

[**June 7-10, 2010**]

23rd International Conference on The First-Year Experience

Maui, Hawaii



PROGRAM

Co-hosted by: Tamagawa University, Japan • Teesside University, United Kingdom
University of Hawaii at Manoa, College of Education • York University, Canada



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

Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, I am delighted to welcome you to this year's International Conference on The First-Year Experience. We are pleased to sponsor an event that not only is international in its content but also draws delegates from a number of different countries and is co-hosted by a team of higher education institutions from across the globe, including Tamagawa University in Japan, Teesside University in the United Kingdom, University of Hawaii at Manoa – College of Education in the United States, and York University in Canada.

We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event and serve as a rich professional network long beyond our time together at the conference. The staff of the National Resource Center has planned an outstanding program of pre-conference workshops, a plenary address, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal networking among participants. As such, we have scheduled several networking opportunities to complement and enhance your more formal learning at the conference and to make new colleagues and friends. Given the global economic challenges and opportunities that we are currently facing, it has never been more important to learn from each other and support one another than it is now. As such, we encourage you to take advantage of opportunities throughout the conference to discuss current trends and issues, find colleagues with whom to collaborate, and discover more about the first-year experience in a variety of countries and cultures.

The staff of the National Resource Center and representatives from our co-host institutions are here to help you pursue opportunities for professional and personal enrichment 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 staff look forward to meeting you, working with you, and learning from you during our time in Maui and in the future. Enjoy your time here!

Sincerely,



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

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Monday, June 7, 2010

7:30 am – 9:00 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration
7:30 am – 5:00 pm	Cybercafé Open
8:00 am – 5:00 pm	Preconference Workshops
5:30 pm – 6:45 pm	Opening Session
6:45 pm – 7:45 pm	Hawaiian Welcoming Reception

Tuesday, June 8, 2010

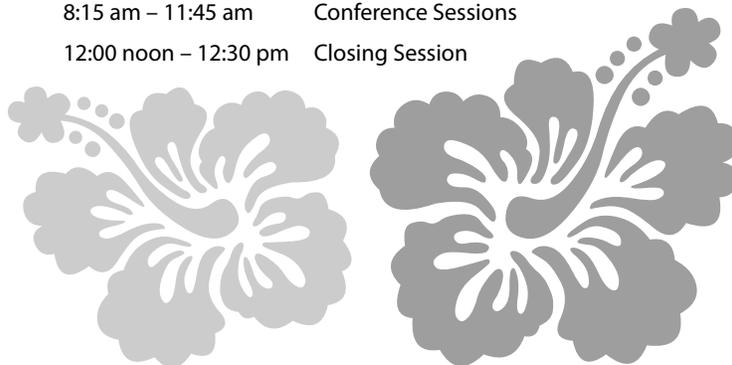
7:30 am – 8:30 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration
7:30 am – 5:00 pm	Cybercafé Open
8:00 am – 9:00 am	Primer for First-Time Attendees
9:15 am – 11:30 am	Conference Sessions
11:45 am – 1:45 pm	Colleague Cluster Luncheon with Poster Sessions
2:00 pm – 3:15 pm	International Higher Education Session
3:30 pm – 4:30 pm	Conference Sessions

Wednesday, June 9, 2010

7:30 am – 8:30 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration
7:30 am – 5:00 pm	Cybercafé Open
8:30 am – 12:00 noon	Conference Sessions
12:00 noon – 1:30 pm	Lunch on your own
1:30 pm – 2:30 pm	Conference Sessions
2:45 pm – 4:00 pm	Plenary Address – Sally Kift
4:15 pm – 5:15 pm	Conference Sessions

Thursday, June 10, 2010

7:30 am – 8:30 am	Continental Breakfast
7:30 am – 10:00 am	Conference Registration
7:30 am – 10:00 am	Cybercafé Open
8:15 am – 11:45 am	Conference Sessions
12:00 noon – 12:30 pm	Closing Session



Welcome

Welcome to the 23rd International Conference on The First-Year Experience. This conference is designed with a setting and structure that is intended to be as professionally enriching as it is individually pleasurable. We hope this will be an exciting conference for you. If the conference staff can assist you, please contact us.

At time of printing, conference delegates registered represent the following countries:

- Australia
- Canada
- Egypt
- Hong Kong, Peoples Republic of China
- Japan
- New Zealand
- South Africa
- United Kingdom
- United States

Goals of the Conference

The International Conference on The First-Year Experience is designed to examine programs and initiatives, as well as research results that are helping students in the first college year adapt to higher education and become more successful in their learning. The conference objectives include:

- Providing information on successful and innovative programs that are helping to attract and retain students.
- Encouraging the development of working partnerships/collaborations among academic administrators, student support administrators, and faculty.
- Examining topics related to improving the academic experience.
- Learning about supplemental programs that focus on the development of the first-year student as a well-adjusted, caring human being, a responsible citizen, and a successful student.

Registration Information

The Conference Registration/Information Desk will be located in the Aulani Foyer. 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 times:

- Monday, June 7, 2010
7:30 am - 5:00 pm
- Tuesday, June 8, 2010
7:30 am - 5:00 pm
- Wednesday, June 9, 2010
7:30 am - 5:00 pm
- Thursday, June 10, 2010
7:30 am - 12:00 noon

Hotel Map

All conference events will be held at the Wailea Beach Marriott Resort & Spa. On the back cover of this program is a map meeting space at the hotel.

Message Board

There will be a message board near Conference Registration. Because it is impossible for the conference staff to know where a particular delegate is at any given time, we ask that you check the board periodically for important general or personal messages..

Cybercafé

Picture a place where you can sit away from the action, check your e-mail, and explore other online resources introduced to you during the conference. That place is the First-Year Experience Cybercafé. The Cybercafé is located in the Board Room 4621 and is open during most conference hours June 7-10, 2010. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

No-Smoking Policy

The conference organizers request careful observance of a no-smoking policy in the meeting rooms and dining areas. We enforce this rule because of the health risks associated with passive exposure to cigarette smoke.

Internet Access

Wired internet access is available in the guest rooms for \$14.95 + tax. Wireless access is available in the lobby which can be purchased at the front desk for \$14.95 plus tax.

Parking

Parking charges at the resort are \$15 plus tax for self parking and \$18 plus tax for valet parking and can be charged to your guest room for payment.

Cell Phone Usage

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

Nametag Ribbons

Light Blue	Presenters
Gold	Outstanding First-Year Student Advocates
Rainbow	Hosting Institutions
Red	Conference Staff
Purple	First-Time Attendees

Session Formats

The sessions presented at this conference are in six 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.

Concurrent Sessions

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

Concurrent session types:

Research (CR)

These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions.

Trends & Issues (CT)

These sessions address emerging trends, current issues, and broad concepts.

Institutional Initiative (CI)

These sessions highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

Roundtable Discussions (R)

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

Session Evaluations

Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk and copies of evaluations may be picked up at the end of the conference or will be mailed to you after the conference.

Conference Evaluation

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 is <http://www.sc.edu/fye/events/international/evaluation> and will also be included in a conference follow-up e-mail message.

Session Handouts

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at <http://www.sc.edu/fye/events/presentation/2010international> after July 15, 2010. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Continuing Education Units

In order to meet continuing professional development needs and certification requirements, CEU credits are available to International FYE conference participants. Applicants, upon completion of the conference and submission of the registration form, will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina.

A maximum of 2.5 CEUs (25 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on June 10, 2010.

Staff Roster

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

Staff

*M. Stuart Hunter	Associate Vice President for University 101 Programs and the National Resource Center for The First-Year Experience® and Students in Transition
*Jennifer R. Keup	Director, National Resource Center for The First-Year Experience & Students in Transition
Dan Friedman	Director, University 101
Shana Bertetto	Graphic Artist
Peggy Burton	Publications and Accounts Administrator
Carlos Diaz	Information Technology Manager
Jennie Duval	Business Associate
Bert Easter	Assistant for Instructional Systems Development & Marketing
Tia Fletcher	Conference Assistant
*Nina L. Glisson	Assistant Director for Conferences & Continuing Education
*Shana Harrison	Conference Associate
Jean Henscheid	Journal Editor
Jennifer Latino	Associate Director, University 101 Programs
Adrienne Mojzik	Program Assistant
Ryan Padgett	Assistant Director for Research, Grants, & Assessment
Tamila Pringle	Budget and Human Resources Manager
Rico Reed	Assistant Director for Administration & Resource Development
Melody Sandola	Graphic Artist
Tracy L. Skipper	Assistant Director for Publications
Penny J. Smoak	Administrative Assistant
Rosa Thorn-Jones	Administrative Specialist
Toni Vakos	Editor
*Mey Wu	Web Developer

Fellows

*John N. Gardner	Senior Fellow
*Betsy O. Barefoot	
Dorothy S. Fidler	
Jean M. Henscheid	
*Richard H. Mullendore	
Randy L. Swing	

Graduate Assistants

Tricia Kennedy
Dottie Weigel

Undergraduate Student Assistants

Ashley Cohen-Burnell
Kari Roberts

**denotes those attending the conference*



Hawaii Tourism Japan (HTJ)

Sponsoring Institution

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

Our mission is to support and advance efforts to improve student learning and transitions into and through higher education. The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, institutes, workshops, and other events; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

University of South Carolina

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

Co-hosting Institutions

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:

Tamagawa University
Teesside University
University of Hawaii at Manoa-
College of Education
York University

Proposal Reviewers

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

Wayne Clark, Higher Education Legal and Strategic Advisory Services
Phyllis Curtis-Tweed, Medgar Evers College, The City University of New York
Colleen Blaney Doyle, University College Dublin
Viki Fecas, University of South Carolina
Paul Gore, University of Utah

2010-11 Paul P. Fidler Research Grant

Applications accepted through July 1, 2010

The **Paul P. Fidler Research Grant** 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 grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.

Comprehensive Award Package

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

- Stipend of \$5,000, payable either directly to individual researchers or through the researcher(s)' institution(s). The Center will not pay institutional overhead or indirect costs.
- Travel to the 17th National Conference on Students in Transition, November 2010, in Houston, Texas, at which the award will be presented at the conference luncheon
- Travel to the 18th National Conference on Students in Transition, November 2011, at which the research findings will be reported
- Announcement on the National Resource Center web page, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Eligibility

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

Application Procedures

The application and proposal are available for download at www.sc.edu/fye. Completed applications must be received by 11:59 pm EST, July 1, 2010. E-mail: NRCrsrch@mailbox.sc.edu

Past Recipients

2009-10 Award – Rachel Smith
Connected in Learning: A Mixed Methods Study of First-Year Students' Academic and Social Networks

2008-09 Award – Maryellen Mills
Student Success Course Participation and Engagement among Part-time and Full-time Community College Students

2007-08 Award – Eunyoung Kim
Acculturation Experiences and College Transitions of Minority Immigrant Students

2006-07 Award – Barbara Hofer
The Electronic Tether: Parental Regulation, Self-Regulation, and the Role of Technology in College Transitions

2005-06 Award – Christine & Michael Kirk-Kuwaye
Engagement Patterns of Lateral and Vertical Transfer Students During Their First Semester at a Public Research University



**National Resource Center for
The First-Year Experience®
& Students in Transition**

UNIVERSITY OF SOUTH CAROLINA
www.sc.edu/fye 803.777.6029

Marlene Gross, Concordia University
Jocelyn Harney, College of DuPage
Joyce Holl, University of Minnesota
Rob Kenedy, York University
Jillian Kinzie, Indiana University
Richard Mullendore, University of Georgia
Marcia Ody, The University of Manchester

Pam Person, University of Cincinnati
DeLaine Priest, University of Central Florida
Diane Nutt, Teesside University
Molly Schaller, University of Dayton
Patrick Terenzini, Pennsylvania State University
Donna Younger, Oakton Community College



Continental Breakfast

7:30 am – 9:00 am
Aulani Foyer

Conference Registration

7:30 am – 5:00 pm
Aulani Foyer

Cybercafé

7:30 am – 5:00 pm
Board Room 4621

Preconference Workshops

8:00 am – 5:00 pm
Lunch is provided for preconference workshop participants.

Preconference Workshops

W-1

Why Don't My Students Think I'm Groovy? Engaging First-Year Millennial Learners

9:00 am - 12:00 noon 🌿 Awapuhi

Christy Price

Professor of Psychology
Dalton State College
UNITED STATES

W-2

Critical-Thinking Pedagogy in the First-Year Experience

8:00 am -12:00 noon 🌿 Lokelani II

Rob Kenedy

Associate Professor
Department of Sociology
York University
CANADA

W-3

Effective Educational Practice in the First Year: What Works and Why in Hard Times and Beyond

9:00 am - 4:00 pm 🌿 Lokelani III

John N. Gardner

President
John N. Gardner Institute for Excellence in Undergraduate Education

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

Betsy O. Barefoot

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

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

UNITED STATES

W-4

Developing Strategies to Create Social Equity, Engagement Infrastructure, and Academic Collateral to Add Value to the First-Year Experience

9:00 am - 4:00 pm 🌿 Mauna Loa

Wayne Clark

Director
Higher Education Legal & Strategic Advisory Services
NEW ZEALAND

W-5

Student Success Reform: Creating Strategic Change in Academic and Career Advising

1:00 pm - 4:00 pm 🌿 Awapuhi

Jodi Koslow Martin

Assistant to the Provost
Director of the Crouse Center for Student Success
Aurora University

Jennifer Stripe Portillo

Director of Student Services
The Chicago School of Professional Psychology
Los Angeles - Irvine Westwood Campuses
UNITED STATES

W-6

Developing a Peer Mentor Tutorial for Your First-Year Seminar

1:00 pm - 4:00 pm 🌿 Puakenikeni I

Sheilagh Grills

Learning Skills Specialist
Brandon University
CANADA

W-7

Designing Successful Student and Parent Orientation Programs

1:00 pm - 5:00 pm 🌿 Puakenikeni II

Richard Mullendore

Professor of College Student Affairs Administration
University of Georgia

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

UNITED STATES

12:00 noon - 1:30 pm

Lunch for Workshop Participants Only

Jade/Plumeria/Maile Rooms

5:30 pm - 6:45 pm

Opening Session

Haku/Pikake I-II

Join us for this opening session as we welcome you to Hawaii and highlight our co-hosting institutions and the exciting trends on student success and the first-year experience in their countries.

