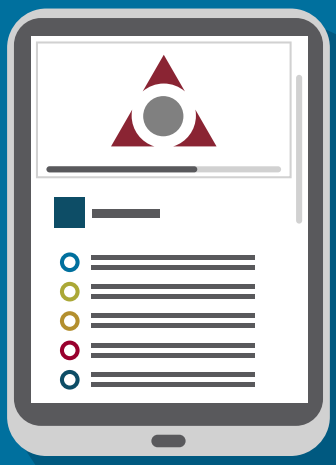
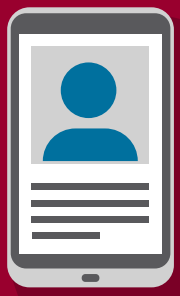




40th ANNUAL CONFERENCE ON THE FIRST-YEAR EXPERIENCE

HELD VIRTUALLY | FEBRUARY 15-19, 2021

UNIVERSITY OF
South Carolina

Dear Conference Delegates,

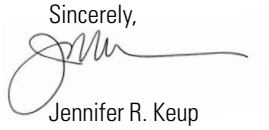
Welcome to the 40th Annual Conference on The First-Year Experience. On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am honored to welcome registrants from campuses across the United States and around the world to this anniversary convening. It is incredible to think that four decades ago, under the leadership and vision of John Gardner, Founding Director and Senior Fellow at the National Resource Center, 175 people convened in Columbia, SC for this event for the first time. 175 people dedicated to the idea that the first year mattered and, as a legacy to the civil rights movement and access era of higher education, we had to do more on our promise to students than open the doors of the academy just to have them stumble upon entry. We had to truly welcome them, make them feel like they belonged, help them contribute, and make their voices heard. We couldn't assume that education "just happened." We had to intentionally support students' transition, engagement, and involvement to yield true learning and development in that pivotal first year of college.

Since that original conference, we have grown significantly in number of delegates, national and international inclusion, and breadth of ideas covered on the program. The activities and outputs of this conference have changed the way we think about student transition and success in higher education, created new language and lexicon for our field, established a research agenda, crafted guidelines and standards for practice, and facilitated partnerships with other institutions, associations, and industry partners. Over the decades, this event gave a space and place for discussion of critical ideas related to new student access, learning, equity, transition, and success and catalyzed a movement in higher education. I know I speak for everyone currently at the Center and all the individuals affiliated with us over the years when I say it has been an honor to serve as facilitator and partner in those activities.

While it is so important to honor our past, we must also look to the future. Our work is far from finished. This past year alone has introduced challenges unlike any we have ever seen. However, we are situated in a moment in history when we need to actively decide, both personally and collectively, to move past crisis, embrace change, and move toward true transformation. This process takes hope, healing, intent, and courage. It necessitates that we interrogate our assumptions and do the work to become better, to learn, and to engage in discourse. It requires that we embrace ambiguity and participate in dialogue across difference for the purpose of understanding and growth rather than fostering divisiveness. It moves us to take responsibility, have humility, give grace, and even forgive. As we engage in this work at this critical moment in history, experiences like this conference can be a lifeline. The staff of the National Resource Center have worked to create a virtual event that offers delegates a safe space to reflect, engage in meaningful discussions, learn, and be challenged by new ideas. Ultimately, it is our hope that this conference provides inspiration and energizes you to reflect upon our past and envision a different and better future for our students, for our institutions, and for higher education, much like our FYE predecessors did 40 years ago.

The staff of the National Resource Center 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,



Jennifer R. Keup

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

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CONFERENCE SCHEDULE

MONDAY | FEBRUARY 15, 2021

10:30 a.m. – 11:45 a.m.	Preconference Workshops Part 1
12:00 noon – 1:30 p.m.	Vendor Lunch - Penguin Random House
1:45 p.m. – 4:00 p.m.	Conference Sessions
4:15 p.m. – 5:45 p.m.	Opening Session with Keynote Address ***— Jason C. Garvey***
6:00 p.m. – until	Vendor Event - Harper Collins

TUESDAY | FEBRUARY 16, 2021

10:00 a.m. – 12:15 p.m.	Conference Sessions
12:15 p.m. – 1:45 p.m.	Vendor Lunch - Penguin Random House
12:30 p.m. – 1:45 p.m.	Preconference Workshops Part 2
1:45 p.m. – 5:15 p.m.	Conference Sessions
5:30 p.m. – until	Vendor Event - HarperCollins, Macmillan, Simon & Schuster, and Harcourt

WEDNESDAY | FEBRUARY 17, 2021

10:00 a.m. – 11:00 a.m.	Conference Sessions
11:15 a.m. – 12:30 p.m.	Plenary Address ***— Michele Lee Kozimor***
12:30 p.m. – 1:45 p.m.	Vendor Lunch - Macmillan
1:45 p.m. – 5:15 p.m.	Conference Sessions

THURSDAY | FEBRUARY 18, 2021

10:00 a.m. – 12:15 p.m.	Conference Sessions
12:15 p.m. – 1:45 p.m.	Vendor Lunch - Penguin Random House
1:45 p.m. – 5:15 p.m.	Conference Sessions
2:00 p.m. – 3:00 p.m.	Vendor Event - Cengage

FRIDAY | FEBRUARY 19, 2021

10:00 a.m. – 12:15 p.m.	Conference Sessions
12:30 p.m. – 1:45 p.m.	Preconference Workshops Part 3
12:30 p.m. – 1:45 p.m.	Vendor Lunch - HarperCollins/Macmillan
1:45 p.m. – 2:45 p.m.	Conference Sessions
3:00 p.m. – 4:00 p.m.	Closing Address ***— Victor Sáenz***

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

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

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

GOALS OF THE CONFERENCE

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

CONFERENCE SPONSOR

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.

University of South Carolina

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

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.

GENERAL INFORMATION

FYE 2021

International Sessions

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

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. Use the "have a passphrase?" feature and enter "**fye2021nrc**" to find this year's guide. 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.

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.

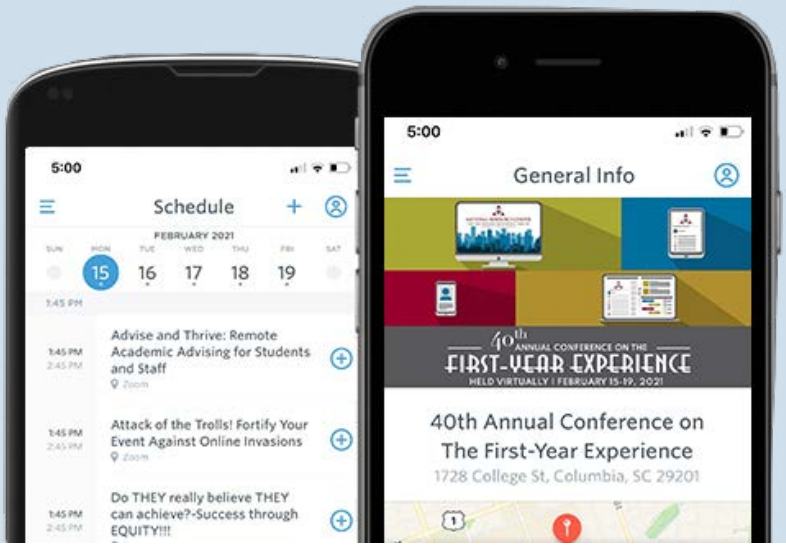
To view a full list of proposal reviewers, please visit http://www.sc.edu/fye.

find us on

guidebook

download the Guidebook app and search *40th Annual Conference on The First-Year Experience*
or by visiting *https://guidebook.com/g/fye2021/*

In order to develop your personal schedule for the conference, download the Guidebook app on your iOS or Android device. Use the "have a passphrase?" feature and enter "**fye2021nrc**" to find this year's guide. 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.



Mark Your Calendar

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

March 8 - April 2, 2021
Underrepresented at a PWI - Supporting Students of Color through their Transition within a Predominately White Institution
Online Course

April 26 – May 21, 2021
Proving and Improving: Foundations of First-Year Assessment
Online Course

June 7 – July 2, 2021
Understanding and Supporting Transfer Student Success
Online Course

July 5 – 30, 2021
Creating a Comprehensive, Connected, and Coordinated First-Year Experience
Online Course

October 2, 2021
Historically Black Colleges & Universities (HBCU) Symposium
Jacksonville, Florida

October 2 – 4, 2021
28th National Conference on Students in Transition
Jacksonville, Florida

February 12 – 15, 2022
41st Annual Conference on The First-Year Experience
Orlando, Florida

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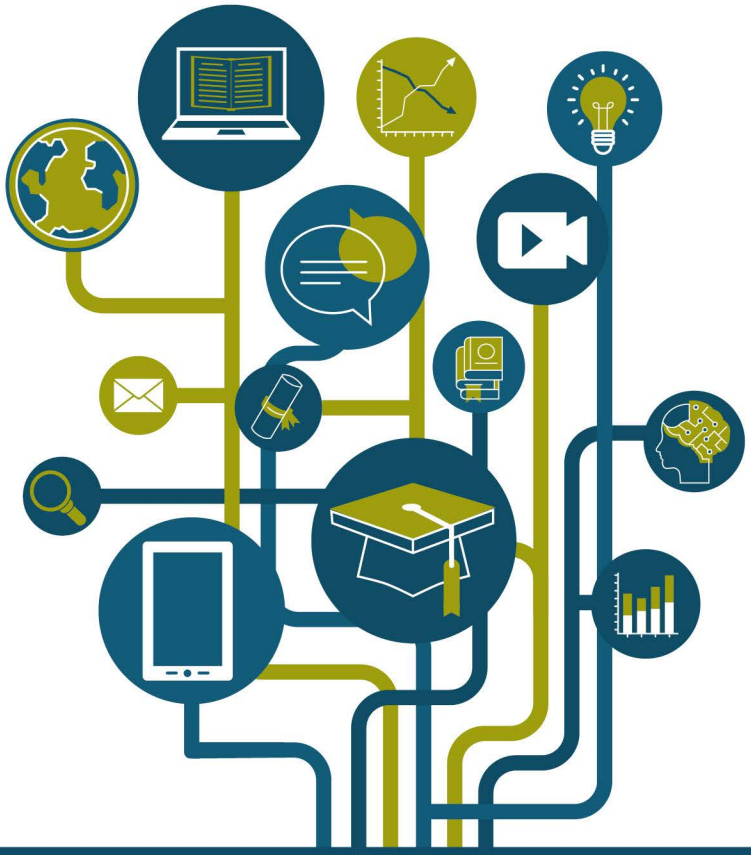

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

MARCH 8 - APRIL 2, 2021

UNDERREPRESENTED AT A PWI – SUPPORTING STUDENTS OF COLOR THROUGH THEIR TRANSITION WITHIN A PREDOMINATELY WHITE INSTITUTION

Instructor: Taléa R. Drummer-Ferrell, Ph.D.

REGISTRATION DEADLINE:
MARCH 2, 2021

WWW.SC.EDU/FYE/**OC**

SESSION FORMATS

FYE 2021

The sessions presented at this conference are in six 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 Initiatives – 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 present on a specific programmatic approach at a single institution.

(FD) Facilitated Dialogues

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.

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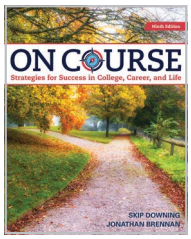

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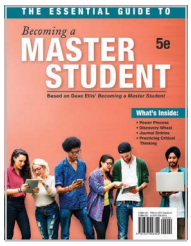

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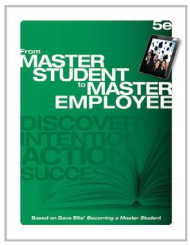

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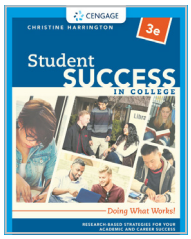

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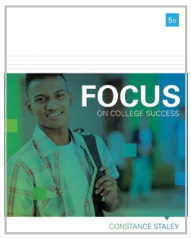

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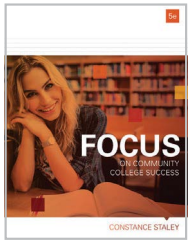

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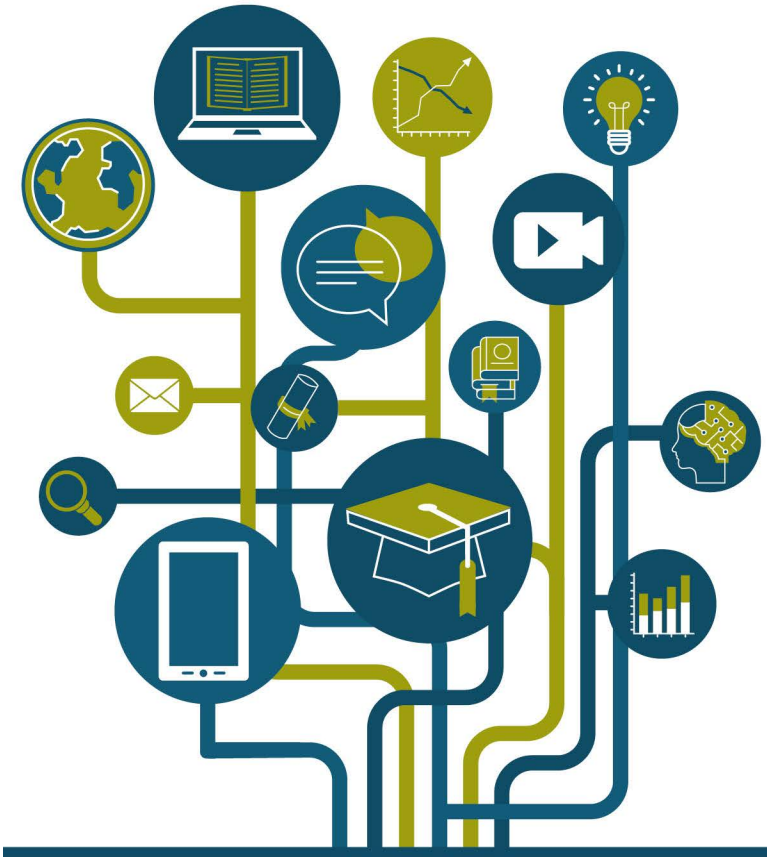

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

APRIL 26 - MAY 21, 2021

PROVING AND IMPROVING: FOUNDATIONS OF FIRST-YEAR ASSESSMENT

Instructor: Dallin George Young, Ph.D.

REGISTRATION DEADLINE:
APRIL 16, 2021

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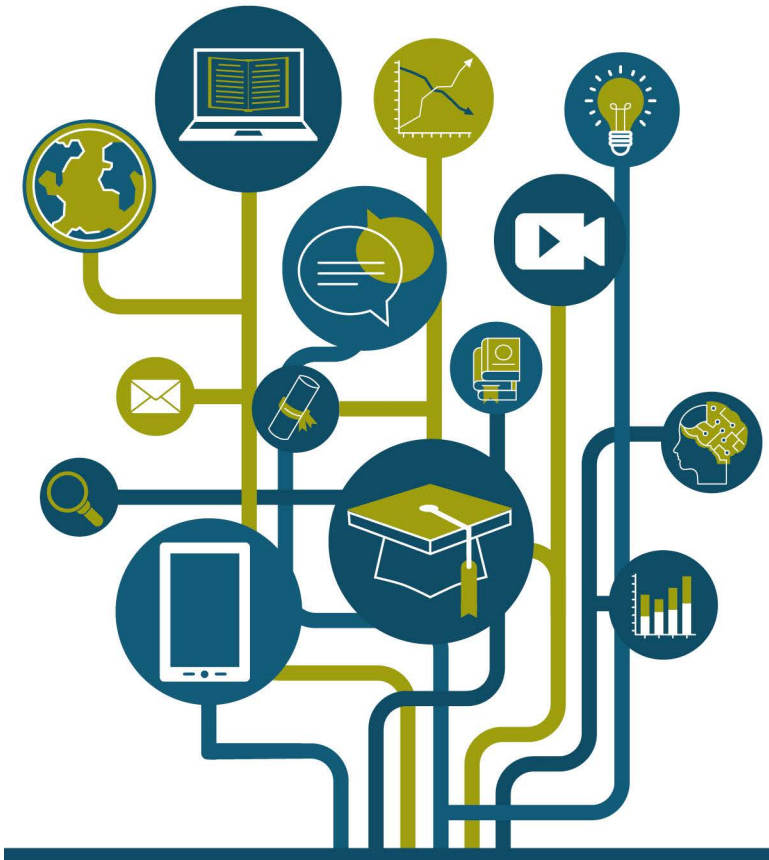

NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

JUNE 7 - JULY 2, 2021

UNDERSTANDING AND SUPPORTING TRANSFER STUDENT SUCCESS

Instructor: Catherine Hartman, Ph.D.

REGISTRATION DEADLINE:
JUNE 2, 2021

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Sponsor & Vendor Information

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Advantage Design Group

Advantage Design Group® is a multimedia production and software development firm founded in 1998. Advantage Orientation® provides new students and their families with an accessible, media-rich, and interactive onboarding experience. This cloud-based solution is currently deployed by nearly 300 higher education institutions in three countries.

Alpha Lambda Delta National Honor Society

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Amazon

Amazon Books Enterprise provides universities with easy tools for purchasing and distributing books in bulk. Customers save time and money with no contracts or minimums to solve their book buying needs. Visit our booth to learn about how we have helped several institutions go digital for their common read program.

Cengage

Cengage is the largest US-based provider of teaching and learning materials for higher education, we offer valuable options at affordable price points. Our industry-leading initiatives include Cengage Unlimited, the first-of-its-kind all-access digital subscription service. Visit us at Cengage.com or find us on Facebook or Twitter.

Center for First-Generation Student Success

The Center is the premier source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students.

Circle of Change Leadership Experience

We help culturally diverse and first generation students develop the skills needed to attain career leadership success. To attain this mission, we hosts national conferences, create virtual leadership experiences, and have e-learning courses for new students that prepares them for career leadership success.

Comevo, Inc.

Comevo, Inc., the market leader in online orientation and training is a cloud-based software company dedicated to providing tools that are easy, expandable and built for student success. Always seeking to inspire and improve communication throughout schools, Comevo has built a suite of services to address those needs.

Foundation for Individual Rights in Education

FIRE's mission is to defend the individual rights of students and faculty on college campuses. NYU's First Amendment Watch is dedicated to documenting threats to the First Amendment. Together, FIRE and FAW have created orientation programming to help universities teach incoming students about their free speech rights on campus.

SPONSORS & VENDORS

FranklinCovey

FranklinCovey is a global leader in performance improvement and leadership development. FranklinCovey's education division is one of the world's most prominent and trusted providers of leadership programs and certifications in the world. FranklinCovey's content, tools, methodologies, and thought leadership are all based on a foundation of universal and timeless principles.

Goodheart-Willcox

Goodheart-Willcox, established in 1921, provides quality, up-to-date print and digital instructional resources designed to support educators and prepare students for successful careers. Approaching College with Purpose is a new research-based, student-focused textbook written by Amy Lee, Margaret Delehanty Kelly, Catherine Lee, and Maggie Bergeron, ideal for First-Year Experience courses.

Hachette Book Group

Hachette Book Group (HBG) is a leading U.S. trade publisher and a division of the third largest trade and educational book publisher in the world, Hachette Livre. HBG is headquartered in New York City, with offices in Boston, MA; Lebanon, IN; Nashville, TN; Boulder, CO; Philadelphia, PA; and Berkeley, CA.

HarperCollins Publishers

HarperCollins is proud to publish first-year favorites for your common read programs, from THE BOY WHO HARNESSED THE WIND and BRAVE NEW WORLD to DEAR AMERICA and HIDDEN FIGURES.

Harvard University Press

Selected to captivate the minds of readers and inspire participation in engaging group conversations, Harvard University Press's "Common Reads: First-Year Experience" collection aims to bolster a feeling of community within an assembly of scholars. To learn more about books for students and faculty, visit our Resources for Educators feature: https://www.hup.harvard.edu/resources/educators/.

HMH Books and Media

HMH believes in the inspiring power of stories that offer new and diverse perspectives. Our mission is to publish authors and illustrators across all platforms to entertain, inform, and connect with readers everywhere. We are storytellers, innovators, creators, and brand-builders, responding to the ever-changing interests and demands of our world.

Human eSources

Help students succeed in the first year of college with Human eSources' online courseware authoring tools and self-assessments designed to uncover students' potential, explore careers, improve study habits and set realistic goals to achieve their dreams.

Ideapress Publishing

Our mission is to produce brilliant business books - and what this means to us is creating a solution that offers EVERYTHING that independent authors need to publish a successful book.

Ingram Academic

Attendees can browse our hub for a list of books for FYE/Common Reading programs. To request a FREE copy, please click on the book and order a DESK copy. We're thrilled to feature books from variety of publishers including The New Press, Grove Atlantic, University of California Press, and more.

Innovative Educators

Innovative Educators provides affordable, relevant and manageable online solutions for student support services, ongoing orientation for students and parents, academic advising and planning, teaching and instruction, and professional development, supported with practical training and excellent customer service. We provide training focused on critical issues facing students and educators today.

John N. Gardner Institute for Excellence in Undergraduate Education

The Gardner Institute partners with colleges, universities, philanthropic organizations, and others to help them create and implement strategic plans for student success focused on improving teaching, learning, retention, and completion. Through doing so, the Institute strives to advance higher education's larger equity, social mobility, and social justice goals.

Kendall Hunt Publishing Company

Kendall Hunt is a premier publisher in both digital and print media with over 75 years of experience and over 9,000 titles. We combine service, innovation, and our pledge of quality to provide you with advantages that are unparalleled in educational publishing.

Kognito

Kognito is a health simulation company that believes in the power of conversation to change lives. We are pioneers in developing research-proven, role-play simulations that prepare individuals to lead real-life conversations that result in measurable changes in social, emotional, and physical health.

LAUNCH Student Success

LAUNCH Student Success is the premier student success curriculum/program in helping increase success rates across the nation. LAUNCH combines student text books, video, and an interactive mobile platform for student engagement into one seamless experience. In addition LAUNCH's workshops and professional development sessions help campuses create cultures of student success!

Macmillan Learning

From market-leading textbooks and mobile apps to retention surveys and accreditation support, Macmillan Learning offers a suite of first year experience solutions that deliver engaging experiences and acclimate students to college life to improve student retention and success. To learn more, please visit our FYE solutions site: https://go.macmillanlearning.com/fye2021.

Macmillan Publishers

Books for First-Year Experience and common reading programs from Farrar, Straus & Giroux; St. Martin's Press; Henry Holt & Co; Flatiron Books; Picador; Celadon; and Tor Books.

McGraw Hill

McGraw Hill has been a leader in education for over 130 years. With a focus on equity, affordability and learning science, its content and platforms provide flexible solutions for a diverse student population. McGraw Hill leverages the power of adaptive technology and data and delivers learning experiences that drive results.

Messiah University

Messiah University, Master of Arts in Higher Education Whether your passion is coaching, student activities, multicultural programs, academic advising, admissions or residence life, or more, Messiah University's Master of Arts in higher education will prepare you to be a transformative, visionary leader for faith-based and other higher education settings.

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

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

National Survey of Student Engagement - Indiana University

The Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and the Beginning College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college and beyond.

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Nearpeer

Universities partner with Nearpeer to improve enrollment, engagement, and the learning experience. Nearpeer is the best way for college students to find and engage peers "like them" - creating community, sense of belonging, and higher commitment to their school.

