



NATIONAL RESOURCE CENTER

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

41ST ANNUAL CONFERENCE ON THE
FIRST-YEAR
Experience

ORLANDO, FLORIDA
FEBRUARY 12-15, 2022

CONFERENCE
Program





Dear Conference Delegates,

I am honored to welcome delegates from campuses across the United States and internationally to the 41st Annual Conference on The First-Year Experience both in Orlando, Florida and via our virtual option. I speak for all the staff and affiliates of the National Resource Center for The First-Year Experience and Students in Transition and the University of South Carolina when I extend warm conference greetings to you all.

It has been two years since we have been able to convene in person. In that time, we have lived through one of the more tumultuous times in modern history. We have sustained serious losses. We have witnessed horrible racial violence and transgressions. We have experienced both physical and ideological separation.. We have redefined campus community and educational experiences in ways that have challenged us emotionally, intellectually, and spiritually. We have gone through processes of sadness and grief. However, now is the time when we can turn the page to healing and hope and convenings like the Annual Conference on The First-Year Experience, and the sense of community in the FYE&SIT global network are pivotal to us focusing on the future. To borrow the words of Amanda Gorman, National Youth Poet Laureate, in her recent poem titled "New Days' Lyric" (2021):

*May this be the day
We come together.
Mourning, we come to mend,
Withered, we come to weather,
Torn, we come to tend,
Battered, we come to better.
Tethered by this year of yearning,
We are learning
That though we weren't ready for this,
We have been readied by it.
We steadily vow that no matter
How we are weighed down,
We must always pave a way forward.*

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful networks between delegates, presenters, and exhibitors during the event and beyond. As we face a time of significant transition in society, the economy, and higher education, it has never been more important for us to connect, communicate, and forge community. As such, we encourage you to take full advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, support one another, and learn from your fellow delegates about promising practices for first-year students in the United States and across the globe.

The staff of the National Resource Center are here to help you in any way that we can. Please do not hesitate to contact us if you have any questions or concerns. We look forward to meeting you, working with you, and learning from you during our time together at the conference and in the future.

Sincerely,

Jennifer R. Keup

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

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CONFERENCE SCHEDULE

FRIDAY | FEBRUARY 11, 2022

- 8:00 a.m. – 4:00 p.m. Conference Registration
- 8:00 a.m. – 5:00 p.m. 2-Day Workshop: Developing & Sustaining First-Year Seminars (additional registration fee)

SATURDAY | FEBRUARY 12, 2022

- 7:30 a.m. – 6:00 p.m. Conference Registration
- 8:00 a.m. – 5:00 p.m. Preconference Workshops (additional registration fee)
- 5:30 p.m. – 7:30 p.m. Opening Session with Keynote Address
— **Tia Brown McNair**
- 7:30 p.m. – 8:30 p.m. Opening Reception

SUNDAY | FEBRUARY 13, 2022

- 7:30 a.m. – 9:00 a.m. Continental Breakfast
- 7:30 a.m. – 5:00 p.m. Conference Registration
- 7:45 a.m. – 8:45 a.m. Primer for First-Time Attendees
- 9:00 a.m. – 12:30 p.m. Conference Sessions
- 2:00 p.m. – 5:45 p.m. Conference Sessions

MONDAY | FEBRUARY 14, 2022

- 7:30 a.m. – 9:00 a.m. Continental Breakfast
- 8:00 a.m. – 5:00 p.m. Conference Registration
- 8:00 a.m. – 10:15 a.m. Conference Sessions
- 10:30 a.m. – 12:00 noon Plenary Address
— **Dan Friedman**
- 1:30 p.m. – 5:15 p.m. Conference Sessions

TUESDAY | FEBRUARY 15, 2022

- 8:00 a.m. – 9:00 a.m. Continental Breakfast
- 8:00 a.m. – 11:00 a.m. Conference Registration
- 8:00 a.m. – 10:15 a.m. Conference Sessions
- 10:30 a.m. – 11:30 a.m. Closing Address
— **Laurie Schreiner**

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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 post-secondary 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, 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.

Registration Information

The conference Registration and information desk is located in the Convention Lobby. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you throughout the conference.

Hotel Map

A floor plan of the meeting rooms at the Rosen Centre Hotel is in Guidebook and on the last page of the program.

National Resource Center Publications

We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are being distributed by Stylus. Limited numbers of select publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth (Booth 35-36 in Vendor Hall) to browse our most popular titles.

Philanthropy Project

Knights Helping Knights Pantry at Rosen College

The Knights Helping Knights Pantry at Rosen College is committed to serving students by providing food to foster continued academic success and increase retention for students in need. Knights Helping Knights (KHK) Pineapple Pantry opened its doors to help aid our students with food insecurities. In four short months of operation in 2020, Knights Helping Knights Pineapple Pantry served 115 individual students (non-repeats), with 12 volunteers and provided 564lbs of non-perishable food. The Pantry received 909 lbs. of donated non-perishable foods.

Pencil Project

As in years past, The National Resource Center for The First-Year Experience and Students in Transition encourages you to participate in our ongoing outreach project to encourage low-income K-12 school students to consider higher education in their future. The conference organizers invite all conference participants to bring at least one new pencil (bring as many as you like) with your college

or university name or logo to the conference registration desk so they can be distributed to low-income students in the host city or in Columbia, South Carolina. We hope you will participate in this effort.

Outstanding First-Year Student Advocate Sessions



2022 Advocate



Past Advocate

Several current and past recipients of the Outstanding First-Year Student Advocate award are presenting sessions at this conference. These sessions will be designated with the special symbols seen above.

Excellence in Teaching First-Year Seminars Award



2022 Award Recipient



Past Recipient

Current and past recipients of the Excellence in Teaching First-Year Seminars award are presenting sessions at this conference. These sessions will be designated with the special symbols seen above.

Virtual Sessions



Sessions being presented in a virtual format are designated by the "play" symbol.

Nametag Ribbons

White	First-Time Attendees
Gold	Outstanding First-Year Student Advocates
Light Blue	Presenters
Blue	Volunteers
Green	Vendors

Session Evaluations

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

Conference Evaluations

An Overall Conference Evaluation Form will be sent to you via Anthology after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and improve future conferences; therefore, your comments are extremely important. The link to this evaluation form will be emailed out following the conference.

Internet Access

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

Network Name: **Convention Wireless**
Password: **RCFYE**

Copies and Faxes

FedEx Office and Print Center, located inside the Orange County Convention Center - West Concourse

Phone: 407-363-2831
Sunday - Friday: 8:00 a.m. - 5:00 p.m.

GENERAL INFORMATION

find us on guidebook

Download the Guidebook app and search *41st Annual Conference on The First-Year Experience*, or by scanning our QR code.

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 "2022fye" 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>.

Mark Your Calendar



April 4 - 29, 2022
Supporting the Collegiate Student-Athlete Outside of Sport
Online Course

May 23 - June 17, 2022
Understanding and Supporting Transfer Student Success
Online Course

June 27 - July 22, 2022
The Bridge to Anywhere: Enhancing Student Success and Institutional Impact Through Bridge Programs
Online Course

July 25 - August 19, 2022
Made to Measure: Intermediate Principles of Assessment
Online Course

October 2 - 4, 2022
29th National Conference on Students in Transition
Atlanta, Georgia

February 3 - 6, 2023
42nd Annual Conference on The First-Year Experience
Los Angeles, California

www.sc.edu/fye



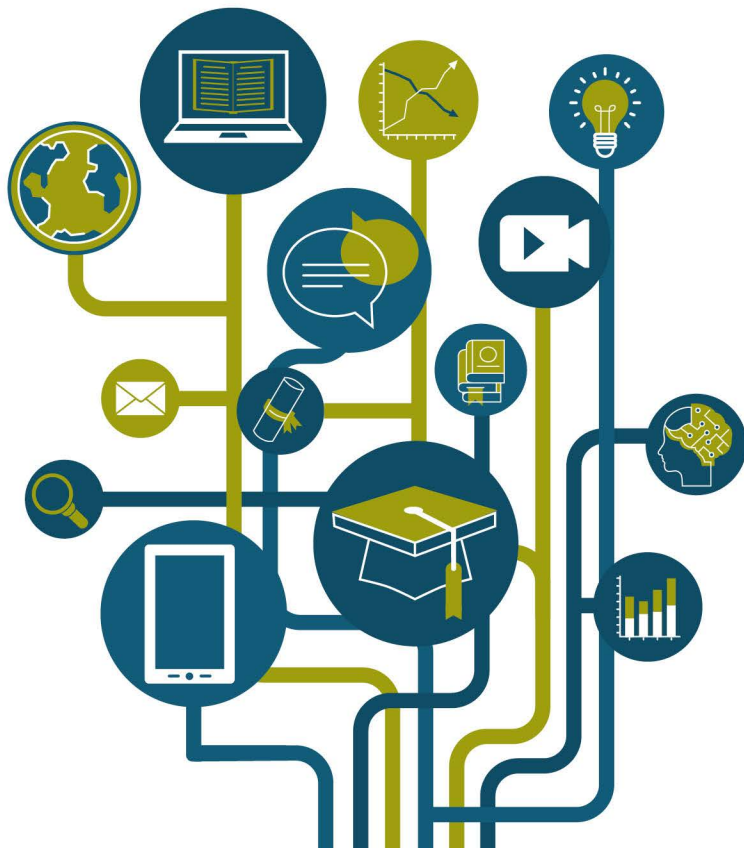
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ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

.....
APRIL 4 - 29, 2022

SUPPORTING THE COLLEGIATE STUDENT-ATHLETE OUTSIDE OF SPORT

Instructor: Amy Densevich

REGISTRATION DEADLINE:

MARCH 25, 2022

WWW.SC.EDU/FYE/OC

SESSION FORMATS

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.

STAFF ROSTER

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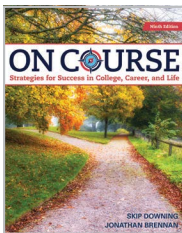
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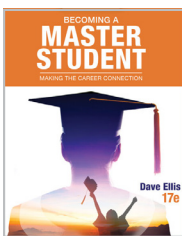
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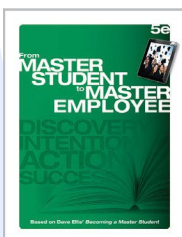
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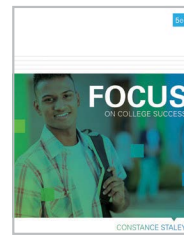
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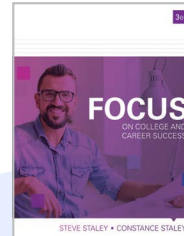
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ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE
AND STUDENTS IN TRANSITION

MAY 23 - JUNE 17, 2022

UNDERSTANDING AND
SUPPORTING TRANSFER
STUDENT SUCCESS

Instructor: Catherine Hartman, Ph.D.

