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 and the University of Manchester in the United Kingdom, University College Dublin in Ireland, and York University in Canada. In addition, we are pleased to be hosting our 2011 international conference in connection with the 6th European First Year Experience Conference. These examples of collaboration not only represent a core commitment of the National Resource Center but also illustrate the importance of partnerships in the work that we do to support student transition and success.

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts during the event as well as serve as a rich professional network long beyond our time together at the conference. The Center’s staff has planned an outstanding program of pre-conference workshops, a keynote address, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interaction among participants. As such, we have scheduled several networking opportunities to complement and enhance your more formal learning at the conference and to meet new colleagues and friends. Given the political, economic, and environmental challenges and opportunities that we are currently facing around the world, 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 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 Manchester and in the future. Enjoy your time here!

Best,

Jennifer R. Keup
Director
National Resource Center for The First-Year Experience & Students in Transition
Tuesday | June 21, 2011
7:30 a.m. – 9:00 a.m. Breakfast
7:30 a.m. – 5:00 p.m. Conference Registration
8:00 a.m. – 5:00 p.m. Preconference Workshops
5:45 p.m. – 6:30 p.m. Drinks Reception
6:30 p.m. – 9:00 p.m. Opening Banquet with Keynote Address

Wednesday | June 22, 2011
7:00 a.m. – 8:00 a.m. Breakfast
7:30 a.m. – 5:00 p.m. Conference Registration
8:00 a.m. – 9:00 a.m. Primer for First-Time Attendees
9:15 a.m. – 11:30 a.m. Conference Sessions
11:45 a.m. – 1:00 p.m. Lunch with Colleague Clusters
1:15 p.m. – 3:30 p.m. Conference Sessions
4:30 p.m. – 6:30 p.m. Optional Walking Tours
7:00 p.m. – 8:30 p.m. Dinner

Thursday | June 23, 2011
7:30 a.m. – 8:30 a.m. Breakfast
7:30 a.m. – 5:00 p.m. Conference Registration/Information Desk
8:30 a.m. – 12:00 noon Conference Sessions
12:00 noon – 1:45 p.m. Lunch with Poster Sessions
1:45 p.m. – 2:45 p.m. Conference Sessions
3:00 p.m. – 4:15 p.m. International Higher Education Session
4:30 p.m. – 5:30 p.m. Conference Sessions
6:00 p.m. – 7:30 p.m. Dinner

Friday | June 24, 2011
7:30 a.m. – 8:30 a.m. Breakfast
7:30 a.m. – 12:00 noon Conference Information Desk
8:15 a.m. – 11:45 a.m. Conference Sessions
12:00 noon – 12:30 p.m. Closing Session

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

The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. The University of South Carolina System has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President is located 1600 Hampton Street Annex, Columbia, South Carolina; Telephone (803) 777-3854.
Welcome to the 24th 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, Ireland, New Zealand, Switzerland, Canada, Japan, South Africa, United Kingdom, Hong Kong, Netherlands, Sweden, and the 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 Medici Ballroom Lobby. 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:

Tuesday, June 21, 2011
7:30 a.m. - 5:00 p.m.

Wednesday, June 22, 2011
7:30 a.m. - 5:00 p.m.

Thursday, June 23, 2011
7:30 a.m. - 5:30 p.m.

Friday, June 24, 2011
7:30 a.m. - 12:00 noon

Conference Venue
All conference events will be held at the Renaissance Manchester Hotel. On the back cover of this program is a map of the 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 Tudor Suite and is open during most conference hours June 21-24, 2011. Several computers have been set up for use by conference participants only, with a limit of 15 minutes per user per visit.

Internet Access
Wired internet access is available at a rate of £15.00 per 24 hours.

Parking
Manchester Renaissance Hotel: £15.00 overnight and £10.00 for the day. Manchester Marriott Victoria and Albert Hotel: £8.00 for the day/ £14.00 overnight.

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.

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

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

Session Handouts
At the conference: There are several tables set up in the Medici Ballroom Lobby 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/2011International after July 22, 2011. 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@mailbox.sc.edu.
Continuing Education Units
In order to meet continuing professional development needs and certification requirements, CEUs are available to preconference workshop and conference attendees. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Preconference workshop attendees will receive CEUs based on the workshop(s) they attend. A CEU form must be completed for each preconference workshop. Applicants for conference CEUs must attend one session during each session time slot and obtain the presenter’s signature on the session attendance form found on pages 35-36 of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive 1.2 CEUs. Partial credit cannot be given for attending only some of the sessions or if you fail to obtain presenter signatures.

All CEU forms must be returned to the conference registration table by noon on June 24, 2011. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.

Exhibitor Information
The International Conference on The First-Year Experience welcomes commercial and non-profit exhibitors. The exhibit area is located in the Medici Ballroom Foyer near the conference registration area. Exhibitors registered at the time of printing are listed below:

City University of Hong Kong (CityU) currently has a student population of 20,000 enrolled in more than 130 programs. With an emphasis on professional education and research, CityU produces graduates with the ability to anticipate and precipitate the challenges and exciting opportunities in Hong Kong, the Asia-Pacific region and throughout the world. Our approach to education is heavily influenced by the philosophy of “whole-person development” that strongly resembles traditional Chinese educational philosophy coupled with the special attention paid to the emotional and career development aspects typical to Western educational philosophies.

Exhibit Hours
You will have the opportunity to visit with exhibitors during the exhibit hours below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 21, 2011</td>
<td>6:45 p.m. – 7:45 p.m.</td>
</tr>
<tr>
<td>June 22, 2011</td>
<td>7:30 a.m. – 11:30 a.m.  1:00 p.m. – 3:45 p.m.</td>
</tr>
<tr>
<td>June 23, 2011</td>
<td>7:30 a.m. – 12:00 noon  2:00 p.m. – 3:30 p.m.</td>
</tr>
<tr>
<td>June 24, 2011</td>
<td>7:30 a.m. – 11:00 a.m.</td>
</tr>
</tbody>
</table>

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 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.
Exhibitor Presentations (E) – These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.
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 state institution, is the education of the state’s diverse citizens through teaching, research and creative activity, and service. The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world.

Co-Hosts
The staff of the National Resource Center for The First-Year Experience and Students in Transition expresses appreciation to our co-hosts for their support and assistance: Tamagawa University • Teesside University • University College Dublin • University of Manchester • 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:
Leon Book, Southeast HEALTH, College of Nursing & Health Sciences

Mary Stuart Hunter* Associate Vice President and Executive Director, University 101 Programs and the National Resource Center for The First-Year Experience & Students in Transition
Dan Friedman Director, University 101
Jennifer Keup* Director, National Resource Center for The First-Year Experience & Students in Transition
Rico Reed Assistant Director for Administration & Resource Development
Shana Bertetto Graphic Artist
Melody Taylor Graphic Artist
Rosa Thorn-Jones Administrative Specialist
Nina L. Gillson* Assistant Director for Conferences & Continuing Education
Shana Harrison Conference Associate
Tia Fletcher Conference Assistant
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Jean M. Henscheid* Journal Editor
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Dottie Weigel Editor
Peggy Burton Publications & Accounts Administrator
Ryan Padgett Assistant Director for Research, Grants, & Assessment
Mary Elizabeth Sewell Associate Director, University 101
Kevin Clarke Program Coordinator for Faculty Development and Assessment
Adrienne Mojzik Program Assistant, University 101
Penny J. Smoak Administrative Assistant
Department Administration and Technical Support
Tamilia Pringle Budget & Human Resources Manager
Carlos Diaz Information Technology Manager
Center Fellows
John N. Gardner* Senior Fellow
Jean M. Henscheid* Betsy O. Barefoot* Richard H. Mullendore* Dorothy S. Fidler Randy L. Swing
Graduate Assistants
Cindy Kilgo Heather Livengood Paul Millard Jaime Shook Sarah Smith
Undergraduate Assistants
Meredith Hope Kari Lee Roberts
*denotes those attending the conference

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

Mary Stuart Hunter* Associate Vice President and Executive Director, University 101 Programs and the National Resource Center for The First-Year Experience & Students in Transition
Dan Friedman Director, University 101
Jennifer Keup* Director, National Resource Center for The First-Year Experience & Students in Transition
Rico Reed Assistant Director for Administration & Resource Development
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Penny J. Smoak Administrative Assistant
Department Administration and Technical Support
Tamilia Pringle Budget & Human Resources Manager
Carlos Diaz Information Technology Manager
Bert Easter* Information Resource Consultant
Liu Ting Wu Web Developer

Robert D. Reason, Center for the Study of Higher Education, Pennsylvania State University
Barbara F. Tobolowsky, University of Texas at Arlington

National Advisory Board
Term Ending 2011
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Andrew K. Koch, John N. Gardner Institute for Excellence in Undergraduate Education
Pam Person, University of Cincinnati

Term Ending 2014
Susan Albertine, Association of American Colleges and Universities
David T. Harrison, Columbus State Community College

Paul A. Core, Jr., University of Utah

National Resource Center for The First-Year Experience® & Students in Transition
Breakfast
7:30 a.m. - 9:00 a.m.
Manchester Marriott Victoria & Albert Hotel

Conference Registration
7:30 a.m. - 5:00 p.m.
Medici Ballroom Lobby

Cybercafé
8:00 a.m. - 5:00 p.m.
Tudor Suite

Preconference Workshops
8:00 a.m. - 5:00 p.m.

Preconference Workshops
Critical Thinking Pedagogy in First-Year Courses/Modules
8:00 a.m. - 12:00 noon
Bernini Suite
Robert Kenedy
Associate Professor, Department of Sociology
York University
CANADA

Understanding Student Pathways and Developing Action Plans to Address First-Year Attrition
8:00 a.m. - 12:00 noon
Vasari Suite
Catherine Andersen
Associate Provost for Enrollment Management
Gallaudet University
UNITED STATES

Effective Educational Practice in the First Year: What Works and Why in Hard Times and Beyond
9:00 a.m. - 4:00 p.m.
Raphael Suite
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

An Intentional Approach to Peer Mentor Development
1:00 p.m. - 5:00 p.m.
Bernini Suite
Bryce Bunting
Program Manager, Freshman Mentoring
Pat Esplin
Director of Freshman Mentoring
Brigham Young University
UNITED STATES

Engaging Students to Shape the Future First-Year Experience: Exploring Techniques to Obtain Feedback and to Inform Institutional Practice and Strategy
1:00 p.m. - 5:00 p.m.
Vasari Suite
Marcia Ody
Teaching and Learning Manager
William Carey
Teaching and Learning Adviser
The University of Manchester
UNITED KINGDOM

5:45 p.m. – 6:30 p.m.
Drinks Reception
Medici Ballroom Lobby

Opening Banquet with Keynote Address
6:30 p.m. – 9:00 p.m.
Medici Ballroom

Revolutionizing Undergraduate Education – Time for Change
Higher education faces an unprecedented set of contradictory and competing pressures which may threaten the very future of our most venerable institutions. We need to change. This presentation will examine some of the challenges facing higher education worldwide and will provide a suggestion for change and comment on the evidence for having hope that we can revolutionize university education successfully.

