

CONFERENCE PROGRAM



25th INTERNATIONAL CONFERENCE ON THE First-Year Experience®



Vancouver
British Columbia
CANADA
July 16-19, 2012



NATIONAL RESOURCE CENTER

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

Co-hosted by:

Tamagawa University, Japan
Teesside University, United Kingdom
York University, Canada

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www.sc.edu/fye/ifye



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

Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am delighted that you have decided to join us as we celebrate 25 years of the 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 cohosted by a team of higher education institutions from across the globe, including Tamagawa University in Japan, Teesside University in the United Kingdom, and York University in Canada. This collaboration not only represents a founding value of the International Conference on The First-Year Experience and a current core commitment of the National Resource Center but also illustrates 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 preconference workshops, a keynote address, and conference sessions. While learning from these educational sessions is valuable to our work, the conference schedule is also 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. 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 cohost institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning team look forward to meeting you, working with you, and learning from you during our time in Vancouver and in the future.

Best,

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

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Monday | July 16, 2012

7:00 am – 8:00 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration
8:00 am – 5:00 pm	Preconference Workshops
5:45 pm – 6:30 pm	Drinks Reception
6:30 pm – 9:00 pm	Opening Banquet with Keynote Address – Kerri-Lee Krause

Tuesday | July 17, 2012

7:00 am – 8:30 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration
8:00 am – 8:30 am	Primer for First-Time Attendees
8:45 am – 12:15 pm	Conference Sessions
12:15 pm – 1:30 pm	Lunch on Your Own
1:45 pm – 3:15 pm	International Higher Education Session
3:30 pm – 4:30 pm	Conference Sessions

Wednesday | July 18, 2012

7:00 am – 8:30 am	Continental Breakfast
7:30 am – 5:00 pm	Conference Registration/Information Desk
8:30 am – 10:00 am	International First-Year Experience Movement Panel
9:00 am – 11:15 am	Conference Sessions
11:30 am – 1:00 pm	Colleague Cluster Luncheon with Poster Sessions
1:15 pm – 4:45 pm	Conference Sessions

Thursday | July 19, 2012

7:00 am – 8:00 am	Continental Breakfast
7:30 am – 12:00 noon	Conference Information Desk
8:15 am – 11:45 am	Conference Sessions
12:00 noon – 12:30 pm	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.



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

Core Commitments

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

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

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

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

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

Welcome to the 25th 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.

Sponsoring Institution

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

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

University of South Carolina

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

Co-Hosts

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

Tamagawa University, Japan

Teesside University, United Kingdom

York University, Canada

Goals of the Conference

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

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other reflections:

At time of printing, conference delegates registered represent the following countries: Australia, Belgium, Canada, Finland, Ghana, Hong Kong, Ireland, Japan, Republic of South Korea, Marshall Islands, Netherlands, New Zealand, Puerto Rico, Saudi Arabia, South Africa, United Arab Emirates, United Kingdom, United States

Goals of the Conference

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

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

Registration Information

The Conference Registration/Information Desk will be located in the Bayshore Grand Ballroom Foyer. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following times:

Monday, July 16, 2012

7:30 am - 5:00 pm

Tuesday, July 17, 2012

7:30 am - 5:00 pm

Wednesday, July 18, 2012

7:30 am - 5:00 pm

Thursday, July 19, 2012

7:30 am - 12:00 noon

Hotel Map

All conference events will be held at The Westin Bayshore, Vancouver. A map of the meeting space at the hotel is on the back cover of this program booklet.

Message Board

There will be a message board near the conference registration area. 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 Thompson Room and is open during most conference hours July 16 – 19, 2012. Several computers have been set up for use by conference participants, with a limit of 15 minutes per user per visit.

Internet Access

Complimentary high-speed internet access is available in guest rooms. The business center also has internet access for \$5.95 for 15 minutes.

Parking

Valet parking is available for \$41 CAD for 24 hours with in and out privileges. Self-parking for overnight guests is available for \$36 CAD for 24 hours with in and out privileges.

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.

Pencil Project

For the first time at the International Conference on The First-Year Experience, the National Resource Center for The First-Year Experience and Students in Transition will be sponsoring the Pencil Project. This ongoing outreach project has been a part of the Annual Conference on The First-Year Experience for many years. The conference organizers invited all conference participants to bring at least one new pencil with your college or university name or logo to the conference. We will collect the pencils at the conference registration desk and

distribute the pencils to needy children in South Africa. We hope you will participate in this effort.

Nametag Ribbons

Light Blue	Presenters
Gold	Outstanding First-Year Student Advocates
Rainbow	Hosting Institutions
Red	Conference Staff
Purple	First-Time Attendees
Dark Blue	National Resource Center Advisory Board

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 Bayshore Grand Ballroom Foyer for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at <http://www.sc.edu/fye/events/presentation/2012international> after August 20, 2012. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Continuing Education Units

In order to meet continuing professional development needs and certification requirements, CEUs are available to

preconference workshop and conference attendees. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Preconference workshop attendees will receive CEUs based on the workshop(s) they attend. A CEU form must be completed for each preconference workshop. Applicants for conference CEUs must attend one session during each session time slot and obtain the presenter's signature on the session attendance form found on page (46-47) of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive 1.2 of 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 July 19, 2012. 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 Bayshore Grand Ballroom Foyer near the conference registration area. Exhibitors registered at the time of printing are listed below:

Exhibit Hours

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

July 17, 2012	7:30 am – 11:30 am	1:00 pm – 5:00 pm
July 18, 2012	7:30 am – 12:00 noon	2:00 pm – 5:00 pm
July 19, 2012	7:30 am – 11:00 am	



It is a privilege for **Bedford/St. Martin's** to publish the college success titles by Gardner, Jewler and Barefoot. These books fit well with our publishing philosophy, emphasizing

innovation, quality, and a focus on the needs of students and instructors. Established in 1981, Bedford/St. Martin's is a college textbook publisher specializing in the humanities.

Kendall Hunt

Kendall Hunt educational materials help you provide quality instruction for first-year

experience, student success, career planning, diversity, leadership, and more. Over 150 colleges and universities currently adopt our books, or participate in our custom publishing program. Visit our booth at this conference or our Web-site at www.kendallhunt.com/success.



Keys to Succeed is dedicated to helping individuals cultivate their strengths, realize their personal potential, and lead fulfilling, productive lives. We know that every human being is uniquely equipped with innate gifts, talents, preferences and personalities. We help bring these characteristics to light and show how an individual's personal qualities can be used to find increased success in their education, career, relationships, and many other facets of life. Keys to Succeed offers fun and effective online tools to help your students and clients shine their brightest, no matter what stage of life they are in. Let us help you unlock their potential!



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

Transition focuses on enhancing the learning and success of all college students, hosts a series of national and international conferences, workshops, institutes; engages in research; publishes a scholarly journal, books, and an electronic newsletter; maintains a website; and hosts electronic listservs.

The New York Times

As a vibrant daily record of history in the making, **The New York Times** can ignite

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



Random House, Inc. is the world's largest English-language general trade book publisher and includes an array of prestigious imprints that publish some of the foremost writers of our time.

Many of our titles have already become mainstays in First-Year Experience programs throughout the country.



TOMS Campus Programs provides resources to students and educators to host fun and educational activities/events that raise awareness of the TOMS movement. Teaching guides and multimedia resources are available for educators that would like to inspire students to think about business and giving in a new way.

Check out www.TOMSCampusPrograms.com.

RESOURCES for Families Available in English and Spanish

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

Richard Mullendore & Leslie Banahan
A joint publication with the National Orientation Directors Association (2007). 32 pages. ISBN 978-1-889-27156-9. **\$3 each.**

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



A Family Guide to Academic Advising, 2nd edition

Donald C. Smith & Virginia N. Gordon
A joint publication with the National Academic Advising Association (2008). 32 pages. ISBN 978-1-889-27163-7. **\$3 each.**
Guía de consejería académica para la familia (2008). 36 pages. ISBN 978-1-889-27163-7. **\$3 each.**



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Bulk pricing available

Proposal Reviewers

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

Cynthia Baron, Metropolitan State College of Denver

Jason Bentley, Central Michigan University

Leon Book, SoutheastHEALTH, College of Nursing & Health Sciences

John "Jeb" Branin, Southern Utah University

Patrick Clarke, Southern Utah University

Janet Colvin, Utah Valley University

Holly Craider, Cuyahoga Community College (Eastern Campus)

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on The First-Year Experience®

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Session Formats

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

Poster Sessions

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

Poster session types:

Research Findings (PR) – This type of poster session presents research results focused on a specific topic or program.

Assessed Programmatic Approaches (PA) – This type of poster session presents on a specific programmatic approach at a single institution.

Concurrent Sessions

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

Concurrent session types:

Research (CR) – These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions.

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

Institutional Initiative (CI) – These sessions highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

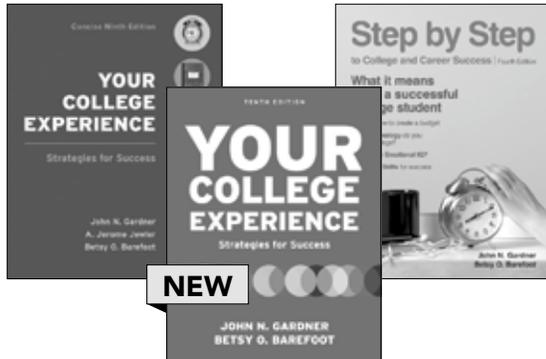
Roundtable Discussions (R) – These sessions are designed to promote open discussion around a significant or major issue or theme. Roundtable discussions provide attendees an opportunity to share ideas and learn from one another's experiences.

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.

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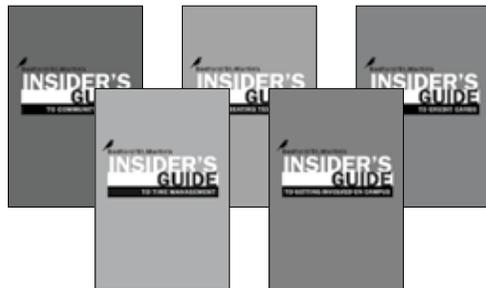
Start here. Go far.



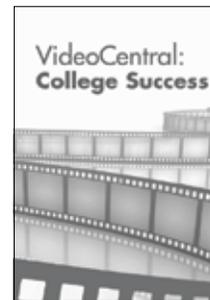
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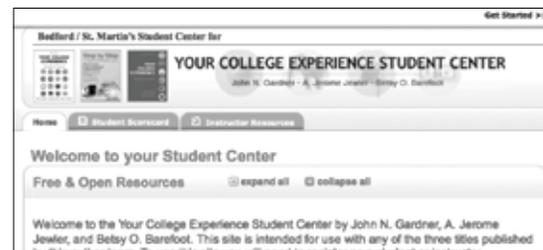
Insider's Guides. Short, smart, and student-friendly, these guides reveal all the insider secrets to a successful college experience.



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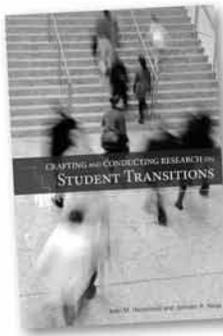
Free companion site. You need value, and you want practical help with your transition to college. The companion site for *Your College Experience* gives you both, with lots of free and open resources that you can use anywhere, anytime. bedfordstmartins.com/gardner

CRAFTING AND CONDUCTING RESEARCH ON STUDENT TRANSITIONS

Jean M. Henscheid and Jennifer R. Keup

A New Resource for Researchers of College Student Transitions

Designed for students and educational professionals researching students' movement into and through higher education, *Crafting and Conducting Research on Student Transitions* is a concise resource, describing both qualitative and quantitative methods. The authors walk readers through the process of selecting a topic, designing a study, and disseminating the research results on explorations of the college student experience from the first college year to beyond graduation.



Ideal for use in graduate programs or professional writing groups and by educators who wish to contribute to this growing subspecialty of the higher education literature.

Crafting and Conducting Research on Student Transitions

Jean M. Henscheid and Jennifer R. Keup

ISBN 978-1-889271-78-1
138 pages. \$20.00



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCES AND STUDENTS IN TRANSITION
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*denotes those attending
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Monday, July 16, 2012

Continental Breakfast

7:00 am - 8:00 am

Bayshore Grand Ballroom Foyer

Conference Registration

7:30 am - 5:00 pm

Bayshore Grand Ballroom Foyer

Cybercafé

7:30 am - 5:00 pm

Thompson Room

Preconference Workshops

8:00 am - 5:00 pm

Lunch is provided for preconference workshop participants only.

Preconference Workshops

W-1 Critical Thinking Pedagogy in the First-Year Experience

8:00 am - 12:00 noon

Cypress Room 1

Robert Kenedy

Associate Professor,
Department of Sociology
York University

CANADA

W-2 Making Change Happen: Implementing a First-Year Initiative Effectively

8:00 am - 12:00 noon

Seymour Room

Diane Nutt

Learning and Teaching Consultant
Department for Learning Development
Teesside University

Marcia Ody

Teaching and Learning Manager
The University of Manchester

UNITED KINGDOM

W-3 Teaching Strategies and Pedagogy for First-Year Courses: How College Professors and Instructors Can Boost Academic Success and Retention

8:00 am - 12:00 noon

Cypress Room 2

Mominka Filev

Professor of Social Sciences
First-Year Career and Education Seminar,
Humanities and Global Cultures

Patricia Phillips

Associate Professor of English and
Communications

Davenport University

UNITED STATES

W-4 Best Practice in the First College Year Around the World: Defining What Works and Why

9:00 am - 4:00 pm

MacKenzie Room

John N. Gardner

President

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

Betsy O. Barefoot

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

UNITED STATES

W-6 Transitions Beyond the First Year: Implications for Curriculum Design, Student Support, and Success

1:00 pm - 5:00 pm

Seymour Room

Matthew Portas

University Teaching Fellow
Teesside University
UNITED KINGDOM

Jennifer R. Keup,

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

Drinks Reception

5:45 pm - 6:30 pm

Bayshore Grand Ballroom Foyer

6:30 pm – 9:00 pm

Opening Banquet with Keynote Address

Bayshore Grand Ballroom, Salons A-C
Co-sponsored by Tamagawa University

Of Lighthouses and Changing Seas in the First Year: Looking Back, Looking Forward



Kerri-Lee Krause
Pro Vice-Chancellor and Professor of Higher Education
University of Western Sydney

This silver jubilee year of the International Conference on The First-Year Experience provides an ideal opportunity to reflect on how the lessons of the past 25 years prepare us for the challenges of the future. There is nowhere better than the coastline of British Columbia, surrounded by at least 45 lighthouses, to explore the guiding lights that have led us through the changing seas of higher education internationally or to consider the importance of key 'lighthouse moments' during students' first year of higher education and their implications for enhancing policy and practice. We will examine the first year of higher education through the lens of an increasingly diverse student population, with a focus on implications for faculty, administrative staff, and institutions. I will conclude with reflections on how we work together as an international network of educators to sustain and re-imagine our commitment to fostering top quality first-year experiences in the years ahead.

 **SOURCE** FOR COLLEGE TRANSITIONS
 A complimentary biannual publication from the National Resource Center 

Please address all questions and submissions to Toni Vakos, Editor, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina, 1728 College Street, Columbia, SC 29208. E-mail: vakost@mailbox.sc.edu Phone: (803) 777-1924 Fax: (803) 777-9358

E-Source for College Transitions is an electronic newsletter providing practical strategies for supporting student learning, development, and success that targets academic and student affairs administrators and faculty. Articles on a variety of topics related to student transitions are welcome, including those focusing on

- » Strategies for addressing the first-year, sophomore, senior, and transfer transitions at different types of institutions
- » Descriptions of institutional initiatives with demonstrated results
- » Innovative teaching strategies and programs addressing the needs of special student populations
- » Strategies for assessing student learning experiences, programs, or courses
- » Descriptions of new and relevant print and online resources

Visit our website to sign up for content alerts or view archived issues:

www.sc.edu/fye/esource



Submissions should adhere to APA (American Psychological Association) style, and statements or analyses must be evidence-based. In addition, original feature-length articles should be between 750 and 1,200 words and written in third person, active voice. Annotations of new resources are limited to 500 words.



The First-Year Experience® Monograph Series No. 52

INTERNATIONAL PERSPECTIVES

ON THE FIRST-YEAR EXPERIENCE IN HIGHER EDUCATION

Order your copy today at www.nrcpubs.com

Diane Nutt and Denis Calderon, Editors

ISBN 978-1-889-27166-8.

(2009). 140 pages. \$40.00

Students around the globe have unique first-year experiences but struggle with many of the same challenges. This monograph focuses on their journeys and provides insights for educators interested in learning about how institutions across the globe provide supports to students dealing with first-year transition issues. Based on the successful *Exploring the Evidence* monograph series, Nutt and Calderon present the inaugural collection of international first-year initiatives, demonstrating the portability and adaptability of these strategies in a variety of institutional contexts. Cases from a dozen different countries touch on a wide range of topics, including: academic advising and support, early-warning systems for at-risk students, first-year seminars, learning communities, orientation or induction, peer mentoring, retention initiatives, self-regulated learning, and supplemental instruction.

