



# **27<sup>TH</sup>** National Conference on **STUDENTS IN TRANSITION**

# CONFERENCE PROGRAM

Held Virtually | October 13 – 16, 2020



**NATIONAL RESOURCE CENTER**

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



Dear Conference Delegates,

The word “unprecedented” has to be the most overused, yet apt descriptor of 2020. The dictionary defines it as “without previous instance; never before known or experienced; unexampled or unparalleled” and as I write this letter welcoming you to the first fully virtual conference in the history of the National Resource Center for The First-Year Experience and Students in Transition, this word, once again, seems appropriate. So, on behalf of the staff and affiliates of the National Resource Center at the University of South Carolina, I am happy to welcome you to this unprecedented and exciting convening of the National Conference on Students in Transition.

Regardless of the format and the times, I am pleased you are joining us for this conference and to have you as a member of a worldwide network of first-year experience (FYE) and students in transition (SIT) educators and advocates that represents the constituency of the National Resource Center. Never before have we needed to rely upon one another more for support, expertise, knowledge, learning, and grace than we do now. We are acutely aware that we face numerous challenges to our personal health, community welfare, social connections, higher education systems, and financial security as well as threats to the safety and well-being of our Black family members, friends, colleagues, students, and fellow citizens in humanity. The pandemic and #BlackLivesMatter movement are making us face the facts that:

- what we once thought were equity cracks in our organizations are, in fact, chasms that we must address and ameliorate;
- while we are experiencing the pandemic together, systemic injustices sadly ensure that we are not experiencing it in same way; and
- during this time in higher education history, regardless of our position within the academy, we are all students in transition.

So, yes, these are indeed unprecedented and challenging times. And yet, the energy and momentum of the first-year experience and students in transition movement is what keeps me hopeful. FYE&SIT colleagues know how to do hard things and model resilience. We know how to reach across historic, structural, and political barriers and boundaries to forge *collaboration* and practice *inclusion*. We understand the developmental *potential of a transition* for individual, organizational, systemic, and social transformation. We are skilled at *drawing from scholarship and best practice literature* and how to connect the two such that scholarly practice and applied research inform our best decision-making. We are *lifelong learners* who know how to respond to change and leverage its fullest potential for both evolution and revolution. These are the core commitments of the National Resource Center, which are hallmarks of the FYE&SIT movement and touchstones for the Center’s work, including planning this conference. We hope that these values ground your work, provide starting points for reflection, and inspire you during this conference and beyond.

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

We are happy to have you here and look forward to helping you in any way that we can. Be well and enjoy the conference.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Keup", with a long horizontal flourish extending to the right.

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

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## CONFERENCE SCHEDULE

### TUESDAY | OCTOBER 13, 2020

9:30 a.m. – 10:00 a.m.	Welcome
10:00 a.m. – 11:00 a.m.	Keynote Address — <b>Roslyn Clark Artis</b>
11:15 a.m. – 3:00 p.m.	Conference Sessions

### WEDNESDAY | OCTOBER 14, 2020

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 3:15 p.m.	Keynote Address — <b>Sarah Whitley, with Q&amp;A from Amy Baldwin &amp; La'Tonya Rease Miles</b>

### THURSDAY | OCTOBER 15, 2020

10:00 a.m. – 3:00 p.m.	Conference Sessions
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### FRIDAY | OCTOBER 16, 2020

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 3:00 p.m.	Closing Session

# WELCOME



## NATIONAL RESOURCE CENTER

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

### CORE COMMITMENTS

**Student Transitions:** Student transitions, such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences, are critical junctures in the educational pipeline and unique opportunities for 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 27TH NATIONAL CONFERENCE ON STUDENTS IN TRANSITION.

This conference is designed with a setting and structure intended to be as professionally and personally enriching. 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

#### **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, and online courses; 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.

### SESSION LOCATIONS

Sessions will be hosted via Zoom and are accessible via embedded links in each session listed in this program as well as links that can be found in Guidebook, our conference app.

## Session & Conference Evaluations

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

An Overall Conference Evaluation Form will be available to complete online after the conference. When you have an opportunity, 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 will be included in a conference follow-up email message.

## Interactive Schedule

In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. Search for “nrc2020sit” and enter the passcode provided in your preconference welcome email. 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.

**(CP) Assessed Programmatic Approaches** – These sessions presents on a specific programmatic approach at a single institution.

### (FD) Facilitated Discussions

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

### (V) Vendor Presentations

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

### (FS) Featured Session

These sessions cover a variety of topics that have been chosen to be highlighted and extended to a 75-minute session.

## PAUL P. FIDLER RESEARCH GRANT REVIEWERS

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## JOHN N. GARDNER INSTITUTIONAL EXCELLENCE FOR STUDENTS IN TRANSITION AWARDS

The National Resource Center for The First-Year Experience and Students in Transition would like to congratulate the recipients of the John N. Gardner Institutional Excellence for Students in Transition Awards to Summer Start at Purdue University and Flames Leadership Network (FLN) at The University of Illinois at Chicago (UIC).

## PROPOSAL REVIEWERS

The National Resource Center for The First-Year Experience and Students in Transition would like to thank everyone who served as a proposal reviewer. The participation of our reviewers is instrumental in the success of this conference. To view a full list of proposal reviewers, please visit <http://www.sc.edu/fye>.

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### Student-Ready Strategies

At Student-Ready Strategies, our mission is to partner, plan, and problem-solve with colleges and universities as they evolve to ensure the success of diverse students with complex lives. We are thought partners, expert advisors, and capacity builders for institutions working to become student-ready, rather than questioning if students are college-ready.

## BRONZE SPONSORS



### Advantage Design Group

Advantage Design Group is the largest producer of online orientations in North America, originators of Advantage Orientation cloud-based platform and comprehensive onboarding solution. ADA compliant, completely responsive, custom designed and Branded, interactive, and media-rich. On demand video is available. Unlimited capacity and unlimited training to manage content and analyze data.



### Goodheart-Willcox Publisher

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## VENDORS



### ACT

ACT is a mission-driven, nonprofit organization dedicated to helping people achieve education and workplace success.



**anthology**  
Advancing Knowledge

### Anthology, formerly Campus Labs

Campus Labs, Campus Management, and iModules have joined together to form Anthology. We exist to help higher education advance and thrive. Through a connected data experience that offers a holistic view, creates efficiencies, and provides intelligence, Anthology inspires constituents to reach their full potential using technology insights.



### Educating Faculty, Staff & Students Online

#### Innovative Educators

Innovative Educators is a Women Owned Business. We provide affordable, relevant and scalable online solutions to student support, orientations for students and parents, as well as a professional development membership.



### LAUNCH Student Success

LAUNCH Student Success is the premier student success program/curriculum for increasing success rates. LAUNCH was designed through an Equity lens and combines student text books, video, and an interactive mobile platform for engagement into one seamless experience. Also, LAUNCH's professional development sessions help campuses create cultures of student success!



### National Institute for the Study of Transfer Students

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



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

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

## MEET OUR VENDORS

*Join us in congratulating...*

## 2020-2021 Paul P. Fidler Research Grant Recipient



### PRINCIPAL INVESTIGATOR



**Brett Ranon Nachman**  
*University of Wisconsin-Madison*

### **Piecing Together the Community College Puzzle: How Autistic Students Transition Into and Through Community College**

**Abstract:** This qualitative case study examines how autistic students transition into and through community college. I utilize Neurodiversity and Critical Disability Theory to frame my understandings of autistic students' experiences. The study employs surveys, interviews, observations, written reflections, and document analysis to obtain insights from autistic students, college staff, and people who students nominate. Preliminary findings suggest the importance of possessing strong parental and peer networks, concurrently engaging in a college autism support program, and finding fruitful majors and careers as positive influencers shaping students as they lead into, start out at, and progress through community college.

