38TH ANNUAL

Conference ON THE

FYE

FIRST-YEAR EXPERIENCE

Las VEGAS

FEBRUARY 16 - 19, 2019

Conference PROGRAM

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

Join the CONVERSATION @NRCFYESIT #FYE19

UNIVERSITY OF SOUTH CAROLINA

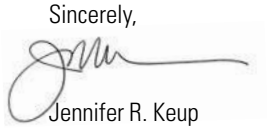
Dear Conference Delegates,

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 honored to welcome you to Las Vegas, Nevada for the 38th Annual Conference on The First-Year Experience. We are pleased to welcome registrants from campuses across the United States and international delegates from colleges and universities all around the world, representing a diversity of institutional mission, types, sizes, and student populations. Thus, our conference participants remind us how rewarding it is to share ideas and learn about higher education and student success across campuses, systems, sectors, contexts, cultures, and countries. I know that I speak for all of the National Resource Center staff and affiliates when I extend warm conference greetings to you all.

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful connections between delegates, presenters, and exhibitors during the event and serve as a rich professional network long after our time together at the conference. The Center's staff has planned an outstanding program of pre-conference workshops; keynote, plenary, and closing speakers; featured sessions; and conference presentations. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As we face a time of significant social, economic, and political transition, it is never more important than it is now for us to unite around these values. As such, we encourage you to take advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, support one another, and learn from your fellow delegates about promising practices for first-year students in the United States and across the globe.

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

Sincerely,



Jennifer R. Keup

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

1728 College Street • Columbia, South Carolina 29208 • 803/777-6029 • Fax 803/777-4699 • E-Mail fye@sc.edu • http://www.sc.edu/fye

An affirmative action/equal opportunity institution

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SCHEDULE OF EVENTS

FRIDAY | FEBRUARY 15, 2019

2:00 p.m. – 6:00 p.m.	Preconference Workshop and Conference Check-In

SATURDAY | FEBRUARY 16, 2019

7:30 a.m. – 6:00 p.m.	Conference Check-In
8:00 a.m. – 5:00 p.m.	Preconference Workshops (additional registration fee)
5:30 p.m. – 7:30 p.m.	Opening Session with Keynote Address and Awards Recognition ***— Laura Rendón***
7:30 p.m. – 8:30 p.m.	Opening Reception *DINNER ON YOUR OWN*

SUNDAY | FEBRUARY 17, 2019

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 5:30 p.m.	Conference Check-In
7:45 a.m. – 8:45 a.m.	Primer for First-Time Attendees
9:00 a.m. – 10:00 a.m.	Conference Sessions
10:00 a.m. – 11:00 a.m.	Poster Sessions
11:15 a.m. – 12:15 p.m.	Conference Sessions
12:15 p.m. – 1:45 p.m.	*LUNCH ON YOUR OWN*
1:45 p.m. – 5:15 p.m.	Conference Sessions *DINNER ON YOUR OWN*

MONDAY | FEBRUARY 18, 2019

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 5:30 p.m.	Conference Check-In
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 12:00 noon	Plenary Address and Awards Recognition ***— Stacey Doremus***
12:00 noon – 1:30 p.m.	*LUNCH ON YOUR OWN*
1:30 p.m. – 6:15 p.m.	Conference Sessions *DINNER ON YOUR OWN*

TUESDAY | FEBRUARY 19, 2019

7:30 a.m. – 9:00 a.m.	Continental Breakfast
7:30 a.m. – 11:00 a.m.	Conference Check-In
8:00 a.m. – 10:15 a.m.	Conference Sessions
10:30 a.m. – 11:30 a.m.	Closing Address ***— Russell Lowery-Hart***

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.

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

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

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-HOST

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

Nevada State College

LEARNING OBJECTIVES/GOALS

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

1. _____

2. _____

3. _____

4. _____

5. _____

Other thoughts:

_____

_____

_____

_____

_____

GENERAL INFORMATION

Check-In Information

Conference check-in is located in the Forum 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 dates and times:

Friday, February 15, 2019
2:00 p.m. – 6:00 p.m.
Saturday, February 16, 2019
7:30 a.m. – 6:00 p.m.
Sunday, February 17, 2019
7:30 a.m. – 5:30 p.m.
Monday, February 18, 2019
7:30 a.m. – 5:30 p.m.
Tuesday, February 19, 2019
7:30 a.m. - 11:00 a.m.

Hotel Map

A floor plan of the meeting rooms at Caesars Palace is located on the back cover of the program.

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.

National Resource Center Bookstore

We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are now being distributed by Stylus Publishing. Limited numbers of select publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth [Booth 6-7 in the Forum Ballroom 1-11, 25] to browse our most popular titles.

Philanthropy Project

HELP of Southern Nevada

HELP of Southern Nevada's Shannon West Homeless Youth Center provides services for at-risk youth that are homeless or are at risk of becoming homeless. The Youth Center motivates residents towards reaching self-sufficiency by providing the training and skills to further their education, employment, social and life skills.

Pencil Project

As in years past, the National Resource Center for The First-Year Experience and Students in Transition encourages you to participate in our ongoing outreach project to encourage low-income K-12 school students to consider higher education in their future. The conference organizers invite all conference participants to bring at least one new pencil (bring as many as you like) with your college or university name or logo to the conference registration desk so they can be distributed to low-income students in the host city or in Columbia, South Carolina. We hope you will participate in this effort.

Outstanding First-Year Student Advocate Sessions

Several current and past recipients of the Outstanding First-Year Student Advocate award are presenting sessions at this conference. Recipients of this award will be designated throughout the program.

International Sessions

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

Excellence in Teaching First-Year Seminars Award

Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. Recipients of this award will be designated throughout the program.

Nametag Ribbons

White	First-Time Attendees
Rainbow	Hosting Institutions
Purple	International Attendees
Gold	Outstanding First-Year Student Advocates
Light Blue	Presenters
Blue	Volunteers
Green	Vendors

Session 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.

Conference Evaluations

An Overall Conference Evaluation Form will be sent to you via CampusLabs 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. The link to this evaluation form will be emailed following the conference.

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 on our web site after March 31, 2019. Please note that only those handouts sent to us by presenters will be posted to the website. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to fyeconf@mailbox.sc.edu.

GENERAL INFORMATION

Parking

The hotel offers both valet and self-parking.

Daily Self-Parking:
Up to 60 minutes: Free
1 - 4 hours: $12
4 - 24 hours: $15

Valet Parking:
Up to 4 hours: $18
4 - 24 hours: $23

Oversized vehicles: $28 per day

Copies and Faxes

FedEx Office and Print Center, Located inside Caesars Palace - Phone: 702-650-0462

Monday - Friday - 7:00 a.m. - 6:00 p.m.

Saturday - Sunday - 8:00 a.m. - 5:00 p.m.

Internet Access

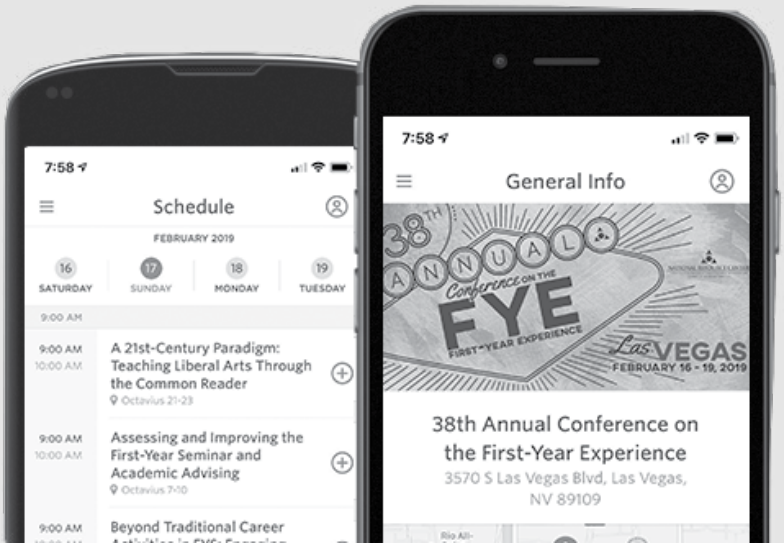
Wireless internet access is complimentary in the guest rooms for conference attendees. Wireless internet access is also available in the conference meeting space.

Network Name: **FYE2019**
Password: **fyevegas**

find us on guidebook

download the Guidebook app and search
38th Annual Conference on The First-Year Experience
or by visiting *https://guidebook.com/g/fye19/*

In order to develop your personal schedule for the conference, download the Guidebook app on your iPhone, iPod touch, iPad, Android phone, Android tablet or a Kindle Fire. Open Guidebook app and click on "Schedule." Once a session is selected, it will be loaded into the "My Schedule" icon on the main menu page.



PROPOSAL REVIEWERS

The National Resource Center for The First-Year Experience and Students in Transition would like to thank everyone who served as a proposal reviewer. The participation of our reviewers is instrumental in the success of this conference.

To view a full list of proposal reviewers, please visit http://www.sc.edu/fye.

SESSION FORMATS

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

Poster Sessions

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

Poster session types:

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

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

Facilitated Dialogues (FD)

These sessions promote open dialogue around a significant or major issue or theme. Facilitated dialogues provide attendees an opportunity to share ideas and learn from one another's experiences.

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

Vendor Presentations (V)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services.

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

**denotes those attending the conference*

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

Dan Friedman*
Director, University 101 Programs

National Resource Center Administration, Marketing, and Resource Development

Rico Reed*
Assistant Director for Administration & Resource Development

Andi Breeland
Graphic Artist

Stephanie L. McFerrin*
Graphic Artist

Rosa Thorn-Jones
Administrative Specialist

National Resource Center Conferences and Continuing Education

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Assistant Director for Conferences & Continuing Education

Jennie Duval
Business Associate & Conference Registrar

Emily Tedesco*
Interim Program Coordinator for Continuing Education

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Assistant Director for Publications

Todd Money*
Editor

Brad Garner*
Toolbox Editor

Christina Hardin*
E-Source Editor

Forrest Lane*
Journal Editor (July 2017 -)

National Resource Center Research, Grants, and Assessment

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Assistant Director for Research, Grants, & Assessment

University 101 Programs

Mike Dial*
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Carlos Diaz
Information Technology Manager

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Information Resource Consultant

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Founding Director and Senior Fellow

Mary Stuart Hunter
Senior Fellow

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Dorothy S. Fidler
Jean M. Henscheid*
Richard H. Mullendore
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Diane Nutt
European First Year Experience Network

Annsilla Nyar
South African National Resource Center for the First-Year Experience and Students in Transition

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Artesis Plantijn University College, Antwerp (Belgium)

Jacques van der Meer
University of Otago (New Zealand)

Reiko Yamada
Doshisha University, Kyoto (Japan)

Mark Your
Calendar

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

April 23 – 24, 2019
Institute on Sophomore Student Success
Columbia, South Carolina

April 29 - May 24, 2019
Building Pathways for Transfer Student Success
Online Course

June 5 - 7, 2019
Institute on Developing and Sustaining First-Year Seminars
Columbia, South Carolina

June 17 - July 12, 2019
Fostering First-Year Student Success
Online Course

July 29 - 31, 2019
Institute on Peer Educators
Columbia, South Carolina

October 12 – 14, 2019
26th National Conference on Students in Transition
Orlando, Florida

February 20, 2020
1st Biennial International Forum
Washington, D.C.

February 21 – 24, 2020
39th Annual Conference on The First-Year Experience
Washington, D.C.

www.sc.edu/fye fyesit @NRCFYESIT nrcfyesit

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

AUG 12 - SEPT 6, 2019

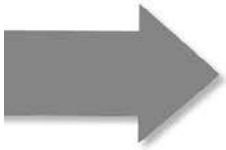
APPLYING STUDENT DEVELOPMENT THEORY TO COLLEGE TRANSITION PROGRAMS

Instructor:
Tracy Skipper

SEPT 23 - OCT 18, 2019

STUDENTS IN CRISIS: SUPPORTING UNDOCUMENTED COLLEGE STUDENTS ON YOUR CAMPUS

Instructor:
Benjamin Drury



REGISTER TODAY AT WWW.SC.EDU/FYE/**OC**

COMMON READS®

Penguin Random House

Penguin Random House, in proud partnership with The National Resource Center for The First-Year Experience® and Students in Transition is honored to present the **2019 Excellence in Teaching First-Year Seminars Award**.

The recipient of this award will be recognized at the 38th Annual Conference on The First-Year Experience in Las Vegas, Nevada, February 16th–19th, 2019.

Commonreads.com | commonreads@prh.com

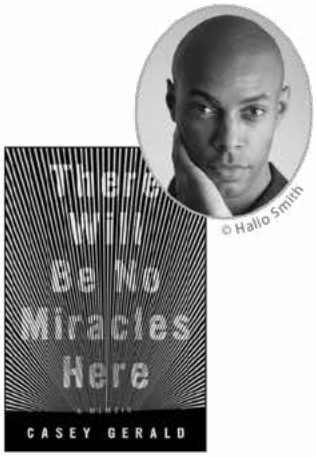
Penguin Random House

Author Events at First-Year Experience®

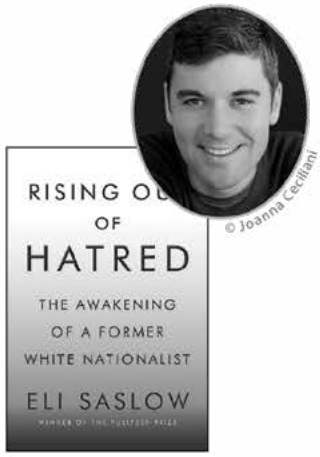
Caesars Palace

Saturday Dinner

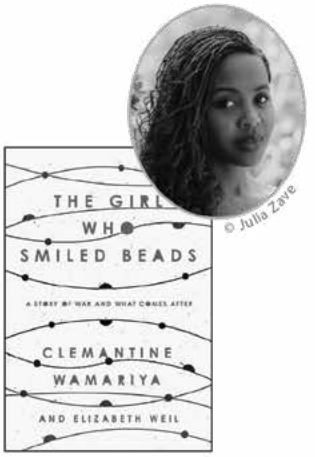
February 16, 2019 | 8:00pm–9:30pm | Augustus II



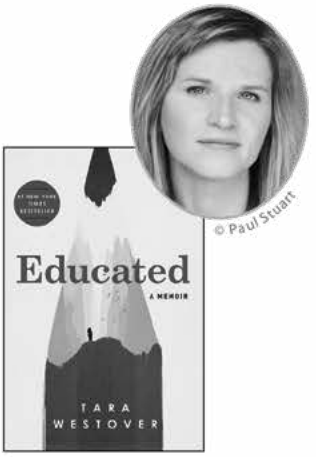
Casey Gerald
THERE WILL BE NO MIRACLES HERE
(Riverhead)



Eli Saslow
RISING OUT OF HATRED
(Doubleday)



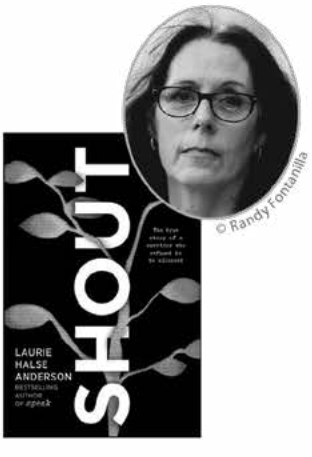
Clemantine Wamariya
THE GIRL WHO SMILED BEADS
(Crown)



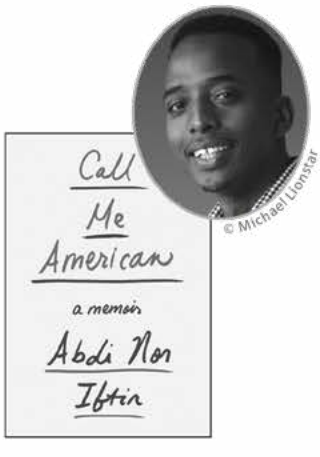
Tara Westover
EDUCATED
(Random House)

Sunday Lunch

February 17, 2019 | 12:15pm–1:45pm | Pompeian Ballroom



Laurie Halse Anderson
SHOUT
(Viking Books for Young Readers)



Abdi Nor Iftin
CALL ME AMERICAN
(Knopf)

Fatima Farheen Mirza
A PLACE FOR US
(SJP for Hogarth)

Sharmila Sen
NOT QUITE NOT WHITE
(Penguin)

Join us in congratulating . . .

2018-2019 Paul P. Fidler Research Grant Recipient

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

PRINCIPAL INVESTIGATORS

Dr. Will Sheppard
Winston Salem State University

Dr. Brandy Bryson
Appalachian State University

Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students[1] 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[1] 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.

PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 16

Conference Check-In
7:30 a.m. – 6:00 p.m.
Forum Ballroom Foyer

Continental Breakfast
7:30 a.m. – 9:00 a.m.
Forum Ballroom Foyer

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for all preconference workshop participants attending both morning and afternoon sessions

W-2 | Upgrade Your Peer Leader Program with High-Impact and Transformative Experiences
8:00 a.m. – 12:00 noon | $150 | Pompeian II

Bryce Bunting, Assistant Clinical Professor, Counseling & 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

W-3 | Fostering an Inclusive First-Year Seminar Classroom: Diversity & Inclusion Facilitation Skills
8:00 a.m. – 12:00 noon | $150 | Pompeian III

Michele Brown Kerrigan, Associate Director, Curriculum & Program Support, Academic Services

Jamie Kendrioski, Director, International Services & Multicultural Education
– Babson College

W-4 | Designing Assignments That Engage and Assess First-Year Student Learning
8:00 a.m. – 12:00 noon | $150 | Pompeian IV

Catherine Greene, Assistant Director for Campus Partnerships, University 101 Programs
– University of South Carolina

Kevin Clarke, Assistant Director, First and Second Year Advising

Annie Kelly, Learning Portfolio Program Manager
– Loyola University Chicago

W-5 | Utilizing Communication Theories and Campus Partners to Enhance the Hand-Off
8:00 a.m. – 12:00 noon | $150 | Florentine I

Kathryn Wilhite, Academic Program Specialist, Honors College
– Kennesaw State University

Katherine Hilson, Assistant Director for Student Programs and Communication, Office of Undergraduate Admissions
– University of South Carolina

Elaine Lewis, Assistant Director of Undergraduate Programs, Department of Biological Sciences
– Virginia Tech

W-6 | Assessing First-Year Seminars: Towards a Multi-Dimensional Course- and Program-Level Plan
8:00 a.m. – 12:00 noon | $150 | Pompeian I

Sabrina Mathues, Faculty and Department Chair, College Success
– Brookdale Community College

Kathryn Suk, Assistant Professor of Education and Student Development Coordinator
– Raritan Valley Community College

W-7 | Best Practice in the First College Year: Defining What Works and Why
9:00 a.m. – 4:00 p.m. | $250 | Florentine III

John N. Gardner, Chair and Chief Executive Officer

Betsy O. Barefoot, 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-8 | A Primer on the Power and Purpose of the First-Year Seminar
9:00 a.m. – 4:00 p.m. | $250 | Florentine IV

Dan Friedman, Director, University 101 Programs
– University of South Carolina

W-9 | Institutional Strategies for Career Planning: Guided Pathways in Action
1:00 p.m. – 5:00 p.m. | $150 | Pompeian I

Christine Harrington, Associate Professor; Excellence in Teaching Recipient, '16
– New Jersey City University

Sabrina Mathues, Faculty and Department Chair, College Success
– Brookdale Community College

W-10 | Prepping the Faculty: Effective Faculty Development Planning in First-Year Experience/Seminar Programs
1:00 p.m. – 5:00 p.m. | $150 | Pompeian II

Deborah Blanchard, Assistant Director, First-Year Seminar and Academic Advisor for University Studies

Margaret Konkel, Director, First-Year Seminar
– Montana State University

Ryan Korstange, Assistant Professor, University Studies
– Middle Tennessee State University

W-11 | Designing & Delivering an Effective First-Year Experience Course at 2-Year Institutions
1:00 p.m. – 5:00 p.m. | $150 | Pompeian III

Julie McLaughlin, Professor and Department Chair for First-Year Courses
– Cincinnati State Technical and Community College

Joe Cuseo, Professor Emeritus; Advocate, '01
– Marymount College

SATURDAY, FEBRUARY 16

W-12 | Affecting the First-Year Experience for African-American and Latino Males
1:00 p.m. – 5:00 p.m. | $150 | Pompeian IV
Wayne Jackson, Director of Multicultural Academic and Support Services
– University of Central Florida
Tony Davis, Counselor
– Montgomery County Community College

W-13 | Generation Z: Reaching Students through High Impact Practices
1:00 p.m. – 5:00 p.m. | $150 | Florentine I
Jennifer Coplea, Coordinator, CNAS (College of Natural & Agricultural Sciences) Scholars
– University of California, Riverside

Opening Session with Awards Recognitions and Keynote Address
5:30 p.m. – 7:30 p.m.

Intersectionality and the Role of First-Year Experience Educators

Forum Ballroom 12-24

Laura Rendón, Professor Emeritus of Higher Education
— University of Texas - San Antonio

Higher education is presently dealing with a complex, multidimensional student culture where identity is not easily categorized and where intersecting identities related to, for example, race/ethnicity, gender, class, sexuality and religion can result in varying degrees of social injustice. This session will review the changing nature of race, gender, sexuality and identity. The role of first-year educators in working with an intersectional framework, validating student identities and cultures, building bridges and coalitions, and developing new curricular and student affairs programming related to intersectionality and well-being will also be discussed.

SATURDAY, FEBRUARY 16

Outstanding First-Year Student Advocate Award

5:30 p.m. – 7:30 p.m. | Forum Ballroom 12-24

The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates.

Sponsored by Cengage and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

Crystal Benedicks
Wabash College

Brigitte Lahme
Sonoma State University

Lorett Swank
Southeastern Louisiana University

Katie Chartier
College of the Desert

Don Nix
University of Arkansas

John Wegner
Angelo State University

Anneke Chy
University of Texas at Austin

René Sawyer
Greenville Technical College

Robin Cunningham
Seton Hall University

Calley Stevens-Taylor
Cedar Crest College

OPENING RECEPTION | 7:30 p.m. – 8:30 p.m.

Forum Ballroom 1-11, 25

Featured Session

An Evening with John Gardner: Reflections on the First-Year Experience Movement

8:30 p.m. – 10:00 p.m. | Florentine III

John N. Gardner, Chair and Chief Executive Officer
—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

Come spend part of your first evening with the conference founder, John Gardner. This event is designed to help him get to know conference delegates personally, to help delegates make sense of the first-year experience movement, and to facilitate networking. John also provides the opportunity for discourse, reflection, information, and inspiration to the entire conference. He will present an interactive portrait of the first-year experience movement—its history and accomplishments, observations on its present, and some predictions about its future. Conference attendees are invited to drop in when they want, leave when they want, relax, and make themselves comfortable.

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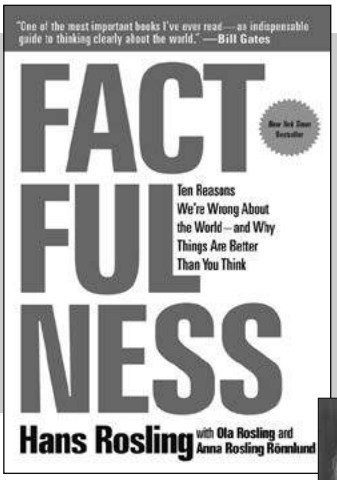

ANNA ROSLING RÖNNLUND

co-author of

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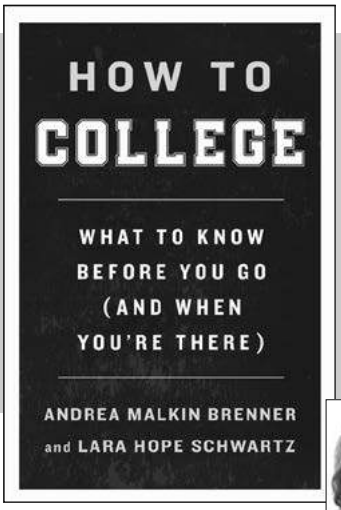
Ten Reasons We're Wrong About the World—and Why Things Are Better Than You Think

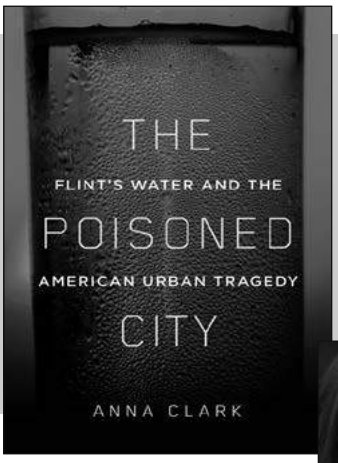


ANDREA MALKIN BRENNER & LARA HOPE SCHWARTZ

co-authors of

How to College

What to Know Before You Go (And When You're There)



ANNA CLARK

author of

The Poisoned City

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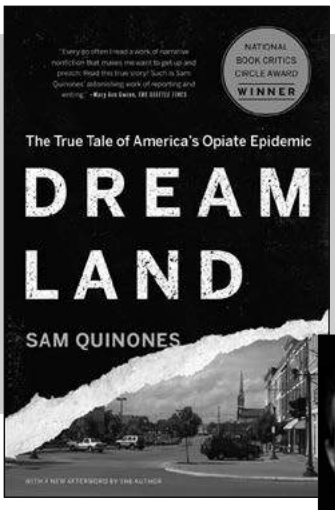

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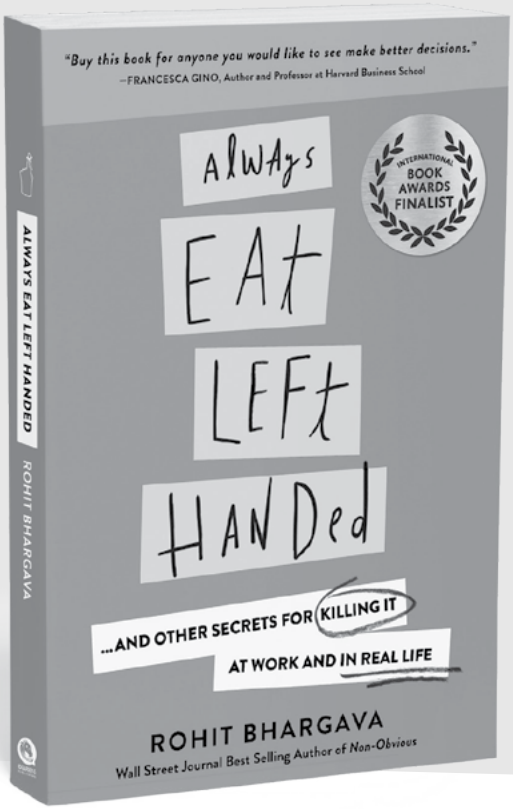

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Book signings to follow dinner.

DAVID SHEFF
author of
Beautiful Boy: A Father's Journey Through His Son's Addiction
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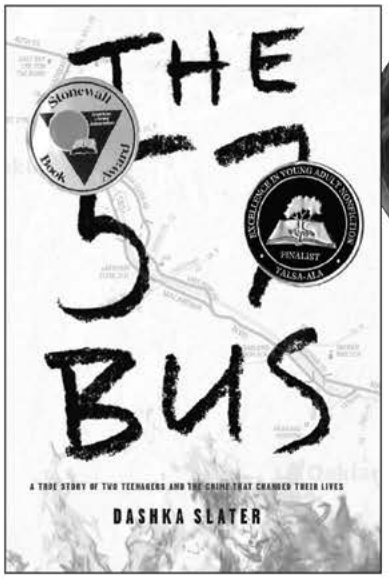

DASHKA SLATER
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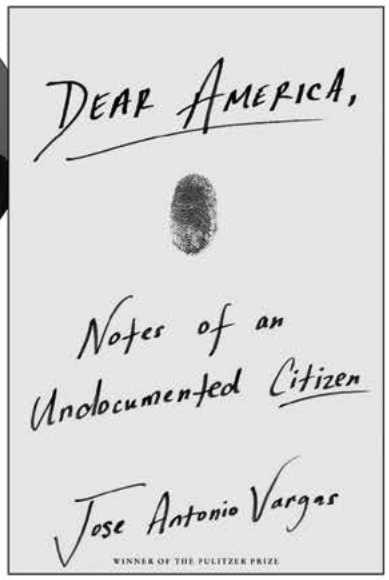

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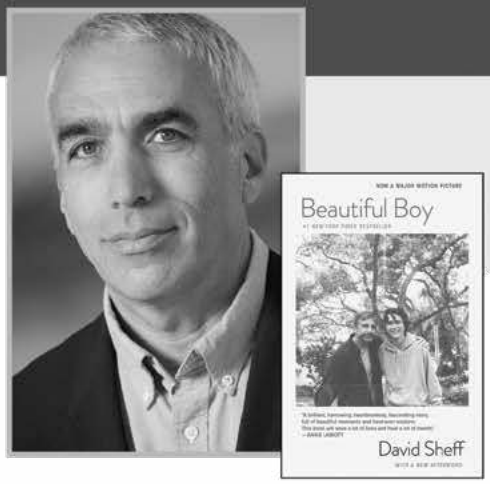

Meet DAVID SHEFF, author of *Beautiful Boy: A Father's Journey Through His Son's Addiction* Author photograph © Bart Nagel

AUTHOR DINNER FEATURED SPEAKER

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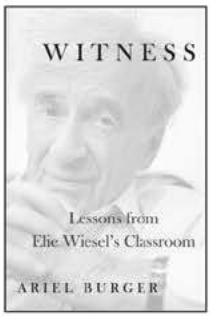

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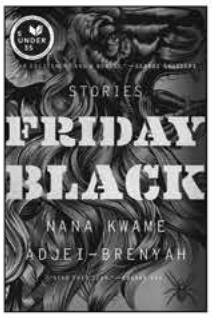

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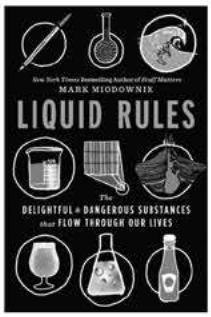

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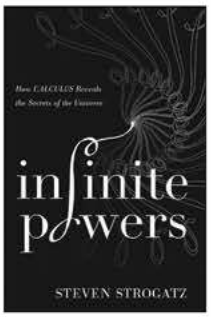

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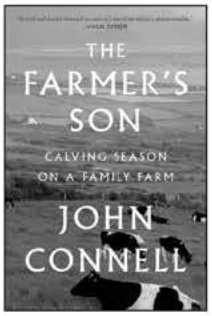

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Sources: 1 http://press.vitalsource.com/vitalsource-survey-due-to-high-cost-of-college-students-skip-purchasing-course-materials-grades-suffer-as-a-result; **2** Florida Virtual Campus, 2016 Student Textbook and Course Materials Survey, http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf

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SUNDAY, FEBRUARY 17

Conference Check-In
7:30 a.m. – 5:30 p.m.
Forum Ballroom Foyer

Continental Breakfast
7:30 a.m. – 9:00 a.m.
Forum Ballroom 1-11, 25

Primer for First-Time Attendees

7:45 a.m. – 8:45 a.m.
Octavius 7-10

Jennifer R. Keup
Director, National Resource Center for
The First-Year Experience & Students in Transition
University of South Carolina

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

A tradition at The First-Year Experience Conferences since 1984, the primer reviews the events that led to the creation of University 101 at the University of South Carolina, the resulting series of conferences, and an international education reform movement known as The First-Year Experience. The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions undergirding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

9:00 a.m. – 10:00 a.m.

CT - 1 Leveraging Survey Data and Predictive Analytics to Support First-Year Students
Capri

Michelle Bombaugh
University of South Florida

Jim Cole
Indiana University

This session will discuss the emerging trend of using predictive data to identify and support first-year students. For several years, USF-Tampa has been using an in-house persistence model to identify 10-12% of new first-year students at risk of not persisting to the second year. In Fall 2016, USF incorporated BCSSE data into the predictive model. BCSSE Advising Reports and results are shared with academic advisors, first-year seminar instructors, and housing personnel who provide targeted interventions for these students. BCSSE data not only strengthened the statistical model, but also identified which BCSSE variables were significant predictors of first-year persistence.

CI - 2 Transforming the First-Year Experience Course to Meet College-Specific Goals
Milano I

Carolyn Sanders
Jennifer Pettitt
University of Alabama in Huntsville

This session will focus on the innovative, discipline-specific approach recently incorporated into the University of Alabama in Huntsville's mandatory first-year experience course. The mission of UAH's seven colleges is to develop course structure and content that provides optimum support for first-year students within the disciplines of each college. The restructured program is now in its fourth year. Assessment data indicates that this plan, customized within each college, has allowed first-year students to develop unique connections related to their major and their college faculty to a greater degree possible than with the previous, traditional FYE course structure and content.

CT - 3 Leveraging Early-Alert for Cross-Campus Collaborations Aimed at First-Year Student Success
Milano II

Dallin George Young
Mike Dial
University of South Carolina

This session is designed to provide educators in attendance with the historical, theoretical, research, and practical background of early alert programs and the language, tools, and conceptual points-of-view of high-quality early alert programs. We will cover the historical and conceptual foundations of early alert programs and present two theoretical frameworks for early alert: intrusive advising and the transtheoretical model of intentional human behavior change. We will conclude with a discussion of practice, challenges, and the decisions institutions must make when selecting products designed to support early alert.

CT - 4 United Families/Familias Unidas: Online Support for Families of FGCS
Milano III

Dorothy Ward - Advocate, '04
Jaclyn Darrouzet-Nardi
Steve Varela
Mick Martinez
The University of Texas at El Paso

The Entering Student Program at The University of Texas at El Paso has partnered with Student Affairs and with Academic Technologies to develop an online family guide with a special focus on families of first-generation college students (FGCS). The website, entitled United Families/Familias Unidas, delivers videos and text in English and Spanish to help families understand how to support their students' university experience. This presentation will summarize relevant research related to colleges and universities engaging families of students, especially FGCS, and will discuss the rationale behind the selection of the website's content and the intention behind the website's design.

CR - 5 What Components Contribute to Thriving in Residential Learning Communities?
Milano IV

Jill Stratton
Washington University in St. Louis

Warren Chiang
Stanford University

Lara Lomicka Anderson
University of South Carolina

Ghada Endick
Rutgers University

In this session, presenters will share findings from a multi-institutional study that investigated the notion of thriving in Residential Learning Communities. The study used the Thriving Quotient (Schreiner, 2010) to research how residential learning communities at four U.S. institutions (ranging from research 1 to private) contribute to students' academic engagement and performance, interpersonal relationships, and psychological well-being. This study examined how students' thriving correlates with the various components of residential learning communities and explores what specific components contribute to thriving. Results indicate that particular types of groups (women, first-generation students) show significant trends with regard to thriving in RLCs.

CR - 6 Transitioning to College: The Students' Story
Milano V

Melissa Allay
Karen Smith
East Carolina University

Using Nancy Schlossberg's Transition Theory and Guide, a story of students' experience in their transition to college was determined. For the second year, a large university's staff implemented Schlossberg's guide to gain a better understanding of what the student transition experience looks like and how the first-year seminar can assist in a student's transition. Presenters will walk through their process, share findings, look at lessons learned, and discuss what it means for future research and the first-year seminar course.

CT - 7 Student Affairs Staff in the Library With the Candlestick
Milano VI

Julia Glauberman
Sharon Fisher
Binghamton University

This session will illuminate the connections between student affairs professionals and academic librarians, especially their shared mission of supporting students' immediate academic success while also preparing them to engage in lifelong learning. Participants will gain a clearer understanding of librarians' varied roles and learn detailed strategies for making connections, understanding organizational dynamics, and navigating personalities within the library. The discussion portion of the session will provide participants the opportunity to explore possibilities for implementing cocurricular programming with their institutions' libraries.

CI - 8 RAM CAMP: We. Are. RAMily
Milano VII

Lisa Cooper
Virginia Commonwealth University

RAM CAMP is a week-long on-campus leadership experience designed to connect incoming first-year students to VCU traditions, campus resources, and fellow Rams. Campers are divided into small groups and participate in various activities led by an upperclass student leader. These leaders, along with university staff/faculty, create opportunities for campers to develop leadership skills, engage in community service, and build their Ram community. During this session, the program coordinator will discuss the design of a successful first-year extended orientation program that led to 94% of survey participants saying they would recommend the program to other incoming first-year students.

CI - 9 Engineering Ahead: A Summer Bridge Model
Milano VIII

Ryan Hassler
Penn State University - Berks

Penn State Berks is one of four Penn State campuses that received National Science Foundation (NSF) funding (2016-2018) to create a summer bridge (transition from high school to college) program to enhance the retention rate of women, racially underrepresented and first-generation students in engineering. This session will detail the creation, implementation, and evaluation of what started as a four-week summer math boot camp, but has evolved to become a much more comprehensive and collaborative program between Penn State Berks, the Penn State College of Engineering, and local industry leaders in the field of engineering.

CI - 10 Assessing and Improving the First-Year Seminar and Academic Advising
Octavius 7-10

Kevin Clarke
Elizabeth Reynders
Loyola University Chicago

For many years, Loyola University Chicago has offered a first-year seminar taught by students' academic advisor. However, little was done to measure the impact and effectiveness of this model, and course evaluation results were middling. This session will address how the institution took a deep look at the impact of the first-year seminar, first-year academic advising, and the first-year experience, and took steps to improve instructor, advisor, and peer advisor training and development; institutional processes; and, in doing so, improve each student's overall first-year experience, sense of community, and connection to the institution. Assessment processes and results will be shared.

CT - 11 What the Faculty?! Gaining Buy-In and Leading Together
Octavius 11

Liz Patterson
Corrine Hinton
Sara Lawrence
Cali DiOrio-Saye
Texas A&M University-Texarkana

Collaboration among faculty and student affairs professionals is critical in creating and enhancing first-year experience initiatives. While collaboration has become more common than ever, many higher education professionals still face challenges in building sustainable mutually beneficial relationships across party lines. A faculty and staff panel from Texas A&M University - Texarkana will share their experiences and insights on how they effectively use a collective approach with shared goals and values to plan, implement, and assess first-year initiatives. The panel will speak to specific examples of gaining and sustaining faculty buy-in, maintaining reciprocity, and cultivating an integrative approach to professional development.

CR - 12 Exploring Integrative Learning Within Residential Learning Communities
Octavius 12-13

Mary Ellen Wade
Loyola University Maryland

Richard Gebauer - Advocate, '15
Cabrini University

Tina Muller
California Polytechnic State University, San Luis Obispo

Samantha Kramer
University of Central Oklahoma

Margaret Leary
University of San Diego

Integrative learning is deeply rooted in developing an understanding of a subject through its connection with self-awareness and the interdependent world (Booth, McLean, & Walker, 2009). Presenters will detail a multi-institutional study investigating first-year student experiences with integrative learning in residential learning communities to examine students' growth in integrative learning abilities across courses or disciplines and between formal, in-class learning (the curriculum) and out-of-class learning (the cocurriculum). This presentation will include the process and initial findings for developing a pre/post-survey and a reflective writing assignment based on areas of AAC&U's Integrative Learning VALUE Rubric.

CI - 13 College Promise: Beyond the Free Tuition
Octavius 14-16

Joanna Zimring Towne
Deborah Harrington
Los Angeles Community College District

Diana Bonilla
Los Angeles Mission College

Participants will learn how the Los Angeles Community College District (LACCD) partnered with the LA Mayor's Office and the LA Chamber of Commerce to create the LA College Promise (LACP). The session will highlight the theoretical framework of the LACP and provide insight into how our district was able to bring together all nine colleges to design and implement a College Promise program that was both unified and flexible. The core elements of the LACP, which are driven by evidence-based, high-impact practices, will be discussed including intrusive student success activities and the use of peer and near-peer coaching and mentoring programs.

CT - 14 Beyond Traditional Career Activities in FYS: Engaging Students in Networking
Octavius 17-19

Sabrina Mathues
Brookdale Community College

Christine Harrington - Excellence in Teaching Recipient, '16
Middlesex County College

Almost every first-year seminar includes traditional career exploration activities such as self-assessment and finding career information. Although these activities are an important part of the career decision-making process, focusing on networking skills in the first-year seminar will set students up for further success. During this highly interactive session, presenters will discuss the importance of students developing networking skills early in their college career, and we will engage in several activities that can be used with students to help them develop and expand their network. Participants will leave inspired to take a more action-oriented approach to career exploration.