REGISTRATION DEADLINE:

MAY 16, 2022

WWW.SC.EDU/FYE/OC

find us on

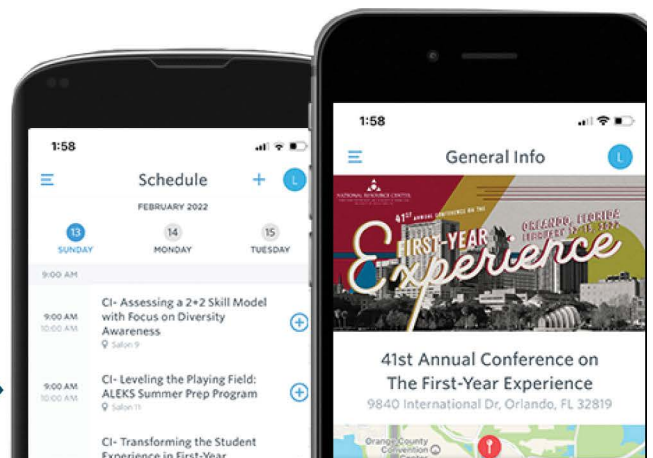
guidebook

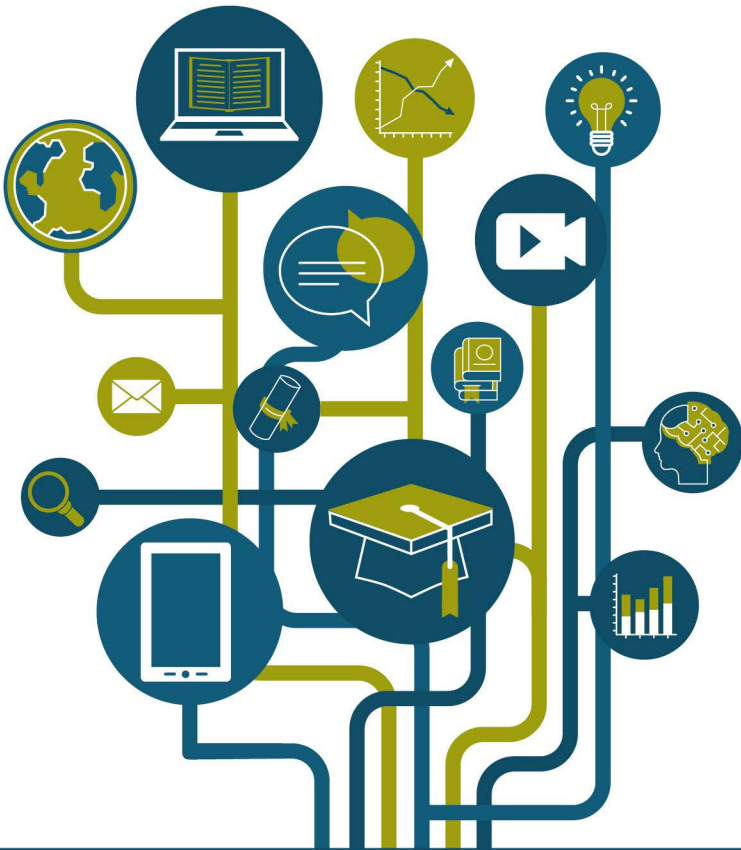
Make the most of your experience at FYE 2022!

Use Guidebook to:

- Get the most up-to-date scheduling information.
- Complete session evaluations.
- Enter drawing to win complimentary registration to FYE 2023 and more!

Use the “have a passphrase” feature and enter “2022fye” to find this year’s guide.





ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

JUNE 27 - JULY 22, 2022

THE BRIDGE TO ANYWHERE:
 ENHANCING STUDENT SUCCESS
 AND INSTITUTIONAL IMPACT
 THROUGH BRIDGE PROGRAMS

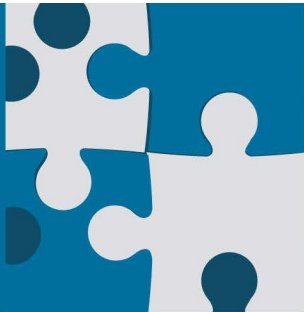
Instructor: Andrew "Drew" Newton, Ph.D.

REGISTRATION DEADLINE:
JUNE 22, 2022

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your ideas, questions, and research about student learning, satisfaction, retention and degree completion.

LEARN

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National Resource Center

Six unique listservs addressing six unique topics

FYE-List | SOPH-List | SYE-List | TYE-List | FYA-List | GRAD-List

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FEBRUARY 12-15, 2022

SPONSORS &
Vendors



VENDORS

Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience. Vendors are located in Grand Ballroom ABC.

HarperCollins Publishers	1, 2, 3	National Resource Center for The First-Year Experience and Students in Transition	37, 38
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Thank you to our sponsors!



Self-Directed Search



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Grand Ballroom ABC

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Entrance Prefunction Area

Vendor Hall Schedule

You will have the opportunity to visit with vendors during continental breakfasts, refreshment breaks, and the opening reception in addition to the vendor hall hours below:

Saturday, February 12, 2022
7:00 p.m. – 8:30 p.m.

Sunday, February 13, 2022
7:30 a.m. – 11:00 a.m.
1:00 p.m. – 5:00 p.m.

Monday, February 14, 2022
7:30 a.m. – 12:00 noon

SPONSORS & VENDORS

Sponsor & Vendor Information

Conference participants are invited to visit commercial and non-profit vendors showcasing their products and services for enhancing the first-year experience.



Advantage Design Group

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Alpha Lambda Delta

The Honor Society for First-Year Academic Success

www.nationalald.org

Alpha Lambda Delta National Honor Society

Retain high-achieving first-year students with an Alpha Lambda Delta chapter on your campus. Guiding students to academic and career success, ALD provides: - a community of scholars recognized early in college - a platform to develop leadership skills - financial support through scholarships - opportunities for community engagement.



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anthology

Advancing Knowledge

Anthology

Anthology exists to help advance higher education by focusing on the learner's needs throughout their journey. By delivering insights through a connected data experience, Anthology solutions create operational efficiencies, identify opportunities, and empower institutional leaders to guide students on a path to success. Learn more at www.anthology.com.



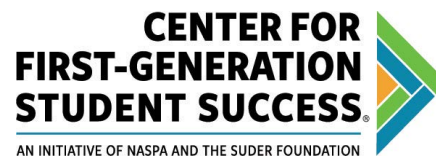
Career Key Inc

Get to know your students better, faster with Career Key's new Career Decision Profile (CDP) assessment and other self-guided, research-based tools. Founded by a counselor educator for educators, Career Key has helped postsecondary advisors, faculty and counselors increase students academic and career success for over 20 years.



Cengage

Cengage, a global education technology company serving millions of learners, provides affordable, quality digital products and services that equip students with the skills and competencies needed to be job ready.



Center for First-Generation Student Success

The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, is the premier resource for evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students. Visit the Center at firstgen.naspa.org and follow on social media @FirstgenCenter.



COMMUNICATION EVOLVED

Comevo, Inc.

Comevo is the market leader in virtual orientation making orientation accessible, straight forward, and interactive – creating a better experience for students while getting them ready for the year ahead. Whether it's through videos modules, dynamic Q&As, or student checklists, Comevo's focus is on streamlining communication for student success.



Fable

Fable is a digital platform that supports First Year reading programs. We seamlessly distribute ebooks across the world to your students and support meaningful chat-based discussions with trained moderation. Your students can read together, share highlights, comment, and start conversations inside the text of the ebook itself.



Foundation for Individual Rights in Education

The Foundation for Individual Rights in Education's mission is to defend and sustain the individual rights of students and faculty members at America's colleges and universities. These rights include freedom of speech, freedom of association, due process, legal equality, religious liberty, and sanctity of conscience & the essential qualities of liberty.



FranklinCovey

FranklinCovey Co. (NYSE: FC) is a global consulting and training leader in the areas of strategy execution, leadership, customer loyalty, sales performance, school transformation and individual effectiveness. FranklinCovey's education division is one of the world's most prominent and trusted providers of education-leadership programs and transformational processes in the world.



Goodheart-Willcox

Experts in Career and Technical Education, Goodheart-Willcox delivers authoritative content for teaching and learning success. Learn more about new digital learning solutions, textbooks, and instructor resources at our booth or visit www.g-w.com. Together, We Build Careers!



HarperCollins Publishers

HarperCollins is proud to publish books for first-year and common read programs, from favorites such as Margot Lee Shetterly's HIDDEN FIGURES and Matt Richtel's A DEADLY WANDERING to newer titles like Jose Antonio Vargas's DEAR AMERICA and Celeste Headlee's SPEAKING OF RACE.



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.



Ingram Academic

Visit the Ingram Academic booth to browse books from a variety of publishers including Grove Atlantic, New York University Press, The New Press, and more. We're showcasing key general reads that will leave an impact with students. We have great offerings included diverse memoirs/autobiographies, books on activism/social criticism, environmental and social justice and more. Make sure to browse our author videos. If you're not able to visit our booth, browse ingramacademic.com to request desk and exam copies.



Innovative Educators

Innovative Educators is a Women-Owned Business that partners with institutions of higher education to provide online services for students, faculty & staff, and parents & families. Our experience in student services, academic affairs, and online learning gives us first-hand knowledge of helping students succeed while supporting your institution's goals.



Inspiring Comfort LLC

Inspiring Comfort LLC, was founded on the belief that today's increasingly isolated, socially disconnected, and hurting world demands that we do a better job of taking care of each other. The company has been awarded 3 research studies to further the critical human care skill of comfort.



Gardner Institute

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.

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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. LAUNCH's workshops and professional development sessions help campuses create cultures of EQUITY & 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.



Macmillan Publishers

Books for your Common Reading program from Farrar, Straus & Giroux; St. Martin's Press; Henry Holt; Flatiron Books; Celadon; and Tor Books.



McGraw Hill

For more than 130 years, McGraw Hill has been a leader in education. Our content and platforms provide global, flexible solutions to meet a diverse student population. We continue to partner with educators to leverage the power of adaptive technology and data, reaching students in ways never before possible.



MENTOR
COLLECTIVE

Mentor Collective

Mentor Collective is the only provider of large-scale mentorship programs focused on holistic student success. We partner with universities using a combination using services, technology, and research to design and implement mentorship programs.