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.

*find us on*

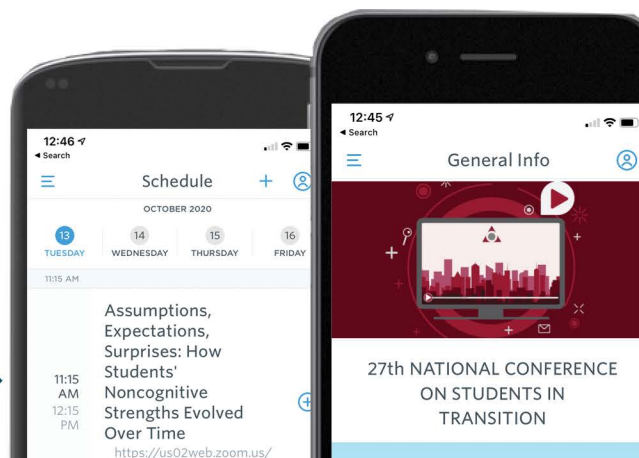
# guidebook

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**Search "nrc2020sit" in Guidebook  
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## Opening Session & Keynote Address

9:30 a.m. – 11:00 a.m.

### Intentional Empathy – An Institution's Response to Covid-19

**Roslyn Clark Artis**

President

*Benedict College*

There can be no more obvious example of “students in transition” than the wholesale shift of the entire higher education ecosystem to a virtual format in response to Covid-19. Students were evacuated from college campuses and forced to adapt to the “new academic normal.” However, much more than the transition to online learning, our most vulnerable students were left to wrestle with the complexities of housing and food insecurity, lack of access to technology, and myriad social and economic issues that exacerbated their already fragile mental and emotional capacities. Our speaker shares the response of one small, private, historically black college, exposing the unique challenges and the empathy-based approach to meeting the most vulnerable student's needs.

11:15 a.m. – 12:15 p.m.

### FD - 1 Supporting First-Generation Students in Transition

**Brett Bruner**

*Arkansas Tech University*

**Shakima Clency**

*Cornell University*

**James Barraclough**

*Washburn University*

**Kiley Moody**

*Kansas State University*

First-generation students experience college transitions differently than their continuing-generation college student peers. As they navigate the first-year experience, the second year/sophomore experience, the transfer experience, and/or the senior-year experience, transition professionals and faculty members should intentionally examine how first-generation college students may approach these experiences. This panel session will feature professionals from varied institutional types with varied roles in student transition who have varied approaches to first-generation college student transitions.

### V - 1 Assumptions, Expectations, Surprises: How Students' Noncognitive Strengths Evolved Over Time

**Annemieke Rice**

**Emily Siegel**

*Campus Labs*

For many years, campuses have been assessing the non-cognitive attributes of their incoming students to gain a more holistic picture of their strengths and opportunities for growth. By tracking levels of resiliency, academic self-efficacy, and social comfort, campuses have been able to provide targeted support for both individuals and groups of students. But, how have student non-cognitive attributes changed or stayed the same in the last ten years and what do these changes mean for our work supporting students? In this session, we will share the results of almost a decade's worth of non-cognitive assessment results and discuss implications.

### CT - 1 Sophomore Advising: Using National Data to Inform Your Practice

**Dallin Young**

**Catherine Hartman**

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

**Molly Schaller**

*Saint Louis University*

**Julie Tetley**

*United States Air Force Academy*

The sophomore year represents a critical transition; sophomores often feel unsupported as they face increased academic challenges and explore major and career options. Academic advising is well positioned to support sophomores and is a critical tool used by a majority of institutions to achieve campus objectives for this group. This interactive presentation will (a) review evidence on institutional responses gathered by the National Survey of Sophomore-Year Initiatives, with a focus on advising; and (b) present a research-based approach to define learning outcomes for sophomores in academic advising and other student support services. Discussion and recommendations for application will happen throughout.

### CR - 1 College Closure and the Forced Transfer Student Experience

**Heather Maietta**

*Regis College*

Financial implications of college closure are well documented, but no research exists that examines the impact on the affected students. This session will present results from a two-year qualitative study that sought to explore the impact of college closure on students who were suddenly forced to transfer from one institution to another. Study participants shared their transfer journey across three streams of inquiry: academic, social, and career. Results revealed the forced transfer event has implications for students and the institutions that send or receive them. Findings can better prepare students for the impact of a college closure.

### CR - 2 Building Trust: Supporting the Shift From Student to Invested Learner

**Stacey MacKinnon**

*University of Prince Edward Island*

**Beth Archer-Kuhn**

*University of Calgary*

Trust is key to helping students transition into active, invested learners, particularly when taking intellectual risks (e.g., inquiry-based learning; IBL-HE). How does trust grow given the unique constraints of higher education (e.g., large classes, short terms)? Our constructivist grounded theory study (Charmaz, 2014) examined the experiences of professors and students from four countries through four focus groups and nine individual interviews. Our resulting Pedagogy of Trust incorporates three themes: (a) creating an environment of negotiated mutuality; (b) emerging relationship/community building; and (c) internalizing/applying a mindset shift. Each stage involves a different trust relationship: professor–student, student–student, and student–self.

**FS - 1 Promising Practices to Integrate Mental Health Promotion in the First-Year Experience**

11:15 a.m. – 12:30 p.m.

**Amy Gatto***Active Minds*

As college students enter their first year and adjust to a new environment and newfound independence, they are particularly vulnerable, specifically to mental health concerns. This creates a unique opportunity to incorporate mental health promotion within the first-year experience. Despite institutional barriers, there are myriad strategies first-year experience programs and their respective universities can incorporate in their development of caring campus communities and productive learning environments. Active Minds' evidence-based Healthy Campus Framework and case studies provide concrete recommendations and strategies universities can implement to take collective action, create sustainable change, ensure equitable access, and empower student voices regarding mental health.

**12:45 p.m. – 1:45 p.m.****FD - 2 Addressing Diversity In the Student Success Course****Francine Rosselli****Michael Stefanowicz***Connecticut State Community College*

In this facilitated dialogue, we will explore how first year experience and student success courses address issues of diversity, equity, and inclusion. How can student success courses support institutional goals related to DEI? Does your success course have specific outcomes for diversity, equity, and inclusion? How are these outcomes assessed? What professional development or training do instructors need to help students achieve these outcomes? The facilitators will share their recent experiences with a new policy requiring all degree seeking students to enroll in a College and Career Success course that must meet a general education embedded diversity requirement.

**CT - 2 Self-Efficacy & First-Generation Students: How Do We Best Support Them?****Megan Lopez****Jessica LaFontaine***University of Tampa*

Self-efficacy is a core construct within psychology and provides students with the capacity to learn, engage, and be successful. The role of self-efficacy within the student transition experience is vital. Our session will explore the importance of self-efficacy for first-generation college students. We will also examine the research surrounding these students and the various definitions of what it means to be first-generation. Ultimately, our session will help educators define and identify first-generation college students within their institutions, and how to best support them.

**CI - 1 Equity Overhaul: Integrative Coaching for All****Naomi Elvove****Julia Reinhard****Stacy Davidson***Dominican University of California*

Even students at small universities can have very different college experiences. In 2016, we began investing time, energy, and resources into making sure our students had similar yet unique experiences. One component of this Dominican Experience is integrative coaching: bringing together staff, students, faculty, and alumni from various parts of campus with the goal of mentoring students through transitions as they learn to be independent and make critical choices. We will share the story of how this program has evolved and give you an opportunity to consider how something similar could be implemented on your campus.