V - 15 Reimagining the First-Year Experience With Active Learning
Octavius 20

David Sevitt
Top Hat & BVT Publishing

Nina Angelo
Top Hat

Richard Schofield
BVT Publishing

Success programs for first-year postsecondary students significantly improve student performance and retention. BVT Publishing, a publisher of affordable college textbooks, sought to scale efforts, so it worked with Top Hat, the active-learning platform that helps professors engage students and build comprehension. They converted titles used in student success programs, into customizable interactive digital textbooks that enable ongoing assessment to ensure students are engaged and succeeding. This session will share lessons learned on how to design and incorporate active-learning content into student success programs, with a focus on how content customization is driving student comprehension, engagement, and retention.

CT - 16 A 21st-Century Paradigm: Teaching Liberal Arts Through the Common Reader
Octavius 21-23

Hala Al-Najjar
Angelica DeAngelis
Derek Parks
Stavros Hadjisolomou
American University of Kuwait

The debate is rightfully shifting from the validity of a liberal arts education to how best to adapt a liberal arts program to the needs of the 21st century and to specific student populations. The American University of Kuwait (AUK), a private, liberal arts university in the Arabian Gulf, has developed a hybrid two-course first-year experience sequence that teaches global liberal arts skills through a local novel in its University, Community, and Citizenship course. This facilitated discussion will present the pedagogical rationale for this approach, regional and institutional challenges, and the impact of the program and its transferability stateside and beyond.

FD - 17 Peer Leaders as Self-Authors: The Opportunity of Authentic Leadership
Roman I

Kathryn Wilhite
Kennesaw State University

Tessa Smith
University of Wisconsin-Madison

Peer leaders, particularly in first-year seminars, are uniquely positioned to encounter crossroads and begin authoring their stories through serving their peers. Baxter-Magolda's (2001) Self-Authorship model is a popular framework for student development that first-year seminar coordinators can use to help peer leaders develop holistically and take ownership of their roles and experiences. Authentic leadership principles (Northouse, 2018) offer a companion framework to design training experiences that assist in developing values, understanding purpose, and nurturing relationships. Participants will examine the intersection of these ideas and learn strategies to facilitate self-exploration guided by these overlapping theories.

FD - 18 Online First-Year Communities with a High-Impact Flavor
Roman II

Lina Anastasovitou
San Jose State University

Student engagement is a focal point in residential communities, especially for first-year students. This session will explore the concept of engaging students in first-year theme communities through an online forum and a curricular model. Inspired by the notion of meeting students where they are in a personalized learning environment and using existing technology, we have created a pilot course on Canvas, our learning management system, as student engagement platform for first-year students living in theme communities. In this session, participants will engage in dialogue exploring the concept of designing an online community that employs high-impact practices and applicable assessment strategies.

CI - 19 Incorporating High-Impact Practices into a First-Year Seminar
Florentine I

Teressa Dobbs
Xiaoping Wang
Northeast State Community College

By infusing high-impact practices (HIPs) into the first-year seminar, students can begin to build connections and camaraderie, envision a clear connection between the outside world and the classroom, and reflect and engage in higher order thinking. In this session, participants will learn how a community college developed a program that improved student engagement, retention, and academic success by strengthening the first-year seminar through incorporating HIPs that included growth mindset, service-learning, common reading, and, in particular, the ePortfolio.

CT - 20 Deepening Student Understanding of First-Year Seminar Topics in Gateway Courses
Florentine II

Tabitha Mingus
Thayma Lutz
Katie Easley
Western Michigan University

In this interactive presentation, we will discuss how our experiences in the Gateways to Completion program have led us to conclude that redesigned curricula and improved pedagogical models must work in concert with staff-led student success programs for maximum effectiveness. Working collaboratively will leverage the synergy between faculty and staff and more effectively address issues of student achievement, retention, and completion. We will also share data about how this strategy has led to a dramatic decrease in failure rates in our foundational gateway courses, a closing of the achievement gap, and better outcomes in next courses in sequence.

CT - 21 Integrating Student Development Theory into Faculty Practice
Florentine III

Amy Watkin
Amanda Pieters
Concordia College

Often those of us in student affairs wonder if our college is student ready, while those of us in academic affairs wonder if students are ready for college. At Concordia College, a collaboration between student affairs and academic affairs is working to put an end to the chase! In this session, we will discuss a theory-to-practice approach to FYE workshops that foster student success and retention in the classroom while narrowing the gap between student and academic affairs.

CT - 22 Familial Ties Help Bridge the Gap Between Student and Institution
Florentine IV

Leilani Carreno
Edgar Lopez-Hernandez
Maria Takalo
Nevada State College

The family dynamic of a first-generation college student may be the key to unlocking student success, engagement, retention, and attrition. Building early relationships with family/community/network members allows higher education professionals to inform and impact on a larger scale. Integrating family members into the first-year experience of a first-generation college students allows for the family to become a partner with us in the educational journey. With this partnership in place, an open line of communication is created to a student's biggest influencers allowing for conversations around class expectations, time management, family involvement, and cultural wealth.

MORNING BREAK | 10:00 AM – 11:00 AM
Roman III - IV Ballroom

10:00 a.m. – 11:00 a.m. — *POSTER SESSIONS*

PA - 23 A First-Year Model for Increased Pass Rates on Licensure Exams
Roman III-IV

Ellen Rustico
Brenda Hardin Abbott
Bay Path University

A career in education hinges on the successful completion of licensure exams. First-year education majors bring various levels of test-taking skills. Some first-year students come fully prepared to take and pass one of three state required tests for Massachusetts licensure. Many do not have the needed test-taking skills to pass the Communication and Literacy MTEL (Massachusetts Test for Educator Licensure) and require significant coaching and remediation in order to take and pass the test. After several years of tracking failing test scores among first-year education majors, a model to provide first-year education majors with additional support was created.

PA - 24 Can't Fight This Feeling: Research Process Reflection and Instruction Impact
Roman III-IV

Erica England
Erin Hvizdak
Washington State University

Washington State University librarians held a workshop with first-year composition instructors that asked them to map their research process and note their feelings at each stage. Instructors were later interviewed about the impact that this reflective process had on their course and assignment designs. Our purpose was to increase awareness of potential student research anxieties in an effort to assist instructors in creating assignments that better align with the developmental stage of the student. This interactive poster will allow attendees to participate in a crowd-sourced mini-workshop and present interview data and examples of pre/post-workshop assignments.

PA - 25 Catch the Next: An Approach to Accelerated Student Success
Roman III-IV

Diane Lerma
Palo Alto College

Stacy Ybarra
Alamo Colleges

Catch the Next (CTN) is a college readiness and completion organization empowering student to catch college and career dreams while empowering faculty, staff, and institutions to fulfill their professional development and educational mission. We aim to increase education attainment for Latinos and other underserved communities. While many of our students dream of advancing to college and career success, too few find a home in higher education. Through its casita model, CTN provides a home away from home for our students, empowering them to catch their college and career dreams.

PA - 26 College Factors That Improve Student Success Within the First-Year Seminar
Roman III-IV

Jamil Johnson
Masha Krsmanovic
Thomas Cox
University of Central Florida

Using a sample of 1,548 first-year students, this study examined the impact of an academic-themed first-year seminar (FYS) on students' learning gains. Quasi-experimental, pre/post-test research design revealed that FYS course participants record statistically significant differences in learning gains for each of the 10 measured areas that have been proven to affect college success. Additionally, the findings showed that the course has varied impacts among different student populations in two of the measured areas, with international students recording significantly lower learning gains than other student groups.

PA - 27 Course-Embedded Assessments and Student Perceptions in the First-Year Seminar, LINK101
Roman III-IV

Mark Pilgrim
Brian Hamm
Debra Joe Franks
Keith McCaslan
Lander University

Lander University has implemented a first-year seminar—Leadership, Involvement, Networking, Knowledge (LINK) 101—as part of a first-year program. LINK is intended to improve both student success and retention, in addition to serving as our QEP for our SACS-COC accreditation process. In this session, the authors will present data from both course-embedded direct assessments and indirect assessments of student learning and perceptions from year one of the program. The program improvements based on this data will be discussed and preliminary results from year two of the program will be presented.

PA - 28 Developing the Innovative Mindset in First-Year Students
Roman III-IV

Recha Reid
Georgia Institute of Technology

In order to expand the curricular and cocurricular activities available to first-year students, active-learning strategies were created within the first-year classroom. The ability of students to develop and apply the innovation process of creative problem-solving to both their education and career were enhanced through practical exercises. An expanded pilot program was initiated as a part of the summer first-year seminar. This poster will address the ways in which this innovation course module enabled students to explore the strategies used by scientists and engineers to design practical and creative solutions to problem-solving.

PA - 29 Impact Inside and Out: IL in the Classroom and the Residence Hall
Roman III-IV

Yolanda Tugwell
Jessica Lewis
The University of the West Indies, Mona - Jamaica

Finding resources in the library can be daunting for first-year students. The University of the West Indies Mona Library has tried to meet students at their point of need through traditional library and residential spaces. The session will highlight the Hall of Residence Librarian Program established in 2013 and the compulsory information literacy program for all first-year students, which together allow the library to make contact with almost 3,000 undergraduates. These programs have shown that they help to reduce library anxiety and empower students to seek assistance when needed, enabling them to navigate the library's online resources.

PA - 30 I-Scholars: Employing Campus Collaboration to Serve Underrepresented Students
Roman III-IV

Leslie Chiles
Victoria Gue
Loyola University Maryland

This presentation will demonstrate how collaboration between academic affairs and student development resulted in the creation of a first-year program for students from underrepresented groups (first-generation, low-income, or racially diverse backgrounds) who demonstrated the need for support in their transition to college. Consisting of a summer bridge program focused on math and writing instruction, as well as ongoing academic coaching and opportunities for campus involvement, Loyola's I-Scholars program has created an engaged cohort of students dedicated to Loyola's mission and academic success. The presentation will be supported by comparative data analyzing retention rates, GPAs, and other indicators of success.

PA - 31 Leveraging Peer Advisors to Model Academic Excellence
Roman III-IV

Mathavi Strasburger
Harvard University

Jessamyn Doan
Agnes Scott College

Peer advising programs can improve retention rates and enhance first-year students' collegiate experiences. However, using peer advising to address purposeful learning is an area of untapped potential. Agnes Scott College has created a peer mentoring program that focuses on modeling the concept of academic excellence to first-year students by equipping them with study strategies in the context of conversations about academic purpose. Through a month-long workshop series, co-led by peer advisors, first-year students are exposed to best practices on metacognition and effective learning. After the first year of the program, marked improvements were observed in academic achievement.

PA - 32 The McDaniel Commitment: Transforming a Promise into Reality
Roman III-IV

Karen Violanti
Erin Benevento
Tommy Schoolman
McDaniel College

McDaniel College has implemented an exciting initiative unique to the first-year experience field. The McDaniel Commitment intentionally links student experiences through sequential programming (both academic and campus life) from the first year to commencement. The Commitment guarantees every student will engage in strategic, guided exploration with a team of mentors. The focus constructs a tailored program of courses and experiential learning preparing them for personal and professional success. This session will introduce the overarching structure of the Commitment with specific focus on first-year components, including assessment results from the inaugural year, outlining successes, challenges, and best practices for moving forward.

PA - 33 Not Your Mother's Pre-Orientation Program
Roman III-IV

Erin Benevento
Karen Violanti
Tommy Schoolman
McDaniel College

An initiative unique to the first-year experience field, McDaniel College's new McDaniel Commitment intentionally links student experiences through sequential programming (academic and social) from pre-orientation to commencement. The first component of the Commitment, My Place, is a pre-orientation program called McDaniel Local. What sets McDaniel Local apart is its unique combination of facilitating small-group community building, developing local and environmental connections, and serving as the foundational element of the comprehensive, cross-divisional Commitment. McDaniel Local took the college by storm in Summer 2018, uniting staff, faculty, and students in support of this new launch point of the First-Year Experience at McDaniel.

PA - 34 Peer Mentors to Peer Hosts: Development of Program at UPRM
Roman III-IV

Eric Martinez
David Rivera
Julio Cruz
Norma Garcia
University of Puerto Rico-Mayaguez

The University of Puerto Rico at Mayaguez began to develop a first-year program in 2015. The poster will present the work conducted to develop a peers program and the major lessons and modifications of the first three years of the design. Cultural, academic, and fiscal considerations will be discussed with qualitative and quantitative data from the academic years 2015-2016, 2016-2017 and 2017-2018. Preliminary data from the revise model of peer host ongoing in the academic year 2018 will also be presented.

PA - 35 Recruiting Restoring & Retaining African American Males: Probation to Leadership
Roman III-IV

Brian Miller
Arkansas Baptist College

The session will focus on the ROCK (Restoring Our Community with Knowledge) Program, which is housed on the campus of Arkansas Baptist College. The program was initially designed as a retention program for students returning from or at risk of being suspended or placed on probation. The session will cover the steps involved with strategically recruiting African American males. Once recruited, how do you engage and build their desire for education? Lastly, we will cover the steps involved in retaining students throughout each year.

PA - 36 Research Connections: A Collaborative Event to Build Curiosity About Research
Roman III-IV

Helena DeBald
University of Connecticut

At the University of Connecticut, getting undergraduate students curious about what it means to attend a Research 1 institution is a multi-departmental effort. Knowing students have a myriad of options to add a research experience to their résumé, the Offices of First Year Programs & Learning Communities and Undergraduate Research collaborated to offer students Research Connections. The program goal was to make early-career students aware of and excited about possible avenues to a research experience. This event grew into a large networking program in 2018 by building relationships and buy-in with academic departments and student services across campus.

PA - 37 Scarlet to Black: Financial Literacy for the First Year
Roman III-IV

Philip Tew
Kerry Tew
Arkansas State University

The Scarlet to Black Program is designed to improve both the financial literacy and financial actions of first-year students. The program includes the use of social media, working with parents as well as students, mandatory presentations on financial literacy basics, workshops to delve into specific topics, and the use of a reality fair.

PA - 38 Science Leadership Scholars: Supporting Underserved Students in STEM
Roman III-IV

Sara Thigpin
Victor Castillo
Texas A&M University

The College of Science at Texas A&M University welcomes approximately 900 students into the college each year. Only 34% of students who matriculate to our college graduate from our college. We are keenly interested in doing everything we can to encourage them to remain in science, but students who share common risk factors such as first-generation, low-income, and historically underrepresented minorities, have an even greater risk of not being successful, regardless of SAT/ACT scores and prior high school success. Science Leadership Scholars was created in an effort to help highly recruited, first-generation, low-income students graduate from the college.

PA - 39 Summer Bridge Program Development Across Multiple Cohorts
Roman III-IV

Kristen Coffey
Laila Shishineh
University of Maryland, Baltimore County

The University of Maryland, Baltimore County (UMBC) offers a summer bridge program focused on math and/or writing to all incoming new students. Now going into the 12th year of this program, this poster will highlight the program growth across 11 cohorts including self-report data from participants. The mission of the program is to help new first-

year students successfully transition to UMBC with a summer program as well as ongoing support throughout the first year centered around understanding college academics, exploring campus resources, engaging in self-discovery, and connecting to UMBC and the surrounding community.

PA - 40 Using Inquiry-Based Learning to Enhance Scholarly Development in First-Year Students
Roman III-IV

Jennifer Vitale
Shaunna Hunter
Hampden-Sydney College

This poster will present results of an ongoing, inquiry-based learning initiative implemented in first-year courses at a small, liberal arts college. The goals of the initiative were to build students' skills as scholars and also to develop students' appreciation for scholarship, ability to critically evaluate scholarship, and understanding of scholarly conventions in various fields. Assessment of student work, student attitudes towards scholarship, and student perceptions of their education experience based on NSSE data suggest that the initiative has helped to increase students' scholarship skills, engagement in scholarship, and appreciation for scholarship. Impacts on the institution as a whole will also be discussed.

PA - 41 Using Technology to Implement High-Impact Advising Practices with First-Year Students
Roman III-IV

Tammy Wyatt
Angelica Barrera
Barbara Smith
University of Texas at San Antonio

Centralized academic advising models with assigned caseloads in conjunction with the use of predictive analytics and advising technology tools are effective and best practice approaches in academic advising. In less than three years, the University of Texas at San Antonio (UTSA) aligned its practices with these models and approaches. The immediate results have been significant and of high-impact to our undergraduate student population, particularly first-year students. The purpose of this presentation is to describe the implementation process and results of UTSA's newly adopted holistic advising practices that focus on the academic success of our first-year students.

PA - 42 You *Shall* Pass: Bridging the First-Year Research Skills Gap
Roman III-IV

Sheryl Larson-Rhodes
State University of New York at Geneseo

Concern over first-year (FY) students' lack of research skills is long established, including their inability to support claims, go beyond Google, and understand the need for citations. The research instruction librarians at SUNY Geneseo's Milne Library have collaborated with other colleges/universities, high schools, and school support units to build a bridge over the research skills abyss, including opportunities for high schools to bring students to Milne for a research skills class and embedded instruction in FY writing seminars. Students, teachers, and faculty uniformly provide positive feedback, with a demonstrated increase in students' research skills and readiness for college-level work.

PR - 43 At SUNY Cobleskill, Are Honors Students Slipping Through the Cracks?
Roman III-IV

Kelly Yacobucci
Alexandra Gieseler
Nora Oukili
State University of New York Cobleskill

Educational resources are often focused on supporting at-risk students. It makes sense because they are ones who need extra help or attention to give them the best chance to succeed. However, are colleges unintentionally neglecting the high achievers in the crucial first year? As undergrad students, we have noticed this through our participation in the honors program and in the first-year experience at our institution. Our poster will feature what SUNY Cobleskill is attempting to do after intensive program reviews on the honors program and the first-year experience program.

PR - 44 Common Reading Essay Contest Participation: Predictor of Student Success?
Roman III-IV

Charles Haberle
Providence College

Many common reading programs include essay contests and other activities to engage students in the chosen book for their institution. This study examines whether participation in an optional common reading program essay contest during the summer prior to enrollment as full-time first-year students could serve as a unique predictor of student success and/or persistence.

PR - 45 Development of a Brief Inventory of Cultural Competence
Roman III-IV

Jerred McCormick
M. E. Betsy Garrison
University of Arkansas

The purpose of the current study was to investigate the factor structure of a new 24-item instrument of the cultural competence, the Brief Cultural Competence Inventory (BCCI), in college students. As part of a larger project, students (n = 392) from a single academic unit completed an online survey in Spring 2018. Based on an exploratory factory analysis, a three-factor structure was found and the factors were named: my cultural view on others, difference of cultures to my own, and open-mindedness of all cultures. Future research should examine the reliability of the BCCI and replicate the study with more diverse populations.

PR - 46 Effects of New Course to First-Year Engineering Students at HCT
Roman III-IV

Fatima Alhammadi
Higher Colleges of Technology

The development of the critical thinking capabilities of students comprises among the most fundamental objectives of higher education. In that regard, Higher Colleges of Technology in the UAE has introduced a course for its first-year engineering students known as Introduction to design thinking. The course is being taught at all the different streams in the engineering major of the university's 17 campuses across the UAE to impart and enhance innovation in the institution's engineering curriculum at an early stage. The findings of research undertaken to determine the effects of the new course on the students at the university are observed.

PR - 47 First-Year Experience: All on Board
Roman III-IV

Luvuyo Kakaza
Nosisana Mkonto
Cape Peninsula University of Technology

Subethra Pather
University of the Western Cape

Many institutions of higher learning attempt to improve on their students' retention and throughput rates by implementing strategies based on models of student transitions. Research focusing on transitions in general and the first-year experience (FYE) is gaining ground worldwide. Most studies borrow from theories that speak on student transition and integration (e.g., Tinto 1987). Institutions of higher education make use of models and strategies available, but there is still a paucity of research focusing on stakeholder uptake of such models in South Africa's universities. This session will explore stakeholder participation in FYE initiatives in South Africa.

PR - 48 Digital Storytelling Approach in Understanding University Students' First-Year Experience
Roman III-IV

Subethra Pather
University of the Western Cape

This presentation explores three university students' First-Year Experience through digital storytelling. Digital storytelling is a multimedia activity that can help students to construct their own knowledge and reflect on their experiences in new ways. The digital stories captured were analyzed from a constructivist perspective employing an interpretive research approach. The framework of identity and agency was used to investigate how the figured world of the university intersects with the first year students' construction and negotiation of identity, positionality and experience. Using this lens assisted academic and support staff to better understand their first year students and their realities?

PR - 49 Foster Care Alumni Attending College: Perceptions of Campus-Based Support Services
Roman III-IV

Lily Holzner
California Polytechnic State University, San Luis Obispo

Former foster youth (Foster Care Alumni, FCA) face a unique set of challenges as they navigate postsecondary education. College graduation rates for former foster youth are between 3-11% nationwide. There is a lack of evidence-based assessment and scholarship for campus-based support programs for former foster youth, and much of the research conducted assumes a deficits-based approach in regard to program development. Following the phenomenological research tradition, this pilot study sought to focus on the lived experiences of foster care alumni at two and four-year postsecondary institutions, with the intention to build a strengths-based foundation for future research and program development.

PR - 50 Improving Student Retention at a Historically Black University
Roman III-IV

Lawrence Brown
Crystal Flowers
Florida Agriculture and Mechanical University

Since establishing a first-year experience program at Florida A&M University in the summer of 2012. The University has seen a steady increase in its first-year retention rate for the students who participate in the first-year program, which has helped to improve the University's overall retention rate. This presentation will focus on the curricular and cocurricular components of the FYE program. A discussion will include course design, objectives, and goals; campus collaborations; cocurricular programming; and retention and graduation rates.

PR - 51 Is Pathways Program Meeting the Persistence Needs of First-Year Students?
Roman III-IV

Karen Daas
Kathleen Laborde
University of Texas at San Antonio

UTSA implemented a core first-year course to build student success, retention, and graduation rates, presented at FYE 2018. The program incorporates an academic pathway model in which students choose 1 of 10 programs for their core requirement. In Fall 2018 students were given a pre-test the first week of school to gauge self-described comfort in accessing campus resources, interacting with professors, and college level academic skills. A post-test will be administered the last week of the fall semester and correlated for significant growth.

PR - 52 Reasons Why Japanese Students Study at University
Roman III-IV

Yukari Hashimoto
University of Nagasaki

Tateo Hashimoto
Nagasaki International University

You Kyonmi
Nagasaki University

A study explored why first-year students (N = 473) chose to study at a prefectural university. Frequently appearing words and lexical cohesion between words were analyzed by applying text mining. In terms of frequency, "future," "knowledge," and "specialty" were most stated. Cluster analysis was conducted to explore lexical cohesion, and it revealed several reasons to learn in a university, such as to prepare to be a member of society, to gain an advantage when job-hunting, to obtain a greater understanding of one's major subject area, to broaden one's perspective, and to gain experience.

PR - 53 Restructuring First-Year Experience Programs for a New Era at Saudi Universities
Roman III-IV

Atiyah Alghamdi
King Saud University

Saudi Vision 2013 is a government movement to build a knowledge economy. Traditionally, teaching and learning, economic realities, and a government philosophy not focused on education have presented challenges for higher education. This study used a concept mapping/pattern matching methodology (Trochim, 1989a; 1989b) to identifie the main dimensions of FYE programs in 14 universities. Analysis revealed 48 developmental statements that were placed into seven clusters distributed along three dimensions: (a) organizational design and structure, (b) pedagogical functionality, and (c) students services. For each dimension some strategies were suggested to the educational policy-makers to develop the program.

PR - 54 Tracking Male Student Success at a Gulf Region University
Roman III-IV

Lance Kahn
Adam Jeffers
Zayed University

The presentation will introduce the first-year baseline data for a planned five-year research study. The study will examine the academic progress of the entire cohort of male FYE students at Zayed University, a public university in the United Arab Emirates. The presentation will begin with an explanation of the relationship between Arabic/Emirati culture and student success before discussing the initial findings of the study. The goal of the study is to clarify what student behaviors and university policies influence male student success in FYE. The presentation will conclude by seeking feedback and suggestions for the study from the audience.

PA - 55 First-Year Library Research Sessions: Information Literacy & Assessment in Action
Roman III-IV

Suzy Wilson
University of Maryland

This poster examines the library research sessions integrated into nearly 400 sections of the first-year writing course at a public, four-year institution. In these sessions, first-year students explore the research process through a combination of activities, discussions, and resource demonstrations. A one-sentence survey provided to students shows they leave these sessions with enhanced understanding of the research process, increased confidence in their ability to find and access relevant library resources, and a higher level of comfort with library spaces and library instructors. This poster explores the large-scale student learning assessment process, which could be adapted for use at other institutions.

PR - 56 TRIO/SSS Programs and First-Year Seminar: Creating Meaningful Partnerships for First-Generation Students
Roman III-IV

Brittany Dorn
Jason Rose
Christopher Ward
Angela Vaughan
Drew Lail
University of Northern Colorado

The purpose of this study is to better understand how collaboration between a TRIO program and an FYS program affects first-generation college students' success during their first year. Quantitative analyses were used to assess differences between nonparticipants, FYS participants only, and TRIO/FYS participants (N = 2,720) in first-term GPA and second-year persistence. Compared to nonparticipants, TRIO/FYS participants had significantly higher GPAs (2.61 vs. 2.33) and persistence (a 22% difference). TRIO/FYS also had higher persistence (a 12% difference) compared to the FYS-only participants. Qualitative analyses included focus groups to share how these programs addressed the challenges faced by first-generation college students.

11:15 a.m. – 12:15 p.m.

CI - 57 Steps to Success: Embedding Information Literacy into the First-Year Seminar of the Learning Community Experience
Messina

Richie Gebauer - Advocate, '15
Michelle Filling-Brown
Cabrini University

Jennifer Hasse
University of the Sciences in Philadelphia

Establishing an institutional climate devoted to building synergy between first-year initiatives and high impact practices is directly connected to student success. At Cabrini University, information literacy (IL) instruction is embedded in the university's first-year seminar, which serves as one of multiple courses in a Learning Community setting. This session will explore strategies for improving students' IL, critical reading, and writing skills through scaffolded assignments in the first-year seminar of a learning community. Participants will investigate instructional technology tools for classroom instruction and assessment and think about how to assess first-year students as they integrate multiple skills in writing assignments.

CI - 58 Integrated Programming/Pedagogy for First-Year Students: An Insider's Guide
Capri

Ruth Goldfine
Lynn Disbrow
Deborah Mixson-Brookshire
Natasha Habers
Kennesaw State University

This session provides participants with the opportunity to learn about and discuss a variety of intentional, integrated curricular and cocurricular programs and initiatives. The presenters will provide an overview of curricular and cocurricular programming for students in their first year and beyond that can be adopted at other universities. Assessment data will be provided to demonstrate the impact and effectiveness of this programming. Additionally, participants will be provided with a variety of strategies for incorporating integrated, intentional pedagogy and strategies into the programming offered at their institutions.

CR - 59 First-Year Seminar Class Size: Effects on Selected Program Outcomes
Milano III

David Strickland
East Georgia State College

Carol Strickland
Georgia Southern University

This study examined the effect of class size on program outcomes in a first-year seminar (FYS) using a quantitative, true experimental design with random assignment of students to class size conditions: a large auditorium section (85) and three small sections (15 each). Pre/post-test data were collected on outcomes identified by the Center for Community College Student Engagement. Aggregate scores between groups were analyzed for questions on five outcomes: making connections, high expectations and aspirations, clear academic plan and pathway, engaged learning, and academic support network. This study has implications for planning and implementing first-year seminars of varying sizes.

CR - 60 First-Year Seminar Curriculum Promoting College Engagement, Academic Self-Efficacy, and Achievement
Milano IV

Alexis Hauck
Stephanie Persutte-Manning
Christopher Ward
Angela Vaughan
University of Northern Colorado

Facilitating academic success for first-year college and first-generation students is essential and can be impacted by academic self-efficacy and college engagement. This study examined the relationship between engagement and self-efficacy and FYS performance. The relationship of these constructs to outcomes (i.e., first-term GPA and persistence) was also explored. FYS performance was significantly related to engagement and academic self-efficacy and each of these constructs were then positively related to the outcomes (n = 208). This study provides evidence that learning environments can promote increased engagement and efficacy for students regardless of entering academic abilities. Suggestions for FYS curriculum are included.

CT - 61 Engaging Parents and Families of First-Year, First-Generation College Students
Milano V

Amy Baldwin
University of Central Arkansas

Sarah Whitley
Center for First-Generation Student Success, NASPA

The parents and families of first-generation students can be a help or hindrance to their students' success. Institutions can, however, leverage these families' support by intentionally communicating with and offering opportunities for increasing their own cultural and social capital. This session will review the research on the impact of family on first-generation students and discuss ways to improve communication with those families. Additionally, this session will provide both best practices on engagement strategies and relevant topics that can help families effectively support their students. The session will conclude with examples of model programs for parents and families of first-generation students.

CT - 62 Thriving in College, Career, and Beyond – Developing a Three-Credit First-Year Seminar
Milano VI

Pamm Ambrose
Lisa Lawless
Illinois State University

As students and their families recognize a college education to be an investment in a student's future, the demand is increasing in higher education to provide effective academic and professional success programs beginning early in the student's college career. In this session, presenters will discuss the collaborative process between University College and the Career Center of redesigning and implementing our first-year seminar course. This course, expanded from one-credit to three-credit, combines early career development and civic engagement opportunities with the traditional academic and social transition issues that arise for new students.

CT - 63 Re-Imagining Faculty Development: Comprehensive Approaches for First-Year Experience Programs
Milano VII

Gregory Eiselein
Donald Saucier
Kansas State University

Carmen Macharaschwili
Association of College and University Educators

Effective instructor training programs are essential to postsecondary initiatives to improve student success. Yet designing, implementing, and supervising successful faculty development within first-year experience programs remain a challenge. Our presentation will examine these challenges and discuss the ways on-campus development efforts for first-year experience instructors, when connected to an online course on evidence-based best teaching practices, can address the most pressing problems facing FYE programs. While inviting participants to share their faculty development experiences and concerns, this session will provide participants with the opportunity to re-imagine the kind of faculty development program that would benefit their institutions the most.

CT - 64 Starting Fresh: Strategies for Revamping the First-Year Experience Seminar
Milano VIII

Michelle Buggs
Jorge Waltje
Noah Lelek
Texas Woman's University

Curriculum development is a critical component of administering a quality first-year experience seminar but can often be overwhelming and challenging. As more students enroll in higher education and professional responsibilities increase, the need for efficient and effective instruction is critical. This session will present TWU's First-Year Experience program's approach to updating and streamlining the curriculum to meet student learning outcome needs of the course and core/general education curriculum while also facilitating a transition experience for students in the first-year. Participants will identify strategies in leveraging faculty and technological resources in implementing a common curriculum for FYE seminar participants.

CI - 65 Ongoing and Action-Oriented First-Year Seminar Program Assessment
Octavius 7-10

Carrie Van Haren
Dan Friedman
Sandy Greene
University of South Carolina

University 101, the University of South Carolina's first-year seminar, is grounded in ongoing and action-oriented assessment. While it is important to know a first-year seminar works (e.g., it positively impacts student learning, success and retention), it is also important to know why it works and what aspects of the program make the most impact on student success. Presenters will share how assessment is used to ensure quality across all components of the first-year seminar program. An assessment model will be shared and advice given for conducting meaningful seminar assessment on other campuses.

CI - 66 Creating an Engaged, Collaborative, and Transformative Program for Underrepresented Students
Octavius 11

Adriana Lopez
Jason Sumi
Sierra College

The RISE Program at Sierra College (community college) is an equity program that serves to elevate scholars from historically underrepresented backgrounds including African-American/Black, Latinx, Native and Indigenous, Filipinx, first-generation, low-income, undocumented, and

students with disabilities. This session will provide information regarding the program's development and implementation including the robust student support team (counselor, success coach, peer mentor, and financial aid technician) assigned to every scholar. The program also prides itself with its RISE Paradigm: We believe in your life goals and honor your identities, we will support and affirm the whole person that you are, YOU are enough!

V - 67 Planning a Campus Financial Literacy Program from Start to Finish
Octavius 12-13

Amy Conrad
Raven Newberry
National Endowment for Financial Education

College brings with it increasingly complex money decisions, and for many students financial issues are a big factor in their struggle to thrive in higher education. In order to better prepare students for success in school and set them up for greater stability post-graduation, a strong foundation of financial knowledge, skills, and behaviors is needed. The presenter will give attendees the framework for creating a college financial literacy program from start to finish, including goal setting, resource selection, delivery tactics, and evaluation. After completing the workshop, participants will have clear outlines and templates to plan campus financial wellness initiatives.

CR - 68 First-Year Seminars and the Impact on International Student Success
Octavius 14-16

Masha Krsmanovic
Jamil Johnson
University of Central Florida

This mixed-method study examines the academic and social integration of international first-year students and the impact of the first-year seminar (FYS) on their success. The study employs Berry's Acculturation Model (1974, 1980, 1997) to examine the acculturation strategies that international students develop during their first year of undergraduate study. The results demonstrate that international students rate the impact of FYS lower than their domestic counterparts for all learning outcomes except one: career exploration. Furthermore, international students' narratives illustrate that voluntary and involuntary separation is the most prevalent acculturation strategy adopted by the group.

CR - 69 The Academic S.T.A.R.S. Program: More Than A Bridge
Octavius 17-19

Marjorie Fuller
West Virginia University

Recent research suggests that traditional bridge programs may have lost their effectiveness and may not play the influential role in the lives of African American students they once did. But West Virginia University has a program that consistently yields a 90+ percent retention rate among its participants. Entitled Academic S.T.A.R.S. (Students Achieving and Reaching Success), it offers something different. In this session, the presenter will explain the history and rationale behind the development of the unique Rites of Passage aspect that makes S.T.A.R.S. one of the most successful bridge program models for students of color available.

V - 70 Redesigning Your Student Success Center: Moving Services Online
Octavius 20

Kristen Seldon
Innovative Educators

Damon Cagnolatti
Cerritos College

This engaging session will highlight the collaboration between Cerritos College and Innovative Educators to create an online student success hub, ifalconstudentsuccess.com. The presenters will provide an overview of how they grew their strategic success initiative from curriculum and workshops to IE online modules. They will review how they selected, implemented, and leveraged the platform to save time and to improve student access, engagement, and completion. With a special focus on how Cerritos moved its content to the online platform, participants will learn how the evolution of these programs has positively impacted student success.

CI - 71 Enhancing Student Success by Revising Existing First-Year Content Courses
Octavius 21-23

William Kay
Mary Sheppard
Edna Keeble
Vurain Tabvuma
Saint Mary's University

Existing first-year content courses at a Canadian university were modified to incorporate cocurricular student success elements using a quasi-experimental design. The types of activities and method of incorporation varied according to the characteristics of the course. The discipline-specific content was not decreased, thereby improving student success while maintaining existing content. A faculty-led community of practice provided a peer-based mechanism to support faculty in this initiative. Early results indicate an enhanced sense of community in modified courses compared to similar unmodified courses. Statistical results comparing pre/post survey data of students in the modified and unmodified sections of the courses will be presented.

FD - 72 Supporting Underrepresented, Developmental, and Struggling Students at Majority Institutions
Roman I

Coretta Pittman
Baylor University

Concetta Williams
Chicago State University

Shelia Collins
Independent Scholar

One thing minority serving institutions (MSIs) intentionally do well is provide the interventions necessary for students to succeed. These students are often from low-income areas and are first-generation college students. So what happens at traditional institutions that treat all students the same? These institutions may increase diversity and access; however, they are not supporting these students, who may have been socialized outside mainstream contexts that are most likely to be replicated at large PWIs. This session will look for ways to support students, especially students of color, at predominantly white institutions using methodologies from MSIs.

FD - 73 Cultivating a Community of Practice for First-Year Experience Faculty and Partners
Roman II

Tiffany Shoop
Rexford Waters
Virginia Tech

Faculty members and campus partners from across the institution are often asked to teach and support first-year experience (FYE) courses. The purpose of this session is to engage in conversation about creating and sustaining a community of practice (CoP) for those involved in FYE programs. The facilitators will share highlights from their work in cultivating a CoP for FYE faculty and campus partners at Virginia Tech and will facilitate a discussion about (a) challenges of establishing a CoP, (b) what has worked and what has not in fostering a CoP, and (c) new strategies for supporting CoPs.

CI - 74 College Mentorship: Promoting Student Success Through Engagement and Empowerment
Florentine I

Karman Tam
Stacy Welcome
Darin Baskin
Rajone Lyman
Houston Community College

First-year students are known for being particularly susceptible to test anxiety. In response to this, Houston Community College strives to increase student achievement through advocating an active process of examination preparation. This session will discuss the institution's effort to initiate a mentorship program, which strives to optimize students' preparation for examination through the use of high-impact practices. It will share survey data that show the significance of game-based examination reviews on improving students' motivation. In addition, it will provide frontline instructors with strategies to adopt an interactive approach to conducting the reviews, which has been proven to improve test scores.

CI - 75 High-Impact Initiatives for First-Year, At-Risk Students
Florentine II

Amber Mulkey
Wonjae Kim
Rene Schmauder
Clemson University

Dora Rosser
University of South Carolina

The Early Success Program was designed for at-risk first-year students conditionally admitted to Clemson University. The program uses a variety of interventions designed to maximize student success including intentional onboarding, a summer preview program, individual advising and coaching, parent partnership, peer mentoring, a first-year experience course, and collaboration with multiple campus partners. Students enrolled in the program are retained and graduate at rates comparable, if not higher, to the general first-year population. We will discuss the many high-impact initiatives used by the Early Success Program that are applicable to different first-year populations for maximum student success.

CT - 76 The Life Abundant: Our First-Semester Seminar and Orientation
Florentine III

Sara Bailey
Beacon College

Beacon College was the first in the nation accredited to award bachelor degrees exclusively to students with learning disabilities, ADHD, and other learning differences. In Fall 2017, Beacon College implemented a first-semester seminar and a revised new student orientation to help their students transition to the College and to learn about their talents and strengths, specifically using CliftonStrengths for Students. This presentation will focus on the successes and challenges in planning and implementing the first-semester seminar and new student orientation programs designed specifically for students with learning disabilities, ADHD, and other learning differences.

CT - 77 Flipping the Script: Equipping Rural Students for College Excellence
Florentine IV

Jamie Boggs
Chris Lakes
Berea College

Students from rural areas are succeeding in college at alarmingly low rates, making our support even more important when they arrive on campus. A primary focus of Berea College is serving rural students from the Appalachian region, many of whom are from the most poverty stricken areas in the country. This session will highlight how our institution has assessed the needs of this population and designed services to meet the specific needs of this often-neglected group. Participants will gain ideas about how to better support rural students on their own campuses.

11:15 a.m. – 12:30 p.m. Featured Session

FS - 78 Leveraging Digital Resources to Connect Students with Content and One Another
Milano I

Brad Garner
Indiana Wesleyan University

We are all influenced on a daily basis by an informational tsunami that appears each time we log onto our computers. The Internet and the tools, resources, and information available there can be transformed into a treasure trove of learning opportunities relevant to the first-year experience. This session will systematically guide participants through a process of taking full advantage of the digital world to enhance learning both inside and outside the classroom. Participants will leave this session with an abundance of techniques that can enhance teaching and learning and engage students in new and creative ways.

11:15 a.m. – 12:30 p.m. Featured Session

FS - 79 Understanding Students' Path to Graduation and Using the First-Year as a Catalyst
Milano II

Catherine Andersen - Advocate, '97
University of Baltimore

Regardless of the size, type or geographic location of an institution of higher education, or whether a students in a first-time freshman or transfer student, one measure of effectiveness is the percentage of students who begin and subsequently graduate. When one understands the unique input variables students bring to an institution and understand and track their specific paths, intervention plans based on sound assessment data that lead to real improvements, can be developed. This session will review the most current student retention data, and address the multitude of variables that become barriers for student success and identify and design interventions along students' unique paths to graduation. In addition, participants will do a SWOT (Strengths, Weaknesses, Opportunities and Threats) for their own institutions and develop a preliminary action plan, using the first-year as the catalyst, to address their institutions' retention issues.

1:45 p.m. – 2:45 p.m.

