaborations benefit all involved. The presenters will also provide recommendations for developing such partnerships on your campus.

**CI-54 A Pre-Fall Program Focused on Wellness: Creation, Implementation, and Assessment**
Crockett C/D

Valerie Wherley
Clinical Assistant Professor

Gail Samdperil
Associate Dean
Sacred Heart University

Research indicates student retention is influenced by many factors, including but not limited to: academic advising, social connectedness, involvement and engagement, faculty approachability, learning experiences, and student support services. Pre-fall programs, or programs offered before the fall semester, offer first-year students a unique and focused university experience with a small cohort of peers. A successful pre-fall program, incorporating faculty interaction, academic support, and social engagement, can lead to student satisfaction. While creating and implementing a pre-fall program is challenging, the positive outcome is value added for a university.

**CI-55 The First-Year Seminar and High-Ability Students**
Seguin

David DeWeil
Associate Principal, Capstone Scholars Program

Katie Zimmerle
Assistant Principal, Capstone Scholars Program

Cassie Davis
Assistant Principal, Capstone Scholars Program

Duncan Culbreth
Assistant Principal, Capstone Scholars Program

University of South Carolina

High-ability students come to college with tremendous aspirations but also with a unique set of challenges. The Capstone Scholars Program was created in 2005 at the University of South Carolina to recruit, retain, and facilitate access to beyond-the-classroom opportunities for high-ability students while offering University 101 as a common academic experience. This session will focus on the needs of high-ability students, the role of the first-year seminar in the Capstone Scholars Program, and the adaptation of University 101 over the past decade to meet the needs of high-ability students.

**CT-56 Fostering Frameworks: Building Student Support Networks Through Professional Development Badging**
Bowie A

Catherine Thomas
Associate Dean, School of Transitional Studies

Karen Jackson
Assistant Dean, School of Transitional Studies
Georgia Gwinnett College

One challenge facing faculty and staff at higher education institutions, and particularly those with an access mission, is understanding and supporting their students in a holistic manner. Organizations with a high proportion of traditionally at-risk students must balance resource demands with providing the intensive teaching and advising models recommended for student success. This presentation explores the Student Success professional development badge as one efficient, effective model for building a holistic student support network on campuses.
The Bridge Scholars Program is in its 12th year at Georgia College. This highly successful residential learning community is designed to transition conditionally admitted first-year students to our institution. Our bridge students boast a graduation rate 14% higher than traditionally admitted students. We will provide detailed information about our program’s infrastructure and highlight key campus partnerships. We will discuss strategies on how to create balance in your bridge program, focusing on determining when and where adjustments are needed to enhance student success. Come learn how our program has continued to thrive through changes in leadership, structure, and staffing.

11:30 a.m. – 1:00 p.m. Featured Session

FD-58 Social Justice Educators in Today’s World: A Discussion of the Critical Role of FYE Professionals

Lone Star D

Victor B. Saenz
Chair, Department of Educational Leadership and Policy (ELP)
University of Texas at Austin

First-year practitioners and administrators represent arguably the most important frontline professionals at our higher education institutions. They can significantly shape the experiences of our incoming college students, especially those from underrepresented or historically marginalized communities. Intentionally or not, our institutions can sometimes be structured in ways that deny access to resources or opportunities based on specific or perceived characteristics (e.g., race, gender, class, religion, sexuality, or disability). Thus, it is necessary to critically reflect and examine our work as first-year professionals, to re-examine our institutions and the unintentional structures they can erect through cultural norms or traditions, and the patterns of inequality that often accompany the experiences of first-year students or students in transition. This facilitated discussion focuses on how we can center a social justice approach to our practice as FYE professionals. Once diagnosing challenges that accompany the first-year experience for students, we will explore key solutions and approaches to improving our practice. All first-year students should have equal access to institutional resources, they should be made to feel welcomed, they should be made to feel like they belong. Enabling conversations about these issues can empower first-year practitioners and professional to critically reflect upon their concerns and work actively to address the unjust situations that can accompany the experiences of first-year students.
personnel collaborate as partner instructors. Faculty who are assigned to teach their disciplines’ one-credit-hour transitions course are paired with student affairs, library, or graduate student volunteers. Discipline faculty deliver discipline-specific content, and volunteer instructors deliver content on time management, strategic learning, resiliency, managing college life, and successful student behaviors. This session will present the results of four years of data, indicating the success of this collaborative model.

FD-62 Improving Community and Academic Success Through Campus-Wide Information Literacy Conversations  
Lone Star D  
Kate Otto  
Assistant Librarian  
Marquette University  
As information becomes increasingly challenging to navigate and sort, larger gaps form in students’ levels of familiarity with information literacy and the research process, making it more difficult for instructors to effectively and efficiently teach core concepts. This facilitated discussion session will allow faculty, staff, and service providers to discuss ways to simplify research and information literacy, collaborating on multiple campus fronts to help first-year students create a foundational research skill set.

FD-63 Integrating Service-Learning and Common Read Initiatives for Transformative Learning  
Lone Star E  
Catherine Barber  
Associate Professor Director, Research Program  
Jo Meier-Marquis  
Associate Professor; Chair of Psychology Director, Freshman Symposium  
Ulyses Balderas  
Associate Professor, Director of Study Abroad  
Lindsey McPherson  
Assistant Vice President for Student Success  
Randy Soffer  
Assistant Professor, School of Education  
University of St. Thomas-Houston  
Service-learning and common read programs are successful high-impact practices often incorporated into the first-year experience. Students may experience increased benefits when these practices are integrated, with a major service-learning project stemming from the theme of the selected common read. Furthermore, integrating these initiatives may provide greater opportunities for transformative learning. This facilitated discussion uses reflection activities and group discussion to explore questions of how best to integrate service learning and common read initiatives, how to manage co-planning, and how to effectively measure outcomes.

CT-64 Just in Time: Training That Works for FYE Instructors  
Lone Star F  
Brooke Moore  
Coordinator of First-Year Seminars  
Todd Stanislav  
Director, Faculty Center for Teaching & Learning  
Ferris State University  
Have you been frustrated with providing professional development training where no one shows up? Have you tried every marketing tool and delivery method you know to increase participation? Our instructors are proud to teach our first-year experience (FYE) course and consider themselves a community of scholars. This didn’t happen overnight. Come learn the combination of techniques that have led to well-trained FYE instructors. Participants will learn what works with busy faculty and staff. Consideration will be given to why it is important to involve instructors, the timing of the training, and how to use an instructor survey to help navigate the process.

CT-65 Community, Access, and Thriving: Theory-Based Approaches to Supporting First-Year Transitions  
Bowie B  
Bryce Bunting  
Assistant Clinical Professor, Student Development  
Brigham Young University  
Dallin Young  
Assistant Director for Research, Grants, and Assessment  
National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina  
The first year of college is critical in determining long-term student success. This presentation introduces the framework of Legitimate Peripheral Participation (LPP) as a tool for understanding how to support students’ thriving in the first year of college. Further, the session will provide practical guidance for how campus leaders can develop or refine first-year programs that not only support the development of critical skills, habits, and attitudes, but facilitate students’ entry into the academic and social communities of their campuses.

CI-66 Increasing Campus Engagement Through Selfie Documentation: The GPS Initiative  
Travis A/B  
Mary Schultz  
Professor, Student Life Skills  
Whitney Rhyne  
Director, Strategic Initiatives  
Florida SouthWestern State College  
Florida SouthWestern recognizes that engaging students with college academic, social, and personal support resources promotes academic success. This session will describe the GPS, a project in which students use their cellphones to document participation in campus activities. The presenters will describe how the development of the GPS increased engagement among first-time-in-college students, a challenging endeavor for community-based colleges, and fostered partnership between student and academic affairs. Participants will examine student examples of completed GPS projects. The presenters will show quantitative and qualitative data that indicate increases in student participation and retention, as well as increased interdepartmental collaboration.
CR-67 Understanding First-Year Students’ Situated Circumstances
Travis C/D
Nosisana Mkonto
Head of Department, Student Learning
Emmanuel Esambe
Lecturer, Academic Literacy
Cape Peninsula University of Technology
Students entering higher education institutions globally do so from diverse social, economic, and educational backgrounds. The majority struggle with transition into the new learning environment. Universities are challenged to provide a quality first-year experience to support smooth transition and academic student success (McInnis, 2001; Tinto & Astin, 1993). In this regard, understanding students’ situated circumstances (Bourdieu, 1984) is a key factor in developing, planning, and implementing inclusive first-year interventions to improve student learning and development.

CR-68 Engaging Curriculum to Guide Your Students on a Career Pathway
Presidio B
Cindy Morrin
Associate Professor, Counseling
Cuyamaca College
How does your college get ALL your students on a career pathway? Everyone talks about guided pathways and making sure students choose a major that meets their ultimate career goals. Personalized career planning, Campus SaVE and Title IX requirements can be wrapped up in a student-friendly course that can help your most at-risk students persist, succeed, and find a pathway in one semester. Learn how to increase student success, persistence, and completion with an engaging, online, interactive curriculum. Participants will have access to the full curriculum and career assessments that can be integrated with your campus LMS such as Canvas.

E-69 Collaborating on Success: Using Data Insights to Drive Cross-Campus Initiatives
Bonham B
Stephanie Pearcy
Director for First-Year Student Outreach and Success
Indiana State University
Nate Cole
Senior Professional Services Consultant
Skyfactor
Over the past eight years, Indiana State University has developed a comprehensive and centralized approach to the outreach and support of first-year students by leveraging Mapworks platform data and tools, contributing to an increase in four-year graduation rates. Currently, as a result of targeted collaborations across campus, data insights are being used to drive and inform a variety of initiatives/services, including student programming, first-year experience course development, athletic academic services, a conditional admit program, career services, and first-year advising. Our session will cover specific collaborations, describing use of data within each initiative, best practices, and results.

CI-70 25 Years of Peer Leadership in University 101
Bonham C
Mike Dial
Assistant Director for Peer Leadership
Sloane Stuart
Graduate Assistant for Peer Leadership
University of South Carolina
University 101 Programs (UNIV101) at the University of South Carolina (USC) serves as a national model for first-year seminars. While not the first, USC was certainly an early adopter of peer education in first-year seminars. Since 1993, UNIV101 has used high-achieving, upper-division students to help thousands of first-year students transition to and through USC. In this session, facilitators will share the UNIV101 model of peer leader recruitment, selection, training, and recognition. Participants will leave with resources to design or improve peer leader programs at institutions large and small and at the department, college, or institutional level.

E-71 Using Technology to Streamline Onboarding, Enhance Orientation and Improve Readiness
Bonham D
Kristen Seldon
Director
Innovative Educators
Meg Foster
Coordinator, Online Student Services & SDV 100 Instructor
Reynolds College
For many first-year students, college can be overwhelming with regard to coursework demands, study strategies, test-taking, and basic knowledge about using campus resources. Using case studies, we will examine how colleges can support students using technology from recruitment to graduation, specifically addressing critical moments during the student life cycle: recruitment, onboarding, the first year, and career readiness. We will discuss how a combination of tools such as online orientation, online enrollment checklists, and online student success workshops guide students through the onboarding process, prepare them to start strong, and help them succeed in the first year.

E-72 One Goal: Bridging the Gaps Between Senior Year and First Year of College
Bonham E
Chantelle George
Director of College Persistence, Houston
Venice Williams
Director of College Persistence, Houston
One Goal: Graduation
According to the Pell Institute (2016), funding for first-generation students has declined over the past decade, while the number of first-generation college students has grown. In addition, only 22% of students from low-income communities earn a college degree (bachelor’s and/or associate), compared with 67% of their peers from high-income areas (OECD, 2012). During this session, we will discuss One Goal, a national community-based organization that uses an in-school approach to bridge the gap from high school to college. The mission of One Goal is simple: college completion.
CI-73 AUx: Development and Impact of a Unique First-Year Experience Course
Crockett A/B

Andrea Malkin Brenner
Director, American University Experience and Assistant Professor, Sociology
American University

In Fall 2018, every American University first-year student will complete a full-year general education course designed to ensure that diversity, inclusion, and free speech are part of the core curriculum. This presentation explains the class themes, assessment, and plan to roll out the course to nearly 1,800 students in 2018-2019. Attendees will learn insights into making the case for, and ultimately creating and implementing a course designed to help students transition to college, in doing so becoming part of a community of learners from a variety of backgrounds and with a range of experiences.

CI-74 Connect. Create. Collaborate: Rethinking First-Year Seminar Instructor Training
Crockett C/D

Katherine Powell
Director, Office of First-Year Experience

Olivia Vasquez
Student Coordinator, Office of First-Year Experience

Elizabeth Gunter
Assistant Student Coordinator, Office of First-Year Experience
Berry College

One of the challenges of sustaining a first-year seminar program is keeping instructor development engaging and meaningful for all. With limited time and funding, we struggled to create a program that provided new instructors with necessary tools and information while still being relevant and motivating for veterans. Our solution was to rethink our traditional one-day instructor workshop as a conference, modeled on the University of South Carolina’s Teaching Experience conference and adapted for a small, private institution. In this presentation we will share the step-by-step process for designing and marketing our conference, enlisting presenters, and bringing participants on board.

CT-75 Blazers Bounce Back: Building Resilience Skills in FYE
Seguin

Lisa Kerr
Director, Vulcan Materials Academic Success Center

Angela Stowe
Director, Student Counseling Services and Wellness Promotion
University of Alabama at Birmingham

As rates of mental health challenges including stress, anxiety, and depression continue to rise on college campuses, institutions seek ways to effectively deliver proactive programming to build resilience skills among students. At the University of Alabama at Birmingham, our first-year experience program partnered with Student Health and Wellness as well as University Libraries to incorporate a curriculum that promotes student development of resilience skills. Learn how these three departments collaborated to infuse resilience skill-building opportunities into distinct weeks of the UASC 101 course in ways that promote information literacy, time management, and growth mindset.

CI-76 Coaching and Student Success With Life Design in Mind
Bowie A

William Johnson
Student Success Navigator/Life Design Catalyst Coach
University of North Carolina at Greensboro

The Life Design Program was instituted at UNC-Greensboro to empower students, through the exploration of purpose and meaning, to optimize their lives in becoming the best version of themselves, as well as identifying their gifts and talents to be in greater service to something bigger than themselves. This session will describe the program, the one-credit, first-semester “What Could I Do With My Life” course, as well as the impact on retention and graduation rates, and results on student learning outcomes.

FD-77 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates
Presidio A

Allison Moghaddasi
Marketing Manager, Communication & College Success
Cengage Learning

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

This session will center on an interactive and open discussion with the recipients of the Outstanding First-Year Student Advocates award, cosponsored 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.
CT-78 Double Flipping: Personalized Learning to Address the First-Year Readiness Gap
Republic B
Guy Krueger
Writing 101 Curriculum Chair/Core Lecturer
Karen Forgette
Writing 100 Curriculum Chair/Core Lecturer
Andrew Davis
Instructional Technology Designer
*University of Mississippi*

Funded by the Gates Foundation, we sought to address college readiness gaps by creating micro-modules addressing local concerns and providing greater student control over personalization. This presentation details our development process, how our trials with other courseware led to the current project, and how our experience might be valuable to other campuses considering personalized learning tools in first-year courses. We propose that locally generated, modular courseware can help “double flip” high-contact, general education courses. By modifying the definition of personalized to give agency to the student, this method may promote student ownership of the learning process in addition to equalizing outcomes.

3:30 p.m. - 4:30 p.m.

CT-79 Promoting Student Success: Bringing Academic Advisors Into the FYE Course
Lone Star A
Herbert Bruce
Associate Director, University Academic Advising Center
Nick Sano-Franchini
Academic Advisor, University Academic Advising Center
*Virginia Tech*

Students underestimate the value of academic advising, and few follow through on their adviser recommendations. How do you get them to become more responsive and understand the value of advising? Include the advisor in the first-year experience (FYE) class. This session will discuss the current data regarding the use of academic advisors in the FYE classroom, provide compelling parallels between the learning objectives of developmental academic advising and FYE courses, and review several models designed to include advisors in the classroom. Presenters will also offer classroom assignments and activities to augment academic advising.

E-80 The First Year Matters: But What Matters Most?
Lone Star B
John N. Gardner
Chair and CEO

Betsy O. Barefoot
Senior Scholar
*John N. Gardner Institute for Excellence in Undergraduate Education*

The presenters are co-founders of the John N. Gardner Institute, an 18-year-old non-profit organization, which has enabled them to extend their formative work at the University of South Carolina. In this session, 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, they 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” through course redesign to reduce rates of D,W,F,I grades. They will also discuss the importance of implementing, to a high degree, aspirational plans for improvement. This session will be interactive to address questions you may have of two of the founders of the FYE movement.

FD-81 Students With Family Responsibilities: Challenges and Resources
Lone Star D
Kristina Papa
Assistant Director, Admissions
Nerissa Gillum
Associate Professor, Family Sciences
*Texas Woman’s University*

Transitioning to college may be a challenge for students with family responsibilities as they strive to successfully manage the multiple dimensions of their family and school lives. Their time management, housing arrangements, and social activities may look different from traditional students’ lives. This facilitated discussion will include learning and sharing knowledge about the challenges these students may encounter, family-focused resources within higher education, and innovative ways to develop a college community of support for students with family responsibilities.

CT-82 Preparing Peer Mentors: An Instructional Design Approach to Summer Online Readings
Presidio A
Jane Carlile
Peer Mentor Supervisor
Dan Chandler
Assistant Director, First-Year Experience
Bryce Bunting
Assistant Clinical Professor
*Brigham Young University*

Peer mentors have a powerful impact on first-year students when evidence-based mentoring skills are an integral part of training and assessment. One institution is using the slower-paced summer months to teach and infuse best practices into the mentoring done by their peer mentors. This session introduces the online training modules developed and used for this purpose. Based on leading instructional design theories, these modules systematically teach a variety of proficiencies, both cognitive and noncognitive, to help peer mentors internalize and improve their mentoring skills. Design steps, best practices, and assessment tools adaptable by any mentor training program will be shared.
CT-83 Designing a Motivational Syllabus: A Learning Path for Student Engagement
Lone Star C
Melissa Thomas
Lecturer, TIP Scholars Program
University of Texas at Austin
Christine Harrington
Executive Director
NJ Center for Student Success at the NJ Council of County Colleges
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 motivational syllabus and some great resources such as a syllabus checklist.

FD-84 A New Paradigm: A High-Impact First-Year Student Program
Lone Star E
Beverlyn Grace-Odeleye
Assistant Professor/Director, STAR Program
Jessica Santiago
Academic Success Coach, Academic Enrichment and Learning
Shawn Watkins
Associate Professor, Reading
Kevin Casebolt
Professor/Physical Education
East Stroudsburg University of Pennsylvania
The summer bridge program is widely adopted in educational institutions for diverse reasons, including providing remedial courses, making adjustments to academic rigor for college persistence, promoting positive social interaction with peers and faculty, equipping students with success techniques, promoting self-regulation, and encouraging lifelong learning. However, the admission criteria, program duration, academic content, and university-wide engagement vary according to the needs of each university and the target population. This session will discuss an integrated, programmatic approach and implementation of a six-week program designed to enhance academic readiness, persistence, and review outcomes on retention to graduation rates over the past five years.

CI-85 Yes, No, Maybe: Student Ratings of 75 Common Reading Books
Lone Star F
Tom Carskadon
Professor of Psychology and Director of FYE Programs
Theresa Fitchie
Graduate
Mississippi State University
We will explain a specialized methodology for rating potential common reading books. We will then share systematically obtained data from representative samples of first-year students who read and rated 75 possible choices for common reading books, including many of those most frequently adopted nationwide in recent years. Some books get a definite “yes,” others a definite “no,” and some a qualified “maybe.” Specific, practical suggestions for program success will be provided, along with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are encouraged to share their own common reading experiences at this session.

CI-86 Integrating Campus Partners Into a First-Year Seminar
Bowie B
Catherine Greene
Assistant Director for Campus Partnerships, University 101 Programs
Sandy Greene
Program Coordinator, University 101 Programs
Katherine Edmond
Graduate Assistant, University 101 Programs
University of South Carolina
University 101 Programs uses campus partners to present area-specific content and expertise in the first-year seminar. This session will focus on the benefits of using campus partner presentations to connect students with campus resources and support learning outcomes. Presenters will outline a framework for using these presentations in the first-year seminar. Presenters will also share assessment strategies and recommendations for incorporating these presentations with the first-year seminar.