NODA-Association for Orientation, Transition and Retention in Higher Education

The mission of NODA is to provide education, leadership, and professional development in the fields of college student orientation, transition and retention. NODA is dedicated to inter-association cooperation, the advancement of professional and ethical standards, and the production of scholarly work.

Penguin Random House

Penguin Random House publishes a broad selection of fiction and nonfiction titles appropriate for First-Year Experience® and common reading programs. The books recommended in our 2021 virtual exhibit, drawn from our varied/diverse publishing divisions including Knopf Doubleday and client publishers, will help instigate reflection and discussion among students, who will begin their academic life with a shared experience ready to discuss the stories of others—and thus ready to share their own stories as well. www.commonreads.com.

Princeton University Press

Founded in 1905, Princeton University Press is a nonprofit publisher with close connections to Princeton University. The Press brings influential voices and ideas to the world stage through their academic scholarship, advancing the frontiers of scholarly knowledge and promoting the human conversation.

Raftr

Raftr is a digital platform designed to drive engagement while delivering Orientation & First Year experiences in innovative ways for today's students. Modern, flexible, and social, Raftr supports on-campus and virtual programming with a host of powerful communication, community and informational features.

Seven Stories Press

Seven Stories Press is an independent publisher of nonfiction, social justice books, literature in translation, and other works of the radical imagination.

Signal Vine

Signal Vine is a text messaging platform that uses Blended Messaging® to reach students where they operate most while incorporating the benefits of AI to save staff time. By nudging students with personal messages on deadlines, appointments, and offers of support, administrators can improve engagement, enrollment and persistence.

Simon & Schuster

Simon & Schuster is a global leader in the field of general interest publishing, dedicated to providing the best in fiction and nonfiction for consumers of all ages, across all printed, electronic, and audio formats. For more information, visit www.simonandschuster.net.

Stylus Publishing

Stylus Publishing focuses on higher education, covering teaching and learning, student affairs, professional development, service learning and community engagement, study abroad, online learning, racial and gender diversity on campus, and leadership. Stylus is the official book distributor of the National Resource Center for the First-Year Experience and Students in Transition.

Svadhi

Svadhi is a holistic student success startup with a mission to democratize college access and help more students graduate with a sense of belonging. Svadhi develops student character assessments to help universities conduct unbiased and efficient holistic character evaluations of students, and personalize support given to first-year students.

Take Flight Learning

Take Flight Learning reinvented how people learn about themselves and others. Through innovative personality-based products and services, we help people cultivate strong relationships and get results. We have worked with students and staff in higher education, as well as government agencies, non-profits and half of the Fortune 500 companies.

The MIT Press

The MIT Press is one of the largest and most distinguished university presses in the world and a leading publisher of books and journals at the intersection of science, technology, art, social science, and design. MIT books are known for their intellectual daring, scholarly standards, interdisciplinary focus, and distinctive design.

The Naked Roommate

Harlan Cohen is the New York Times bestselling author of the Naked Roommate series, the #1 go-to guide for your very best college experience, and Win or Learn. He is one of the most widely read and respected syndicated advice columnists for teens and twenty-somethings. For more info, visit www.HarlanCohen.com.

The Self-Directed Search (SDS)

The Self-Directed Search (SDS), developed in 1971 by John Holland using his RIASEC theory, is a reliable and valid career assessment that helps your clients discover occupations and programs of study that best match their personality and interests. The SDS, which was revised in 2017, is published by PAR, Inc.

Train for Growth

Train for Growth is a training company that teaches business professionals and educators the coaching modality to address conflict and stress during uncertain times to allow for a thriving and resilient environment.

U-Thrive Educational Services

We offer mental and emotional wellness programs designed to help college students manage stress, become more resilient, and thrive throughout their undergraduate experience and beyond. Our programs are led by 30+ leading educators, psychologists, and scholars in the fields of Positive Psychology, Mindfulness, and Self-Compassion from institutions across the country.

W. W. Norton & Company

W. W. Norton publishes 400 books annually through its trade, college, and professional departments. As the largest independent and employee-owned publisher, Norton is proud to publish "books that live."

Wildfire LLC

Wildfire is a marketing company that crafts ideas to spark connections between people and brands driving results. We craft smart marketing solutions realized with inspiring creative. Your brand isn't one-dimensional and neither are we. We are problem solvers who leave it better than we found it...whatever "it" may be.

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Workman Publishing Co., Inc., is an independently owned family of publishers, including Workman Publishing, Algonquin Books of Chapel Hill, Algonquin Young Readers, Artisan, Storey Publishing, and Timber Press. We are also partners with The Experiment, duopress, Familius, and new publisher Erewhon Books.

XanEdu

XanEdu

XanEdu works with educators, bookstores and students at more than 1,800 Higher Ed institutions. We deliver affordable and accessible learning experiences by making it easy to create custom course materials. With XanEdu, you can design materials around your course, rather than design your course around off-the-shelf textbooks.

Yale University Press

Yale University Press

By publishing serious works that contribute to a global understanding of human affairs, Yale University Press aids in the discovery and dissemination of light and truth, our central purpose. We publish books that further scholarly investigation, advance interdisciplinary inquiry, educate both within and outside the classroom, and enhance cultural life.

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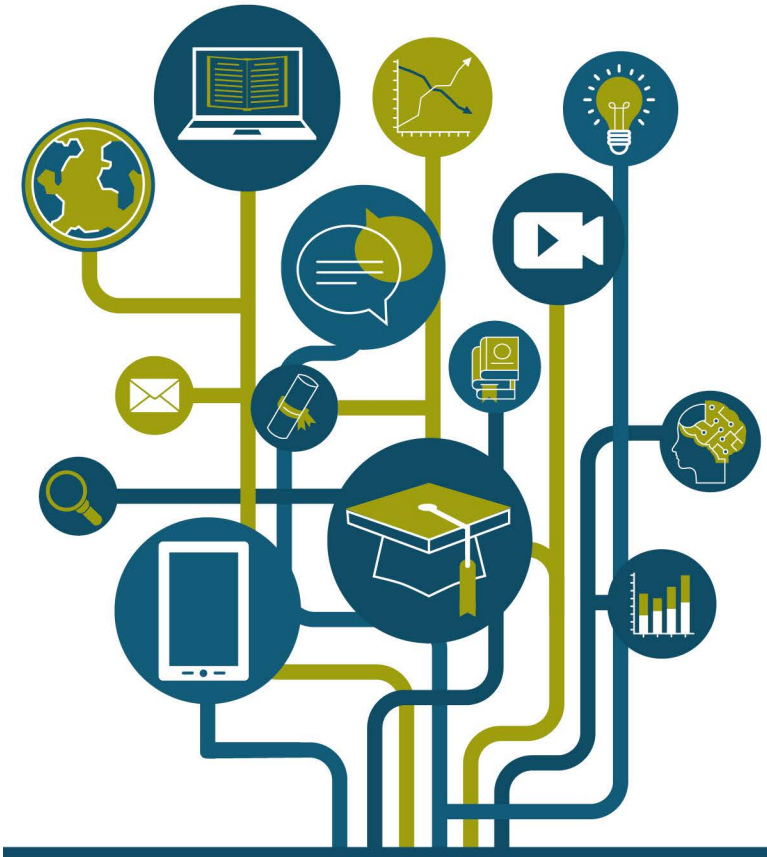

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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
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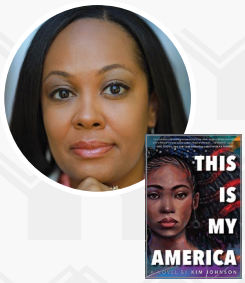
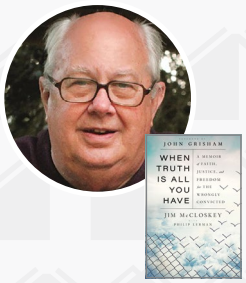
MONDAY, FEBRUARY 15, 2021 • 12:00PM – 1:30PM EST

Michele Harper
The Beauty in Breaking



Kim Johnson
This Is My America

Megha Majumdar
A Burning

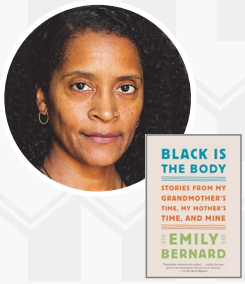


Jim McCloskey
When Truth Is All You Have

Isabel Wilkerson
Caste

TUESDAY, FEBRUARY 16, 2021 • 12:15PM – 1:45PM EST

Ishmael Beah
Little Family



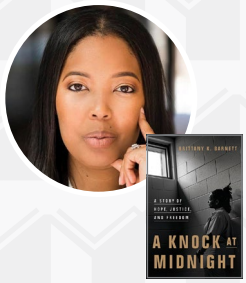
Emily Bernard
Black Is the Body

Erin Brockovich
Superman's Not Coming

Lan Cao and **Harlan Margaret Van Cao**
Family in Six Tones

Kathryn D. Sullivan
Handprints on Hubble

THURSDAY, FEBRUARY 18, 2021 • 12:15PM – 1:45PM EST



Brittany K. Barnett
A Knock at Midnight

Ta-Nehisi Coates
The Water Dancer

Karla Cornejo Villavicencio
The Undocumented Americans

Chanel Miller
Know My Name

Gabby Rivera
Juliet Takes a Breath

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http://tiny.cc/PRHFYE21

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FYE Events

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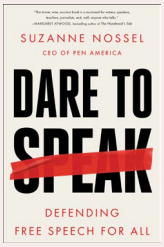
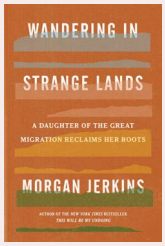
MONDAY, FEBRUARY 15 6 PM TO 7 PM EST

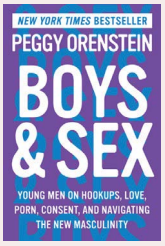
Suzanne Nossel



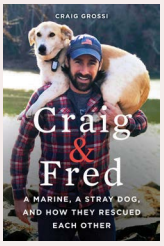
Morgan Jerkins



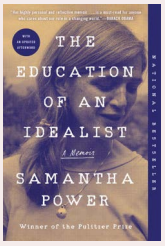
Peggy Orenstein



Craig Grossi

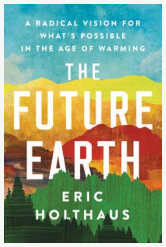


Samantha Power



TUESDAY, FEBRUARY 16
5:30 PM TO 6:30 PM EST

Eric Holthaus



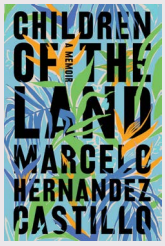
BUILDING AN INCLUSIVE COMMUNITY WITH BOOKS

Hear from HarperCollins staff members about books and authors that will help students explore a range of topics—from disability studies, immigration, unconscious bias, as well as Latinx, Black, Asian, Indigenous, and Gender Studies.

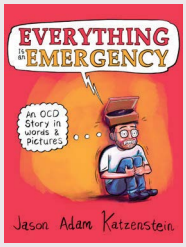
Tuesday, February 16
10:00 AM - 11:00 AM EST

FRIDAY, FEBRUARY 19
12:30 PM TO 1:45 PM EST

Marcelo Hernandez Castillo



Jason Adam Katzenstein



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PRECONFERENCE WORKSHOPS PART 1 - MONDAY, FEBRUARY 15

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Registration Fee for each Workshop: $40

All workshops will occur as a three-part series and be held simultaneously.

PART 1: Monday, February 15, 2021 from 10:30 a.m. - 11:45 a.m.

PART 2: Tuesday, February 16, 2021 from 12:30 p.m. - 1:45 p.m.

PART 3: Friday, February 19, 2021 from 12:30 p.m. - 1:45 p.m.

These workshops offer extended presentation, discussion, and interaction on a particular topic or area of interest.

W-1 | Building Community in an Online First-Year Seminar

Dustin Roberts, Assistant Director, First Year Experience
– College of Charleston

Sandy Greene, Assistant Director for Communications, University 101 Programs
Katie Hopkins, Assistant Director for Faculty Development, University 101 Programs
– University of South Carolina

Creating an inclusive classroom community that promotes sense of belonging has the power to positively impact student learning, success, and persistence to the second year and beyond. This is particularly important in an online environment. Community building should not be an after-thought. It should be integrated intentionally into the course from the first day to the last. In this interactive workshop, presenters will share and demonstrate strategies that can be used to effectively build community in an online environment through activities, assignments, and other small, intentional efforts.

W-2 | The Ultimate Engaged Learning Extravaganza: Inside and Outside the Classroom

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

A critically important variable in the success of a first-year seminar is the level at which faculty are prepared to create an engaging/interactive learning environment. This is a unique skill set that must be developed and practiced. As faculty move along on this journey, it is critically important to equip them with strategies and techniques that promote interaction, reflection, and engagement. This session is designed to provide hands-on experience and a collection of tools that can be easily transported into the first-year seminar. Participants will receive an electronic resource document with directions for implementing all of the presented strategies.

W-3 | Generation Z & Peers: Social Change, Technology, & Mental Health

Jennifer Coplea, CNAS Scholars Coordinator
– University of California, Riverside

Generation Z are tech savvy, peer influenced, and tackling mental health and social justice. Higher education must now meet the needs of the largest, most diverse, entrepreneurial generation (Twenge, 2017; Seemiller & Grace, 2016). They seek the understanding of the hidden curriculum, value face to face time, and success techniques in a competitive working environment. Students who feel a connection to an institution "are more likely to persist" and develop "a willingness to become involved with others in ways that further promote persistence" (Tinto, 2016). Peer support is a unique way to engage, retain, and graduate Gen Z.

W-4 | Using the Science of Motivation to Engage All Learners

Christine Harrington, Associate Professor
– New Jersey City University

Melissa Thomas, Partner Success Specialist
– University of Texas

Perhaps one of the most important student success factors is motivation, yet faculty members often struggle with how to best motivate students and ultimately influence student learning. Theory and research on student motivation will come alive in this interactive workshop. Using Wlodkowski and Ginsberg's (1995) Motivational Framework for Culturally Responsive Teaching as a backdrop, we'll explore practical ways to put theory and research into immediate practice in your college classroom and institution. Come learn what works and how to positively influence student learning!

W-5 | Best Practice in the First College Year: Defining What Works and Why

John N. Gardner, Chair and Chief Executive Officer
Betsy O. Barefoot, Senior Scholar
– John N. Gardner Institute for Excellence in Undergraduate Education

For more than three decades, a significant investment has been made by many colleges and universities to improve the first year. But funds spent have often not yielded expected returns in student learning and retention. In this workshop, the presenters will explore the questions, "What works in first-year programs and why... or why not?" They will draw from recent research findings and provide a variety of examples of best practice. Participants will be challenged to reflect on the first year at their own campuses-what initiatives have made a positive difference in the first year and what challenges remain?

W-6 | Belonging, Mindset, and Resilience: Designing an FYE that Drives Success for First-Year Students

Amy Baldwin, Director, University College
– University of Central Arkansas

Bryce Bunting, Assistant Clinical Professor
– Brigham Young University

Research and public conversation about belonging, growth mindset, and resilience have proliferated in the last few years, but many student success professionals are uncertain how best to incorporate these concepts into their courses and programs. Participants in this workshop will receive an up-to-date briefing on the latest theory and practice about learning mindsets and their impact on student outcomes. Then, participants will engage in interactive activities to learn how to design curricular and co-curricular strategies in their student success course and FYE program that can enhance learning mindsets that lead to a measurable impact on student success.

W-7 | Doubling-down on First-Year Success: Design Strategies for the "New Normal"

Michele Campagna, Assistant Dean of Learning Initiatives and Success Department/Division
– Westchester Community College

Joe Cuseo, Professor Emeritus, Psychology
– Marymount California University

Yvonne Ortiz, Program Manager for Higher Education
– AVID

This fall, we welcomed first-year students affected by a pandemic, a recession, and racial injustices to our campuses. While the impact of these crises may affect two- and four-year institutions differently, these events will likely have long-term effects on our students and our campuses. Given this "new normal," innovation and creative problem-solving strategies are needed now more than ever to promote first-year success. This session will explore frameworks for enhancing and validating the student experience in this new context. Participants will engage in design thinking activities to develop strategies for implementing FYE initiatives that promote educational equity and student success.

W-8 | Strategies and Planning for Managing High Risk Behaviors in the First Year

Maureen Grewe, Director of Student Conduct
Tad Derrick, Assistant Director of Harm Reduction and Compliance, Fraternity and Sorority Life
– University of South Carolina

In this interactive workshop, participants will discuss the high-risk behaviors first year students experience when arriving to college including substance use, hazing, mental health, sexual assault and Title IX concerns. We will review components of a successful comprehensive education plan to address substance use, hazing, mental health, sexual assault and Title IX concerns with first year students. Facilitators will utilize research, effective practice, and participants' experiences to discuss how to manage these concerns for first year students. Participants will receive models of effective programs, as well as tools, strategies, and ideas on how to enhance programs and practices on their campus to improve the first-year experience.

W-9 | Designing Early Alert Programs Aimed at Fostering Student Success and Persistence

Mike Dial, Assistant Director, First-Year Advising
Paige McKeown, Coordinator of First-Year Advising & Academic Intervention
– University of South Carolina

This interactive session is designed to provide participants with the historical, theoretical, research, and practical background of early alert programs. Participants will explore and discuss the necessary components to leverage high quality early alert programming at a variety of institutional types and sizes. Facilitators will utilize research, effective practice, and participants' experiences to discuss how to develop a mission and vision for early alert programs, design and facilitate effective interventions, prepare faculty and staff to monitor and respond to student risk indicators, and evaluate and assess early alert programs.

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Vendor Lunch - Penguin Random House

12:00 noon – 1:30 p.m.

1:45 p.m. – 2:45 p.m.

CI - 1 Permanence Program in the Brazilian Federal Universities

Carla Tereza Pessoa da Rocha Dantas
University of Brasilia

Despite the creation of affirmative action policies that promote the access to higher education, universities face problems such as dropout and low retention. Therefore, ensuring the access does not mean keeping the student in this stage of education. As an alternative solution to this problem, universities created the Permanence Program. The present work through the bibliographic and documentary analysis tried to identify which universities developed such a program as well as to know how it was constituted to attend the demands of the students and to build the academic path of the students.

CT - 2 Advise and Thrive: Remote Academic Advising for Students and Staff

Alison Jensen
Elaine Lewis
Rachel Terry
Utah Valley University

Remote academic advising is not a quick fix during a global pandemic. Students have made it clear the convenience of this type of advising experience is here to stay. As practitioners, we must design and evaluate remote academic advising to ensure it meets the needs of students and fulfills the outcomes for success. In this session, the presenters will discuss new communication strategies, underused technology, how to boldly engage campus partners, and conduct meaningful, rapport-building virtual advising sessions all through a remote viewpoint of advisor and student.

CT - 3 Evolution of SPECIES: A New Approach to a First-Year Seminar

Kristi Leonard
Eric Jones
Central College

Have a first-year seminar course but seeking a new, fresh approach that will help your students become more well-rounded and self-actualizing in their transition to college? Or are you just starting a first-year seminar course and don't know where to begin? Learn the seven-dimension SPECIES model of wellness and why it was adopted as the foundation for the Central College first-year seminar course curriculum. You will learn about the course goals and objectives; assignments, activities, and projects that can be used with this model; and methods of and tools for assessing first-year curriculum.

CR - 4 Misophonia Management Among First-Year Students

Leah Bryant
DePaul University

Misophonia is a common neurological condition whereby certain sounds evoke a negative emotional response. Sound triggers are often related to oral sounds, such as eating, chewing, breathing, and whistling. These types of sounds are abundant within classroom contexts, and relatedly students with misophonia tend to score lower on in-class exams when misophonic triggers are present. Misophonia is not recognized as a psychological or medical disorder, making it difficult to be granted reasonable accommodations, which are needed but not required. Therefore, this study sought to elucidate the ways in which first-year students with misophonia navigate managing their condition across multiple academic contexts.

FD - 5 Attack of the Trolls! Fortify Your Event Against Online Invasions

Tara Coleman
Mariya Vaughn
R. J. Youngblood
Kansas State University

In fall 2020, Kansas State University hosted a virtual conference on diversity and inclusion that was targeted by a group of online trolls. This resulted in disruptions across all aspects of the event, from discriminatory comments on keynote speaker videos, interrupting chat functions with derogatory comments, and shouting hateful language periodically throughout the breakout sessions. In this session, we will share the factors that led to the Zoom bombing, offer practical tips for planning disruption free events, discuss ways to respond while something like this happens, and explore ways to help participants who were negatively impacted by the experience.

FD - 6 Students with Significant Dual Credit Hours and First-Year Seminar

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

Due to the rapid growth of dual credit enrollments in recent years, many incoming students now come to our campuses with enough credits to be classified as college sophomores, juniors, and seniors during their first year after high school graduation. It has been a common practice for programs to exempt students from first-year seminar requirements based on a designated level of achieved college credit hours. However, given the growing body of literature recognizing first-year seminars as a high-impact practice, what, if any, are the benefits to requiring that students with significant dual credit hours participate in the first-year seminar experience?

V - 7 Do THEY Really Believe THEY Can Achieve? Success through EQUITY!

Jahmad Canley
LaDonte King
LAUNCH Student Success

Success is what we want for all students! The question is how do we deliver student success and growth mindset through an equity lens? Research shows that grit, persistence, time management, and a growth mindset are just a few of the intangibles that can help students from any background achieve their goals. In this dynamic interactive session, we will present the "HABE Factor" and demonstrate the importance of "how to" teach these skills in an equitable way to First-Year and First-Generation students through curriculum in the critical first three weeks to three months of their term.

V - 8 Online Orientation NEXT for Students in the NOW

Shannon Calega
University of Tampa

Sam Swingle
Advantage Design Group

The University of Tampa's (UT) interactive and video-rich online orientation launched Fall 2019 to rave reviews. Instead of overwhelming fewer students during traditional orientation events, more students completed online orientation on their own time before taking part in week of welcome activities. Students prepared to transition to college over time. Then, everything changed. Empowered with an intuitive, cloud-based solution, UT's first Student Affairs hybrid orientation program was transformed into the institution's first virtual onboarding experience. Join us to hear from Shannon Calega, Director of Orientation and Family Engagement, receive a demonstration of UT's orientation platform, and get answers to your questions.

CI - 9 Operationalizing the Best Practices Model for Living-Learning Communities

Richie Gebauer
Michelle Filling-Brown
Cabrini University

As higher education confronts financial constraints, racism, and outside pressures, administrators face decisions that might result in cutting budgets and closing programs. During these tumultuous times, Learning Community programs should be expanded to facilitate inclusive campuses. In 2018 Inkelas et al developed the "Best Practices Model" (BPM) which presents a pyramid of "building blocks" for a successful living-learning community. This presentation provides an application of that model to show how to use it for reflection, assessment, and improvement. Applying the BPM allows LLC programs to reinforce the "building blocks" so that this high-impact practice is cemented in a campus's culture.

3:00 p.m. – 4:00 p.m.

V - 10 Tailor Your Course for Student Success: Customize with Kendall Hunt

Curtis Ross
Whitney Wolf
Deb Roth
Kendall Hunt Publishing Company

Regardless of whether classes occur in person or online, the driving question for educators everywhere seems to remain consistent: "How do I best facilitate student success?" For 30+ years, Kendall Hunt Publishing Company has helped professors internationally build customized course materials to engage their students and build a foundation for college success. With Kendall Hunt's world-class team and collaborative approach, professors have full freedom to create tailored course content that their students will fully utilize, saving time and providing students with high value materials at an affordable price. Discover how Kendall Hunt can make a difference for your first-year seminar.