CI - 80 First-Year TRAC and High-Impact Practices: A Recipe for Retention
Capri

Yvonne Villanueva-Russell
Angela Martinez
Texas A&M University-Commerce

This presentation will illustrate how one regional, mid-sized state university made a data-driven decision to better integrate high-impact practices (HIPs) into the first-year experience. Previously, siloed initiatives targeted to small groups of students produced only modest gains in retention of first-time, full-time college students. An effort was made to redesign the first-year experience with intentional use of HIPs and a commitment to scale-up for the benefit of every first-year student. Our presentation will address the institutional climate that led to this change, the process used to design and ensure continual improvement, and the promising results we have attained.

CI - 81 Signature Course Stories: Revamping the Core Curriculum Chapter by Chapter
Milano I

Patricia Moran Micks
Lori Holleran Steiker
The University of Texas at Austin

The Signature Courses at the University of Texas at 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, speaking, and discussion 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. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CI - 82 A Learning Community That Makes Summer Count for First-Year Students
Milano II

Christina Wan
Emma Blandford
Georgia Institute of Technology

This session will provide an overview of lessons learned from the launch of a first-year summer program. Specific focus will be on developing thematic connections across the curricular and cocurricular elements of the program, along with building campus partnerships to create a seamless learning experience in a five-week summer semester. This session will also discuss in detail the annual assessment process and methods for the program.

CT - 83 How Structural Design of First-Year Seminar Classes Supports Completion
Milano III

Robin Cunningham - Advocate, '19
Seton Hall University

University Life is the one-credit first-year seminar required of all students at Seton Hall University. The course helps students learn how to do college. We will share research showing the relationship between performance in University Life and over-all course completion. This session will focus on the structural design of our classes and the subsequent improvements being made by instructors as reflected in our course evaluations. We will also review some of our most recent approaches to creative curriculum design.

CT - 84 The Color of Success: First-Year Experience Programming at Minority-Serving Institutions
Milano IV

Kevin Wright
Anna Smedley
Emily Shreve
Rosan Mitola
Beth Gersten
University of Nevada, Las Vegas

This session is designed to further examine how various functional areas contribute to the first-year experience at a minority-serving institution. While our institution may have a majority student population of first-generation, Pell-eligible, and people of color, we still seek to create and maintain thriving initiatives to serve our students, including increasing equitable representation within faculty and staff. During this session, participants will be able to engage with multiple campus leaders and learn about the different services that are designed to benefit our first-year students with an inclusion and equity lens.

CT - 85 First-Generation College Student Community: A Space for Cross-Cultural Interactions
Milano V

Carmen Gonzalez
Carmen Huerta-Bapat
University of North Carolina at Chapel Hill

Participants will have the opportunity to learn about strengths-based initiatives and programs that they can implement on college campuses to affirm first-generation college students intersecting identities and build community among a very diverse population of students. We will talk about how we can capitalize on the fact that programs and supports for FGCS can provide a space for growing intercultural competence and for students to explore their own identities. Attendees will be able to engage in interactive discussion and leave with a plan of action for their own college campuses to support FGCS unique perspectives and experiences.

CT - 86 Reflections on Living the Hyphen in Living-Learning Programs
Milano VI

Leah Tobin
Damien Franze
Jessica Lee
University of Maryland College Park

More practitioners than ever are finding themselves in positions which demand a partnership between student and academic affairs. From the perspective of current and former academic and resident life mid-level practitioners, this session will explore the role that staff members with traditional student affairs backgrounds play in developing and sustaining partnerships within and beyond academic units. Using experiences gained by their current roles in academically based living-learning programs, the session will share and explore best-practices, skills, strategies, and reflections from literally living the hyphen between student and academic affairs.

CT - 87 Rewriting the Narrative on Latino/a Student Success Through Academic Advising
Milano VII

Giovanna Tello
Florida International University

Michele Campagna
Westchester Community College

While the representation of Latino/a students in higher education continues to rise, their retention and completion rates still remain comparatively lower than their counterparts in other racial/ethnic groups. Academic advisors can play a vital role in promoting Latino/a first-year retention and success by serving as cultural translators, mentors, coaches, and teachers to students and their families. This session will explore the intersection of Latino culture and the culture of higher education and discuss ways that academic advising programs can be reconceptualized to support the transition and achievement of this student population at two-year and four-year institutions.

CT - 88 First-Year Seminars, Libraries, and Generation Z: Shaping Student Success Narratives
Milano VIII

Emily Bosscher
Cathy Mayer
Trinity Christian College

Generation Z has arrived on your campus and data reveal that they are driven, highly visual, practical, and expect multi-modal interactions in their higher education experience. Presenters will share leading research and original data from a private, liberal arts, four-year institution on Generation Z students, focusing on the way they engage with information and the responsibility they hold for their own information fluency. Through discussion, participants will gain practical ideas for library services and partnering with faculty to address concerns about college readiness in some Generation Z students.

CT - 89 The First-Year Experience Course: Marketing and Motivational Strategies
Octavius 7-10

Joe Cuseo - Advocate, '01
Marymount California University

Not all first-year seminars are created equal. This session focuses on first-year seminars that go beyond strictly academic topics and take a holistic (whole-person), student-centered approach to promoting college success. The case will be made that this type of FYE course has the most empirical support and the most potential to promote the success of today's college students. Specific strategies will be shared for marketing the course and gaining buy-in from campus decision makers, attracting prospective students to enroll in the course, and increasing the intrinsic motivation of students who do enroll in the course.

CT - 90 Prepping for Sophomore Success in the First Year
Octavius 11

Kimberly Dressler
University of South Carolina

Jimmie Gahagan
Virginia Commonwealth University

Much attention has been given to the first-year experience over the last 30 years and within the last decade there has been a greater focus on the sophomore year- but where do the two meet? How do institutions adapt the first-year message and mindset to meet the unique needs of sophomore students and help them make a successful transition from one year to the next? This session will explore how assisting students in the first-year experience can prepare them for success in their sophomore year. Specific attention will be given to engagement with both academic support and high-impact practices.

CR - 91 Unique First-Year Experiences for Students and Faculty Engagement
Octavius 12-13

Chad Pritchard
Elijah Hansen
Kevin Pirch
Lynn Briggs
Eastern Washington University

Individualized FYE courses allow faculty to engage in their preferred theme or topic, while giving students a choice of classes. Implementing a new general education program has included a strong push for academic-focused FYE courses so students can be introduced to learning outcomes, disciplines, the university, and faculty while receiving course credits. Faculty input into the program nurtures transparency and trust through the university, leading to more involvement by faculty and, in effect, students. Having unique FYE topics provides challenges and opportunities for programmatic assessment and enables students to acquire success skills during their first quarter on campus.

CR - 92 Improving Student Persistence: Metacognitive Learning Strategies in First-Year Seminar
Octavius 14-16

Allyson Goodman
Jennifer Sias
Sheila Fields
Marshall University

Does the inclusion of metacognitive learning strategies instruction in a first-year seminar improve student persistence? This session will focus on the results of such an inclusion by three veteran seminar instructors who will share their methods and experiences of applying strategies presented by Saundra Yancy McGuire in Teach Students How to Learn: Learning Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills and Motivation. Presenters will share the results of action research using instructor and student reflections as well as semester-to-semester persistence and success data.

CR - 93 Integrated Transition Programs for Underrepresented Students in STEM
Octavius 17-19

Elizabeth Holcombe

Indiana University

Adrianna Kezar
University of Southern California

This session describes the benefits of integrated first-year programs for underrepresented students in STEM and for broader campus communities. Integrated programs incorporate expertise from both academic affairs and student affairs to build a unified community of support that helps alleviate the negative climate that underrepresented STEM students often face in their first year of college. In this session, we will share our research on integrated first-year programs across eight California State University (CSU) institutions. We will discuss how to effectively structure integrated programs for first-year students in STEM, as well as the benefits that integration fosters for students and campus communities.

V - 94 Meeting Guided Pathways, CAS AND CASEL? Yes, It's Possible!
Octavius 20

Nick Rabinovitch
Carla Lundman
Human eSources

Yes, there is a way to jump start your Guided Pathways initiatives and to meet CAS standards and CASEL's core competencies! Presenters will share how our career and personal assessments and student success courseware work to improve student persistence while supporting institutional and national efforts.

CI - 95 Evolution of the First-Year Experience Course at Yamagata University
Octavius 21-23

Takao Hashizume
Katsumi Senyo
Shigeru Asano
Koji Fujiwara
Yamagata University

The first-year experience (FYE) course at Yamagata University, Japan was completely redesigned in 2017 to focus on developing student success skills such as basic research, teamwork, presentation, and report writing. We presented our challenging journey to rebuild the course at last year's conference and received a lot of valuable feedback. Our FYE course continues evolving. We have implemented the FYE peer mentor program for the latest 2018 FYE course. In this presentation, we will share how our peer mentor program helps new students in enhancing those success skills as well as improves those peer mentor's leadership skills.

FD - 96 Integrating Common Read Texts Into Themed First-Year Writing Courses
Roman I

Leah Van Vaerenewyck
Sara Clark
Robert Wauhkonen
Alison Pasinella
Lesley University

Research suggests that successful common read programs (CRPs) are often integrated into multiple disciplines and within classroom syllabi (Maloy, Counihan, Dupre, Madera, & Beckford, 2017). This facilitated dialogue will explore how CRPs can be integrated into cross-disciplinary themed courses by examining various classroom examples and techniques. Given that some faculty view mandated adoption and use of a CR text as infringement on academic freedom (Benz, Comer, Juergensmeyer, & Lowry, 2013), this dialogue will also explore how to preserve the academic freedom of faculty while still allowing for a cohesive experience for students and faculty across diverse classrooms and disciplines.

FD - 97 Elevating the Unexpected: Developing Critical Thinking Skills in Cohorted Populations
Roman II

Lori Cornelius
Emily Woolf Vallier
Florida Gulf Coast University

Facilitators will lead discussion on ways to engage the first-year student with materials that will surprise and delight them. In a successful, three-semester, composition-based cohort, we expose our students to exercises based on reading and viewing assignments that encourage them to deal with unexpected endings and to capture their reactions in writing. Through a series of guided prompts, we will show attendees how this approach will turn suspicious students into enthusiastic participants in their own development as scholars.

FD - 98 Who Gets a Seat at the Generation Collaboration Table?
Roman III

Rob Miller
University of Illinois at Chicago

Scott Peska
Waubonsee Community College

While there is always a lot of buzz about how student affairs professionals serve students of the newest generations, we sometimes forget that our field is comprised of professionals from many different generations! In this facilitated dialogue, we will talk about ways in which we create value and meaning in the field of higher education and what strategies we use to create collaboration with other personnel at our institutions. Participants should come ready to have open, honest conversations about institutional and generational barriers and ways in which they work with others to continue to serve the newest generation of students.

FD - 99 Challenges and Opportunities in Conducting Institutional Review of First-Year Experience Courses
Roman IV

Jerry Fliger
Alvin Community College

From time-to-time institutions may require a review of the first-year seminar. Given the wide-reaching impact this course has, there are many stakeholders. There may be even more views on what the course should look like. This session will facilitate a dialogue centered around uncovering the challenges and the opportunities such a review invites. Designed for individuals who have completed such a review and have reflections to share and those heading into the waters.

CR - 100 Exploring the Impact of First-Year Residence on Student Academic Outcomes
Florentine I

Mildred Eisenbach
University of Guelph

This study is an investigation of the relationship between participation in Residence Learning Communities (RLCs) and first-year grades, second-year retention, and five-year graduation rates at the University of Guelph. A longitudinal observational study was conducted to analyze the academic outcomes of the entire cohort of first-year students (N = 4,805), comparing those who lived in an RLC and those who lived in traditional residence or off-campus. A review of the communities, collaboration, data collection, analysis and outcomes will assist others considering their own institutional research.

CT - 101 Get a Job? First-Year Experience, Students, and the Future of Work
Florentine II

Constance Staley
University of Colorado, Colorado Springs

Jennifer Kushell
YSN (Your Success Now)

Steve Staley
Colorado Technical University

Getting a job once represented the crucial turning point between adolescence and adulthood. But today we are seeing yesterday's jobs balloon into mind-boggling career options for college graduates. The alternative economy is booming. Increasingly students consider joining smaller ventures, striking out on their own, and diving into the social impact space. Automation threatens entry-level jobs, where new hires once routinely learned the ropes, while the demand for advanced critical thinking/problem-solving skills is soaring. How can we help our FYE students begin preparing for the jobs of both today and tomorrow? This session will blend practical application, academic experience, and eye-opening forecasts.

CT - 102 Using Academic Coaching in First-Year College Transition
Florentine III

Nick Pflum
Kendyl Walker
Kim Maurer
Geoff Baurer
Ohio University

Research consistently demonstrates that first-year students feel overwhelmed by the transition from high school to college. During the transition, many students struggle to find where they fit in the university and locate academic and personal resources, such as self-management, goals setting, and self-reflection, needed to help them succeed. Academic coaching offers a new perspective for helping first-year students' transition to college. The session will provide a framework through which participants will understand the needs of first-years students and how co-active academic coaching can be useful for students during their transition.

CT - 103 When Parkland Goes to College
Florentine IV

Katie Treadwell
The University of Kansas

On February 14, 2018, students in Parkland, Florida, watched their classmates die in one of the nation's worst active shooter attacks. A few months later, students in Santa Fe, Texas, encountered the same worst-case scenario. Students are embarking on their undergraduate education having experienced more trauma than any previous generation. This session will provide opportunities to learn about supporting students who begin their higher education experience in the midst of trauma, reconsider mental health resources and case management practices before students arrive on campus, and consider the changing nature of student activism as it relates to the Parkland generation.

REFRESHMENT BREAK | 2:45 PM – 3:00 PM
Forum Ballroom Foyer

3:00 p.m. – 4:00 p.m.

V - 104 Empowering Students to Connect With Alumni For Meaningful Career Advice
Messina

Annie Mais
Roadtrip Nation

This session will discuss how institutions are leveraging a unique and meaningful project-based curriculum, which combines engaging self-discovery video content and introspective activities, to help students align their interests with compatible careers. This session will include detail around the measurable increase in social capital for students once they make a meaningful connection with an alumnus who shares their career interests.

CT - 105 Social Media: Cutting Through the Clutter to Engage Students
Capri

Kaylee Smith
Texas State University

As the popularity of using social media for means branding and marketing increases, it is difficult for higher education programs to cut through the clutter of mainstream social networking sites. Meanwhile, the current college generation is looking to social media for answers to questions they might have. The Common Experience at Texas State University has turned fledgling social media accounts into some of the most active and widely followed at the university. In this session, the presenter will share tips and strategies on effectively using social media to engage students in common experiences.

CI - 106 RAISEing the Standard and Increasing Student Success in Developmental Education
Milano I

Katrina Hunter
Vickie Johnson
Georgia State University Perimeter College

Many institutions face the need to redesign developmental coursework while reducing obstacles to college readiness for students who are already enrolled. This session will provide an overview of Project RAISE: Raising Achievement and Increasing Success in Education at Georgia State University's Perimeter College. Project RAISE is an award-winning initiative comprised of $5M in grants from the U.S. Department of Education's Predominantly Black Institutions Program. The project focuses on redesigning developmental education to promote an individualized, holistic approach to student learning while using evidence-based strategies to strengthen students' non-cognitive skills to close skills, opportunity, and achievement gaps among diverse student populations.

CR - 107 A Sense of Belonging: Studying a Foundational Academic Literacy Course
Milano II

Jordan Stouck
Cathi Shaw
University of British Columbia, Okanagan

This study explored the success of a Foundational English course at a research-intensive university. The aim of the course is to prepare at-risk, multilingual first-year students for academic writing tasks. The course focuses on academic acculturation and writing instruction. Given the growing international student population, research in this area could have wide-ranging implications for curriculum design and institutional services. This study incorporated student surveys, instructor interviews,

and institutional tracking of student success. Findings point to the diversity of student needs, the efficacy of learning supports, as well as the importance of careful alignment and scaffolding within curricular design.

CT - 108 How Student Awareness Can Enhance Student Retention, Persistence, and Success
Milano III

Wayne Jackson
University of Central Florida

Pamela Hoelzle
Entrepreneur Ready

This workshop will address in particular the trend of self -awareness as a student success, retention, persistence strategy and highlight early learnings from a current initiative the Multicultural Academic and Support Department at the University of Central Florida is piloting in combination with Who Am I and Why Am I Here to enhance first-year student success.

CI - 109 Building a Beloved Community: Redesigning First-Year Orientation
Milano IV

Katrina Abes
Rouel Velasco
University of Hawaii - West Oahu

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.

CI - 110 Integrating Faculty into the First-Year Experience
Milano V

Monika Babiszkiewicz
Katrina Arce
Nicole Zardenetta
University of Southern California

Facilitated by the Office of Undergraduate Advising and Student Affairs, the presentation will highlight our Meals with Faculty Mentors program's accomplishments in facilitating meaningful connections between first-year students and faculty. We will discuss strategies on how to effectively integrate faculty into first-year programming and will encourage attendees to critically think about the impact faculty can create for students at their respective institutions.

CT - 111 The Changing Role of the Student Advocate
Milano VI

Timothy Cairy - Advocate, '18
Widener University

This workshop will address the rise in students coming to college with serious mental health issues through the lens of the academic support professional specifically the Office of Student Success and Retention at Widener University. Professionally, it is necessary to adapt our services to the changing needs of our current students for their success. Best practices will be examined such as the Widener University Behavior Intervention Team model and the Widener University Traumatic Brain Injury Team. Establishing an academic point person on these teams is vital for institutional success.

CT - 112 Information Privilege: Exploring Privilege Through Access to Information
Milano VII

Charissa Powell
University of Tennessee, Knoxville

Talking about privilege can be challenging, and for traditional first-year students, can be a topic that is entirely new. This presentation will explore how one professor taught a first-year seminar and used access to information to examine the concept of privilege with students. Information privilege "carries assumptions about who has power, who does not, and what types of information are valuable" (Hare & Evanson, 2018). Attendees will leave this presentation with an awareness of why exploring privilege with first-year students is essential and how to incorporate privilege into work with first-year students.

CT - 113 Lessons Learned from a Multi-Institution Online Tutoring Pilot
Milano VIII

Melissa Thomas
University of Texas at Austin

The presenter will describe work guiding 17 learning center administrators through an online tutoring pilot using the GoBoard.com platform and discuss what we learned in terms of needs assessment, usage, training, and best practices. A complete implementation and training guide for online tutoring will be shared.

CI - 114 Get Ready, Gen Z is Here: Is Your Campus Ready?
Octavius 7-10

Eric Kirby
Heather Garcia
Jodi Simmons
Southern Utah University

A special population is arriving on our campuses. Known as Generation Z, these students want flexibility, speak their minds through social media, are extremely debt adverse, and rely heavily on their parents. This session will highlight the strategies taken on our campus to help these students (and their parents) become connected, find support, and achieve success. Participants will be invited to analyze our approach and explore how these concepts might work on their campus.

CI - 115 25 Years of the First-Year Reading Experience at the University of South Carolina
Octavius 11

CANCELLED

Catherine Greene
Katie Hopkins
University of S

The ev perience at the University of South C the past 25 years. Throughout this time, resp student needs and institutional initiatives have helpe w to make this experience multi-faceted and most meaningful. P enters will highlight lessons learned during this time as well as the current model for infusing the common reading book into the first-year experience at Carolina.

CR - 116 Four-Year Persistence and First-Year Seminar: A Quasi-Experimental Design
Octavius 12-13

Susannah Moore
Brittany Dorn
Michael Graham
Angela Vaughan
University of Northern Colorado

The purpose of this study was to provide rigorous evidence of FYS effectiveness by using quasi-experimental methods and assessing long-term achievement, four-year persistence and graduation rates. Study participants included student groups who are at higher risk (e.g., first-generation students, students of color, and undeclared students). For all students, FYS participants had significantly higher four-year persistence (almost 14% higher) and graduation rates (almost 8% higher) as compared to their matched nonparticipants. For at-risk students, these differences were even great (four-year persistence 29%; graduation 16%). This study provides strong evidence that a three-credit, research-based academic FYS can positively affect students' long-term achievement.

CR - 117 First-Year, First-Semester Honors College Students on (Honors) Academic Probation
Octavius 14-16

Marty Robinson
East Carolina University

Thomas Cox
University of Central Florida

This study was conducted to examine the experiences of first-year, traditional-aged honors students placed on academic probation at the conclusion of the first semester and how they perceive their current circumstances, reasons for their inability to meet the honors requirements, and future academic pursuits. A phenomenological research design was employed where participants met with the investigator one-on-one for a semi-structured interview. Ten students participated in the study; six were first-year students on honors probation, and four were in academic good standing following the end of the first semester.

CT - 118 Building a Successful Partnership Between First-Year Experience Instructors and Peer Leaders
Octavius 17-19

Kris Kumfer
Lisa Kamody
Wendy Rogers
Ohio University

A strong and effective peer leader–faculty leadership team can serve as the needed catalyst to positively connect first-year students within learning communities and other FYE programs. This session will provide an overview of the development of a faculty-peer leader partnership guide in an established FYE program. Using the partnership guide as a template, participants will discover ways their FYE programs can develop a similar framework to enhance communication, address potential barriers, and explore new strategies for strengthening faculty and peer leader relationships.

V - 119 Applying ACT Research on Student Persistence to Practice: It's Easy…Really
Octavius 20

Don Pitchford
ACT

This interactive session will share insight on ACT's research that focuses on factors that can help predict student persistence. In addition, insight will be provided about cognitive and noncognitive (SEL) barriers to success, the importance of diagnosing these barriers and then intervening to remediate and maximize retention/completion rates. Participants will discover how some user friendly web-based diagnostic and learning tools can immediately be applied to practice upon return to campus.

CT - 120 A Sure Bet: Implementing Career Preparation During First-Year Experience
Octavius 21-23

Aimee Stright
James Madison University

What do you want to major in? I want to be an engineer! Students are focused on finding a career early in their college experience. Advisors have worked to identify approaches to beginning this conversation early, helping students find internships and jobs that connect them to their career goals. Strategies incorporating lenses such as career, developmental, and proactive advising will be discussed. A timeline will be shared including topics like the utility of a parallel plan and importance of engaging with partner offices. Participants will learn how to successfully launch their own students onto career pathways.

FD - 121 All Things Peer Educators
Roman I

Deanna Peck
Ling Lee
San Jose State University

Do you have peer educators? Do you want to have peer educators? No matter where you are in the process, this facilitated dialogue is for you. We will discuss the various roles for peer educators and the support they can provide first-year students. We will share ideas about training, logistics, and assessment as well as considering the pros and cons of bringing peer educators from diverse programs together in a comprehensive learning support unit.

FD - 122 A Marriage of Convenience: Collaborations Between Student and Academic Affairs
Roman II

Elizabeth Huggins
Joe Pierce
Augusta University

At many institutions, academic affairs (AA) and student affairs (SA) professionals have a limited understanding of each other's roles on campus. As a result, both sides of the house may feel misunderstood or unappreciated—avoiding opportunities for engagement. It would be mutually beneficial to create stronger working relationships to improve student success. This session will provide a project-based opportunity, designed to simulate a working model of engagement. Collaborating together, AA and SA participants will create a mock event or campus initiative, and in the process, improve their understanding of each other's interests and perhaps a more effective marriage.

FD - 123 The Student Journey Framework
Roman III

Julia Michaels
Association of Public and Land-grant Universities

Not enough students who enter college leave with a diploma, yet a college degree has been the key to upward social and economic mobility. Achievement gaps among low-income, minority, and first-generation students persist despite universities' efforts to increase college access, equity, and completion. During this session, we will share a prototype framework designed to help universities tailor their approaches to graduation and retention efforts. Participants will identify common loss

points (points along the student journey where students drop out or stop out at higher rates) and connect them to solutions. Participants will also provide suggestions to improve the tool.

FD - 124 Cultural Divides: Changing Demographics and Connecting with the Google Generation
Roman IV

Steve Whitley
Rachel Echeandia
University of Illinois at Chicago

Since 2000, higher education has seen significant changes in student demographics while educator demographics have remained relatively static. In particular, racial/ethnic minority students, international students, and first-generation students have a greater presence on college campuses. With growing globalization, access to information, and increasing cultural divides, the ways we adapt our curriculum and teaching are often reactive and opportunities for engagement and relevance are therefore missed. As educators, what are we doing to keep up with our students?

V - 125 Seven Non-Obvious Secrets to Prepare Students for the Real World
Florentine I

Rohit Bhargava
Non-Obvious Company

What if eating left handed was the ultimate secret of success? For the past 10 years, Wall Street Journal best-selling author Rohit Bhargava has been teaching leaders, organizations, and students how to think differently and be more interesting. He is an adjunct professor of Storytelling at Georgetown University and has been invited to keynote hundreds of events in 32 countries, plus multiple TEDx talks. In this session, he will share seven irreverent lessons from his award-winning book Always Eat Left Handed on what it really takes to prepare students for success in the real world.

CI - 126 The Journey to Pathways of Academic Student Success
Florentine II

Donna Gohlke
Rosemarie Hammon
Christopher Coleman
Anamaria Olivares
Tarrant County College

This session will detail the conception and rationale of Pathways to Academic Student Success (PASS) program. In order to meet district goals, and, in an effort to prevent future academic decline among at-risk students, south campus advising chose to create this interventional process for students on academic probation. The session will lead participants through the PASS process and a typical PASS session model. Presenters will discuss the intervention process, the PASS contract, and students' LASSI results. Statistical outcomes from 2016-2018 will also be provided. Participants will receive a portfolio of forms, letters, presentations, and additional resources used by the PASS program.

CI - 127 #WriteOnFAMU: A Guide to Implementing Writing Cultures Across First-Year Experience Curriculums
Florentine III

Kenyatta Rosier
Jennifer Collins
Atira Charles
Florida A&M University

Participants will learn how Florida A&M University (FAMU) implemented the #WriteOnFAMU initiative to create a culture in which first-year students become actively engaged in their learning through writing proficiency. #WriteOnFAMU aims to build a campus climate in which FYE faculty are encouraged and supported to teach with high-impact educational practices and create opportunities for students to enhance their writing proficiency, reflect on their own writing, and provide meaningful feedback to their peers.

CT - 128 Creating a Culture of Student Success
Florentine IV

Betsi Burns
Shawna Cooper-Gibson
Kevin Clarke
Loyola University Chicago

Student success is the primary objective for higher education. The presenters will share how we are re-imagining student success at Loyola University Chicago. Building on theory and best practice, Student Academic Services at Loyola is using predictive analytics to provide targeted interventions to support student success. Using collaboration, communication and coordination along with Kalsbeek's framework of progress, process and promise, our practice for student success is grounded in our institutional mission.

4:15 p.m. – 5:15 p.m.

CT - 129 First-Year Seminar as the Integrative Engine in Learning Communities
Capri

Chelsie Hawkinson
Rita Sperry
Brandi Kutil
Texas A&M University - Corpus Christi

First-year seminar (FYS) is the integrative engine of learning communities at Texas A&M University - Corpus Christi (TAMU-CC). By embedding FYS in learning communities, teaching teams guide students in the successful integration of course concepts and personal experiences for transferability to the real world. Frameworks exist to support learning community teams in creating integrative assignments at the beginning of the semester and facilitate student progress toward integrative learning over the course of the semester. FYS faculty will share sample integrative assignments and supplemental activities that support student integration of learning.

CT - 130 Peer Mentor Global Training and its Effects on First-Year Experience Courses
Milano I

Gretchen Forman
Amy Fruehling
Meredith Blumthal
University of Illinois at Urbana-Champaign

The Global Leaders Training program, a collaboration between the Engineering First Year Experience office, Engineering Career Services, and International Programs, was designed to develop peer mentors global and intercultural competencies through critical, constructive, and creative thinking. Through an eight-week course and two-week study abroad experience, peer mentors working in FYE courses examined the topics of diversity, teamwork, and career readiness as they relate to their development as peer mentors and to the teaching of these topics in FYE courses. The session will highlight the program's development, results, and subsequent curriculum and college-wide contributions to the FYE.

CI - 131 The Nuts and Bolts of Living-Learning Communities at Georgia Tech
Milano II

Emma Blandford
Alison Southern
Allison Noffsinger
Georgia Institute of Technology

The Living-Learning Communities (LLC) at Georgia Tech are operated by the colleges, schools, and academic departments on campus and driven by academics. Each departmental LLC host is provided with consistent support and institutional strategy for growing and supporting the development of their LLC. Goals and objectives, which are the cornerstone of any LLC, are developed to specifically target students in their area of interest or need. While the goals and interests my vary, the consistency in support ensures that students will receive the same level of added engagement, academic support, and enhanced collegiate experiences across the board.

CT - 132 Use of Peer Facilitators as Leaders in First-Year Classrooms
Milano III

Karin Machluf
Penn State Scranton

Mark Orchard
Brigham Young University - Idaho

Peer mentoring is an increasingly popular strategy for increasing first-year retention. BYU- Idaho has designed an extended orientation program facilitated by student peers. This approach eliminates faculty or staff instructors in the classroom, who instead, focus their time on developing student peer facilitators in their leadership classroom roles. Peer facilitators instructed by faculty, gain needed skills for successfully managing 32 student classrooms focusing on student engagement and connection. This presentation will discuss this approach, as well as a recent collaboration with Penn State Scranton to replicate the results on a campus with a population of mostly first-generation students.

CR - 133 Undeclared Students At-Risk? Supporting First-Year College Success with First-Year Seminars
Milano IV

Summer Yoast
Emili Pickenpaugh
Angela Vaughan
University of Northern Colorado

It is commonly believed that undeclared college students are at a higher risk for attrition or at risk for performing poorly. However, there is little research to support this belief, or on relevant interventions for this population. This study assessed differences overall between declared/undeclared students and the impact of a research-based academic FYS on undeclared students' success. Undeclared students had significantly lower GPAs and lower first-year persistence as compared to declared students. However, undeclared FYS participants including higher risk students (e.g., first-generation students) had significantly higher first-term GPAs (average 0.3 points) and one-year persistence (average 10%) as compared to nonparticipants.

CT - 134 Learning Communities and Team-Based Learning: A Winning Combination!
Milano V

Sara Moore
Amy Everitt
Michele Sweeney
Salem State University

Looking for a strategy to engage students' critical thinking skills? Team-based strategies are designed to support high-performance learning within teams, providing incentives for pre-class preparation, commitment to individual student learning, and social responsibility. Having been immersed in a major-specific learning community, students described how their experience prepared them to move forward in their academic careers. Linked classes with team-based projects fostered a sense of community and helped students learn to work as a team with diverse people. An important skill they will need in the real world after college, teamwork was a unique feature of the learning community experience.

CI - 135 Keeping It FLI- Engaging With Intent to Retain First-Year Cohort
Milano VI

MaToya Marsh
Tim Lee
Jasmika Cook
Chicago State University

Chicago State University (CSU) is a nontraditional, commuter campus located on the Southside of Chicago. The university has struggled to recruit and retain students, especially traditional first-time, full-time first-year students. As the university works toward improving its overall numbers, the Department of First Year Experience (FYE) has created programming that aims to increase retention by creating a traditional campus feel on a commuter campus. This presentation will focus on one of the university's signature retention programs, Freshman Leadership Institute (FLI). As result of FLI, retention rates have risen, student satisfaction has improved, course completion rates and campus involvement has increased.

CT - 136 Giving First-Year Students a Second Chance
Milano VII

Kim Williams
Ashley Dees
Michelle Bombaugh
University of South Florida

The University of South Florida recently implemented a deferred probation procedure to redress issues first-year students often face transitioning to university. Previously, first-year students could be academically dismissed prior to completing two full semesters at the university. Summer admits were particularly disadvantaged as they could be dismissed as early as fall without completing a full academic year. The deferred probation procedure grants first-year students one additional semester to address their academic standing. This presentation will discuss the origins of the procedure, current data on this population of students, and the procedure's potential as a strategy to increase first-year persistence.

CT - 137 The Power of Peer Leaders to Foster Diversity and Inclusion
Milano VIII

Meagen Rinard
Hannah Longauer
Jenna Lehr
Ohio University

Diversity within our institutions is on the rise, but some minority populations continue to experience lower success rates due to marginalization. Within first-year seminars/learning communities, peer leaders are frequently used for academic and social support for first-year students. Therefore, peer leaders have the potential to influence their students through diversity education and inclusive practices to foster feelings of mattering. This session will examine these issues through the presenters' institutional context. Presenters will use this framework, as well as current research, to demonstrate relevant trends within diversity,

inclusion, and the first-year experience through interactive discussions and case studies.

CT - 138 Training and Supporting Part-Time First-Year Seminar Instructors
Octavius 7-10

Maria Buchta
Norwalk Community College

Christine Harrington - Excellence in Teaching Recipient, '16
Middlesex County College

Training first-year seminar instructors, especially in colleges where many first-year seminar sections are taught by part-time faculty, can positively impact student success. It's critical for all First-Year Seminar faculty to know the purpose of the course, be an expert in the course content, have pedagogical expertise, and know how to develop meaningful connections with students. In this interactive session, we'll explore the professional development needs of part-time first-year seminar instructors. We'll then explore in-person and online strategies to best meet these needs for part-time faculty with incredibly busy schedules. Several examples and models will be shared.

CT - 139 Possibilities and Pitfalls: Experiences of Creating an Online First-Year Seminar
Octavius 11

Forrest Lane
Sam Houston University

First-year seminars (FYS) help to enhance the academic and social integration of entering students and are associated with many positive outcomes. These seminars are primarily offered in a face-to-face formats but there is a growing population of students who take some or all of their courses online. This requires institutions to carefully consider how FYS can be successfully delivered in other formats. This session will detail the development and pilot of an online FYS seminar that was paired with developmental mathematics at a public four-year institution. Challenges and opportunities will be discussed for those looking to explore this delivery format.

V - 140 Common Reading Program Activities for College Communities
Octavius 12-13

Ana Perez
Simon & Schuster

Designing a common reading program can be daunting. The information of this session will be pertinent to institutions looking to enhance their established program or assist those looking to initiate a new one. An overview of the process from program inception to creating robust community experiences will be discussed. Examples of methods and activities from recently selected Simon & Schuster common read titles for university communities will be provided to demonstrate high-impact practices.

CR - 141 Changing the Patterns of STEM Retention Through Online Summer Bridge
Octavius 21-23

Karen Cianci
Shadi Adineh
Kerry Brown
Melinda Gunning
Fresno Pacific University

In 2017, Fresno Pacific University began a program for all incoming first-year STEM students that could shift the patterns of representation in the STEM field. FPU is the second largest not-for-profit private Hispanic Serving Institution in California and the seventh largest in the nation. This innovative, online, summer program supports all incoming first-year STEM students through small-group learning communities that foster teamwork, connectedness, and support from both peer students and STEM faculty. Emphasis is placed on embedding college success strategies into first-year gatekeeper course preparation. Online format of the college prep course has fiscal advantages, addresses preparedness in college-level math, biology, and chemistry, and promotes first-year success.

FD - 142 Empowering Peer Leaders
Roman II

Amy Hughes Giard
University of Oregon

First-year students benefit from having a peer mentor in the first year of college; however, peer mentors also benefit from the same high-impact experience. Students who are mentors report improved academic performance, stronger connections to faculty, improved communications skills, and personal growth. What are the most effective ways to empower peer mentors? In this interactive session, we will discuss best practices in developing strong peer leaders; programmatic areas that need improvement; and new ideas, strategies, and techniques to implement changes. Possible topics include training and retaining peer leaders, building one-to-one faculty relationships, curriculum/program development, and other issues identified by participants.

FD - 143 Tackling Critical Social Issues: Do's, Don'ts, and What Comes Next
Roman III

Stacy Cooper Patterson
Christine Krieger
Goucher College

Colleges often struggle to find effective methods of educating students around the topics of race and identity, consent, substance use, and healthy sexuality. Particularly at small colleges, it can be difficult to determine when and how to have these discussions with limited staff and financial resources. In this facilitated discussion, we will share our successes and challenges in addressing these topics, and others will share their own best practices and struggles. In the end, each participant should expect to leave with an action plan of how to tackle conversations around at least one of these topics on their own campuses.

FD - 144 Learning Communities: Creating Connections for Student Success
Roman IV

Kimberly Kilpatrick
University of Texas at El Paso

Learning communities (LCs) can offer both students and instructors a valuable and rewarding learning experience. Successful collaboration between instructors requires effective communication and a shared desire for positive learning outcomes for our students. This session will provide participants an opportunity to share thoughts and experiences on LCs. Specifically, the discussion will focus on some of the essential components of the LC: effectively creating the partnership, successfully managing the challenges that may occur, maintaining productive communication, and developing a coordinated plan of action for shared assignments for our students.

CR - 145 Examining Digital Curricular Enhancements and Student Success Within First-Year Seminars
Florentine I

Megan Cogliano
Nevada State College

Dan Gianoutsos
University of Nevada, Las Vegas

Matthew Bernacki
University of North Carolina

Researchers examined implications of student completion of digital curricular supplemental enhancements (online modules) within a face-to-face, three-credit first-year seminar at a large, diverse, public university. Enhancements were online modules embedded in courseware and designed to increase students' awareness, skillfulness, and ability to apply learning strategies known to improve performance Using self-regulated learning as a theoretical framework, researchers explored relations between training performance and GPA, fidelity of training and differences in training performance, by topic and level of understanding, and across demographic groups (i.e., exploring/undeclared majors vs. major pathway students; first-generation vs. continuing generation students; male vs. female).

CI - 146 What the FTIAC?!! Promoting Success for First-Time, Full-Timers
Florentine II

Raynard Ross
Stacia Barczak
Grand Rapids Community College

This session will provide an overview of an effort that uses rewards and incentives, along with concierge-style support to encourage adoption of educational habits that contribute to individual success and retention; as well as promote a sense of community at our large Midwestern community college. The focus of this effort is on first-year students of all ages who attend full time. Session participants will gain understanding of the theoretical framework, institutional hurdles, and frontline work related to planning, implementing, and evaluating this simple, yet innovative persistence and completion project.

CT - 147 Beyond Retention: Deep Impact of Holistic Approaches to Peer Mentoring
Florentine III

Christine Standish
Emily Demke
Angus Macfarlane
Cynthia Wong
Mike Jensen
Utah Valley University

Retention and persistence toward graduation are enduring concerns among many institutions of higher education. Our model of student success goes beyond student retention by addressing first-year students' academic, emotional, and social success. At Utah Valley University (UVU), the UVU Mentor Program creates deep impact by adopting a holistic student-centered approach through the five roles of mentors (a) trusted friend, (b) peer leader, (c) learning coach, (d) student advocate, and (e) connecting link. This session will be led by two current UVU student-mentors who will help attendees increase their impact by meeting students' needs from a holistic approach.

CR - 148 Serving Those Who Have Served: Military Veterans on Our Campuses
Florentine IV

Janine Payton
Molloy College

As military veterans return from active duty, they have been faced with many challenges in adjusting to civilian life. Because of the comprehensive Post-9/11 GI Bill, many veterans have chosen to use their education benefit and attend college. Navigating a college campus, using campus services, and adjusting to the college environment can be difficult. This session will discuss ways to best support military veterans when they are on campus, and recommendations for which services they are most drawn to in assisting and supporting them toward graduation.

4:15 p.m. – 5:30 p.m. Featured Sessions

FS - 149 Managing Summer Melt: Moving Students from Intending to Attending
Octavius 14-16

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

It is estimated that up to 40% of students who intend to enroll in college have their intentions "melted" during the summer between high school and college. Educators committed to first-year student success must be critical partners in the effort to identify and support these students from their high school senior year through their first college year. This session examines promising practices and current research on summer melt and builds the case for starting first-year success efforts before students arrive on campus. Participants will leave with a plan to develop their own Summer Melt Team.

FS - 150 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy
Roman I

Tracy Skipper
John Gardner
Betsy Barefoot
National Resource Center for The First-Year Experience and 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.

FS - 151 Assessing Orientation, Transition and Retention to Support Student Success
Octavius 17-19

Joyce Holl
Melanie Payne
Quincy Spencer
NODA – Association for Orientation, Transition, and Retention in Higher Education

Participants attending this session will hear about ways to identify the key issues needed to address in the orientation, transition and retention

(OTR), programming on their home campuses. Specifically it focuses on the development and delivery of programs and learning experiences during student transition. This session will introduce best practices, as well as research and assessment findings to guide OTR practice.