Continental Breakfast

7:00 am - 8:30 am
 Bayshore Grand Ballroom Foyer

Conference Registration

7:30 am - 5:00 pm
 Bayshore Grand Ballroom Foyer

Cybercafé

8:00 am - 5:00 pm
 Thompson Room

8:00 am – 8:30 am

Primer for First-Time Attendees

Cypress Room 1

Jennifer R. Keup

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

A tradition at First-Year Experience Conferences since 1984, the “primer” provides new conference participants with a brief introduction to the international education reform movement known as “The First-Year Experience.” Further, it offers an orientation to the mission, core commitments, and resources of the National Resource Center for The First-Year Experience as well as to the international community of educators it represents. Finally, this session will provide guidance to participants about how to make the most of their time at the conference in order to maximize this professional development and networking experience.



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

8:45 am – 9:45 am

CR-1 | College Is What You Make of It: Examining the Effects of Student Engagement on Levels of Student Success in College

Cypress 1

Darryn Diuguid

Assistant Professor of Education

Neil Quisenberry

Associate Professor of Sociology
McKendree University

UNITED STATES

The focus of this session is on first-year students and how levels of engagement before and during their first year affect their success in college. This session will deal primarily with first-year experience programs and how they meet the challenge of engaging students. The presenters in this session will have performed an evaluation (i.e., qualitative, quantitative, or mixed methods) on first-year programs and should be ready to discuss their findings.

CI-2 | Service From the Start: Teaching the Value of Service-Learning in First-Year Seminars

Cypress 2

Eric Moyen

Director of First-Year Programs
 Associate Professor of Education

Rochelle Mayberry

AmeriCorps VISTA
Lee University

UNITED STATES

Lee University has made service-learning one of its distinctive goals, requiring all undergraduates to complete 10 hours of community service each semester. This session will explore how the First-Year Programs office found ways to introduce the concept of service-learning to students and change student perceptions about the value of such activities. Hence, First-Year Programs embedded service-learning activities in its New Student Orientation and first-year seminar. Recent assessments have revealed the worth of these initiatives.

CR-3 | You Think You Know Me? Personal Narratives of First-Generation College Students

Oak Room 1

Holly Craider

Recruitment Specialist
Cuyahoga Community College

UNITED STATES

Aware of the potential for first-generation students to experience culture shock upon entering college, the question that drove this study was, How do these students succeed despite the challenges experienced in their past and present and in light of their goals for their futures? Studies that move beyond simply collecting numerical data (e.g., enrollments, grades, test scores) are needed to better understand the complex issues that affect underserved students' academic achievement. The purpose of this study was to look forward, backward, inward, and outward to understand the experiences of first-generation students as they strive to be academically successful in an unfamiliar system (i.e., college). It is time to listen to the students, not just the numbers. Sit back and prepare to get to know first-generation college students via a journey through their past, present, and future.

CR-4 | Facilitating Transition Into University Through Reflective Practices in the First-Year Communication Courses

Oak Room 2

Aisha Ravindran

Associate Professor and Chair,
 General Education
American University of Ras Al Khaimah
UNITED ARAB EMIRATES

The expectations of the first-year composition and public speaking courses can be baffling to students for whom this may be their first exposure to an American curriculum. For those who come from an educational background where the medium of instruction is not English, adapting to a new academic system can be traumatic. The session discusses the benefits of including reflective practices in a variety of writing and speaking assignments in the first-year composition class that incrementally facilitates the transition from high school to university, linguistically and cognitively.

R-5 | Academic and Educational Integrity as Part of the First-Year Experience

Mackenzie

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 as they explain the pedagogical importance of academic integrity to first-year students and when encountering breeches of academic integrity. It is often when students write their first paper that challenges with the transition to university writing and referencing becomes evident, especially in relation to academic integrity.

CI-6 | PACT: A Revolutionary Retention Program

Seymour

Andy Person

Executive Director, Student Success and Engagement

Mercy College

UNITED STATES

Mercy College, a United States federally designated Hispanic Serving Institution, created the revolutionary PACT (Personalized Achievement Contract) retention model as a solution to the urgent need for improved student success in higher education, particularly among low income, minority, and first-generation students. First-year retention rates show PACT students persist towards a college degree at much higher rates than non-PACT students. Specifically, Hispanic students persist at more than 20% higher rates since inception of the PACT model.

CT-7 | A Holistic Approach to Improving Undergraduate Education: Integrating Learning Within and Beyond the Classroom

Salon 1

Pam Bowers

Associate Vice President for Planning, Assessment, and Innovation

University of South Carolina

UNITED STATES

The college experience can feel fragmented. It is often left to students to connect the pieces of general education, electives, major courses, and learning experiences beyond the classroom. This session presents a framework to intentionally integrate these components, based on Astin's Input-Environment-Outcomes (I-E-O) model.

Participants will consider assessment data for one degree program, including students' characteristics, educational environment (within and beyond the classroom), and learning outcomes, as well as discuss how the I-E-O model can enhance student learning.

CI-8 | Pathways to Success: First-Year Experience Models in the Arts and Social Sciences

Salon 3

Jennifer Marchbank

Associate Professor

May Doerkson

Advisor and Recruiter

Simon Fraser University (SFU)

CANADA

Explorations is an interdisciplinary program for first-year students in the Faculty of Arts and Social Sciences (FASS) at SFU. Since starting in 2005, Explorations has met with great success, notably receiving four applications per seat last year. FASS expanded its suite of first-year options in fall 2011, launching two first-year learning communities (FLC): Global Issues FLC and Social and Behavioral Sciences FLC. This session will compare the successes, challenges, and opportunities of these first-year experience options.

CT-9 | Addressing Advisor Guilt: Keeping Perspective When Students Leave STEM Majors

Salon 2

Rachael Switalski

Associate Director of the Drexel Engineering Undergraduate Advising Center

Terri Baker

Academic Advisor

Drexel University

UNITED STATES

Picture this: You just met with a student who is on academic probation and is still doing poorly, placing you in the tough position of laying out his options for him, none of which encourage him to stay in his current STEM major. Helping a student move away from a rocky road to find smooth sailing in another direction can be a very positive experience if you simply reframe your perception of a successful interaction.

9:45 am – 10:00 am

Morning Break

Bayshore Grand Ballroom Foyer

10:00 am – 11:00 am

CI-10 | Partnering for Success: Creating a Seamless Transition to College

Cypress 1

Katherine Powell

Director, Office of First-Year Experience

Julie Bumpus

Associate Dean of Students

Berry College

UNITED STATES

At Berry College, orientation is the responsibility of student affairs, while academic affairs manages the first-year seminar. For students, however, the two programs work seamlessly together to provide a smooth transition to college. We will discuss the evolution of this unique partnership and share how we train faculty advisors, student mentors, and orientation leaders to support new students from their first overnight visit to campus for summer orientation through the end of first semester.

CI-11 | Withdrawal Policies: Student Failure or Opportunity for Intervention?

Cypress 2

Sarah Graham

Coordinator, Office of the Vice Provost - Student Services

Cindy James

Coordinator, Assessment Centre

Thompson Rivers University (TRU)

CANADA

Each year, 2,800 single course withdrawals occur at TRU. A Withdrawal Campaign was designed to raise students' awareness for this much-maligned academic option. Partnerships with faculty, student leaders, and student services created a campuswide dialogue. In an age of one-touch transactions, this campaign offered just-in-time spaces for students to approach faculty and various student services in order to make informed choices. The campaign asked students: Withdrawal, is it right for you?

CI-12 | Librarians as Key Partners: Information Fluency and the First-Year Experience

Oak Room 1

Donna E. Coghill

First-Year Programs Librarian
Virginia Commonwealth University
UNITED STATES

First-year students come to Virginia Commonwealth University with a wide range of information fluency experiences and expectations. To aid in the education process of the first-year Core Curriculum, librarians are fully engaged as part of a seamless learning experience. The First-Year Programs Librarian leads a team that provides consultations, services, and learning experiences for faculty and students of University College. Examples of integrated services that have evolved through the partnership will be discussed.

CT-13 | HEADS UP: A Thinking Persons Approach to Success

Oak Room 2

Jerry Royka

Developmental Education Instructor
 Lead Listening and Speaking Instructor

Judy Gray Royka

Coordinator of the First Year Experience
College of the Marshall Islands
REPUBLIC OF THE MARSHALL ISLANDS

HEADS UP is usually considered a warning or alert, but at the College of the Marshall Islands it has become an acronym that stands for Habitual Educational Adaptation Drives Success – Unleashing Potential. Each capital letter of HEADS UP has multiple meanings, but the main issue is that for learners to succeed, they must adapt to college life and realize they are accountable for what happens in their lives.

R-14 | Character Strengths: Student Development Theory and Positive Psychology Working Together to Reframe the Student Experience

Mackenzie

Eva Frey Johnson

Dean for Student Development
 Director of Student Involvement and Leadership

Wendelyn Shore

Professor of Psychology

Amber Dehne Baillon

Associate Director of Student Involvement and Leadership
Pacific Lutheran University
UNITED STATES

Traditional-aged, first-year college students are at the cusp of emerging adulthood, a period of development spanning the late teens through the midtwenties. The purpose of this session is to review the advances in student development, positive psychology, and emerging adulthood research to consider how this research can inform strategic partnerships between faculty and student affairs and allow university programs to balance the cognitive and psychosocial developmental needs of students.

CR-15 | Increasing First-Generation Student Retention With Targeted Advising Using Noncognitive Information

Seymour

David Roos

Executive Director of Enrollment Management
Dixie State College
UNITED STATES

Paul A. Gore

Faculty
University of Utah
UNITED STATES

This session will share the results of a one-year, quantitative study that showed a significant increase in first-generation student retention when advising was coupled with noncognitive survey results and creating an action plan with students. From two random samples, students received either general advising or more targeted advising using survey information. Students in the latter group were retained at a 36% higher retention rate.

CI-16 | Borrowed Shoes Diversity Challenge: Engaging Students in Diversity Education Through Flash Mobs, Blogging, and Facebook

Salon 1

Leslie Gloor Duncan

Team Leader - Transition, Leadership, and Enrichment Programs
The University of Western Ontario
CANADA

Diversity is a hot topic right now, and educating individuals about diversity issues can be challenging. The Borrowed Shoes Diversity Challenge is a new program that was implemented at The University of Western Ontario in 2012 to help increase awareness, widen perspectives, and imbue those committed to the challenge with an appreciation of lifestyles and cultures other than their own. Our belief is that realization and awareness are the foundation for change. The diversity challenge was developed and executed by a student leadership team with the help of the Student Success Center. We were successful in receiving two grants to help run the program, and we believe this program can benefit other institutions.

CI-17 | Using Assessment to Guide Faculty Development Initiatives

Salon 2

Dan Friedman

Director, University 101 Programs
University of South Carolina
UNITED STATES

Effective assessment and high-quality instruction are the cornerstones of a successful first-year seminar. At the University of South Carolina, University 101 Programs uses a holistic assessment plan to drive its faculty development program. This presentation will explain how to develop an assessment plan that determines the variables that matter to course success and how to use assessment data to guide instructor development efforts to increase the efficacy of the first-year seminar.

CT-18 | Exploring Small Group Learning in Higher Education

Salon 3

Lorna Olckers

Lecturer
University of Cape Town
SOUTH AFRICA

The education of students worldwide has undergone significant change in the last few decades. In many institutions of higher education, teaching methodologies have shifted from didactic to student-centered, small-group techniques. To maximize the learning experience, small-group facilitators need to be able to work with both task and process and understand what makes groups function. This can be extremely challenging.

The session will focus on exploring and developing small-group facilitation techniques.

11:15 am – 12:15 pm

CI-19 | Introducing Peer Assisted Study Schemes (PASS) to Practice-Based Programs

Cypress 1

Janet Ellis
Student Support Officer, The School of Nursing, Midwifery, and Social Work

Joanne Timpson
Senior Academic Advisor and Student Experience Lead, The School of Nursing, Midwifery, and Social Work

Elizabeth Lee-Woolf
Deputy Program Director BNurs, The School of Nursing, Midwifery, and Social Work
The University of Manchester
UNITED KINGDOM

The School of Nursing, Midwifery, and Social Work at the University of Manchester is the first institution in the UK to introduced PASS to practice-based degree programs in nursing and midwifery. This session will consider some of the challenges in planning and implementation of PASS and present evidence that it has proved to be a successful addition to the healthcare student experience.

CI-20 | Radical Impact: A Comprehensive Plan For Increasing First-Year Student Success

Cypress 1

Michelle Kearns
Director, Student Success and Retention

Marcy Glassford
Assistant Director, Student Success and Retention

Martha Wilson
First-Year Experience Program Coordinator
Utah Valley University
UNITED STATES

Looking for ways to make a radical positive impact on your students? UVU, a public four-year open admission institution serving over 33,000 students, implemented a campus-wide student success initiative that resulted in a 24% increase in retention and we're willing to share our approach. This session will describe a researched-based, three-prong plan which includes a comprehensive first-year program, a multifaceted early intervention system, and a culture changing campus campaign.

CT-21 | It Is on the Mentor Syllabus: Practical Ideas on Getting Your Peer Mentor Involved

Cypress 2

Melissa Vosen Callens
Academic Advisor and Lecturer
North Dakota State University
UNITED STATES

This session will explore how first-year seminar instructors can effectively use peer mentors in their classrooms according to Kram's two-function model of mentoring: career-related function and psychosocial function. Participants will share their experiences and receive ideas on how to use peer mentors in common course topics: campus orientation, careers, and money management. In addition, we will discuss how providing mentors with their own course syllabus can enhance the experience for mentors and students.

CI-22 | Influential Interventions: Improving STEM Learning Outcomes for Underrepresented Students

Oak Room 1

James Diedrick
Associate Dean of the College

Drew Homa
Coordinator of Assessment
Agnes Scott College
UNITED STATES

Agnes Scott College is striving to improve persistence and success among first-generation and underrepresented minority students, especially in the STEM disciplines. This is especially important in light of the diverse student population at Agnes Scott (first-generation and underrepresented minority students constituted nearly 45% of this year's first-year class). We have developed (and are assessing) a supplemental learning program that involves senior science and math majors serving as learning assistants in gateway STEM courses.

CI-23 | Strange Bedfellows: Coupling Math and English in Developmental Learning Communities

Oak Room 2

Susan McGrade
Associate Professor of English
Indiana Tech
UNITED STATES

This session will explain the development and use of linked coursework in college-

preparatory English and math classes as a component of learning communities for underprepared students. The presenter will (a) review the research that supports linking courses for developmental students, (b) explain the assignment construction process between math and English faculty, and (c) present the finalized student assignments. The challenges and success of implementation, as well as the results and anticipated changes, will also be discussed.

R-24 | Publishing Research on College Student Transitions

Mackenzie

Paul A. Gore
Editor, Journal of The First-Year Experience & Students in Transition
University of Utah
UNITED STATES

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

CT-25 | Promoting Integrative Learning in the First Year of College

Seymour

Gene Luna
Associate Vice President for Student Affairs
University of South Carolina
UNITED STATES

As educators, we do not want students to merely be collectors of experiences, rather students need to integrate their learning. Integrative learning involves one's ability to connect knowledge and skills from across disciplines and experiences both within and beyond the classroom. These abilities are vital to promote student success and life-long learning for today's college students. Join us as we explore the concept of integrative learning and discuss strategies to promote this type of learning in the first year of college.

CT-26 | Parents as Partners in First-Year Student Success

Salon 1

Mark Allen Poisel

Associate Provost for Student Success

Pace University

UNITED STATES

Each year, institutions of higher education around the world are noticing an increase in the numbers of parents who are intrusively involving themselves in their students' education in order to help them make a successful transition to college. This new institutional pressure has caused many administrators to explore enhancing relationships with parents to increase opportunities for student success. Come discuss how institutions can appease this new generation of over-involved parents through partnerships and education.

CI-27 | Orientation and Transition: A Shared Responsibility

Salon 2

Tracey Rollins

Student Development Officer, Arts

Jasmine Khungorey

Student Development Coordinator, Programs

Margot Bell

Associate Director, Student Development

University of British Columbia (UBC)

CANADA

With 7,000 new students every year and more than 900 student leaders, orientation and transition programming is not a job for only one office. Over the past two years, the University's Imagine UBC initiative has become a shared responsibility between faculty and campus partners. This has fostered community building, student engagement, and academic success. We will review the assessment and what led to these changes, describe our unique organizational structure, and discuss what this means for ongoing transitional support for students.

CR-28 | Great Idea, But Does It Work? Assessment of Common Reading Programs

Salon 3

Scott Pleasant

Writing Center Coordinator

Chair of the Big Read Program Committee

Coastal Carolina University

UNITED STATES

This session will present data and results from the first year of an in-depth, two-year study of a common reading program (CRP). After an explanation of the methodology of the assessment and a presentation of detailed data and preliminary conclusions from the first year of the study, the presenter will give an overview of CRP assessment literature and trends. The session will conclude with an interactive discussion of potential ideas for CRP assessment.

12:15 pm – 1:30 pm

Lunch on your own

1:45 pm – 3:15 pm

International Higher Education Session

Bayshore Grand Ballroom, Salons A-C

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 and 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.

