

17th National Conference on Students in Transition

November 13-15, 2010

Houston, Texas

Co-hosted by:

Lone Star College System

National Institute for the Study of Transfer
Students, University of North Texas

San Jacinto College District

University of Houston, Downtown

PROGRAM



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

Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina, I am happy to welcome you to Houston, Texas, for the 17th National Conference on Students in Transition. We also are pleased to have the Lone Star College System, the National Institute for the Study of Transfer Students at the University of North Texas, the San Jacinto College District, and the University of Houston – Downtown as co-hosts of this event. Representing both two-year and four-year institutions, individual campuses and college systems, and a national constituency of educators, our co-hosts remind us how rewarding partnerships across sectors of higher education can be. I know that I speak for all of us when I extend a warm conference welcome to you.

The staff of the National Resource Center has planned an outstanding program of pre-conference workshops, featured speakers, and conference sessions that cover a broad range of topics, offering opportunities for learning and professional development for everyone. Our program includes sessions dedicated to the education and support of first-year students, sophomores, community college students, and transfers as well as a full complement of presentations highlighting the latest research findings, assessment strategies, and trends and issues that are relevant to students' success at multiple transition points in their educational careers.

While learning from educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. We take great pride in hosting educationally productive and personally inspiring conferences that create a community among delegates, presenters, exhibitors, and hosts and strive to develop a rich professional network that extends long beyond our time together at the conference. To that end, the schedule includes several networking opportunities to complement and enhance your more formal learning experiences and to facilitate your introduction to new colleagues and friends. Given the economic challenges that higher education is currently facing, it has never been more important to learn from and support one another than it is now. As such, we encourage you to take advantage of these opportunities to discuss ideas about new programs, pedagogies, and practices for students in transition with your fellow delegates.

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

Sincerely,

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

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SCHEDULE

Saturday - November 13, 2010

7:30 am - 6:00 pm	Preconference Workshop and Conference Registration
7:30 am - 9:00 am	Continental Breakfast for Preconference Workshop Participants Only
8:00 am - 5:00 pm	Preconference Workshops
5:30 pm - 6:45 pm	Conference Opening Session and Keynote Address Philip D. Gardner , <i>Director of Research for the Collegiate Employment Research Institute—Michigan State University</i>
6:45 pm - 7:30 pm	Welcome Reception

Sunday - November 14, 2010

7:30 am - 6:00 pm	Conference Registration and Information Desk
7:30 am - 9:00 am	Continental Breakfast
7:45 am - 8:45 am	Primer for First-Time Attendees Mary Stuart Hunter , <i>Associate Vice President, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs—University of South Carolina</i>
	Jennifer R. Keup , <i>Director, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina</i>
	John N. Gardner , <i>Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina; President, John N. Gardner Institute for Excellence in Undergraduate Education</i>
9:00 am - 11:15 am	Conference Sessions
11:30 am – 1:45 pm	Colleague Cluster Luncheon
1:45 pm – 5:15 pm	Conference Sessions
5:30 pm – 6:30 pm	Focused Dialogues

Monday - November 15, 2010

7:30 am - 12:00 noon	Conference Registration and Information Desk
7:45 am - 9:15 am	Seated Breakfast with Plenary Address Deborah Santiago , <i>Co-Founder and Vice President for Policy and Research—Excelencia in Education</i>
9:30 am - 11:45 am	Conference Sessions
12:00 noon - 12:30 pm	Closing Town Meeting

CONFERENCE SPONSOR & CO-HOSTS

Welcome to the 17th National Conference on Students in Transition. This conference is designed with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

Conference Sponsor

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

The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina has as its mission to support and advance efforts to improve student learning and transitions into and through higher education. The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

Conference Co-hosts

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

Lone Star College System

National Institute for the Study of Transfer Students-
University of North Texas

San Jacinto College District

University of Houston-Downtown

Proposal Reviewers

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

Sharon Aiken-Wisniewski,
University of Utah

Wayne Clark,
Botswana International
University of Science &
Technology

Paul Gore,
University of Utah

Rob Kenedy,
York University

Liz Leckie,
University of Utah

Richard S. Mosholder,
Utah Valley University

Pam Person,
University of Cincinnati

DeLaine Priest,
University of Central Florida

John Pryor,
University of California
Los Angeles

Shun Robertson,
South Carolina Technical
College System

Molly Schaller,
University of Dayton

Goals of the Conference

The primary goal of the Students in Transition Conference is to assist highly motivated educators and administrators in institutions of higher education as they examine and develop strategies to change campus structures to enhance the learning and success of students in transition: first-year students, sophomores, transfers, and seniors. The conference format provides the opportunity to network and share concepts, ideas, research results, assessment strategies, and programmatic initiatives; and creates an experience sure to stimulate, motivate, and inspire.

Session Locations

All conference sessions will be held at the InterContinental Houston.

Hotel Map

A layout of the meeting rooms at the InterContinental Houston is located on the back cover of this program.

Message Board

A conference message board can be found near the conference registration table. Please check the board periodically for important general or personal messages.

Nametag Ribbons

RAINBOW	Hosting Institutions
RED	Conference Staff
LIGHT BLUE	Presenters
GOLD	Outstanding First-Year Student Advocates
PURPLE	First-Time Attendee



GENERAL INFORMATION

Registration Information

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

Saturday, November 13, 2010

7:30 am - 6:00 pm

Sunday, November 14, 2010

7:30 am - 6:00 pm

Monday, November 15, 2010

7:30 am - 12:00 noon

Conference 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 in the Founders Ballroom Foyer or place them in the Session Evaluation boxes placed near registration, and copies of evaluations may be picked up at the end of the conference. An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is <http://nrc.fye.sc.edu/events/sit/evaluation/> and will also be included in a conference follow-up e-mail message.

Internet Access Information

The InterContinental Houston offers wireless internet throughout the hotel at the rate of \$6.95 per hour or \$10.95 per 24-hours.

Copies and Faxes Information

Conference attendees can receive any faxes at no charge at the InterContinental Houston. Faxes can be received at the front desk. The business center, located on the lobby level is available to send faxes and make copies. Copies can be made at \$0.25 per page. Faxes can be sent at a rate of \$4.50 for local faxes, \$5.00 for long distance faxes, and \$10.00 for international faxes. After the first three pages, each additional page is \$1.00 for a local fax and \$1.50 for a long distance fax.

Parking

Parking is available for hotel guests and daily commuters. For hotel guests, self-parking is available for a rate of \$16.00 per night. Valet parking is also available for hotel guests for \$27.00 per night. For daily commuters, self parking is available at a rate of \$8.00 per night and valet parking is available at a rate of \$16.00 per night.

Continuing Education Units

In order to meet continuing professional development needs and certification requirements, CEU credits are available. Applicants, upon completion of the conference and submission of the CEU registration form, will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. A maximum of 1.5 CEUs (15 clocked hours) may be earned. The registration form is available at the conference registration desk and must be returned by noon on Monday, November 15, 2010.

Attending Sessions

If you plan to attend any presentations on "hot topics" in higher education, plan to get there early; odds are, others will be eager to attend these sessions as well. Do not worry if you cannot get a copy of the handouts for a presentation you cannot attend. There are many other avenues through which you can obtain those handouts:

- Handouts that are e-mailed to the Center will be available online after the conference.
- You can leave a business card with the presenter(s) to receive the handout electronically.
- Any extra handouts will be available on the session handout tables in the foyers near the meeting rooms.

Session Handouts

During the conference: There are several tables set up throughout the foyer for presenters to leave extra handouts from their sessions.

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/2010SIT/> after December 1, 2010. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@mailbox.sc.edu.

Session Formats

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

Concurrent Sessions

These sessions allow for 30-45 minutes of formal presentation and 15-20 minutes of discussion. Concurrent session types:

(CR) Research

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

(CT) Trends & Issues

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

(CI) Institutional Initiative

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

(R) Roundtable Discussions

These sessions promote open discussion around a significant or major issue or theme. Rather than making a formal presentation, session facilitators will encourage and maintain substantive discussion.

(E) Exhibitor Presentations

These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.

(FD) Focused Dialogues

These sessions allow for open discussion with invited facilitators on popular topics of interest in higher education.

Poster Sessions

In poster sessions, information is presented 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:

(PR) Research Findings

This type of poster session presents research results focused on a specific topic or program.

(PA) Assessed Programmatic Approaches

This type of poster session presents on a specific programmatic approach at a single institution.



NEW!

Foundations of Excellence[®] Transfer Focus

Foundations of Excellence[®] provides an assessment and planning process that addresses the transfer continuum.

For two-year institutions the focus is **transfer-bound students**, and for four-year institutions, the focus is **incoming transfers**.



www.fyfoundations.org

Evaluating and Improving the Experience of Transfer Students

Building on its highly successful program to evaluate the first year, Foundations of Excellence in the First College Year, the Gardner Institute is now offering a parallel institutional self-study process to focus on the experience of transfer students. The **Foundations of Excellence Transfer Focus** self-study model is designed to help campuses evaluate and improve:

- ❑ Campus organizational structures that support transfer students
- ❑ The quality of communication between sending and receiving institutions
- ❑ Academic advising to meet specific transfer student needs
- ❑ Transfer student success and graduation rates
- ❑ And much more



John N. Gardner

Institute for Excellence
in Undergraduate Education

EXHIBITORS

The University of South Carolina and the National Conference on Students in Transition welcome exhibitors. All exhibits will be located on the Champions Balcony. Exhibitors scheduled to be present at the time of printing are:



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.



Since 1994, **Educational Benchmarking (EBI)** has been dedicated to improving retention, student success, and the quality of the college student experience. EBI offers over 50, nationally benchmarked academic and student affairs assessments based on accreditation/professional standards and Making Achievement Possible (MAP-Works), a next-generation student retention and success program.



Human eSources believes every human being is unique. Since 1998 our online products have empowered students, faculty and university professionals - in over 50 countries - to discover and apply students' natural gifts and overcome personal challenges. Rooted in decades of research on personality type, learning styles, and college student success, our products help students with the confidence, motivation, and ability to succeed in school, at work, and their personal lives.



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 visit www.kendallhunt.com/success.



