25th National Conference on Students in Transition

Conference Program

Indianapolis, Indiana | October 13-15, 2018

Conference Cohosts
Indiana University-Purdue University Indianapolis
Indiana Wesleyan University
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 Indianapolis, Indiana for the 25th National Conference on Students in Transition. We are pleased to have Indiana University-Purdue University Indianapolis and Indiana Wesleyan as cohosts for this event. Representing different institutional sizes, types, and control and serving a diversity of students, these institutions remind us how rewarding collaboration across higher education can be. On behalf of the Center and our conference cohosts, 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 assessment strategies, the latest research findings, 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 cohosts 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 more formal learning experiences and to facilitate your introduction to new colleagues and friends. Given the challenges that higher education and society are 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. Further, we hope your conference conversations address how these topics support the values that ground much of our work in FYE and represent the core commitments of the National Resource Center: inclusion, lifelong learning, the developmental power of educational transitions, the connection between research and practice, and collaboration.

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. 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 13, 2018

7:30 a.m. – 6:00 p.m. Preconference Workshop and Conference Registration
7:30 a.m. – 9:00 a.m. Continental Breakfast
8:00 a.m. – 5:00 p.m. Preconference Workshops
12:00 noon – 1:30 p.m. Lunch for Preconference Workshop Participants
5:30 p.m. – 7:00 p.m. Conference Opening Session and Keynote Address — Tricia Seifert
7:00 p.m. – 7:45 p.m. Welcome Reception

SUNDAY | OCTOBER 14, 2018

7:30 a.m. – 5:00 p.m. Conference Registration and Information Desk
7:30 a.m. – 9:00 a.m. Continental Breakfast
7:45 a.m. – 8:45 a.m. Primer for First-Time Attendees
9:00 a.m. – 11:15 a.m. Conference Sessions
11:15 a.m. – 12:30 p.m. Lunch on your own
12:30 p.m. – 1:45 p.m. Afternoon Plenary Address — Amy Baldwin, LaTonya Rease Miles, and Dorothy Ward
2:00 p.m. – 5:30 p.m. Conference Sessions

MONDAY | OCTOBER 15, 2018

7:30 a.m. – 12:00 noon Conference Registration & Information Desk
7:30 a.m. – 9:00 a.m. Colleague Cluster Breakfast with Poster Sessions
9:15 a.m. – 11:30 a.m. Conference Sessions
11:45 a.m. – 12:45 p.m. Closing Session — Dallin George Young

Please join the conference conversation on Twitter: @NRCFYESIT #SIT18 | 1
Core Commitments

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

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

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

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

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

Welcome to the

25th National Conference on Students in Transition

This conference is designed with a setting and structure intended to be as professionally enriching as it is individually pleasurable. We hope this will be a rewarding conference for you.

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.

Conference Sponsor and Co-hosts

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

Conference Co-hosts

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

Indiana University - Purdue University Indianapolis
Indiana Wesleyan University
Session Locations
All conference sessions will be held at the Westin Indianapolis.

International Sessions
Sessions being presented by those representing countries other than the United States of America are designated by the globe symbol.

Hotel Map
A layout of the meeting rooms at the Westin Indianapolis is located on the inside back cover of this program.

Name tag Ribbons
RAINBOW        Co-hosting Institutions
LIGHT BLUE     Presenters
GREEN          Vendors
BLUE           Volunteers
WHITE          First-Time Attendees

Registration Information
The conference registration table is located in the Grand Ballroom Foyer. The staff of the National Resource Center for The First-Year Experience & Students in Transition will be available to assist you during the following times and dates:
Saturday, October 13, 2018  7:30 a.m. - 6:00 p.m.
Sunday, October 14, 2018   7:30 a.m. – 5:00 p.m.
Monday, October 15, 2018   7:30 a.m. - 12:00 noon

Internet Access Information
Complimentary wireless internet access is available to conference participants throughout the meeting space. Overnight guests staying at the Westin Indianapolis will have access to complimentary internet access in their guest rooms.

Network: Westin_Conference
Access Code: sit2018

Session & Conference Evaluations
Session evaluations can be completed through the interactive scheduler, Guidebook. The session evaluation can be found at the bottom of the screen after the session description or it can be accessed on the menu page.

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is https://tinyurl.com/y8qm6v4z and will also be included in a conference follow-up e-mail message.

Session Handouts
During the conference: There will be several tables set up throughout the foyer for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site under Conference Archives after November 23, 2018. 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 the Conferences staff at fyeconf@mailbox.sc.edu.

Interactive Schedule
In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. Open Guidebook and click on “Schedule.” Once a session is selected, it will be loaded into the “My Schedule” icon on the main menu page.
SESSION FORMATS

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

**Concurrent Sessions**
These sessions allow for 30-45 minutes of formal presentation and 15-20 minutes of discussion.

*Concurrent session types:*

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

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

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

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

**(V) Vendor Presentations**
These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.

**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:*

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

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

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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Please join the conference conversation on Twitter: NRCYESIT SIT18
EXHIBITOR INFORMATION

The University of South Carolina and the National Conference on Students in Transition welcome exhibitors. All exhibits will be located on the Grand Ballroom Foyer.

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

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<th>Saturday, October 13, 2018</th>
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<td>4:00 p.m. – 7:45 p.m.</td>
<td>7:30 a.m. – 11:15 a.m.</td>
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<td>12:30 p.m. – 5:00 p.m.</td>
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ACT
ACT is a mission-driven, non-profit organization dedicated to helping people achieve education and workplace success. We are trusted as a national leader in college and career readiness, providing high-quality assessments grounded in nearly 60 years of research.

GROWING LEADERS
Growing Leaders
Growing Leaders is a global nonprofit that encourages and equips students to take on real-life opportunities and challenges in the classroom, in their careers, and in the community. We do this by partnering with schools to teach practical life and leadership skills using real stories, intriguing images, and engaging experiences.

Interfaith Youth Core
Interfaith Youth Core (IFYC) is working to make interfaith cooperation the norm. This starts in colleges and universities, where the minds and values of emerging leaders are shaped and conversations take place that steer broad cultural change. We offer tools, opportunities, and networks needed to support interfaith learning on campuses.

Pharos Resources
Pharos Resources is the perfect partner to impact the lives of your students who are facing transitions. Our Relational Retention approach is the best way to identify at-risk students, eliminate silos, increase engagement, and enrich student care. Visit our booth to learn more about how Pharos 360 impacts student success!

National Institute for the Study of Transfer Students
National Institute for the Study of Transfer Students (NISTS) unites practitioners, researchers, faculty, policy-makers, and administrators to explore and improve transfer student success. We equip professionals to actively advocate for transfer students, challenge the status quo, and reach beyond specific roles to develop holistic and inclusive transfer student experiences.

National Research 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 conferences, workshops, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and host electronic listservs.
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AND STUDENTS IN TRANSITION

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ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants who are attending both morning and afternoon sessions.