3:15 pm – 3:30 pm

Afternoon Break

Bayshore Grand Ballroom Foyer

3:30 pm – 4:30 pm

CR-29 | Predicting Student Success in Higher Education

Cypress 1

Theo Nelissen

Researcher,

Learning and Innovation Center

Floor van der Boon

Educational Scientist

Avans University of Applied Sciences

THE NETHERLANDS

Predictors for student success, identified from international literature, were tested in the Dutch, commuter-based context of higher education. Average grades and the Assessment Efficiency Index, taking into account resits, were used to indicate student success. A questionnaire measuring predictors, such as previous education, integration, engagement, and motivation, was completed by 200 first-year students. Using multivariate techniques, significant relations were found i.a. between average grade of previous education and active participation with student success.

CI-30 | A Comprehensive Mentoring Program That Maximizes Campus Collaboration and Student Development

Cypress 2

Darin Eckton

Assistant Professor

Director of UV Mentor Program

Utah Valley University (UV)

UNITED STATES

Mentoring programs are commonly associated with efforts to increase student retention and socialization. Within existing budget constraints, how do you take an existing mentoring program to the next level to increase the breadth and depth of influence with students, on campus and in the community? The purpose of this session is to discuss principles and lessons learned from one of the premier student mentoring programs in higher education and apply them to your own program.

CT-31 | Crossing and Redefining Boundaries: The Process of Developing a Pan-University Collaborative Pilot Project to Support the First-Year Experience for Students With Academic Challenges

Oak Room 1

Dave Philpott
Professor

Melanie Greene
Doctoral Candidate

Memorial University of Newfoundland
CANADA

Recognizing the need to respond to academically at-risk students, an initiative was prompted at Memorial University. Based on a review of the literature on student success and retention, an environmental scan of first-year experience programs, and the findings from extensive consultations with key informants at Memorial, a report was prepared calling for a support plan for academically vulnerable first-year students. This session provides an overview of the process in developing this proposal.

CT-32 | Prezi: Student Engagement Through Dynamic Web-Based Presentations

Oak Room 2

Christie Rinck
Academic Advisor

Leslie Tod
Academic Advisor

University of South Florida
UNITED STATES

The first-year student population is growing more and more tech-savvy. Research has shown that integrating emerging technologies can increase student engagement and retention. There are new tools that combine trends in emerging technology to produce much more dynamic presentations, an important area since presentations are ubiquitous in academia. This session will (a) introduce Prezi; (b) discuss its advantages and limitations; (c) review examples; (d) conduct an operational primer; and (e) collaborate with the session audience to construct a Prezi, LIVE!

R-33 | Yoga and Pineapples: Surprising Articulations of Student Happiness

Mackenzie

Helen Wang
Associate Director of Student Life

David Chickering
Housefellow, College Liaison

Carnegie Mellon University
UNITED STATES

First-year students from all walks of life will find their way toward asking Big Questions about the purpose of what they do and, significantly, how they participate in their new context while facing academic pressures, social anxiety, and the ambiguity of their transition. That moment of pause, whether by design or stumbled upon, can become the catalyst for the next three years of a student's experience. How can we leverage creative moments of self-exploration through unexplored contexts? This session raises that question with fellow seekers and explorers who believe that the root of our collective work is to help our students find the clearest, more effortless articulation of the self.

CI-34 | Bridging the Gap With Awèness: Student Perception and Expectations of Student Support

Seymour

Beverley Fanella
Senior Advisor

Stellenbosch University (SU)
SOUTH AFRICA

Students who are the first person in their family to attend university are often the most vulnerable members within a higher education community. First-generation students face numerous challenges that seem to remain unaddressed throughout their tertiary education. The reasons for these challenges are complex, ranging from institutional constraints, systemic failures, and personal circumstances. This study will explore first-generation students' perception and expectations of student support. The focus will be on the perceived resistance of students, especially first generation, to make use of the available support services.

E-35 | Improve Student Retention and Success with the CollegeScope Student Success Program

Salon 2

Jim Brown
Regional Account Manager

Keys to Succeed Enterprises Ltd.
CANADA

Student retention has become an increasing problem in higher education. Schools utilizing the CollegeScope Student Success Program have experienced increased persistence by 26 per cent. The program includes assessments of personality, learning style and multiple intelligences. It includes an interactive curriculum, a focus on career development and electronic portfolios for monitoring student progress. By helping students develop a solid sense of self, encouraging the exploration of opportunities and showing them how to set attainable goals, CollegeScope allows students to be successful and complete their college goals.

CI-36 | Then What? Extending the First-Year Experience Across the Undergraduate Curriculum

Salon 3

Ross Wastvedt
Coordinator of the First-Year Program
Associate Professor of English

Westminster College
UNITED STATES

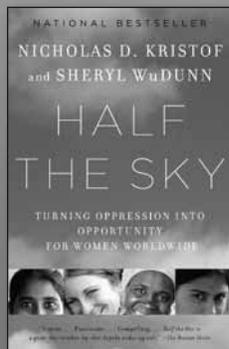
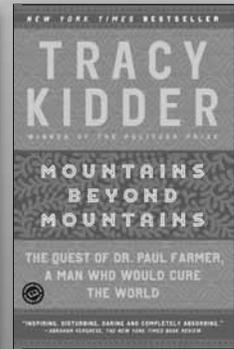
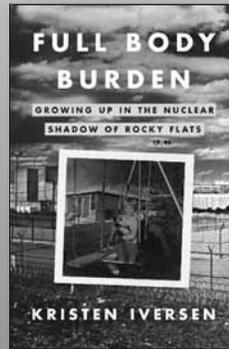
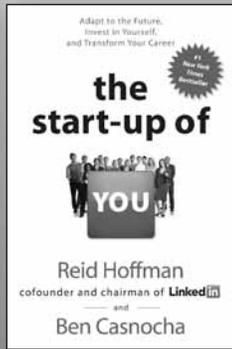
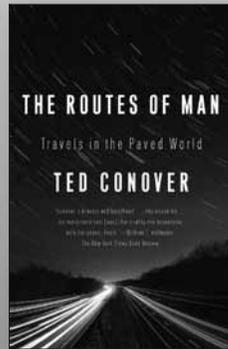
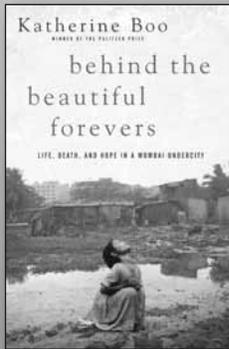
Westminster College has designed a comprehensive general education curriculum that extends the interdisciplinary emphases of its 12-credit first-year core over four years. The curriculum design is educationally effective in that it provides for intentional, integrated study throughout a student's undergraduate experience. The design is also responsive to economic constraints that pose a threat to promising integrative programs in this period of limited resources.

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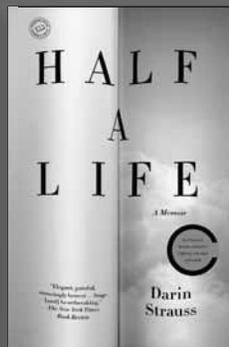
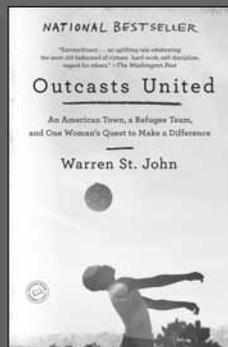
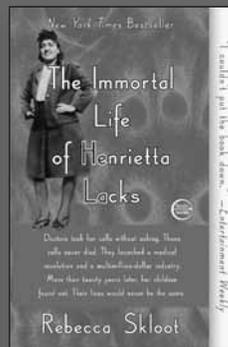
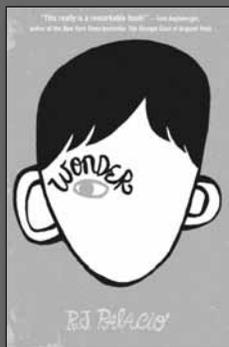
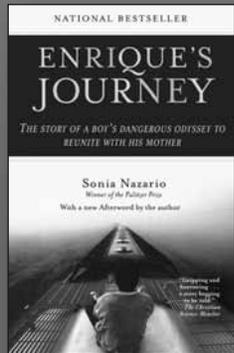
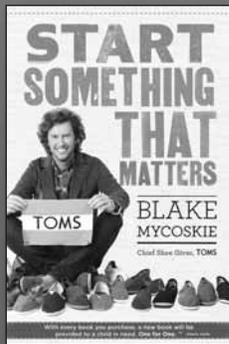
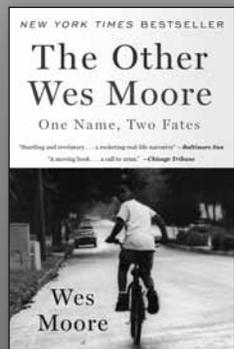
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Wednesday, July 18, 2012

Continental Breakfast
7:00 am - 8:30 am
Bayshore Grand Ballroom Foyer

Conference Registration

Information Desk
7:30 am - 5:30 pm
Bayshore Grand Ballroom Foyer

Cybercafé

7:30 am - 5:00 pm
Thompson Room

8:30 am – 10:00 am

25 Years of The First-Year Experience World-Wide: Perspectives on the Past, the Present, and the Future

Bayshore Grand Ballroom, Salon D

Moderator:

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

Panelists:

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

Rob Kenedy, Assistant Professor, Sociology
York University

Diane Nutt
Principal Lecturer, Learning and Teaching
Teesside University

Sally Rogan, Director
Student Support and Peer Learning
University of Wollongong

Andre van Zyl, First-Year Experience Coordinator
University of Johannesburg

Reiko Yamada, Professor, Faculty of Social Studies; Director of Center for Higher Education and Student Research
Doshisha University

This conference marks the 25th convening of the International Conference on The First-Year Experience. As the National Resource Center for The First-Year Experience and Students in Transition celebrates this silver milestone, this session is designed to reflect upon the history and progress of the first-year experience movement in higher education around the world. Discussion will center around the beginnings and current status of the FYE in the panelists' countries and regions; current leadership and scholarship related to the FYE in their culture; how the work of the National Resource Center fits into the broader scope of current trends and issues; and the challenges that lie ahead in their region of the world for first-year experience educators.

9:00 am – 10:00 am

CI-37 | The Learning Journey to Success Starts Right Here! Stellenbosch University's Welcoming Program for First-Year Students

Cypress 1

Llewellyn Macmaster
Dean of Students
Stellenbosch University
SOUTH AFRICA

The Welcoming Program (OP) of Stellenbosch University has a systemic and collaborative approach that aims to welcome first-year students to campus as they start their learning journey to academic success, as well as their simultaneous development into well-rounded global citizens. Collaboration between faculty, student affairs and student development departments, and student leaders is vital for the success of the program, which is undergirded by the values of hospitality, friendliness, and human dignity.

CI-38 | Bringing Emotional Intelligence to Your Students (Two Institutions – Two Models)

Cypress 2

Dana Copeland
Student Success Advisor, Lawrence Kinlin
School of Business
Fanshawe College
CANADA

Laura Allan
Assistant Professor (Policy)
BU121 Coordinator
Wilfrid Laurier University
CANADA

Andrea Lehman
Partner Relations Consultant
Multi-Health Systems
CANADA

At Fanshawe College and Wilfred Laurier University, approximately 3,700 first-year business students complete the Bar-On Emotional Quotient Inventory (EQi). We will discuss our reasoning for using this assessment, how we integrate emotional intelligence into the curriculum, and the results we have experienced in using the tool to help students transition from high school to postsecondary success.

CI- 39 | Tell Me a Story: Using Narrative Cycles to Integrate Theory and Personal Experience in Peer Mentor Training

Oak Room 1

Bryce Bunting
Program Administrator, Freshman Mentoring

Pat Esplin
Director, Freshman Mentoring
Brigham Young University
UNITED STATES

As institutions increasingly use peer educators, there emerges greater need for high-quality training programs. Often, training focuses on deliv-

ery of content but may fail to build upon peer educators' prior experience with mentoring, tutoring, and transitions. This session highlights an online training model, grounded in the literature on experiential and reflective learning, which promotes integration of both theory and experience by engaging peer educators in collaborative cycles of storytelling, theoretical reading, and written reflection.

CI-40 | LEMO: An Educational Instrument to Enhance Students' Learning Competences and Motivation

Seymour

Herman Van de Mosselaer

Department Head Education and Research
Plantijn University College
BELGIUM

Based on research on the relationship between learning competences of first-year students and study success, Plantijn University College together with the University of Antwerp, developed the LEMO, a validated online questionnaire and feedback instrument on learning competences, motivation, and self-efficacy. Students get immediate feedback with explanations, tips, and links to tools they can use to improve their skills. Study counselors and program coordinators instantaneously receive group reports on the learning and motivation characteristics of their students.

CI-41 | Strategic Enrollment Management: Transformation From Tutoring Centers to Learning Commons

Salon 1

Kenneth Borland

Professor, Higher Education and Student Affairs

Mark Nelson

Director, The Learning Commons

Albert Colom

Vice President for Enrollment Management

Bowling Green State University
UNITED STATES

To achieve top strategic outcomes (i.e., coherent undergraduate learning as well as recruitment and retention primarily focused on first-year students) at an institution with 20,000 students, senior academic, student, finance-administration, and enrollment man-

agement division leaders made transformational changes to move to a full-spectrum learning commons from three independent tutoring centers. The changes, accomplished within one year, encompassed new philosophy, leadership, organization, facility, staffing, technology, partnerships, procedures, budget, and programs. The transformation story, new model, and successful outcomes are presented in this session.

CT-42 | iDiscover: An Active Learning First-Year Seminar for Generation iY

Salon 2

Alice Cherestes

Freshman Advisor
McGill University
CANADA

In this FRACTAL (FReshman Advising Connection for Teaching And Learning) initiative, a redesigned first-year seminar (iDiscover) tailored to EPIC Generation iY uses a new active learning laboratory to merge learning theory with advising practices. Students' personalize their learning outcomes within specific domains while working in small groups. In addition, learning facilitators (i.e., former first-year students) assist with inquiry-based explorations of the learning outcomes. The lab supports experiential, participatory, image-rich activities that connect the students to each other as well as the greater university environment.

CT-43 | E Pluribus Unum 2.0

Salon 3

Jonas Strecker

Assistant Professor of English and German
Macon State College
UNITED STATES

This presentation will demonstrate a method to show first-year students that different is not a synonym for scary, using what millennials are most familiar with—media. A three-step approach will be explained to teach diversity through various media that can also be used to practice other skills first-year students need, such as note taking, critical thinking, and community building. The goal is to make students understand that society achieves unity only by embracing diversity.

9:00 am – 11:15 am

CT-44 | Writing on Campus-Based Initiatives: Strategies for Sharing Your Good Work With Internal and External Audiences

Note: This is a two-hour session.
 Mackenzie

Tracy Skipper

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

Increasingly, educators are asked to assess their work with students in transition to demonstrate its efficacy. Yet, assessment data are of little value if they are not shared. This extended session will offer a writer's workshop, describing strategies for developing short, accessible articles on effective practice. Participants will engage in drafting and sharing portions of their work with each other. Each participant will leave the session with an early draft of an article for publication.

10:00 am – 10:15 am

Morning Break

Bayshore Grand Ballroom Foyer

10:15 am – 11:15 am

CR-45 | Examining Students' Ability to Succeed Academically in Their First Year of University

Cypress 1

Shinique Walters

Research Officer
University of the West Indies, Mona
JAMAICA W.I.

Measuring the academic performance of students is particularly challenging due to the fact that student performance is a product of socioeconomic, psychological, and environmental factors. Therefore, student academic success is highly dependent on a number of other things external to the student. Particularly, as the quintessential first-year university student, one encounters a variety of new challenges and issues concerning the process of adjusting to the new and intimidating environment. It was discovered that most students entering the University of the West Indies, Mona had some an anxiety about their ability to succeed academically.

CT-46 | College Success for the New Millennial Generation

Cypress 2

Marsha Fralick

Professor Emeritus

Cuyamaca Community College

UNITED STATES

CANCELLED
Our current college students are part of the new Millennial Generation that has many important differences from previous generations. In this interactive workshop, learn about generational differences and current research describing generational norms, including freedom, customization, scrutiny, integrity, collaboration, entertainment, speed, and innovation. Education for the 21st century will need to change to meet the needs of this new generation and to prepare them for a rapidly changing future. Resources, including classroom exercises and practical strategies for engaging new millennial students, will be provided.

CT-47 | Scoring Points with Students: The Gamification of a First-Year Course

Oak Room 1

Amanda Pelon

Course Coordinator and Academic Advisor

The University of North Carolina at Greensboro

UNITED STATES

This session explores how a directive to improve student engagement in a first-year orientation course resulted in an informal experiment in gamification for an instructor with limited technology resources. This session will introduce basic principles of gamification in education, provide a description of how they were applied while upholding existing learning goals, and an analysis of how the application of existing technology and game design can engage modern students in a course.

CI-48 | Reading to Write: Attuning Students to a Literate Life

Oak Room 2

Nancy Koppelman

Faculty Member

The Evergreen State College

UNITED STATES

Students are often baffled by the demands of reading and writing. This session presents

an approach that reveals the secrets of effective engagement with words that elude many students. It offers pedagogical philosophy, grounded in student experience, and methodological examples that participants can use in their own classrooms. These methods have been proven to help students learn how to read and write with a fluency that inspires hard work and life-long relationships with books.

