

National Conference on

STUDENTS IN TRANSITION

CELEBRATING **20** YEARS

October 19-21, 2013 | **ATLANTA, GEORGIA**

CONFERENCE PROGRAM



NATIONAL RESOURCE CENTER

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



Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Atlanta, Georgia as we celebrate 20 years of the National Conference on Students in Transition. As we honor this milestone, we are pleased to have Bainbridge State College, Georgia Institute of Technology, Kennesaw State University, and Spelman College as cohosts of this event. Representing a diversity of institutional size, purpose, and control, our cohosts remind us how rewarding collaboration across higher education can be. I know that I speak for all of us when I extend warm conference greetings to you.

The staff of the National Resource Center has planned an outstanding program of preconference workshops, featured speakers, and conference sessions that cover a broad range of topics and offer opportunities for learning and professional development for everyone. This conference includes sessions dedicated to the education and support of first-year students, sophomores, community college students, transfers, and seniors. Further, the program contains a full complement of presentations highlighting the latest research findings, assessment strategies, as well as trends and issues that are relevant to students' success at multiple transition points in their educational careers. We are confident that you will find the information and resources that are shared in these sessions useful to your current work and a source of inspiration for new ideas and initiatives in support of students' transition and success.

While learning from educational sessions is valuable to our work, the conference schedule is also designed to facilitate informal interactions among participants. We take great pride in hosting professional development events 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 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 cohost institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have 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 Atlanta 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 OF EVENTS

SATURDAY | OCTOBER 19, 2013

| | |
|----------------------|---|
| 7:30 am – 6:00 pm | Preconference Workshop and Conference Registration |
| 7:30 am – 9:00 am | Continental Breakfast for Preconference Workshop Participants |
| 8:00 am – 5:00 pm | Preconference Workshops |
| 12:00 noon – 1:30 pm | Lunch for Preconference Workshop Participants Only |
| 5:30 pm – 7:00 pm | Conference Opening Session and Keynote Address—M. Stuart Hunter |
| 7:00 pm - 7:45 pm | Opening Reception |

SUNDAY | OCTOBER 20, 2013

| | |
|---------------------|--|
| 7:30 am – 5:00 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 |
| 9:00 am – 11:15 am | Conference Sessions |
| 11:15 am – 12:15 pm | Lunch on your own |
| 12:30 pm – 1:45 pm | Afternoon Plenary Address — Marilee J. Bresicani |
| 2:00 pm – 5:30 pm | Conference Sessions |

MONDAY | OCTOBER 21, 2013

| | |
|----------------------|--|
| 7:30 am – 9:30 am | Colleague Cluster Breakfast with Poster Sessions |
| 7:30 am – 12:00 noon | Conference Registration and Information Desk |
| 9:45 am – 12:00 noon | Conference Sessions |
| 12:15 pm – 12:45 pm | Closing Town Meeting |



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



CORE COMMITMENTS

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

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

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

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

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

Welcome to the National Conference on **STUDENTS IN TRANSITION** CELEBRATING **20** YEARS

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.

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.

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

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

The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status. The University of South Carolina System has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President is located 1600 Hampton Street Annex, Columbia, South Carolina; Telephone (803) 777-3854.



CONFERENCE SPONSOR AND CO-HOSTS

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

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

University of South Carolina

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

CO-HOSTS

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

Bainbridge State College

Georgia Institute of Technology

Kennesaw State University

Spelman College

REGISTRATION INFORMATION

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

Saturday, October 19, 2013

7:30 am - 6:00 pm

Sunday, October 20, 2013

7:30 am - 5:00 pm

Monday, October 21, 2013

7:30 am - 12:00 noon

LEARNING OBJECTIVES/GOALS

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other reflections:

Hotel Map

All conference events will be held at the Westin Buckhead Atlanta. On the inside back cover of this program is a map of the meeting space at the hotel.

Message Board

There will be a message board near the conference registration area. The conference staff asks that you check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request careful observance of the no-smoking policy. We enforce this rule due to the health risks associated with passive exposure to cigarette smoke.

Cell Phone Usage

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

Internet Access

Complimentary high-speed internet access is available in guest rooms.

Parking

The hotel offers valet parking for \$30 per day and self-parking for \$10 per day.

Nametag Ribbons

| | |
|------------|--|
| Light Blue | Presenters |
| Gold | Outstanding First-Year Student Advocates |
| Rainbow | Hosting Institutions |
| Purple | First-Time Attendees |
| Dark Blue | Volunteer |

Session Evaluations

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

Conference Evaluation

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

Session Handouts

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available after November 18, 2013. 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 Lynn Gold at goldlf@mailbox.sc.edu.

Continuing Education Units (CEUs)

In order to meet continuing professional development needs and certification requirements, CEUs are available to preconference workshop and conference attendees. Applicants will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina. Preconference workshop attendees will receive CEUs based on the workshop(s) they attend. A CEU form must be completed for each preconference workshop. Applicants for conference CEUs must attend one session during each session time slot and obtain the presenter's signature on the session attendance form found on pages 36-37 of the program booklet. They must also complete a conference CEU application form. Conference attendees will receive .7 of CEUs. Partial credit cannot be given for attending only some of the sessions or if you fail to obtain presenter signatures.

All CEU forms must be returned to the conference registration table by noon on October 21, 2013. You will need to verify with your institution their acceptance of these credits for continuing professional development needs and certification requirements.

SESSION FORMATS

Concurrent Sessions

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

Concurrent session types:

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

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

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

Roundtable Discussions (R)

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

Exhibitor Presentations (E)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.

Poster Sessions

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

Poster session types:

Research Findings (PR)

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

Assessed Programmatic Approaches (PA)

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

STAFF ROSTER

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

**denotes those attending the conference*

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Associate Vice President
and Executive Director

*Jennifer Keup
Director, National Resource
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PROPOSAL REVIEWERS

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

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NASPA

EXHIBITOR INFORMATION

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

EXHIBIT HOURS

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

Saturday, October 19, 2013

4:00 pm – 7:30 pm

Sunday, October 20, 2013

7:30 am – 12:00 noon

1:30 pm – 5:00 pm

Monday, October 21, 2013

7:30 am – 12:00 noon



Bedford/St. Martin's

At Bedford/St. Martin's, we have always known that what happens in the classroom matters and that a good class, a good teacher, and good content have the power to change the world—one student, one idea at a time. We publish top-quality books and media across the disciplines of English, history, communication, music, and college success. In college success, we are proud that our authors are the leading experts on the first-year experience: John Gardner, Jerome Jewler, and Betsy Barefoot.



CPC Press

CPC Press is a publisher of faculty authored books, textbooks and supplementary workbooks at Central Piedmont Community College in Charlotte, NC. Our esteemed authors represent a myriad of degrees and disciplines, and have written books ranging from biographies, to language instruction, academic student success and mortgage lending. CPC Press works educate, spark conversation and expand the mind, making life more interesting.



Growing Leaders

Growing Leaders' mission is to turn ordinary students into growing leaders who will transform society. This is accomplished by providing character-based leadership training and resources targeted specifically for the millennial generation, which includes young people born between 1984 and 2002. The bull's-eye of this target is students ages 12-24 who are in middle school, high school and college. Growing Leaders helps these emerging leaders discover their strengths, learn effective people skills, and develop a vision for their future.



H&H Publishing

Explore our research based assessments, textbooks, and online courses to improve your students' study strategies. Weinstein's "LASSI" and "LASSI Modules," Walter Pauk's "Essential Study Strategies," and our eight-page study skills booklets are just a few of the quality products you will discover when you visit our booth.



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

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, institutes; engages in research; publishes a scholarly journal, books, and an electronic newsletter; maintains a website; and hosts electronic listservs.



Noel-Levitz

A trusted partner to higher education, Noel-Levitz helps campuses reach and exceed their goals for student retention and completion, providing cost effective assessments, analytics, and consulting services. Noel-Levitz convenes conferences and produces research, articles, and other resources to help campus leaders analyze enrollment trends and discover more effective strategies.



Partridge Hill Publishers

Partridge Hill Publishers was established in response to the need for research-based materials that facilitate student achievement. Its 3rd edition of *Self-management Management for College Students: The ABC Approach*, which is based on a Marist College program that consistently demonstrates higher student retention and success rates, is discounted for conference participant at www.abcself-management.com/2013-conference.html.