CT-87 Implementing and Assessing Learning Communities at a Regional University
Travis A/B
Liz Patterson
Assistant Vice President for Student Success
Kim Murray
Assistant Professor of Sociology
Joe Burzynski
Assistant Professor of English
Kelly O’Keefe
Coordinator of New Student Transition Programs
Travis Garvin
First-Year Experience Graduate Assistant
Texas A&M University
Many universities have implemented learning communities as part of their programming for first-year students. One of the key features in A&M-Texarkana’s implementation of learning communities is the collaboration among faculty, staff, and students. Courses included in our learning communities are taught exclusively by full-time faculty and include a first-year experience coach to mentor new students. This session will provide specific information on creating and assessing curricular learning communities that are intentionally designed to help students connect with the campus community and foster integrative learning through shared reading and learning experiences.

Please join the conference conversation on Twitter:  @NRCFYESIT #FYE18
In summer 2017, orientation at Georgia Highlands was transformed by adding elements of student success into each session. Over the years, the faculty’s role in orientation had diminished. The goal was to incorporate the voices of faculty, staff, administrators, and students back into orientation programming. To do so, the unit of New Student and Retention Programs sought out feedback from faculty, staff, and administration about the things students need to know to be successful, both in and out of the classroom. That list was narrowed down to the Top 10 Things to Know to Be Successful at GHC.

We conducted a survey of students registered in Sociology 1010 in the fall of 2016 and identified the tasks that caused trouble in the course and likely in other courses as well. About 4 in 10 students from various disciplines enrolled in the course can be considered “at risk” in terms of generic skills essential to academic success and degree completion. It is likely that the frustration of many of these students will show up in poor grades, non-completion of their degree requirements, negative evaluations of their instructors, and expressions of dissatisfaction on evaluations of their university experiences.

Learning goals and objectives were developed by the university to meet the board of trustees-mandated first-year retention rate. Initiatives, successes, and failures for first-year students will be discussed. Campus programming and analysis of data will be presented to demonstrate what we feel helped to increase retention of students from first to second year. We have designed and implemented courses targeted to specific learning groups and are assessing the success of those courses. As part of our latest quality enhancement plan initiative, we have undertaken an expanded program to allow students to discern, experience, and achieve their academic goals.

An estimated 20-50% of students enroll in school as “undecided.” Although findings are mixed on the impact this has on graduation, the research is clear on the connection between interests and income, college persistence, and grades. In this session, we will outline a framework of identifying, measuring, and connecting student interests to education pathways and ultimately, the world of work, using the SuperStrong assessment. Our partner schools, including the University of Minnesota, will outline their inclusion of interest measurement and its impact on admissions, enrollment, engagement, and other metrics.

Success—it is what we want for all students! In fact, it is the reason you are here. Have you ever wondered why it seems that sometimes some students struggle despite having a ton of potential and resources at their disposal? Research tells us the answer to this question is often mindset. This interactive presentation goes beyond stating the research and actually shares tangible strategies on how to use cognitive science and technology to teach this important skillset to students in the critical “First 3” to have a tremendous impact on success and retention!

In this session, we will show examples of structured, holistic first-year experience (FYE) programs as supported by a system to scale and institutionalize FYE activities. We will talk about how universities across the United States are using practices to deepen the intentionality of students about their first-year choices, with the goal of increased persistence and deeper student engagement. The session will also show how to use this data as a launching point for comprehensive four-year plans. This session will be interactive, with audience discussion about processes and structure around FYE programs.
CI-94 Thriving Instead of Surviving: Intentionally Reenvisioning the Small-College FYE  
Crockett A/B  
Brad Harmon  
Assistant Dean for the First-Year and Second-Year Experience  
Furman University  
This presentation features a small, private liberal arts university’s application of thriving to redesign various aspects of its first-year experience including new student orientation, the first Cultural Life Program, and training for academic advisors and peer educators. Participants will be provided an introduction to thriving research and insight into the process behind ongoing programmatic changes, the scope of the resulting changes, and future applications in development. Participants will also be asked to consider ways they can inspire thriving students on their campuses.

CT-95 Snapshot of Service: Connecting Gen Z to Service and Engagement  
Crockett C/D  
Lisa Kamody  
Assistant Director, Learning Community Programs/Course Coordinator  
Meagen Rinard  
Graduate Assistant for Learning Community Programs  
Rose Troyer  
Graduate Assistant for Community Service  
Ohio University  
Entrepreneurial, 4-D thinkers, and technology-reliant are adjectives used to describe Generation Z, or those born around 1995 or later. How can first-year programs help Gen-Z students connect to their new college/local communities and become involved in community service and engagement? Learning Community Programs at Ohio University developed a collaborative, student-led team approach to provide brief (but well-rounded) Snapshot of Service events. Primarily using social media and hands-on tabling events, Snapshot of Service promotes and educates students about community service initiatives. This session will focus on the challenge of providing meaningful service connections to large numbers of Gen-Z students, and participants will engage in sample Snapshot of Service activities.

CT-96 An FYE Department: Advancing the Ideals of Liberal Arts Education  
Seguin  
Michelle Liptak  
Visiting Assistant Professor for First-Year Seminar  
Britt Haas  
Visiting Assistant Professor for First-Year Seminar  
Siena College  
The goals of Siena College’s First-Year Seminar (FYS) are to teach students how to think, read, and write critically and introduce them to the college’s Franciscan mission. What is commonly overlooked, however, is the FYS’ ability to serve all of the faculty and academic departments, as it is a nexus of active and experiential learning strategies and instructional methods used to advance the ideals of a liberal arts education. Making FYS an academic department will result in more support, recognition, and legitimization but will also mark a true shift toward valuing and sharing excellence in teaching.

CI-97 The Art of Success Coaching: Strategies for First-Year Student Success  
Bowie A  
Beth Holder  
Associate Dean of Student Success  
Britt Carl  
Senior Success Coach  
High Point University  
First-year student success—as measured by retention and satisfaction—has increased at High Point University, a private four-year institution in North Carolina. This success has been attributed to the use of Success Coaches, professional staff who serve as academic advisors and mentors to all first-year students. Our Success Coach model provides academic and transitional support to all first-year students as they begin their college journey. Participants of this session will learn tricks of the trade including strategic touchpoints, differentiated and purposeful coaching/advising, relationship building, and predictive retention. Through strategic measures, Success Coaches emphasize to our students: You matter!

CI-98 How Are Your SPIES? Retention Through Wellness  
Republic B  
Lisa Johnson  
Associate Vice President for Student Success  
Ronda Gentry  
Director of Student Persistence and Engagement  
Tusculum College  
This session explores successes and challenges of SPIES (Social, Physical, Intellectual, Emotional, Spiritual), an initiative designed to increase retention by providing for individual wellness through community engagement. Participants will also discuss applications on their campuses.

4:45 p.m. - 5:45 p.m.  
CT-99 Scaling HIPs Down to Foster Student Learning and Engagement  
Lone Star A  
Stephanie Foote  
Assistant Vice President for Teaching, Learning, and Evidence-Based Practices  
John N. Gardner Institute for Excellence in Undergraduate Education  
Josie Baudier  
Instructional Designer  
Kennesaw State University  
High-impact practices (HIPs) have become commonplace in American higher education. Although several HIPs (e.g., first-year seminars, learning communities, common intellectual experiences) are aimed at early college students, national data indicate students do not participate in these experiences equally (NSSE, 2014). With the goal of designing first-year seminars and other courses to intentionally introduce and engage students in HIPs, this interactive session will lead participants through a process of scaling HIPs “down” to their individual classes. Participants will leave the session with a plan and resources to design, redesign, or enhance a course or program to incorporate one or more HIPs.
CI-100 Empowering Students to Design College, “Designing Your Stanford” Course Insights  
Lone Star B  
David Evans  
Co-founder, Stanford Life Design Lab  
William Burnett  
Executive Director, Stanford Design Program  
Stanford University  
Students have mastered the art of getting into college, but they often arrive underprepared to make the most of it. To meet this challenge, the Stanford Life Design Lab created “Designing Your Stanford” (DYS), teaching students to use design thinking to “get more out of college—not cram more into it.” This session will describe the DYS curriculum development process, review student impact via pre-course and post-course survey analysis, compare DYS to other first-year Stanford programming, share insights from the first five years, and provide a forum to discuss how design thinking can grow student self-authorship and creative confidence.

CI-101 Critical Thinking Assignments and Activities for a Media-Obsessed Generation  
Lone Star C  
Whitney Rhyne  
Director, Strategic Initiatives  
Mary Schultz  
Professor, Student Life Skills  
Florida SouthWestern State College  
At Florida SouthWestern State College, initiatives to promote higher-level thinking skills have been and are being instituted both college-wide and in classrooms, particularly in Cornerstone Experience, a required course for all first-time-in-college students. This presentation will focus on specific assignments and activities with the goal of enhancing a student’s disposition toward critical thinking and strengthening their habits of mind in the pursuit of developing a well-cultivated critical thinker. Session facilitators will share learning objectives and implementation details, as well as assessment tools and data from several college-wide activities and classroom assignments.

FD-102 Professional Development for Peer Educators: What Does Your Program Provide?  
Lone Star D  
Murillo Soranso  
Director, First-Year Experience  
University of Illinois at Urbana-Champaign  
Peer educators are an essential part of first-year experiences (FYE). Research has shown that peer educators contribute to the success of FYE programs because first-year students learn a great deal from them. But what do peer educators get in return for serving in these roles? What skills, abilities, and attitudes are peer educators developing in our programs? In this facilitated discussion, participants will (a) discuss what professional development (PD) looks like for their peer educators; (b) share how they provide (or do not provide) PD opportunities for their peer educators, and (c) identify areas of strength and opportunities for enhancement.

FD-103 Caring for DREAMers: Collaborating in Undocumented Student Support Practices  
Lone Star E  
Leonor Wangensteen  
First Year of Studies Academic Advisor  
University of Notre Dame  
Undocumented immigrant student support in U.S. higher education is gaining widespread attention. Some 800,000 undocumented youth may soon lose their temporary legal protections and work permits under the 2012 DACA program, and political and legal tensions surrounding immigration reform continue to escalate. Best practices in DREAMer support often fluctuate according to changes in federal, state, local, and academic policy and law. Specialists can use collective expertise to understand and drive innovative solutions to their students’ unique obstacles. Critical care for DREAMers is enhanced by tapping into national resources such as non-for-profit organizations and by networking with other college advocates.

CI-104 Cultivating Campus Conversations About Race: Two Books, Two Years  
Lone Star F  
Sarah Crawford-Parker  
Assistant Vice Provost, First-Year Experience  
Howard Graham  
Associate Director for Academic Programs  
University of Kansas  
This session will discuss a two-year effort to connect first-year students to campus conversations about race through a common reading program. Recognizing the necessity of fostering belonging while also facing a volatile climate locally and nationally, the selection of Ta-Nehisi Coates’ Between the World and Me and Claudia Rankine’s Citizen: An American Lyric presented important opportunities for discussing structural racism, microaggressions, and ways to create a more inclusive campus. This session will share results from an assessment project to measure student engagement with both books and generate discussion about what these findings mean for cultivating sustained conversations about race.

CI-105 FYE: The 6th Man in University Athletics  
Travis C/D  
Leah Kendall  
Director, Office of the First-Year Experience  
Winthrop University  
Like it or not, student buy-in to university athletics has a profound impact on retention. Some students are born branded. Indiana fans wear Hoosiers onesies from birth. Clemson Tigers bleed orange. Florida Gators participate in chants at family gatherings. Let’s face it, buy-in at these large-scale athletic programs comes natural. But what about smaller universities where connection between athletics and campus life is strained? Can student engagement in their athletic experience have the same impact? We think so. Join this session to see how partnerships between FYE programs and athletics can create buy-in, change your culture, and drastically impact retention.
SUNDAY, FEBRUARY 11

CR-106 How Cultural Events Programs Build the Academic and Campus Community
Presidio B
James Tuten
Professor of History
Kathy Westcott
Professor of Psychology
Juniata College
Bill White
Associate Professor of Communication
Penn State University-Altoona

Focus group interviews with undergraduate seniors looking back on their first-year and subsequent experiences attending on-campus cultural events were transcribed, coded, and analyzed using a grounded theory approach to create an account of their role in shaping the college experience. This account includes the outcomes articulated by students, as well as the hindrances and affordances that affect those outcomes. The findings have implications for those designing first-year academic and cocurricular programming.

CI-107 The Transformed Student
Bonham B
Jamye Hardy
First-Year Experience Coordinator
LaShante Walker
Vice President of Academic Affairs
American Baptist College

In an attempt to meet the academic needs of its students, American Baptist College implemented a student volunteer-based academic support program. Students who participated in the program increased individual academic performance and positively impacted the institution’s retention rate. Since its inception, the program has grown to provide both academic and student support resources and has continued to positively impact retention rates. This session will cover the assessment, planning, implementation, and evaluation process of Student Success Services at American Baptist, which continues to maintain fidelity to its goal of meeting the demonstrated needs of students.

E-108 Retention Begins With Recruitment … or at Least It Can
Bonham C
Don Pitchford
Director of Higher Education Partnerships
ACT

This session provides insight into this decades-old statement. There is little doubt that certain students retain at a higher rate on your campuses. Do you know the characteristics of these high-retaining cohorts of students? Best practices will be discussed about recruitment strategy associated with predictive modeling, prospect pool development and how to use all the noncognitive data on the ACT score report to identify “good fit” students for your campus during the recruitment process.

E-109 Leveraging the Four Frames of Student Success
Bonham D
Allison Laske
Assistant Director, Campus Relations
Campus Labs

Every year, institutions deploy numerous initiatives across campus in an effort to support first-year student success. At most institutions, these success initiatives fall into one of four frames: data and analytics, support and services, policies and procedures, or programs and engagement. While these efforts are intended to work in tandem, campuses often succumb to a compartmentalized approach when measuring their impact, making it difficult to know what’s actually working—or not working. This presentation will explore the steps you can take to establish a data-informed, holistic view of student success and truly make an impact.

E-110 Critical Personal Finance Topics for College Student Success
Bonham E
Amy Marty Conrad
Program Director
CashCourse

Financial literacy has become a key part of student success for many institutions of higher learning in the United States. Because the topic of personal finance is so broad, it can be challenging to identify which concepts are most critical for college students to learn. This session will review methodology for determining financial topics that are most essential to a student population, as well as trends in the field of financial literacy and tactics for more engaging financial education programs.

CR-111 Student Career Confidence Enhancement in First-Year Experience Courses
Crockett A/B
Steven Rodriguez
Assistant Professor, Education/Student Development
Northwest Vista College

With college costs and course requirements ever on the rise in an increasingly unpredictable job market, college major and degree choice planning have perhaps never been more important. To help students achieve these goals, two first-year experience (FYE) courses were each offered different career assessments. As recommended by the assessment publisher, one group was offered individual consultation after assessment, and the other class was not. The group that received consultation reported greater confidence in their career decision-making ability than the other group. Implications for curricular integration of career assessment in FYE courses will be offered.
CT-112 Effectively Engaging Campus Partners in First-Year Programs
Crockett C/D
Vaughn Love
Living Learning Communities Coordinator
St. Edward’s University
Collaboration between academic affairs and student affairs is vital in the effort to enhance and support student learning. Students are best served when university professionals and faculty can work cooperatively to create meaningful and holistic learning environments. St. Edward’s University’s Living Learning Communities (LLC) liaison program serves as an example of how to promote collaboration across campus and create a seamless learning experience for students. This presentation will demonstrate how St. Edward’s University’s LLC liaison initiative produced multiple connection points for students, unique opportunities for student learning, and best practices for creating and maintaining connections across campus.

CT-113 Understanding and Supporting Student Activists in the First Year
Seguin
Carli Rosati
Graduate Assistant
Quan Tran
Graduate Assistant
Ohio University
Campuses have seen a rise in activism, with incoming students more likely than ever to be concerned with civic engagement. Still, many colleges and universities remain unclear what the appropriate and necessary response is. If institutions are concerned with retaining students, striving toward diversity and inclusion, and encouraging critical dialogue, it is imperative to recognize that involvement in college student activism encourages personal, professional, and political identity formation. Higher education professionals need to view themselves as allies to the cause of activism. This qualitative study considers student activists’ feelings of belongingness through the use of interviews, photo elicitation, and heat-mapping.

CT-114 Prepping for Sophomore Success in the First Year
Bowie A
Kimberly Dressler
Student Success Center
Scott McDonald
Student Success Center
University of South Carolina
Much attention has been given to the first-year experience over the past 30 years, and within the past decade there has been a greater focus on the sophomore year—but where do the two meet? How do institutions adapt the first-year message and mindset to meet the unique needs of sophomore students and help them make a successful transition from one year to the next? This session will explore how assisting students in the first-year experience can prepare them for success in their sophomore year. Specific attention will be given to encouraging students to connect with academic support and high-impact practices.

CT-115 Self-Management and Self-Motivation for First-Year Student Success and Retention
Republic B
Donna Berger
Director, Academic Grants
Marist College
Participants will learn a comprehensive model of self-management that integrates commonly taught student success topics and strategies. The key ABC (affect, behavior, and cognition) elements of self-motivation, time management, communication, self-esteem, and career preparation will be presented with a focus on self-motivation and exercises for students. A freshman year experience for computer science majors that was funded twice by the NSF and recognized for its evidence-based results in retaining computer science majors will also be discussed. Time will be reserved for plans to expand the program to other universities, along with an overview of assessments for the course and participant questions.
4:45 p.m. – 6:15 p.m. Featured Session

CR-116 How to Assess Common Reading Programs
Bowie B

Karen Weathermon
Assistant Director of First-Year Programs
Suzanne Smith
Associate Professor, Human Development
Leslie Jo Sena
Assistant Director of First-Year Programs
Washington State University

The session will help participants plan appropriate assessment of their institutions’ common reading programs. Recognizing that different types of institutions serve different student populations and have varying reasons for using a common reading as part of the first-year experience, this session will walk participants through the basics of measuring programmatic outcomes for students. Topics will include determining the goals of a common reading program, articulating outcome statements, choosing programmatic elements to measure, collecting/sorting data, and the IRB approval process. In addition, we will address the rationale for and uses of common reading assessment data within larger institutional frameworks.

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2017-2018 Paul P. Fidler Research Grant Recipient

PRINCIPAL INVESTIGATOR
Mauriell Amechi
PhD Candidate, Pre-Doctoral Fellow, Educational Leadership and Policy Analysis
University of Wisconsin - Madison

Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

Abstract: The purpose of this proposed study is twofold: (1) To better understand the college choice and enrollment process for underserved and nontraditional populations in foster care; and (2) to explore how academically high achieving foster youth cultivate and leverage cultural wealth (Yosso, 2005) to enhance their access to selective four-year colleges where they are traditionally underrepresented (e.g., Davis, 2005; Day, Dworsky & Feng, 2013). The ultimate aim of this interdisciplinary study is to offer implications to concerned stakeholders in education and child welfare who endeavor to close persistent inequities in postsecondary participation.

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

Welcoming Blue-Collar Scholars Into the Ivory Tower: Developing Class-Conscious Strategies for Student Success
Krista M. Soria
ISBN: 978-1-936271-96-5. 92 pages. $25.00

What’s Next for Student Veterans: Moving from Transition to Academic Success
David DiRamio, Editor
ISBN: 978-1-942672-10-2. 265 pages. $30.00

Thriving in Transitions: A Research-Based Approach to College Student Success
Laurie A. Schreiner, Michelle C. Louis, and Denise D. Nelson, Editors
ISBN 978-1-889271-83-5. 216 pages. $35.00

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- 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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San Antonio Marriott Riverwalk, Salon A, B, C

Sunday
Cocktails & Conversation
February 11, 2018
6:00pm-7:00pm

Jon Ronson
So You’ve Been Publicly Shamed
(Riverhead)

Emily Esfahani Smith
The Power of Meaning
(Broadway)

Monday Lunch
February 12, 2018 | 11:30am-1:15pm

Lynsey Addario
It’s What I Do
(Penguin)

Karan Mahajan
The Association of Small Bombs
(Penguin)

Maryn McKenna
Big Chicken
(National Geographic)

Joe Tone
Bones
(One World)

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Using Orientation Technology to
Whoa, Wow & Woo
First-Year Students

A panel discussion about online orientation from two perspectives

Dr. Muddassir Siddiqi
President, Central College
Houston Community
College System

Jason Wilson
Dean of Student Development
Houston Community
College - Central

Dr. Cynthia Teniente-Matson
President
Texas A&M University
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Heather Olague
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A Black Lives Matter Memoir

CHRIS HUGHES
Facebook co-founder and author of
Fair Shot
Rethinking Inequality and How We Earn

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MONDAY, FEBRUARY 12, 7:00 PM, HENRY B. GONZALEZ CONVENTION CENTER, ROOM 221

Book signings to follow dinner.