CR-49 | Challenges to Student Success in the Middle East

Seymour

Steven Cornish

Associate Dean

Jose Hernandez

Coordinator of Academic Advising

Abu Dhabi University

UNITED ARAB EMIRATES

Resource-rich countries of the Middle East present unique challenges in the establishment of institutions of higher education based on American models. This is the case with respect to first-year experience programming. This paper will discuss the issues emerging in the development of strategies to enhance the academic success and socialization of first-year students at a new, private university in the United Arab Emirates. The paper will examine academic advising, the curriculum, learning support systems, and student expectations and responses within the broader social context of a rapidly changing diverse society wishing to retain a vibrant cultural identity.

CI-50 | The Little Engine That Could: The Successful 10-Year Journey of Seneca's SMILE Mentoring Program

Salon 1

Margie Bader

Program Coordinator

Sheryl Minnett

SMILE Faculty

Seneca College

CANADA

The SMILE Mentoring Program started as a pilot in 2002 with 30 students at one campus. It now serves nearly 2,000 students across four campuses and is considered one of the leading postsecondary mentoring programs in Canada. SMILE is a major contributor to student retention at Seneca as evidenced by its quantitative research,

and it is part of Seneca's Strategic Plan. Take a trip with the presenters through the successes and challenges of the program as well as exciting new projects in development.

CI-51 | From Inception to Assessment: The Design, Implementation, Maintenance, and Assessment of a First-Year Experience Program

Salon 2

Tim Vick

Director, Freshman Year Experience

Macon State College

UNITED STATES

With overwhelming administrative support and limited resources, one institution met their university system's mandate to increase student retention by developing a First-Year Experience (FYE) program in a short time frame. Learn how program administrators garnered campus buy-in, recruited and trained instructors, developed curriculum, and created an assessment model in only six months. The presenter will discuss methods used, actions taken, and policies enacted to quickly meet goals with outstanding results. A question and answer period follows.

CI-52 | ACE IT Transition Program for Trades and Technology

Salon 3

Lyn Benn

Director, Student Development

Laura Aguilera

Learning Specialist

Kwantlen Polytechnic University

CANADA

Partnership Programs that provide students with an early start to a particular trade are a feature in many institutions. Yet, within the apprenticeship trades programs there is often a failure rate of up to 40%. Transition programs are a cost-effective way to enhance the learning, balance, and success students expect to experience in their first year, but do not necessarily realize. They also provide a connection between school and the university to services and other students, in a nonthreatening environment. This session will showcase the ACE IT transition program for trades and technology designed for students who enter into apprenticeship programs while still completing their high school studies (Partnership Programs).

Models and theories as well as research findings from Kwantlen's program will be presented to demonstrate ways participants can design programs, collect and use data to further enhance programs, and support student progress and retention. Program elements will also be identified and discussed from theoretical and practical perspectives.

11:30 am – 1:00 pm

Colleague Cluster Luncheon with Poster Sessions

Bayshore Grand Ballroom, Salons A-C

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
- Honor Students
- 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
- Undergraduate and Graduate Students
- Chief Academic Officers
- Chief Student Affairs Officers

POSTER SESSIONS

11:30 am – 1:00 pm

PR-53 | Transition Skills of First-Year College Students With Learning Disabilities

Bayshore Grand Ballroom, Salons A-C

Janis Peters

Associate Professor

Curry College Milton

UNITED STATES

The lifelong challenges for the individual with learning disabilities are unique, dynamic, and evident as the number of these students enrolling in postsecondary education increases. This increase underscores the importance of the transition process, which can present challenges for this population and reinforces the need for secondary and postsecondary educators to understand the significance of supporting students to develop and use transition skills. This study was an investigation of the transition skills that first-year students with learning disabilities considered important and used as they moved from secondary to postsecondary education. The study instruments included interviews, a Transition Skills Checklist, and Transition Knowledge and Skills Statements. The interviews were analyzed using manual coding, and the other two instruments employed descriptive statistics. Time management, self-advocacy, and cognitive skills were ranked the most important transitions skills. The Transition to College Program was developed to provide direct instruction in the named transition skills.

PR-54 | First-Year Student Athletes: Predicting Academic Performance and Retention

Bayshore Grand Ballroom, Salons A-C

James Johnson

Assistant Professor

Graduate Coordinator of Sport Administration

Roger Wessel

Associate Professor of Higher Education

David Pierce

Associate Professor

Undergraduate Coordinator of Sport Administration

Ball State University

UNITED STATES

A sample of 674 first-year, NCAA Division I, student athletes was examined each year over a five-year period to determine if athletic variables were powerful enough to be used in conjunction with traditional predictors of GPA and retention. Results revealed first-year student athletes' GPAs were primarily predicted by traditional academic variables (e.g., high school GPA, standardized test scores), but retention was predicted most by athletic variables (e.g., sport type, playing time).

PR-55 | Peer Support for First-Year Students in the School of Geography Planning and Environmental Management

Bayshore Grand Ballroom, Salons A-C

Graham Jordan

First Year Coordinator

The University of Queensland

AUSTRALIA

The poster graphically demonstrates the significance of Peer Assisted Study Sessions (PASS) in enhancing the learning outcomes for first-year students embarking on four-year programs of study in geographical sciences and regional and town planning at The University of Queensland. PASS is embedded in all six, first-year, foundation courses with more than a dozen student leaders drawing up to 40% of enrolled students to PASS each week.

PA-56 | FOCUS-Fostering Opportunity Cultivating Unparalleled Success: An Initiative to Improve the Experience and Success of First-Year Students at Nash Community College

Bayshore Grand Ballroom, Salons A-C

Trent Mohrbutter

Vice President

Amy Harrell

Accreditation Compliance Officer

Department Chair

Lisa Cooper

Director, FOCUS and First Year Experience

Nash Community College

UNITED STATES

As a panel, the presenters will provide a detailed account of the development and implementation of a systemwide initiative, FOCUS (Fostering Opportunity Cultivating Unparalleled Success), designed to address first-year student success and retention. The FOCUS initiative addresses students' learning

needs by developing their college-ready skills and engages them by reaching out beyond the classroom. Additionally, FOCUS provides our faculty with an opportunity to become more pedagogically and andragogically sound instructors.

PA-57 | Staying Connected When They Are Thinking About Leaving: Providing Support to University Withdrawals

Bayshore Grand Ballroom, Salons A-C

Holly Grabowski

Coordinator of Academic Outreach

The University of North Carolina at Greensboro (UNCG)

UNITED STATES

At a time when the words persistence and retention continually work their way into higher education conversations, being able to identify students who are considering university withdrawal and connect with those who have already withdrawn is crucial. UNCG has a systematic and effective way of reaching out to and providing support to students who have withdrawn or are considering withdrawal from the University. The Total Withdrawal Survey was created at UNCG and operates within Oracle Banner to ensure maximum contact with this population of students.

PR-58 | The Other Role of the Academic Library in First-year Student Success

Bayshore Grand Ballroom, Salons A-C

Pamela Baker

Associate Librarian

Coordinator for Library Instruction

Jacqui Grallo

Senior Assistant Librarian for Reference and Instructional Technology

California State University Monterey Bay
UNITED STATES

California State University Monterey Bay librarians collected data concerning the non-research-related questions students asked in the library. We shared our findings with first-year seminar faculty, the Academic Affairs Council, and others, which led to positive, meaningful change. In this poster session, we will share our simple methodology, highlights of our findings, and strategies for leveraging the academic library's potential to contribute to data-driven efforts to improve the first-year experience.

PA-59 | Project Digital Literacy: Peer Teaching

Bayshore Grand Ballroom, Salons A-C

Thura Mack

Coordinator for Community Learning Services

Laurie Roberson

Director of Student Services

Rosa Thomas

Wellness Coordinator for the SEE-Center

University of Tennessee

UNITED STATES

Presenters will describe a successful multimedia project for students in a first-year studies course. The project empowers students to high levels of creativity. Using cutting-edge technologies, this assignment showcases talents of the Net Generation in their use of academic technology resources. Success of this group project stems from leadership, critical-thinking skills, diversity, time management, and students' role development. Students' expression and execution of the assignment always yield displays of peer camaraderie.

PR-60 | Does Choosing to Live in a Discipline-Based Residential College Make a Difference in the Engagement of University First-Year Students?

Bayshore Grand Ballroom, Salons A-C

M. E. Betsy Garrison

Associate Dean

Jody Hammett

Instructor

Krisanna Machtmes

Associate Professor

Robert Rohli

Professor

Faculty Director, Residential Colleges

Darrell Ray

Assistant Vice Chancellor, First Year Experience

Louisiana State University

UNITED STATES

The purpose of this study was to investigate the influence of housing arrangement and selected personal and academic characteristics on the engagement of college students. Multiple regression analysis revealed a model of five predictors of engagement: (a) ACT score, (b) living off-campus, (c) living off-campus with family, (d) first-generation college attendance status, and (d) living on-campus in discipline-based

residential colleges. Findings suggested that, as a whole, first-year students are only mildly engaged and that they are engaged with their peers more than faculty or staff.

PR-61 | Exploring Science Through Writing: Introducing the First-Year Seminar in a Science Program

Bayshore Grand Ballroom, Salons A-C

Joanne Fox

Senior Instructor, Michael Smith Laboratories and Department of Microbiology and Immunology; Director, First Year Seminars, Faculty of Science

Alice Cassidy

Course Coordinator, First Year Seminar in Science, Dean's Office; Lecturer, Zoology; Lecturer, Integrated Sciences

University of British Columbia

CANADA

The First-year Seminar in Science (SCIE 113) provides students with the opportunity to explore the nature of science and the role science plays in society. With writing as an integral component of the course, students construct and articulate a coherent scientific argument. Changes in student views towards science, transition to University, and perceived and actual learning gains were assessed through surveys and writing samples. Results showed overwhelmingly positive student responses to the program.

PA-62 | Peer Advising Programs: A Case Study on What to Do When Things Do Not Go According to Plan

Bayshore Grand Ballroom, Salons A-C

Jeffrey Birou

Academic Advisor

Jennifer Matthews

Academic Advisor

Kelly Vass

Academic Advisor

Drexel University

UNITED STATES

Just because we put our best intentions behind a project does not mean it will always succeed. Our peer advising initiative was designed to provide first-year students with additional resources, support, and information. Unfortunately, some of our efforts fell flat, and we failed to cultivate an engaged audience. In this presentation, we discuss our program's origins, honestly share our greatest challenges, and describe how

we are working to reverse the problems and make the program a success.

PR-63 | First-Year Seminar Assessment: Using Propensity Scores to Control for Self-Selection Bias

Bayshore Grand Ballroom, Salons A-C

Rebecca Campbell

Director, Academic Transition Programs

Michael Merica

Research Specialist

Betsy Buford

Coordinator

Northern Arizona University

UNITED STATES

This study will examine the effectiveness of a first-year seminar by assessing traditional outcome measures while controlling for selection bias. Propensity Score modeling, an extension of traditional matching strategies, is used to create participant and nonparticipant groups balanced on many student characteristics (e.g., ethnicity, first generation, GPA). With equivalent groups, the difference between treatment and control outcomes will be used as an estimate of the effectiveness of the University's first-year seminar.

PA-64 | Academic Foundations: Building a Better College Student

Bayshore Grand Ballroom, Salons A-C

Kathie Wentworth

Director of Academic Support Services

Assistant Professor

Developmental Education Specialist

Trine University

UNITED STATES

Students in the Academic Foundations program meet in a lab setting twice a week during the first semester of college to overcome their academic deficits by building on personal skills and practicing successful habits. This session is an overview of the program.

PA-65 | Infusing Multimedia Storytelling Into First-Year Composition Courses

Bayshore Grand Ballroom, Salons A-C

Neal Haldane

Professor

Madonna University

UNITED STATES

First-year students use technology most of their waking hours, but few reach beyond

Facebook and Twitter, which call for brief forms of communication. In Composition I, students create multimedia texts describing their service-learning experiences using freely available video editing programs. In Composition II, students use a free service, Xtranormal, to create a multimedia debate about their persuasive research topic. This poster session will introduce both of these programs and offer some hands-on experiences to conference attendees.

PA-66 | The Value of a First-Year Staff Forum for Faculty and Institutional Development

Bayshore Grand Ballroom, Salons A-C

Andrea Adam

Lecturer, Learning and Teaching

University of Tasmania (UTAS)

AUSTRALIA

The First-year Teaching Forum, held annually at the University of Tasmania since 2006, has provided opportunities for staff to contribute to UTAS first-year strategy and to raise awareness of broader first-year issues and trends beyond our institution. Forums have also provided helpful insight into the staff perspective on the first year. These insights and the value of the forum for the UTAS first-year experience will be shared.

PA-67 | Promoting the First-Year Experience Program by Publishing Digital Student Scholarship

Bayshore Grand Ballroom, Salons A-C

Erin Passehl

Digital Collections Librarian

Archivist and Assistant Professor

Western Oregon University

UNITED STATES

The First-Year Experience (FYE) Program at Western Oregon University partnered with Hamersly Library to digitally capture capstone projects featured at the first annual FYE Symposium. This pilot project published scholarship online that has multiple uses, including promoting student work, publicizing the FYE program, and assisting with student retention. The poster session will explore the lessons learned from this partnership and how collaboration with other departments on campus, such as the library, adds value to the first-year experience.

PR-68 | Creating an Absent Professor Program to Support Student Learning

Bayshore Grand Ballroom, Salons A-C

Michael Frizell

Director of Learning Services, Bear CLAW
(Center for Learning and Writing)

Missouri State University

UNITED STATES

An Absent Professor Program (APP) serves as a marketing and educational tool for student support programs. Trained prefects deliver presentations to the campus with the goal of equipping students with indispensable study skills necessary for surviving their first-year. The program benefits include providing marketing and employment and/or volunteer alternatives while modeling best practices campuswide.

PA-69 | Y go E? E-portfolios and Emerging Professionalism: An Evaluation of the First-Year Health Sciences Student Experience

Bayshore Grand Ballroom, Salons A-C

Lorna Olckers

Lecturer

University of Cape Town

SOUTH AFRICA

In 2011, e-portfolios were introduced at the University of Cape Town to support the teaching, learning, and assessment of professionalism in the Health Sciences Faculty. Research in the form of a formative evaluation was undertaken to evaluate the usefulness of the e-portfolio experience. Students reported many benefits, but it is unclear whether all of these benefits can be linked to the electronic medium itself. This poster presentation reports the benefits and challenges experienced by students.

PA-70 | Self-Efficacy and Optimism: How Integration of Support Remains Vital

Bayshore Grand Ballroom, Salons A-C

Bradley Greenhalgh

Coordinator: Student Support

Stellenbosch University

REPUBLIC OF SOUTH AFRICA

The self-efficacy (confidence in one's relevant abilities) and optimism of first-year students are undoubtedly of critical importance to the successful transition between school

and tertiary education. Support programs that focus on academically at-risk students need to incorporate specific measures that address individual student's perceptions and expectations in regards to both his or her course and life at University, while simultaneously recognizing the importance of metacognition and social cognitive influences.

PR-71 | Insights Gleaned From an Evaluation of Tutorial Offering for First-Year Students in the Broader Natural Sciences

Bayshore Grand Ballroom, Salons A-C

Wilma Wagener

Academic Coordinator, Student Support
Stellenbosch University
SOUTH AFRICA

The use of tutorial classes to supplement teaching and aid learning has been common practice in the Science Faculty at Stellenbosch University for many decades. A number of new tutorial programs have been instituted, and many long running programs offered for first-year students have undergone substantial redesign. The aim of this poster session is to share some of the insights gleaned from a recent process evaluation of the offering in the Faculty of Science.

PA-72 | UK Soccer Experience 2012

Bayshore Grand Ballroom, Salons A-C

Bruce Fleming

Director of Living Learning Communities

Cam Saleeby

Admissions Counselor

Allysan Scatterday

Student Peer Mentor

Jake Reutter

Student Peer Mentor

College of Charleston
UNITED STATES

The UK Soccer Experience 2012 was an experiential learning opportunity that combined book-based discussions with real-world learning in a global setting. First-year students examined the cultural, socioeconomic, and historical impact of soccer and then traveled abroad touring stadiums, meeting with academics and club administrators, and experiencing English football in action. This session will provide a model for creating effective experiential first-year, study-abroad programs and examine the challenges faced and assessment

options. Program expansion will also be discussed.

PR-73 | Time Perspectives and Academic Success

Bayshore Grand Ballroom, Salons A-C

David Jones

Professor of Psychology
Westminster College
UNITED STATES

The relationship between the time perspectives that first-year students bring with them to college and their academic success is explored. The research is based on a paradigm offered by psychologist Philip Zimbardo suggesting that some people are focused on the past, some on the present, and some on the future. This research examines the relationship between these time perspectives that students bring with them to college and the degree to which they are successful.

PA-74 | A Case on the Academic Advising System at Yonsei University in Korea

Bayshore Grand Ballroom, Salons A-C

JeongEun Nah

Senior Academic Advisor
University College of Yonsei -
University in Korea
KOREA

Academic advisors guide the first-year students through the transition to college life. Advisors play an important part in nearly all matters affecting first-year students. Keeping a record of any contact with students is very important to provide individualized advising. Launched in 2000, the University College set up an information system for academic advising that has been revised and modified over the years. The system has now become an essential tool in academic advising at the University.