With support from the University of North Texas and the National Orientation Directors' Association, the **National Institute for the Study of Transfer Students** was founded in 2002 and held its first Annual Conference in January 2003. An increasing number of transfer students entering four-year institutions and a need to better understand the factors affecting transfer student success during the transition process suggested a need for research and discussion regarding these issues.



The **National Resource Center for The First-Year Experience and Students in Transition** focuses on enhancing the learning and success of all college students, hosts a series of national and international conferences, workshops, and teleconferences; engages in research; publishes a scholarly journal, newsletter, and monograph series; and maintains a web site and hosts electronic listservs.



What would you like to accomplish? **Noel-Levitz** helps campuses and systems realize their goals for student retention, recruitment, financial aid, and strategic enrollment management. Since 1973, Noel-Levitz has partnered with more than 2,600 colleges and universities. Visit www.noellevitz.com or call 800-876-1117.

STAFF ROSTER

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

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*Jennifer R. Keup	Director, National Resource Center for The First-Year Experience and Students in Transition
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Peggy Burton	Publications and Accounts Administrator
Carlos Diaz	Information Technology Manager
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Bert Easter	Information Resource Consultant
Tia Fletcher	Conference Assistant
*Nina L. Glisson	Assistant Director for Conferences and Continuing Education
Shana Harrison	Conference Associate
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Adrienne Mojzik	Program Assistant, University 101 Programs
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Penny J. Smoak	Administrative Assistant
Rosa Thorn-Jones	Administrative Specialist
*Toni Vakos	Editor
Dottie Weigel	Editor
Liu Ting Wu	Web Developer
*John N. Gardner	Senior Fellow
*Betsy O. Barefoot	Fellow
Jean M. Henscheid	Fellow/Journal Editor
Richard H. Mullendore	Fellow
Randy L. Swing	Fellow
Graduate Students	Cindy Ann Kilgo, Heather Livengood, Paul Millard, Jaime Shook, Sarah Smith
Undergraduate Students	Meredith Hope, Kari Roberts

*denotes those attending the conference



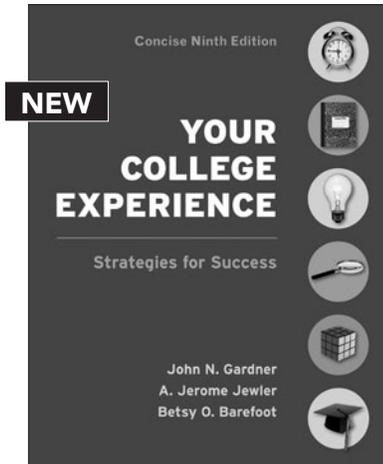
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The first year matters

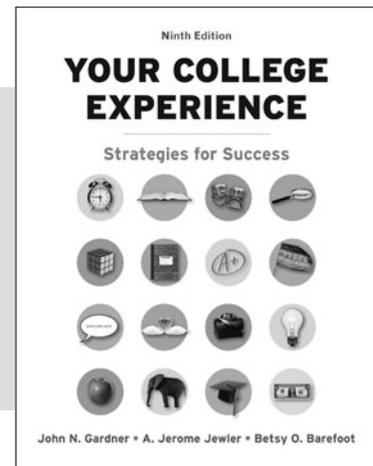
Bedford/St. Martin's is pleased to publish three exceptional books from the distinguished author team of John N. Gardner, A. Jerome Jewler, and Betsy O. Barefoot. These texts not only represent the authors' practical experience as teachers and directors of the course and decades of their research, but each version now bears the stamp of Bedford/St. Martin's conscientious development and attention to detail.



bedfordstmartins.com/collegeexp/catalog

This less expensive, more streamlined concise edition of *Your College Experience* contains the chapters and topics instructors across the country identified as being most relevant to all kinds of students at all kinds of schools.

Your College Experience offers students practical help in making the transition to college and getting the most out of their time there. The most comprehensive version in the series, it considers the whole student, covering topics critical to their academic, personal, and career success.



bedfordstmartins.com/briefcollegeexp/catalog



bedfordstmartins.com/stepbystep/catalog

The briefest title in the Gardner family of books, *Step by Step* is an accessible text that can be useful to all students whatever their backgrounds or college goals. The authors have pared away extras and have focused on the most crucial skills and the most important choices that students have to make.

Preconference Workshops

(separate registration required)

Continental Breakfast for Preconference Workshop Participants Only

7:30 am – 9:00 am
Balcony

Preconference Workshop and Conference Registration

7:30 am – 6:00 pm
Founders Prefunction

W - 1

Designing a Transfer Center to Create Successful Student Pathways

8:00 am – 12:00 noon
Champions I

Mark Allen Poisel

Associate Vice President for Student Development and Enrollment Services, University of Central Florida

Linda B. Vance

Dean of Students East Campus, Valencia Community College

W - 2

The First-Year Experience and Beyond: A Four-Year Approach to Teaching and Career Professional Skills

8:00 am – 12:00 noon
Champions II

Dawn C. Sherman

Assistant Dean for Special Academic Programs, Nichols College

Linda Kobylarz

Adjunct Faculty, Career Self-Awareness Program, Post University

W - 3

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

9:00 am – 4:00 pm
Champions III

Betsy O. Barefoot

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

John N. Gardner

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

W - 4

Identifying and Retaining At-Risk Students: Data, Programs, and Assessment for First Time in College and Transfer Students

1:00 pm – 5:00 pm
Champions V

Bernadette M.E. Jungblut

Director of Assessment and Retention, Office of the Provost, West Virginia University

Charlene A. Stinard

Director of Transfer and Transition Services, University of Central Florida

W - 5

A Pedagogy of Transformation: Strategies for Teaching Millennial Students that Engage the Mind and Capture the Heart

1:00 pm - 5:00 pm
Champions VI

Brad Garner

Assistant Dean for Teaching and Learning, Indiana Wesleyan University

W - 6

Helping Sophomores Succeed: Approaches to Enhancing the Experience of Second-Year Students

1:00 pm – 5:00 pm
Champions VII

Jimmie Gahagan

Director, Office of Student Engagement, University of South Carolina

Julie Tetley

Chief, Academic Advising and First-Year Experience, The United States Air Force Academy

5:30 pm – 6:45 pm

Opening Session & Keynote Address

Founders I-IV

Philip Gardner

Director of Research

Collegiate Employment Research Institute

Are Seniors Ready to Work 2.0?

In the book, *The Senior Year Experience: Facilitating Integration, Reflection, Closure, and Transition*, I discussed the gap between where students were when they graduated and where they needed to be to successfully navigate the workplace. The economy and the structure of the workplace has been transformed since that chapter was written and a new, even wider skill and competency gap is looming. This keynote address will focus on the reasons behind the wide gap and the implications for education institutions. Specifically, I will illustrate the new type of professional that is being sought for the workplace (referred to as the T professional), the increased importance being placed on internships, and finally challenges in responding to these changes.

6:45 pm – 7:30 pm

Welcome Reception

Champions Prefunction



Conference Registration and Information Desk

7:30 am - 6:00 pm
Founders Prefunction

Continental Breakfast

7:30 am - 9:00 am
Balcony

7:45 am – 8:45 am

Primer for First-Time Attendees

7:45 am - 8:45 am
Champions III

Mary Stuart Hunter

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

Jennifer R. Keup

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

John N. Gardner

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

This session will offer a brief overview of the thinking and developments that led the National Resource Center for The First-Year Experience and Students in Transition to organize this conference series. As an outgrowth of previous work in the first year and the senior year, combined with more recent work on transfer student issues and the concerns for sophomores, this session will focus attention on the multiple transitions of undergraduate students, and the structures and policies responsive to their needs. The session presenters will also offer suggestions for making the most of your experience at the conference.

9:00 am – 10:00 am

1 - E

Creating a Campus-Wide Plan for Student Success and Retention

Founders I

Julie Holliday

Strategic Consultant

Chrissy Coley

Senior Principal Strategic Consultant

Tim Coley

Senior Strategic Consultant

SunGard Higher Education

Successful programs that improve student success and retention require reaching and engaging the right people on campus (i.e., students, faculty, and staff); putting in place repeatable processes; and using technology to track and reinforce those processes to get information to the people that need it. From predictive modeling and analytics to Constituent Relationship Management (CRM) systems and online tools used to engage students and help them plan, the application of technology to support student success is just in its infancy. Participants will learn what components make a campus-wide student success and retention plan successful and how technology can support those efforts.

2 - CI

Rethinking Academic Advisement: The Creation of a Learning-Focused First-Year Advisement Program

Founders II

Michele Campagna

Director of New Student Experience

Montclair State University

The session reviews the steps taken by New Student Experience to enhance its first-year advisement program. To achieve this, the department developed an advising mission statement, learning outcomes, an advising syllabus and curriculum, and an assessment plan. Participants will learn how the department identified ways to deliver this curriculum to 2,200 first-year students by integrating academic advisement into its first-year initiatives, including the New Student Seminar, cocurricular programming, Orientation, and the development of online resources.

3 - CT

Organizing for Student Success: The University College Model

Founders III

Scott Evenbeck

Dean of University College

Barbara Jackson

Professor Emeritus of Anthropology

Indiana University-Purdue University at Indianapolis

Maggy Smith

Professor of English

Dorothy Ward

Director, Entering Student Program

University of Texas at El Paso

This session examines a structure that has proven successful in addressing student transitions to a collegiate environment in a comprehensive and collaborative fashion. Whether designated as a university college, division of undergraduate studies, general college, or junior division, such a unit embraces the strategy of broadly based campus collaboration among all aspects and personnel of the institution that impact the successful adaptation of entering students. Structural characteristics and strategies for developing necessary collaborations will be addressed.

4 - R

The Senior-Year Transition Web 2.0: Utilizing Interactive Media for Innovative Program Delivery

Founders IV

Joan Leichter Dominick

Associate Professor of Communication and Senior-Year Seminar Course Coordinator

Kennesaw State University

Utilizing the interactive capacity of Web 2.0 is creatively and efficiently impacting the delivery of the senior-year transition across institutions of higher education. Web 2.0 ranges from Distance Learning to LinkedIn, making for exciting curriculum design and delivery for college senior transition courses and programs. Participants should come ready to discuss, share, explore, and network with colleagues on the innovative ways that Web 2.0 interactive media and social media can empower and connect stakeholders in the senior-year transition.