W-1 | Beyond “Are We Done Yet?”: Building High-Quality Culminating Experiences
8:00 a.m. - 12:00 noon  |  $135  |  Capitol 1
Jean M. Henscheid, Principal Policy Analyst, Idaho State Board of Education
Tracy L. Skipper, Assistant Director for Publications, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

W-2 | Growth Mindset, Belonging, and Grit: Incorporating Noncognitivites into Your First-Year Experience
8:00 a.m. - 12:00 noon  |  $135 |  Capitol 2
Amy Baldwin, Director of University College, University of Central Arkansas
Douglas Daugherty, Dean, School of Social and Behavioral Sciences and Business, Indiana Wesleyan University
Timothy Steenbergh, Professor of Psychology, Indiana Wesleyan University

W-3 | Planning for Student Transitions Across the Undergraduate Years
9:00 a.m. - 4:00 p.m.  |  $245  |  Capitol 3
Betsy O. Barefoot, Fellow, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina; Senior Scholar, John N. Gardner Institute for Excellence in Undergraduate Education
John N. Gardner, Founding Director and Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina; President, John N. Gardner Institute for Excellence in Undergraduate Education

W-4 | Creating a Transfer-Receptive University
1:00 p.m. - 5:00 p.m.  |  $135  |  Capitol 1
Kim Morton, Associate Director, Office of Transfer Services, Appalachian State University

W-5 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences
1:00 p.m. - 5:00 p.m.  |  $135 |  Capitol 2
Bryce Bunting, Assistant Clinical Professor, Counseling and Career Center, Brigham Young University
Dallin George Young, Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Opening Session & Keynote Address
Gaming the Transition: Game-Based and Experiential Learning as Paths to the Future
5:30 p.m. – 7:00 p.m. | Grand 5
Tricia Seifert
Faculty Member for Adult & Higher Education
Montana State University and University of Toronto

People are naturally curious about what lies further down the path. That curiosity also comes with concerns about the next steps. There may be a roaring river to cross or a mountain to climb, which give rise to the questions: What do I do? How do I do it? Am I ready? The metaphor of journey is often used when discussing the transition from high school to college, from one college to another, and from college to career. Drawing from findings in the third volume of How College Affects Students (Mayhew, Rockenbach, Bowman, Seifert & Wolniak, 2016), this keynote examines game-based and experiential learning as active and applied pedagogies that assist students in making transitions across the life course.

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

would like to congratulate the recipients of the Institutional Excellence for Students in Transition Award

Valencia College
DirectConnect to UCF
University of Central Florida
Foundations of Excellence
Kent State University
Summer Advantage

WELCOME RECEPTION  |  7:00 p.m. – 7:45 p.m.
Grand Ballroom Foyer
Celebrating transfer students and the professionals who support them!

#TransferStudentWeek

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WORKING TOGETHER TO SIMPLIFY TRANSFER

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National Institute for the Study of Transfer Students | University of North Georgia
82 College Circle, Dahlonega, Georgia 30597 | www.nists.org | nists@ung.edu
9:00 am – 10:00 am

CI - 1 Promising Approaches to Enhance Social/Academic Adjustment Among Transitioning Students
Grand 1

Paul Rodriguez
Assistant Professor of Practice - First-Year Experience Program

Tammy Wyatt
Associate Vice-President - Student Academic Success

Brandon Cruz
Senior Program Coordinator - First-Generation and Transfer Student Center
The University of Texas at San Antonio

This session will outline three grant funded initiatives at the University of Texas at San Antonio that assist students in their overall social and academic adjustment, with a special focus on students of a first-generation and/or transfer background. The three initiatives include: First to Go & Graduate (F2G&G), The Roadrunner Transition Experience (RTE), and Math Matters (MM). After three years of programming, these initiatives demonstrate a positive outlook and trajectory for increasing retention and graduation rates, promoting sense of belonging, and addressing academic courses that may serve as barriers for student progress.

CR - 2 Evolution of an Academic Coaching Model for Conditionally Admitted First-Year Students
Grand 2

Christopher Miller
Director, Student Retention Services

Maya Scruggs Hicks
Assistant Director

Antionette Sterling
Retention Specialist
University of Missouri - St. Louis

Conditionally admitted students require more support than their peers. At the University of Missouri – St Louis, conditionally admitted first-year students are required to participate in the Learning Enrichment Academic Program (LEAP). These students did not fully meet the selection criteria for regular admission due to one or more factors related to ACT score, class rank, high school GPA, and/or high school core courses completed. This presentation will highlight the evolution of the LEAP program and academic outcomes of conditionally admitted students. We will discuss how the program has changed over the years and the future direction of LEAP.

CR - 3 Shaping Student Beliefs about University: Evidence of FYE Success
Grand 3

Mitchell Colver
Senior Data Analyst
Utah State University

In this age when incoming students are being offered a wide array of narratives about the value of a college education, this session will present evidence that shaping student beliefs regarding the purposes of a university education is not only possible but subsequently helps students achieve greater academic outcomes. Specifically, helping students believe that a university education achieves more than job placement also produces significant shifts in student attitudes and behaviors that are intimately tied to meaningfully improved GPAs and retention rates, as well as other important outcomes. Attendees will leave with greater understanding and a toolkit for improving first-year experience initiatives.

CT - 4 Fostering Belonging Through Engaging First-Year Students in the Community
Capitol 1

Lisa Angermeier
Clinical Associate Professor and Coordinator of First-Year Experience

Allison Plopper
Lecturer and PARCS Program Director

Grace Comerford
Kinesiology Student and Student Coordinator for OTeam
Indiana University – Purdue University Indianapolis

Casey Collins
Community Outreach Manager
Beyond Monumental

Creating a sense of belonging is a critical part of any first-year experience. First-year students are on the cusp of developing their sense of identity as a student, individual, and community member. The Department of Kinesiology in the School of Health and Human Sciences (SHHS) at IUPUI offers a variety of first-year experience courses that create a sense of belonging by engaging students in service-learning projects with community partners. In this presentation, we will
CT - 5 Gaming to Gain College Knowledge
Capitol 2

Tricia Seifert
Faculty Member for Adult & Higher Education
Montana State University and University of Toronto

Gaming to gain college knowledge draws on the power of games to spark deep, authentic learning. Rather than attend another orientation or onboarding session, students discover campus programs and services and test time management strategies through play. It’s a chance to learn how to “do college” before being “done in by college”. Session attendees will play the board game as well as learn about its development and future plans for a mobile version.

CI - 6 More than Medicine: Career Exploration in the Life Sciences
Capitol 3

Marc Levis-Fitzgerald
Director, Center for Educational Assessment

Casey Shapiro
Assistant Director for Learning Analytics

Amy Liu
Research Analyst
University of California, Los Angeles

This session presents a study of a new career exploration course aimed at helping undergraduate students at risk for transitioning out of STEM majors. Presenters will provide an overview of a unique upper-division course that combines career mentoring and exploration with speakers from a variety of STEM industries. Changes in students’ confidence to complete a science major and obtain a job, satisfaction with career choice, and greater awareness of career options are discussed with an interest in diverse populations. Finally, session participants will have the opportunity to explore how this course-based intervention might be adopted at their own institutions.

CT - 7 Contextualizing Library and Information Anxiety in International Students
Cabinet

Elise Feltman
Graduate Assistant

Laura Rocco
Graduate Assistant, International and Area Studies Library
University of Illinois at Urbana-Champaign

This presentation will address how libraries can best respond to library and information anxiety that international students, especially non-Western students, face while studying at American institutions. It will summarize and address the current literature on this topic and problematize the discourse of addressing solutions to library anxiety where there is little research about its causes. By conducting informational interviews and user studies, libraries can better understand the needs and challenges of their international student populations. This will allow libraries to create more targeted and beneficial information literacy resources and to positively impact the international student experience at their institution.