NATIONAL RESOURCE CENTER

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

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

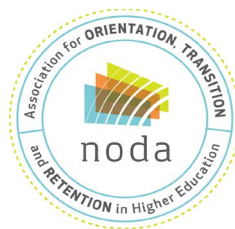
NSSE is a self-supporting auxiliary unit within the Center for Postsecondary Research (CPR) in the Indiana University School of Education. The Beginning College Survey of Student Engagement (BCSSE) first launched in 2007 as a companion survey to the National Survey of Student Engagement (NSSE).



Nearpeer

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.

Pathways to
EMPOWER

Pathways to Empower

At Pathways to Empower, we teach people the simple brain science of building resilience, fostering mental wellness, and nurturing leadership. Our highly engaging programs provide real-world applications and strategies that can be used right away.



Education

Penguin Random House

Penguin Random House publishes a selection of fiction and nonfiction titles appropriate for First-Year Experience and common reading programs. The recommendation in our 2022 exhibit are from our publishing divisions, including Knopf Doubleday and client publishers, and will help instigate reflection and discussion among first year students. www.commonreads.com



Raftr

Meet Raftr, a strategic omni-channel communication and community building platform that reimagines campus communities by empowering every member to connect and thrive.

**ROUNDING
SOME
CORNERS**

Rounding Some Corners

An effective book (available hard copy or online) for engaging students in an FYE course or a Common-Read program to stimulate lively discussions invoking many viewpoints: Rounding Some Corners--Observing Life's Oddball Ironies (Fountainhead Press), by Rob McKenzie, Ph.D, Professor and Chairperson of Communication at East Stroudsburg University of Pennsylvania

Self-Directed Search



Self-Directed Search (SDS)

The Self-Directed Search® (SDS®), published by PAR Inc., is the gold-standard career assessment and exploration tool, helping educators, advisers, and career professionals guide students to fulfilling majors and occupational matches, leading to more rewarding futures. To learn more about the SDS, please visit our booth.



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

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 student success startup with a mission to support those who aspire upward mobility. Our goal is to democratize student success by giving enrollment and student affairs officers unbiased, data driven tools to assess character skills, admit high potential students, develop their character and improve student retention.

SPONSORS & VENDORS



Talking College™

Talking College™, the Original Discussion Prompt Cards for the most important pre-college conversations about 'adulting' for incoming students and their parents. Created by Andrea Malkin Brenner, PhD, and building on the experiences of college faculty, staff, and families, these cards help prepare new students for the realities of campus life.



TAO Connect

TAO is a digital platform of online evidence-based psychoeducation content focused on improving well-being, resilience, and overall behavioral health.

The **Naked Truth** about
Turning Every Rejection into
Your **Ultimate Success**

The Naked Roommate

We provide publications, videos and speaking events (virtual & onsite) to support student transition and retention. This includes The Naked Roommate series, BeforeCollege.TV (www.BeforeCollege.TV) and the WIN OR LEARN programs (based on the book WIN OR LEARN by Harlan Cohen). To learn more visit www.HarlanCohen.com.



U-Thrive Educational Services

U-Thrive Educational Services provides mental and emotional wellness programs for college students rooted in the fields of Positive Psychology, Mindfulness, and Self-Compassion. Programs are designed to help students manage stress, become more resilient, and thrive throughout their undergraduate experiences and beyond.



Vaughan Advanced Learning Consulting

At VALC, we have the experience to fully develop new FYE programs or to adapt programs such that they improve student academic success and persistence. This includes assessing needs, designing and delivering instructor training, developing comprehensive curriculum, and evaluating short- and long-term effectiveness using sophisticated qualitative and quantitative analyses.



NORTON

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.



XanEdu

XanEdu has been increasing student engagement and enhancing learning outcomes since 1999 by delivering innovative solutions. We are committed to advancing the education tools for tomorrow through innovative products and services that meet students' evolving learning styles. We incorporate cutting-edge technology while maintaining our commitment to affordability and accessibility.



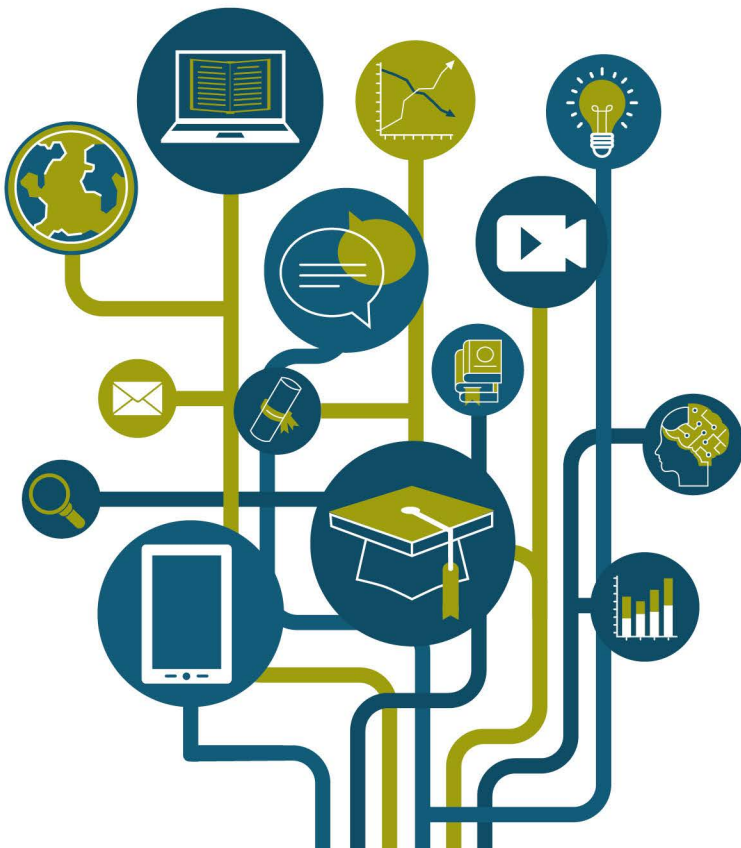
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UNIVERSITY OF SOUTH CAROLINA

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

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JULY 25 - AUGUST 19, 2022

**MADE TO MEASURE:
INTERMEDIATE PRINCIPLES
OF ASSESSMENT**

Instructor: Dallin George Young, Ph.D.

REGISTRATION DEADLINE:
JULY 19, 2022

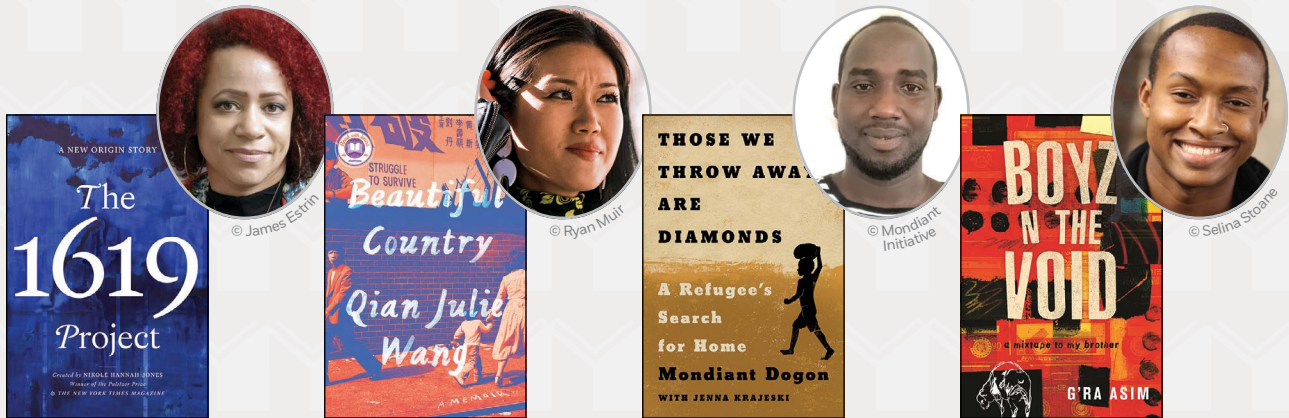
WWW.SC.EDU/FYE/OC

Penguin Random House

Author Events at First-Year Experience®

Saturday Dinner

• • • February 12, 2022 | 8:00pm – 10:00pm | Rosen Centre, Grand Ballroom E • • •



Nikole Hannah-Jones
THE 1619 PROJECT
(ONE WORLD)

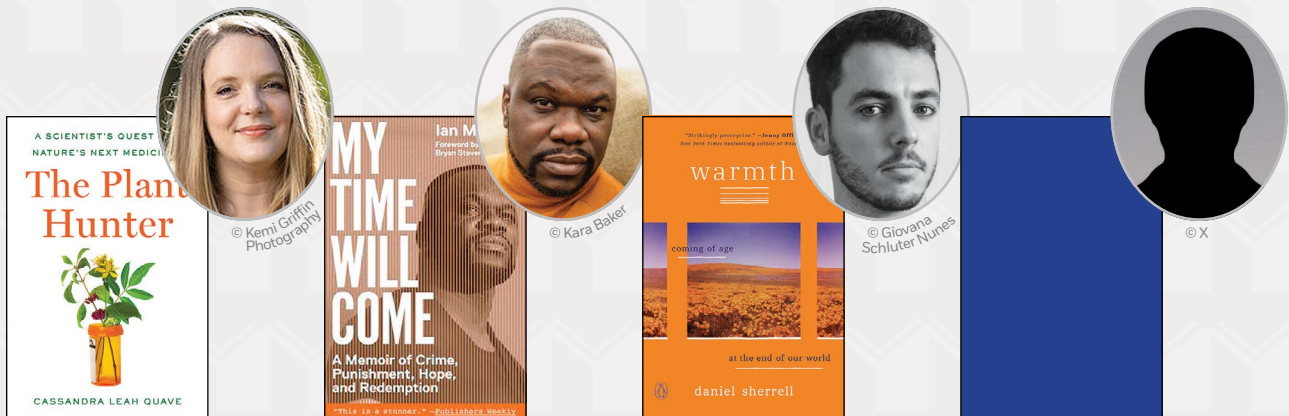
Qian Julie Wang
BEAUTIFUL COUNTRY
(DOUBLEDAY)

Mondiant Dogon
THOSE WE THROW AWAY ARE DIAMONDS
(PENGUIN PRESS)

G'Ra Asim
BOYZ N THE VOID
(BEACON PRESS)

Sunday Luncheon

• • • February 13, 2022 | 12:30pm – 2:00pm | Rosen Centre, Grand Ballroom D • • •



Cassandra Leah Quave
THE PLANT HUNTER
(VIKING)

Ian Manuel
MY TIME WILL COME
(VINTAGE)

Daniel Sherrell
WARMTH
(PENGUIN)