FD - 11 Transformational Teaching Leads to Life-Long Learning

Prairie Burgess
Concordia University Texas

Do your students look at your class as a hurdle to jump over in their never-ending path toward a degree? How can we build our educational settings to inspire and motivate students to look at the overall gain in learning rather than simply checking the boxes? This session will share the basic concepts of transactional versus transformational teaching and build discussions surrounding the two styles. Specifically, we will discuss how to construct more student-focused, opportunity-driven classes that develop a student's critical thinking skills to benefit their entire educational journey and instill a mindset of life-long learning.

FD - 12 The Pivot: A Communal Dialogue on FYE Amidst A Pandemic

James Winfield
Benedict College

Meghan Cassidy
Quincy College

Institutions have had to reimagine how they support and transition all students, particularly first-year students amidst a global pandemic. The ability to pivot to meet the needs of students in virtual and socially distant spaces has provided FYE professionals with unprecedented challenges, including even higher job expectations. This facilitated dialogue will provide FYE professionals the opportunity to share, reflect, and mobilize their efforts to provide students with a robust academic and social college experience.

CT - 13 Better Breakout Rooms: Improving Participation and Engagement within FYE Workshops and Events

Stephanie Caranica
Claudia Sitlington
Moorpark College

Let's face it: FYE students do better when they feel connected to their campus and one another. But how do we navigate this uncharted territory, where interactions happen online, black-out screens are common, and participation is low? This fun and engaging session outlines actionable steps on how to effectively use breakout rooms to help students come out of their shells and connect with one another. After attending this session, FYE professionals will 1) have a better understanding of gamification theory and how it relates to improving engagement and 2) learn high-impact ways of implementing breakout games/activities in any FYE event.

CR - 14 A Scoping Review of Personal Librarian Programs in Academic Libraries

James Murphy
Rhiannon Jones
University of Calgary

The purpose of the study was to comprehensively review academic library outreach programs categorized as personal librarian programs. The authors conducted a scoping review of literature on personal librarian programs in academic libraries. Sources searched included Academic Search Complete, Web of Science core collection, Library and Information Science Abstracts, Library and Information Science Sources, and grey literature. 1133 records were identified in total, 803 records were screened, leading to 25 included articles. There were 19 included programs in the U.S., 5 in Canada and 1 in South Africa. This presentation will provide an overview of programs and study results.

CP - 15 Developing Peer Leader Leadership Skills Through Assessment

Lacy Hodges
Savitra Dow
Georgia Tech

Georgia Tech's first-year and transfer student seminars utilize volunteer peer leaders ("team leaders"/TLs) in all classes, where TLs act as mentors for incoming students in their class. This past year, we developed a rubric for our TLs that measures seven key leadership skills, which was then used as the basis for TL self-evaluations and instructor-led performance evaluations. This presentation will address how we designed our assessment rubric, how we structured the TL- and instructor-led evaluations, and the initiatives we have implemented to enhance and improve the leadership skill development of our peer leaders.

CI - 16 Disruptive Innovation: The Institutional Impact of a Targeted FYE Program

Amy Huntington
Eric Amsel
Israel Santana
Kassandra Tello
Weber State University

The Wildcat Scholars is a federally-funded program targeting new students with developmental English and Math placements at Weber State University (WSU). WSU is an open-enrollment institution with development placements overrepresented by low-income, ethnic-minority, and first-generation students whose retention and completion rates were substantially below other student cohorts. We designed the program as a holistic learning community that reorganized these students' first-year experience by coordinating and innovating academic offerings, comprehensive advising, student support services, and faculty training. In the presentation, we outline the program, its positive outcomes for students, and the impact it has had on the University's structure and functioning.

CI - 17 Leveling Up: Updating and Redesigning an Online FYS Module Series

Mollie Peuler
Mark Coltrain
Appalachian State University

The authors of this paper will explain how one library collaborated to update and expand a required First-Year Seminar Online Library Component. An emphasis will be placed on the planning and design process, including a review of the old content, an incorporation of Universal Design for Learning Principles, and creating campus buy-in from a variety of stakeholders including first-year seminar librarians, first-year seminar faculty, and students.

CT - 18 NACE Competency-Informed Creative Learning Projects in the First-Year Seminar

Samantha Solomon
Cynthia Williams
Emmanuel Jaiyeola
Modupe Akinnuoye
Washington State University

In this session, we will discuss how Washington State University's First-Year Success Seminar developed a creative learning project to facilitate students' development of college success and career-ready skills. Today's most in-demand professional skills include project management, collaboration, communication, digital literacy, and creative and critical thinking, which are also listed among the NACE Career Readiness Competencies. In partnership with Adobe Creative Jams, students conceptualized and designed a mobile application that addressed a problem related to our Common Reading text. We will present the various components of this project, provide samples of student work, and address implications for practice.

CT - 19 Using Reflection to Deepen Engagement and Growth Mindset in FYE

Amy Lee
University of Minnesota-Twin Cities

Catherine Lee
Occidental College

Maggie Bergeron
Margaret Delehanty Kelly
University of Minnesota

COVID19 and the integration of online education into the First Year Experience provides the opportunity to do and see things differently. As we assess traditional modes of doing things (teaching skills, using the frame of a deficit model) we must throw out the tools that favor some students or that follow the assimilationist model that presents the "only way" to do things. As we redesign how we teach, we can center students in the educational experience by validating and integrating their experience, perspective, and ideas into FYE courses. Reflective practice can be used and fostered to support an asset-based approach.

MONDAY, FEBRUARY 15

Opening Session and Keynote Address

4:15 p.m. – 5:45 p.m.

Why Love an Institution If It Can't Love Me Back? Responsibility, Boundaries, and Worth

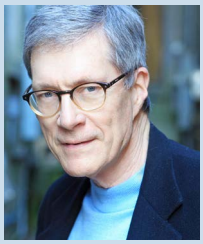
Jason C. Garvey,
Friedman-Hipps Green and Gold Professor of Education, Higher Education and Student Affairs Administration
— University of Vermont

Our worth is inherent. The blessings we provide to our institutions are a gift. And we love what we do because we get to support others in their journeys. With that said, the past year has required that we as higher education professionals reflect upon what we view as our responsibilities – to students, our institutions, society, and ourselves. From the Black Lives Matter movement to the upending of higher education resulting from the pandemic, our work has taken on new significance. How do we support ourselves while also promoting student success and positive social change? With boundaries, we can demonstrate love while also envisioning more sustainable and meaningful careers. Join Dr. Garvey as we reflect on the past year and imagine work that honors the potential of students, our own inherent worth, and the hope of a more just society.

Vendor Event - HarperCollins

6:00 p.m.

Featured Session



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

6:30 p.m. – 8:00 p.m.

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

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

RESOURCES ON TEACHING AND LEARNING

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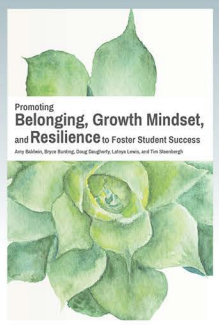

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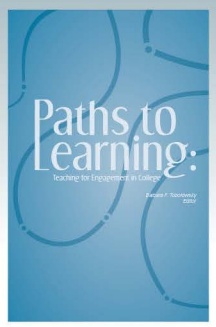

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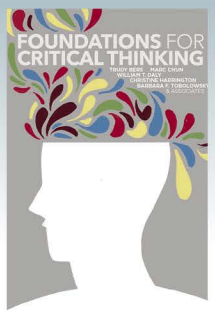

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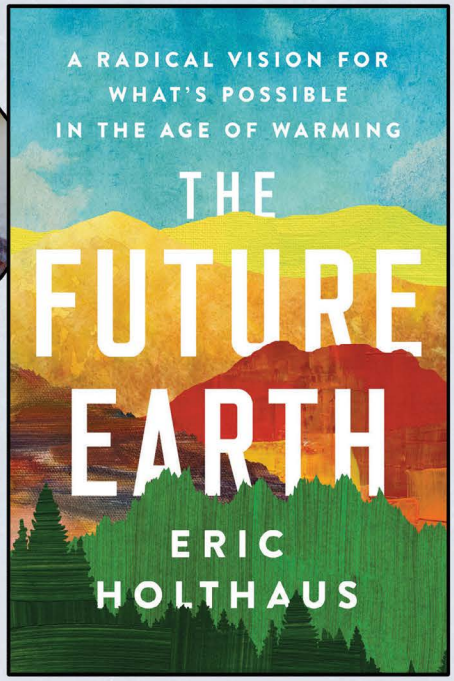
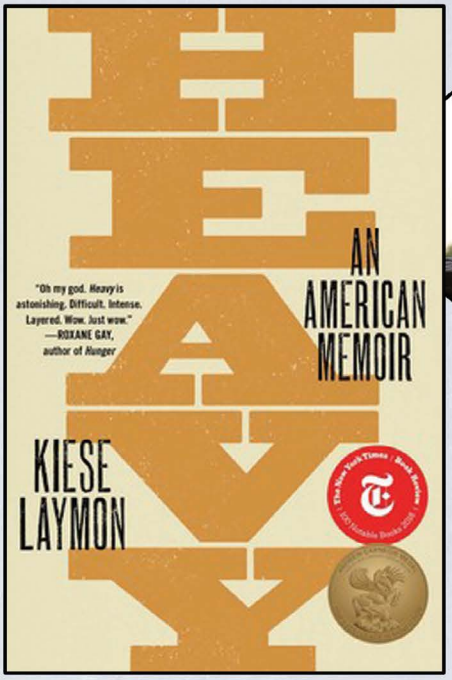
A Radical Vision for What's Possible in the Age of Warming

Eric Holthaus

HarperCollins*Publishers*





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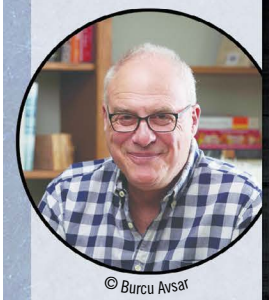
An American Memoir

Kiese Laymon

SIMON & SCHUSTER



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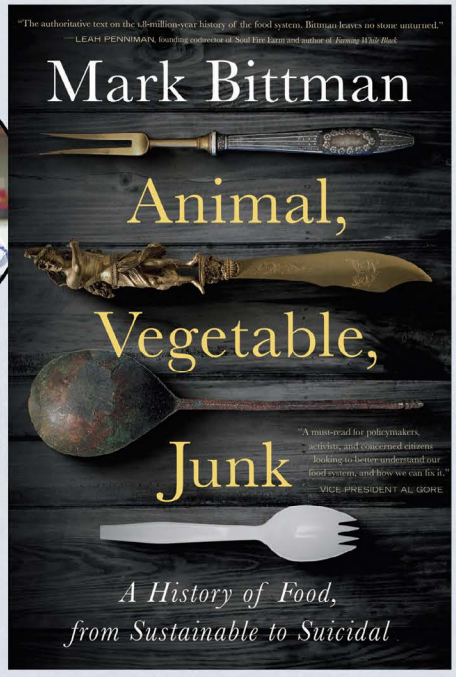
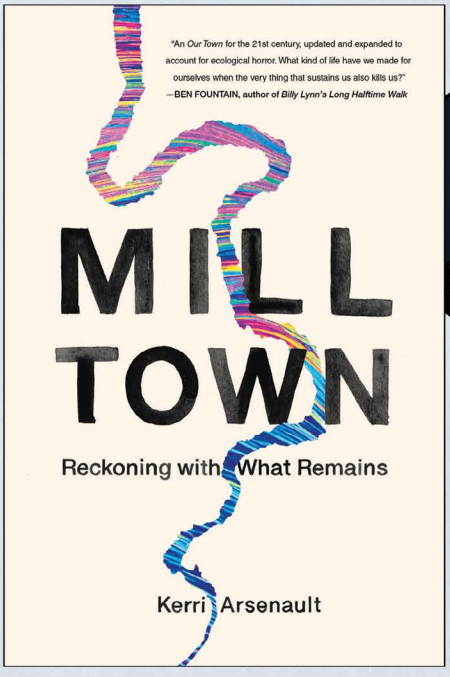
ANIMAL, VEGETABLE, JUNK:
A History of Food, from Sustainable to Suicidal

Mark Bittman

HMH





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MILL TOWN:
Reckoning with What Remains

Kerri Arsenault

macmillan

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10:00 a.m. – 11:00 a.m.

V - 20 Building an Inclusive Community with Books

Diane Burrowes
Michael Fynan
Kim Racon
HarperCollins Publishers

A presentation of books and authors that will help students explore a range of topics - from disability studies, immigration, unconscious bias, as well as Latinx, Black, Asian, Indigenous, and Gender Studies.

CT - 21 Your First-Year Advocates: A Comprehensive Approach to Developing Instructors

Emily Wiersma
Mackenzie Radford
University of North Carolina, Greensboro

Curriculum is important, but the person who delivers the curriculum can make or break your FYE course. FYE instructors are your first-year advocates, student success champions, and boots on the ground. Their influential role cannot be understated, and transition courses need a deliberate recruitment, selection, and training process to identify the right people and support them before they step into the classroom. Learn how UNC Greensboro's FYE 101: Succeed at the G program revamped its approach to create a comprehensive FYE instructor development program from start to finish while cutting costs, creating buy-in, and increasing enrollment.

CI - 22 Build an Online Orientation Focused on Access, Inclusion, and Equity

Michael Sparrow
Leyna Beard
Northampton Community College

Like many colleges, Northampton Community College delivered an on-ground summer orientation, but this orientation was inequitable as it only ran for students intending to start in the fall semester who could also afford to miss work. To build greater equity of access and an experience that could serve all of NCC's students, NCC moved their orientation program online. Come learn how NCC, in under two months, was able to build a multi-module online orientation program that provides just in time advising, financial aid, and academic overviews that students can access (and refer back to) anywhere at any time.

CR - 23 Relationship of Summer Programming and Successful Transitions for Incoming First-Year Students

Jordan Martell
Dylan Kriescher
Hailey Sands
Angela Vaughan
University of Northern Colorado

Research has demonstrated that summer programming for incoming students has been effective at increasing feelings of connectedness with college faculty and their peers as well as increasing academic achievement. This mixed-methods study assessed a new summer program that combined discussion, zoom meetings, scavenger hunts, social media and tutorials to connect earlier with incoming students during the pandemic. Results include survey responses on participation, perceptions of self-efficacy and community, achievement data (i.e., first-term GPA and spring retention), and focus groups with each of the stakeholders (i.e., students, peer mentors, and instructors) to identify areas that were effective and areas for improvement.

CI - 24 Assessment of College-Wide Adoption of a Three-Credit Transition Course

Robert Darst
University of Massachusetts Dartmouth

In Fall 2019, the College of Arts & Sciences at the University of Massachusetts Dartmouth piloted a new three-credit transition course alongside the traditional one-credit transition course. Assessment of the pilot was positive, and so in Fall 2020, almost all departments in the college adopted the three-credit course. In this presentation, the Director of Transition Courses for the college will present the results of student surveys and achievement in the three-credit version of the course compared to previous years.

CT - 25 Advising as the Next Promising Practice

Jennifer Keup
Dallin George Young
Chelsea Fountain
University of South Carolina

National data indicates academic advising is the most commonly used initiative in first-year experience programs and second most cited support targeted to sophomores. It is embedded in a host of high-impact practices and initiatives that extend beyond the first year, including transfer, internships, capstone experiences, study abroad, career exploration, and undergraduate research. However, advising is yet to be recognized as a HIP among the eleven Kuh (2008) exemplified. As partners in the Advising Success Network, we will discuss the evolution of advising as a promising practice thus elevating its status as a truly high-impact practice for change and increased equity.

FD - 26 The Peer Advising Program: Holistic Support through Mentorship and Partnership

Xixi Ni
Yinxuan Gu
New York University Shanghai

Driven by the goal of creating a sense of community, this session will use the Peer Advising Program at New York University Shanghai as a starting point to discuss how academic advisors could collaborate with other student service offices to provide holistic support for first-year students. It will also present and discuss how the mentorship between academic advisors and peer advisors could shape first-year student programs. Through small group discussions, participants will reflect on their own institutional environment and adapt practices to their first-year students' programs and daily interactions with students.

V - 27 Sense of Belonging and the First-Year Experience

James Cole
Jillian Kinzie
Indiana University

With the turmoil and uncertainty of this past year, a student's sense of belonging is now more critical than ever. This presentation will use NSSE and BCSSE-NSSE combined data to highlight the important connections between sense of belonging, student expectations, intention to persist, quality of relationships with advisors, faculty, and other students, academic engagement, as well as other important aspects of the first-year student experience. This session will include opportunities for discussion and reflection, as well as include current institutional examples of data use.

FD - 28 Student-Veterans and Their Transitions

Ryan Korstange
Middle Tennessee State University

Student-veterans face a variety of challenges as they transition into post-secondary education. Often, they experience quite shock as they move from the strictly regimented and collaborative culture of the military to the less structured and more individualistic culture of higher education. Therefore, supporting these students well requires that we understand lots more about these particular experiences' student veterans have when they come to college. This session will unpack the variety of challenges student veterans face as they come to college and will highlight crucial supports that provide important benefit for student-veterans.

11:15 a.m. – 12:15 p.m.

V - 29 Online Orientation: Using Video to Onboard, Engage, & Support Students

Meg Foster
Piedmont Virginia Community College

Kristen Seldon
Innovative Educators

Studies have shown that viewers retain 95% of a message when they watch it in a video compared to 10% when they read similar messaging in text. Utilizing video-rich orientation materials can positively impact student success as they provide meaningful methods for delivering orientation content while creating opportunities for engagement. Presenters will share the steps they went through to create holistic orientation programming that facilitated student success throughout the first year. Presenters will also discuss data collection and outcomes while providing an implementation plan. This session is designed for professionals developing or re-envisioning existing orientation programs.

FD - 30 R.E.S.T. (Relationships, Exercise, Self-Compassion, Transformative Thinking): Break Through to Resilience

Sandy Rajamohan
Roberts Wesleyan College

Strong evidence recommends that resilience is crucial to improving students' success. The pandemic has significantly changed the learning environment and created additional complexities to the college transitional process. Ongoing challenges that the pandemic magnifies, such as the mental health needs facing all individuals, make it even more difficult for first-year students to focus on their overall well-being while facing the newness of college responsibilities. Fostering a resilient mindset and thoughtful actions can be cultivated. Sustaining resilience is an ongoing process to the different hardships that students face during their college journey. Students can use the R.E.S.T. framework for building resilience.

CR - 31 Fostering a Community of Learners: An HBCU First-Year Retention Initiative

Kenyatta Rosier
Inger Daniels
Jennifer Collins
Florida A&M University

This study examines the effects of integrating brain-based research in an Academic Success Skills course. This study aims to explore the benefits of utilizing a how-to-learn approach rather than the traditional approach of teaching first-year college students effective study habits. Students were introduced to how the brain works and its best learning conditions to learn new content. Preliminary results suggest the learning system may be effective in improving student performance and persistence. Such findings also suggest that using this type of learning system may support the learning process and be effective to promote student academic performance and persistence.

CT - 32 Dynamic In-Person and Online Lecturing in First-Year Courses

Christine Harrington
New Jersey City University

Don't stop lecturing! Research shows that lecturing is one of the best ways to teach novice learners (also known as first-year students). Direct instruction is even more important in the midst of this pandemic. Come explore how to maximize the effectiveness of your face-to-face and online lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multi-media, and incorporating retrieval practice opportunities. You'll walk away with several easy to implement strategies designed to increase learning in traditional face-to-face and online settings.

CI - 33 Integrating Information Literacy Instruction in a First-Year Experience Course

Stavros Hadjisolomou
Rita El-Haddad
Fadia Alakhras
American University of Kuwait

In light of recent political events such as "Brexit" and the 2016 US presidential election, there is widespread concern on how information is curated and consumed and the impact this has on civic responsibility and voting trends. The question then becomes how can we, as educators, help develop civic reasoning skills in our students? In this session, a collaboration between the FYE program and the Library at the American University of Kuwait (AUK) to teach information literacy skills to first-year students will be presented. We will discuss the design and implementation steps, challenges faced, and positive outcomes of the process.

FD - 34 Institutionalizing the Post Transfer Pathways Grant Project for Transfer Success

Krista Wallace
Laila Shishineh
University of Maryland- Baltimore County

Grant-funded initiatives are becoming the norm in higher education, particularly when it comes to establishing new and creative opportunities to best serve unique student populations, like transfer students. Two major challenges exist around these initiatives: institutionalizing these opportunities and figuring out how to expand these efforts, particularly when funding to do so may be limited, or in some cases non-existent. A focal point for this discussion will be sharing and brainstorming best practices around institutionalizing and expanding grant-funded initiatives, with a particular focus on pre-transfer advising, transition courses, and cross-institutional collaboration.

CP - 35 Student-Led Data Collection Exercise Reveals Sleep and Study Habits

Renee Gilberti
University of Connecticut

Lack of sleep can impact aspects of our daily life. During FYE Exploring STEM Research 101, students dissect peer-reviewed research studies and learn how to be critical thinkers, but an education of qualitative versus quantitative data collection methods is also important at this early academic stage. For 6 weeks this fall 2020 semester, students chose a variable (i.e., food choices, motivation, attitude) to rank based on their sleep, for 3 days each week. Students gained practice plotting data and communicating their hypothesis and results, and reflected on the impact of sleep on their academics and lifestyle.

CI - 36 Longhorns To The Core: How Signature Courses Revamped UT's Curriculum

Patricia Moran Micks
Lori Holleran Steiker
University of Texas at Austin

The Signature Courses at the University of Texas at Austin connect first-year students with distinguished faculty members' passion, research and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. A major initiative in the campus' curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CT - 37 Activating Your Campus in Support of First-Generation Students

Kevin Correa
Sylvia Symonds
Arizona State University

The presenters will share their experiences leading in-person and virtual First-Gen Zone Conferences at ASU. First-Gen Zone is aimed at informing, empowering, and mobilizing faculty and staff regarding the unique experiences of first-generation college students from an asset-based perspective. Attendees will learn the benefits of hosting a conference and receive a blueprint on how to plan and execute a First-Gen Conference, including how to involve faculty and staff from academic units.

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

FS - 38 Selecting and Training Peer Leaders for First-Year Seminars

Emma Reabold
Mikaela Greene
University of South Carolina

Since 1993, University 101 Programs at the University of South Carolina has been successfully utilizing peer leaders in their first-year seminar course, UNIV 101. In this session, participants will learn about the interview and pre-service training of our peer leaders. Presenters will discuss how to facilitate these trainings in-person and virtually.

Vendor Lunch - Penguin Random House

12:15 p.m. – 1:45 p.m.

1:45 p.m. – 2:45 p.m.

V - 39 Where Am I? Using CSFI to Map College Success Courses

Kina Lara
Cengage Learning

Lisa Heller-Boragine
Cape Cod Community College

Have you ever heard your students say, "I don't know why I have to take this class?" If your answer is yes, then this session is for you. Learn how CSFI (College Success Factor Index) within MindTap for College Success can answer this question, provide a learning map for your College Success courses, and individually guide each of your students along the road to success.

CT - 40 Of Course, Politicians Lie, It Just Doesn't Matter

Michael O'Brien-Moran
Stephanie Crook
University of Manitoba

Participants will acquire some background in the classical Greek model of teaching of critical thinking and the complications posed by new insights into decision-making. We propose a competing pedagogical model for the teaching of critical thinking, and we will suggest ways in which these ideas can be woven into first-year seminars. As an element of the first-year seminar, an understanding of reasoning-in-the-world may better prepare students to investigate arguments that may be inflected with cultural or personal values.

