

CONFERENCE PROGRAM

COSTA MESA, CALIFORNIA

OCTOBER 21 - 23, 2017

Cohosts

Santa Monica College University of California, Irvine University of California, Los Angeles





Dear Conference Delegates,

On behalf of the Staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Costa Mesa, California, for the 24th National Conference on Students in Transition. We are pleased to have Santa Monica College, the University of California, Los Angeles, and the University of California, Irvine as cohosts for this event. Representing different institutional environments and serving a diversity of students, these institutions remind us how rewarding collaboration across higher education can be. On behalf of the Center and our conference cohosts, I extend warm conference greetings to you.

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

While learning from educational sessions is valuable to our work, the conference schedule is also designed to facilitate informal interactions among participants. We take great pride in hosting professional development events that create a community among delegates, presenters, exhibitors, and cohosts and strive to develop a rich professional network that extends long beyond our time together at the conference. To that end, the schedule includes several networking opportunities to complement and enhance more formal learning experiences and to facilitate your introduction to new colleagues and friends. Given the challenges that higher education and society are facing, it has never been more important to learn from and support one another than it is now. As such, we encourage you to take advantage of these opportunities to discuss ideas about new programs, pedagogies, and practices for students in transition with your fellow delegates. Further, we hope your conference conversations address how these topics support the values that ground much of our work in FYE and represent the core commitments of the National Resource Center: inclusion, lifelong learning, the developmental power of educational transitions, the connection between research and practice, and collaboration.

Representatives from the National Resource Center and our cohost institutions are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have questions or concerns. Enjoy the conference!

Sincerely,

Jennifer R. Keup

Director

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

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SCHEDULE OF EVENTS

SATURDAY | OCTOBER 21, 2017

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

SUNDAY | OCTOBER 22, 2017

7:30 a.m. - 5:00 p.m.

7:30 a.m. – 8:30 a.m.	Continental Breakfast
7:45 a.m. – 8:45 a.m.	Primer for First-Time Attendees
9:00 a.m. — 11:15 a.m.	Conference Sessions
11:15 a.m. — 12:15 p.m.	Lunch on your own
12:30 p.m. – 1:45 p.m.	Afternoon Plenary Address— Joshua Wyner
2:00 p.m. – 5:30 p.m.	Conference Sessions

Conference Registration

and Information Desk

MONDAY | OCTOBER 23, 2017

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



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

4th
NATIONAL CONFERENCE ON
STUDENTS
N TRANSITION

Costa Mesa, California

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

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR AND CO-HOSTS National Resource Center for The First-Year Experience and Students in Transition

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

CONFERENCE CO-HOSTS

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

Santa Monica College University of California, Irvine University of California, Los Angeles

GENERAL INFORMATION



Session Locations

All conference sessions will be held at the Westin South Coast Plaza.

Hotel Map

A layout of the meeting rooms at the Westin South Coast Plaza is located on the inside back cover of this program.

Message Board

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

Nametag Ribbons

RAINBOW Co-hosting Institutions

LIGHT BLUE Presenters

Outstanding First-Year Student Advocates GOLD

PURPLE First-Time Attendees

GREEN Exhibitor

Registration Information

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

Saturday, October 21, 2017 7:30 a.m. - 6:00 p.m. 7:30 a.m. - 5:00 p.m. Sunday, October 22, 2017 Monday, October 23, 2017 7:30 a.m. - 12:00 noon

Internet Access Information

Complimentary wireless internet access is available to conference participants throughout the meeting space. Overnight guests staying at the Westin South Coast Plaza will have access to complimentary internet access in their guest rooms.

Parking Information

We are pleased to offer both valet service and self-parking in our on-site parking garage 24 hours a day.

Self-parking Fee: \$17 USD daily, \$27 USD overnight

Covered Parking: Yes In/Out Privileges: Yes Valet Parking: Yes

Valet Parking Fee: \$20 USD day use, \$34 USD overnight

Conference Evaluations

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

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

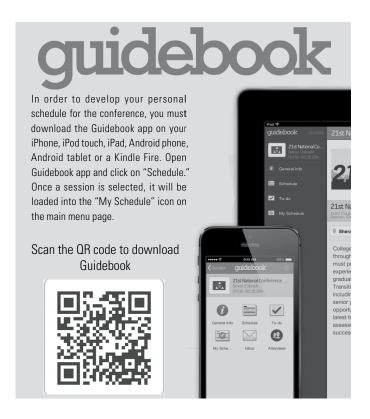
Session Handouts

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

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http:// www.sc.edu/fye/events/presentation/2017SIT/ after November 21, 2017. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Emily Tedesco at tedescel@mailbox.sc.edu.

Interactive Schedule

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



SESSION FORMATS

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

Concurrent Sessions

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

Concurrent session types:

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

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

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

(FD) Facilitated Discussions

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

(E) Exhibitor Presentations

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

Poster Sessions

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

Poster session types:

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.

Mark Your



November 3 – 5, 2017

Institute on Growth Mindset Institute on Sophomore and Student Resilience

Columbia, South Carolina

February 10 – 13, 2018

37th Annual Conference on The First-Year Experience San Antonio, Texas

April 13 - 15, 2018

Student Success

Columbia, South Carolina

June 1 - 3, 2018

Institute on First-Year Student Success in the **Community College** North Charleston, South Carolina

July 2018

Institute on First-Generation College Students

Columbia, South Carolina

October 13 – 15, 2018

25th National Conference on Students in Transition

Indianapolis, Indiana







PROPOSAL REVIEWERS

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

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EXHIBITOR INFORMATION

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

EXHIBIT HOURS

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

Saturday, October 21, 2017

4:00 p.m. - 7:45 p.m.

7:30 a.m. - 12:00 noon 1:30 p.m. - 5:00 p.m.

Sunday, October 22, 2017

Monday, October 23, 2017

7:30 a.m. - 12:00 noon



Bridging the First Year Experience

Bridging the First Year Experience was designed by two program directors/ department chairs/instructors with 50+ years of educational experiences. Their passion has evolved into the development of this interactive digital eCurriculum that energizes students through introspection, critical thought, and self-actualization. Instructors and students can customize curriculum using real-world, connection based activities/resources.

BVT Publishing®

Better textbooks, better prices

BVT Publishing

BVT publishes quality, affordable textbooks for the college market, with textbooks adopted on over 1,000 campuses. We have just released the third edition of Learning Strategies for College and Career, by Campbell and Hettich. This text comes with strong instructor and student support, and is fully customizable for your campus.



Capital Behavioral Health

Capital Behavioral Health is an individual practice, directed by award winning author Rayshawn L. Wilson, Licensed Professional Clinical Counselor. At CBH we are committed to providing a broad range of innovative, high quality services in the areas of substance abuse, mental health and criminal justice. We stand by our motto, "Collectively Changing Lives. With an integration of complimentary approaches, we draw from a variety of methodologies and techniques to incorporate what is most helpful for each client.



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



Let Me Learn

Let Me Learn, Inc. is a non-profit organization promoting informed, intentional learning behaviors. The Let Me Learn Process® is continually tested in the real world of classrooms, training settings, and corporate offices and is a proven, effective tool for learners to take control of their learning processes and meet expectations.



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

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



COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

NOVEMBER 13 - DECEMBER 8, 2017

WHO ARE OUR VETERAN STUDENTS AND ARE WE **VETERAN-FRIENDLY?**

Instructor: David DiRamio



REGISTER BY 11/6/17 AT WWW.SC.EDU/FYE/OC

COURSE OBJECTIVES:

- » Understand the critical issues facing veteran students:
- Recognize of the psychosocial, cognitive, and identity-related concerns of veteran students who a transitioning to college and civilian life;
- » Be a critical consumer of the research literature about veteran students;
- » Use research to inform decisions about how to best serve the needs of veteran students:
- » Be mindful and intentional when working with this unique student population;
- » Understand privacy concerns and ethical considerations when working with veteran students:
- » Critically examine best practices and organizational policies related to veteran students; and;
- » Effectively plan and resource programs and service for veteran students;



RESOURCES ON THE COLLEGE STUDENT EXPERIENCE



Academic Advising and the First College Year

Jennifer R. Fox and Holly E. Martin, Editors A joint publication with NACADA, the Global Community for Academic Advising ISBN: 978-1-942072-00-3. 260 pages. \$30.00



What's Next for Student Veterans? Moving from Transition to Academic Success

> David DiRamio, Editor ISBN: 978-1-942072-10-2. \$30.00





Research Reports on College Transitions No. 7:

What Makes the First-Year Seminar High Impact? An Exploration of Effective **Educational Practices**

Tracy L. Skipper, Editor ISBN 978-1-942072-01-0. 166 pages. \$25.00

SAVE 20% on orders placed through November 10, 2017. Code: CMCA17

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Term Ending 2018

Stephanie Foote John N. Gardner Institute

Ken O'Donnell California State University

Russell Lowery-Hart Amarillo College

Victor Saenz University of Texas at Austin

Term Ending 2019

Kimberly Griffin University of Maryland

Maria Hesse Arizona State University

Laura Jiménez Center for American Progress

George Mehaffy American Association of State Colleges and Universities

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Gloria Crisp Oregon State University

Darrell C. Ray University of Memphis

Alyssa Rockenbach North Carolina State University

Dale Tampke Texas Women's University

NATIONAL RESOURCE CENTER

Join us in congratulating . . .