**CT - 3 Summer Bridge Research Programs: A COVID-19 Challenge****Mary Jo Parker***University of Houston-Downtown*

Summer bridge programs are staples to pre-college recruitment into the college environment. For science, technology, engineering, mathematics and computer science programs, summer bridge programs are integral in offering a sample of the many aspects of associated majors involved in STEM areas as well as the undergraduate mentored research. The COVID-19 pandemic brought many challenges to higher education, including summer bridge programs. This presentation describes how these challenges were met and overcome to provide a rich, summer bridge experience as demonstrated and discussed in a videoconference and post-survey.

**CP - 1 Launching PLATO: A Transition-minded, Student-Centered Peer Education Program****Thomas Chase Hagood****Maggie K. Blanton****Sarah Cramer****Zachary Upton***University of Georgia*

Effective peer education harnesses the dynamism of peer-to-peer engagement and empowers students to support learning in innovative ways. As students transition into, through, and out of the university, peer education impacts each stage in unique ways. At the University of Georgia, long-standing peer education efforts have evolved and expanded to provide holistic, cost-effective, and scalable support to undergraduate students. In this session, presenters will outline the purposeful designs, assessment agenda, and success metrics of a peer education program that draws on the strengths of students' experiences in transition, failures, and shared successes.

**CI - 2 Advising Networks for Improvement and Learning****April Belback****Julia Spears***University of Pittsburgh*

With the Forge Your Own Path strategy, the University of Pittsburgh is committed to preparing students for lives of impact through educational experiences tailored to their specific goals and needs; a key component is academic advising. Pitt is facilitating an engine of learning and change within a Networked Improvement Community (NIC) framework that harnesses broad institutional expertise to identify a shared problem of practice centered on faculty and staff advising practices and student transitions. This session includes an overview of the NIC, assessment methods, implications, and future plans as we develop into more advising spaces with partners across the institution.

# TUESDAY, OCTOBER 13

2:00 p.m. – 3:00 p.m.

## **FD - 3 Building a Successful Transfer Onboarding Experience: A Librarian Concierge Approach**

**Amy Pajewski**

*West Chester University of Pennsylvania*

The onboarding provided to transfer students is often a one-time overview and general information session about campus supports, as if transfer students are a homogeneous group. This can exacerbate the “transfer shock” students face and fail to consider the differences between students’ age, number of transfer credits, and prior knowledge. In order to mitigate this gap, librarians are in a unique position to support by facilitating and engaging students to complete their degree, engage with the campus and community, and prepare for the next steps, whether it be employment or continued education.

## **V - 2 Do THEY Really Believe THEY Can Achieve? Power of BELIEFS**

**Jahmad Canley  
Ladonte King**

*LAUNCH Student Success*

Success, it is what we want for all students! It is no secret that students who succeed possess similar characteristics and strategies for success. Grit, persistence, time management, and a growth mindset are just some of those characteristics that research shows can help students from all backgrounds achieve their goals. The question is, can we be even more intentional in the way we coach students to success? In this interactive workshop we will explore and demonstrate the importance of how to teach these skills to students during transitional periods of their academic career through the lens of equity.

## **CT - 4 Creating STEM Communities at Community Colleges**

**Sharon Sledge  
Bryan Melton**

*San Jacinto College*

The NSF LSAMP B2B Program at San Jacinto College is designed to increase the number of students who transfer to a 4-year institution and earn a STEM bachelor’s degree. This session will describe the Community of Scholars (CoS) component: a “home away from home” that engages students socially and academically, inside and outside of the classroom, to create a sense of belonging within a large commuter community college. This presentation will give details on the who, what, and how of creating the CoS and adapting these activities for other institutions. Students will describe their experiences within the communities and in a pandemic.

## **CI - 3 Peer Mentoring that Creates a Proud Transfer Legacy**

**Hillary Beauchamp Campbell  
Hilary Roush Freeman**

*University of Texas at Dallas*

To support the unique challenges of the transfer student experience, UT Dallas implemented a 1:1 peer mentoring program focused on helping new transfer students’ institutional transition and providing deeper campus leadership connections for returning transfers. This session provides an overview of strategies employed by program staff, in partnership with transfer student leaders, to (a) empower current transfer students in mentoring, (b) create an environment conducive to stronger academic outcomes, (c) pivot from in-person to virtual programming in the time of COVID-19, (d) harness existing university resources to ensure sustainable program growth, provide personalized and timely support for mentees, and (e) create collaborative assessment practices.

## **CT - 5 Approaches to Engaging Transfer Students in Gateway Courses**

**Stephanie Foote**

*John N. Gardner Institute for Excellence in the Undergraduate Education*

Although transfer students comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population. While there are many barriers to transfer student transition and success (Foote, Kranzow, & Hinkle, 2015; Shapiro et al., 2017), gateway courses are one of the main and frequently overlooked pathways for transfer students. Participants will leave the session with strategies and approaches they can implement in gateway courses to create to foster equitable outcomes while inspiring transfer (and all) students.

## **FS - 2 Thriving in Transitions: A Decade of New Research**

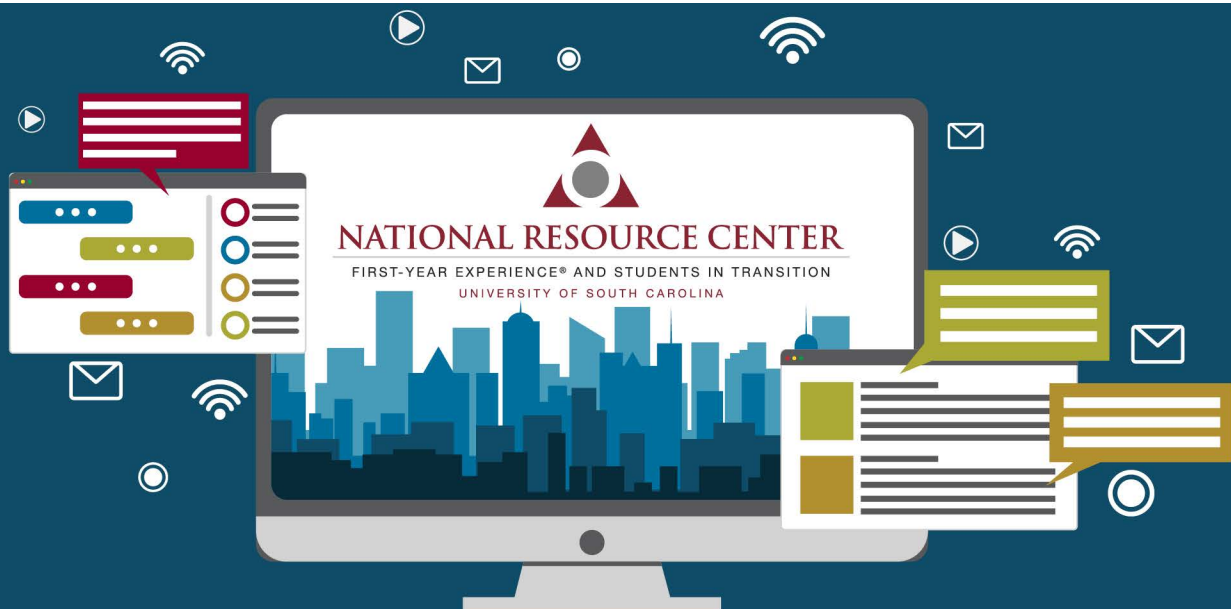
2:00 p.m. – 3:15 p.m.