5 - E

Building Critical Thinking, Collaborative Leadership, and Community in Programs for Students in Transition

Champions I

Stefanie Takacs
Executive Director

Howard Zeiderman
President

The Touchstones Discussion Project

This hands-on workshop introduces participants to the power of discussion and collaboration in preparing students in transition for rigorous intellectual engagement and the formation of community. Following an introduction to the Touchstones Discussion Project's history and theory, participants will model and practice the first steps in developing collaborative leadership through shared inquiry and discussion evaluation. Participants learn how Touchstones seminars engage and transform transitional students into responsive and connected members—a community of learners.

6 - E

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

Champions II

Matthew Boisvert
Co-Founder

Rachel Phillips-Buck
Customer Development Manager
Pharos Resources

Technology has changed our world. Some suggest that technology is the primary way to solve many issues in our universities. Others argue that human interaction should be integral to our solutions, and technology should support people, not vice versa. This presentation will explore ways technology can support relationships without becoming the focus. It will include specific examples of technology's appropriate application in student retention and support based on Pharos 360's success on multiple campuses.

7 - E

Using the Retention Management System Plus to Inform Student Success and Retention Programming for Enhanced Outcomes

Champions III

Tim Culver
Vice President Consulting Services
Noel Levitz

Research shows that nearly 95% of entering students strongly desire to finish a college degree; however, public graduation rates are significantly lower. To address this challenge, the Retention Management System Plus pairs the precision of student predictive modeling with a continuum of motivational assessment. Equipped with these data, campuses can more effectively identify and support student needs and interests that impact student success.

8 - CI

Students Affairs Participation in the Academic Engagement of Students

Champions VI

Adam Peck
Dean of Student Affairs

Michael Preston
Director of Student Affairs

Stephen F. Austin State University

Research such as the National Survey of Student Engagement (NSSE) clearly demonstrates a connection between academic engagement and a number of desirable institutional outcomes such as persistence. However, there are recurring challenges. Academic affairs personnel do not always have the understanding or resources to create student engagement with the academic experience and, while student affairs professionals see engagement as an integral part of their mission, they may feel that academic engagement is outside of their scope of responsibility. This session will present a number of student affairs-initiated programs intended to increase academic engagement at Stephen F. Austin State University with assessment results that demonstrate their effectiveness.

9 - E

MAP-Works: An Early-Warning Indicator of Student Success

Champions VII

Darlena Jones
Director of Research and Development

Valerie McEvoy
Assessment Director
Educational Benchmarking (EBI)

Identifying students who are potentially at risk for retention or academic success is a complex issue. Connecting those students with faculty and staff who can intervene is imperative. MAP-Works is an exciting project that helps colleges and universities identify students who need intervention (either academically or socially), provide information directly to faculty and staff connected to those students, and facilitate communication between faculty and staff in the support of student success.

10 - E

Transitions in the First and Senior Years: National Findings From the CIRP Surveys

Champions V

John Pryor
Director, Cooperative Institutional Research Program

Higher Education Research Institute - University of California Los Angeles

This presentation will examine data from a national administration of the Cooperative Institutional Research Program's (CIRP) three student surveys. Using matched data from three points in time, this presentation will look at what program participation and student behaviors predict change in three areas of outcomes: academic, civic, and diversity-related.

10:00 am – 10:15 am

Morning Break

Balcony

10:15 am – 11:15 am

11 - CT

Incorporating Social Media Within the First-Year Experience

Champions I

Jay Maiden

Director of General Education

Brandon Nichols

Director of First-Year Experience

Cynthia Pascal

First-Year Experience Advocate

Letha Valiaveedu

First-Year Experience Advocate

The Art Institute of Washington

First-year seminars enhance student learning and increase retention. The rationale for these courses is to foster student academic and social engagement while promoting the school's mission. Research suggests that social media incorporated into first-year seminars can effectively engage today's generation of students, lower barriers to interaction by increasing more self-disclosure, and increase connections between students that would not otherwise occur. The Art Institute of Washington has developed a cutting edge First Year Experience course that introduces students to the schools mission, policies, resources, and services.

12 - CI

Helping Academically At-Risk First-Year Students Achieve Success Using a Multifaceted Program

Champions II

Monica Michalski

Assistant Dean of Freshman Studies and Academic Support

Mitch Levenberg

Director of Academic Enhancement

St. Francis College

St. Francis College's Project Access program is built on recognizing student potential and providing support to students whose academic profiles indicate a need for intrusive skill development. The "bridge-to-college" summer component includes educational field trips and workshops on study strategies and college expectations. Students also take a non-credit course in the fall which focuses on written expression, tutoring, and specialized advisement. This program has successfully improved academic performance and overall adjustment of the students enrolled.

13 - CI

Six Models for Students Supporting Student Learning (SSSL)

Champions III

Gill Best

Lecturer/Coordinator Students Supporting Student Learning

Victoria University

This session will provide an overview of Students Supporting Student Learning (SSSL) and an update of the SSSL taxonomy with a focus on the newly developed Hybrid model of student peer mentoring that was piloted in Semester 1, 2010. Participants will be encouraged to contribute and compare learning support strategies that include students as the producers and sharers of learning and knowledge.

14 - CI

Free Textbooks for Students from Equity Groups: Preliminary Data from an Initiative at the University of South Australia

Champions VII

Tristana Sidoryn

Coordinator, Student Transition

University of South Australia

This session will present a new initiative at the University of South Australia in the Division of Business, whereby free textbooks were provided to students from equity cohorts. The financial costs associated with higher education are becoming increasingly evident and can be a major deterrent to students successfully completing their studies, particularly for students from equity groups. In 2010, the Division of Business implemented a 'free textbooks initiative' to assist commencing rural, commencing and continuing Indigenous and students from a low-socioeconomic status cohort. There will be discussion of the program design and preliminary evaluation results.

15 - CI

Got Personality? Using Personality Type to Improve Teaching and Learning

Champions VI

Marsha Fralick

Professor Emeritus

Cuyamaca Community College

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

16 - CT

Reconsidering Transition in the Collegiate Context

Champions V

Mary Stuart Hunter

Associate Vice President

University of South Carolina

The construct of transition is one that has garnered a great deal of interest in the academy in recent years. Attention has focused on the various transitions in the undergraduate experience, including the first-year, the sophomore year, the transfer experience, and the senior transition. In this session, participants will reconsider transition by reviewing anthropological, organizational, and educational perspectives on this issue and then draw conclusions about institutional programs and initiatives that may assist students through the many transitions in their undergraduate experience.



17 - CI

Academic Support for Probationary Freshmen: The PASS Program

Founders I

Mike Dunn

Advising Coordinator, Title III Grant

Kay Haralson

Student Success Specialist/Associate Professor

Susan King

Administrative Assistant/PASS Ambassador

Austin Peay State University

The presenters will discuss and demonstrate a support program for first-year students placed on academic probation. The Promoting Academic Student Success (PASS) program takes a multi-faceted approach. Students attend a course to assess and improve academic and life skills, participate in group work and discussion, and are supported by student ambassadors and course instructors. Students completing the program have experienced greater student success. Data on success of the program will be shared with session participants.

18 - CI

University College: A Collaboration

Founders II

Greg Young

Vice Provost for Undergraduate Education

Allen Yarnell

Vice President for Student Success

Montana State University

In this session, presenters will engage colleagues in an interactive session centered on administrative structures that facilitate student success. The new university college at Montana State University allows for cooperative efforts with a variety of support services, and collaboration between academic affairs and student affairs is a natural when it comes to student retention. Presenters will also outline some of their latest initiatives including predictive modeling, a frequent flyer program for student engagement, academic boot camp, a university-wide retention committee, and a planned center for student success.

19 - CI

Writing and Academic Success Skills: Supporting First-Year Seminar Instruction

Founders III

Ann Gabbert

Assistant Director for Student Support, Entering Student Program

Joanne Kropp

Assistant Director for Academics

Dorothy Ward

Director, Entering Student Program

University of Texas El Paso

To help students make a successful transition to campus, The University of Texas at El Paso offers a three-credit, core curriculum, first-year seminar. This presentation examines types of support for writing and study skills instruction provided to assist first-year seminar instructors with preparing students for success.

20 - R

The Senior-Year Experience: Current Trends and Issues

Founders IV

Heather Maietta

Director of Career Services/Assistant Director of the Professional Development Seminar

Nichols College

It has been 12 years since the thought-provoking publication of Gardner, Van der Veer, and Associates' The Senior Year Experience. This resource offered a blueprint of topical issues surrounding student transition in the senior year and beyond. Much has changed in higher education since this seminal work was published. The purpose of this roundtable is to explore and discuss current issues and best practices for the senior-year and postcollege transition.

11:30 am – 1:45 pm

Colleague Cluster Luncheon with Poster Sessions

Legends I-IV

The "colleague cluster luncheon" is 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.

Institution Types:

- 1 Community colleges
- 2 Small colleges
- 3 Research universities

Interest Areas:

- 4 First-year assessment
- 5 Learning communities
- 6 Faculty development
- 7 Minority students
- 8 Peer mentors
- 9 Service-learning
- 10 Transfer issues
- 11 Senior-year experience
- 12 Sophomore issues

Roles:

- 13 Academic advisor
- 14 Faculty/instructor/lecturer
- 15 First-year seminar director
- 16 Orientation/intake staff
- 17 Chief academic officers
- 18 Chief student affairs officers

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 12-13.

Save the Date!

April 17-19, 2011

Institute on Transfer Student Success <
Costa Mesa, California <

12:15 pm – 1:45 pm

21 - PA

Texas Reach: Helping Foster Care Youth Reach Their Dream of a College Education

Legends I-IV

Keri Rogers

Assistant Vice President for Academic Affairs

Sam Houston State University

Kathleen E. Christensen

Vice President, Student Support & Success Systems

Austin Community College

Christine Norton

Assistant Professor, School of Social Work

Texas State University

Texas Reach is a state-wide effort to increase the number of foster care alumni (foster youth who age out of care) who enter into college and to increase their retention and graduation rates once enrolled. We will discuss the purpose and outcomes of the Texas Reach 2010 convening and steps to take in the future to ensure more foster care alumni acquire a college degree. We will also briefly discuss individual campus initiatives.