FS - 152 Going Global: International Perspectives on The First-Year Experience in Higher Education
Octavius 20

Abdulaziz Alfehaid
Imam Abdulrahman Bin Faisal University (Saudi Arabia)

Hala Al-Najjar
American University of Kuwait

Christine Curtis
University of the Bahamas

Yukari Hashimoto
University of Nagasaki

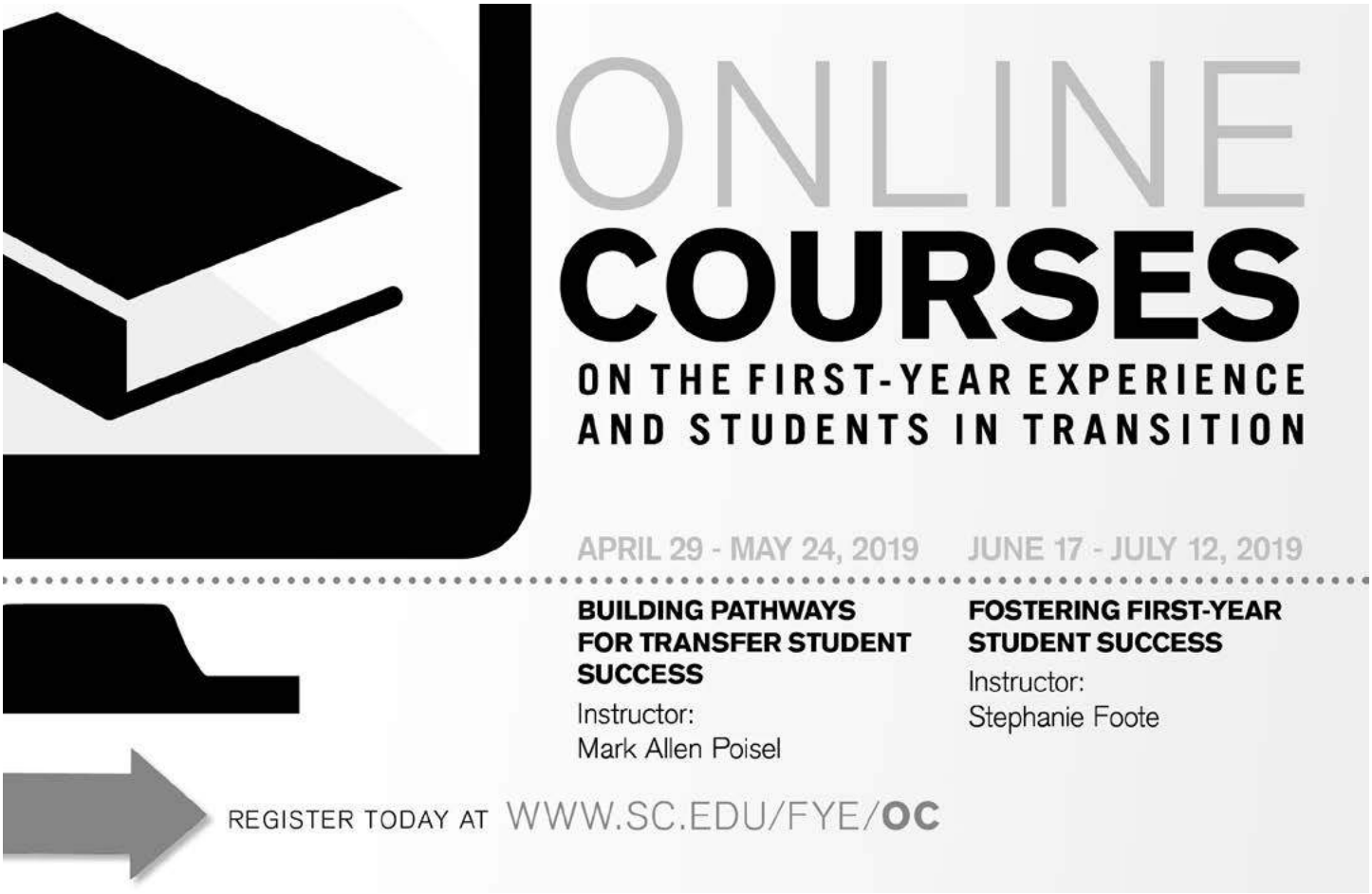
Rob Kenedy
York University (Canada)

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

Pınar Özbek
Koç University (Turkey)

Annsilla Nyar
South African National Resource Centre for The First-Year Experience and Students in Transition

As the first-year experience (FYE) movement gained traction in the U.S., interest in this concept across the globe also grew. Throughout its history, the National Resource Center for The First-Year Experience and Students in Transition has engaged in international efforts that are consistent with its mission, including supporting the development and activities of national networks around the first-year experience and student success in other countries and continents. Further, the issue of internationalization in FYE includes the influx of international students among the incoming cohorts of new students in higher/tertiary education, increasing use of study abroad programs, and renewed emphasis on intercultural competence and global learning as key experiences and outcomes of college. This featured session, led by members of the Center's International Advisory Board, will provide an interactive opportunity to examine these trends and explore the direction of the FYE movement across countries and cultural contexts.



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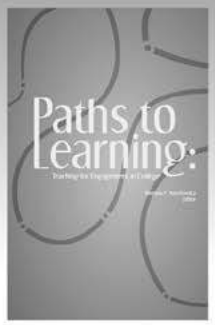

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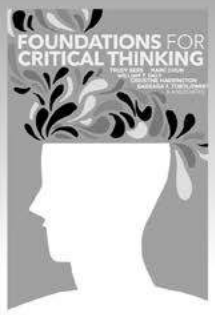

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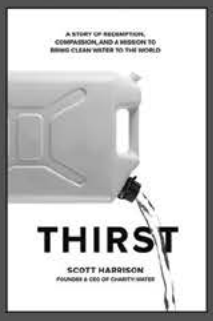

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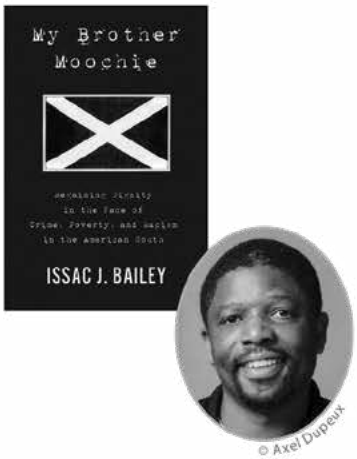

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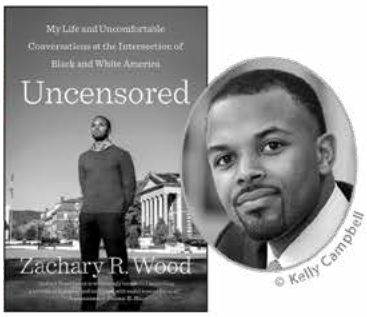

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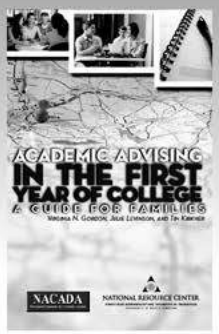

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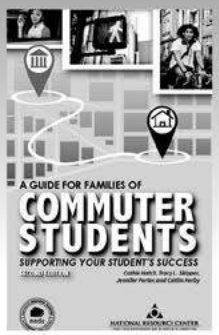

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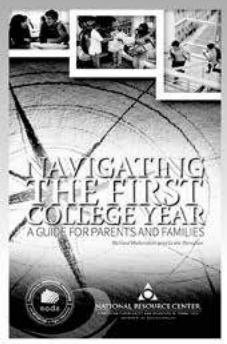

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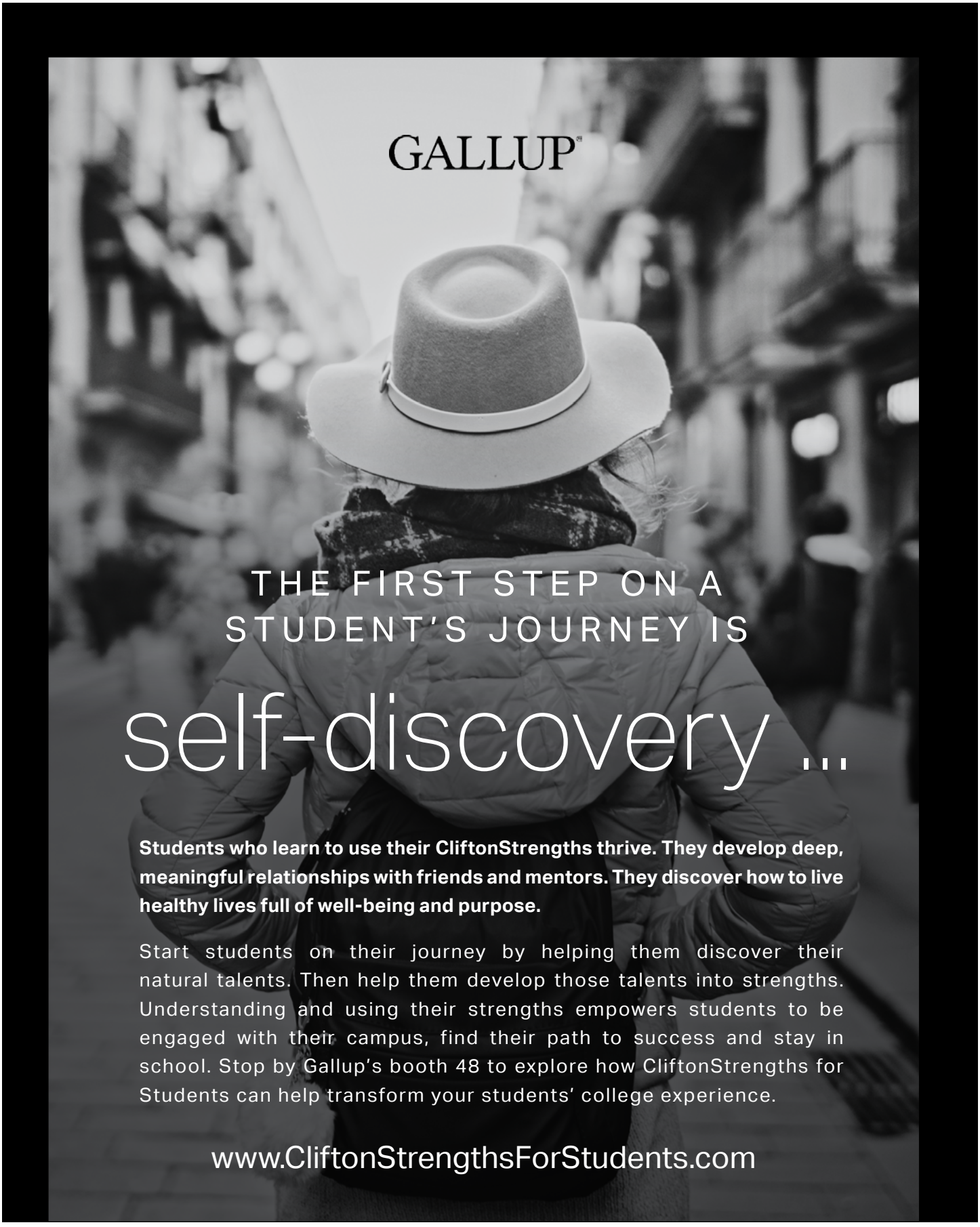

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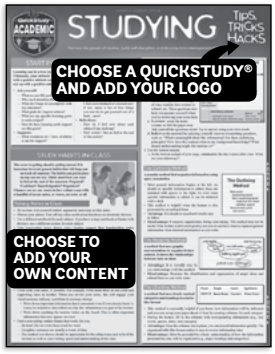

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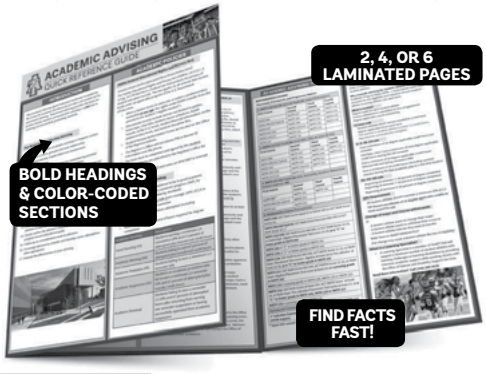

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8:00 a.m. – 9:00 a.m.

CI - 153 Improving and Institutionalizing RetainU: Supporting First-Year STEM Student Success
Capri

Yvette Hester
Sara Thigpin
Texas A&M University

The College of Science at Texas A&M University welcomes approximately 900 students each year. All are academically talented and provide opportunities to increase graduates in STEM. However, transition shock is a nationally recognized phenomenon that occurs when students enter college for the first time. Building on the success of the college's pilot RetainU program in the fall 2017, a decision was made to scale the program up to serve all incoming first-time-in-college students. RetainU was institutionalized at the college level in Fall 2018 to reach all incoming first-year students, offering a model for increased retention and graduation rates.

CI - 154 Academic Recovery: Designing Intervention Seminars for First-Year Students on Probation
Milano I

Mike Dial
University of South Carolina

At the University of South Carolina, first-year students on academic probation and those who fail U101 are invited to enroll in an academic recovery section of UNIV101 in the spring. This session will explore the unique developmental and emotional needs of first-year students on probation and will describe a variety of theoretical frameworks relevant to designing seminars for probationary first-year students. By supporting first-year students on probation, universities deliver on the promise of care made to students and their families in the admissions and orientation processes. Moreover, supporting students on academic probation has been shown to improve graduation rates.

CT - 155 Creating a Proactive Faculty Advising Program for First-Year Students
Milano II

Mark Biggs
Tracey Glaessgen
Kelly Wood
Rachelle Darabi
Missouri State University

With an increased effort to retain more first-year students, Missouri State University is re-envisioning an element within its split-advising model. To transform the faculty advisement culture, we created professional development workshops to foster a proactive advising approach, particularly with first-year, first-generation, and underrepresented students. Sustaining this proactive advising effort requires balancing different stakeholder needs—administrators, faculty, students—while providing a clear, consistent message about how proactive advising can benefit and retain more at-risk first-year students. Lessons learned from this advising culture shift should be of interest to institutions whose goal is to increase first-to-second-year retention.

CI - 156 The LEAD Program: Developing Faculty to Best Support Students
Milano III

Corinne Corte
Amanda Voigt
Arizona State University

The LEAD Program is a cohort-based first-year multi-course program designed to support student success and subsequently, increase retention. The faculty who teach these courses come from a variety of academic disciplines and pedagogical backgrounds. In order to best support these students, program leadership has developed an intentional, comprehensive, and diverse training program for faculty. Pre-semester training includes a 20-hour knowledge acquisition online module, followed by in-person curriculum and pedagogical training. During the course of the semester, faculty continue their development with a variety of ongoing activities that support their work with our student population.

CI - 157 PLUM: Using the Learning Management System to Empower Students in Entry-Level Math Courses
Milano IV

Bridget Parsh
David Zeigler
Chevelle Newsome
Vannessa Newsome-Slade
Sacramento State University

In 2018, the CSU eliminated the Entry Level Mathematics Test and developmental math course requirement for first-year students. With strong collaboration across campus, PLUM (Placement, Learning, and Understanding Math) was developed. Using the learning management system, incoming first-time college students are guided not only through policies for completing of their math course, but major requirements, placement tests, and campus resources. During this session, participants will be able to view the Canvas site, discuss successful strategies for working across campus, and identify potential hurdles encountered during implementation.

CI - 158 Redesigning the First-Year Seminar for Holistic Student Development
Milano V

Lacy Hodges
Georgia Institute of Technology

Beginning in summer 2018, Georgia Tech's first-year seminar, GT1000, instituted a complete curriculum redesign. Assessment of GT1000 indicated that students, instructors, and peer leaders felt that the course was useful but lacked a clear focus and should do more to meet the needs of our incoming first-year students. Through cross-campus partnerships, the curriculum of GT1000 has been revised to focus on holistic student development, intentional academic pathways, and student well-being. This session will address the strategies used in revising the curriculum, challenges in implementing the new curriculum, and its impact on our first-year students.

CI - 159 Bridging the Summer Experience: Supporting the Transition
Milano VI

Michael Coombes
North Carolina State University

Summer bridge programs provide opportunities for students to transition to the university environment through connections with peers, student mentors, and campus resources before the beginning of the fall semester. In this session, the facilitators will share an overview of one institution's summer bridge program, assessment measures implemented, and the impact on student success.

CT - 160 Implementing the Group Interview Process for Peer Mentor Selection
Milano VII

Janice Chatham
Cynthia Crawford
Karlyn Chen
Virginia Tech

Great peer mentoring programs are the result of the students we select. This presentation discusses the pros/cons of a traditional interview verses a group interview process for selection of student mentors in a FYE. While our Office of Admissions moved to a more accessible and open application, we also found a need to evolve our interview/selection process to identify the best fit for our departmental student leaders in a less stressful and more engaging way. Attendees will receive detailed information on the activities used and how better to implement the interview process based on our experiences.

CT - 161 First Gen to First Gen: Mentoring and Being Mentored
Milano VIII

Susan Kaye Pastor
Sarah Stolte
Chelsea Saldana
Daniel Mortensen
Jaycee Johnson
Edgewood College

Recent research on characteristics and needs of first-generation college students points to strong interest in being mentored and strong need for institutional flexibility. In this session, first-generation college students who are now faculty, staff, and undergraduate teaching assistants (peer leaders) describe their experiences working in an interdisciplinary first-year seminar program in which relationship-building is central and allows faculty and peer leaders to recognize individual needs for mentoring and advocacy. The session will also highlight how experiences of first-year students in Edgewood College's COR 1 program are enriched by the leadership of first-gen students as teaching assistants.

CT - 162 Comprehensive Peer Leader Training: Integrating Research, Theory, & Practice
Octavius 7-10

Jaime Miller
Auburn University

Joe Cuseo - Advocate, '01
Marymount California University

Professionals charged with the coordination of peer leadership development are often expected to invent and implement a comprehensive training program that effectively prepares student leaders for their leadership role. This session will focus on concrete practices for delivering a program that is supported by leadership research and student development theory. Attendees will acquire specific strategies that may be transferred and applied in the context of their home campus. Time will be allocated for reflection and discussion of the practices presented, potential obstacles to their implementation, and viable approaches to overcoming those obstacles.

CT - 163 Pedagogical Superfood: Reflective Practice in Action
Octavius 11

Wade Leuwerke
Drake University

Paul Gore
Xavier University

Courses and programs designated to promote student success often emphasize content at the expense of process. There exists overwhelming support for the power of reflection on learning (metacognition). Metacognitive reflection promotes deeper understanding of one's own cognitive process, personalizes the learning experience, promotes application and generalization of learning, and a sense of agency. This presentation will provide an overview of metacognition and its importance, will equip participants with a set of easily transferrable techniques for promoting reflective practice in their classrooms and programs, and will challenge them to develop new approaches specific to their practice.

V - 164 Purpose Leads to Persistence: Supporting Informed Academic Decisions
Octavius 12-13

Elizabeth Connolly
CPP Innovation Labs

Quanda Sims
Morris College

Kesha Lee
North Carolina Central University

What could be more important that helping students identify purpose upon matriculation? In this session, we will discuss the importance of redesigning the intake process for students to include academic and career exploration and the vital role interest fit plays in identifying the right path. Our partner institutions will outline their inclusion of interest measurement and its impact on admissions, enrollment, engagement, retention, and other student success metrics.

CR - 165 See The Dance: Piloting an Arts-Based Intervention in Higher Education
Octavius 14-16

Jason White
College of Charleston

Every year in higher education, many college students experience bias incidents of racial and ethnic stereotyping in the student body, often occurring in the form of thematic parties and events, social media postings, micro aggressions, and racist writings and illustrations. Post-incident, student participants often claim ignorance or freedom of speech in defense of their actions. Studies show that the arts have enormous potential to reduce risk factors by facilitating anti-bias education in a nonthreatening way. This study discusses the design and development process of an arts-based intervention to address this social problem and reports results from the pilot test.

CR - 166 First-Year Experiences That Create STEM Pathways
Octavius 17-19

Mary Jo Parker
Mitsue Nakamura
University of Houston-Downtown

Pathways to STEM graduate/professional schools and entry into the workforce cannot be taken for granted as undergraduates begin their collegiate careers. This presentation will propose a review of an incremental and structured approach designed to increase the understanding of why workforce or why graduate/professional programs while also supporting entrance into graduate programs or workforce through engagement. The structure outlined in this presentation will bring a focus to FTIC as well as transfer students, ensuring both groups make progress toward these STEM goals. The Scholars Academy model has covered the entire university with many of these pathway guideposts.

V - 167 Online Orientation: The New Student Experience for any Admissions Model
Octavius 20

Sam Swingle
Advantage Design Group

Heather Hubbert
California Baptist University

Meryl Rogers
Suffolk County Community College

Participants will learn how to design a unique orientation program that invites student engagement, regardless of institutional selectivity. Presenters include two deans of student affairs representing two-year and four-year institutions who are using an online orientation platform to create a new student experience that welcomes, reinforces, and builds confidence throughout the enrollment process and beyond. This session will feature a discussion of the strategies, decisions, development, and differences since launch. Participants will take a tour of their platforms, see how they apply technical and creative features, and gain new insights from their real-life examples.

CI - 168 Incorporating Active-Learning Strategies for Emiratis in Gender-Segregated First-Year Classrooms
Octavius 21-23

Mah-e-Anjum Khalid
Zayed University

This session will look at a number of active-learning strategies that have been implemented both institutionally and on a class-by-class basis, and their varying levels of success with first-year Emirati students. The main findings include the impact of different educational techniques with different genders, looking at learning styles within a more uniform socioeconomic and ethno-religious group and navigating through second-language English student's learning experiences in the first year when their English is often at a much lower level.

FD - 169 How are Promise Programs Redefining the First-Year Experience?
Roman I

Scott Peska
Waubonsee Community College

Kelly Smith
Northern Illinois University

Promise programs are popping up all across the country at two-year and four-year institutions. These programs provide incoming students with free tuition and fees, usually as a last payer scholarship. Some promise programs are dictated by state legislation and others are community or institutionally led. This facilitated dialogue will explore how Promise Programs are redefining or reshaping first-year experience programs.

FD - 170 Preventing Probation in the First Year
Roman II

Ann McDonough
Anne White
University of Nevada, Las Vegas

In the midst of overwhelming academic expectations, work and involvement in extra-mural activities, first-year students can find themselves on a slippery slope to low academic performance and eventual probation. This session will focus on methods of inspiring students to use academic support services, such as tutoring and coaching, leveraging the most powerful media techniques to message academic success interventions engaging faculty and using reward systems to engage high-risk students. This discussion will also emphasize working with enrollment services to create structures that require students to meet with advisors, academic success coaches, tutors and supplemental instructors.

FD - 171 The Student Success Spotlight: The Stoplight of Your Best Practices
Roman III

Jennifer Plumlee
Holly Gastineau-Grimes
Marian University

Have you been tasked with overseeing and implementing first-year experience initiatives and programs that directly impact student engagement and retention? If so, this session is for you! We are going to put a stoplight spotlight on best practices. During this session, participants will explore best practices and walk away with variety of tangible new program ideas that can be implemented on their own campuses. Participants are encouraged to share perspectives and gain insight into programs that promote student success and increase student retention.

FD - 172 Supporting International and Third-Culture Students' First-Year Transition
Roman IV

Dottie Weigel
Keyauna Moore
Messiah College

More than one million international students are studying at U.S. colleges and universities. Research shows the first-year transition is more difficult for these students than their American peers, especially in light of a challenging political climate. Third-culture students—American citizens who have grown up abroad—also struggle to navigate American institutional norms as they repatriate. In this session, participants will discuss ways to support international and third-culture students as they transition to a variety of classroom and beyond-the-classroom contexts (e.g., first-year seminars, advising, peer leadership, residence life). Participants will gain practical, adaptable, and transferrable strategies to use on their respective campuses.

CR - 173 Research-Based Academic First-Year Seminar: Leading STEM Students' Through a Demanding First Year
Florentine I

Christopher Ward
Kaitlin Ohde
Jason Rose
Angela Vaughan
University of Northern Colorado

Jiyoung Park
Henderson State University

To examine the relationship of participation in a research-based academic FYS with first-year achievement of STEM students, university data sets were collected from four cohorts (N = 2,543) of entering students. Data was analyzed for STEM females, males, conditionally-admitted students, and first-generation students between FYS and nonparticipants. Analyses revealed significant differences in one-year persistence (some 13% higher) among FYS participants compared to nonparticipants among all groups excluding females. Additionally, first-term GPA was significantly higher for all FYS STEM students (as much as 0.4 points higher). Recommended for STEM majors to participate in a research-based academic FYS in their first semester.

CT - 174 Creating an Engagement-Based First-Year Experience Program for Community College Students
Florentine II

Shanna Autry
Tricia Rizza
Tallahassee Community College

First-year experience programs develop academic skills, encourage self-exploration and personal growth, and foster engagement with campus resources and activities. Tallahassee Community College's (TCC) FYE program encompasses a series of activities to educate and engage students within a two-year, non-residential campus setting. The program is a collaborative effort among campus entities that combined New Student Orientation, New Student Convocation, a student success course, and engagement activities. Following Chickering & Reisser's (1993) Seven Vectors and incorporating grit and growth mindset, TCC was able to implement a comprehensive program throughout the first year of enrollment.

CI - 175 When They Want to Stay Involved: Leveraging First-Year Experience Alumni
Florentine III

Leah Rotella
University at Albany, State University of New York

When living-learning communities (L-LCs) were launched at the University at Albany less than a decade ago, the pilot program included a faculty mentor. Since then, our model has evolved to include a strong student leadership pipeline with uniquely defined roles for graduate students/seniors, juniors, sophomores, and even current L-LC members. Why? Our alumni want to stay involved! This session will provide a variety of suggestions on how to better leverage former FYE participants to strengthen first-year programming, garner increased visibility and credibility of FYE programs, and widen one's affinity group.

CI - 176 Toot-Toot for Tutoring: Roadmap for First-Year Student Success and Beyond
Florentine IV

Cornelia Wills
Middle Tennessee State University

Middle Tennessee State University is recognized as a national leader among leaders in student success initiatives. It is the No.1 producer of graduates in its former governing system. With top priority given to improving student retention and graduation outcomes, it adopted a blueprint called, Quest for Student Success. Four strategic directions were included in this plan. This session will share success resources, with an emphasis on the evolution of tutoring, how the tutoring program experienced phenomenal growth, with usage more than doubling (increasing by 126%) in only two years, while helping to significantly improve overall university persistence and retention rates.

9:15 a.m. – 10:15 a.m.

V – 177 On the Same Page Goes Digital: UC Berkeley Collaborates with Amazon Kindle
Messina

Alix Schwartz
University of California – Berkeley

Gretta Kosanovich
Amazon Kindle

In 2018, UC Berkeley enhanced their common-read program by sending digital copies of their chosen title (The Handmaids Tale) directly to 10,000 students globally and worked with Goodreads to engage students in an online reading community. The program's centerpiece included a keynote with Margaret Atwood and integration of the themes of the book throughout several courses and activities. In this presentation, Kindle Manager Gretta Kosanovich will interview UC Berkeley's Director of Academic Planning, Alix Schwartz, to discuss how the program is implemented and how moving forward with eBooks added to the program's success.

CI - 178 Summer of Success II: Results of a Conditional Admission Program Overhaul
Capri

Charlene James
Janelle Watts
Texas Southern University

At the 2018 Annual Conference on The First-Year Experience Conference, our presentation Summer of Success: Giving Conditional Admission Students An Opportunity to Try, discussed the many changes we were undertaking to improve the on-boarding process, increase the pass rate of the Summer of Success program, and improve the overall student and administrator experience. With a pass rate of more than 99%, many students were able to test out of developmental education. This session will share recent data, including student survey responses, and describe changes made in the program.

CT - 179 Am I in Trouble? Educating Students on Institutional Conduct Expectations
Milano I

Emily Tedesco
Maureen Grewe
Rebecca Kaze
University of South Carolina

Working with first-year students can sometimes mean trying to help them stay out of trouble. Every college and university has expectations for their students' conduct, usually written out in the Code of Conduct or value statement, but how do we get students to understand what those expectations mean for them? This session will overview the strategies and initiatives used at the University of South Carolina to help students stay out of trouble and develop their own ethical decision-making processes. Attendees will learn how to create their own methods for teaching first-year students about their institution's conduct procedures and expectations.

CI - 180 Closing the Gap for At-Risk and Underprepared Students
Milano II

Christine Metzo
St. Cloud State University

Closing the achievement gap has become a critical charge to institutions of higher education in the United States. As we provide access, we must also find ways to provide the support to ground and sustain the success and belonging of students. This session will feature the high-touch, high-impact structure of a program for provisionally admitted students that has proven results in supporting and sustaining their success and increasing retention and persistence among these students.

CI - 181 A Three-Semester Approach to First-Year Advising
Milano III

Kristina Siarzynski-Ferrer
Jennifer VanDeWoestyne
Queens University of Charlotte

As higher education professionals continue to adapt to 21st century emerging trends, advisors must also shift to support students as they transition to college campuses. This presentation centers on the inception of a new model of academic advising at a four-year liberal arts institution. Queens University of Charlotte's new advising model, Royal Advising was implemented fall 2015 and is structured as a professional learning community comprised of faculty and professional academic advisors. The associate dean of student success and director of academic advising will share the characteristics of this new advising model, student benefits, and a professional development component.

CT - 182 First-Year Experience Trifecta: Service-Learning + TBL + Peer Educators = Success
Milano IV

Kristin Chapleau
Brooke Walker
Lisa Kerr
University of Alabama at Birmingham

Join us for an interactive session where you will discover how you can implement service-learning, TBL, and peer educators in the first-year experience to enhance its effectiveness. Many students at UAB declare Pre-Health majors based upon personal or family members' struggles with diseases or because of what they have seen watching dramatized hospital shows. The goal for incorporating three high-impact practices into one first-year experience course was to help students understand the implications of the work that lies ahead. Intentional classroom activities that involve near-peer interactions and service-learning is not as complicated as it sounds—you can do it too.

CI - 183 Stories Behind the Numbers: Closing Equity Gaps Through Learning Communities
Milano V

Jessica Klingsmith
Brian Hayes
Colorado State University

Since 1998, Key Communities has existed at Colorado State University as a retention-based initiative. While Key serves all students, an emphasis is placed on supporting students from historically under-served backgrounds. This presentation discusses high-impact practices layered into the community, which include first-year seminars, cocurricular experiences, and an intrusive mentoring model as strategies for closing equity gaps. Data demonstrate a positive impact on graduation and persistence for all Key Community student participants with an 8.3 percentage point gain in persistence and a 9.8 percentage point gain in graduation rates. Results of an institutional assessment of Key's outcomes will be shared.

CT - 184 First-Year Seminar: Backwards Designed with General Education in Mind
Milano VI

Michael Buccilli
Gayle Barrett
Fran Rosselli
Heidi Zenie
Tamika Davis
Connecticut State Colleges and Universities

An academically rigorous well-designed first-year seminar (FYS) aligns well with general education outcomes. This session will discuss strategies to make the case for including FYS as a general education course on your campus. It will specifically highlight the backward design process, connections to guided pathways, and strong emphasis on career and academic planning. Participants will hear how the presenters navigated the challenges and hurdles to gain state-wide approval. The presenters will provide a playbook for FYS faculty, coordinators, and system-level administrators who seek to include FYS in the general education core.

CR - 185 Igniting College Success: The Comprehensive Research Aligned Mentorship Program
Milano VII

Beverly Kahn - Advocate, '17
Dylan Gafarian
Joanna Breitman
Sarina Turbendian
Farmingdale State College

In Fall 2016, Farmingdale State College launched its Research Aligned Mentorship Program designed to provide a seamless transition from high school to college and to assure that students stay on track, succeed academically, and graduate with a baccalaureate degree in four years. The program's approach to advisement is holistic. Counselors not only work with students on selecting courses, but also address all aspects of a student's transition through our mandatory first-year experience course, RAM 101. Presenters will explain Farmingdale's comprehensive approach with a special focus on how they facilitate RAM 101, provide holistic advisement, and employ Digital Roadmaps to Graduation.

CR - 186 Nudging First-Generation Students to Succeed
Milano VIII

Elizabeth Sayrs
Loralyn Taylor
Angela Lash
Ohio University

Nationwide, first-generation students persist at rates significantly lower than their continuing-generation peers. Recent studies indicate that short-term behavioral interventions (i.e., nudges) can have a lasting effect on students' behaviors, reducing these achievement gaps. Ohio University's MyOHIO Advice program integrates multiple behavioral insights to reframe first-year, first-generation students' beliefs and responses to challenges encountered during the transition to college. An initial educational program is followed by year-long text-based interactive nudges delivered to the student's mobile phone. Pilot results include decreased summer melt and increased retention compared to the control group. Results also reveal areas for further research (e.g., food insecurity).

V - 187 The First Year Matters: But What Matters Most?
Octavius 7-10

John N. Gardner
Betsy O. Barefoot
John N. Gardner Institute for Excellence in Undergraduate Education

The presenters are co-founders of the John N. Gardner Institute, an 18 year-old non-profit organization, which has enabled them to extend their formative work at the University of South Carolina. In this session, they will share their lessons learned for the most important steps campuses can take to increase the success of new students. Drawing from their work with hundreds of institutions, they will focus on the use of assessment to produce strategic action plans to enhance first-year retention rates, increase the success of transfer students, and address the challenges of "killer courses" through course redesign to reduce rates of D,W,F,I grades. They will also discuss the importance of implementing, to a high degree, aspirational plans for improvement. This session will be interactive to address questions you may have of two of the founders of the FYE movement.

CT - 188 Capture! Engage! Complete!
Octavius 11

Niqui Pringle-Brown
Cate Igo
Polk State College

You can enroll a student in first-year seminar (FYS), but you cannot make them engage. Participants will learn how to capture students' attention and help them find their place on campus through the FYS, a course designed to connect students to the campus, community, curriculum, and career pathways, while fostering active learning and matching the needs of the 21st Century learner. This session will emphasize the pedagogy of active learning and student-centered teaching in the FYS. Course highlights include the AIR (Attend, Image, Reflect) project, faculty coaching, interactive web-based tools, Pathways, and activities participants can immediately implement.

V - 189 What Does Online Orientation Mean Today?
Octavius 12-13

Dawn Sawyer
Comevo, Inc.

Online orientation has evolved over the last several years from being simply just an online version of orientation material to a dynamic platform capable of branching out and serving many other student success needs and administration functionality. Guided pathway tools, integrated surveys, early alerts, checklists, and data capture have all entered into the arena and are providing endless solutions for the first-year experience as well as many other departments campus wide. The presenter will walk through the evolution of what online orientation can mean in a variety of institutional contexts.

CT - 190 Campus as the {Hybrid} Classroom in First-Year Experience
Octavius 14-16

Tasha Seegmiller
Elizabeth Cox
Silvia Kozlovska
Southern Utah University

Professionals in higher education often mistakenly believe that first-year students will intuitively know how to negotiate the nuances of college, both academically and socially. However, first-year students are entering a new culture, often not connecting with needed campus resources early or even knowing such support exists; yet, both academic and student affairs acknowledge that use of and familiarity with these resources support academic growth and personal wellness. At Southern Utah University, these two houses united to create a hybrid (online & face-to-face) course that introduces students to appropriate resources according to research-supported timeliness markers.

V - 191 Generation Z: Bridge the Gap Between Staff and Students
Octavius 17-19

Tim Elmore
Growing Leaders

For the first time in history, there are often as many as four distinct sociological generations who must learn to work collaboratively and effectively on college campuses. Generation Z is now changing the atmosphere across higher education institutions. Those institutions that learn how to effectively motivate and retain these students, while at the same time leveraging the skills and talents of all generations represented on their campus will best position themselves for success. This session unpacks the latest research on Generation Z and offers practical tips on how to turn their potential into positive impact on any college community.

FD - 192 Publishing Research and Practice on College Student Transitions
Octavius 20

Forrest Lane
Christina Hardin
Brad Garner
National Resource Center for The First-Year Experience and 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.

CT - 193 Campus Civility, Informed Discourse, and Engaged Students
Octavius 21-23

Joni Petschauer - Advocate, '06
American Council on Education

Cindy Wallace
Appalachian State University

Higher education in the United States is under tremendous pressure to redefine itself and prove its worth in highly charged economic and political environments. Engaging students through informed discourse and thoughtful action is one of the best ways to address this challenge. When words such as fake news and alternative facts enter our lexicon, it is a clarion call to respond. The first-year seminar is the starting place for shaping the discourse necessary for campus civility.

FD - 194 Partnering with Your Academic Library to Build a Stronger Community
Roman I

Kate Otto
Marquette University

Many academic libraries around the country are offering innovative services like digital scholarship and roving residence reference, as well as collaborating with faculty and other campus departments on new initiatives including curriculum mapping and orientation events. However, academic libraries have yet to implement many new trending collaborations. In this facilitated dialogue, participants across university departments can ask questions and offer ideas on how they believe libraries could be more relevant to their campuses, particularly first-year students. Participants from library departments can take advantage of hearing other campus perspectives, ask questions, and brainstorm new community building ideas.

FD - 195 Practicing What We Preach: Taking Risks to Promote Self-Authorship
Roman II

Lori Blanc - Excellence in Teaching Recipient, '17
Virginia Tech

First-year seminars have great potential to help students start moving from dependence on authority in education to self-authorship. However, implementing educational practices that provide the challenge and support necessary for this shift in mindset demands a mental shift for educators as well, requiring us to think differently about learning and authority. Indeed, pedagogical practices associated with developing self-authorship can disrupt emotional comfort and lead to resistance

from both students and faculty. As educators, we advise our students to become comfortable with being uncomfortable and taking risks. The discussion will focus on how willing we are to do these things ourselves.

FD - 196 Starting from Scratch: Designing a Curriculum for First-Year, First-Generation Students
Roman III

Dyron Corley
Rutgers University - Camden

Designing a new curriculum for a program or a student population can be a daunting task. It can be especially challenging for those educators who are not faculty or have little to no experience in curriculum development. Participants in this facilitated discussion will collaborate with other professionals, both faculty and non-faculty, to recognize and assess the needs and challenges of first-generation college students, identify the type of first-year seminar that works best for their institution or program, and discuss the items that should be considered when creating a curriculum for the first time.

FD - 197 Embedding Returning Staff into Your Peer Mentor Training Program
Roman IV

Brent Weaver
Mackenzie Sleigh
Haley Weinberg
Brianna Jackson
McKenzie Weien
Kansas State University

Peer mentor training programs commonly encounter a lack of engagement during training, confusion over the purpose of the training itself, and a failure to retain staff. One way to address these concerns is to integrate returning staff members into the structure of new staff training. In this facilitated dialogue, participants will learn best practices for integrating returning staff into their own training program and leave the session with an action plan for engaging experienced peers on their own campuses.

CR - 198 Using Assessment to Build Better Online and Traditional FYE Courses
Florentine I

Robert Kenedy
Grayson Paul
York University

In late 2017, we assessed generic skill deficiencies of 967 LA&PS students. The assessment revealed that only 51% (10,694 students) could be viewed as 'functional', 27% (5,662 students) were 'at-risk,' and 22% (4,613 students) were dysfunctional. There was a progressive decline in grades and satisfaction with their experience from the functional to the dysfunctional groups. There was also a progressive increase in thoughts of leaving university prior to degree completion between the functional and dysfunctional groups. We proposed the development of a web-based program, readily adaptable to blended and face-to-face delivery that would remedy students' generic skill deficiencies.

CI - 199 Implementing a Discipline-Based First-Year Experience Around Common Outcomes
Florentine II

Jacob Amidon
Debora Ortloff
Finger Lakes Community College

As part of a multi-year curriculum and assessment reform effort an FYE was mandated through our shared governance system to be included in all programs. In this session, we will share the design of our outcomes-based FYE, strategies on working with faculty towards adopting and implementing reform efforts in general and our early results on the effectiveness of our FYE.

CI - 200 Using Comprehensive Programming to Foster Growth Mindset and Encourage Resourcefulness
Florentine III

Esmer Bedia
Jasmine Rose Schmitt
University of Texas at Austin

This session will highlight the practices of a first-year co-enrollment program shared between UT-Austin and Austin Community College. Program initiatives are centered on the belief that there are many valid paths available to students in their academic endeavors and that embracing the journey is as important as reaching the goal. The comprehensive programming fosters a growth mindset and encourages resourcefulness by promoting the use of holistic perspectives in developing and accomplishing personal, academic, and professional goals. Amenities include coordinated academic advising, peer mentorship, targeted social events, and a weekly first-year seminar with customized curriculum to help students optimize their experience.