**Laurie Schreiner**

*Azusa Pacific University*

Navigating transitions has always been challenging, and the transitions of the COVID-19 era tend to focus on survival as a goal. Yet attention to students’ intellectual, interpersonal, and psychological engagement during transitions (i.e., their ability to thrive) can result in higher levels of success for more students. This session will highlight new findings from research on student thriving from the second edition of *Thriving in Transitions: A Research-Based Approach to Student Success*. New research highlights the vital role institutions play in student thriving and emphasizes how attending to the systemic barriers students of color face can enable all students to thrive.

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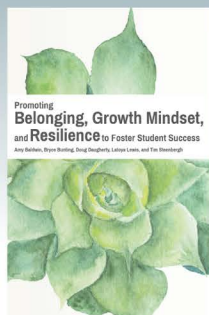


# 40<sup>th</sup> ANNUAL CONFERENCE ON THE FIRST-YEAR EXPERIENCE

HELD VIRTUALLY | FEBRUARY 15-20, 2021

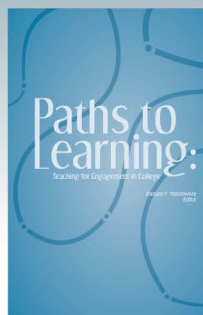
## RESOURCES ON TEACHING AND LEARNING

  
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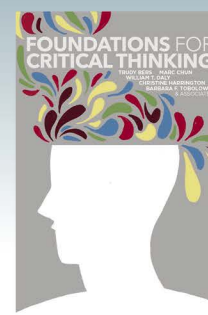
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- National Transfer Student Week
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National Institute for the Study of Transfer Students  
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**10:00 a.m. – 11:00 a.m.**

**FD - 4 Publishing Research and Practice on College Student Transitions**

**Tracy Skipper**

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

**Forrest Lane**

*Sam Houston State University*

**Rebecca Campbell**

*Northern Arizona University*

**Brad Garner**

*Indiana Wesleyan University*

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

**CR - 3 Pell Grant-Eligible Latino Males' Perceptions of a First-Year College Program**

**Sean O'Connell**

*Northeastern University*

This session describes a qualitative study of a small sample of Pell Grant-eligible Latino male students' perceptions of their experiences in a first-year college program. The participants revealed that they: appreciated the sense of community, their professors and advisors, and the academic and financial supports; they found course content engaging; they developed study skills and confidence; and they had complicated perceptions of the racial dynamics with the professors/advisors in the program, and with the campus at large. Future recommendations call on colleges to continue supporting students in first-year programs in a variety of ways, while also increasing diversity on campus.

**CR - 4 How Political Climate Affects Transition for Students with Minoritized Identities**

**Max Schuster**

*University of Pittsburgh*

This session reports the experiences of 17 undergraduate first-year students with minoritized identities at an urban university in a battleground state during the 2016 presidential election. This session will highlight the key findings of this research study, detailing how students with minoritized identities, including students of color and LGBTQ+ students, experienced increased hostilities that were induced by the divisive political context. To contend with negativity in this climate, minoritized students engaged in activism that rebuffed these hostilities, raised awareness, and fostered peer connection. These themes enable the presenter to provide practical implications that first-year programming can institute on their campuses.

**CI - 4 Creating a One-Stop Shop to Increase Retention**

**Mike Ormsby**

**Jessica Nicklin**

**Katie Kitchens**

*University of Hartford*

If you are interested in streamlining student services to increase retention, student satisfaction and remove barriers to student success, this is the presentation for you. The presenters will share the University of Hartford's experience bringing together many critical functions including first-year advising, account management and registration services under one roof. The timeline of one-and-a-half years from idea to implementation will be shared along with measurements of success and suggested improvements.

**CI - 5 Preparing Seniors for Professional Life: An Experiential Skill Building Course**



**Pinar Özbek**

*Koç University*

ALIS 350 (Transition to Professional Life) is an experiential skill building course that aims to help seniors develop the skills needed in work life such as teamwork, project management, conflict management, transactional analysis, emotional intelligence, mindfulness, managing cultural diversity, problem solving and decision making. Teaching methods include experiential exercises, simulations, reflective writing, role play, case studies, articles, scales, peer evaluations and supervisor feedback. Students form teams to carry out social responsibility projects on campus or off campus throughout the semester, which serve as a medium for them to apply the skills they develop in the course.

**CP - 2 Triton STEP Summer Experience**

**Christopher Miller**

**Natissia Small**

**Maya Scruggs Hicks**

*University of Missouri - St Louis*

During this period of distancing, many students are relying on virtual experiences to remain connected to their institution. But how does the transfer student get acclimated to a new environment virtually? The University of Missouri-St Louis (UMSL) piloted its Triton Summer Transition Enrichment Program (Triton STEP) in 2020 to assist conditionally admitted transfer students in their transition to UMSL. The virtual program provides pre-transfer support to new students and helps establish habits for early success at the institution.

**11:15 a.m. - 12:15 p.m.**

**FD - 5 TILting Faculty Development in First-Year Seminar Courses**

**Ryan Bronkema**

*University of West Georgia*

Transparency in Learning and Teaching (TILT) is an emerging framework designed to increase pedagogical and institutional transparency. When applied, TILted programming and coursework have been shown to have measured benefits to students (particularly historically marginalized students). In this session, we will discuss how TILT can help support a FYE/FYS faculty development curriculum. Low cost and practical pedagogies will be discussed as will an example of a semester long TILT program.

WEDNESDAY

## CT - 6 Crossword Puzzles, Rap Songs, and Cartoons – Oh, My!

**Errol Sull**

*American InterContinental University*

How to engage students and keep them engaged is easily the #1 concern of any educator. Once the students are engaged, they not only learn but want to learn, and motivate themselves to continue learning. There are many strategies employed by educators to accomplish this, and it can be “trial-and-error” to find what keeps a class engaged. One approach that can be extremely successful is the use of creativity, including crossword puzzles, rap songs, cartoons, and more. This “backdoor” approach definitely gets students engaged—and certainly helps keep them engaged!

## CR - 5 Enhancing Student Motivations for Attending University: An Anglo-American Research Partnership



**Mitchell Colver**

*Utah State University*

**Kirsteen Coupar**

*AMOSSHE*

**Alex Marchant**

*London South Bank University*

Recent research has demonstrated that student motivations for attending university are an essential feature of students’ progress towards graduation. Some students attend university for intrinsic reasons: to experience deep learning and challenging opportunities that yield personal growth. Others attend for more extrinsic reasons related to salary and job placement. This session will highlight how a research partnership between US and British universities demonstrates how each style of motivation associates with meaningful student outcomes, for better or worse. The session will also explore how university professors and staff can work to enhance student motivation through autonomy-supportive interventions that empower student success.

## CT - 7 The Transfer Experience: Creating a More Equitable/Successful Postsecondary System

**John Gardner**

**Andrew Koch**

*John N. Gardner Institute For Excellence in Undergraduate Education*

**Michael Rosenberg**

*The Pennsylvania State University*

For most students, the transfer experience in U.S. higher education does not work very well. This was demonstrably the case before COVID-19. Now more than ever, the current inequitable and outmoded system begs for a new approach. This session will present a synthesis of the best thinking of 53 higher education leaders, scholars, researchers, and transfer professionals compiled in a just-published book, *The Transfer Experience: A Handbook for Creating a More Equitable and Successful Postsecondary System*. A new construct for understanding the transfer challenge and what must be done to improve it will be presented and vigorously debated.

## 12:45 p.m. – 1:45 p.m.

### FD - 6 Best Practices for Creating Seamless Transfer Pathways to Four-year Colleges

**Maureen Scharberg**

*California State University, East Bay*

Cal State East Bay is committed in providing a seamless transfer experience to our incoming transfer students. Most of our transfer students are from the greater Bay Area in Northern California and represent approximately 60% of our undergraduate population. This facilitated discussion aspires to explore best practices for transfer student success. Topics to discuss include transfer academic advising, data and technology sharing, pathway mapping strategies, enrollment management as well as shared communication and messaging campaigns. The goals of this session are to share effective transfer models, academic advising practices, integrated degree pathways, and seamless transfer systems.