FD - 41 FYE: The (Un)Common Experience for the Uncommon Year

Tyler Garney
Elizabeth Patterson
Texas A&M University, Texarkana

The year is 2020, campuses across the nation look like ghost towns and the traditional classroom setting is a thing of the past; however, expectations from upper administration and First Time in College (FTIC) students remain the same. How do we, as higher education professionals, ensure that "different" doesn't mean "less" when it comes to students' first-year on a college campus? How do we balance upper administration and COVID-19 requirements while ensuring we provide students with an engaging and productive first-year? The year looks different, but the expectations remain the same. Let's discuss!

CR - 42 Liberal Learning, Professional Preparation and Civic Engagement in First-Year Courses

Andy Morris
Nazareth College

Jeffrey Thomas
Queens University of Charlotte

Chastity Blankenship
Florida Southern College

Shereen Ilahi
North Central College

In Fall 2019, four NACU schools collaborated on a research project to explore the integration of liberal learning, professional preparation, and civic engagement during students' first year of college. Using pre- and post-test surveys with students and instructor rubrics adapted from AAC&U Value Rubrics, the project revealed some surprising and promising results. This session will provide attendees with an overview of the project, its findings, and their implications. Attendees will also gain insights for conducting collaborative research projects based on lessons learned from this project.

CI - 43 Developing High Impact Peer Mentors: It Takes a Campus

Brad Harmon
Sinclair Gibson
Olivia Glad
Furman University

This session offers a detailed examination of how a small, private liberal arts university is developing transformative learning experiences for students who serve as peer mentors. Learn about the development and implementation of the Peer Educator and Peer Mentor Institute, its structure, learning outcomes, and curriculum. Relevant assessment results and implications for future initiatives will be shared as will changes to ongoing training and development of peer mentors in various campus positions. Participants will understand the coordinated efforts required to create a stronger network of positive and intentional peer influence that can have a significant impact on the student experience.

CI - 44 Building an Antiracist FYE Program: Successes & Challenges

Isadora Stern
Sarah Jones
American University

American University (AU) has created and implemented a first-year experience program that directly focuses on helping students transition to college and learn about race, power, privilege, and inequality. The American University Experience (AUx) Program has deepened its focus this year with an emphasis on incorporating antiracist pedagogy and practices into both the AUx1 and AUx2 courses. Confronting existing power structures and examining pedagogical practices were part of this transition, along with a reflection on how we work. We will engage in an honest conversation about the successes and challenges we have and continue to experience during this session.

CT - 45 Fostering Resilience & Well-Being for Academic Success

Thomas Edward
Rojo Aubrey
Glendale Community College

We will discuss key elements that can help students build the mental and emotional fortitude to succeed in all areas of life. You will learn about a groundbreaking academic resiliency program, which is being proposed for FYE college success courses. This six-point curriculum prepares students psychologically and emotionally for the demands they will face in school and their personal lives. These elements will help foster students' growth of academic resilience, enhance well-being, and improve physical and mental health. By improving students' quality of life, we can contribute to increased persistence, perseverance, and completion rates.

V - 46 Normal Sucks! How to Reach a Neurodiverse Student Audience

Jonathan Mooney
Macmillan Publishers

With remote learning during the pandemic, the issue of connecting with students is more important than ever. Especially with learners at different levels. Writer and speaker Jonthan Mooney uses his own story

as a neurodiverse kid - he was diagnosed with dyslexia and ADHD and did not learn to read until he was twelve - to show how neurodiverse students are often shamed and told that they are "not normal." In this session, he offers the message that we should stop trying to fix people and start empowering them to succeed and presents strategies for truly inclusive teaching.

FD - 47 Moving from Culturally Responsive Pedagogy to Culturally Sustaining Pedagogy

Chelsea Miller
McKayla Gorman
Alexis Hauck
Angela Vaughan
University of Northern Colorado

This presentation will provide information and practices to use Culturally Sustaining Pedagogy (CSP) in their classrooms. The original movement was Culturally Responsive Pedagogy (CRP) which emphasized the importance of a student's culture in learning. Now in our ever-changing world, we need to preserve students' culture. CSP is the next step. CSP focuses on maintaining the pluralism of culture in the classrooms including current cultural and linguistic content being incorporated into the classroom. The presentation will emphasize moving forward with CSP as the next step in this evolution. Attendees will take away strategies to create a culturally sustaining environment.

1:45 p.m. – 3:00 p.m. Featured Session

FS - 48 Affecting the First-Year Experience for African American and Hispanic Males

Wayne Jackson
University of Central Florida

Tony Davis
Montgomery County Community College

This session will address in particular the first –year experience of African American and Hispanic Males at institutions of higher education. We know that African American male students have the lowest retention and graduation rates compared to females and other ethnic groups (Data from Snyder, T. D., & Dillow, S. A. (2013)). This session will also provide you the opportunity to begin the work of designing new programs and initiatives to implement during the first-year experience that will address the retention issues of African American and Hispanic males on your campus.

3:00 p.m. – 4:00 p.m.

FD - 49 Cancel Culture: Navigating Calling-Out vs. Calling-In

Alexis Lopez
Mills College

As we navigated shifting to a predominantly virtual world Cancel Culture has been on the rise; seen in social media platforms, live zoom meetings, emails and in-person interactions. Cancel Culture can be linked to being "Called-Out" or being "Called-In." This facilitated dialogue will navigate what happens with a shifting culture norm where institutions (faculty, coaches, staff and students) are called-out to address systemic issues on racism, ableism, access and many other forms of historic harm. This will provide a space for folx to gain tools, resources and build community around what it means to restore from harm after being called-out.

CT - 50 Math Bridge: First-Year Transitions to College Math

Ann McDonough
Dan Gianoutsos
Cheyenne Rogers
University of Nevada, Las Vegas

Increasing both access and success, high school to college bridge programs are becoming widespread. Compelling data suggest that a robust math review for incoming first-year students can create a conduit to success in this critical area of college academics. This panel presentation offers a successful model of the Math Bridge Program implemented at the University of Nevada, Las Vegas (UNLV) for over five years. Providing a number of practical elements in creating and implementing a successful math bridge program, this presentation encompasses curriculum development, scheduling, covering administrative costs, utilizing technology, navigating space issues, and identifying and engaging effective instructors.

V - 51 The Power of Belonging: Digital Tools for Community Building

Mandy Seaman
Johnny Hass
Raftr

The keys to first-year student success lie in the ability for students transitioning to the college experience to access critical information, connect with peers and staff for support, and discover the power of belonging within their new community. Through digital tools that are intuitive & natural for young adults, as well as powerful for FYE teams, Raftr forges a sense of community before students arrive on campus through online and on-campus orientation programming. Discover real stories from real campuses, detailing how students have built meaningful connections through these digital tools, now even more important with shifts to virtual programming.

CT - 52 It's Not in the Syllabus: Creating an Inclusive Classroom Experience

Matt Daily
University of Portland

Amy Baldwin
University of Central Arkansas

While professors often believe that all course information resides "in the syllabus," first-generation college students often experience our classrooms as places of vague expectations. This session will explore ways in which faculty can better support first-generation college students through inclusive and transparent language that reveals the hidden curriculum and provides students with a clearer roadmap to success in a course. Presenters will review each syllabus element and provide research-based suggestions for revision.

FD - 53 Y'all Come! Supporting First-Year Success at Open Enrollment Institutions

Elaine Lewis
Utah Valley University

Meghan Cassidy
Quincy College

"Education changes lives." We hear this saying frequently, but the higher education institutions who make the largest impact are those who do not turn their back on any students, regardless of academic preparation or past experiences. This session will explore the ways in which open enrollment institutions support first-year student success, with a specific focus on the unique challenges and benefits that this institutional mission brings.

CR - 54 Color of Success: Men of Color Attending Two-Year PWI

Patrick Turner
New Mexico State University

The retention and persistence of Men of Color (MOC) remain an issue, particularly those males attending U.S. Predominantly White Institution (PWI) community colleges. Though 62% of MOCs begin their academic pathway through a two-year college, only five percent graduate with a degree or certificate within three years (Hilton, Wood & Lewis 2012; Mangan, 2014). The first year of college can be challenging for many first-year students, especially those belonging to an underrepresented population. Unfortunately, MOC encounters a plethora of confounding issues that serve as challenges to success, especially attending a Two-Year PWI community college.

CI - 55 Supporting Non-Traditional Adult Students with an Online First-Year Seminar

Mary Berkery
Excelsior College

First-year students at Excelsior College are atypical - with an average age of 36 and up to 113 prior credits. Excelsior's courses are also asynchronous and online. How, then, can a first-year seminar (FYS) be adapted to meet their unique needs? 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, online, required FYS. This presentation will also provide takeaways for institutions moving their FYS online due to COVID, and those adapting to the increasing numbers of adult students at their institutions.

CT - 56 Intentionally Building a Signature Virtual Orientation Experience

Jennifer Johnson
American University

When COVID forced orientation programs online across the country. American University was able to quickly adapt our orientation model by using existing online pre-orientation software coupled with new tech strategies. A successful virtual summer-long orientation coupled with an uncertain future has led American to make a long-term fundamental shift to orientation programming and the orientation leader position. Now with a year of preparation for a primarily virtual orientation hear about lessons learned, emerging best practices, and what we are intentionally planning for 2021 that you can implement on your campus.

3:00 p.m. – 4:15 p.m. Featured Session

FS - 57 Developing Your Institutions College Readiness Plan: Fostering K-20 Collaborations

Ryan Hassler
Sonia Delaquito
Penn State University, Berks

Utilizing Participatory Action Research (PAR), participants will develop a "College-Ready" plan that engages their local community to proactively address identified deficiencies in higher education. Historically, colleges have relied on face-to-face post-secondary interventions such as Summer Bridge Programs and FYE to accelerate college success skill acquisition; however, this session examines how to identify traditional high-impact but low-cost collaborations with K-12 institutions as well as navigating the evolving landscape of virtual opportunities. Student success professionals will leave this workshop empowered with the skills and tools required to engage their own academic communities in action research centered on transformative recruitment and retention practices.

4:15 p.m. – 5:15 p.m.

FD - 58 Understanding First-Year Student Strengths During the COVID-19 Pandemic

Leon Bustos
Brandon Kempner
New Mexico Highlands University

For this presentation we will present data as it relates to student success and retention following the COVID-19 pandemic as students navigate their first semester predominately online at a small public Hispanic-Serving Institution. First-year students at New Mexico Highlands University completed the Student Strengths Inventory (SSI), a 48 item self-report assessment, that measures students' attitudes, opinions, and behaviors about their experiences in college. These items converge on six non-cognitive factors to help predict student retention (i.e., academic engagements, academic self-efficacy, campus engagement, educational commitment, resiliency, and social comfort).

CT - 59 Engaging FYE Students through Zoom

Jonathan Brennan
Mission College

If you have been sitting through endless Zoom meetings, you are probably very familiar with Zoom Fatigue. Students are reporting the same experience. Brennan will share research regarding the underlying causes of Zoom Fatigue, methods to address it, and tools for more fully engaging FYE learners. You will experience practical strategies during this active session to use in course design and while teaching in a distance learning format. Brennan will offer resources and best practices that can be used in synchronous Zoom sessions to promote learner engagement, and that empower distance learners to better negotiate the challenging online learning environment.

CI - 60 1700 FYE Students Taught By Three Faculty Members

Takao Hashizume
Katsumi Senyo
Douglas Gloag
Koji Fujiwara
Yamagata University

The content of the first-year seminar, which is designed to help new Yamagata University students acquire the four core learning skills necessary for university study, has been changed to a full online course using an LMS, rather than a face-to-face class in a classroom. The first-year seminar, which had been conducted by a small group of 70 teachers, could be conducted by only three teachers through full communication using the LMS. A pre-posttest was developed to directly measure the educational effects of the seminar, and the results were comparable to those of a face-to-face class seminar.

FD - 61 Challenging Systems of Power by Promoting Anti-Hustle Culture

Sasha Billbe
Shea Alevy
Arizona State University

Hustle culture can be defined as the glorification of work that overshadows our own personal wellness. As higher education professionals, we often see how this phenomenon can negatively impact our student populations. Witnessing our students' assimilation to this toxic culture is a cause for concern - not only as a mental health risk, but as an inadvertent support for systems of power and oppression. This session will challenge the value of hustle culture, provide early intervention strategies (programmatic and passive engagement), and promote the idea of REST as a form of RESISTANCE.

CR - 62 How FYE and First-Generation Status Influence Women in STEM Majors

Mandi Clark
Oregon Institute of Technology

First-year, first-generation women enrolled in STEM majors may struggle more than their non-first-generation peers. Join me to learn how a case study research project provided insight into how first-generation female students pre-college characteristics and their experiences living in a residential FYE community influenced their academic success. Studying this group of students using Astin's (1970) inputs-environment-outputs (I-E-O) theory of student development offered valuable lessons to further the work to support first-year, first-generation students find success in STEM majors and choose to continue their enrollment for another year at the same institution.

CI - 63 Academic Recovery: Designing a Seminar to Support Students on Probation

Mike Dial
University of South Carolina

Students on academic probation exist in a unique transition point between either academic recovery or dismissal (Arcand and Leblanc, 2011). This session will explore the unique developmental and emotional needs of first-year students on probation and will describe a variety of theoretical frameworks relevant to designing seminars for probationary first-year students. By supporting first-year students on probation, institutions deliver on the promise of care made to students and their families in the admissions and orientation processes.

V - 64 Tools for Student Success: Positive Psychology, Mindfulness, and Self-Compassion

Simone Figueroa
Sarah Gouveia
U-Thrive Educational Services

Anxiety, depression, and suicidal ideations are at epidemic levels on college campuses. Before the Coronavirus, 60% of college students felt their universities did not do an adequate job of helping them manage their mental health. Since the virus, along with heightened social and political unrest, 80% of students have reported their mental health has worsened. In this session, you will learn about the benefits of Positive Psychology, Mindfulness, and Self-Compassion and how to proactively provide first-year students with the tools needed to manage stress and become more resilient. Participants will receive a free 45-minute discussion guide to use with students.

TUESDAY, FEBRUARY 16

CT - 65 Advancing Thinking on Transitions: Pathways to Participation, Equity, and Becoming

Bryce Bunting
Brigham Young University

Dallin George Young
University of South Carolina

In this session, we present new thinking around student transitions that describes them as the process of moving from the periphery of the academic community to positions of authentic membership that honor diverse identities and enable participation, inclusion, and becoming. Traditional approaches – focused on orientation and induction – can lead to marginalization, particularly for students from historically underrepresented populations. The work of supporting transitions thus requires institutional actors to provide pathways toward meaningful participation. Examples of best practices from a variety of campuses will be highlighted. Participants will then consider the implications of these ideas for their own campuses.

CT - 66 Planning Spaces for Success...From a Sensory Standpoint

Jeanne Eichler
University of Arkansas

You are designing the ideal space for students. So many things come into play: furniture, wall decorations, sound, lighting, size… Most of the time, decisions are made based on aesthetics or maybe sustainability or even reflective of a donor and their brand. You can include all of those things and one more: consideration of the sensory preferences of your students, faculty and staff. This session will show participants how learning about the sensory preferences of every student on campus has the potential to impact the choices made and the overall success of each person using that space.

CT - 67 The Impact of Primary Resources on Diversity, Inclusion, and Retention

Jessica Garner
Marlene Lacy
Brandi Berry
Lincoln University

This session will focus on the experience of updating a First Year Experience course to include archival primary sources that documented the legacy of our institution to increase retention through the use of underrepresented narratives that can only be found through these sources.

Vendor Event - HarperCollins, Macmillan, Simon & Schuster, and Harcourt

5:30 p.m.

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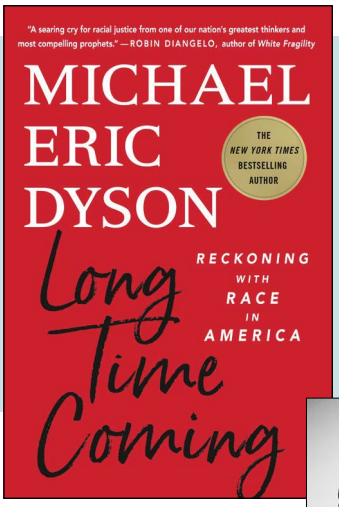

MICHAEL ERIC DYSON

author of

Long Time Coming

Reckoning with Race in America

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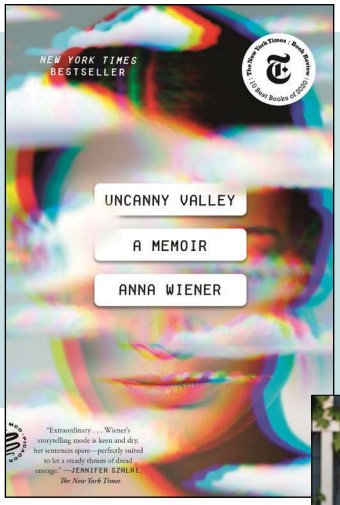

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Uncanny Valley

A Memoir

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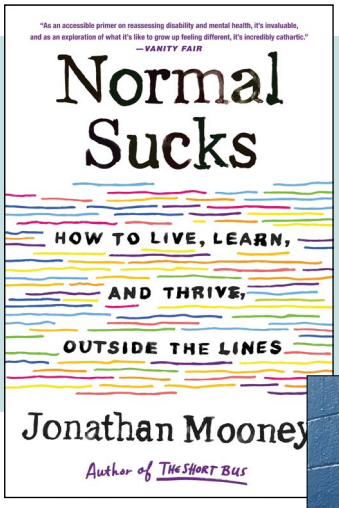

JONATHAN MOONEY

author of

Normal Sucks

How to Live, Learn, and Thrive, Outside the Lines

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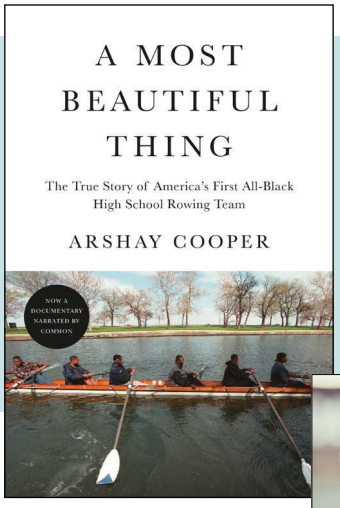

ARSHAY COOPER

author of

A Most Beautiful Thing

The True Story of America's First All-Black High School Rowing Team

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GUIDES FOR PARENTS AND FAMILIES

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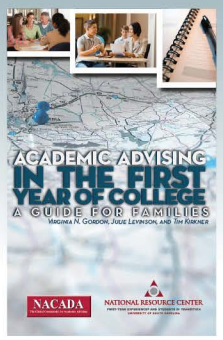
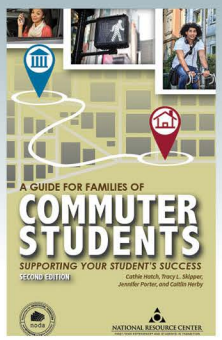


Academic Advising in the First-Year of College
A Guide for Families
Virginia N. Gordon, Julie Levinson, and Tim Kirkner
A joint publication with NACADA, the Global Community for Academic Advising
ISBN 978-1-889271-94-1. 30 pages. **$3 each**.
$2 each when purchased in 100-unit lots.



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**.
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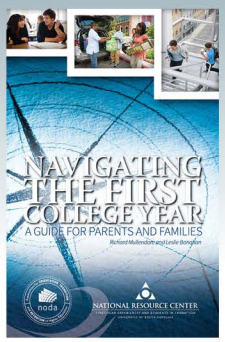

Navigating the First College Year
A Guide for Parents and Families
Richard Mullendore and Leslie Banahan
A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
ISBN 978-1-889271-91-0. 32 pages. **$3 each**.
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10:00 a.m. – 11:00 a.m.

V - 68 A Proven Catalyst to Improve Engagement, Retention, and the FYE

Christopher Quinn
Nearpeer, Inc

Eric Kirby
Southern Utah University

From the student perspective, the FYE starts the moment they commit to college, and continues through the first-year. Central to a new student's psyche is wondering "will I fit in?" As part of Southern Utah University's innovative FYE, Nearpeer's peer engagement platform algorithmically matches new students with each other based on what they share in common, including interests, hobbies, life experiences (e.g., transfers, veterans), and more. This improved SUU's incoming and first-year experience. SUU's AVP-Student Affairs Eric Kirby and Nearpeer's COO Christopher Quinn will discuss the gains achieved from Nearpeer's peer engagement platform, including for first-gen, Pell-eligible, and underrepresented students.

FD - 69 Helping Students Dream Again: Appreciative Advising and Academic Recovery Program

Lynn Turner
Jennifer Collins
Florida A&M University

There are many factors that contribute to first-year students not achieving academic success. These factors include adjustment issues, academic readiness, and personal issues. Some universities designed programs to help first-year students who are struggling to improve their academic standing. As a way to support students who are enrolled in an Academic Excellence Program, one university utilized the Appreciative Advising Model as the foundation for an Academic Success Skills course to guide students toward academic success. Participants in this session will learn about the initiative's successes and challenges as well as share ideas for supporting this student population.

CI - 70 From Experiment to Reality: Centralized Lab Support in FYS

Ryan Bronkema
Taylor Eubanks
University of West Georgia

Faculty designed first-year seminar courses are great opportunities for creative instructional design but leave space to dismiss academic support. Finding ways to engage students in stimulating courses while offering consistent academic support programming is important to the college transition. Join us for dialogue about UWG's first-year seminar and its centralized lab approach. In this session we will discuss how to maximize student success initiatives within uniquely designed courses. In addition, we will discuss the benefits of centralized data collection from a collaborated lab component.

CI - 71 The Six-Month Launch of a Holistic and Contextualized First-Year Seminar

Michele Campagna
Karen Taylor
Leonore Rodrigues
Westchester Community College

First-year seminar promotes student success at WCC by emphasizing holistic student learning and development and teaching excellence. Despite 10 years of failed attempts, the course launched in fall 2019 after six months of work by a Title V working group. Using a Guided Pathways framework and a social justice paradigm, the FYS curriculum, instruction, and enrollment align to WCC's academic and career pathways and integrate holistic student support. Through professional development, faculty engage in culturally responsive teaching strategies and become acquainted with the course's philosophy, content, and online instructional resources. Early outcomes demonstrate the promising contributions of FYS on equity.

CT - 72 Growing Questions: Teaching Question Generation in First-Year Classes and Orientation

Kyle Heys
Jericha Scharphorn
Calvin University

Questions are central to learning. They build curiosity, push understanding, channel attention, check knowledge, enable reflection, challenge assumptions, and so much more. Asking questions builds students' sense of ownership and direction. Yet despite their power for learning, we spend little time in higher education helping students generate and ask their own questions. This session introduces the importance of helping students to ask questions and practices a process to teach question generation that can be integrated into orientation and first-year courses.

CI - 73 Referral System for Managing Student Success in Foundation Programs

Philokuhle Majoz
Nthabiseng Ogude
Kgadi Mathabathe
Ida Meyer
University of Pretoria

Extended Curriculum Programmes (ECPs) were put in place by South African universities to provide alternative academic pathways to careers in Science, Technology, Engineering and Mathematics to students who enter higher education underprepared. The ECPs require a rigorous, evidence-led student management approach to ensure positive programme outcomes. We present the Mamelodi Referral System (M_RS) developed to provide a systematic approach to the management of the ECPs. We discuss the features of the M_RS model and its supporting database system and how it follows a holistic approach to provide students with the necessary support that ensures a successful transition.