PR-75 | Beyond Learning Communities: Using Action Learning to Engage

Bayshore Grand Ballroom, Salons A-C

Grant Flygare

Director

Matthew Chambers

Director

Utah Valley University
UNITED STATES

Participants will learn and discuss the use of Action Learning Communities to build social networks that increase a student's desire to complete his or her degree program and substantially increase the student life experience. Participants will learn the finer details of working with students, faculty, and community partners to build rewarding and engaging Action Learning Communities.

PA-76 | An Aboriginal Cohort Program: Processes, Results, Applications

Bayshore Grand Ballroom, Salons A-C

Ginny Ratsoy

Associate Professor of English

Thomas Dickinson

Dean of Science

Deb Draney

Principal of Aboriginal Students,
School District 73

Shane Rollans

Mathematics Instructor

Vernie Clement

Coordinator of Aboriginal Mentors
Thompson Rivers University
CANADA

We discuss the steps a Learning Community took to develop the Aboriginal TRU-Start cohort program: completion of an FLC workshop and several experiential pre-instruction meetings. Implementation involved faculty collaborations, as well as participation by a councillor, a librarian, student services personnel, and senior students. We then outline, analyze, and evaluate the success of the program, which integrates traditional Aboriginal ways of knowing and traditional Western post-secondary curriculum in English, Biology, and Statistics courses.

PA-77 | First-Year Student Success and Retention: An Intervention Project

Bayshore Grand Ballroom, Salons A-C

Eileen Merberg

Retention and Leadership Specialist
Cancelled
Timothy Ecklund

Associate Vice President for Campus Life
Buffalo State College
UNITED STATES

Are you proactive in supporting students struggling to succeed? Or, are you reacting to student issues after they've occurred? In this

presentation, we provide details of a student success and retention program implemented at our college. We discuss collaborations built and managed across departments like first-year experience, residence life, and athletics, identification of at-risk students, interventions conducted with individual students, and the impact this has made on our retention and culture.

1:15 pm – 2:15 pm

CI-78 | Supporting Student Success in the First Year: Peer Mentorship in the Classroom

Cypress 1

Martha Rogers

Special Advisor on Student Experience

Auroosa Kazmi

The HealthAid Network Coordinator

York University

CANADA

In the context of a larger commuter university, student engagement and retention can be particularly challenging. This presentation focuses on a unique peer mentorship program within first-year courses reaching 2,500 students. The HealthAid Network aims to support academic success and foster student engagement while developing student leadership capacity. The theoretical intersection of student success, peer mentorship, and student leadership will be presented as well as the program's design, implementation, and evaluation.

CR-79 | Rethinking Higher Education for Students With Autism Spectrum Disorders: The Importance of Adult Transitions

Cypress 2

Lauren Kelley

Manager, First-Year Experience

Brittany Joseph

Adjunct Faculty, First-Year Experience

Owens Community College

UNITED STATES

This research provides a literature review and case study on the impact of Autism Spectrum Disorders (ASDs) in higher education. The authors seek to heighten awareness of incidences of ASDs in college settings. This critical issue has implications for the transition of adults with ASDs, their success in the classroom, faculty pedagogy, and how

these adults are embraced within the campus culture.

CI-80 | Reaching Students Where They Are With the First-Year Orientation Course

Oak Room 1

Richard Reiman

Assistant Vice President for

Academic Affairs

South Georgia College

UNITED STATES

Preparing students for success in the traditional or nontraditional classroom requires a first-year experience that turns traditional academic expectations inside out. How can we prepare students for the deep thinking we expect when they arrive knowing only shallow data surfing. By reaching students where they are and making use of the behaviors we wish they would not use in the regular classroom, we can counter the failure-producing effects of students' hyperbolic discounting and put them on the path to success.

CT-81 | From a Solo Operation to a Chorus of Collaboration: Developing Student Leadership in Student Programs

Oak Room 2

Emily Bogunovich

Academic Advisor

Terri Baker

Academic Advisor

Drexel University

UNITED STATES

In our roles managing first-year programs, we aim to foster student leadership and growth. At times, this mission has failed, especially, when programs are planned for student instead of with them, resulting in students receiving a service instead of an experience. This presentation will use a first-year living-learning community model to show how one community's development strategies were revamped to prioritize student-driven programming. Presenters will share implementation plans and tools used to assess the plan's effectiveness.

R-82 | Defining Universal Characteristics of Institutional Excellence for the First Year of Higher Education

Mackenzie

John Gardner

President

Betsy Barefoot

Vice President and Senior Scholar

Drew Koch

Executive Vice President

John N. Gardner Institute for Excellence in Undergraduate Education

UNITED STATES

Stuart Hunter

Executive Director

Jennifer Keup

Director

University of South Carolina (USC)

UNITED STATES

In 2003, as an outgrowth of the work of USC's National Resource Center, the Gardner Institute for Excellence in Undergraduate Education, working with a group of researchers and practitioners, developed standards that define institutional excellence in the first year. Join a discussion to consider the relevance of these standards, known as Foundational Dimensions® to the multiple higher education cultures represented at this conference. How would you define first-year excellence for purposes of measurement and aspiration?

CI-83 | Cultivating a Culture of Intellect: The Importance of Peer-to-Peer Learning in Building Learning Communities

Seymour

Matt Whiteman

UBC Jump Start Academic Coordinator

Tanja Bergen

Co-Curricular Coordinator

University of British Columbia –

International Student Development (UBC)

CANADA

The UBC Jump Start Program builds a learning community around peer-assisted study groups, in which international and Aboriginal students work with Faculty-based, peer academic coaches on a weekly basis in small cohorts. Students are encouraged to bring their histories, identities, past experiences, and knowledge to their learning community. This session demonstrates the impact of this model on achieving desired learning

outcomes and improving students' GPAs as well as retention.

CT-84 | Closing the Engagement Gap: Increasing Student Interaction With Academic Staff in Australian Higher Education

Salon 1

Bret Stephenson

First Year Coordinator, Faculty of Humanities and Social Sciences

La Trobe University
AUSTRALIA

There now exist a growing body of evidence strongly indicating that Australian universities are falling well behind their North American counterparts on a number of important student engagement indicators. The gap in student engagement is, perhaps, most pronounced in the area of interaction between students and members of staff, but particularly academic staff members. This indicates that Australian universities face a unique set of challenges in respect to closing this gap and meeting the North American standard of increased student-staff interactions. This session reports on three initiatives, adopted within La Trobe University's Faculty of Humanities and Social Sciences, that are aimed at elevating the interaction between students and academic members of staff: (a) first-year academic advising, (b) first-year academic seminar, and (c) early warning or intervention strategies involving academic staff members.

CR-85 | Creating the Conditions in Which Students Are Motivated to Act

Salon 2

Darin Eckton

Assistant Professor

Utah Valley University
UNITED STATES

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

CT-86 | Curriculum Theory and First-Year Seminars: Using Complicated Conversations to Foster Student Learning

Salon 3

Brad Petitfils

Professor

Curriculum Developer

Loyola University New Orleans

UNITED STATES

This session will explore the implications of curriculum theory on the development and teaching of interdisciplinary first-year seminars, which are essential for helping students to understand the nuance between information and knowledge. Curriculum theory can also facilitate the transition from secondary schools, where emphasis is placed on what to think, to the academy, where emphasis is on how to think. Central to this process are the 4 Rs of course design: (a) richness, (b) recursion, (c) relations, and (d) rigor.

2:30 pm – 3:30 pm

CI-87 | Responsibilities and Challenges: Responding to First-Year Students' Changing Needs

Cypress 1

Masayuki Adachi

Dean of the University College

Cornerstone Education

Damon Brewster

Assistant Professor

J. F. Oberlin University

JAPAN

The number of students taking advantage of tertiary education is increasing. At the same time, those students taking a leave of absence and then dropping out is also on the rise. In this session, we will present data showing when and why students may take a leave of absence. We will also describe mechanisms that are in place now at the University to support students and prevent dropouts as well as discuss future plans.

CI-88 | Lessons Learned: A First-Year Seminar for International Students

Cypress 2

Betsy Buford

Coordinator, Academic Transition

Programs

Rebecca Campbell

Director, Academic Transition Programs

Northern Arizona University (NAU)

UNITED STATES

Between 2008 and 2011, NAU implemented a version of our first-year seminar for international students. Through this program, we were able to expand services provided to international students and learn more about their student needs. This presentation will provide an overview of (a) the program as it was implemented, (b) its strengths and weaknesses in providing international students with a positive transition experience, and (c) our recommendations for future initiatives.

CI-89 | Early Alert System: Developing and Assessing Timely Interventions for Students At Risk of Failure

Oak Room 1

Idna M. Corbett

Dean of Undergraduate Studies and Student Support Services

West Chester University of Pennsylvania

UNITED STATES

The Early Alert Program (EAP) at West Chester University was created to help identify students who are having academic difficulties in high-risk courses. Faculty refers students who demonstrate early signs of struggle, and the EAP staff helps them find the campus resources to get back on track. Assessment results show that the program has improved student performance, increased retention rates, and provided data to make strategic investment in support services.

CT-90 | Catch 22 Situation: The Case of the Nelson Mandela Metropolitan University First-Year Students

Oak Room 2

Sisanda Nkoso

Assistant Orientation Coordinator

David Bogopa

Lecturer

Nelson Mandela Metropolitan University (NMMU)

SOUTH AFRICA

There are several challenges facing first-year students at tertiary institutions in South Africa. The objective of this paper is two-fold: (a) to pin point some of the problem areas which face first-year students at tertiary institutions and (b) to come up with solutions and improve the current policy

and practice governing the students. This study took a critical look at the following challenges affecting first-year students at NMMU, namely: financial difficulties, accommodation, gaps within the orientation program, the difficulty in selecting the appropriate programs and coping within them. The research methodology employed included person-to-person interviews, using an interview schedule, and open-ended questionnaires. To supplement the interviews, secondary information was reviewed from books, journals, reports, policy documents, newspapers, and magazine articles. Findings and recommendations will be discussed.

R-91 | An International Perspective on Peer Education and Leadership in the First-Year Experience and Beyond

Mackenzie

Robert Kenedy

Associate Professor
York University
CANADA

Sally Rogan

Director, Student Support and Peer Learning
University of Wollongong
AUSTRALIA

Marcy Ody

Teaching and Learning Manager
The University of Manchester
UNITED KINGDOM

Jennifer R. Keup

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

Peer education can benefit both peer leaders and their mentees by promoting a successful postsecondary academic transition. This session explores the successes and challenges of peer mentoring in terms of the impact peer education may have on student development, collaboration, and retention. More specifically, this roundtable session will consider international peer education best practices, applicable literature, and theory. Roundtable participants will share the successes and challenges at their institutions and in various countries.

CT-92 | Getting Engineering and Student Affairs to Speak the Same Language: Enhancing Student Success

Seymour

Edmund Tsang

Associate Dean for Undergraduate Programs and Assessment

Laura Darrah

Assistant Director of Residence Life

Paul Engelmann

Chair

Ikhlas Abdel-Qader

Professor of Electrical and Computer Engineering
Western Michigan University
UNITED STATES

Collaboration between the College of Engineering and Applied Sciences (CEAS) and the Division of Student Affairs (DOSA) at Western Michigan University supports both student success and retention. Examples include Engineering House living-learning community, Student Success Centers, engineering peer mentors, alumni mentoring of female students, and career preparation. The presentation will also describe and situate the CEAS-DOSA efforts in a continuum of collaboration using the Strategic Alliance Formative Assessment Rubric.

CR-93 | Making Change in the First College Year: Lessons From Institutions That Improved Student Engagement

Salon 1

Jillian Kinzie

Associate Director
Indiana University Bloomington, Center for Postsecondary Research
UNITED STATES

Many campuses strive to use assessment data about educational quality in the first year to improve new-student success. This session shares insights about institutional efforts to improve the first-year experience from an in-depth study of institutions that realized steady improvements in their first-year, student engagement (NSSE) scores over time. Project staff will discuss the impetus for reform, the programs and practices that made a difference, and how the campuses fostered the improvements.

CR-94 | What Is New in Research?

Salon 3

Sondra Cave

Faculty
MidAmerica Nazarene University
UNITED STATES

A strengths-based approach to teaching and learning identifies the talents already within the student at the entrance to college, using them as the motivational foundation for acquiring new knowledge and skills that lead to student engagement and success. This presentation will highlight multiple and varied studies in which a strengths-based approach was used in various courses to measure learning and achievement outcomes.

3:30 pm – 3:45 pm

Afternoon Break

Bayshore Grand Ballroom Foyer
Co-sponsored by Tamagawa University

3:45 pm – 4:45 pm

CI-95 | Why Wait Until Day One? Retention and Success Starts from Offer of Place: A Program to Identify, Intervene, and Prepare Students for a Successful First Year

Cypress 1

Kurtis Bell

Manager, Projects and Insights, Student Services

Joanna Scarbrough

Group Director, Student Services
Auckland University of Technology (AUT)
NEW ZEALAND

Traditional approaches to early intervention have commenced at the start of the teaching semester. AUT has adopted an approach where incoming first-year students are empirically assessed to identify those that are more likely encounter difficulty or withdraw from study (termed high priority). Once identified, student advisors (professional staff) case manage the student from offer of place throughout the first year. A 2011 pilot of this process found a high student response rate and showed marked increases in successful completion rates.

CR-96 | The Experience of First-Year Students: Hygiene Factors and Performance Factors

Cypress 2

André van Zyl

First-Year Experience Coordinator

University of Johannesburg

SOUTH AFRICA

The Initial Student Experience Survey (ISES) has been used during the sixth week of class since 2010. Analyses have shown that certain factors cause students to report that they would not select the University if they could choose again, and others indicators influence the students' relative happiness at the institution. The effects of these various factors are interpreted using an adapted version of Herzberg's two-factor motivation theory.

CR-97 | The Emotional Intelligence of First-Year Students

Oak Room 1

Cindy James

Assessment Centre Coordinator

Thompson Rivers University (TRU)

CANADA

This session presents findings from dissertation research exploring the emotional intelligence (EI) of first-year students at TRU. A brief discussion on gender differences will be offered as well as answers to questions, such as, What is the EI of first-year students? How does EI relate to students' experiences in the first year? and Does EI change over the course of the first year?

CI-98 | Extending the Bridge: Stimulating Academic Success and Student Retention Through Advancement of Mentoring First-Year Students

Oak Room 2

Leroy Hamilton

Executive Director, Office of First Year Experience and Academy for Collegiate Excellence and Student Success

Kyshawn Smith

Statistical Research Learning Lab

Coordinator

Norfolk State University

UNITED STATES

This session will highlight three mentoring

programs developed from Norfolk State University's summer bridge academic orientation program. The origins and theoretical underpinnings of each program will be discussed, along with details of activities conducted under each program and evidence of academic success resulting from participating students. Implications for student retention based upon assessment findings will also be shared.

R-99 | First-Year Experience: The Value of Theatre as a Tool for Teaching Problem Solving and Collaboration

Mackenzie

Gary Ketzenbarger

Associate Professor

Lead Faculty, Speech and Theatre

Colorado Mountain College

UNITED STATES

This session will incorporate a roundtable discussion centering on the theme of the usefulness of studying theatre in some capacity for first-year college students. More specifically, the session will focus on how the study and practice of theatre contributes to the development of such essential life skills as collaboration and problem solving while providing an invaluable social context wherein first-year students can better manage the transition from secondary to postsecondary education.

CT-100 | Peer-Led Learning Support: Aiming for Best Practices in Recruitment, Selection, and Initial Training

Seymour

Rachelle Thibodeau

Coordinator of Academic Support and Bridging Programs, Centre for Initiatives in Education

Carleton University

CANADA

Vivian Fayowski

Coordinator, Academic Success Centre

University of Northern British Columbia

CANADA

Peer support programs are only as strong as their peer leaders. Those who coordinate such programs realize how critical it is to use a sound selection process to choose the best leaders. Yet, the perfect selection process will fail without a strong pool of

applicants and clear criteria. Presenters will share a variety of strategies, and a few broad perspectives, on each of these important aspects of sustaining a strong program.

CI-101 | Launching a Successful First-Year Experience Program: Reflections From a Second-Year Perspective

Salon 1

Carolyn Sanders

Director, First Year Experience Program

Professor of Music

University of Alabama in Huntsville

UNITED STATES

In April 2010, a commitment was made to establish a First-Year Experience Program, with the goal to have a required first-year seminar in place by fall 2010. Preliminary data indicates that this course, in partnership with academic support and housing initiatives, has made a significant difference in retention of students. This presentation will outline steps taken to design, implement, and assess the new program, from a second-year perspective.

CI-102 | Arresting First-Year Students' Fears of Failing Math and College: The Impact of KSU's Early Start Bridge Academy (ESBA)

Salon 2

Michael Heard

Associate Dean, University College

Nicolyl Myles

Coordinator, Early Start Bridge Academy

Kathy Matthews

Director, First-Year Retention Initiatives

Rob Birrell

Senior Lecturer, Mathematics

Pinder Naidu

Assistant Professor, Mathematics

Kennesaw State University (KSU)

UNITED STATES

This presentation describes Kennesaw State University's Early Start Bridge Academy (ESBA), a research-based summer bridge program offering learning communities for developmental mathematics and at-risk college algebra students. Data will be presented showing the impact of ESBA's unique curricular and program design, which emphasizes self-efficacy and academic and social integration to address students' fears

of failing math and college. Higher retention and progression data also validate successful interventions for ESBA's first-generation and diverse student cohorts.