CI - 8 An Institutional and Comprehensive Approach to Supporting Transfer Transitions
Congress

Linda Krzykowski
Assistant Vice Provost
State University of New York at Albany

The University at Albany is a mid-size, four-year public research institution. Each year, 44% of its incoming students are transfers. In 2013, the institution saw a need for increased transfer support services on campus to help boost retention levels. Since then, a multi-year program has been implemented and led by UAlbany’s Office of Student Engagement, assistant vice provost, and the transfer engagement program coordinator. In this presentation, we will discuss the research and findings of our high-impact programs on student success and retention.

FD - 9 Publishing Research and Practice on College Student Transitions
Senate

Forrest Lane
Editor, Journal of The First-Year Experience & Students in Transition

Tracy Skipper
Assistant Director for Publications

Brad Garner
Editor, The Toolbox
National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

The National Resource Center offers multiple outlets for publishing research and practice related to college student transition experiences: The Journal of The First-Year Experience & Students in Transition, E-Source for College Transitions, and The Toolbox. The editors of these publications will be on hand to provide an overview of the submission processes, discuss strategies for crafting strong manuscripts, and describe opportunities for involvement with the publications’ editorial boards.

FD - 10 Increasing Student Success Through Technology Use in the Classroom
Camera 1

LeAnn Allison
OEP Director
Lee College

Electronic devices are in the hands of students across college campuses, but do they know how to use those devices to become better students? Do they understand the difference between social interaction with friends and educational activities? Learning management systems and other educational technology used in first-year courses can help students acquire valuable academic skills. In this discussion, we will explore strategies for using educational technology in the first-year seminar to support student learning and development.

MORNING BREAK | 10:00 a.m. – 10:15 a.m.
Grand Ballroom Foyer 1-3
10:15 a.m. - 11:15 a.m.

CI - 11 Sharing the Load: Creating and Assessing a Shared Syllabus
Grand 1
Maura Abrahamson
Chair of Social and Behavioral Sciences
Benjamin Drury
Sociology Faculty
Michele Mohr
English Faculty
Derek Shouba
Academic Dean
Rodolfo Yanez
Academic Advisor
Morton College

Many of our students are both first-year and first-generation college students transitioning from high school to college or preparing for a four-year institution. For this reason, we created a shared syllabus for our first-year seminar course. Recently, we assessed outcomes for these students using a pre and post-test method where we asked students Likert-style and open-ended questions. We learned much of what we are doing is being received as valuable to our students, and we also learned a thing (or two) about how we can improve our practice and institutional initiatives for these students in transition.

CR - 12 Impact of Psychological Interventions on Student Academic Performance and Retention
Grand 2
Joshua Powers
Associate Vice President for Student Success
Indiana State University
Mary Murphy
Associate Professor & Associate Vice-Provost for Diversity and Inclusion
Indiana University

Emergent research has shown that key psychological forces can have a substantive impact on student performance. This session will focus on the results of a study examining the impact of weekly psychological nudges via an innovative app. A random sample of 2,171 incoming first-year students at Indiana State University were invited to adopt the app. Adopters were significantly more likely to have higher grades, more credit hours completed, and to be retained to the next semester than non-adopters. The project’s implications, including in a national context with the work of the College Transition Consortium, will be discussed.

CI - 13 Practical Optimism: Strategies for the Successful Centralization of Services
Grand 3
Lorraine Evans
Executive Director, Center for Academic Success
Katherine Sweeney
Assistant Vice President, Student Success
Augusta University

Organizational restructuring is becoming more commonplace in higher education as we seek new pathways to improve student success (i.e., retention, progression, and graduation rates). Often new units are created, assigned limited resources, and fewer guidelines on how to proceed. Centralization has been a good move for Augusta University, but it has taken work. In this session, we will share how we centralized student success initiatives at our mid-size institution and present some tactics that transitioned us from new lines on the organizational chart into a fully functioning, student-centered entity. Participants will leave with some specific tools and ideas for their home institutions.

CT - 14 R.I.S.E.N. to Success: Supporting First-Generation Students’ Successful Transition to University
Capitol 3
Sherri Henry
Associate Director of Undergraduate Academic Services
Michigan State University

This presentation highlights successful practices and partnerships to address transitional issues for multicultural, first-generation, first-year students. The session addresses some of the most difficult barriers to student success, academic development, and professional identity. Participants will learn how to apply the R.I.S.E.N. method (R-Reflect, I-Investigate, S-Show, E-Evaluate, and N-Network) to support first-generation students’ successful transition to college/university.

CT - 15 Students in Transition: A Holistic Approach
Cabinet
Bruce Epps
Director of Academic Success
Ashley McCabe
Associate Director of Student Success
Ashley Sasala
Associate Director of Academic Success
Jennie Smith
Dean of Students
Capital University

Capital University’s (Columbus, Ohio) student success model is an outgrowth of participation the Gardner Institute’s Foundations of Excellence initiative, which led to identifying several key areas of focus for improving student success, persistence, and retention. Attendees will learn about the holistic approach to student success implemented at the institution. The presenters will highlight specific programs designed to support students as they transition into and persist through college. Participants will have the opportunity to engage in discussions and hands-on activities using the holistic approach.

CT - 16 Threading Academic Coaching Throughout the Institution
Congress
Kacie Hutson Ellis
Student Success Coordinator
Loretta Griffy
Associate Vice President for Student Success Strategic Initiatives
Austin Peay State University

Academic coaching is a growing trend in higher education that focuses on a holistic approach to support student success. Coaching has been linked to increased retention and graduation rates. This session will discuss ways to weave coaching into current programs and initiatives to support institutional retention and graduation goals.
V - 17 Generation Z: Six Research-Based Ways to Increase Student Engagement

Tim Elmore
President
Growing Leaders

We are leading the first generation of students who does not need adults to get information. Their attention spans have dropped to 8 seconds. Our changing world requires us to equip students from Generation Z with the skills to own their college education. Understanding and engaging them better will enable them to succeed as they transition into campus life. This session will cover the latest data on Generation Z and will include practical ideas for how to immediately begin leveraging these insights in your pedagogy.

FD - 18 Students Lead: Strategic Initiatives for the Engaged Library

Amy Pajewski
Student Success Librarian
West Chester University of Pennsylvania

Students are the heart of the library and our motivation for creating a welcoming educational environment; however, the only way to improve services in academic libraries is to give opportunities for our students to lead the way. Library value is directly demonstrated by student employment and success in aligning student leadership with established university education requirements, goals, and programs. Student success through student-led libraries is defined through leadership, high levels of engagement, and peer-to-peer learning opportunities. This session will describe high-impact experiences designed to enhance the user experience and benefit both libraries and students.