### CT - 8 Tapping into a Student’s Biggest Influencer: Their Parents and Families

**Lindsey Bray**

*University of Memphis*

**Andrea Mitchen**

*University of Houston*

**Tasha Talton**

*University of Texas, Arlington*

Generation Z parents are more involved than ever before, from daily communication to major choice to job and intern searches. Despite the increased connectedness, they are not often part of the holistic approach to a student’s transition and success. This session will provide information on understanding this generation of parents, how to communicate with them to help communicate with students, and ways to involve and engage them throughout a student’s college career to assist with a student’s transition and lead to student success.

### CR - 6 New Data on the Senior-Year Experiences of LGBTQ Students

**Blake Silver**

*George Mason University*

As research on the senior-year transition expands, scholars have begun exploring the experiences of seniors from a broader range of sociodemographic groups. These studies represent important progress toward understanding the diverse experiences of college seniors. To date, however, the senior-year transitions of lesbian, gay, bisexual, and queer (LGBQ) college students have been overlooked. This presentation shares the preliminary findings of a qualitative, interview-based study funded by the 2019 Paul P. Fidler Research Grant. Presented themes attempt to generate an understanding of how LGBQ individuals experience and navigate this important moment in their educational trajectories.

### CI - 6 STRIDE: A Program for Black & Latino Males

**James Shattuck**

**RJ McGivney**

**Kamau Wright**

**Jessica Nicklin**

*University of Hartford*

In this presentation we review background information and data in support of “STRIDE:” a student success initiative specifically targeting Black and Latino Male First-Year Students. STRIDE was motivated by historical data

demonstrating an achievement gap for Students of Color in terms of retention, GPA, and credits earned in the first year. Data from the first two cohorts of STRIDE demonstrated tremendous success with significant differences in achievement markers between STRIDE and non-STRIDE (but eligible) students. Our presentation reviews implications, lessons learned, and next steps to grow this successful program.

## **CP - 3 Pandemic Panic: Shifting a Summer Bridge Program to Remote**

**Emilie Waggoner**

**Emily Moroney**

**Bianca Sanchez**

*University of Colorado Denver*

When CU Denver closed March 10, 2020, due to the pandemic, our team had just hired a new FYE Associate Director and had begun to finalize our summer bridge program participants. We had two months to completely reformat our eight-week lesson plans before students began their courses. Did we mention we expanded our program in mid-April and doubled our faculty and participants? Join us as we share assessment data, planning process, and course lesson plans and software that allowed us to create and run our summer bridge program specifically designed for incoming first-generation students.

## **CT - 9 There's an APP for that!**

**Helena Robertson**

**Yahaira Hall**

**Scott Moreno**

*American InterContinental University Online*

AIU faculty members will discuss how they use their competitive advantage tools, like the AIU Mobile App, in a positive manner to assist the First-Year Experience and students in transition programs in overcoming obstacles in the online environment. The presentation will elaborate on the benefits for both faculty and students. Additionally, the presentation will include an opportunity for questions and interactive engagement with polls and surveys. The presentation will be conducted in a round-table format allowing presenters to take turns speaking on their topic.

## **Plenary Address | 2:00 p.m. – 3:15 p.m.**

### **First-generation Student Success: Findings from National Landscape Analyses on Programs and Supports**

**Sarah Whitley**

*Assistant Vice President*

*Center for First-generation Student Success*

*NASPA – Student Affairs Administrators in Higher Education*

The success of first-generation students is a growing conversation across higher education and critical in our current national context. As students grapple with returning in an uncertain environment and leaders manage enrollment and financial challenges, the opportunity to improve the experience and outcomes of first-generation students is ever-present. Using insights from higher education leaders, practitioners, and student groups, this session will examine the current climate and situate findings from national landscape analyses of first-generation programs and supports. For consideration will be priorities, approaches and limitations, resources, and key collaborations for supporting first-generation students along with recommendations for institutional improvement and systemic change in higher education.

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# John N. Gardner Institutional Excellence for Students in Transition *Award*

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

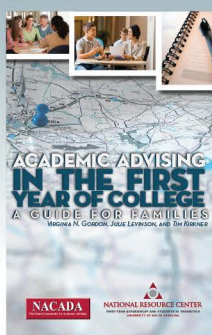
## Each award recipient will receive:

- Recognition at the 28<sup>th</sup> National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- One complimentary registration to the 28<sup>th</sup> National Conference on Students in Transition to include all conference sessions and preconference workshops (on a space-available basis).
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets



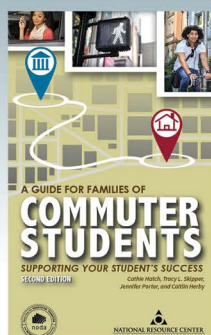
More information regarding the award will be available at [www.sc.edu/tye](http://www.sc.edu/tye)

## GUIDES FOR PARENTS AND FAMILIES



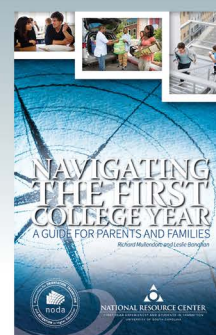
### Academic Advising in the First-Year of College *A Guide for Families*

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



### A Guide for Families of Commuter Students *Supporting Your Student's Success (2nd ed.)*

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



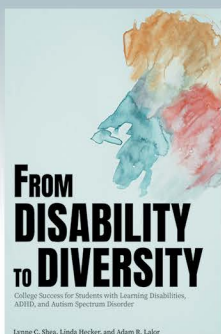
### Navigating the First College Year *A Guide for Parents and Families*

Richard Mullendore and Leslie Banahan  
A joint publication with NODA, the Association for  
Orientation, Transition, and Retention in Higher Education  
ISBN 978-1-889271-91-0. 32 pages. **\$3 each.**  
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# THURSDAY, OCTOBER 15

**10:00 a.m. – 11:00 a.m.**

## **FD - 7 Online Orientation: Meeting Students Where They Are**

**Mukul Bhalla**  
**Kathy Embry**  
**Anna Selga**

*American InterContinental University*

This facilitated dialogue will present an opportunity for participants to brainstorm ideas on delivering a fully or partly online orientation to incoming students. Presenters will share their university's experience in delivering their New Student Orientation as an online 'class,' facilitated by the first-year experience faculty mentors, so students learn classroom navigation and gain experience with e-tools while also getting acquainted with the virtual campus, library, tutoring, and other departments and services. Being on-demand and self-paced, it can accommodate late admits and students at multiple sites. It is easily customized for unique student cohorts such as military/VA students, non-traditional learners, transfer students, etc.

## **CT - 10 First-Year Student Transitions In the Context of COVID-19**

**Annsilla Nyar**

*University of Johannesburg*

While all students are affected by the advent of the COVID-19 pandemic, the first-year student population remains a special category of vulnerability for higher education. The notion of a 'double transition' for first-year students is proposed as a conceptual framework for positioning and locating the first-year experience within the context of the prevailing COVID-19 pandemic. The session critically examines the nature and shape of the first-year transitions in relation to the 'double transition' necessitated by the COVID-19 pandemic, and reflects on how first-year students can be better supported as the pandemic continues.

## **CI - 7 College/Career Transitional Course Easily Transitioned to Interactive Online Presentation**

**Merry Olson**

*College of Southern Idaho*

The first year of college can be extremely challenging for students: new buildings, new rules, new people, greater scholastic challenge, and now the uncertainty of COVID-19 transitioning classes from face-to-face to online. Instructors, preparing to transition to an online format at a moment's notice, are struggling to make online presentations as interactive as face-to-face. See what the College of Southern Idaho did to improve persistence of both students and faculty with a required, three-credit General Education class for all academic students. The format of the class allows for easy transition between face-to-face, hybrid, and online.