Journal

25 YEARS

To submit or subscribe, please visit www.sc.edu/fye/journal

of The First-Year Experience & Students in Transition

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

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



NATIONAL RESOURCE CENTER

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



Mark Your Calendar



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

January 27 - February 28, 2014
Online Course: Developing a
Writing Practice for Programmatic
and Professional Advancement

February 15 - 18, 2014
33rd Annual Conference on
The First-Year Experience®
San Diego, California

April 4 - 6, 2014
Institute on Creating Effective
Learning Partnerships for the
Success of Returning Veterans
Columbia, South Carolina

February 6 - 10, 2015
34th Annual Conference on
The First-Year Experience®
Dallas, Texas

Supporting and advancing efforts to
improve student learning and transitions
into and through higher education.

www.sc.edu/fye || 803.777.6029

PRECONFERENCE WORKSHOPS – SATURDAY, OCTOBER 19

Continental Breakfast

7:30 am – 9:00 am

Grand Ballroom Foyer

Conference Registration/ Information Desk

7:30 am – 6:00 pm

Grand Ballroom Foyer

Lunch for Workshop Participants Only

12:00 noon – 1:30 pm

Grand Ballroom - Salon A

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants

W-1 | Sophomore Explore! – Identifying and Supporting the Developmental Needs of Sophomore Students

8:00 am - 12:00 noon — East/West Paces

Heather Johnston Welliver, Associate Director for Academic Support and Enrichment

— *Denison University*

Jennifer Grube Vestal, Associate Dean of Students and Director of Academic Support and Enrichment

— *Denison University*

W-2 | Proving and Improving: Assessment of Students in Transition

8:00 am - 12:00 noon — Grand Ballroom D

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

— *University of South Carolina*

W-4 | Planning for Student Transitions Across the Undergraduate Years

9:00 am - 4:00 pm — Grand Ballroom C

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

— *University of South Carolina*

Betsy O. Barefoot, Vice President and Senior Scholar - John N. Gardner Institute for Excellence in Undergraduate Education; Fellow, National Resource Center for The First-Year Experience and Students in Transition

— *University of South Carolina*

W-5 | Creating Transfer Student Pathways

1:00 pm - 5:00 pm — East/West Paces

Janet L. Marling, Executive Director

— *National Institute for the Study of Transfer Students*

Mark Allen Poisel, Vice President for Student Affairs

— *Georgia Regents University*

W-6 | Transitioning Students into Globally Competent Citizens: Strategies for the First Two Years

1:00 pm - 5:00 pm — Grand Ballroom E

Chris Caplinger, Director of the First-Year Experience

— *Georgia Southern University*

Steven Elliott-Gower, Director of the Honors Program and Associate Professor of Political Science

— *Georgia College*

Keisha L. Hoerrner, Associate Dean in University College

— *Kennesaw State University*

Ralph J. Rascati, Professor of Biology, Associate Vice-President for Advising, Retention and Graduation Initiatives and Dean of University College

— *Kennesaw State University*

Opening Session with Keynote Address

Looking Back and Looking Around: Transition Fundamentals and Success Principles as Object Lessons

5:30 pm – 7:00 pm | Grand Ballroom B



MARY STUART HUNTER

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

— *University of South Carolina*

Research and information on best practices for student success has evolved and proliferated over the recent decades and now guides our work with students in transition. There exists a rich foundation upon which our work is built. However, as educators we are all-too-frequently so immersed in our work to enhance student success that we fail to see that widely held principles of student success can be instructive to us as educators and humans as well. The 20th anniversary of the Students in Transition Conference is a perfect time to look back and look around.

OPENING RECEPTION | 7:00 pm – 7:45 pm

Grand Ballroom Foyer

Co-sponsored by: Kennesaw State University

Institutional Excellence for Students in Transition *Award*



The National Resource Center for The First-Year Experience and Students in Transition is committed to setting the standard for excellence in supporting students at critical junctures in the educational pipeline beyond the first year. We also seek to promote intentional and integrative connections within and across institutions and educational sectors to enhance the student transition experience. In light of these core commitments, the National Resource Center is pleased to announce a new award recognizing Institutional Excellence for Students in Transition. The award will be presented annually to institutions that have designed and implemented outstanding collaborative initiatives enhancing the entire undergraduate experience. Award recipients will have demonstrated the effectiveness of the initiative in supporting student success, learning, and development at a variety of transition points and in responding to unique institutional needs.

Each award recipient will receive:

- Two complimentary registrations to 21st National Conference on Students in Transition to include at all conference sessions and meal functions and preconference workshops on a space available basis.
- Recognition at the 21st National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*), and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets

More information regarding the award will be available at www.sc.edu/fye by May 1, 2014.

Resources on the Senior Year



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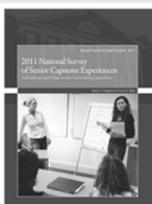
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SUNDAY, OCTOBER 20

Continental Breakfast

7:30 am – 9:00 am

Grand Ballroom Foyer

Conference Registration/ Information Desk

7:30 am – 5:00 pm

Grand Ballroom Foyer

Primer for First-Time Attendees

7:45 am - 8:45 am

Grand Ballroom C

M. Stuart Hunter

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

University of South Carolina, United States

Jennifer R. Keup

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

University of South Carolina, United States

John N. Gardner

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

University of South Carolina, United States

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

CI-1 A Discipline-Specific Approach to a First-Year Orientation Course

East Paces

Ivan Fuller

Associate Dean, School of Fine and Performing Arts
Rider University

During fall 2012, a course was piloted at Rider University with the broad goal of better preparing first-year theatre students to tackle course content by first understanding how to study deeply, think critically, and write clearly about a

narrow subject. Within the class were embedded college orientation topics, such as stress management, time management, and academic advising. Working with a small cohort of 18 first-year theatre majors, the course was able to deliver on these objectives by presenting exciting subject matter, nurturing underdeveloped skills, and challenging students to reach for a high bar of success.

CR-2 Underrepresented Students' Perception of Their Second Year in College

West Paces

Dena Kniess

Assistant Professor, Department of Counseling and Student Development
Eastern Illinois University

The majority of retention efforts have focused on the first year of college; however, many students leave college after their sophomore year. While recent studies on the second year have identified broad concerns, little is known about the second-year experience of underrepresented students and whether their issues are similar or different compared to the larger population of sophomores. This program will focus on the results from research conducted as part of a 2013 dissertation. Implications for practitioners in higher education will be shared.

R-3 Leading in Transition: Conversations With Stakeholders Managing Student Success Transitions in Higher Education

Habersham

Joan Leichter Dominick

Senior-Year Seminar Coordinator
Associate Professor of Communication

Rebecca Casey

Chair, Department of University Studies
Kennesaw State University

Come join this roundtable discussion exchanging experience, insights, and innovative ways stakeholders are leading and managing student success in higher education. Whether you are a seasoned leader, emerging leader, or considering joining the ranks, come and share your ideas. The roundtable is designed to bring together leaders of student services, academic departments, colleges, programs, and courses to exchange strategies for facilitating student transition experiences.

CT-4 Sophomore Successes and Challenges: Creating a Second-Year Program at a Large Public University

Tuxedo

Mike O'Neal

Director, Second-Year Programs
Miami University

This session will look at the history, successes, and challenges of creating a second-year program at Miami University—a large, state university in Ohio. The program was created in 2008 and is housed in the Dean of Students Office. Through collaboration with other student affairs offices, the Office of Second-Year Programs offers developmental programs for the entire population of 3,300 sophomores and is now focusing on new initiatives to provide academic experiences specifically for this population.

CI-5 Putting the Community Back in Community College

Chastain

Lin Mendoza

Success Coach

C. Dane Peterson

Math Success Coach

Central Carolina Community College

How can a community college flip the student perspective from dissatisfied to engaged? Central Carolina Community College hired a team of innovators and established a College Success Center (CSC). Funded by a Title-III grant, the CSC designed and executed a first-year experience program (FYE) to boost student persistence, retention, completion, and satisfaction. Efforts included (a) implementing an FYE course into every associate degree program of study, (b) using an early-alert system to monitor and support students, and (c) planning for students' end goals from the beginning of their academic careers. These strategies help maintain student accountability while fostering long-term connections between students, faculty, and staff.

CI-6 An Integrated, Innovative First-Year Academic Program

Grand C

Martha Billips

Associate Dean of the College for First-Year Academic Programs and Advising

Michael Covert

Associate Vice President for Retention

Associate Dean of Students

Transylvania University

Building upon high-impact practices, Transylvania University recently redesigned its first-year experience and institutional calendar with the overarching goal of acculturating new students into a scholarly community. A newly created August term, including a three-week full-credit seminar and cocurricular programming, is the first of five tightly integrated components. Following August term, students continue to develop academic skill sets, attitudes, and values during a two-semester first-year seminar, which culminates in an independent research project. Students also receive integrated academic advising and course credit for attending intellectual and cultural events on campus as part of a convocation series requirement.