22 - PR

Factors That Influence the Persistence of African American College Students: A Research Proposal

Legends I-IV

Jackie Thomas

Graduate Assistant, Educational Psychology and Individual Differences Program

University of Houston

Although issues of persistence and retention affect all students, African American students are at greater risk (Tinto, 1993). Current research suggests that only 40% of African American students who enter college graduate. This is in comparison to 60% of their White counterparts (Guiffrida & Douthit, 2006). The purpose of this session is to describe a research proposal that will investigate the extent to which four factors (campus involvement, faculty mentorship, motivational beliefs, and sense of belonging) will predict African American college student persistence.

23 - PA

Bridge Program: Helping Students Make a Smooth Transition From High School to University

Legends I-IV

Masayuki Adachi

Professor, Foreign Language Department

Kenji Furukawa

Assistant Manager, University College of Cornerstone Education Office

Akiko Matsukubo

Instructor, University College of Cornerstone Education

J. F. Oberlin University

This poster session will present the course design of the Bridge Program and its growth and modification over the past three years based on assessment data. The program's goal is twofold: (a) to help students reduce their transition anxiety and (b) to increase engagement in university life. According to student survey evaluations, more than 90% of the participants were satisfied with the program suggesting the initiative goals have been accomplished.

24 - PR

An Ex Post Facto Study Exploring the Impact of Parental Level of Education and Parental Support on First-Year College Adjustment

Legends I-IV

Kristy Huntley

Assistant Dean of Academic Affairs

Kimberly Martinez

Assistant Dean of Student Life

Lincoln College of New England

Michelle Hunt March

Adjunct Faculty

University of Phoenix- Distance Learning Division

This study explores the impact that parental levels of education and parental support have on college adjustment for first-year students. An ex post facto design was used to examine parental level of education and parental support as variables. It is expected that the data will support the hypothesis that students who report higher levels of parental education will also report higher levels of parental support; further, it is expected that these students will show higher levels of adjustment.

25 - PA

How to Increase Student Success in Precalculus Courses

Legends I-IV

Gabriela Schwab

Associate Professor of Mathematics

El Paso Community College

Helmut Knaust

Associate Professor

Emil Daniel Schwab

Associate Professor

The University of Texas at El Paso

This presentation describes a cooperative project to integrate mandatory Supplemental Instruction (SI) sessions into El Paso Community College (EPCC) Precalculus courses. The strategy is aimed at helping first-year students adjust to the unfamiliar learning environment they experience at the college level and at increasing student knowledge of the course material, thus improving student success and reducing the student drop-out rate for these courses. Graduate students from the University of Texas at El Paso serve as SI leaders for the Supplemental Instruction component at EPCC. A large portion of these graduate students started their academic career at a community college and are therefore able to act as role models for their EPCC peers. An overview of the project, including assessment data, will be provided.



26 - PA

You Can't Automate Everything!

Legends I-IV

Karen Miner

Director, Achieving the Dream

Susan Rush

Program Coordinator, Student Support

Lone Star College System

When students need help, there must be a relationship in place upon which they can rely. We have learned through trial and error that students "don't do optional". Lone Star College System has paired an initiative of Intrusive Advising with the initiative of a student success course. The result has been a fall to spring retention rate of 95%. The initiative mandates that the student form a working relationship with their advisor, and the students are responding. You can't automate everything!

27 - PR

Foundations for Change: Using Experiential Education as a Tool for Student Learning

Legends I-IV

Leta Deithloff

Professor, Analytical Reading & Writing

University of Texas at Austin

This study examines what it means for students to truly learn within a semester and to uncover the conditions that support growth, learning, and development. Explored topics are: the factors that can facilitate or interfere with learning, the impact and desirability of the different levels of change on student learning, and how students exhibit the effects of their learning both in their writing and their ability to generalize to other courses.

The National Resource Center Announces Recipient of 2010-11 Paul P. Fidler Research Grant

Paul J. McLoughlin II

Doctoral Candidate in Higher Education

Boston College

High-achieving low-income students: How low-income students on full financial aid are navigating an elite college environment

Elite colleges have only recently begun admitting low-income students in large numbers, a result of full need-based financial aid packages that began in the early 2000's as a way to attract a more diverse socioeconomic student body. There is a robust literature on the experiences of low-income college students; however, no qualitative study exists which describes the experiences of low-income students who are recipients of full need-based aid attending elite colleges. This hermeneutic phenomenological study will seek to describe the lived experience of these students, how they navigate elite college environments, and transition from freshmen to senior year.

28 - PR

Comprehensive Assessment of Student Retention in Online Learning Environments

Legends I-IV

Phil Ice

Director of Research and Development

American Public University System

As the growth of online programs continues to rapidly accelerate, concern over retention is increasing. Models for understanding student persistence in the face-to-face environment are well established, however, this is not the case in the online environment. With attrition rates significantly higher than in face-to-face programs, the development of models to explain online retention is considered imperative. This study explores the relationship between student demographics and interactions with an n of 20,569.

29 - PR

AVID's Impact on Students' First Year of College

Legends I-IV

Jeffery Huerta

Data & Research Coordinator

Karen Watt

Associate Professor

University of Texas Pan American

Advancement Via Individual Determination (AVID) provides academic and social support to high school students who are struggling to meet their own college potential. This session examines how AVID components and strategies from high school impacts students' first year of college. The postsecondary progress and college success of a national sample of more than 200 AVID graduates currently enrolled in community colleges and universities will be compared using data gathered from academic transcripts and surveys.

30 - PR

Improving Math Pass Rates: Supplemental Instruction

Legends I-IV

Merrilee Cunningham

Associate Professor

Nancy Leveille

Assistant Professor, Computer and Mathematical Sciences Department

University of Houston-Downtown

This session reviews a longitudinal study of the first foundations mathematics course at a mid-sized southwestern urban open admissions university. The program evaluation reports the Algebra Tutorial pass rate and milieu starting with Fall 1998. The study continues with pass rates and innovations during the Title V grant, 2001-2005, under the university's Learners Community. The review concludes with the pass rates and descriptions of recent department changes to the program. One event probably did not land a student in remedial mathematics coursework. It is unlikely that only one form of intervention will cause a student to become successful in mathematics and therefore any dependent college level courses.

31 - PR

Exploring the College and Career Aspirations of High School Matriculating Teen Mothers

Legends I-IV

Vanessa Johnson

Associate Professor, Director, College Student Development and Counseling Program

Northeastern University

This session explores the findings of a study of college and career aspirations of expectant and parenting teen mothers who were successfully matriculating through high schools in New England. It reveals this population of students' perceptions of how motherhood impacts their desires for college and the realities of such aspirations. Also discussed are the programs and services offered by colleges and universities to assist them in achieving their goals.

1:45 pm – 2:45 pm

32 - CT

Patterns of Behavior for Community College Transfer Students

Champions I

Gabriela Borcoman

Senior Program Director

Texas Higher Education Coordinating Board

Texas data presented in the session shows transfer patterns of community college students to four-year universities. The Accountability System includes measures showing the transfer rates by the number of credit hours earned. The Achieving the Dream designed success measures that include transfer with or without an award at community college. An analysis of the data shows that there is a difference in the transfer behavior of students based on age, enrollment status, gender, ethnicity, and economic status.

33 - CR

The Impact of a Sophomore Seminar

Champions II

Tricia Jordan

Residence Hall Director

Ohio State University

It has become something of a trend to attend to the unique needs of second-year college students by designing initiatives specifically for sophomores. One such initiative at Ohio State, the Sophomore Seminar, was piloted this past year and proved to be a successful endeavor. This session will present information on the course content in addition to quantitative and qualitative findings regarding the seminar's impact on students.

34 - CT

Bring the Bling: Adding Excitement to Classroom Learning

Champions III

Brad Garner

Assistant Dean for Teaching and Learning

Indiana Wesleyan University

There is always a need to provide learning experiences that engage our students. Sometimes this task is undertaken in the midst of competing distractions that lure student attention in any number of directions. This session is designed to provide participants with a variety of quick and easy teaching tools that can be implemented across a variety of disciplines. These techniques were selected based upon their "bling" value (i.e., the level at which they can draw an immediate response from students). Participants will learn at least 10 new strategies during this session.

- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above

35 - CT

Students Helping Students: A Training Model for Successful Transitions

Champions V

Fred Newton

Professor

Kansas State University

Students perform many services to support the adjustment and education of their fellow students. They serve as orientation leaders, peer tutors, resident assistants, personal trainers, and more. Selection of capable, motivated students is important. It is even more important to provide systematic training on basic skills for understanding, communicating, and assisting in effective helping roles. This session provides a training model that combines functional skills with the development of self-reflection and personal integration.

36 - CR

Now That I'm Here, It Doesn't Seem That Bad: A Discourse Analysis of Student Narratives About Starting College

Champions VI

Tom Moss

Special Projects Coordinator

University of Illinois at Chicago

A configural discourse analysis was conducted to investigate how college-bound high school students imagined their first year in college. The study asked students to write the story of what they were worried or concerned about during their last semester in high school. Student narratives could be placed into one of five thematic frames. For most students, spending time on campus during orientation or during the summer program in which all respondents were participants allayed their anxieties.

Journal

of The First-Year Experience and 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., non-traditional, traditional, historically underrepresented students, transfer students, commuters, part-time students)



To subscribe please visit <http://www.sc.edu/fye/journal>.



37 - CT

Building the Foundation for Fostering Transfer Student Success

Champions VII

Mark Allen Poisel

Associate Vice President for Student Development and Enrollment Services

University of Central Florida

As the needs of transfer students have increased over the years, so have the challenges faced by students and institutions. Even with the scholarly research and hard work of practitioners, there is still much to do and much to learn about transfer students. Authors from a transfer monograph published by the National Resource Center for The First-Year Experience and Students in Transition will discuss their research, challenges, and recommendations for transfer student success.