FS – 19 Building Transfer Student Pathways

Mark Allen Poisel
Vice Chancellor for Student Affairs
University of Arkansas at Little Rock

Sonya Joseph
Assistant Vice President for Student Affairs

Joyce C. Romano
Vice President for Educational Partnerships
Valencia College

Maria L. Hesse
Vice Provost for Academic Partnerships
Arizona State University

The conversation around and focus on transfer student success has been occurring for decades, yet we have only made limited progress on improving the experience for students. Building Transfer Student Pathways for College and Career Success is a new book from the National Resource Center and the National Institute for the Study of Transfer Students that highlights current efforts to streamline the path for transfer students through higher education while providing practical approaches for building transfer initiatives. In this featured session, the book’s editors Mark Allen Poisel and Sonya Joseph are joined by chapter contributors to discuss examples of programmatic changes and successes across different types of institutions to improve the transfer experience.

Afternoon Plenary Address
Panel Discussion
12:30 p.m. – 1:45 p.m.  |  Grand 5

Amy Baldwin
Director, Department of Student Transitions
University of Central Arkansas

La’Tonya Rease Miles
Director, First-Year Experience
University of California, Los Angeles

Dorothy Ward
Director, Entering Student Program
University of Texas at El Paso

Moderated by
Cathy Buyarski
Executive Associate Dean, University College
Indiana University - Purdue University Indianapolis

Trends and Emerging Best Practices in First-Generation College Student Support

Panelists will discuss various factors that contribute to first-generation student success, with a specific focus on new and emerging trends including but not limited to parent/family engagement, social media/marketing campaigns, and career services and support for first-generation students.
The transition from secondary education to higher education can be challenging for first-year students. Many first-year students arrive on campus underprepared to engage in their new environment. Academic advisors serve as facilitators to assist students in connecting with resources, major exploration, and academic preparedness. Claflin University has redesigned its first-year student advising through classic theories and approaches, cultural diversity, and solid foundational ground work.

In this session, attendees will learn how to implement two activities that can improve the success of students who are transitioning to college. One activity draws upon the hero’s journey narrative to highlight the importance of working with a mentor and using campus resources. This may be especially beneficial for first-generation students. The other activity is a difference-education game that helps student view their diverse backgrounds as assets, rather than deficits. This may be particularly useful for students from historically underrepresented groups. Each activity can be implemented in a single class meeting.

This session will focus on the ways IUPUI leverages a high-impact practice taxonomy to address learning community program quality, fidelity, and student success outcomes. While initial taxonomy implementation efforts focused on determining program fidelity, ongoing work has focused on strategically increasing the quality of every learning community through data-informed decision making. The taxonomy project provides opportunities for program assessments regarding quality, fidelity, student satisfaction, professional development needs, and student success outcomes. As the scaling of high-impact practices to provide access and equity are an issue in the forefront of education, a taxonomy can be a key tool for scaling with quality.
SUNDAY, OCTOBER 14

CT - 26 International-Only FYE: Benefits to Students and the Advising Process
Congress
Susan Harding
Academic Advisor
Emma Bjornard-Basayne
Program Coordinator and Academic Advisor
Carlton Jones
Academic Advisor
University of Connecticut
In recent years, the School of Business Undergraduate Advising staff at the University of Connecticut observed a disconnect with first-year international students (IS) engaging with the advising process. As academic advisors striving to provide equitable opportunities for students of diverse backgrounds, we were concerned that this disengagement forced limitations on the population. Conference participants will learn how our office’s intentional work with IS through first-year experience initiatives not only had a positive effect on them, helping students building confidence to seek out advisors and find their own voices on campus, but also how it enhanced our academic advising process.

CR - 27 Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care
Senate
Mauriell H. Amechi
Visiting Assistant Professor
University of Redlands
College enrollment and completion gaps persist for children and youth who occupy this nation’s foster care system (Government Accountability Office, 2016; Gross, 2016). This critical qualitative study explored how 12 foster care alumni cultivated postsecondary goals and leveraged alternative forms of capital (Yosso, 2005) to navigate the complexities of the enrollment process at selective institutions. Participants self-reports indicate that both internal and external protective factors were catalysts for their postsecondary aspirations. At least five distinct categories of capital were revealed. Implications for practice, policy, and research focus on enhancing foster care alumni enrollment and persistence in college.

FD - 28 Bridging the Gap: Building Strong Two-Year to Four-Year Transfer Partnerships
Cameral
Christine Metzo
Director of Academic Initiatives
Amie Bordwell
Coordinator, Community College Connection Program
Abbey Soldner
Academic Advisor
St. Cloud State University
Practitioners from two-year and four-year institutions are invited to creatively explore solutions to common transfer transition challenges. Using case studies to guide discussion, participants will address academic and social integration as well as the institutional environment around the transfer process at both types of institutions, with an eye to how two-year and four-year partners can smooth the path to transfer success for our shared students. Programs such as peer mentoring and creative degree completion models will be shared and explored.

3:15 p.m. – 4:15 p.m.

CI - 29 Giving Students a Leg Up for a Successful First Year
Grand 1
Courtney Hanna
Doctoral Student, Health Sciences
The University of Western Ontario
Institutions make efforts to ease the transition to postsecondary education through orientation programs or list of resources, but is it enough? A recent study looking at the transition experiences of undergraduate students highlighted the ineffectiveness of current orientation practices in preparing students for postsecondary education (Cossy, 2014). What can be done to aid in this transition period? The purpose of this presentation will be to investigate the application of a discipline-specific, pre-university course (Leg Up) as a model for easing the transition to postsecondary education. An overview of the data collected to date will be provided.

CI - 30 Redefining Orientation: An Introduction to Inclusion
Grand 2
Katrina Abes
Academic Advisor Unit Lead
Rouel Velasco
Student Life Coordinator
University of Hawaii - West O‘ahu
How can institutions create and build communities between students, faculty, and staff? This session will demonstrate how a student development unit has expanded on Aunty Pua’s “Building a Beloved Community” curriculum as a new pathway to foster spaces of inclusion and belonging to the professional staff and first-year students in preparation of the university becoming a student-ready campus.

CR - 31 The First-Year Experiences of Successful Foster Alumni College Students
Grand 3
Kerri Kearney
Associate Professor, Higher Education & Student Affairs
Oklahoma State University - Stillwater
Lisa Will
Leadership Team, R is for Thursday Network of Oklahoma
Oklahoma State University
During this session, we will present the findings of a qualitative research study exploring the perspectives and first-year experiences of college students who were in foster care or other out-of-home conditions as adolescents. Participants’ pre-college backgrounds played prominent roles in their integrations into higher education including academics, financial independence, and campus relationships. The question of when to share their backgrounds was a factor, although students generally believed their foster backgrounds provided some advantages in college. Participants will be encouraged to ask questions and contribute their own experiences toward a rich discussion about first-year foster alumni college students.

Please join the conference conversation on Twitter:  @NRCFYESIT #SIT18
Transfer students are a growing population on college campuses nationwide. Despite their prevalence, little is known about how students construct identities related to being transfer students and how such an identity affects their transitions. We present a case study of two four-year universities—one public, one private—to understand vertical and horizontal transfer students’ experiences and identities at four-year institutions. In addition to sharing original research, the presenters will create a space for participants to reflect on and discuss transfer student transition on their campuses and identify best practices to combat transfer stressors and strengthen sense of belonging.