6:45 pm - 7:45 pm

Hawaiian Welcoming Reception

Pacific Terrace

Co-sponsored by
Tamagawa University



Hawaii Tourism Japan (HTJ)



Continental Breakfast
7:30 am – 8:30 am
Aulani Foyer

Conference Registration
7:30 am – 5:00 pm
Aulani Foyer

Cybercafé
7:30 am – 5:00 pm
Board Room 4621



Hawaii Tourism Japan (HTJ)

8:00 am – 9:00 am

Primer for First-Time Attendees

Lokelani I

M. Stuart Hunter
Assistant Vice President and
Executive Director, National Resource
Center for The First-Year Experience &
Students in Transition and University
101 Programs
University of South Carolina
UNITED STATES

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

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

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

9:15 am – 10:15 am

CR 1

Examining the Efficacy of Policies and Programs Designed to Increase Faculty-Student Interaction Outside of the Classroom

Vanda

Bradley Cox
Assistant Professor
Educational Leadership and Policy Studies
Florida State University
UNITED STATES

Robert Reason
Assistant Professor

Kadian McIntosh
Graduate Research Assistant

Patrick Terenzini
Distinguished Professor
Pennsylvania State University
UNITED STATES

Faculty-student interaction outside of the classroom has been linked with a number of positive student outcomes: grade-point average, persistence, self-reports of learning, plans for graduate study, and social integration and adjustment. Yet, first-year students often struggle to overcome the professional distance implicit in the teacher-student relationship. This study examines data from 5,906 students at 33 colleges and universities. Results call into question the efficacy of various programs designed to increase faculty-student interaction outside of the classroom.

CI 2

Placement-Guided Differentiated Instruction in First-Year Mathematics

Awapuhi

Michael Mays
Director, Institute for Math Learning

Eddie Fuller
Associate Professor of Mathematics,
Department Chair

West Virginia University (WVU)
UNITED STATES

Differentiated instruction acknowledges that students bring into their courses various strengths. Placement in first-year mathematics courses at WVU is based on the MAA Placement Test suite given online during new student orientation. Different versions of college algebra and calculus allow us to incorporate extra instructional time to include appropriate review ensuring that all versions are in sync and appropriate prerequisites for required courses.

CI 3

Engaging Students to Shape the Future First-Year Experience: Exploring Techniques to Obtain Feedback and to Inform Institutional Practice and Strategy

Lokelani I

Marcia Ody

Teaching and Learning Manager and UK SI/PASS Certified Trainer

The University of Manchester
UNITED KINGDOM

There is an increasing recognition of the value and impact of student engagement in understanding and enhancing the student experience, informing curriculum design, shaping institutional practice, and working with students to redesign policy and strategy. But what methods and techniques can we employ to hear the student voice and ensure effective student engagement? This interactive session will demonstrate approaches and techniques that the University of Manchester has adopted in engaging with students as co-consultants.

CR 4

Academic Engagement and Social Inclusion: Ensuring Substantive Equality for Refugee Students in Tertiary Teaching Settings

Lokelani II

Jenny Silburn

Associate Professor

Charles Darwin University
AUSTRALIA

This session reviews the ways in which Australian universities are seeking to better accommodate students from nontraditional backgrounds in response to the changing demographics of tertiary student enrollments. Against this backdrop, the session will examine the academic needs of students from refugee backgrounds and suggests how these multiple-needs students can be more effectively supported to achieve successful outcomes at the University.

CT 5

Putting in Our Two Cents: The Need for Financial Literacy on College Campuses

Lokelani III

Leilani Takeuchi

Coordinator, First-Year Programs

Ruth Bingham

Chair, Council of Academic Advisors; Director, Pre-Health/Pre-Law Advising Center

Megumi Makino

Director, Manoa Advising Center

University of Hawaii at Manoa
UNITED STATES

In 2008, 67% of students graduating from four-year colleges and universities had student loan debt. At public universities, the average debt was \$20,200; a 20% increase since 2004. With the current economic crisis, money management skills are even more essential in preparing students for the real world. This session will share different strategies on how to reach and educate students on financial literacy through campus events, workshops, peer education, advising, and first-year seminars.

CT 6

One Urban University, Three Orientation Programs

Mauna Loa

Daniel Fictum

Director of Student Life and Development

New York City College of Technology
UNITED STATES

Manny Lopez

Assistant Director of Student Life

Bronx Community College
UNITED STATES

John Andrejack

Director of Student Life

Queens College
UNITED STATES

City University of New York (CUNY) is a large, urban university comprised of 23 institutions serving approximately 250,000 degree-seeking students. This session will discuss how new student orientation is addressed on three campuses within the CUNY system: (a) a community college, (b) a tradition four-year instruction, and (c) a college of technology. The presenters will highlight their programs and how they have tailored them to their specific urban population within the university system.

CT 7

Assessment and Interventions Programs to Promote College Success

Ilima

Paul Gore

Associate Professor of Educational Psychology

University of Utah
UNITED STATES

The cost of post-secondary attrition and delayed graduation are profound and experienced by both institutions and individuals. Until recently, institutions had to rely on standardized cognitive measures to identify student needs. Today, it is possible to measure students' noncognitive and motivational strengths and weaknesses—factors that are strongly predictive of student outcomes. In this session, presenters from several different institutions will describe the adoption of such a measure and its use in coordinated and data-driven institutional student success programs.

CT 8

Advocates for College Education Success (ACES): A Program for Formerly Incarcerated Students

Puakenikeni II

Will Flowers

Assistant Dean of Students

Bonnie Hale

Senior Program Coordinator

San Francisco State University
UNITED STATES

An innovative new curriculum model, funded by a grant from the San Francisco Foundation, aims to improve academic performance and retention of formerly incarcerated students at San Francisco State University during their first year. The program consists of four courses designed to improve study skills and critical thinking while meeting general education requirements. This session will describe our community partnerships, cohort student population, and curriculum.

10:15 am – 10:30 am

Morning Break

Aulani Foyer

10:30 am - 11:30 am

CR 9

A Mixed-Method Approach to Evaluating Themed Learning Communities

Vanda

Michele Hansen

Director of Assessment, University College
Adjunct Associate

Lauren Chism

Director, Themed Learning Communities

*Indiana University-Purdue University
Indianapolis
UNITED STATES*

Do learning communities help first-year students perform better academically? Do learning communities help to promote student engagement and integrative learning? What are students' perceptions of learning communities? This session invites participants to explore the comprehensive research methods used to investigate these questions in the themed learning community program at Indiana University-Purdue University Indianapolis (IUPUI). Participants will learn about the mixed-method research design implemented to evaluate the program and the implications of the research conducted.

R 10

College Success and Developmental Advising

Puakenikeni I

Lori Fair

Dean, Academic Affairs

*Harrisburg Area Community College
UNITED STATES*

This session will outline the data of our current developmental students enrolled in English 001 and 002, a description of our college success course, the deliberate approach to teaching in learning, and the strategies outlined in our developmental advising model. Additionally, best practices recently employed will be shared. These practices were developed as a direct result of analyzing the data, working across disciplines (math, English, reading and human development faculty) in order to address student success at the college.

CR 11

Assessing the Impact of Structured Cross-Cultural Interactions Between First-Year Students in a Learning Community and International Students

Puakenikeni II

Gita Maharaja

Academic Advisor; Adjunct Faculty

*Duquesne University
UNITED STATES*

This session will discuss the impact of cross-cultural structured interactions between first-year students in a learning community and international students on cultural sensitivity, cultural awareness, and self-awareness. The quantitative study will reveal the pre- and posttest results that are supported by qualitative data. Information about the development of cross-cultural learning among first-year students and the transition of first-year international students will be shared.

CI 12

United Arab Emirates University Student Conference - Learning from the Students

Awapuhi

Mohammed Samier

Student Development Officer

*United Arab Emirates University (UAE)
UNITED ARAB EMIRATES*

As part of the first-year student development program at UAE University, matching the needs of senior students to present their projects, and of first-year students to gain motivation from attending their first conference and viewing their peers as role models, this presentation aims to share the lessons learned from working with first-year students to organize a student conference with over 250 presentations and an audience of 3,000 - all run by university students for university students on campus.

CI 13

It Takes a Village: Campus-Wide Retention Initiative at an Historically Black College or University

Lokelani I

Tracey Ford

Director, Center for Academic Excellence

Regina Artis

Assistant Director, Center for Academic Excellence

*North Carolina Agricultural and Technical State University
UNITED STATES*

In 2007, North Carolina A & T State University implemented a strategic, integrated, data-driven, university-wide initiative to increase first-year student retention. The Center for Academic Excellence was created to implement three hallmark initiatives: (a) intense academic advising, (b) Supplemental Instruction, and (c) summer bridge programs. Thirteen academic and retention advisors and an external assessment team were hired to implement and evaluate the plan. These initiatives have resulted in an 8.2% increase in first-year retention over a three-year period, 68.9% in 2006 and 77.1% in 2009.

CT 14

Measuring the Impact of College: The CIRP Model

Lokelani II

John Pryor

Director, Cooperative Institutional Research Program

*Higher Education Research Institute,
University of California-Los Angeles
UNITED STATES*

The Cooperative Institutional Research Program (CIRP) is in its 45th year of collecting comprehensive survey data and providing individual reports to colleges and universities across the United States. In recent years, groups from other countries have been very interested in the highly-regarded CIRP model and how they could replicate it. We will cover the essential details of what makes this assessment program unique and how other countries are pursuing similar efforts.

CI 15

Establishing the Foundations for Global Leadership Through an International Educational Excursion

Lokelani III

Ralph J. Rascati

Associate Vice President for Academic Affairs and Dean of University College

Brian Wooten

Director, Center for Student Leadership; Assistant Professor of University Studies

Nancy Prochaska

Associate Professor of Management

Phillip Poskus

Program Coordinator

Christie Pugh

Program Coordinator

Kennesaw State University (KSU)

UNITED STATES

Kennesaw State University's President's Emerging Global Scholars program is designed for high-achieving high school students entering KSU as first-year students. The program emphasizes the development of leadership skills in a global society by examining future global development based on seven key indicators: (a) population, (b) resource management, (c) information, (d) technology, (e) economics, (f) conflict, and (g) governance. The program includes a 10-day international educational experience to help students learn how a country other than their own is addressing those indicators.



CR 16

Acceptance and Mindfulness-Based First-Year Experience: A Randomized Controlled Trial

Mauna Loa

Jacqueline Pistorello

Research Faculty, Counseling Services

Jason Lillis

Assistant Director, Adjustment to College and Life

Mike Levin

Research Associate, Adjustment to College and Life

University of Nevada, Reno

UNITED STATES

This study, funded by NIMH, compared two different types of first-year seminars intended to help prevent mental health problems from developing in college students. The study included 498 students who were randomly assigned to a more typical first-year seminar with psychodidactic presentation of materials versus a class designed on a cognitive-behavioral approach based on values clarification, mindfulness, acceptance of aversive emotions and thoughts, and commitment to action. Data in terms of student satisfaction and dropout from classes will be presented.

CT 17

Understanding and Managing Student Expectations—Its Impact on Student Retention

Ilima

Michelle Morgan

Student Experience Manager and Learning and Teaching Coordinator

Kingston University

UNITED KINGDOM

Understanding and managing student expectations is a crucial activity in enabling the practitioner to support and deliver a quality student experience throughout the student lifecycle. It is especially important when designing and creating pre-arrival, arrival, orientation and induction information, and programs for new students. This session looks at the importance of understanding and managing student expectations and how to collect the relevant information and use the results to help shape induction and retention policies.

11:45 am – 1:45 pm

Colleague Cluster Luncheon with Poster Sessions

Jade/Plumeria/Maile

The "colleague cluster luncheon" has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, table numbers correspond with interest group topics.

Interest Areas:

1. First-Year Assessment
2. Learning Communities
3. Faculty Development
4. Technology
5. Minority Students
6. Non-Traditional Students
7. Peer Mentors
8. Honor Students
9. Adult Students
10. Service-Learning
11. Civic Engagement

Institution Types:

12. Community Colleges
13. Small Colleges
14. Research Universities

Roles:

15. Academic Advising
16. Faculty/Instructor/Lecturer
17. First-Year Seminar Director
18. Counselor
19. Orientation/Intake Programs
20. Undergraduate and Graduate Students
21. Chief Academic Officers
22. Chief Student Affairs Officers

We encourage you to visit the poster sessions after lunch, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 10-11.

Poster Sessions *cont'd*

PR 18

I Think I Am in College: Critical Thinking in the First-Year Curriculum

Jade/Plumeria/Maile

Sharon Buzzard
 Director, First-Year Program
Western Kentucky University
 UNITED STATES

Teaching first-year students to reflect on how they think is a crucial skill for success in college. While most faculty devoutly believe that they model critical thinking for their students, what's missing is the pedagogy that illustrates to students how that process is taking place. This poster session will demonstrate through charts, handouts, and other classroom materials how Western Kentucky University successfully integrated the Foundation for Critical Thinking's model into its classrooms. In addition to classroom materials, assessment data will be available that show the success of this endeavor both statistically and with the students themselves.

PA 19

Our Attempt to Educate Everyone

Jade/Plumeria/Maile

Theresa Dereme
 Assistant Professor/Counselor
Suffolk County Community College (SCCC)
 UNITED STATES

Overview of this multi-campus, diverse community college will be given and a review of the first-year seminar and college success program. Since SCCC's inception, the college has been guided by a philosophy of educational access and opportunity for students of all cultural, economic, and academic backgrounds. We have developed our first-year seminars to guide students who are unprepared to face the challenges and demands of college life and are at risk of failing courses or dropping out of college.

PA 20

Three Learning Environments of the First-Year Seminar: Which is Best for Your Institution?

Jade/Plumeria/Maile

Kimball Benson
 Freshman Programs Manager
Brigham Young University
 UNITED STATES

As more universities look to reduce expenses or reach more students, some are turning to online class environments. At what cost and benefits do these changes come? The session will present evidence of the strengths and weaknesses of three approaches for first-year seminar courses: (a) face-to-face instruction; (b) online-only teaching; and (c) blended or combined techniques.