CI - 201 Increasing Common Read Buy-In Through Partnership with Pre-College Programming
Florentine IV

Susan Lantz
Marion Holmes
West Virginia University

West Virginia University's voluntary Common Read program is faced with the annual challenge of gaining buy-in and interest from incoming students. For fall 2018, the Common Read partnered with Adventure West Virginia's First-Year Trips (FYT) program, an optional pre-college outdoor program with enrollment of more than 1,000 incoming students annually. Common Read tapped into the FYT program's student leaders to recommend and engage students with the common read selection. Preliminary survey results indicate favorable outcomes. This presentation will discuss the implementation, outcomes, and projected next steps for this partnership.

MORNING BREAK | 10:15 AM – 10:30 AM
Forum Ballroom Foyer

MONDAY, FEBRUARY 18

Plenary Address and Awards Recognition

10:30 a.m. – 12:00 noon | Forum Ballroom 12-24

Excellence in Teaching First-Year Seminars Award

Nirmal Trivedi
Director of First-Year Seminars, Assistant Professor, English
Kennesaw State University

Jordan Smith Undergraduate Student Fellowships

Frankie Guerrero
Arizona State University

Ling Le
San José State University

Jessica Martinez
Georgia Southern University

Janelle Raymundo
Rutgers University

Dae'lyn Smith
Northeastern State University

Stacey Doremus - Excellence in Teaching Recipient, '18
Assistant Director for Leadership Education and Development Programs and Systems
Georgia Institute of Technology

Discover: Create a Lasting Impact, Propel Learning, and Develop Momentum Towards Future Action

The most influential education experiences are ones that are remembered, and more importantly, drive us to take some form of action. There is a growing demand for a more holistic approach in leadership development that embraces complex, dynamic, and challenging contemporary contexts. One response is arts-infused education.

Learn how one instructor shares in the intellectual and exploratory growth of her first-year students through a discovery learning framework that allows students the freedom to explore, collaborate more effectively, take risks and transcend limitations.

1:30 p.m. – 2:30 p.m.

CT - 202 Improving First-Year Experience Faculty Engagement and Teaching Practices
Capri

Kambra Bolch
Victoria Black
Texas State University

The demographics of today's college students are rapidly changing, and the need to adapt first-year course curricula, teaching practices, and proactive services and interventions to support the success and development of our students has perhaps never been more important. This session will discuss how a long-established first-year seminar program (170 faculty teaching 280 sections serving 6,000 first-year students) effectively implemented curricular reorganization, classroom-based peer mentoring, intentional early interventions, and specific professional development to enhance faculty engagement and the first-year community of practice. We will share strategies and approaches to take back to your institution.

CT - 203 Engaging Parents as Partners for First-Year Student Success
Milano I

Laurie Hazard - Advocate, '06
Stephanie Carter
Bryant University

Amy Baldwin
University of Central Arkansas

Parent involvement in higher education positively impacts student success and completion rates. How can institutions guide parents' involvement in ways that are helpful to all? This session will provide participants with strategies that institutions can use to engage parents and contribute to student success. Attendees will be introduced to valuable parent resources, strategies for integrating these resources into parent engagement and student success programming, and concrete suggestions for helping address the challenges of the college transition.

CT - 204 Strategies for Success: Impact of Peer Mentoring in First-Year Seminars
Milano II

Nataniel Reyes
Jamil Johnson
University of Central Florida

First-year seminars (FYS) provide a critical gateway for student success. This high-impact practice is an important pathway to promote student retention, engagement in cocurricular activities, and stronger connection to faculty (Kuh, 2008). Furthermore, there is substantial literature that supports the value of peer mentoring within FYS (Holt & Lopez, 2014). At the University of Central Florida, the SLS 1501 FYS Program enrolls more than 2,000 students and selects 65 peer mentors annually. The presentation will highlight the role of SLS 1501 peer mentors in an academic FYS and provide research-driven practices that are applicable to other institutions.

CT - 205 Success for All Students: Implementing a Rural Student Support Initiative
Milano III

Thomas Chase Hagood
Naomi J. Norman
Lindsay B. Coco
Rosemary Gay
University of Georgia

Data show that at the University of Georgia (UGA) rural students—a group which includes many first-generation, minoritized, and Pell-eligible students—have lower retention and completion rates than their non-rural peers. UGA is not alone in this situation. Indeed, the recent national discourse on higher education has brought to light the very real challenges facing rural students. This session discusses the ALL Georgia program, a comprehensive network of academic, financial, and other resources to support students and help close this equity gap via various high-impact practices in a creative collaboration among academic affairs, student affairs, and public service and outreach units.

CI - 206 The RAP Battle: Using Gamification to Drive First-Year Student Engagement
Milano IV

Andrea Straccia
Jaclyn Abeloe
Katelyn Hayes
University of Colorado, Boulder

Over the last three years, the Residential Academic Program (RAP) at the University of Colorado Leeds School of Business has successfully increased student attendance at academic and professional events by gamifying engagement through the RAP Battle. The success of the RAP Battle has allowed program staff to move away from a punitive approach of mandatory attendance, to one that incentivizes engagement. In this session, we will share how we administered the RAP Battle, including the cost, results, and lessons learned. We will share strategies for gamifying student engagement in multiple program contexts.

CI - 207 Team Advising: A Model for Mentorship and Cross-Division Collaboration
Milano V

Emily Morash
Connecticut College

As part of a larger curricular revision process, Connecticut College implemented a team advising model tied to our first-year seminar program. Each student has a faculty pre-major adviser, a staff adviser, a career adviser, and two to three student advisers. The model provides students with multiple perspectives and points of contacts as they arrive to campus and throughout their first year. The program has also forged new partnerships across divisions, providing a holistic approach to training, advising, and leadership development. This session will explore our process for developing our program, assessment strategies, and initiatives that developed out of this program.

CI - 208 Using Predictive Analytics and Financial Aid to Increase Institutional Retention
Milano VI

Kyle Van Duser
University of Hawaii at Manoa

Dawn M. Chandler
Hawaii Pacific Uni

CANCELLED

This preser[illegible]cholarship program (ERIC), that the pres[illegible]mplement at a mid-sized, public, research insti[illegible]ed students were targeted for the ERIC scholarship and [illegible]$5,000 as an incentive to persist from their first to second year. The presentation will discuss the scholarship's impact on students' sense of belonging, retention rates, and tuition revenue generated.

CI - 209 Reimagining a First-Year Seminar: One College's Process Toward Improvement
Milano VII

Cristina Lawson
Rosie Yates
Tulane University

During the fall of 2014, a newly appointed task force on the undergraduate experience at Tulane University brought to light the shortcomings of its first-year seminar program, TIDES. In spite of this, TIDES was also named for its strong potential as a crucial contributor for increased retention through faculty and peer relationship building, affinity with campus and city, and introduction to academic expectations and support. The program has since undergone dramatic reevaluation and implementation. This session will highlight key areas of growth, discussing procedure, application, and assessment.

CI - 210 Moving Forward, Giving Back: First Year Day of Service
Milano VIII

Mathew Chetnik
Franklin Chilaka
Sara Moore
Salem State University

A collaboration between the First Year Experience and the Center for Civic Engagement, Moving Forward, Giving Back: The First Year Day of Service brings together 200 first-year students, 125 upper-class volunteers, faculty, staff, and alumni to work at more than 30 sites in six local communities several days prior to the start of classes in August. Data demonstrate an increased GPA, satisfaction, and retention on the part of the student participants and stronger relationships with local service agencies. Participants will walk away with detailed information and plans for implementing a similar high-impact practice on their own campus.

CT - 211 The Results are Self-Evident: Campus-Wide Partnerships Promote Student Retention
Octavius 7-10

Kyle Ellis
University of Mississippi

Joe Cuseo - Advocate, '01
Marymount California University

As the saying goes, it takes a village. In the case of increasing first-year retention, it takes a campus. This session will focus on systemic, campus-wide strategies for promoting first-year student persistence that were instrumental in raising retention rates over 8% at a Research I university. When multiple members of the campus community come together to pull the retention rope in the same direction, their collective impact can be powerful and pervasive. This session will highlight a constellation of practical student-centered initiatives that can be implemented together to exert a synergistic effect on student satisfaction, persistence, and academic success.

CI - 212 Low and No-Cost Faculty Development for First-Year Seminar Instructors
Octavius 11

Katie Hopkins
James Winfield
University of South Carolina

Implementing high-quality faculty development initiatives does not have to break the budget. Using the University 101 Program at the University of South Carolina as a model, this session will explore best practices for designing and implementing faculty development initiatives that are low or no cost. Presenters will share recommendations on how to keep expenses low while providing training and support to instructors that effectively prepares them to teach the first-year seminar.

V - 213 How Mastering Their Story Can Transform Students' Life Trajectory
Octavius 12-13

Richard Stone
StoryWork International

In the MasterStory Experience, we teach students that there are seven core story lessons that we each must master to maximize our life's possibilities: How to Benefit from Your Origin Story; Recognizing How Stories Condition Consciousness and Our Outlook on Life; How Stories Need Not Function as Conclusions; How to be the Authors of Our Life Story; How to Free Ourselves from the Grip of an Old Story; How to Use Our Stories to Discern Our Deepest Values; and, How to Discover the Source of Your Most Powerful Story. This session will introduce participants to these key life lessons.

CR - 214 Understanding Collaboration: The Means to Supporting the First-Year Students' Experience
Octavius 14-16

Ola AlMuhtadi
Zayed University

Mariya Yukhymenko
California State University Fresno

Collaboration in higher education is emerging as a powerful means of providing effective services and supporting students' educational experiences. This study explored the collaborative interactions between the departments of academic advising and student affairs in relation to the first-year program and experience at a federal university in the United Arab Emirates. Using a phenomenological approach, we interviewed seven faculty advisors, seven student affairs professionals, and 15 first-year students to gain an understanding of their experiences and perceptions towards collaboration. Findings highlighted characteristics that defined the collaborative process and barriers that inhibited collaboration between both units.

CR - 215 Building Grit: Understanding the Impact of a Summer Bridge Program
Octavius 17-19

Laila Shishineh
Kristen Coffey
University of Maryland, Baltimore County

The University of Maryland, Baltimore County is a large, public, research university outside of Baltimore, MD. The campus has offered a six-week summer bridge program (SBP), with a focus on math and writing, to all incoming students for more than years (since Summer 2008). While programmatic evaluation of the initiative has been completed each year in the form of pre- and post-assessment surveys, program assessment and outcomes based data from the program have not truly been examined. Findings from a longitudinal research study will be shared and implications along with next steps will be explored.

V - 216 Entering Students' Experience: BCSSE for First-Year and Transfer Students
Octavius 20

Jim Cole
Indiana University

Beginning College Survey of Student Engagement (BCSSE) can now be used to survey your first-year, transfer, and older students. Since 2007, nearly 900,000 entering first-year students at more than 500 institutions have completed BCSSE. The updated web survey now includes questions specifically for incoming transfer and older students. This session will describe how data about entering first-year, transfer, and older students provides comprehensive information about your students' experiences. Institutions use BCSSE for academic advising, retention models, faculty and staff development, and other assessment needs. This session will present the new survey, revised reports, and details regarding fall and winter administrations.

CR - 217 Promising Practices From a Comprehensive College Transition Program
Octavius 21-23

Ronald Hallett
Joseph Kitchen
Gwendelyn Rivera
University of Southern California

Robert Reason
Iowa State University

This session will explore promising practices concerning how a comprehensive college transition program can support low-income, first-generation, and minoritized students. The program we studied exists on three college campuses and directors tailor implementation of each program to address their students' needs. Results are presented from a five-year mixed methods study. Findings suggest that the integration and tailoring of program practices benefit students and promote desirable outcomes including validation and self-efficacy. We will share how each promising practice influences student experiences and how the integration of support in a flexible program model leads to student success.

FD - 218 Own It! Transforming Academic Integrity in the First-Year Experience
Roman II

Lori Lysiak
Penn State - Altoona

Does your syllabus statement on Academic Integrity merely fulfill a requirement? Do your FYE students tune-out at the mention of Academic Integrity violations and the perils that go with it? This facilitated dialogue session will prompt frank discussion and provide insight into how FYE students may own academic integrity through self-directed online modules. Not just another extra credit assignment, this intentional learning experience is a transformative opportunity that FYE students can carry with them throughout their academic career. Participants will engage in an enlightening talk that will also explore how to keep metrics, the role of academic librarians, and the potential for micro-credentialing.

FD - 219 Communicating Change and Overcoming Resistance in the First-Year Experience
Roman III

Marsais Broadway
Heidi Croatt
Anoka-Ramsey Community College

This session will facilitate dialogue around the challenges of creating and implementing first-year experience programs, based on it being an organizational change. Participants will share their experiences and communication strategies for identifying barriers and overcoming resistance to first-year experience programs. Referencing theory on organizational change and resistance, this session will explore topics, such as what organizational change is, what change looks like for an academic institution, the role of resistance in change, and how to communicate change, all specifically related to first-year experience programs.

FD - 220 Designing Learning Communities to Meet the Needs of First-Year Students
Roman IV

Rita Sperry
Chelsie Hawkinson
Brandi Kutil
Texas A&M University-Corpus Christi

Learning communities (LCs) have been consistently recognized as a strategy for helping first-year students make a successful academic and social transition to college. However, selecting the courses to link together in LCs for first-year students can be a challenge, especially considering the growing number of students who bring in dual credit coursework. Many institutions struggle to get first-year students to register in the LCs that have been designed for them. Session participants will work together to identify strategies for designing LCs to meet the needs of first-year students in order to maximize the potential benefits from this high-impact practice.

CT - 221 Reducing Attrition: Integrating First-Year Experience Concepts Into Education Courses
Florentine I

Rhonda Atkinson
Valencia College

Debbie Longman
Southeastern Louisiana University

Attrition is not just a college issue. It's an economic and employment issue, particularly true in the field of education. At Valencia College, two courses were identified and adapted to integrate New Student Experience (NSE) core concepts (6 P's) into service-learning for education majors. This session describes the process, provides insights based on student assessment responses to the experience; and identifies issues involved in adapting FYE course concepts to courses in the student's major. Research into the outcomes of the new program will be presented and discussed.

CT - 222 What Students Need to Succeed: Voices from First-Generation College Students
Florentine II

Sara White
Berea College Partners for Education

Judy Kim
Wendy Nealy
Evaluation Consulting Group

Heather Davis
Eastern Kentucky University

First-generation students are often challenged by a lack of financial resources, academic preparedness, and cultural conflicts between home and the college community. For more than 60 years, Berea College has worked in educational success, lifting educational aspirations and building academic skills for youth in Appalachian Kentucky. Through our work, we have learned that college access and success is a multidimensional issue, particularly for our students who are first-generation college students from rural Appalachia. This presentation will discuss social and academic concerns, from a combination of data analysis and findings from focus groups and interviews with students.

CI - 223 The Ichabod Success Institute: Creating Pathways for Success
Florentine III

James Barraclough
Alan Bearman - Advocate, '17
Washburn University

This will session focus on the conception, development, and successful launch of Washburn University's Ichabod Success Institute. Washburn's Center for Student Success and Retention developed the Institute in collaboration with high school partners to identify and help students from traditionally underrepresented populations transition into the University. The Institute includes a five-week summer residential program, and two years of intrusive advising and support for each student. Session participants will learn how to develop similar programs and gain a clear understanding of how the successful launch of the program positively affected relations with partner schools and the success of the Institute students.

CI - 224 Setting the Stage for First-Generation Student Success: A Collaborative Program
Florentine IV

Rosan Mitola
Kayla Wright
University of Nevada, Las Vegas

This presentation will explore the advantages and challenges of creating a bridge program for first-generation students and families. The PRIDE bridge program focuses on successful learning and study strategies including: developing a peer network, connecting with campus resources, learning information about study strategies, participating in discussions about college, and engaging with faculty. We will share details about the initiative, how it supports strategic goals for both the Academic Success Center and University Libraries, results from our assessment efforts from 2017 and 2018, and how we plan to improve and continue the program in 2019.

2:45 p.m. - 3:45 p.m.

CT - 225 Engaging Faculty in First-Year Programming
Capri

Kristen Garrison
Midwestern State University

Research and theory about creating first-year experience programming abounds, and one of the central themes is strong faculty commitment. However, an issue constraining many institutions' efforts to build sustainable programming lies in achieving long-term faculty engagement, and very little scholarship provides guidance on how to address this pressing issue. In order to contribute to a deeper understanding of engaging faculty, we need more attention to detailed strategies about how to secure, maintain, and grow faculty support. This presentation will provide a detailed account of one mid-size, public institution's multi-layered successful efforts to include faculty in a range of first-year programs.

CT - 226 Using New CAS Cross-Functional Frameworks to Facilitate a Collaborative First-Year Experience
Milano I

Dallin George Young
Jennifer Keup
National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Patricia Carretta
George Mason University

Responding to demands in higher education, the Council for the Advancement of Standards in Higher Education (CAS) has developed new frameworks for assessing issues that transcend one functional area. Given that collaboration and inclusion are foundational to first-year experience history, philosophy, and practice, it was selected as one of the first areas of development for these new standards. The framework offers direction for creating, refining, and assessing a first-year experience that engages multiple functional areas (e.g., student affairs, academic services and departments, enrollment management). This session will introduce the new framework and discuss its application and implications in a campus setting.

CI - 227 FYE Programming Beyond the First-Semester: Academics and Student Affairs Partnership
Milano II

Rachel Pickett
Elizabeth Polzin
Devan Lenz-Fisher
Concordia University Wisconsin

This session will address first-year experience programming from summer orientation through the completion of the first year. At the adoption of a new liberal arts curriculum and re-imagination of the first-year seminar, academics and student affairs partnered to implement comprehensive first-year programming that would integrate academic courses and cocurricular activities. Assessment objectives were rooted in university wide learning outcomes. The program development process will be discussed, along with initial assessment data findings as they relate to student success and retention. The session will include interactive discussion and opportunity to brainstorm and explore possibilities at participants' home institutions.

CI - 228 Principles vs. Prejudices: Designing Your Self
Milano III

Colin Morris
Carleigh Brower
Manhattanville College

This session will present an innovative, integrative, and institutionally distinctive new model of the first-year seminar, Principles vs. Prejudices: Designing Your Self, which is being piloted at Manhattanville College in Purchase, New York. We will show how this highly integrative model seminar has created common academic and cocurricular learning experiences, reflective assignments, and an introduction to design thinking emphasizing the social action history of the college. Direct and indirect assessment data will demonstrate the impacts of this innovative seminar model on entering first-year student success rates, transition, connection to the college, retention, and self-reflection.

CI - 229 Student Development Theory, Not Just for Professionals
Milano IV

Todd Allen
Reginald Bullock
Danielle Nie
Ashley Oxendine
University of North Carolina at Pembroke

Student development theory has long been used by professionals in higher education to best serve our students but is hardly introduced to our peer educators who spend large amounts of time with new students. This session will introduce the curriculum used for training to educate student leaders including orientation leaders and first-year mentors. This interactive session will highlight UNC Pembroke's efforts to train peer educators to best support new students.

CI - 230 Leveraging First-Year Experience to Enhance Affinity on Your Campus
Milano V

Sara Quagliaroli
Traci McCubbin
Kate Loughlin
Merrimack College

Over the last few years, Merrimack College has introduced academic success transition programs to support enrollment growth and student persistence. Promise and Drive leveraged the college's FYE as a primary vehicle for community development. This session will detail how a new team integrated the programs' learning goals with those of FYE, cultivated buy-in among faculty and senior leadership, and learned from assessment outcomes to enhance the success of these students. Participants will identify an affinity program on their campus that would benefit from more intentional connections to their FYE efforts and design an action plan to explore initial goals.

CI - 231 A Second Chance: The Summer Success Experience at Berea College
Milano VI

Chris Lakes
Shalamar Sandifer
Berea College

While countless measures exist to predict which students will succeed in college before they even set foot on campus, we don't always know which students will struggle until they've arrived and fully engage in the experience. Sometimes even the most promising students can get off on the wrong foot, become overwhelmed early on, and find themselves in an academic downward spiral that they have no idea how to save themselves from. In response, Berea College has created an opportunity for students to right the ship of their educational experience after a potentially disastrous first year.

CT - 232 Case-by-Case: A 360 Approach to Student Success
Milano VII

Kelly Westeen
Mary Margaret Hui
University of Arkansas

The 360 Program is a pilot program at the University of Arkansas, implemented in Fall 2018. It provides first-year students with socio-academic needs (identified through admissions application information) proactive, full-circle academic, financial, social, and wellness support. These students are placed within specific sections of a first-year seminar with an added component of regular, one-on-one meetings with a program advisor. This presentation will share how the 360 program was created, as well as insights and lessons learned from the first semester of this pilot program.

CT - 233 The Marginalizing Impact of Racial Microaggressions
Milano VIII

Debby Hailwood
Ashford University

Microaggressions are often unintentional slights and insults which may

seem harmless, but the cumulative consequences can have a lasting impression on and contribute to the marginalization of Students of Color. This presentation will introduce participants to the types of common racial microaggressions and examine the underlying messages these microaggressions can communicate. Participants will be challenged to assess their interactions with colleagues and students and will learn how to be more mindful of the messages they are communicating.

CT - 234 Community First: Innovative Strategies to Impact the LC Student Experience
Octavius 7-10

Melissa Foreman
Jaci VanHeest
David Ouimette - Advocate, '14
Helena DeBald
Amanda Wilde
University of Connecticut

The University of Connecticut has worked to build a robust learning community program to complement and enrich its first-year experience. This interactive presentation will provide an inside examination of how faculty-led learning communities have evolved, matured and been a catalyst for innovative teaching and learning practices. The role of the faculty director in establishing the academic vision for the learning environment is critical. We will discuss how Public Health House, one of our longest-standing communities, uses innovative strategies to scaffold learning for first-year students, leading to increased engagement in other high-impact practices at a public research university.

CR - 235 Defining Academic and Student Affairs Collaborations in RLCs
Octavius 11

Margaret Leary
University of San Diego

Mary Ellen Wade
Loyola University Maryland

Tina Muller
California Polytechnic State University, San Luis Obispo

Richard Gebauer - Advocate, '15
Cabrini University

Samantha Kramer
University of Central Oklahoma

The popularity of residential learning communities (RLCs) has increased exponentially across campuses, but do stakeholders understand the essential role collaboration plays in RLC success? Academic and student affairs collaborations are the foundation of Inkelas et al.'s (2018) RLC best practices model. In this session, we will review results of a multi-institutional study that attempted to define a concept that can be critical to RLC success. We will discuss this definition, created with the help of academic and student affairs leaders, and additional findings that emerged. We will also introduce a guide for campuses to assess elements of their own collaborations.

V - 236 Rounding Some Corners – Observing Life's Oddball Ironies
Octavius 12-13

Robert Mckenzie
East Stroudsburg University of Pennsylvania

Rounding Some Corners—Observing Life's Oddball Ironies is a book for the internet age. It can be picked up, put back down, picked up, put back down. Comprised of 140 mostly humorous columns covering a wide range of topics inviting reader participation through rhetorical writing techniques including a final line of each column containing a double meaning, this book will uniquely resonate with students. This book invites a more interactive reading experience than traditional texts because its unique design and scope of topics are highly relatable to students.

CR - 237 Three-Year Development, Analysis, and Implementation of a Peer Mentor Program
Octavius 14-16

Stephanie Persutte-Manning
Jesseca Manson
Michael Graham
Stephanie Pergantis
Angela Vaughan
University of Northern Colorado

Students who engage in peer mentorship opportunities are correlated with higher college academic achievement. This mixed-methods study assessed the quantitative data (including first-generation students) on persistence rates (up to 10% difference) and first-term GPA (up to 0.4 difference) of students who had a peer mentor during their first year in college versus those who did not. Qualitative data were collected to examine the impact of the program identified by students, instructors, and the mentors who participated. Information is shared outlining the results, recommendations, and implemented changes over the course of two years (including recommendations made for year three) will be shared.

CR - 238 Peer Mentee's Experience of a Peer Mentoring Program
Octavius 17-19

Nosisana Mkonto
Luvuyo Kakaza
Cape Peninsula University of Technology

Subethra Pather
University of the Western Cape

To adjust to and function effectively in higher education, first-year students need to develop a sense of belonging and socialization into the culture of the institution. Peer mentoring can provide such support. Peer mentoring programs are credited with being able to support first-year students to adapt and engage at university. Without such support, students might feel isolated, and thus struggle to cope. This session will explore the subjective experiences of a first-year student (mentee) and how social factors in the interpersonal relationships between mentor and mentee contributed to the mentee's adaptation to the university and life in general.

V - 239 How To Incorporate Personal Finance Education Into FYE Programs
Octavius 20

Peter Bielagus
Wealth Educators International

More students drop out of college because of money management problems than any other reason (Gates Foundation). Financial expert Peter Bielagus will share his tips and tricks on how colleges can incorporate personal finance into existing first-year experience programs, quickly and affordably. He will share the secrets he's used to not just educate students about personal finance, but to actually get them excited to take action. Hundreds of colleges and universities have invited Peter to speak to their students for one simple reason: He makes finance fun. In this session, he will show participants how they can, too.

CT - 240 Teachapalooza 2019: A Festival of Bedazzling Strategies, Tools, and Tactics
Octavius 21-23

Brad Garner
Indiana Wesleyan University

Keeping up with the best and latest teaching strategies is always a challenge in the midst of our always busy schedules. This session will solve that problem. In an action-packed 50 minutes, participants will learn about a plethora of teaching strategies…and, in addition, receive via email, a complete description of all the shared strategies and more. This one is a don't miss. You'll laugh, you'll cry, you'll feel everything.

FD - 241 Success by Design: Renovating the First-Year Seminar
Roman I

Rebecca Campbell
Northern Arizona University

Beyond implementation, the first-year seminar (FYS) typically undergoes revision as the seminar matures and needs change. Redesign efforts can be fraught with questions about learning outcomes, student and institutional needs, pedagogical practices, assessment, and faculty development. This facilitated dialogue addresses redesign issues and provides a model for redesign that launches productive conversations and efficacious revision. Participants will examine pedagogic, curricular, and structural revisions as they relate to the different types of FYS. The session will also create dialogue around identifying concrete strategies for course redesign and trouble-shoot common redesign challenges (e.g., textbook selection, faculty development and freedom, and institutional expectations).

FD - 242 Going Online: How Can We Ensure Students' First-Year Experience Is Meaningful?
Roman II

Kara Maddox
Jeff Wells
Marty Cummings
Georgia Military College

More than a quarter of higher education students are enrolled in at least one online course. Online education has grown every year for more than a decade, which means many colleges have had to pivot into the online world just to keep up. In this facilitated dialogue session, we will ask the difficult question: can students have a meaningful first-year experience purely online? Facilitators share some innovative ideas and invite participants to do the same. This session will discuss all things digital ed: how do you help create the right online environment for first-year students?

FD - 243 De-isolated Advising: Connecting Career and Academic Advising
Roman III

Jose Saldivar - Excellence in Teaching Recipient, '14
Glenn Yri
Sandra Atkins
University of Texas Rio Grande Valley

Career and academic advising often work in isolation, seldom collaborating to provide innovative ways of addressing both the academic and career needs of first-year students. This facilitated discussion aims to provide a space where institutions can share what they are doing to bridge the chasm created by the isolation of going it alone.

FD - 244 Harnessing the Power of Peer Leadership
Roman IV

Jimmie Gahagan
Lynanne Yndestad
Virginia Commonwealth University

In higher education, students serving as peer leaders play a vital role in supporting many aspects of the first-year experience. Research indicates there are benefits both for the students who serve as peer leaders and those they support. In this facilitated dialogue, we will share ideas about how to harness the power of peer leaders through ongoing training, recognition, networking, and career development. Participants will have the opportunity to learn from one another's experiences and share their ideas and best practices.

V - 245 How to Use Texting to Nudge and Engage First-Year Students
Florentine I

Arianna Hartmann
Signal Vine

Marcy Glassford
Utah Valley University

Utah Valley University began using Signal Vine's text messaging platform in Fall 2018 as an engagement tool to support their first-year students. With 24% of first-year students being first-generation, UVU has a large number of entering students who need additional guidance as they transition into their first year. Through their use of nudge technology, UVU has been able to increase the engagement of this population, as well as their entire incoming class of first-year students. This session will focus on the initial impact that the FYE department has seen thus far through their texting program.

CI - 246 Using the CSI to Predict Student Success
Florentine III

Sheila Howard
Sharon Gibbs
Matt Spring
Josh Skinner
University of Dallas

Wondering if administering the CSI to incoming students is worth the cost? Participants will share how the University of Dallas, a small Catholic liberal arts university is using the CSI to help with retention and success of new students. We will discuss, how we determined the test group of students, results that we observed from the test group, arguments for offering the CSI to the entire incoming first-year class and what we have done with the individual student reports.

CI - 247 Jump-Starting First-Generation Student Success Through Early-Arrival Programs
Florentine IV

Ivory Levert
Eric Jaburek
Louise Vasher
Ohio State University

First-generation college students face unique challenges in their transition to college related to their academic and social integration into the university. These challenges, if not addressed, can negatively impact their ability to optimize their time, institutional resources, and sense of belonging on campus. In order to mitigate these challenges at The Ohio State University, Buckeyes First was developed, an early arrival program for first-year first-generation college students. Participants will learn more about the history, implementation, and impact of Buckeyes First on first-generation student success.

CT - 248 Career Pathways: Recruitment, Advising and Supporting Career Programs
Florentine II

Michelle Waters
Evonne Carter
College of The Albemarle

To address this "skills gap" in technical programs as well as declining enrollments, College of The Albemarle has "retooled" efforts to recruit high school students and help them understand and appreciate the value of enrolling in technical programs. This presentation will share the success we have experienced in these "pre-first- year" strategies as well as support in the first year. Strategies include: Advanced Manufacturing day, summer camps, employer open houses, college signing days, dedicated career recruiters, college liaisons, internships, curriculum pathways, and scholarships. These concerted efforts have resulted in an upswing in enrollments and employer satisfaction.

REFRESHMENT BREAK | 3:45 PM – 4:00 PM
Forum Ballroom Foyer

4:00 p.m. - 5:00 p.m.

CT - 249 Reading the Globe: Connecting Your Common Read to the World
Messina

Hayley Kazen
Texas A&M International University

The common read can connect students to the world! Connecting the classroom to the population students are reading about will help deepen their understanding of issues related to their common read. Using new Google Sites, you can create a website where students in your classroom and in classrooms across the country or world can read about issues, watch relevant videos, post responses to teacher-directed questions, ask questions of other students, and respond to other students' posts in writing or through video. Connecting students to others will help students get the most out of the common read.

CT - 250 Wicked Competencies: Design Thinking in the First-Year Seminar
Capri

Margaret Konkel
Montana State University

Wicked competencies promise the ability to deal with tools, technologies, and parameters in constant flux (Handstedt, 2018), and it is argued that students need exposure to the complexities of creative problem solving earlier in their college experience (Razzouk & Schute, 2012). A pilot first-year seminar course, the foundation of a longitudinal research project, incorporates design thinking as a means toward the critical thinking skill development traditionally celebrated in first-year experience. The presentation will review course design, share student work, identify assessment outcomes, and outline planned future research.

CT - 251 First-Generation Student Success: A Landscape Analysis of Four-Year Institutions
Milano I

Sarah Whitley
Center for First-Generation Student Success, NASPA

The Center for First-Generation Student Success, an initiative of NASPA and The Suder Foundation, recently released findings from a national landscape analysis of first-generation student success programs at four-year institutions. This session will provide an overview of findings, explore the first-generation identity, examine the shifting institutional approaches and priorities for serving these students, and consider lessons learned from campus initiatives. The presenter will specifically explore findings relevant to the first-year experience and offer recommendations for advancing systemic and institutional change.

CT - 252 Striving for Success Without Sacrificing Personal Well-Being
Milano II

Sasha Billbe
Arizona State University

Often, high-achieving and gifted students have rigorous and unforgiving expectations of themselves. Their understanding of their self-worth seems to be grounded in how many accolades they can collect and how well they perform on any type of measured assessment. Students with maladaptive perfectionism are shown to have little self-compassion and often experience psychological distress that accompanies unhealthy achievement motives. Barrett, the Honors College, has cultivated initiatives to help students develop stronger self-compassion which directly improves their overall wellness. This session will show methods to coach and support students to strive for success without sacrificing their personal well-being.

CT - 253 Bringing the 21st Century Into the First-Year Experience
Milano III

Charminta Brown
Jennifer Gebelein
Florida International University

The intersection of 21st century and critical life skills in the redesigned first-year experience course at FIU paves the way for new approaches to student engagement and success both in students' academic and post-graduation careers. In this session, we will engage participants in transforming their first-year course to an active learning environment. The methods we will showcase include retraining instructor mindsets from traditional to active learning styles, balancing 21st century skills with crucial life skills to ensure academic and personal success, and managing expectations of instructors and students.

CT - 254 A Developmental Approach to Addressing Homesickness in First-Year Students
Milano IV

Becky Koch
Kirkwood Community College

First-year students face a multitude of obstacles when preparing for college, one of which is leaving home, often for the first time. Through a developmental advising model, institutions can help students both prepare and cope with the transition into college. Participants will learn why Generation Z is particularly susceptible to homesickness and how they can use their role to help students overcome homesickness and be successful in college.

CT - 255 Factors That Support International Student Retention Beyond Orientation
Milano V

Andrew Brewick
University of Idaho

Hamoon Babachahi
Sharla Reid
Simon Fraser University

International students create a more enriching learning experience that supports development of cultural competencies, critical thinking, and global networks among all students. They are also a vulnerable first-year population facing unique language and cultural barriers. Most institutions believe orientation programs best foster international student integration and retention, yet only 22% of students agree (2014 NAFSA survey). This session will explore the current environment for international students via the International Student Integration Index and provide examples of instructional practices and policies, support services, and integration initiatives to guide attendees in developing an inclusive experience that supports international student retention.

CT - 256 Your Peer Advisors Do What?
Milano VI

Jared Meitler
Kansas State University

Doing more with less is common on campuses as higher education faces decreasing financial support from the state and federal government. Therefore, units must continue to seek strategic ways to support students with fewer professional staff. Participants will hear how an institution has supported the major and career exploration needs with highly motivated peer advisors who meet with students individually and co-teach in the classroom. Theoretical frameworks used by peer advisors, as well as information about recruitment, training, and supervision will be shared. Career advisors, undecided advisors, and individuals that lead peer advisors, can find useful information by attending.

CI - 257 Implementing a Default Management Plan at a Minority-Serving Institution
Milano VII

Lawrence Brown
Jennifer Collins
Nigel Edwards
Florida Agriculture and Mechanical University

This session will examine how a minority-serving institution was able to cut its default rate in half by implementing a first-year financial literacy program. The presenters will discuss how integrating financial literacy into a first-year seminar has increased borrowers' awareness and has led to a unique and robust First-Year Financial Literacy program that includes two full-time debt counselors, student financial aid ambassadors, an online financial literacy program, and the award of a financial literacy grant from the U.S. Department of Education. A question and answer period will follow this presentation.

CI - 258 Ready to Level Up? HIPs Taxonomy for Learning Communities
Milano VIII

Lisa Angermeier
Heather Bowman
Michele Luzetski
Amy Powell
David Sabol - Excellence in Teaching Recipient, '11
Indiana University - Purdue University Indianapolis

This session will focus on the ways IUPUI leverages a high-impact practice (HIP) taxonomy to address 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 HIPs to provide access and equity are an issue in the forefront of education, a taxonomy can be the key to leveling up your learning communities.

CI - 259 No Risky Business: Intervention Strategies to Support At-Risk Students
Octavius 7-10

Mary Beth Allen
Chris Fortunato
Aisha Powell
East Carolina University

East Carolina University is the largest College of Business (CoB) in North Carolina and is accredited by AACSB. The first year is critical to students as they are required to meet mandatory requirements to be retained within the CoB. This session will discuss an intervention program designed to retain students in the CoB. The program includes a seminar class with individualized academic advising, peer mentoring, and specialized course material as well as targeted intervention workshops for students identified as academically at-risk. The presenters will discuss results and how similar programs can be implemented at other institutions.

CI - 260 Leave It to Peers: Using Peers to Lead Difficult Conversations
Octavius 11

Rebecca Kaze
Mike Dial
University of South Carolina

University 101 (U101), the nationally recognized first-year seminar at the University of South Carolina, is taught by both a staff or faculty instructor and an undergraduate peer or graduate leader. Peer leaders are strategically trained to facilitate open dialogue about high-risk behaviors associated with alcohol and other drugs. This session will discuss the U101 alcohol curriculum, strategies employed in the training of peer leaders for this lesson, and other challenging situations where peer leaders can contribute meaningfully. Participants will leave with tangible examples of successful practices at USC and opportunities for application of those practices at any institution.

V - 261 Captivate, Fascinate, and Educate: Bridging the First-Year Experience
Octavius 12-13

Ellen Zimmerman
Parkland College

Engage students from the moment they enter your classroom. Increase student interaction. Create a first-year experience course that you love to teach. This session will provide first-year experience instructors and department chairs with high-impact teaching practices and curriculum. Bridging first-year experience offers instructors the ability to use current research, videos, articles, and lesson plans all in one place while keeping curriculum standardized, and providing instructors with the tools to teach in the modality they prefer.

CR - 262 Resiliency of High-Achieving Students in Their First Year of College
Octavius 14-16

Sarah Popovich
University of Pittsburgh

High-achieving students often face high expectations and pressure to do well in college despite facing academic and social challenges. This session will present results from a recent phenomenological study which explored how high-achieving students experience resiliency in their first year of college. This session will provide opportunity for discussion and sharing of best practices on this topic.

CR - 263 Early Academic Experiences of First-Year Emirati Male College Students
Octavius 17-19

Adam Jeffers
Zayed University

This research examines academic experiences of first-year Emirati male students at Zayed University in the United Arab Emirates. All participants attended schools in the UAE and entered their first-year experience at the college level. Participants volunteered to share early academic experiences from their K-12 schooling. Data were collected from surveys and questionnaires at the beginning of the semester. Individual and group interviews were later conducted during the middle of the semester. Data reveal historical patterns of academic success with traditional academic instruction as well as how the introduction of international instruction may influence students' approach and understanding of the educational process.

V - 264 A Principle-Based Approach for Teaching Life Skills to First-Year Students
Octavius 20

Joel Gardner
Phyllis Kowis
Julie Larkin
FranklinCovey Education

Many students underperform or drop out of college because they lack both a vision for their education and the self-management and life skills necessary to accomplish that vision. Research has identified lack of essential life skills as a top reason students fail to succeed in college. Students who lack life skills struggle to balance work, family, and school responsibilities; resolve relationship conflicts; manage personal finances; set and achieve academic goals; and maintain physical and emotional wellness. Discover the transformational results students and institutions are experiencing using 7 Habits of Highly Effective College Students as a resource for FYE courses.

CR - 265 It Takes a Village, People! Campus Collaborations Supporting Student Success
Octavius 21-23

Amy Ingram
Sissy Speirs
Auburn University at Montgomery

Colleges and universities continue to focus efforts on student success. Research persists, programs launch, and yet students still find themselves pulled in many directions without a connecting foundation. AUM's FYE course (UNIV) is the campus melting pot where faculty, staff, and services unite to educate the whole student. By including the entire campus, particularly student affairs, in discussions, development, and implementation of UNIV, the university benefits. From the Career Development Center, to the Office of Human Resources, these collaborations providing professional development and supplemental instruction lead to increased retention and graduation rates. It truly takes a Village, People!

FD - 266 Theory of First-Year Student Engagement
Roman I

Craig Smith
Montgomery County Community College

Continued research on the first-year experience of students entering higher education is necessary and can provide a deeper look at institutional and individual factors that first-year students may encounter and that impact their academic success. The role of the first-year experience program in student persistence will be discussed in this presentation. The theoretical underpinnings used to develop successful first-year student engagement programs/activities will also be discussed.

FD - 267 What Keeps First-Year Students From Getting the Help They Need?
Roman II

Sawa Kurotani
University of Redlands

Early detection of academic challenges is essential for improved student persistence and success, especially for first-year students, who are new to the institution and its resources. However, the outreach effort often encounters reluctance—even refusal—to take advantage of support services that they desperately need. What can we do, then, to help first-year students recognize their own potential and become motivated to take forward-looking actions, at the very moment of serious doubts about their own abilities to succeed in college? This session is an opportunity to share our experiences and consider effective strategies to engage first-year students at risk.