FD - 74 FYE: The (Un)Common Reading Experience

Liz Patterson
Tyler Garney
Angela Sikorski
Abbie Strunc
Texas A&M University-Texarkana

Most of us are familiar with the opportunities and challenges of implementing a common reading experience; from appreciating the benefits of common intellectual experiences and collaborative assignments to selecting a book, gaining buy-in, integrating curricular & co-curricular activities, maintaining interest, and so on. Therefore, we are doing something different: an (un) common reading experience. In lieu of selecting one text, we chose three concise foundational readings, then allowed first-year seminar faculty (and students) to choose from a grab bag of additional weekly reading options. We would like to discuss how this works for us and would love to hear your ideas as well!

WEDNESDAY, FEBRUARY 17

CT - 75 Flip, Don't Flop: Librarians Provide Effective Hybrid Learning Experiences

Kelly Safin
Renee Kiner
University of Pittsburgh at Greensburg

Catherine Baldwin
University of Pittsburgh at Bradford

In June 2020, the University of Pittsburgh implemented the Hy-Flex model on all campuses. With many classes online, and a flexible mix of online and in-person participation, librarians working with first-year programs at the Bradford and Greensburg campuses adjusted their teaching plans accordingly. This session will outline these changes, considerations for various campus populations, and takeaways for active learning and engagement within a virtual setting. The session will also address why it is crucial to incorporate information literacy and library resources into all modes of instruction, and why flipped learning is appropriate for maturing adolescent students.

CT - 76 Realizing the Full Potential of Orientation as a Process

Vincent Prior
Drake Hankins
Miranda Gillilan
Ohio University

The COVID-19 pandemic forced Ohio University to question how we deliver information to new students. Prior to the pandemic, our students attended an in-person, 1.5-day program in the summer before their first semester. With the transition to a virtual program format, our institution was forced to identify what information was most critical in the orientation program and convert that one event to a more holistic process, complete with pre-orientation modules, a live virtual event, and post-orientation modules/experiences. This session will share our experiences in this transition and lessons learned that will impact how we approach orientation in the future.

10:00 a.m. – 11:15 a.m. Featured Session

FS - 77 How Will You Impact Campus: The Spring Leadership Seminar Prompt

Jessie McNevin
University of South Carolina

All students in the Capstone Scholars honors living-learning community are required to take part in the campus' first-year seminar, University 101. By mid-semester, some ask what's next. An emerging leaders program was created for those who wanted to continue connecting to the campus community. Whereas the first-year seminar focused on learning about our individual values as well as the offerings and traditions of our University, the Capstone Scholars Leadership Program challenges participants to use what they've learned about themselves and their community and create an action plan as to how they will improve campus before graduation. This session will provide an overview of the curriculum and feedback process as well as include a panel of student participants.

Plenary Address

11:15 a.m. – 12:30 p.m.

Michele Lee Kozimor,
Professor of Sociology
— Elizabethtown College

Happy to Oblige: Using the Four Tendencies Framework to Understand Student Motivation

It is widely accepted that psychosocial factors including student motivation are significant contributors to first-year student success and retention even when controlling for more traditional or demographic predictors. Recent research has focused on the influence of personality and character strengths such as grit and a growth mindset on success during the first year. This presentation will introduce a new way to approach student motivation using Rubin's Four Tendencies model; a framework for understanding how individuals respond to inner and outer expectations. Examining how first-year students respond to the multitude of expectations in the college setting offers the opportunity to develop tools to increase student motivation and self-awareness leading to greater academic success.

Vendor Lunch - Macmillan

12:30 p.m. – 1:45 p.m.

1:45 p.m. – 2:45 p.m.

FD - 78 Collaboration, Retention, and Outreach for Student Success (CROSS)

William Lange
Joe Veres
Grand Canyon University

Learn how Grand Canyon University was able to make student success a priority and how to get buy-in from other departments among your university to help build retention and perseverance. By taking Early Alert data from professors, GCU creates a high priority list of students of concern and has an outreach system that consists of departments, coaches, colleges, and more with the desired outcome of connecting the student with resources to finish the course successfully. Learn about the timeline, the resources, the outcomes, the successes, and lessons learned of this multi-year initiative.

V - 79 Online Orientation and In-Person Programming ...Together Again?

Dawn Sawyer
Comevo, Inc.

Kathryn Hultman-Schlabach
University of Saint Francis

Melissa Eversole
University of Louisville

Now that the toughest days are behind us let's look at new and improved opportunities to support the possibility of a returning In-Person Orientation. How will online orientation best support efforts for a successful on-ground matriculation program?
Join us for a panel discussion with your peer professionals, Melissa Eversole, Assistant Director of Admissions from University of Louisville and Kathryn Hultman-Schlabach, Director of First Year Experience and Student Leadership as we take a look at how Online Orientation is essential even with our goal of getting all students back on campus for an In-Person experience.

FD - 80 Lasting First Impressions: FYE Programs at the Community College

Amber Estlund
Jennifer McBride
St. Petersburg College

This facilitated discussion will bring together community college personnel to discuss the viability and sustainability of FYE programs that meet the unique needs of the community college student. Participants will share strategies and develop actionable goals for designing meaningful FYE curriculum, recruiting and retaining students in the program, generating institutional engagement, using data to align FYE programs with institutional initiatives, and program viability in the face of declining enrollments, budgets, and legislative support. Facilitators will use St. Petersburg College's FYE seminar and QEP accreditation project, Neighborhoods for Success, as a framework for this conversation.

CR - 81 Intrusive Advising and Retention Practices for First-Year Students

Amanda Martin
Louisiana State University

This qualitative case study explored the perceptions of first-year students who experienced intrusive advising and retention initiatives in the College of Agriculture at Louisiana State University (LSU). The results of this study suggest that the environment created within the college reflects the tenets of Tinto's model of institutional action (2012). Through the use of a survey tool to connect students with key resources in their first semester, the data from this survey was used to directly influence the retention initiatives and intrusive advising methods in place for the first-year students.

CP - 82 Peer Mentors and Technology Training: FYS Innovation During a Pandemic

Cori Biddle
Gail Good
Penn State University Altoona

A pilot Peer Mentor initiative was already planned for a newly redeveloped First-Year Seminar in Fall 2020. However, the remote learning environments of COVID-19 added an unexpected layer of innovation and adaptation. Add the last minute addition of an academic technology training pilot (Tech Academy), and the goals and opportunities for FYS grew beyond initial expectations. This session will outline these three pilots, the ways they were assessed in real-time, and the encouraging initial signs of both student and peer mentor success.

CI - 83 Building Virtual Connections: Expedition R-MC and the Transition to College

Lauren Bell
Annie Keith
Randolph-Macon College

The COVID-19 global pandemic has forced colleges and universities to rethink nearly every aspect of educating students. Among the questions the pandemic raised in Spring 2020 was how to engage new students and connect them to the community when in-person gatherings were impossible and "Zoom fatigue" made virtual events less attractive to students and families. In this session, Randolph-Macon College (Ashland, Virginia) reports on its successful initiative to design a virtual new student on-boarding program that not only responded to the unique circumstances of the pandemic, but also improved student connection and engagement with the institution over previous in-person efforts.

CI - 84 Increasing Access Through A Virtual Summer Bridge Experience

Gavin Gilliland
Laila Shishineh
University of Maryland Baltimore County

Summer bridge experiences are designed to help students foster a successful transition to college. These programs are sometimes costly or ill-timed which can drive access to these proven experiences down. COVID-19 has broken down some of these barriers by force. At the University of Maryland, Baltimore County we transitioned our Dawg Days: Bridge summer program to a completely virtual environment. In the process, we eliminated the program fee, maintained summer staff, and doubled our enrollment - all while holding our success rates steady. This session aims to describe the reasoning behind our decision, why it increased access, and how it worked.

CT - 85 First-Year Seminar Cancelled: Lessons Learned

Chris Hirschler
Monmouth University

Monmouth University offered a 1-credit first-year seminar elective for 25 years. That course was replaced in 2010 with a 3-credit first-year seminar requirement as part of a comprehensive general education revision. The course and administrative support were eliminated in 2020. This session will describe elements of the program along with events that took place that led to the removal of the course. Presenters will discuss lessons learned, trends in higher education, and suggestions for strengthening FYS. Presenters will facilitate discussion to assist participants in conducting their own SWOT analysis.

CT - 86 Teaching Faculty How to Transform Hot Moments Into Learning Opportunities

Melissa Luke
Jeffrey Mangram
Syracuse University

Grounded in a review of the contemporary literatures related to faculty development, social justice, and race talk training, this presentation will center a series of equity, diversity, and inclusion workshops that support facilitators' ability to conceptualize and intentionally engage students on race, ethnicity, and identity. Presenters will describe the development of the Transforming Hot Moments into Learning Opportunities workshop series and discuss its implementation with faculty and staff facilitating a First-Year Experience at one institution. Using dynamic case examples and active participant involvement, the presenters will share emergent outcomes and discuss potential implications of this work with first-year students.

CT - 87 Choice of the First-Year Student During a Global Pandemic

Kohl Friery
University of South Carolina

The global coronavirus pandemic has presented many challenges specific to colleges and universities, requiring them to make adjustments to meet student, staff and faculty expectations in the United States' higher education system. Plans for mitigating the spread of the coronavirus during the fall 2020 semester and beyond vary by institution. This session discusses why first-year students enrolled at public four-year institutions in the Fall 2020 term, even after the institution announced it was delivering classes only online to mitigate the spread of coronavirus, to better understand what first-year students find valuable about the four-year public institution experience.

3:00 p.m. – 4:00 p.m.

V - 88 Transforming Orientation, Transition & Retention for the Success of Students

Joyce Holl
NODA-Association for Orientation, Transition and Retention in Higher Education

Karnell McConnell-Black
Reed College

The presenters will focus on lessons learned as orientation, transition and retention professionals have adjusted programming due to the pandemic. They will highlight the unique needs of students and discuss the importance of tailoring programming to various student populations. The reality is that COVID-19 is going to be with us for a while and with that need to consider the needs of students as they arrive at our institutions and adjust our programs and services to meet their unique needs.

FD - 89 Peer Mentor Utilization During a Pandemic

Brian Brabham
University of Mary Hardin-Baylor

This session will focus on the utilization of peer mentors during the COVID-19 pandemic and their use of technology resources to engage first-year students. At the University of Mary Hardin-Baylor, peer mentors (Cru Leaders) were given the opportunity to lead cohorts of students through a variety of First-Year Experience questions and scenarios via Zoom due to social distancing spacing considerations. The peer mentors were intentionally placed in leadership roles in order to enhance their overall ability to not only lead students, but to also facilitate class discussions.

CI - 90 Digital Library Scavengers: Usability Research as a Tool for Instruction

Ginny Barnes
California State University, Fresno

While many library resources are traditionally located in the building space, the most common tasks students need to perform are done through the library website. In the shift to virtual learning, the presenter converted the popular library scavenger hunt activity in first-year courses and programs into a usability study of the library website. Using usability research as a format for instruction provided for more effective learning inviting students to be critical of the website design while introducing them to library resources and services. Student feedback directly influenced modifications to the website design, in turn improving the tool for student users.

CT - 91 Relationship Marketing: Increasing Living Learning Community Enrollment During a Pandemic

Undre Phillips
Hannah Hare
University of Alabama

How did COVID-19 change the landscape of recruitment for first-year living learning communities? The University of Alabama has a decentralized recruitment model for LLC's that places responsibility for recruitment on the director of each individual program. The Parker-Adams LLC managed to increase its live-in enrollment by 400% during the beginning of the COVID-19 pandemic by implementing a peer mentor-led relationship marketing recruitment model. Elements were essential as prospective students faced information overload, senior year challenges, and anxiety regarding the pandemic. This session breakdowns how interactive Zoom

informational sessions contributed to the program's turnaround after years of diminishing enrollment.

CR - 92 Faculty, Staff, and Student Perspectives on Living-Learning Communities

Amy Lorenz
University of North Florida

Living-learning communities (LLCs) are high-impact practices that provide students the opportunity to live and learn with peers, faculty, and staff with the same academic or co-curricular interests. LLCs are impactful for first-year students and students in transition; research shows that LLCs are associated with higher GPAs, retention rates, and graduation rates. The presenter conducted a mixed methods research project assessing the experience of students, faculty, and staff in LLCs and will present data on the most valuable LLC program components, student learning achieved in LLCs, and best practices for LLC faculty and staff involvement.

CP - 93 Helping Students in Competitive Majors Explore Alternative Pathways

Sarah Pankratz
Cleveland State University

A misconception college students believe is one major equates to one career. Students will often select a highly competitive major they may not get into which ultimately impacts their persistence and retention. At Cleveland State University, our aspiring nurses were only being retained at 40%. Come learn about how we created a career exploration course for first-year pre-nursing students to explore alternative pathways and develop a back-up plan. This helped increase the retention rate of this cohort to nearly 70%. Participants will learn about our process from course development to assessment and leave with concrete ideas for implementation.

CI - 94 Dawg Days: Winter Bridge-Launching a New Recruitment & Retention Initiative

Laila Shishineh
Gavin Gilliland
Krista Wallace
University of Maryland, Baltimore County

After experiencing great success with a virtual summer bridge, the University of Maryland, Baltimore County piloted a virtual winter bridge. The target audience was current students completing their first semester on campus as well as incoming students starting their first semester in the spring. The intent was to keep current students connected over the winter term, while also offering incoming students the same experience that new students receive in the summer. Participants enrolled in a winter course, received online tutoring, engaged in weekly webinars, and attended virtual social events. This session aims to share lessons learned from this pilot program.

CT - 95 Creating GenerationOne: Building a Living-Learning Community that Supports First-Generation Students

Charmaine Troy
Janet Hilder
Matt Kwiatkowski
Rex Waters
Virginia Tech

Virginia Tech's commitment to increasing representational diversity highlights the importance of recruiting, supporting and retaining first-generation students. First-Generation Student Support has developed a living-learning community (LLC) for first-generation students as part of its ongoing commitment to resources contributing to first-generation student success. Opening next fall, this multi-generational LLC will offer robust opportunities for first-generation students to connect with each other while faculty/staff offer support and help build a community celebrating the first-generation identity. In this session, participants will learn about the LLC's development, from first ideas to cross-campus collaborations, curricular and co-curricular considerations, student leadership roles, and refinements.

CT - 96 A Different PPE: Peer-to-Peer Engagement in the Virtual Setting

Benjy Hechtman
Anna Zinko
Alexa Grosskreuz
Adelphi University

The impacts of peer-to-peer engagement have been well documented and include a positive effect on student completion rates (Price & Tovar, 2014), satisfaction (Gray & DiLoreto, 2016) and learning (Wang, 2011). This session focuses on Adelphi University's comprehensive peer engagement model. This model's three key positions - Commuter Assistant, Peer Assistant Leader, and Resident Assistant - play critical roles in student retention and are more vital due to COVID-19. Presenters will share theory behind these programs, strategic pivots that were made for virtual learning and the program's assessment and outcome measures. Attendees will receive an action plan for peer engagement on their campuses.

WEDNESDAY, FEBRUARY 17

4:15 p.m. - 5:15 p.m.

V - 97 Author Showcase

Joy Mizan
Susan Burton
Viet Thanh Nguyen
Jessa Lingel
Ingram Academic Services

Ingram Academic is honored to host a session with authors whose works focus on society and culture. This year, our panelists include Pulitzer Prize winner Viet Thanh Nguyen – author of The Sympathizers and The Refugees, NAACP Image Award winner, Susan Burton– author of Becoming Ms. Burton, and Associate Professor of Communications Jessa Lingel– author of The Gentrification of the Internet. Our panelist will discuss their work and we invite attendees to participate in our live Q&A session. Attendees can request copies of the panelist's book as well.

FD - 98 Career Exploration is THE Secret FYE Weapon During a Pandemic

Sonya Okoli
Beulah Heights University

Today many institutions have been forced to shift the focus of FYE to engaging students in the wake of the COVID-19 pandemic. Sadly, this wave of uncertainty has triggered concerns about the future value of attaining academic goals. As students prepare for university academics, many are ironically unexcited about taking FYE courses. Students often describe them as lacking relevance or connection to their college goals. Yet far too many students proudly declare majors without properly researching this decision's full impact on their futures. Studies show academic and career interventions offer the greatest impact on student success and graduation rates.

CI - 99 Student Engagement in Blended Learning and Support to Improve Performance

Ekramul Hoque
Mick Blake
Biosecurity Centre of Excellence, Box Hill Institute

With the mounting economic downturn and growing unemployment due to COVID-19 restrictions in Australia, the government announced 'higher education relief packages' for online short courses to retrain local workforce. Under the scheme, Biosecurity Centre of Excellence at Box Hill Institute in Melbourne offered a semester-long undergraduate certificate of Biosecurity Science course adopting a blended learning model to ensure students' engagement in real-time and any-time. This session presents students' engagement pattern in the course as tools for early warning and support to enhance students' academic experience. The findings help to identify indicators and motivational factors for student engagement in the study.

FD - 100 Publishing Research and Practice on College Student Transitions

Rico Reed
University of South Carolina

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 - 101 Engaging STEM Majors in a First-Semester Course

Harold Stanislaw
California State University, Stanislaus

Stanislaus State's STEM Success grant funds a variety of activities that help historically underrepresented students complete degrees in STEM by building their senses of belonging to the university, to STEM, and to their majors. One activity is a first-semester course exclusively for incoming STEM majors. The course engages students with a variety of community-based, active learning projects that emphasize the relevance of STEM to societal issues. Attend this session to learn more about the course and how it has helped cut the STEM attrition rate in half.

CT - 102 Taking a Metacognitive Approach to Teaching First-Year Seminars

Stephanie Foote
John N. Gardner Institute for Excellence in Undergraduate Education

To help students become metacognitive learners, instructors should first consider their own metacognition and the role that plays in their courses. Instructors who are metacognitive have an awareness of their own teaching practices and purpose, but at the same time, they are also aware of student engagement and learning and are willing to adapt based on that awareness (Scharff, 2015). While instructors are often metacognitive in their own discipline, these approaches are often not transferred to teaching (Tanner, 2012). This session will focus on strategies and approaches instructors can take to use metacognition to reflect on their own teaching practice.

CT - 103 Creating a New Seminar Course: Making Magical One-Credit Courses

Charissa Powell
University of Tennessee, Knoxville

Tara Coleman
Kansas State University

One-credit classes can be instrumental to a student's success. Join two adjunct faculty librarians as they share their best practices for developing brand new one-credit first-year experience seminars. Planning a seminar course can be an exciting and challenging experience for both experienced instructors as well as novices. This presentation will provide information

to those interested in teaching a new course for the first time and are unsure where to start. Attendees will leave this session knowing more about the needs of students, the right workload for a one-credit class, and how to make classes meaningful and valuable to students.

CT - 104 Peer Mentor Selection & Training: Creating Connections Virtually

Theresa Haug-Belvin
Utah Valley University

Selecting and training peer mentors can be an exciting and dynamic experience. With COVID-19, Utah Valley University's Mentor Program had to construct a virtual selection and training program to create community and connections while providing the critical information our mentors needed to succeed in the classroom. Come hear how our institution responded to these challenges.

CI - 105 Live Learning: Supplementing Asynchronous Courses with Synchronous Web Meetings

Sonja Bethune
Mingzhen Bao
Marc Hnytka
Nathan Pritts
University of Arizona Global Campus

As online instruction and distance learning platforms attempt to keep up with the advancements of technology, it is crucial that students have access to multiple learning resources to ensure success in meeting their educational goals. The Community of Inquiry framework (Garrison et al., 2020) emphasizes the importance of social presence, which involves an inclusion of virtual office hours as an additional learning source for students. Offering weekly "live learning" video sessions as an additional resource within asynchronous online college courses will increase course satisfaction and learning of the course concepts, thereby increasing the likelihood of student success and retention.

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

FS - 106 Ensuring Equity in an Online FYE Course

Jose Saldivar
Sofia Montero
Dagoberto Ramirez
Jaime Mancha
University of Texas, Rio Grande Valley

COVID-19 has forced universities across the country to go online and dramatically shift instruction. At the University of Texas Rio Grande Valley, COVID-19 has magnified the struggles of our first-generation, low-income students, which account for the majority of our student population. This session will briefly recount our experiences as we took an in-person First-Year Experience course and transitioned online. We will also share our missteps and share what has worked for our program and allowed us to maintain equity in spite of the challenges posed by COVID-19.

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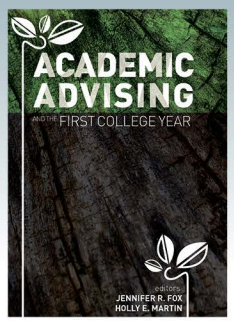

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Jennifer R. Fox and Holly E. Martin, Editors
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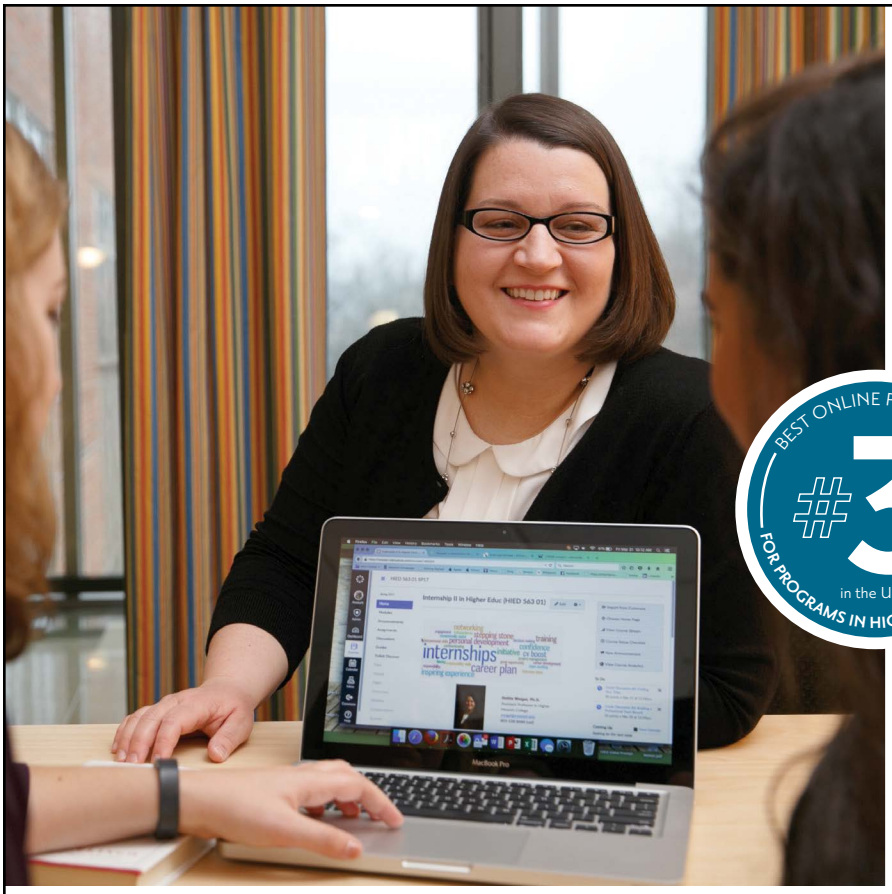

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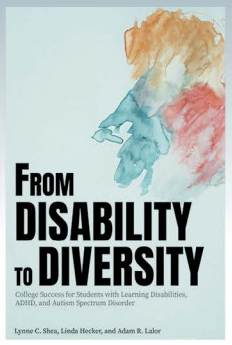

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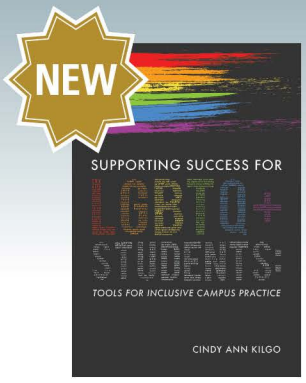

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10:00 a.m. – 11:00 a.m.