**CT - 33 Design Principles Of and Lessons Learned From Second-Year Programs**
Capitol 2

**Vicki Pitstick**
Doctoral Student
*The Ohio State University*

**Molly Schaller**
Associate Professor, School of Education
*Saint Louis University*

Initiatives focused on meeting the needs of second-year students have become a priority for many universities across the nation in the past 8 to 10 years. These programs vary in size and structure and emphasize various services, depending on the campus. Some choose to focus efforts on academic advising, others on faculty-student interaction, and still others on career readiness. But how are these initial programs working, and what can we learn from some of the campuses who initiated second-year programs in the first five or six years of this growing trend?

**CR - 34 Moving Through the Transition: Developing a Transfer Student Identity**
Capitol 3

**Catherine Hartman**
Graduate Research Assistant

**Jeff Mayo**
Senior Program Coordinator
*The University of Texas at Austin*

Transfer students are a growing population on college campuses nationwide. Despite their prevalence, little is known about how students construct identities related to being transfer students and how such an identity affects their transitions. We present a case study of two four-year universities—one public, one private—to understand vertical and horizontal transfer students’ experiences and identities at four-year institutions. In addition to sharing original research, the presenters will create a space for participants to reflect on and discuss transfer student transition on their campuses and identify best practices to combat transfer stressors and strengthen sense of belonging.

**CI - 35 Academic Transitions: The Evolution of a Student Success Course**
Cabinet

**Rebekah Reysen**
Assistant Director of Academic Support Programs & Adjunct Assistant Professor, Counselor Education

Kyle Ellis
Director of Center for Student Success & First Year Experience and Instructional Assistant Professor
*University of Mississippi*

The University of Mississippi increased its first-year retention rate from 80.9% to 85.6% in one year. Many initiatives went into that success four years ago. To maintain and exceed that retention milestone, attention has been given to designing and institutionalizing an academic success course for students on academic probation. This presentation will discuss how the University of Mississippi has helped students on academic probation persist in college through the EDHE 101 Academic Skills for College course, as well as how the course has grown since its inception.

**CI - 36 From There to Here: Designing an Effective Transfer Seminar**
Congress

**Hailey King**
Coordinator for Undergraduate Strategic Initiatives - Transfer
*Temple University*

Although most universities support first-year and sometimes sophomore students through transition courses, few offer transfer seminars to their student population. UNVS 2002 Transfer Seminar: Planning for Success is a one-credit academic course at Temple University that provides transfer students an opportunity to work on professional planning and personal development. Course design will be examined in depth and participants will gain insight into how to implement a similar course on their own campuses. Videos will be used to capture past student reflections from this course. This session is appropriate for professionals working with transfer students in any capacity.

**V - 37 Managing Transition Anxiety: Leveraging Predicted Interventions, Process Guidance, and Technology**
Senate

**Matt Boisvert**
President

**Rachel Phillips-Buck**
Vice President for Student Success
*Pharos Resources*

The biggest mistake our students make, while in transition, is that they do not stop to assess whether their past behaviors are effective, given their new educational environment, social experiences, and academic requirements. This session highlights the power of developing predicted interventions and providing intrusive guidance for transitioning students. We will showcase best practice life transition strategies as developed by PathLIGHT and using Pharos 360’s supportive technology.

**FD - 38 Powerful Privilege: Engaging Sophomore Students in a Class Collaboration**
Cameral

**Amy Watkin**
Director of First-Year Experience & Associate Professor, English

**Amanda Pieters**
Assistant Director of Orientation and First-Year Transition Programming

**Virginia Connell**
Coordinator of Library Instruction
*Concordia College*

Colleges offer many opportunities for first-year students but are now finding that sophomores feel increasingly lost and alone. At Concordia College, we hope to design an experience for sophomores that helps to engage them with
the campus and each other in a unique way, while also fulfilling our initiative to address issues of power and privilege. But what might this experience look like? We have many questions and are excited by the ideas but would love to hear from others in already established programs or those who have a similar list of questions. This focused dialogue will be an opportunity to explore the design of sophomore initiatives.

4:30 p.m. – 5:30 p.m.

Grand 2
Adam Petersen
Student Success Analyst
California State University – San Marcos

This session will report on a study at California State University – San Marcos (CSUSM) on the factors that lead to undergraduate retention from the second to the third year. Beginning with survey of all second-year undergraduates, we built a model of second-year success that highlights the influence of such concepts as sense of belonging, confidence in major choice, classroom engagement, and interpersonal validation. A follow-up qualitative phase based on interviews with Black second-year students revealed important reflections of and differences from the larger quantitative analysis. We will discuss the results as well as actions taken at CSUSM in response to ensure second-year success for our students.

CI - 40 Increasing Student Success with Limited Resources Through a Transfer Program
Grand 3
Lauren Prepose-Forsen
Transfer Specialist
Jennifer Brown
Transfer Specialist
Melissa Jones
Transfer Specialist
Kehau Newhouse
Transfer Specialist
University of Hawai‘i, Manoa

Transferring between institutions, even within the same educational system, brings a number of difficulties for students. So how do we improve transfer student success with limited resources? It takes a small unit with big hearts. This session will provide an overview of the: Ka‘ie‘ie Transfer Program, a dual-admission program implemented by the University of Hawai‘i at Manoa in partnership with the University of Hawai‘i Community Colleges; the initiatives implemented by a team of 3.25 people to scale the program; data supporting the success of the program; and future goals of the department.

CT - 41 Developing a High-Impact Course for Transfer Students’ Success
Capitol 1
Thomas Chase Hagood
Director, Division of Academic Enhancement
Maggie Blanton
Assistant Director, Division of Academic Enhancement
University of Georgia

To address the unique transitional challenges many transfer students experience when adjusting to new learning environments, the Division of Academic Enhancement at the University of Georgia (UGA) developed a seminar for incoming transfer students to introduce them to academic expectations and character of the institution. A combination of factors, including social disengagement, financial hardship, and difficulty adjusting to the academic rigor, causes many transfer students to experience academic setbacks early in their time at UGA. A new one-hour seminar, Success for Transfer Students, plans to introduce resources to support transfer students’ transition, academic success, and timely progression to degree.

CI - 42 Signature Course Stories: Innovation in Implementing a Curriculum Overhaul
Capitol 2
Patricia Moran Micks
Director, Signature Courses
Lori Holleran Steiker
Professor and Director of Instruction, Engagement, and Wellness
The University of Texas at Austin

The Signature Courses at UT-Austin connect first-year students with distinguished faculty members’ passion, research, and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, and speaking through an approach that is both interdisciplinary and contemporary. A major initiative in the campus’ curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Course as a model, this workshop will provide programmatic and pedagogical tools to help participants develop and implement such a course on other campuses.

CT - 43 Training and Mentoring Mentors for Academically At-Risk First-Year Students
Capitol 3
Tracey Sonntag
Coordinator, Academic Support Programs
Eastern Michigan University

The goal of Holman Success Center’s Peer Mentoring Program at Eastern Michigan University is two-fold: to increase the retention and persistence of first-year students admitted to the University and to increase the retention, persistence, and academic success of those students employed by the Holman Success Center as peer mentors. We accomplish this by assisting students in their first and second semesters in making the transition to college. Additionally, the program is designed to foster continued learning and growth within its undergraduate employees, the peer mentors, through a three-day intensive training pre-semester and weekly professional development sessions throughout the semester.
CR - 44 Year 1 of a First-Year Seminar
Cabinet
Omar Bougamza
First-Year Experience Program Manager
Al Akhawayn University in Ifrane

In Fall 2017, our university launched a first-year experience program to facilitate student transition from Moroccan high schools (typically based on a French system) to a liberal arts college, which follows the American model of education. This FYE program is modeled after some U.S. universities and strives to achieve its institutional learning outcomes through first-year seminar, residential life programs, and extracurricular activities that are specifically developed for first-year students. One year later, our focus group research shows that most students are happy with the program, yet some first-year seminars received a fair share of criticism.