3:45 pm – 5:15 pm

R-103 | Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Note: This is a 90-minute session.

Salon 3

Mary Stuart Hunter

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

John N. Gardner

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

Betsy Barefoot

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

University of South Carolina

UNITED STATES

It seems that many faculty and staff today struggle with incongruities in their

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

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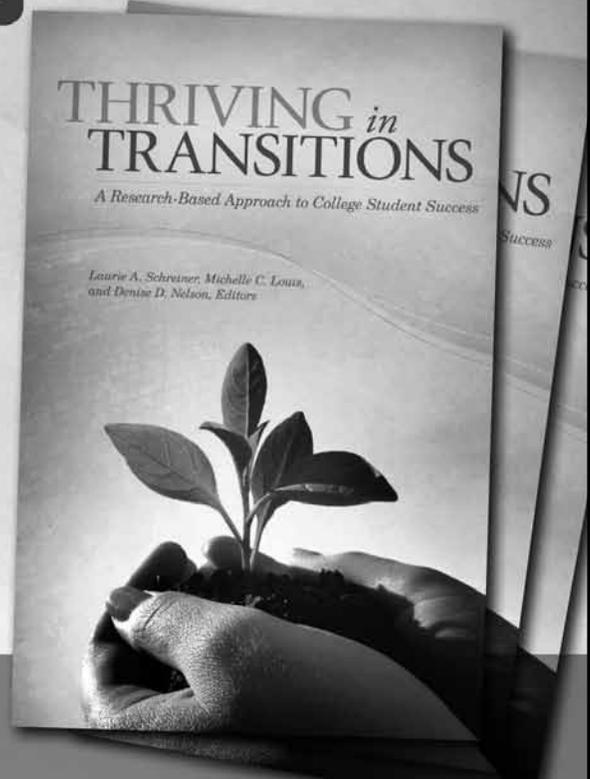
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Thursday, July 19, 2012

Continental Breakfast

7:00 am - 8:00 am

Bayshore Grand Ballroom Foyer

Information Desk

7:30 am - 12:00 noon

Bayshore Grand Ballroom Foyer

Cybercafé

7:30 am – 5:00 pm

Thompson Room

8:15 am – 9:15 am

CI-104 | Implementing a Summer Success Coach Program as an Enrollment, Retention, and First-Year Student Success Strategy

Cypress 1

Stephen Pasiciel

Transition Programs Director

Trinity Western University (TWU)

CANADA

The Success Coach program was offered to all prospective students at Trinity Western University from late June to late August 2011 (the program's sixth year). Five success coaches were given a list of 150-200 admitted students categorized according to major. The conversations between coach and mentee incorporated questions relating to eight factors of student success and were based on the notion that attrition occurs when students are not successfully integrated into the college environment, academically and socially.

CT-105 | 1-800-ADVISOR: When Students Have Inappropriate Expectations of the Student-Staff Relationship

Cypress 2

Jeffrey Birou

Academic Advisor

Kelly Vass

Academic Advisor

Drexel University

UNITED STATES

We are often taught to accommodate our practices to fit our students' developmental needs, but where do we draw the line between meeting these needs and capitulating to their every demand? This presentation covers how to turn students'

expectations for immediate gratification into developmental learning experiences. The presentation will include case studies and foster discussion of best practices in teaching students patience, communication skills, and professional courtesy.

R-106 | Faculty Development for Successful First-Year Seminars

Oak Room 1

Melanie McKay

Vice Provost for Faculty Affairs

Brad Petitfils

Curriculum Designer

Loyola University New Orleans

UNITED STATES

The first-year seminar (FYS) can be a site of transformation if faculty put students at the center of the learning process and create spaces for experimentation, discovery, and independent thought. This session explores strategies for faculty development that promotes transformative first-year learning, suggests ways to structure FYS faculty development effectively, and invites participants to begin designing programs for FYS instructors at their own institutions.

CR-107 | An Inclusive Model for Institutional Reform: An Institutional Study of First-Generation College Student Success

Oak Room 2

Amy Belcastro

Associate Professor of Education

Southern Oregon University

UNITED STATES

Higher education has become increasing diverse, and one of the greatest shifts has been the increase of nontraditional student. Colleges often approach this challenge without a cohesive institutional plan, resulting in tensions within the institution. This workshop presents a comprehensive mixed-method study of one institution's response to serving a high percentage of first-generation college students, which resulted in the development of an inclusive model used to guide policies and practices to improve student success.

R-108 | Toward a Third-Generation Transition Pedagogy: Challenges and Enablers

Mackenzie

Ronel Du Preez

Deputy Dean (Teaching), Faculty of Economic and Management Sciences

Gert Young

Higher Education Advisor

Bradley Greenhalgh

Undergraduate Coordinator, Faculty of Law

Llwellyn MacMaster

Student Dean

Beverley Fanella

Advisor, Prospective Students

Stellenbosch University

SOUTH AFRICA

It has been argued that the third-generation approach to the first-year experience is the best strategy to promote first-year success. Implementation of this transition pedagogy requires the transcendence of traditional institutional boundaries, a process that is inevitably characterized by challenges and enablers. This session will explore these challenges and enablers with a view to improving implementation of transition pedagogy through the sharing of best practices.

CR-109 | Grappling With Contradictory Meanings: Assessing the First-Year Seminar at a Two-Year Liberal Arts Transfer Institution

Seymour

Lisa Seale

Associate Vice Chancellor

Gregg Nettesheim

Senior Information Manager

University of Wisconsin Colleges

UNITED STATES

Multiple internal audiences shape first-year seminar assessment, at times leading to contradictory interpretations of the meaning of first-year seminar outcomes across the 13 two-year campuses of the University of Wisconsin Colleges. These outcomes show extraordinary variation in retention and academic gains outcomes among campuses and among different student groups. To best serve the broad range of students in an open-access institution, vigorous open dialogue about assessment results is critical.

CI-110 | The Stanford Resilience Project: Supporting Helicoptered Students

Salon 1

Adina Glickman

Associate Director, Center for Teaching and Learning

Stanford University
UNITED STATES

There is no way to get through life without setbacks. But students who, for one reason or another, arrive at college not having experienced significant disappointment are unprepared for the necessary and valuable rejections, failure, or disappointments that, in the context of learning, are as valuable as the success they strive for. This session will present Stanford's Resilience Project and look at its impact on students.

CI-111 | Cultivating the Mind: Student Success Through First-Year Leadership Experiences

Salon 3

Miguel Trevino

Associate Director of Student Affairs

Gerardo Alva

Director of Student Affairs

Texas A&M International University
UNITED STATES

This session will help professionals in developing a leadership program for first-year students looking to enhance their own skills beyond what they learned in high school. A cocurricular initiative started by Texas A&M International University in 2009, the Freshman Leadership Organization has developed into one of the most successful programs on campus, allowing students the opportunity to build upon skills needed to be successful at the University and beyond.

9:15 am – 9:30 am

Morning Break

Bayshore Grand Ballroom Foyer

9:30 am – 10:30 am

CT-112 | An Institutional Approach to Improving Student Retention and Success at the University of Pretoria

Cypress 1

Nthabiseng Ogude

Professor and Deputy Vice-Chancellor, Teaching and Learning

Wendy Kilfoil

Professor and Director for Education Innovation

University of Pretoria
SOUTH AFRICA

This paper describes a Faculty-based, student-focused model for improving student outcomes called the Student Academic Development and Excellence Model (SADEM). The model addresses concerns cited in the literature: (a) lack of a systemic approach; (b) initiatives located in peripheral units; (c) initiatives located outside academic disciplines and lacking participation by academic staff; and (d) a focus on retention of limited student subgroups instead of retention, pass, graduation, and throughput rates of all students. The circumstances that led to SADEM's development; its key features, limitations, application at the University of Pretoria; and ways it can be adapted to other contexts as well as future directions are presented.

CI-113 Foundation Year: Redesigning the First Year of College for First-Generation and Underprepared Urban Students

Cypress 2

Molly Dugan

Director, Foundation Year; Assistant Academic Specialist

Northeastern University
UNITED STATES

Foundation Year is a 12-month, full-time, first-year college program at Northeastern University that serves students who are at risk of becoming one of the alarming statistics of City of Boston high school graduates who start college but fail to persist. The program is designed to tackle the barriers to students' college success. The students participate in a traditional first-year college curriculum but do so within a unique design that addresses students' academic weaknesses while simultaneously engaging them in college-level content.

R-114 | Students as Self-Regulated Learners: An Exploration of Strategies to Improve Students' Awareness of How They Learn

Oak Room 1

Ashley Welsh

PhD Student and Research Assistant

University of British Columbia
CANADA

In the transition from high school to university, first-year students tend to struggle with the increased responsibility for their own learning. Most first-year students lack the metacognitive awareness that would help them to monitor, develop, and adapt their learning strategies to improve their academic success. The purpose of this discussion is to explore how people from various institutions have witnessed, addressed, and/or improved first-year students' awareness and monitoring of their own learning.

CI-115 | Beyond Retention: Early Identification and Outreach to At-Risk, First-Year Students to Improve Student Success

Oak Room 2

Loralyn Taylor

Director of Institutional Research and Registrar

Paul Smith's College
UNITED STATES

Changing the focus from retention of at-risk groups to student success for all students, Paul Smith's College overcame coordination problems by using technology to create an information hub for instructors, advisors, and student support and administrative offices as well as automating much of our communications and feedback. Concentrating on early outreach, we use predictive modeling and CSI survey risk factors to identify first-year students who may be or may become at risk. Results will be discussed.

R-116 | Setting High Expectations in First-Year Seminars to Foster Student Success

Mackenzie

Bruce Fox

Professor of Forest Management

John Doherty

Instructional Designer

Rosalinda Haddon
Associate Clinical Professor

Kevin Ketchner
Librarian
Northern Arizona University
UNITED STATES

Research suggests that retention increases when courses meet or exceed first-year students' high expectations. The presenters discuss how and why they designed pedagogically similar learning and assessment experiences in content-diverse first-year seminars to energize, motivate, and engage students. The focus will be on practical approaches to achieve these ends.

CI-117 | Improving Student Success Through Academic Coaching

Seymour

Courtney Sandler
Academic Success and Retention
Coordinator

Shoshana Zeisman
Academic Adviser
Coordinator of Services for Probationary Students

Portland State University (PSU)
UNITED STATES

The Academic Coaching program through University Success at PSU is designed to improve first-year student retention by leveraging both peer and professional mentor relationships. The program focuses on cultivating successful transition into university life through empowerment and personal responsibility. This session will explore the development of our model

and the benefits and challenges of working with peer versus professional mentors. Additionally, we will discuss an alternative coaching program designed for transfer students that is offered through The Learning Center and share information on how to create an academic coaching program on other campuses.

CI-118 | Filling the Gap: Creating Customized Data Collection to Meet the Needs of First-Year Experience Assessment

Salon 1

Christopher Bellamy
Assessment and Technology Coordinator

Gabriel Bermea
Assistant Dean of Undergraduate Studies

Wade Gum
Assessment and Technology Coordinator

Pat Combs
Student Services Manager
The University of North Carolina at Greensboro (UNCG)
UNITED STATES

This session focuses on the development of a data collection program, BAM, created by Undergraduate Studies at UNCG in order to assess departments and programs. The program provides an innovative method for collecting data on student usage of services while also allowing departments to regularly perform assessment. BAM can serve as a model for other institutions, allowing them to create their own programs to meet the needs of their student populations rather than licensing expensive software.

CI-119 | Scaling Up: Using Small-Scale Peer Advising Models for Large-Scale Programs

Salon 2

Kelly Vass
Academic Advisor

Jeffrey Birou
Academic Advisor
Drexel University
UNITED STATES

Is it possible to recreate the sense of community and individualized attention found in small, peer-advising programs at larger institutions? This presentation addresses the challenges facing large-scale peer advising programs while offering several case studies, models, and methods to replicate the efficacy of smaller programs by scaling them to fit the needs of larger programs and institutions.

10:45 am – 11:45 am

CI-120 | The Residence Education Model: Changing the Cultural Landscape of How Students View Academic Success, Social Identity, and Diversity

Cypress 1

Mohammed Cato
Resident Director

Hui-Ling Chan
Associate Resident Director

Jennifer Halpert
Resident Director
Western Washington University
UNITED STATES

Western Washington University's Residence Education Model (REM) is guided by Baxter-

Calendar

Mark Your



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

<p>September 10 - October 12 2012 Online Course: Fostering First-Year Student Success</p>	<p>October 15 - November 16 2012 Online Course: Qualitative Assessment</p>	<p>February 23 - 26 2013 32nd Annual Conference on The First-Year Experience Orlando, Florida</p>	<p>May 11 2013 Online Course: Strategic Planning for Your First-Year Experience Program</p>
<p>October 13 - 15 2012 19th National Conference on Students in Transition Philadelphia, Pennsylvania</p>	<p>November 4 - 6 2012 Institute on First-Year Success in the Community College Columbia, South Carolina (USC Campus)</p>	<p style="font-size: 1.2em; margin: 0;">www.sc.edu/fye 803.777.6029</p> <p style="margin: 0;">Supporting and advancing efforts to improve student learning and transitions into and through higher education.</p>	

Magolda's theory of self-authorship and the Learning Partners Model in which staff interact with students through a series of intentional conversations and modules to enhance academic success, social development, and self-reflection. Specifically, the REM is designed to help students learn about themselves and how to work and live with others by focusing on four areas in the residential setting: self, others, relationships, and community. This session will examine implementation of REM and its overarching impacts on the first-year student's understanding of academic success, social identity, and diversity through reflective dialogues.

CI-121 | The Flying Start Academic Coaching Program

Cypress 2

Matthew Hunt

Schools and Colleges Liaison Manager
Sheffield Hallam University
UNITED KINGDOM

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

R-122 | Library Support Programs for First-Year Students on Academic Probation

Oak Room 1

Holly Flynn

Outreach Librarian
Michigan State University
UNITED STATES

What can the campus library do to support first-year students on academic probation? Information literacy for first-year students should go beyond the basic library tour, reference desk interaction, or one-shot instruction session. This roundtable discussion will explore the lengths that librarians go to reach the most at-risk students, including teaching classes about academic stress in the residence halls and offering drop-in

reference there as well as bringing free tutoring into the library.

CR-123 | Adjustment of First-Year Faculty of Health Sciences University Students: Understanding Successes, Challenges, and Demographic Factors Affecting Them

Oak Room 2

Cynthia Sikakana

Associate Professor
University of Cape Town
SOUTH AFRICA

This study, conducted at a South African university with a very diverse student population, identifies aspects of social, environmental, and academic adjustment as well as personal growth and development that first-year students feel positive about and those they find challenging. The study further explores the effects on adjustment of demographic factors, such as home language, home area (rural or urban), parental education, school resourcing, and family income. Aspects of adjustment that some subgroups may find particularly challenging are identified.

R-124 | First-Year Advising; One-on-One, Group Work, and Assessment Strategies

Mackenzie

June Chu

Assistant Dean of Undergraduate Students
Dartmouth College
UNITED STATES

Student advising can come in a myriad of forms, and Dartmouth's approach is varied. From one-on-one sessions with assigned deans to group advising for specific populations (e.g., academically at-risk students, specialized first-year cohorts, athletes), Dartmouth's model is to offer opportunities that provide a wide reach, particularly for those students who may be first-generation Ivy League students. In the process of providing such advising, the Undergraduate Deans Office has begun implementing ways to assess these different types of advising methods. This roundtable discussion is focused on the sharing of information about assessment strategies as well as effective first-year and transitional student advising.

CI-125 | Evolving With Our Students: The Changing Face of Academic Probation

Salon 1

Jennie Gouker

Assistant Director
The University of North Carolina at Greensboro (UNCG)
UNITED STATES

In 13 years, the nationally recognized Student Academic Success (SAS) 100 course has undergone multiple changes. A brief review of this retention initiative's history will provide the foundation for the SAS Program's current design. Participants will review the unique policies of the class, its curriculum that is inspired by Appreciative Advising, and the integrated counseling component. The course's evaluation and recent outcome data will also be discussed.

CR-126 | Full Text Hide and Seek: Why Our Students Are Printing Abstracts Instead of Whole Articles

Salon 2

Bonnie Imler

Library Director
Penn State Altoona
UNITED STATES

Michelle Eichelberger

Systems and Electronic Services Librarian
Genesee Community College
UNITED STATES

When asked to print the full-text of an article, many undergraduate students print the abstract instead. The presenters used screen-capture technology and surveys to gather information about research behavior of first-year students at Penn State Altoona. The study revealed that more than 50% of students correctly defined the terms abstract and full-text. However, only 25% of students were able to find and print the full-text of all five of the articles included in the study.