CI-7 Ka'ie'ie Degree Pathway Program: Transferring Through the University of Hawai'i Channels

Grand D

Nicole Iwasaki

Transfer Specialist and Advisor

University of Hawai'i at Manoa and Kapi'olani Community College

Karmi Minor-Flores

Counselor

Kapi'olani Community College

As more students transfer from community colleges prior to attending a four-year institution, it is important to establish a smooth transfer process. The Pathway program is designed to provide a smooth transition from one institution to another, allowing students to accomplish their academic goals. Using the model implemented between

Kapi'olani Community College and University of Hawai'i at Manoa, this session will highlight the Pathway program's mission, history, and future direction as well as the benefits to students and techniques for collaborating with other institutions.

R-8 Writing in the Senior Capstone: Strategies for Supporting Learning, Development, and Career Preparation

Grand E

Tracy Skipper

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

University of South Carolina

Surveys of employers continually highlight the need for better communication skills among recent college graduates. Yet, writing instruction in higher education serves far more than a transactional purpose. Writing facilitates learning, helps students gain skills in analysis and synthesis, and supports a range of other personal and intellectual developmental outcomes also important to employers. The presenter will engage attendees in a discussion of writing in senior seminars and capstone courses. Possible topics include linking course goals and writing assignments, challenges associated with writing, effective writing assignments, benefits to students, and other issues identified by participants.

CT-9 What Did I Learn in That Core Class? Ask a Psychologist

Peachtree

Joshua Williams

Assistant Professor of Psychology

Nancy McCarley

Assistant Professor of Psychology

John Kraft

Associate Professor of Psychology

Armstrong Atlantic State University

One goal of core curricula in higher education is to instill an intellectual curiosity in students and help them become intellectually well-rounded. Most institutions offer such a curriculum from which students select courses to build an interdisciplinary degree. However, more effort should be made to help students reactivate and connect the topics of a core curriculum to foster long-term learning. The presenters will argue that a psychology-specific capstone course, History and Systems of Psychology, can serve as an effective means to unite a core curriculum for any major.

CANCELLED

MORNING BREAK | 10:00 am – 10:15 am

Grand Ballroom Foyer

10:15 am-11:15 am

CI-10 Using Current Research and Trends to Strengthen a Program for Sophomores

East Paces

Scott Wojciechowski

Residential Life Coordinator for Sophomore Resources and College Houses
Gettysburg College

As part of Gettysburg College's learning plan model, the Sophomore Resources program provides the foundation for second-year students to own their experience by uniting several campus resources and creating specific messaging and opportunities. This session will detail the creation of the cross-divisional advisory board, explain the structure and staffing of the program, feature the major elements of the Sophomore Learning Plan, highlight specific initiatives designed for sophomores, and summarize the assessment of our outreach. The information will be beneficial for institutions looking to begin or bolster a second-year program.

CT-11 Transitioning From College to Work: Ensuring Great Expectations Are Realistic Expectations

West Paces

Paul Hettich

Professor Emeritus
DePaul University

Many graduates enter the workforce facing three crises: debt, unemployment or underemployment, and high expectations. According to recent research by Philip Gardner, they also enter with a sense of entitlement, unrealistic expectations, and a lack of workplace readiness. This interactive session will identify key sources of unrealistic expectations (e.g., Generation Me culture, faulty economic assumptions, workplace focus on skills vs. course content, radically different organizational cultures). In addition, the presenter will describe opportunities, when connected to the workplace, that students can pursue to establish realistic expectations and enhance career readiness (e.g., job monitoring, career counseling, internships, participation in organizations, skill-based elective coursework).

R-12 Identifying Your Students' Transition Issues and Tips on How to Lead Meaningful Campus Conversation

Habersham

Lisa Marie Kerr

Assistant Provost; Enrollment Management
Auburn University at Montgomery

Lisa Will

Academic Advisor, Coordinator
Rose State College

Stephanie Beauchamp

Director of Academic Programs
Oklahoma State Regents for Higher Education

Do you know the primary transition issues your students face? This roundtable will provide an opportunity to brainstorm with colleagues to identify and/or develop meaningful interventions for the primary student transition issues on your campus. Participants will be grouped with peers from like institutions and guided through a well-defined small-group conversation process designed to identify pressing transition issues. Finally, attendees will receive tips from the field and guidance on how to facilitate similar meaningful conversations with colleagues at their home institutions.

CR-13 Promoting Native American Student Recruitment and Retention in Higher Education

Tuxedo

Richard Mosholder

Assistant Professor of Psychology, Department of First-Year Experiences
Kennesaw State University and Utah Valley University

Bryan Waite

Program Director for Global/Intercultural Engagement
Associate Professor of Secondary Education

Chris Goslin

Assistant Professor of College Success Studies
Utah Valley University

This study was conducted over a four-year period at a large, open-enrollment university in the Intermountain West. A review of the literature informed a mixed methods approach to measuring the perceptions of Native American college students about education and their institution. A National Science Foundation grant was used to develop curricula and programs to address the concerns of students and the opportunities for institutional improvement. The third annual study survey was analyzed quantitatively and the results were reviewed in student focus groups, providing insight into the strategies leading to lasting institutional change.

CI-14 Got Major? Finding Purpose Through Kent State University's Exploration Plan

Chastain

Jon Steven Antalvari

Assistant Director, Exploratory Advising Center
Kent State University

In 2010, Kent State University implemented a policy requiring all undecided students to be in a degree-granting major by the completion of 45 credit hours. The impetus for the policy was institutional data showing students in degree-granting majors were being retained at a higher rate. The Exploration Plan was designed to enrich the first-year experience for undecided students and to expedite a shift into a degree-granting program within the first three semesters. The Exploration Plan has six intentional and often high-impact components intended to propel a student from *I don't know* to *declared* in 45 credit hours.

CI-15 Using Student-Facilitated Discussion Groups to Revise a First-Year Seminar

Grand C

Matthew Martin

Professor of English, Director of WISE

Deidra Donmoyer

Associate Professor of Communication

Director of Women's Studies

*Wesleyan College***Jeff Prudhomme**

Vice President and Fellow

Interactivity Foundation

Wesleyan College partnered with the Interactivity Foundation (IF) to revise WISE 101, the first half of the mandatory two-semester first-year seminar sequence. One third of the class was devoted to student-facilitated discussions where students integrated ideas from course texts as well as their own writings and worked to explore those ideas as divergently as possible. This session will give participants the chance to experience the IF facilitated discussion process, learn how the strategy was used in WISE 101, hear preliminary observational and survey data about its impact on students, and collaboratively explore the value of this innovative technique on other campuses.

CR-16 So, You Think You Know Me?

Grand D

Holly Craider

Faculty, Speech Communications; Interim Manager, Next Generation Learning

Cuyahoga Community College

Aware of the potential for first-generation students to experience culture shock upon entering the college environment, the question that drove this study was, How do these students succeed despite the challenges experienced in their past and present and in light of their goals for their future? Studies that move beyond simply collecting numerical data (e.g., enrollments, grades, test scores) are needed to better understand the complex issues that affect underserved students' academic achievement. This study looked forward, backward, inward, and outward to understand the experiences of first-generation students as they strove to be academically successful in an unfamiliar system (i.e., college). Attendees will enter into the world of a first-generation college student and hear their stories from their mouths—not numbers.

CT-17 The Critical First Semester: Creating a Student-Centered Advising Program That Works

Grand E

Cathy Vaughan

Coordinator of First Semester Experience Program

Director of Counseling Services

Aimee Wilkerson

Director of Enrollment Management

Madisonville Community College

The Madisonville Community College's new student orientation process produced significant gains in student success. The changes required a

high degree of collaboration and cooperation between academic affairs and student affairs personnel and the elimination of decades-old policies that served the needs of the college—not the student. Implemented in 2005, the First Semester Experience program takes the orientation process from a registration exercise to a relationship-building enterprise, preparing students for the expectations of postsecondary education.

CI-18 The Second Chapter: How Libraries Can Support Sophomores Through Information Literacy Instruction, Assessment, and Faculty Partnership

Peachtree

Jennifer Stout

Undergraduate Research Librarian

Virginia Commonwealth University

Many colleges (rightly) focus on information literacy in the first year. However, students benefit immensely from support during their second year as they move toward courses that are unique to their major. With a strong instruction program and the cooperation of University College, the librarians at Virginia Commonwealth University (VCU) are able to work with nearly 100% of sophomore students. This session will cover how VCU librarians support student success during the transitional time between VCU's robust first-year experience and when students enter their majors. Library instruction, assessment, and building partnerships with UNIV 200 faculty will be discussed.

CT-19 The Sophomore Psyche: Teaching Resilience in the Second Year

Grand D

Nora Scobie

Assistant Director for Advisor Development

University of Louisville

The second-year itch is a time when students try to make sense of their own identities, new relationships, the relevance of the curriculum, and where they fit in the world. This crisis of self can be a time of awakening or a recipe for disaster. In today's world, students need both intellectual and emotional foundations for dealing with the second year and beyond. Moral and ethical reasoning develops both inside and outside the classroom. Join the presenter in exploring techniques to help students increase independent thought and intellectual perseverance, adapt to change, and create an individual vision for the future.