2017-2018 Paul P. Fidler **Research Grant Recipient**



PRINCIPAL INVESTIGATOR Mauriell Amechi PhD Candidate, Pre-Doctoral Fellow,

Educational Leadership and Policy Analysis University of Wisconsin - Madison



Our Stories (Un)Told: Community Cultural Wealth and the **College-Going Experiences of Transitioning Youth in Foster Care**

Abstract: The purpose of this proposed study is twofold: (1) To better understand the college choice and enrollment process for underserved and nontraditional populations in foster care; and (2) to explore how academically high achieving foster youth cultivate and leverage cultural wealth (Yosso, 2005) to enhance their access to selective four-year colleges where they are traditionally underrepresented (e.g., Davis, 2005; Day, Dworsky & Feng, 2013). The ultimate aim of this interdisciplinary study is to offer implications to concerned stakeholders in education and child welfare who endeavor to close persistent inequities in postsecondary participation.

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.

SATURDAY, OCTOBER 21 PRECONFERENCE WORKSHOPS SEPARATE REGISTRATION REQUIRED

Continental Breakfast for Preconference Workshop Participants

7:30 a.m. - 9:00 a.m. East Galleria

Preconference Workshop and Conference Registration

7:30 a.m. - 6:00 p.m. East Galleria

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for preconference workshop participants

W-1 | Upgrade Your Peer Leader Program by Creating High-Impact and **Transformative Experiences**

8:00 a.m. - 12:00 noon | \$135 | Viejo/Laguna

Bryce Bunting, Assistant Clinical Professor, Counseling and Career Center, Brigham Young University

Dallin George Young, Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience, *University* of South Carolina

W-2 | Making Learning Meaningful Through Integrative Learning

8:00 a.m. - 12:00 noon | \$135 | San Felipe

M. Stuart Hunter, Senior Fellow, University 101 Programs and National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect, University of South Carolina

Irma Van Scoy, Executive Director, USC Connect, University of South Carolina

Dottie Weigel, Assistant Professor; Director of the Master of Arts in Higher Education, Messiah College

W-3 | Planning for Student Transitions Across the Undergraduate Years

9:00 a.m. - 4:00 p.m. | \$245 | San Pedro/San Diego

Betsy O. Barefoot, Fellow, National Resource Center for The First-Year Experience & Students in Transition – University of South Carolina; Senior Scholar – John N. Gardner Institute for Excellence in Undergraduate Education

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

W-5 | Building Pathways for Transfer Student Success

1:00 p.m. - 5:00 p.m. | \$135 | San Felipe

Mark Allen Poisel, Vice President for Enrollment and Student Affairs, University of Arkansas at Little Rock

Opening Session & Keynote Address

The Bookends of Student Transition: Fostering Support in the First and Senior Years

5:30 p.m. – 7:00 p.m. | Santa Ana/Costa Mesa

Jillian Kinzie

Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute Indiana University School of Education



Entry to and departure from college are critical transitions in students' personal and educational journeys. Accordingly, most institutions offer a range of initiatives to orient new students, help them achieve academic success and feel a sense of belonging, and some have implemented senior experiences to facilitate graduation and career transition. Yet, to what extent are students experiencing support at the bookends of their undergraduate

education and how do under-represented student populations fare? This presentation highlights findings about first-year and senior transitions from a module appended to the National Survey of Student Engagement (NSSE). Results related to academic support, personal difficulty, and reasons new students considered leaving will be discussed, followed by seniors' views about their preparation for post-graduation plans. Implications for enhancing programs and practices will be considered.

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

would like to congratulate the recipients of the

Institutional Excellence for Students in **Transition Award**

San Jose State University: Braven at SJSU Leadership and Career Accelerator

Ohio State University: Second-Year Transformational Experience Program (STEP)

WELCOME RECEPTION |7:00 p.m. - 7:45 p.m.East Galleria



November 3 - 5, 2017 University of South Carolina Columbia, SC

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RESOURCES ON THE SENIOR YEAR



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Mary Stuart Hunter, Jennifer R. Keup, Jillian Kinzie, and Heather Maietta, Editors ISBN 978-1-889271-85-9, 230 pages, \$35.00





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> Dallin George Young, Jasmin K. Chung, Dory E. Hoffman, and Ryan Bronkema ISBN 978-1-942072-12-6. \$25.00



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Institute on SOPHOMORE STUDENT SUCCESS







April 13 — 15, 2018 University of South Carolina Columbia. SC



Continental Breakfast

7:30 a.m. - 8:30 a.m. East Galleria

Conference Registration

7:30 a.m. – 5:00 p.m. East Galleria

Primer for First-Time Attendees

7:45 a.m. - 8:45 a.m. China Cove

Jennifer R. Keup

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

Mary Stuart Hunter

Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition/University 101 Programs; Faculty Fellow, USC Connect University of South Carolina

John N. Gardner

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

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

9:00 am - 10:00 am

CT-1 Helping Sophomores Stand Out: Research and Best Practices on Sophomore Involvement

China Cove

Stephanie Foote

Assistant Vice President for Teaching, Learning, and Evidence-Based

John N. Gardner Institute for Excellence in Undergraduate Education

Jeannine Kranzow

Associate Professor, College Counseling & Student Development Azusa Pacific University

This session will examine the types of campus involvement, including residence life experiences, that best support sophomore student engagement and success. Specifically, the presenters will draw from the chapter they co-authored in a forthcoming issue of New Directions in Higher Education to illuminate research and best-practice literature that provides a foundational understanding of sophomore living-learning communities and residences, as well as high-impact co-curricular experiences, consisting of: student leadership opportunities, study abroad, service- and community-based learning, undergraduate research, and internships.

CR-2 The Role of Validation for Low-Income Latino/a Engineering **Transfer Students**

San Carlos

Nathan Durdella

Associate Professor, Educational Leadership and Policy Studies

S.K. Ramesh

Dean and Professor of Electrical and Computer Engineering

Andrea Montes Alvarado

Graduate Student, Educational Leadership and Policy Studies

Associate Dean and Professor of Mechanical Engineering California State University, Northridge

Christopher Lawrence

Doctoral Student, Department of Sociology University of California, Davis

The session will explore the experiences of low-income Latino/a transfer students in Connect, an engineering and computer science academic and research program at a Hispanic-serving institution in Southern California. Designing a qualitative case study, we will share how we framed student experiences through the lens of validation theory. The session will focus on conditions that academically and interpersonally validate Latino/a students: (a) working closely with faculty in mentoring relationships in the major to develop technical expertise; (b) following an engineering or computer science transfer path with Latino/a peers; and (c) extending a network of students in culturally based Latino/a engineering organizations.

FD-3 Publishing Research and Practice on College Student Transitions San Diego

Forrest Lane

Editor, Journal of The First-Year Experience & Students in Transition Sam Houston State University

Christina Hardin

Editor, E-Source for College Transitions Valencia College

The National Resource Center offers multiple opportunities for scholars and practitioners to publish on college student transition experiences. The Journal of The First-Year Experience & Students in Transition is a semiannual refereed journal providing current research on the first college year and other significant student transitions. *E-Source for College Transitions* is an electronic newsletter providing practical strategies for student success. The editors of both publications will be on hand to discuss strategies for crafting strong manuscripts, provide an overview of the submission processes, and describe opportunities for involvement with the publications' editorial boards.