JASON REYNOLDS & BRENDAN KIELY
authors of All American Boys
Photographs by Gary Joseph Cate and Kia Chenello

YOU PLAY THE GIRL
ON PLAYBOY BUNNIES, STEPFORD WIVES, TRAINWRECKS, & OTHER MIXED MESSAGES
CARINA CHOCANO
ESSAYS

CARINA CHOCANO
author of You Play the Girl: On Playboy Bunnies, Stepford Wives, Train Wrecks & Other Mixed Messages
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author of We Need to Talk: How to Have Conversations That Matter
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WE NEED TO TALK
HOW TO HAVE CONVERSATIONS THAT MATTER
CELESTE HEADLEE

WALKING TO LISTEN
ANDREW FORSTHOEFEL
4,000 MILES ACROSS AMERICA, ONE STORY AT A TIME
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Meet CARINA CHOCANO, author of
You Play The Girl: On Playboy Bunnies, Stepford Wives, Train Wrecks & Other Mixed Messages  Author photograph © Titia Vermeer

AUTHOR DINNER FEATURED SPEAKER
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Dallin George Young, Laurie A. Schreiner, and Eric J. McIntosh

Research Reports on College Transitions No. 5
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Rashni R. Jehangir, Michael J. Stebleton, and Veronica Deenanath
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Research Reports on College Transitions No. 4
2012-2013 National Survey of First-Year Seminars: Exploring High-Impact Practices in the First College Year
Dallin George Young and Jessica M. Hopp

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7:30 a.m. - 9:00 a.m. — POSTER SESSIONS

PA-118 Accio Sources! Information Literacy Instruction Through Harry Potter’s (Glasses) Frames
Texas Ballroom DEF

Sheryl Larson-Rhodes
First Year Experience Librarian
State University of New York at Geneseo

J. K. Rowling’s Harry Potter series is familiar to millions of first-year college students and provides a frame to structure instruction on information literacy and research skills. Using Harry Potter-related vocabulary, students learn how to use physical and online resources to locate information and evaluate it on the validity of its source, its level of scholarliness, and appropriateness of use for different types of college research projects.

PA-119 Engaging First-Year Engineers Through Peer Mentoring
Texas Ballroom DEF

Ellen Murkison
Academic Advisor
Georgia Institute of Technology

Engineering students often must wait until after their freshman year to take major coursework, contributing to a feeling of being disconnected to information, lowered satisfaction with their degree, and a delay in forming study and peer groups. To address these concerns, we created the First-Year Peer Mentoring program. Pairing selected upperclassmen with two to three freshmen, the goal was to engage these freshmen sooner with faculty and students in their own department. This session highlights the training efforts provided to mentors, an analysis of peer mentor growth in mentoring competencies, and finally an assessment of freshman participants in the program.

PA-120 Assessing Morale and Satisfaction of Peer-Mentoring Scholars in First-Year Seminars
Texas Ballrooms DEF

Dan Gianoutsos
Associate Dean, Academic Success Center
Cheyenne Rogers
Academic Transitions Coordinator
University of Nevada, Las Vegas

Research addressing undergraduate peer mentoring in higher education is abundant (Cruz et. al, 2017). The bulk of the literature, however, examines the relationship and variety of outcomes mentoring has on the mentees but not the mentors. Further, there is a gap in the literature that researches peer mentors who serve as a requirement for their respective scholarship program. This mixed methods study examines and assesses the measured outcomes (i.e., self-reported morale and satisfaction) of a group of peer-mentor scholars who mentor students enrolled in first-year seminars at a large, diverse, public, western, research university.
PA-121 Scaffolding Information Literacy and Critical Pedagogy in the First Year
Texas Ballroom DEF

Holly Luetkenhaus
Assistant Professor, First Year Experience Librarian
Oklahoma State University

Information literacy is a critical component of the first-year experience, and one that requires more than a traditional library tour or single instruction session. First-year students need to build many key skills related to libraries and information literacy to become successful college students. This poster will highlight one example of how Oklahoma State University Library has scaffolded information literacy throughout the first year to introduce students to not only the physical library services but also essential research and evaluation skills, all while incorporating critical pedagogy using a blended online/in-person approach.

PA-122 Advisor’s Role in Forging Partnership between Academics and Student Affairs
Texas Ballroom DEF

Shokha Yusef
Instructor, Advising and Academic Development Department
Zayed University

An advisor’s constructive role will help to utilize the University structure for student success by being involved and encouraged in developing the social currency that comes with this structure. In this session, presenters will demonstrate the importance and effectiveness of this role, highlighting their positive impact on enhancing the collaboration with faculty and staff. Challenges and opportunities will also be addressed to encourage student engagement. Evidence of the assessments will be shared; audience will be invited to participate in an activity to discuss the ways in which they promote student’s success.

PA-123 The New Student Intake Survey: Pilot for Orientation and Retention
Texas Ballroom DEF

Christina Downey
Assistant Vice Chancellor for Academic Affairs and Student Success
Indiana University Kokomo

Institutions struggle to identify personal strengths and challenges students face when beginning college, especially early in their academic career. On commuter campuses particularly, life circumstances play a major role in student success. I will present an instrument we developed to reveal these life factors for all students completing our New Student Orientation program, with preliminary findings regarding its utility in retention risk estimation and academic advising. The instrument is brief (13 items), easy to complete, and has helped our advisors engage students in focused interaction early in their advising relationship.

PA-124 How Does Orientation Change the Attitudes of First-Year Students?
Texas Ballroom DEF

Sachiko Ito
Specially Appointed Professor, Student Life Coach
Tokyo Institute of Technology

This session considers the results of a guidance program for matriculating first-year students at Tokyo Institute of Technology in Japan. Feedback from the first instance of the program was used to structure the second. The resulting large change in post-guidance student free-response survey results will be shown using quantitative text analysis. The characteristics of the guidance system are (a) cooperation among professors and staff to provide comprehensive information on curricular and extracurricular school activities, (b) employment of OB as student life coach guidance counselors, and (c) course counseling with peer advisors.

PA-125 Structural and Pedagogical Approaches to First-Year Seminars: A Canadian Experience
Texas Ballroom DEF

David Ip Yam
Director, Student Affairs
York University, Glendon Campus

While first-year seminars are regarded as high-impact practices (HIPs), the degree that students will engage and derive benefit varies depending on how they are structured and taught. In this interactive presentation, we will examine the first for-credit, first-year seminar offered at Glendon Campus, York University. Using Kuh & O’Donnell’s (2013) eight conditions for HIPs, Skipper’s work on “Structural Supports for Effective Educational Practices in the First-Year Seminar” (2017), and a mixed-methods study of the impact of the course on student learning, participants will discuss and create an action plan to create or improve their first-year seminars.

PA-126 Building Community: Teaching Design Thinking for Social Impact
Texas Ballroom DEF

Heather Fiedler
Department Chair, Community Engagement
Point Park University

Citizens are engaged when they play a meaningful role in the deliberations, discussions, decision making, and/or implementation of projects that affect them (Balser, 2008). First-year seminar students at Point Park University were taught design thinking as a path to social impact work. This poster will focus on the lessons learned and plans for future community engagement, both within the university and outside with government and nonprofit partners, that resulted from the design thinking approach to social impact projects.
PA-127 Navigating Challenges and Achievements: Creating a Conditional Admission Program
Texas Ballroom DEF
Catherine Willoughby
Senior Academic Advisor
Linsey Koeritz
Academic Advisor
University of Cincinnati Blue Ash College
The College Program for Academic Success (CPAS) is a college-wide initiative meant to assist underprepared students in their transition to the University of Cincinnati Blue Ash College by providing a number of resources and assistance during the students’ first year. A conditional admission program, CPAS encourages the use of proactive advising—accessing college resources such as workshops, tutoring, and study tables—to help students develop a plan to be successful. This presentation will outline the successes and challenges of the development and implementation of a conditional admission program during its first three years.

PA-128 Libraries & Orientation Programs: Integrating Spaces & Partnerships
Texas Ballroom DEF
Carrie Kruse
Director, College Library, User Experience & Library Spaces
University of Wisconsin-Madison
Libraries have been longtime partners with first-year programs in areas of information literacy and common-read programs. Have you considered partnerships with libraries for major space-related support? Rather than having advising and orientation simply be tenants of the libraries, learn from the University of Wisconsin-Madison’s experience finding a home for the advising portion of summer orientation in the undergraduate library. The poster will address planning, outcomes, and key considerations for leveraging library spaces as a win-win-win opportunity for students, first-year programs, and the library.

PA-129 Developing Leadership Skills in the First-Year Seminar
Texas Ballroom DEF
Stacey Doremus
Assistant Director, LEAD Programs and Systems
Lacy Hodges
Assistant Director, Center for Academic Enrichment
Georgia Institute of Technology
To better meet the needs of our incoming first-year students, an expanded pilot program was initiated in first-year seminar courses to develop leadership skills in our first-year students. Courses in the program included leadership modules focused on helping students understand leadership, assess their leadership strengths, intentionally explore and grow core leadership competencies, and build effective teams. This poster will address the need for leadership development in students, the methods and tools used to successfully enable first-year students to develop their leadership competencies, and strategies to integrate leadership as a competency within the first-year curriculum, as well as scalability implications.

PA-130 A Well-Balanced Student: Assessing First-Year Student Impact With Recreational Engagement
Texas Ballroom DEF
Deborah Mixson-Brookshire
Assistant Dean, Associate Professor, and Distance Learning Director
Natasha Habers
Interim Chair of the Department of First-Year and Transition Studies and Associate Professor of Art
Donald Brookshire
Senior Director, Department of Sports and Recreation
Kennesaw State University
Health and wellness are a constant in world news and should be considered an important factor in students’ educational success. We explored the impact of usage of recreational facilities on retention, useful strategies to engage students with campus health and wellness resources, residential status, and GPAs of first-year students at a university. Making health and wellness a part of a first-year student’s experience can positively impact both student and university.

PA-131 Increasing Student Engagement With Intentionally Embedded HIPs in the FYE
Texas Ballroom DEF
Jo Meier
Director, Freshman Symposium
Catherine Barber
Associate Professor, Director of Research Program School of Education
J. Ulyses Balderas
Associate Professor of International Studies
Lindsey McPherson
Assistant Vice President, Student Success
Randy Soffer
Assistant Professor of Education
University of St. Thomas
The first-year experience program was redesigned with the intention of more fully engaging freshmen by exposing more students to well-integrated high-impact practices (HIPs) as part of one program. Students were exposed to three integrated HIPs in the fall semester of their freshman year: the first-year experience, a common intellectual experience in the form of a common read, and a service-learning project based on the common read; and two optional, high-impact educational experiences in their first and/or second semester: a learning community and a study abroad program. Outcome assessments will be presented and discussed, along with areas of growth.
PR-132 Working Together: Communicating Campus Culture to First-Year Students
Texas Ballroom DEF

Ryan Theroux
Associate Professor, First-Year Seminar
Curry College

Student affairs and academic affairs units offer a number of key services and programs that introduce campus culture to first-year students, whether intentionally or unintentionally. At Curry College, student orientation leaders (in student affairs) and first-year seminar student instructors (in academic affairs) both have roles in introducing campus culture to first-year students. While these groups of students have separate duties, their roles in communicating key fabrics of campus culture such as cultural artifacts overlap. This session will examine how student leaders in these areas can work together to intentionally acculturate first-year students into the collegiate environment.

PR-133 I Hate Math: Photographic Descriptions of the First-Year Experience
Texas Ballroom DEF

Samuel Olugbenga King
Academic Technology Innovator

Larry Cloud
Associate Director, NSFP

Savannah Ping
Graduate Assistant, NSFP
University of Arkansas

The goal of this project is to investigate and analyze the photographic record to identify the teaching and learning needs of first-year students so as to effectively address those needs. The methodology, based on a longitudinal design, involves using thematic analysis to identify, from a 950-photograph collection, those images that best represent learning from the perspective of a first-year student. The themes subsequently identified are: books, classroom, service-learning, and identity. The study’s implications include a priority on reinforced student learning support systems and the integration of active learning approaches to ensure first-year students’ success.

PR-134 Current Japanese First-Year Students’ Experience During Their High School
Texas Ballroom DEF

Yukari Hashimoto
Director, Educational Development Center
University of Nagasaki

Tateo Hashimoto
Vice President, General Education
Nagasaki International University

Two local universities in Japan conducted a survey of first-year students to get a picture of their experiences before entering college. The survey revealed that students did not have experiences that are required when they enter a university, such as reading books, voluntarily asking questions, checking internet information, and studying based on their own motives. One of the two universities also asked teachers about their ideas for first-year seminars.

PR-135 Student Behaviors Measured to Increase Retention in FTIC Student Population
Texas Ballroom DEF

Irene Thrower
Department Chair, Communication and Fine Arts

Chad Wooley
Department Chair of History, Government and Philosophy

Jim Schrantz
Department Chair, English

Tara Firmin
Coordinator for Academic Support Services
Tarrant County College-Trinity Campus Circle

As a district-wide initiative in concert with our Achieving the Dream work, each campus and work unit identified goals to impact student retention and success in our first-time-in-college student population. As a humanities division on one campus of a multi-campus district, we had students focus on reporting behaviors that are the largest indicators of overall success and retention. We employed a pre-assessment and a weekly survey so students could self-report their behaviors in their humanities classes. We collected data for a year, and our results and work changed perceptions.

PR-136 Defying the Stereotypes: First-Generation Female College Students as Academic Pioneers
Texas Ballroom DEF

Ellen Rustico
Chair of Education Programs and Director of Teacher Licensure
Bay Path University

Nearly half of those attending college each year are estimated to be first-generation college students. This group succeeds at about half the rate of their non-first-generation peers. A qualitative study examined why first-generation female college students persist with an undergraduate degree program, as well as whether first-generation female college students perceived themselves as resilient individuals. The findings revealed that with self-identification of resiliency and persistence for a better life, this population can attain academic success in higher education.

PR-137 Library Orientation by Post-it: Fast, Fun, Insightful (and Cheap!)
Texas Ballroom DEF

Jeremy Walker
Public Services Librarian

Victoria Ng’eno
Library Professional
Northwestern University in Qatar

At an international branch campus, cohorts of incoming freshmen participate in a weeklong series of orientation sessions. During the past two years, the library team planned and implemented a hands-on activity involving the library’s media collection and Post-it notes. The activity successfully engaged and energized students, succinctly communicated
the library’s value, and enabled library staff to easily gather data and gain powerful insights into students’ media interests. Additionally, ongoing use of the activity will let the library track changes in student interests over time and inform decisions about ongoing development of the library’s media collection.

PR-138 Recognizing and Identifying Bullying Behavior Among First-Year Students
Texas Ballroom DEF
Sean Wernert
Associate Faculty
University of Notre Dame

While much of the research and literature on bullying and school violence focuses on primary and high school levels, it is important to recognize that this type of student behavior does not end when students graduate. Using Urie Bronfenbrenner’s (1979) bio-ecological model of development as a theoretical framework, this session will present findings of a qualitative study done on college students’ understanding of bullying on campus and how it affects the first year. Participants will come away with a better appreciation and recognition of bullying behaviors on campus, as well as ways that colleges and universities can solve the problem.

PR-139 Using Data and Geographic Analysis to Increase First-Year Retention
Texas Ballroom DEF
Ryan Weichelt
Director of First-Year Experience
Katie Weichelt
First-Year Experience Programming Coordinator
University of Wisconsin-Eau Claire

The First Year Experience Program at the University of Wisconsin-Eau Claire began to look deeper at the profile of incoming first-year students to identify patterns and groups of students in particular need of support to increase student retention and GPA. Beyond typical identifiers (e.g., race, first-generation status, gender, high school rank), we are also looking to determine whether students from certain geographic regions struggle more than others so we can offer support.

PR-140 First-Year Experience Students Conduct Mixed-Methods Research in the Garden
Texas Ballroom DEF
Elizabeth Tofte
Assistant Professor, Landscape Architecture
Donielle Allen
Undergraduate
Mississippi State University

A vegetable gardening class was offered as part of a first-year experience in Fall 2016. Fifty-four students combined simple gardening tasks with web-based gardening information, then used ethnographic research methods to study their own behavior. The result was a hybrid gardening culture in which students found their voice to speak about gardening issues linked to healthy lifestyle choices. Starting with Spradley’s original descriptive question matrix, students modified the reflective responses to focus on social situations taking place during the gardening classes. Millennial students (actors) were observed in the garden (a place) participating in gardening (activities). This pedagogic approach succeeded in meeting learning objectives.

PR-141 Seven Principles to Develop First-Year Programs at Saudi Universities
Texas Ballroom DEF
Atiyah Alghamdi
Lecturer, Preparatory Year Deanship
King Saud University

This study aims to identify the future basic principles to develop a first-year program for Saudi universities. Six phases of concept mapping/pattern matching methodology (Trochim, 1989a; 1989b) were used. Twenty-three subjects participated and produced 84 developmental statements placed into 13 clusters. Results revealed seven principles for future development: (a) adopting a talent philosophy to meet students’ needs and the institution’s mission; (b) a flexible model to meet individual students’ needs; (c) applying a theory-based pedagogy; (d) reorganizing FYP’s tasks and centralizing student services; (e) involving university colleges; (f) supporting a non-filtering program; and (g) adopting self-operation. Recommendations were made to educational policy makers to employ these principles.

PR-142 Engaging First-Year Students From Day 1 in Campus-Wide Initiative
Texas Ballroom DEF
Patricia Wilson
First-Year Seminar Instructor
Steven Schroeck
Undergraduate Student, Psychology
Abigail Montgomery
Undergraduate Student, Early Childhood Education
Otterbein University

The Five Cardinal Experiences is a campus-wide initiative at Otterbein University to engage students over their four years in curricular and cocurricular activities that will enhance their overall college experience. During their first semester on campus, most students are not thinking about a “four-year-long initiative.” This study examined the self-efficacy of a group of first-year seminar students as they participated in a semester-long leadership mentoring program with a local elementary school. Through this service-learning experience, students also met the requirements to earn their first CARD.
PR-143 Retention Help: Collaborating with Peer Mentors In/Outside of the Classroom
Texas Ballroom DEF
Jennifer Simpson
Seminar Professor
Jaxie O’Dell
Student Peer Mentor
Texas A&M University-Corpus Christi

This presentation will give specific examples on how to successfully incorporate and collaborate with your campus peer mentor program, along with how to overcome possible struggles that may arise. The audience will hear from a seminar professor and a peer mentor on how they successfully collaborate. You will also hear feedback from students who have benefited from getting to know their mentors, and also hear from the mentors themselves.

PR-144 Escape! Using an Escape Room Game to Teach Library Resources
Texas Ballroom DEF
Derek Malone
Assistant Professor, Instructional Services & Interlibrary Loan, Scanning & Delivery Librarian
University of North Alabama

This presentation will cover the establishment of an escape room game into first-year experience (FYE) courses to aid in teaching introduction and familiarization of library resources. Each FYE at our campus attends a library orientation. Librarians intend for the FYE courses to be lively and memorable experiences that simultaneously build resource awareness. During 2017-2018, the orientation game played was transitioned to an escape room, with clues to escape focused on library webpage and in-building resources. The presentation will cover assembling the game, assessing its impact, and actions moving forward with what was learned.

PR-145 Recasting the Resistance: A Study of Faculty-in-Transition
Texas Ballroom DEF
Rich Lane
Associate Professor of English and Co-Director of the Center of the First-Year Experience
Leah Chambers
Assistant Professor of English and Coordinator, Freshman Inquiry Seminar Program
Clarion University of Pennsylvania

Students in transition need faculty in transition. Although much research speculates about why faculty resist making changes to pedagogy and practice to better support students as they transition into and through higher education, little research carefully examines how faculty make (or resist) these changes. There is an absence of research on the experience of being a faculty member in transition. This research study takes a phenomenological approach to understanding this experience through analysis of interviews, focus groups, and other reflective artifacts collected as faculty participated in various development workshops during 2017-2018.