Lunch On Your Own | 11:15 am – 12:15 pm

Afternoon Plenary Address

What Do We Know About Increasing Student Success?

12:30 pm – 1:45 pm | Grand Ballroom B



MARILEE J. BRESCIANI

Professor of Postsecondary
Educational Leadership
— San Diego State University

This interactive presentation will provide conference attendees with an overview of what we know about student success from discoveries in research. The address will then illustrate what we know about student success from outcomes-based assessment program review findings. Finally, the address will conclude by pointing out the disparities of what we know from research and from outcomes-based assessment program review. Some additional research will be discussed from the neurosciences and continue to posit a key question with attendees and invite them to engage in collaborative conversations around that question on their own campuses.

2:00 pm-3:00 pm

CT-20 College Students in Transition: New Directions in Research and Practice

East Paces

Stephanie Foote

Associate Professor of Education
Kennesaw State University

Jeannine Kranzow

Assistant Professor, College Counseling and Student Development
Azusa Pacific University

Sara Hinkle

Assistant Vice President for Student Affairs
West Chester University

La'Tonya Rease Miles

Director of the Academic Resource Center
Loyola Marymount University

Aspects of the college transition, particularly those in the first college year and senior year, have been well documented; however, the progression through higher education can involve many more diverse transitions. This presentation will draw from the forthcoming book, *College Students in Transition: An Annotated Bibliography*, to (a) explore seminal and contemporary research involving myriad student transitions in and through higher education (beyond those of traditional first-year students); (b) discuss the implications of this work for practice; and (c) identify emerging areas of research, policy, and practice for faculty and staff who work with students in transition.

CT-21 Holistic Approaches to Student Success: Practical Strategies

West Paces

Lindsay Wayt

Assistant Program Coordinator

Emira Ibrahimasic

Senior Assistant Program Coordinator

Kelli King

Program Coordinator
University of Nebraska-Lincoln

The William H. Thompson Scholars Learning Community at the University of Nebraska-Lincoln is a comprehensive program that fosters student success through multiple elements considered to be best practices. The more than 1,000 Scholars are provided with financial, academic, and personal support to foster overall student development and success. Presenters will address how they have implemented a multifaceted approach to designing a learning community on the state's largest campus. Program staff consider college students' potential financial, academic, and personal challenges and work to design program elements to provide support to students at each stage of their progress.

R-22 Challenges of First-Generation Students in Higher Education

Habersham

Imelda Estrada-Wicks

Coordinator of Transition and Retention Services
University of Houston-Clear Lake

This session on the challenges of first-generation students in higher education explores the barriers this population faces in the Houston-Galveston area through the lenses of economic status, race, and ethnicity. Findings show that first-generation students encounter financial, language, and social capital barriers and are still not fully accepted and incorporated into the college environment.

CI-23 Developing a Second-Year Experience Initiative on a Foundation of Theory, Best Practices, Education, and Assessment

Tuxedo

Denise Rode

Director, First- and Second-Year Experience

Bobbie Cole

Complex Coordinator
Northern Illinois University

In 2011, two department directors at Northern Illinois University (NIU) were charged with making recommendations for a comprehensive sophomore-year experience. This presentation will describe the yearlong self-study and planning process that included a Sophomore Summit, benchmarking, and administration of the Sophomore Experiences Survey. From a review of the literature and data collected during the self-study, four emphases emerged for NIU's sophomore-year experience: major exploration and confirmation, residential life, engagement and leadership on campus, and career development. This session will discuss three major components of the pilot second-year initiative in 2012-2013 as well as plans for future offerings in 2013-2014. Preliminary assessment data will be shared.

CI-24 Parallel Transition: How the University of Florida Uses E-Learning to Develop Online Orientation Programs Complimentary to In-Person Orientation

Chastain

Kristopher Klann

Assistant Director
University of Florida

To aid in the transition of incoming students, the Dean of Students Office at the University of Florida used an e-learning platform to develop online orientation programming that complemented the on-campus programs while assisting special populations in their acclimation to campus. This session will discuss (a) how orientations can be adapted to the needs of individual populations, (b) the design of interactive and engaging orientation sessions for students, (c) the use of student assessment to continue to modify and improve orientations, and (d) the development of orientations to assist with the transitional needs of special populations.

CR-25 Developmental Meaning-Making Dynamics of Emancipated Foster Care Youth Transitioning Into Higher Education: A Constructivist-Grounded Theory

Grand C

Jacob Okumu

Resident Director, Clinical Resident
Ohio University

This session explores developmental meaning-making dynamics of emancipated foster youth transitioning into higher education and the role college campus environments play in that process. The presenter proposes grounded theoretical conceptualizations to the college student development theoretical base by acknowledging the needs, goals, and values of disenfranchised college students. In addition, the session offers mentoring tools that empower emancipated foster youth to claim the authority of their own experiences, liberate themselves from debilitating constraints, and self-author their unique developmental paths.

CI-26 Institutional Collaborations to Support College Completion

Grand E

Tiffany Bellafant Steward

Director, First-Year Students

Julie Roberts

Director, Academic Success
Tennessee State University

With the passing of the Complete College Tennessee Act of 2010, student retention and success have become a focal point as state funding allocations are directly tied to these measures. To foster a culture of college completion, Tennessee State University has placed an emphasis on student success starting with the first year of college. This session will focus on a collaboration between the Offices of First-Year Students and Academic Success to prepare first-year students to meet state benchmarks for completion by strengthening and expanding the first-year experience, which includes new student orientation, a first-year seminar, retention and persistence initiatives, and early-alert strategies.

CT-27 Killer Courses: Roadblocks to First-Year Academic Success and Retention

Peachtree

Betsy Barefoot

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

In recent years as part of the national focus on the Completion Agenda, concerns have surfaced about unsatisfactory student performance in high-enrollment “killer” courses—classes that serve either as roadblocks or gateways to the major. Large numbers of first-year students receive *Ds* and *Fs* or withdraw from these courses each year. For the past 10 years, the Gardner Institute has collected and analyzed data on high-enrollment first-year courses. In this session, the presenter will review these data and engage participants in a discussion on why this problem persists and how institutions can help students be more successful in high-risk gateway courses.

AFTERNOON BREAK | 3:00 pm – 3:15 pm
Grande Ballroom Foyer

3:15 pm-4:15 pm

CT-28 The Key Ingredients to Retaining and Graduating Multicultural Males

East Paces

Wayne Jackson

Director, Multicultural Academic and Support Services
University of Central Florida

Tony Davis

Counselor
Montgomery County Community College

This workshop will address trends in the retention and graduation of multicultural male students at colleges and universities across the country. One of the lowest rates of retention and graduation are for African American and Hispanic males. The presenters will investigate why multicultural male college students are not earning their degrees and what can be done to stem this tide.

E-72* Habitudes for the Journey...For Students in Transition

Habersham

Tim Elmore

President and Founder
Growing Leaders, Inc.

This session is based on the newest installment of the series, *Habitudes: Images that Form Leadership Habits and Attitudes*. It's designed for students in transition. First-year students need safe places to talk about the transition they have experienced in college. This book introduces principles for navigating pivotal life decisions, each based on an image, a conversation and an experience. We'll offer practical tips on connecting with students over the most important conversations they will have during their first year.

CI-29 Transitioning From Knowledge Consumers to Knowledge Producers: Research and Community Placements as Transition Experiences

West Paces

Sarah Robinson

Administrator, Interdisciplinary Programs

Patricia Chow-Fraser

Director, Life Sciences Program

Kimberly Dej

Associate Director, Life Sciences Program

McMaster University

Universities are recognizing the importance of integrating experiential learning opportunities into traditional degree programs. Providing students with opportunities for self-directed and interdisciplinary learning offers a means to help students transition from knowledge consumers to knowledge creators. This presentation will discuss the creation of a series of experiential and research placement courses at McMaster University (Canada) that help fulfill degree requirements while also providing students with experiences that complement more traditional lecture-based courses.

CI-30 Transition to Full Admission

Tuxedo

Sarah Jones

Assistant Director First Year Experience

Helen Diamond Steele

Director of First Year Experience

Matt Varga

Assistant Professor, Counselor Education and College Student Affairs Department

University of West Georgia

University of West Georgia's summer transition program, Ignite, is a four-week residential program for conditionally admitted students. Participants are provided necessary support and expected to fully engage in campus life while proving their academic readiness in the classroom. During this session, the presenters will discuss the key elements in planning and implementing a successful summer transition program and share how collaborative relationships with campus partners in academic and student affairs led to higher first-year student GPAs for program participants.