38 - CI

Freshman Summer Program

Founders III

Stephanie Mayberry

Assistant Director, Office for Institutional Diversity Center for Academic Resources and Enrichment Services (CARES)

Kahlil Baker

Sophomore Counselor

Vernida Emerson

Learning Skills Specialist

Miranda Scully

Junior/Senior Counselor

Toni Thomas

Director

University of Kentucky

This session will provide a detailed presentation of the University of Kentucky Freshman Summer Program (FSP)—a six-week academically intensive program designed to improve the retention of African-American, Hispanic, American Indian, first-generation, and low-income students. FSP participants have the opportunity to earn up to six hours of college credit in math and English. In addition, students are made aware of University resources available to assist with college success; learn to navigate the campus; become familiar with classroom and professor expectations; and meet and interact with faculty, staff, and students.

39 - CR

2009-2010 Paul P. Fidler Research Grant Recipient

Only Connect: A Mixed-Methods Study of How First-Year Students Create Residential Communities

Founders I

Rachel Smith

Assistant Professor, Higher Education Administration

Baruch College, CUNY

Developing a network of peer relationships is a key task for first-year students. Colleges and universities play an important role in creating communities that foster the development of social and academic ties between students. This presentation features research using social network analysis to study the formation and implications of two student communities (i.e., a residential learning community and a random-assignment floor). Results suggest that the types of communities colleges create have implications for peer network development.

40 - CT

Online Orientation: Connecting New Students as They Transition to the University

Founders II

Christine Bloczynski

Assistant Director of New Student and Student Success Programs

Melissa McGuire

Director of New Student and Student Success Programs

University of North Texas

The University of North Texas (UNT) recently completed its first year of providing an online orientation option for students completing online degree programs. This presentation will discuss student demographics, student evaluation results, and possible implications for expanding the program to other student populations, including transfer students, students currently serving in the military, and veterans. UNT's online orientation is supported through Blackboard and is updated in house utilizing available software and orientation professional staff.

41 - CT

The Second-Year Experience: Helping Sophomores Succeed

Founders IV

Scott Evenbeck

Dean of University College

Indiana University-Purdue University Indianapolis

Jimmie Gahagan

Director, Office of Student Engagement

John Gardner

Senior Fellow

Mary Stuart Hunter

Associate Vice President

University of South Carolina

Jerry Pattengale

Assistant Provost for Scholarship and Public Engagement

Indiana Wesleyan University

Laurie Schreiner

Professor and Department Chair of the Doctoral Programs in Higher Education

Azusa Pacific University

Barbara Tobolowsky

Assistant Professor

University of Texas at Arlington

For many years, institutions have focused attention on the first college year. Significant improvements have been made in assisting students' transition to campuses. More recently, educators and students alike have begun to ask, "what about the second-year experience, isn't it important as well?" The National Resource Center for The First-Year Experience and Students in Transition and Jossey-Bass publishers recently released a new book on this important topic. Join editors and chapter authors for an open discussion on issues surrounding the second college year.

2:45 pm – 3:00 pm

Afternoon Break

Balcony

3:00 pm – 4:00 pm

42 - CT

Creating Online Modules for Beginning the Academic Journey Orientation Course

Champions I

Ben Pryor

Vice Provost Learning Ventures, Professor
Philosophy

Jennifer Rockwood

Director First-Year Experience

University of Toledo

Students at the University of Toledo will participate in a project devoted to a new hybrid learning environment for all students in the Beginning the Academic Journey (BAJ) course. This environment supports University learning communities around topics of shared concern. Interactive online modules will be introduced that align with learning objectives to help our students succeed in University-level learning. The online modules will allow students in individual BAJ courses to collaborate with other students across campus to form new communities of interest, online and off. In addition, the modules will facilitate instructor/student engagement to help students integrate course-based material with other BAJ-related learning experiences.

43 - CT

Successful Transitions: A Four-Year Experience Counseling Program

Champions II

Aquila Mitchell

Counselor

Tonya Swanson

Director, Counseling Services

Bowie State University

This presentation focuses upon the design and impact of the Four-Year Experience Counseling Program at Bowie State University, a Historically Black University. Specifically, the presenters will share information on the various components of the program, including the Freshman Seminar with sections taught by counselors, individual interviews by classification, a psychosocial assessment of any impediments to academic success; and topical student development workshops.

44 - CR

The Sophomore Experiences Survey: Latest Findings and Implications

Champions III

Laurie Schreiner

Professor and Department Chair of the Doctoral Programs in Higher Education

Azusa Pacific University

Each spring the Sophomore Experiences Survey is administered as part of an ongoing research project examining the sophomore year, with more than 40 institutions participating nationally. The first results of this survey were reported in the new book *Helping Sophomores Succeed* (2010). In this session, the latest results from Spring 2010 will be reported, with an emphasis on the implications for how institutions might respond to the needs of their sophomores.

45 - CI

College Discovery and SEEK Transfer Student Bridge Program: Collaborating for a Seamless Transition

Champions V

Angela Anselmo

Director of SEEK Program

Baruch College, CUNY

Gloria Paulus

Director of Transfer Division

Baruch SEEK

Marsha Vazquez

College Discovery Counselor

La Guardia Community College, CUNY

Sandra Ramos

Director of College Discovery

Kingsborough Community College, CUNY

Dorie Clay

Director of SEEK

New York College of Technology

Baruch's Bridge Program was created to make the transition from its six major feeder institutions at CUNY a smoother one for transfer students. The history and rationale for the program will be discussed as well as the program objectives (i.e., before, during, and after the transfer process) will be presented along with action plans that were implemented to meet these objectives. Results, the major problems and issues encountered, and best practices and directions for the future will be shared.

46 - CI

It Takes Two, Baby! Librarians and Faculty Partner to Improve Information Literacy Skills Delivery to Entering Students

Champions VI

Harvey Castellano

Assistant Library Director for Instruction and Information Literacy Services

Nancy Hill

Assistant Library Director for Technical Services

Joanne Kropp

Assistant Director of Academics, Entering Student Program

The University of Texas at El Paso

This session offers an effective method to teach information literacy to entering students. At The University of Texas at El Paso, the University Library and the Entering Student Program partner to teach students how to conduct academic research, evaluate sources, and practice appropriate, ethical research methodologies. As a result, this online, in-class, and hands-on delivery system has both increased student confidence in their research skills and their library usage. The presenters will demonstrate how any institution can adopt this method.

47 - CT

Implications of a Research-Based Model of Strategic Learning for the Development of Transition Interventions

Founders III

Claire Ellen Weinstein

Professor, Department of Educational Psychology

The University of Texas at Austin

Taylor Acee

Assistant Professor

Texas State University - San Marcos

Recent research in cognitive educational psychology highlights the importance and nature of cognitive, metacognitive, self-regulatory, motivational, and affective skills and strategies needed by college learners for academic success. A conceptual model of strategic learning, based upon both theoretical and applied research, and applications of this model to help educators build programs to help first-year students successfully transition to the learning and studying demands of higher education will be presented, highlighting strategies for reading and math.

48 - CR

One Book, One Campus: Approaches to Summer Reading Programs

Founders II

Staci Stone

Associate Professor of English

Laura Liljequist

Associate Professor of Psychology and Interim
Chair of the Department of Psychology

Murray State University

This presentation will update available information on summer reading programs (SRPs)—which includes a 2006 monograph and several short articles—by providing an overview of the existence, structure, text selection practices, goals, and assessment of SRPs at colleges and universities in the United States. The data gathered through a 2010 online survey provide the basis for this discussion of best practices in SRPs.

49 - CR

Predicting the Characteristics of Engaged Alumni

Founders I

Jennifer Keup

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

University of South Carolina

In their new role as alumni, recent grads represent an important part of the campus network and their influence and support is critical to the ongoing success of the institution. As such, it is important to understand which undergraduate experiences yield engaged alumni. This presentation will discuss the results and implication of research conducted on graduating seniors to analyze the personal and educational experiences that predict their intention to donate and become involved in alumni activities.

50 - R

Ready or Not, Here They Come: Returning Veterans on Our Campuses

Founders IV

Mark Allen Poisel

Associate Vice President for Student Development and Enrollment Services

University of Central Florida

Many campuses are experiencing an increase in veteran enrollment. With changes in financial support provided by the federal government, there is greater incentive for veterans and their dependents to attend colleges and universities in order to complete degrees. During this roundtable discussion, the challenges, issues, and resources needed to assist these students and their families make the transition to higher education will be discussed.

4:15 pm – 5:15 pm

New Titles



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



Monograph No. 13

Designing Successful Transitions: A Guide for Orienting Students to College (3rd edition)

Jeanine A. Ward-Roof, Editor

*Produced in collaboration with the National Orientation
Directors Association*

ISBN 978-1-889-27169-9. 250 pages. \$40.00

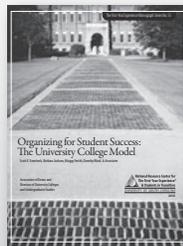
Monograph No. 53

Organizing for Student Success: The University College Model

Scott E. Evenbeck, Barbara Jackson, Maggy Smith, Dorothy Ward, & Associates

*Produced in association with the Association of Deans and Directors
of University Colleges and Undergraduate Studies*

ISBN 978-1-889-27170-5. 180 pages. \$40.00



Monograph No. 54

Transfer Students in Higher Education: Building Foundations for Policies, Programs, and Services That Foster Student Success

Mark Allen Poisel and Sonya Joseph, Editors

ISBN 978-1-889-27171-2. \$35.00

Available January 2011

51 - CI

90% Retention Rate: How Did This Happen?

Champions I

Mary Thomas

Director of Freshman Interest Groups and
Sophomore Career Awareness Seminars

University of New Mexico

UNIV 216 seminars, taught by volunteer adjunct faculty and professionals from the community, are graded electives that introduce students to opportunities, challenges, and the latest developments in specific fields. Students learn about different careers from the stories and direct accounts of people in the trenches of the work world. Enroll, get the facts, and explore options through real-world, first-hand experience.

For more information on NRC publications
or to place an order, please visit
<http://www.sc.edu/fye/publications/index.html>

52 - CI

Senior-Year Experience: A Three-Year Update From Muhlenberg College

Champions II

Julie Ambrose

Director, The Senior-Year Experience

Muhlenberg College

In the fall of 2008, the Senior-Year Experience (SYE) at Muhlenberg College was less than one year old, and the program's vision and top-down approach was presented at the 2008 Students in Transition Conference in Columbia, South Carolina. Now, working with the fourth class of seniors since beginning the program, this session will outline the progress and pitfalls of a developing SYE program. Participants will learn about a three-day, midyear conference just for seniors; the Last Lecture program; a seminar for women based on research by colleagues in the Accounting, Business, and Economics Department; the integration of StrengthsQuest; and other strategies used at Muhlenberg to engage seniors.