CR-127 | The Role of Collaborative Learning in the Academic Success of First-Semester Students With Diverse Needs

Salon 2

Dorothy A. Osterholt

Assistant Professor, First Year Studies

Roxanne B. Hamilton

Associate Professor, Business Studies

Sophie Lampard Dennis

Assistant Professor, First Year Studies

Landmark College

UNITED STATES

This session will present the preliminary findings from a research study in which specifically designed collaborative learning activities were integrated into first-year classes across disciplines. The study examines the effect of such activities on students with learning differences who are adjusting to college. The specific areas of impact include the students' ability to broaden relationships and create empathy for different learning styles within the community and their ability to increase academic growth through a positive interdependent learning environment. Collaborative learning is seen as the vehicle for growth of self-confidence, oral communication skills, critical thinking and problem-solving skills, and peer-to-peer cooperation while working toward a mutual goal.

12:00 noon – 12:30 pm

Closing Session

Cypress 1

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.

Thursday | July 19

Journal

OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the *Journal* is to disseminate empirical research findings on student transition issues, including:

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




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

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

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The John N. Gardner Institute's signature initiative, **Foundations of Excellence** (FoE), engages professors, administrators, and other staff members in a year-long self study and **action-planning process to improve first-year and transfer student learning and retention**. Independent research shows that **institutions implementing** their Foundations of Excellence action plans to a high degree **realize substantial increases** in first-to-second-year **retention rates and related revenue**.

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Abu Dhabi University

Abu Dhabi University is a private university with an enrollment of 4,000 undergraduate and postgraduate students drawn from 35 different nationalities. About 30% of its students are Emiratis. The University was founded in 2003 and bases its academic structure on American models of higher education, while at the same time being respectful of local cultural practices. Its major programs are in business and engineering, with newer developments in mass communications and public and environmental health. A major driving force is the relationship of the academic programs to the development of the United Arab Emirates and the achievement of the goals of the 2030 plan for the emirate of Abu Dhabi.

Agnes Scott College

Agnes Scott College, founded in 1889, is an independent national liberal arts college for women located in the metropolitan Atlanta area and affiliated with the Presbyterian Church (U.S.A.). Agnes Scott enrolls approximately 890 from 41 states and territories and 29 countries: 25% of the class of 2015 graduated in the top 5% of their high school class while 40% were in the top 10% or better.

American University of**Ras Al Khaimah**

The American University of Ras Al Khaimah, United Arab Emirates, commenced functioning initially as the Ras Al Khaimah campus of George Mason University in Fairfax, Virginia. It later became an independent university in 2009, offering programs in biotechnology, business administration, electronics and communications engineering, and computer engineering. The University follows the American style of education in the structure of its curricula, pedagogy, and academic policies.

Auckland University of Technology

In 2000, the governor general, by order in council, established the Auckland University of Technology (AUT) in New Zealand. AUT is the newest of the eight New Zealand universities and the only one to be established since the 1960s. There are approximately 19,000 students enrolled full time at AUT.

Avans University of Applied Sciences

With 25,000 students and economic, technical, social, education, law, and art faculties (schools), Avans University of Applied Sciences is located in three Dutch cities. For

several years, it has been chosen by national rankings as the best, large-scale, Dutch university of applied sciences, with the most study programs in top positions.

Ball State University

Ball State University, located in Muncie, Indiana, is a state-assisted, residential university located one hour northeast of Indianapolis. Ball State is ranked a doctoral and research university by the Carnegie Foundation and has approximately 20,000 undergraduate and graduate students, with 175 bachelor's, 92 master's, and 16 doctoral degrees offered through seven academic colleges.

Berry College

Berry College is a comprehensive liberal arts college with Christian values. Founded in 1902, the college furthers our students' intellectual, moral, and spiritual growth; profers lessons that are gained from worthwhile work done well; and challenges students to devote their learning to community and civic betterment. Berry emphasizes an educational program committed to high academic standards, values based on Christian principles, practical work experience, and community service in a distinctive environment of natural beauty. It is Berry's goal to make an excellent private liberal arts education accessible to talented students from a wide range of social and economic backgrounds.

Bowling Green State University

Located in the Midwestern United States, Bowling Green State University is a four-year, public institution that serves approximately 20,000 students. It has often been nationally recognized by U.S. News & World Report for excellence in a variety of first-year programs. Experiencing record first-year student enrollments, the institution is strategically addressing their retention and success.

Brigham Young University

Located in Provo, Utah (United States), the mission of Brigham Young University (BYU) is to provide students with an experience that is spiritually strengthening, intellectually enlarging, and character building. In addition, BYU seeks to develop students who have the ability and desire to continue learning and to serve others throughout their lives.

Buffalo State College

Buffalo State offers 166 undergraduate programs with 11 honors options and 65 opportunities for graduate study, including 19

post-baccalaureate teacher certification programs (PTCP). Buffalo State has been a part of the State University of New York system since 1948 and is made up of 11,659 undergraduate and graduate students.

California State University, Monterey Bay

California State University Monterey Bay (CSUMB) is a state-supported, baccalaureate, Hispanic-serving institution, with an enrollment of approximately 4,500 full-time students, including a high proportion of first-generation students from working-class families in the predominantly rural and agricultural counties of Monterey, San Benito, and Santa Cruz. It is one of the smallest of the 23 campuses in the California State University system, and the 1,387-acre campus is one mile from the shores of Monterey Bay, between the Salinas Valley and Monterey Peninsula.

Carleton University

Located in Canada's capital, Ottawa, Carleton University has more than 25,000 students and 2,000 staff and faculty. The Center for Initiatives in Education supports Carleton's proud tradition of student access and community involvement, providing access and support for learners who may not meet traditional university admissions requirements.

Carnegie Mellon University

Carnegie Mellon University (CMU) is a global-research university with more than 11,000 students and is recognized for its world-class arts and technology programs, collaboration across disciplines, and innovative leadership in education. The University began as a small technical school and evolved into what it is today under the guidance of exceptional leadership teams. CMU consists of seven schools and colleges: Carnegie Institute of Technology, College of Fine Arts, College of Humanities and Social Sciences, Heinz College, Mellon College of Science, School of Computer Science, and the Tepper School of Business.

Coastal Carolina University

Coastal Carolina University is a comprehensive four-year public institution in South Carolina. Coastal houses five academic colleges, including University College, which oversees a successful First-Year Experience program.

College of Charleston

The College of Charleston is a nationally recognized, public, liberal arts and sciences uni-

versity located in historic Charleston, South Carolina. Founded in 1770, the College is among the nation's top universities for quality education, student life, and affordability. The College offers a historic campus, modern facilities, and cutting-edge programs.

College of the Marshall Islands

The College of the Marshall Islands (CMI) is four hours of air-travel time southwest of Hawaii. A majority of our learners speak English as their second language and are primarily first-generation and low-income students attending the College through Pell grants. Developmental Education is the largest institution department and where at least 90% of applicants start their college experience.

Colorado Mountain College

Colorado Mountain College serves nine counties in north-central Colorado: Chaffee, Eagle, Garfield, Grand, Jackson, Lake, Pitkin, Routt, and Summit. The 12,000-square-mile district includes international resorts, ranches, wilderness areas, and former mining towns. Each year, nearly 25,000 students take classes at our 11 locations and online.

Curry College Milton

Founded in 1879, Curry College is a private, four-year, liberal-arts-based institution located on a wooded 135-acre campus in Milton, Massachusetts, just seven miles from downtown Boston. The College offers 20 undergraduate majors and more than 65 minors and concentrations, as well as four graduate programs. Curry College welcomes adult and graduate students into quality academic programs to achieve degrees or certificates or pursue continuing education courses, corporate training, and professional development opportunities.

Cuyahoga Community College

Since opening its doors in 1963 as Ohio's first community college, Cuyahoga Community College (Tri-C®) has provided high-quality, affordable education and programs to more than 900,000 members of the community. With four campuses and numerous off-site locations throughout Cuyahoga County, Tri-C serves more than 55,000 credit and noncredit students annually in more than 1,000 credit courses in 144 career and technical programs and liberal arts curricula.

Dartmouth College

Founded in 1769, Dartmouth is a member of the Ivy League and consistently ranks among

the world's greatest academic institutions. Dartmouth has forged a singular identity as a strong undergraduate and graduate institution dedicated to teaching and research with graduate programs and three leading professional schools: the Geisel School of Medicine, Thayer School of Engineering, and the Tuck School of Business.

Dixie State College

Founded in 1911, Dixie State College (DSC) has evolved from a community college to a four-year state college with nearly 20 bachelor's degree programs and approximately 9,000 students. Located in beautiful southern Utah with a high desert climate, DSC has the highest growth rate of any college in Utah and anticipates achieving university status within three to five years.

Drexel University

Drexel University is a large, urban institution located in the heart of Philadelphia, Pennsylvania, offering undergraduate and graduate degree options that alternate between classwork and full-time employment through a world-renowned co-operative education program. Home to more than 23,500 students, this top-ranking private university is recognized for its commitment to cutting-edge academic technology and growing enterprise of use-inspired research. Drexel Engineering is the nation's largest private engineering college according to undergraduate class size.

Fanshawe College

Fanshawe College is one of the largest college campuses in Ontario with more than 15,000 students. The College offers more than 100 programs leading to certificates, diplomas, and degrees.

Genesee Community College

Genesee Community College is located outside the Upstate New York city of Batavia. Since its founding in 1966 as part of the prestigious State University of New York system, Genesee has become one of the most highly-respected community colleges in the United States. Although a small college (about 4,000 full-time and part-time students) it has been able to bring to Genesee many of the top-notch programs you'd ordinarily expect to see only at large universities making it a choice for students across New York State and many other parts of the United States as well.

Indiana Tech

Indiana Tech is a private, four-year college in Fort Wayne, Indiana. Tech has a traditional campus with approximately 1,100 students and an adult program that spans the state with satellite campuses and more than 4,000 students.

Indiana University Bloomington, Center for Postsecondary Research

Founded in 1820, Indiana University Bloomington (IUB) is the flagship campus of Indiana University's eight campuses statewide. IUB attracts students from around the globe who want the ideal college experience—great traditions, a gorgeous campus, international culture, Big Ten sports, and an active academic climate.

J. F. Oberlin University

Education at J. F. Oberlin University is defined not in a narrow sense, such as merely filling the mind with knowledge and facts, but in a broader sense of developing the whole individual both mentally and spiritually. The ideal education should provide a rich and wide range of knowledge and foster the ability to make decisions and distinguish right from wrong.

John N. Gardner Institute for Excellence in Undergraduate Education

The John N. Gardner Institute for Excellence in Undergraduate Education, an outgrowth of the Policy Center on the First Year of College, is a national leader in efforts to improve undergraduate learning and retention at institutional, regional, and national levels. Since 1999, the Center and Institute have provided hundreds of colleges and universities tools and processes designed to enhance institutional approaches to the first year.

Kennesaw State University

Kennesaw State University (KSU) is a comprehensive university located in Kennesaw, Georgia, a suburban community in the northwest quadrant of metropolitan Atlanta. More than 24,000 students pursue undergraduate and graduate degrees on a beautifully landscaped campus. U.S. News & World Report has recognized KSU for having one of the best first-year experience programs for the last nine years, consecutively.

Korea University

Korea University, founded in 1905, is widely acknowledged as one of the country's oldest, largest and top-ranked universities in

Korea. Its reputation for quality is based on excellence in teaching, research and service to Korean society. With an internationally recognized research programs and as a major comprehensive university, KU offers a rich variety of courses in liberal arts and sciences as well as in all professional fields, including law, medicine and business administration to over 35,000 undergraduate and graduate students.

Kwantlen Polytechnic University

Kwantlen Polytechnic University has four campuses located in the Metro Vancouver region of British Columbia. Kwantlen offers bachelor's degrees, associate degrees, diplomas, certificates, and citations in more than 120 programs. Approximately 17,500 students annually attend Kwantlen campuses in Surrey, Richmond, Langley, and Cloverdale. Kwantlen's degree programs and other applied credentials successfully meet the evolving needs of regional and global employment markets. Kwantlen students have a unique opportunity to bridge certificate and diploma credentials into bachelor's degrees, creating the option of academic and professional enhancement of applied and technical programs.

La Trobe University

La Trobe University is a multicampus university in Victoria, Australia, with more than 25,000 enrolled undergraduate and postgraduate students. La Trobe is a public university servicing Melbourne's northern suburbs and four regional centres across the state of Victoria.

Landmark College

Landmark College is a private two-year college specifically designed for students with learning differences, such as diagnosed learning disabilities, AD/HD, and other related psychological disorder.

Lee University

Lee University is a private, comprehensive university located in Cleveland, Tennessee, in the foothills of the Appalachian Mountains. Lee is emerging as a leader in higher education in the southeastern region and was ranked, in 2010, in the top tier in the South by U.S. News & World Report (comprehensive, medium-size universities). Lee is also ranked by Princeton Review's Best Colleges and is now one of the 141 colleges named best in the Southeast.

Louisiana State University

Louisiana State University is a student-centered, learning-centered, research-extensive university in Baton Rouge, Louisiana. It is one of only 30, land-, sea-, and space-grant universities in the United States. As of 2009, LSU's enrollment exceeded 26,000 students, including more than 1,400 international students and over 4,000 graduate students.

Loyola University New Orleans

Loyola University New Orleans prepares students to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. The University is grounded in the liberal arts and sciences and strives to educate the whole student and benefit the larger community.

Macon State University

Founded in 1968, Macon State College has grown from a small junior college of 1,100 students to the largest 4-year, residential, bachelor's degree-awarding college in Central Georgia. Macon State is focused on providing professionally oriented programs to address the workforce needs of Georgia through a number of baccalaureate degree programs. As a complement to its baccalaureate mission, Macon State offers a variety of associate of arts and associate of science degrees, transfer programs and career certificate programs.

Madonna University

Founded by the Felician Sisters in 1937, Madonna University is one of the largest Catholic, Franciscan, independent universities in the country. Through undergraduate, graduate, and continuing education programs, Madonna University provides men and women of all religious, social, cultural, and ethnic backgrounds with opportunities for intellectual, spiritual, and personal growth.

McGill University

McGill's Macdonald campus is a small, suburban, one-faculty, campus situated about 40 km from downtown Montreal, and houses the Faculty of Agricultural and Environmental Sciences. It is surrounded by green spaces and farms and enrolls approximately 1,200 students.

McKendree University

McKendree College, now McKendree University, was established in 1828 by pioneer Methodists. McKendree is the oldest college in Illinois and the oldest in the nation

with continuous ties to the United Methodist Church. McKendree is a private, four-year institution whose students have included many pioneers in industry and business; senators, governors, and career public servants; distinguished military leaders; and individuals who fill the pulpits and teaching appointments across the United States and the world.

Memorial University of Newfoundland
Memorial University of Newfoundland is the largest university in Atlantic Canada. The main campus is located in St. John's, the province's capital city. In a one-university, one-college system, Memorial has a special obligation to create a seamless and accessible postsecondary system that is inclusive and effective for all students.

Memorial University of Newfoundland

With nearly 18,000 students in both undergraduate and graduate programs, Memorial University of Newfoundland is the largest university in the region with numerous campuses providing a diverse learning environment through different learning facilities across Newfoundland and Labrador.

Mercy College

Mercy College is a four-year, Middle States accredited, private institution located in New York. Nearly 10,000 students study in more than 90 undergraduate and graduate programs. Mercy College is a U.S. federally designated Hispanic-serving institution and a U.S. Department of Veteran Affairs Yellow-Ribbon school.

Michigan State University

Michigan State University (MSU) students work to advance the common good in uncommon ways. The nation's pioneer land-grant university, MSU began as a bold experiment that democratized higher education and helped bring science and innovation into everyday life. Today, MSU is one of the top research universities in the world—on one of the biggest, greenest campuses in the nation—and is home to a diverse community of dedicated students and scholars, athletes and artists, and scientists and leaders.

MidAmerica Nazarene University

MidAmerica Nazarene University is a private, four-year, Christian, liberal arts university located in Olathe, Kansas. The University offers undergraduate academic majors in more than 40 areas, including a bachelor's degree-

completion program in management and human relations as well as graduate-level programs in education, nursing, business administration, and counseling.

Missouri State University

Missouri State University is a public, comprehensive, metropolitan system with a state-wide mission in public affairs and a purpose is to develop educated persons. The University's identity is distinguished by its public-affairs mission, which entails a campuswide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

Multi-Health Systems (MHS)

MHS has been publishing the very best in psychological assessments for over 25 years. With offices in North America and Europe, and partners around the world, MHS serves the global community. Their assessments and services are used in clinical, educational, forensic, pharmaceutical, corporate, and research settings around the world.

Nash Community College

Nash Community College, a public, comprehensive, educational institution with an open-door admissions policy, was founded in 1967. The College's mission is to provide an affordable educational environment that prepares students for college transfer and rewarding careers. Through teaching excellence, high-quality instruction, technology, and work force development, Nash Community College provides life-long learning opportunities to individuals, communities, and organizations. Many of the College's 99 academic programs lead to a degree, diploma, or certificate. Included are two-year technical and college transfer programs which give the students the knowledge and expertise required for challenging careers or successful transfer to four-year colleges or universities.

Nelson Mandela Metropolitan University

The Nelson Mandela Metropolitan University (NMMU) is a multicampus institution situated in the eastern province of South Africa. Its student population is very diverse with an enrollment of more than 20,000 registered students. NMMU offers undergraduate up to doctoral qualifications as well as international exchange programs.