CT-4 BMEN Think: Black Students' Perspectives Regarding **Academic Survival/Success Skills**

San Felipe

Lisa Marie Kerr

Director, Vulcan Materials Academic Success Center

Christopher Jones

Director, Student Multicultural & Diversity Programs University of Alabama at Birmingham

Join us in an interactive session to discover how to uncover the intricacies of supporting students of color throughout their college transition. We will share how we collected and coded the data our students provided via structured focus group sessions, as well as how knowing what students think informs our practice. While grounding theories will be presented, the primary purpose of this session is to discuss how capturing the perspectives of the student populations we serve can advance the efficacy of the high-impact practices delivered to support academic, personal, and professional success among students.

CR-5 First-Year Students and Deep Learning: Piloting the FYRE Program

San Gabriel

Christy Oliveri

Coordinator of Advising & Student Success, CSTEM Eastern Washington University

Undergraduate involvement in research and creative activities is one way to promote and encourage learning, problem solving, and critical thinking, and thus engagement in the college experience (Boyer Commission on Educating Undergraduates in the Research University, 1998; King & Magolda, 2011). Our study used propensity-score matching to examine the effects of involvement in an undergraduate research program on the learning styles and preferences of first-year students in the FYRE (First-Year Research Experience) program at a four-year, mid-size research university. Results indicate that participation in FYRE appears to have influenced students' engagement with and preferences for deeper learning.

CI–6 Lessons Learned: Improving the College Transition for Students with ASD

San Juan

Lynne Shea

Dean, Liberal Studies and the Arts

Andrew Donahue

Director, Social Pragmatics Programs Landmark College

The social pragmatics programs at Landmark College have experienced ongoing refinement based on increasing enrollment of and experience with students with autism spectrum disorder (ASD) and others who present with social pragmatics challenges. This session will provide an overview of typical issues of students with ASD transitioning to college, as well as strategies and program initiatives that provide a supportive environment for these students, in and out of the classroom. The presenters will give evidence of both the challenges experienced and the impact of programmatic development on successful retention of students with this profile.

CT-7 Team Effort: Cultivating a Sense of Belonging in First-Year Seminars

San Marcos

Lisa Angermeier

Clinical Associate Professor and Coordinator of First-Year Experience

Jana Renner

Senior Academic Advisor

Laura Masterson

Director of Student Success

Rose Baker

Academic Advisor

Christina Nelson

Academic Advisor

Indiana University Purdue University Indianapolis (IUPUI)

Creating a sense of belonging is a critical aspect of first-year student success. When it comes down to it, what matters to first-year students when they take their first steps on campus is the knowledge that someone noticed they started this experience and will continue to support them throughout the pursuit of their degree. We will discuss strategies the first-year seminar instructional team in the School of Physical Education & Tourism Management have used to connect students to (a) one another, (b) their academic programs, (c) campus resources, and (d) their institution in the PETM first-year seminar courses.

CT-8 Transition Coaching: Retaining Students in Transition

San Pedro

Stephanie Langley

Transition Coach, First-Year Studies

Nicole Jones

Transition Coach, First-Year Studies

Frank Benefield

Transition Coach, First-Year Studies University of Tennessee

In an initiative recently launched by a land-grant university in the Southeast, transition coaches provide vital support to students in transition by coaching them through critical turning points in their academic careers. From the coaches' perspective, this endeavor involves both internal and external collaboration to identify students, an ability to shift coaching methodologies to target population, and an ever-evolving training module. This session is relevant for administrators and practitioners who want to implement an intensive and collaborative coaching model aimed at increasing student retention as it relates to students in transition.

E-9 You in the Driver's Seat of Learning

Laguna

Joel Johnston

Executive Director Let Me Learn

Christine Johnston

Professor Emerita Rowan University

Learning is a complex process. It involves building a connection among three essential components: (a) the brain and the mind of the learner, (b) the subject matter, and (c) the intent of the instructor. Using a learning technology, this presentation engages participants to help students connect their learning to the course instructor, subject matter, and learning environment.

FD-10 Polishing Professional Presentations: Connecting Senior-**Year Students with Local Employers**

Viejo

Helen Marie Harmon

Assistant Director & Participating Faculty, School of Business and **Economics**

Indiana University Northwest

The focus of this discussion session will be innovative opportunities for senioryear students to become more aware of key employers in their local area. We will share our best "backpack-to-briefcase" ideas, such as how a Studentto-Employer Networking Night event can be integrated into any discipline's structure for the key purpose of connection and engagement, yielding great results for students and employers.

MORNING BREAK | 10:00 a.m. - 10:15 a.m.

East Galleria

10:15 a.m. - 11:15 a.m.

CT-11 Why Account for Tracking Males-of-Color College Retention and Graduation Rates

China Cove

Griselda Flores

Assistant Director of Multicultural Affairs Stephen F. Austin State University

Antonio Estudillo

Assistant Professor, Educational Foundations Monmouth University

This presentation will facilitate dialogue on issues relating to low enrollment, retention, and graduation rates of males of color and the consequences of these trends at the local and national level. We will encourage thoughtprovoking conversations on how men of color can find support at their respective institutions. Notably, when compared with White and Asian males, Latino and African American males have the largest graduation gaps compared with their female counterparts. Therefore, tracking retention and graduation rates is critical to sparking conversation and enhancing the quality of education these students receive.

CR-12 Library Experiences of Transfer Students at an Urban **Commuter Campus**

San Carlos

Kevin Seeber

Foundational Experiences Librarian

Erin Richter-Weikum

Librarian

University of Colorado-Denver

This study investigates the library experiences of transfer students at an urban commuter campus of about 20,000 students, 8,500 of whom previously attended another institution. Using a mixed-methods approach, we surveyed and interviewed transfer students to gain a better understanding of their library use before and after transfer. Our findings indicate there is no standard "transfer student experience," although usage of library resources at past institutions does affect students' perceptions. Subsequently, librarians should develop outreach and information literacy instruction that goes beyond firstyear students and acknowledges the research skills transfer students bring with them.

CR-13 Emerging Voices: Foster Care Alumni Entering College San Diego

Ellen Stolzenberg

Assistant Director for Research

Higher Education Research Institute, University of California, Los Angeles

Incoming students are presenting more nuanced aspects of their identity. In understanding college transitions, one group that remains understudied and underserved includes those who have been part of the foster care system. Foster Care Alumni (FCA) trail their peers in postsecondary educational access and attainment (Dworsky & Courtney, 2010). Using data from the 2016 CIRP Freshman Survey, this study explores the backgrounds, experiences, and expectations of incoming FCA. Compared with the national population of incoming students, FCA report lower grades and fewer years of math,

increased enrollment challenges, and increased interest in impacting social and political values.

CI-14 Latin@ Mentorship Through Transition and Engagement for **Multi-Campuses**

San Felipe

July Coleman

Coordinator of Latino Outreach and Support

Hallie Dowling-Huppert

Retention Coordinator (LASSO)

Neftali Hernandez

Retention Coordinator (LASSO) Georgia State University

Learn how Georgia State University is supporting students from two-year to four-year degrees and enhancing the Latin@ experience through internal and external mentoring opportunities, scholarships, and staff support.

CI-15 The 21st Century Advisor: A Community-Driven Advisor **Training Model**

San Gabriel

Gabriel Bermea

Director, Academic Advising Center University of Texas Rio Grande Valley

The University of Texas Rio Grande Valley implemented new community-driven training designed to prepare advisors to engage in an advising-as-teaching practice. Our session will introduce the training program created to enhance advisor competencies in five realms: relational, informational, technological, conceptual, and practical. Strategies such as role play, reflective discussion, mentorship, appreciative inquiry, observations, and practicum experiences allow institutions to consider new ways to train and assess advisor progress. Results demonstrate that advisors are well equipped to implement an advisingas-teaching practice and provide an overall positive advising-as-teaching experience for students.

CT-16 Thriving Through Transitions: Creating Cohesive Transitions at JHU

San Juan CANCELLED **Aaron Rutle** Johns Ho **Justin Beau** Associate Director 6. New York Institute of Technology Orientation & First-This session will focus on the efforts Year Experience and the Second-Year Experience

grams to align student experiences between their first and second year at the university. Presenters will also highlight other work being done with transfer students, as well as upper-class students, as they transition through the university.