PR-146 Creating a Daylong New-Student Convocation to Support Academic Success
Texas Ballroom DEF
Kimberly Sousa-Peoples
Director, New Student Transitions & First Year Experience
Jodi Pettazzoni
Associate Vice Provost and Director; SACSCOC Liaison
University of North Carolina at Greensboro

UNCG developed a comprehensive assessment program for a new daylong new-student convocation program. The process provided the necessary qualitative and quantitative data, showing evidence of both program satisfaction and desired learning outcomes, with the ultimate goal of showing impact on retention in order to receive ongoing funding. In this session, we will share the intended outcomes, collection processes, and resulting data that was used to evaluate the daylong event.

PR-147 Impact of First-Year Seminars for African American Males
Texas Ballroom DEF
Jamil Johnson
Academic Coordinator/Adjunct Faculty
University of Central Florida

African American males are often characterized by disparaging terms such as endangered, uneducable, dysfunctional, incorrigible, and dangerous (Ferguson, 2000, Gibbs, 1988; Majors & Billson, 1992; Parham & McDavis, 1987; Strayhorn, 2013). These characterizations have a negative impact on African American male academic achievement and inclusion in society (Strayhorn, 2013). This study demonstrates narratives of successful African American males and their pathways from enrollment in a first-year seminar to earning a PhD. The findings demonstrate that participation in first-year seminars provide access to high-impact practices, which are pivotal to the success of African American males in their first year and beyond.

9:15 a.m. - 10:15 a.m.

CI-148 Developing Community Through Transition: High-Impact Practices for Student Success
Lone Star A
Natalee Erb
Assistant Director, The Ingram Commons
Christina Robbins
College Halls Program Manager
Madison Maderious
Head Resident Adviser
Vanderbilt University

Transition happens on every front for new students, exposing feelings of isolation and insecurity. Our solution is to dive deeper into community development, pushing students toward a model of success predicated on their willingness to engage with and learn from one another. Add faculty (in and out of residence) and a dedicated staff offering extensive orientation programming, and you can start to see students thrive. This session will outline three high-impact practices designed to give students
tools for success, including a comprehensive welcome week, an extended orientation seminar with a common reading program, and a residential learning community model.

**CT-149 Best Practices for Supporting First Year High Ability Students**
Lone Star B

*Emily Clossin*
Assistant Director, Honors College

*Kara Woodlee*
Assistant Director, Honors College

**Lisa Ruch**
Director of Academic Affairs
*Indiana University Purdue University Indianapolis*

High-ability students tend to have a reputation for being self-motivated achievers, having clear goals, and not needing additional support; however, this population has unique needs, and the literature provides rationale for creating supports for them. Because high-ability students exist in all facets of a college campus, this presentation will address best practices for supporting this population in their first year, and provides concrete examples from the IUPUI Honors College that connect theory to practice. Participants are encouraged to contribute ideas from their own practice.

**CT-150 Truth From “Fake News”: Teaching Students to Curate Digital Content**
Lone Star C

*Brad Garner*
Director of Faculty Enrichment
*Indiana Wesleyan University*

Today’s college students have been raised in a culture saturated by digital technology. Think about the level at which they are preoccupied with Google, Wikipedia, Twitter, Instagram, Snapchat, and Netflix as primary sources of information. The question remains, how do they process that information and effectively curate truth from fiction? This session will provide a variety of easily adapted strategies that can be embedded in any course or discipline to help students learn and practice the skills of digital content curation. Participants will also receive a digital document with step-by-step directions and other resources related to the presented techniques.

**FD-151 Exploring Storytelling as a Professional Practice and Pedagogical Approach**
Lone Star D

*Tessa Smith*
Coordinator of Academic Engagement
*University of Wisconsin-Madison*

Specifically, the session will introduce guiding questions that can be used to explore impactful moments with the goal of providing faculty, staff, student leaders, and first-year students with ways to make meaning of their lived experiences and apply that understanding to the development of their personal stories. The session will also include an introduction to storytelling, contemplative practice, and appreciative inquiry, and discussion of how to apply these practices in and outside the classroom.

**FD-152 Developing Relational Courses: How FYE 2017 Strengthened Our Course Redesign**
Lone Star E

*Becky Burton*
Dean of Academic Outreach and Support Services

*Courtney Milesen*
Assistant Professor, Speech Department

*Sarah Uselding*
Criminal Justice Program Coordinator

*Emily Gilbert*
Director of Information Services
*Amarillo College*

Benefit from our mistakes and replicate our successes! Learn practical application strategies to implement knowledge and techniques gained at the conference while keeping relationships front and center. The strategies discussed showcase a first-year seminar course redesign based on attending the 2017 FYE conference. An immense amount of knowledge is presented at the yearly conference, and implementing this knowledge is overwhelming, even for experienced attendees—in addition to the need to foster student-campus relationships. The relational aspects of first-year experience programs can be easily overlooked, but they are paramount to successful first-year students, as evidenced by the literature and data.

**CI-153 Signature Course Stories: How to Successfully Develop and Implement an Innovative First-Year Course from Cover to Cover**
Lone Star F

*Patricia Moran Micks*
Director, Signature Courses

*Lori Holleran Steiker*
Professor, Social Work
*University of Texas at Austin*

The Signature Courses at UT-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, and speaking, through an approach both interdisciplinary and contemporary. A major initiative in the campus’s curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Courses as a model, this workshop will provide tools on how to develop and implement such courses on other campuses, both from a programmatic and pedagogical perspective.
CI-154 Establishing “Surrogate” PAL-Based Academic Support for Medical Students in Qatar University

Bowie B

Nadia Al-Banna
Assistant Professor, Assistant Dean Student Affairs
College of Medicine, Qatar University

First-year medical student transition requires personalized academic support that establishes trustworthy relationships, identifies student challenges, and guides students’ academic development. Academic support based on peer-assisted learning (PAL) was established when bachelor medical students at Groningen University were senior peers (tutors) to first-year medical students at Qatar University. Academic support followed a clinical approach: Student challenges were identified, therapy (tutoring approach) was designed and implemented in weekly sessions, and academic outcomes were assessed. “Surrogate senior” PAL was beneficial as personalized academic support for first-year student learning. This exemplifies the value of international collaborations in supporting first-year student learning experiences.

CT-155 Taking the Common Read Out of the Classroom

Travis A/B

Alex Barron
Director of First-Year Experience

Jennifer Ansier
Assistant to the Director of General Education

Joi Torres
Assistant Director, Student Life
St. Edward’s University

This session will share strategies for building relationships across campus and connecting curricular and cocurricular activities through your common-read program. We will describe how to increase faculty and staff buy-in through creative initiatives. For example, we will discuss how to develop local opportunities for service, experiential learning excursions, partnerships with artists that result in collaboration with students, and study abroad trips, all based on the common read. The session will include time for brainstorming opportunities to collaborate with current and potential partners on your campus, as well as new program development.

CI-156 Mentorship and Learning Strategies to Increase URM Retention in STEM

Travis C/D

Brett Woods
Associate Professor of Biology
High Point University

Anneke Lisberg
Associate Professor, Biological Sciences/Chemistry
University of Wisconsin-Whitewater

Less than one third of underrepresented minority students planning to earn a STEM degree will complete their degree within six years. At the University of Wisconsin-Whitewater, the STEM Boot Camp program was designed to improve the retention of underrepresented minorities in STEM majors, primarily by preparing incoming freshmen for introductory gateway STEM courses. Program participants showed significantly higher pass rates in two STEM courses and significantly increased retention rates to Year 2 compared with non-participant underrepresented minority students. Participants performed similarly or better than non-underrepresented minority students, supporting the program’s effectiveness in reducing or eliminating the achievement gap.

E-157 Transforming Orientation, Transition, and Retention to Support Success of Students

Presidio B

Joyce Holl
Executive Director
NODA-Association for Orientation, Transition and Retention in Higher Education

Quincy Spencer
Director of New Student and Family Programs
University of Arkansas

Participants attending this session will have an increased understanding of the process needed for transforming orientation, transition, and retention programs by identifying the key issues that need to be addressed in existing programs. Key components of developing a preliminary plan of action will be addressed.

CR-158 Captains Anchored for Success: A Campus-Wide Retention and Success Model

Bonham B

Lisa Duncan Raines
Vice President for Enrollment & Student Success
Christopher Newport University

Mari Normyle
Assistant Vice President for Retention Solutions
Ruffalo Noel Levitz

Christopher Newport has implemented institution-wide initiatives for improved retention and overall student success. Realigning programs and services while creating and strengthening partnerships has improved pathways of student learning. Interactive retention practices provide holistic support services and meaningful engagement in a retention and student success model offering collaborative opportunities to work with students through graduation and beyond. Initiatives contributing to Christopher Newport’s successful program include learning communities, calibrated scheduling, faculty core advising, academic support services, and early warning systems. All elements of the Captains Anchored for Success model could be readily implemented by universities in pursuit of improved retention.

E-159 Getting Comfortable With the Uncomfortable College Transition: A Step-by-Step Approach

Bonham C

Harlan Cohen
Author and Speaker
Sourcebook

High school gets students into college, but most first-year students aren’t prepared for what’s next. College is more than search and selection—it’s
about TRANSITION. Successfully navigating transition takes life skills most students lack. As a result, millions of students struggle, transfer, or drop out. New York Times best-selling author Harlan Cohen delivers a framework to help your students navigate the social, emotional, physical, financial, and academic transitions ahead (before arriving on campus). This interactive and lively session addresses grit, resilience, engagement, persistence, and retention.

CT-160 You Can’t Just Google It: A Guide to Library Research
Bonham D

Hayley Kazen
Assistant Professional
Gloria Sanchez
Instructional Designer
Texas A&M International University

Freshmen often define doing research as simply “googling it.” Using SoftChalk, we created a comprehensive, interactive guide that introduces students to the university library as well as guiding them in the research process. Modules include creating a research question, defining search terms, finding and evaluating sources, and writing citations. The program is interactive, providing activities and quizzes for students to complete at the end of each module. This format may be adapted to other platforms if your university does not use SoftChalk.

CT-161 Using Transparent, Problem-Based Learning to Inspire First-Year Students
Bonham E

Shelly Volsche
Visiting Lecturer
University of Nevada, Las Vegas

Problem-based learning is a pedagogical tool frequently implemented in upper-division and graduate-level coursework. This session begins by providing background on the key characteristics and research on efficacy of problem-based learning. Concepts covered include using problem-based strategies to empower students to take charge of their learning. In this session, I will discuss ways first-year seminar instructors can use problem-based learning and its suite of pedagogical tools to engage students in the critical thinking and learning process.

CT-162 First to Finish: First-Generation Support Initiatives
Crockett A/B

Nicole Battaglia
Director, First-Year Initiatives
Brittany White
Freshman Mentor
Seton Hall University

The Higher Education Research Institute (2016) found that about 18.8 percent of incoming students identify as first-generation college students, reporting that neither parent attended a postsecondary institution. Participants will learn about Seton Hall University’s Gen 1 program, implemented to ensure first-generation students have a clear sense of belonging and understanding of the skills needed to perform college-level work. Emphasizing academic support, social integration, and financial literacy, attendees will be introduced to program initiatives including parent workshops, academic coaching, inclusive seminar courses, and scholarship opportunities for first-generation students to help educators understand how to better serve this vulnerable population.

CI-163 Early Faculty Development: Training Graduate Students to Teach First-Year Seminars
Crockett C/D

Katie Hopkins
Program Coordinator for University 101 Programs
Sandy Greene
Program Coordinator for University 101 Programs
University of South Carolina

This presentation will focus on the recruitment, selection, and training of graduate students to develop and teach a first-year seminar. Graduate students in the Higher Education and Student Affairs program at the University of South Carolina have the opportunity to co-teach a section of University 101 Programs’ first-year seminar. University 101 Programs approaches this experience as an early faculty development initiative, with the understanding that graduate students can potentially impact the first-year experience in their future roles as full-time professionals.

CI-164 Supporting Student Success: Struggles of Retention During a Budget Crisis
Seguin
Shelia Collins
Dean of Students
Matoya Marsh
Director of First-Year Experience
Guadalupe Ochoa
Program Coordinator
Chicago State University

Beginning with the 2015 school year, the state of Illinois did not pass a state budget, resulting in unprecedented cuts in higher education. This session will detail how Chicago State University improved the retention rate for its conditional admits, also known as University College (UC) students, despite budget cuts, decreased staff, and uncertainty over the university’s future. Students admitted through UC have traditionally had both low retention and graduation rates because of academic deficiencies and low desire to attend college. Through an intensive, intrusive support program for UC students, the population is showing increased retention rates and improved academic success.
CT-165 Using Self-Efficacy, Value, and Supportive Environment to Motivate First-Year Students
Bowie A

Amanda McGrew
Educational Specialist for Part-Time Faculty Support

Josie Baudier
Instructional Designer
Kennesaw State University

Conversations among first-year seminar instructors indicate that first-year students frequently lack motivation. The motivation theory presented by Ambrose et al. (2010) can help explain and address this issue. Many students express a reluctance to take a first-year seminar class, claiming it is pointless—they fail to see the value. Others have low self-efficacy and do not believe they will be successful, so why even try? Participants in this session will identify how their practice is impacting student motivation. Video vignettes will structure our conversations about self-efficacy, value, and supportive environments. Participants will leave with a plan of action.

CI-166 Themed Learning Communities Taxonomy for Program Fidelity and Faculty Development
Republic B

Amy Powell
Director, Themed Learning Communities

Lisa Angermeier
Clinical Associate Professor and Coordinator for FYE, School of Physical Education and Tourism Management

Heather Bowman
Director, First-Year Programs

Michele Luzetski
Coordinator for First-Year Experience & Academic Advisor
Indiana University-Purdue University Indianapolis

This session will focus on how the creation and implementation of a high-impact practice taxonomy for the Themed Learning Communities (TLC) program was leveraged to address program fidelity and faculty development. Over a period of rapid program growth, student academic outcomes wavered, likely because of the growth and an inconsistent fidelity to the program model. In 2015, the TLC Advisory Board developed a high-impact practice taxonomy to guide faculty teams, help identify faculty development needs, and encourage program fidelity. As a result, program fidelity is increasing, faculty development needs are being addressed, and students more consistently receive a high-quality experience.

CI-167 Building a Culture: Innovation & Entrepreneurship in the First-Year Experience
Lone Star A

Heather Bowman
Director of First-Year Programs

Christian Rogers
Assistant Professor, Computer Information & Graphics Technology
Indiana University-Purdue University Indianapolis

Today’s employers demand graduates who can think critically, embody creativity, and solve problems in a collaborative environment. How do you create a culture of innovation among undergraduates, cutting across disciplines and majors? This session will address efforts to embed design thinking, problem solving, cross-functional collaboration, and entrepreneurial thinking within a connected, interdisciplinary summer bridge and first-year seminar experience. Presenters will share a detailed model for introducing concepts of innovation and entrepreneurship in the first-year experience, data regarding the initiative and its impact on participants, and plans to scale the experience and connect it with key touchpoints in the undergraduate experience.

CI-168 Critical Thinking in the Co-Curriculum: FYS to FYE and Back
Lone Star B

Dianne Creagh
Director of First-Year Experience

Dennis Weiss
Coordinator of First-Year Seminar
York College of Pennsylvania

One year after a critical-thinking, signature assignment was instituted in first-year seminar (FYS) courses, York College extended this initiative into its first-year experience (FYE). Through academic, cocurricular events designed to reference particular FYS topics, the FYE director and select faculty helped students learn to categorize and annotate their learning during campus workshops and lectures. Faculty provided opportunities, in the form of e-portfolios and the signature assignment, for students to incorporate their new knowledge back into their courses. Faculty and FYE closed the loop by assessing student work for evidence of knowledge transfer and critical thinking. Expansion of this program is planned for 2018.

CT-169 Dynamic Lecturing (Yes—Lecturing!) in First-Year Courses
Lone Star C

Christine Harrington
Executive Director, Center for Student Success
New Jersey Council of County Colleges

Don’t stop lecturing! Research shows lecturing is one of the best ways to teach novice learners (also known as first-year students). Come explore how to maximize the effectiveness of your lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multimedia, and incorporating retrieval practice opportunities. You’ll walk away with several easy-to-implement strategies designed to increase learning.
FD-170 The Hidden Stories Behind the Data
Lone Star D
Anna Moczygemba
Student Development Specialist, PACE Mentoring
Texas State University-San Marcos
Victoria Black
Director, PACE Mentoring
Texas State University

The journey to higher education is unique for each student, and many lack knowledge about the various resources and services available to help them succeed in their first year. As a high-impact practice, peer mentoring can be effective in helping identify at-risk students to provide additional intentional support. Documenting their stories and collecting data on mentoring partnerships is important. Data collection doesn’t tell the whole story, but it reminds us that students are not just numbers. This session will discuss why we should document, the what and when to document, and how best to use it for student success.

FD-171 Student Affairs and Faculty Collaborations: Barriers, Strategies, Success
Lone Star E
Gregory Eiselein
Professor and Director
Emily Lehning
Associate Vice President for Student Life
Stephanie Bannister
Assistant Vice President for Student Life
Kansas State University

The benefits of collaboration are well known, and yet mission-driven plans for improvement in higher education are often stymied when different parts of campus find themselves unable to work with each other. This session invites participants to re-examine issues of conflict and collaboration in the development of first-year programs. It will focus on the structural, political, and human challenges to collaboration, while moving toward an understanding of effective methods to address those challenges. Our discussion will use an interactive reflection on barriers as a way to rethink institutional strategies and advance collective goals.

CT-172 Mind the Global Gap: Cultivating Emotional Intelligence (EQ) via Global Learning
Bowie A
Shelbee NguyenVoges
Assistant Director of First-Year Seminars
Kennesaw State University

In this study, the focus of inquiry is on literature concerned with developing global citizenship, and specifically mindfulness, via experiential learning about the local and global interdependence of complex, contemporary issues. A discussion of literature offers context to three globally focused first-year activities, placing importance on adult learning theory. Here, the intersection of authentic experience, learning, and reflection is stressed for the learner. Researchers conclude by discussing how students taking part in these learning-by-doing opportunities connect with the idea of mindfulness within local and global contexts, mindfulness of their felt experience, and their development as global citizens.

CR-173 Presenting Data From the 2017 National Survey of First-Year Experiences
Travis A/B
Dallin Young
Assistant Director for Research, Grants, and Assessment
National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

The 2017 National Survey of First-Year Experiences, a newly re-conceptualized survey by the National Resource Center for The First-Year Experience and Students in Transition, collects data on the organization, content, and administration of first-year experience programs on American college campuses. This session will present a national portrait of the distribution and use of these programs and facilitate discussion on their structure and purpose. Specific attention will be given to first-year seminars, first-year academic advising, and orientation. Additionally, the session will include exploration of the coordination and combination of first-year programs on college campuses.

CT-174 Effectively Aligning the First-Year Seminar to an Academic Pathway Model
Travis C/D
Tammy Wyatt
Associate Vice Provost for Student Success
Kathleen Laborde
Lecturer III
Paul Rodriguez
Lecturer III
Tinney Leveridge
Lecturer II
The University of Texas at San Antonio

Academic Pathways have been identified as an effective approach to first-year student success. Institutions are redesigning their course offerings to simplify student choice in the first year. Many institutions also require first-year students to complete a seminar course, as this approach has been shown to effectively increase first-year student success. In less than one academic year, the University of Texas at San Antonio merged these two student success models and significantly revised its first-year seminar to align with its Academic Pathways. While this approach is in its infancy, the effects of this first-year experience program redesign are very promising.
CI-175 Summer of Success: Giving Conditional Admission Students an Opportunity to Try
Presidio B
Charlene M. James-Piper
Interim Executive Director
Raphael Moffet
Vice President, Division of Student Affairs
Fetera Henry
Enrollment and Completion Advisor
Texas Southern University
The Summer of Success summer bridge program offers conditional university admission through attendance at a provisional admission program at Texas Southern University. This program gives students an opportunity to gain full admission by taking summer core curriculum courses and achieving academic competency. With passing scores for matriculation through this summer program, students have the opportunity to become college-ready and start the school year ahead of their incoming freshman peers. This session will discuss program successes and opportunities for growth from the viewpoint of a first-year advisor, the program chair, and the vice president of the Division for Student Affairs.