Author to be announced



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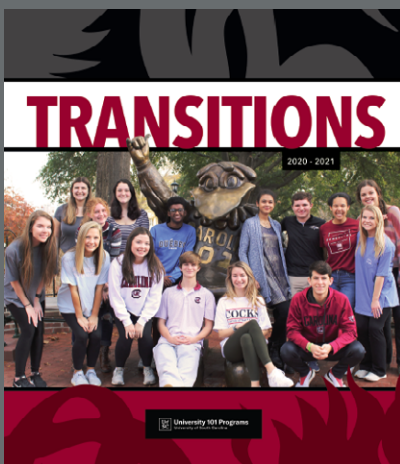
[twitter.com/
commonreads](https://twitter.com/commonreads)

To register for any of these events or for more information, go to: tiny.cc/PRHFYE22



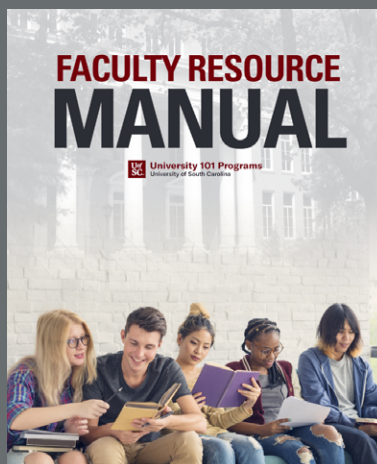
This year marks the 50th anniversary of the rebirth of the first-year seminar, **University 101**, at the University of South Carolina. This “educational experiment” has transformed the landscape of higher education and the culture and success of the University of South Carolina. We thank all those who have played a role, large or small, past or present, for contributing to the success of the first-year experience movement broadly and to the lives of individual students on campuses across the nation and the world.

For more information about the history and practices of **University 101**, please see our recent publications available through Stylus.



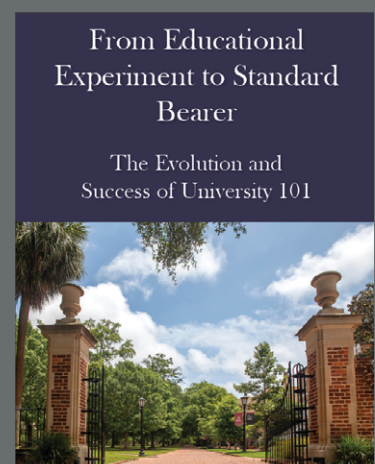
This customized textbook is a model for institutions working to design a custom-published first-year seminar text. Topics include time management, academic success strategies, career development, information literacy, health and wellness, and values and identity.

ISBN 978-1-942072-44-7.
246 pages. \$30.00



This resource provides a guide for how to design, manage and teach a first-year seminar, and evaluate student work. The manual also includes lesson plans, resources, and information about topics relevant to first-year student needs.

ISBN 978-1-942072-53-9.
592 pages. \$85.00



This book commemorates the impact University 101 has had on the University of South Carolina, the first-year experience movement, and first-year seminars across the world. This book also offers advice for replication.

Scheduled for release in fall 2022.

WANT TO IMPROVE STUDENT RETENTION?

Give your students a jumpstart before stepping foot on campus with the Advance Communication Hub.

Students stay on track and in the know using Comevo's:

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- Dynamic Q&A's



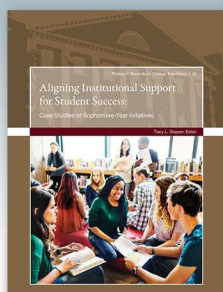
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for student success!

Schedule a Demo Today

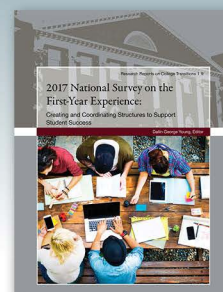
RESEARCH ON COLLEGE TRANSITION EXPERIENCES



Research Reports on College Transitions No. 11
Sustaining Support for Sophomore Students
Results from the 2019 National Survey of Sophomore-Year Initiatives
Catherine Hartman and Dallin George Young
ISBN 978-1-942072-54-6. 140 pages. **\$25.00**



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**

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PRECONFERENCE WORKSHOPS - FEBRUARY 11-12, 2022

Conference Registration

8:00 a.m. – 4:00 p.m.

Convention Registration Desk

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

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

2-Day Workshop | Developing & Sustaining First-Year Seminars

February 11-12, 2022 | 8:00 a.m. – 5:00 p.m. | \$450 | Salon 10

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

Katharine Pei, Director of the First Year Center
– *Washington University in St. Louis*

Julie McLaughlin, Chair, Professor of First Year Experience
– *Cincinnati State Technical and Community College*

Dustin Roberts, Assistant Director for the First-Year Experience
– *College of Charleston*

Guest Facilitators

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

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

The Developing and Sustaining First-Year Seminars Workshop is designed to provide those charged with the task of delivering a successful first-year seminar with valuable information, fresh ideas, and some much-needed inspiration. Faculty will build a framework where participants can engage in discussions with colleagues, examine trends and practices connected to first-year seminars, and identify new strategies to ensure the success of first-year students. Sessions have been designed to build on one another so that participants leave with a personalized action plan for use on their home campuses. Modeling the active pedagogies we advocate for our classrooms, the faculty employ group work, problem solving, case studies, and other strategies to engage participants in learning.

Full Day Workshop | Best Practice in the First College Year: Defining What Works and Why

February 12, 2022 | 9:00 a.m. – 4:00 p.m. | \$250 | Salon 3

John N. Gardner, Founder and Executive Chair
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-1 | Learning that Lasts: Enhancing Student Learning Through Critical Reflection

February 12, 2022 | 8:00 a.m. – 12:00 noon | \$150 | Salon 5

Dottie Weigel, Assistant Professor of Higher Education/Director, Graduate Program in Higher Education
– *Messiah University*

Sandy Greene, Assistant Director for Communications, University 101 Programs

Katie Hopkins, Assistant Director for Faculty Development, University 101 Programs
– *University of South Carolina*

As instructors, advisors, and cocurricular educators, we want students to make lasting connections between course material, experiences, and real-world application. A powerful way to accomplish this is through critical reflection. This enhances student learning and makes teaching and mentoring students more enjoyable. In this workshop, participants will explore ways to incorporate reflection in a variety of classroom and beyond-the-classroom contexts, including first-year seminars and other high-impact practices. Participants will gain strategies for incorporating reflection into their curriculum or first-year programming and will consider ways to assess effectiveness. Participants will be better equipped to help students apply knowledge in new contexts.

W-2 | Belonging, Mindset, and Resilience: Designing an FYE that Drives Success for First-Year Students

February 12, 2022 | 8:00 a.m. – 12:00 noon | \$150 | Salon 4

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

Bryce Bunting, Assistant Clinical Professor
– *Brigham Young University*

The COVID-19 pandemic has required adaptation for students, faculty, advisors, and nearly everyone on our campuses. Consequently, positive mindsets, resilience, and belonging have never been more critical for both students and institutions more generally. In this workshop, we will briefly explore relevant literature and then offer practical strategies for programming, messaging, and interventions that can support belonging, growth mindset, and resilience in and outside of the classroom, particularly for underrepresented student populations. In fact, we make the bold claim that supporting students in developing these learnable attributes may be the single most important outcome for students in transition.

W-3 | Creating or Revamping an Effective FYE Course at Two-Year Institutions

February 12, 2022 | 8:00 a.m. – 12:00 noon | \$150 | Salon 2

Julie McLaughlin, Chair, Professor, First-Year Experience
Ryan Shadle, First-Year Instructor
Diane Stump, Professor Emeritus/FYE Academic Support Specialist
– *Cincinnati State Technical and Community College*

Two-year colleges often struggle with what topics should be covered in an FYE Course and how it should be delivered, along with obstacles to implementing the course. This session will cover how to overcome these obstacles, how to select content and engage the students, the need for instructor training, effectively assessing the course, lessons learned from the pandemic, and how to make those tough administrative course decisions (i.e. class size, course standardization, etc.). This session will be relevant for schools trying to build an FYE course from scratch as well as schools who are trying to update their course.

PRECONFERENCE WORKSHOPS – SATURDAY, FEBRUARY 12, 2022

W-4 | Developing Academic Intervention Initiatives to Enhance Student Success and Persistence

February 12, 2022 | 8:00 a.m. – 12:00 noon | \$150 | Salon 1

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. Participants will consider intervention efforts beyond the traditional faculty referral early alert.

W-5 | Affecting the First-Year Experience for African-American and Hispanic Males

February 12, 2022 | 1:00 p.m. – 5:00 p.m. | \$150 | Salon 5

Wayne Jackson, Director of the Multicultural Academic and Support Services Department
– *University of Central Florida*

Tony Davis, Counselor

– *Montgomery County Community College*

Jamil Johnson, Higher Education Professor

– *University of Nevada Las Vegas*

This workshop will provide attendees with information on how they can help multicultural males be successful at their college/university. Participants will receive tips on what they can do to help males feel more a part of their college campus, how to get them involved and how to make them aware of various resources. By developing a planned approach to increase the multicultural male retention and graduation, the institution will then see success in reaching its overall retention goals and help males who might otherwise not have graduated, now achieve their dream of earning a college degree.

W-7 | It Takes a Village: Creating Campus Wide Student Success Approach

February 12, 2022 | 1:00 p.m. – 5:00 p.m. | \$150 | Salon 4

Sara Connolly, Assistant Dean

– *Sacred Heart University*

Craig Lennon, Dean of Students

– *University of Bridgeport*

Institutions continue to focus on increasing student success by tackling problems office by office, rather than looking at the entirety of the student experience. This workshop examines evidence-based approaches to the student experience; from student commitment through to alumni status, as well as the literature on student success. Participants will leave with a framework for creating a comprehensive plan for their own campus, as well as strategies for implementation and evidence for support.

W-8 | Generation Z: Diversity, Mental Health, & Technologically Savvy

February 12, 2022 | 1:00 p.m. – 5:00 p.m. | \$150 | Salon 2

Jennifer Coplea, Associate Director, Academic Achievement Hub
– *University of California, San Diego*

Generation Z are diverse, tech savvy, and progressive. Higher education must embrace their entrepreneurial advances, openness with mental health, and need to engage in meaningful discussions (Twenge, 2017; Seemiller & Grace, 2016). We must understand that they value face to face communication, sincerity, and embracing change. Colleges and universities must help them feel connected, so that they "are more likely to persist" and develop "a willingness to become involved with others in ways that further promote persistence" (Tinto, 2016). The challenge is to find meaningful ways for Millennials, Gen X, and Baby Boomers to support, embrace, and graduate Gen Z.