## **CP - 4 The Second-Semester Quest: Enhanced Peer Mentorship**

**Tricia Zelaya-Leon**

*Rollins College*

Rollins College has instituted a new peer mentorship program, focused on academic and career support. Second-semester, first-year students in their required general education course partner with an upperclass R-Compass Peer Mentor who is specially trained in navigating a liberal arts curriculum, identifying potential major and career options, and honing their time management and study skills. These skillsets help students launch successfully and confidently into their second college year. This session is designed for those looking to adapt such a program to their campus and will present the overview, its learning objectives and structure, and overall success metrics.

## **CI - 8 Peer Support of Major and Career Exploration for Transitioning Students**

**David Rhea**

**Jelena Radovic-Fanta**

*Governors State University*

The Center for the Junior Year at Governors State University works to empower students to overcome barriers to degree completion. Starting in 2019, we began to partner with faculty in mastering college (freshman college transition course) and junior seminar courses (Community College and 4-Year Student Integration Point) to provide peer support on major and career exploration through small-group discussions led by peer mentors. Experiences were assessed for peer mentors' ability to meet learning outcomes related to articulating career goals, identifying barriers to degree completion, and student support. Results of quantitative and qualitative data assessment are discussed.

## **V - 3 From Crisis to Catalyst: Accelerating Student-Ready Transformation in Turbulent Times**

**Vanessa Keadle**

**Kate Vaulter**

**Sarah Ancel**

*Student-Ready Strategies*

What does it mean for colleges to be student-ready in a time of global pandemic and civil unrest? These events have created a sense of urgency and the right conditions to challenge the traditional "how we've always done it" approach of higher education. Presenters will articulate how to use these catalysts to accelerate student-centered reforms, with a focus on transitions for rising high school seniors, current college students, and recently unemployed or furloughed adults. Specific examples from their recent report will demonstrate how to address acute challenges and long-standing inequities we have accepted for far too long.

**11:15 a.m. - 12:15 p.m.**

## **FD - 8 "Transfer Shock:" Changing the GPA Trajectory for First-Term Transfers**

**Natalia Musgrove**

**Maureen Scharberg**

*California State University, East Bay*

While institutions of higher education are now enrolling more junior college transfer students than ever (Tugend, 2018), the College of Letters, Arts, and Social Sciences at a mid-size university estimated that more than 50% of its probationary cohort in upper-class standing is represented by first-term transfers. This facilitated dialogue invites you to discuss the "transfer shock" phenomenon (Thurmond, 2007) modern-day junior college transfer students face, as well as share effective tools and strategies for promoting their success and development preventatively—prior to and during the first term—to help maintain a good GPA and overall academic standing upon transition.

## **CT - 11 Library as Wellness Center - Helping Your Campus Community Find Respite**

**Lori Kupsky**

**Ashaki Jackson**

**Martha Allen**

*Saint Louis University*

Libraries are viewed by many as sanctuary spaces. Pius XII Memorial Library at Saint Louis University actively promotes student wellness through activities

and programming. The panel presentation will discuss past, present, and future wellness initiatives and the advantages, challenges, and costs associated with each.

#### **CR - 7 Degree Completion Among Community College Transfer Students**

**Tanya Trudell**

*Worcester State University*

Positively influencing rates of baccalaureate degree attainment among college students who begin their postsecondary education at two-year community colleges requires collaborative efforts among key stakeholders. These collaborative efforts are dependent upon efficient and effective communication, both internal and external, to influence successful degree completion among transfer students from community colleges to four-year public institutions. Findings of a quantitative causal comparative study, which investigated factors that influence successful degree completion for transfer students from two-year to four-year public institutions, will be presented. Implications for policy, practice, and future research will also be discussed.

#### **CP - 5 Weaving Vocation and Resilience into a First-Year Experience Course**

**Kelly Matthias**

**Sara Kellogg**

*Concordia University-Saint Paul*

A grant-funded project prompted us to take a look at our FYE course and transition it from a classic student-services based approach to a comprehensive theme-based model centered around the concepts of vocation and resilience. Hear about our process to completely overhaul our existing FYE course, learn specific ideas we incorporated in the class to reach GenZ students, and examine research that verified our students were asked to more strongly reflect on their own personal vocations and their ability to overcome difficult situations.

**12:45 p.m. – 1:45 p.m.**

#### **FD - 9 Successes and Lessons Learned from the Dorrance Summer Bridge Program**

**Maria Martin**

*Dorrance Foundation for Education*

Five years ago, Dorrance Scholarship Programs began hosting a privately funded summer bridge program for first-generation scholarship recipients in Arizona. This workshop will provide a brief overview of the six-week program. It will also include my own successes and lessons learned as program coordinator. The conversation will be open to participants to share challenges and successes in their own experience with transition programs. We will brainstorm workshop topics and enriching community building activities. We will also discuss ways to adapt these programs to potentially a hybrid or virtual experience, if necessary, moving forward.

#### **CT - 12 Expanding Academic and Student Affairs Collaborations to Strengthen Student Transitions**

**Tara Hornor**

*The Citadel*

This presentation will highlight innovative measures institutions can use to foster student affairs and faculty collaborations in strategic enrollment management. It will highlight how this collaboration is especially important in strengthening student transition success, given the critical roles both student affairs and academic affairs contribute to student engagement and retention.

The presenter will demonstrate specific strategies for collaboration that promote an institution-wide culture of strategic enrollment management.

#### **CR - 8 A Virtual Introduction to STEM at California State University, Stanislaus**

**Harold Stanislaw**

**Iqbal Atwal**

*California State University, Stanislaus*

For the past three years, California State University, Stanislaus offered incoming STEM majors a two-week, residential summer program that had strong, positive impacts on student success. This year the program switched to a fully online version, which presented both challenges and opportunities. Attend this session to learn more about how the conversion was made, and how students in this year's cohort responded to the program compared to students in previous cohorts. The findings have important implications for sustaining future iterations of the program and for offering similar programs at other institutions.

#### **CI - 9 Supporting Students' Transition to College with Peer-Led Social Justice Programming**

**Morgan Kinney**

*Rice University*

A pre-matriculation program at a small private institution in urban Texas reaches between 10% and 25% of incoming first year and transfer students annually, introducing them to foundations of civic leadership and their surrounding city through a social justice lens. Experienced student leaders facilitate critical reflection and community-based learning throughout the week-long program resulting in robust community-building amongst the new students. Assessment demonstrates the program has an immediate positive impact on students' sense of belonging at the university, increases their comfort in difficult dialogues and the transition to college holistically, and has a lasting impact on their social capital.

#### **CP - 6 Retaining Transfer Students: Rationale, Barriers, Academic Pathways & Assessments**

**Thomas Grites**

*Stockton University*

Participants will be able to identify a variety of processes and/or programs that might inhibit (or even exclude) transfer students from maximizing their overall value to the institution. By exploring institutional barriers, academic pathways, programmatic efforts, and assessment data, participants will be able to examine potential aspects of their transfer student practices, propose modifications, and enhance the transitional experiences that result in student success outcomes desired by both the students and the institution.

#### **CR - 9 Self-Efficacy Comparison Between Summer Bridge Program Participants and Non-Participants**

**Yuliya Melnikova**

*Indiana University of Pennsylvania*

Summer bridge programs (SBPs) have been adopted by universities with the goal of improving retention and performance. Research has shown that self-efficacy is a strong predictor of performance, which could also aid with retention. This study investigates the change in different types of self-efficacy over the course of a semester for students who participated in a one-week SBP and compares their self-efficacy to students who did not participate in the SBP. At the beginning of the semester, SBP students felt more comfortable interacting at school with their classmates and professors. Other changes were also observed during the semester.

