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, Director of Research for the Collegiate Employment Research Institute—Michigan State University
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, 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

  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, Co-Founder and Vice President for Policy and Research—Excelencia in Education

  9:30 am - 11:45 am  Conference Sessions
  12:00 noon - 12:30 pm  Closing Town Meeting

*THE FIRST-YEAR EXPERIENCE* is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term *THE FIRST-YEAR EXPERIENCE* in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.
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
<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAINBOW</td>
<td>Hosting Institutions</td>
</tr>
<tr>
<td>RED</td>
<td>Conference Staff</td>
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<tr>
<td>LIGHT BLUE</td>
<td>Presenters</td>
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<tr>
<td>GOLD</td>
<td>Outstanding First-Year Student Advocates</td>
</tr>
<tr>
<td>PURPLE</td>
<td>First-Time Attendee</td>
</tr>
</tbody>
</table>

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.

CONFERECE SPONSOR & CO-HOSTS

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
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.

- (PA) Assessed Programmatic Approaches
  This type of poster session presents research results focused on a specific topic or program.

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
- (PA) Assessed Programmatic Approaches

General Information
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

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
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:

**BEDFORD ST. MARTIN'S**

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.

Edward geometric.jpg

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.

**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.

**National Resource Center for The First-Year Experience & 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.

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Fellow/Journal Editor

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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

**Sungard Higher Education** serves colleges and universities worldwide. Today, 1,600 higher education organizations, 10 million students and thousands of educational communities rely on Sungard Higher Education’s broad portfolio of solutions and expert guidance to find better ways to teach, learn, manage, and connect. To learn more, please visit www.sungardhe.com.
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.

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.

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

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 were 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

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
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
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.
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.

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.

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.

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.

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.

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.
10:15 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 school’s 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 advise-ment. 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.
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.
You Can’t Automate Everything!
Karen Miner
Director, Achieving the Dream
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.

Comprehensive Assessment of Student Retention in Online Learning Environments
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.

AVID’s Impact on Students’ First Year of College
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.

Improving Math Pass Rates: Supplemental Instruction
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.

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

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

Elite colleges have only recent began 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 describe 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.
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.

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.
Building the Foundation for Fostering Transfer Student Success

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.

Freshman Summer Program

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.

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

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.

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

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.

The Second-Year Experience: Helping Sophomores Succeed

Scott Evenbeck
Dean of University College
Indiana University-Purdue University Indianapolis

Jimmie Gahagan
Director, Office of Student Engagement

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
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
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.
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.

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 implications 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.

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

More and more 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.

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.

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

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

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

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.

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.

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.

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.
SUNDAY - NOVEMBER 14, 2010

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
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.

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.
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.
MONDAY - NOVEMBER 15, 2010

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 different 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.
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.

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.

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.

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.

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.
**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.

**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.

**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.

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**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](http://www.sc.edu/fye/publications/index.html)
Sophomore Development: Addressing Chickering’s Vectors Through a Student Organization

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.

Executive Function and the Transition to College

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.

Transfer Students and the Traditional First-Year Program

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.

Closing Town Meeting

12:00 noon – 12:30 pm

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.