FD - 268 Highlighting Academic and Social Belonging within First-Year Seminar Courses
Roman III

Darolyn A. Flaggs
Kennesaw State University

You have probably thought to yourself at least once, I wish I would've known that my first year in college. You have also probably heard students question why they had to take a first-year seminar. Highlighting the importance of academic and social belonging within the first unit may provide greater student receptiveness throughout the course. This facilitated discussion will include ways to promote these themes and describe possible benefits of early integration. Participants will have the opportunity to share ideas and brainstorm techniques and activities that enhance students' personal growth via their academic and social belonging.

FD - 269 Let's Hit the Books: Expanding Common Read Partnerships and Programming
Roman IV

Katelyn Angell
Long Island University, Brooklyn Campus

This facilitated dialogue will focus on developing critical campus partnerships between the academic library and other campus departments around the first-year common read. The moderator will discuss key collaborations and programming from her position as first-year success librarian. Specifics include planning events related to the common read and its themes, creating learning objects for first-year students and pedagogical tools for instructors, and holding a position of leadership in the common read committee. The objective of the session will be the sharing of ideas by a variety of campus stakeholders on how to best support common read initiatives.

CT - 270 Service-Learning as Support for Community College Students' Goal Discernment
Florentine I

Erin Riney
Gabby McCutchen
Durham Technical Community College

Since 2014, Durham Technical Community College has used, monitored, and evaluated service-learning in its FYE course. During this presentation, attendees will learn how the cycle of goal discernment frames our first-year experience course; reasons to include service-learning in FYE curriculum; and methods for including service-learning to help students' academic and career goal discernment. We will additionally share students' self-reported evaluations of first-year service-learning experiences on their academic and career goals; how to scale a service-learning program, especially for colleges with small or nonexistent community engagement offices; and how integrating service-learning in FYE course differs for community colleges compared with four-year institutions.

CI - 271 RU Focused? Career Readiness for First-Year Students and Peer Educators
Florentine II

Lyn Baier
Susan Bennett
Kat Whitaker-Goodman
Janelle Raymundo
Rutgers University

Rutgers First-year Interest Group Seminars (FIGS) guide first-year students through an exploration of an academic discipline, common transition challenges, career development, and campus resources. FIGS promote the professional development of both first-year students and peer instructors, using career competencies from the National Association of Colleges and Employers (NACE) as a framework. We will share insights from our use of a career-matching platform (Sokanu) and in-class activities promoting the self-awareness of first-year students as well as lesson plans and reflection assignments articulating the transferable skills of our peer instructors. We will demonstrate the program's impact by sharing assessment tools and data.

CI - 272 The Early Bird Gets the Worm: Pre-Fall First-Year Seminars
Florentine III

Cheyenne Rogers
Emily Shreve
Dan Gianoutsos
University of Nevada, Las Vegas

Research shows that first-year seminars are most effective when taken during or before the first college experience. Yet, logistical issues such as federal financial aid policies, classroom space, and staffing make it difficult to serve all incoming first-year students early in their academic career. Our solution is a unique three-credit FYS offered during the four weeks prior to the start of the fall semester, while counting as course credits applied to the fall tuition bill. Using preliminary data and reflection, FYS leaders will demonstrate how this pre-fall FYS at a large, public, research-university was developed, implemented, and assessed.

CI - 273 Academic and Student Affairs Collaboration Through an Early-Arrival Program
Florentine IV

Elizabeth "Buffy" Stoll Turton
Christina Fitzpatrick
Miami University

First-year early arrival programs support student transitions by promoting students' connections with peers, mentors, involvement opportunities, and the campus and local environments before the start of the academic term. These programs have even more potential for impact when academic and student affairs collaborate effectively, and when participants engage with people, ideas, and resources that facilitate both academic and cocurricular transitions. This session will explore one cooperative early-arrival program that involved departments of Political Science, Psychology, Business Management, and Orientation and Transition as well as the local community. Presenters will discuss collaborative program development, funding, assessment, and student experiences.

5:15 p.m. - 6:15 p.m.

CI -274 88 from Glum to Great: Students Rate Common Reading Books
Messina

Tom Carskadon - Advocate, '94
Mississippi State University

We will explain a specialized methodology for rating potential common reading books and then share systematically obtained data from representative samples of first-year students who read and rated 88 possible choices for common reading books, including many common reading books most frequently adopted nationwide in recent years. Some books get a definite yes, others a definite no, and some a qualified maybe. Specific, practical suggestions for program success will be provided, along with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are welcome and encouraged to share their own common reading experiences at this session.

CT - 275 Implementing Library Research Modules in F2F and Online First-Year Experience Courses
Capri

Karina Calderon
Jaclyn Darrouzet-Nardi
Ann Gabbert
Joanne Kropp
Monica Martinez
University of Texas at El Paso

The University of Texas at El Paso is a Hispanic-serving, four-year, research-intensive institution whose students are primarily first-generation college attendees and Pell Grant eligible. FYE instructors worked closely with librarians to create a comprehensive library research module for first-year students. The module includes a course-specific library guide, three online video tutorials and quizzes, an interactive scavenger hunt, and two structured library sessions. In this session, we will discuss the development of the library research module and its implementation in both F2F and online classes. This module serves as a blueprint that may be adapted for use at other institutions.

CI - 276 Re-Envisioning First-Year Academic Advising
Milano I

Paige McKeown
University of South Carolina

In this session, attendees will learn about the University Advising Center and First-Year Advising model at the University of South Carolina. Topics discussed will include the Advisor Coordinating Taskforce of 2015 and their six key recommendations, standardized vs. centralized advising, in-house training and certification programs for advisors, global communication planning, a look at national best practices, and impact and assessment data gathered.

CT - 277 Redesigning America's Community College Orientation: Thinking Beyond a Workshop
Milano II

Molly Ward
Brittany Barrett
Columbus State Community College

Changing the culture of an institution can be a challenge. Changing how individuals view the way students should be onboarded and welcomed to an institution takes special care and attention. This session will discuss the success and development of a half-day community college orientation program from the ground up. Information will be presented about the data selected to track students and how the program evolved during a multi-year pilot. Spoiler alert—students who attended have a significantly higher GPA than those who attended a 2 1/2-hour workshop! The good, the bad, and the ugly will all be shared!

CI - 278 Helping Students Get Back on Track: An Academic Probation Program
Milano III

Renée Sefton
Kia Kuresman
York College of Pennsylvania

Each year, many first-year students find themselves on academic probation due to a variety of academic, social, and/or personal factors. Developing ways to support students through the process of achieving good academic standing can be challenging and just as unique as the students themselves. This presentation is designed to share with you one high-touch, goal-orientated, personalized approach that has demonstrated excellent results—both quantitative and qualitative—at a small, private institution.

CI - 279 Why Are We Here? A Seminar in Finding Academic Purpose
Milano IV

Elizabeth Bleicher
Ithaca College

This session will offer a deeper dive into one of the first-year seminars featured in the National Resource Center's 2017 volume on best practices in first-year seminars. It will provide a detailed overview of the principles, structure, results and replicability of a successful first-year seminar designed to use high-impact practices to increase student engagement and empower students to become intentional learners. A description of course structure, methods, student learning outcomes, and assignments is followed by student, faculty, and institutional assessments and examples of spin off programs and courses to which the seminar has given rise.

CI - 280 Incorporating Teaching Fellows to Support Success for First-Year Students
Milano V

Kesha Lee
Kharisma Black
North Carolina Central University

David Hood
Montclair State University

Student engagement and mentoring are critical components to support student success. This session will provide an overview of the components needed to implement a Teaching Fellows Program (TFP) within the First-year Experience. The TFP supports high-impact practices and engage both the first-year student and the peer mentor. The fellows serve as teaching assistants in the first-year seminar during the fall semester. They continue serving as peer mentors during the spring semester. This session will provide the essential elements, training components, and the programmatic structure to incorporate a teaching fellows program in a variety of institutional contexts.

CI - 281 Teaching and Demonstrating Leadership to First-Year Students
Milano VI

Luanne Westerling
Nichols College

The mission of Nichols College is to build tomorrow's business leaders. Drawing on NACE reports that identified leadership as being among the top attributes sought by employers we developed a leadership program to strengthen our students' leadership skills and experiences. A three-credit, first-year course Learning to Lead is the gateway to a non-academic leadership program that spans the remainder of a student's academic career, culminating with a senior-year leadership summit experience, as well as a leadership designation upon graduation.

CI - 282 Cultivating a Community of Success: Integrated Teaching, Advising, and Programming
Milano VII

Rebecca Serrano
Casey Shadix
University of Kentucky

In this session, presenters will share a highly integrated and purposeful system of courses, advising, and cocurricular programming focused on first-year student retention in highly selective and academically rigorous programs of study. The presenters will detail how their unit has leveraged individual professionals' strengths and interests to provide students with the skills they need to develop a sense of belonging and capability in their new community. By practicing high-touch advising, offering timely cocurricular programs, and strategically enrolling students in first-year courses as a cohort, the University of Kentucky College of Health Sciences has become a model for student success.

CT - 283 Joining Forces: How Case Management Improves the First-Year Experience
Milano VIII

Zulmaly Ramirez
Ashley Dees
Shane Combs
Cesar Cruz Benitez
Katie Kosmoski
University of South Florida

This session will address the use of a case management model to identify and support first-year students. Presenters will discuss how the case management model, along with the use of predicative analytics, evolved at their institution and the multi-pronged approach they have taken to identify students in order to provide the right support at the right time to address persistence. A panel of first-year care team partners will share their experience on how this model has connected their services with students to create a holistic first-year experience and improve student success.

CR - 284 Peer-to-Peer Diversity Education for First-Year Students: Implications for Practice
Octavius 11

Carrie Allen
University of Illinois at Urbana-Champaign

This qualitative study examined the experiences of 13 undergraduate students who facilitated diversity workshops for first-year students during the spring semester of 2017. The study's findings reveal the implications of tasking undergraduates with the sometimes difficult work of teaching other students about diversity and identity as they simultaneously undergo their own critical period of development. This session explores these implications and offers suggestions for improving peer-facilitated diversity programming for first-year students.

V - 285 A Holistic Model of Support for Serving Military-Connected Students
Octavius 12-13

Terry Arndt
College Transition Publishing

Ross Bryant
University of Nevada, Las Vegas

It is not enough to have a miscellaneous group of resources available to student veterans if the services don't work together. Many veterans have multilayered needs and require a spectrum of assistance along with a go-to ally on campus who they trust. The purpose of this panel presentation is to get straightforward information regarding the types of comprehensive services that should be available to veterans along with recommendations on how to build synergy among these services.

V - 286 Student Engagement: Insights to Foster Success and Belonging
Octavius 20

Jenny Baumgartner
Steve Pemberton
HarperCollins Leadership

Draw insights and educational practices from Steve Pemberton and his best-selling memoir, A Chance in the World, to support academic success and a sense of belonging in first-year students, especially among academically and demographically diverse populations.

FD - 287 Creating a Decision-Making Pathway in the First Year
Roman I

Shelly Laurenzo
Lauren Garrett
Kelly O'Shaughnessy
College of William & Mary

At William & Mary, the Office of Academic Advising, Cohen Career Center, and the Office of First Year Experience have begun offering collaborative programming to engage first-year students in academic major and career decision making. While still early in the process, this discussion aims to help identify best practices for similar collaborative efforts at fellow liberal arts institutions. The goal is to lead an open dialogue to discuss the various opportunities, pitfalls, and resources for academic major and career decision making across a student's first-year experience.

FD - 288 Making it Work: Developing Minority Male Initiatives at a PWI
Roman II

April Barnes
Michael Nava
Reymundo Ramos
Texas State University

This facilitated discussion will provide an avenue for educators to discuss best practices in developing/implementing an innovative Minority Male Initiative. Retention and graduation rates for men of color is a common issue across the nation. While there is a plethora of research dedicated toward closing the gap for minority male students, there is a lack of practical solutions with tangible results on a large scale. Whether participants are looking for new ideas or have an established program, this session will offer a forum to discuss the challenges and triumphs of working with this population, but more importantly, of working together to create solutions.

FD - 289 Orientation Program Techniques for Smaller Institutions
Roman III

Shane Pruitt
Oglethorpe University

Ira Lawson
Rhodes College

When considering smaller institutions, orientation programs can vary as much as the colleges and universities themselves. What works on one campus can fall flat at another. This dialogue is offered by program directors from two unique institutions—serving fewer than 3,000 students--as a conduit for participants to share differing approaches being taken on their campuses to accomplish effective orientation programs.

FD - 290 Create Your University Common Read
Roman IV

Matthew Ebbott
Western State Colorado University

Assigning a common read may be seen as a challenge to academic freedom. We have found the balance by creating our own place-based common read that is a resource for all instructors in our first-year seminar classes and helps connect first-year students to the university and community. The presenter will share how Western created their common read and guide participants in creating one for their own campus.

V - 291 Mindset: Do They Really Believe They Can Achieve?
Florentine I

Jahmad Canley
Ladonte King
Colton Woo
LAUNCH Student Success

Success, it is what we want for all students! In fact, it is the reason we are here. Have you ever wondered why it seems that some students struggle despite having a ton of potential and resources at their disposal? Research tells us that the answer to this question is often mindset. This interactive presentation will go beyond stating the research to share tangible strategies on how to use cognitive science and technology to teach this important skill set to students in the critical first semester.

CR - 292 Impact of Peer Mentors on Student Success
Florentine II

Dyan Robinson
Southern Connecticut State University

Almost half of the students who begin college are not retained at the

institution where they first enrolled. The purpose of this research is to evaluate the perceptions first-year college students have about the impact of peer mentors on student success during the first year. This study will use the College Student Mentoring Scale to measure four domains that are factors in first-year student success: (a) Psychological and Emotional Support, (b) Degree and Career Support, (c) Academic Subject Knowledge Support, and (d) the Existence of a Role Model.

CR - 293 It's Not Too Early To Be Thinking About Internships
Florentine III

John Pryor
Pryor Education Insights

Internships, and other experiential education opportunities, are some of the most powerful experiences students can have in college. They allow students to apply knowledge learned in their academic programs and are correlated with greater engagement with work later in life. This research project details the ways in which institutions support, or fail to support, students in internships. An important take away from this project is that students need to understand the importance of internships as early as the first year and how institutions can support students in this endeavor. This is especially true for students of color and other underrepresented groups.

CI - 294 Navigating Challenges and Achievements: Creating a Conditional Admission Program
Florentine IV

Catherine Willoughby
Linsey Koeritz
University of Cincinnati Blue Ash College

University of Cincinnati Blue Ash College has a conditional admission program called the College Program for Academic Success (CPAS) designed to provide at-risk students with support in college. CPAS is an intensive, multi-pronged approach that includes a proactive advising model to help increase persistence and retention of at-risk students. This presentation outlines the assessment metrics that are used to identify the population, qualitative assessment for decision making throughout term, redefining success and areas of change for the program due to assessment, and institutional initiatives that have been established because of the College Program for Academic Success.

5:15 p.m. – 6:30 p.m. Featured Sessions

FS - 295 Becoming a Learner: Aligning Student Expectations with Institutional Mission
Octavius 14-16

Matthew Sanders
Harrison Kleiner
Heidi Kesler
Utah State University

The key to increasing student retention, especially in the first year, is aligning student expectations with the mission of higher education. However, this is a significant challenge because nearly all students assume that college equals professional job training. This results in significant confusion and frustration about general education and the whole degree, which often leads to students leaving our institutions. This session discusses institution-wide efforts to align students' expectations with institutional mission. Presenters will explain various interventions in FYE programs and share assessment data that shows the effectiveness of this message on improving student motivation, efficacy, satisfaction, and retention.

FS - 296 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates
Octavius 17-19

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

Adrienne McCrory
Cengage

This session will center on an interactive and open discussion with the recipients of the Outstanding First-Year Student Advocates award, co-sponsored by the National Resource Center and Cengage. These award recipients are being honored for doing exceptional work in the areas of student learning, development and success. During a panel discussion, the award recipients will respond to questions about the challenges of teaching college success and will share their best practices, instructional methodologies and stories of student success on their campuses.

FS - 297 Designing a Motivational Syllabus
Octavius 21-23

Christine Harrington - Excellence in Teaching Recipient, '16
New Jersey City University

Melissa Thomas
University of Texas

Discover how the syllabus can be used as a motivational tool. Research based ideas on how to construct an effective syllabus that will engage and motivate students will be shared. Participants will walk away with a fresh perspective on the value of the syllabus and several easy to implement strategies that can increase student success. Resources such as a syllabus checklist will be shared.

Outstanding First-Year Student Advocates Reception
7:00 p.m. – 8:00 p.m. | LOCATION GOES HERE
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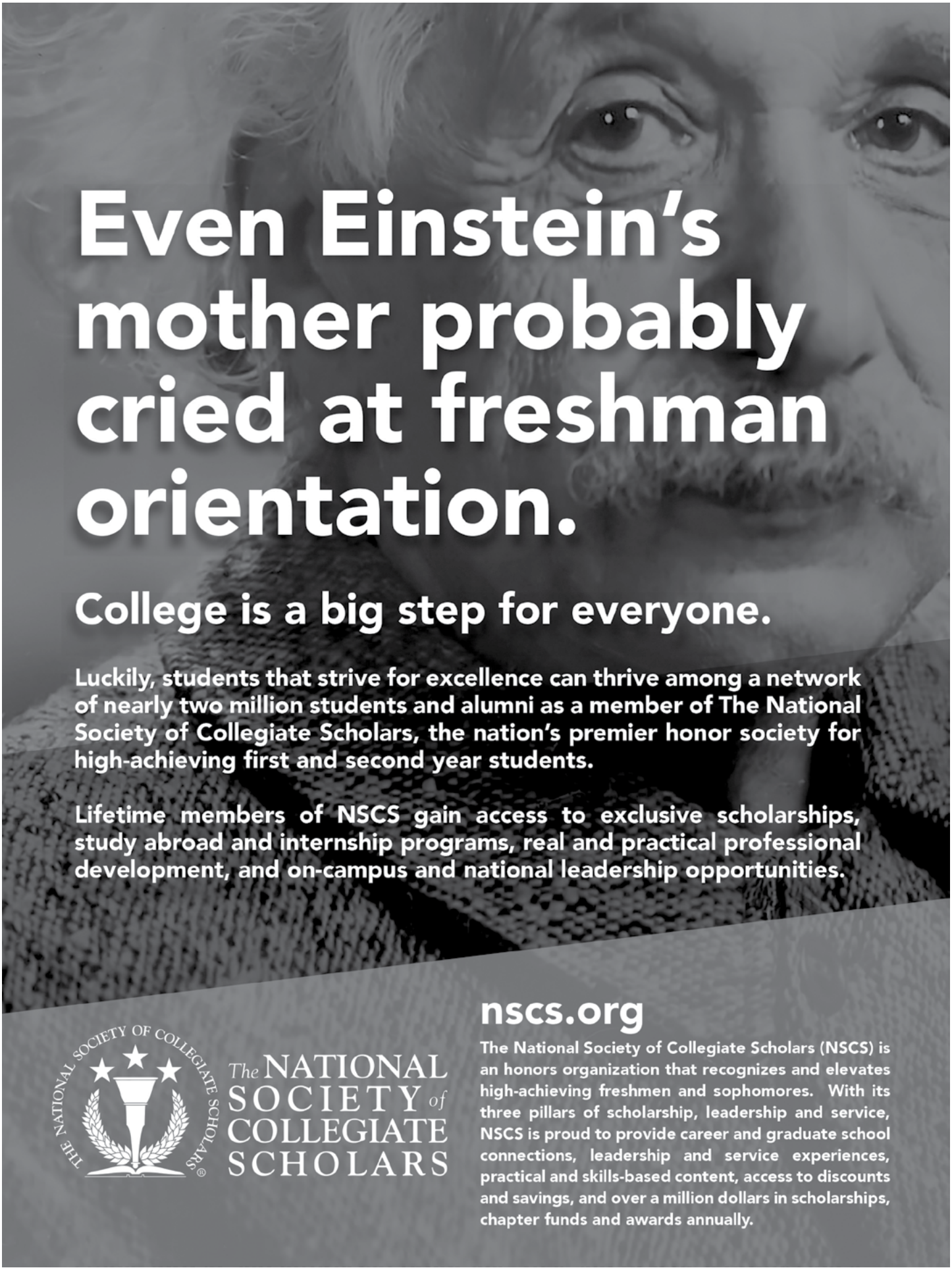
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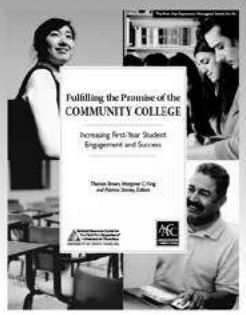

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Thomas Brown, Margaret C. King, and Patricia Stanley, Editors

ISBN 978-1-889271-74-3-2. 212 pages. **$40.00**

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

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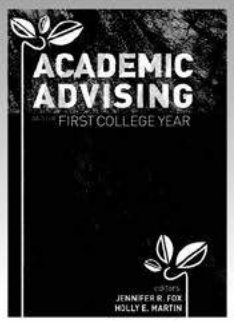

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Forum Ballroom Foyer

Continental Breakfast
7:30 a.m. – 9:00 a.m.
Forum Ballroom Foyer

8:00 a.m. – 9:00 a.m.

CR - 298 Program to Promote Success for International Students
Milano I

Nicole Lamers
Jenny Tsai Chen Lee
Alia Muhammed
University of Illinois – Urbana Champaign

The purpose of our research is to explore how a first-year experience course designed for international students can influence their retention and achievement and build their confidence and feeling of confidence with the campus community. The goal of the course is to create more intentional integration of international student perspectives on campus.

CR - 299 Learning Strategies as a Pathway to Community College Success
Milano II

Valerie Mann
Johnson County Community College

Learning how to learn can change academic outcomes for community college students. Johnson County Community College's learning strategies classes have content-applied strategies and use best practices to teach students the skills they need to be successful in their academic pursuits. Repeated studies show dramatic results for students who participate in learning strategies, both in the long and short term.

CT - 300 The Role of Counseling in Onboarding Community College Students
Milano III

Carmen Soto
Kirby Dominguez
Kevin Akiyama
Carolyn Sevilla
Andres Gonzalez
East Los Angeles C

CANCELLED

Meaningful ce in a community college student's firs departure. Through the use of onboarding te tive student-centered events such as student accepta and extended orientations, East Los Angeles College counselors integrate new students to a large and diverse campus environment. Counselors provide a guided entry and transition of students to their second year. By the end of this session, participants will develop awareness of how to better serve a first-generation Latinx population and how to best leverage existing services and programs to accommodate to the needs of first-year students.

CT - 301 Strategies to Promote Community Building in a First-Year Seminar
Milano IV

Sandy Greene
Katie Hopkins
University of South Carolina

In University 101 Programs at the University of South Carolina, community building is viewed as one of the most critical aspects of our first-year seminar. Creating an inclusive classroom community that promotes sense of belonging has the power to positively impact student learning, success, and persistence to the second year and beyond. Community building should not be an after-thought. It should be integrated intentionally into the course from the first-day to the last. Presenters will share strategies that can be used to effectively build community through group work, meaningful assignments, and activities both in and beyond the classroom.

CT - 302 Common Experience for All: Theme-First Approaches Drive Engagement
Milano V

Twister Marquiss
Erika Nielson
Texas State University

While many institutions find challenges in engaging students in first-year academic programming and common reading, Texas State University's Common Experience has successfully implemented a theme-first approach for more than 14 years. By cultivating campus partnerships, Texas State presented 180 themed events in 2017-18. In summer/fall 2018, it provided 8,200 copies of its common reading book to new students and others, fostered reading in University Seminar classes, and presented months of themed academic programming — including an Innovation Week featuring 54 events (multiple sellouts). The directors of the Common Experience will present their strategies for engagement and scalability for other institutions.

CT - 303 Effectively Engaging Faculty in First-Year, First-Generation Student Programming
Milano VI

Garrett Nagaishi
Martha Wilson
Utah Valley University

Both student and academic affairs professionals understand the importance of engaging with our students both inside and outside of the classroom. But building collaborative partnerships between academic and student affairs is not always straightforward. In this session, we will discuss ways that our I Am First initiative has effectively included both staff and faculty in the planning and delivery of our first-year, first-generation student services. With the help of one of our faculty mentors, this session will provide ideas and strategies for recruiting and engaging more faculty in our student affairs programming.

CT - 304 Power of One: Ensuring Student Success Without a Large Staff
Milano VII

Christopher Kohl
Tennessee Technological University

Academic departments or colleges often desire to have their own success center to oversee advising and retention initiatives for their majors. Due to budget cuts and staffing issues, this is not always possible. This presentation will showcase how the College of Agriculture and Human Ecology at Tennessee Tech has promoted student success and increased retention without requiring a large staff.

CT - 305 Using Motivational Interviewing Techniques with FYE Course Students
Milano VIII

Chris Tankersley
Kent State University

Have you found yourself hitting roadblocks when you are trying to have a difficult conversation with a student? Have you had a recent conversation with a student who was unwilling to budge on their point of view? Do you struggle with keeping up in a conversation and offering helpful advice? Motivational interviewing techniques could be your ticket to having transformative conversations. This session will cover the basics of motivational interviewing techniques, uses for practitioners in student affairs, and ways collaborative conversations can strengthen a student's motivation and commitment to change.

CT - 306 Student Risk Factors: Identifying and Supporting Students Through Academic Barriers
Octavious 7-10

Cesar Cruz Benítez
University of South Florida

This session will discuss the emerging trend of using a case management model approach to support student success for first-year students. Presenters will discuss how the case management model evolved at their institution, as well as the multi-pronged approach they have taken to identify specific students in order to provide the right support at the right time to address student persistence and progression issues through an intake process. Presenters will elaborate on how the intake process has been an added support to the case management approach, first-year cohort student tracking, and how they work with academic advocates on student issues.

CI - 307 Selling Yourself to Yourself: E-Mindsets and Portfolios in First-Year Engineering
Octavius 11

Kali Morgan
Cristi Bell-Huff
Todd Fernandez
Joe Le Doux
Georgia Institute of Technology

During their college career in the Biomedical Engineering Department at Georgia Institute of Technology, students will integrate their co- , extra-, and curricular experiences into a portfolio showcasing artifacts, reflections, and stories about their college experiences. Though many liberal arts programs use portfolios, the implementation of a vertically integrated portfolio program featuring stories in an engineering program is unique. This program is introduced in the major-specific first-year seminar (FYS) that frames traditional FYS topics and experiences in the context of developing an entrepreneurial mindset. This session discusses the assessment of entrepreneurial mindset as evidenced in portfolios from the FYS course.

CI - 308 Hitting the Jackpot: Building Partnerships Between Residence Life and First-Year Experience
Octavius 12-13

Christina Colasanto
Isadora Stern
American University

Participants will learn strategies developed to bridge the First-Year Residential Experience program with a first-year experience course, American University Experience. Presenters will discuss the collaboration between academic and student affairs, the institutional grant writing process, the creation and implementation of out-of-the-classroom residence hall programs that align with the learning objectives of the first-year course, and assessment methods used to evaluate the effort as well as student learning. Participants will engage in discussion and leave with tangible theories and practices that they can use when engaging campus partners to create similar efforts on their own campuses.

CR - 309 STEM EXCEL Transfer Learning Community: Program Overview and Initial Findings
Octavius 14-16

Eric Marinez
Helen Barriere
Erika Kato
California State University, Long Beach

This session will describe the need for and impact of a one-semester STEM EXCEL Transfer Learning Community for first-semester transfer students. This program aims to mitigate transfer shock by offering a learning community that provides peer mentorship, tutoring, and a first-semester transfer success course that connects the student to the institution and fosters students' professional, academic, and career development. We will also describe two summer programs for transfer students that facilitate recruitment into the transfer EXCEL program: a Summer Bridge to The Beach Program and a STEM Transfer Orientation. Initial evaluation and assessment of the program's impact will be discussed.

CT - 310 Cultural Adaptation of the First Year: Inclusion of Puerto Rican Immigrants
Octavius 20

Milagritos González
Julio Cruz
Norma Garcia
University of Puerto Rico-Mayaguez

Most universities aim to enhance their inclusion and equity initiatives. However, the insistence and requirement of implementing HIPs and best practices pushes against cultural adaptation and endangers the potential effectiveness of programs and the inclusion of diverse students. The first-year and the Complete College America (CCA) programs have identified core components. A framework will be proposed to perform cultural analysis and adaptation of the core elements of the FYE and the CCA game changes, using the example of the Puerto Rican immigrants.

CI - 311 Collaborating to Serve Undeclared/Exploring Students Through a First-Year Seminar
Octavius 21-23

Keith Lopez
Courtney Conrad
Colorado State University

Colorado State University (CSU) has developed a first-year seminar for students entering the university undeclared/exploring. This collaborative approach to the seminar between Orientation and Transition Programs, Undeclared Advising, and the Career Center allows CSU to best serve the needs of these students by guiding them in critically reflecting on their values, personality, skills, and interests as they relate to career and major options while assisting students with the transition to college during the first eight weeks of the semester. Participants will learn about this initiative and its approach to serving this population in a credit bearing format.

FD - 312 Optimizing First-Year Seminars via Service-Learning: Student/PLA, Partner, and Faculty Perspectives
Roman I

Christopher Hirschler
Megan Conchar
Monmouth University

This session will engage participants in an exploration of best practices and lessons learned and applied in first-year seminars that incorporate service-learning. Attendees will create and share assignments/activities that involve higher order learning outcomes (Bloom's Taxonomy), describe the evolution of attendees' first-year seminar, and engage in constructive dialogue about the benefits and challenges of a first-year seminar that is grounded in service-learning.

FD - 313 Growing Pains: Scaling Your First-Year Seminar
Roman II

Dan Gianoutsos
Emily Shreve
Ann McDonough
University of Nevada, Las Vegas

How might an first-year seminar coordinator respond when faced with the daunting task of scaling their program larger (e.g., significantly increasing the amount of sections), while simultaneously being asked to maintain (or even increase) program quality? This dialogue will be led by three first-year seminar administrators at the University of Nevada, Las Vegas (UNLV), who recently accomplished a large first-year seminar scale while maintaining—and often improving—the quality of the course. Speaking from three different perspectives (dean, associate dean, and coordinator-level), the facilitators will guide a conversation regarding scaling issues such as instructor recruitment, funding, curriculum design, and operational logistics.

FD - 314 Peer Mentors in Learning Communities: Positive, Negative, Unprepared?
Roman III

Lisa Gaskin
University of North Carolina Charlotte

What role do peer mentors play in your learning community? Have they been trained for the experience, or are you crossing your fingers and hoping for the best? They have a major impact on their peers; what impact are we having on the mentors? Whether you've found successful strategies for mentor development or are at the beginning of this journey, this dialogue session will focus on how we can serve and build this student population.

FD - 315 Reducing Marginalization of Students on Teams
Roman IV

Elisabeth Stoddard
Kristin Wobbe
Worcester Polytechnic Institute

Team-based learning has multiple benefits for students, particularly students of color, working-class students, and women. However, bias and stereotyping by team members can minimize and even negate these benefits. University cultures in which white, male, and upper-class cultures predominate can frame, and result in treatment of students color, working-class students, and women, as lacking the assets needed to succeed. We will share our research on and approaches to creating more equitable and effective team dynamics. Participants will share their experiences and strategies, and together we will develop new ideas to identify and address these problems.

CT - 316 Incorporating Purposeful Student-Centered First-Year Seminar Pedagogy
Florentine I

LaShana Stokes
HACC, Central Pennsylvania's Community College

Designed for current first-year seminar instructors or for those who want to find out more about effective and purposeful, student-centered pedagogy that works wonders in the college classroom, this session will engage colleagues in conversation about how to effectively create a community of learners. Strategies for authentically engaging students in classroom discussions and promoting deeper learning and self-introspection will also be discussed. Participants will share their own testimonials of how students learn best in your classroom!

CT – 317 FYE and Educational Planning: Creating Pathways to Success and Completion
Florentine II

Michele Campagna - Advocate, '15
Westchester Community College

Joe Cuseo - Advocate, 01
Marymount California University

This session will explore how First-Year Experience program components can support the goals of career and academic pathways models at two-year and four-year campuses. Integrating structured curricular and co-curricular initiatives in the first year that teach students to make informed educational decisions and guide them to develop and complete education plans are essential components of pathways efforts. We will review how to strategically align curricular and co-curricular practices such as major and career exploration, intrusive academic advising, learning communities, and first-year seminars to support the student success goals of pathways programs.

CI - 318 Infusing Metacognition & Self-Regulation into the College Success Course
Florentine III

Jeffrey Hall
Ashford University

This session will describe the use of an advanced learning system, rooted in the constructs of metacognition and self-regulation. In 2013, Ashford University faculty re-invented the college success course for the 21st century online, adult learner. The goal is to develop intentional learners and is based on the belief that learning is a personal, individual, and interactive process. Through the process of self-assessment and reflective practice, students are given the opportunity to develop a deep understanding of how they learn and apply that understanding through the development of personalized learning strategies for success in the classroom, workplace, and everyday life.

CI - 319 Igniting First-Year Student Engagement in Research and Creative Endeavors
Florentine IV

Sean Wernert
University of Notre Dame

More and more students are coming to college with the idea of doing research or some sort of creative endeavor. At the University of Notre Dame, initiatives focusing on helping first-year students engage in research and creative endeavors have been created to provide students with an opportunity that might not otherwise be available. At this session, participants will gain an understanding of how The First Year of Studies at Notre Dame has engaged first-year students in the research process, provided funding, and assessed the impact of the initiatives for students in the first year and beyond.

MORNING BREAK | 9:00 a.m. – 9:15 a.m.
Forum Ballroom Foyer

9:15 a.m. – 10:15 a.m.

CT - 320 Fostering Positive Mindset in the First-Year Seminar
Capri

Jessie McNevin
University of South Carolina

We know that First-Year Seminars are impactful to student retention. As we retain the students, however, we must ask ourselves, "Are we aiming that they simply survive or thrive in college?" Acknowledging that a positive mindset is one scale in Schreiner's Thriving Quotient, how do we foster this optimistic, positive mindset in first-year students? This session will present resources, lessons, and assignments used to build a culture of positivity and cultivate a positive mindset in students within the First-Year Seminar.

CI - 321 Reciprocal Engagement: The Impact of Peer Mentoring on First-Generation Students
Milano I

Charmaine Troy
Ben Pearce
Diana Rowe
Georgia Gwinnett College

This session will offer participants an overview of the impact of peer mentoring on the first-year experiences of both first-generation students and their peer mentors in a first-generation learning community. More specifically, the facilitators will share the specifics of what worked in the selection, training, and implementation of the peer mentors and mentees as well as ways to continue polish existing programs. Through this study, attendees will be better prepared to design and implement strategies/programming that contribute to the student's college success, growth, and leadership experience with a focus on first-generation learning communities that use peer mentoring.

CI - 322 Getting Your Students to Hit the Jackpot Their First Year!
Milano II

Whitney Johnson
University of Houston

Is your institution wanting to increase to a high roller retention rate with some royal flush GPAs? Learn how a business college uses a first-year experience program to transition its first-time-in-college students, giving them the best hand dealt for success. This program has resulted in high retention rates, high GPAs, and All In persistence to graduation by creating a sense of community and connectedness throughout the first year that ensures hitting the progressive jackpot of academic success and avoiding cashing out by the end of the first year!

CT - 323 First-Year Success Begins with a SmartStart: Reflections on College-Readiness Pilot
Milano III

Molly Reynolds
Lee Ferrell
Morgan McGlynn
Sarah Ballard
University of Kentucky

This study examines the effectiveness of a summer program aimed at connecting bridging students from acceptance to enrollment in reducing melt, particularly in underprepared or non-college-ready populations. Researchers will speak on intentional communication practices such as nudging and collaborating with campus partners to provide opportunities for students to connect with peers and resources on campus before they move in, so as to ease the process of adjusting to college life and making the first-year experience a more natural transition.

CT - 324 Moving Beyond Coexisting: Streamlining a Holistic Student Experience
Milano IV

Christine Krieger
Stacy Cooper Patterson
Goucher College

Are you at a small college with limited resources? Have you considered connecting your orientation and transitions seminar into a single, streamlined program? In this session, we will describe a process of shifting from two separate transition programs into a cohesive new student experience. We will discuss the opportunities and risks in using peer leaders to both facilitate the transition and teach complex topics, such as race and identity, working towards a campus culture shift. Finally, we will share lessons learned after dismantling, rebuilding, and rebranding two programs into a single, new vision.

CT - 325 Thriving in the First Year: Partnering to Maximize Engagement
Milano V

Allie Harte
Amy Gauthier
Will Sherry
University of Michigan, Ann Arbor

As institutions work to strengthen their impact and enrich the first-year student experience within and outside the classroom, collaborative institutional partnerships are essential. Within large, decentralized institutions, partnerships that are both intra-divisional and cross-campus in nature are sometimes challenging to establish, build and sustain. This session will explore the needs, challenges, and benefits that can arise through partnership work, specifically in the realm of strategic planning and institutional directives with the aim of enriching the campus life of the whole first-year student.

CT - 326 Advising, Coaching, and Student Success with Life Design in Mind
Milano VI

William Johnson
Scott Holloway
University of North Carolina at Greensboro

The Life Design Catalyst Program was instituted at UNC-Greensboro to inspire and empower students to take control of their educational experience. Participants will learn how we use the SPARCK model (Story, Purpose, Aspirations, Reflection, Connection, and Kick-Start) to empower students to answer life's biggest question: What should I do with my life? Participants will engage in the process of how we coach/guide students to develop the knowledge and skills to optimize their lives, actualize their potential, and become the best version of themselves in order serve something bigger than themselves and make a positive contribution to the world.

CT - 327 Double-Loop Learning for First-Year Students: An Approach to Critical Thinking
Milano VII

Joe Ervin
Nathan Slife
University of Nevada, Las Vegas

There is a general consensus that critical thinking is an essential part of college. For professionals working with students in their first year, understanding how to introduce critical thinking is of utmost importance. In this session, we demonstrate a concept known as double-loop learning. Stemming from organizational theory, double-loop learning is a process in which the underlying values and assumptions of a given topic are examined. Focusing on the context and curriculum of the first-year experience, we will discuss how double-loop learning can be used as a means for conceptualizing and teaching critical thinking.

CI - 328 Surviving Transfer Shock: Assisting Transfer Students With Their First-Year Transition
Milano VIII

Katrina Arce
Jeff Teng
University of Southern California

The first semester is a crucial time for transfer students. Not only do they have to assimilate into a new community, they also have to learn how to navigate the policies, services and resources at their new institution in half the time of their first-year student counterparts. When students are first-generation or come from underrepresented populations, the process is even more challenging. This session will demonstrate how the USC Marshall School of Business implemented a Transfer Success Program to address these concerns. We will encourage attendees to reflect on the services provided to transfer students at their respective institutions.

CT - 329 African American Male First-Year Retention: A Mentoring Story
Octavius 7-10

Regina Willams-Davis
Anjan Basu
Grant Hill
Maurice Gregory
Michael Murphy
North Carolina Agricultural and Technical State University

North Carolina Agricultural and Technical State University created Aggie MEN (Male Empowerment Network) to combat the low African American male first-year retention rate. After surveying faculty, staff, and students while using student success best practices, a large scale, university-wide mentoring program was created. Serving 500 first-year students in a residence community model, using 100 peer mentors and 50 faculty and staff mentors, Aggie Men is its first year. This presentation will highlight the most foundational challenges of creating, implementing, and maintaining such a large African American mentoring program.

CR - 330 Should First-Year Students Participate in Faculty Research?
Octavius 12-13

Harold Stanislaw
Andrew Gardner
California State University, Stanislaus

Undergraduate participation in faculty research is a high-impact practice that is particularly effective in promoting retention and degree completion by historically underserved students. However, research opportunities are rarely offered to first-year students; nationally, only about 4% of first-year students report having conducted research with faculty. We will present quantitative and qualitative data that suggest first-year research participation should be much higher. Faculty concerns regarding first-year research participation are largely unfounded, and entering students are even more likely to benefit from research participation than more advanced undergraduates.