CT - 45 Reaching Beyond the Obvious to Design Meaningful Transfer Success Initiatives
Congress
Janet Marling
Executive Director
National Institute for the Study of Transfer Students

Transfer remains largely a local phenomenon reliant upon solid partnerships within and across institutions. This session elevates the importance of creatively reaching beyond what we know about partnerships and best practices to examine the student experience. By first establishing the national transfer landscape, then delving into how two institutions leverages their existing relationship to reinvigorate their collaboration and inspire an innovative approach to degree attainment, this session will explore experiences and insights gained through using an uncommon approach to problem-solving and what we learned about designing meaningful transfer success initiatives.

CI - 46 Assessing Retention and Satisfaction in a First-Year Transitional Program for Diverse Students
Senate
Kelly Wood
Executive Director, Center for Academic Success and Transition
Michele Smith
Assistant Vice President for Student Affairs
Andrea Greer
Assistant Director, Student Engagement
Missouri State University

In this interactive session, we will discuss a new transitional program at Missouri State University for students with historically lower persistence rates to the second year and six-year graduation rates. These are students of color, first-generation students, and students with an ACT of 18-23. Our assessment question is whether participation in a year-long program would show improved persistence to second year and higher GPA compared to a cohort. Student satisfaction with the program and feedback about their experiences are evaluated. We will engage the audience in discussion about best practices for transitions programs with diverse students, programs at other institutions, and further questions.

FD - 47 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
Cameral
Tracy L. Skipper
Assistant Director for Publications
John N. Gardner
Founding Director and Senior Fellow
Betsy O. Barefoot
Fellow
National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

Students’ affiliation with religion has declined steadily over the last five decades (Egan et al., 2016). Yet, in 2015, 70.8% of students saw themselves as very spiritual (up from 44% in 1996). How can faculty and staff support students’ spiritual growth and development when many struggle with incongruities in their professional lives? Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in higher education? In this facilitated dialogue, participants will be encouraged to think deeply about their own beliefs and values and consider how institutional cultures foster (or perhaps hinder) authenticity and wholeness for themselves and their students.
Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students' Academic and Transitional Success

Abstract: The research on Black males continues to narrowly focus on achievement gaps, problems, and underrepresentation of Black males in higher education. Limited research points to academically achieving Black male students and their successful first-year college transitions. Even more absent is the research on the transitions of successful first-year Black males at HBCUs. Consequently, this cross-institutional collaborative mixed-methods study focuses on academically achieving Black males' relationships to learning and achievement, and skills, habits, and characteristics of successful transitioning Black males within the 10 HBCUs in North Carolina. Practice and research implications for this study are expansive and promising.

The Paul P. Fidler Research Grant is designed to encourage the development and dissemination of knowledge that has the potential to improve the experiences of college students in transition. The grant is named in memory of Dr. Paul P. Fidler, a faculty member at the University of South Carolina, whose pioneering research on student learning and success had a vital impact on work being done to promote the success of all students in transition.

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Colleague Cluster Breakfast with Poster Sessions

7:30 a.m. – 9:00 a.m.
Grand 4 & 5

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.

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

Interest Areas:
- First-year assessment
- Learning communities
- Faculty development
- Minority students
- Peer mentor
- Service-learning
- Transfer issues
- Senior-year experience
- Sophomore issues

Roles:
- Academic Advisor
- Faculty
- First-Year Seminar Director
- Orientation
- Chief Academic Officers
- Chief Student Affairs Officers

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiative at your leisure. Descriptions of the individual poster sessions follow on pages 26-27.

PA - 48 Creating a Pathway for Computing & Engineering Transfer Student Success

Laila Shishineh
Assistant Director, First-Year Experience

Ashley Luster
Transfer Success Advisor
University of Maryland, Baltimore County

The Post-Transfer Pathways (PTP) Program seeks to create a pathway and network to ensure success for community college transfer students pursuing four-year computing or engineering degrees at UMBC. Two focal points of the project will be highlighted: the Pre- and Post-Transfer Advising process and the Transfer Seminar (TRS) curriculum. Now in its second year, administrators of this project are beginning to think about ways to institutionalize the transfer advising process and the TRS curriculum across campus for all transfer students.

PA - 49 The Graduation Plan: Advisement Model for a First-Year Seminar

Andrea Francis
Professor, Business and Technology

Javier Serna
Lecturer, Business and Technology
LaGuardia Community College – CUNY

Presenters will share the design, implementation, and results of the Graduation Plan, a tool used for advisement in the first-year seminar. The Graduation Plan, a module in the student Core ePortfolio, was designed to address both developmental and prescriptive advisement in a scaffolded manner. Through guided prompts students perform personal assessment and goal-setting, explore career and transfer options, and perform course selection. The structure of the Graduation Plan allows students to integrate their learning, making connections between their goals and their courses, and between courses in their major, thereby enabling them to understand the logic of the curriculum.

PR - 50 Experiences of Community College Transfer Students in Engineering Baccalaureate Programs

Yi Zhang
Associate Professor

Trang Dinh
Postdoctoral Fellow
University of Texas at Arlington

Using the theory of challenge and support (Sanford, 1966), this phenomenological study investigated experiences of community college transfer students who enrolled in engineering programs at a four-year research university. The findings reveal that community colleges may not adequately prepare transfers to pursue engineering degrees in four-year institutions. Transfer students encountered challenges pertaining to communication between advisors at two- and four-year institutions, mishandling of students’ transfer documents, nontransferable courses, and the rigor of engineering programs. The findings also indicate that transfer students relied on various resources to overcome the challenges. Recommendations for community colleges and four-year institutions will be provided.
This study was designed to establish baseline trends in pre-enrollment orientation within the North Carolina Community College System (NCCCS). An effort was made to determine if the trends support the Loss/Momentum Framework as defined by Achieving the Dream, of which, seven NCCCS colleges are members. Findings and implications for practice will be presented.

PR - 52 Why Persist? Understanding Underrepresented Graduate Student Enrollment Beyond the First Year
Grand 4 & 5
Jacquelyn Grandy
Graduate Assistant
Indiana University

This poster session will examine why underrepresented graduate students persisted beyond the first year. This study provides an opportunity to verbalize and critically analyze the academic, social, and personal experiences of seven students at a large, public, Midwestern research university. Insights will be presented to understand why and how students persisted beyond the first year of enrollment in graduate programs. The findings will focus on key aspects that students identified as being particularly helpful to them in the first year. Five themes emerged from the data analysis.

PR - 53 The Transfer Student Experience and the Need to Belong
Grand 4 & 5
Ashley Smith
Graduate Assistant
Taylor University

The number of students who transfer at least once during their college career is steadily on the rise. All transfers, whether from a two-year or four-year institution, require different resources to successfully transition and persist to graduation. This current research study demonstrates that a sense of belonging, considered to be a basic human need, is necessary for transfer students to transition, acclimate to a new campus, and persist to graduation. Implications for future practice will be discussed.