Opening Session and Keynote Address

5:30 p.m. – 7:30 p.m. | Executive Ballroom

Centering Equity by Reimagining First-Year Experiences that Are Not Identity Neutral



Tia Brown McNair

Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers
— *Association of American Colleges and Universities (AAC&U)*

How do you translate a commitment to equity, diversity, and belonging into the design, implementation, and assessment of first-year experiences? How can educators ensure that all students are fully prepared for life, work, and productive community engagement through learning experiences that embrace their identities and their cultural wealth? This keynote address will highlight practical strategies for designing and implementing effective campus change efforts that support more expansive and culturally responsive campus cultures that advance higher levels of student learning and success.

OPENING RECEPTION | 7:30 PM – 8:30 PM

Grand Ballroom ABC

Featured Session



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

8:30 p.m. – 10:00 p.m. | Salon 10

John N. Gardner, Founder and Executive Chair

—*John N. Gardner Institute for Excellence in Undergraduate Education*; Founding Director,
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.

Outstanding First-Year Student Advocate Award

Awards Reception | Monday, February 14, 2022 | 4:00 - 5:00 p.m. | Junior F

The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize the Outstanding First-Year Student Advocates. Sponsored by Cengage and the National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina



Elizabeth "Liz" Castillo
St. Philip's College



Patricia Moran Micks
University of Texas at Austin



Starr Wentzel
Eastern Kentucky University



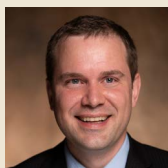
Heidi Croatt
Anoka-Ramsey Community College



Shannon O'Neill
Albion College



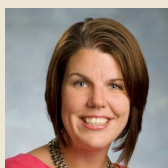
Erin Weston
Georgia College



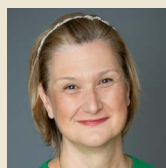
Matthew Holsapple
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Nicholas A. Petty
Cleveland State University



Andrea "Annie" Keith
Randolph-Macon College

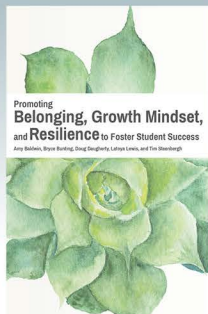


Kateryna Alexandra Rudnytzky Schray
Marshall University

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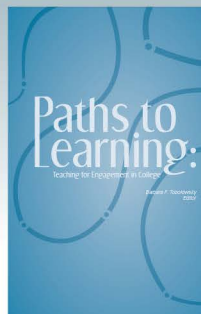


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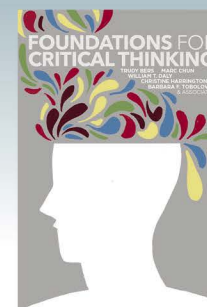
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**CELESTE
HEADLEE**

AUTHOR OF *WE NEED TO TALK*

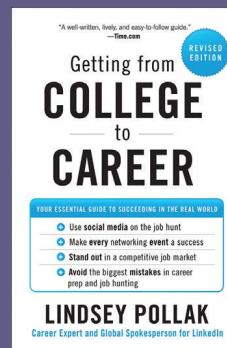
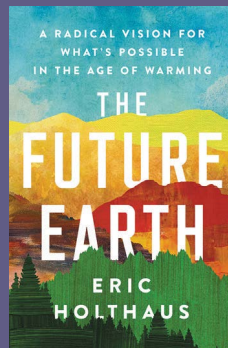
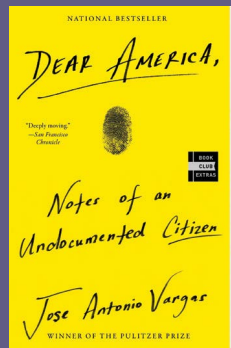
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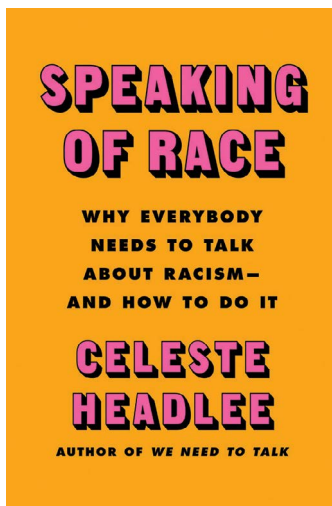
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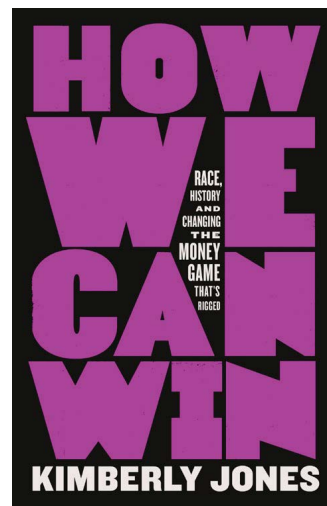
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Celeste Headlee



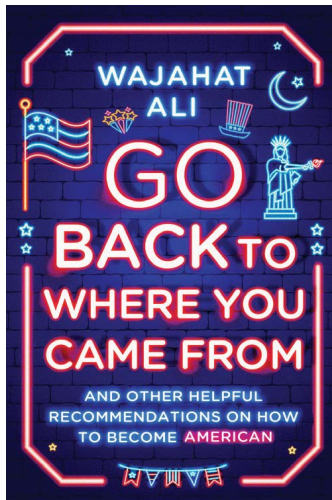
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Kimberly Jones



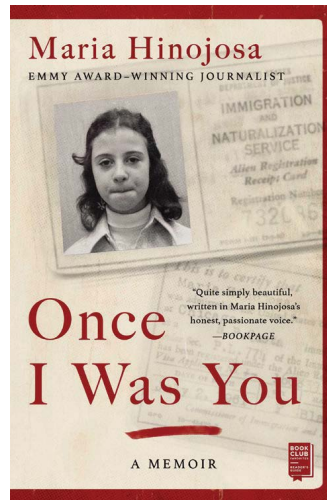
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Conference Check-In

7:30 a.m. – 5:00 p.m.

Convention Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Grand Ballroom ABC

Primer for First-Time Attendees

7:45 a.m. – 8:45 a.m.

Signature 1

Jennifer R. Keup

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

John N. Gardner

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

Founder and Executive Chair

John N. Gardner Institute for Excellence in Undergraduate Education

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

9:00 a.m. – 10:00 a.m.

CR - 1 First-Year Well-Being: What Do Students Need?

Salon 1

Bridget Yuhas

Frank Ross

Josh Downing

Butler University

Incoming students face several transitions as they adjust to campus life, and campus supports should directly address the unique needs of this population. Using results from the 2020-2021 Student Well-being Institutional Support Survey, this session discusses what we know about the well-being needs of first-year students, how to orient them to campus resources that support their well-being, and how to integrate well-being throughout the first-year experience.

CR - 2 Academic and Social Belongingness: Does FYS Modality Make a Difference?

Salon 2

Deborah Smith

Miyanna Clements-Williamson

Kennesaw State University

Presenters discuss the results of their study which examined one professor's experience of teaching FYS in multiple modalities (hybrid,

online, and in-person in a stand-alone section and embedded in a learning community). The specific focus of the study was to assess students' levels of academic and social belongingness. While there were no differences between the four groups on academic belongingness, there were on social belongingness. Study results were used for a subsequent course revision. Suggestions for future research will also be given.

CR - 3 What If We Rethought How We Describe College Student Transitions?

Salon 3

Dallin George Young

University of Georgia

Bryce Bunting

Brigham Young University

In this session we will present new approaches for considering college student transitions. We argue that successful transitions are inseparable from both learning and becoming. Successful transitions occur as students both acquire the knowledge and skill they need to navigate their various communities and, more importantly, participate in these communities and become learners. Further, the session will provide practical guidance for how campus leaders can develop or refine first-year programs that not only support the development of critical skills, habits, and attitudes, but that facilitate students' entry into the academic and social communities of their campuses.

CP - 4 Rethinking Engagement for First-Year Students in a STEM College

Salon 4

David Bucci

Brad Collier

Maxine Rohrman

East Carolina University

Retention and persistence have long been a concern for STEM students and required action to help maximize their success. The pandemic added an additional challenge that necessitated a re-imagining of First-Year student outreach. The First-Year Program in The College of Engineering & Technology at East Carolina University sought to address these challenges through various forms of interaction, analysis, and outreach, that introduced new pathways to connect with its students beyond the classroom. The presenters will detail the steps to create this program from the beginning and explore lessons learned as they embarked, and continued, on this high-impact initiative.

V - 5 Cultivating a Campus Culture of Care & Connectedness

Salon 7/8

Jen Marr

Inspiring Comfort LLC

Hundreds of studies directly link our overall well-being with the amount of social support we have. Yet the loneliness epidemic continues to grow. Why? Caring for others is awkward. Today less than 20% of us feel equipped to know what to say and do for someone needing care and support. In this session, you will learn of the behaviors that stop us from showing care, the science and process of the skill of comfort, and tools and strategies you can use to break through your own personal "Awkward Zone" to show care to those who need your support.

CI - 6 Assessing a 2+2 Skill Model with Focus on Diversity Awareness

Salon 9

Anthony Kapolka
Jonathan Ference
Wilkes University

In 2017 Wilkes University modified their three-credit subject-based First Year Foundations (FYF) course to cover 2+2 general education skills: mandating both Critical Thinking and Diversity Awareness and two from the set of four remaining skills (Written Communication, Oral Communication, Computer Literacy, and Quantitative Reasoning). The proper assessment involved creating and norming rubrics, establishing a culture of assessment among FYF instructors, facilitating document collection, externally validating assessment, and examining these results in the context of other institutional data. Response to this assessment included identifying problems in both the assessment methodology and our execution of FYE skill inclusion, resulting in changes to both.

CI - 7 Transforming the Student Experience in First-Year Gateway Courses at University of Toledo

Salon 10

Melissa Oddo
Denise Bartell
Defne Apul
Heather Robbins
University of Toledo

In this session, participants will learn about the Equity Champions Community of Practice at the University of Toledo. Part of the Student Experience Project, the program creates a space for instructors of first-year gateway courses to learn about and assess the impact of practical, evidence-based change ideas that improve student outcomes by focusing on key constructs such as belonging, growth mindset, and social connectedness. Session attendees will leave with a blueprint for how to create a community of practice, sample change ideas that can be implemented in any course, and additional resources on the Student Experience Project and underlying research.