E-176 Marching Off the Map: Generation Z & Metacognition
Bonham B
Tim Elmore
President and Founder
Growing Leaders
Leading today’s college student can feel like an adventure into unexplored lands. The natives of these uncharted territories, those born after the turn of the century, hold vastly different attitudes and behaviors toward learning and authority than prior generations. The “old maps” we used successfully in education to help guide our students through adolescence are now obsolete. This is a pioneering session that directly addresses these challenges. It acts as a compass on this new journey by providing proven research, real-world methods, and practical wisdom that will equip those working with students.

CT-177 Pushing the Boundaries: Successful Variations on Common Reading Programs
Bonham C
David Randall
Director of Communications
National Association of Scholars
Marcy C. Glassford
Director of First-Year Experience & Student Retention
Utah Valley University
Kaye Brown
Committee Co-Chair, OCTC Common Reading
Tonya Northenor
Committee Co-Chair, OCTC Common Reading
Owensboro Community & Technical College
Common-reading programs frequently use a relatively narrow selection of nationally popular, recently published nonfiction and memoirs. We examine different ways that existing common readings successfully vary from standard text selection. We will present (a) an overview highlighting and analyzing classic texts used by common-reading programs nationwide in the past decade, (b) a case study of a classic selection common reading program at Utah Valley University, and (c) a case study of a local-author focus at Owensboro Community & Technical College.

CR-178 Effective Writing Practices in the First-Year Seminar
Bonham D
Phyllis Conn
Associate Professor, Institute for Core Studies
St. John’s University
In this session, an experienced first-year seminar instructor in the humanities will discuss her research exploring principles of effective writing with her students. The practice rests on a method of teaching writing that connects students’ current writing with their prior writing experiences and writing in their major disciplines. The session will review how students viewed effective writing and how their writing evolved through the semester. The session will include an opportunity for discussion and practice among attendees in identifying principles of effective writing and how they might apply those principles in the first-year seminar.

E-179 Using Orientation Technology to Whoa, Wow, & Woo First-Year Students
Bonham E
Sam Swingle
Co-Founder
Advantage Design Group
Heather Olague
Director, First-Year Experience
Texas A&M University, San Antonio
Jason Wilson
Dean of Student Services
Houston Community College
Charles Parrott
University Program Specialist
Winston-Salem State University
Learn how a university and a community college are using the orientation technology to capture students’ attention (whoa), personalize the experience (wow) and make it easier than ever before to complete enrollment (woo). Panelists represent Texas A&M University, San Antonio: Dr. Cynthia Teniente-Matson, President & Heather Olague, Director, First-Year Experience; and Houston Community College: Dr. Muddassir Siddiqi, President, & Jason Wilson, Dean of Student Services. Session features discussion of decisions, strategies, development and differences since launch. Each platform’s features and functions will be previewed, followed by questions and answers with the audience.
CI-180 Redesigning the FYE Course at Yamagata University: Our Challenging Journey
Crockett A/B
Takao Hashizume
Senior Assistant Professor, Education
Katsumi Senyo
Professor, Sciences
Shigeru Asano
Professor, Management
Koji Fujiwara
Professor, Institutional Research
Yamagata University, Japan
Yamagata University, Japan has completely redesigned its first-year experience (FYE) course to help and assist new students in transitioning to university life. Before this renovation, there were no common-course outlines for the FYE, so what students learned and accomplished was totally up to the faculty who taught the course. To break through these situations, we have developed the shared instructional goals and objectives as well as the syllabus, teaching materials, and grading rubrics for the FYE. In this presentation, we will share about our adventure rebuilding the course. Assessment results will also be mentioned.

CI-181 Selecting, Training, and Managing Peer Leaders Using Leadership Courses
Crockett C/D
Kacie Ellis
Student Success Coordinator
L. Whitney Milliken
Student Success Coordinator
Austin Peay State University
Come learn how APSU revamped its peer leader training from interviews, meetings, and workshops to an academic credit-bearing course sequence. The new program has become more manageable for a small office with few resources and still achieves the outcomes of a large institution with a full staff. APSU partners all first-year studies classes, 100+ sections, with peer leaders using only two part-time staff coordinators. The new course structure has made the workload manageable and sustainable and has created more prepared peer leaders. Learn how other schools can model a more sustainable program.

CT-182 HUD Huddle: Faculty and Staff Solidarity With Economically Underrepresented Students
Seguin
Tracey Rizzo
Professor of History, Department Chair
University of North Carolina-Asheville
Aldo Garcia Guevara
Associate Professor of History and Political Science
Worcester State University
Gary Murrell
Professor of History
Grays Harbor College
While initiatives for first-generation college students have swept through higher education in the past decade, class consciousness has not. As more poor and working-class students enter college, faculty and staff can engage them as members of economically disadvantaged groups rather than as individuals determined to achieve. Growing up poor remains the surest predictor of college failure for men and women from minority and majority populations. Panelists from two universities will introduce such initiatives, including opportunities to pursue research in working-class studies, and mentorship by faculty and staff who grew up poor.

CT-183 Applying the COMMunication in COMMunities!
Republic B
Ashley Clement
Graduate Assistant
Ohio University
Interpersonal communication is important to cultivating social support and belonging in groups. Student development researchers have many theories that discuss creating community and supporting academic and social success for first-year students. However, none of these theories discuss the basic interpersonal communication that exists within the student development theories (Astin, 1993; Schlossberg, 1989a; Tinto, 1993). In discussing important and relevant communication theories, student affairs professionals can identify and utilize ways to better support first-year students in learning communities. This session aims to illustrate the significant connections between interpersonal communication and first-year learning communities as social support groups through discussion and group activity.

10:30 a.m. – 12:00 noon Featured Session
CT-184 Serving Underprepared Students Through Learning Communities: Action Planning for Success
Lone Star F
Richie Gebauer
Executive Director, First-Year Experience and Student Transitions
Michelle Filling-Brown
Chair and Associate Professor, English
Cabrini University
This interactive, action-planning session is designed for administrators, faculty, or staff interested in developing or enhancing learning communities/living-learning communities intentionally designed for academically at-risk students. We will challenge participants to explore strategies and innovative approaches to offer an intentionally integrated curricular experience that (a) pairs remedial instruction with content coursework and (b) uses cocurricular programming to effectively extend instruction beyond the classroom. Participants will leave with concrete strategies mapped out and resources in hand and return to campus with an action plan to create learning communities that serve academically at-risk populations.
10:30 a.m. – 12:00 noon Featured Session

CT-185 STEM Day One: Strategically Designing Transitions for STEM Students of Color

Bowie B

Jerry M. Whitmore
Director of First-Year and Retention Programs
University of Wisconsin

Keith Randazzo
Assistant Professor, Kinesiology
Mississippi College

Rising national attention and demands for workforce diversification in STEM fields highlight the disconnect between the enrollment and completion of students of color. Increased attention to STEM students of color have typically focused on students, with little focus on the role faculty and staff should play. This session will provide a framework for developing a comprehensive approach to the transition and retention of STEM students of color. A theoretical base, recruitment strategies, a transition programming model, and faculty and staff engagement plans will be offered. Participants will be presented with various options and levels of implementation based on campus dynamics and resources.

LUNCH ON YOUR OWN | 11:30 AM – 1:30 PM

Plenary Address and Awards Recognition
1:30 p.m. – 2:45 p.m. | Lila Cockrell Theatre (Convention Center)

Excellence in Teaching First-Year Seminars Award

Stacey Doremus
Assistant Director, LEAD Programs & Systems
Georgia Institute of Technology

Jordan Smith Undergraduate Student Fellowships

Jessie Lee
Washington University in St. Louis

Jennifer Lieurance
Washburn University

Michelle Nguyen
Texas Christian University

Staci Robinson
Georgia Southern University

Ashley Williams
University of Tennessee - Knoxville

Lori Blanc
Professor of Practices, Department of Biological Sciences, Director, Da Vinci Living Learning Community
Virginia Tech

Paradox in Teaching: Experiential Learning and Teaching as a Collective Journey

How can we provide students with a first-year college experience that establishes a foundation of integrity, strong work ethic, independent learning and growth mindset? Involving students in the co-creation and execution of educational programs through peer-to-peer learning can empower students to develop these characteristics, but also poses challenges for the educator. Balancing accountability with freedom, challenge with support, and disciplined standards with individual expression requires courage and, sometimes, discomfort from educators. Drawing from experience with modelling experiential learning through “experiential teaching”, these challenges are presented within the framework of Parker J. Palmer’s paradox of teaching – the willingness to “suffer the tension of opposites”, which he argues is among the most difficult demands of good teaching.
**3:00 p.m. - 4:00 p.m.**

**CT-186 What Makes an FYE Course (or Any Course) “Academic”? “Rigorous”?**
Lone Star A

Joe Cuseo
Professor Emeritus, Psychology
AVID for Higher Education

Rigor, or lack of it, has been used to leverage arguments against the academic credibility of first-year experience (FYE) courses and programs. This session will unearth the meaning of the terms *academic* and *rigor* and illustrate how to incorporate them into the design and delivery of seemingly non-academic, holistic FYE courses and programs. A conceptual and empirical case will be made that FYE content is, in fact, academic and the student-centered learning processes used to deliver its content are indeed rigorous.

**CI-187 Being PALs With FYE: Collaborating Across Student and Academic Affairs**
Lone Star B

Molly Miller
Coordinator, Peer Advocate Leader (PAL) Program

Christy Heaton
Director, First Year Experiences
University of Colorado Denver

As higher education institutions search for ways to increase campus-wide collaborations to assist in student success, the University of Colorado Denver combines academic and social integration through its first-year experience (FYE) program. Housed under student affairs (SA), the Peer Advocate Leader Program provides mentorship to new students enrolled in FYE courses. FYE, housed under academic affairs (AA), trains faculty to think holistically about the first-year student experience. Through this AA/SA collaboration, the FYE and PAL programs provide first-year students with the opportunity to engage in exciting course content and connect with faculty, staff, and peers outside of the classroom.

**CT-188 Hiding in Plain Sight: Identifying and Supporting At-Risk Students**
Lone Star C

Michelle Bombaugh
Assistant Director, Office of Academic Advocacy

Kim Williams
Academic Advocate for Policy and Analytics

Zulmaly Ramirez
Academic Advocate

Leslie Tod
Director, Office of Academic Advocacy
University of South Florida

This session will discuss the emerging trend of using predictive analytics in conjunction with a case management model to identify and support first-year students with various levels of risk. Presenters will discuss how the model evolved at their institution, as well as their multi-pronged approach to identify specific students in order to provide the right support at the right time to address student persistence and progression issues. Presenters will elaborate on how they track the first-year cohort, communicate and work with on-campus partners on student issues, and work individually with students.

**FD-189 Promoting Success of Special-Student Populations**
Lone Star D

Emilie Dubert
Associate Director, Off-Campus Student Services

Adrienne Thompson
Associate Director, Student Success

Rick Gray
Associate Director, Orientation
George Mason University

Challenged by how to increase engagement and retention of special subpopulations on your campus? Discuss research, programming, and assessment of groups such as commuter students, transfer students, out-of-state students, non-traditional students, and more. Participants will leave with practical ways to engage these students at their own institutions.

**FD-190 Diversity Awareness: Training Students for Their Future**
Lone Star E

Jamal Smith
Director of Orientation

Hollie Smith
Assistant Dean of Student Affairs for Programs
Stephen F. Austin State University

Looking for ways to enhance diversity training with your orientation/transition/retention student leaders? Research suggests self-awareness of multicultural competence may increase leader effectiveness. This open discussion will explore diversity awareness training related to student leaders and staff. A program evaluation regarding diversity competencies was conducted to implement different methods for training student leaders. The results of this evaluation, which was geared to increase self-awareness, will be discussed.
Nationwide, the retention rate of male students lags well behind that of their female counterparts. At Berea College, we found this difference to be most alarming with three particular groups: African American men, Latino men, and men from distressed Appalachian counties. To address this concern, Berea created a series of courses specifically designed for men from each of these three groups focusing on cultural understandings, masculinity, identity, and transition. Then we created programming that intertwined the three groups and provided opportunities for shared learning and understanding. Presenters will discuss program structures, outcomes, challenges, and new opportunities.

CI-191 Culture & Community: Black, Latino, and Appalachian Male Initiatives
Lone Star F
Jamie Boggs
Director of the Emerging Scholars Program
Shalamar Sandifer
Coordinator of First-Year Student Success
Richard Childers
Appalachian Male Advocate and Mentor
Chris Lakes
Director, Office of First-Year Initiatives
Berea College

 Nationwide, the retention rate of male students lags well behind that of their female counterparts. At Berea College, we found this difference to be most alarming with three particular groups: African American men, Latino men, and men from distressed Appalachian counties. To address this concern, Berea created a series of courses specifically designed for men from each of these three groups focusing on cultural understandings, masculinity, identity, and transition. Then we created programming that intertwined the three groups and provided opportunities for shared learning and understanding. Presenters will discuss program structures, outcomes, challenges, and new opportunities.

CT-192 Fostering a Positive Mindset in the First-Year Seminar
Bowie B
Jessie McNevin
Assistant Principal, Capstone Scholars Program
Grace Sullivan
Graduate Assistant, Office of New Student Orientation
University of South Carolina

We know first-year seminars are impactful to student retention. As we retain students, however, we must ask, are we aiming for them to simply survive in college or thrive there? Acknowledging that a positive mindset is one scale in Schreiner’s thriving quotient, how do we foster this kind of mindset in first-year students? This session will present resources, lessons, and assignments used to build a culture of positivity and cultivate a positive mindset in students within the first-year seminar.

CI-193 Supporting Students’ Learning Through a Program Focusing on Formative Feedback
Travis A/B
Laurent Leduc
Coordinator, Center for Advanced Didactics
Dominique Verpoorten
Professor, Educational Development
University of Liège (Belgium)

Designed to support learning and success of first-year students enrolled in the same programs at the University of Liège (Belgium), the Feedback First-Year Project has been successively implemented in five different faculties since its creation in 2013. This structured project provides customized pedagogical support—teams of advisers made up of specialists in instructional sciences and content-domain experts—to the professors in charge of first-year courses in those schools. This allows instructors to discuss regulating or optimizing some aspects of their teaching collectively or individually, focusing on their formative feedback practices with freshmen.

CR-194 BEFORE You Redesign: Let’s Look at Student FYEs/Transitions for Both Online/Traditional Students
Travis C/D
Maricela Silva
Academic Grants & Projects Officer
South Texas College and Lamar University
Teresa Simpson
Special Assistant to the Dean for Student Recruitment, Retention, and Success
Lamar University

Research shows disparities in academic achievement among minority students. Before institutions of higher education (IHEs) begin redesigning, let’s look at what students said about first-year experiences (FYEs) and how mentoring programs provided needed support. Findings from a recent phenomenological study of Hispanic male students at a college in south Texas with a large Hispanic student population show that existing retention initiatives integrate a mentoring component, giving students support and increasing retention. Participants agreed the mentoring component was integral to their retention/success. This session will help IHEs understand why they should consider redesigning to integrate mentoring support systems to help with FYEs, retention, and transitions for online/traditional students.

CT-195 International Student Peer Mentors as Agents of Empowerment
Presidio B
Mary Butcher
Program Manager, Foundation for Success
Erica Swenson
Coordinator, Foundation for Success
Seth Deister
Program Assistant, Foundation for Success
Green River College

International students in higher education provide opportunities for many positives on campus. One undervalued area of impact is their ability to create smooth transitions for one another as peer mentors. Using a case study at a college with 1,600 international students, this session will examine student mentors’ ability to connect students with campus resources, communicate vital campus information, and provide a safety net for students transitioning between cultures. The session will show that these students can connect in ways that may elude staff, faculty, and native-born students.

CT-196 Becoming a Marian Knight: “Common Reader” to “Common Local/Global Culture”
Bonham B
Holly Gastineau-Grimes
Director of First-Year Seminar, Assistant Professor, Department of History and Social Science

Research shows disparities in academic achievement among minority students. Before institutions of higher education (IHEs) begin redesigning, let’s look at what students said about first-year experiences (FYEs) and how mentoring programs provided needed support. Findings from a recent phenomenological study of Hispanic male students at a college in south Texas with a large Hispanic student population show that existing retention initiatives integrate a mentoring component, giving students support and increasing retention. Participants agreed the mentoring component was integral to their retention/success. This session will help IHEs understand why they should consider redesigning to integrate mentoring support systems to help with FYEs, retention, and transitions for online/traditional students.
Jennifer Plumlee  
Professor, Center for Academic Success and Engagement  
Marian University

As part of a series of three that includes building retention through the first-year experience and partnering with student services in first-year seminars (FYS), this session will focus on how to build an FYS that introduces students to the intellectual curiosity of the college classroom and campus culture. Universities increasingly strive to prepare students for transformative and global leadership. Common readers are integral for connecting FYS with global awareness. Marian offers 21 seminar sections that read a shared title, emphasizing how communities are formed out of difference and the local and global dimensions.

E-197 Crafting Your Custom First-Year Seminar Textbook  
Bonham D

Natalie Danner  
Vice President, Custom Solutions  
XanEdu

Theresa Haug-Belvin  
Instructor & Coordinator of the UI100 Experience  
Southeast Missouri State University

Are you considering a custom first-year seminar textbook for your campus? While the process may seem daunting, XanEdu Custom Publishing can provide support and assistance every step of the way. We’ll talk about why a custom publication might be right for your campus, how to organize your campus resources, and how a publisher can help you achieve your final product. A representative from Southeast Missouri State University will be on hand to discuss her institution’s process and answer questions.

CT-198 Why Creating Inclusive Campuses for Worldview Diversity Matters
 
Bonham E

Benjamin Correia-Harker  
Director of Assessment & Research

Janett Cordoves  
Co-Curricular Partnerships Manager  
Interfaith Youth Core

Alyssa Rockenbach  
Professor of Higher Education  
North Carolina State University

Matthew Mayhew  
William Ray and Marie Adamson Flesher Professor of Educational Administration  
Ohio State University

With hateful rhetoric and bias incidents against different religious worldviews on the rise, first-year educators have the opportunity to proactively create environments in which students of diverse worldviews can find support and community. In this session, we will discuss research that reveals benefits of cultivating a welcoming, supportive environment for various religious and nonreligious perspectives. We will also engage participants in exercises to explore practical ways campus educators can foster more inclusive spaces for first-year students.

CT-199 Contending With High-Intensity Incivility in the Freshman Seminar  
Crockett A/B

Shelley Lane  
Associate Professor of Communication and Associate Dean of Undergraduate Education  
University of Texas at Dallas

The high-intensity incivility demonstrated in the 2016 presidential campaign has made its way into college classrooms. Unfortunately, hostile classroom communication causes emotional and psychological harm and interferes with student growth and learning. Instructors report that students are emboldened to use slurs, engage in name-calling, and make inflammatory statements. This has important implications for students in freshman seminar classes in which topics such as diversity, free speech, and safe zones on campus are likely to be discussed. This session will focus on methods and activities that promote civil communication and ways to contend effectively with high-intensity uncivil behavior.

CI-200 First-Year Success: Developing the “Who” Through Professional Coaching  
Crockett C/D

Krista Casale  
Team Lead, Senior Success Coach  
Tulane University

Michele Oelking  
Director of the Success Center  
Tulane University

When we think about starting college, we may picture multiple trips to Target and tearful goodbyes on move-in day. As coaches and university staff, we know feelings of fear and excitement accompany each college-bound student. We recognize even the most prepared and successful students may need additional support to find their academic and personal footing at the university level. At Tulane University, we offer students the opportunity to work with a credentialed professional coach to help them build the self-efficacy and awareness needed to create personal success.

CI-201 A Holistic and Seamless Transitional First-Year Program  
Bonham C

Cindy Thorp  
Academic Success Coach/Academic Advisor

Mallory Morehouse  
Associate Director of Orientation & Family Programs

Troy Morehouse  
Director of Student Engagement

Natasha Daniels  
Academic Success Coach  
SUNY Alfred State, College of Technology

From orientation to the academic classroom, come learn how SUNY Alfred State has used Gallup’s Wellbeing: The Five Essential Elements (Rath & Harter, 2010) and StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond (Clifton, Anderson, & Schreiner, 2016) in its First-Year Transitional Program. Discover and learn how to easily and affordably create and adopt a similar program at your institution.
One of the first important academic decisions students presume they are required to make is choice of major (Gordon, 2015). The EXPLORE living-learning community at Oregon State University offers a first-year seminar focused on major and career exploration. Guided by our three-step decision-making model focusing on self-assessment, exploration, and deciding and acting, this active exploration prepares students to make well-informed decisions. Topics addressed in this program include course learning outcomes, curriculum overview, instructional strategies, and assessment efforts. Participants will leave with resources they can use to create or enhance a first-year seminar focused on supporting major and career exploration.