PR 21

Developing a Science Identity: Long Term Effects of First-Year Experiences That Matter

Jade/Plumeria/Maile

Kevin Eagan
 Postdoctoral Research Fellow
Sylvia Hurtado
 Professor and Director, Higher Education Research Institute
Jessica Sharkness
 Research Analyst
University of California, Los Angeles
 UNITED STATES

Developing a commitment to a discipline early in college can have long-lasting effects on major persistence as students matriculate toward graduation. With the high attrition rates found in science, technology, engineering, and mathematics (STEM) disciplines, practitioners, and policymakers need to identify best practices that promote students' development of a stronger identity with their STEM major. Using a longitudinal dataset, this study examines how pre-college and first-year experiences affect students' science identity development over four years.

PR 22

Assessing Academic Advisement of First-Year Students: What To and Not To Do?

Jade/Plumeria/Maile

Gita Maharaja
 Academic Advisor and Adjunct Faculty
Duquesne University
 UNITED STATES

This presentation will share the steps and results of an assessment process to investigate first-year students' effective use of academic advisement services, focusing on its related technology, and understanding of degree requirements. The audience, targeting advisors, educators, and administrators of two- and four-year institutions, will also learn about the challenges of this systematic process. Participants will have the opportunity to share their own experiences and advice through an open and lively group discussion.

PA 23

Community Colleges: How to Engage the Transient Population

Jade/Plumeria/Maile

Holly Craider
 Student Success Specialist
Cuyahoga Community College
 UNITED STATES

The purpose of this session is to highlight strategies for community college professionals on how to engage the transient populations who attend our institutions. It will also allow a time for questions and sharing amongst peers.

PR 24

Transitioning Students into a Professional Living and Learning Community

Jade/Plumeria/Maile

Paul Bates
 Head, Griffith Aviation
Griffith University
 AUSTRALIA

Over the past three years Griffith Aviation has developed a professional living and learning community that goes beyond the classroom, beyond the campus and engages industry intuitively. This session will report on the process of transitioning high school students into this very close community.



Hawaii Tourism Japan (HTJ)

PR 25

Effects of a First-Year Health-Related Fitness Course on Physical Activity

Jade/Plumeria/Maile

Bernard Goldfine
Professor, Department of Health, Physical Education, and Sport Science

Jennifer Beck
Associate Professor

Mitchell Collins
Professor and Chair of Department of Health, Physical Education, and Sport Science

Kennesaw State University
UNITED STATES

This presentation provides an overview of research, which assesses the effects of a required 15-week (i.e., semester-long) health-related fitness course for students in their first year of college. The teaching strategies utilized in this study were geared toward fostering an active, collaborative learning environment, with the goal of promoting increased physical activity. Behavioral change strategies such as goal setting, assessment, peer-group strategy, reinforcement, and the development of personalized exercise prescriptions were employed.

PR 26

Considering Their Voices: First Semester Challenges

Jade/Plumeria/Maile

Suzanne Maughan
Associate Professor of Sociology

Kristi Bryant
First-Year Program Director

L. Jake Jacobsen
Lecturer in Communication

University of Nebraska at Kearney
UNITED STATES

Our research used mixed ethnographic analyses of approximately 100 student and 60 faculty participants. First-year students submitted essays that were analyzed for themes regarding students' overall well-being, including mental, physical, emotional, and social issues. Faculty were interviewed for insight on similar student issues. Our analyses of the essays and interviews helped us identify areas of concern that were then addressed by reshaping the first-year program to more effectively prepare students for their college experience.

PA 27

Summer Program for High School Students to Increase the STEM Pipeline

Jade/Plumeria/Maile

Anisha Campbell
Principal Investigator

Elaine Davis
Program Director

Theresa Dupree
Lead Program Counselor

Bowie State University
UNITED STATES

The Pre-College Science Scholars Academy is a National Science Foundation (NSF) grant-supported effort to increase the numbers of underrepresented minorities in the STEM pipeline. Rising high school 10th-graders received college preparatory courses in math, biology, and chemistry during a five-week residential program. Results comparing a pre-post survey have shown a 50-90% increased interest in science majors and careers. Students will be tracked using a longitudinal unit-record database from high school to college.

PA 28

College Transitions For the Millennial Parent

Jade/Plumeria/Maile

Barbara J. N. Bostwick
Academic Counselor/Advisor, TRiO Student Support Services Program

University of Hawai'i at Hilo
UNITED STATES

The transition into college affects both students and their parents. Discover how parents can positively influence their Millennial student's successful transition into college as well as parents' own transition to their son/daughter's new college lifestyle.

PA 29

"Lets Get It Started"- Establishing a First Year Program at a Two Year Institution

Jade/Plumeria/Maile

Lokelani Kenolio
Counselor

Lui Hokoana
Vice Chancellor of Student Affairs

Leslie Lynn Opulauoho
Counselor/Student Life Coordinator

Loea Akiona
Supplemental Instruction Coordinator

University of Hawaii Windward Community College
UNITED STATES

How do we provide positive programming focused on Student Success? How do encourage campus commitment and collaboration with limited resources? This session will focus on the development of the student success pipeline from recruitment, financial aid opportunities, new student orientation, registration, Frosh Camp, to the successful completion of the first year. The presentation will highlight the educational philosophy unifying these initiatives, address how the initiatives connect to national trends, and describe their success and challenges.



Hawaii Tourism Japan (HTJ)

2:00 pm – 3:15 pm

International Higher Education Session

Haku/Pikake I-II

M. Stuart Hunter

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

University of South Carolina
UNITED STATES

Diane Nutt

Acting Assistant Director Learning and Teaching, Centre for Learning and Quality Enhancement

Teesside University
UNITED KINGDOM

This session is designed to create a shared experience enabling participants to learn about the similarities and differences in cultures of higher education among the countries represented at the conference. The session will draw upon work that has been published in the edited monograph, *International Perspectives on The First-Year Experience in Higher Education*, as a foundation for discussion. The session will be structured to facilitate collaboration between delegates from different countries, highlight good practice around the world, and contribute to the networking aspect of the conference. Come hear about other educational experiences and contexts as well as share your own.

3:15 pm - 3:30 pm

Afternoon Break

Aulani Foyer



Hawaii Tourism Japan (HTJ)

3:30 pm - 4:30 pm

CI 30

High-Impact Practices that Support First-Year Student Learning and Engagement

Vanda

Frank Ross

Assistant Vice Chancellor for Student Life and Learning

*Indiana University-
Purdue University Indianapolis (IUPUI)*
UNITED STATES

Jillian Kinzie

Associate Director, NSSE Institute for Effective Educational Practice and the Center for Postsecondary Research

Indiana University Bloomington
UNITED STATES

Educational programs and activities, such as learning communities, student-faculty research, and study abroad, engage first-year students and elevate their performance on desired outcomes measures. Presenters will summarize results from the National Survey of Student Engagement (NSSE) that measure the effects of participating in these high-impact practices on other college experiences. Presenters will detail the IUPUI first-year experience as a case study demonstrating high-impact practices that support first-year student learning and engagement.

CT 31

Defining E-mersion: Technology's Influence on the Transition to College as an Immersive Cultural Experience

Puakenikeni I

David Thompson

Coordinator of Learning Communities

Birgit Wassmuth

Chair, Department of Communication

Kennesaw State University
UNITED STATES

The concept of E-mersion extends Zeller's "living-learning programs in the digital age" (2008) and Zeller and Mosier's "culture shock and the first-year experience" (1993) by arguing that the use of digital devices and social media may enable first-time students to avoid, delay, cope, or accelerate immersion in campus culture. This presentation defines E-mersion and presents a detailed call for research. Possible adjustments to the design and timing of first-year seminar material and cocurricular activities are addressed.

CI 32

The Power of Mentoring First-Generation Students

Awapuhi

Audrey Ward

Dean of Student Academic Support Services

Millicent Rainey

Senior Associate Provost

Ruth Dennis-Phillips

Director of Campus Life

Bennett College
UNITED STATES

The Bennett College team will present a holistic approach to building a progressive mentoring program for first-year, first-generation students. The presentation shows how retention initiatives infused into the learning process were derived from the study of first-generation gap analyses, needs assessments, student surveys, discussion groups, ACCUPLACER results, and Summer Academy participant profiles. A DVD will showcase first-generation students as they tell stories of how mentoring has impacted their first year.

CT 33

Enhancing Access and Inclusion for First-Year Students: Universal Design Implementation Resources

Lokelani I

Jeanne Higbee

Professor, Department of Postsecondary Teaching and Learning

University of Minnesota - Twin Cities
UNITED STATES

This session will introduce Universal Design and Universal Instructional Design as a foundation for a social justice approach to first-year programs and courses. Although initially developed to ensure access for students with disabilities, these innovative models can enhance learning for all first-year students. The session will include film clips and interactive activities, and participants will receive free film DVDs and CDs containing the full text of a scholarly book and professional development implementation guidebooks.

CT 34

Working With a Safety Net: Creating Networks to Support Change

Lokelani III

Ruth Bingham

Chair, Council of Academic Advisors;
Director, Pre-Health/Pre-Law Advising
Center

University of Hawaii at Manoa (UHM)
UNITED STATES

Change cannot thrive in a vacuum. In fact, most initiatives fail; but research shows that they can succeed as collective responsibilities. One way to achieve success is to create supporting networks on multiple levels. Initiatives that UHM created to transform students' educational experience faced resistance, but eventually succeeded partly because of such networks, which inspired further changes and snowballed success in a continuous feedback loop. This session analyzes the process and concludes with take-home strategies.

CR 35

A New Understanding of Readiness

Mauna Loa

Cassandre Alvarado

Assistant Dean, School of Undergraduate
Studies

Dalia Rehal

Program Coordinator

The University of Texas-Austin
UNITED STATES

Administrators from The University of Texas-Austin will lead an interest session focused on redefining college readiness, highlighting Conley (2007) and other's research on the facets of college readiness. Capitalizing on new studies on student and faculty perceptions of readiness, presenters will offer an alternate perspective on readiness, especially in research universities. Participants will be encouraged to move beyond traditional definitions of college readiness to understand a more holistic description.

CI 36

Keeping It Real: Embedding Academic Skill Development in a Business Faculty

Ilima

Andrea Reid

Teaching and Learning Consultant

Queensland Institute of Technology (QUT)
AUSTRALIA

The session outlines the first-year experience project in QUT's business faculty to develop students' academic and language skills. Three examples of our work in 2009 and 2010 will be demonstrated: (a) diagnostic testing, (b) subsequent student referral to embedded academic and language skills classes focused on the assessments in first-year core units, and (c) integration of the major text authored by the session presenters that develops the graduate competencies required by the accrediting body (AACSB).

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Continental Breakfast

7:30 am – 8:30 am
Aulani Foyer

Conference Registration

7:30 am – 5:00 pm
Aulani Foyer

Cybercafé

7:30 am – 5:00 pm
Board Room 4621

8:30 am - 9:30 am

CI 37

Connecting Leadership Development for Current Students Within a Holistic Retention Initiative for First-Year Students

Vanda

Brian Wooten

Director of the Center for Student Leadership; Assistant Professor for University Studies

Ralph J. Rascati

Associate Vice President for Academic Affairs and Dean of University College

Rebecca Casey

Chair, University Studies

Phillip Poskus

Coordinator, President's Emerging Global Scholars Center for Student Leadership

Christie Pugh

Former LINK Member/Coordinator, President's Emerging Global Scholars

Joshua S. Hunt

CSL LINK Leadership Coordinator

Kennesaw State University
UNITED STATES

Kennesaw State University's first-year retention initiatives are strengthened with the assistance of our Leaders IN Kennesaw (LINK) student leaders. LINK is three-year, ethical leadership certificate program that integrates civic engagement activities serving to facilitate leadership growth through practicing skills and applying knowledge learned in the program. LINK leaders act as orientation leaders and teaching assistants in the first-year seminar course. This session will detail the LINK initiative and share data on how this comprehensive approach has impacted first-year retention.

CT 38

Get FIT (Get a Future in Teaching)

Puakenikeni I

Margit Watts

Director, Manoa Partnerships

Christine Sorensen

Dean, College of Education

University of Hawaii at Manoa
UNITED STATES

This session will challenge the notion that first-year students are adequately served by conventional methods and programs. Get FIT (Get a Future in Teaching), a new program at the University of Hawaii, offers students a first-year experience with a career orientation. Giving students a career-oriented path helps with motivation, engagement, and success.

CT 39

A High School Assessment and Intervention Program to Promote College Readiness

Puakenikeni II

A. J. Metz

Assistant Professor, Department of Educational Psychology

University of Utah
UNITED STATES

Given the demonstrated importance of non-cognitive factors (e.g., academic discipline, academic self-efficacy, campus engagement) in postsecondary student success, there exists tremendous potential for developing assessment and intervention models in high schools. This presentation will describe the use of the Student Strengths Inventory (SSI) as part of an intervention program at an early career high school. The use of assessment data and the development and delivery of curricular activities to promote college readiness will be discussed.

CT 40

Developing Emotional Intelligence in the First Year

Awapuhi

Brian Griffith

Assistant Clinical Professor

Vanderbilt University
UNITED STATES

College curricula and pedagogical approaches can benefit greatly from the growing literature on social and emotional intelligence. This workshop will discuss the potential benefits of integrating emotional intelligence development strategies into the college curriculum and will share best practices. It will also present how the Human and Organizational Development Program at Vanderbilt University utilizes and applies this theory in the first-year experience. An emotional intelligence instrument that we created will be shared with attendees.

CI 41

Camp Carey: Freshmen Retreat Program

Lokelani I

Hope Larsen

Program Coordinator, Senior

Brennan Forss

Director, Academic Services

Jennifer Shick

Program Coordinator, Senior

Arizona State University
UNITED STATES

What do cabins and campfires have to do with business students? Everything, when they are part of a business retreat designed to ease the transition to college. Outdoor orientation programs provide excellent opportunities to introduce team leadership skills, inform students about university life, and foster a tight-knit community within a large university. Learn about Camp Carey, an intensive three-day program offering first-year students an opportunity to connect with fellow students, faculty, and staff through interactive activities.