PR - 54 First-Generation Connections
Grand 4 & 5
Lauren Gilpin-Marsden
Researcher
Rivier University

This study focuses on the connectedness of first-generation college students prior to the start of their first college year. Traditional and first-generation college students completed a pre-test to measure their level of connectedness before their summer orientation program. First-generation college students were found to be significantly less connected to their school than their traditional peers. Also, first-generation college students were less likely to participate in orientation. Issues with participation in first-year programming and recommendations for schools and researchers on how to move forward to support these students will be provided.

9:15 a.m. – 10:15 a.m.

CR - 55 Using Fiction to Support Transition in Conditionally Enrolled Students
Grand 1
Emily Virtue
Graduate Assistant
Clemson University

The transition to college can be difficult for many first-year students. Students who are conditionally enrolled may struggle more than their peers in terms of feeling comfortable in academic settings. This case study will explore how conditionally enrolled students who participated in a summer bridge program read popular fiction to explore their own struggles in the transition to college. Findings call for faculty and staff who work with conditionally enrolled students to support and accept identity exploration in the classroom, particularly during the first semester.

CT - 56 Applicability and Impact of Textbook Transformation in a First-Year Seminar
Grand 3
Carlton Usher
Associate Professor of Political Science
Kennesaw State University

In an attempt to counter the escalating cost of higher education, colleges are attempting to decrease, and in some cases, eliminate textbook costs. This session will examine the creation of a new “textbookless” first-year seminar (KSU 1101) from proposal to completion. Two additional concurrent focal points of this session will include an evaluation of post-course surveys piloted between 2015-2017 and recommendations for future adoption based on the data assessments.

CT - 57 Cross-Campus Collaborations that Support Academic Success of Students in Transition
Capitol 1
Lisa Kerr
Director, Vulcan Materials Academic Success Center
Scott Phillips
Director, Center for Teaching and Learning
Charles Morris
Coordinator, Tutoring Services
Andrea Bennet
Academic Success Advisor
University of Alabama at Birmingham

During this interactive session, participants will learn how we have collaborated across campus units to support students’ successful transitions into the curricular and cocurricular learning environments. We will share how we have identified potential partners and the processes of garnering administrative support to forge effective programming. Participants will have opportunities to hear from each other and develop their own plans for cultivating collaborations among colleagues that will better support students’ transitions, successes, and persistence to degree completion. This presentation is applicable to anyone working with first-year, sophomore, transfer, and underprepared student populations.
CT - 58 Ready. Set. GO! Revamping Orientation for Student Success in Three Months
Capitol 2
Daysha Jackson-Sanchez
Dean of Student Success
Scotty Secrist
Director of First-Year Experience and Transitions
Manchester University
This session will examine the restructuring of Orientation Days at Manchester University (MU), a small, private, liberal arts university in Indiana. Orientation Days at MU used to primarily serve as the time when first-year students registered for courses. However, as MU has reorganized to shift its focus on student success outcomes, Orientation Days needed to address other important aspects of students’ transition to the University. The position of director of the first-year experience and transitions department was created, filled in mid-February, and the hard work of restructuring the Orientation Days program was successfully completed by the first of June.

CI - 59 Intrusive Mentoring of Transfer Students for Academic Integration and Belonging
Capitol 3
Christine Metzo
Director of Academic Initiatives
Angela Mundis
Transfer Mentor Coordinator
St. Cloud State University
Institutions and faculty often assume that students who transfer in are equipped to figure things out independently. While transfer student concerns are different from those of their new first-time student counterparts, they nevertheless struggle with academic and social integration at their new institutions. This session will share a low-cost intrusive peer mentoring initiative that has had immediate impact on transfer student academic integration and sense of belonging at a mid-sized four-year institution. The structure of the pilot program will be shared, as well as cross-campus and cross-institutional partnerships that have been fostered as a result of the initiative.

CT - 60 RetainU: A Model for Supporting First-Year STEM Student Success
Congress
Yvette Hester
Assistant Dean for Student Affairs
Sara Thigpin
Program Manager
Texas A&M University
The College of Science at Texas A&M University welcomes approximately 900 new students each year. These students are academically talented and provide opportunities to increase graduates in STEM. Building on the successes of the college’s smaller learning communities and best practices in the literature, RetainU was piloted in Fall 2017 for a group of 144 underserved first-year students. Students in the pilot group had an overall GPA 0.38 higher than their peers. In Fall 2018, the program will be scaled up to reach all 900 incoming first-year students, offering a model for increased retention and graduation rates.

V - 61 Interfaith Engagement in FYE: Pathways for Developing Pluralistic Attitudes
Senate
Ben Correia-Harker
Director of Assessment & Research
Interfaith Youth Core
In an increasingly divisive national and global context, helping students develop pluralistic attitudes that promote bridge-building is all the more important. Given this, to what degree are students prepared to engage across deep difference, and do campuses provide environments conducive for inter-worldview engagement? Using findings from the Interfaith Diversity Experiences & Attitudes Longitudinal Survey (IDELS), we will explore these questions and discuss factors that influence growth in pluralism during the first year of college. Equipped with this knowledge, participants will discern nuanced implications for their campus communities and determine steps to integrate practices that maximize student learning toward pluralistic ends.

FD - 62 Best Practices: Institutionalizing and Expanding Grant-Funded Initiatives for Transfer Students
Cameral
Laila Shishineh
Assistant Director, First-Year Experience
Ashley Luster
Transfer Success Advisor
University of Maryland, Baltimore County
Grant-funded initiatives are nothing new to higher education, especially when it comes to establishing new and creative opportunities to serve unique student populations like transfer students. Two major challenges exist around these initiatives: institutionalizing these opportunities and figuring out how to expand these efforts, particularly when funding to do so may be limited, or in some cases non-existent. A focal point for this discussion will be sharing and brainstorming best practices around institutionalizing and expanding grant-funded initiatives, with a particular focus on opportunities for transfer students.

MORNING BREAK | 10:15 a.m. – 10:30 a.m.
Grand Ballroom Foyer 1-3

10:30 a.m. – 11:30 a.m.

CT - 63 Anti-Boring Study Approach for Students in Transition
Grand 1
Melissa Sprock
Director of The Learning Center and Foundations Program
Indiana Weslyan University and The Anti-Boring Study Approach
Gretchen Wegner
Academic Life Coach and Creator of The Anti-Boring Approach to Studying Anti-Boring Study Approach
The transition from high school to college is daunting because many students have not developed the study skills necessary to thrive. This presentation will feature a college that teamed up with an academic coaching business to give students practical skills for success. The Anti-Boring Approach to Studying helps students understand how to study, take notes, and manage time, among other skills—all based on brain science and best practices in education. Our
college infused our tutoring program and transition to college seminar with this approach. Participants will learn how students benefit from this partnership and become better equipped learners.