CI-203 Mathematics Summer Bridge Program Success—First Semester and Beyond
Bowie A
Carla DeLucia
Assistant Dean of Academic Affairs
Fisher College

Lack of basic math proficiency is a significant barrier to first-year college student success at Fisher College. Over 65% of first-year students place into remedial mathematics each fall. Faculty and administrators collaborated to develop a summer Math Accelerator Program to address this problem. Cengage’s online learning tool, WebAssign, was used to deliver modular content. This session will address the rationale for adopting the program, implementation using WebAssign, results, expansion, and ideas for replication at other institutions.

CI-204 Using Campus and Community Mentorship Programs to Enhance Student Success
Republic B
Ceceilia Parnther
Research Associate
Tasia Bryson
Doctoral Associate
Monica Liggins Abrams
Associate Director, Center for Research on Instructional Change in Postsecondary Education
Western Michigan University

This session will introduce the curriculum and outcomes of a first-year seminar (FYS) course within the context of a federally funded student success program for Pell-eligible students. The program is designed to promote student success through year-long FYS courses with a simultaneous, intentional mentorship component. This research project uses two mentoring interventions: community-based mentorship and an institutional learning community-based mentorship program. The session will present research guiding the program, the program’s current status, and the positive effect it has had on an institutional level.

CI-205 Serving as a Strong Foundation: The Cornerstone Experience, FSW’s Alamo
Lone Star A
Kathy Clark
Associate Dean, Arts and Sciences
Whitney Rhyme
Director of Strategic Initiatives
Florida SouthWestern State College

This presentation will focus on the marketing strategies used during the creation, development, and implementation of the first-year experience (FYE) course and program. Presenters will describe how one state college engendered college-wide support and buy-in through a variety of marketing strategies that encouraged college-wide collaboration and excitement for an FYE course and program. Participants will review marketing assessment data demonstrating the efficacy of faculty, staff, and student support. After completing the session, participants will leave with multiple FYE marketing strategies they can use to continually engage faculty, staff, and students at their own institutions.

CI-206 Engaging First-Year Students in Service to Maximize Student Success
Lone Star B
Todd Allen
Assistant Director for New Student Programs
Dalton Hoffer
Assistant Director for Student Engagement
University of North Carolina at Pembroke

Community service initiatives play an important role in engaging first-year students as well as developing a sense of humility, clarifying career goals, and aiding in overall student success. This interactive workshop will explore a variety of methods used at the University of North Carolina at Pembroke to engage first-year students in an alternative spring break trip. We will share ideas and best practices for developing this program, recruiting first-year students, and maximizing their success.

CI-207 Impacts of Information Literacy Instruction During the Summer Bridge Program
Lone Star C
Daniel Ross
Academic Excellence Librarian
SUNY Geneseo

Milne Library has partnered with SUNY Geneseo’s AOP program to provide multiple library instruction sessions to participants in a four-week summer bridge program. Our Student Success Project enables us to assess the effectiveness of this summer bridge program and evaluate student usage of library services. We collected data on student use of circulation, interlibrary loan, instruction, and reference services. Working closely with the
Institutional Research Office, we found that students in the AOP summer bridge program use the library at a higher rate than their first-year peers. Some studies suggest higher library use is associated with higher GPAs.

**FD-208 If the Shoe Fits ... Mentoring First-Year Students**
Lone Star E

Brandon Cruz  
Program Coordinator, First-Year Experience

Nathaniel Tut Hill  
Program Coordinator, First-Year Experience

*The University of Texas at San Antonio*

First-year students transition into university life with a diverse background and set of experiences. Peer mentors play an important role in providing them with relevant resources and support to make their college transition successful. Join us in an interactive discussion by putting yourself in a peer mentor’s shoes, as we build best practices for supporting first-year students in and outside the classroom.

**CT-209 The First-Year Seminar: An Essential Component of Guided Pathways**
Lone Star F

Sabrina Mathues  
Department Chair and Instructor, College Success

*Brookdale Community College*

Christine Harrington  
Executive Director, Center for Student Success

*Kentucky Council of County Colleges*

Kathryn Suk  
Assistant Professor of Education and Student Development, Student Development Coordinator

*Rappahannock Community College*

This session addresses the importance of the first-year seminar course within the Guided Pathways framework from a national, state, and community college perspective. In particular, we’ll explore the value of the first-year seminar course as a vehicle for assisting students with career and educational planning through strategic interventions and relationship building. Several strategies and models for the first-year seminar as an essential part of the Guided Pathways movement will be shared and discussed.

**CT-210 Achieving Happiness in Life**
Bowie B

Marsha Fralick  
Professor Emeritus, Education

*Cuyamaca Community College*

One of the most common goals reported by students is to be happy in life, but they often cannot explain what happiness means and how to achieve it. What is happiness, and how can you increase it for yourself and your students? Review the highlights of current research and suggestions for increasing happiness. Use research on happiness, the growth mindset, and grit to increase student motivation, success, persistence, and life satisfaction. The session includes interactive activities, practical ideas, and resources useful in your own life and in your first-year experience course.

**CR-211 Using Smartphones to Deliver and Assess a First-Year Intervention**
Travis C/D

Timothy Steenbergh  
Professor of Psychology

Douglas Daugherty  
Associate Dean

Christopher Devers  
Director of Research, Center for Learning & Innovation

Lorne Oke  
Director, Center for Learning & Innovation

Brittany Washington  
Research Assistant

*Indiana Wesleyan University*

In this session, we will describe a mobile growth mindset and social-belonging intervention for first-year students. Factors associated with engagement, the intervention’s impact on academic outcomes, and the relationship between intervention engagement and students’ stress levels, as measured by end-of-semester hair cortisol, will be presented. We will illustrate the benefits of mobile intervention and assessment; explain the potential uses of this methodology; and highlight findings from first-year students who used the app. Session participants will receive a free download of the app and discuss the potential mobile technology in first-year programming.

**CI-212 Enduring and Beyond! Signature Courses and the Freshman Experience**
Bonham B

Ann Hoey  
Instructor, University College

*Texas A&M International University*

Many first-year experience (FYE) courses suffer from an identity crisis. Freshmen often view them as “study skills” or “college prep” classes, which becomes a real concern when the course spans two semesters. At Texas A&M International University, an innovative program was implemented to enhance student success by providing a solid foundation in research and critical thinking skills in the fall semester and a wide variety of interdisciplinary signature courses in the spring term. These courses pair FYE faculty with faculty fellows from disciplines across campus, with the goal of unraveling a key question that addresses an essential issue of our time.

**E-213 The Money Experience: Understanding Personal Finance Throughout Life**
Bonham C

Ben Welbourn  
Associate Vice President of Business Development

Kevin Brennan  
Vice President of Finance and Planning

*Winterline Global Education*

An extensive breadth of studies (links provided upon request) show that most young people feel ill-equipped to make critical financial decisions. Only five states require a stand-alone course in personal finance for high school graduation. This session is designed to showcase Winterline Global Education’s approach to teaching about the ways in which money works today and throughout life. Presenters will share some of Winterline’s curricular materials and describe how the company works with schools to offer these materials to students in ways that best suit the individual and the institution.
E-214 Changing the Conversation: Identifying & Addressing Mental Health Issues Among High-Achievers
Bonham D
Marie Mimiaga
Associate Director
The National Society of Collegiate Scholars

Laura Horne
Director of Programs
Active Minds

Anxiety is the top mental health concern among college students, yet only one third of those suffering receive treatment. Many students with mental health issues are high achievers misunderstood as type A personalities. Active Minds and the National Society of Collegiate Scholars partnered to equip high achievers with mental health resources. This interactive session will give a voice to the issue, identify warning signs, and illustrate the behaviors, attitudes, and resources to arm frontline student affairs professionals across the country to take positive action.

E-215 The Critical Role Motivational, Noncognitive Assessment Plays in Student Success
Bonham E
Mari Normyle
Assistant Vice President
Ruffalo Noel Levitz

Understanding what motivates students is often the missing piece in the student success formula. Our work with over 1,400 campuses in the past 20 years shows that motivational, noncognitive factors carry great weight in predicting students who are more likely to be successful in, be retained in, and graduate from their initial institutions. This session will describe the motivational assessments available for first- and second-year students, as well as sharing case studies of client campuses that have improved their retention and graduation rates after incorporating these assessments into their student success toolkits.

CT-216 Developing a Plan for First-Year Seminar Instructor Professional Development
Crockett A/B
Michelle Buggs
Director, Undergraduate Academic Programs
Joshua Adams
Executive Director, Pioneer Center for Student Excellence
Texas Woman’s University

The first-year seminar (FYS) has become a standard high-impact practice in higher education, historically serving as an extended orientation in the first or transition year. While the primary focus remains on the student experience, an increased focus on the FYS faculty experience can be another way to positively impact student success and learning. Presenters will share elements of FYS faculty professional development that aid in a better overall understanding of undergraduate curriculum, increased student engagement and retention, and retention of FYS faculty to the program and potentially the institution.

CI-217 Big E Welcome: Developing a Comprehensive Pre-Matriculation Experience
Crockett C/D
Sarah Schultz
Associate Director, Student Engagement
Brandon Mandigo
Coordinator, First-Year Experience
Eastern Kentucky University

Research shows first-year students are more likely to persist through graduation if they feel connected. Eastern Kentucky University has implemented the Big E Welcome, a required, five-day pre-matriculation experience for first-year students. The Big E Welcome is intentionally created to foster self-efficacy, allow students to build friendships with peers, equip them with skills and experience to excel in the classroom, and welcome them into their greater EKU experience. Our program serves over 2,000 students—of which over 800 are first-generation college students—and provides leadership opportunities for 150-plus student volunteers.

CI-218 EDGE+RSP: A Collaborative Approach to Advise and Support Students
Seguin
Joseph Ecklund
Director, Academic Success
Holly Ann Harris
Associate Dean in the College of Arts and Sciences
Tricia Sharrar
Vice Provost, Academic Administration and Partnerships
Creighton University

Creighton University provides two distinct, yet connected programs that strengthen the advising of new students while also providing a safety net of support for these students in transition. The Creighton EDGE is an initiative focused on pre-professional advising (with learning communities), academic support, and career development. The Ratio Studiorum Program provides an innovative approach to first-year advising and uses faculty, student leaders, and administrators in a collaborative way to provide support, orientation, and advising to new students. This session will discuss how these two programs work together to transform the new-student experience.

CI-219 Toot Toot for Tutoring! Roadmap for First-Year Students and Beyond
Republic B
Cornelia Wills
Director of Student Success
Middle Tennessee State University

Middle Tennessee State University is recognized as a leader among leaders in student success initiatives. Student success is the core and central to its mission. It is the No.1 producer of graduates in its former governing system. With top priority given to improving student retention and graduation outcomes, it adopted a blueprint called, Quest for Student Success. Four strategic directions were included in this plan. This session will explore resources and services provided by the Office of Student Success, with a focus on the evolution of tutoring, and how it helped to significantly improve overall university persistence and retention rates.
It seems that many faculty and staff today struggle with incongruities in their academic lives. Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in the academy in the 21st century? Do our institutional cultures fuel incongruence? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict. Discussion will revolve around these issues.

University of South Carolina Alumni and Friends Reception
6:30 p.m. – 7:30 p.m. | Presidio A
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!

Outstanding First-Year Student Advocates Reception
6:30 p.m. – 7:30 p.m. | Presidential Suite Parlor 2132
Co-sponsored by Cengage Learning
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Scholarship \textit{[skol-er-ship]} — the character, qualities, activity, or attainments of a scholar

Leadership \textit{[lee-der-ship]} — the action of leading a group of people or an organization

Service \textit{[sur-vis]} — the action of helping or doing work for someone

As the leading national honor society for high achieving first and second year students, we are committed to creating a community of scholars that supports collegiate retention and engagement. With more than 320 chapters nationwide, The National Society of Collegiate Scholars is proud to be certified by the Association of College Honor Societies, the nation’s only certifying agency for college and university honor societies, and a member of the American Association of Collegiate Registrars and Admissions Officers.

www.nscs.org
Institutional Excellence for Students in Transition

The National Resource Center for The First-Year Experience and Students in Transition is committed to setting the standard for excellence in supporting students at critical junctures in the educational pipeline beyond the first year. We also seek to promote intentional and integrative connections within and across institutions and educational sectors to enhance the student transition experience. In light of these core commitments, the National Resource Center is pleased to announce a new award recognizing Institutional Excellence for Students in Transition. The award will be presented annually to institutions that have designed and implemented outstanding collaborative initiatives enhancing the entire undergraduate experience. Award recipients will have demonstrated the effectiveness of the initiative in supporting student success, learning, and development at a variety of transition points and in responding to unique institutional needs.

Each award recipient will receive:

- Recognition at the 25th National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions.
- Two complimentary registrations to 25th National Conference on Students in Transition to include at all conference sessions and meal functions and preconference workshops on a space available basis.
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution.
- Recognition in a national higher education media outlet; in the National Resource Center’s online newsletter (E-Source for College Transitions), and on the Center’s web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels.
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets.

More information regarding the award will be available at www.sc.edu/tye by May 1, 2018.
8:00 a.m. - 9:00 a.m.

CT-221 Redesigning First-Year Seminar (FYS) of LACE (Liberal Arts Core Education)
Lone Star A
Elizabeth Sturgeon
First-Year Seminar Leadership Team
Robin Owens
First-Year Seminar Leadership Team
Kim Middleton
Director, Center for Academic Innovation and Creativity
Michele Starkey
Associate Provost
Mount Saint Mary’s University

After a university-wide envisioning process, in Fall 2016, Mount Saint Mary’s University launched a new first-year experience (FYE). This FYE supported the recently redesigned, mission-driven, and equity-minded GE curriculum known as Liberal Arts Core Education. During their first year, students embarked on a yearlong journey focusing on a holistic combination of personal success skills and academic enrichment. In this session, faculty, staff, and administration will share how the Mount community came together to design two-unit courses for fall and spring inspired by Mount core values, and how we revised these courses based on feedback.

CT-223 Common Book Selection: Game of Thrones Edition
Lone Star C
Tara Coleman
Associate Professor
Mariya Vaughan
Assistant Director, K-State First
Kansas State University

Selecting a common book can feel like a battle for the Iron Throne. To ensure that our book isn’t chosen by the faction with the biggest dragon (power) or biggest cache of gold (resources), we employ various strategies to ensure the rightful heir is crowned the ruler of Westeros (K-State). This session provides an insight into the committee selection, data collection processes, and qualitative coding used to determine the final book. We’ll share specific strategies that have helped us keep our selection process equitable while validating our claim to the throne and avoiding tyrant kings.

FD-224 Beyond Growth Mindset
Lone Star D
Rebecca Campbell
Professor, Educational Psychology
Northern Arizona University

Growth mindsets, beliefs correlated with student success, are indicated by the idea that capabilities and traits can be improved over time, or with practice, effort, or strategy use. Little direction has been provided on how to foster these growth mindsets. This session will facilitate a dialogue about how the first-year experience (FYE) community can operationalize time, practice, effort, and strategy use so that students will explicitly understand the behaviors they need for success. By explicitly linking the belief in growth with defined behaviors for growth, we are much more likely to foster student engagement, persistence, and completion.

FD-225 Exploring the Language of First-Year Hispanic College Students
Lone Star E
Joan Reed
Director, Learning Framework Program
Marilyn Hagerty
Lecturer I, Learning Framework Program
Dagoberto Ramirez
Lecturer I, Learning Framework Program
Michelle Alvarado
Lecturer III, Learning Framework Program
Jose Saadiv
Lecturer III, Learning Framework Program
University of Texas Rio Grande Valley

This facilitated discussion examines the socio-cultural realities of serving first-year and first-generation Hispanic college students at a Hispanic-serving institution on the U.S.–Mexico border and how those realities have impacted the way the university addresses students’ needs.
FD-226 Maximizing the Effectiveness of Peer Mentors in FYE-LC Programs
Lone Star F
Casey Applegate-Aguilar
Director of Academic Enrichment and Retention
Miranda Andrego
Lead Peer Mentor
New Mexico Highlands University
What role do peer mentors have within your FYE-LC program? What training do peer mentors receive to maximize their effectiveness? How satisfied are peer mentors with their perceived effectiveness with FYE students? These and many more questions will be part of this facilitated discussion. This year, NMHU implemented several new strategies, expanding the training and the participatory support role for peer mentors. The facilitators would like to engage all participants in sharing their respective strategies about what has been successful, how peer mentor effectiveness is assessed, and what models/levels of integration exist with peer mentors in an FYE-LC program.

CI-227 The Impact of Service Learning on First-Generation Student Experiences
Bowie B
Charmaine Troy
Instructor & Student Success Advisor
Georgia Gwinnett College
This session will explore the academic outcomes and experiences of a learning community for first-generation students. More specifically, this session will examine the impact of learning communities and service learning on the engagement and persistence of first-generation college students. What has been successful in our programs? Where is further study needed? By understanding the manner in which first-generation students are engaged in service learning within a learning community for first-generation students, we can better prepare to design and implement strategies that contribute to the student’s college success, growth, and leadership experience.

CR-228 Evaluation and Outcome Measurement in an FYE Program
Travis A/B
David Strickland
Director, FIRST CLASS First-Year Experience Program
East Georgia State College
Carol Strickland
Associate Professor of Nursing, Retired
Georgia Southern University
This presentation will describe the comprehensive evaluation of a first-year experience (FYE) program, FIRST CLASS, at a four-year college in the southeastern United States. FIRST CLASS is designed to assist first-year students with transition into college, prepare them for academic success, and help them prepare to transition into their professional career. The presentation will include a description of the FYE program, a discussion of benchmarks and outcome measures, a review of the FIRST CLASS program evaluation with empirical results from the first round, and recommendations for future evaluations.

CR-229 Collaborative Development of a Homegrown College Transition Course
Travis C/D
Christy Buchanan
Senior Associate Dean for Academic Advising
Matt Clifford
Associate Dean of Students, Student Conduct
Nate French
Director, Magnolia Scholars Program; Assistant Teaching Professor, Communication Studies
Paige Meltzer
Director, Women’s Center
Wake Forest University
A one-credit, first-year experience course (FYE 101, The College Transition) was developed to promote learning in three areas related to first-year student retention and success: academic success, well-being, and living in community. The effort involved collaboration among faculty and staff from the college, Campus Life, and the Office of Diversity and Inclusion. Ten sections of a pilot course were offered. The enrollment process targeted diversity of interest in the class and demographic characteristics. Assessment indicated significant gains in knowledge and behaviors related to desired outcomes in the three areas. Lessons concerning development, approval, implementation, and assessment will be shared.

CR-230 A Case for the Creative: Creative Development and Student Engagement
Presidio B
Jennie Montgomery
Student Intern, Office of the First-Year Experience
Leah Kendall
Director, Office of the First-Year Experience
Winthrop University
Incoming students of 2017 value media (graphics and videos) far more than their generational peers. In fact, students spend their time glued to media—from Instagram to Twitter, Facebook, commercials and every source in between—and marketers across the country vie for their attention. While this may seem like a seedy effort, what we recognized in our first-year experience (FYE) is that we needed to do the same. So how does FYE appeal to today’s 18-year-old? Creative development. In this session, we will walk through our creative development strategy as attendees learn how to implement their own.

CR-231 Increasing Well-Being, Flourishing, and Resilience in First-Year Students
Bonham B
Carol Day
Director of Health Education Services/Adjunct Assistant Professor
Sarah Stiles
Teaching Faculty, Sociology
Georgetown University
To address the rise in depression, anxiety, and overwhelm among students, Georgetown University received a Bringing Theory to Practice Well-Being Initiative Research Grant that partially funded the development of a Flourishing in College course for first-year students. The course is a joint partnership between academics, student affairs, and student health. This three-credit elective has been offered since 2014. It is team-taught,
includes peer mentors, and incorporates best practices and evidence-based health promotion and well-being. This mixed-method original research indicates that students in the course experience less depression and anxiety and increased flourishing and resilience compared with their peers.