V - 107 The Importance of Recognizing Academic Achievement in First-Year Students

Eileen Merberg
Alpha Lambda Delta

Colleges and universities have programs in place for students who struggle academically during their first year and these are important components to the higher education landscape. But are we doing enough to support students who do well? Learn how recognizing and supporting successful first-year students can enhance your academic offerings and support the retention of high-achieving first-year students.

FD - 108 Supporting International and Third-Culture Students' Transition During the First Year

Dottie Weigel
Funsho Fashina
Messiah University

More than one million international students study at U.S. colleges and universities. Research shows the first-year transition is more difficult for these students than their American peers, due to a challenging political climate as well as COVID-19. Third-culture students—American citizens who have grown up abroad—also struggle to navigate American institutional norms as they repatriate. In this session, we will explore ways to support international and third-culture students as they transition in a variety of classroom and beyond-the-classroom contexts (e.g., first-year seminars, advising, peer leadership, residence life). Participants will gain practical, adaptable, and transferable strategies to use on their respective campuses.

CT - 109 SLS 1101: Tupac Shakur: Popular Culture, Politics, and Social Justice

Maurice Johnson
Florida Agricultural & Mechanical University

A Themed First-Year Experience course unit at a Historically Black University (HBCU) consisted of students interacting with various forms of media, including watching documentaries and listening to the lyrics of the late Hip Hop cultural icon Tupac Shakur. Students utilized critical thinking to identify common themes in both the documentaries and Shakur's lyrics such as social justice, police brutality, racism, drug abuse and mental health in the Black community. Students wrote themed essays in which they made connections between the visual and audio media. Themes were coded and provided the data being analyzed.

CI - 110 Someone to Lean On: Peer Mentor Support During COVID-19

Felicity Harris
Cape Peninsula University of Technology

During the COVID-19 lockdown in South Africa, first-year students in the Department of Mechanical Engineering at the Cape Peninsula University of Technology (CPUT) found themselves having to carefully manage their time between social and academic demands within their home environment. With only five weeks of face-to-face teaching before lockdown, many first-years turned to their peer mentors for assistance and guidance. This paper describes the mentor program in place and examines the extent of the nature of assistance required and how both mentees and mentors responded to the peer support system in place.

CI - 111 Using a Readiness Course to Improve Online Student Success

Devin Henson
Eric Goff
Midlands Technical College

Despite the continued growth of online enrollments nationwide, students consistently are not as successful in online courses as traditional face-to-face courses. The challenges are magnified in the two-year college environment, which has a disproportionately high percentage of low-income or minority students compared to four-year universities. To combat these challenges at Midlands Technical College, a two-year technical college in South Carolina, we implemented a mandatory readiness course for online students designed to prepare students for the online environment. This presentation will share the preliminary findings regarding the effectiveness of this readiness course.

CR- 112 Students' Perception of the Effectiveness of College Opportunity Programs

Andre Turner
Ramapo College of New Jersey

Researchers, policymakers, and administrators have shown great concern over the efficacy of college opportunity programs. Yet, research suggests these programs are essential in providing college access and opportunity for underrepresented college students. This presentation explores the perspectives and experiences of students enrolled in the Educational Opportunity Fund (EOF) program at a small, public, four-year institution in Northeastern New Jersey. The findings illuminate the importance of college opportunity programs to promote access for underprepared, first-generation students. Opportunity programs increase self-efficacy, academic and social belonging, and persistence.

CT - 113 Creating a Virtual Living Learning Community Experience for STEM Students

Lucie Blauvelt
April Henry
University of Maryland, Baltimore County

Given the current state of our university being in a remote status, we adapted our in-person STEM living learning community into a virtual experience for 85 students. We created a multi-tiered experience to allow for more touch points with the students. The virtual initiatives we created included a one-credit transition seminar they take together, a peer mentor program that connects them with past living learning community students, study groups, and a multitude of student-led social programs. During the presentation, we will share our successes and learning moments we have had throughout the virtual fall semester.

V - 114 Digitally Shifting Your Orientation Program for the Next Generation

Brad Bennett
Jeff O'Sullivan
Wildfire

The journey to student success is exactly that: a journey. And the first phase of that journey? The orientation program. It is the foundation from which the rest of a student's experience is built, which is why it is imperative that it set them up for success. So what happens when the COVID-19 pandemic hits and schools are forced to rethink how they'll prepare students for their first-year? Join Wildfire as they discuss the power of digitally transforming the orientation program at Randolph-Macon College, and how you can shift to engage the next generation of students (national pandemic or not!).

CT - 115 Programming without Pizza: Creating Digital Spaces for Student Engagement

Kris Kumfer
Kelly Broughton
Cody Sigmon
Mags Chamberlain
Ohio University

Addressing the out-of-class academic and social needs of over 3,000 first-year students during the coronavirus pandemic called for rapid re-imagining of our usual gathering spaces and programming. In this session, library, information technology, and learning community (LC) staff will outline how we collaborated to create digital spaces to complement students' online learning experiences. Generating these spaces and preparing students and peer leaders to navigate them required clear success criteria, thoughtful communication and training, and a laser focus on user stories. The resulting LC Hangouts, hosted on Microsoft Teams, provided valuable lessons for future iterations of such spaces.

10:00 a.m. – 11:15 a.m. Featured Session

FS - 116 Keeping Us Engaged: Student Stories (and Evidence) on What Works!

Christine Harrington
New Jersey City University

The student voice is often missing from conversations about student success. Come hear stories from students attending various colleges and universities across the nation about what professors can do to motivate and engage students. Discover the research evidence behind the strategies suggested by students and walk away with an action plan to increase student engagement. During this session, we will cover a lot of ground - from the first day of class activities to the power of relationships and teaching strategies and learning tasks.

11:15 a.m. – 12:15 p.m.

V - 117 Improve Student Success in the Age of COVID-19 and Beyond

Sherry Woosley
Amanda Shaffer
Macmillan Learning

James Mantooth
University of Tennessee, Martin

Because 2020 had its own share of unique challenges, it has been hard to focus on student retention. However, the issue is more important than ever for our students and institutions. In this session, we highlight easy-to-implement retention tools designed to work fast and light with respect to short timelines and small budgets. Specifically, we demonstrate how short, research-based retention surveys can be used to improve student success. The session will also feature concrete implementation tips from The University of Tennessee, Martin, who began using the tools in the midst of COVID-19.

CP - 118 Solving the Retention Puzzle at an HBCU: The Five Pillars

Lawrence Brown, Sr.
Jennifer Collins
Jamie Davis
Florida A&M University

Research has documented that students at HBCUs seem to face greater, perhaps unique challenges in their quest to obtain a degree in higher education. To assist students with their transition from high school to college, Florida A&M University has developed a retention model called the Five Pillars of Student Success. The theoretical framework consists of Vincent Tinto's model of interaction and Alexander Astin's theory of student involvement. This session will provide detailed information on how Florida A&M University uses the Five Pillars of Student Success to improve first-year student retention and progression.

CI - 119 Flying the Plane While Building It: Scaling up an FYE

Meredith Malnar
Kayleigh Campbell
Jason Mastrogiovanni
Texas A&M University

Texas A&M University recently embarked on an ambitious Student Success Initiative to improve retention and graduation rates. We were charged with creating a common first year experience and quickly bringing it to scale on a large, decentralized campus. In just under two years, we established a comprehensive program that serves nearly all of our students. During this session we will provide a program overview, the process of bringing the program to scale, strategies for collaboration, and the challenges and successes encountered along the way.

FD - 120 Ready, Set, CRUISE!

Aryka Rice
University of Michigan-Dearborn

First-year seminars are introductory experiences that help new students acclimate to University life. These are opportunities to develop academic survival skills, explore campus resources and create community among students. First-year seminars have a range of potential benefits for students, but how can we continue to maximize this potential? This session will present an overview of the CRUISE Program offered at the University of Michigan-Dearborn that introduces a variety of topics to

facilitate academic, personal, and professional success. Informed by data, CRUISE has quickly become a huge part of the collegiate experience and a partnership between academic and student affairs.

FD - 121 Mindfulness as a Precursor to Metacognitive Processes in FYE Classrooms

Alexis Hauck
Chelsea R. Miller
Brianne Dixon
Angela L.Vaughan
University of Northern Colorado

This presentation focuses on the use of mindfulness and metacognitive models during an FYE course. Mindful practices such as journaling, guided visualizations, and self-reflection have helped undergraduate students increase self-efficacy with managing mood and perceived stress. Through intentional lesson planning and activity design, mindfulness and metacognitive strategies are incorporated throughout an FYE course while promoting the alignment of self-monitoring processes to increase awareness for students. This session will share activities and lesson planning processes infusing mindfulness into an FYE course design.

CR - 122 Examining First-Year Student Retention During COVID-19

Grace Yoo
San Francisco State University

Very limited research exists on the experiences of first-year students during COVID-19. In summer 2020, 3,694 first-year students at San Francisco State University were called. The telephone calls were check-ins with first-year students and also provided information about their experiences during COVID-19. First-year student respondents experienced many difficulties, including family members losing jobs (59%), job loss themselves (45%), and increased difficulty meeting basic needs (40%). Student respondents indicated multiple areas of worry about the upcoming fall 2020 semester including being academically successful in their online classes, juggling family expectations, school, work, and other responsibilities, and being directly affected by COVID-19.

CT- 123 Navigating Uncertainty: A Systematic Approach for First-Year Seminar

John Resnick-Kahle
Susannah Lawrence
North Carolina State University

Exploratory Studies at NC State teaches a two-semester first-year seminar course. For the Fall 2020 semester during the COVID-19 pandemic, the program took the opportunity to reexamine our support structures for instructors and students. To help navigate this uncertain environment, the program worked to create a uniform course plan for adoption. The plan allowed instructors to balance their workloads with other job responsibilities and provided them with structure for the class. Additionally, the plan kept a focus on the students and learning outcomes for the program. Come learn about our approach to developing this plan and its impact.

CT - 124 Scaling the Instruction Mountain: You, Your LMS, and Your Library

Liz Holdsworth
Marlee Givens
Georgia Tech

A campus-wide shift to the Canvas LMS seemed like an ideal opportunity for the library to reach new audiences. Two librarians organized a team to make LMS modules for instructors to import into their courses. They invited partners from multiple library departments into the process and collaborated with campus IT to create a space for library instruction in Canvas. Presenters will discuss partnerships, process and instructional content specially designed for first-year students in our initial launch. Participants will examine our case study and imagine how to integrate the library into the LMS at their own institution.

CT - 125 Learning Science and Student Success in the Time of COVID

Robert Feldman
University of Massachusetts Amherst

Cindy Wallace
Joni Webb Petschauer
Appalachian State University

How is education changing in this age of COVID-19? In this presentation, we first discuss how the COVID pandemic has upended education and educational practice, talking about specific impacts on first-year college students. We then look at what learning science tells us about the fundamentals of good teaching and how we might use the principles of learning science to promote first-year student success in an environment driven by the pandemic. Finally, we discuss several specific educational practices that help first-year students to optimally deal with transitions in educational modalities and to become successful, agile learners.

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

FS - 126 Creating a Comprehensive and Coordinated First-Year Experience

Jennifer Keup
Dallin George Young
University of South Carolina

Dan Bureau
Council for the Advancement of Standards in Higher Education

Adrianna Kezar
Pullias Center for Higher Education

The first-year experience is one of the most horizontal structures on campuses and has great potential to cross structural, cultural, and historical boundaries within higher education. While it has long been a hallmark of excellence in FYE to offer a comprehensive, connected, collaborative experience for new students, there are often many barriers to a cross-functional approach. This panel brings together leaders of three national organizations to explore the challenges and opportunities of this type of approach as it applies to higher education theory, research, and practice. This facilitated panel will present material as well as offer the chance for engaged discussion and Q&A.

Vendor Lunch - Penguin Random House

12:15 p.m. – 1:45 p.m.

1:45 p.m. – 2:45 p.m.

CT - 127 Addressing the Technology Gap Post the COVID-19 Pandemic

Todd Middleton
Nicole Benton
Florida A&M University

In today's academic world, a very noticeable gap exists between the technology teachers are using in their lesson plans and the level of technological savvy most students have. And in virtually every case, the students come out on top. From social media like Facebook and Twitter to texting, instant messaging, and more, today's students are virtually light-years ahead of their teachers, and that causes many problems when teachers try to both engage their students in the material and stay ahead of their ability to learn (Fioriello, 2011).

V - 128 Supporting Retention by Normalizing Mental Health Through Messaging

Jesse Boeding
University of Pennsylvania

Amy Gatto
Active Minds

The support a first-year student receives in the year of COVID has never been more important. The collected wisdom that makes higher education professionals so valuable to students through proactive and timely guidance has been turned on its head as traditional timelines, support, and guidance are new and ever-changing. Join Active Minds, the nation's premier nonprofit organization supporting mental health awareness and education for young adults, and Signal Vine as they discuss how using strategic texting can normalize mental health and support students through the new normal of constant change.

CI - 129 A Model for Building Video Libraries for First-Year Student Support

Jennifer Vogel
Nathan Pritts
Ashford University

Engaging students in an online classroom is more important now than ever before, especially in an asynchronous environment. Seeing such a need, the presenters created a YouTube channel that curates student-facing video content for every course in the student's first-year experience. Students are immediately engaged in course information while also receiving course-specific success strategies. The video content also serves as a helpful tool for our adjunct faculty and student advising partners. Join us as we share the development process of this project including faculty buy-in, content creation, analytics, and lessons learned.

CT - 130 The Evolution of Orientation During a Pandemic

Yvonne Jackson
Simone Smith
College of Southern Nevada

Lights, Camera, Action! The scene is set. It's March 2020 and entering peak enrollment season. FYE staff are ready to conduct 15 in-person orientation sessions, but wait, a pandemic happens! Now you must deliver a virtual orientation for new students who have hopes of transitioning to college during a pandemic while your campus has transitioned to working remotely. This session showcases how the College of Southern Nevada's FYE Team flipped the script, and evolved to re-ignite a collaborative environment resulting in engaged hybrid orientation experiences for first-year students using collaborative tools Microsoft Teams, Hobsons Radius, and our online orientation platform.

CI - 131 Machine Learning Customizes Student Success Plans by Student Questionnaire Profile

Jonny White
Steven Smith
Saint Mary's University

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We describe a process th achine-learning-supported mobile a eir goals. First, we reviewed i ntified those which were m g optimal student success plans. Se matter experts, we documented proven ac pport academic success and student engagement niversity. Third, we developed and tested the mobile applica with a sample of students. Finally, we describe next steps in the development process. Throughout, we explore the challenge of finding institutional and financial support for the project.

FD - 132 Navigating COVID: Lessons Learned for First-Year Seminars

Susan Fletcher
Lisa Kamody
Andrew Pueschel
Ohio University

Moving from reaction-based resilience to proactive-driven agility during the pandemic has created an opportunity for many first-year programs to rethink and revise curriculum, training, and support for the first-year seminar course. In this session, participants will focus discussion on the following essential question: what changes in first-year programs, made out of necessity at the time, might now be considered best practices beyond the pandemic?

CR - 133 101 Up: Gamification for At-Risk Students in a First-Year Experience Course

Candace Bruder
University of South Carolina, Beaufort

Tammi Kolski
University of South Carolina

The transition to college from high school is significant for at-risk students as they tend to struggle with self-management skills when trying to adapt to the university environment. This seven-week study incorporated a gamified curriculum designed to increase self-regulatory learning skills and motivation for 10 academically at-risk students enrolled in a first-year experience course. Data collection included the Learning and Study Strategy Inventory (LASSI) survey instrument, reflection assignments, gamification elements, and learning management system metrics. Data analysis included descriptive and inferential statistics. Implications for instructors considering the implementation of a gamified curriculum and future areas of research are offered.

CT- 134 Nuclear Holocaust Activity: An Experiential Approach to Teaching Diversity

Michael Graham
Ivan Wayne
University of Northern Colorado

Teaching diversity within a rapidly evolving social world poses unique challenges. Experiential activities show effectiveness in helping newer generations of learners understand diversity (Cramer et al., 2012; Burnes & Ross, 2010). In this interactive workshop, attendees will be presented a three-tiered projection based experiential activity for teaching diversity. Attendees will have an opportunity to participate in the activity in which they play characters from diverse backgrounds and experience the intersectional interactions of "isms" present in society (e.g., ableism, racism, ageism, etc.). Presenters will facilitate the activity and then discuss implementation of this activity into existing diversity curriculum.

V - 135 Improving Student Success Programs Using Student Character Assessments

Shalin Shah
Svadhi

To ensure continued student success, schools need to conduct a holistic assessment of their students' mindsets and emotional health and develop customized student success plans. However, the COVID-19 pandemic has challenged current student support systems and left institutions struggling to meet changing student needs. This was highlighted in a recent Canvas study, in which nearly 70% of college students reported that they were falling behind. In this session, we will discuss how to develop customized success plans based on character attributes (in addition to persistence) to increase student belonging and attain higher levels of student emotional and physical wellbeing.

V - 136 The First Year Matters: But What Matters Most?

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

The presenters are co-founders of the non-profit Gardner Institute, which has enabled them to extend their initial work at the University of South Carolina. They will share lessons learned and important steps campuses can take to increase student success. Drawing from their work with many institutions, they will focus on the use of strategic assessment to enhance first-year retention rates, increase transfer-student success, and address the challenges of redesigning gateway ("killer") courses to reduce the number of DWFI grades. They will also discuss the importance of implementing plans for improvement "to a high degree." This session will be interactive to address participant questions.

Cengage College Success Focus Group

2:00 p.m. - 3:00 p.m.

As first-year college students aim to make real world connections and become day-one ready for their future careers, specialized learning tools can be a game-changing advantage. Join us for a paid focus group to exchange tips, tricks and ways to engage today's students as we discuss student preparedness, study skills, and career skills in College Success courses.

3:00 p.m. – 4:00 p.m.

FD - 137 The Etiquette of Engaging First-Year Students in Synchronous Online Environments

Gina Garber
Kirsty Cunningham
Scott Shumate
Austin Peay State University

In our current world, education has been radically changed by a pandemic. Synchronous online learning was relatively uncommon compared to in-person first-year classes. However, it has been thrust to the forefront with colleges and universities shifting to online learning to combat the spread of the virus. With this shift, a raft of new challenges has been put before both first-year students and instructors. This discussion will cover topics about establishing good etiquette for students attending and instructors hosting these synchronous online learning classes, including the use of built-in conferencing tools or external technologies to improve pedagogy.

FD - 138 Student-Centered Pedagogy in a Face-to-Face Classroom During a Pandemic

McKayla Gorman
Jordan Martel
Dylan Kriescher
Angela Vaughan
University of Northern Colorado

Face-to-face, student-centered pedagogy has been demonstrated to be invaluable for first-year college students. When provided the opportunity to be at the center of instruction, learning becomes more achievable and critical thinking increases. This discussion will center on the importance of in-person learning for first-year students during a global pandemic and the resulting intentional changes made by a face to face first-year seminar. This session will provide attendees with a rationale for the importance of face-to-face learning for first-year students, activities to implement to ensure safe distance learning, and strategies for teaching during a global pandemic.

CR - 139 Using Student Survey Data to Increase Effectiveness of FYE Courses

Jennifer Gebelein
Alexa Urra
Florida International University

The evolution and improvements to Florida International University's First-Year Experience course depend on end-of-course student survey results that are both quantitative and qualitative. Students' input into the improvement process keeps the course's trajectory meaningful, relevant, and helpful to our population. In this session, we describe and discuss the survey data we collect, how we analyze the data, and how we create change in the course content and pedagogy based on the survey data we collect. We include data from three semesters, or one academic year at FIU. The results include 1,830 completed surveys in total.

CP - 140 Know, Do, Become: Promoting Information Literacy Using Working Professionals' Testaments

Rebeca Peacock
Heather Grevatt
Boise State University

When faculty ask librarians to provide classroom instruction it is often when students need resources for a specific assignment in the near future. Many times, those assignments involve writing a formal paper, using academic materials, and in an academic setting. But what happens once students graduate and enter the "real world?" What happens when students start to ask, "How does this library 'stuff' help me outside of school?" This presentation discusses the evolution of an embedded online information literacy micro course used in a university first-year experience (FYE) course and its connection to career readiness.

CI - 141 First-Year Virtual Summer Seminars: Building Buy-In Before Day One

Elizabeth Bleicher
Jennifer Wofford
Andrew Utterson
Ithaca College

To counter enrollment erosion from incoming students' anxieties about online education and a fully remote semester, we designed Ithaca Summer Seminars to engage them academically and socially in virtual, one-credit courses. As an incentive, the first credit was free and restricted to a foundation course: joining and building diverse communities or applying learning science to college. Up to two additional credits were $150 each and applicable to the second foundation course or one of 26 seminars mounted by academic departments. Of 1,198 first-years, 527 took at least one seminar; of 506 completers, 92% enrolled in the fall versus 75% of non-participants.

CI - 142 The Elite Scholars Program: Supporting African-American Male Student Success

Jazmyn Davis
Lawana Haynes
Karen Jackson
Georgia Gwinnett College

From fall 2015 – fall 2019, Georgia Gwinnett College (GGC) has led Georgia state colleges with the largest number of Black/African-American male, first-time freshmen in fall headcount enrollment. While leading state colleges in this demographic, African-American male students enrolled at GGC have historically made up a portion of GGC's lowest one-year retention and graduation rates. These figures led to the establishment of the Elite Scholars program, a support program for GGC's African-American male students. This presentation provides a program overview, components for student success and challenges for administrators looking to create similar support programming.

CT - 143 Post Pandemic Online Options for FYE: Best Practices

Marsha Fralick
Cuyamaca College

In a post pandemic world, what is the future of online instruction for First-Year Experience courses? Increased experience with online courses can be leveraged to create effective online, hybrid, and web-assisted face-to-face options. Online courses provide increased access for many who find attending college a challenge including working adults, parents, active military, and disabled students. Hybrid and web-assisted face-to-face courses combine the best of technology with personal interaction. For all these options, it is helpful to review some effective practices based on current research in cognitive science.

V - 144 FYE and Teaching Students to Exercise Their Free Speech Rights

Jackie Farmer
Foundation for Individual Rights in Education

Soraya Ferdman
First Amendment Watch at New York University

To ensure an open and robust campus climate, incoming students should understand the importance of exercising their First Amendment rights and respecting the rights of others. In the middle of a worldwide pandemic and America's reckoning with racial injustice, we have seen student protestors clash, unpopular voices censored, and professors dealing with academic freedom challenges in digital classrooms. These events show the need for this kind of education from the moment students enter campus. With this presentation, we will highlight six orientation modules that will help incoming students gain knowledge of First Amendment principles as applied to college life.