CI - 8 Leveling the Playing Field: ALEKS Summer Prep Program

Salon 11

Jennifer Collins
Charlemagne Akpovo
Elise Simmons
Alicia Hudson
Florida A&M University

During summer 2021 semester, the Office of Freshman Studies at Florida A&M University (FAMU) piloted the ALEKS Prep Program to support incoming students' preparation for the ALEKS math placement test. The ALEKS Prep Program consists of a six-week curriculum taught by math instructors using Zoom and Canvas platforms. Of the 58 students who participated in the ALEKS Prep Summer program in 2021, 21% tested into a mathematics course level higher than their original placement at the start of the program. On average, participants showed a statistically significant increase of 24% in topic mastery, 5.56% in ALEKS scores.

CT - 9 Training Peer Mentors with Inclusive Modeling and Professional Development

Salon 12

Alexis Hauck
Hailey Sands
Jordan Martell
Angela Vaughan
University of Northern Colorado

Peer mentorship can have a significant impact on students' feelings of belonging to their campus community. Since it is widely known college students who engage in first-year programs with peer mentorship are correlated with higher achievement, intentional peer mentor training and continued professional development opportunities promote a greater understanding of their role to be a bridge from the classroom to campus. This presentation will introduce activities utilized in training, along with continued professional development opportunities for peer mentors promoting increased role efficacy.

CT - 10 Student Success, Diversity, and Social Justice

Salon 5/6

Seth Batiste
Lone Star College System

Marsha Fralick 
Cuyamaca Community College

To improve student success and move toward a more equitable society, the definition of student success can be expanded to include diversity and social justice issues. This session includes ideas and resources for adding this topic to your first-year experience courses. Topics include teaching philosophy and ideas for empowering students to look at issues from multiple perspectives as well as appreciate different points of view. A framework for using critical thinking about current social issues will be presented. The session will be interactive with opportunities for sharing ideas and asking questions.

CT - 11 Leveraging the FYS to Enhance Concurrent Enrollment Student Success

Salon 15/16

Rachel Sveda-Webb
Nathan D. Arnett
Stephanie Chaney Hartford
John A. Logan College

Students earning early college credit are often prepared academically for college-level coursework but do not possess all the essential tools to successfully navigate college life. We discovered that these students need the FYS content earlier while taking their first college courses and making decisions about college. We will share our insights for how we adapted our FYS to meet the specific needs of high school students, intentionally chose the timing and locations for this course, and trained/mentored our faculty. We will also facilitate a discussion of additional concerns/solutions that will allow attendees the opportunity to learn from each other.

FD - 12 Creative Teaching Tools for First-Year Seminar Courses

Salon 20/21

Megan Doyle
Johnson County Community College

Hook, line, and sinker. How do you increase student engagement in class? This session discusses strategies to build your classroom community and

increase student rapport using different teaching strategies and creative tools. Masks, Zoom, and social distancing have all impacted some of the methods in which we connect and teach our students. Come join the discussion on pedagogy and best practices for increased student learning through active teaching tools in both face-to-face and online learning environments.

FD - 13 Dialogue on Virtual Transition Programs in a Reimagined Physical World

Grand E

Gavin Gilliland
Laila Shishineh

University of Maryland Baltimore County

The University of Maryland, Baltimore County transitioned our Dawg Days: Summer Bridge Program online in 2020 and 2021 to accommodate the challenges brought on by COVID-19. As we transition back to in-person-centered work, we look to the future of summer bridge programs and how to continue providing a more affordable and flexible option for new students. In this facilitated dialogue session, we intend to share how we made our program more accessible by lowering fees and providing flexibility and spark discussion on how to continue creating meaningful programs with virtual options in a physical world.

FD - 14 FYE and the Library

Junior F

Jillian Eslami

Texas A&M University

This session will include discussion topics focused on FYE and how libraries and information literacy are integrated into the new student experience. This facilitated discussion will hopefully begin a conversation on how libraries are utilized within the FYE, from one-shot instruction, where students might be introduced to research and search strategies, to being embedded in first-year seminars. This is also an opportunity to discuss and learn about other programs, partnerships, and strategies to help create, improve, and grow library programming and integration into your campus FYE.

CT - 15 Using Formative Assessments to Make Real-Time Improvements to First-Year Seminars

Junior G

Carrie Van Haren
Keah Tandon

University of South Carolina

While formative assessment is frequently used for year-to-year improvement in first-year seminars, formative assessment done during the term is often overlooked as a valuable tool for bettering the experience of current students and instructors. Regularly conducting formative assessments allows instructors to pivot and make real-time changes to their course content to better meet their students' needs and help them achieve course goals. Program administrators can use aggregated classroom-level results and program-wide qualitative assessments to identify trends and provide timely support to instructors through communications and events. Presenters will share ideas for assessments and methods to support both students and instructors.

CT - 16 Connect, Support, and Engage! Text Your First-Year Students with Purpose

Signature 1

Martha Wilson
Noemy Medina
Jason Terry

Utah Valley University

The college onboarding process can be daunting for new students, particularly for the incoming generation known as "iGen" who are less likely to read detailed written instructions provided in booklets, websites, and emails. In this session, we discuss how our first-year "success specialists" are effectively using texts to guide incoming first-year students through necessary steps and connect them to crucial new student resources. More than a means to convey information, purposeful texting promotes a timely level of support and engagement that traditional communication methods cannot match. Strategies to build a successful texting communication plan will be provided.

CT - 17 Creating Engaging and Culturally Affirming Assignments

Signature 2

Christine Harrington

New Jersey City University 

Veronica Gerosimo

Hudson County Community College

During this interactive workshop, you will discover student-endorsed and research-based approaches to assignments. Be challenged to think beyond traditional assignments and develop assignments that validate, honor, stretch, and engage your diverse students. Explore how to use choice, structure, and support to increase student success.

CP - 18 Using Hybrid Public Service Programs to Support Transition to College

Zoom 

Alice Shaughnessy
Alysha Johnson Williams
Leah Robinson

Harvard University

This presentation and interactive workshop explore best practices for hybrid programs drawing on data from a hybrid pre-arrival program for first-year's undertaking public service in their hometowns. The presentation will highlight the voices of Harvard College SPARK participants and explore opportunities for hybrid student public service programming based on three years of program data, including years before COVID-19. The workshop will invite audience members to identify hybrid program components that can be employed in their contexts.

CR - 19 Understanding Sustainability: A Survey of First-Year Students Perception of Sustainability

Zoom



Carlton Usher

Kennesaw State University

Much of the scholarship on first-year students and sustainability to date is nestled in civic or student engagement categories, with environmental sustainability and its sub-categories at the core. Sustainability work focusing on self-directed writing, co-curricular activities, and pedagogical strategies unveil a promising future. However, a vacuum exists. Scholarship asking first-year students to comprehensively classify, identify, and locate sustainability values remain lacking. This session highlights research that attempts to address the vacuum by presenting primary data aggregated from a first-year students survey on sustainability, its subcategories, and their perceived value as subjects for future exploration

FD - 20 Starting a Common Reader at Community College During a Pandemic

Zoom



Kim Jackson

Dallas College Richland Campus

Zachary Frohlich

Krista Rascoe

Lisa Benedetti

Tarrant County College

This session will walk attendees through what one community college division did to create a common reader program from step one. We discuss some of the unique challenges a large community college faces when starting such a program as well as how the pandemic presented both challenges and opportunities.

CI - 21 An Impact of Online FYE Programs on Student Successful Transition

Zoom



Minako Yamamoto

Nobuhiro Matsuzaka

Koji Fujiwara

Yamagata University

Like American universities, Yamagata University, a national university in Japan, runs FYE programs. There were efforts throughout the university to redesign the FYE in 2017. Now, our FYE focuses on helping new students promote a smoother transition to a new living and learning environment. The FYE course surveys showed that new students' major issue in their first semester is communicating with others. We found that the students who reported "communication fears" had more concerns in university life, and those students' self-confidence scores were low. In this presentation, we will share how we improve the FYE programs to help those students.

CT - 22 Analytical Injustice League: Why Missing Data Matters

Zoom



Sarah Long

University of Colorado-Colorado Springs

Missing values that fail to be appropriately accounted for may lead to biased estimators, reduced representativeness of the sample, and incorrect interpretations and conclusions (Gorelick, 2006). This research explains how statistical results can fundamentally change depending on specific data modification methods. The consequential implications,

specifically in higher education, that depend on quantifiable methodologies to substantiate practices through evidence-based policymaking (Gillborn et al., 2018; Sindhi et al., 2019). This study exposed how examining patterns of data missingness can have critical implications on student retention initiatives including intervention programs, identification of high-risk students, and funding opportunities for support programs.

REFRESHMENT BREAK | 10:00 AM – 10:15 AM

Grand Ballroom ABC

10:15 a.m. – 11:15 a.m.

CI - 23 Empowering First-Year Success through Early Data Collection

Salon 1

Andrew Lehr

University of Saint Francis

Identifying obstacles to student success early, and throughout a student's first-year is critical ; however, it is often difficult to quickly identify those struggles. Using a homegrown first-semester survey, our institution identified institutional challenges and empowered first-year instructors to promote holistic success among first-year students. This session identifies ways our survey was developed, opportunities to increase student success, and how to equip faculty and staff with appropriate information. It concludes with an opportunity to discuss best practices for early intervention in first-year populations.

CI - 24 Increasing First-Year Retention During a Global Pandemic

Salon 2

Debbie Bannister

Beth Pauley

University of Charleston

Learn how intentional Freshmen Student Advising can help your institution improve your first-year retention rates. The University of Charleston added Freshman Student Advisors (FSAs) in 2019 to contact, enroll and advise freshmen before arriving on campus. Advisors monitor each student to help decrease the "melt" that often occurs during the summer months. During 2020, these FSAs were a lifeline for our students and were able to help increase our first-year retention rate during a global pandemic!

CI - 25 A Different Transition: Developing and Supporting New Employees

Salon 4

Elaine Lewis

Michelle Kenny

Utah Valley University

Just like our first-year students, the new employees tasked with supporting them also experience times of transition. This facilitated discussion will focus on the transition experience of our new employees highlighting three points of transition—hiring, onboarding, and development. Participants should arrive ready for a rich discussion of challenges, success stories, and creative ideas to enhance the new employee transition in higher education.

CR - 26 Laughing While Learning - Best Practices for Humor Usage While Teaching

Salon 3

Ivan Wayne*University of Northern Colorado***Michael Graham***Mount Marty University*

This session will open with a discussion about humor. "How might humor promote holistic teaching, what are the possible pros and cons of using humor, and why is humor hard to implement in FYE curriculum?" Then, the presenters will review four of their studies and present findings on humor, teaching, memory, anxiety, and academic performance. Finally, the presenters will ask participants in the session to engage in a reflective writing exercise, challenging them to consider ways in which the results of these four studies impact their holistic teaching approach and curriculum within their FYE role.