**CI-232 JagX: Making Meaningful Connections Before the First Day of Class**  
Bonham C

**Ana Gabriela Flores**  
Coordinator, Bridge & Learning Communities

**Maija Arthur**  
JagX Student Peer Leader

**Shelby Riley**  
JagX Student Peer Leader  
Texas A&M University-San Antonio

JagX is a five-day mandatory program for first-year students the week before the fall semester. It is designed to welcome students to Texas A&M-San Antonio and prepare them for a smooth transition by introducing university expectations. JagX hosts sessions that range from learning how to use university resources to different novelty acts such as Playfair to promote “familia.” During this session, the coordinator and student leaders will discuss the design for a successful first-year extended orientation program that led to 85% of JagX attendees stating they felt a connection with the university before the first day of class.

**CT-233 Encouraging and Implementing Values-Based Frameworks in Student Leader Training**  
Bonham D

**Bobbi-Lynn Kekic**  
Assistant Director, New Student Programs & Development

**Brent Ploughe**  
Assistant Director, Residential Center  
Bentley University

Student leaders working with first-year students are often one’s first connection to an institution. They not only set the foundation for the university experience but also establish meaningful connections, introduce campus resources, and espouse the values of the institution. Bentley University, guided by its co-curricular model, took an intentional approach in incorporating values-based frameworks into the training modules provided to student leaders. The outcome enhanced the first-year student experience while also strengthening student commitment to the Bentley mission. Join the presenters to learn of their methodology, implementation, and future implications in infusing values-based frameworks in student leader training.

**CI-234 A Ground-Up Guide to Building a First-Year Experience Course**  
Bonham E

**Paul Manrique**  
Director of New Student Engagement

**Maureen Dawson**  
Assistant Dean, First Year of Studies  
University of Notre Dame

Interested in learning the nuts and bolts of getting a first-year experience (FYE) course off the ground at your institution? Learn from the successes and significant setbacks of three University of Notre Dame administrators who were given the tall task of starting a FYE course from scratch. You’ll learn ways to get campus buy-in from students, faculty, and staff at a tradition-rich institution. We’ll also discuss best practices for creating a structure for your course, picking instructors, selecting relevant subject areas for content, using technology to your advantage, and measuring impact through student assessment.

**CI-235 Extended Orientation for Peer Educator Development: The University 101 Model**  
Crockett A/B

**Sloane Stuart**  
Graduate Assistant for Peer Leadership

**Mike Dial**  
Assistant Director for Peer Leadership  
University of South Carolina

Peer leader programs have an amazing potential to benefit students, institutions, and the students who serve in these roles. It is imperative, then, that every effort is made to best develop potential peer educators for your program. This session will examine one model for doing so and allow session participants to reflect upon and evaluate the ways their program currently develops peer leaders. Participants will leave with a better understanding of how to maximize peer leader development during their leadership experience.

**CI-236 Search & Destroy: Action-Packed Gaming for Self-Directed Research Skills**  
Crockett C/D

**Mari Kermit-Canfield**  
Creative Learning Librarian

**Sarah Rescoe**  
Adjunct Instructor of English

**Kristy Motz**  
Library Instructor Coordinator  
Ferris State University

Come learn about improving student research skills with Search&Destroy. This multiplayer, competitive card game encourages students to build search strings and run database searches—all while trying to remain the last player standing. Librarians developed card design, artwork, and gameplay mechanics for educators, and we introduced the game to our classes this past fall. Our game developers will enthusiastically discuss the game’s creation, and a library/faculty team will give you the full rundown of its use and success in the classroom. Join us to learn about Search&Destroy and encourage your students to be the last searcher standing! BYOD.

**CI-237 Creating a Campus-Wide Week of Welcome**  
Seguin

**Chelsey Wilson**  
Student Engagement and Leadership Advisor  
Montana State University

As students transition from high school to college, they may experience mixed feelings of excitement, fear, nervousness, and the unknown. We created an institution-wide welcome program that helped incoming students navigate this process and connect with other incoming students, returning students, faculty, and staff. Our program highlighted more than 12 opportunities for students to engage with their campus and local community. Come learn how we envisioned, implemented, and assessed an institutional-wide welcome week program that retained 94% of participants. We will provide a strategic outline so you can revolutionize your campus’s week of welcome too!
Join us for a session taking a closer look at a peer mentor program aimed at the persistence of first-year students in the STEM fields at Rensselaer Polytechnic Institute. The goal of the program is to provide support for first-year students in gateway STEM courses with the hopes of keeping them in STEM fields. The program, supported by a $1.2 million grant from the Howard Hughes Medical Institute, has over 135 mentors and reaches about 1,400 students every fall.

9:15 a.m. - 10:15 a.m.

CT-239 Rebuilding the First-Year Seminar With New Learning Science Principles
Lone Star A

Caroline Twachtman
Assistant Director, Academic Foundations

Kevin Yee
Assistant Dean, Undergraduate Studies
University of South Florida

In this presentation, we will share the advantages of using a pedagogy built around learning science principles in the first-year seminar. The principles of the science of learning and memory determine the amount (and type) of content delivered and the methodologies for delivery. With this model, instructors can maximize student learning, increase peer interactions during class time, and leverage the use of technology both inside and outside of the classroom. Participants will gain the principles of learning science and leave with a road map for using these in first-year seminars at their own institutions.

CI-240 Infusing Diversity & Inclusion Content Into First-Year Seminar
Lone Star B

Michele Brown Kerrigan
Associate Director, Academic Services
Babson College

Creating systemic institutional change is never easy, especially when it comes to diversity and inclusion. Starting in the fall of 2016, Babson strove to make its campus more inclusive through a variety of efforts. One pointed endeavor involved redesigning the first-year seminar (FYS) program to incorporate a specific emphasis on diversity and inclusion across all sections. Given that FYS is a required credit-bearing course, this redesign impacted all first-year students at Babson. This session will detail this programmatic initiative, including the impetus for the redesign, measures taken, challenges faced, and program successes.

CI-241 Making the Best Better—Let Your Hands-On Activities Shine
Lone Star C

Kristy Motz
Library Instruction Coordinator

Stacy Anderson
Assessment Librarian

Mari Kermit-Canfield
Creative Learning Librarian
Femis State University

Adapting or changing a successful hands-on activity can be daunting. You’ve brainstormed and created an amazing initiative, assessment proves it is working well, and the final product hits the learning target. But nothing stays the same. Student interests change, faculty get reassigned, and classes move online. How do you adapt? Updating a successful activity isn’t easy, but we’ll discuss a process we used to help us make the best better and hit new levels of success. It can work for you, too! As an added bonus, think about how our hands-on activity might be adapted for your own classes.

FD-242 Producing the Next Generation of Student Affairs Professionals
Lone Star E

Kinsey Ashworth
Graduate Assistant for Administration
University of South Carolina

Alan Bearman
Dean of University Libraries & the Center for Student Success
Washburn University

Using peers to supplement the first-year experience is a longstanding best practice, but how do we continue the process to gain knowledgeable, passionate professionals? The National Peer Leader Survey shows serving as a peer leader promotes progress in identity development. This session will explore how encouraging this intentional identity development to create a new pipeline to the first-year experience will benefit future students and the field.

FD-243 Strategies for Promoting Leadership in FYS Peer Mentors
Lone Star F

Brandy Stiverson
Graduate Assistant for Peer Tutoring
Ohio University

How do we promote leadership by peer mentors associated with first-year seminar courses? Through peer mentorship, upper-class students will develop by being leaders on campus. Discussing strategies for leadership will make peer mentors stronger in their role and as students. During this interactive session, participants will discuss strategies for this cause using peer mentors’ personal experiences. By sharing perspectives, participants will gain an understanding of strategies for promoting leadership in peer mentors.
This conference is part of a three-day event for first-year students. These sessions offer a variety of opportunities to learn about the ways institutions can partner to deliver a consistent, positive, and empowering institutional message.

**CR-244 Empowering First-Year Student Transition Through Language: Measuring the Message**

**Bowie B**  
Kathryn Wilhite  
Academic Program Specialist  
Kennesaw State University

This session will explore emerging research that examines the relationship between the language used by incoming first-year students and the student adjustment process. Critical to this conversation is the shared lexicon between functional areas, including but not limited to: admissions, orientation, the first-year experience, residence life, and others. Transitioning students may begin learning the institutional lexicon early, and defining the institutional environment is critical. The research design, including a rubric to evaluate and craft messages of empowerment, will be explored before a conversation about the ways institutions can partner to deliver a consistent, positive, and empowering institutional message.

**CT-245 We Teach. We Guide. We Motivate. FYE Coaching.**  
Travis A/B  
Kelly O’Keefe  
Coordinator of New Student and Transition Programs  
Travis Garvin  
First Year Experience Graduate Assistant  
Madison Pope  
First-Year Experience Coach  
Liz Patterson  
Assistant Vice President for Student Success  
Kim Murray  
Assistant Professor of Sociology  
Texas A&M University-Texarkana

TAMUT first-year students are required to enroll in a freshman seminar course. The course is taught exclusively by full-time faculty and paired with a first-year experience (FYE) coach. The FYE coaches attend freshman seminar and provide academic and social support. FYE coaches serve as peer connections to help guide students through the transition into higher education. Students are required to meet with their coach outside the classroom once during the semester, but coaches attempt to meet with their students weekly to offer mentoring and support. Coaches work to engage their students in scholarly and cocurricular activities.

**CI-246 From the Ground Up: Building an In-House Online Orientation Course**  
Travis C/D  
Scott Wojciechowski  
Director, First Year Residential Education  
High Point University

A new component of High Point University’s Common Experience, HPU 101: Live. Learn. Grow., is an online course focused on introducing first-year students to the institution’s learning management system and delivering content centered on academic, social, and emotional transition from high school to college. This session will detail the drafting, creation, and implementation of this initiative and describe course design, the cross-divisional partnerships that made it happen, lessons learned from building a new program, and a summary of assessment. This session will be beneficial for institutions looking to build an in-house tool to supplement existing orientation initiatives.

**CI-247 Backpack to Briefcase: Measuring Professional Development of Peer Instructors**  
Presidio B  
Susan Bennett  
Assistant Director for First-Year Engagement  
Lyn Baier  
Associate Director for First-Year Engagement  
Rutgers University

Juniors and seniors at Rutgers University individually create and teach 10-week First-Year Interest Group Seminar (FIGS) courses, blending subject area- and transition-related content. While first-year seminars are typically evaluated from the lens of the students enrolled, the FIGS program has incorporated a new focus on the professional development of its instructors. In this session, we will share the transferable skills, reflection exercises, and assessment tools we have used to enhance and measure the career competence of our peer instructors.

**CI-248 Enhancing the First-Year Experience Through International Service-Learning**  
Bonham B  
Alicia Bates  
Student Development Coordinator  
Carnegie Mellon University Qatar

This session highlights a unique intercultural and service-learning immersion program specifically geared toward engaging first-year students in service-learning. The trip aligned with the university’s mission to impact society globally by engaging with partners outside traditional borders of the university. This session will detail how the trip increased first-year student engagement as well as outline logistical steps for departure, measure intercultural engagement via the Intercultural Effectiveness Survey, provide an overview of what students learned from the experience, and discuss how the trip is developing in its second year.

**CI-249 Why Are We Here? A Seminar in Finding Academic Purpose**  
Bonham C  
Elizabeth Bleicher  
Exploratory Program Director  
Tom Pfaff  
Professor of Mathematics  
Ithaca College

This session offers a deeper dive into one of the first-year seminars featured in *What Makes the First-Year Seminar High Impact? An Exploration of Effective Educational Practices* (Skipper, 2017). It provides a detailed overview of the principles, structure, results, and replicability of a successful first-year seminar designed to use high-impact practices to increase student engagement and empower students to become intentional learners. A description of course structure, methods, student learning outcomes, and assignments is followed by student, faculty, and institutional assessments and examples of “spinoff” programs and courses to which the seminar has given rise.

Please join the conference conversation on Twitter: @NRCFYESIT #FYE18
CT-250 Embedding Career Exploration in First-Year Seminars
Bonham E

Yolanda Gibson
Associate Dean, First Year Experience

Anne Aichele
Director, Leadership Development
Marymount University

Undergraduate students often arrive at college without knowing their career path or major. Research suggests that cross-campus collaborations are key to supporting student career exploration and development. This presentation shares how Marymount University embedded career exploration into the first-year seminar curriculum through the use of peer mentors and intentional curriculum. In this session, participants will learn career exploration strategies using the Focus 2 Assessment and resume workshops; learn best practices for collaborations among peer mentors, career services, and academic affairs; and leave feeling empowered to embed career exploration as a requirement for incoming first-year students.

CT-251 The Oplontis Project: Critical Thinking and the Pedagogy of Enjoyment
Crockett A/B

Margaret Konkel
Director, First-Year Seminar

Deborah Blanchard
Assistant Director, First-Year Seminar
Montana State University

Literature in museum pedagogy suggests that integrating museum visits into undergraduate research assignments provides a basis for critical inquiry into research and scholarship, while offering tools for experiential learning that replace the formal setting of the classroom. A once-in-a-lifetime opportunity to integrate an academic first-year seminar course with an international, interdisciplinary exhibit at a campus-affiliated museum produced a curriculum that encouraged engaged, hands-on interaction between text, exhibition artifact, and project-related scholarship. This led to greater enjoyment in the class and more opportunity to integrate ideas across disciplines.

CT-252 College Identification and First-Year Students: Approaches to the FYE Curriculum
Crockett C/D

Joe Ervin
Assistant Professor-in-Residence, Academic Transitions

Emmanuel Ayim
Assistant Professor-in-Residence, First Year Experience Coordinator
University of Nevada, Las Vegas

Students gain a sense of belonging and connection to their school from a variety of sources. Institutions promote school identification and belongingness through events, programs, and activities, and also through the curriculum of the first-year experience (FYE). In this session, we give particular attention to the FYE course and discuss the curriculum as a means for fostering first-year students’ sense of belonging. We will illustrate specific approaches used within the classroom and discuss the implications of school identification. Attendees will have the opportunity to reflect on their own practices.

Cl-253 Themed Learning Communities and Service-Learning Leveraged for Student Success
Seguin

Michele Hansen
Executive Director, Institutional Research and Decision Support

Amy Powell
Director of Themed Learning Communities

Thomas Hahn
Director of Research and Program Evaluation

Morgan Studer
Director of Faculty and Community Resources
Indiana University-Purdue University, Indianapolis

This session will focus on how two high-impact practices were leveraged to improve student success and learning: themed learning communities (TLCs) and service-learning (SL). Assessment results suggested that students who participated in TLCs with SL experiences had significantly higher levels of critical thinking, integrated and civic learning, quality interactions with diverse peers, and persistence rates compared with students who participated in TLCs with no SL. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection and integrative learning assignments, intentionally linking themes with SL experiences, and using assessment results for program improvements.

Cl-254 The Second First Year—High-Tech/High-Touch Probation Support
Republic B

Greg Metz
Assistant Dean, Academic Affairs
University of Cincinnati Blue Ash College

Successful transitions may not transpire during the first year—especially for less-advantaged students. Yet resources are disproportionately concentrated in first-year experience (FYE). The challenge: Support post-FYE alert/probation students at an open-access regional commuter campus by creatively deploying minimal resources—and find more. I will share high-tech/high-touch tools we developed and appropriated, including online progress surveys and success modules. I will show how tools were used, how rich data were gathered, how data were used to educate colleagues and grow resources, and how new resources were used, along with student success outcomes and next steps.

MORNING BREAK | 10:15 a.m. – 10:30 a.m.
Texas Ballroom DEF

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

Cl-255 Good Enough? One University’s Refusal to Say “Uncle” Regarding Student Success
Lone Star A

Vincent Windrow
Assistant Vice Provost for Student Success

Ryan Korstange
Assistant Professor, University Studies
Middle Tennessee State University

In higher education, programs tend to become stale or ineffective after a number of years. This session will describe an approach for continuously building upon the success of any program. Attendees will learn about the Scholars Academy—an early arrival program aimed at improving the retention, progression, and graduation of students typically considered high-risk—and how the university has intentionally approached its continued existence and success that has produced first-year retention rates for the past three years of above 80%, with a high of 85% for those students who participate in the program.
CT-256 Closing Gaps, Opening Opportunity: Shaping a Classroom Without Walls  
Lone Star B  
Mary Beth Heeder  
Director, Academic Orientations and Transitions  
Lone Star B  
Lorelei Blackburn  
Instructor, Writing, Rhetoric, and American Cultures  
Michigan State University  
The Spartans Transition to Excellence Program (STEP) for first-year students and their family members takes place throughout the academic year in a classroom without walls. STEP’s framework is a “curriculum for human beings” (Greene) that reduces belonging and uncertainty, increases trust and connections, and inspires living passionately and with purpose. Conference attendees will hear about an innovative student success initiative framed around intellectual engagement and scholarly inquiry that has ignited a culture of encounter among faculty, staff, students, and their family members at a large public university.

CT-257 Blogging for an “A”: Utilizing E-Portfolios to Encourage Student Engagement  
Lone Star C  
Jacqueline DeBenedetto  
Freshman Studies Mentor  
Seton Hall University  
Through exploring the positive effects of using technology in the classroom to enhance the experience of first-year students, we will discuss the importance of the e-portfolio in the first semester. The e-portfolio, a blog format, provides students of all abilities, cultures, majors, and backgrounds the opportunity for reflection. Along with the curriculum in Freshman Studies at Seton Hall University, the e-portfolio provides students a structured and safe space to share their personal, academic, and social experiences.

FD-258 Supporting Student Success: Establishing Developmental Learning Communities on Your Campus  
Lone Star D  
David Brooking  
Director, Student Success Center  
Mississippi University for Women  
Academic learning communities have long been touted for their reputation as tool to benefit students in the areas of critical thinking, academic achievement, and persistence and retention. Most of these learning communities are structured around academic majors, residential status, or areas of interest. But what about a learning community for our most academically vulnerable students? The goal of this session is to create a space where faculty and staff will discuss effective and ineffective models of learning communities that cater to developmental students, and how to begin the process of establishing a successful program on their campuses.

FD-259 Engaging STEM Students in Their First Year  
Lone Star E  
Quan Tran  
Graduate Assistant  
Carli Rosati  
Graduate Assistant  
Wendy Merb-Brown  
Director, Learning Community Programs  
Ohio University  
Recently, increased value has been placed on students obtaining degrees in STEM fields. While STEM students may be involved academically, their holistic development remains at risk, as they often fail to see the incremental value of developing relationships with peers. They are less likely to connect socially with faculty members, other students, or with the campus community as a whole. Higher education professionals are challenged to create unique programs to encourage STEM students to foster cocurricular connections. This session seeks to share innovative ways to engage this student population.

FD-260 Submitting a Successful Conference Session  
Lone Star F  
Lauren Rippy  
Continuing Education Manager  
Emily Tedesco  
Graduate Assistant for Conferences and Continuing Education  
National Resource Center for The First-Year Experience and Students in Transition, 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 National Resource Center conference staff who are familiar with what works. We will work in small groups to dissect proposals and you will leave with examples of successful proposals and a plan for creating your own.

CT-261 Parent/Child Scholarship: Promoting Two Generations of Student Success  
Bowie B  
Bertha C. Castellanos  
Certified Advisor  
San Antonio College  
The Parent/Child Scholarship program seeks to ensure the educational success of two generations by providing support, financial assistance, and the incentive of a full scholarship for the child of a parent who completes their educational objective at an Alamo College.

CT-262 Reclaiming Our Time: Empowering Students (and Ourselves) With a Digital Detox  
Travis A/B  
Sandra Atkins  
Lecturer  
Erika Perez  
Lecturer, University College  
Erica Giles  
Lecturer  
The University of Texas - Rio Grande Valley  
Are institutional efforts at immersing students in technology helping or hindering their ability to develop academic self-regulation? While the debate on whether to use technology inside the classroom is ongoing, the one constant is the digital native students we teach. This session will highlight emerging research in the field of digital responsibility and the effects on student learning. Attendees will examine their role in creating a digital environment and learn how to incorporate a digital detox into their work with first-year students.

Please join the conference conversation on Twitter:  
@NRCFYESIT  #FYE18
Peer mentors have become an increasingly popular resource when it comes to increasing student retention, success, and sense of belonging, specifically pertaining to the first-year experience. Unlike with some peer leader roles, individual mentoring is difficult to verify. As an advisor, how can you be sure your mentors are meeting up with their mentees? While many resources detail the importance of their role, little information exists on creating a culture of accountability for peer mentors. This session will explore the various accountability methods used in the Capstone Connectors mentoring program and the traits of high-impact practices.