V - 145 Preparing Students with Career Readiness Credentials

Joshua Covey
FranklinCovey

Jamie Leddin
Vanderbilt University

LeaderU provides students in First Year Seminar, Sophomore Seminar, Living Learning Communities and other student programs with the opportunity to earn Career Readiness Credentials from Franklin Covey. Our Leadership content such as, 7 Habits, Speed of Trust, Unconscious Bias, 5 Choices of Productivity as an example, can be woven into existing curriculum, or used in a co-curricular manner with learning and proctored exams. Each student who passes the exam will earn a digital badge and a certificate. Exams are being approved by ACE. Faculty will have access to Franklin Covey's resource library of content as well during the year.

4:15 p.m. – 5:15 p.m.

V - 146 Keeping The FYE Promise During a Pandemic

Carla Lundman
Nick Rabinovitch
Human eSources

Rebecca Galloway
South Louisiana Community College

COVID-19 has brought major disruption to postsecondary education. How can your institution increase student retention during the chaos of a pandemic? And can it be done in a cost-efficient way? The answer is yes! In this presentation, you will discover how South Louisiana Community College (SLCC) has increased first-year student persistence with an accredited 15-week, first-year 1000 level course. SLCC wanted a book that was user friendly for both students and faculty – they chose CollegeScope; an interactive, online textbook. Faculty members from SOLCC will be involved in a Q&A and able to answer questions from the audience.

CI - 147 How Can We Increase Campus-Wide Collaborations Under COVID-19?

Sachiko Ito
Masako Nozaki
Tokyo Institute of Technology

How can we increase campus-wide collaborations to assist in student success? In April 2020, Tokyo Institute of Technology launched the "first-year student welcome team" in collaboration with more than 30 members, including faculty, student support specialist and staff to support the adaptation of first-year students enrolling under COVID-19 to the institute. This team operated an online orientation in which 98.5% of all first-year students participated, received about 2,600 email consultations in 3.5 months. We will explore the points of successful collaboration by introducing the discussions that the members of this team had through the mailing list.

FD - 148 Collaborative Early Alert & Response Team: Librarians Supporting Student Success

Amy Pajewski
West Chester University of Pennsylvania

A culture of student success requires attention to the whole student experience. Faculty and staff who work with students are positioned to recognize these needs but are not always best positioned to respond. Faculty report concerns to the CARE Team, but these fall outside their charge and are referred back to academic affairs. In this facilitated discussion, participants will brainstorm solutions to a collaborative approach to supporting students. Librarians, staff, and faculty in this session will develop a plan for triaging non-violent reports, identify campus partners, and investigate ideas for care plans for students who would benefit from coordinated intervention.

FD - 149 How a Well-Defined Brand Can Boost First-Year Program Success

Andrea Straccia
Natasha Badger
Jaclyn Abeloe
University of Colorado, Boulder

Your brand is the sum of all touchpoints that your students have with you, and the perceptions that go along with them. These perceptions shape experiences, drive engagement and build memories. At a time where recruitment, retention and student success (the triple-threat impact of FYEs) are more important than ever, developing a brand for your FYE is essential. This session will present a roadmap on how to define your brand in order to maximize your program's impact. We will also address how to ensure that all touchpoints during a student's life cycle consistently and accurately represent your brand.

CP - 150 Impact of a First-Year Seminar on STEM Student Success

Alyssa Brigham
Sara Thigpin
Lucas Macri
Texas A&M University

Over the past five years, our college has increased the amount of programmatic support for first-year students. Our presentation will share our current implementation and assessment of our now college-wide initiative of a common first-year seminar for students in the College of Science. This FYE course has allowed us to implement additional support for first-year students to bolster student success and retention to the college and university. As a result, we have seen those that participated fully in their FYE course have a greater first-term GPA and a decreased chance of academic probation.

CT - 151 Pivoting FYE Scale-Up Plans: Impacts of a Global Pandemic

Lisa Angermeier
Heather Bowman
David Sabol
Taiylor Fields
Indiana University Purdue University Indianapolis (IUPUI)

After two decades of FYE success, our institution spent over a year re-envisioning our first-year experience, establishing an aggressive timeline for improving and scaling up existing high-impact foundational programs such as Summer Bridge and learning communities, and building campus and community buy-in for this new era. And then…COVID hit. Join us to learn how we completely shifted gears to focus on the unique needs of our students during this global crisis, while continuing to make progress and maintain momentum towards our plans to retool and ramp up FYE on our campus.

CT - 152 Dual Enrollment and the First Year: Implications for Students and Institutions

Chris Caplinger
Georgia Southern University

Participation in dual enrollment has skyrocketed over the past decade and has continued to grow during the pandemic, even as overall enrollment has declined. It is popular with both students wanting a head start on earning college credit and policymakers seeking to shorten time to degree. Despite these significant benefits, dual enrollment presents challenges to students and institutions alike once students graduate from high school and matriculate into college. In this session, we'll explore these challenges and brainstorm approaches for addressing them. Come ready to discuss!

V - 153 Building Rapport with Students in an Online Environment

Donelle Hogarth
Sarah Zeren
Train for Growth

Rapport in a virtual setting versus an in-person classroom can be a very different process. In this session, we explore creative ways to communicate in a virtual space using practical skills that do not require revamping a course or overhauling the advising and coaching processes.

FD - 154 Black Girl Magic: Supporting the First-Year Success of African-American Women

Mila Turner
Kenya Washington Johnson
Jennifer Collins
Florida A&M University

This facilitated discussion will consider best practices in developing and implementing learning communities that support the first-year success of African-American women. Despite the plethora of research dedicated to closing achievement gaps for Black males, there is a dearth of research or praxis pertaining to Black women. Some existing FYE programs are structured to support African-American students generally or Black men in particular; however, African Americans are not a monolithic group so Black women students experience unique challenges. Attendees will explore knowledge gaps, share experiences, and co-create next steps toward promoting the holistic success of African-American women students.

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

FS - 155 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

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

This is an encore session provided at every annual FYE 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.

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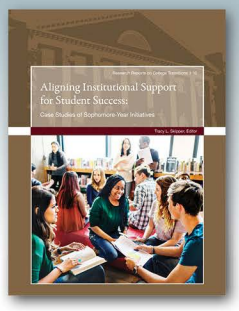
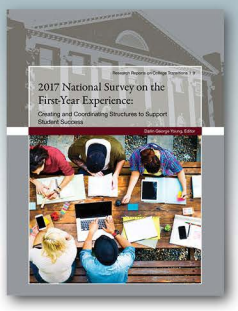


Research Reports on College Transitions No. 10

Aligning Institutional Support for Student Success
Case Studies of Sophomore-Year Initiatives

Tracy L. Skipper, Editor

ISBN 978-1-942072-41-6. 82 pages. **$20.00**

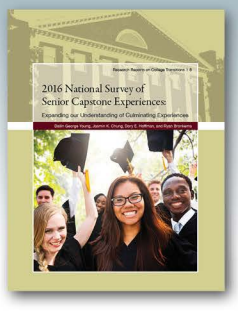


Research Reports on College Transitions No. 9

2017 National Survey on the First-Year Experience
Creating and Coordinating Structures to Support Student Success

Dallin George Young, Editor

ISBN 978-1-942072-32-4. 180 pages. **$25.00**



Research Reports on College Transitions No. 8

2016 National Survey of Senior Capstone Experiences
Expanding our Understanding of Culminating Experiences

Dallin George Young, Jasmin K. Chung, Dory E. Hoffman and Ryan Bronkema

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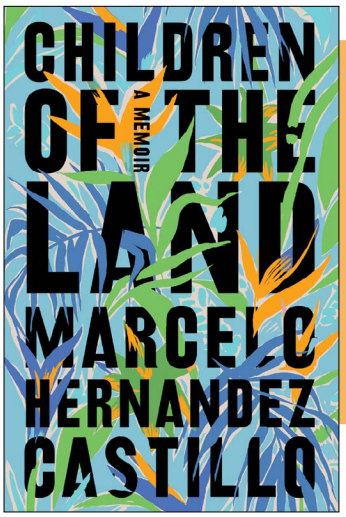

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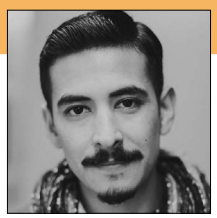
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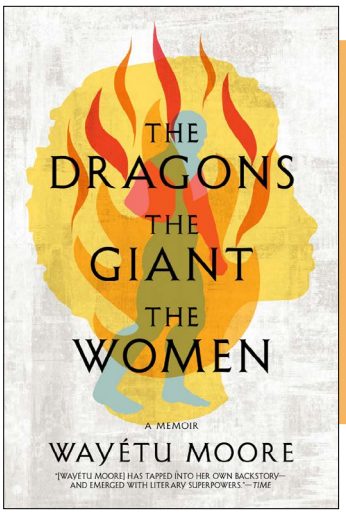

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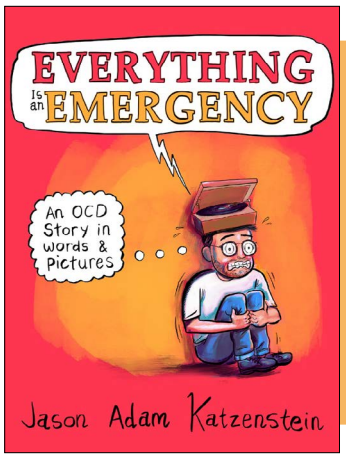

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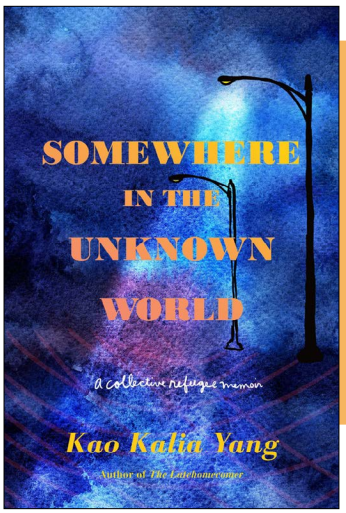

KAO KALIA YANG
author of
SOMEWHERE IN THE UNKNOWN WORLD
A COLLECTIVE REFUGEE MEMOIR

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10:00 a.m. – 11:00 a.m.

V - 156 Approaching College with Purpose: Transforming the First-Year Experience

Catherine Lee
Amy Lee
Margaret Delehanty Kelly
Maggie Bergeron
University of Minnesota

As colleges strive to improve student retention rates, engage diversity, and prepare students for success, First-Year Experience educators play a key role in creating a transformational experience for students, whether they are learning in class or online. Join us for an interactive session with the authors of Approaching College with Purpose, a new First-Year Experience textbook that includes the unique perspective of a student-author. The research-based, student-focused text encourages students to take a holistic approach as they begin their educational journey with intention, build connections, cultivate a growth mindset, and develop essential skills for success in college and life.

CP - 157 How To Have It All and Lead It Too

Calley Stevens Taylor
Andrea Barker
Diane Moyer
Cedar Crest College

In this session we will describe our comprehensive First-Year Experience program and the collaborative FYE leadership approach we have implemented across Academic and Student Affairs. We will briefly describe the history of our program and the changes that have led us to where we are today: an integrated leadership team that engages faculty, staff, and students to ensure holistic, individualized support for traditional first-year students. We will discuss our successes, failures, and pitfalls, and how we harnessed these lessons to further develop the FYE and improve our first-year fall retention rate from 62%-82%.

CT - 158 How to Establish a Mentoring Program for First-Year Students

Wayne Jackson
University of Central Florida

Tony Davis
Montgomery County Community College

In this session, participants will learn the key components in developing a successful mentoring program on their campus. With university and college budgets tightening due to lack of funds, college administrators are exploring ways to develop cost effective measures to increase student retention without killing the budget. This session will particularly benefit those who are interested in developing or enhancing their mentoring program with the expressed intent of increasing retention and persistence.

CI - 159 Mentors' Readiness to Provide Online Support to Students During Lockdown

Nosisana Mkonto
Cape Peninsula University of Technology

Universities globally have been harshly impacted by the COVID-19 pandemic. Lockdowns compelled universities to deliberate on alternate ways to complete the academic year. These ways included embarking on remote teaching and learning. Universities needed careful planning to address student needs during the lockdown. Over the years, peer mentors provided face-to-face psycho-social support to first-year students. With the breakout of COVID-19, it became impossible to provide face-to-face support. A survey was administered to mentors to ascertain their readiness to provide online support to first-year students during the lockdown.

FD - 160 Pivot for Success: Sustaining an FYE Community of Practice Online

Tiffany Shoop
Alma Robinson
Rex Waters
Virginia Tech

At the core of many FYE programs is a vibrant community of practice (CoP) dedicated to supporting students during their first year. In 2020, as members of these CoPs, we had to reconsider strategies for engaging with our students – and each other. During this session, the facilitators will share their experiences with moving an FYE CoP online, during a time when such support was needed the most, and will facilitate a conversation about 1) the challenges of sustaining a CoP during COVID-19, 2) what has (and has not) worked during the shift, and 3) new strategies for online CoPs.

CT - 161 Challenge to Opportunity: A Library Archiving Project in First-Year Experience

John Siegel
Sara DeSantis
University of South Carolina Upstate

Librarians at a regional comprehensive university had to rework the library activity for the first-year experience course (University 101) to accommodate a hybrid/flexible (HyFlex) format in fall 2020. Since most students were taking the first of two first-year writing courses with an information literacy component along with University 101, it was important to make the activity engaging and fun. Meantime, the library was wanting to promote its COVID-19 community archiving project. This presentation will discuss how the archiving project was weaved into the activity, which resulted in a win-win for students and the library.

CT - 162 Won't You Be Our Neighbor: A Learning Community Experiment

Lindsay Bailey
Laura Ng
Shane Toepfer
University of North Georgia

Student engagement on a small commuter campus can often range from abysmal to nonexistent. In an effort to increase engagement and a sense of belonging and community among students on such a campus, an experimental learning community was born. Using Mr. Roger's Neighborhood as a theme, two professors and a student life professional developed a hybrid course that challenged students to be active citizens in their community. This session will give an overview of the learning community while highlighting the successes and challenges of such a unique collaboration.

CT - 163 Infusing Race, Equity, and Identity into the First-Year Experience

Christine Krieger
Stacy Cooper Patterson
Goucher College

Reimagining a program about identity? Have at least one privileged identity and wonder where you fit in the conversation? This session will detail the history of one college's attempts to teach race and identity to first-year students, then explain how two straight, white women at a small PWI were given responsibility for this initiative. Learn from our mistakes and successes, and leave with a framework for building or enhancing a holistic, intersectional model for teaching identity and equity. Explore how to incorporate student leaders, colleagues, and external partners, and discover resources to build your capacity to engage in challenging conversations.

CT - 164 Integrating Faculty into the FYE through a Validating Living Learning Community

Jennifer Harvey
Julie Campbell
University of Nebraska, Kearney

Ronald Hallett
University of La Verne

The Thompson Scholars Learning Community (TSLC) is a living learning community at the University of Nebraska - Kearney, which comprises just under 450 at-promise scholars. The TSLC has been the subject of academic study by researchers affiliated with the University of Southern California since 2015; results from that research have underscored the importance of student validation by faculty, staff, and peers. Equipped with these findings, changes were implemented in TSLC in fall 2020. The presentation will explain how faculty can support an ecology of validation for first-year students and provide examples of how these practices were implemented with faculty.

10:00 a.m. – 11:15 a.m. Featured Session

FS - 165 First-generation Student Success at Community & Technical Colleges: An Analysis of Programs and Services

Sarah Whitley
Center for First-generation Student Success

Melinda Karp
Phase Two Advisory

The Center for First-generation Student Success will share findings from a national landscape analysis of first-generation programs and services being provided at community and technical colleges. These recent findings—using insights from university leaders, practitioners, association professionals, and student groups—considers priorities, current approaches and limitations, resources, and key collaborations for supporting first-gen students within the community and technical college context. Presenters will discuss findings and recommendations as community and technical colleges continue to serve the largest numbers of first-gen students nationally.

11:15 a.m. – 12:15 p.m.

V - 166 Infuse Personality into the First-Year Experience and Student Life

Merrick Rosenberg
Take Flight Learning

Dwight C. Rice
Liberty University

Discover a reimagined way to incorporate the power of personality throughout the higher education experience. This engaging, enjoyable and sticky way to learn about personality will help orientation leaders incorporate personality into New Student Orientation programs. This will increase student self-awareness and provide the skills to build strong relationships. Career Services staff will learn how to guide students to consider their personality as they select a major and a career. Administrators, staff, and faculty will gain the skills to work together in a culture built on effective communication to better serve one another and the student population.

CT - 167 Social Media: Reinventing the Wheel to Drive Student Engagement

Twister Marquiss
Anna Martin
Texas State University

When the global pandemic drove all academic and student-focused programs to an online-only environment in Spring 2020, questions immediately arose about how to reach students. For those who did not find solutions quickly, questions became deep concerns. Understanding your student audience is always the key to communication, especially knowing their struggles, frustrations, and rapidly evolving needs. Engagement beyond the classroom is critical now more than ever. Programs reaching out to students today require development of a reliable social media presence, student-focused content, and a willingness to re-envision any approach at any time.

FD - 168 Starting a Virtual Student Success Initiative - Lessons Learned

Trevor Adams
Embry-Riddle Aeronautical University

Embry-Riddle Aeronautical University created the Pathways to Success student success initiative to help support First Time In College (FTIC) students through the university's worldwide online (virtual) campus. This session will explore the lessons learned, both good and challenging, in starting a virtual student success initiative from the ground up plus explore the next steps for this initiative.

FD - 169 Career Development as a High-Impact Practice for First-Year Students

Nicole Shopbell
Michael Stebleton
University of Minnesota

What can first-year professionals do to integrate career development into the curriculum for first-year students? Career development initiatives play a critical role in first-year and transitional programming by connecting students with career services early, and fostering an important connection between self-exploration, identity, and career readiness. We will explore career development as a HIP in first-year and transitional programming by discussing the integration of career development into

the curriculum. The College of Education and Human Development from the University of Minnesota - Twin Cities will highlight work done to integrate career development into the first-year curriculum.

CR - 170 Student Mentors and the First-Year Experience: A Program Partnership Model

Sara Durazo-DeMoss
Gina Schlesselman-Tarango
Aurora Vilchis
Barbara Herrera
California State University, San Bernardino

The student mentoring program at California State University, San Bernardino (CSUSB), traditionally an in-person service coordinated by a single staff member, sought to increase peer-to-peer offerings to reach more students. To do so, a program partnership model was employed whereby collaborations with campus constituents were developed focusing on the first-year experience. We will showcase CSUSB's student mentoring program partnerships with Coyote First STEP, a summer transition program, and the Library Ambassador program initiative, and how these partnerships have evolved to engage virtually with students during the COVID-19 pandemic.

CP - 171 First-Year Fridays: Taking an In-Person Event to Remote Delivery

Dani McCauley
Clarion University of Pennsylvania

First-Year Fridays were adopted as a form of extended orientation programming at Clarion University during the Fall 2016. This successful weekly event quickly needed to be adapted to a remote delivery in order to serve the student body that was off-campus during the Fall 2020 semester. In pivoting to remote delivery, the Success Coaches created weekly videos and handouts adapted from Your College Experience by Gardner & Barefoot using an embedded success code and surveying tool to measure engagement. Once students reviewed each week's material, they submitted a short quiz using the success code, which entered them into prize drawings.

CI - 172 108 Popular Common Reading Books Rated by Representative Student Samples

Thomas Carskadon
Mississippi State University

Using a specialized methodology for rating potential common reading books, we will share systematically obtained data from representative samples of first-year students who read and rated 108 possible choices for common reading books, including many common reading books most frequently adopted nationwide in recent years. Characteristics our research shows are and are not related to student ratings will be described. Specific, practical suggestions for program success will be provided, along with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are welcome and encouraged to share their own common reading experiences at this session.

CI - 173 Lessons Learned About the Efficacy of Online First-Year Seminars

Dan Friedman
Catherine Greene
University of South Carolina

University 101 at the University of South Carolina has been offered for close to 50 years in a traditional face-to-face format, with the assumption that this method best fosters a sense of belonging, connection to the institution, and student success. These assumptions were challenged during the 2020 pandemic when we needed to offer online and hybrid sections of U101. Join us to learn how we created a high-quality online experience, supported and developed instructors to teach online, and lessons learned from our assessment about the efficacy of online and hybrid instruction as it compares to traditional methods for first-year seminars.

CT - 174 Facilitating Meaning Making through End of Semester Takeaway Projects

Ivan Wayne
Michael Graham
University of Northern Colorado

Completing a semester of college does not necessarily mean students learned something nor if they know how to use what they have learned. Utilizing reflective-based practices has been shown to facilitate meaning making from educational experiences for students. This presentation provides an overview of two reflective-based takeaway projects which can be directly implemented into existing curriculum to aid students in retaining knowledgeable information and identifying how they will use the information learned. Attendees will walk away from this presentation with access to the two assignments and associated grading rubrics.

CT - 175 Bringing Debate into the First-Year Classroom

Brian Maj
DePaul University

This session presents a classroom model of teaching argument skills using debate forums in first-year seminars. Policy and ethics debates make use of evidence-based research, team-based collaboration, writing exercises, and public delivery. These are both college-ready and world-ready skills appropriate for a new student who is becoming politically engaged. The session also addresses the role of the educator – what we do owe our students by way of bringing politics into the classroom?

Vendor Lunch - HarperCollins/Macmillan

12:30 p.m. – 1:45 p.m.

1:45 p.m. – 2:45 p.m.

CT - 176 Our Unexpected Online Journey: Creating Mentor Trainings that Mirrored FYE

Catherine Barber
Shundeez Faridifar
J. Ulyses Balderas
Nicole Walters
University of St. Thomas

During the rapid transition to online learning prompted by the pandemic, we developed a fully online training program for our institution's First-Year Experience, Freshman Symposium. Faculty, staff, and student peer mentors participated in synchronous and asynchronous training activities based on an integrative view of adult learning. This presentation describes the training approach, discusses challenges and solutions in implementing online mentor training, and guides participants in their application of adult learning principles to First-Year Experience online training initiatives.

CI - 177 Integrating FYE Programming into a Large Introductory First-Year Course

Andrew Skelton
York University

The First-Year Seminar is widespread with a long history of effective student support, but at some institutions (including many in Canada), such seminars are much less common. We will present an analysis of a two-year pilot program in which first-year seminar content was integrated in a variety of ways into the curriculum of a large introductory first-year course by considering the cost and benefit to both the student and to the faculty member to ensure maximal buy-in and sustainability. Time will be set aside to brainstorm additional ways of integrating such material into a course curriculum.

FD - 178 Integrating Nature-Based Strategies into the FYS Curriculum

Brianne Dixon
Hailey Sands
Alexis Hauck
Angela Vaughan
University of Northern Colorado

Student-centered learning involves considering your students' needs from a holistic perspective, which can be achieved through experiences with nature. This session will discuss how taking classes outside positively impacts student engagement, connectedness, and students' perception of learning. Additionally, this session will discuss how connecting with nature promotes student self-care and wellbeing. Participants will leave the session able to identify the positive impacts of nature-orientated teaching and strategies for incorporating nature into learning.

CR - 179 Family, Athletics, and Academics: First-Year Learning at a Private Minority-Serving Institution

Katherine (Katie) Friesen
St. Thomas University

This study explores the learning experiences of students enrolled in a first-year seminar course at small, private MSI. First-year retention efforts have become a significant priority for the university as it experiences tremendous growth in enrollment. Preliminary findings reveal that students are learning when they spend time with family, in their athletic involvement, and through their academic experience on campus. Implications for this work help to create programming and policies that reflect the study body, further Guiffrida's (2006) cultural advancement of Tinto's (1993) theory of student departure, and the need for longitudinal studies following student's persistence to graduation.