# THURSDAY, OCTOBER 15

**2:00 p.m. – 3:00 p.m.**

## **FD - 10 Exploring Responsive Transfer Policies and Practices**

**Janet L. Marling**

*NISTS/University of North Georgia*

The rapidly changing higher education landscape amplifies the need for nimble, empathetic, and just transfer policies and practices. The National Institute for the Study of Transfer Students recently engaged our constituents to determine pain and pride points experienced while serving students in the midst of our health crisis, racial uprising, and shifts to online or limited in-person service delivery. This feedback will be used to guide a discussion where participants share their experiences, critique their current departmental and institutional responses, and devise strategies targeting the immediate and longer-term needs of students transferring into and out of their institutions.

## **V - 4 Supporting Students Online: Creating A Comprehensive Orientation & FYE Program**

**Meg Foster**

*Piedmont Virginia Community College*

**Kristen Seldon**

*Innovative Educators*

How can institutions provide ongoing online support, extending their orientation initiatives and creating opportunities for student engagement? Learn how Reynolds Community College created a holistic approach to preparing entering students by extending services throughout the first year using online student success videos, StudentLingo. Reynolds recognized the need for resources that would accommodate online learners, impact enrollment, and support advising initiatives while also meeting the needs of non-traditional students. Presenters will share how to build a foundation for an online academic resource center using online student success videos, StudentLingo, as well as lessons learned along the way.

## **CT - 13 Enhancing Students' Digital Competence Through Strategically Designed Assessments**

**Brad Garner**

*Indiana Wesleyan University*

We are living in an age where digital technology is ubiquitous. For students, this rapidly changing digital landscape will be a way of life through their school careers and into the workplace. In their lives, being digitally savvy and maintaining an openness to lifelong learning will increasingly be a prerequisite for success. This workshop session will focus on the ways in which digital learning experiences can be matched with academic content so that students become active and engaged digital citizens. Participants will also be provided with a digital document containing step-by-step directions for all of the presented strategies and techniques.

## **CI - 10 The Gold Standard for Transition Courses: University 101 AND 401**

**Dan Friedman**

*University of South Carolina*

**John Gardner**

*John N. Gardner Institute for Excellence in Undergraduate Education*

The University of South Carolina's University 101 course has been universally regarded as "the gold standard" for first-year seminars/college success courses almost since its founding nearly 50 years ago. What is lesser known is that this course is paired with a "bookend" senior capstone course: University 401, Senior Capstone Experience. This session will illustrate how what was

learned about increasing new student success was adapted and applied to helping students transition out of college and to foster meaningful reflection on their undergraduate experience.

## **CT - 14 Building a Successful Safety Net for Incoming Freshman**

**Cindy Salinas**

**Marissa Baumann**

*California State University, East Bay*

This interactive presentation explores key elements of successful support for an at-risk first-year population, emphasizing the importance of personalized support. We will review key components of a successful safety net strategy including peer support programs and individualized staff support as well as how these components can seamlessly work together for greater efficiency and effectiveness.

## **FS - 3 College Transition Program's Peer Collaboration Effects on First-Year Educational Outcomes**

**2:00 p.m. – 3:15 p.m.**

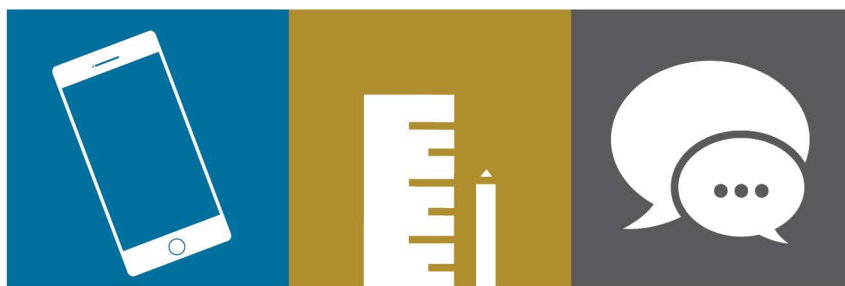
**Gwendelyn Rivera**

**Darnell Cole**

*University of Southern California*

Many college intervention programs promote peer interactions that contribute to educational success. However, there is limited quantitative evidence linking these efforts to educational success. This study examines the relationship between a comprehensive college transition program's (CCTP) course collaborative practices, academic peer interactions, mattering, academic self-efficacy, and achievement. We surveyed students (N = 1,197) in a CCTP across three Midwestern campuses in the US. Structural equation model results revealed that collaborative practices had direct and indirect effects on the aforementioned outcomes and differences for first-generation and students of color. We recommend that courses embed collaborative practices and promote academic peer interactions outside of class.

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- » Incorporating cooperative learning strategies
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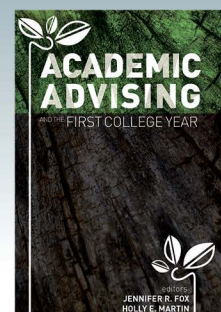
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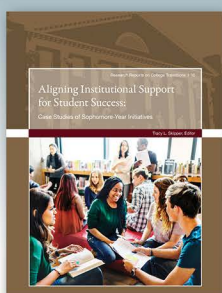
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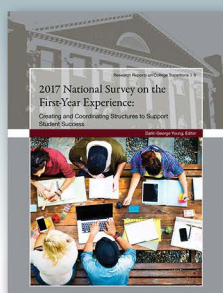
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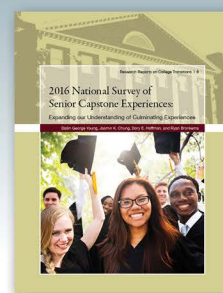
# RESEARCH ON COLLEGE TRANSITION EXPERIENCES



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**Aligning Institutional Support  
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Tracy L. Skipper, Editor  
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Transitions No. 8  
**2016 National Survey of Senior  
Capstone Experiences**  
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Culminating Experiences*  
Dallin George Young, Jasmin K. Chung, Dory E.  
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**10:00 a.m. – 11:00 a.m.**

## **FD - 11 The Library as a Partner for Transfer Student Success**

**Hali Black**

*University of Southern Mississippi*

Among the many challenges transfer students may encounter, differences in research skills required to complete assignments and in library resources can pose significant barriers to students' success. To address these challenges, libraries should consider partnering with other stakeholders inside and outside of one's institution. This session will provide a space for sharing ideas and lessons learned regarding how the academic library can become a partner in such endeavors. Participants will discuss the challenges related to supporting transfer students, as well as share ideas to help other librarians and stakeholders interested in similar initiatives.

## **V - 5 The Versatile ACT On-Campus Program: You're In Control**

**Don Pitchford**

*ACT*

This session will provide insight into the versatile ACT on-campus program. This in-demand program provides colleges with the ability to deliver and score an ACT exam on-campus. Score results can then be used to make immediate high stakes enrollment management decisions for transitioning students that might have either missed a national test date or desire to retest. Come learn how hundreds of colleges are strategically using this solution for access and equity and concurrent and full-time student enrollment initiative.

## **CI - 11 The Cornerstone: A Smart Start for Online Adult Degree-Completion Students**

**Mary Berkery**

*Excelsior College*

Almost all students at Excelsior College, an online degree completion college, are in transition: coming in with up to 113 credits of prior college coursework, military service, or workforce training. How, then, can an first-year experience seminar help these students transition toward success? How can we ensure a "smart start" for students who have sometimes previously tried and failed at college? This session will examine the implementation, design, and impact of a new, required online first-year seminar. The Cornerstone course is offered at the upper and lower levels to provide a pathway to successful degree completion for all.