Alastair Summerlee
President
University of Guelph

Visit www.sc.edu/fye/esource to sign up for content alerts or view archived issues.
Bedford/St. Martin’s is pleased to publish three exceptional books from the distinguished author team of John N. Gardner, A. Jerome Jewler, and Betsy O. Barefoot. Not only do these texts represent the authors’ practical experience as teachers and directors of the course and decades of their research, but each version now bears the stamp of Bedford/St. Martin’s conscientious development and attention to detail.

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**Free companion site.** You need value, and you want practical help with your transition to college. The companion site for *Your College Experience* gives you both, with lots of free and open resources that you can use anywhere, anytime. bedfordstmartins.com/gardner
### 8:00 a.m. – 9:00 a.m.

**Primer for First-Time Attendees**

Galileo

**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*

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

**John N. Gardner**  
Senior Fellow, National Resource Center for the First-Year Experience & Students in Transition  
*University of South Carolina*

**Edesa Scarborough**  
Director of First-Year Experience  
*The University of Tampa*

**Chris Gurrie**  
Assistant Professor - Speech, Theatre, and Dance  
*The University of Tampa*

**The University of South Carolina**

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

**John N. Gardner**  
Senior Fellow, National Resource Center for the First-Year Experience & Students in Transition  
*University of South Carolina*

**Carina Ginty**  
SIFII Project Manager, Student-Led Learning and Curriculum Reform Programs  
*Galway-Mayo Institute of Technology*

**Nuala Harding**  
Learning and Teaching Coordinator  
*Athlone Institute of Technology*

**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 a.m. -10:15 a.m.

**CI 1 | Professors May Hold the Key but Peer Mentors Unlock the Door to Student Persistence**

**Galileo**

**Edesa Scarborough**  
Director of First-Year Experience  
*The University of Tampa*

**Chris Gurrie**  
Assistant Professor - Speech, Theatre, and Dance  
*The University of Tampa*

**The University of Tampa**  
*UNITED STATES*

Inspired by the work of Tinto and others, research has demonstrated that institutions can help students overcome their difficulties in order to encourage them to stay in school. Researchers have also illustrated that personal aspects of a student’s life often determine his or her decision to stay in school. This session will focus on the importance of a strong peer mentor program and how it can be used in attaining student success and persistence.

**CI 2 | A First-Year Experience Learning Package and Its Impact in Two Higher Education Institutions in Ireland**

**Galileo**

**Vasari**

**Carina Ginty**  
SIFII Project Manager, Student-Led Learning and Curriculum Reform Programs  
*Galway-Mayo Institute of Technology*

**Nuala Harding**  
Learning and Teaching Coordinator  
*Athlone Institute of Technology*

**IRELAND**

This session will present findings from a collaborative research study in which a new first-year learning experience initiative was deployed simultaneously at two institutes of technology in Ireland, across a range of disciplines. The initiative incorporated two strands: a Peer Assisted Learning (PAL) program and a new Learning to Learn (L2L) module. PAL involved trained upper-level undergraduate students (i.e., second, third, and fourth year) facilitating a weekly one-hour timetabled study session with a group of first-year students in the same program. The L2L module was facilitated by an instructor and focused on learning skills development for third-level education. This study has the potential to inform the development of a model for adapting a first-year experience initiative that could be embedded within the policies and learning and teaching strategies of institutes of higher education in Ireland.

**CR 3 | The Role of Cognitive and Noncognitive Factors in the Academic Success of First-Generation Versus Multigeneration Students: Research Findings and Applications**

**Galileo**

**Raphael**

**Paul Gore**  
Associate Professor, Director of Institutional Analysis  
*University of Utah*

**A.J. Metz**  
Assistant Professor  
*University of Utah*

**UNITED STATES**

There is widespread agreement among policy makers and educators that the United States must enhance the educational achievement of its youth. This is particularly true with respect to the educational achievement of first-generation college students. Recent research suggests that noncognitive factors rival more traditional cognitive performance measures in predicting student outcome. In this session, the presenters will discuss the results of a national study of the differential role of cognitive and noncognitive factors in student success, and describe efforts undertaken by colleges and universities to take advantage of noncognitive data to promote the success of their students.

**CI 4 | The Development of Electronic Grading Rubrics to Support the Development of Desirable Learning Strategies in First-Year Students**

**Galileo**

**Patrick Lai**  
Assistant Director of Educational Development  
*The Hong Kong Polytechnic University*

**JAPAN**

Criterion referenced assessment (CRA) is used in Hong Kong to support students entering university to develop strategies for self-regulation, autonomous learning, and deep understanding. While rubrics are an integral part of CRA, it is difficult to manage them in ways that give effective
feedback. An electronic rubric platform was developed to support instructors to give prompt feedback and generate individual grades and class summaries. Students can utilize summaries to enhance their own learning.

E 5 | Student Success in the 21st Century: Working With Interactive Resources to Support Student Engagement, Retention, and Learning
Bernini

Lynda Thompson
Digital Development Manager
Jennifer Schmidt
Project Editor
Suzannah Burywood
Publisher

Palgrave Macmillan Publishers

Digital technology offers many new opportunities to improve student engagement, retention, and learning. However, taking full advantage of the benefits often presents a challenge for academic institutions, faculty, staff, students, and publishers alike. A short case study of Palgrave Macmillan’s new interactive study skills platform, skills4studycampus, will be used to explore how barriers may be overcome when introducing new digital technologies, and how digital resources may best be used to further student success.

R 6 | Challenges and Issues Facing First-Year International Students
Michelangelo

Mark Allen Poisel
Associate Provost for Student Success
Pace University

UNITED STATES

With more students choosing to attend college outside of their home country and many institutions in the United States increasing the recruitment of international students, work needs to be done to better prepare the campus community for assisting and valuing international students. As educational systems vary among countries, institutions should seek to not only prepare these students for the transition but to also prepare the faculty to teach them and their fellow students to embrace them.

CI 7 | Developing and Implementing a Continuum Model for the First-Year Experience
Michelangelo

Norma Sue Fisher-Stitt
AVP Academic Learning Initiatives
York University

UNITED KINGDOM

The First-Year Experience Continuum Model is based on the understanding that first-year students have different needs at various points in the time period prior to their arrival at the university and during their first year. This session will introduce the range of activities developed within the Continuum Model that are offered to students at York University in Toronto during the summer months and their first term of study.

10:15 a.m. – 10:30 a.m.
Morning Break
Medici Ballroom Lobby

10:30 a.m. – 11:30 a.m.

CR 8 | Preliminary Findings From a National Survey of Efforts to Improve Undergraduate Student Success and Retention in the United States
Galileo

Betsy Barefoot
Vice President and Senior Scholar
Andrew Koch
Vice President for New Strategy, Development, and Policy Initiatives
John N. Gardner Institute for Excellence in Undergraduate Education

UNITED STATES

This session shares findings associated with a national survey that collected comprehensive data about efforts to enhance student success and retention across the undergraduate continuum. Distributed in fall 2010 to nearly 1,400 regionally accredited four-year colleges and universities in the United States, the findings augment the robust knowledge base regarding first-year programs with data about the prevalence of and outcomes associated with success initiatives for sophomores, juniors, seniors, and transfer students.

CR 9 | CrossCultural Experiences Between First-Year Students and International Students: Do They Enhance Intercultural Competence?
Vasari

Gita Maharaja
Senior Academic Advisor and Adjunct Faculty
Duquesne University

UNITED STATES

As part of the first-year experience at Duquesne University, first-year students are involved in the learning of global diversity. A study, funded by the institution, was conducted to assess the effectiveness of structured cross-cultural activities between first-year students and international students on their cultural and self-awareness sensitivity. The quantitative and qualitative findings revealed the impact of the program on first-year student cultural learning and the transition of new international students.

CT 10 | A Vision of First-Year Students Today: Encouraging Persistence Through Relationship
El Greco

Carol Thompson
Professor and Co-Director of the Academy for Teaching and Learning Excellence
Julie Flinn
Professor
University of Arkansas at Little Rock
Marceline Thompson-Hayes
Associate Professor
Arkansas State University

UNITED STATES

Building relationships between faculty and students is essential for student success: the more a student is socially and academically involved, the greater likelihood of persistence. A short video will be shown to start the session and explore ways to develop appropriate, but meaningful relationships with students. Participants will experience ideas, techniques, and ways to develop strong relational ties with students that have been used at the University of Arkansas at Little Rock. Time will also be given for participants to share with the group their own ways of achieving these important goals.

CI 11 | Engaging Under-represented Groups in Higher Education: A Campus Latino Initiative
Bernini

Yudi Lewis
Program Director, Latino Initiative
With enrollments in community colleges on the rise, the quality of the first-year experience for students is even more critical to their success.

The Institute on First-Year Student Success in the Community College will provide attendees the opportunity to discuss the current role of the community college in higher education and develop an action plan for creating or enhancing pathways community college student success. Interactive sessions are designed with practical application in mind so that participants will be ready to implement strategic initiatives when they return to campus.

Register at: www.sc.edu/fye/sscc
11:45 a.m. – 1:00 p.m.

**Lunch with Colleague Clusters**
Medici Ballroom

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:**
- First-Year Assessment
- Learning Communities
- Faculty Development
- Minority Students
- Non-Traditional Students
- Peer Mentors
- Service-Learning
- Civic Engagement

**Institution Types:**
- Community Colleges
- Small Colleges
- Research Universities

**Roles:**
- Academic Advising
- Faculty/Instructor/Lecturer
- First-Year Seminar Director
- Counselor
- Orientation/Intake Programs
- Chief Academic Officers
- Chief Student Affairs Officers

**CI 15 | An Effective Model for Examining the Impact of College on Students: UCLA’s Cooperative Institutional Research Program**

**Vasari**
**John Pryor**

Director, Cooperative Institutional Research Program

Higher Education Research Institute
University of California, Los Angeles

UNITED STATES

For the past 45 years in the United States, the Cooperative Institutional Research Program (CIRP) has been the leading program in examining the multifaceted impact that postsecondary education has on students. This session will (a) explain the guiding philosophy behind CIRP; (b) how students are followed through university; and (c) how their experiences, attitudes, and beliefs impact a variety of cognitive and affective goals. Participants, especially international participants outside the United States, will learn about how to create such a program.

**CI 16 | Growing a First-Year Experience Initiative for the Diverse Student Population at the University of Johannesburg**

**Raphael**

**André van Zyl**

First-Year Experience Coordinator

University of Johannesburg

SOUTH AFRICA

The UJ first-year experience initiative is a leading South African example of a holistic institutional response aimed at improving student success by developing an enabling institutional way of life. The initiative is being grown in a highly diverse, cash-strapped setting with a large proportion of first-generation students entering a comprehensive South African university. The research driven organic approach being used at UJ endeavors to implement a “hearts and minds” strategy aimed at changing and influencing the institution.

**CI 17 | Parent Orientation: Using a Focus on Developmental Advising as the Foundation**

**El Greco**

**Jeb Branim**

Director, Associate Dean of University College

Department of University College

Southern Utah University

UNITED STATES

As parents continue to be deeply involved in the processes of higher education on behalf of their students, a parent orientation program that educates them on developmental advising practices can help them understand how to focus their involvement in ways that are productive. This presentation details the successful parent orientation program at Southern Utah University and its focus on providing a substantive overview of academics and student success issues.