CT - 180 We Are All in this Together: Lessons from Learning Communities

Jean Henscheid
University of South Carolina

Richie Gebauer
Cabrini University

Julia Metzker
Evergreen State College

National learning community movement leaders will detail the principles of this time-tested approach to facilitating learning and building strong community among students, faculty, and staff. An emphasis will be placed on how colleges and universities have employed both face-to-face and virtual learning communities as their centerpiece strategy for defending against the isolation, disengagement, and uncertainty all-too prevalent among students and educators during the pandemic. Session facilitators will offer several examples of learning communities that have helped their two- and four-year institutions adapt to this new reality and they will work with participants to reimagine their own practices.

V - 181 Preparing For The Future of Remote Working, Learning and Living

Rohit Bhargava
Ideapress Publishing

What skills will be required of us all in order to succeed in the remote working world of the future? In this engaging session, participants will learn how to conquer the loneliness of working and learning remotely, manage the triple threat of distractions (the bed, the fridge and the TV!) and be more productive no matter where they need to work and learn from. Based on his bestselling Non-Obvious Guide to Working Remotely (Ideapress, 2020), this session will offer real practical advice, proven tactics and insights students, educators and administrators can use right away.

CI - 182 Pressing Our Luck & Knocking Out Whammies: FYE'ing The Pandemic

Courtney Schmitz
Karen Violanti
College of Southern Nevada

Brand new to the College of Southern Nevada (CSN), the FYE team needed to pivot quickly, and often, to create an intentionally designed catalyst in which students could proactively begin their connection to community, tradition and sense of belonging. The focus of this session will be on the new FYE Connection Award, an incentive program designed to facilitate a proactive and personalized FYE for community college students and families, amid a pandemic. This program will review how the FYE Connection Award was born, its impact throughout the holistic FYE and reflections from the CSN community.

V - 183 Fragile Students: Increase Grit, Resilience, and Retention During COVID

Harlan Cohen
The Naked Roommate

According to the most recent data (ACHA-NCHA), 55.9% of college students reported feeling hopeless within the last 12 months. And this was before COVID. High school gets students into college, but most students are not prepared for what is next. College is a dramatic transition. Successfully navigating these changes takes life skills most students lack. As a result, millions of first-year students struggle, transfer, or drop out. New York Times best-selling author, Harlan Cohen, provides a framework that helps students navigate all the changes ahead in a COVID world. This interactive session addresses grit, growth mindset, engagement, persistence, and retention.

FD - 184 I Have Many Skills: Becoming the Xena of Teaching Modalities

Mariya Vaughan
Tara Coleman
Kansas State University

While COVID-19 cases rose throughout the spring and summer months, faculty were expected to create flexible and engaging online learning environments, as many understood that courses would not represent the common classroom experience that students hope for as they begin college. Much like the titular warrior princess Xena, who faced overwhelming challenges and honed her impressive multitude of skills, faculty quickly learned and integrated new online teaching strategies and created varying new course modalities. Together we'll explore the skills we've built and challenges we've faced that can be integrated into first-year courses moving forward through pandemic teaching and beyond.

CI - 185 Increasing Retention of Females in STEM with Peer Advisement

Melanie Villatoro
NYC College of Technology

Perkins Peer Advisement is a grant funded program at College X committed to increasing enrollment and retention of female students in engineering technology programs. Program activities include professional development, mentoring, faculty development, and community outreach. This presentation will highlight the success of the program in the Department of Construction Management and Civil Engineering Technology. Since 2013, the one-year retention of female students has increased from 40% to 79%. Additionally, female representation in the department has increased from 12.4% in fall 2014 to 15.5% in Fall 2019.

Closing Address

3:00 p.m. – 4:00 p.m.

Victor Sáenz,
Department Chair & Professor, Educational Leadership and Policy; Executive Director, Project MALES & Texas Education Consortium for Male Students of Color
— University of Texas at Austin

Project MALES: A Decade of Empowering Young Men of Color in our Institutions

For over ten years, Project MALES (Mentoring to Achieve Latino Educational Success) has advanced an agenda to improve outcomes for boys and young men of color across the educational landscape. We have worked hand in hand with partners in the community college and four-year university sectors to advance evidence-based approaches to supporting these students through key transition points. This talk highlights important lessons learned over the last decade, with an emphasis on how we can better serve males of color as they navigate their on-ramping and first year experience in higher education.

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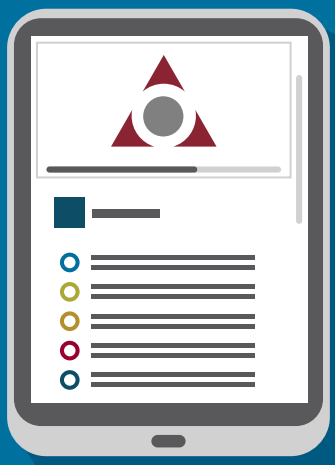

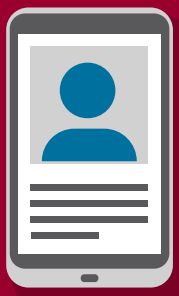

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Outstanding First-Year Student Advocates

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UNIVERSITY OF SOUTH CAROLINA

CENGAGE

With the support and co-sponsorship of Cengage, The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation's campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients

Nicole T. Carr
Associate Vice President, Student Academic Success and Associate Professor of Sociology
University of South Alabama

Dr. Nicole T. Carr is Associate Vice President for Student Academic Success at the University of South Alabama. In this position she provides university leadership targeting one of the five institutional priorities: student success and access. Her unit encompasses a range of services rounding out students' academic experience, including academic advising, tutoring, Career Services, and the university Writing Center. Carr has developed and/or supervised a variety of student success initiatives including a wide-scale implementation of learning communities; the development and implementation of the university's First Year Advising Center, now Academic Advising and Transfer Services; the implementation of large scale technology in support of student success; the production of a university-specific first year experience course text and the establishment of common learning objectives for first year courses; a robust peer academic leader program; and the development of the annual South Alabama Conference on Teaching and Learning. She has also collaborated extensively with Student Affairs, most notably in designing the university Week of Welcome and instituting an academic Convocation. Since 2010, with the support of the President and Provost, Dr. Carr has led the University in improving first year student retention by 13 percentage points, and four-year graduation rates by 18 percentage points. Continued focus on persistence and graduation, especially closing equity gaps, now involve need based gap grants, attendance initiatives, degree milestones, probation advising, and additional engagement with technology in support of success.

Lorenzo G. Eduvala
Student Academic Counseling Specialist
University of Guam

Lorenzo G. Eduvala is a Student Academic Counseling Specialist at the University of Guam. He helped pioneer the First Year Seminar. He exemplifies the value, strength and uniqueness demonstrated by the university and is a firm believer that, besides being the natural choice, UOG should be the first choice for his community. He has chosen to work for an organization with strong local ties, one deeply rooted in his community and dedicated to the development and success of the people. He obtained his Bachelor's degree in Business Administration cum laude from the University of San Francisco and his Master's degree in Business Administration from the University of Guam.

Tracey Glaessgen
Associate Director, Center for Academic Success and Transition
Missouri State University

Dr. Tracey Glaessgen started her professional career at Missouri State University in 2002 as a graduate assistant in English. After completing two master's degrees, Glaessgen moved into academic advising full time. Along with her advising duties she taught the First-Year Foundations course and has taught it for fourteen years. Glaessgen has received awards including NACADA Outstanding Advisor--Primary Role, the Curtis P. Lawrence Excellence in Advising Award, and the NACADA Graduate Student Scholarship to support her doctoral research on first-generation exploratory students. Her administrative roles include Assistant Director of First-Year Programs and Associate Director of the Center for Academic Success and Transition. Glaessgen has authored six publications and numerous conference presentations focused on proactive advising first-year and first-generation students.

Peter Higgins
Assistant Vice President of Academic Excellence
Gordon State College

Peter Higgins is currently Assistant Vice-President for Academic Excellence at Gordon State College. He was born in Boston, Massachusetts, and earned his Masters degree in English at Memphis State University in 1991. He started at Gordon State in 2001 as adjunct English faculty. In 2008, he was hired as Director of Student Success, overseeing Gordon State's new Student Success Center. In 2017, he was promoted to his current position. In that role, he oversees all academic support programs; Gordon State's First-Year Momentum Program; GSC's Minority Advising Program; GSC's Honors Program; and the Hightower Collaborative Learning Center and Library.

Allison Hoffmann
Director of Academic Success and Retention
Northwest Missouri State University

Dr. Allison Hoffmann serves as the director of Academic Success & Retention at Northwest Missouri State University. In this role, Hoffmann oversees academic advising and success coaching, academic support (tutoring and SI), orientation, first year experience, and institutional student success and retention/persistence efforts. Under Hoffmann's leadership, Northwest Missouri State created an integrated model for first-year student success, resulting in the institution's three highest retention rates.
Prior to the creation of the Academic Success & Retention unit in 2017, Hoffmann served as a senior instructor in the Booth School of Business, director of the University Seminar program, and a provost fellow at Northwest Missouri State University.
Hoffmann holds a bachelor's and master's degree from Northwest Missouri State University and a doctorate of business administration from the University of the Incarnate Word.

Renique Kersh
Associate Vice Provost for Student Engagement and Success
Northern Illinois University

Dr. Renique Kersh has been a scholar and practitioner in the field of higher education for over 20 years. She has had a diverse career with expertise in college student retention, leadership education and college student success and engagement. Dr. Kersh began her career in Student Affairs and has leveraged her knowledge of student development through her role as Associate Vice Provost for Student Engagement and Success at Northern Illinois University. She is a committed wife and mother of two and embraces her work as purposeful and important to increasing social mobility and producing future generations of leaders and scholars.

Nicholas Koberstein
Founding Associate Professor, Child and Family Studies; Associate Professor, Psychology
Keuka College

Dr. Nicholas Koberstein is an Associate Professor of Psychology, and founding faculty member in the Child and Family Studies program at Keuka College. With research interests in self-efficacy, identity development, and family dynamics, Dr. Koberstein applies a great deal of his research passions in the classroom. A self-professed, 'Quirky Professor', Dr. Koberstein enjoys teaching in unconventional ways that help students develop their own methods and pride in their work. When not on campus mentoring and challenging students to thrive, Dr. Koberstein spends his time relaxing with his wife and two children, and their many pets.

Damon Kraft
Provost
Kansas Wesleyan University

Kraft started at KWU in 2011 as Assistant Professor of English, receiving promotion to Associate Professor in 2015. He served in various administrative roles, including Director of Graduate Education and Assistant Provost, being promoted to Provost in 2017. As Provost, Kraft has spearheaded KWU''s top two retention rates in the past 25 years, and helped lead efforts to increase awareness of campus diversity, particularly in terms of integrating diversity and inclusivity into the classroom. Kraft is the KWU representative for the Marine Toy Box charitable initiative. He and his wife enjoy being involved in the community with their two children.

Crystal Pitrois
Department Head, Academic Connections
Greenville Technical College

Crystal Pitrois is a groundbreaking professor, student advocate, and leader of Academic Connections—the department delivering FYE instruction and programming to Greenville Technical College newest students. Recently, Pitrois led expansion of the Freshman Seminar course. Now mandatory and contextualized by major, the course supports advising and features service learning, financial literacy, and open education resources. Pitrois also oversees a high-enrollment E-Learning Readiness course for online students. Additionally, Pitrois has shaped GTC's response to basic needs insecurities. She oversees a food pantry to connect students with emergency assistance, public resources, and support from a Financial Education Center that Academic Connections also operates.

Asif Wilson
Associate Dean of Instruction
Harold Washington College

Dr. Asif Wilson serves as Associate Dean of Instruction at Harold Washington College. As the chair of the Interdisciplinary Studies department, Dr. Wilson has led Harold Washington College's First Year Experience programming. His leadership has transformed a department that started with one course offering, holding little relevance to the students' lives or communities, into one, with multiple courses that support the whole student. That includes a course dedicated to the study of Harold Washington, the college's namesake and first Black mayor of Chicago, and a trauma-informed and healing-centered course that creates spaces for students to navigate the complexities in their lives by recognizing their power to create change. Dr. Wilson is a justice-centered, unapologetic leader who seeks to use his power to create less harmful conditions for students to flourish. Dr. Wilson's scholarship explores the historical and contemporary intersections of race, place, and pedagogy in the context of popular education, teacher and pre-service teacher education, justice centered and culturally sustaining pedagogies, trauma, and healing.

Semifinalists

Wanda S. Ingram
Providence College

Asley Purgason
University of Texas at Arlington

Christina A. Downey
Indiana University, Kokomo

Evanda Watts-Martinez
Richard Bland College of William and Mary

Gina G. Immucci
Lehman College, CUNY

Carol Voss-Ward
University of South Dakota

Jaclyn Rodriguez
University of Memphis

Christine Krieger
Goucher College

Gabriela Rodriquez
Oxnard College

Terry W. Casey
Jacksonville State University

Charle Coffey
Motlow State Community College

Leonard C. Bass
Valencia College

Mary Katherine Watson
The Citadel

Nicholas Petty
Cleveland State University

Colleen Dallavalle
Seton Hall University

Jasmine Camponeschi
Adams State University

Nominees

Anne M. Brown
Virginia Tech

Marjorie Moore
Herkimer County Community College

Chelsie Hawkinson
Texas A&M University, Corpus Christi

Larry Green
Grambling State University

Patricia Moran Micks
University of Texas, Austin

Sharoll Williams-Love
Harford Community College

Thelma Alvarez-Cordero
Inter American University, Puerto Rico Metropolitan

Elliott Kimball
University of North Carolina, Greensboro

Danelis Ajaezi
University of New Hampshire

Paola Castaneda-Documet
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Nancy Ritchie Beasley
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Elizabeth Brzeski
Carroll University

Brad Bostian
Central Piedmont Community College

Lauren Thompson
McKendree University

Derek Moyer
Warner Pacific University

Marci Muckleroy
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Allison Vickers
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Elijah Sims
Long Beach City College

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Jennifer Graham
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MyAsia Timmons
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Weber State University

Jessica Lynch
Bellarmine University

Eric Tack
Clayton State University

Billy Benson
Mississippi Valley State University

Lisa Gradone Miles
University of Richmond

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Fellowship Recipients

Christopher Garcia
University of Texas at San Antonio

Blake Harrsch
Seton Hall University

Abigail Ramirez
California State University, Sacramento

Alison Gisi
University of South Dakota in Vermillion, SD

Cecelia Tatro
University of South Carolina

Semi-Finalists

Kyala Williams
Georgia College

Adina Bonaccorsi Loomis
Washington University in St. Louis

Kiara Vasquez
UMass Lowell

Jenna Biagi
Lindenwood University

Nominees

Alison Gisi
University of South Dakota

Arbine Ryan
Queensborough Community College

Cassidy Eversole
Southcentral Kentucky Community and Technical College

Catherine Eldredge Lee
Occidental College

Debby Fernand
University of Massachusetts Lowell

DJ Hardwick
University of Nebraska at Kearney

Gabriella Ruiz
California State University Sacramento

Hannah Kinsella
DePaul University

Ja-Mareo Barlow
California State University Sacramento

Jessica Otto
Montana State University

Marilyn Zuniga
Queensborough Community College

Sarah Hayter
SouthCentral Kentucky Community and Technical College

TyChaunda Lawanna Brown
University of South Alabama

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Sponsored by Penguin Random House and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success. Universities were asked to submit one representative for their campus to be nominated for this award.

Award Recipient

Crystal J. Allen
Program Director and Associate Faculty
Lone Star College, North Harris

Crystal J. Allen is an educator with eighteen years of experience in higher education. She currently serves as Program Director and Associate Professor of Education in the Social and Behavioral Sciences, Business, and Economics Division (SBSBE) at Lone Star College-North Harris in Houston, TX. Dr. Allen is responsible for the training, development, and support of over 40 adjunct faculty, teaching the first-year experience course, and implementing programs to advance the student success program at her College. She also manages several student success initiatives with special populations of students including: PUENTE, Dual-credit, Honors, ESOL, Workforce, and Veterans. She is a proud first-generation college graduate, earning degrees from Prairie View A&M University, University of Phoenix – Houston Campus, and Texas A&M University, where she earned her doctoral degree in Educational Administration and Human Resources with an emphasis in College Teaching. Post-graduation, she received the Outstanding Dissertation Award from the American Association of Blacks in Higher Education (AABHE). Her experience as a first-generation college student fuels her dedication to the success of all first-year students. Her research interests include: (a) student success initiatives; (b) first-generation college students and graduates; and (c) the African American college-going family. In 2018, Dr. Allen was the recipient of the Lone Star College Faculty Excellence Award. She was also a contributing editor of the four-year version of Understanding Your College Experience (2nd Edition.) Dr. Allen resides in Houston, TX. with her husband Charles and daughter Celeste.

Semifinalists

Wendy S. Miner
Truman State University

Lori Holleran Steiker
University of Texas at Austin

Christopher Jeansonne
Rensselaer Polytechnic Institute

Nominees

Buddy W. Howell
Virginia Tech

Morolake Laosebikan-Buggs
University of North Carolina, Greensboro

Renee K. Dimino
Monroe Community College

David Venturo
The College of New Jersey

Rebecca Schroeder
University of Texas at San Antonio

Joel Dubois
California State University, Sacramento

William H Johnson Jr.
University of North Carolina, Greensboro

Jennifer Tomlinson
Valencia College

CALL FOR PROPOSALS

Paul P. Fidler
RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2021-2022 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

Comprehensive Award Package

- Stipend of $5,000
- Travel to the 28th National Conference on Students in Transition, October 2021, in Jacksonville, Florida, at which the award will be presented
- Travel to the 29th National Conference on Students in Transition, 2022, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 1, 2021.

Application Procedures

The application and proposal form can be found at www.sc.edu/fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.
For more information, send an e-mail to nrcrsrch@mailbox.sc.edu.

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

Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders
Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities

Brett Ranon Nachman
Piecing Together the Community College Puzzle: How Autistic Students Transition Into and Through Community College

Will Sheppard and Brandy Bryson
Academically Achieving Black Males at HBCUs: A Mixed-Methods Study of First-Year Students Academic and Transitional Studies

Blake Silver
Transitioning OUT: Lesbian, Gay, and Bisexual Students' Experiences in the Senior Year

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UNIVERSITY OF SOUTH CAROLINA

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.

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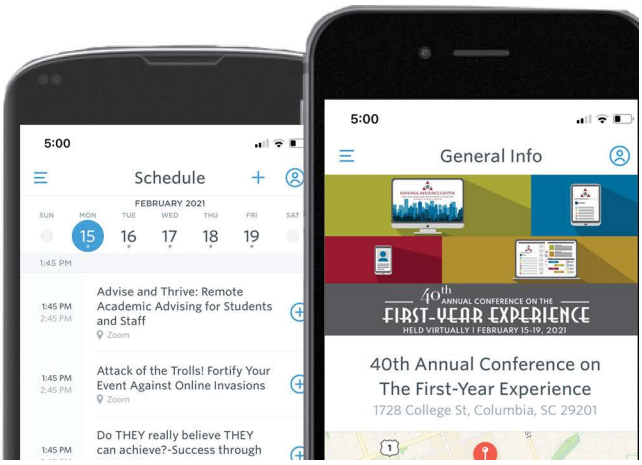

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Rojo Aubrey, Thomas Edward	Glendale Community College	CT-45
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Roth, Deb	Kendall Hunt Publishing Company	V-10
Sabol, David	Indiana University Purdue University Indianapolis (IUPUI)	CT-151
Sáenz, Victor	University of Texas at Austin	Closing
Safin, Kelly	University of Pittsburgh at Greensburg	CT-75
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Scharphorn, Jericha	Calvin University	CT-72
Schlesselman-Tarango, Gina	California State University, San Bernardino	CR-170
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Seldon, Kristen	Innovative Educators	V-29
Senyo, Katsumi	Yamagata University	CI-60
Shaffer, Amanda	Macmillan Learning	V-117
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Shishineh, Laila	University of Maryland Baltimore County	FD-34, CI-84, CI-94
Shoop, Tiffany	Virginia Tech	FD-160
Shopbell, Nicole	University of Minnesota	FD-169
Shumate, Scott	Austin Peay State University	FD-137
Siegel, John	University of South Carolina Upstate	CT-161
Sigmon, Cody	Ohio University	CT-115
Sikorski, Angela	Texas A&M University-Texarkana	FD-74
Sitlington, Claudia	Moorpark College	CT-13
Skelton, Andrew	York University	CI-177
Smith, Simone	College of Southern Nevada	CT-130
Solomon, Samantha	Washington State University	CT-18
Sparrow, Michael	Northampton Community College	CI-22
Sperry, Rita	Texas A&M University-Corpus Christi	FD-6
Stanislaw, Harold	California State University, Stanislaus	CR-101
Stebleton, Michael	University of Minnesota	FD-169
Stern, Isadora	American University	CI-44
Stevens Taylor, Calley	Cedar Crest College	CP-157
Straccia, Andrea	University of Colorado Boulder	FD-149
Strunc, Abbie	Texas A&M University-Texarkana	FD-74
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Symonds, Sylvia	Arizona State University	CT-37
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Terry, Rachel	Utah Valley University	CT-2
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Urra, Alexa	Florida International University	CR-139
Utterson, Andrew	Ithaca College	CI-141
Vaughan, Angela L.	University of Northern Colorado	CR-23, FD-47, FD-121, FD-138, FD-178
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Villatoro, Melanie	NYC College of Technology	CI-185
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Wallace, Cindy	Appalachian State University	CT-125
Wallace, Krista	University of Maryland, Baltimore County	FD-34, CI-94
Walters, Nicole	University of St. Thomas	CT-176
Washington Johnson, Kenya	Florida A&M University	FD-154
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Whitley, Sarah	Center for First-generation Student Success	FS-165
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Williams, Cynthia	Washington State University	CT-18
Winfield, James	Benedict College	FD-12
Wofford, Jennifer	Ithaca College	CI-141
Wolf, Whitney	Kendall Hunt Publishing Company	V-10
Woosley, Sherry	Macmillan Learning	V-117
Yoo, Grace	San Francisco State University	CR-122
George Young, Dallin	University of South Carolina	CT-25, CT-65, FS-126
Youngblood, R. J.	Kansas State University	FD-5
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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 28th 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 28th 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

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More information regarding the award will be available at www.sc.edu/fye

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

The National Resource Center for The First-Year Experience and Students in Transition would like to congratulate the recipient of the **John N. Gardner Institutional Excellence for Students in Transition Award.**

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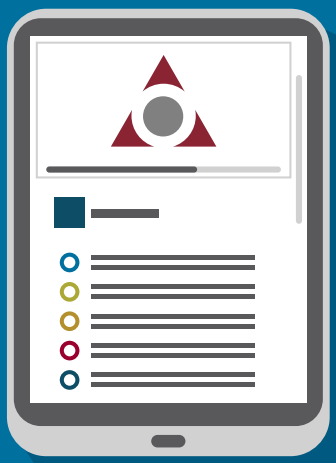

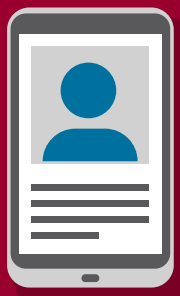

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