CT-31 Living Questions: Guiding Integration and a Sense of Purpose for Transformational Learning

Chastain

Elaine Gray

Learning Support Specialist

Appalachian State University

This session examines the intersections between transformational learning, critical thinking, and the cultivation of a students' sense of purpose. The results of a recent study on the sense of purpose in first-year seminar students at three North Carolina State Universities will be presented along with a model for facilitating the use of *living questions* as a contemplative strategy for guiding a process of transformative learning. The presenter will offer activities, assignments, learning outcomes, language for rubric creation, and qualitative assessment methods for experiential learning.

CT-32 Collaborating for Long-Term Student Success: First-Year Experience and Career Services

Grand C

John Dahlstrand

Assistant Dean of Student Success

Amber Dickinson

First-Year Experience Coordinator

James Barraclough

Career Services Specialist

Washburn University

The first-year experience (FYE) program at Washburn University is designed to assist students with their transition to college. Collaborative efforts between the office of the First-Year Experience and Career Services have enhanced opportunities for first-year students. This presentation will discuss (a) Career Services' involvement with first-year seminars, (b) FYE and Career Service sessions at new student orientations, (c) peer educators as links to students and Career Services, and (d) Career Services' role at Washburn's first-generation student retreat. Through courses, services, and programs, the FYE office and Career Services are working together to make the Washburn experience a positive one.

CI-34 Transfer Student Living-Learning Community: Increasing Retention, Engagement and Connection to Campus Through a Unique Collaboration Between Housing and Academic Affairs

Grand D

Mary Von Kaenel

Associate Director for Transfer Academic Programs

Clemson University

TIGER Den is a living-learning community for new transfer students at Clemson University. In a unique collaboration with University Housing, the coordinator for TIGER Den and the Housing Community Director wrote a targeted curriculum for students in transition. Using a blended theoretical framework, the curriculum for students in TIGER Den combines resident advisor staff with upper-division transfer students in a semester-long series of events designed to promote academic and social integration. This session will provide the curriculum outline, discuss the theoretical framework, and present programmatic outcomes. Assessment rubrics will also be reviewed.

R-35 Creating Second-Year Programs: What Is Working on Your Campus?

Grand E

Mike O'Neal

Director, Second-Year Programs

Miami University

Many colleges and universities across the country are looking at the sophomore year as a key intervention point for student success as well as retention. While there may be great interest in the topic, little research exists on the success and challenges of creating second-year programs. In addition, there is no one-size-fits-all solution for all campuses. This roundtable discussion will be an opportunity for colleagues to find out what is working at other institutions across the country and to share insights on the unique challenges they may face.

CI-36 First-Generation Transition: An Innovative, Holistic Approach

Peachtree

Leslie Sans

Director, Campus Relations and Programming
The Suder Foundation-First Scholars Program

First-generation college students frequently lack the cultural capital necessary for a smooth transition to college. They often do not possess the knowledge, skills, and educational preparation needed to make the higher education system a comfortable environment. First Scholars® is currently implementing a holistic student success program at seven universities across the nation. The four-year framework, incorporating noncognitive assessments, guides first-generation students through key transitions pivotal to their success. Participants will engage in a rich discussion sure to provide innovative approaches to addressing first-generation students' needs over the four-year college experience.

4:30 pm-5:30 pm

CR-37 Growth Mindsets and Productive Efforts That Lead to Increased Achievement and Learning

East Paces

Jan Wiersema

Senior Lecturer, Department of Natural Resource Ecology and Management

Barbara Lickliger

Professor, School of Education

Janette Thompson

Professor, Department of Natural Resource Ecology and Management

Suzanne Hendrich

Professor, Department of Food Science and Human Nutrition

Cynthia Haynes

Associate Professor, Department of Horticulture
Iowa State University

The Academy for Leadership and Learning, a cross-disciplinary community of first-year learners, was created to help students develop learning, teamwork, and leadership skills. Typically during first semester, individuals transform from students who wait to be told what to do into more responsible learners—those who begin to take control of their own learning. As the result of this change appearing earlier than usual in the semester, a phenomenological research study was launched to uncover the key components most affecting these students' transformations into responsible learners. During this session, the presenters will share lessons learned about developing responsible learners that are applicable to all students.

CI-38 Focused on the First Year: An Advising Initiative and Its Impact on Institutional Culture

West Paces

Jennifer Lee

Advisor, First Year Experience

Jessica Ha

Transfer Student Success Coordinator
Florida Institute of Technology

The role advisors play in a students' transition cannot be overlooked. Identifying and understanding the needs of the whole student directly relates to improved retention, as academics alone do not encompass a first-year student's experience. This session focuses on the creation and development of an initiative implemented at a small private technological university that used professional advisors to improve students' successful transition and increase retention. This initiative has filled the gap that existed in the areas outside of academics that impact the first year and has led to institutional changes resulting in higher student satisfaction.

CR-39 A Better Boost: The Library's Role in Academic Success

Tuxedo

Jean Cook

Instruction Librarian
University of West Georgia

In 2010, the Association of College and Research Libraries put out a nationwide call for librarians to measure the value of academic libraries. How are college libraries affecting the success of their students, and what might this mean for future retention, persistence, and graduation efforts? This presentation will cover the promising findings from several early researchers of this topic, including independent results of the presenter's longitudinal study of 15,000 undergraduate students over 12 years.

CI-40 Successful Strategies to Increase Academic Success and Retention of African American Males in Higher Education

Chastain

Genesis Steele

Interim Director, African American Male Initiative

Keith J. Ware II

Campus Coordinator
St. Louis Community College

This session will demonstrate how programming designed to address the needs of African American male students can lead to positive outcomes in the areas of retention, academic success, and increased enrollment. Participants will learn about the St. Louis Community College African American Male Initiative and its comprehensive programming, which includes student support services, academic interventions, and peer and community mentoring opportunities. Many of the initiative's key components can easily be implemented at other institutions.

CT-41 Flourishing or Floundering? Using Positive Psychology Principles to Shape New Learning Paradigms for Students in Transition

Grand C

Corrie Harris

Doctoral Candidate

The University of Alabama

What do we really know about motivation—where it comes from, and what sustains it? How do we account for motivational differences we see among students? Positive psychology scholars posit promising theoretical constructs for understanding why some students flourish while others flounder. In this session, participants will explore major findings from a decade of literature and consider corresponding implications for invigorating learners and learning environments. Attendees can expect to walk away with a deeper conceptual understanding of the underpinnings of motivation—including hope, grit, and psychological well-being—as well as practical suggestions for translating theory to practice.

CI-42 Peer Mentors: Not Your Average Orientation Leaders

Peachtree

Malikah Harvey

Director of First Year and Campus Programs

Kerry Culberson

Peer Mentor

Nicole Delk

Peer Mentor

Rachel Galvan

Peer Mentor

Nicol Papa

Peer Mentor

Chelsey Stolle

Peer Mentor

Texas Lutheran University

This presentation will review the rooted beginnings and evolution of the Texas Lutheran University Peer Mentor Team. Discussion will focus on the recruitment and training process as well as the unique makeup of this team committed to working with students throughout their entire first year of college.

CR-71* Transfer Students: Examining Attitudes and Motivations to Help Sustain Their Success

Grand C

Jo Hillman

Senior Director of Retention Solutions

Beth Richter

Associate Vice President for Retention Solutions

Noel-Levitz, LLC

Transfer students making the transition to a new university, whether from a two-year college or another four-year institution, need tools and encouragement to find ways to get involved on their new campus. This session will facilitate discussion on selling the idea of involvement to a transfer student, marketing to transfer students, and exploring different organizations and programmatic ideas to bring home to your institution.

4:30 pm-5:45 pm

R-43 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

**Note: This is a 75-minute session.*

Habersham

Mary Stuart Hunter

Associate Vice President

Betsy Barefoot

Fellow

John N. Gardner

Senior 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.

**Additional Session Added (after program was numbered)*

Paul P. Fidler

RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2014-2015 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge to improve the experiences of college students in transition.

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

Comprehensive Award Package

- > Stipend of \$5,000
- > Travel to the 21st National Conference on Students in Transition, October 2014, at which the award will be presented
- > Announcement and recognition at the 21st National Conference on Students in Transition plenary session
- > Travel to the 22nd National Conference on Students in Transition, October 2015, at which the research findings will be reported
- > Announcement on the National Resource Center webpage, listservs, and print publications
- > Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Application and Submission Deadline

Grant submission will officially open on April 1, 2014. The application form may be accessed at www.sc.edu/fye/research/grant/proposal and must be submitted electronically using the online form by July 1, 2014.

www.sc.edu/fye/research/grant/proposal

Past Recipients

2012-13 Award – Jacob Okumu

Developmental Meaning-Making Dynamics of Emancipated Foster Care Youth Transitioning into Higher Education: A Constructivist-Grounded Theory

2011-12 Award – Kristin Moser

Redefining Transfer Student Success: Transfer Capital and the Laanan-Transfer Students' Questionnaire (L-TSQ) Revisited

2010-11 Award – Paul J. McLoughlin II

High-Achieving Low-Income Students: How Low-Income Students on Full Financial Aid are Navigating an Elite College

2009-10 Award – Rachel Smith

Connected in Learning: A Mixed Methods Study of First-Year Students' Academic and Social Networks

2008-09 Award – Maryellen Mills

Student Success Course Participation and Engagement Among Part-Time and Full-Time Community College Students



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Lane**



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The application and proposal will be available for download at www.sc.edu/fye on April 1, 2014. Completed applications must be received by 11:59 pm EST, July 1, 2014.