**CT 18 | Using Assessment Data to Improve Learning**

**Bernini**

**Sonia Gonsalves**

Professor of Psychology

The Richard Stockton College of New Jersey

UNITED STATES

Participants will join in a discussion on the variety of assessments used with first-year students. The presentation will outline the various levels of assessment and provide a blueprint for faculty and administrators to make the fullest use of the numerous measures of achievement and attitude that are available for the first-year students.

**R 19 | Been There, Done That: It’s Time for a Change in Our First-Year Program**

**Michelangelo 1**

**Edesa Scarborough**

Director of First-Year Experience

**Chris Gurrie**

Assistant Professor of Speech

The University of Tampa

UNITED STATES

For colleges and universities, large and small, instituting change can be challenging— but often necessary. This session explores one university’s process of revamping its first-year seminar, focusing on finances, assessment, and constituents. A roundtable format will allow and encourage session participants to compare their own ideas and experiences, giving everyone an opportunity to learn from each other and acquire new perspectives to take home.

**CR 20 | Successful Transitions Through Peer Mentoring: A Qualitative Analysis of Student Leadership and Mentoring**

**Michelangelo 2**

**Robert Kenedy**

Associate Professor

York University

CANADA

Peer mentoring can benefit both mentors and mentees by promoting a successful postsecondary academic transition. This presentation explores the successes and challenges of peer mentoring based on interviews and focus groups with 37 York University mentors and mentees. During
the presentation, participants will be encouraged to compare their mentoring experiences with the research findings that suggest that successful mentoring should take into account the impact mentoring may have on student development, collaboration, and retention.

2:30 p.m. - 3:30 p.m.

CT 21 | Making First-Year Teaching Strategies Sustainable in Faculty Development Courses by a Design Change From Deductive to Inductive Reasoning
Galileo
Suki Ekaratne
Senior Academic Staff Developer
University of Bath

Shrinika Weerakoon
Senior Lecturer
University of Colombo
UNITED KINGDOM

This session explores how an inductively aligned training design in professional development courses enabled faculty to sustain a changed teaching strategy. A previously used deductive training approach frustrated faculty, and they failed to maintain the supportive classroom teaching strategy needed in their first-year teaching. The presenters will show how the retiming and repositioning of Perry, Bloom, and Structure of Observed Learning Outcomes (SOLO) taxonomies brought about this redesign in two faculty development courses.

CI 22 | Creating and Implementing Successful College Success Programs
Vasari
Lori Fair
Dean, Academic Affairs
Harrisburg Area Community College
UNITED STATES

Harrisburg has collected data on its success rates in developmental reading, writing, and mathematics. A collegewide committee was created to review the outcomes of each study and implement recommendations to the reading, writing, and mathematics curriculum. This will be an exciting session to hear the data, outcomes, and recommendations to ensure Harrisburg’s students are successful in college and beyond.

CR 23 | Truth or Dare: Faculty Perspectives on Information Literacy and Librarians in the First-Year Experience
Raphael
Rhonda Huisman
Assistant Librarian
Indiana University - Purdue University Indianapolis
UNITED STATES

Many have discussed the benefits of librarians collaborating with faculty, but agree “the campus library may historically be the centerpiece of institutional life on college and university campuses, but many first-year students think it is largely irrelevant to their lives” (Barefoot, 2006). As part of an instructional team in the first-year seminars, librarians have more contact with students beyond the traditional one-shot session or speed tour through the stacks, and relationships between librarians and faculty are crucial to their success.

R 24 | Getting Students to Read: Successful Strategies for Integrating Newspapers into First-Year Seminars
El Greco
Keisha Hoermann
Professor of Communication; Chair of the Department of First-Year Programs
Kennesaw State University
Robert Knight
Dean of Undergraduate Studies
University of Wisconsin, Eau Claire
Mark Amos
Director, Saluki First Year
Southern Illinois University
Kathleen O’Connell
National Education Director
The New York Times
UNITED STATES

Research clearly shows that traditional-age students are not reading newspapers to the same degree as their parents -- or faculty members. Yet, newspapers provide current events that are integral to the curriculum in first-year seminars, regardless of the primary focus of the seminar. This roundtable will explore successful strategies for integrating newspapers and getting students to read.

CR 25 | Roles, Risks, and Benefits of Peer-Mentoring Relationships in Higher Education
Bernini
Janet Colvin
Assistant Professor
Suki Ekaratne
Assistant Professor
Utah Valley University
UNITED STATES

Successful peer mentoring is the result of relationships that are developed between students, mentors, and instructors. Findings from research conducted at a large Western university in the United States suggest that assumptions cannot be made about the understanding of roles, risks and benefits and indicate the ways in which those risks and benefits translate into issues of power and resistance. This session will discuss five major roles and how they are enacted in various relationships.

R 26 | First-Year Success in the City: A Roundtable Discussion on Unique Challenges and Best Practices for Effective Student Engagement on Urban Commuter Campuses
Michelangelo I
Cynthia Baron
Assistant Director, Learning Communities and First-Year Success
Metropolitan State College of Denver
UNITED STATES

This discussion will revolve around the unique challenges and obstacles experienced by urban commuter students. By strategically creating a collaborative network of faculty and staff, first-year programs are able to establish and build an environment that creates a seamless learning experience for students navigating their first year. An articulation of best practices and successful strategies for first-year student engagement and success on urban commuter campuses will be the focus of this presentation.
National Resource Center for The First-Year Experience® & Students in Transition

Wednesday | June 22

CR 27 | Investigating the Relationship Between Student Engagement and Transition into Higher Education
Michelangelo 2
Barbara Walsh
Centre Leader
Sarah Nixon
Faculty Learning Development Manager
Liverpool John Moores University
Don Vinson
Senior Lecturer
University of Gloucester

UNITED KINGDOM

Research has demonstrated that failure to establish meaningful and helpful transition for undergraduates can lead to academic underachievement. The importance of aiding students’ transition into higher education is reinforced by appreciating that undergraduates are likely to arrive with learning strategies suitable to school and college life, but which may not be as effective in university environments featuring large class sizes and less easy access to faculty and staff.

3:30 p.m. – 3:45 p.m.
Afternoon Break
Medici Ballroom Lobby

4:30 p.m. – 6:30 p.m.
Optional Walking Tours

7:00 p.m. – 8:30 p.m.
Dinner
Medici Ballroom

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2011-2012 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge to improve the experiences of college students in transition.

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

Comprehensive Award Package
> Stipend of $5,000
> Travel to the 18th National Conference on Students in Transition, October 8-10, 2011, in St. Louis, Missouri, at which the award will be presented
> Announcement and recognition at the 18th National Conference on Students in Transition luncheon
> Travel to the 19th National Conference on Students in Transition, 2012, at which the research findings will be reported
> Announcement on the National Resource Center webpage, listservs, and print publications
> Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Application and Submission Deadline
The application form may be downloaded at www.sc.edu/fye/research/grant/proposal and must be submitted electronically to NRCrsrch@mailbox.sc.edu by July 1, 2011.
Every Institution Needs an Action Plan for New Student Success and Retention

Foundations of Excellence (FoE) is designed to engage course instructors, administrators, and staff in a year-long self study and action-planning process to improve first-year and transfer student learning and retention. Through engaging in this proactive, creative, and evidence-based process, institutions can reduce redundancies and identify gaps in service, and ultimately design a coherent and cost-effective experience for first-year and/or transfer students. You are invited to join the 197 two-year and four-year institutions that, to date, have participated in FoE. Participation is open to any post-secondary (tertiary) institution in the U. S. and other countries.

www.fyfoundations.org
31st Annual Conference on The First-Year Experience®

www.sc.edu/fye

February 17-21, 2012
San Antonio, Texas

Proposal Deadline
September 12, 2011

Register by September 15, 2011 and save $55 on the conference registration fee!
Registration forms available online at: www.sc.edu/fye/sit

18th National Conference on Students in Transition

October 8-10, 2011
St. Louis, Missouri

Co-hosted by: Maryville University, Saint Louis University, and Southeast Missouri State University
8:30 a.m. – 9:30 a.m.

CR 28 | Utah Valley University’s Academic Strategies for the Challenging Educational Needs of Diverse Students (ASCENDS) Program

Galileo

Gwen Anderson
Director, Multicultural Center

Brett Breton
Assistant Director

Ken Sekaquaptewa
Native Multicultural Advisor Specialist

Barney Nye
Multicultural Program Coordinator

Utah Valley University
UNITED STATES

Colleagues are invited to join in an exciting, thought provoking, highly interactive session highlighting a threeday, successful, multicultural, student induction and orientation program. Attendees participate in cultural-shock reducing and academically crafted activities designed to build meaningful relationships for incoming students from underserved populations. Session participants will experience and learn about a powerful Native American Talking Circle, a revealing Privilege exercise, a Stand and Deliver academic workshop, The Price Is Right financial game, a Color Code personality assessment, a Who’s Here? common ground activity, and the Multicultural Talent Show finale.

CR 29 | Defining Moments: Teacher at the Improv—Using Theatre to Teach Across the Curriculum for the Student’s First Year

Vasari

David T. Kottenstette
Associate Professor Communication and Theatre

Metropolitan State College of Denver
UNITED STATES

This workshop explores the use of educational theatre theories and improvisational theatre games as an instructional medium (along with traditional pedagogy) in teaching across the curriculum. The workshop also expands effective learning skills and tools (e.g., critical thinking, collaborative practice, emotional intelligence) in creating teaching strategies for a variety of curricular disciplines. Using simple theatre process, instructors and student advocates will learn activities to scaffold into their different disciplines. Guides, games, and improvisational handouts will be provided.

CT 30 | Being Extensively Engaged: Having Experiential Empathy and Spirituality in Student Support

Raphael

Mpho Jama
Lecturer and Academic Support and Development Practitioner, Division of Health Sciences Education

University of the Free State
SOUTH AFRICA

Medical students can experience more stress than their counterparts. In supporting these students, more emphasis is frequently placed on academic aspects, often overlooking other aspects. In this session, the presenter will (a) share her journey of extensive engagement with nontraditional medical students, (b) discuss research in the field, (c) support her claim of having experiential empathy with students, and (d) discuss the application of spirituality in student support.

CT 31 | Peer-Led Transition Strategies and the First-Year Experience: Implementation, Implications, and Insights

El Greco

Sarah O’Shea
Coordinator - Adult, Vocational, and Higher Education

Pauline Lysaght
Associate Professor
The University of Wollongong
AUSTRALIA

This presentation provides an overview of a peerled transition strategy targeted at equity groups at two separate universities. The strategy is unique in that it is grounded within the actual experience of students, who design, develop, and facilitate a program that provides authentic insight into the culture and environment of university life. Participants will learn about the program rationale, development, and implementation challenges and successes.