Norfolk State University

Founded in 1935, Norfolk State University adheres to the traditional purpose of the Historically Black University and espouses the

tradition of service to its students, its alumni, the academy, the Commonwealth of Virginia, the nation, and the world. Norfolk State offers 36 undergraduate degree programs as well as two doctorate and 15 master's degrees, including master's degree programs in optical engineering, computer science, and criminal justice.

North Dakota State University

North Dakota State University (NDSU) in Fargo, North Dakota, United States, is a land-grant, research university that serves more than 14,000 undergraduate and graduate students. NDSU is ranked by the Carnegie Commission on Higher Education and is one of two flagship universities in North Dakota.

Northeastern University

Northeastern is a global, experiential research university. Grounded in its signature co-op program, Northeastern today provides unprecedented experiential learning opportunities around the world. The University's rapidly growing research enterprise is strategically aligned with three national imperatives: health, security, and sustainability.

Northern Arizona University

Northern Arizona University is a four-year, public university with a student enrollment of 16,000. The University is classified as public, high research and hosts more than 80 undergraduate majors and 56 graduate degree programs. More than 3,800 first-year students are welcomed to campus each fall.

Owens Community College

Owens Community College is an accredited, two-year, state-assisted institution of higher education in Northwest Ohio. Owens has campus locations in Perrysburg Township and Findlay and learning centers in downtown Toledo and Maumee, offering 130 academic programs. Owens serves approximately 20,000 students; the average age of the student population is 28; and 60% of students pursue their education on a part-time basis.

Pace University

Pace University is an outcome-oriented environment that prepares students to succeed in a wide range of professions. More than 12,500 students (including 1,500 international students) are enrolled in bachelor's, master's, law, and doctoral programs at locations in New York City, Pleasantville, and in White Plains (graduate center and law school).

Pacific Lutheran University

Pacific Lutheran University (PLU) is a midsized,

regional, private four-year institution affiliated with the Evangelical Lutheran Church in America. Major foci of the University are student-faculty research, global education, and purposeful learning. PLU blends the unique learning of a liberal arts education with the opportunity for professional degrees in nursing, education, and business.

Paul Smith's College

Situated along the shores of St. Regis Lake in the Adirondack Mountains, the campus provides a dynamic environment for pushing beyond the traditional boundaries of education into new ways of learning. Active experimentation, data collection, and analysis are everyday activities for Paul Smith's College students. The College is a close-knit community where students receive personal, one-on-one attention from both faculty and staff. With a friendly and inviting atmosphere, Paul Smith's College is a perfect home away from home.

Penn State Altoona

Penn State Altoona is a four-year, residential campus located in Altoona, Pennsylvania, and is one of 24 locations that make up the Pennsylvania State University system. With an enrollment of 4,100 students, Penn State Altoona offers both baccalaureate and associate degree programs.

Plantijn University College

The Plantijn University College (Plantijn Hogeschool) offers professional bachelor degree programs, following the European bachelor-master structure. The College, with 4,000 students, has its campuses in the centre of Antwerp, Belgium. In addition to knowledge acquisition, Plantijn University College aims to develop the student's personality with a strengths-oriented vision.

Portland State University

Portland State University is a large, urban, public institution. With more than 220 degree options that include renowned programs in urban planning, social work, business, sustainability, and undergraduate studies, Portland State meets the needs of Oregon's largest and most diverse student body.

Seneca College

With campuses throughout the Greater Toronto Area, Seneca's size and diversity give students the advantage of partnerships with industry leaders; the latest in hands-on computer technology; a variety of class sizes; and full-time, part-time, and continuing educa-

tion options. Education should be flexible and accessible, so Seneca also employs various methods of teaching—from in-class lectures and online learning to co-op and field placements—in programs related to applied arts, business, financial services, and technology.

Sheffield Hallam University

Sheffield Hallam University (SHU) is a higher education institution in South Yorkshire, England, based on two sites in Sheffield. City Campus is located in the city center, close to Sheffield railway station, and Collegiate Crescent Campus is about two miles away, adjacent to Ecclesall Road in southwest Sheffield. The University is the fourth largest in the UK after The Open University and the both Manchester Universities, with more than 33,000 students, 4,360 staff, and 572 courses.

Simon Fraser University (SFU)

Established in 1965, Simon Fraser University (SFU) is a Canadian, public, research university in British Columbia with its main campus on Burnaby Mountain, and satellite campuses in Vancouver and Surrey. With a flexible trimester system, more than 30,000 students, 950 faculty members, and 100 programs across eight faculties, SFU is student driven, research focused, and community engaged.

South Georgia College

South Georgia College is a multicampus institution that awards two-year degrees for transfer and, now, a limited number of four-year degrees as a unit of the University System of Georgia. Established in 2006, the College was, until its recent status elevation, the oldest two-year institution in Georgia.

Southern Oregon University

Southern Oregon University (SOU) is a four-year, public, university with a student population of 6,500. SOU is committed to a challenging and practical liberal arts education centered on student learning, accessibility, and civic engagement.

Stanford University

Stanford University is recognized as one of the world's leading research and teaching institutions. Stanford opened its doors in 1891, and more than a century later, it remains dedicated to finding solutions to the great challenges of the day and to preparing students for leadership in today's complex world.

Stellenbosch University

Stellenbosch University (SU) is recognized as one of the four top-research universities in

South Africa. It takes pride in the fact that it has one of the country's highest proportions of postgraduate students of which almost 10% are international students. SU opened its doors in 1918 for some 500 students and 39 lecturers. The University has since grown into the internationally recognized institution of excellence it is today with more than 26,000 students, 800 lecturers, and some 50 research and service bodies across 10 faculties (colleges). It has one of the highest retention rates of first-year students among South African universities.

Teesside University

Located in the heart of the North East. Middlesbrough, Teesside University is home to close 28,000 students. Recently a finalist of the Entrepreneurial University of the Year, TU is known for its outstanding and innovative business program as well as for preparing students for economic, social, and cultural success beyond the university.

Texas A&M International University

Texas A&M International University (TAMIU) is located in Laredo, Texas, and was established in 1970 as an upper-level institution about 150 miles southwest of San Antonio. In 1995, it opened at its current locations and is one of the newest universities in the state of Texas. TAMIU continues to set the bar in providing exceptional academic programs to an underserved region and population.

The Evergreen State College

The Evergreen State College, founded in 1971, is a four-year, public, interdisciplinary liberal arts college with approximately 4,500 students, 80% of whom are nontraditional. The College has three masters-level graduate programs. Evergreen's signature contribution to American higher education is the full-time, team-taught, interdisciplinary program.

The University of Manchester

The University of Manchester has the largest student community in the United Kingdom with just under 40,000 students studying in taught and research programs. The University has four faculties, 20 academic schools, and many specialist research groups undertaking multidisciplinary teaching and research.

The University of North Carolina at Greensboro

The University of North Carolina at Greensboro (UNCG) is a public, four-year, residential institution with more than 17,500 on-campus students and 950 others in distance-learning

programs. Chartered in 1891, UNCG is one of the three original institutions in the University of North Carolina system. The University is among the most diverse schools in the state and has a large population of adult and transfer students. There are approximately 1,700 classes offered each semester with an average class size of 27 students and a 76% retention rate. UNCG is a learner-centered and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship.

The University of Queensland

The University of Queensland (UQ) is one of Australia's premier learning and research institutions. UQ is the oldest university in Queensland and has produced almost 197,000 graduates since opening in 1911. Today, UQ has almost 44,000 students who study across four campuses in southeast Queensland. Staff and students from more than 134 nations are valued in its multicultural community, which celebrates excellence in all aspects of scholarship.

The University of Western Ontario

The University of Western Ontario is among Canada's leading research-intensive universities and provides the nation's best student experience. The University offers more than 200 different programs in 12 faculties and over 90 first-year courses. Western has approximately 23,000 undergraduate and 5,000 graduate students.

Thompson Rivers University

Thompson Rivers University is a comprehensive Canadian university offering master's and bachelor's degrees as well as diplomas, certificates, trades programming, and distance education. Founded in 1970, this public, government-accredited university houses more than 100 academic programs and includes 13,000 students with an additional 12,000 distance learners.

Trine University

Trine University is a private, nondenominational institution that grants associate, bachelor's, and master's degrees in more than 35 programs on campus and online. Small class sizes ensure one-on-one attention with faculty. The focus is on active participation, competitive intercollegiate athletics, and extensive co-op and internship opportunities.

Trinity Western University

Trinity Western University is a place of rigorous academic scholarship and a people with a

common vision—to transform lives through Christ-centred higher education. The University's faculty members are known for their extraordinary accessibility to students and strong record of published, globally recognized research. Since 1962, Trinity Western has been training leaders of character, capable of addressing the challenges of our changing world.

University of Alabama in Huntsville

The University of Alabama in Huntsville (UAH) is a public coeducational, state-supported, research university within the University of Alabama System. UAH was founded as part of the University of Alabama in 1950 and became an autonomous campus within the UA System in 1969.

University of British Columbia

Established in 1908, the University of British Columbia (UBC) is a large, research-intensive, publicly funded school with a full range of academic programs that attracts more than 45,000 students from across Canada and 140 countries to two campuses (15% international). Students entering UBC have high GPAs and retention rates are strong. Among its many outstanding programs are the first-year seminar in science and UBC Jump Start, an intensive academic orientation program for incoming international and Aboriginal students.

University of Cape Town

The University of Cape Town (UCT) is Africa's top-ranked university. While maintaining its tradition of academic excellence, UCT strives to respond to the development needs of South Africa's emerging democracy and to promote equal opportunity for all. The Faculty of Health Sciences is currently celebrating its centenary.

University of Johannesburg

The University of Johannesburg is one of the largest residential institutions (more than 45,000 students) in the country and is located in Johannesburg, South Africa. It is a comprehensive institution with a large proportion of first-generation university entrants.

University of Northern British Columbia

Located in the spectacular landscape of northern British Columbia, UNBC is one of Canada's best small universities. UNBC provides outstanding undergraduate and graduate learning opportunities that explore cultures, health, economies, and the environment. With 4,266 students, UNBC offers

a number of undergraduate and graduate degrees, along with numerous research opportunities.

University of Pretoria

The University of Pretoria is a research-intensive institution and one of the largest residential universities in South Africa. Of the approximately 50,000 students, 32,000 are undergraduates and postgraduates, 18,000 are distance learners, 5,000 are internationals, 52% are women, 58% are White, and 42% are Black.

University of South Carolina

Founded in 1801, the University of South Carolina (USC) serves the state from its flagship Columbia campus, three senior campuses, and four regional campuses, enrolling approximately 45,000 undergraduate, graduate, and professional students annually. The University is one of 34 institutions in the United States to hold both the highest research designation and the community engagement designation from the Carnegie Foundation for the Advancement of Teaching and Learning. USC offers 324 degree programs through its 14 degree-granting colleges and schools. The flagship Columbia campus was the birthplace of the first-year experience movement and, in fall 2011, enrolled more than 4,600 first-year students.

University of South Florida

The University of South Florida (USF), established in 1956 as a public university, is a comprehensive, multicampus, research university serving more than 47,000 students. USF offers 232 degree programs at the undergraduate, graduate, specialist, and doctoral levels and accepts approximately 4,000 new first-year students each academic year.

University of Tasmania

Founded in 1890, the University of Tasmania (UTAS), Australia, is a public, research-led university with multiple campuses in Tasmania, Sydney, and Asia. UTAS has 26,000 students, including a high proportion of students from regional Australia and overseas.

University of Tennessee

The University of Tennessee (UT) is a tier-one institution and the flagship campus for the University of Tennessee System. UT is located in Knoxville, which is set at the base of the beautiful Smokey Mountains. Approximately 26,000 students are enrolled at the University.

University of the West Indies, Mona

The University of the West Indies, Mona (UWI) is the region's premier educational institution. Its faculties offer a wide range of undergraduate, masters, and doctoral programs in humanities and education, pure and applied sciences, agriculture and sciences, engineering, law, medical sciences, and social sciences. There is a strong emphasis on Caribbean issues making the UWI the ideal educational institution for local and international students with an interest in Caribbean society. A primary focus of the institution is students' qualitative development.

University of Utah

The University of Utah, located in Salt Lake City in the foothills of the Wasatch Mountains, is the flagship institution of higher learning in Utah. Founded in 1850, the University serves approximately 31,000 students from across the United States and the world. With more than 72 major subjects at the undergraduate level and 90 major fields of study at the graduate level, including law and medicine, the University prepares students to live and compete in the global workplace. Known for its proximity to seven world-class ski resorts within 40 minutes of campus, the University encourages an active, holistic lifestyle; innovation; and collaborative thinking to engage students, faculty, and business leaders.

University of Wisconsin Colleges

The University of Wisconsin Colleges is a two-year, liberal arts transfer institution located on 13 campuses throughout Wisconsin and an online. Students can complete an associate of arts and science degree, meeting the general education requirements for a liberal arts baccalaureate degree at any other University of Wisconsin institution.

University of Wollongong

The University of Wollongong is a multi-campus institution with 28,904 students. It has a strong research focus and is ranked in the top 2% of research universities in the world. UOW's research is multi-disciplinary spanning areas of Environmental Sustainability, Innovative Materials, Engineering & Manufacturing, Health & Medical Research, Information & Mathematical Sciences, Society, Policy & Culture. It is also home to a large international student population, close to 30% of those enrolled, fostering a culturally diverse learning experience.

Utah Valley University

Located at the foot of the Wasatch Mountains in Orem, Utah, Utah Valley University (UVU) was founded as a trades and technology school and has grown to be the largest, public, open-enrollment institution in the state with more than 35,000 students. UVU is a teaching institution where students learn, do, and become.

Virginia Commonwealth University

Situated in the heart of Richmond, the capital of Virginia since 1779, Virginia Commonwealth University (VCU) serves an integral role in the economic health of the city — educating the current and future workforce, reaching out to the community, advancing research, and enhancing patient care. VCU enrolls more than 31,000 students on two Richmond campuses.

West Chester University of Pennsylvania

West Chester University of Pennsylvania is a public university located in West Chester, Pennsylvania, about 25 miles (40 km) miles west of Philadelphia. It is one of the 14 state universities of the Pennsylvania State System of Higher Education. The University enrolls approximately 12,800 undergraduate students every year.

Western Michigan University

Western Michigan University (WMU), located in Kalamazoo, Michigan, is a learner-centered, research university with an enroll-

ment of 25,000. Undergraduate students at WMU may choose from 140 program offerings while graduate students may select from 67 masters, 1 specialist, and 29 doctoral programs.

Western Oregon University

Founded in 1856, Western Oregon University (WOU) is a leading comprehensive, public, liberal arts institution located in the Willamette Valley. Approximately 5,000 undergraduate and graduate students enjoy a vibrant and close-knit intellectual community. Serving primarily Oregon and an increasing number of minority and first-generation students WOU places an emphasis on undergraduate teaching.

Western Washington University

Western Washington University is a mid-sized, public institution located in northwest Washington. University Residences houses more than 4,000 students in nine residence hall communities and one apartment community, and approximately 92% of first-year students live on campus.

Westminster College

Westminster College is an independent, coeducational, liberal arts college affiliated with the Presbyterian Church (U.S.A.). Founded in 1852, Westminster enrolls approximately 1,500 undergraduates and is located in western Pennsylvania, one hour north of Pittsburgh.

Westminster College

Westminster College is a traditional, small, liberal arts college in central Missouri. The college enrolls approximately 1,150 students, 17% of whom are international students.

Wilfrid Laurier University

Founded in 1911 as Waterloo Lutheran Seminary, Laurier has spent the last 100 years growing into a multi-campus university with strengths in many academic areas and a focus on “inspiring lives of leadership and purpose” in order to provide a great student experience.

Yonsei University

First established in 1885, Yonsei University is the oldest private university in Korea with 18 graduate schools, 22 colleges, and 133 subsidiary institutions. Launched in 2000, the University College is the culmination of Yonsei’s persistent effort to leap forward with its new educational creed.

York University

York University is Canada’s third largest, leading interdisciplinary research and teaching university. York offers a modern academic experience in Toronto and is host to a dynamic community of almost 54,000 students, 7,000 faculty, and staff, and more than 200,000 alumni worldwide.

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Tuesday | July 17, 2012 Conference Sessions

8:45 am – 9:45 am

Title of Session: _____

Presenter Signature: _____

10:00 am – 11:00 am

Title of Session: _____

Presenter Signature: _____

11:15 pm – 12:15 pm

Title of Session: _____

Presenter Signature: _____

3:30 pm – 4:30 pm

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Wednesday | July 18, 2012 Conference Sessions

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Presenter Signature: _____

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Title of Session: _____
_____ Presenter Signature: _____

3:45 pm – 4:45 pm

Title of Session: _____
_____ Presenter Signature: _____

3:45 pm – 5:15 pm

Title of Session: _____
_____ Presenter Signature: _____

Thursday | July 19, 2012 Conference Sessions

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_____ Presenter Signature: _____

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Title of Session: _____
_____ Presenter Signature: _____

10:45 am – 11:45 am

Title of Session: _____
_____ Presenter Signature: _____

I certify that I have attended all of the above sessions at the 25th International Conference on The First-Year Experience, Vancouver, British Columbia – Canada:

Participant Signature _____ Date _____

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