53 - CI

Successfully Transitioning and Engaging Net-Generation and First-Generation College Students with Social, Academic, and Pedagogical Tactics

Champions III

Carol Johnson-Gerendas

Visiting Professor

Laurel Mayo

Title III Activity Director/Learning Specialist

Stacia Neeley

Associate Professor of English

Deborah Roark

Director of Grants and Research and Title III

Texas Wesleyan University

Students enter the 21st century learning environment with unprecedented academic needs and social skills. A team of faculty and administrators at Texas Wesleyan University have transformed the learning experience of these digital natives using a learning community design, academic intervention tactics, and multimodal and new media pedagogical practices. Employing creativity and social connection, these strategies support student persistence by addressing the individual's mix of social, academic, and personal identities through writing in an authentic learning environment.

55 - CT

Cultural and Academic Enrichment Strategies for Community College Transfers

Champions VI

Amy Pardo

Associate Professor of English

Mississippi University for Women

Transfer students' needs are substantially different from entering first-year and nontraditional students since they have already experienced college-level learning; however, the academic demands and culture of a university need to be fully integrated into the transfer student experience. Thus, rather than creating another course for students that might reinforce displacement and/or isolation, an alternative is to create a successful learning environment involving major area of interest faculty and peer mentors through informal, casual, and consistent contact.

56 - CR

A Happy Mess: The Transitional Challenges of First-Generation College Seniors

Champions VII

Julia Overton-Healy

Director for the Women's Leadership Center

Alfred University

American higher education institutions spend significant resources supporting and understanding the transition of first-year, first-generation students as they enter college. These efforts have had a demonstrated impact on retention and affinity building. However, little is known about the other end of the spectrum: the transition of first-generation seniors preparing to leave college. This session will present findings from a qualitative study that describes this unique experience, and provide ideas for institutional interventions to ensure the success of this important student population.

54 - CI

Technology Skills: Bridging the Gap Between Perception and Reality

Champions V

Kim Keffer

Director, First-Year Experience

Ohio University Southern

Closing the gap between students' perception, faculty expectation, and the reality of students' technology skills can be challenging. This session will provide an overview of how Ohio University Southern addressed this issue through a special workshop designed for first-year students. Course design, learning objectives, and course activities will be presented followed by suggestions for garnering support. Data concerning student outcomes and student and faculty perception of program impact will also be provided.

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57 - CR

From Matriculation to Graduation: Correlations Between Career Readiness Programs and Career Search Self-Efficacy

Founders I

Heather Maietta

Director of Career Services/Assistant Director of the Professional Development Seminar

Nichols College

Career development research reinforces the importance of logical career planning as a preface to successful job searches and long-term career management. Student participation in career development initiatives on college-to-career readiness (i.e., gaining a greater awareness of self and how this relates to career decision making) is of particular concern for employers and colleges graduates alike. This presentation will highlight a recent study that examined the career search self-efficacy of participants who completed a four-year career development program as undergraduates.

58 - CT

International Students: Cultural Complexities of Research and Libraries

Founders II

Ann Brown

Instruction, Outreach and Reference Librarian III

Deborah Gaspar

Instruction Coordinator

George Washington University

International students experience similar transitional issues to American students, but they are also transitioning to a different set of pedagogical practices. Their cultural assumptions and perspectives inform academic behaviors and expectations. The presenters will discuss unexamined cultural differences that can contribute to confusion and apprehension in an academic research setting. Strategies, programs, and information designed to assist internationals transitioning to research at American colleges and universities will also be introduced.

59 - CT

Teaching Foster, Homeless, and Adopted Students: Notes From the Field

Founders III

Beau Pihlaja

Advisor/Lecturer

The University of Texas at El Paso

Educators of students in transition are distinctly equipped to help students who find themselves homeless during their college experience or who age out of foster care (a population with new resources and benefits available to them at public institutions in Texas). This session will introduce the issues and characteristics of these college populations and discuss ways educators can help them both in immediate, concrete terms and throughout their college careers.

4:15 pm – 5:45 pm

60 - R

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

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

Founders IV

Mary Stuart Hunter

Associate Vice President

John N. Gardner

Senior Fellow

Betsy O. Barefoot

Fellow

University of South Carolina

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

5:30 pm – 6:30 pm

61 - FD

Considering Dual Enrollment Programs and Their Impact on Students and Institutions

Champions I

Betsy Barefoot

Vice President & 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

This focused dialogue session will be of interest to anyone who is currently teaching, advising, or interacting with dual enrollment students (i.e., students who are simultaneously taking both high school and college-level courses). The conversation will center on how these programs currently operate, participants' experiences with dual-enrollment students, outcomes of specific programs, and future trends. A central question for group consideration is how does dual enrollment change the nature of the first-year experience.



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Academic Success and Transition

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The Pillars of First-Year
Assessment

www.sc.edu/fye/oc

62 - FD

How Campus Activities Affect the Transition of New Students to Colleges and Universities

Champions II

John Ogle
Director of Education and Research

Ahmed Samaha
Chair of the Board of Directors
National Association for Campus Activities

Come join us for a discussion about the various programs and events conducted at your campus which help facilitate the transition of new students into your campus community. We will also look at the impact of these activities on the involvement and retention of students during this period of transition.

63 - FD

Maximizing the College Experience: Helping Students Make the Most of their Undergraduate Years

Champions III

Verelyn C. Gibbs
Chief Strategy Officer
The National Society of Collegiate Scholars

This focused dialogue will include a discussion on helping students maximize their college experience in order to be more prepared for the workforce. As students move towards their senior year – along with their preparation for graduation comes the realization that they are about to enter “the real world”. But what awaits them when they get there? Studies show a significant number of the population is unemployed or underemployed. Join us for a vibrant and insightful discussion on what can be done to help rising seniors maximize their collegiate experience while successfully preparing them for the reality that waits after graduation.

64 - FD

Student Success and College Success Courses

Champions VI

Lori Fair
Dean, Academic Affairs
Harrisburg Area Community College

This focused dialogue session is on mandatory first-year seminars. Many colleges have implemented this concept and research displays that retention has increased. This session will discuss best practices and how courses have been implemented at each participant's respective campus. Did the course add to the total number of credits for a degree seeking student and other questions will be posed during this session.

65 - FD

The University College Model: Organizing for Student Success

Champions V

Gayle Williams
Assistant Dean, University College
Indiana University-Purdue University Indianapolis

Colleges throughout the country have established University College structures on their campuses in order to better coordinate advising, academic support programs, and other services and courses to help ensure the success of their entering students. Participants in this focused dialogue will have the opportunity to discuss the University College model including ideas about establishing a structure, avoiding pitfalls, and determining the types of programs and services that might be included in the model to ensure its success and survival.

Conference Registration and Information Desk

7:30 am - 12:00 noon
Founders Prefunction

7:45 am – 9:15 am

Breakfast Plenary Address

Legends I-IV

Serving Latino Students to Ensure College Completion

Deborah Santiago

Co-founder and Vice President for Policy and Research

Excelencia in Education

This address will summarize the current condition of Latinos in higher education, highlight some promising practices across the country with evidence of effectiveness in serving Latino students, and discuss the role of Hispanic-Serving Institutions in the college completion of Latino students.

9:30 am – 10:30 am

66 - R

Academic Intervention Programs for At-Risk Students: Do They Really Work?

Champions I

Jonathan Long

Assistant Professor, Department of Academic Enrichment

University of Central Missouri

This session will take a hard look at retention programs designed for at-risk students and the level of success of these programs when compared to the amount of staff and faculty hours required to sustain them.

67 - R

Structures and Programs to Aid Students in Transition

Champions II

Karla Mugler

Associate Provost and Dean of University College

The University of Akron

Institutions often consider various structures to help focus resources on student success and graduation. The purpose of this discussion is to identify services offered by departments/units which help students achieve success at the college level. University College is one such structure which will be considered by roundtable participants.

68 - CT

Net-Generation Students: Why They Are Different and Teaching Strategies That Work for Them

Champions III

Robert Feldman

Dean, College of Social and Behavioral Sciences

University of Massachusetts, Amherst

The focus of this session is on today's Net-Generation students and research demonstrating how they differ from students of prior generations. Effective teaching strategies for Net-Generation students will be discussed, examining the use of innovative (and low-cost) technologies that can be incorporated into the classroom. The session will center on practical changes that instructors can make in their classes to respond to Net-Generation students and prepare them for careers and lifelong learning.

69 - CT

Effective Orientation for Transfer Students: Establishing Pathways for Transfer Student Success

Champions V

Janet Marling

Director of Project Development and Strategic Initiatives

Bonita Jacobs

Executive Director

University of North Texas - National Institute for the Study of Transfer Students

The experiences and needs of transfer students can be vastly dissimilar from one another. Guided by the belief that facilitating transfer transition is a collective institutional responsibility that commences with, and extends beyond, the parameters of the orientation program, this session explores the many facets of transfer orientation planning and implementation within a context of practical examples and resources. Appropriate for both college and university professionals, participants will receive a comprehensive transfer orientation planning checklist.

70 - CT

Promoting Pro-Academic Behavior: The Relevance of Behavior Change Theories for First-Year, At-Risk Students

Champions VI

Mark Bocija

Associate Professor of Humanities

Columbus State Community College

Students who engage in pro-academic behaviors appropriate to their academic goals tend to achieve them and, naturally, the converse is equally predictable. The purpose of this session is to draw attention to the central importance of the behavioral dimension of student success, to introduce the scientific research related to positive behavior modification that has been shown to be effective in impacting health-related behaviors, and to suggest some avenues for applying key evidence-based principals to first-year experience strategies.