CR - 331 You Belong Here: A Social Belonging Intervention for First-Year Students
Octavius 14-16

Jessica Mallard
Alyssa Paschel
West Texas A&M University

A sense of belonging is fundamental to succeeding in higher education. As a basic need, its positive outcomes include increased retention and higher academic performance. We designed and implemented a social belonging intervention that includes a video and discussion in select courses as an effort to foster and nurture a sense of belonging among first-year college students, thus increasing student persistence and performance. In this session, we will walk participants through the intervention process and share retention and academic performance outcomes of intervention versus non-intervention students in similar courses.

CR - 332 First-Gen in the First-Year Seminar
Octavius 20

James Winfield
University of South Carolina

As increased attention is focused on the success of first-generation college students (FGCS) at institutions across the country, one practice that supports this is the integration of an intentionally designed first-year seminar course. At the University of South Carolina, University 101 has a proven record aiding in the retention of FGCS. This session will focus on the impact that this course has on this student population along with sharing best practices that can be easily replicated to discuss lessons and ideas on academics, positive relationships, and career choice.

CT - 333 Exploring the Why Behind our Grading and Classroom Policies
Octavius 21-23

Christine Harrington - Excellence in Teaching Recipient, '16
New Jersey City University

How do you handle late or missed work, mobile device use during class, missed classes, grading, or other classroom challenges? During this interactive session, instructors will be challenged to explore the why behind their current policies and the impact of these policies on student success. Participants will have the opportunity to explore different approaches to grading and essential classroom policies such as managing late and missing work, evaluating the pros and cons of different practices. Participants will walk away with several ideas about how to revise policies to promote student success and ways to communicate these policies clearly and effectively.

FD - 334 Required or Requested? Instructor Training for First-Year Seminars
Roman I

Douglas Long
Leah Bryant
DePaul University

Training for first-year seminar varies greatly from institution. Some require annual trainings while others offer optional workshops or none at all. Some focus on academic training while other trainings emphasize issues of student transition and well-being. Some offer stipends for training while others presume participation as part of the teaching assignment. By sharing various institutional approaches to training, we can all consider what might work best at our own institutions.

FD - 335 Wait! Don't Leave! Student Retention Starts on Day One
Roman II

Jasmeial "Jazz" Jackson
Southern New Hampshire University

Higher education often tackles student retention issues at specific pain points, when challenges arise, and departmentally. This is a reactive approach and limits our ability to make an impact. However, if we consider the student experience holistically, online and in person, approaching retention from day one puts us in the driver seat and increases our ability to shape their experience and proactively support them by avoiding challenges and eliminating barriers. We will discuss the barriers students experience while exploring proactive strategies that can be implemented on day one.

FD - 336 Beating Normative Behaviors and the Fear of Missing Out
Roman III

Carene Shipley
Jenna Lehr
Ohio University

Ohio University's Learning Community Programs created a first-year focus group of peer leaders to identify common issues and challenges students face throughout their first semester of college. The biggest challenge identified by the first-year focus group is students struggling to say no to FOMO—the fear of missing out. Participants will engage in a thought-provoking discussion on how the application of student development theories can help shape alternative positive normative behaviors and reduce FOMO in first-year students.

FD - 337 Risky Business: How to Incorporate Design Thinking Values into Teaching
Roman IV

Marinda Ashman
Stacy Waddoups
Benjamin Johnson
Utah Valley University

Our facilitated dialogue will introduce elements of design thinking through active-learning experiences and group discussion. We will use active-learning activities as fodder to explore the benefits of integrating risk taking, which often yields a sense of disequilibrium, into teaching practices. We will explore(a) how to build high trust, respect, and community through risk taking; (b) whether educators need to take risks to facilitate positive, active-learning environments; (c) and what risk taking looks like in an academic setting and its benefits. Ultimately, structured risk taking may build community and facilitate rapid growth and learning.

CT - 338 Catchers in the Rye: Managing the Effects of First-Year Novice-ness
Florentine I

Michael O'Brien-Moran
Stephanie Crook
University of Manitoba

This presentation explores the cognitive effect of novice-ness on first-year students and other students who are new to a particular learning environment. While institutions have been actively engaged in transition programs since the 1980s, those programs have largely followed rite-of-passage, remediation, or acculturation models. We propose, not a new model, but a new way of thinking about models. By considering the cognitive impact of novice-ness (i.e., the comparative disadvantage impeding the progress of novices relative to the experienced students), we will be able to guide new students to greater agency more quickly.

CI - 339 Create a Success Course Using Growth Mindset and Academic Capital
Florentine II

Michael Sparrow
Northampton Community College

Northampton Community College recently revamped its one-credit college success course in order to better meet the needs of incoming students, placing a greater emphasis on academic capital, academic skills, and the mindsets necessary for students to flourish in the college environment. Specifically, this strengths-based course introduces students to growth and creator mindsets, study skills, the FYE program, guided pathways, and the college capital/resources necessary to transition incoming students into Northampton students effectively and efficiently. Attendees of this session will learn about the course's theoretical frameworks, the curriculum, faculty training, assessment data, and NCC's growth mindset partnership with Stanford University.

CI - 340 First-Year Experience and Assessment: Assessing with an Eye Beyond
Florentine III

Kathy Clark
Joe van Gaalen
Florida SouthWestern State College

The presenters will describe an assessment plan for a first-year experience course at a community-based college. Using the best practice of triangulation, the plan incorporates local and national assessment measures and is evolving as the course extends beyond a Quality Enhancement Plan (QEP). Participants will learn how the assessment plan provides a method of measuring critical thinking growth while simultaneously measuring the effects of various assessment instruments. Additionally, presenters will share how faculty evolve the course and assessment through program assessment.

CT - 341 Situation Critical: Responding to Difficult Situations Through Role-Play
Florentine IV

Tara Coleman
Brent Weaver
Kansas State University

Few people are skilled at effectively responding to a difficult situation the first time they encounter it. It is easy to imagine you will respond calmly, but when tension is high our response may be very different. Training and role-play can help us recognize warning signs of a challenging situation and allow us to process them more quickly, react more effectively, and respond with care. In this session, participants will role-play scenarios drawn from the group's personal classroom experiences to help them start to develop a routine for handling difficult situations.

CT- 342 Listening to Voices in the Margins: Storytelling and Belongingness in the FYE
Octavius 11

Nirmal Trivedi - Excellence in Teaching Recipient, '19
Kennesaw State University

This session will explore storytelling as an essential component of the First-Year Experience for students, faculty, and administrators. Before entering college, students carry with them histories and experiences that are waiting to be heard. These stories, however, are often considered too sensitive, taboo, or even dangerous for faculty and administrators to hear. In this session, we will discuss how students, faculty, and administrators can navigate the murky waters of storytelling to cultivate belongingness in college.

Closing Address

10:30 a.m. – 11:30 a.m. | Forum Ballroom 12-24

Russell Lowery-Hart -
Advocate, '08
President
Amarillo College

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Dallin George Young, Editor

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Rashné R. Jehangir, Michael J. Stebleton, and Veronica Deenanath
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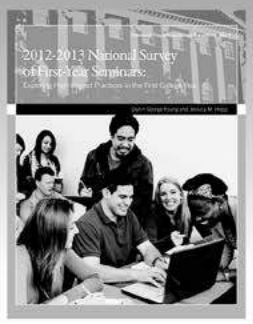

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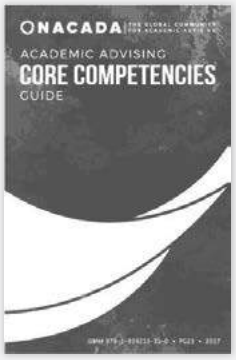
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*), and on the Center's web 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, 2019.



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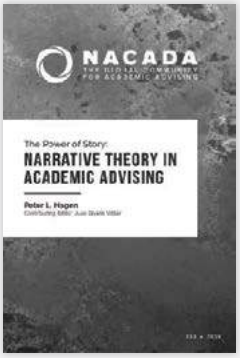

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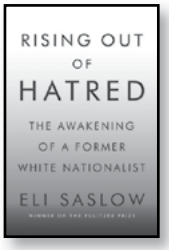

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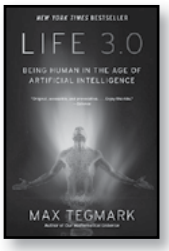

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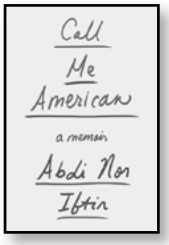

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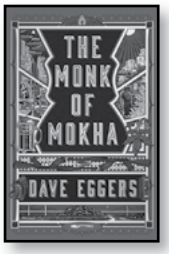

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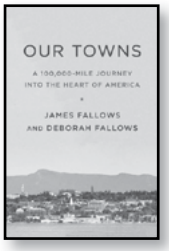

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—Roger Cohen, *The New York Times*

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38TH ANNUAL

Conference ON THE

FYE

FIRST-YEAR EXPERIENCE

Las VEGAS

FEBRUARY 16 - 19, 2019

Awards AND RECOGNITION

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26th national conference on
STUDENTS IN TRANSITION
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39th
ANNUAL CONFERENCE ON THE
FIRST-YEAR EXPERIENCE
WASHINGTON, DC
FEBRUARY 21-24, 2020
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Outstanding First-Year Student Advocates

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

CENGAGE

With the support and co-sponsorship of Cengage, The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation's campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients

Crystal Benedicks
Associate Professor of English, Coordinator of Writing Across the Curriculum
Wabash College

Dr. Benedicks is known as a change agent at Wabash College through the dissemination of responsibility of first-year writing instruction at Wabash College. She created the Wabash Writing Statement, a unifying statement across academic disciplines to develop a community of writers as considered essential within a liberal arts education. This Statement is responsible for challenging previously-defined barriers in first-year writing instruction, as the responsibility of writing was initially devoted solely to high school teachers or the Department of English. Her commitment to first-year excellence has been noted with frequent involvement in Wabash's summer-bridge program curriculum and dedicated meeting time for all students she works with, providing her with a reputation for academic advocacy and support. Serving at an all-male institution, Dr. Benedicks challenges common stereotypes on masculinity at Wabash College by promoting campus-wide dialogue on expressions of masculinity in American society. This is exemplified through her creation of gender studies courses at Wabash and assignments catering to masculinity's role in society; for example, she once had students write about men's role within the #MeToo movement.

Katie Chartier
Assistant Director, First-Year Experience
College of the Desert

Katie Chartier has transformed the Engage, Develop, Grow, and Empower (EDGE) summer bridge program that has grown to serve over 4,000 students, far more than the initial class of 22 students. Katie was responsible for many aspects of this growth by advocating for the expansion of EDGE to two additional locations in an effort to address communities with low educational attainments. This growing development has led to EDGE receiving national recognition as an award winning program. Katie is known for her innovation, team building skills, and relentless drive in advocating for first-year college students. Two substantial examples consist of her role in adding a peer mentoring program at the College of the Desert, and promoting inclusion of the Spanish language in staff connections to students as a way to further connect with her college's student population, as College of the Desert is a Hispanic-Serving Institution (HSI).

Anneke Chy
Program Manager & Lecturer, College of Natural Sciences
University of Texas at Austin

Anneke Chy is known as an outstanding advocate and visionary that has a keen ability to turn ideas into reality. She has been the Program Manager for our Cornerstones program that provides a small academic community for all our first-year students. Her leadership has helped both shape the program as well as implement it at scale. The impact of her work can clearly be seen in comments from students and colleagues as well as impressive improvements in retention. As a result of the programming that Anneke was responsible for, academic probation rates after the first semester have dropped from 12% to 2.5% over a five year span, and retention has increased from 93.5% to 95.5%. She is additionally responsible for implementing the Major Switch program, which focuses on assisting struggling students in first-year science courses by working with introductory course faculty and academic advisors to suggest and develop alternative academic pathways where students can thrive. Anneke also serves the College of Natural Sciences in college readiness programming and placement examinations.

Robin Cunningham
Dean, Freshman Studies and Special Programs
Seton Hall University

Robin Cunningham embodies the spirit of commitment to Seton Hall University, holding three degrees and working at Seton Hall since 1984. As the Dean for Freshman Studies, she has piloted several initiatives aimed to advocate for and support vulnerable student populations. She is responsible for creating the Seton Summer Scholars summer bridge program to provide foundational experience for students with academic challenges. This program has also been transitioned into the academic year to ensure retention increases and academic success. Robin is also responsible for the creation of the "Gen-1" program; this program aims to specifically support first-generation college students in the two weeks prior to the start of college to ensure student success. Her long-term perspective at Seton Hall has enabled her to consistently match the needs of underrepresented students and to promote academic success in any capacity. Historically, she has also created Seton Hall's Office of Academic Support for Student-Athletes. She holds involvement in the New Jersey Association of New Student Advocates (NJANSA),

Brigitte Lahme
Professor and Chair, Department of Mathematics and Statistics
Sonoma State University

Dr. Brigitte Lahme is an outstanding first-year student advocate that emphasizes academic success in the field of mathematics. She has an elaborate career of developing curriculum and course materials that have encourage student success. In addition to co-authoring several college textbooks for mathematics, she served on a multidisciplinary team to develop and offer a year-long STEM course for first-year students funded by the National Science Foundation. This initiative has helped support first-year students in their transition through college while encouraging exploration of STEM. She holds leadership positions as a Professor and Chair for the Department of Mathematics and Statistics. She provides high quality, student centered mathematics instruction to all students that enables them to achieve at a high level of satisfaction and impact in their chosen fields. Her teaching experience has a documented history of high evaluation remarks from her students, with common descriptive terms such as 'supportive', 'passionate', and 'hard-working'. She is an empowering advocate that ensures college students of all backgrounds can visualize themselves as part of the future of STEM, and how one faculty leader can inspire and advance the mission of many.

Don Nix
Director, Accelerate Student Achievement Program (ASAP) and 360 Advising Program
University of Arkansas

Don Nix is an outstanding first-year advocate that exemplifies excellence within college readiness, persistence, and retention. Don currently serves as a director for the Accelerate Student Achievement Program (ASAP), a summer bridge program for first-generation students from East Arkansas, and the 360 Advising program, a comprehensive advising program for students with socio-academic need. Don has also helped in the creation of the Bounce Back Program for students in need of academic assistance, and the Student Talent Enrichment Program (STEP), a peer-mentoring program catered to students in need. Don and his team provide one-on-one support to hundreds of first-year students each year. He serves on key first-year committees, provides programmatic leadership to our summer transition programs, and is the lead instructor teach for academic success courses. Don is one of the most effective and successful educators within the University of Arkansas campus community. Don has been instrumental in designing new programming for the Student Success Center through collaborative efforts with the Office of Student Success and the Division of Student Affairs. He has a demonstrated commitment to ensuring academic success in the first year and is constantly identifying how his institution can better serve academically at-risk students.

René Sawyer
Associate Dean – Academic Advancement and Support
Greenville Technical College

René Sawyer has developed a strong, positive reputation at Greenville Technical College for her efforts to put students first. She is responsible for building curriculum, extracurricular programs, guided advising processes, and developed talented faculty. She is known for not shying away from large initiatives to assist first-year students; an example of this consists of her leadership of a five-year Title III Grant which yielded several student success initiatives. She was also responsible for leading Greenville Technical College's academic advising from Student Service to Academic Affairs, a shift that required major changes to college procedures, personnel, and facilities. She has been considered a "super-advisor" with an extensive knowledge of programs, courses, and transfer options. She also tends to advise students with the most difficult situations and has repeatedly conducted advising sessions at night and on weekends to ensure students can adequately receive advising services.

Calley Stevens-Taylor
Dean of Student Success
Cedar Crest College

During her tenure as Dean of Student Success, she restructured the curriculum of both first-year seminar courses at Cedar Crest College to focus on college experiences and life skills that more accurately reflects the Cedar Crest community. She is responsible for the creation of both an early alert system and a one-stop Student Success Center to efficiently and effectively promote student success. Calley additionally has a track record of advocacy for international student populations, including the addition of academic coaching and logistics-based staff. Dr. Stevens-Taylor collaborates with Student Affairs to maintain a case-management approach to academically at-risk students. Her collaborative nature extends to partnerships with Residence Life, Athletics, and Academic Services staff. Her holistic commitment to serving international students has been met with an increase in Cedar Crest College's overall international student population, from 2 percent to 10 percent. In addition to this population increase, her developmental initiatives have not gone unnoticed, seeing a 13.2 percent increase in retention over five years at Cedar Crest College.

Lorett Swank
Director, Center for Student Excellence
Southeastern Louisiana University

Dr. Lorett Swank is frequently recognized as a leader, advocate, creator, and innovator. Through her relatively short time as Director of the Center for Student Excellence, Dr. Swank has enacted fundamental changes to Southeastern Louisiana University's first-year experience programming. Dr. Swank's changes to the CSE and their impact on students is recognized campus-wide. Southeastern's VP for Student Affairs recognizes her commitment to students as he writes, "Dr. Swank's work and dedication to our students is beyond exemplary." Her changes include a complete revision of Southeastern 101 to a Freshman Success Course; enhancing Orientation; embracing proactive advising, early intervention strategies and academic coaching; creating a Freshman Academic Coaching course (SE 102) for first-year students on academic probation; and developing a Freshman Seminar Series to help freshmen establish campus connections. She has a demonstrated commitment to emphasizing first-year student success through her aforementioned developments and her advocacy towards improvements to the on-campus Tutoring Center, which manages over fifty subject areas.

John Wegner
Dean, Freshman College and Center for Academic Excellence
Angelo State University

Dr. John Wegner has a history of success at Angelo State University dating over twenty years, teaching at least one first-year experience or first-year composition course every semester. As a dedicated advocate for first-year students, he has been responsible for developing more effective transitional experience for students in their first and second semesters in college. He currently oversees over 50 sections of first-year focused 'Signature Courses' and teaches one himself to promote scholarly exchange between first-year students and faculty. Much of Dr. Wegner's work can be attributed to a keen sense of the future. His transitional development with advising can be attributed to the high number of students that change their academic major. He has additionally led advising units to more accurately define career readiness in college students while ensuring a valued educational experience. Dr. Wegner has a distinguished career as a faculty member that has repeatedly demonstrated a commitment to first-year success in both academic and career readiness, contextualized through his role as a Dean for the Freshman College and Center for Academic Excellence.

Semifinalists

Mike Barnette
Tarleton State University

Molly Berry
Millikin University

Kathy Buckelew
Wallace State Community College – Hanceville

Roberta Challener
Bellarmine University

Geoffrey Gilmore
California State University, San Marcos

Brian Hatzel
Grand Valley State University

Michelle Hernandez
Antelope Valley College

Hayley Kazen
Texas A&M International University

Brock Klein
Pasadena City College

Marika Lederman
Arkansas Tech University

Kimberly Pagano
Daemen College

Corinne Patterson-Cook
University of Cincinnati

Cara Setchell
DePauw College

Charmaine Troy
Georgia Gwinnett College

Jenna Weyandt
Mount Aloysius College

Nominees

Katie Anderson
Dominican College

Kimberly Ayala
University of California, Irvine

Holly Barker-Flynn
University at Albany, State University of New York

Colbi Beam
Oklahoma City University

Akeisha Belgrave
Harrisburg University of Science and Technology

Cheryl 'Shelley' Blackburn
Asheville-Buncombe Technical College

Terry Casey
Jacksonville State University

Carmelino Castillo
Laredo College

Ala'Torya Cranford
Fort Valley State University

Remy Cristobal
University of Guam

Tim Dale
University of Wisconsin, La Crosse

Joseph Desciak
Fordham University

Jose Donate-Lopez
Inter-American University of Puerto Rico

Jim Donathan
Elon University

Christina Downey
Indiana University Kokomo

Bill Elliott
Harford Community College

Andrew Ferdinandi
St. John's University

Julie Fischer-Kinney
University of Toledo

Kristen Garrison
Midwestern State University

Mary Geller
College of Saint Benedict/Saint John's University

Michael Graham
University of Northern Colorado

Linda Granata
Virginia Tech

Rivi Hatt
Lakeshore Technical College

Betty Hemingway
Horry-Georgetown Technical College

Marion Holmes
West Virginia University

Amy Hughes-Giard
University of Oregon

Richard Ice
College of Saint Benedict/Saint John's University

Shelley Jackson
Rust College

Judy Jimmerson
Albany Technical College

Tiffany Kushner
Centenary University

Matthew Lawson
Monroe Community College

Heather Levesque
East Tennessee State University

Heather Maginnis
University of Delaware

Michelle Mahoney
Cerritos College

Wendy Merb-Brown
Ohio University

Matthew Metz
D'Youville College

Steven Miller
Western Michigan University

Jo Mucci
Middlesex Community College

Richard Murphy
McKendree University

Jacqueline Naranjo
California State University, Long Beach

Vanessa Ochoa
East Los Angeles College

Susan Petrucelli
American International College

Jacqueline Powers
North Carolina Agricultural & Technical State University

Jaclyn Rodriguez
University of Memphis

Mario Scibilia
Lawrence Technological University

Jonathon Secaur
Kent State University

Kim Sousa-Peoples
University of North Carolina at Greensboro

Sarah Sunde
James Madison University

Calvin Talley
Saginaw Valley State University

Camry Tharp
University of Texas at Tyler

Lynna Thomas
Westmoreland County Community College

Jordan Trant
Lyon College

Shishona Turner
University of Idaho

Gisela Verduzco
Cypress College

Chotsani West
Adelphi University

Candice Wilson
Sam Houston State University

Karla Wilson
College of Central Florida

Scott Wojciechowski
High Point University

Alexandra Yanovski
Temple University

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Fellowship Recipients

Frank Guerrero
Arizona State University

Ling Le
San Jose State University

Jessica Martinez
Georgia Southern University

Janelle Raymundo
Rutgers University

Dae'lyn Smith
Northeastern State University

Semi-Finalists

Kharisma Black
North Carolina Central University

Charlotte Bucy
Radford University

Rachel Chai
University of South Alabama

Gregory Chase
Arizona State University

Karli Clausen
Central Michigan University

Emily Demke
Utah Valley University

Sanah Jivani
University of Texas, San Antonio

Amber Mandic
Florida Atlantic University

Jensen Radley
University of Nevada, Las Vegas

Lea Woodley
San Jose State University

Nominees

Eduardo Alvarado
Texas A&M University

Amanda Andalis
Arizona State University

Ashlen Aragon
Sierra College

Sarah Barker
Arizona State University

Stephanie Bonnell
University of Cincinnati

Patience Brawley
Edinboro University

Ryan Brown
Brigham Young University – Idaho

Cesar Chavez Jr.
Washington University in St. Louis

Kaylee De Tender
University of Texas at San Antonio

Ryan Eisnaugle
Radford University

Francina Garcia
Quinnipiac University

Abigayle Harper
University of Northern Colorado

Delylah Henry
University of Texas, San Antonio

Emily Johnson
Western Michigan University

Jackson Kerchis
University of Alabama

Jade Laplante
State University of New York at Oswego

Jonathon Lindbloom
Southern Methodist University

Phillip Lyew-Daniels
Clemson University

Alesha Manriquez
Sierra College

Kori Mecklenburg
Western Michigan University

Gyrell Morrow
Chicago State University

Rebecca Pedrosa
Kansas State University

Atticus Rice
McDaniel College

Ashley Ross
California State University, Sacramento

Anna Russo
Cabrini University

Chelsea Saldana
Edgewood College

Kaylee Smith
Texas State University

Travis Thayer
Washburn University

Stella Willis
Salem State University

Sandiin Yessilth
Arizona State University

Excellence in Teaching First-Year Seminars

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

Penguin Random House

Sponsored by Penguin Random House and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success. Universities were asked to submit one representative for their campus to be nominated for this award.

Award Recipient

Nirmal Trivedi
Director of First-Year Seminars and Assistant Professor of English
Kennesaw State University

Dr. Nirmal Trivedi is an assistant professor of English within the Department of English and the Director of First-Year Seminars in the Department of First-Year and Transition Studies. Dr. Trivedi is recognized for his focus on utilizing traditional and innovative elements to maximize the educational experience for his first-year seminar students. Dr. Trivedi has successfully incorporated innovation in teaching into his classes in ways that acknowledge and cater to changing student needs. One of Dr. Trivedi's innovative assignments was an eJournal called "Year One: a Journal of the First-Year Experience at Kennesaw State." In this eJournal, students wrote for each other and for other students around the country who were experiencing the challenges of transitioning to college. The digital platform inspired students to more openly seek out an audience by writing directly to their peers. Dr. Trivedi aims to challenge his students to exceed their self-imposed limitation through a described "problem-based" curriculum that enables dialogue on an initial problem and the literature, resources, and technology needed to succeed. Dr. Trivedi has played an important role in revising the curriculum of first-year seminars at Kennesaw State by shifting focus to non-cognitive factors such as resilience, mindset, and belonging-ness as foundational aspects of a first-year seminar. He believes in the transformative potential that can be found in a first-year seminar, and has routinely demonstrated excellence in teaching first-year seminars.

Semifinalists

Lisa Angermeier
Indiana University – Purdue University Indianapolis

Sarah Bennett
Arizona State University

Hayley Kazen
Texas A&M International University

Karen Yiu
Georgia Institute of Technology

Nominees

Amy Breski
Trocaire College

Pamela Buck
Sacred Heart University

Santiba Campbell
Bennett College

Marisa Case
Seton Hall University

Louanna Castleman
Fayetteville Technical College

Nelson Castro
Stella and Charles Guttman Community College

Jamie Clark
Lamar State College - Port Arthur

Renee Eaton
Virginia Tech

Suzanne Evans
Azusa Pacific University

Bianca Falbo
Lafayette College

Marian Gabra
University of California, Los Angeles

Corrine Hinton
Texas A&M University - Texarkana

Alexa Johansen
Azusa Pacific University

Heather Johnson
San Bernardino Valley College

Leslie Kaplan
University of North Florida

Shaneeza Kazim
College of Southern Maryland

Lisa Legg
Chattanooga State Community College

Gretchen Meinhardt
Donnelly College

Beatrice Nelson
University of Maryland - Eastern Shore

Tiare Picard
University of Hawai'I – West Oahu

Patricia Richard
Middlesex Community College

Sandra Serkownek
Columbia State Community College

Brooke Tyson
Howard Community College

Angela Vaughn
University of Northern Colorado

Joanna White
Manchester Community College

CALL FOR PROPOSALS

Paul P. Fidler
RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2019-2020 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

Comprehensive Award Package

- Stipend of $5,000
- Travel to the 26th National Conference on Students in Transition, October 2019, in Orlando, Florida, at which the award will be presented
- Travel to the 27th National Conference on Students in Transition, 2020, 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

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2019.

Application Procedures

The application and proposal form can be found at www.sc.edu/fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline. For more information, send an e-mail to nrcrsrch@mailbox.sc.edu.

Past Recipients

Diane Cardenas Elliott and Joni M. Lakin
STEMing the Shock: Examining "Transfer Shock" and Its Impact on STEM Major and Enrollment Persistence

Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders
Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities

Mauriell H. Amechi
Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

David Perez II
Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Universities

Will Sheppard and Brandy Bryson
Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students Academic and Transitional Studies

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38TH ANNUAL

Conference ON THE

FYE

FIRST-YEAR EXPERIENCE

Las VEGAS

FEBRUARY 16 - 19, 2019

VENDORS

VENDORS

Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience. Vendors are located in the Forum Ballroom 1-11, 25.

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College Transition Publishing 41
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XanEdu Custom Solutions 43
Human eSources 44
StoryWork International 45
Pacific Crest 46
Ruffalo Noel Levitz 47
Gallup Press 48
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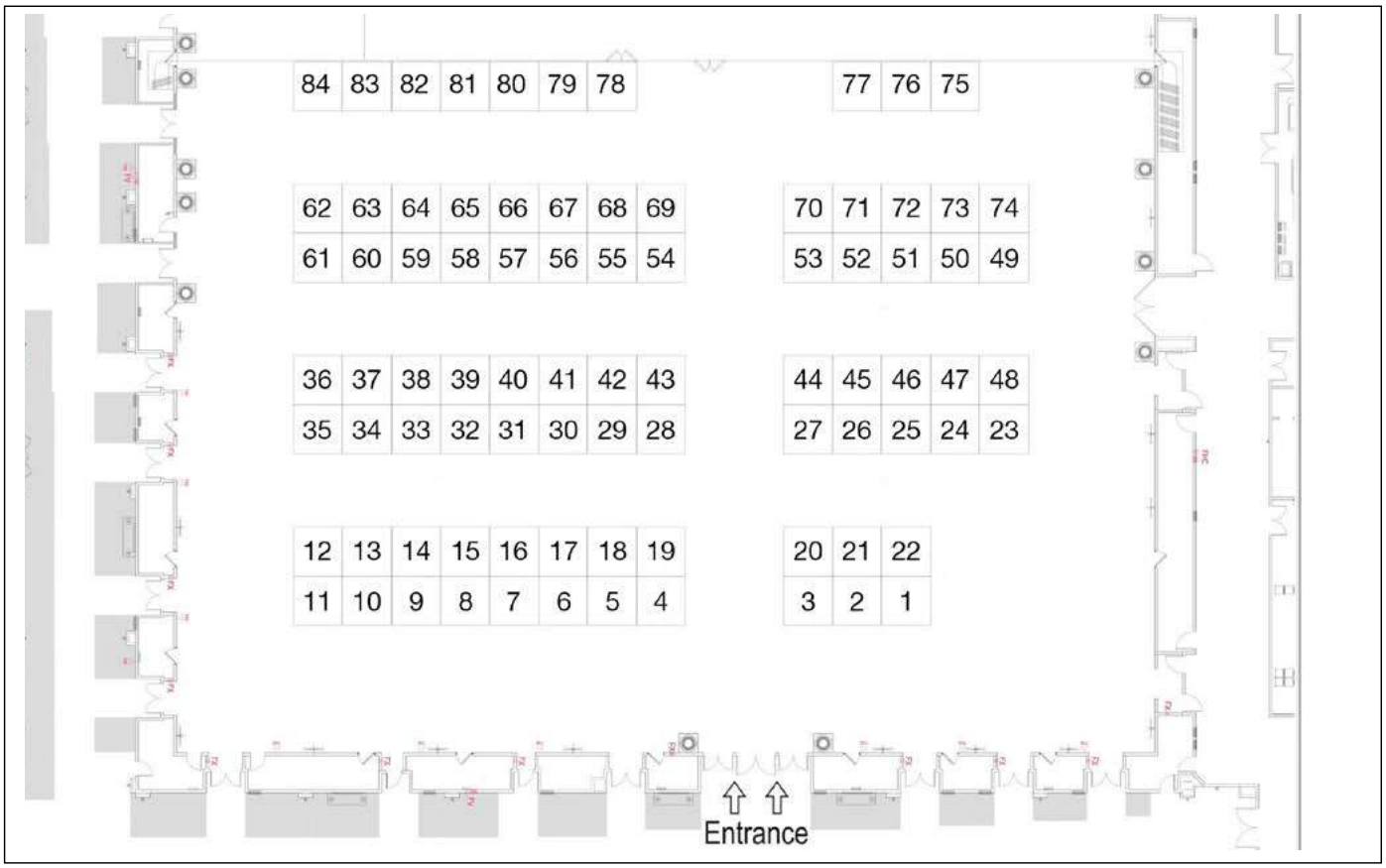
Vendor Hall Schedule

You will have the opportunity to visit with vendors during continental breakfasts, refreshment breaks, and the opening reception in addition to the vendor hall hours below:

Saturday, February 16, 2019	Sunday, February 17, 2019	Monday, February 18, 2019
7:00 p.m. – 8:30 p.m.	7:30 a.m. – 11:00 a.m. 1:00 p.m. – 5:00 p.m.	7:30 a.m. – 12:00 noon



ACT, Inc.

ACT is a nonprofit organization providing a continuum of integrated assessment solutions that align with our mission of helping people achieve education and workplace success.

Advantage Design Group

Advantage Design Group is transforming online orientation with its Advantage Orientation Platform. Students engage in a video-rich, interactive experience with a digital resource accessible anytime, on any device. Orientation Pros create and measure impact with a suite of administrative and analytic tools. We can do the same for you.

Amazon Kindle

Amazon Kindle offers a massive selection of digital titles from leading authors and innovators. eBooks are ideal for reading programs, leadership trainings, keynotes, and events. Discover a new way to enhance your first year experience programs with eBooks.

BarCharts Publishing, Inc.

BarCharts Publishing, Inc. is the publisher of QuickStudy® reference materials. We provide high-quality reference materials with accurate, easy-to-read information in visually engaging formats. Our focus is to assist students, educators, professionalsworldwide in accomplishing their goals. QuickStudy® reference materials - Guaranteed to boost confidence, grades and test scores!!

BVT Publishing

BVT publishes quality, affordable textbooks for the college market. Our five FYE textbooks include "College Success: A Concise Practical Guide" by Strickland, "Learning Strategies for College and Career" by Campbell, and "The College Success Handbook" by Williams. Come to our booth and pick up a free evaluation copy!

Campus Labs

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,400 public and private colleges and universities. Learn more at campuslabs.com.

CashCourse, National Endowment for Financial Education

CashCourse is a free, online noncommercial financial literacy resource for colleges and universities, created by the nonprofit National Endowment for Financial Education. The program provides customizable, interactive personal finance tools used at more than 1,000 colleges and universities across the country. Visit http://www.cashcourse.org to enroll or learn more.

Catapult / Counterpoint Press / Soft Skull Press

Catapult, Counterpoint, and Soft Skull are three sister publishers. Highlights include author Wendell Berry, THE RUNAWAY SPECIES by David Eagleman (2018 FYE selection for TXST), TRACE by Lauret Savoy (ASLE Award winner), JANE: A MURDER by Maggie Nelson, and WHITE LIKE ME by Tim Wise.

Center for First-Generation Student Success

The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, is the premier source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students.

Cengage

Cengage is the higher education and technology company built for learners. Our industry-leading initiatives include Cengage Unlimited, the first-of-its-kind all-access digital subscription service. We embrace innovation to create learning experiences that build confidence and momentum toward the future students want.

College Transition Publishing

College Transition Publishing specializes in developing highly successful first year transition programs. Based on your programs needs, we offer publications, online course software, webinars, presentations, professional development and coaching for traditional, online, community college and student veteran populations. Learn more by visiting www.CollegeTransitionPublishing.com

Comevo, Inc.

Comevo's LaunchTM online orientation software, full-service content production, and DiscoverSM Dynamic Q&A tool to streamline communication between hundreds of schools and their students since 1999. Features such as interactive video assessments and profile-based content amplify engagement and information retention to support student retention.

Complete College America

Complete College America is leveraging our Alliance and implementing strategies around the country to close achievement gaps, boost graduation rates and ensure every student has the opportunity to achieve their dreams.

Council for the Advancement of Standards in Higher Education (CAS)

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services.

Cupanion

Partnered with over 60 universities and colleges, our reusable products and unique app experience help to engage students, reduce costs, minimize waste, and visualize the impact of good habits. Every time you refill Cupanion gives a cup of clean water to a person in need. Fill it Forward.

DC Internships

DC Internships sponsors academic internship programs in Washington, D.C., each summer and semester. Programs include transferable credit from George Mason University and an internship placement. Program areas of focus include: public policy, economics and international affairs; journalism, communications and PR; business and government affairs, nonprofit sector, and community service.

EVENTUS

Eventus is a mobile app platform that offers engagement tools for the first-year experience. From orientation apps to campus social networks, Eventus offers you the tools to modernize your student engagement strategy and seamlessly introduce your students to everything that your campus has to offer.

FranklinCovey Education

For nearly three decades, FranklinCovey Education has been one of the world's most prominent and trusted providers of educational leadership programs and transformational processes. The 7 Habits of Highly Effective College Students is a principle-based student success curriculum designed to enable students to succeed in college and in life.

Gallup

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Grove Atlantic is an American independent publisher known for its literary fiction, poetry, and non-fiction. Grove Atlantic's notable authors include literary luminaries such as Samuel Beckett, Kathy Acker, and Frantz Fanon, as well as more recent writers such as Pulitzer-Prize winner Viet Thanh Nguyen, Jeanette Winterson, and Jim Harrison.

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Jullien Gordon Speaking & Publishing

Jullien Gordon has spoken at over 100+ orientations, convocations, and FYE programs nationally. His TED Talk on How To Maximize College & Minimize Debt has been viewed over 300,000 times on YouTube. He is also the author of 101 Things To Do Before You Graduate. Find out more at www.julliengordon.com/speaking.

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

National Survey of Student Engagement - Indiana University
The Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college and beyond.

New Jersey City University
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Roadtrip Nation empowers individuals to identify their interests and explore pathways aligned with their unique aspirations and skills. While our public TV film series is what we are known for, we also provide authentic and engaging career content that supports student success and positive career outcomes.

Rounding Some Corners--Observing Life's Oddball Ironies, by Rob McKenzie

Rob McKenzie is the author of Rounding Some Corners--Observing Life's Oddball Ironies, a collection of mostly humorous columns with potent double meanings covering a variety of topics that will engage today's students. McKenzie is a Professor and the Chairperson of the Department of Communication at East Stroudsburg University of Pennsylvania.

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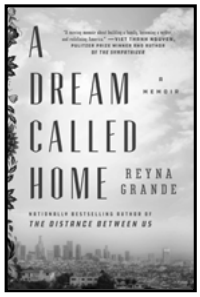

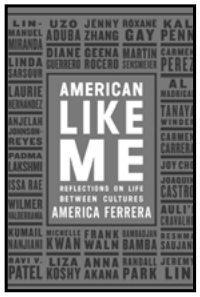

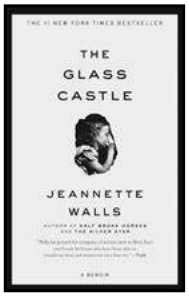

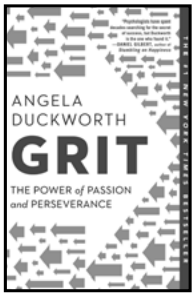

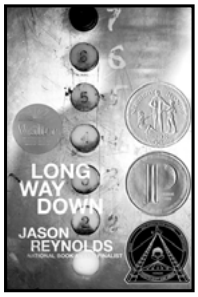

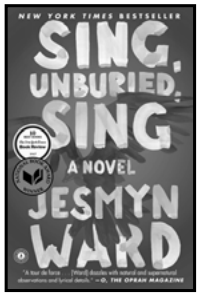

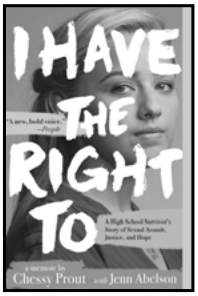

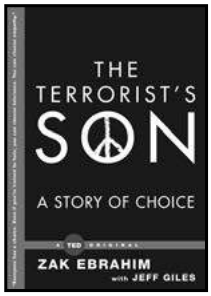

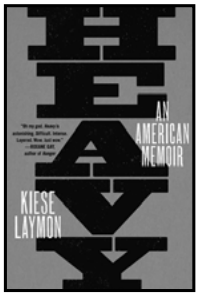

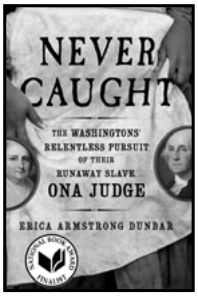

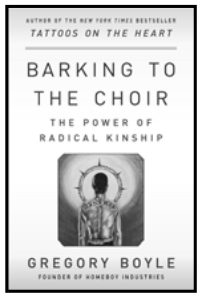

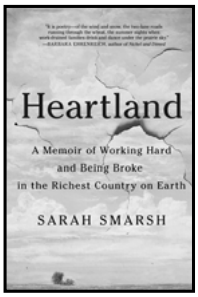

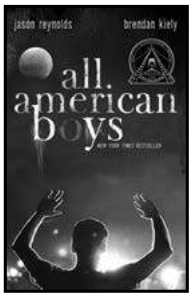

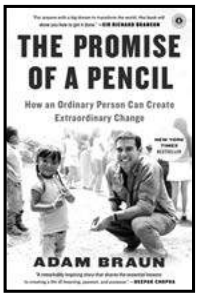

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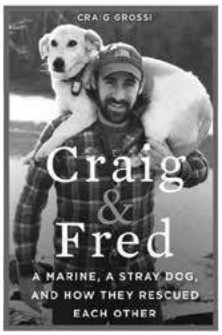

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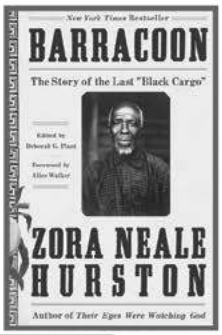

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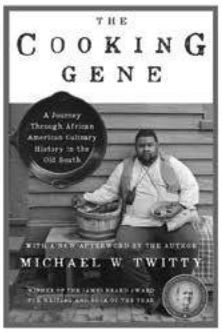

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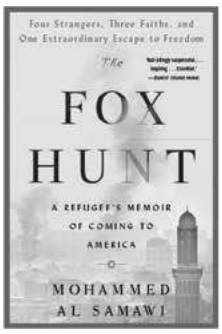
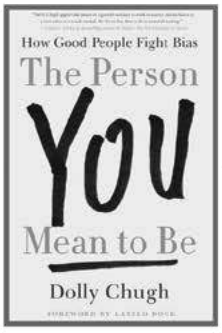


THE FOX HUNT | Mohammed Al Samawi

"A captivating memoir that reads like a page-turning thriller, *The Fox Hunt* reminds you of the power of human connection. Mohammed's story is one of courage and compassion in a time of war, and what can happen when we recognize what we have in common."