8:30 am - 9:30 am cont'd

R 42

Rethinking Academic Integrity and the First-Year Experience

Lokelani II

Robert Kenedy

Associate Professor, Department of Sociology

Marilyn Lambert-Drache

Associate Dean

York University
CANADA

This roundtable will explore current and future issues, trends, and best practices associated with fostering academic integrity in the first year. It will also explore strategies for facilitating the integration of academic integrity into student learning and scholarship. Facilitators will consider a pedagogical approach to academic integrity that treats it as a complex multidimensional issue and includes information literacy, ethics, academic integrity tutorials, quizzes, and various online resources. The group will explore the value of having unified, multilevel, and integrated approaches that are pan university or college. Finally, group members will be encouraged to critically examine and explore the role of technology both in promoting academic integrity and in facilitating academic dishonesty (i.e., through online essay mills and other similar services).

CR 43

Delivering the First Year of College: A Profile of How It Is Done on 45 Campuses

Lokelani III

Kadian McIntosh

PhD Candidate; Graduate Research Assistant

Patrick Terenzini

Distinguished Professor of Higher Education; Senior Scientist for the Center for the Study of Higher Education

Bradley Cox

Assistant Professor
Educational Leadership and Policy Studies

Florida State University
UNITED STATES

Robert Reason

Associate Professor of Higher Education and College Student Affairs; Senior Research Associate for the Center for the Study of Higher Education

Pennsylvania State University
UNITED STATES

Multiple factors shape students' educational outcomes, including internal organizational features that indirectly influence students' academic and cocurricular experiences. Information from chief academic and chief student affairs officers and 12,822 faculty members on 45 four-year campuses is used to profile those institutions' organizational contexts by examining policies and practices regarding structures, resources, programs, academic policies, and assessment. This session will help administrators identify multiple internal organizational mechanisms to improve their students' first college year success.

CT 44

Enhancing Gains in Civic Engagement for First-Year Students

Ilima

Frank Ross

Assistant Vice Chancellor for Student Life and Learning

Indiana University-Purdue University Indianapolis
UNITED STATES

Keisha Hoerner

Chair, Department of First-Year Programs

Kennesaw State University
UNITED STATES

Rachelle Darabi

Associate Provost for Student Development and Public Affairs

Missouri State University
UNITED STATES

As many colleges and universities strive to prepare students to be engaged citizens and community members, introducing students to civic-minded activities should be part of the first-year experience. This presentation details three universities that through participation in the American Democracy Project, have developed initiatives to enhance civic engagement among first-year students. Presenters will share examples of both curricular and cocurricular advancements in civic engagement.

CI 45

Got Personality? Using Personality Type to Improve Teaching and Learning

Mauna Loa

Marsha Fralick

Professor Emeritus

Cuyamaca Community College
UNITED STATES

Personality type is a key theme in a college success course that has increased student persistence by 26% at Cuyamaca Community College. Knowledge of personality type helps students make good career decisions, increases positive motivation for success, and is related to many other college success topics. Online portfolios and assessments based on college scenarios are used to help students understand their personality types. Practical online resources and classroom activities on these topics will be shared with session participants.



Hawaii Tourism Japan (HTJ)

9:30 am – 9:45 am
Morning Break
Aulani Foyer

9:45 am - 10:45 am

CR 46

Computing and Business Meet English: A Four-Year Experience With First-Year Seminars in Learning Communities

Puakenikeni I

Dawn McKinney

Senior Instructor, School of Computer and Information Sciences

Karen Peterson

Instructor of English

University of South Alabama
UNITED STATES

Leo Denton

Assistant Professor, School of Computer and Information Sciences

University of Mobile
UNITED STATES

This interactive session will describe course activities, teaching methodologies, and assessment tools used in learning communities for computing and business majors linking a first-year seminar and English Composition courses. Participants will learn how to implement and assess similar experiences at their institutions. Data was collected from 2006-2009 and assessments included writing performance, sense of belonging, course value, and retention rates. We will discuss assessment results, highlight improvements made each year, and outline future plans including service-learning.

CI 47

UniStep: A Sustainable Approach to Developing Academic Literacy Skills

Puakenikeni II

Neera Handa

Lecturer, Student Learning Unit

Erst Carmichael

Lecturer, Student Learning Unit

Clare Power

Lecturer, Student Learning Unit

University of Western Sydney
AUSTRALIA

This case study presents an exemplary first-year transition program offered at the University of Western Sydney. This intensive 40-hour, face-to-face program engages newly enrolled students with an authentic university experience using the content theme of sustainability to develop academic literacy and critical thinking. Evaluations from students and peers attest to the benefits of this presemester program, as does the achievement of an Australian Learning and Teaching Council award in 2009.

CT 48

You're Not the Boss of Me: Putting Technology in Its Place By Using a Systemic Approach to Student Retention and Support

Awapuhi

Rachel Phillips-Buck

Career Counselor

Abilene Christian University
UNITED STATES

Technology has changed our world. Some suggest that technology is the primary way to solve many issues in our universities. Others argue that human interaction should be integral to our solutions, and technology should support people, not vice versa. This presentation will explore attitudes toward technology and ways technology can support relationships without becoming the focus. It will include a discussion and specific examples of technology's appropriate application in student retention and support.

CI 49

Intentionality in Peer-Mentor Training: Checklist Approach

Lokelani I

Pat Esplin

Director, Freshman Academy

Brigham Young University
UNITED STATES

Peer mentors are an important tool in promoting first-year student success. Investment in their development pays dividends, since effective mentor training results in increased first-year student engagement, growth, and development. In this session, we present a model for peer-mentor training that uses reflection to integrate theory and practice, coupled with the use of checklists to trigger memory and improve performance. These intentional strategies can improve the quality of peer-mentor training and their subsequent practice.

CI 50

Kennesaw's Early Start Bridge Academy: A Unique Approach to Learning Support for Math Students

Lokelani III

Ralph Rascati

Associate Vice President of Academic Affairs and Dean of University College

Pinder Naidu

Assistant Professor, Mathematics

Rob Birrell

Senior Lecturer

Tonya Jones

Assistant Professor, Mathematics

Nicolyl Myles

Coordinator, Early Start Bridge Academy

Kennesaw State University
UNITED STATES

This session describes Kennesaw State University's Early Start Bridge Academy (ESBA), a research-based, summer bridge learning community consisting of developmental mathematics and first-year seminar courses. Data will be presented showing the impact of ESBA's unique curricular and program design on students' successful transition to college and academic success, as suggested by retention and progression. The 2009 ESBA data also provide information on successful interventions for inclusive education and first-generation students.



11:00 am - 12:00 noon

CR 51

Development of a Peer-Mentoring Program

Vanda

Ralph Hall

Professor, School of Social Sciences and International Studies

*The University of New South Wales
AUSTRALIA*

A peer-mentoring program for first-year arts and social science undergraduates was introduced at the University of New South Wales in 2003 to assist new students in their college transition. This program has developed through feedback from mentors and mentees and implementing improvements identified through this input. Indicators of program success along with the modifications and strategies employed will be presented.

CR 52

Using Their Words: Ways to Collect and Use Qualitative Data to Better Understand the Early College Experience

Puakenikeni I

Stephanie Foote

Director, Academic Success Center and First-Year Experience

*University of South Carolina Aiken
UNITED STATES*

Drawing from several qualitative research studies, as well as qualitative first-year seminar assessment, this session presents examples of conventional and unconventional methods to collect and use qualitative data to enhance first-year seminars and programs. Participants will leave the session with several resources they can adapt to collect qualitative data, as well as ideas on how to use those data to improve existing efforts aimed at helping first-year students.



Hawaii/Kauai, Japan (HJ)

CR 53

From Freiwillige Feuerwehr and Sapeurs-Pompiers Volontaires to Emergency Response Student Teams: Teaching Civic Responsibility Through Student Engagement

Puakenikeni II

David Thompson

Coordinator of Learning Communities

Kathy Lynn

Lead Instructor, Emergency Preparedness

Yvonne Wichman

Instructor, Department of English

*Kennesaw State University
UNITED STATES*

Germany's Freiwillige Feuerwehr, France's Sapeurs-pompiers Volontaires, and Community Emergency Response Teams (CERT) in the United States are examples of efforts to train adults and youth to take action in the event of emergency. Only one university in the United States provides a curricular structure for first-year students to become emergency-prepared citizens. This research examines the level of engagement on campus and in the community of those students after completing a themed learning community about emergency preparedness.

CI 54

Creating Community for Student Retention in STEM

Awapuhi

Elene Tratras Contis

Professor of Chemistry

Anne Seaman

Program Director

*Eastern Michigan University
UNITED STATES*

This session will share the implementation and evaluation of Eastern Michigan University's Creative Scientific Inquiry Experiences (CSIE) Program, a National Science Foundation funded initiative to increase student retention in STEM areas. The CSIE Program builds learning communities (LCs) among faculty, students, and nonprofit organizations. The LC structure includes theme-linked clusters of two STEM courses plus a one-credit CSIE seminar that features an academic service-learning experience. The seminars are team-taught by the faculty from the core courses.

CI 55

Creating Communities in a Large, Urban, Commuter-Based University

Lokelani I

Norma Sue Fisher-Stitt

Associate Vice President, Academic Learning Initiatives

John Amanatides

Associate Professor and Master Bethune College

*York University
CANADA*

This session will provide information on two initiatives to enhance the first-year experience and improve retention at York University in Toronto. Both initiatives share the goal of creating smaller communities within a large commuter-based university by developing programs and activities designed to meet the needs of specific student cohorts: (a) adult learners and (b) students in science and engineering. Interventions conducted in 2008-09 and 2009-10 will be discussed along with assessment of their impact.

R 56

Faculty Members Living in Residence Halls: Insane or Passionate About Helping Students?

Lokelani II

Trish Cendana

Director of Residential Education

Richard Montgomery

Resident Faculty Leader

*West Virginia University
UNITED STATES*

Informal interaction with faculty members has been shown to assist first-year students in approaching their instructors in a classroom setting and becoming better acclimated to the institution and increase retention rates. West Virginia University's Resident Faculty Leader (RFL) program, a collaborative effort between academic affairs and student affairs, creates this informal interaction. The RFL is charged with facilitating the growth and development of first-year students beyond the realms of the classroom. We will briefly discuss the role of the RFL and the outline collaboration between academic affairs and student affairs on this program. This session will encourage participants to discuss other joint venture programs between academic affairs and student affairs, specifically looking at those that extend learning beyond the classroom.

CT 57

Examining the At-Risk First-Year Student in the 21st Century

Lokelani III

Terrell L. Strayhorn

Associate Professor, Educational Leadership and Policy Studies

Tricia McClam

Professor and Associate Department Head, Educational Psychology and Counseling

Deirdre Anderson-White

PhD Student, Educational Psychology and Counseling

The University of Tennessee
UNITED STATES

Traditionally, at-risk college students in the United States have been described from a deficit perspective as academically underprepared and lacking social skills. Data from a summer bridge program at a large American university suggest that an expanded definition of at-risk students that incorporates strengths may more accurately and effectively describe this group. This presentation will critique the traditional definition of at risk from an international perspective and discuss implications for campus administrators.

CI 58

Laying a Foundation for Success: Infusing Critical Thinking in a New Three-Credit First-Year Seminar

Ilima

Kate Williams

Director, Quality Enhancement Plan

Erin Barnett

Coordinator, Academic Orientation

Eastern Kentucky University
UNITED STATES

Eastern Kentucky University will offer its three-credit, first-year seminar for the third time, as a part of their Quality Enhancement Plan to develop informed, critical, and creative thinkers who communicate effectively. The course is building momentum with more academic departments choosing it for their majors each year. Learn how a structured model of instructor development and an emphasis on critical thinking is shaping this initiative to provide a solid foundation for entering first-year students.

CI 59

A Marriage of True Hearts: The Development of the First-Year Experience and an Invitational University

Mauna Loa

Pauline Machika

Director, Academic Development Centre

University of Johannesburg
SOUTH AFRICA

This session highlights how the first-year experiences of students studying at the University of Johannesburg (UJ) in South Africa are linked to the philosophy of invitational leadership. This session reveals that a causal relationship exists between the first-year experience and an invitational university within a South African setting. The research study is qualitative in nature and highlights the views and perceptions of a sample of working staff and registered first-year students at the UJ.

12:00 noon - 1:30 pm

Lunch on your own

1:30 pm - 2:30 pm

CI 60

Listening to the Student Voice: Evolving Your Program to Fit Student Needs

Vanda

Leilani Takeuchi

Coordinator, First-Year Programs

University of Hawaii at Manoa
UNITED STATES

Understanding students' college experience is essential in supporting their growth and development. Through surveys, course assignments, focus groups, and institutional data, students' voices may be collected and heard. These elements are part of an assessment plan that measures student learning outcomes and helps to improve program implementation. This session provides a framework for collecting and utilizing the student voice to positively evolve a learning community program. Attendees will leave with sample tools and materials.

CR 61

Creating DEEP Learning Environments: Organizational Influences on First-Year Students

Puakenikeni I

Robert D. Reason

Associate Professor and Senior Research Associate

Bradley Cox

Assistant Professor
Educational Leadership and Policy Studies

Florida State University
UNITED STATES

Kadian McIntosh

Graduate Researcher

Patrick Terenzini

Professor and Senior Scientist

Pennsylvania State University
UNITED STATES

Student engagement in DEEP learning activities—those activities that encourage integration, synthesis, and reflection—have been linked to student learning outcomes. This study examines institution-level programs and policies that influence environments encouraging such engagement for first-year students. Although results suggest traditional measures of institutional characteristics (e.g., size) account for much of the variance, policies related to the first-year experience initiatives and teaching and learning exert influence on student engagement. Policy implications will be discussed.

CT 62

A Personalized Approach to Student Retention

Puakenikeni II

Marcy Glassford

Program Coordinator

Michelle Kearns

Director of Student Success & Retention
Including The First Year Experience

Utah Valley University
UNITED STATES

As Utah Valley University developed its retention program, stumbling blocks were encountered along the way resulting in successful and not-so-successful initiatives. The first-time, fall-to-fall first-year student retention rate at our school is currently 44%. With a student population size of 26,000 and an open-enrollment policy, we felt that our students were not making the necessary connection to our campus. This need for enhanced engagement has helped to drive our personalized retention initiatives for both the first-year student and at-risk populations. Strategies include student retention trackers, personal follow-up phone calls to early alerts, weekly e-mails, and birthday cards.