CT 32 | Strategies for Transition: When the New Student Is a Transfer Bernini

Janet L. Marling
Director of Program Development and Strategic Initiatives
National Institute for the Study of Transfer Students/University of North Texas
UNITED STATES

Transfer is an increasingly global phenomenon. To successfully facilitate the transition between sending and receiving institutions and beyond requires knowledge of transfer student populations, issues, and needs; an appreciation for intra and interinstitutional collaboration; insight into the challenges related to recruitment, admissions, and advising processes; and access to promising on-campus intervention strategies. Participants will be challenged to assess their campus’ transfer friendliness, as well as develop an approach for integrating new transition strategies for this dynamic and unique first-year population.

R 33 | African American Male Initiative Program: A Student Success Model

Michelangelo 1

Charles Donaldson
Vice Chancellor of Educational and Student Services

Darryl McGee
Associate Dean of Students

Harvell Howard
AAMI/TEAMS Coordinator

Logan Hampton
Director of Student Development Center

University of Arkansas at Little Rock
UNITED STATES

The African-American Male Initiative targets first-time entering African American Male students, including freshmen and African American male transfer students.
at the University of Arkansas at Little Rock. The purpose of this discussion is to promote conversation and ideas about strategic planning and unify program standards that will increase the retention and graduation rates of African American men in higher education. This session will give participants the opportunity to share what their institutions are doing to encourage these students and how they could be improved to better serve this student population. The session will focus on connections to student success, advising, peer and professional mentoring, and new technology. We will also discuss how a state-wide effort could benefit this community.

CR 34 | HERE to Stay: The Impact of Student Doubting and Engagement on Retention
Michelangelo 2
Ed Foster
Study Support Coordinator
Sarah Lawther
Learning and Teaching Officer
Nottingham Trent University
Christine Keenan
Learning and Teaching Fellow
Bournemouth University
Becka Colley
Dean of Students
University of Bradford
UNITED KINGDOM

The HERE Project has investigated student retention at three UK universities—Nottingham Trent, Bournemouth, and Bradford—as part of a major national study on supporting student retention. The work has focused on two key questions: What impact does doubting have on retention? and What can individual program teams do to support retention? This session will focus on connections to student success, advising, peer and professional mentoring, and new technology. We will also discuss how a state-wide effort could benefit this community.

9:30 a.m. – 9:45 a.m.
Morning Break
Medici Ballroom Lobby

9:45 a.m. – 10:45 a.m.
CR 35 | Utah Valley University’s Academic Strategies for the Challenging Educational Needs of Diverse Students (ASCENDS) Program
Galileo

Gwen Anderson
Director, Multicultural Center
Brett Breton
Assistant Director
Ken Sekaquaptewa
Native Multicultural Advisor Specialist
Barney Nye
Multicultural Program Coordinator
Utah Valley University
UNITED STATES

Colleagues are invited to join in an exciting, thought-provoking, highly interactive session highlighting a three-day, successful, multicultural, student induction and orientation program. Attendees participate in culture shock reducing and academically crafted activities designed to build meaningful relationships for incoming students from underserved populations. Session participants will experience and learn about a powerful Native American Talking Circle, a revealing Privilege exercise, a Stand and Deliver academic workshop, The Price Is Right financial game, a Color Code personality assessment, a Who’s Here? common ground activity, and the Multicultural Talent Show finale.

CI 36 | The Flying Start Academic Coaching Programme
Vasari
Matthew Hunt
Schools & Colleges Liaison Manager and Programme Administrator
Sheffield Hallam University
UNITED KINGDOM

The Flying Start programme frontloads six timetabled sessions around key academic themes of personal development planning and creative and analytical thinking in to semester one of the first year to facilitate the academic and personal transition into higher education. The aims of the programme are to; raise attainment, support transition from further education, enhance the retention of students into the second year of study and build support structures through peer networking.

CR 37 | Assessing the Integration of Information Literacy Into a Hybrid Course Using Screencasting
Raphael
Mary Ann Trail

Associate Professor in the Library
Richard Stockton College of New Jersey
UNITED STATES

The presentation will engage participants in a discussion of the use of screencasting as a tool for teaching information literacy skills in a blended learning environment. The presentation will be based on a case study of a successful librarian and faculty collaborative partnership to assess the effectiveness of online tutorials used by undergraduate students in a course emphasizing research skills. The results show that students need multiple opportunities to practice the application of information literacy skills.

CI 38 | 700 Minutes to Success
El Greco
Donna Dahlgren
Director of the First-Year Seminar and Associate Professor of Psychology
Indiana University Southeast
UNITED STATES

At Indiana University Southeast, all students are required to take a one-credit-hour, first-year seminar that is paired with a general education course. Full-time faculty teach the seminar by adding 700 minutes of class time to each class day. This session will describe the general design of the program, the types of activities typically used by instructors, and the measures that have been employed to assess its effectiveness.

CR 39 | What About Me Now? The Learning Disability Student of Color Enters College
Bernini
Adrienne Foster
Academic Senate President and Director of Predominantly Black Institution Grant
West Los Angeles College
UNITED STATES

The major question that will be addressed in this session is, What characteristics are associated with decisions about eligibility for students with learning disabilities in postsecondary institutions? The study’s findings are especially important for high school transition students as they consider colleges. The critical transition issues students with learning disabilities face will also be discussed. The transition to college
for students with learning disabilities, as well as other disabilities, is further complicated by moving from an entitlement legislative program (high school) to one where services are governed by eligibility mandates (college).

R 40 | Continuum Between Strong Selection and Open Access in Higher Education Entrance Policy: Can Orientation Tools Bring a Solution?
Michelangelo 1
Joke Vanhoudt
Study Counselor
Katholieke Universiteit Leuven
Evelien Schyvinck
Project Assistant
Katholieke Hogeschool
Ellen Danckaert
Employee of the Learning and Information Centre Aalst
Sint-Lieven
BELGIUM

Higher education in Flanders is characterized by an open access system, yet, 50% of the students quit their studies in or after their first year. To reduce this rate of attrition, an orientation tool that stimulates a more well-considered study choice is being developed; however, the students are not obliged to implement this strategy. Will these tools make a difference, and is it worth spending money and time on them?

CI 41 | Increasing Student Success and Retention Using Online Interactive Resources
Michelangelo 2
Margaret Groombridge
Senior Learning Skills Instructor
Jill Brindle
Manager Learning Skills Services
Brock University
CANADA

This session focuses on EssayZone, an online resource developed by Brock University Learning Skills Services to engage and support large numbers of students cost effectively. The gamelike, interactive interface engages students allowing them to manipulate and reflect on the essay writing process. The goal is to build students’ confidence and interest in writing. EssayZone is selfmotivating; simplifies postsecondarylevel essay writing into a sevenstep process; and allows students to explore, learn, and practice at their own pace.

11:00 a.m. – 12:00 noon

CI 42 | Developing Comprehensive Advising System for First-Year International Students: When Peer Mentoring Is Combined With a First-Year Seminar
Galileo
Hyunsang Kim
Academic Advisor
Bong Hwan Han
Academic Advisor
Kyung Sun Doh
Academic Advisor
Mee Hye Woo
Academic Advisor
Yonsei University
KOREA

Advising first-year students can be demanding, especially for the international student population. For academic and student success, international students not only require academic support, but they must be given the tools and information to fully engage with their campus culture as well as the culture and traditions of their host country. Frequently, this critical student engagement information can be more effectively supplied by peers than by advisors. In this presentation, an academic advising model for international students that implements peer mentoring with a first-year seminar will be explained.

CT 43 | Experimenting With and Evaluating Common Reading Programs: What Works at Three Campuses
Vasari
Keisha Hoerrner
Professor of Communication and Chair of the Department of First-Year Programs
Kennesaw State University
Scott Pleasant
Writing Center Coordinator
Coastal Carolina University
James Davis
Assistant Professor of Theatre and Performance Studies
Kennesaw State University
Stephanie Foote
Director, Academic Success Center and First-Year Experience
University of South Carolina - Aiken
UNITED STATES

Even as more institutions are launching common reading programs, important questions remain regarding how they are structured, integrated, and assessed. Presenters from three institutions will share what has and has not worked in the development and enhancement of their common reader programs. Participants will leave with new ideas, assessment tools, and a greater appreciation of the role common readers can play in promoting critical thinking and academic inquiry.

CI 44 | Getting Engaged—in the Community: Creating a Large Scale Community Service Event as Part of First-Year Programming
Raphael
Pam Branin
Coordinator, Service and Learning Center
Jeb Branin
Director
Southern Utah University
UNITED STATES

Southern Utah University, as part of its first-year programming, requires all new students to participate in a largescale, one-day service event—Service Saturday. This presentation will cover the theory and research on the value of integrating community engagement into first-year programming and the logistics of creating a communitywide service event for 1,600 participants, as well as the event assessment process and results. There will also be opportunity for group discussion.

CR 45 | If They Feel Comfortable, They Will Stay
El Greco
Holly Craider
Recruitment Specialist
Cuyahoga Community College (Eastern Campus)
UNITED STATES

This session will address the harsh realities new students who are different from the norm (i.e., in race, gender, sexual orientation, and/or religious beliefs) may encounter as they begin their college experience. If student affairs professionals and faculty members do not make the campus and
class environment welcoming, students will not stay. Literature has shown that students will move to other campus that offer a more friendly and inclusive environment. Playing off the popular theme from the movie Field of Dreams (i.e., If you build it, they will come), if you make them feel welcome, they will stay.

CR 46 | A Model for Improving Student Retention, Excellence, and Success at a South African University
Bernini
Nthabiseng Ogude
Professor and Deputy Vice-Chancellor
Wendy Kilfoil
Professor
Gerhard du Plessis
Head, Unit for Higher Education Research and Innovation (HERI)
University of Pretoria
SOUTH AFRICA

The increased focus on the first-year experience internationally, though commendable, falls short in key areas. Many initiatives (a) do not demonstrably link to improvement of institutional performance indicators; (b) concentrate on at-risk students and/or rarely include normal- or high-performing students; and (c) are often located in student affairs departments, with minimal involvement of the academic affairs portfolio. Using developmental research, this session illustrates how these weaknesses were addressed at the University of Pretoria by developing an institutional Student Academic Development and Excellence Model.

R 47 | Surviving and Thriving Our Economic Realities
Michelangelo 1
Lisa Hunter
Assistant Dean for Intellectual Foundations
Heather Maldonado
Assistant Dean of University College
Holly Quicksey
Assistant to the Dean of University College
SUNY Buffalo State College
UNITED STATES

First-year programs are vital to the success of college students. However, in times of financial uncertainty many institutions seek to reduce or eliminate first-year programming. The purpose of this discussion is to identify how first-year programs are navigating their fiscal realities. Creative strategies for developing, implementing, enhancing, and retaining first-year programs in times of fiscal deficits will also be explored.

CI 48 | Same Time, Same Place—or Is It? Findings of a Project Looking at a Transition Program of Students From a Foundation Degree in a Partner College to TopUp Degree
Michelangelo 2
Marilyn Doust
Student Support Tutor
Catherine McConnell
Lecturer in Learning Development, Centre for Learning and Teaching
University of Brighton
UNITED KINGDOM

There is very little literature addressing the transition from foundation degree (i.e., associate degree) to topup degree (i.e., bachelor’s degree), and with the changes currently taking place in higher education in the United Kingdom, student satisfaction and achievement will become increasingly important. This session will look at key features of a transitions program developed collaboratively with a partner college, including visits, taught sessions, and a major component of PASS (peer assisted student sessions). Data, case studies and video will be presented to analyze the impact on achievement, retention, and students’ views and satisfaction.