CT-17 Avoiding Higher Education TKO: Sustaining Academic **Affairs, Student Affairs Partnerships**

San Marcos

Paz Oliverez

Associate Vice President, Student Success

Bridget Driscoll

Associate Vice President, Advising, Retention & Learning California State University, Dominguez Hills

Differing functions, values, cultures, and epistemologies have led to decades of disconnect between the areas of student affairs and academic affairs. In this session, we will describe a highly successful student affairs and academic affairs partnership to provide a first-year experience to all incoming freshmen on a campus with a freshman student population that is 87% underrepresented minority, 64% first-generation, 72% Pell Grant-eligible, and 75% in need of remediation. Data will demonstrate the outcomes of the first two years of this program, which has achieved a first-year retention rate of more than 80%.

CT-18 Reviving the Story of College: Recapturing General **Education's Value**

San Pedro

Harrison Kleiner

Assistant Professor, Philosophy

Matthew Sanders

Associate Dean, College of Humanities and Social Sciences Utah State University

The prevailing narrative about the value of a university education says a college degree is valuable only for its ability to enhance earning power and job opportunities. This narrative, however, obscures the actual identity and mission of most traditional universities. This session revives the story of what a university education is—particularly general education and the whole degree—in order to combat the disconnect between what students expect college to do for them and college mission statements. Presenters will offer a framework for retelling the story of college that infuses more meaning into the first-year experience.

E-19 Just How Important Is Choosing the "Right" Major?

Don Pitchford

Director of Higher Education Partnerships **ACT**

This study compared students' measured interests, their chosen first-year majors, and their impact on graduation rates. This session is an opportunity to learn more about the importance of identifying "interest/major/fit" and how you can easily apply what you have learned to practice.

FD-20 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Viejo

Mary Stuart Hunter

Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect

John N. Gardner

Founder and Senior Fellow, National Resource Center for The First-Year **Experience and Students in Transition**

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

University of South Carolina

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

Lunch On Your Own | 11:15 a.m. – 12:15 p.m.

12:30 p.m. – **1:45** p.m.

Afternoon Plenary Address

Improving Transfer at Scale: Lessons from Recent Research and Workshops

12:30 p.m. – 1:45 p.m. | Santa Ana/Costa Mesa

Joshua Wyner

Vice President and Executive Director of College Excellence Program The Aspen Institute



Recent research from the Aspen Institute and Community College Research Center reveals wide disparities in the transfer and bachelor's attainment success of students who begin at community college. This session will explore findings from the research, including how strong community college and university partnerships have enabled transfer student success. Based on the research and recent workshops with practitioners, the session will also

cover concrete strategies and tools for gathering transfer data, assessing transfer practice, and understanding the student experience.

2:00 p.m. – 3:00 p.m.

CR-21 Pre-University to Graduation: Student Experiences From **South Africa**

San Carlos

Nthabiseng Ogude

Dean of Mamelodi Campus

Jeanine Mwambakana

Senior Lecturer, Science, Mathematics, & Technology Education

Psychometrist and Faculty Student Advisor

Edwin Smith

Director, Mamelodi Campus

Regina White

Instructor

University of Pretoria

Attributes of a partnership between a research-intensive university, the University of Pretoria, and 18 underprivileged schools in a South African township are presented. High school learners attend an after-school science program, after which they enter a foundation year that provides alternative access to STEM fields. Five first-generation students who went through the program's four transitions—pre-university, foundation, and mainstream experience through to graduation—describe the academic support that enabled them to complete their studies in minimum time compared with their counterparts in "mainstream" programs. Key attributes of the program are also provided.

CR-22 Transitioning to College: The Students' Story

San Diego

Melissa Allay

Assistant Director for Assessment and Research

Karen Smith

Associate Director, First-Year Programs East Carolina University

A story of students' experience in their transition to college was determined using Nancy Schlossberg's transition theory and guide. East Carolina 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 that transition. In addition, the seminar's instructor syllabus was reviewed to determine the link between the students' indicated transition and what was taught in the course. We'll walk you through our process, share our findings, and discuss what it means for future research and the first-year seminar course.

CI-23 Caring at Scale: High-Impact Success Coaching at ASU

San Felipe

Marisel Herrera

Director, First-Year Success Center

Kevin Correa

Associate Director, First-Year Success Center Arizona State University

The First-Year Success Center at Arizona State University (ASU) provides individualized and holistic peer coaching services for more than 7,000 freshmen on four ASU campuses. Coaching empowers students to thrive inside and outside the classroom. Students who are coached are more likely to be retained than those who are not, and the retention impact has been particularly significant for ethnic minority and commuter students. In this session, we will explain how success coaching has been leveraged to provide caring at scale and to boost retention at the largest public university in the country, with a highly diverse student body.

CI-24 Enhancing Student Success Through Academic and Student **Affairs Collaboration**

San Gabriel

Maricela Alvarado

Assistant Dean, College of the Arts

Arnold Holland

Associate Dean, College of the Arts California State University, Fullerton

In 2015, California State University, Fullerton introduced college-based Student Success Teams, a unit charged with increasing student persistence and increasing the college's graduation rates. This session will focus on how student affairs practitioners and an academic college have developed effective approaches to support student success through assessment, intentional advising, career planning, and personal development. Presenters will also share a newly implemented Arts Success Academy, a closing-the-achievementgap campaign pilot project and a Graduation Rate Improvement for Transfer Students initiative.

CR-25 Belongingness and Academic Success Across Racial and **Gender Identities**

San Juan

Jason C. Garvey

Assistant Professor of Higher Education and Student Affairs University of Vermont

Maureen A. Flint

Assistant Director, Ferguson Student Center

Kelly W. Guyotte

Assistant Professor of Qualitative Research

Keelv Latopolski

Academic Advisor/Coordinator

Laura Sanders

Director of Residential Communities

The University of Alabama

Belongingness matters greatly to college student success, yet the ways that students experience belonging vary greatly across racial and gender identities. Residence halls have the potential to shape students' sense of belonging because of the amalgamation of academic and social spaces. Using Strayhorn's (2012) model for sense of belonging, we examine belongingness in residence halls and its relationship to academic success across racial and gender identities. Using a mixed-methods approach, our findings add to the complex narrative between belonging, academic success, and identity.

CT-26 Soft-Skills on Fleek: Transition from College Student to **Working Professional**

San Marcos

April Barnes

Director, Academic Coaching and Career and Financial Education

Kristine Wright

Student Development Specialist

Terrance McClain

Student Development Specialist

Texas State University

While universities often focus on the transition of students during the first year, another important transition goes unnoticed: the transition from college student to working professional. Career and Financial Education (CAFE) at Texas State University addresses this need by using personalized graduation coaching, financial literacy, and the school's Career Readiness Institute to prepare upperclassmen for life after college. This innovative program focuses on soft-skill development for the workplace, financial transition plans, graduate school preparation, and increased academic performance. Come learn more about how the CAFE program is preparing students to not only transition into the workplace, but excel!

CR-27 Minding the Gap: Creating High School/College Partnerships for Success

San Pedro

Karen Funke

Research Assistant

Jennifer Clark

Student Success Coordinator Montana State University

Christy Oliveri

Coordinator of Advising and Student Success Eastern Washington University

Six-year graduation rates remain low, despite a rise in high school students choosing to pursue a college degree. While high school counselors assist students in applying and paying for college, students often lack "college knowledge"—the understanding of higher education's language, structure, norms, and expectations—necessary for success. Using qualitative design, we investigated students' questions about transitioning from high school to college. We then used the questions as the starting point in focus groups with

current college students. The combined data exposes the need for stronger partnerships between high schools and higher education to best support students.

CT-28 Integrating and Unifying Student Success Efforts to Combat Initiative Fatique

Capistrano

Kevin Huie

Director, Student Success Initiatives University of California. Irvine

As institutions continue to roll out initiatives to help more students succeed, leaders are left to sort out how the "new fits with the old" and what effects these initiatives have on students, academic departments, current technology, and campus stakeholders when there is no coordinated effort to centralize them. To combat possible "initiative fatigue," the University of California, Irvine has reimagined its Student Success Initiatives unit which, centered around a shared "gateway" initiative, caters to new programs for unique populations while still providing for the large first-generation, low-income student population it intends to serve.