1:30 pm - 2:30 pm cont'd

CI 63

Biology Boot Camp, Freshmen Interest Groups (FIGs), and Residential Colleges: Three Approaches Designed to Help First-Year Science Students Succeed

Awapuhi

Rebecca Rogge

Academic Programs Coordinator

Sheri M. Wischusen

Director of Undergraduate Research Education

E. William Wischusen

Associate Chair, Biological Sciences

Steven M. Pomarico

Instructor, Biological Sciences

Christopher Gregg

Instructor, Biological Sciences

*Louisiana State University
UNITED STATES*

After several years of data, an initiative was designed to positively impact the success of incoming first-year Biology majors by giving them the tools and strategies they need to succeed at a large, research university. Incoming students arrive on campus in August and participate in a one-week, content-based program called BIOS (Biology Intensive Orientation for Students). In recent years, Residential Life has partnered with faculty and the BIOS program to further support and continue first-year students' academic and personal transition to college through two types of living-learning programs: (a) Freshmen Interest Groups (FIGs) and (b) the Basic Sciences Residential College. Students engage in study groups; interact with faculty, staff, and professionals in the field; and participate in various co-curricular activities.

CI 64

Advising as Curriculum: Using FYE to Help Students Go From Probation to Good Academic Standing

Lokelani I

Michael Randle

Lecturer, Coordinator, Advisor

Michelle Randle

Lecturer

*San Jose State University
UNITED STATES*

This session examines the effects of using intrusive advising as part of a first-year seminar curriculum for students on academic probation. A classroom model for intrusive advising is presented and data suggest a classroom format for dealing with probation students in need of an academic intervention is as effective as and more efficient than one-on-one advising.

R 65

The First-Year Experience and the Law: Are First-Year Practitioners Doing Enough to Prepare First-Year Students to Minimize Legal Risk to the Institution?

Lokelani II

Wayne Clark

Director

*Higher Education Legal and Strategic Advisory Services
NEW ZEALAND*

First-year students, like any other consumer group, are exercising their rights and expectations in increasingly vexatious and litigious responses to institutional behavior, administrative decisions, disciplinary actions, and common law. Using selected higher education case studies from the United States, Commonwealth, Canada, Australia, New Zealand, and Britain, this session will focus on how educational leaders might ensure that attrition risks are managed from a legal perspective, and retention improved by an increased awareness of relevant case law.

CI 66

Retention: Comparison Between Summer-Bridge and Regular-Admit Students

Lokelani III

Elaine Davis

Department Chair, Department of Natural Sciences

Anisha Campbell

Assistant Professor and Program Coordinator

Theresa Dupree

Administrative Assistant

*Bowie State University
UNITED STATES*

The Summer Bridge Program (SBP) at Bowie State University is designed to provide a second chance for individuals who applied to the University but were denied admission. The program addresses academic deficiencies in English, mathematics, and reading. Admitted SBP participants perform at the C or higher level compared to the regularly admitted students. The retention rate is higher (i.e., 75-80%) compared to regular admits after the first year, and their GPAs ranges from 2.4- 4.0.

2:30 pm – 2:45 pm

Afternoon Break

Aulani Foyer

**Co-sponsored by
Tamagawa University**

CI 67

Embedding Peer Learning: An Australian Success Story

Ilima

Sally Rogan

Head, Student Support and Peer Learning

Kylie Austin

Peer Learning Coordinator

*University of Wollongong
AUSTRALIA*

The peer-learning program at the University of Wollongong (UOW) has been credited with changing the culture of teaching and learning at the institution and contributing to five-star rankings for student experience and student satisfaction. A large team of senior student mentors offer weekly support to 95% of first-year students in a centrally coordinated, institutionalized approach. The presenters will discuss how this success has been achieved over a nine-year period.

CI 68

Student Group Mentoring as a Living and Learning Community

Mauna Loa

Sarie Snyders

Senior Manager, Student Academic Development

*Nelson Mandela Metropolitan University
SOUTH AFRICA*

The Nelson Mandela Metropolitan University is confronted with the reality of having to find ways to support unprepared students. Mentoring is offered to all residence first-year students, as well as to nursing, mechanical, and electrical engineering first-year students. Our research indicates that first-year students value mentoring and the mentors also indicated that they gained especially in terms of personal development, study skills, and time management.



Hawaii Tourism Japan (HTJ)

2:45 pm – 4:00 pm

Plenary Address

A Transition Pedagogy: Third Generation First-Year Experience

Haku/Pikake I-II

Sally Kift

Australian Learning and Teaching Council Senior Fellow; Australian Learning and Teaching Council Discipline Scholar; Law Professor, Faculty of Law

Queensland University of Technology
AUSTRALIA

This presentation will discuss strategies around how to conceptualize the first-year experience as “everybody’s business” - an engagement that is enacted through coordinated and coherent whole-of-institution approaches that are supportive, relevant, and social. Leveraging research conducted under an Australian Learning and Teaching Council Senior Fellowship, it will suggest that, in all their diversity, students come to us in higher education to learn and it is therefore within the first-year curriculum that students must be engaged, supported, and realize a sense of belonging. When first generation co-curricular and second generation curricular approaches are brought together in whole-of-institution transformation, we then have a third generation model – a transition pedagogy – that can be harnessed to deliver serious engagement and retention work.

4:15 pm - 5:15 pm

CT 69

Strategies to Facilitate Grading Consistency in Large Classes

Puakenikeni I

Larry Neale

Senior Lecturer, Marketing

Queensland University of Technology
AUSTRALIA

First-year undergraduate university classes can be very large, and big student numbers often creates a challenge for instructors to ensure assignments are graded consistently across the cohort. This session describes and demonstrates the use of interactive audience response technology (ART) with assessors (rather than students) to moderate assignment grading. Results from preliminary research indicate this method of moderating the grading of assignments is effective and achieves more consistent outcomes for students.

CI 70

Engaging the Local Community in Developing Self-Directed Learning Practices for First-Year Undergraduate Students

Puakenikeni II

Alyssa Phillips

Director of Combined Studies

University of Manchester
UNITED KINGDOM

Adapting to new approaches to learning, especially the notion of self-directed learning, offers particular challenges for first-year students. In the Combined Studies Centre at the University of Manchester we are responding by engaging our first-year students in a community-based learning activity, designed to promote self-directed learning practices and enhance our students’ transferable and academic skills. This session will discuss the purposes, design, and results of this activity.

CI 71

Student Support Through Foundation and Extended Programs at South African Universities

Lokelani I

Martiz Snyders

Director, Centre for Extended Studies

Nelson Mandela Metropolitan University
SOUTH AFRICA

The historical past in South Africa has created an unequal secondary schooling system in which students from disadvantaged communities are not prepared for the challenges for studies at a university. Since the new political dispensation started in 1994, universities are faced with the challenge of providing meaningful access to studies for such students. The presentation describes the efforts made by universities in South Africa to meet this challenge and focus specifically on specific programs implemented at the Nelson Mandela Metropolitan University.

CT 72

Creating a Supportive Environment for Students by Developing a One-Stop Shop

Lokelani III

Michelle Taylor

Associate Vice President for Enrollment Management

Liz Childs

Senior Director, Enrollment Management

Kimberly Barraclough

Coordinator, Leave of Absence

Barney Nye

Coordinator, Multicultural Center

Utah Valley University
UNITED STATES

Providing a One-Stop Shop where admissions advisors are cross-trained in admissions, registration, records, financial aid, parking, and tuition payments allows for a higher level of service for first-year students. This presentation will discuss how Utah Valley University was able to design and implement a one-stop shop in an effort to create a culture of support. Ideas and strategies on how to implement this concept on other campuses will be highlighted.



4:15 pm - 5:15 pm cont'd

CT 73

Personal Branding as a Tool for Professional Development

Mauna Loa

Daniel Fictum
Director of Student Life and Development
*New York City College of Technology-CUNY
UNITED STATES*

In this time of shrinking budgets and program cuts, it is important to establish a presence on campus for yourself and your program. This can be done using the concept of personal branding. We will focus on defining personal branding and the steps to applying the concepts to your career. We will also discuss how branding can be used to make your program highly visible. Participants can expect hands-on experience in developing their personal brand.

4:15 pm - 5:45 pm

R 74

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

**Note this is a 90-minute session.*

Lokelani II

Mary Stuart Hunter
Associate Vice President, National Resource Center for The First-Year Experience and Students in Transition
John N. Gardner
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
Betsy O. Barefoot
Fellow, National Resource Center for The First-Year Experience and Students in Transition
*University of South Carolina
UNITED STATES*

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

Institute on Peer Educators

Indianapolis, Indiana

www.sc.edu/fye

**National Resource Center for
The First-Year Experience®
& Students in Transition**

UNIVERSITY OF SOUTH CAROLINA

October 17-19, 2010

**Continental Breakfast**7:30 am – 8:30 am
Aulani Foyer**Conference Registration**7:30 am – 12:00 noon
Aulani Foyer**Cybercafé**7:30 am – 10:00 am
Board Room 4621**8:15 am - 9:15 am**

R 75

**First-Year Experience in Australia:
The Difference a Discipline Makes**

Puakenikeni I

Katherine Lindsay
Director of Curriculum**Sher Campbell**
Associate Lecturer*University of Newcastle*
AUSTRALIA

Attention to the first-year experience in Australian universities has undergone dramatic transformation in the last decade. Many effective and innovative initiatives have been pursued in universities by mainstream programs that are centrally organized by administrative units. This presentation explores the value and qualities of a holistic approach to the first-year experience in a discipline context that leverages from a professional ethos and is based in collective responsibility and commitment to the creation of a three-way learning community.



Hawaii Tourism Japan (HTJ)

CR 76

**Race to the Top: Examining
Predictors of Competition Among
First-Year Science Students**

Puakenikeni II

Kevin Eagan
Postdoctoral Research Fellow**Sylvia Hurtado**
Professor and Director**Minh Tran**
Research Analyst**Josephine Gasiewski**
Postdoctoral Research Fellow
University of California, Los Angeles
UNITED STATES

First-year students who pursue degrees in science-related fields face some of the most competitive academic environments on college campuses. Data from a qualitative five-campus case study and a quantitative longitudinal study of students from more than 120 higher education institutions are analyzed to identify the experiences and contexts that perpetuate competition in introductory sciences courses. Strategies are recommended for institutions and faculty to assist students in overcoming the challenges associated with competitive environments.

R 77

**Help-Seeking and Help-Giving
Behaviors at Tutorial Sessions:
Tutors' Perspective**

Awapuhi

Leroy Hamilton
Director, Office of First-Year Experience/
ACCESS**Alexei Matveev**
Director, Quality Enhancement and Critical
Thinking Studies*Norfolk State University*
UNITED STATES

This roundtable session will engage participants in a discussion of the results of an exploratory qualitative study of help-seeking behaviors of first-year students participating in tutorial sessions as well as help-giving behaviors of tutors and supplemental instruction (SI) leaders. Specifically, the discussion will focus on the following topics: (i) help-seeking and help-giving in the context of student goal orientation; (ii) scope and type of help exchange behaviors in tutorial sessions; and (iii) recommendations for training of tutors and SI leaders.

CT 78

**We Are Not All the Same:
Meeting the Diverse Needs of
First-Generation Students**

Lokelani II

Nia Haydel
Academic Professional for Student
Retention*Georgia State University*
UNITED STATES**Edward Bempong**
Director for First-Year Students*University of Illinois at Springfield*
UNITED STATES

First-year programs are designed to create learning environments that will support the transition process into a community of scholars on a college campus. In developing first-year experience (FYE) programs, institutions are charged with finding innovative ways to address the needs of the individual student, as well as the collective cohort. With first-generation students, there is a specific need to foster environments that promote academic success and institutional connectivity. However, with more students from various regions attending college, FYE programs must diversify their strategies for integrating first-generation students from different geographic backgrounds. This interactive session will provide strategies for developing a more inclusive FYE program to meet the needs of the various first-generation populations.

CI 79

**Learning Communities and Public
Affairs: Launching a New Program
at Missouri State University**

Ilima

Mike Wood
Director, First-Year Programs*Missouri State University*
UNITED STATES

At Missouri State University we are currently implementing several initiatives to improve the success and retention of our first-year students. One of these efforts includes academic learning communities that integrate not only the curriculum of the linked courses, but also our unique public affairs mission. The presenter will describe the program, discuss lessons learned, and share initial assessment results. Participants will be provided with resources for developing and assessing a new learning communities program.

8:15 am - 9:15 am cont'd

CI 80

Recruiting Students in Engineering: Assessment Strategies and Retention

Mauna Loa

Gita Alaghband
Chair and Professor, Department of Computer Science and Engineering

Nien-Yin Chang
Dean, College of Engineering and Applied Science

Hamid Fardi
Associate Professor, Department of Electrical Engineering
University of Colorado Denver
UNITED STATES

The goal of this program is to recruit students with academic talent and provide the financial, academic, and social network supports that prepare these students to graduate in the field of engineering. Our data support the introduction of a precollegiate program that strengthens recruitment efforts. Focusing the program within a specific college facilitates the evolution of a program-centered community of learners whose members share common goals and interests toward graduation.

9:15 am – 9:30 am

Morning Break
Aulani Foyer

9:30 am - 10:30 am

CI 81

The Road to Success: The First-Year Counseling Experience Component

Vanda

Tonya Swanson
Director, Counseling Services

Keith Hicks
Counselor

Aquila Mitchell
Counselor

Bowie State University
UNITED STATES

This presentation focuses upon the design and impact of the Freshman Year Counseling Experience Program at Bowie State University, a historically Black university. The presenters will share information on the various components of the program, including the first-year seminar with sections taught by counselors; the first-year student interview, a psychosocial assessment of any impediments to academic success; and topical student development workshops.