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Online Courses

on The First-Year Experience[®] and Students in Transition



January 27 - February 28, 2014

Developing a Writing Practice for Programmatic and Professional Advancement

Instructor: Tracy L. Skipper

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

For many of us, the act of writing is a daunting proposition. Yet, it is a critical skill for meeting program objectives, demonstrating the efficacy of our work, and facilitating career advancement. This five-week course is designed to jump start a professional writing practice. Participants will learn general strategies for writing well, explore issues related to shaping and editing texts, and give and receive feedback on drafts in progress.

Register online at www.sc.edu/fye/oc | Courses limited to first 25 registrants.

Conference Registration/ Information Desk

7:30 am – 12:00 noon

Grand Ballroom Foyer

Colleague Cluster Breakfast with Poster Sessions

7:30 am - 9:30 am

Grand Ballroom A/B

The “colleague cluster breakfast” 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 mentor
9. Service-learning
10. Transfer issues
11. Senior-year experience
12. Sophomore issues

Roles:

13. Academic Advising
14. Faculty/Instructor/Lecturer
15. First-Year Seminar Director
16. Orientation/Intake Programs
17. Chief Academic Officers
18. Chief Student Affairs Officers

We encourage you to visit the poster session, where you have an opportunity to learn about a variety of initiative at your leisure. Descriptions of the individual poster sessions follow on pages 24-26

7:30 am-9:30 am — **POSTER SESSIONS**

PR-44 Transgenderism and the College Experience: Transitioning Challenges During Higher Education

Rodney Parks

Registrar

Elon University

This study uses a phenomenological case study approach to examine the unique experiences of two transgender students who began their transition during their college years at a large Southeastern university. Anecdotal evidence suggests that students are coming out as transgender on campuses across the country. With assistance from student personnel professionals, transgender students have the opportunity to contribute to institutional diversity and personal growth. As students transition, they face a number of challenges within campus environments, including a lack of access to health care, difficulties with campus facilities, and identity issues in the classroom. The researchers rely on dual instrumental case study methodology, collecting the experiences of male-to-female and female-to-male transgender students to shed light on the challenges and needs of this vulnerable student population. Recommendations are offered to help campus administrators address the needs of this growing student demographic.

PA-45 The Badge Experiment: Applying Classroom Learning and Behavior to Life and Career Skills

Joan Ledbetter

First-Year Experience Director

Georgia Highlands College

Positive peer-pressure, the power of positive-reinforcement, and the importance of showing appreciation are all familiar concepts, but what about the cognitive realization students can gain from seeing classroom actions put into career titles? Participants will learn how badges can inspire, encourage, and put a smile on students' faces as well as help students translate classroom activities and assignments into real-world career skills. Instructors of all subjects can benefit from learning about and applying the badges concept. Study skills and career class instructors will especially see the benefits of applying peer reinforcement and career application to class activities.

PA-46 Transfer Learning Community: Supporting STEM Student Success

Timothy Scott

Associate Dean for Undergraduate Programs

Texas A&M University

Approximately 100 students transfer into the College of Science at Texas A&M University each year. Transfer students are academically talented and interested in STEM and provide opportunities to increase the STEM pipeline. Beginning Fall 2012, all transfer students are required to participate in a learning community during their first year. Based on the College's NSF funded S-STEM program, essential components have been incorporated into the program as key for successful transfer, retention, and completion of bachelor's degrees in STEM. This session will provide a detailed overview of the program which will include high impact practices, learning outcomes, and assessments utilized.

PA-47 Developing Growth Mindsets and Emphasizing Effort: Faculty and Student Development

Cynthia Haynes

Associate Professor, Department of Horticulture

Jan Wiersema

Senior Lecturer, Department of Natural Resource Ecology and Management

Suzanne Hendrich

Professor, Department of Food Science and Human Nutrition

Janette Thompson

Professor, Department of Natural Resource Ecology and Management

Barbara Licklider

Professor, School of Education

Iowa State University

A cross disciplinary team of instructors at Iowa State University believe that understanding the link between mindset about intelligence and academic effort can provide a strong foundation for achievement and life-long learning. Therefore, groups of students and faculty were engaged in regular lessons on mindset and effort throughout the year. Faculty designed syllabi and in-class activities to promote a growth mindset and engage in thinking about effort. Students were introduced to growth mindset concepts woven into course lessons and asked to reflect on their own meaning for mindset and academic effort. Activities and discussions about mindset and effort enhanced motivation to learn and ultimately succeed.

PA-48 A Comprehensive Approach to Promoting First-Year Success of Pre-Health Students

Erika Dumke

Director, Division for Health Sciences Diversity

Kevin Harris

Assistant Vice President, Health Sciences Academic and Diversity Affairs

Virginia Commonwealth University

The VCU Acceleration program at Virginia Commonwealth University (VCU) began in 2005 through a partnership between the Division for Health Sciences Diversity and the Office of Pre-Health Advising. The program was designed to promote interaction among students, from diverse backgrounds and who are interested in a wide array of health careers, to enhance their academic and professional preparation as they enter college. VCU Acceleration includes a unique blend of a summer prematriculation program and an academic year living-learning community. Discussion of the key components and results (e.g., first-year retention, graduation, matriculation to health professions programs) will be presented.

PR-49 What Happens After 25 Years? Trends of the National Survey of First-Year Seminars

Jessica Bar-Hopp

Graduate Assistant for Research, Grants, and Assessment

University of South Carolina

Using data collected over the past 25 years from the administration of the National Survey of First-Year Seminars, this poster session will examine the overall national picture of first-year seminars in the United States and current trends. General findings and the implications surrounding this significant transition will also be described and discussed.

PA-50 Engagement Orientation, and Retention: Using the CollegeScope Online Curriculum in a Freshman Seminar Course

Alyse Jones

Associate Professor of English

Georgia Perimeter College

Students can direct their own future with CollegeScope. Find out how to use an engaging and dynamic online curriculum, proven to increase student persistence and graduation rates. This session is for everyone working toward student success, including those associated with first-year experience programs, student success classes, or any at-risk students.

PA-51 Peer Mentoring: A Critical Component of the SEEK First-Year Experience at the City College of New York (CUNY)

Mara Washburn

Counselor/Assistant Professor

Ana Zevallos

Assistant Professor and SEEK Counselor

The City College of New York

This presentation will discuss the role of peer mentors in the first-year experience for educational opportunity program students at a large, public institution. Our program's first-year experience consists of a summer pre-freshman program, learning communities, which include a fall college readiness course, and a spring workshop series. Peer mentors are in the classroom to share strategies for academic success, provide support, and serve as role models to students throughout their first year in college. Preliminary data indicates that first-year students find mentors to be useful and relevant and that mentors gain leadership and professional skills from this experience.

PA-52 Outdoor Orientation Experiences as a Successful Transition Program for First-Year Students

Sarah Robinson

Administrator, Interdisciplinary Programs

McMaster University

Transitioning to university can be both a stressful and an exciting time in a student's life, during which they will be faced with many challenges. McMaster University has created the McMaster Outdoor Orientation & Student Experience to help facilitate our student's transition to university life. This poster session will share our experiences in MOOSE from the perspective of one specific Science program involved since its inception in 2012. We will share our experiences with respect to the creation, administration, refinement, and evaluation of the program. We will also share student feedback with the conference audience.

PA-53 The Effectiveness of a Student Success Center: Creating a Collaborative Campus Environment by Promoting Student Engagement through Numerous Student Support Programs One Theme at a Time

Jennifer Garcia

Director of First-Year Experience

Ashlee Castle

Director of Leadership Development
Saint Leo University

This poster session will provide information regarding the success of the Student Success Center as well as discussion regarding how effective this center has been in the last two years. It will provide tips and suggestions on how to implement this type of center on other college and university campuses. The goal of the center is work collaboratively to champion efforts for targeted student populations and families in transition, as well as, providing purposeful opportunities for learning, leadership, personal growth, clarifying values and developing skills that promote global citizenship.