71 - CT

Purposeful and Positive Program Review

Champions VII

Amelia Noel-Elkins

Director, University College

Carlye Kalianov

Associate Director, University College

Illinois State University

As a unit comprised of academic support programs and services, University College was the first nonacademic department at Illinois State University to undergo the same Program Review process in place for all academic (i.e., discipline-based, degree-granting) departments. This presentation will include an overview of the University College Program Review process and focus on the impact of that process on one particular program within University College, the Learning in Communities (LinC) first-year seminar.

72 - CT

Tuition, Tools, and Tactics: A Comprehensive Approach to Building Student Success

Founders I

Jenna Seabold

Senior Assistant Director of Student Access Transition and Success Programs

Purdue University

Providing students with financial assistance in order to access higher education is essential. Along with this, it is equally important to give students the personal support to help them succeed once in college. So, in spring 2008, Purdue University created a financial, academic, and social four-year support program for low-income and first-generation college students. The session will highlight the positive outcomes associated with this integrated approach to supporting students.

73 - CR

Real Graduates, Real Transitions, Real Stories: A Real Insight to Life After College

Founders II

April Perry

PhD Candidate, Higher Education

University of Canterbury

This presentation will highlight a recently completed study in which University graduates (i.e., bachelor's degree) participated in a qualitative study on the transition from college to postuniversity life. In order to facilitate effective programs, guidance, or services for students, it is imperative to first look at the research that explores the experiences, perspectives, and needs of these students in transition. This session will report the details and findings of this study, followed by a group discussion.

74 - R

Developmental Advising: Creating a Culture That Serves the Developmental Learner's Needs College Wide

Founders III

Lori Fair

Dean, Academic Affairs

Michael Williams

Assistant Professor, Counseling

Harrisburg Area Community College

As an open-door admissions institution, developmental education is an important part of our course offerings at Harrisburg Area Community College. However, it can be challenging serving this population. The purpose of this session is to identify how campuses across the nation are providing developmental advising to this cohort or first-year students in general. In addition, best practices for dealing with developmental students will be explored.

75 - R

Strategies for Writing Instruction: Understanding the Key Components for College Readiness in the 21st Century

Founders IV

Leta Deithloff

Professor, Analytical Reading and Writing

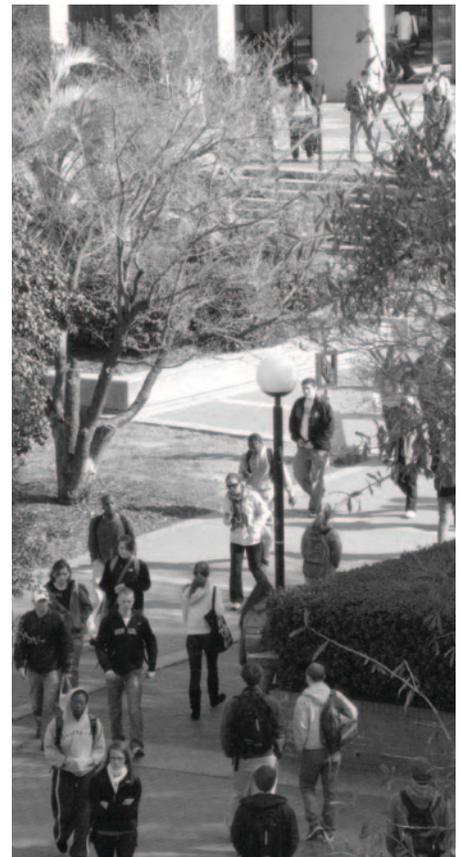
University of Texas at Austin

Educators preparing developing education students for the rigors of college writing must ground themselves in models of success from instruction-based research. Whether the goal is to have students embrace the idea of writing stages, reduce writing apprehension, or improve the final product, this session intends to identify the key components of writing instruction and advance an understanding of what is being done in the field as well as what remains to be done.

10:30 am – 10:45 am

Morning Break

Balcony



10:45 am – 11:45 am

76 - CI

N = 1: Defying Retention Convention

Champions I

Cathy Clark

Associate Vice President/Student Success Center

Kurt Stimeling

Dean of Students

Clarkson University

Clarkson University's first- to second-year retention rate is currently 87%. With a lofty goal of 92% established for 2014, the University is embarking on several initiatives to positively impact first-year success and retention. Among these are Student Life-driven programs. Session attendees will learn about Clarkson's search for the best practices in a singular environment: a rural, small, private, personal, intensely research-driven institution. Three Student Success initiatives will be highlighted and five target populations for retention.

77 - CR

The College Sophomore Experience: A Study of a Second-Year Experience Program

Champions II

Kristen Kawczynski

Director of Student Conduct

Tulane University

A presentation based on a phenomenological dissertation study conducted to examine the experiences of college sophomore students who participated in a residential-based, second-year program. Research questions were (a) what are the developmental tasks experienced by college sophomore students, and (b) how are these developmental tasks experienced within the context of the second year program? The five developmental tasks discovered will be discussed as well as which ones were important within the context of the second-year program.

78 - CI

MAPS: Coaching At-Risk, First-Year Students of Color

Champions III

Vickie Bridgeman

Director, Academic Development

Phyllis Clark

Associate Director, Cultural Center

Leondra Gully

Program Coordinator, Cultural Center

Jim Porter

Academic Development Specialist

University of Louisville

The MAPS (Monitored Academic Preparation for Success) program provides structured intensive academic support for students of color at the University of Louisville. The presenters will discuss how Academic Development Specialists assist at-risk, first-year students of color in developing and implementing an individualized academic support plan. Ample time will be provided for participants to share initiatives and programs for at-risk students at their respective institutions.

79 - CI

Supporting Student Transition Through Global Learning Communities and Web-Based Technology

Champions V

Thenral Mangadu

Research Associate

Irma Montelongo

Lecturer

The University of Texas at El Paso

A Global Learning Community (GLC), linking courses and students from different countries and cultures, offers a space for students to achieve transitional goals while better understanding intercultural connections. Since 2009, The University of Texas at El Paso has linked a first-year seminar with a comparably-themed course at Victoria University in Melbourne, Australia. This session examines how the GLC's multicultural interactions develop students' cultural sensitivity, preparation to understand global issues, and interest in study abroad.



80 - CT

Bridging College Readiness Gaps Through Summer Bridge Programs

Founders I

Annette Albrecht
Professor

Dennis Jones
Dean

Dean Minix
Dean

David Weissenburger
Department Head and Professor
Tarleton State University

Summer bridge programs can provide an effective method to reduce the college readiness gap between incoming students from underserved communities and those of more privileged schooling opportunities. Reducing this readiness gap can assist at-risk students in enhancing their success, improving their retention, and increasing completion rates. This presentation will review the literature related to summer bridge programs, including (a) various program models, (b) factors impacting programs efficacy, and (c) challenges to developing successful programs.

81 - CI

Psychosocial Factor Modeling and Retention Outcomes: Exploring the Efficacy of Early Intervention

Founders II

Dale Tampke
Dean, Undergraduate Studies
University of North Texas

This program describes the development and implementation of an at-risk intervention strategy with first-time-in-college students at a large, public university in the Southwest. Students were selected based on a predictive model. Follow-up focused on psycho-social factors indicated by students' responses to a survey administered during orientation. The program first reviews literature on psycho-social factor surveying and predictive retention modeling. The second section details the intervention and the training for staff delivering the intervention. The program concludes with a description of the intervention's outcomes, including relationships

82 - R

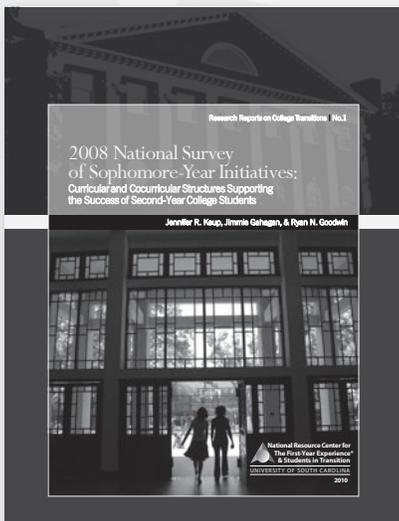
From Their Houses to Our Halls: Shaping the Social Culture of First-Year Students

Founders III

Mark Jannoni
Associate Dean of Students
Endicott College

How can institutions effectively communicate the standard for a positive social culture for first-year students? This interactive session will present a two-step program—starting with summer orientation and continuing to the first-year seminar—designed to raise the bar of community standards. The roundtable discussion will summarize the factors deemed imperative to be part of any institution's orientation and first-year seminar in order build a community based on respect and responsibility. Participants will discuss how this model could be used within their own institution.

Announcing **NEW** Research Report on College Transitions from the National Resource Center for The First-Year Experience® and Students in Transition



Research Report No. 1

2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students

Jennifer R. Keup, Jimmie Gahagan and Ryan N. Goodwin

The inaugural report in the National Resource Center's new research series on college transitions examines institutional initiatives designed to support students in the second college year. The authors report on findings from the second administration of the National Survey of Sophomore-Year Initiatives, describing the kinds of programs offered for second-year students, where those programs are housed, who directs them, and how they are assessed. Additional analysis provides insight into the initiatives offered at different institutional types and the structure of longstanding and successful sophomore initiatives. As institutions have shored up retention in the first college year, they have become alarmed by the number of students failing to complete the second year. This new research report, *2008 National Survey of Sophomore-Year Initiatives: Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students*, offers insights into the strategies being adopted to help sophomore students continue to learn, develop, and succeed in college. ISBN 978-1-889-27172-9. 64 pages. \$20.00

For more information on NRC publications or to place an order, please visit <http://www.sc.edu/fye/publications/index.html>

83 - R

Sophomore Development: Addressing Chickering's Vectors Through a Student Organization

Founders IV

Lisa Peden

Director, Supplemental Instruction/Student Affairs Assessment

Southern Illinois University Carbondale

The Alpha Lambda Delta honor society recognizes first-year students for their academic success at the end of the spring semester. Therefore, students become fully involved as sophomores. While these are high-achieving students, they are usually attempting to balance their involvement and academic activities (usually overly involved) while confirming their major and career choices. At Southern Illinois University, the advisor of this student organization has worked to create a training program for the officers, incorporating leadership ability, organizational development, goal setting, volunteerism, career exploration, and personal management skills.