PR 50 | Adjustment Issues for First-Year Students in a Diverse, Multiprofessional Health Sciences Faculty
Medici Ballroom
Geney Gunston
Lecturer and First-Year Convener
University of Cape Town
SOUTH AFRICA

In the South African context of extensive curricular changes in both secondary and tertiary education, students’ preparedness on entry to university and the adequacy of institutional support were explored within the health sciences faculty at the University of Cape Town. Students’ environmental, social, and academic adjustment and their personal growth and development were investigated. Both challenging and positive aspects of the first-year experience in this culturally diverse faculty were identified and explored.

PA 51 | Intrusive Supports: A Model for Understanding and Enhancing First-Year Persistence Programs
Medici Ballroom
Jason Bentley
Director, First-Year Experience
Kayla Slezak
Instructor
Central Michigan University
UNITED STATES

Using an intrusive, early identification and intervention process, Central Michigan University increased first to second-year persistence by more than 3% in one year of implementation. Researchers will present how preenrollment data, extensive self-report survey results, and records of student involvement contributed to targeted outreach and intentional interventions. The process will showcase academic and student affairs collaborations and the
To strengthen the learning environment for first-year students in health care, learning communities in clinical settings have been developed at Saxion University. Fourth-year students are grouped together and supervised by health care professionals. Students are given the opportunity to engage in all professional duties and responsibilities. This enables collaborative (i.e., with, from, and about group members and professionals), authentic (i.e., professional context), integrated (i.e., all roles and competences), and constructive (i.e., student-centered) learning.

PA 53 | Clinical Learning Communities
Medici Ballroom

Wil Dielis
Coordinator Internationalization,
School of Health

Frank Klein Overmeen
Course Director Podiatry, School of Health

Saxion University of Applied Sciences,
School of Health

NETHERLANDS

Kristianstad University in Sweden has developed a model to engage first-year students and their instructors in a process regarding the importance of significant academic issues for teaching and learning. The session will describe the actual model developed for the 2011-2012 academic year and its underlying ideas as well how this approach can be used as a strategy to promote democratic and critical discourse in the classroom.

PR 55 | Impact of Innovative Skills-Based Science Course on Student Retention in Science, Technology, Engineering, and Mathematics (STEM)
Medici Ballroom

Kathleen Koenig
Associate Professor of Physics

Michael Edwards
Associate Professor of Physics

Wright State University

UNITED STATES

Retention in science, technology, engineering, and mathematics (STEM) continues to be the focus of first-year experience programs. This study investigated the impact of an innovative multidisciplinary science course on student development of scientific reasoning, the ability to engage effectively in all aspects of scientific inquiry, and retention in STEM. Specific course details will be provided along with descriptions of key elements that the presenters believe set students up for success early on in their undergraduate programs.
The University of Tampa
UNITED STATES

Immediacy is the degree of perceived physical or psychological closeness between people, including smiling, nodding, eye contact, and vocal tone. Even as seasoned instructors engage in these behaviors, students’ attention can often turn to distractions, such as laptops, Facebook, and technology. This session addresses emerging trends and current issues related to teaching and the first-year experience. The focus will be on literature and issues of immediacy, and participants will be encouraged to share experiences with each other.

CR 59 | Identifying Differences Between High-Achieving and Low-Achieving Students on Positive Perceptions and Academic Entitlement

Raphael Sage Rose
Assistant Professor

Holly Seirup
Assistant Professor

Hofstra University
UNITED STATES

This session will present findings from a study that examined the differences in positive perceptions and academic entitlement between a sample of undergraduate students on academic probation and undergraduate students from the honor’s college. The constructs for positive perceptions were hope, gratitude, and problem solving. A measure of academic entitlement was given to identify negative perceptions among students. Results showed that honor’s college students had higher hope and problem-solving scores suggesting these constructs are important for improving academic performance.

CI 60 | First-Year Experience: Much More Than a Class

Bernini Michelle Kearns
Director, Student Success and Retention and the First-Year Experience

Marcy Glassford
Program Coordinator, Student Success and Retention

Martha Wilson
Program Coordinator, Student Success and Retention

Utah Valley University
UNITED STATES

The first-year experience at UVU is more than a class. Here, the initiative includes orientation, a first-year reading program, major and career exploration, personalized advisement, learning communities, a seminar, and much more. Upon the development and implementation of a comprehensive first-year experience, UVU has increased retention 16%. Participants are invited to come explore what UVU defines as a first-year experience and share in the lessons learned.

R 61 | Academic and Educational Integrity as Part of the First-Year Experience
Michelangelo 1

Robert Kenedy
Associate Professor
York University
CANADA

Understanding the importance of and strategies for maintaining a high standard of academic integrity in university scholarship is often a daunting prospect for first-year students. Faculty, librarians, university administrators, teaching assistants, and peer mentors face many challenges explaining the pedagogical importance of academic integrity to first-year students and as they encounter breaches of academic integrity. It is often when students write their first paper that writing and referencing challenges becomes evident.

CT 62 | Engaging, Relevant, and Interactive Strategies for the Assessment of Student Learning
Michelangelo 2

Brad Garner
Assistant Dean for Teaching and Learning
Indiana Wesleyan University
UNITED STATES

Multiple-choice and true/false testing is (a) shallow (b) an invitation to rote memorization (c) a means to lower-order thinking, or (d) all of the above. The correct answer is d. How did you do on this test? This session will offer ways to create and implement engaging, relevant, interactive assessment strategies that invite students to think and apply what they are learning. Participants will walk away with a minimum of 10 new assessment techniques that can be easily transported to the classroom.
24th International Conference | 21

3:00 p.m. – 4:15 p.m.
International Higher Education Session
Medici Ballroom

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
Head of the Retention Team; University Teaching Fellow
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.

4:15 p.m. – 4:30 p.m.
Afternoon Break
Medici Ballroom Lobby

4:30 p.m. - 5:30 p.m.

CT 63 | Students Say They Value Relationships With Personal Tutors: So How Can We Promote Staff and Student Engagement?
Galileo

Sue Robbins
Principal Lecturer in Student Experience and University Teaching Fellow
Oxford Brookes University
UNITED KINGDOM

Most UK academics (faculty) are personal tutors. Students say that they value relationships with their personal tutor and being known by them. They state it contributes to their academic success, improves their student experience, and promotes their persistence. Yet, many academics seem unwilling to engage with students outside the classroom. This session will describe a model enabling staff to be proactive in supporting students and the positive effect that this is having on student success.

CR 65 | Academic and Nonacademic Predictors of College Success for At-Risk African American College First-Year Students
Raphael

Cheryl Green
Dean Freshman Year Experience
Michael Edwards
Chair, Counseling Department
Chicago State University
UNITED STATES

This research project explores the interrelationships between academic and nonacademic predictors and their relationship to academic outcomes for at-risk, inner-city, African American first-year students who were conditionally admitted to a Midwestern public university in the United States. Admission was based on low high school grade point averages and low ACT college admission scores. These students are defined as at risk for low persistence rates and academic achievement.

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CT 64 | Career Investigation Assignment (CIA) the Backbone in College Success Course: From Curriculum Design to Implementation and Students’ Feedback.
Vasari

Mominka Filev
Division Chair, Social Sciences, Humanities, World Languages and Cultures
Davenport University
UNITED STATES

The Career Investigation Assignment (CIA) is the backbone of the college success course at Davenport University. Students define success, assess their aptitudes, investigate a career, set goals, and participate in a university-wide contest. Along with study skills, students practice research, note taking, writing, and presentation skills by completing the major components of the CIA. The project is interwoven into the themes of the college success course, and CIA motivates students while putting their college studies in perspective.
First-year orientation programs have been in a state of evolution in their efforts to better transition students to the social aspects of college life. Buffalo State College’s orientation program is no exception to that trend, but it is also in the midst of a revolutionary transformation related to assisting students’ with their acclimation to scholarly life. This session will reveal the holistic redesign of our orientation program, including timing, length, content, and faculty involvement.

CT 67 | Promoting College Readiness
Bernini
A.J. Metz
Assistant Professor
Paul Gore
Associate Professor
University of Utah
UNITED STATES

Given the demonstrated importance of noncognitive 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 four different high schools. The use of assessment data and the development and delivery of curricular activities to promote college readiness will be discussed.

CR 68 | Assessing the Impact of a First-Year Success Program on Freshman Academic Improvement and Personal Development: Using a Creative Syllabus
Michelangelo 2

Gita Maharaja
Senior Academic Advisor and Adjunct Faculty
Duquesne University
UNITED STATES

The study shares pre- and post-test quantitative and qualitative data about the impact of first-year college success program on the academic improvement and social development of freshmen. A description and teaching strategies of the different courses in the program will be shared. Indicators of program success will be presented. First-year seminar instructors will also learn how the design of the syllabus makes a difference in freshmen learning experience. The audience will participate in a lively discussion to share their experiences.
analysis arising out of grassroots engagement. By using a Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis arising out of grassroots engagement with staff and students, ongoing institutional innovation was stimulated and supported. 

This session explores the perennial issue of challenges to institutional cultural change and the first-year experience (FYE) through the lens of an Australian university’s teaching and learning fellowship research (Towards a 3G FYE @ UoN). In Australia, teaching and learning fellowships of this type are designed to seed change in a core area of the institutional teaching and learning framework. This 2010 fellowship pursued a systematic approach to innovation in the FYE by implementing models based on Australian research. The project faced some fundamental challenges, including time constraints; communication issues across campuses, faculties, schools, and professional services; and disparate levels of engagement. However, the fellowship also revealed important strengths in the current FYE curriculum and service provision, which indicated that the University was well placed to move beyond a piecemeal approach to FYE, and towards an integrated, whole-institution approach based on academic and professional partnerships. By using a SWOT analysis arising out of grassroots engagement with staff and students, ongoing institutional innovation was stimulated and supported. 

This 2010 fellowship pursued a systemic approach to innovation in the FYE through the lens of Australian research. The project faced some fundamental challenges, including time constraints; communication issues across campuses, faculties, schools, and professional services; and disparate levels of engagement. However, the fellowship also revealed important strengths in the current FYE curriculum and service provision, which indicated that the University was well placed to move beyond a piecemeal approach to FYE, and towards an integrated, whole-institution approach based on academic and professional partnerships. By using a SWOT analysis arising out of grassroots engagement with staff and students, ongoing institutional innovation was stimulated and supported. 

Each year, thousands of students embark on their collegiate experience having completed an exhaustive search process to find the school that is the right fit. Unfortunately, many of those students will be on academic probation at some point in their college careers. This presentation will highlight results from a study of factors affecting students on academic probation, including a description of an innovative course intervention used at Hofstra University and the impact of hope on GPA and retention.

Participants will learn how to build a partnership with student housing complexes that dynamically improves the participation of those students in engaged learning and intimate social-growing activities. The benefits of such partnerships have been an increase in student retention, housing retention for partner student housing, and safety in those complexes (coupled with a decrease in vandalism), as well as a greater sense of community in the housing complex.