—Gillian Wise, Special Markets Department



THE PERSON YOU MEAN TO BE | Dolly Chugh

"*The Person You Mean to Be* is the book I wish I'd read when I started college. At a time when your students are leaving their comfort zones, Dr. Chugh's practical strategies will set them on the right path to becoming the people they mean to be."

—Michael Fynan, Academic Marketing Department

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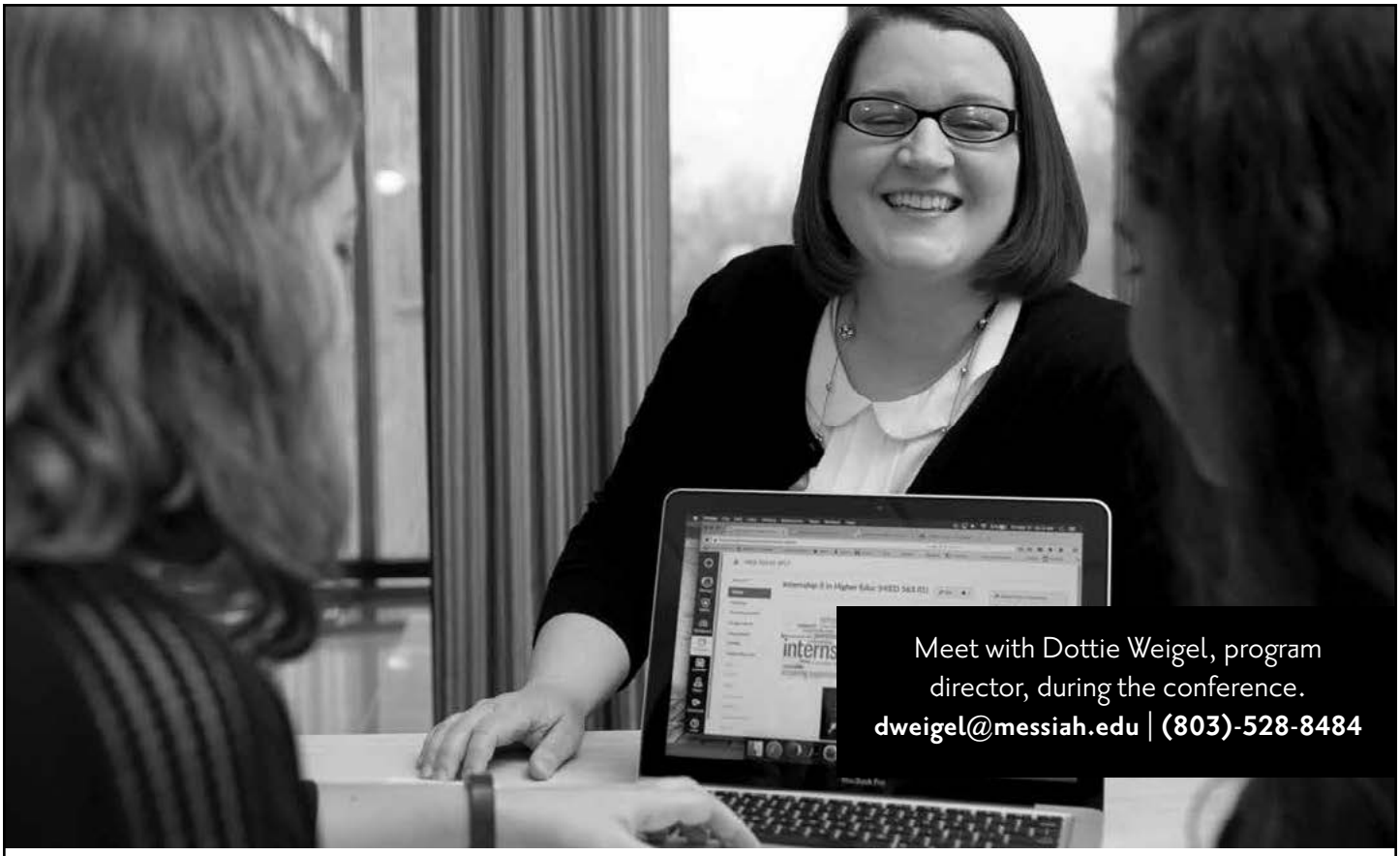

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Abeloe, Jaclyn	University of Colorado, Boulder	CI-206
Abes, Katrina	University of Hawai'i - West O'ahu	CI-109
Adineh, Shadi	Fresno Pacific University	CR-141
Akiyama, Kevin	East Los Angeles College	CT-300
Alfehaid, Abdulaziz	Imam Abdulrahman Bin Faisal University	FS-152
Alghamdi, Atiyah	King Saud University	PR-53
Alhammadi, Fatima	Higher Colleges of Technology	PR-46
Allay, Melissa	East Carolina University	CR-6
Allen, Carrie	University of Illinois at Urbana-Champaign	CR-284
Allen, Mary Beth	East Carolina University	CI-259
Allen, Todd	University of North Carolina at Pembroke	CI-229
AlMuhtadi, Ola	Zayed University	CR-214
Al-Najjar, Hala	American University of Kuwait	CT-16, FS-152
Ambrose, Pamm	Illinois State University	CT-62
Amidon, Jacob	Finger Lakes Community College	CI-199
Anastasovitou, Lina	San Jose State University	FD-18
Andersen, Catherine	University of Baltimore	FS-79
Angell, Katelyn	Long Island University, Brooklyn Campus	FD-269
Angelo, Nina	Top Hat	V-15
Angermeier, Lisa	Indiana University - Purdue University Indianapolis	CI-258
Arce, Katrina	University of Southern California	CI-110, CI-328
Arndt, Terry	College Transition Publishing	V-285
Asano, Shigeru	Yamagata University	CI-95
Ashman, Marinda	Utah Valley University	FD-337
Atkins, Sandra	University of Texas Rio Grande Valley	FD-243
Atkinson, Rhonda	Valencia College	CT-221
Autry, Shanna	Tallahassee Community College	CT-174
Babachahi, Hamoon	Simon Fraser University	CT-255
Babiszkiewicz, Monika	University of Southern California	CI-110
Baier, Lyn	Rutgers University	CI-271
Bailey, Sara	Beacon College	CT-76
Baldwin, Amy	University of Central Arkansas	CT-61, CT-203
Ballard, Sarah	University of Kentucky	CT-323
Barczak, Stacia	Grand Rapids Community College	CT-323
Barefoot, Betsy	University of South Carolina	FS-150, V-187
Barnes, April	Texas State University	FD-288
Barraclough, James	Washburn University	CI-223
Barrera, Angelica	University of Texas at San Antonio	PA-41
Barrett, Brittany	Columbus State Community College	CT-277
Barrett, Gayle	Connecticut State Colleges and Universities	CT-184
Barriere, Helen	California State University - Long Beach	CR-309
Baskin, Darin	Houston Community College	CI-74
Basu, Anjan	North Carolina A&T State University	CT-329
Baumgartner, Jenny	HarperCollins Christian Publishing	V-286
Baurer, Geoff	Ohio University	CT-102
Bearman, Alan	Washburn University	CI-223
Bedia, Esmer	University of Texas at Austin	CI-200
Bell-Huff, Cristi	Georgia Institute of Technology	CI-307
Benevento, Erin	McDaniel College	PA-32, PA-33
Bennett, Susan	Rutgers University	CI-271
Bernacki, Matthew	University of North Carolina	CR-145
Bhargava, Rohit	Non-Obvious Company	V-125
Bielagus, Peter	Wealth Educators International	V-239
Biggs, Mark	Missouri State University	CT-155
Billbe, Sasha	Arizona State University	CT-252
Black, Kharisma	North Carolina Central University	CI-280
Black, Victoria	Texas State University	CT-202
Blanc, Lori	Virginia Tech	FD-195
Blanchard, Deborah	Montana State University	W-10
Blandford, Emma	Georgia Institute of Technology	CI-82, CT-132
Bleicher, Elizabeth	Ithaca College	CI-279
Blumthal, Meredith	University of Illinois at Urbana-Champaign	CT-130
Boggs, Jamie	Berea College	CT-77
Bolch, Kambra	Texas State University	CT-202
Bonilla, Diana	LA Mission College	CI-13
Bosscher, Emily	Trinity Christian College	CT-88
Bowman, Heather	Indiana University - Purdue University Indianapolis	CI-258
Breitman, Joanna	Farmingdale State College	CR-185
Brewick, Andrew	University of Idaho	CT-255
Briggs, Lynn	Eastern Washington University	CR-91
Broadway, Marsais	Anoka-Ramsey Community College	FD-219
Brower, Carleigh	Manhattanville College	CI-228
Brown Kerrigan, Michele	Babson College	W-3
Brown, Charminta	Florida International University	CT-253
Brown, Kerry	Fresno Pacific University	CR-141
Brown, Lawrence	Florida A&M University	PR-50, CI-257
Bryant, Leah	DePaul University	FD-334
Bryant, Ross	University of Nevada, Las Vegas	V-285
Buccilli, Michael	Connecticut State Colleges and Universities	CT-184
Buchta, Maria	Norwalk Community College	CT-138
Buggs, Michelle	Texas Woman's University	CT-64
Bullock, Reginald	University of North Carolina at Pembroke	CI-229
Bunting, Bryce	Brigham Young University	W-2
Burns, Betsi	Loyola University Chicago	CT-128
Cagnolatti, Damon	Cerritos College	V-70
Cairy, Timothy	Widener University	CT-111
Calderon, Karina	University of Texas at El Paso	CT-275
Campagna, Michele	Westchester Community College	CT-87, CT-317
Campbell, Rebecca	Northern Arizona University	FD-241
Canley, Jahmad	LAUNCH Student Success	V-291
Carreno, Leilani	Nevada State College	CT-22
Carretta, Patricia	George Mason University	CT-226
Carskadon, Tom	Mississippi State University	CI-274
Carter, Evonne	College of The Albemarle	CT-248
Carter, Stephanie	Bryant University	CT-203
Castillo, Victor	Texas A&M University	PA-38
Chandler, Dawn	Hawaii Pacific University	CI-208
Chapleau, Kristin	University of Alabama at Birmingham	CT-182
Charles, Atira	Florida A&M University	CI-127
Chatham, Janice	Virginia Tech	CT-160
Chen, Karlyn	Virginia Tech	CT-160
Chetnik, Mathew	Salem State University	CI-210
Chiang, Warren	Stanford University	CR-5
Chilaka, Franklin	Salem State University	CI-210

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Chiles, Leslie	Loyola University Maryland	PA-30
Cianci, Karen	Fresno Pacific University	CR-141
Clark, Kathy	Florida SouthWestern State College	CI-340
Clark, Sara	Lesley University	FD-96
Clarke, Kevin	Loyola University Chicago	CI-10, CT-128
Coco, Lindsay B.	University of Georgia	CT-205
Coffey, Kristen	University of Maryland, Baltimore County	PA-39, CR-215
Cogliano, Megan	University of Nevada, Las Vegas	CR-145
Colasanto, Christina	American University	CI-308
Cole, Jim	Center for Postsecondary Research - Indiana University	CT-1, V-216
Coleman, Christopher	Tarrant County College	CI-126
Coleman, Tara	Kansas State university	CT-341
Collins, Jennifer	Florida A&M University	CI-127, CI-257
Collins, Shelia	Independent Scholar	FD-72
Combs, Shane	University of South Florida	CT-283
Conchar, Megan	Monmouth University	FD-312
Connolly, Elizabeth	CPP Innovation Labs	V-164
Conrad, Amy	National Endowment for Financial Education	V-67
Conrad, Courtney	Colorado State University	CI-311
Cook, Jasmika	Chicago State University	CI-135
Coombes, Michael	North Carolina State University	CI-159
Cooper Patterson, Stacy	Goucher College	FD-143, CT-324
Cooper, Lisa	Virginia Commonwealth University	CI-8
Cooper-Gibson, Shawna	Loyola University Chicago	CT-128
Coplea, Jennifer	University of California	W-13
Corley, Dyron	Rutgers University-Camden	FD-196
Cornelius, Lori	Florida Gulf Coast University	FD-97
Corte, Corinne	Arizona State Univeristy	CI-156
Cox, Elizabeth	Southern Utah University	PA-26, CT-190
Cox, Thomas	The University of Central Florida	CR-117
Crawford, Cynthia	Virginia Tech	CT-160
Croatt, Heidi	Anoka-Ramsey Community College	FD-219
Crook, Stephanie	University of Manitoba	CT-338
Cruz Benítez, Cesar	University of South Florida	CT-283, CT-306
Cruz, Julio	University of Puerto Rico-Mayaguez	PA-34, CT-310
Cummings, Marty	Georgia Military College	FD-242
Cunningham, Robin	Seton Hall University	CT-83
Curtis, Christine	University of the Bahamas	FS-152
Cuseo, Joe	Marymount California University	CT-89, CT-162, CT-211, CT-317
Daas, Karen	University of Texas at San Antonio	PR-51
Darabi, Rachelle	Missouri State University	CT-155
Darrouzet-Nardi, Jaclyn	University of Texas at El Paso	CT-4, CT-275
Davis, Heather	Eastern Kentucky University	CT-222
Davis, Tamika	Connecticut State Colleges and Universities	CT-184
Davis, Tony	Montgomery County Community College	W-12
DeAngelis, Angelica	American University of Kuwait	CT-16
DeBald, Helena	University of Connecticut	PA-36, CT-234
Dees, Ashley	University of South Florida	CT-136, CT-283
Demke, Emily	Utah Valley University	CT-147
Dial, Mike	University of South Carolina	CT-3, CI-154, CI-260
DiOrio-Saye, Cali	Texas A&M University-Texarkana	CT-11
Disbrow, Lynn	Kennesaw State University	CI-58
Doan, Jessamyn	Agnes Scott College	PA-31
Dobbs, Teressa	Northeast State Community College	CI-19

NAME	INSTITUTION	SESSION #
Dominguez, Kirby	East Los Angeles College	CT-300
Doremus, Stacey	Georgia Institute of Technology	Plenary Session
Dorn, Brittany	University of Northern Colorado	PR-56, CR-116
Dressler, Kimberly	University of South Carolina	CT-90
Easley, Katie	Western Michigan University	CT-20
Ebbott, Matthew	Western State Colorado University	FD-290
Echeandia, Rachel	University of Illinois at Chicago	FD-124
Edwards, Nigel	Florida A&M University	CI-257
Eiselein, Gregory	Kansas State University	CT-63
Eisenbach, Mildred	University of Guelph	CR-100
Ellis, Kyle	University of Mississippi	CT-211
Elmore, Tim	Growing Leaders	V-191
Endick, Ghada	Rutgers University	CR-5
England, Erica	Washington State University	PA-24
Ervin, Joe	University of Nevada, Las Vegas	CT-327
Everitt, Amy	Salem State University	CT-134
Fernandez, Todd	Georgia Institute of Technology	CI-307
Ferrell, Lee	University of Kentucky	CT-323
Fields, Sheila	Marshall University	CR-92
Filling-Brown, Michelle	Cabrini University	CI-57
Fisher, Sharon	Binghamton University	CT-7
Fitzpatrick, Christina	Miami University	CI-273
Flaggs, Darolyn	Kennesaw State University	FD-268
Fliger, Jerry	Alvin Community College	FD-99
Flowers, Crystal	Florida A&M University	PR-50
Foreman, Melissa	University of Connecticut	CT-234
Forman, Gretchen	University of Illinois at Urbana-Champaign	CT-130
Fortunato, Chris	East Carolina University	CI-259
Franze, Damien	University of Maryland, College Park	CT-86
Friedman, Dan	University of South Carolina	CI-65
Fruehling, Amy	University of Illinois at Urbana - Champaign	CT-130
Fujiwara, Koji	Yamagata University	CI-95
Fuller, Marjorie	West Virginia University	CR-69
Gabbert, Ann	University of Texas at El Paso	CT-275
Gafarian, Dylan	Farmingdale State College	CR-185
Gahagan, Jimmie	Virginia Commonwealth University	CT-90, FD-244
Garcia, Heather	Southern Utah University	CI-114
Garcia, Norma	University of Puerto Rico - Mayaguez	PA-34, CT-310
Gardner, Andrew	California State University, Stanislaus	CR-330
Gardner, Joel	FranklinCovey Education	V-264
Gardner, John	University of South Carolina	FS-150, V-187
Garner, Brad	Indiana Wesleyan University	FS-78, FD-192, CT-240
Garrett, Lauren	College of William & Mary	FD-287
Garrison, Kristen	Midwestern State University	CT-225
Garrison, M.E. Betsy	University of Arkansas	PR-45
Gaskin, Lisa	University of North Carolina - Charlotte	FD-314
Gastineau-Grimes, Holly	Marian University	FD-171
Gauthier, Amy	University of Michigan, Ann Arbor	CT-325
Gay, Rosemary	University of Georgia	CT-205
Gebauer, Richard	Cabrini University	CR-12, CI-57, CR-235
Gebelein, Jennifer	Florida International University	CT-253
Gersten, Beth	University of Nevada, Las Vegas	CT-84
Gianoutsos, Dan	University of Nevada, Las Vegas	CR-145, CI-272, FD-313
Gibbs, Sharon	University of Dallas	CI-246
Gieseler, Alexandra	State University of New York - Cobleskill	PR-43
Glaessgen, Tracey	Missouri State University	CT-155

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Glassford, Marcy	Utah Valley University	V-245
Glauberman, Julia	Binghamton University	CT-7
Gohlke, Donna	Tarrant County College	CI-126
Goldfine, Ruth	Kennesaw State University	CI-58
Gonzalez, Andres	East Los Angeles College	CT-300
Gonzalez, Carmen	University of North Carolina at Chapel Hill	CT-85
González, Milagritos	University of Puerto Rico - Mayaguez	CT-310
Goodman, Allyson	Marshall University	CR-92
Gore, Paul	Xavier University	CT-163
Graham, Michael	University of Northern Colorado	CR-116, CR-237
Greene, Catherine	University of South Carolina	CI-115
Greene, Sandy	University of South Carolina	CI-65, CT-301
Gregory, Maurice	North Carolina A&T State University	CT-329
Grewe, Maureen	University of South Carolina	CT-179
Gue, Victoria	Loyola University Maryland	PA-30
Gunning, Melinda	Fresno Pacific University	CR-141
Haberle, Charles	Providence College	PR-44
Habers, Natasha	Kennesaw State University	CI-58
Hadjisolomou, Stavros	American University of Kuwait	CT-16
Hagood, Thomas Chase	University of Georgia	CT-205
Hailwood, Debby	Ashford University	CT-233
Hall, Jeffrey	Ashford University	CI-318
Hallett, Ronald	University of Southern California	CR-217
Hamm, Brian	Lander University	PA-27
Hammon, Rosemarie	Tarrant County College	CI-126
Hansen, Elijah	Eastern Washington University	CR-91
Hardin Abbott, Brenda	Bay Path University	PA-23
Hardin, Christina	University of South Carolina	FD-192
Harrington, Christine	Middlesex County College	CT-14, CT-138, CT-333
Harrington, Deborah	Los Angeles Community College District	CI-13
Harte, Allie	University of Michigan	CT-325
Hartmann, Arianna	Utah Valley University	V-245
Hashimoto, Tateo	Nagasaki International University	PR-52
Hashimoto, Yukari	University of Nagasaki	PR-52, FS-152
Hashizume, Takao	Yamagata University	CI-95
Hasse, Jennifer	University of the Sciences in Philadelphia	CI-57
Hassler, Ryan	Penn State University - Berks	CI-9
Hauck, Alexis	University of Northern Colorado	CR-60
Hawkinson, Chelsie	Texas A&M University - Corpus Christi	CT-129, FD-220
Hayes, Brian	Colorado State University	CI-183
Hayes, Katelyn	University of Colorado, Boulder	CI-206
Hazard, Laurie	Bryant University	CT-203
Henscheid, Jean	National Resource Center for The First-Year Experience and Students in Transition/University of South Carolina	FS-149
Hester, Yvette	Texas A&M University	CI-153
Hill, Grant	North Carolina A&T State University	CT-329
Hilson, Katherine	University of South Carolina	W-5
Hinton, Corrine	Texas A&M University - Texarkana	CT-11
Hirschler, Christopher	Monmouth University	FD-312
Hodges, Lacy	Georgia Institute of Technology	CI-158
Hoelzle, Pamela	Entrepreneur Ready	CT-108
Holcombe, Elizabeth	Indiana University	CR-93
Holl, Joyce	NODA	FS-151
Holleran Steiker, Lori	The University of Texas at Austin	CI-81
Holloway, Scott	University of North Carolina at Greensboro	CT-326
Holmes, Marion	West Virginia University	CI-200

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Holzner, Lily	California Polytechnic State University, San Luis Obispo	PR-49
Hood, David	Montclair State University	CI-280
Hopkins, Katie	University of South Carolina	CI-115, CI-212, CT-301
Howard, Sheila	University of Dallas	CI-246
Hubbert, Heather	California Baptist University	V-167
Huerta-Bapat, Carmen	University of North Carolina at Chapel Hill	CT-85
Huggins, Elizabeth	Augusta University	FD-122
Hughes Giard, Amy	University of Oregon	FD-142
Hui, Mary Margaret	University of Arkansas	CI-232
Hunter, Katrina	Georgia State University Perimeter College	CI-106
Hunter, Shaunna	Hampden-Sydney College	PA-40
Hvizdak, Erin	Washington State University	PA-24
Igo, Cate	Polk State College	CT-188
Ingram, Amy	Auburn University at Montgomery	CR-265
Jaburek, Eric	The Ohio State University	CI-247
Jackson, Brianna	Kansas State University	FD-197
Jackson, Jasmeial	Southern New Hampshire University	FD-335
Jackson, Wayne	University of Central Florida	CT-108
James, Charlene	Texas Southern University	CI-178
Jeffers, Adam	Zayed University	PR-54, CR-263
Jensen, Mike	Utah Valley University	CT-147
Franks, Debra Joe	Lander University	PA-27
Johnson, Benjamin	Utah Valley University	FD-337
Johnson, Jamil	University of Central Florida	PA-26, CR-68, CT-204
Johnson, Jaycee	Edgewood College	CT-161
Johnson, Vickie	Georgia State University - Perimeter College	CI-106
Johnson, Whitney	University of Houston	CI-322
Johnson, William	University of North Carolina at Greensboro	CT-326
Kahn, Beverly	Farmingdale State College	Cr-185
Kahn, Lance	Zayed University	PR-54
Kakaza, Luvuyo	Cape Peninsula University of Technology	PR-47, CR-238
Kamody, Lisa	Ohio University	CT-118
Kato, Erika	California State University - Long Beach	CR-309
Kay, William	Saint Mary's University	CI-71
Pastor, Susan Kaye	Edgewood College	CT-161
Kaze, Rebecca	University of South Carolina	CT-179, CI-260
Kazen, Hayley	Texas A&M International University	CT-249
Keeble, Edna	Saint Mary's University	CI-71
Kelly, Annie	Loyola University Chicago	W-4
Kendrioski, Jamie	Babson College	W-3
Kenedy, Robert	York University	FS-152, CR-198
Kerr, Lisa	University of Alabama at Birmingham	CT-182
Kesler, Heidi	Utah State University	FS-295
Keup, Jennifer	National Resource Center for The First-Year Experience and Students in Transition/University of South Carolina	Primer, FS-152, CT-226, FS-296
Kezar, Adrianna	University of Southern California	CR-93
Khalid, Mahe Anjum	Zayed University	CI-168
Kilpatrick, Kimberly	University of Texas at El Paso	FD-144
Kim, Judy	Evaluation Consulting Group	CT-222
Kim, Wonjae	Clemson University	CI-75
King, Ladonte	LAUNCH Student Success	V-291
Kirby, Eric	Southern Utah University	CI-114
Kitchen, Joseph	University of Southern California	CR-217
Kleiner, Harrison	Utah State University	FS-295
Klingsmith, Jessica	Colorado State University	CI-183

NAME	INSTITUTION	SESSION #
Koch, Becky	Kirkwood Community College	CT-254
Koeritz, Linsey	University of Cincinnati - Blue Ash College	CI-294
Kohl, Christopher	Tennessee Technological University	CT-304
Konkel, Margaret	Montana State University	CT-250
Korstange, Ryan	Middle Tennessee State University	W-10
Kosanovich, Gretta	Amazon Kindle	V-177
Kosmoski, Katie	University of South Florida	CT-283
Kowis, Phyllis	FranklinCovey Education	V-264
Kozlovska, Silvia	Southern Utah University	CT-190
Kramer, Samantha	University of Central Oklahoma	CR-12, CR-235
Krieger, Christine	Goucher College	FD-143, CT-324
Kropp, Joanne	University of Texas at El Paso	CT-275
Krsmanovic, Masha	University of Central Florida	PA-26, CR-68
Kumfer, Kris	Ohio University	CT-118
Kuresman, Kia	York College of Pennsylvania	CI-278
Kurotani, Sawa	University of Redlands	FD-267
Kushell, Jennifer	YSN (Your Success Now)	CT-101
Kutil, Brandi	Texas A&M University - Corpus Christi	CT-129, FD-220
Kyonmi, You	Nagasaki University	PR-52
Laborde, Kathleen	The University of Texas at San Antonio	PR-51
Lail, Drew	University of Northern Colorado	PR-56
Lakes, Chris	Berea College	CT-77, CI-231
Lamers, Nicole	University of Illinois at Urbana - Champaign	CR-298
Lane, Forrest	Sam Houston State University	CT-139, FD-192
Lantz, Susan	West Virginia University	CI-201
Larkin, Julie	FranklinCovey Education	V-264
Larson-Rhodes, Sheryl	State University of New York at Geneseo	PA-42
Lash, Angela	Ohio University	Cr-186
Laurenzo, Shelly	College of William & Mary	FD-287
Lawless, Lisa	Illinois State University	CT-62
Lawrence, Sara	Texas A&M University - Texarkana	CT-11
Lawson, Cristina	Tulane University	CI-209
Lawson, Ira	Rhodes College	FD-289
Le Doux, Joe	Georgia Institute of Technology	CI-307
Le, Ling	San Jose State University	FD-121
Leary, Margaret	University of San Diego	CR-12, CR-235
Lee, Jessica	University of Maryland, College Park	CT-86
Lee, Kesha	North Carolina Central University	V-164, CI-280
Lee, Tim	Chicago State University	CI-135
Lehr, Jenna	Ohio University	CT-137, FD-336
Lelek, Noah	Texas Woman's University	CT-64
Lenz-Fisher, Devan	Concordia University Wisconsin	CI-227
Lerma, Diane	Palo Alto College	PA-25
Leuwerke, Wade	Drake University	CT-163
Levert, Ivory	Ohio State University	CI-247
Lewis, Elaine	Virginia Tech	W-5
Lewis, Jessica	The University of the West Indies	PA-29
Lomicka Anderson, Lara	University of South Carolina	CR-5
Long, Douglas	DePaul University	FD-334
Longauer, Hannah	Ohio University	CT-137
Longman, Debbie	Southeastern Louisiana University	CT-221
Lopez, Adriana	Sierra College	CI-66
Lopez, Keith	Colorado State University	CI-311
Lopez-Hernandez, Edgar	Nevada State College	CT-22
Loughlin, Kate	Merrimack College	CI-230
Lowery-Hart, Russell	Amarillo College	Closing Session
Lundman, Carla	Human eSources	V-94

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Lutz, Thayma	Western Michigan University	CT-20
Luzetski, Michele	Indiana University - Purdue University Indianapolis	CI-258
Lyman, Rajone	Houston Community College	CI-74
Lysiak, Lori	Penn State University, Altoona	FD-218
MacFarlane, Angus	Utah Valley University	CT-147
Macharaschwili, Carmen	Association of College and University Educators	CT-63
Machluf, Karin	Penn State University, Scranton	CT-132
Maddox, Kara	Georgia Military College	FD-242
Mais, Annie	Roadtrip Nation	V-104
Mallard, Jessica	West Texas A&M University	CR-331
Mann, Valerie	Johnson County Community College	CR-299
Manson, Jesseca	University of Northern Colorado	CR-237
Marinez, Eric	California State University, Long Beach	CR-309
Marquiss, Twister	Texas State University	CT-302
Marsh, MaToya	Chicago State University	CI-135
Martinez, Angela	Texas A&M University - Commerce	CI-80
Martinez, Eric	University of Puerto Rico - Mayaguez	PA-34
Martinez, Mick	University of Texas at El Paso	CT-4
Martinez, Monica	University of Texas at El Paso	CT-275
Mathues, Sabrina	Brookdale Community College	CT-14
Maurer, Kim	Ohio University	CT-102
Mayer, Cathy	Trinity Christian College	CT-88
McCaslan, Keith	Lander University	PA-27
McCormick, Jerred	University of Arkansas	PR-45
McCubbin, Traci	Merrimack College	CI-230
McCutchen, Gabby	Durham Technical Community College	CT-270
McDonough, Ann	University of Nevada, Las Vegas	FD-170, FD-313
McGlynn, Morgan	University of Kentucky	CT-323
Mckenzie, Robert	East Stroudsburg University of Pennsylvania	V-236
McKeown, Paige	University of South Carolina	CI-276
McLaughlin, Julie	Cincinnati State Technical & Community College	W-11
McNevin, Jessie	University of South Carolina	CI-276, CT-320
Meitler, Jared	Kansas State University	CT-256
Metzo, Christine	St. Cloud State University	CI-180
Michaels, Julia	Association of Public and Land-Grant Universities	FD-123
Miller, Brian	Arkansas Baptist College	PA-35
Miller, Jaime	Auburn University	CT-162
Miller, Rob	University of Illinois at Chicago	FD-98
Mingus, Tabitha	Western Michigan University	CT-20
Mitola, Rosan	University of Nevada, Las Vegas	CT-84, CI-224
Mixson-Brookshire, Deborah	Kennesaw State University	CI-58
Mkonto, Nosisana	Cape Peninsula University of Technology	PR-47, CR-238
Moore, Keyauna	Messiah College	FD-172
Moore, Sara	Salem State University	CT-134, CI-210
Moore, Susannah	University of Northern Colorado	CR-116
Moran Micks, Patricia	University of Texas at Austin	CI-81
Morash, Emily	Connecticut College	CI-207
Morgan, Kali	Georgia Institute of Technology	CI-307
Morris, Colin	Manhattanville College	CI-228
Mortensen, Daniel	Edgewood College	CT-161
Muhammed, Alia	University of Illinois - Urbana Champaign	CR-298
Mulkey, Amber	Clemson University	CI-75
Muller, Tina	Cal Poly San Luis Obispo	CR-12, CR-235
Murphy, Michael	North Carolina A&T State University	CT-329
Nagaishi, Garrett	Utah Valley University	CT-303

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Nakamura, Mitsue	University of Houston - Downtown	CR-166
Nava, Michael	Texas State University	FD-288
Nealy, Wendy	Evaluation Consulting Group	CT-222
Newberry, Raven	National Endowment for Financial Education	V-67
Newsome, Chevelle	Sacramento State	CI-157
Newsome-Slade, Vannessa	Sacramento State	CI-157
Nie, Danielle	University of North Carolina at Pembroke	CI-229
Nielson, Erika	Texas State University	CT-302
Noffsinger, Allison	Georgia Tech	CI-131
Norman, Naomi	University of Georgia	CT-205
Nyar, Annsilla	South African National Resource Centre for The First-Year Experience and Students in Transition	FS-152
O'Brien-Moran, Michael	University of Manitoba	CT-338
Ohde, Kaitlin	University of Northern Colorado	CR-173
Olivares, Anamaria	Tarrant County College	CI-126
Orchard, Mark	Brigham Young University - Idaho	CT-132
Ortloff, Debora	Finger Lakes Community College	CI-199
O'Shaughnessy, Kelly	College of William & Mary	FD-287
Otto, Kate	Marquette University	FD-194
Ouimette, David	University of Connecticut	CT-234
Oukili, Nora	State University of New York - Cobleskill	PR-43
Oxendine, Ashley	University of North Carolina, Pembroke	CI-229
Ozbek, Pinar	Koç University	FS-152
Park, Jiyoung	Henderson State University	CR-173
Parker, Mary Jo	University of Houston - Downtown	CR-166
Parks, Derek	American University of Kuwait	CT-16
Parsh, Bridget	Sacramento State	CI-157
Paschel, Alyssa	West Texas A&M University	CR-331
Pasinella, Alison	Lesley University	FD-96
Pather, Subethra	University of the Western Cape	PR-47, PR-48, CR-238
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Paul, Grayson	York University	CR-198
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Persutte-Manning, Stephanie	University of Northern Colorado	CR-60, CR-237
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Pirch, Kevin	Eastern Washington University	CR-91
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Pritchard, Chad	Eastern Washington University	CR-91
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Smedley, Anna	University of Nevada, Las Vegas	CT-84
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Smith, Karen	East Carolina University	CR-6
Smith, Kaylee	Texas State University	CT-105
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Soto, Carmen	East Los Angeles College	CT-300
Southern, Alison	Georgia Institute of Technology	CI-131
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Young, Dallin George	National Resource Center for The First-Year Experience and Students in Transition/University of South Carolina	CT-3, CT-226
Yri, Glenn	University of Texas - Rio Grande Valley	FD-243
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Zardenetta, Nicole	University of Southern California	CI-110
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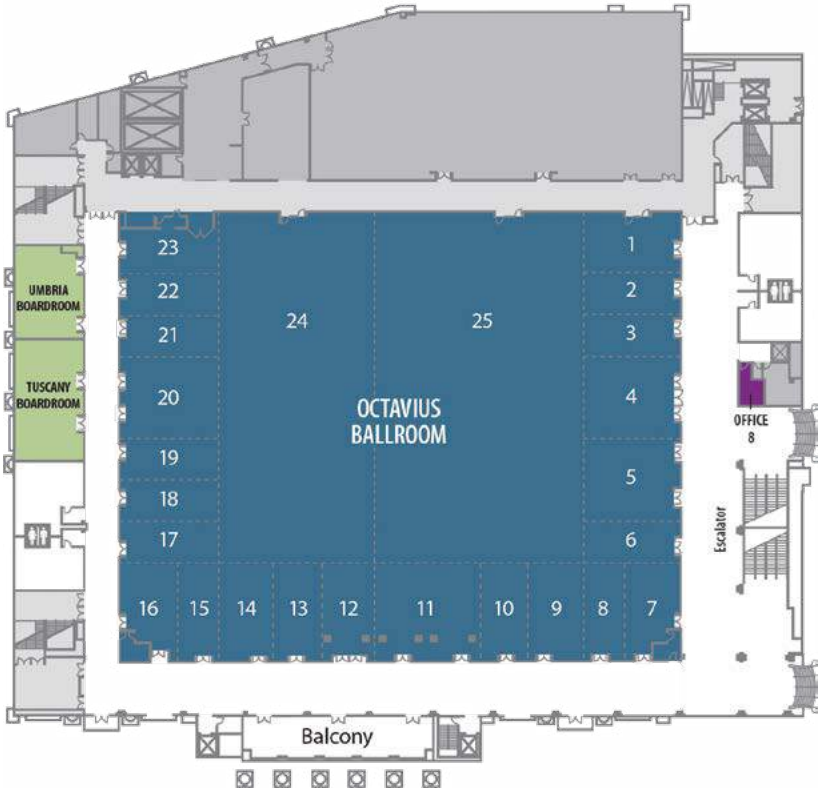

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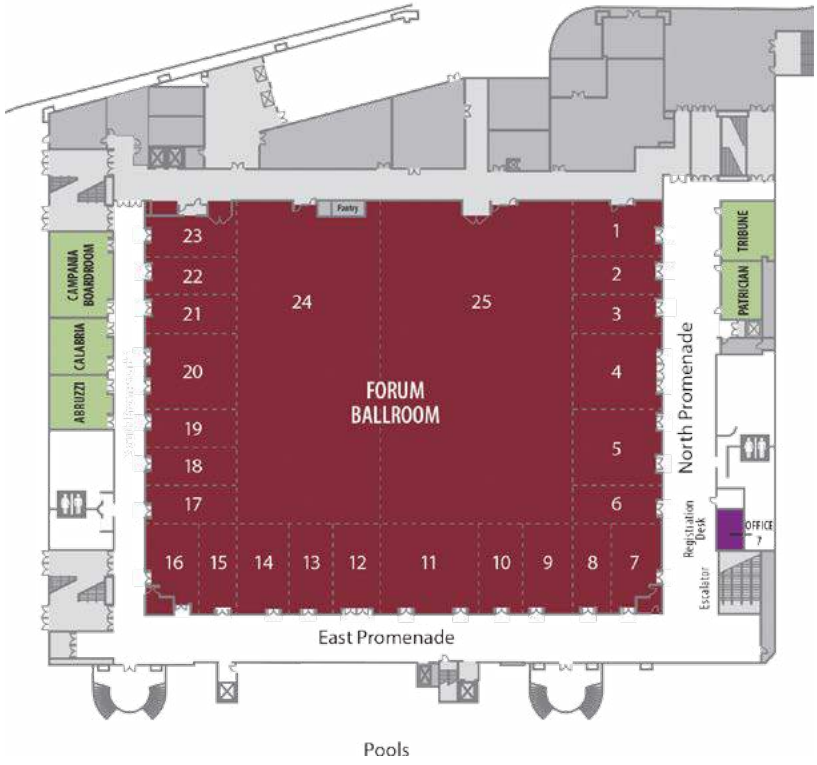
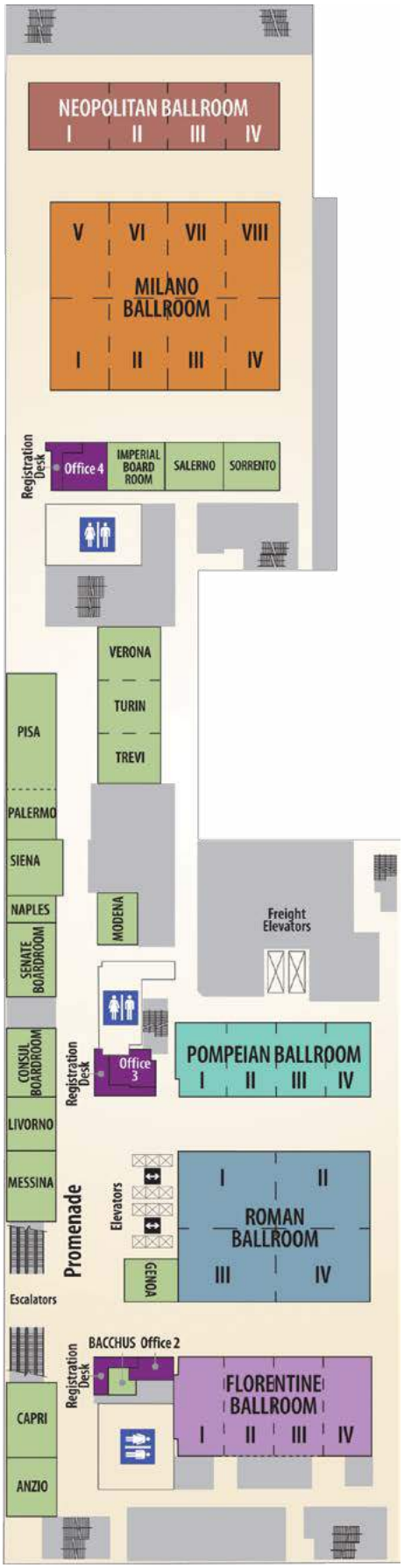
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