CP - 27 Starting Over from Scratch: Scaling and Standardizing a New FYE

Salon 7/8

Emily Wiersma*University of North Carolina at Greensboro*

What do you do when your first-year transition course is failing? UNC Greensboro "retired" a former course four years ago and implemented a new first-year transition program, FYE 101: Succeed at the G. This program ushered in a new standardized curriculum to help students connect to the campus community, foster academic success, and engage in personal development. In four years, enrollment in FYE 101 has increased 5x, retention rates have improved, and it has become the new flagship first-year course at UNCG. This session will break down how UNCG scaled and standardized this brand new FYE program from scratch.

V - 28 Free Speech Education to Empower Students at FYE Programs

Salon 10

Jackie Farmer*Foundation for Individual Rights in Education*

More than ever, students are engaging in debates regarding public health, racial injustice, and more. To ensure open and robust campus discourse, incoming students must understand their First Amendment rights and the rights of others. In this session, we'll highlight orientation modules, videos, and activities that will help incoming students understand their rights as applied to college life and tactics for engaging with contentious issues. We'll explore topics including how to engage with differing views; academic freedom; offensive speech; invited speakers and counter-protests; the history of student protest; limits to free speech; the role of student journalism; and social media.

CP - 29 Impact of Intrusive Advising to Retain First-Generation, Low-Income Students in STEM

Salon 11

Sara Thigpin**Victor Castillo***Texas A&M University*

The College of Science at Texas A&M University welcomes approximately 900 students into the college each year. Only 34% of students who matriculate to our college eventually graduate. We are keenly interested in doing everything we can to encourage them to remain in science, but

students who share common risk factors such as first-generation, low-income (FGLI), and historically underrepresented minorities, have an even greater risk of not being successful, regardless of SAT/ACT scores and prior high school success. Science Leadership Scholars (SLS) was created to help highly recruited, FGLI students graduate from college.

V - 30 Teaching First-Year Students Resilience & Well-Being for College Success

Salon 12

Thomas Rojo Aubrey*Maricopa Community Colleges/Glendale Community College***Carla Lundman***Human eSources*

We discuss key elements that can help students build the mental and emotional fortitude to succeed in post-secondary school and other areas of life. You will learn the importance of teaching students academic resilience and well-being in an FYE college success course. We will propose a six-pillar resiliency curriculum to prepare students psychologically and emotionally for the demands they will face in school and their personal lives. This resiliency pedagogy can help college students foster academic resilience, enhance well-being, and improve physical and mental health, which can contribute to increased persistence, perseverance, and completion rates.

CT - 31 Developing a Financial Literacy Program for Students with Autism

Salon 5/6

Philip Tew**Hailey Hawkins****Kerry Tew***Arkansas State University*

Parents of students with intellectual disabilities and autism as well as the students themselves consider the concepts associated with managing personal finances and financial wellness to be one of the most important to cover in a school setting (Dowrick, 2004). Arkansas State University's ("A-State") Scarlet to Black Program (financial literacy program) partnered with A-State's HOWL Program (an on-campus program that provides support for students with intellectual disabilities and autism). A year-long peer-to-peer mentoring program was developed for the HOWL students with developing the skills necessary to improve their financial wellness.

CT - 32 First Year Experience: Reducing Library Anxiety Through Outreach Goals

Salon 15/16

Jessica Hawkes*Louisiana State University Shreveport*

For first-year students, the first year of college is filled with new, often anxiety-ridden experiences but engaging with the University library should not be one of them. This session discusses how Louisiana State University Shreveport has taken the anxiety out of the library for its first-time freshman through outreach goals. From Welcome Week to Library Open House to Mobile Research Service Booths speckled across campus, the librarians at Louisiana State University Shreveport have worked to increase student engagement and foster information literacy skills in First-Year Students all while taking the fear out of the research process.

SUNDAY, FEBRUARY 13

FD - 33 Boosting Engagement in First-Year Living-Learning Communities through Equity and Inclusion

Salon 20/21

Lara Lomicka

University of South Carolina

Rishi Sriram

Baylor University

In this session, we explore the future of faculty/staff involvement in first-year LLCs in three areas: 1) incorporating equity and inclusion principles into engagement practices to create LLC environments that are welcoming for non-traditional students, 2) adapting faculty/staff recruitment processes to be more inclusive for underrepresented faculty/staff members, and 3) diversifying the types of first-year LLCs campuses offer (and the way faculty/staff engage with them) recognizing that all institutions create LLCs where students and faculty/staff can make meaningful connections. Finally, we provide practical tips for faculty and staff involved with first-year LLCs.

FD - 34 Entering Students and the Pandemic: Campus Responses and Continued Action

Moved to Salon 17 & 18, Sunday, February 13, 9:00-10:00 am

James Cole

Jillian Kinzie

Indiana University

By February 2022, new students who experienced a pandemic disrupted high school will be well into their first college year. Given data about their circumstances, how did colleges and universities adapt and how are they continuing to respond to entering student circumstances? This facilitated dialogue session will be framed by data about entering students, and then encourage FYE practitioners to share ideas and learn from one another's experiences related to 2021 entering student expectations and needs and institutional practices to support their success. Join us to exchange ideas and contribute to the evolving body of information about pandemic-responsive practices.

FD - 35 Not Giving a #\$\$@!: Navigating Campus Politics to Support Students

Junior F

Tara Coleman

Stephanie Bannister

RJ Youngblood

Kansas State University

Higher education has not kept pace with current needs to aid in student success. When we stop operating within the assumptions of bureaucracy or positional authority, we can actively create a collective and democratic space where student success leaders can innovate, collaborate, and thrive, that's how things happen, by not giving a #\$\$@%! In this session, we share and identify barriers to change, learn to hack organizational structure, discuss how to stop waiting for permission, and develop strategies to identify resources and build a community to sustain their leadership in first-year programming.

CT - 36 Now More Than Ever...The Need for Empathic Teaching

Junior G

Brad Garner

Indiana Wesleyan University

The past two years have been tumultuous and challenging for faculty, staff, and students in higher education...the COVID pandemic, a transition from classroom-based instruction to Emergency Remote

Teaching, heightened awareness of social justice issues, the needs of LGBTQ students, and the Black Lives Matter movement have dramatically impacted colleges and universities and their students worldwide. In this session, we will examine research-based strategies that faculty can use to engage in empathic teaching (i.e., caring and supportive approaches designed to encourage and support students with the challenges they are facing while pursuing their academic goals and dreams).

CT - 37 I Believe: Equity, Access, and Social Justice within Learning Communities

Signature 1

Lisa Gaskin

University of North Carolina at Charlotte

All communities are built on systems of commonly held beliefs and learning communities are no different. What does your learning community do to engage with the complex issues of equity, access, and social justice? This session will provide a research-based activity example that can be implemented with your students to address these important issues. We will also reflect on how institutional and personal actions align with professed beliefs in these areas. What do you believe?

FD - 38 Cross-Campus Relationships in Curriculum Design

Zoom

Valerie Linsinbigler

David Lemmons

George Mason University

In this session, attendees will participate in a dialogue on the strengths of curricular collaboration between campus departments at their institution. Through partnerships, departments can share their resources including their unique perspectives, knowledge, and experience. We will encourage participants to identify departments on their campus that have similar student learning goals through an activity pairing individuals in the room. Participants leave this session ready to seek new opportunities for curricular collaboration.

CT - 39 Interdisciplinary FYS: The Importance of the Humanities

Zoom

Joe Ervin

Emily Shreve

Hanna Andrews

University of Nevada, Las Vegas

What does literature have to do with study strategies? How does philosophy intersect with time management? The FYS is a highly interdisciplinary space, and the goal of this panel is to consider the benefits for the first-year seminar of greater attention to multiple disciplinary connections. Attention to the humanities can help recruit and train first-year seminar instructors, enrich and deepen scholarship on the first-year seminar, and ensure students have a coherent and integrated general education experience to encourage active, ethical citizenship. Panelists will focus on how their humanities backgrounds (in philosophy and literature) are infused into the first-year seminar classroom.

CR - 40 Expectations for Engagement? What First-Year Students and Transfers Say

Zoom

James Cole
Jillian Kinzie

Indiana University

Understanding entering student expectations is critical to assure that staff can align appropriate institutional resources for each student. This session will include how the Beginning College Survey of Student Engagement (BCSSE) provides comprehensive information about your entering first-year and transfer students' prior academic experiences, as well as their expectations and beliefs regarding the upcoming academic year. Participants will learn how other institutions use BCSSE for academic advising, retention efforts, faculty and staff development, and other activities. Participants will be encouraged to share their campus's current practices and how BCSSE could facilitate best practices on their campus.



CR - 41 Fostering Community Engagement and Servant Leadership through First-Year Seminar Courses

Zoom

Masha Krsmanovic

University of Southern Mississippi

This research presents a model for implementing and assessing a service-learning FYS course and living community. Specifically, the study investigated students' attitudes and perceived benefits of the three aspects of their program experience - community service participation, servant-leadership development, and living community participation. The results report on the four cohorts of program participants (n = 233) identifying the differences in their attitudes and perceptions and investigating the correlation between the three program areas. This study bridges the rich but isolated knowledge on FYSs and service-learning by examining the opportunities for students to participate in both high-impact practices simultaneously.



CI - 42 Putting the "Peer" in Academic Peer Coaching

Zoom

Anne Aichele
Michelle Steiner

Marymount University

Over the past 18 months, the Covid-19 pandemic has complicated already challenging fiscal and human resource concerns at many colleges and universities. Like many higher education institutions, Marymount University faced similar concerns, including limited financial resources, changes to personnel and staffing models, and an elevated need for student support. In response to these challenges, Student Affairs and Academic Affairs created a partnership to respond to a growing need for academic coaching and support. This program discusses the inception of the program, the staffing model, and implementation. Participants will also have an opportunity to share challenges and brainstorm solutions.



11:30 a.m. – 12:30 p.m.

CR - 43 Who are Veteran Students and How are Their Experiences Different?

Salon 2

Matthew Duncan

Middle Tennessee State University

Veteran students are a subpopulation often grouped with non-veteran students. When faculty and administrators are asked if they would consider them different in any way, the common answer is of course they are. However, policies and classroom experiences seem to contradict this notion as veteran students are often treated the same as any other student. This session will provide an overview of a study of veteran students at three four-year institutions that investigated the veteran student experience. This session will provide the results of that study with an opportunity for discussion.