Over the past decade in American higher education, the value of cocurricular or experiential education has been trumpeted as a desired outcome of the undergraduate experience. Institutions have marshaled resources to increase student participation in out-of-classroom educational initiatives designed to enhance students’ preparation for both the job market and graduate educational pursuits. This presentation is...
designed to help participants consider and discuss ideas about how to build quality, intentional experiential education programs on their campuses.

CR 76 | Male Student Engagement With Academic Development and Pastoral Support Services in Higher Education
Michelangelo 2
Liz Thomas
Director Widening Participation Research Centre
Ruth Woodfield
Director of Research and Knowledge Exchange - School of Law, Politics, and Sociology
Edge Hill University
UNITED KINGDOM
This session will present a conceptual model for improving student retention and success that is underpinned by student engagement. Data regarding male retention and achievement in higher education in the United Kingdom will also be discussed along with an overview and preliminary findings from the Male Student Experience in Higher Education study funded by the Equality Challenge Unit (ECU). The presenters will offer conclusions, implications, and recommendations regarding male student engagement with academic development and pastoral support services as well as male student retention and success.

9:15 a.m. – 9:30 a.m.
Morning Break
Medici Ballroom Lobby

9:30 a.m. – 10:30 a.m.
CR 77 | Why Do Students Attend Peer Assisted Study Programs? An Application of the Theory of Planned Behavior
Galileo
Melanie Giles
Senior Lecturer in Psychology
Joan Condell
Lecturer in Computing and Intelligent Systems
Laura O’Neill
Student, School of Psychology
Amanda Zacharopoulou
Senior Lecturer in Law
University of Ulster
UNITED KINGDOM
The aim of the present study was to employ psychological theory to support the evaluation of a peer-assisted study program. In so doing, factors were identified that influence young people’s attitudes and motivations to engage with the process. The program was also assessed using quantitative and qualitative methods to inform its future delivery. Findings suggest that the scheme is not only having a positive effect on performance but is aiding the transition process by allowing students to build support networks.

CR 78 | Evaluating Generative Learning Objects (eMI GLOs) as a Tool for Helping Students Adapt to University Study and for Developing Students’ Critical Thinking Skills
CT 79 |
Vasari
Alyssa Philips
Director of Combined Studies
University of Manchester
UNITED KINGDOM
One of the academic skills first-year undergraduate students struggle to develop is the skill to evaluate multiple interpretations. Faced with expert reading in their disciplines, students often ask how they can engage in the scholarly debate and why their views matter. This paper will evaluate the use of the eMI GLO template at the University of Manchester to help students develop critical and evaluative academic skills.

CT 80 | FYE Versus Multi-Age Learning Communities: What Are the Benefits of Mentorship to First-Year Students in MultiAged Learning Communities?
Bernini
Sarah Molitoris
Resident Director for Living Learning Communities
Oberlin College
UNITED STATES
The presenter offers a comparison of two housing community philosophies: a multiage learning community including first-year students and a community composed exclusively of first-year students. In terms of learning communities, there is a growing trend in first-year experience programs to separate first-year students out of the larger campus community. This session will consider the value of both communities through an interactive presentation and discussion.

CR 81 | Learning From Their Experience: Advice From Senior Undergraduates for FirstYear Students Pursuing Science Degrees
Michelangelo 1
Ashley Welsh
Research Coordinator
University of British Columbia
CANADA
With a goal of improving student success, administrators within the Faculty of Science at the University of British Columbia conducted a mixed method study to explore the factors that undergraduates perceived as influential to their success in science. This presentation will review students’ reflections on their first-year experience and the advice they provide for first-year students regarding how best to transition from high school to university.
CT 82 | Measuring the 10 Year Impact of FYE Initiatives: Student Selection, Faculty Collaboration, and Institutional Programs
Michelangelo 2
Kenneth Wendeln
Clinical Associate Professor of Management, Kelley School of Business, Indiana University; Associate Faculty, University College, IUPUI; Gateway Scholar
Kate Thedwall
Director of the Gateway to Graduation Program, Senior Lecturer in Communications Studies, Associate Faculty University College
Indiana University-Purdue University Indianapolis (IUPUI)
UNITED STATES

“What gets measured is what gets done.” This adage has had a major impact at a large, urban research university in the United States where the first-year retention rate has improved by 30% over a 10-year period as a result of collaboration among faculties and administration. This session will demonstrate the effectiveness of this collaborative model, highlight the various measurements used and disseminated, and estimate the impact of key initiatives within the context of the overall retention improvements.

10:45 a.m. – 11:45 a.m.

CT 83 | Don’t Know Where to Start? Look to Your Data!
Galileo
Holly Quicksey
Assistant to the Dean, University College
Heather Maldonado
Assistant Dean, Academic Standards
Lisa Hunter
Assistant Dean, Intellectual Foundation
SUNY Buffalo State College
UNITED STATES

First-year programs have a significant impact on student retention and degree completion rates. The changing demographic composition of new students and challenges they face should guide development of first-year programs. The goal of this presentation is to (a) offer recent trends and challenges identified through assessment of institutional data and the process of development of first-year student initiatives, (b) identify lessons learned, and (c) suggest improvements for institutional practice.

CT 84 | Bringing Dialogue Into the Classroom
Vasari
Dorothy Osterholt
Professor of First-Year Studies
Roxie Hamilton
Associate Professor of Business Studies
Landmark College
UNITED STATES

This highly interactive workshop will explore the common barriers to academic success, particularly during the first semester of college. Specifically, these barriers will be connected to four domains of learning: emotional, self-regulatory, motivational, and academic. In addition, the connection each domain has to student success in the first year of college will be explained. These domains will then become the framework for designing collaborative activities that address the various needs of students. To experience the benefits of well designed small-group work, participants will be involved in a collaborative learning activity designed to increase their understanding of the concepts discussed. Following this, there will be time to reflect on the experience and highlight the overall challenges and rewards of this approach and of integrating collaborative learning into the college classroom. Participants will be provided with a handout of concepts covered in the presentation and a list of suggested readings in the field.

CT 85 | EMentoring: A Study Focusing on the Profile and Electronic Communication of EMentoring Users
El Greco
Lina Anastasovitou
Student Support Liaison Officer
Kingston University London
UNITED KINGDOM

The session presents a quantitative and qualitative analysis of the effectiveness of ementoring across different areas of student life using data collected from the ementoring scheme at Kingston University. Fifteen first-year residential students engaged with the scheme, and their ementoring exchanges were analyzed using content and discourse analyses methods. The study addresses ongoing debates in the field on the use of ementoring and provides recommendations on application as a student support tool.

CR 86 | Tackling Attrition: Intertwining Practice and Evidence
Michelangelo 1
Theo Nelissen
Policy Advisor and Researcher
Feliks de Vroomen
Enrollment Advisor
Avans University of Applied Sciences
NETHERLANDS

Like many other institutions, Avans University of Applied Sciences is facing the issue of attrition. At Avans, evidence and practice were combined to create strategies to increase student retention. First, relevant components of attrition were identified. Second, students’ reasons for departure, study progress, and motivational triggers to work harder were analyzed. Lastly, in collaboration with faculty, effective interventions were matched with the instructor’s specific attrition issues. An extensive evaluation design complements this approach by allowing the results of practice to contribute and expand the evidence base.

CT 87 | Transformational Learning in the Classroom: A Character Based Course for the First-Year Experience
Michelangelo 2
Denise Richards
Associate Professor
Lisa Lambert
Assistant Professor
Utah Valley University
UNITED STATES

Can transformational learning be taught to first-year students? Can educators learn to teach in transformational ways by leveraging specific curriculum? The specific course, The Seven Habits of Highly Effective People, offers the potential to facilitate transformations that are not only
12:00 noon – 12:30 p.m.
Closing Session
Galileo
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.

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Athlone Institute of Technology
Athlone Institute of Technology, an award-winning higher education institution, is located in the heart of Ireland. More than 6,000 students representing over 40 nationalities are enrolled in undergraduate and postgraduate programs in business, humanities, engineering, and science.

Avans University of Applied Sciences
Avans enrolls 24,000 students across campus located in three south Dutch cities in economic, technical, social, education, law, and art colleges. The University is proclaimed by the leading Dutch magazine Elsevier, as the best Dutch major university of applied sciences, with the most study programs in top positions and above-average student satisfaction.

Brock University
For a decade, Brock has had the second highest growth of students of any Ontario (Canada) university. The rigorous undergraduate, graduate, and doctoral programs include experiential learning opportunities and one of Canada’s largest co-op programs. The cross-disciplinary and interdisciplinary programs offer multifaceted degrees that help students build careers and obtain jobs.

Buffalo State College
Buffalo State College, the largest comprehensive college in the State University of New York (SUNY) system, is an urban institution located in Buffalo, New York (USA). The College enrolls approximately 11,700 students (almost 9,800 undergraduates) from diverse backgrounds and offers 165 undergraduate programs and 62 graduate programs.

California Lutheran University
California Lutheran University (CLU) is a selective institution located midway between Los Angeles and Santa Barbara. The institution offers undergraduate and graduate degrees in the liberal arts and sciences and professional fields. Founded in 1959 and accredited by the Western Association of Schools and Colleges (WASC), CLU is affiliated with the Evangelical Lutheran Church in America (ELCA). All faiths are welcome.

Central Connecticut State University
Central Connecticut State University is a regional, comprehensive public university comprised of five schools. More than 90% of the undergraduate students are from within the state and about 40% are first generation. Minorities represent approximately 15% of the student body.

Central Michigan University
Central Michigan University (CMU) is one of the 100 largest universities in the United States, offering more than 200 excellent academic programs in locations across the globe and online. Founded in 1892, CMU serves students and communities at 60 locations in the United States, Canada, and Mexico and has over 165,000 alumni around the world.

Chicago State University
Chicago State University is a public comprehensive urban institution of higher learning. The University provides access to students whose academic potential may have been inhibited by lack of socioeconomic or educational opportunity. The student body is largely African American and female. The University awards undergraduate, master’s, and doctoral degrees.

Cuyahoga Community College (Eastern Campus)
Cuyahoga Community College is a two-year community college located in Cleveland, Ohio. The student population is extremely diverse across its three main campuses.

Davenport University
Davenport University prepares students for the most in-demand, fastest growing careers in business, health, and technology. Quality, career oriented academic programs are offered on the main campus in Grand Rapids and other campuses throughout Michigan.

Dublin Institute of Technology
Dublin Institute of Technology is the largest third-level institution in Ireland. The Institute fulfills a national and international role in providing full time and part-time programs across the entire spectrum of higher education. More than 150 programs at bachelor’s, master’s, and doctoral levels are offered in its four Colleges: Arts and Tourism, Business, Engineering and Built Environment, and Sciences and Health.

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.

Edge Hill University
Edge Hill University has been delivering higher education for 125 years. It has a comprehensive portfolio of undergraduate, postgraduate, and professional programs and more than 23,000 students. The University has a strong commitment to widening participation, which includes increasing access to higher education and promoting student retention and success within higher education and beyond.