9:45 am-10:45 am

CI-54 Supporting the Transition of Academically Underprepared Students in Mathematics and English

East Paces

Sheila Otto

Director of General Education

Marva Lucas

Chair, University Studies Department
Middle Tennessee State University

The transition to college life is difficult for many students, but especially for those who are academically underprepared. For many years, postsecondary institutions provided academic support through remedial and/or developmental programs; however, recent mandates have resulted in many of these programs being dismantled or radically redesigned. In 2006, Middle Tennessee State University implemented a program to mainstream students with developmental requirements into college-level courses. The presenters will (a) describe the different curriculum models for mathematics (i.e., enhanced sections of general education mathematics courses) and English (i.e., a two-semester stretch model), (b) summarize assessment data, and (c) facilitate discussion to assist others considering similar initiatives.

CT-55 ¡Sí Se Puede! Increasing Latino Student Success With Collective Impact of Community Members

West Paces

Rachel Hinman

Special Projects Coordinator
Southwest Texas Junior College

Southwest Texas Junior College (SWTJC) serves more than 6,000 students per semester in a rural 11-county service region. The majority of the student population (84%) are Hispanic, 14% are first-time-in-college, and 70% are first generation. Over the last year and a half, SWTJC has worked closely with community partners to identify cultural and community barriers to college enrollment and achievement. One result of this effort has been the

identification of many silo organizations working toward the same goal: Latino student success. The collaboration has resulted in strategies to combine resources and become more effective in promoting success.

R-56 Publishing Research on College Student Transitions

Habersham

Paul Gore

Editor, *Journal of The First-Year Experience & Students in Transition*
National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina

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

CI-57 Assessing the Impact of an Academic Recovery Program

Tuxedo

Christine Murphy

Lecturer
Special Programs Coordinator
Clemson University

Universities recognize that to achieve high graduation rates one must first have high first-year student retention rates. First-year students who get into academic difficulty during their fall semester and do not turn things around in the spring have much lower graduation rates. An academic success center responsible for implementing student success initiatives is one resource schools can use to assist students in academic difficulty. This presentation will examine relevant data collected from an academic recovery program and provide examples on how the information was used to develop a program that improves student success.

CT-58 Using the CAS Standards to Assess Your Transfer Student Programs and Services

Chastain

Janet Marling

Executive Director
National Institute for the Study of Transfer Students (NISTS)
University of North Georgia

Melissa Mahan

Vice President for Student Affairs
Texas A&M University - San Antonio

One of the latest additions to the Council for the Advancement of Standards in Higher Education (CAS) is the Standards for Transfer Student Programs and Services (TSPS). These standards include "must" statements and guidelines to promote exceptional approaches to working with transfer students. Facilitated by two members of the CAS Board of Directors and using the CAS lens, this session will explore the standards and how they can be used to facilitate a full self-assessment process or as a benchmark for exemplary practice.

CR-59 Recent Evidence on Prevalence and Outcomes of Undergraduate Peer Leaders Working With First-Year Students: Results From Two National Surveys

Grand C

Dallin George Young

Assistant Director for Research, Grants, and Assessment

Jessica Bar-Hopp

Graduate Assistant

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

University of South Carolina

Using information from the 2012 National Survey of First-Year Seminars and the 2013 National Survey of Peer Leaders, this session will explore both the use of undergraduate peer leaders in first-year seminars and the outcomes for these students. The presenters will engage participants in a discussion of the implications of the frequency at which institutions report using undergraduate students in first-year seminars and how student peer leader outcomes are influenced by this experience.

CI-60 Why Peer Mentors? Promoting Transfer Success

Grand E

Charlene Stinard

Director, Transfer and Transition Services

University of Central Florida

How do we help transfer students bridge the gap from one institution to another, assuring that their transition is smooth, seamless, and successful? University of Central Florida has a dynamic peer mentor program that promotes transfer success and persistence to graduation. This presentation focuses on the unique support peer mentors provide to transfer students before admission, during transfer orientation, and in students' first semester. Participants will use a worksheet to help generate ways to think about roles peer mentors might play at their institutions.

CT-61 Meeting the Diverse Needs and Concerns of Seniors as They Transition to Life's Next Challenge

Peachtree

Jenna Azar

Senior-Year Experience Manager

Muhlenberg College

All too often, as students prepare to step outside the supportive and structured environment of higher education, they face the seemingly insurmountable obstacles of a competitive job market, increased student debt, and concerns over their path to professional fulfillment. The senior-year experience at Muhlenberg College offers deeply interconnected program models and highly defined, yet entirely customizable opportunities for seniors as they prepare for life's next challenge. This session will focus on the development of three distinct but cohesive campus initiatives that offer a broad range of transition and reflection tools and resources for seniors throughout their culminating year.

MORNING BREAK | 10:45 am – 11:00 am

Grande Ballroom Foyer

11:00 am-12:00 noon

CI-62 Igniting Transfer Student Success Through Strategic Partnerships and Programs

East Paces

Stephanie Foote

Associate Professor of Education

C. Jean So

Assistant Director, Office of Orientation and Transition Programs

Kennesaw State University

This session will describe how Kennesaw State University used self-study data from the Foundations of Excellence (FoE) – Transfer Focus to create unique partnerships and programs between student and academic affairs that respond specifically to the needs of transfer students. The presenters will share examples of the partnerships and academic and cocurricular programs developed. Participants will leave the session with resources and strategies they can use to ignite transfer student success at their institution.

CT-63 Scholarship Assistance Program: A Resource to Increase Students' Financial Awareness

West Paces

Shakira Whitley

Sophomore Year Counselor

Andre Fontenelle

Assistant Director of Sophomore Year

Long Island University-Brooklyn

As tuition rises, students struggle to afford college. Many students struggle with financial aid packages. When these fall short, students may not pay and leave without earning degrees. To help students, Long Island University-Brooklyn established the Scholarship Assistance Program. This program supports students in researching, identifying, and applying for scholarships. Staff members devise individualized plans of action for each student. Through the process, students develop résumés, articulate career objectives, and create personal statements. Students who engage in the process have the opportunity to reduce their financial debt while developing a better understanding of themselves.



R-64 Sophomore Student Success Through the Social Change Model of Leadership

Habersham

DeKimberlen Neely

Associate Dean

Adjunct Professor of Psychology

Sheronda Shearon

Adjunct Faculty

DeShanna Brown

Director of Annual Giving

Spelman College

The second year is a pivotal transition point for many college students—a time when they are attempting to find meaning in life, declare a major, and/or determine if they should remain in school. The purpose of this roundtable discussion is to identify the needs of second-year students, explore various programs that enhance sophomore success, and encourage participants to develop action plans that will address the concerns of this population.

CT-65 Creating Partnerships That Stay in SYNC: A Look at a Sophomore Living-Learning Community and Its Partnership With Academic Advising

Tuxedo

Sarah Rowe

Community Director

Kimberlee Nelson

Academic Advisor

University of North Carolina at Chapel Hill

Following the safety net of the first-year experience, second-year students face unforeseen challenges. Sophomore slump looms on every college campus for many students. As professionals, we are charged with striking the balance between meeting student needs while providing room for growth and learning. This session will examine the Sophomore Year Navigating Carolina (SYNC) living-learning community at UNC-Chapel Hill. The presenters will focus on best practices for student engagement, student leadership, and professional involvement when supporting second-year students. Additionally, insights into effective academic collaborations will be shared.

CI-66 Easing the Transition to College Through Paired First-Year Seminars

Chastain

Denise Wilkinson

First-Year Experience Director

Rebecca Hooker

Assistant Professor of English

Virginia Wesleyan College

Three years ago, Virginia Wesleyan College pared their first-year seminar down from two credits to one credit and linked each section with a content course to enhance first-year student success. Additionally, the program's emphasis changed from inquiry-based learning to the transition from high school to college. The presenters in this session will discuss the changes that were made in the redesigned first-year experience program and the rationale

behind the changes. Additionally, they will share information on the format of the current course and program, examples of hands-on classroom activities, and course evaluation results.

CT-67 Brain-Based Learning and Multiple Generational Learning Styles in the Classroom

Grand C

Tonya Strickland

Vice-President of Academic Affairs

Pamela Barnes

Director of First-Year Experience

Bainbridge State College

With the possibility of four generations of students in the first-year experience (FYE) classroom, not only are learning styles important for effective instruction but generational learning styles also make a difference in how students communicate and connect with one another. Further, ever-evolving technology and the way it is changing how we process information can present additional challenges to the instructor who must be ready to use brain-compatible learning strategies to help all students in the classroom thrive. This session will provide a look at multigenerational learning styles and how they interfere or enhance a student's experience in the FYE class. In addition, seven fundamental principles of brain-based learning will be explored.