## **CT - 15 Diversity Matters: Utilizing Emissaries for Graduate Diversity for Cultural Engagement**

**Bianca Evans**

*Indiana University*

Recruiting, retaining, and graduating underrepresented graduate students requires targeted, comprehensive approaches, and welcoming, inclusive graduate environments. This presentation highlights the positive impact of engagement with a graduate student ambassador, the Emissaries for Graduate Student Diversity at Indiana University (IU). The program was designed to broaden participation of underrepresented students and build a more inclusive IU Bloomington graduate community. The program uses the culturally engaging campus environments (CECE) model of college success to influence students' sense of belonging. This session examines the implementation, challenges, and lessons learned to promote graduate student success.

## **CP - 7 Welcome Back?: Transition Courses Serving Students Returning from Academic Suspension**

**C. Matthew Little**

*Independent*

In response to a large number of academically suspended students, a required post-suspension course for returning students was created. As is often the case, the existence of the course was considered an outcome rather than student success. Because of institutional decisions, a large number of post-suspension students were expected and so the first assessment of student success in the course and evaluation of program efficacy was undertaken. In this session, the assessment of the program will be explored, and the decisions that stemmed from this assessment will be discussed along with its outcomes.

## **CR - 11 The At-Risk Student's Experience on Campus**

**Benjamin Blankenship**

*Northern Arizona University*

This IRB approved study sought to gather the at-risk student experience on campus. Four focus groups were facilitated with two at-risk student groups from a retention program at a large southwestern university. Questions were developed to elicit responses and conversations. Phenomenological analysis of transcribed responses established themes and sub-categories. Global themes that emerged included barriers, supports, student-initiated behavior, and student adjustment to academic expectations. The researchers then met to discuss the barriers and ways to serve future students. The findings offer insight and may help colleges consider what at-risk students value in their campus experience.

**11:15 a.m. - 12:15 p.m.**

## **FD - 12 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy**

**Tracy Skipper**

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

**John Gardner**

**Betsy Barefoot**

*Gardner Institute for Excellence in Undergraduate Education*

This is an encore session provided at every SIT conference since 1998 but needed now in the pandemic era more than ever. This will be a facilitated dialogue stimulated by prompts from the session leaders. The purpose of this session is to provide a forum for educators to reflect and share on the dilemmas we all face in terms of the extent to which our personal values systems align with those of our institutions, units, colleagues, and our larger sociopolitical context. Finding ways to honor our own authenticity is critical to sustaining the student success agenda.

## **CR - 10 Is Our Door Really Open? Marginalizing Transfer Students**

**Diane Elliott**

*Kutztown University of Pennsylvania*

Enrollment shortfalls and financial pressures exacerbated by COVID-19 have resulted in an increased emphasis on recruitment and retention. One avenue to address enrollment gap issues is to recruit transfer students. In spite of such motivations to attract transfer students, retention and completion rates remain astonishingly low. Much research has been devoted to understanding student-level characteristics in relation to retention, and this presentation focuses on what institutions may or may not be doing to create an environment that supports transfer students. Discussions will center on policies and practices that inhibit and promote transfer student success.

**V - 6 Online Pre-Orientation: The Foundation for Any Student Onboarding Scenario****Dave Roberts***Advantage Design Group***Lindsay Hansen****Adam White***University of Tennessee, Knoxville*

Online orientation is more than an assortment of tools. Instead of webpages, videoconferencing, phone apps, and email, a comprehensive orientation platform now anchors this newly crafted virtual onboarding experience. Today, students gain confidence and discover a sense of belonging as they explore modular, media-rich and interactive content any time, on any device. Messages are clear, consistent, cohesive, and on brand. Student participation is measured in real-time. Attend this session to understand the development, implementation, and outcomes of an online orientation adaptable to any onboarding scenario; tour the platform and get your questions answered.

**CP - 8 Helping First-Gen & Transfer Students Succeed in College & Beyond****Vince Marigna***Braven at Rutgers University-Newark***Elaine Collins****Diana Phuong***San Jose State University*

With the COVID-19 crisis upon us, college students from humble beginnings need to be prepared to compete for strong jobs. This session will highlight key strategies to help close the equity gap by providing students with a sense of belonging on campus through a peer cohort model; a safe environment to develop and practice career-readiness skills; coaching from professionals in building goals and agency towards reaching them; and networks and social capital. It will use an innovative partnership with a nonprofit and universities as a case study and illuminate lessons from data gathered over 10 semesters.

**CT - 16 Becoming a Learner: Framing the Purpose of a College Education****Matthew Sanders****Jennifer Grewe***Utah State University*

College students face a pervasive cultural perception that equates higher education with acquiring job skills. While college does significantly 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 on improving student outcomes.

**FS - 4 The Heavy LIFT: An Approach to Retention for HBCUs and MSIs**

11:15 a.m. – 12:30 p.m.

**Jamila Lyn****James Winfield***Benedict College*

When resources are low and demands are high, assembling a team to implement and execute retention and persistence goals are vital to institutional viability and profile. Colloquially, distribution of the labor is referred to as the “heavy lift.” The LIFT refers to Leveraging resources, Innovating processes, Focusing on barriers, and Tailoring best practices to institutional priorities. This approach is not only relevant to HBCUs but transferable to institutions who empower and uplift underserved students. Join the presenters as they break down strategies to reevaluate the lift at your institution.

**12:45 p.m. – 1:45 p.m.****CI - 12 Institutional Strategies For Student Permanence In Higher Education: Brasília University****Carla Tereza Pessoa da Rocha Dantas***Universidade de Brasília*

With the democratization of access to higher education, the University of Brasília needed to review its actions regarding the permanence of underrepresented students to prevent them from dropping out. The aim of the present research is to emphasize the role of the educational institution in building strategies for the permanence of these students as soon as they start their undergraduate course—that is to say, during the entire first year—in order to avoid dropout. The permanence strategy plan of the University of Brasília has brought positive results for the institution.

**CI - 13 Assessing the Impact of Textbook Affordability on Underrepresented Students****Nathaniel King***Nevada State College*

Rising textbook costs are a disproportionate burden on underserved student populations. The Marydean Martin Library at Nevada State College sought to remedy this by designing a six-week summer institute for instructors to convert their courses to use no-cost online textbooks. The cumulative savings of this initiative exceeds \$1 million. In this session, we will share our experience recruiting and working with instructors to adopt no-cost textbook solutions. We will also present faculty feedback from the institute as well as student data showing improved success rates for students that enrolled in converted course sections.

**CP - 9 Uncharted Waters: Assessing the Transition to Online Summer Orientation Advising****Cari Allyn Brooks****Ashley Crisp***Clemson University*

Quick: take everything you ever thought you knew about summer orientation and throw it out the window. Next, in a matter of eight weeks, start over from scratch and build a high-quality experience that you can deliver to students to help them navigate their transition to college and register for their first-ever university courses. Oh, and do it entirely online. Like countless other student services and student affairs professionals, this is the challenge we faced this spring. In this session, we share the story of our summer orientation journey, from crafting our online program to assessing our outcomes.

# FRIDAY, OCTOBER 16

**Closing Session** | 2:00 p.m. – 3:00 p.m.

**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.

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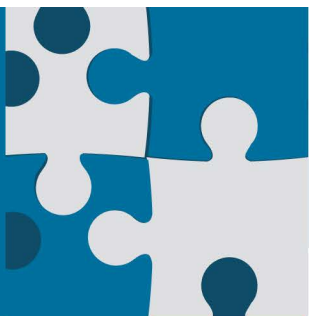
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