Galway-Mayo Institute of Technology
Galway-Mayo Institute of Technology is an award winning higher education institution with 9,000 students based at five locations in western Ireland. The institution offers undergraduate and postgraduate programs in engineering, science, computing, humanities, art and design, hospitality, tourism, business, education, and nursing.

Harrisburg Area Community College
Established in 1964, Harrisburg Area Community College (HACC) is devoted to the community and the individual. HACC’s devotion to the community stems directly from our mission, which is to foster educational, cultural, and work force development and economic growth of the college service areas. This is accomplished by providing each student the tools and environment to develop his or her unique potential, benefitting both the individual and the communities HACC serves.

Hofstra University
Founded in 1935, Hofstra University is a private, nonsectarian, co-educational institution located in Long Island, New York and offering 140 undergraduate and 150 graduate program options. Hofstra is a selective institution seeking to enroll students who demonstrate the academic ability, intellectual curiosity, and motivation to succeed and contribute to the campus community.

Indiana University-Purdue University Indianapolis
Indiana University-Purdue University Indianapolis (IUPUI) is Indiana’s premier urban university located in Indianapolis.
IUPUI enrolls more than 30,000 students, representing all 50 states and 122 countries, in 20 schools that grant degrees in 200 programs from both Indiana University and Purdue University. The campus is renowned for service-learning and civic engagement with nationally ranked programs in nursing, health, law, and public and environmental affairs.

**Indiana University Southeast**
Indiana University Southeast is the regional campus of Indiana University that serves southern Indiana and the greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning; prepare students for productive citizenship in a diverse society; and contribute to the intellectual, cultural, and economic development of the region. The majority of the 5,365 undergraduates commute to campus and a high percentage are first-generation students who work while attending college. The University also offers graduate programs in a variety of areas serving 818 students in the local community.

**Indiana Wesleyan University**
Indiana Wesleyan University is a private, faith-based institution located in Marion, Indiana. The curriculum focuses on providing students with a liberal arts education and a global orientation to character, scholarship, leadership, and service, while developing them into world changers. The University currently has an enrollment of 3,200 students on the residential campus and an additional 12,000 students in 14 satellite locations and online programs.

**John N. Gardner Institute for Excellence in Undergraduate Education**
The John N. Gardner Institute is a non-profit organization that is internationally recognized for helping institutions develop assessment-based action plans with measurable outcomes. These plans foster institutional change by enhancing accountability and the coordination and delivery of efforts associated with undergraduate learning and success, with particular emphasis on initiatives that impact beginning college students.

**Katholieke Universiteit Leuven**
Founded in 1425, Katholieke Universiteit Leuven is a private, Catholic, Flemish university with an international orientation. The institution believes that both ground-breaking research and knowledge transfer are essential and complementary.

**Kennesaw State University**
Kennesaw State University (KSU) is Georgia’s (USA) third largest university, offering more than 70 graduate and undergraduate degrees, including a new doctoral degree in international conflict management. The Department of First-Year Programs is housed in KSU’s University College and is an academic department dedicated to first-year seminars and learning communities.

**Kingston University London**
Kingston University London is the largest higher education provider in southwest London, with more than 25,000 students, including 4,400 international students. The University offers a comprehensive range of undergraduate and postgraduate programs, foundation degrees, research degrees, and short courses spread across seven faculties.

**Knewton, Inc.**
Knewton has developed the world’s first adaptive learning engine, which customizes educational content to create a uniquely personalized learning experience for every student. Knewton’s patented algorithms currently power its GMAT, LSAT, and SAT preparation courses, and it is now partnering with universities, publishers, and other educational organizations to make personalized learning available worldwide.

**Kristianstad University**
Kristianstad University, located in southern Sweden, was founded in 1977, but in this region we can trace our roots way back for teacher’s training (1835), nurses (1893) and engineers (1912). On campus there are students from all walks of life from all over the world. The University enrolls 100 international students each semester to mix with 7,000 Swedish students. Our campus is created from the idea that you, as a student, shall have access to modern information technology, inspiring meeting places and good service. We offer a highly qualified faculty in a friendly atmosphere. Programs and courses are offered in the humanities, in social, natural, behavioral and health sciences, business administration and engineering. We have an increasing number of courses in English within most of our different fields of study and at the moment you can choose from more than 100 courses in English.

**Landmark College**
Founded in 1985 in Vermont, Landmark College is a two-year college and the premier undergraduate program in the United States for students with learning disabilities, dyslexia, and attention deficit disorders. The accredited associate degree program, offered in four degree tracks, enables students to develop and practice academic skills and strategies in a way that builds from semester to semester.

**Liverpool John Moores University**
Liverpool John Moores University (LMJU) is located Liverpool, England and is one of the new universities created in 1992 from former polytechnics. LMJU serves more than 24,000 students, comprising 20,270 undergraduate students and 4,100 postgraduate students, making it the largest university in Liverpool by student population, as well as the 20th largest in the United Kingdom.

**Metropolitan State College of Denver**
Located in Denver, Colorado on the Auraria campus, Metropolitan State College is a nonresidential, open enrollment, urban campus and the largest four-year degree granting college in the United States. The College is unique in that it shares a campus with the Community College of Denver and the University of Colorado at Denver. Combined, the three institutions enroll more than 40,000 students of which 24,000 attend Metro State. Students come with widely diverse backgrounds in both culture and learning experience. Metro State is a teaching mission school and is currently pursuing a Hispanic Serving Institution (HSI) designation and university status.

**Millersville University**
Millersville University is a regional, comprehensive public university and one of the 14 state-owned institutions of higher education comprising Pennsylvania’s State System of Higher Education. The University is located in Lancaster County, Pennsylvania and has an enrollment of approximately 7,200 and 1,000 undergraduate and graduate students, respectively.
National Institute for the Study of Transfer Students/University of North Texas
Founded in 1890, the University of North Texas (UNT) is a student-focused, public, research university located in Denton, Texas (USA) and the flagship of the UNT System. With an enrollment of over 36,000, UNT ranks fourth nationally among public universities with the most transfer students. The University offers 97 bachelor’s, 88 master’s and 40 doctoral degree programs, and the vibrant student population represents more than 136 nations and 48 states.

Nottingham Trent University
Nottingham Trent University (NTU) is a large higher education institution in England’s East Midlands region. NTU has nine academic schools covering a wide range of academic disciplines.

Oberlin College
Oberlin College is a private liberal arts college and conservatory with approximately 2,900 students enrolled and living on a residential campus. Oberlin is the first American institution to regularly admit women and student of color and prides itself as being a progressive institution in higher education.

Oxford Brookes University
Oxford Brookes University is one of the new universities created in 1992 from former polytechnics. There are five campuses with eight academic schools, and the main campus is situated above the inspirational spires of Oxford, a seat of learning dating from the 13th century. Brookes students excel at rowing!

Pace University
Founded in 1906 and located in New York City and Westchester, Pace University educates achievers who are engaged with critical issues locally and globally. Known for its outcome-oriented environment that prepares students to succeed in a wide range of professions, Pace is a private university that enrolls nearly 13,500 students in bachelors, masters, and doctoral programs.

Palgrave Macmillan
Palgrave Macmillan is a global academic publisher, serving learning and scholarship in higher education and the professional world. We publish textbooks, journals, monographs, professional and reference works in print and online. Our program focuses on the humanities, the social sciences, and business. As part of the Macmillan Group, we represent an unbroken tradition of 150 years of independent academic publishing, continually reinventing itself for the future. Our goal is to be publisher of choice for all our stakeholders—authors, customers, business partners, the academic communities we serve and the staff who work for us. We aim to do this by reaching the maximum readership with works of the highest quality.

San Francisco State University
Now in its 111th 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 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, the University’s goal is social transformation through the combination of education and civic action.

Saxion University of Applied Sciences, School of Health
Saxion University of Applied Sciences is one of the largest institutions of higher education in the Netherlands, with more than 24,000 students. As the result of a merger, which has enabled Saxion to expand its strong position, the University is now recognized as an important centre of expertise at regional, national, and international level.

Sheffield Hallam University
With more than 29,000 students and situated in the heart of the city, Sheffield Hallam is one of the United Kingdom’s most progressive and innovative universities. The institution’s creative research and business ideas coupled with its sought-after graduates contribute to the economic and social development of both the region and to the United Kingdom as a whole.

Southern Utah University
In its 110-year history, Southern Utah University (SUU) has evolved from a teacher training institution to its current role as a comprehensive, regional university offering graduate, baccalaureate, associate, and technical programs to 8,019 students. From the time of its founding, SUU has placed students first by featuring personalized and participative classes combined with competent, qualified, and supportive faculty, staff, and administration. People of the region look to the University for skill development opportunities, major academic specialties, outreach services, cultural and athletic activities, economic and business development, and regional archives.

SUNY Buffalo State College
Buffalo State College, the largest comprehensive college in the State University of New York (SUNY) system, is an urban institution located in Buffalo, New York (USA) and enrolls approximately 11,700 students (including almost 9,800 undergraduates) from diverse backgrounds. Buffalo State offers 165 undergraduate programs and 62 graduate programs.

Teesside University
Teesside University is a new (post 1992) university in the northeastern England. Many of the students are local students who are often classed nontraditional and/or first generation students, meaning they are the first people in their family to go to university and study Higher Education.

The Art Institute of Pittsburgh
The Art Institute of Pittsburgh (AI) was founded in 1921 and is a regionally accredited college providing an engaging, educational experience to prepare students for a creative career. The mission of the college emphasizes excellence in learner-centered classrooms, career placement and field-based instruction. With a current enrollment of approximately 15,000 students (on campus and online) AI offers more than 14 bachelor of science degrees in creative fields, such as graphic design; photography; media, arts, and animation; game art and design; culinary arts; and industrial design.
The Hong Kong Polytechnic University
The Hong Kong Polytechnic was established in 1994 with the mandate to provide application-oriented programs and produce graduates who can apply theories in practice. Its vision is to offer preferred programs that produce preferred graduates. The University achieves this through its dedicated partnerships with business, industry, and the professions.

The New York Times
As a vibrant daily record of history in the making, The New York Times can ignite student interest by linking learning to living—serving the ideals of today’s demanding educational aims by spurring critical thinking, increasing local and global awareness and fostering a more informed and engaged citizenry. Our college program brings The New York Times to the higher education community at our lowest available rate and includes Faculty Luncheons, NYT Speakers, Co-Sponsorship of campus events and more.

The Richard Stockton College of New Jersey
Richard Stockton College of New Jersey is a public four-year college offering undergraduate and graduate degrees in the arts, sciences, and professional studies. Located in southern New Jersey, the College enrolls more than 7,800 undergraduate and graduate students, including serves approximately 900 first-year and 1,200 transfer students.

The University of Kentucky
The University of Kentucky is a public, land grant university dedicated to improving people’s lives through excellence in education, research and creative work, service, and health care. As Kentucky’s flagship institution, the University plays a critical leadership role by promoting diversity, inclusion, economic development, and human well-being.

The University of Newcastle Australia
The University of Newcastle Australia (UoN) is a comprehensive, research-intensive, regional university in New South Wales, Australia. It has more than 20,000 students on three onshore campuses and students offshore at UoN Singapore. The University's strategic directions include a strong commitment to equity and indigenous education as well as a vision for the world-class education of professionals in all disciplines.