The LEARN Consortium comprises three institutions studying models that support and retain STEM students through developing undergraduate research communities. Two separate tracks, for transfer and first-time-in-college populations, engage students in research while building an academic community. A core element of this program is incorporating peer mentors who coach participants throughout the year. Effectively training upperclassman peer mentors in STEM disciplines can be challenging, but training in digital leadership, growth mindset principles, and student development theories helps peer mentors develop professionally. In this session, we will review practices in developing this training.

As part of a series of three that includes building retention through the first-year experience (FYE) and using a common reader for global initiatives, this session will describe how one first-year seminar course from a small Midwestern university partnered with student services to develop this course. Topics in this session will describe how these partnerships, the Franciscan values, and the common reader were integrated within the course. This session emphasizes the importance of including student services in the FYE program, the specific services included, methods used to build the partnerships, and how assignments were enhanced by including these services.

It is important for schools to implement initiatives that promote student success before those students arrive on campus and during the critical initial months of college. This presentation will explore strategic initiatives that provide incoming students with such support before they even officially begin. Attendees will leave understanding how to support student success from pre-arrival through virtual peer mentorship, while helping the school leverage its own student and alumni communities to increase first-year student retention and success.
CT-270 Broaden Your Horizons: Travel, Embrace, and Exist through Reading!
Seguin
Camelia Rubalcada
Student Success Advisor
Wendy Anderson
Student Success Advisor
Allen Clarke
Coordinator of Student Involvement & the Student Center
Georgia Gwinnett College

Are you looking for a creative way to provide unbiased support, engage with students, and contribute to their persistence? Join our book club presentation! We will open the cover of an award-winning novel and turn the pages to passages that explore immigration issues, express honest thoughts about the passages through group discussion, and design a book club agenda. This presentation will guide you in developing a successful book club, receiving institutional support, and seeking donations. In addition, you will discover how to select books that enhance cultural competency, formulate discussion questions, and encourage dialogue. Come travel with us!

CI-271 First-Year Orientation Programs: Utilizing Campus Partnerships for Student Success
Republic B
Julie Fleming
Director of Advising Services
Dawn Dillon
Director of First Year Experience and Retention
William Peace University

In Fall 2016, after recognizing that our students needed a more comprehensive orientation to campus and college life, the director of first-year experience and director of advising worked closely with campus partners to develop and launch Pathways to Peace (PTP), a five-day program that includes academic and community-building components. Campus partners involved in planning PTP include athletics, financial aid, student activities, academic advising, the registrar’s office, admissions, and others. Students complete the entire PTP program with their first-year seminar section. Feedback has been overwhelmingly positive, and we will share assessment data from the past two years during the session.

Closing Address
11:45 a.m. – 12:45 p.m. | Texas Ballroom ABC

Steve Piscitelli
Speaker, Facilitator, and Author
The Growth and Resilience Network

Shift or Drift: The Challenge to Reimagine Relevant Professional Development
Yesterday’s early signals became today’s patterns and routines. Likewise, today’s emergent signals indicate trends that will become tomorrow’s new norm. Are we paying attention? Have your professional mentoring and development programs kept pace with the shifts in higher education and society at large? Do you have conversations about future-focused “promising practices” or are you mired in accepted “best practices”? Do you shift and lead, or drift and follow? In this provocative questioning session, Steve connects the concept of “weak signals” to personal and professional purpose, growth, and resilience. When we grow, we help our students and colleagues grow.
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?

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

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Other thoughts/reflections:

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Outstanding First-Year Student Advocates

With the support and co-sponsorship of Cengage Learning, The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation’s campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients

**Courtney Bringley**
Director, Academic Success Center
Paul Smith’s College

As Academic Success Director at Paul Smith’s College, Courtney Bringley is a champion for students. Among Bringley’s contributions to campus are revamping Welcome Week through incorporating a more holistic consideration of student needs and adding a peer leader component, implementing a series of workshops for first-year students on academic probation, and establishing an Emerging Leaders living and learning community. Bringley created a sustainable, well-designed model to use information generated through the Early Alert Program that has resulted in decreased failing grades and improvement in GPA from midterm to final grades in its first two years. Additionally, she spearheaded the reorganization of the Academic Success area to include career services, creating a Center for Academic and Career Success, and ultimately helping students connect academic success to degree completion and beyond. Through Bringley’s leadership, dedication, and teamwork, Paul Smith’s College has embraced a campus-wide culture of student success and bolstered retention and graduation rates.

**Tim Cairy**
Director of Student Success and Retention
Widener University

Tim Cairy is admired at Widener University for his ability to navigate and negotiate university policies and procedures and his ability to teach students the skills needed for academic success. As Director of Student Success and Retention, Cairy has led the institution in building data-backed programs that support virtually every dimension of the university, from revamping early alert systems to special support programs for academically at-risk students. His efforts have created a synergy across campus that encourages feedback to track how students are doing and fosters an institutional commitment to student success. Under his leadership, the institution has seen more than a 10% increase in student retention over the last six years. However, Cairy is most known across campus for the individual attention he gives to each and every student he meets. He is relentless in his approach and has been known to visit residence halls and wait for elusive students outside of classrooms. In all cases, Cairy builds trust and educates the student so they can begin to make sound decisions and manage the situation at hand.

**Christopher Francisco**
Professor of Mathematics and Associate Head for Lower-Division Instruction
Oklahoma State University

In his roles as mathematics professor and associate department head, Chris Francisco’s passion for data and commitment as a student advocate has transformed the way Oklahoma State University serves every student. Years ago, Francisco saw a problem with the student success rates in mathematics and sought to address these issues. He first advocated across campus for a placement test, aiming to situate entering students in a math sequence that best fit their needs. Next, he launched the Success in Undergraduate Mathematics (SUMS) initiative where his goal is to incorporate his teaching philosophy into departmental reforms. He also created a new system for teaching math across the university, creating a requisite course structure that supports learning in ways that allow students to begin their required math sequence earlier, striving for fewer students seeing math as a barrier to their career paths or academic goals. Francisco’s attention to reform and specialized instruction have exploded OSU’s math success rates by 10 to 20 percentage points over the past few years. Through his work across campus, Francisco has become a mentor for students and professors alike.

Please join the conference conversation on Twitter: @NRCFYESIT #FYE18
Lynn Gillette  
Provost and Vice President for Academic Affairs  
Nicholls State University

As a recognized expert in active learning and advanced pedagogy, Lynn Gillette embodies a commitment to excellence both in the classroom and at the administrative level. In his role as Provost and Vice President for Academic Affairs at Nicholls State University, Gillette began a process of improving first-year math success rates through new pedagogies and course redesign, supported the redesign of University 101 to have a stronger focus on a student’s sense of belonging within the university community, and developed a new course for students who enter the university on probationary status based on their academic performance. Additionally, Gillette is leading the implementation of the Student Advising and Mentoring Program, building stronger relationships between students and advisors to create that sense of belonging and mattering in students. Under Dr. Gillette’s leadership and focus on student success, the University has experienced a reawakening on the academic side, with a strong focus on the success of its large population of first-generation, low-socioeconomic, first-time first-year students.

Ernest Jeffries  
Associate Dean of Students  
Davidson College

Through his role as Associate Dean of Students at Davidson College, Ernest Jeffries has implemented positive campus change to influence students’ success with a particular eye towards minoritized groups. Jeffries has effectively created opportunities for the academic access and disability staff to be visible to and interact more with first-year students while integrating their resources into holistic academic advising across campus. He works directly with undocumented students, advises a mentorship program for first-generation students (which he created), and directly coordinates a year-long mentoring and student success program for first-year students from diverse racial backgrounds. His passionate advocacy has allowed this mentoring program to flourish, closing the academic performance gap between minority and majority first-year students and leading to outstanding persistence and graduation rates for minority students. Jeffries has continued this work across campus to ensure that extracurricular opportunities of specific interest to minority students exist. For example, he helped to bring chapters of four historic Black fraternities and sororities to campus.

Amber Morgan  
Department Head, Academic Connections  
Greenville Technical College

Amber Morgan’s tireless passion for first-year students’ development drove the creation of a robust first-year experience program at Greenville Technical College. Morgan developed a model in which college success courses and support activities adhere to a holistic framework consider students’ academic, social, financial, technological, and service needs. Under Morgan’s leadership, the college success courses at Greenville Tech reached an enrollment high, with data supporting success and persistence. In addition, she enhanced these courses through the development of a very successful learner leader program and a learning communities pilot for students living on campus. In 2016, Morgan guided the creation and launch of a Financial Literacy Center at Greenville Tech, making student financial literacy a focal point in many college discussions regarding supporting student success. Fueled by Morgan’s positive attitude and boundless energy, Greenville Tech’s first-year programs position students for successful transition to careers or transfer to four-year institutions.

Paz Oliverez  
Associate Vice President  
California State University, Dominguez Hills

Paz Oliverez has provided visionary leadership in designing an overarching and comprehensive first-year program at California State University, Dominguez Hills. In her role as Associate Vice President for Student Success, she directs and provides oversight for several college access, support, and retention programs that offer an array of programs and services for a student population consisting mostly of first-generation and Pell-eligible students who arrive on campus needing math and/or English remediation. Oliverez has been intentional about ensuring all students receive a robust range of targeted supports from the moment they set foot on campus. In doing so, her positive influence has created a campus culture of student success and inspired her colleagues to take a more holistic approach to student success. Her unwavering commitment to excellence has yielded dramatic outcomes for the first-year programs at CSU Dominguez Hills demonstrated through the growth and institutionalization of her programming efforts and the ever-increasing retention and graduation rates of the thousands of students these programs have served.
Joanne Pedersen
Director, First-Year Programs
California State University, San Marcos

Joanne Pedersen has led culture-shifting changes that have enriched the learning experiences and academic success of first-year students at California State University, San Marcos (CSUSM). For almost 20 years, Pedersen has served as the faculty leader who shepherded remarkable change on behalf of first-year students, working cross-divisionally to redesign the first-year seminar specifically and first-year programming more broadly, including the development of summer seminar options, expanded campus-wide partnerships, assessment to continue to serve the growing student population, and expanding high-impact options within the seminar. The product is a nationally recognized first-year seminar, which is at the heart of the university’s first-year retention success story and the reason that the achievement and retention gap for underrepresented minority and first-generation college students at CSUSM has essentially been erased. Pedersen’s commitment to and passion for first-year students contributes richly to the campus’ success in attracting, supporting, retaining, and graduating underserved students.

David Rizzo
Professor of Plant Pathology
University of California, Davis

As a professor at the University of California, Davis, David Rizzo has been at the forefront of developing new, innovative campus programs for first-year students, such as the Career Discovery Program (CDG) in the College of Agricultural and Environmental Sciences. He also worked to pilot an expansion of CDG to incoming transfer students, which has resulted in an enhanced connection to campus. After witnessing the program’s success, other colleges and departments began using this program as a model to enhancing the first-year experience for a diverse array of students. He has also redesigned standard offerings, such as the introductory biology series to engage and inspire first-year students in ways that they see their future success as a result of their UC Davis studies. Rizzo is known as an advocate across campus, one who is always volunteering to support first-year initiatives and is particularly cognizant of the role that academic programs, such as CDG, have in helping first-generation students, under-represented populations, and EOP students obtain skills for academic success and enhance their sense of belonging on campus.

Jennie Towner
Director for Student Success
Harford Community College

Jennie Towner passionately and enthusiastically advocates for underserved student groups and is a strong campus voice for the importance of creating an equitable and inclusive environment for all students. During her time at Harford Community College, Towner has implemented several initiatives that provide continual, high-quality services to students. In her current role as Director for Student Success, Towner implemented a new program, My College Success Network, which is a comprehensive student success program to support and empower students who are low-income, first-generation, and/or enrolled in developmental coursework. In addition, Towner used her own innovation and math abilities to pilot and teach a section of developmental mathematics that was linked with a student development course. Results of the pilot program indicated that students in this format outperformed those in non-linked math sections. Towner is able to formulate meaningful programming that is truly inclusive and meets the needs of students from a wide variety of backgrounds. She is actively involved in working with and advocating directly on behalf of countless first-year students.

Semifinalists
Denise Bartell
University of Wisconsin - Green Bay
Reatha Cox
Northwestern State University
Lester Deanes
Santa Clara University
Amy D’Olio
Centenary University
Maria Galyon
Jefferson Community and Technical College
Robin Hansel
West Virginia University
Mitchell Holmes
Naugatuck Valley Community College
Boyce Lawton
Wofford College
Mary Mazuk
Mount St. Joseph University
Greg Metz
University of Cincinnati, Blue Ash College
Dennis Minchella
Purdue University
Joyce Morgan
University of Massachusetts, Boston
Jessica Salvatore
Sweet Briar College
Meredith Skaggs
Owensboro Community and Technical College
Rita Sperry
Texas A&M University-Corpus Christi

Nominees
Ryan Adams
Midland College
Kathryn Baker
Roane State Community College
Rebecca Baldwin
University of Florida
James Barracough
Washburn University
Erin E. Battistoni
University of Massachusetts
Chad Bennett
Shippensburg University
LeeFrederick Bowen
UNC Charlotte
Stacy Branham
University of Maryland, Baltimore County
Melissa Brannen
Columbia College
Daniel A. Brown
Texas State University
Michelle L. Buggs
Texas Woman’s University
Carl Chando
University of Memphis
Beth Lingren Clark
University of Minnesota-Twin Cities
Mikaela Collich
Liberty University
Lisa Cooper
Nash Community College
Evelyn Davis-Poe
Lincoln University
Jose Donate-Lopez
Inter-American University of Puerto Rico, Arecibo Campus
Rachael Durham
University of Mississippi
Melissa Eder
Amarillo College
Greg Eiselen
Kansas State University
Meghan Factor
Kent State University
Juanita Franklin
Northwest Arkansas Community College

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Outstanding First-Year Student Advocate Semifinalists and Nominees

Fellowship Recipients
Jessie Lee
Washington University in St. Louis

Jennifer Lieurance
Washburn University

Michelle Nguyen
Texas Christian University

Staci Robinson
Georgia Southern University

Ashley Williams
University of Tennessee - Knoxville

Nominees
Andrew Archibald
Florida Atlantic University

Marisol Barrera
McDaniel College

Akio Brown
Newberry College

Jeanne Castagna
Manhattanville College

George Douglas
Texas Southern University

Eric Martinez Ferrer
University of Puerto Rico - Mayaguez Campus

Michael McCluskey
Delaware Technical Community College

Rachel McCord
University of Tennessee

Heather Mulcaire
Yavapai College

Robin Musselman
Lehigh Carbon Community College

Nicole Nagy
Madonna University

Trung Nguyen
Texas Christian University

Sheilbee Nguyen-Voges
Kennesaw State University

Agustin Orozco
University of California, San Diego

Andrew Petters
University of Virginia

Elizabeth Peyton
Stanbridge University

Bruce Piper
Rensselaer Polytechnic Institute

Adam Porro
Miami Dade College

Lillian Purdy
Louisiana College

April Raines
Fayetteville State University

Emily Richardson
Young Harris College

Sheila Riley-Callahan
University of Massachusetts Lowell

Joyca Romano
Valencia College

Tim Scott
Texas A&M University

Kenneth Forward
Morehouse College

Nicolle Ramirez Gutierrez
University of Texas at El Paso

Waed Hasan
Manhattanville College

Elizabeth Honsalek
University of Texas at San Antonio

Jimmy Huynh
University of Connecticut

Fellowship Recipients
Will Sherry
University of Michigan

Melody Shumaker
Columbus State University

Dale Smith
Salt Lake Community College

Kim Sousa-Peoples
University of North Carolina at Greensboro

Russell Souza
Fort Scott Community College

Tammy Stanford
University of Tennessee at Martin

Travis Straub
Bethany College

Bernadette Terry-Williams
Howard University

Megan Thurston
Virginia Commonwealth University

Leonor Wagensteen
University of Notre Dame

Brad Williams
Oklahoma State University-Oklahoma City

Adriane Z. Williams
Daemen College

Chelsey Wilson
Montana State University

Kristin Michael Woods
University of Northern Iowa

Ginger L. Zierdt
Minnesota State University, Mankato

Samuel De Leon
University of Texas at San Antonio

Aaliyah Maura
University of Texas at San Antonio

Stephanie O’Neill
University of Connecticut

Priya Patel
University of Texas at San Antonio

Jennifer Poth
Minot State University

Nelly Salazar
Texas A&M International University

Christina Sappington
Manhattanville College
Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Excellence in Teaching First-Year Seminars Award

Sponsored by McGraw-Hill Higher Education and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success.

College Deans or Chief Academic Officers were asked to submit one nomination per college or university to include the nominee’s curriculum vitae, course syllabus, teaching evaluations, and philosophy of teaching. Each nomination included a personal statement and/or letter of recommendation.

The selection process was based on the nominee performance in each of the areas listed below:

• Develops Success in the Classroom and Beyond
• Develops Students Personal Strategies
• Incorporates Innovation in Teaching

And a choice of one of the three areas below:

• Develops Critical and Analytical Thinking
• Fosters Student Involvement in the Community
• Supports Effective Utilization of Campus Resources

Award Recipient

Stacey Doremus
Assistant Director, LEAD Programs and Systems
Georgia Institute of Technology

As the Assistant Director of LEAD Programs and Systems at Georgia Institute of Technology, Stacey Doremus goes above and beyond in her first-year seminars, working to ensure that her students feel not only prepared for college, but also ready to take on leadership roles on Georgia Tech’s campus and beyond. She has developed a framework that focuses on leadership and collaboration in the classroom, helping her first-year students to understand the value of leadership, communication, empathy, teamwork, and diversity. Her focus in the classroom is not only on teaching students the required course materials, but also on their personal development. Doremus has designed her course so that students get hands-on experience with an array of campus resources in a way that meets the individual needs of each student. She has also worked with the director of the first-year seminar program to expand this teaching strategy to other sections of the course. The essential elements of her classroom practice include: discovery learning; progressive, holistic, and engaged pedagogy; and empathy.

Excellence in Teaching First-Year Seminars Award

Semifinalists

Robert Brian Easler
Greenville Technical College

Renee Eaton
Virginia Tech

Jennifer Grewe
Utah State University

Kimberly Johaneck
College of Western Idaho

Nominees

Michael Culligan
St. Petersburg College

Sheryl Hartman
Miami Dade College

Hayley Kazen
Texas A&M International University

Cathy Levey
University of Massachusetts, Lowell

Letitia Melvin
North Carolina Central University

Adrianna Sherman
Northwest Vista College

Joanna White
Manchester Community College

Please join the conference conversation on Twitter: @NRCFYESIT #FYE18
The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2018-2019 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.

**Comprehensive Award Package**
- Stipend of $5,000
- Travel to the 25th National Conference on Students in Transition, October 2018, in Indianapolis, Indiana, at which the award will be presented
- Travel to the 26th National Conference on Students in Transition, 2019, 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 2, 2018.

**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 nrcrsrch@mailbox.sc.edu.

**Past Recipients**

**Diane Cardenas Elliott and Joni M. Lakin**
*STEMing the Shock: Examining “Transfer Shock” and Its Impact on STEM Major and Enrollment Persistence*

**Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders**
*Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities*

**Forrest Lane and Georgianna Martin**
*Examining the Importance of Attachment and Engagement in Predicting GPA Across Stages of Transfer Student Transition*

**David Perez II**
*Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Universities*
Exhibitor Information
Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located in the Atrium Ballroom.

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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 10, 2018**
Exhibit Hours
6:00 p.m. - 8:15 p.m.

**Sunday, February 11, 2018**
Exhibit Hours
2:00 p.m. - 5:00 p.m.

**Monday, February 12, 2018**
Exhibit Hours
7:00 a.m. - 12:00 noon
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<td>Advantage Design Group is transforming online orientation with its Advantage Orientation Platform. Students engage in a video-rich, interactive experience with a digital resource accessible anytime, on any device. Orientation Pros create and measure impact with a suite of administrative and analytic tools. We can do the same for you.</td>
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CampusESP
CampusESP is a strategic parent and family engagement platform enabling institutions to keep the most important influencers of their students informed—parents. From impacting enrollment to student success, keeping parents effectively engaged has proven to be critical for institutions looking to better support first-year students.

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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, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and hosts electronic listservs.

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