**CR - 64 Differences in Concurrent Enrollment GPA Outcomes Based on Course Format**

**Grand 2**

**Grant Clayton**  
Assistant Professor, Department of Teaching and Learning  
*University of Colorado – Colorado Springs*

Concurrent enrollment (CE) is an expanding policy option states use to increase postsecondary readiness and participation. CE can be offered in a variety of formats including online, on a college campus, at high school. We explore differences in higher education GPA based on CE course format at three key transition points: end of high school and the first and third semesters in postsecondary education using statewide, student-level data from Colorado. Students taking CE at high schools initially outperform others, but the advantage reverses in first semester in postsecondary education. By the third semester, there are no significant differences between groups.

**CI - 65 No Impact to High Impact: Transforming the Tulane Reading Project**

**Grand 3**

**Allison Cruz**  
Director, Newcomb-Tulane College Academic Programs

**Kelly Grant**  
Interim Dean and Associate Dean for Retention and Strategic Initiatives, Newcomb-Tulane College  
*Tulane University*

Learn how Tulane University transformed its long-standing first-year common read program from a low-impact practice to a true high-impact practice that purposefully engages students and serves as the entry point into the Tulane academic community. This presentation will focus on the process of overhauling an existing program to better serve students, the major changes made to the program, successes, and the lessons learned along the way. This presentation will discuss institutional context, program quality, and institutional integrity.

**CI - 66 The Golden Ticket: UMBC's Pre-Orientation Advising Program**

**Capitol 1**

**Tim Cox**  
Associate Director for Advising, Outreach, and Assessment

**Ken Baron**  
Assistant Vice Provost of Academic Advising and Student Success  
*University of Maryland, Baltimore County*

UMBC's Golden Ticket pre-orientation advising program provides students with an opportunity to discuss their degree requirements, develop a tentative schedule of classes, and get connected to campus resources prior to their campus arrival. Since 2015, the program has allowed the campus to streamline the advising/registration process for advisors and students in an efficient manner. Presenters will discuss the Golden Ticket program for transfer students at UMBC-Shady Grove and share what institutions should consider before creating their own pre-orientation advising program. Participants will learn how to identify their targeted student cohorts and formulate and develop an assessment of the program.

**CT - 67 Generation Z: Making a Connection**

**Capitol 2**

**Ashlee Noblin**  
Senior Academic Advising Specialist

**Shonda Sears**  
Senior Academic Advising Specialist  
*Tarleton State University*

Most of the first-time in college students of today are part of an ever-changing population known as Generation Z. To keep up with these technology-driven students and improve retention, student personnel administrators have to know the characteristics of Generation Z and how to communicate and build relationships with them. While the facilitators’ experiences come from academic advising, these learning outcomes are applicable for all university offices. In this interactive session, personal stories, discussions, and handouts will show who this generation is and how a mid-size institution has worked to connect with FTIC students to build lasting relationships.

**CI - 68 Engaging Second-Year Students in High-Impact Professional Development**

**Capitol 3**

**Susie Whittington**  
Professor and Director, Second-Year Transformational Experience Program

**Toni Greenslade-Smith**  
Director, Housing Administration

**Beth Fines**  
Associate Director, Residence Life

**Rebecca Kapusta**  
Program Coordinator

**Caitlyn Black**  
STEP Program Assistant  
*The Ohio State University*

Presenters will provide an overview of an intensive multi-million dollar investment in programming and buildings for second-year students that fosters a mentoring relationship involving 200 faculty. Our large-scale initiative encourages successful completion of a proposal for engagement written by each student around one of six high-impact practices; students are funded to permit them to engage in their proposed experience. The experiences of nearly 15,000 students have been assessed over the last five years. Data will be shared.
CI - 69 Transfers Need Love, Too: Targeted Advising for Transfer Students
Cabinet
Lee Fredrick Bowen
Director for Academic Advising Systems
University of North Carolina, Charlotte
Andrea Lopez-Salazar
Senior Research Associate
Community College Research Center, Columbia University
This interactive, multimedia session will explore how technology has been leveraged to design, implement, and deliver technology-mediated advising for at-risk students in a four-year, broad-access institution. Presenters will share fieldwork data and two semesters of first-hand experience around implementing a randomized control trial through which advising was further enhanced to provide targeted, strategic support to incoming at-risk transfer students. Through these enhancements, early findings indicate that targeted outreach and holistic advising sessions for these students positively influenced the student and advisor experience. In this conversational presentation, researchers and representatives from UNC Charlotte will share challenges, successes, and lessons learned.

CR - 70 Understanding Undergraduate Student Attrition in Higher Education Through Photos
Congress
Matthew Vorell
Professor of Applied Organizational Communication
Melissa Ryan
Doctoral Student
St. Cloud State University
Our research explored the experience of first-year undergraduate students at a comprehensive university through the Zaltman Metaphor Elicitation Technique (ZMET), an in-depth, image-driven interview protocol in order to address the issue of student attrition. The ZMET helped participants speak more deeply and freely about the experiences central to their first year at the university. Through the use of photos and following steps of the ZMET, students revealed the elements of their first-year undergraduate experience that keep them on campus or make them want to leave.

V - 71 An Innovative New Model to Enhance Student Success
Senate
Don Pitchford
Director of HED Partnerships
ACT
Rick Edgington
Vice President Enrollment Management
Northern Oklahoma College
In this insightful session, participants will learn more about a new model, using easy to implement low-cost, web-based tools that can quickly enhance summer bridge, dual credit, placement, and orientation efforts for student success. These solutions assist with student success initiatives by quickly diagnosing impediments to success and providing the instruction necessary for remediation and skill mastery. Presenters will describe how easily these tools can be implemented on your campus.

FD - 72 Transitions: Career and Graduate Exploration and Preparation for Students with ADHD/LD
Cameral
Laura Hubbard
Professor/Adult Center Coordinator
Janis Peters
Professor/Student–Parent Concerns Coordinator
Curry College
While college students may benefit from career services, experiential learning courses, and internships when preparing for life beyond graduation, students with learning disabilities (LD) and attention deficits (ADHD) navigate additional obstacles when engaging in the job and graduate school search and encounter challenges that are particular to having diagnoses of LD/ADHD. These students have unique and complex learning needs, which may present individual challenges in the next chapter of their lives. This discussion will examine and anticipate potential challenges in work and/or graduate school environments and explore possible, as well as legal, options using an individualized and in-depth approach.

Closing Session
11:45 a.m. – 12:45 p.m.
Grand 3
Dalolin George Young
Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina
This concluding session is designed as an interactive culminating experience designed to give conference participants opportunities to reflect on ideas and information presented at this conference. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate an active learning exercise aimed at synthesizing each participant’s conference experience. Those in attendance will walk away with a prioritized list of action steps that they can implement upon return to their campuses. Please join us.
GUIDES FOR PARENTS AND FAMILIES

Academic Advising in the First Year of College: A Guide for Families
Virginia N. Gordon, Julie Levinson, and Tim Kisker
A joint publication with NACADA, the Global Community for Academic Advising
ISBN 978-1-939271-94-1. 30 pages. $3 each.$2 each when purchased in 100-unit lots.

A Guide for Families of Commuter Students: Supporting Your Student’s Success (2nd ed.)
Cathie Hatch, Tracy L. Skipper, Jennifer Porter, and Caitlin Herby
A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
ISBN 978-1-942972-11-0. 36 pages. $3.25 each.$2.25 each when purchased in 100-unit lots.

Navigating the First College Year: A Guide for Parents and Families
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- 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.

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