R 82

Incorporating Critical Thinking as Part of the First-Year Experience Curriculum

Puakenikeni I

Robert Kenedy
Associate Professor, Department of Sociology

Marilyn Lambert-Drache
Associate Dean
York University
CANADA

This roundtable will examine the relevant pedagogical theory, research, and best practices for teaching critical thinking. Participants will be encouraged to share their own experiences in this area and brainstorm together to develop novel and innovative approaches for addressing this need. The session will be designed to assist those teaching first-year seminars and other first-year courses by discussing appropriate activities to encourage and assess critical thinking, the successful implementation of criteria in order to evaluate student progress, and the creation of a classroom environment in which application of critical thinking is embraced as a tool for learning. The session will also explore more general strategies for faculty, librarians, university administrators, teaching assistants, and peer advisors to promote critical thinking among first-year students.

CI 83

Promoting Academic Student Success (PASS): Academic Support for Probationary First-Year Students

Puakenikeni II

Kay Haralson
Student Success Specialist, Associate Professor

Mike Dunn
Advising Coordinator, Title III Grant

Loretta Griffy
Director, Title III Grant; Associate Professor
Austin Peay State University
UNITED STATES

The presenters will discuss and demonstrate a program of support for first-year students placed on academic probation. The Promoting Academic Student Success (PASS) program takes a three-prong approach: (a) a course to assess and improve academic and life skills, (b) weekly tutoring, and (c) support from student ambassadors and course instructors. Students completing the program have experienced greater student success. Data on the program's achievements will be shared with session attendees.

R 84

Faculty Buy-In: Engaging and Retaining Faculty Instructors

Awapuhi

Karen Palmunen
Director, First-Year Seminar Program; Associate Professor of French
Saint Joseph College
UNITED STATES

Mary Ellen Bertolini
Associate Director, Writing

Jessica Holmes
Associate Professor of Economics
Middlebury College
UNITED STATES

Carol Smith
Associate Professor of Health and Human Performance
Elon University
UNITED STATES

Attracting hesitant faculty, especially tenured, senior faculty, to the first-year seminar classroom is not always an easy task. This roundtable will focus on ways to engage and retain faculty instructors and develop their willing and enthusiastic participation, while strengthening the important faculty/student affairs/writing tutorial connection. The discussion will encourage other institutions to share best practices, discuss challenges, and brainstorm new ideas for faculty engagement.

CT 85

Using Technology to Promote Information Literacy for Life-Long Learning: Creating Learning Communities with Blogs, Wikis, YouTube, and Facebook

Lokelani I

Portia Diaz
Assistant Professor
Reference/Electronic Services/First Year Experience Librarian
Indiana University of Pennsylvania
UNITED STATES

The image of a college professor having his or her students get together in discussion groups is not the first image that comes to mind when thinking about Facebook. However, approximately 90% of undergraduate students use Facebook on a daily basis. Further research suggests students are using social networking sites to support their academic, as well as social goals. This session explores how to enhance teaching to first-year students through online learning communities.

10:45 am - 11:45 am

CI 86

Utilizing First-Year Experience Peer-Education Programs to Build Cross-Campus Partnerships

Lokelani II

Chris Goslin
Department Chair

Marni Sanft
Associate Professor

Ben Moulton
Associate Professor

Utah Valley University
UNITED STATES

Faculty from the Utah Valley University (UVU) will demonstrate how different departments on campus have created partnerships to foster learning communities through peer mentoring. These collaborative efforts improve retention by focusing on the differing needs of students within the campus community. UVU has increased its efforts to provide peer mentoring to first-year students, and new programs are being developed to address the needs of international students, multicultural students, and student in developmental education.

CI 87

Complexity Made Simple Through Ownership and Engagement: Transforming Academic Advising With Technology for the Generation Me Students

Lokelani III

Gary Rodwell
Information Technology Specialist and STAR Director

Ronald Cambra
Assistant Vice-Chancellor for Undergraduate Education

Ruth Bingham
Chair, Council of Academic Advisors; Director, Pre-Health/Pre-Law Advising Center

Joy Nishida
Instructor and Student Support, Office of Undergraduate Education
University of Hawaii at Manoa
UNITED STATES

Generation-Me tends to be comfortable making choices, owning those choices, and identifying exactly what adds value. The quest becomes engaging these learners in an environment they can associate with to instill institutional values. This session provides a framework for understanding some of the core constructs of technological advising tools and the key elements required to appeal to this generation of students.

CI 88

Promoting First-Year Student Success: Assessment and Collaboration Improve Student Retention Through Early Identification and Intervention

Ilima

John Kremer
Professor of Psychology

Kenneth Wendeln
Clinical Associate Professor of Management, Kelley School of Business

Kate Thedwall
Director, Gateway to Graduation Program
Indiana University Purdue University Indianapolis (IUPUI)
UNITED STATES

IUPUI's gateway initiatives that support first-year undergraduate students have brought together a diverse set of faculty and administrators with a common purpose to improve student academic success in a large urban university. Based on six years of assessment data, this collaborative model has proven to be effective. Course data from 1,200 students suggests that underperforming and failing students could be divided into four descriptive and predictive groups with demonstrated success of early and active interventions.

CT 89

Staring Early: Developing Expectations for College Success

Mauna Loa

Sharon Moore
Associate Professor, Department of Teaching and Learning
University of Louisville
UNITED STATES

Scott Moore
Graduate Student
Oxford University
UNITED KINGDOM

This presentation will focus on starting early with younger students in schools, as early as elementary school, to build expectations regarding college going. The presentation will also focus on strategies to help students prepare for success in college. It will include specific programmatic suggestions of how to engage younger students in developing the skills and goals necessary to enter college and be successful in college.

CI 90

A South African University First-Year Experience Success Story: Student Support Programs at the University of Johannesburg

Vanda

Maxine Shandler
Head of Access Programs, Academic Development Center

University of Johannesburg
SOUTH AFRICA

The broadening of access to higher education has resulted in underprepared students gaining admission to higher education. The principles of the first-year experience and invitational education on which the student support programs at the University of Johannesburg are based have prompted the development of innovative teaching and learning methodologies. Student perceptions and statistics confirm that it is these methodologies that equip underprepared students with a solid foundation for academic success and provide these students with the best first-year experience possible at a South African university.

CR 91

Purposeful Persistence: First-Generation College Student Success

Puakenikeni I

Amy Belcastro
Associate Professor of Education
Southern Oregon University
UNITED STATES

The key to first-generation college student (FGCS) success and retention requires shifting the focus of from individual student shortcomings to institutional structural and organizational factors that support or hinder FGCS. A comprehensive study identified institutional conditions and interventions that influenced the first-year persistence of FGCS over their peers from college-going families. Alternative retention strategies, policies, practice, and recommendations to support FGCS first-year persistence will be highlighted.

10:45 am - 11:45 am cont'd

CR 92

Online Learning: Utilizing Technology to Enhance Student Success

Puakeniken I

Deborah Mixson-Brookshire
Assistant Professor of Management,
First-Year Experience & Learning Support
Mathematics

Ruth Goldfine
Associate Professor of English and First-
Year Experience

Kennesaw State University
UNITED STATES

Institutions with increasing student populations and decreasing space availability are being encouraged to find alternative ways to meet the needs of students. Consequently, many are offering more online courses. More than a year ago, Kennesaw State University began offering sections of the first-year seminar both online and as a hybrid course. Our research project examines the effectiveness of these courses. This session will detail experiences and present the preliminary data that have been collected.

CR 93

Exploring the Faces of Diversity: Building the "I am... am from" Exhibit

Awapuhi

Albert DeCiccio
Provost
Southern Vermont College
UNITED STATES

Exploring Faces of Diversity: Building the "I am... am from" Exhibit was the first in the nation college level course (and a first-year seminar) that employed the research methodology of Henry Louis Gates, Jr., and fostered a collaboration of work that resulted in a museum exhibit. The course's pedagogical philosophy (collaborative learning) nudged the first-year students, their course apprentice, and me to write our family histories, showing us all that we have a place in history.

CI 94

Bridging Courses, Countries, and Continents: The Creation of the UTEP-VU Learning Community

Lokelani I

Irma Montelongo
Lecturer
Sunay Palsole
Director of Instructional Services

Didier Hernandez
Instructional Consultant
The University of Texas at El Paso
UNITED STATES

Effy George
Lecturer
Victoria University
UNITED STATES

At The University of Texas at El Paso (UTEP), the Entering Student Program collaborates with key University offices to provide a foundation of success for first-year students. In 2009, UTEP expanded its collaborative efforts by partnering with Victoria University (VU) in Melbourne, Australia, to link first-year students in a Global Learning Community (GLC). This session will examine the development of the UTEP-VU GLC and the campus collaboration for the technology used to support the GLC.

CI 95

Mandatory Social Integration: Success or Failure?

Lokelani II

Jody Sluijter
First-Year Team Leader

Jaime Dickson
Lecturer and Master's Student
Kira Jakubowski
Host Coordinator and Bachelor's Student
Stenden University
THE NETHERLANDS

John C. Crosby states, "Mentoring is a brain to pick, an ear to listen, and a push in the right direction." The Host Program is a peer-mentoring initiative run and created entirely by students. From introduction week to the end of the first semester, current students guide and help new students and share their experiences through mandatory social meetings and activities. The session will present the Host Program at Stenden University in the Netherlands and demonstrate how the program moved from bureaucratic and boring to interesting and innovative.

CI 96

To Neither Play nor Study but to Earnestly Live: Using Thoreau and Outdoor Education in the First-Year Experience

Lokelani III

Adam Tuchinsky
Chair and Associate Professor, History
Department

Lynn Kuzma
Associate Professor
University of Southern Maine
UNITED STATES

The University of Southern Maine recently implemented a first-year experience program as part of a larger General Education reform initiative. The goal of the Entry-Year Experience (EYE) is to increase retention, introduce students to the culture of higher education, to foster interdisciplinary collaboration, and to build bridges between teaching faculty and student support professionals. This paper explores the intellectual possibilities, the outcomes, and the common institutional barriers to mounting a course that uses outdoor education as a core teaching strategy.

CI 97

Summer Survivor: A Cultural Jumpstart to College

Ilima

Gwen Anderson
Director, Multicultural Center
Brett Breton
Assistant Director, Multicultural Center
Utah Valley University (UVU)
UNITED STATES

This session will include an exciting, thought-provoking, interactive session highlighting UVU's three-day, successful, minority student orientation program. Attendees will participate in cultural-shock reducing activities and academically-crafted programs that help to establish meaningful relationships for first-year students from underserved populations in a predominately White institution. Attendees will experience the power of a Native American Talking Circle, a revealing Privilege exercise, a Stand-and-Deliver approach to an academic workshop, The Price Is Right financial game, and ultimate finale—a talent show.

Transforming Student Engagement in the First Year and Beyond: A Team Approach to Sustainable Culture Change

Mauna Loa

Ronald Cambra
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Gary Rodwell
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Director, Manoa Advising Center

Leilani Takeuchi
Coordinator, First-Year Programs

University of Hawaii at Manoa (UHM)
UNITED STATES

With the goal of transforming the experience of first-year students, UHM adopted a multivalent team approach unified by the vision of a vibrant campus—one that is easy for students to navigate, supports student success, and has high student engagement. This session reviews national trends, specifically the several major initiatives undertaken, their impact, and their unifying philosophy. It also presents strategies for effecting change and initiates a discussion about the resulting challenges, successes, and outcomes.

12:00 noon - 12:30 pm

Closing Session

Vanda

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

Call for Papers and Conference Announcement

17th National Conference on Students in Transition

November 13-15, 2010
Houston, Texas

www.sc.edu/fye/SIT

Proposal deadline: July 15, 2010

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

Co-hosted by:
Lone Star College System,
National Institute for the Study of Transfer Students - University of North Texas, San Jacinto College District, University of Houston - Downtown

[Thursday • June 10, 2010]

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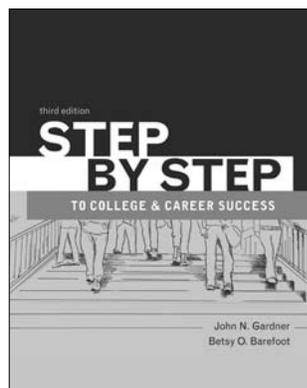
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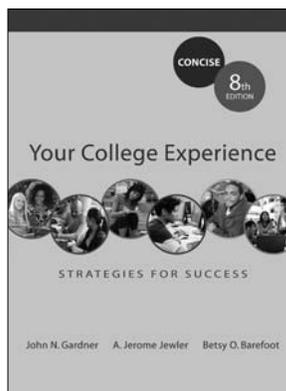
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Abilene Christian University

Abilene Christian University (ACU) emphasizes high-quality academics in a Christian environment. ACU is a four-year private university with enrollment of 4,700 students. The University employs 218 full-time faculty, with 94% of the tenure track faculty having terminal degrees. The University offers 60 baccalaureate majors, 28 master's programs, and one doctoral course of study.

Arizona State University

The W. P. Carey School of Business at Arizona State University is a leading business school. With 299 faculty and 8,700 undergraduates, it is also one of the largest. Headquartered in Tempe and adjacent to Phoenix, we provide a great education and access to many companies and industries.

Austin Peay State University

Austin Peay State University (APSU), a four-year public, master's-level university, is located in Clarksville, Tennessee. APSU is on an urban campus that has housed five different colleges over the last 180 years.

Bennett College

Bennett College is a small, private, historically Black liberal arts college for women dedicated to celebrating and educating women leaders for the global community. Bennett's mission is to offer women an education conducive to excellence in scholarly pursuits, preparation for leadership, and lifelong learning in a technologically-advanced global society.

Bowie State University

Bowie State University is the oldest historically Black college and university in Maryland with a student population of 5,600. In addition to its undergraduate majors, Bowie State offers master's, doctoral, and advanced certification programs. As a member institution of the University System of Maryland, Bowie State upholds the System's mission of providing high-caliber, accessible, and affordable educational opportunities.

Brigham Young University

Brigham Young University is a four-year, private university, owned and directed by the Church of Jesus-Christ of Latter-Day Saints. It is located in Provo, Utah, and has an enrollment of over 30,000 students.