FD-29 Effective Academic Advising in a Virtual World

Viejo

Jamie Storey

Associate Director, Academic Advising and Assistance

Bridget Dunigan

Academic Advisor Central Michigan University

The number of students pursuing online programs continues to increase, so the need for diverse academic advising modalities is essential. Face-to-face academic advising has proven to positively impact student persistence and overall retention rates. Can virtual academic advising sessions simulate the effectiveness of a traditional advising model? The purpose of this discussion is to identify how to facilitate academic advising in an online format to support student success and retention. The session will explore best practices of technology use, strategies for effective communication, and facilitating an online academic advising relationship.

AFTERNOON BREAK | 3:00 p.m. - 3:15 p.m.

East Galleria

3:15 p.m. – 4:15 p.m.

CT-30 Navigating the Hidden Curriculum of a Four-Year University China Cove

La'Tonya Rease Miles

Director, First-Year Experience

Araceli Gonzalez

Program Coordinator

University of California, Los Angeles

This session focuses on how campus physical space and university branding might pose barriers to first-generation college students, specifically community college students, as they transition to a four-year institution. One of the session's goals is providing practitioners a theoretical framework for understanding this phenomenon, along with specific strategies they can implement in their own work to help mediate campus culture shock.

CR-31 Epilogue and Prologue: A National Picture of Senior **Capstone Experiences**

San Diego

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

This presentation seeks to present results from the 2016 administration of the National Study of Senior Capstone Experiences (NSSCE) as a foundation for a discussion of this important and increasingly prominent high-impact practice. The focus of the presentation is to provide a thumbnail sketch of the research supporting curricular and co-curricular capstone experiences based on results from the 2016 NSSCE. These results will elucidate trends of institutional responses toward increased attention to the senior year.

CI-32 First in the Pack

San Felipe

Stephanie Hignojos

Community Director, Buddig Hall Loyola University New Orleans

While first-generation college-bound students struggle nationally, we see many successes among this population at Loyola University New Orleans. Each year, more than one-third of our first-year students identify as the first in their families to attend college. In the fall of 2012, staff members across campus came together and established the "First in the Pack" program to engage first-generation students in a positive, mentoring relationship. This session will articulate the scope of our program and how we are witnessing a positive impact with relatively low cost.

CT-33 Collaborating Across Campus to Engage & Retain Transfer Students

San Juan

Kim Morton

Associate Director, Office of Transfer Services Appalachian State University

We've all heard that it takes a village to raise a child; the same could be said for graduating a college student. For transfer students, that village is even larger, as we must help them adjust to another new social and academic climate. This is not a task left to one office and does not end at orientation. It must be a campus-wide collaboration to help them feel welcomed, get them connected, and see that they graduate. This session will explore the ways

Appalachian State University has worked across departments, divisions, and campus to engage and retain our transfer students.

E-34 Marching Off the Map: Generation Z & Metacognition

San Marcos

Andrew McPeak

Program Excellence Manager Growing Leaders

Leading today's students often feels like being in a new country. The population in this new land has different attitudes (many entitled and narcissistic) and speaks a different language (emojis and social media). Attention spans are six to eight seconds. They multi-task on five screens. They often possess multiple personas on social media platforms. Understanding and connecting with this generation is oftentimes frustrating and draining. This event provides a compass for leading a generation of "firsts," full of practical tips for marching into new territory while enabling our kids and students to embrace timeless values and soft skills.

CT-35 Bridging the Gap With Collaborative Intrusive Advising in **Guided Pathways**

San Pedro

Gregg Busch

Vice President of Instruction and Guided Pathways

Lamata Mitchell

Vice President of Instruction and Academic Services Pima Community College

This session explores a collaborative, intrusive advising model that promises to improve retention, deter attrition between community college graduation and baccalaureate matriculation, and provide enhanced communication between the community college academic program and receiving university program. The model is designed to support intrusive advising aligned with guided pathways and provides a foundation for supporting student success through structured and semi-structured advising milestones. Specifically, the session will explore the structure and functions of the transfer advising team. Further, the roles of each team member will be defined, and the responsibilities of both the community college and university will be detailed.

E-36 Captivate, Fascinate and Educate: Bridging the First Year Experience

Laguna

Debi Keyzer

Author

Ellen Zimmerman

Author

Kendall Hunt

Engage students from the moment they enter your class! Increase student interaction! Create a FYE course that you love to teach! Captivate, Fascinate, and Educate will provide FYE instructors and department chairs with highimpact teaching practices and curricula.

CI-37 Developing a Signature Assignment to Assess Learning **Outcomes: Lessons Learned**

Capistrano

Bridget Parsh

Director, First-Year Experience Programs

Todd Migliaccio

Professor, Sociology

Sacramento State University

Reporting student learning outcomes is challenging. Using AAC&U Value Rubrics as a guide, the First Year Experience committee at Sacramento State developed a first-year rubric for all first year students on campus (about 4000 per year). Based on the rubric, a Signature Assignment for First-Year Seminar was developed to assess development based on outcomes. This session will discuss development of the rubric, implementation of the assignment into 70 first year seminars, assessment of student work, and lessons learned.

FD-38 Transfer Students: Transforming Their Incoming Information **Literacy and Library Skills**

Viejo

Rosan Mitola

Outreach Librarian/Assistant Professor University of Nevada, Las Vegas

For academic libraries at four-year colleges and universities, it is difficult to know the level of information literacy skills incoming transfer students possess. The purpose of this discussion is to identify how academic libraries ensure

that transfer students are equipped to be successful as they transition to their new institutions. This discussion will explore best practices in creating both curricular and co-curricular information literacy and library learning experiences for transfer students.

4:30 p.m. – 5:30 p.m.

CT-39 The Impact of a Mandatory First-Year Seminar on Early Retention

China Cove

Tyrone McKoy

Associate Professor, Mathematics

Susan Delker

Department Chair, ACDV 101

Community College of Baltimore County

The Community College of Baltimore County (CCBC) is a large, public twoyear college in Maryland. A successful transition to college life and early retention are key components in the success of its nearly 5,000 new freshman students. CCBC mandates that its first-year seminar, Academic Development 101: Transitioning to College, be taken in the first semester by all credit certificate- and degree-seeking students who are considered true freshmen. Original research using logistic regression models and difference-in-differences estimates will be highlighted to demonstrate the work to identify the causal impact of the mandate on first-to-second-year retention at CCBC.

CR-40 Exploring Living Learning Communities Through Students' **Lived Experiences**

San Carlos

Amy Felder

Professor, College of Culinary Arts Johnson & Wales University

This study explored the lived experiences of students while part of a livinglearning community (LLC). The findings suggest a close link between the development of the LLC group identity and the personal growth each participant experienced throughout their first year of college. Although participants had various levels of connection to the LLC, it served as the catalyst for every student's personal and intellectual growth. Participants constructed both emotional and intellectual families within the LLC that fulfilled the individual needs of each member, connecting them to the LLC as well as the larger university environment.

CR-41 FYEvolution: Multiple Transitions Revealed Through Student Voice Assessment

San Diego

Christopher Korey

Professor, Biology; Director, First-Year Experience

Assistant Director, First-Year Experience

Chris Warnick

Associate Professor, English; First-Year Writing Coordinator College of Charleston

This session presents findings from an ongoing longitudinal study examining students' academic and social transitions at a four-year liberal arts and sciences college in the American Southeast. Analyzing reflective essays and interview transcripts using a grounded-theory approach, our study reveals how the students in our sample during their sophomore year built major-based social connections, refined their extracurricular interests, developed effective time

management, and began to define a disciplinary identity. We discuss how these findings have informed program and curriculum changes designed to support students' transitions beyond the first year.

CI-42 The Houston-LSAMP: A Model for Supporting Minority **Students in STEM**

San Felipe

Martin Bonsangue

Professor of Mathematics California State University, Fullerton

David Drew

Platt Professor of Educational Studies Claremont Graduate University

Bobby Wilson

Provost

Texas Southern University

Susan Romanella

Director, H-LSAMP; Lecturer, University Seminar Texas State University

Sharon Sledge

Professor of Mathematics San Jacinto College

The Louise Stokes for Alliance Minority Participation is an NSF program in which participating institutions aim to double the number of bachelor's degrees awarded to underrepresented minority students in STEM disciplines. The Houston LSAMP, composed of seven institutions including an HBCU and several HSIs, has realized this goal and maintained degree production at this level for the past 18 years. In this session, students and leaders from two-year and four-year Alliance institutions will discuss their experiences in the program and identify specific program elements and practices that were particularly effective for students transitioning into or between colleges.