84 - CT

Executive Function and the Transition to College

Champions VI

Sarah Crowther

Director of Student Success and First Year Experience

Culver-Stockton College

This presentation will define and explore how executive function (EF) disorders affect students in the first semester of college. Often, these students are bright but struggle to stay organized long enough to complete tasks and academic work. Methods of integrating organization and time management skills into first-year seminars will be discussed as well as how EF relates to writing, note taking, test taking, and personal life. Student engagement strategies for this population will also be discussed through case studies and anecdotal evidence.

85 - CT

Transfer Students and the Traditional First-Year Program

Champions VII

Joy Cronin

Associate Registrar

Muskingum University

In the current economic situation, many students are opting to begin their higher education at two-year technical or community colleges and transfer credit to four-year institutions to complete their bachelor's degree. As transfer students begin their first semester at the receiving university, they often find that first-year programs are geared toward traditional, entering first-year-students. The transfer learner's needs are often not met within this framework. This session will provide innovative methods to aid those learners in their transition into the four-year university experience.

12:00 noon – 12:30 pm

Closing Town Meeting

Founders III-IV

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.



A biannual publication from the National Resource Center for The First-Year Experience® and Students in Transition

E-Source for College Transitions is a complimentary biannual electronic newsletter published by the National Resource Center for The First-Year Experience and Students in Transition.

Its primary purpose is to provide practical strategies for supporting student learning and success. 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
- > Innovative teaching strategies and programs addressing the needs of special student populations
- > Strategies for assessing student learning experiences, programs, or courses
- > Descriptions of institutional initiatives with demonstrated results
- > Descriptions of new and relevant print and online resources



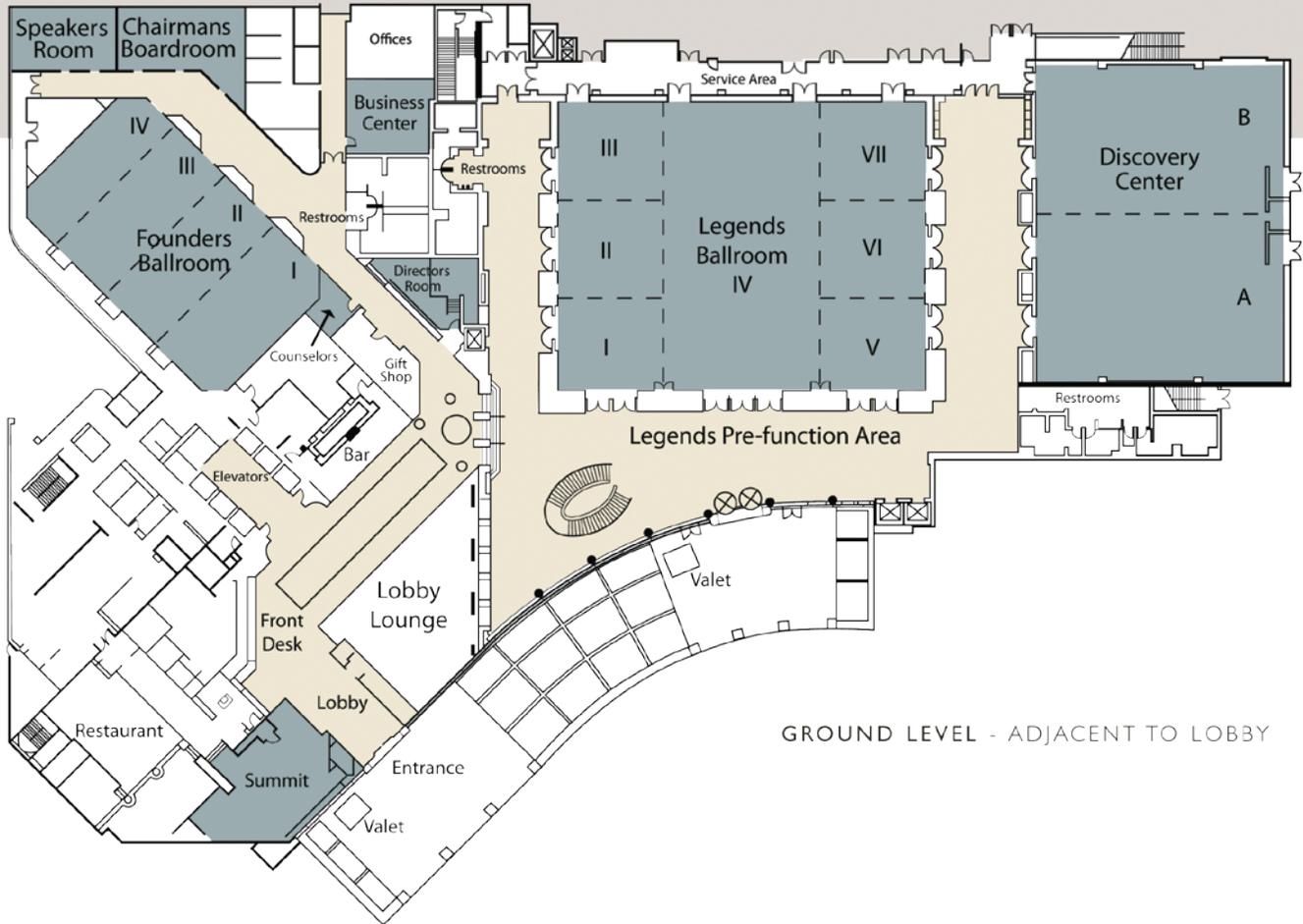
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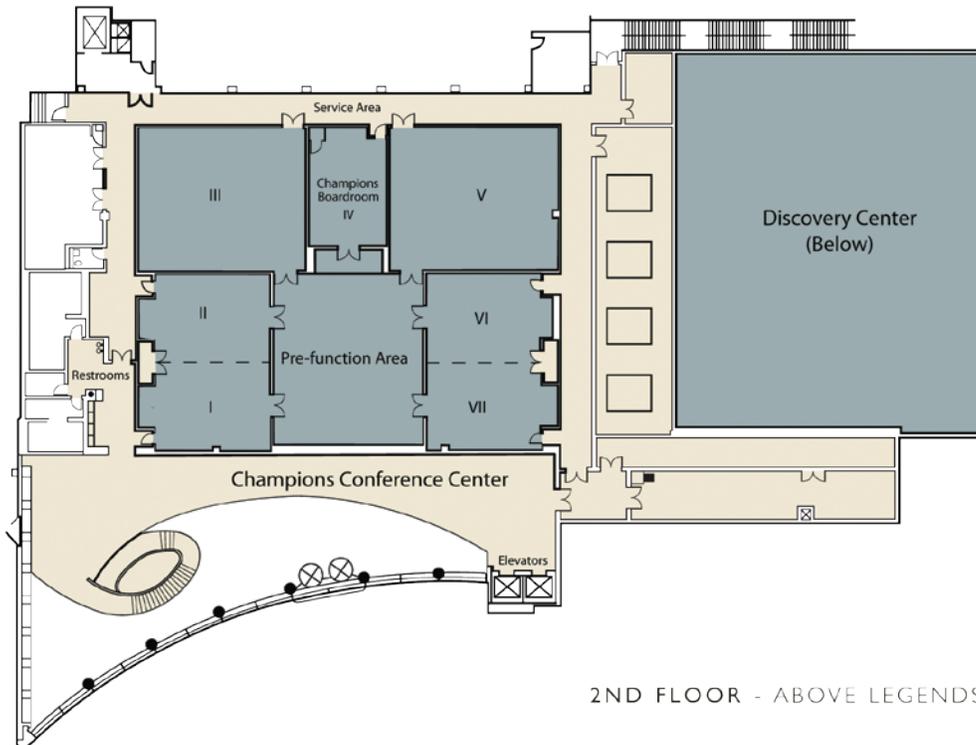
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Jones, Dennis	Tarleton State University	80-CT	Stone, Staci	Murray State University	48-CR
Jordan, Tricia	Ohio State University	33-CR	Swanson, Tonya	Bowie State University	43-CT
Jungblut, Bernadette M. E.	West Virginia University	W-4	Takacs, Stefanie	The Touchstones Discussion Project	5-E
Kalianov, Carlye	Illinois State University	71-CT	Tampke, Dale	University of North Texas	81-CI
Kawczynski, Kristen	Tulane University	77-CR	Tetley, Julie	The Colorado College	W-6
Keffer, Kim	Ohio University Southern	54-CI	Thomas, Jackie	University of Houston	22-PR
Keup, Jennifer R.	University of South Carolina	Primer, 49-CR	Thomas, Mary	University of New Mexico	51-CI
King, Susan	Austin Peay State University	17-CI	Thomas, Toni	University of Kentucky	38-CI
Knaust, Helmut	The University of Texas at El Paso	25-PA	Tobolowsky, Barbara	University of Texas at Arlington	41-CT
Kobylarz, Linda	Post University	W-2	Valiavedu, Letha	The Art Institute of Washington	11-CT
Kropp, Joanne	University of Texas El Paso	19-CI, 46-CI	Vance, Linda B.	Valencia Community College	W-1
Leichter Dominick, Joan	Kennesaw State University	4-R	Vazquez, Marsha	La Guardia Community College CUNY	45-CI
Leveille, Nancy	University of Houston-Downtown	30-PR	Ward, Dorothy	University of Texas at El Paso	3-CT, 19-CI
Levenberg, Mitch	St. Francis College	12-CI	Watt, Karen	University of Texas Pan American	29-PR
Liljequist, Laura	Murray State University	48-CR	Weinstein, Claire Ellen	The University of Texas at Austin	47-CT
Long, Jonathan	University or Central Missouri	66-R	Weissenburger, David	Tarleton State University	80-CT
Maiden, Jay	The Art Institute of Washington	11-CT	Williams, Gayle	Indiana University-Purdue University Indianapolis	65-FD
			Williams, Michael	Harrisburg Area Community College	74-R
			Yarnell, Allen	Montana State University	18-CI
			Young, Greg	Montana State University	18-CI
			Zeiderman, Howard	The Touchstones Discussion Project	5-E

NOTES

I INTERCONTINENTAL
HOUSTON NEAR THE GALLERIA



GROUND LEVEL - ADJACENT TO LOBBY



2ND FLOOR - ABOVE LEGENDS BALLROOM