Charles Darwin University

Charles Darwin University (CDU) is founded on 50 years of delivering tertiary education in the Northern Territory (NT), Australia. The University is the largest tertiary institution in the NT, with campuses in the Darwin suburb of Casuarina, Palmerston, Alice Springs, Katherine and Nhulunbuy, and training centres in Jabiru, Tennant Creek and Yulara. CDU was formed in 2003 through a merger between the Northern Territory University, Alice Springs-based Centralian College, NT Rural College in Katherine, and the Menzies School of Health Research.

College of the Sequoias

The College of the Sequoias (COS) Community College District is located in the San Joaquin Valley in central California. In fall 2008, COS had an unduplicated head count of 13,438 students, with 32.8% enrolled full-time; 48% of Hispanic ethnicity, and 90% placing into basic skills math or English.

Curtin University of Technology

Curtin University of Technology is a leading Australian University located in Perth and Sydney. The college is the largest and most multicultural of Western Australia's universities with approximately 40,000 students. Operating out of 16 locations including campuses in Sydney, Malaysia and Singapore, Curtin is a broadly based and highly diverse university.

Cuyamaca Community College

Cuyamaca College is a public community college located in the San Diego area of southern California. The college has 10,000 students enrolled in a variety of career, transfer, and personal development courses. The college enrolls many diverse students, including English as a Second Language, first-generation, ethnically diverse, and lower socio-economic students.

Douglas College

Douglas College is a public, post-secondary institution, which first began in 1970 and is committed to delivering high-quality education. The College has expanded its offerings to include bachelor degrees and post-degree diplomas. The College also supports and encourages faculty and students' involvement in scholarly activity and research.

Duquesne University

Duquesne University is a private Catholic institution located in Pittsburgh, Pennsylvania. Its motto is Spiritus est qui vivificat (It is the Spirit who gives life). The University's 10 schools offer degree programs on the baccalaureate, professional, master's, and doctoral levels. Its academics are recognized both nationally and internationally.

Eastern Kentucky University

Eastern Kentucky University is a large (i.e., 16,268) four-year public, primarily residential, institution of higher education that offers general and liberal arts programs and preprofessional and professional training in education and various other fields at both the undergraduate and graduate levels.

Eastern Michigan University

Eastern Michigan University (EMU) located in Ypsilanti, Michigan, is a comprehensive regional state institution. EMU has approximately 24,000 students with 17,000 undergraduate students. It began as a college for teachers and maintains its commitment to teaching excellence.

Endicott College

Endicott College is a private, residential four-year institution offering master's and bachelor's degree programs in the professional and liberal arts. Located in Beverly, Massachusetts, Endicott provides an education built upon a combination of theory and practice, which is tested through internships and work experience. Nearly 4,200 undergraduate, adult, and graduate students study at Endicott regionally and internationally. Of the approximately 1,800 hundred undergraduate students enrolled at the College in 2007, 85% were in residence, 60% were female, and 83% returned to continue their studies in 2008. There were 500 first-year students and 50 transfer students in the 2007 cohort.

Georgia State University

Georgia State University is the Southeast's leading urban research institution. It is on the list of the top 100 public universities for doctoral degrees awarded. More than 250 fields of study are offered through some 55 accredited degree programs at the bachelor's, master's, specialist and doctoral levels. Founded in 1913 and located in Atlanta Georgia, it serves over 30,000 students, and is one of the University System of Georgia's four research universities

Higher Education Legal and Strategic Advisory Services

Higher Education Legal and Strategic Advisory Services provides legal advice to students and institutions, and strategic input and analysis to institutional planning, development, and decision making. The focus of the service is to provide professional insight and expertise into critical higher education situations, facilitate solutions, and drive successful client outcomes.

Higher Education Research Institute at University of California, Los Angeles

As a public research university, University of California, Los Angeles (UCLA) creates, disseminates, preserves, and applies knowledge for the betterment of our global society. UCLA is committed to academic freedom in its fullest terms: we value open access to information, free and lively debate conducted with mutual respect for individuals, and freedom from intolerance.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has a diverse, vibrant, research-based, and student-centered community comprising more than 14,600 undergraduate and graduate students. It is the fifth-largest university in the state and the only doctoral degree-granting institution in the Pennsylvania State System of Higher Education.

Indiana University Purdue University Indianapolis

Indiana University-Purdue University Indianapolis (IUPUI) is a public, four-year commuter institution located in downtown Indianapolis, Indiana. With more than 30,000 students representing 49 states and 122 countries, IUPUI is the second-largest campus in the Indiana University statewide multiple-campus system. IUPUI is an urban academic health sciences campus and Indiana's premier research university, with 20 schools and academic units offering more than 200 degree programs. Its downtown Indianapolis location facilitates advancement of research and teaching, and presents unique opportunities for internships and community engagement.

Kaplan University

Kaplan University is dedicated to providing innovative undergraduate, graduate, and continuing professional education. Kaplan's programs foster student learning with opportunities to launch, enhance, or change careers in a diverse global society. Kaplan University is accredited by The Higher Learning Commission (HLC).

Kennesaw State University

Kennesaw State University (KSU), the third-largest institution in the University System of Georgia, serves over 22,000 undergraduate and graduate students. The Department of Health, Physical Education, and Sport Science has been involved in KSU's award-winning first-year initiatives through the inclusion of its Fitness for Living course in numerous learning communities since the program's inception in 2000. KSU's Department of First-Year Programs is among the first, if not the first, academic department in the United States dedicated to the first-year experience.

Kingston University

Kingston University has a student population of around 20,000 undergraduate and postgraduate students. It has a diverse student body in terms of ethnicity, widening participation, and international students.

Louisiana State University

Louisiana State University (LSU) is located in the capital city of Baton Rouge, Louisiana. LSU was ranked in the first tier for Best National Universities in the 2009 edition of U.S. News & World Report's America's Best Colleges edition. LSU is home to more than 26,000 students.

Missouri State University

Missouri State is the states' second-largest university with more than 19,000 students from Missouri, nearly every other state, and 80 countries. We offer more than 150 undergraduate majors and 47 graduate programs. Approximately 90% of our 700 full-time faculty members have a doctorate or the highest degree in their field.

Murdoch University

Murdoch University is a public university based in Perth, Australia. It commenced operations as the state's second university in 1973, and accepted its first students in 1975. At Murdoch, there are more than 18,000 students and 1,400 staff, including 2,000 overseas students from about 90 countries.

Nelson Mandela Metropolitan University

Nelson Mandela Metropolitan University is in coastal city Port Elizabeth in the Eastern Cape, South Africa. Our university is home to 25,000 students, offering a wide range of programs, work experience and home-from-home accommodation. The university has 7 faculties, namely Arts, Business and Economic Sciences, Education, Engineering, the Built Environment and Information Technology, Health Sciences, Law and Science.

New York City College of Technology

The City University of New York consists of 23 separate campuses located within the five boroughs of New York. Collectively they serve approximately 250,000 students. The three represented colleges consist of a more traditional campus in Queens, a community college in the Bronx, and a college of technology in Brooklyn.

Nichols College

Nichols College is a small, private business college in Dudley, Massachusetts. Located an hour from Boston, Providence, and Hartford, Nichols also offers liberal arts and education programs with graduate degrees of MBA and Master of Organizational Leadership. Nichols alumni are successful in business, with 1 in 10 becoming a CEO, President, or company owner. Nichols maintains an average 93% graduate placement rate.

Norfolk State University

Norfolk State University (NSU), one of the largest Historically Black Colleges/Universities (HBCU) in the nation, is an urban, comprehensive university. NSU strives to become the institution of choice for all resolute learners and continues its mission to provide an affordable, high-quality education for an ethnically and culturally diverse student population of approximately 7,000.

North Carolina Agricultural and Technical State University

Established in 1891, North Carolina Agricultural and Technical State University is a public, land-grant university in the University of North Carolina System (UNC). This Historically Black College/University (HBCU) is located on 188 acres in Greensboro and is one of only 18 HBCU 1890 land-grant universities.

Pennsylvania State University

Pennsylvania State University (commonly known as Penn State) is a state-related, land-grant, space grant public research university located in the University Park area and within State College and College Township in Pennsylvania. The University has 24 campuses throughout the state of Pennsylvania, including a virtual World Campus, with University Park being its largest and most prestigious campus. Penn State University Park is ranked in the top 15 nationally for public universities and is considered a "Public Ivy". The enrollment at the Penn State University Park campus is nearly 44,000 with a total enrollment of over 84,000 across its 24 campuses, placing it among the ten largest public universities in the United States.

Queensland University of Technology

Queensland University of Technology is a key tertiary institution in Queensland with around 35,000 domestic and international students. It offers a wide range of quality programs to meet industry and community needs. Business is the largest faculty and the first in Australia to achieve triple international accreditation.

Ramapo College of New Jersey

Ramapo College of New Jersey is a public, liberal arts state institution, and in fall 2007, the enrollment was approximately 5,500. The racial diversity of the fall 2007 entering class was 80% White, 8% Hispanic, 6% Black, 5% Asian, and less than 1% Native American.

Rutgers University Camden

Rutgers-Camden is a vibrant public research university delivering comprehensive undergraduate and graduate programs in the heart of the metro Philadelphia region.

Saint Joseph College

Saint Joseph College (SJC) is an undergraduate and graduate liberal arts college whose first-year class averages 200 students. Since its inception in 1932, SJC has focused on providing underserved students a quality liberal arts and professional education, with a particular emphasis on the development of women leaders.

San Francisco State University

Now in its 110th year, San Francisco State University (SF State) is one of the oldest and most ethnically and racially diverse urban campuses within the 23 campus California State University (CSU) system. Its Institute for Civic and Community Engagement (ICCE) was created in 1990 to bring faculty, students, and specialized experts from the University together with government agencies, nonprofit community organizations, and residents to address the most critical social justice issues of the city and county of San Francisco and the Bay area. Already a nationally recognized leader in community service learning, our goal is social transformation through the combination of education and civic action.

San Jose State University

Approximately 33,000 students attend San Jose State University. The campus is set in an urban environment. Its ethnic and racial makeup is such that there is no true ethnic or racial majority. The students that attend are generally described economically as low to moderate income and are first-generation college students.

Southern Oregon University

Southern Oregon University (SOU) is a publicly-supported institution of higher education. With an enrollment of approximately 5,500 students, it is the only comprehensive institution of higher education in the southern half of the state. SOU is one of seven four-year public institutions within the Oregon State University System. Southern Oregon University specializes in a strong liberal arts and sciences curriculum balanced with career-focused preparation.

Southern Vermont College

Southern Vermont College (SVC) is a liberal arts and sciences college that seeks to create a sustainable model for affordable private higher education in America. From the College's origins offering a two-year business program, SVC now has an array of 22 bachelor's and associate's degrees. SVC has consistently served vulnerable students.

Southwest Tennessee Community College

Southwest Tennessee Community College is located in Memphis, Tennessee with a student population of over 13,000 students. A multi-campus institution, Southwest offers more than 100 transfer and career degrees and more than 20 academic and technical certificate programs.

Stenden University

Stenden University is located in the Netherlands. Stenden has seven campuses nationally and internationally and offers 19 bachelor programs, four master programs, and three associate degrees. All programs focus on the theoretical and practical aspects. The core educational concept at Stenden is problem/case-based learning and all the educational efforts are created around this concept.

SUNY Plattsburgh

SUNY Plattsburgh prepares a diverse population of undergraduate and graduate students for a wide range of professional pursuits, responsible citizenship, and ethical life based on a strong foundation in the liberal arts. The college is a selective public institution offering an affordable yet high quality education.

The Art Institute Washington

The Art Institute of Washington is a branch of The Art Institute of Atlanta and prepares students for careers in the visual and practical arts. The programs of study are carefully defined with the support and contributions of leading members of the professional community. The school is a proprietary institution.

University of Colorado Denver

The University of Colorado Denver offers real-world education in an urban downtown location. The College of Engineering offers degrees in both undergraduate and graduate programs in civil, mechanical, and electrical engineering disciplines and computer science. The four-year undergraduate degrees are suited to the needs of practicing professionals as well as full-time students.

University of Hawaii at Hilo

The University of Hawaii at Hilo, a vibrant, multicultural campus, provides opportunities for higher education on the island of Hawai'i, the southernmost and largest island in the Hawaiian archipelago. Founded in 1941, the University of Hawaii at Hilo has grown and changed throughout the years to meet the educational needs and aspirations of the community.

University of Hawaii at Manoa

The University of Hawaii (UH) System includes 10 campuses and dozens of educational, training, and research centers across the Hawaiian Islands. As the public system of higher education in Hawaii, UH offers opportunities as unique and diverse as our Island home. Hawaii's position between east and west, in the middle of the Pacific, creates opportunities for international leadership and influence. Asia/Pacific expertise permeates the University's activities.

University of Hawaii Windward Community College

Windward Community College is one of seven public community colleges of the University of Hawaii system. It opened in the fall of 1972 with 525 students and had a fall 2009 enrollment of 2400 students. The College offers both liberal arts and vocational education programs.

University of Illinois at Springfield

The University of Illinois at Springfield is a public institution serving a diverse student population with a large percentage of students attending from either rural areas of Illinois or the Chicago area.

University of Johannesburg

The University of Johannesburg (UJ) was established in December 2005. It is the result of the mergers of Vista University (established in 1982), Rand Afrikaans University (established in 1967), and Technikon Witwatersrand (established in 1925). UJ has four campuses spread over Central Gauteng: (a) Auckland Park Kingsway Campus (the main campus), (b) Doornfontein Campus, (c) Auckland Park Bunting Road Campus, and (d) Soweto Campus. With over 40,000 full-time students and 2,700 permanent employees, it is one of the largest residential universities in South Africa. The University of Johannesburg falls into the category of comprehensive institution.

University of Louisville

The University of Louisville is an urban metropolitan state supported university with a mission to serve students from throughout the state and region. The university is also a Carnegie Research I institution located in Kentucky's largest metropolitan area.

University of Manchester

The University of Manchester is the largest single-site higher education institution in the United Kingdom, with more than 35,000 students and over 500 different degree programs. This research-intensive University is a multicultural environment, home to around 7,000 overseas students from more than 150 countries.