CT-43 Building a Statewide Structure to Support Students in **Transition**

San Gabriel

Jean Henscheid

Research Scientist University of Idaho

States with educational attainment levels that sit stubbornly at the bottom of the national rankings must think system-wide about what they are doing to help students at key transition points before and during post-secondary enrollment. Idaho's system-wide approach started with bringing high school counselors and all state post-secondary academic and career advisors together to determine what's right—and wrong—with the student pipeline, from eighth grade to college and beyond. The Idaho's Future Initiative is now building bridges across secondary schools and post-secondary institutions in the interest of student success. Is it a model worth replicating elsewhere?

CT-44 Transitioning Transfer Students to Engaged Students

San Juan

April Thomas Powell

Academic Advisor

Patrina Carper

Academic Advisor

Julie Dermidoff

Transfer Advisor Oakland University College administrators believe transfer students do not need support mechanisms in place to assist their transition because they already know what to expect from college. However, researchers say this is where fouryear institutions are failing to serve their transfer students. Transfer students, like FTIACS, do not inherently know how to find the support they need to be successful and often need the institution to provide resources to support their transition. Through facilitated discussion on current literature and retention strategies, we will take a critical look at how institutions encourage transfer student engagement.

CT-45 The Three Transitions of First-Generation and Low-Income **Students**

San Marcos

Lee Ward

Assistant Professor, Integrated Science and Technology James Madison University

First-generation and low-income students face unique challenges in higher education, and colleges and universities also face challenges in enrolling, educating, retaining, and graduating them. However, these institutional challenges can be simplified and overcome by viewing the needs and experiences of these students in three distinct transitions: into, through, and out of the institution. By linking a deeper understanding of these students with a deeper understanding of student transitions, participants in this interactive program will develop new insights and acquire new tools needed to enhance student success among these populations.

CR-46 BCCSE GPA Prediction and Impact of FYS on At-Risk Freshmen

San Pedro

Branden Farmer

Coordinator, Academic Initiatives

David DiRamio

Associate Professor, Higher Education Auburn University

Using a Beginning College Survey of Student Engagement predictive model to determine student GPA, this study seeks to gain insight into how first-year seminars (FYS) and learning communities (LC) impact at-risk students. We will also discuss methods and strategies on how institutions can utilize FYS and LC programs to assist at-risk students to provide a better first semester in college.

FD-47 Top Ten Misconceptions About College and How We Can Fix This

Capistrano

John Pryor

Principal and Chief Researcher Pryor Educational Insights

The transition into college is hard enough when one is fully prepared, but this is not often the case when there is a combination of inaccurate knowledge about the college experience and, due to the cost of going to college, great pressure to make the experience work. This presentation will center around what information we think would be best for prospective students to understand better, to facilitate college choice and adjustment and plan for success!

E-48 LiveYourTruth365: Equipping First-Generation College Students to Rise and R.O.A.R.!

Laguna

Rayshawn Wilson

Director

Capital Behavioral Health

Rayshawn L. Wilson, an award-winning author of his memoir, Coming From Where I'm From, will contextualize his R.O.A.R. of Truths with the five key areas of social-emotional learning to enable professionals to help first-generation college students live their truth, 365 days a year. Wilson achieved success as a former foster youth, first-generation college student and formerly incarcerated individual to motivate, educate, and inspire others to live healthy and balanced lifestyles. Participants in this session will receive tools and strategies to transform students' lives.

FD-49 Meeting the Needs of Transfer Students Using Online Courses

Vieio

April Dye

Associate Professor of Psychology

Kelli Williams

First Year and Transfer Services Librarian Carson-Newman University

Many universities have asked their instructors to develop online courses for their first-year experience programs because of the increase in students participating in distance education (U.S. Department of Education's Learning at a Distance Report, 2011). As a result, we are interested in discussing what works best (and what does not) for the transfer student population. How can a program best transition in-person engagement pieces such as campus and library orientation, social events, etc., to online versions? Furthermore, what particular needs of the transfer student population need to be met in these courses?



COURSES ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

APRIL 30 - MAY 25, 2018

COMMON READINGS: CREATING COMMUNITY BEYOND THE BOOK

Instructor: Catherine Andersen



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

COURSE OBJECTIVES:

- » Identify the rationale and characteristic of common reading programs
- » Develop a program plan specific to their institution
- » Identify the variety of programming opportunities for common reading programs
- » Develop a program that includes program goals, book selection, and promotion of the event, curricular and co-curricular opportunities, budget, and an assessment plan



NOTES	

Conference Registration

7:30 a.m. - 12:00 noon East Galleria

Colleague Cluster Breakfast with Poster Sessions

7:30 a.m. - 9:00 a.m. Santa Ana/Costa Mesa

The "colleague cluster breakfast" is designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests.

Institution Types:

- Community Colleges
- Small Colleges
- Research Universities

Interest Areas:

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

Roles:

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

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiative at your leisure. Descriptions of the individual poster sessions follow on pages 24-25.

PR-50 Effects on Faculty Teaching a First-Year Seminar

Theresa Haug-Belvin

Coordinator & Instructor, UI100 Course

Kris Baranovic

Instructional Designer Southeast Missouri State University

While many studies have researched the impact of the first-year seminar on students, few have attempted to measure the overall impact on faculty teaching the course. At Southeast Missouri State University, researchers examined whether teaching the first-year seminar caused faculty to attempt different teaching strategies than those in their regularly assigned courses, and whether teaching the seminar provided other positive benefits. The session will include the results of the study, along with future strategies to help communicate the benefits of teaching the course.

PR-51 Understanding College Preparedness of First-Semester College Students

Kimberly Florence

Doctor of Philosophy, Higher Education University of Nevada, Las Vegas

The purpose of this study was to examine the college preparedness of firstsemester undergraduates who transitioned into a four-year public university. The research purposefully selected 10 first-semester undergraduates who transitioned from a Nevada public high school to the University of Nevada, Las Vegas. Historically, Nevada has exhibited low-performing K-12 public education trends. Using qualitative methods (i.e., a phenomenological approach), students were interviewed using semi-structured and open-ended questions. The interviews revealed that students' academic lived experiences transitioning from high school to college comprised two overarching key findings: self-efficacy and autonomy, which emerged as both positive and negative.

PR-52 Living Arrangements, Academic Motivation and Academic **Achievement of First-Year Students**

M. E. Betsy Garrison

Professor and Director University of Arkansas/Louisiana State University

Robert Rohli

Professor and Director, Geography and Anthropology Louisiana State University

Jennifer Becnel

Assistant Professor, AFLS-Human Environmental Science University of Arkansas

The proposed presentation builds on work presented at last year's SIT conference. Using the same cohort of students and previously collected but yet to be analyzed data, the purpose of the current study is to investigate whether the living arrangements or academic motivation of first-year college students has a greater impact on their academic achievement. Based on multiple regression analyses that will be performed after controlling for personal and family characteristics known to be related to academic achievement, we expect the culprit to be living arrangements. Implications for an array of audiences, including practitioners, will be developed.

PA-53 Putting Education to Work: Innovative Collaboration Leads to **Student Success**

Elaine D. Collins

Associate Dean, College of Science San José State University

Andrea Schwartz Boone

Executive Director Braven Bay Area

San José State University has partnered with a non-profit organization, Braven, to develop a course that includes Braven's career accelerator. The course connects students with local professionals in a meaningful way. Students can continue with a post-course experience through graduation. To date, 97% of the students that have taken the course are persisting towards graduation, and 72% of graduates have secured a strong job (47% higher than the national average for students from similar backgrounds).

PA-54 Bridging the Transfer Gap Through a Degree Pathway Program

Melissa Jones

Transfer Specialist University of Hawaii at Manoa

A National Student Clearinghouse Research report found that 46% of students who completed a four-year degree had previously enrolled at a two-year institution (Smith, 2015). As transfer populations grow, transfer programs are increasingly needed to establish smooth processes between campuses. This poster provides an overview of transfer barriers and describes an existing partnership between community colleges and a four-year institution that aims to address and minimize transfer barriers. The program provides a number of benefits including designated transfer advisors, dual-enrollment opportunities, and early registration. Program assessment data on enrollment and the program's success rate is included.