R-68 Discussing What Works: Strategies for Senior-Year Experiences

Grand D

Thomas Cox

Assistant Professor, Higher Education and Policy Studies, College of Education and Human Performance

Marty Robinson

PhD Candidate

Rosa Cintron

Associate Professor and Program Coordinator, Higher Education and Policy Studies, College of Education and Human Performance

The University of Central Florida

This roundtable session is intended to provide an opportunity for institutions with senior-year success strategies and those without to discuss challenges, opportunities, learning, and feedback. Whether you are forming, storming, norming, or performing, come share with your colleagues how you are strategizing the senior-year experience and transition at your institution.

CT-69 If You Build It—They Will Come: Building a Bridge Between First-Year Students and Advising

Grand E

Sue Saunders

Director of Academic Advising and Learning Support Services

California State University-Channel Islands

Initial advising connections with first-year students often take place in a group format during summer orientation programs. A wealth of information is disseminated, and students can leave campus on information overload.

To best serve new, incoming students, California State University-Channel Islands adopted creative strategies that build on advising connections established during orientation and continue up to graduation. Participants will learn about the advising format used during orientation and a communication plan designed to strengthen advising. Through the first-year student STAR appointment, the first-year seminar, peer advising, collaboration with student affairs, and a pro-active communication plan, first-year student visits to the University's Advising Center have increased.

CT-70 A Major Perspective on Retention: The Impact of Learning Communities on the First-Year Experience and Beyond

Peachtree

Constance Goodman

Instructor, Program Coordinator

University of Central Florida

Impacting what happens in the first two years of college is essential for institutions interested in facilitating students' degree completion. Yet, many first-year programs are championed by a single unit (e.g., campus office of student affairs) while academic units tend to become involved much later in a student's college experience. This session will inform participants of effective components of the Supporting Teacher Education Pre-professionals (STEP) program, a living-learning community designed to connect students to their major and retain them to degree completion. Results demonstrated that early engagement with the field of teacher education through the STEP program positively affected the retention of prospective teachers in college. These findings can assist other academic units in designing similar programs or learning communities.

Closing Town Meeting

12:15 pm – 12:45 pm

Grand Ballroom C

This concluding session is designed as an open discussion on ideas and information presented at this conference and current issues in the first-year 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. Of particular interest is what has been learned and where we need to go from here. Please join us.

NOTES



On-Demand Student Success Workshops

Academic & Career Exploration

- Maximizing Your College Experience
- What It Takes To Be A Successful Student *
- Exploring Careers & Choosing A Major *
- Mastering The Job Interview *
- Writing Effective Resumes & Cover Letters

Learning To Learn

- Discover Your Learning Style *
- Study Tips & Note-Taking Strategies
- How To Reduce Test Anxiety *
- Understanding & Avoiding Plagiarism
- Learning Strategies Every Student Should Know
- Exam Preparation Tips & Test-Taking Strategies

Online Learning

- 10 Tips For Succeeding In Your Online Course
- Effectively Communicating Online
- Online Courses: Staying Motivated & Disciplined
- Taking Tests Online: Strategies For Success

Reading & Writing Strategies

- Pre-Writing Techniques
- Developing A Strong Thesis Statement
- Introductions, Paragraphs & Conclusions
- The Revision Process
- Reading Comprehension Strategies

Personal Management

- Time Management Strategies
- Overcoming Procrastination
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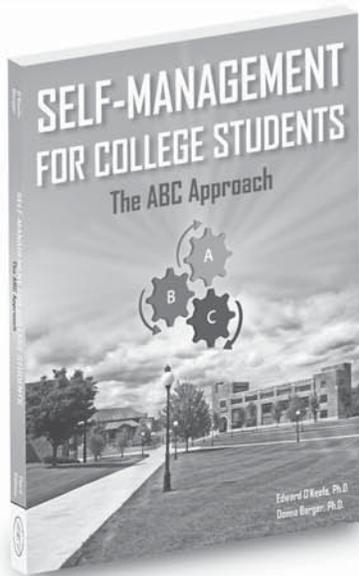


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Written by Brad Garner
Director of Faculty Enrichment
Center for Learning and Innovation,
Indiana Wesleyan University



The ToolBox is an online professional development newsletter offering innovative, learner-centered strategies for empowering college students to achieve greater success. Online subscription is free and includes access to archived issues. Topics cover a wide range of teaching strategies, such as

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- Incorporating cooperative learning strategies
- Building a syllabus
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eSOURCE FOR COLLEGE TRANSITIONS

A complimentary biannual publication from the National Resource Center

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

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

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Submissions

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Sunday | October 20, 2013 Conference Sessions

9:00 am – 10:00 am

Title of Session: _____

Presenter Signature: _____

10:15 am – 11:15 am

Title of Session: _____

Presenter Signature: _____

2:00 pm – 3:30 pm

Title of Session: _____

Presenter Signature: _____

3:15 pm – 4:15 pm

Title of Session: _____

Presenter Signature: _____

4:30 pm – 5:30 pm

Title of Session: _____

Presenter Signature: _____

4:30 pm – 5:45 pm

Title of Session: _____

Presenter Signature: _____

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Monday | October 21, 2013 Conference Sessions

9:45 am – 10:45 am

Title of Session: _____

Presenter Signature: _____

11:00 am – 12:00 noon

Title of Session: _____

Presenter Signature: _____

I certify that I have attended all of the above sessions at the 20th National Conference on Students in Transition in Atlanta, Georgia.

Participant Signature _____ Date _____

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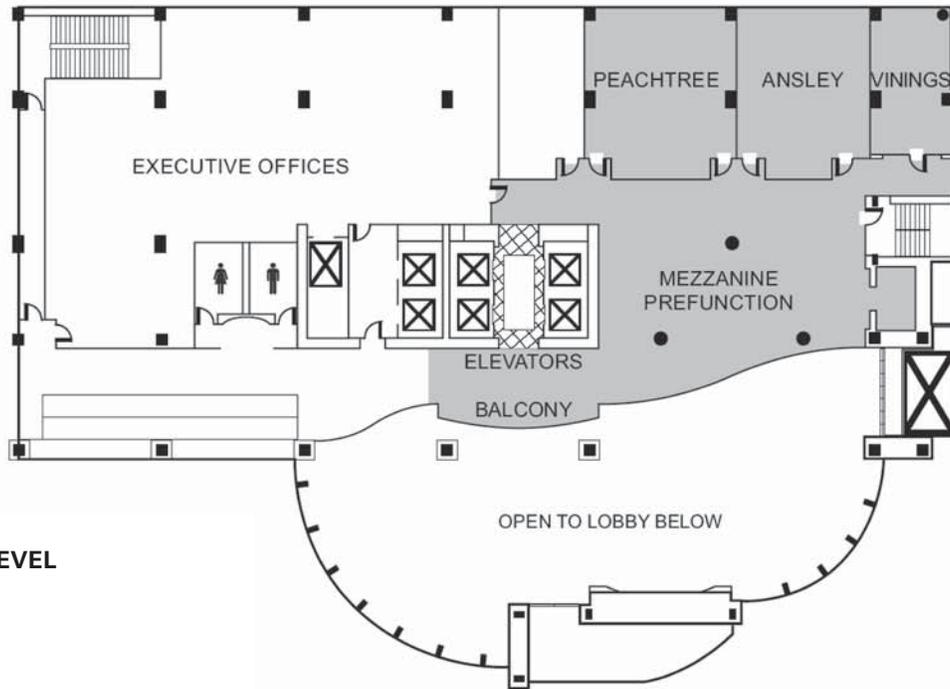
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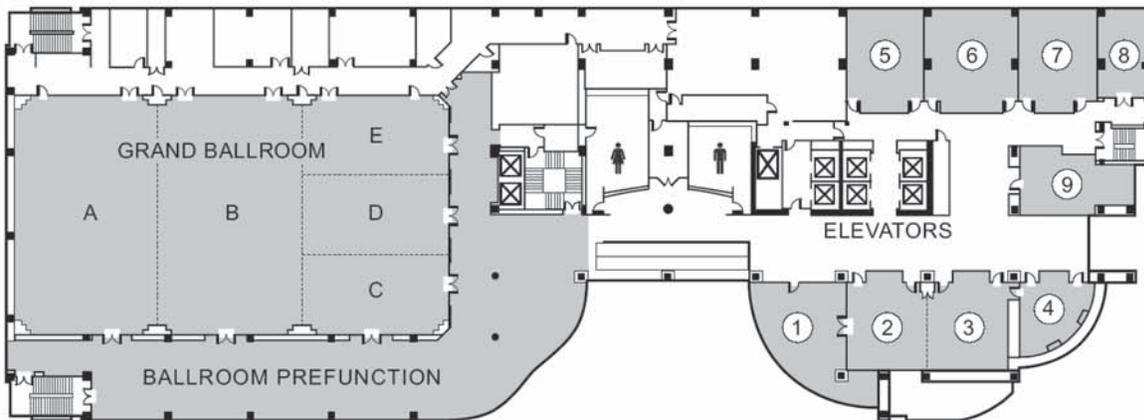
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