University of Miami

The University of Miami (UM) is a medium sized, private, research university located in the southeastern United States. There are approximately 10,000 undergraduates attending UM, with more than 1,100 declared psychology or neuroscience majors who are advised in the Department of Psychology.

University of Minnesota--Twin Cities

The University of Minnesota, which enrolls more than 67,000 students, is one of the most comprehensive public universities in the world. It is the state's land-grant university and its flagship research institution. Our mission is to inspire students, pursue breakthrough discoveries, and share knowledge with the state, country, and world.

University of Nebraska at Kearney

The University of Nebraska at Kearney (UNK), located in a regional hub of central Nebraska, is a public, residential university and has one of the nation's premier undergraduate research programs. The UNK student body is predominantly undergraduate with approximately 6,500 students from across the United States and 49 foreign countries.

University of Nevada, Reno

The University of Nevada, Reno is a land-grant institution dating back to the late 1800s. Current enrollment is around 16,000 students, comprised of approximately 30% ethnic/racial minorities and 45% male students.

University of Newcastle

The University of Newcastle, Australia, is a leading regional research intensive university, with a commitment to highest learning outcomes in professional disciplines. It has over 20,000 students on three onshore and one offshore campuses.

University of New South Wales

The University of New South Wales is located in Sydney, Australia. It was established in 1949 and has close to 40,000 students, including more than 7,000 international students. It offers a broad range of undergraduate and postgraduate programs across arts and social sciences, built environment (e.g., architecture, design, sustainability), business, engineering, law, medicine, and science.

University of South Alabama

The University of South Alabama (USA), which enrolls almost 15,000 students, has awarded more than 65,000 undergraduate, graduate, medical, and professional degrees since 1964. The University of South Alabama offers degrees in allied health professions, arts and sciences, business, education, engineering, nursing, computing, continuing education, and medicine.

University of South Carolina

The University of South Carolina is a multi-campus system comprising two-year and four-year campuses. The flagship campus in Columbia has an enrollment of approximately 27,000 students in undergraduate and graduate programs, a medical school, and a law school. Nearly 4,000 first-year students begin their studies at South Carolina each year.

University of South Carolina Aiken

Part of the University of South Carolina system, USC Aiken is a four-year, public university offering undergraduate degree programs as well as three master's degree programs. For 12 consecutive years, USC Aiken has been recognized as one of the Top Public Baccalaureate Colleges in the South by U.S. News & World Report.

University of Tennessee

The University of Tennessee in Knoxville is a large, public, research-extensive university that employs nearly 1,600 faculty members and enrolls over 21,000 undergraduate students and approximately 5,600 graduate students. The student population is predominantly White, with just 16% of the study body identifying as non-White.

University of Texas at Austin

The University of Texas at Austin (UT) is the academic flagship of the UT System and is a major research university that supports 118 undergraduate degree programs, 196 graduate degree programs, and two professional programs through 17 colleges and schools. UT Austin is home to more than 50,000 students and 21,000 faculty and staff members.

University of Texas at El Paso

The University of Texas at El Paso is a four-year, public, comprehensive university with a student body of over 20,000. It is a Hispanic-serving institution situated on the U.S.-Mexico border. The University of Texas at El Paso is the country's only doctoral research intensive university with a student body that's predominantly Mexican-American.

University of Utah

The University of Utah is the state's oldest and largest institution of higher education and is a major research university. The University offers over 100 undergraduate and more than 90 graduate degree programs to approximately 29,000 students. The University of Utah is ranked as one of the top public research universities in the nation.

University of Western Sydney

The University of Western Sydney in Australia is a newer university comprised of six major campuses across western Sydney. A high proportion of the student population are from low socio-economic, non-English speaking backgrounds, and/or are mature-age students, with the majority being the first in their family to attend university.

University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee (UWM) is an urban doctoral university of 30,000 students. UWM provides a wide array of degree programs. Our major goals are to expand research and improve student retention. Access to Success is a campus-wide initiative, begun in 2004, designed to help UWM's 4,000 first-year students persist and graduate.

University of Wollongong

The University of Wollongong (UOW) in Australia has 23,000 students enrolled. The main campus admits around 3,800 first-year students per year. UOW has been ranked annually in the top three institutions for teaching and learning in Australia since 2006 and is research intensive. UOW achieves a five-star ranking for student experience and student satisfaction.

Utah Valley University

Utah Valley University (UVU) is a teaching institution that provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The University prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community. The institution offers 70 bachelor's and master's degrees to 30,000 students.

Vanderbilt University

Vanderbilt University offers undergraduate programs in the liberal arts and sciences, engineering, music, education, and human development, as well as a full range of graduate and professional degrees. The combination of cutting-edge research, liberal arts, nationally recognized schools of business and divinity, and a distinguished medical center creates an invigorating atmosphere.

Victoria University

Victoria University is a multi-sector institution with more than 50,000 students enrolled at campuses in Australia, Asia, and Europe. Victoria University is one of Australia's largest universities and one of only five that offers TAFE (Technical and Further Education) and higher education courses.

West Virginia University

Founded in 1867, West Virginia University (WVU) is the flagship, land-grant, doctoral degree-granting research university in West Virginia, enrolling over 25,000 students. The Institute for Math Learning was established to enhance the teaching and learning of mathematics at WVU, throughout the state of West Virginia, and across the Appalachian region.

Western Kentucky University

Western Kentucky University is located in Bowling Green, Kentucky, in the south central part of the state. Enrollment has gone from approximately 12,000 to 20,000 in eight years. While it serves a largely regional population, Western Kentucky also has a strong mission to broaden its students' international reach and to strengthen their engagement with and commitment to the communities around them.

York University

York University is Canada's third-largest, leading interdisciplinary research and teaching university in Canada. York offers a modern, academic experience in Toronto and is host to a dynamic community of almost 52,000 students and 7,000 faculty and staff. Ten Faculties and 23 research centers conduct ambitious, groundbreaking research, cutting across traditional academic boundaries. The University has two unique campuses: (a) the Keele campus features extensive facilities in a self-contained environment and (b) the Glendon campus, York's bilingual, liberal arts campus. Glendon is the only integrated bilingual campus of its kind in Canada, where students can take classes in English and French. York provides excellent student services to foster student success, including career, financial, disability, leadership, and academic support.

RESOURCES Now Available In English and Spanish

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

Richard Mullendore & Leslie Banahan

Produced in association with the National Orientation Directors Association

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

Guía para los padres de los estudiantes de primer año (2007). 36 pages. ISBN 978-1-889-27156-9. **\$3 each.**



A Family Guide to Academic Advising, 2nd edition

Donald C. Smith & Virginia N. Gordon

A joint publication with the National Academic Advising Association

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

Guía de consejería académica para la familia (2008). 36 pages. ISBN 978-1-889-27163-7. **\$3 each.**

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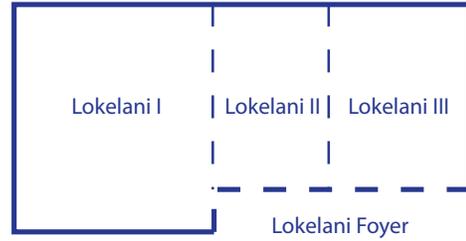
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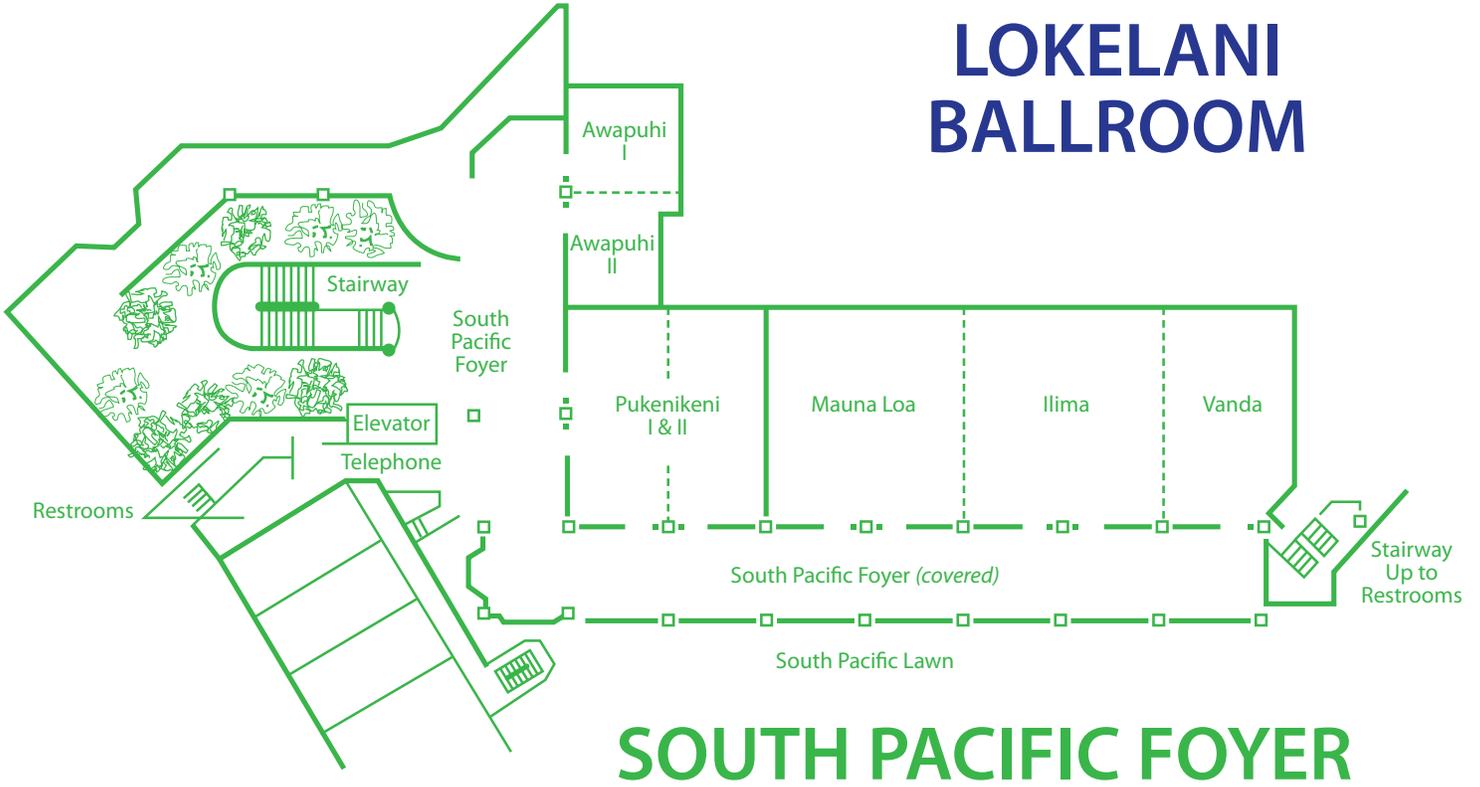
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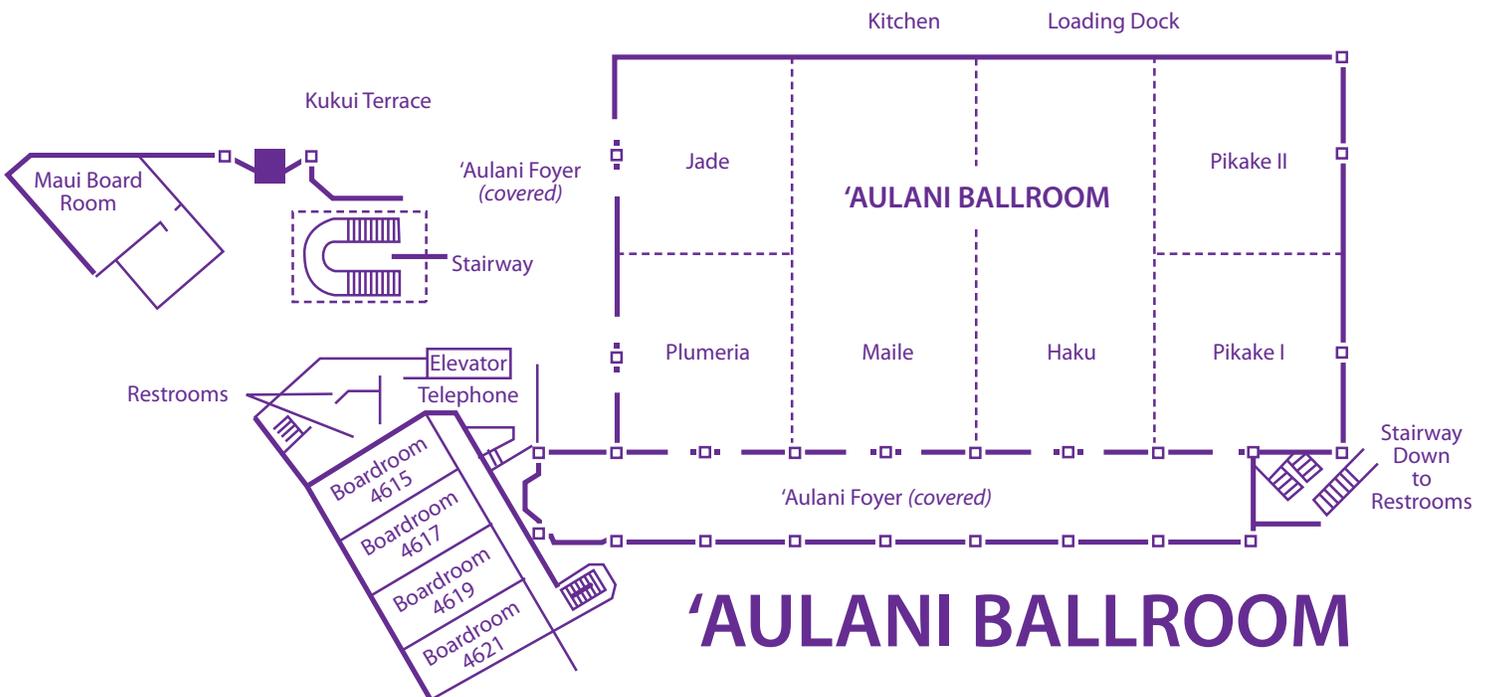

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