PA-55 Science Café: Designing a Book Club for Undergraduate STEM Majors

Susan Romanella

Program Director, College of Science and Engineering Texas State University

Science Café Book Club is in its 11th year at Texas State University. Each semester, undergraduate STEM majors choose among a curated assortment of fiction and nonfiction—not including textbooks—and vote on the selection to be read. STEM faculty serve as facilitators who encourage students to explore texts for connections to their lives and think critically about contemporary scientific, technical, and ethical themes. This poster will showcase our book club model and growing "club library," where STEM majors explore ideas about life and science woven into compelling stories.

PA-56 Transfer-Student Success Programming: Using Institutional Data for Good (Not Evil)

Allison Carr

Academic Transitions Librarian

Kim Greene

Academic Success Coach

California State University San Marcos

Transfer students often lack a strong connection to their universities compared to native students. Many feel unsure of where to go for help and lack a sense of community. The CSU San Marcos Academic Success Center used pre-existing institutional data and qualitative surveys to assess the needs of transfer students to build a program that would encourage a sense of belonging. This program will create a transfer student community to assist in transitioning to CSUSM. This poster will include the needs assessment data, a detailed description of the program, and preliminary fall 2017 feedback.

9:15 a.m. – 10:15 a.m.

CT-57 Utilizing TRIO to Enhance the First-Year Experience

China Cove

Ashyya Robinson

Student Engagement Specialist

Jazmine Thompson

Coordinator of First-Year Programming & Family Engagement Berea College

TRIO programs are often housed as a separate entity on college campuses. This session will examine how the Office of First-Year Initiatives and TRIO Student Support Services at Berea College merged to provide support for first-year students. In addition, we will discuss how the TRIO SSS Emerging Scholars Program helped to modify our first-year seminar course, GST 101: Strategies for Academic Success. We encourage participants to discuss their efforts related to support and how they can collaborate with TRIO programs embedded on their campuses.

CR-58 Developmental Impacts of Service-Learning on First-Year **Teacher Education Students**

San Carlos

Antonio Estudillo

Assistant Professor, Educational Foundations

Tamara Guzman

Graduate Student

Anna Marie Ciavattoni

Undergraduate Student

Alyssa DellaVecchia

Undergraduate Student

Monmouth University

This presentation highlights the development and outcomes of a piloted servicelearning initiative (SLI). The SLI was centered on a university-school partnership between an urban public high school's early-college bridge program and firstyear pre-service teacher education students. We will share the background of this SLI, along with benefits, challenges, adaptable program strategies, and learning outcomes. We will also present on themes associated with educational and developmental transitioning among students (e.g., forming community partnerships; college bridge programming; support for first-generation, collegebound students of color; and service-learning in higher education).

CR-59 Helping Parents Help Their Children Successfully Transition to College

San Diego

Kristina Scharp

Assistant Professor and Director of the Family Communication and Relationships Lab Utah State University

Elizabeth Dorrance Hall

Assistant Professor and Director of the Family Communication and Relationships Lab

Michigan State University

Although students often leave their families to come to college, parents still play an important role in a successful college transition. Results from three studies (n = 2,252 incoming first-year students and 423 first-year students) reveal that a student's family communication environment can influence important factors such as resilience and interpersonal skill, leading to better academic and social adjustment. This presentation will highlight best-practice information that student affairs professionals can provide parents who are invested in their children's successful transition. The session will also be dedicated to illuminating points when student affairs professionals can intervene to encourage better adjustment outcomes.

CI-60 Assessing First-Year Seminar (FYS) of LACE (Liberal Arts Core **Education**)

San Felipe

Elizabeth Sturgeon

Leadership Team, First-Year Seminar

Kim Middleton

Director, Center for Academic Innovation & Creativity

Robin Owens

Leadership Team, First-Year Seminar Mount St. Mary's University

After years of a university-wide envisioning process, Mount St. Mary's University (MSMU) launched a new first-year seminar (FYS) in fall 2016. This FYS provided the foundation for the recently redesigned mission-driven, equityminded GE curriculum known as Liberal Arts Core Education. Last year's FYS participants embarked on a yearlong journey focusing on personal success skills and academic enrichment. In this session, faculty, staff, students, and administration will share how the MSMU community came together to design and assess the two-unit team-taught courses inspired by the school's values: community, global awareness and understanding, spirit of the founders, and women and gender.

CT-61 Collaborating Towards Success: Guaranteed Program for Admission

San Juan

Jenna Kahl

Director, Community College Relations

Jennifer Ash

Associate Director of Transfer Admissions Arizona State University

Walk through the process with us as we outline how we created, collaborated, and launched a robust transfer pathway agreement program between Arizona State University and California community colleges (Guaranteed Program for Admission). Look into how we identified the trends and issues that needed to be addressed, collaborated to support student success, and facilitated

the building of partnerships to grow our impact. Hear from players within admissions, partnerships, and ASU Online. We will highlight our process, results, and what we are working toward, in addition to engaging with participants in an interactive, activity-based session.

CT-62 Case Management: The Right Support at the Right Time

San Marcos

Leslie Tod

Director, Office of Academic Advocacy

Michelle Bombaugh

Assistant Director, Office of Academic Advocacy

Kim Williams

Data and Policy Specialist, Office of Academic Advocacy University of South Florida

This session will discuss the emerging trend of applying a case management model to higher education to meet the needs of students with various levels of academic concern at different transition points. The 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 to provide the right support at the right time. Attendees will gain an understanding of how case management teams can be used to address student persistence, progression, and graduation issues by providing customized and timely support to the appropriate students.

CT-63 Rethinking the Faculty-Led Model of First-Year Seminar

San Pedro

Cathy Carlson

Associate Dean, Academic Services

Wiley Davi

Associate Dean, Arts and Science

PJ Dickson

Assistant Dean, First Year Programs and Advising Bentley University

Traditionally, staff members in student affairs have taught non-academic firstyear seminars. In instances when faculty from academic affairs have led the seminars, the content of the course has been heavily shaped by the faculty member's area of specialization. We provide an overview of our university's first-year seminar program, which has a team of faculty and staff from across the university develop a non-academic curriculum that helps students develop skills necessary for their success and is taught by faculty. We also review the challenges and benefits to our approach.

MORNING BREAK | 10:15 a.m. – 10:30 a.m.

East Galleria

10:30 a.m. - 11:30 a.m.

CT-64 Assessment: The Undiscovered Story

China Cove

Kathleen Ross

Program Manager, First-Term Initiatives Full Sail University

Assessment in higher education plays a significant role in showing the academic health of student-attended programs. When evaluating the

effectiveness of a program, assessment data should be leveraged to drive curriculum changes for courses and seminars attended by students in transition. This session will display how to use data to make changes in curriculum, teaching, and instructional design. Through research and successful practices in a first-semester course, attendees will gain an understanding of how data tells a story about the student-learning journey.

CR-65 Transition for Former Foster Youth: Their Reported **Experiences/Our Roles**

San Carlos

Kerri Kearney

Associate Professor of Higher Education and Student Affairs

Coordinator, Student Success and Advocacy Oklahoma State University

James Satterfield

Professor and Department Head of Counseling, Leadership and Special Education

Missouri State University

Students in foster care report desire to attend college at the same rate as their peers; however, their transitions to and through higher education are filled with challenges. While their non-foster peers often rely on financial and emotional support from parents, former foster youth are independent and may even be providing rather than receiving aid from parents. Join us as we share the voices of foster youth students and their experiences getting into, and persisting through, college. We will discuss practices these often invisible students describe as most beneficial, and how you might incorporate them into your FYE/SIT programming.

CR-66 What We Say Matters: The Impact of Language on Transitions

Kathryn Wilhite

Academic Program Specialist

Kennesaw State University

This session will explore emerging research that examines the relationship between the language used with incoming first-year students and the student adjustment process. Transitioning students may begin learning the institutional lexicon early, and awareness of meaning is critical during this phase. The research design, including a rubric to help evaluate and craft messages of empowerment, will be explained before a conversation about things that institutions can do to communicate effectively with students and deliver messages intended to empower student success.