The University of Tampa
The University of Tampa is a private, mid-sized, comprehensive, residential university in the west central part of Florida. Four colleges offer more than 120 areas of study through a core curriculum rooted in a liberal arts tradition. The University attracts students, faculty, and staff from around the world with diverse backgrounds to facilitate intercultural awareness and understanding.

The University of Wollongong
The University of Wollongong (UOW) was established in 1951 and has grown from an enrollment of 300 students to a large, international university with a student population of 26,008. The University has three separate campuses and five access centers. During 2010, UOW was placed in the top 2% of universities in the world by its performance in three international rankings.

University of Louisville
University of Louisville is a public, urban, research university with a student population of more than 20,000 that includes both undergraduate and graduate programs of study. It is located in Louisville, Kentucky (USA) and has a diverse student body.

University of Arkansas at Little Rock
The University of Arkansas is a metropolitan, urban, commuter campus located in the state capital of Little Rock, Arkansas and serves approximately 12,000 students, including 8,706 undergraduates. The University offers rich and varied first-year programs for new and at-risk students, student success initiatives, and other programs to assist its student population, many of whom are first-generation. In addition, the university promotes service-learning and encourages students to become actively involved in Little Rock communities.

University of Bath
The University of Bath, with almost 15,000 students, ranks highly in the league tables of UK universities published by a number of national newspapers, including the Times, Independent and Guardian. It is mainly a science and business based, research intensive university. Its research is internationally respected, and its students are in demand by employers because of the high quality of the teaching offered here. The University has had close connections with industry and the public and voluntary sectors since its inception in 1966. The University’s buildings are set in an attractive campus about a mile from the centre of Bath, a World Heritage City.

University of Bradford
The University of Bradford is a traditional University located in the northern region of the United Kingdom. The University has a diverse student population with a growing nontraditional student cohort.

University of Brighton
The University of Brighton serves more than 17,000 undergraduates, 3,615 postgraduates, and 391 research students. Brighton has over 150 years of experience of anticipating and responding to change. The University's research contributes to deeper understanding of global issues, including sustainability, ageing, diabetes, gun crime, and social inclusion.

University of British Columbia
Established in 1908, the University of British Columbia (UBC) is a large, research institution educating approximately 35,000 undergraduate and 10,000 graduate students. The Faculty of Science at UBC consists of more than 7,000 students in over 15 departments.

University of California, Los Angeles; Higher Education Research Institute
The Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) is widely regarded as one of the leading educational research institutes in the world. HERI's mission is to inform educational policy and promote institutional improvement through an increased understanding of higher education and its impact on college students.

University of Colombo
The oldest University in Sri Lanka, the University of Colombo is a sprawling complex located in the heart of the capital city of Colombo. In keeping with its motto "Buddhi Sarvathra Bhrajate", Sanskrit for "Wisdom Enlightens;" the University of Colombo strives to maintain academic excellence in all areas of study. The University of Colombo has seven faculties with 41 academic departments, a campus, a school,
6 institutes and several centers and units. Many undergraduate and postgraduate study courses in the fields of arts, science, medicine, management, finance, law, education, information technology, and aesthetic studies. Molecular Biology etc are conducted by the University. The University also offers several other services, such as library services, career guidance, and services for differently-abled students.

University of Cape Town
Founded in 1829, the University of Cape Town (UCT) is Africa’s top-ranked university and serves approximately 24,000 students from more than 100 countries. While maintaining its tradition of academic excellence, UCT strives to reflect the demographics of South Africa, promote equal opportunity for all, and participate in meeting the development needs of South Africa’s emerging democracy.

University of Johannesburg
The University of Johannesburg (UJ) is an urban university located on four campuses within the city of Johannesburg, South Africa and serving approximately more than 45,000 students. As a comprehensive university, the institution offers qualifications on a variety of levels in its nine academic Faculties. UJ endeavors to serve the needs of the diverse student population and combine student access and success.

University of Limerick
The University of Limerick is a rapidly growing, modern university. We take great pride in attracting students who are seeking a supportive learning environment to help them nurture and achieve their personal and professional dreams.

University of Manchester
The Combined Studies Centre at the University of Manchester offers honor’s level undergraduate degree programs in the arts, humanities, social sciences, and some sciences. The programs offered are structured but flexible allowing students to develop unique pathways through each of their study areas.

University of Pretoria
Founded in 1908, the University of Pretoria is one of the top five research universities in South Africa. The makeup of the 50,000 students includes 20% postgraduate, 10% international, 54% female, 35% Black, and many students from historically disadvantaged communities. The University offers three-year bachelor’s degrees, four-year professional degrees, professional and research master’s degrees, and research-only doctoral degrees through nine faculties and more than 1,800 academic programs in two official languages (i.e., Afrikaans and English).

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, South Carolina has an enrollment of approximately 27,000 students in undergraduate and graduate programs, a medical school, and a law school. Approximately 4,000 first-year students begin their studies at the University 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 that last 12 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 the Free State
The University of the Free State is one of the oldest South African institutions and consists of three campuses. It is a multicultural, parallel-medium (i.e., English and Afrikaans) university offering undergraduate and postgraduate degrees and diplomas through seven faculties. The University community is comprised of 30,000 students and 2,900 staff members on all three campuses.

University of the West of England
The University of the West of England (UWE) combines excellence in teaching provision with a friendly, supportive environment of pastoral care and individual supervision. UWE’s goal is to enable students to achieve their maximum potential in preparation for their eventual vocation, through intellectual enrichment, the acquisition of transferable skills, and wider social engagement within the community.

University of Ulster
The University of Ulster has a national and international reputation for excellence, innovation, and regional engagement. The University makes a major contribution to the economic, social, and cultural development of Northern Ireland and plays a key role in attracting inward investment. Its core business activities are teaching and learning, widening access to education, research and innovation, and technology and knowledge transfer.

University of Utah
The University of Utah, located in Salt Lake City, Utah, is an urban, predominantly nonresidential, research-intensive, public, four-year university offering undergraduate, graduate, and first professional degrees to more than 30,000 students.

University of Wales Institute Cardiff
The University of Wales Institute Cardiff (UWIC) provides education and training opportunities that are accessible and flexible. UWIC is made up of five academic schools: Cardiff School of Art and Design, Cardiff School of Education, The Cardiff School of Health Sciences, The Cardiff School of Management, and Cardiff School of Sport. The University specializes in courses that are career orientated and which have been designed in conjunction with business and industry.

Utah Valley University
Located in Orem, Utah, Utah Valley University (UVU) is an open-enrollment, comprehensive, teaching university and Utah’s second largest, public, four-year institution. UVU serves more than 32,000 diverse students with varying degrees of college preparedness. Through a broad spectrum of programs that retain the institution’s trade and technical school roots, UVU offers approximately 58 bachelor’s degrees; 60 associate degrees; more than 20 certificate or diploma programs; and high-demand master’s degrees in education, business and nursing. The University adheres to a unique mission of providing a quality and serious education while maintaining an inclusive and open-access opportunity.

Victoria University, Melbourne
Victoria University (VU) is a multisector institution with more than 55,000 students enrolled at local campuses in the western suburbs of Melbourne, Australia and through partner campuses internationally. VU is proud of its collaborative approach to developing the capabilities of individuals, enterprises, and communities and is committed to excellence in teaching, training, research, and scholarship.
Wartburg College
Founded in 1852, Wartburg College in Waverly, Iowa is a selective, four-year liberal arts college of the Lutheran Church (ELCA), nationally recognized for community engagement. Its enrollment is 1,775 students. The College offers more than 50 academic majors and preprofessional and certificate programs leading to the bachelor’s degree.

West Los Angeles College
West Los Angeles College is an urban community college in Los Angeles, California enrolling more than 10,000 students each semester. One of nine community colleges in the Los Angeles Community College District (LACCD), the College was founded in 1969 as part of the city’s response to the social inequities that produced the Watts riots and today serves a rich mix of ethnicities. Approximately 44% of the student body are African American, 63% are female, and the majority are low-income and/or first-generation students. Students arrive at the College with a wide range of preparation and goals on their journey to earning an associate degree or transferring to a four-year baccalaureate program.

Wright State University
Named after the Wright brothers, world famous for building the first successful airplane, Wright State University in Dayton, Ohio continues their spirit of innovation. Wright State is a public, four-year university serving approximately 18,000 students. Its six colleges and three schools offer more than 100 undergraduate degrees and nearly 50 master’s, professional, and doctoral degrees.

Yonsei University
Founded in 1885, Yonsei University is a four-year, private university in the heart of Seoul, Korea and is one of the country’s leading institutions in higher education. Approximately 38,000 students are enrolled in various undergraduate and graduate programs.

York University
Founded in 1959 and located in Toronto, York University is Canada’s third largest leading interdisciplinary research and teaching university. York offers a modern academic experience across 10 faculties and is host to a dynamic community of approximately 54,000 students; 7,000 faculty, and staff; and more than 200,000 alumni worldwide.
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<td>University of Ulster</td>
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</table>
First Name                                      MI                     Last Name                                      Maiden Name

____________________________________________

Last 4 digits of your social security number

Wednesday | June 22, 2011 Conference Sessions

9:15 a.m. –10:15 a.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

10:30 a.m. –11:30 a.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

1:15 p.m. – 2:15 p.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

2:30 p.m. – 3:30 p.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

Thursday | June 23, 2011 Conference Sessions

8:30 a.m. – 9:30 a.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

9:45 a.m. – 10:45 a.m.
Title of Session: ________________________________

____________________________________________  Presenter Signature: __________________________

(continued on back)
Thursday | June 23, 2011 Conference Sessions (cont’d.)

11:00 a.m. – 12:00 noon
Title of Session: ______________________________________________________________________________________________

____________________________________________        Presenter Signature:  ______________________________________________

1:45 p.m. – 2:45 p.m.
Title of Session: ______________________________________________________________________________________________

________________________________________________________    Presenter Signature:   ________________________________

4:30 p.m. – 5:30 p.m.
Title of Session: ______________________________________________________________________________________________

________________________________________________________    Presenter Signature:   ________________________________

Friday | June 24, 2011 Conference Sessions

8:15 a.m. – 9:15 a.m.
Title of Session: ______________________________________________________________________________________________

________________________________________________________    Presenter Signature:   ________________________________

9:30 a.m. – 10:30 a.m.
Title of Session: ______________________________________________________________________________________________

________________________________________________________    Presenter Signature:   ________________________________

10:45 a.m. – 11:45 a.m.
Title of Session: ______________________________________________________________________________________________

________________________________________________________    Presenter Signature:   ________________________________

I certify that I have attended all of the above sessions at the 24th International Conference on The First-Year Experience, Manchester, England:

Participant Signature ________________________________________________  Date ____________________________________

This form must be attached to the completed University of South Carolina Continuing Education & Conferences & the International Conference on The First-Year Experience form for Noncredit Continuing Education Units. This form may be found at our main conference registration desk.
INTERNATIONAL CONFERENCE ON THE 25th First-Year Experience®

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