CI-67 I-PERSIST: Mentoring for First-Year STEM Persistence

San Felipe

Paul Nooney

Administrative Specialist, First-Year Experience

Janelle Fayette

Dean, First-Year Experience

Shante Brown

Assistant Dean, First-Year Experience Rensselaer Polytechnic Institute

Join us for a session taking a closer look at a peer mentor program aimed at the persistence of first-year students in STEM fields at Rensselaer Polytechnic Institute. The goal of the program is to provide support for first-year students in gateway STEM courses in the hopes of keeping them in STEM fields. The program, supported by a \$1.2 million grant from the Howard Hughes Medical Institute, has more than 135 mentors and reaches about 1,400 students every

CT-68 Academic & Student Affairs Team Approach to Supporting **Transfer Students**

San Gabriel

Katie Ballard

Career/Transfer Coordinator

Mary Kinney

Coordinator of Student Affairs - Retention Owensboro Community & Technical College

Want to help support your community college transfer students but have no funds for new staffing? Join us as we discuss how OCTC began TRAC Central more than five years ago with two staff members and an idea. TRAC (Transfer, Retention, Advising, and Career planning) was developed from our recommendations upon completing the John Gardner Institute for Transfer Students seven years ago. Faculty provide advising and transfer support as part of their office hours. The joint commitment between academic affairs and student affairs has benefited the entire campus in addition to our students.

CT-69 Capitalizing on the First-Year Experience through Academic and LLP Partnerships

San Marcos

Erin Stamile

Program Director, Impact LLC

Lindsey Freed

Director, Undergraduate Student Recruitment & the First-Year Experience Baylor University

This program will discuss the importance of open communication between academic and living-learning program (LLP) faculty and staff to foster a cohesive first-year experience and bolster student engagement and success within a particular degree program. Presenters will share planning, implementation, and best practices for faculty and staff who seek better bridge-learning experiences within and beyond the classroom. We will discuss the importance of LLPs driven through academic partnerships; identify best practices for LLPs and academic collaborations; and emphasize the significance of focusing on recruitment, the first-year experience, and transition to sophomore year.

CT-70 Back to Basics: Old School Approaches for First Generation **Students**

San Juan

Brenna Docktor

First Year Transtition Advising Coordinator

Nancy Davis

Academic Advisor

Michael Valenzuela

Academic Advisor

University of California, Davis

Who are your first generation students? What are their needs? Come hear about UC Davis' innovative approach to recognizing the strengths of our first gen freshmen and transfer students and supporting them through their first year. We will discuss best practices, our 5 Core Principles ("back to basics"), and key strategies to using a successful cohort model. Participants will leave with an initial action plan to bring back to their home campus.

CT-71 Becoming a Learner: Framing the Purpose of a College **Education**

San Pedro

Matthew Sanders

Associate Dean, College of Humanities and Social Sciences

Harrison Kleiner

Assistant Professor, Philosophy Utah State University

College students face a pervasive cultural perception that equates higher education with acquiring job skills. While college does influence future employment opportunities, talking about higher education as job training creates confusion and frustration among students about general education and a four-year plan of study. This session discusses an institution-wide effort at Utah State University to help students understand that the primary purpose of college is to become a learner. Presenters will explain how to promote this message within orientation and FYE programs and share assessment data that shows the effectiveness of this message for improving student motivation, satisfaction, and retention.

Closing Session

11:45 a.m. - 12:45 p.m. China Cove

Dallin George Young

Assistant Director for Research, Grants, and Assessment, National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina

This concluding session is designed as an interactive culminating experience designed to give conference participants opportunities to reflect on ideas and information presented at this conference. The staff of the National Resource Center for The First-Year Experience and Students in Transition will facilitate an active learning exercise aimed at synthesizing each participant's conference experience. Those in attendance will walk away with a prioritized list of action steps that they can implement upon return to their campuses. Please join us.



of The First-Year Experience & Students in Transition

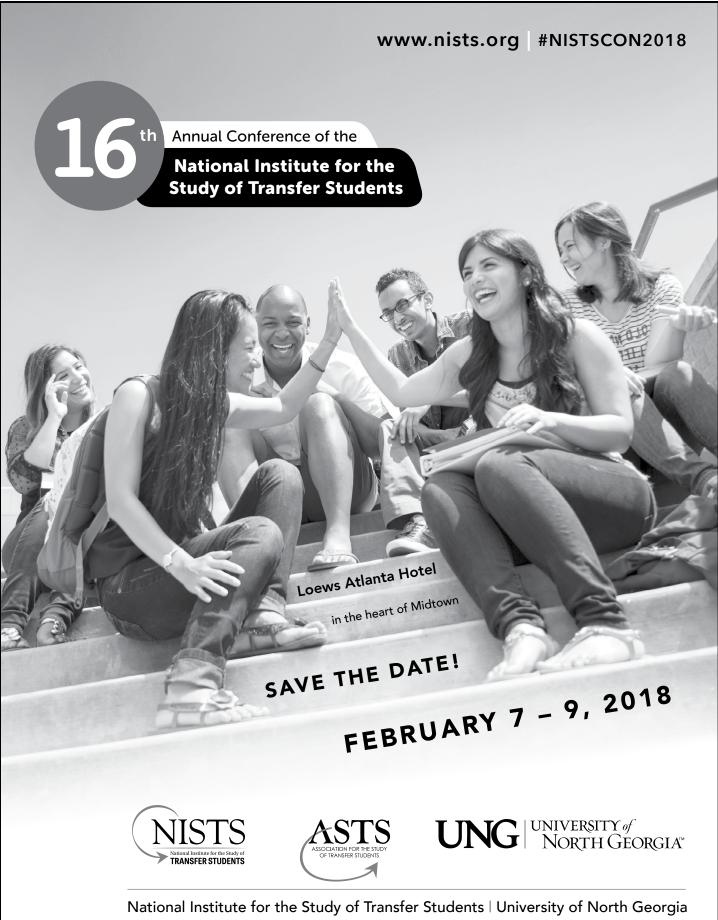
A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the Journal is to disseminate empirical research findings on student transition issues, including

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

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NOTES	



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GUIDES FOR PARENTS AND FAMILIES





Academic Advising in the First Year of College: A Guide for Families

Virginia N. Gordon, Julie Levinson, and Tim Kirkner A joint publication with NACADA, the Global Community for Academic Advising 30 pages. ISBN 978-1-889271-94-1. \$3 each. \$2 each when purchased in 100-unit lots.



A Guide for Families of Commuter Students: Supporting Your Student's Success

Cathie Hatch, Tracy L. Skipper, Jennifer Porter, and Caitlin Herby A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education 36 pages. ISBN 978-1-942072-11-9. \$3.25 each. \$2.25 each when purchased in 100-unit lots.



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

Richard Mullendore and Leslie Banahan A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education 32 pages. ISBN 978-1-889271-91-0. \$3 each. \$2 each when purchased in 100-unit lots.



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- » Descriptions of institutional initiatives with demonstrated results
- » Innovative teaching strategies and programs addressing the needs of special student populations
- » Strategies for assessing student learning experiences, programs, or courses
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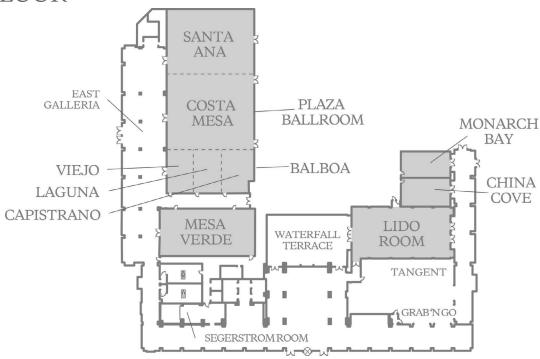


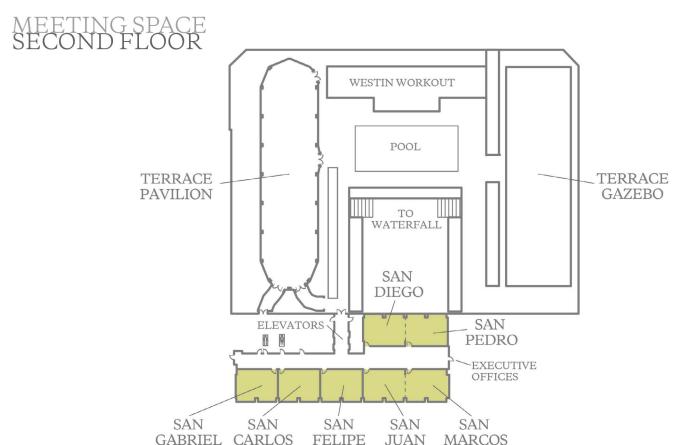
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