CR - 44 Persistence and Support for Black STEM Students at an HBCU

Salon 3

Elise Simmons

Florida A & M University

Every year, we share in the festivities of high school graduates throughout the country who are graduating and getting ready to embark on the next phase of their lives, whether it is starting a career or enrolling in college. Some students who choose to further their education by enrolling in college are surprised to discover that they are not as well prepared as they imagined. This qualitative research case study focused on Black students' educational experiences who surmounted hurdles to become upper-division STEM (Science, Technology, Engineering, and Mathematics) majors at HBCUs, rather than focusing on negative educational experiences and outcomes.

V - 45 Proactive Programs Supporting Student Mental Health Through COVID-19 and Beyond

Salon 4

Sarah D'Aurizio

U-Thrive Educational Services, LLC

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, 80% of students have reported their mental health has worsened. In this session, you will learn how proactive mental and emotional wellness programs can be used to help first-year students manage stress, become more resilient, and thrive throughout their undergraduate experiences and beyond. The presentation includes a live demonstration, case studies, and interactive discussion.

SUNDAY, FEBRUARY 13

V - 46 Strengthening Student Success with the 7 Habits

Salon 7/8

Julie Larkin

Franklin Covey

Learn how using “7 Habits of Highly Effective College Students” can help lead your students to greater success and fulfillment. For over 25 years, the 7 Habits have been the cornerstone to success in many companies, universities, trade schools, and community colleges. Join us to explore how this can make an impact on your campus as a part of your FYE program and beyond.

V - 47 Easily Deliver an Intuitive, Flexible, Customized, and Digital FYE

Salon 9

Melissa Acuña

Moira Baker

XanEdu Custom Solutions

XanEdu’s FlexEd platform enriches your original custom FYE materials or Open Educational Resources (OER) for FYE with engaging and easily customizable courseware that enhances both an instructor’s teaching and a student’s learning while keeping costs to a minimum. FlexEd College Success courseware begins with OpenStax’s widely used OER book as a foundation, and can also easily work with your original custom materials. Experienced educators worked with XanEdu to carefully select and develop videos, supporting materials, activities and adaptive assessments, and XanEdu’s team of Instructional Designers and custom editors work with professors to create an FYE experience that meets your course and school needs. Delivering an affordable, flexible, and digital FYE experience customized for your campus is easier than you think. In-person, hybrid or remote, custom FYE materials compatible with industry-leading OER can be easy and affordable. Join us to learn more!

CP - 48 First-Year Academic Advocacy: When Compassion Meets Action

Salon 10

Amanda Sharp

University of Maryland, Baltimore County

In 2019, UMBC established an Academic Advocacy program focusing on student success, persistence, and graduation rates. Using data, predictive analytics, and referrals from campus partners, students at risk of not persisting are identified and supported with a coordinated care approach. As a result, the Academic Advocates helped raise UMBC’s 6-year graduation rate to a record number! As our office moves into its third year, a First-Year Academic Advocate position was created, and an Academic Peer Advocacy program was developed to focus on first-year students. Data will be shared indicating the positive impact the program has on students and retention rates.

CT - 49 Unsticking the Developmental Math Student

Salon 11

Anneli Byrd

Weber State University

Developmental Math programs, cost institutions and students a great deal of time and money. Unfortunately, progress through these courses is slow, and far too often students give up on math and fail to graduate from college as consequence. Students who are afraid of math need more than cheerful encouragement (although that helps too). The purpose of this presentation is to give advisors effective tools to help reluctant students who want to take math and then be successful in those classes.

CT - 50 Increasing Happiness in Learning and Life

Salon 12

Marsha Fralick

Cuyamaca College



One of the most common goals reported by students is to be happy in life, but they often cannot explain what happiness means and how to achieve it. Highlights of current research on happiness and suggestions for increasing it will be presented. Faculty can use the current research on happiness, the growth mindset, and grit to increase student motivation, success, persistence, and life satisfaction. The session includes interactive activities, practical ideas, and resources useful in your first-year experience course and your own life. Maybe we all can use more happiness as we recover from the pandemic.

CR - 51 An Examination of High-Impact Practice Characteristics in First-Year Seminar Syllabi

Salon 15/16

Jennifer R. Keup

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

Tyler Parker

University of South Carolina

This presentation shares results from research using first-year seminar (FYS) syllabi collected in follow-up to the 2017 administration of the National Survey of First-Year Seminars conducted by the National Resource Center for FYE&SIT. Researchers conducted content analyses of FYS syllabi for evidence of the 8 characteristics of high-impact practices (HIPs). Results indicate that syllabi contain some but not all of these tenets that are fundamental to FYS’s status as a HIP and a tool for student success and equity. Thus, these findings critically interrogate the true nature of the seminar as a HIP and suggest areas for innovation and pedagogical improvement.

FD - 52 Developing Student Empathy & Empowering Community through Engaged Learning/Common Read

Salon 17/18

Carroll Savant

Zainah Usman

Krista Rascoe

Michelle York

Tarrant County College

Offering perspectives from community college Common Reader faculty involved at various levels in a pilot program within their division, this session discusses various ways that faculty, through the common reader program, used engaged learning strategies to empower students in developing empathy and building community amid pandemic conditions and within an intense socio political atmosphere.

FD - 53 Unmasking and Re-Seeing: FYE programs in Transition

Salon 20/21

Amy Lee

Margaret Delehanty Kelly

Maggie Bergeron

University of Minnesota

Catherine Lee

Occidental College

Following 18 months of the pandemic, civil unrest, and unmasking of systemic flaws in institutions, the return to the classroom offers an

opportunity to approach our teaching methods differently. Going beyond teaching with intention, in this presentation, we discuss how instructors can engage FY students in the unmasking of the pedagogy of the classroom. What are we asking them to do? Why? What choices do they have? How will those choices shape their educational journey? How can these methods be examined with a critical lens so that their social construction and biases can be challenged and made more equitable?

FD - 54 Supporting First-Generation Students in Virtual Spaces During Covid-19 and Beyond

Grand E

Charmaine Troy
Georgia Tech

Karen Jackson
Georgia Gwinnett College

As first-generation students begin to return to campus, administrators must prepare to meet the mental health needs of their students, in addition to providing support programming both in-person and in virtual spaces. They not only must navigate unfamiliar college experiences, but they are also coping with stressors associated with the virus's disparate impact on limited-income communities. The purpose of this session is to share the successes and applicable takeaways of digital support efforts, key collaborators connected by their focus on the success of first-generation students, and how these practices can be utilized in a post-pandemic era.

FD - 55 Meeting the Transitional Needs of Incoming Transfer Students

Junior F

Vincent Prior
Abbey Cliffel
Arleigh Walton
Ohio University

Transfer students are often seeking very specific support in their new student transition based on their previous experiences. Join this conversation to discuss how institutions are conducting needs assessments with incoming transfer students, what we are learning from those assessments, and ultimately how we can apply those findings to enhance or create transfer student support programs. If you have completed or are planning needs assessments, have very successful transfer student programs you want to share, or just want to brainstorm how to create or enhance your transfer student experience, then this facilitated dialogue is for you!

CT - 56 Decolonizing First-Year Student Success Coaching by Recognizing Cultural Identity

Junior G

Dar Mayweather
University of North Carolina Wilmington

Coaching students of Color on how to thrive in their industry is critical to their post-graduate success. In a global market, the competition is fierce and most companies are not sure how to create environments for college graduates of Color to explore how their skills, passions, and experiences connect to the workforce. This session articulates how to improve college student's confidence and their pre-professional experience by recognizing cultural backgrounds and connecting them to majors, strengths, and academic success plans. This session starts with a cultural reflection activity, and participants will receive worksheets and powerpoint slides to help their students identify their culture, values, and career goals.

CT - 57 A Foundational Approach to Wellbeing

Signature 1

Neal Utterback
Juniata College

Part of the Juniata College First-Year Experience includes a one-credit course in students' fall semester called First Year Foundations (FYF). In FYF, students examine research around our "five foundations" of mindset, sleep, nutrition, exercise, and community. While initially taken as isolated domains, we quickly begin to realize how integrated each is. Approaching each with some intention and thought can have massive impacts on the individual's academic and personal performance. Woven in between those foundations are Purpose and Meaning projects. In all, the goal of FYF is to increase individual and collective wellbeing.

V - 58 The First Year Matters: But What Matters Most?

Signature 2

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.

CI - 59 Audio/Visual Technologies Aiding Multimodal Learning during the Covid-19 Pandemic

Zoom

Luvuyo Kakaza
Nosisana Mkonto
Cape Peninsula University of Technology

Sue Pather
University of the Western Cape

The effects of the Covid-19 pandemic in South Africa led to the multistage countrywide 'Lockdown,' which saw many different sectors of the economy coming to a stop. This included education, the education sector and all universities. Academic institutions in South Africa adopted multimodal learning to continue the academic project. Studying the use, applicability, and impact of various products while continuing with the academic year meant that the projects implemented must be monitored and adjusted while under implementation. Results from the project indicate that successful implementation is determined by the structure of the program (technical or theoretic).



CI - 60 Choosing: 120 Common Reading Books Rated by Representative Student Samples

Zoom

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 120 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.



CR - 61 Fear-Based Decisions: Patterns Among First-Year Students from Five Schools

Zoom

Darin Eckton

Christine Standish

Utah Valley University

We live in a culture where fear and anxiety increasingly influence our decisions in unhealthy ways. Regardless of your role at your institution, you will learn and discuss the implications of important patterns from the findings of the same survey administered at five public colleges and universities in Utah (Utah Valley University, Dixie State University, Salt Lake Community College, Snow College, and Weber State University), all addressing fear-based decision making among students. It is anticipated that the findings will lead to practical discussion, application, and solutions for the students we serve.



FD - 62 Managing Difficult Dialogues

Zoom

Brian Fry

Brad Garner

Indiana Wesleyan University

Are Difficult Dialogues part of your curricular or co-curricular FYE? What conversations are you having, and how are you having them? How do you prepare for and structure DDs? In this forum, attendees will have to share experiences and lessons, and learn from the experiences and lessons of others. What worked well, and what didn't? What would you do differently? The first 40 minutes will be devoted to stories and lessons, and the last 20 to compiling models, resources, and suggestions. Participants will receive an electronic list of challenges and resources.



CP - 63 Utilizing Upperclassmen for First Years

Zoom

Melissa Nink

Wingate University

Most first-year seminars include at least one upperclassman. In 2021 we changed our program to include summer work for mentors, as well as allowing them to be the primary instructor for 50% of the semester. Here we discuss the positives and negatives associated with the new implementation.



11:30 a.m. – 12:45 p.m. Featured Session

FS - 64 Perspectives on Peer Leadership in the First-Year Seminar

Salon 1

Mikaela Rea

University of South Carolina

University 101 at the University of South Carolina incorporates peer leaders as co-instructors of the first-year seminar. Peer leaders serve as a mentor and role model, a resource, and a facilitator for learning. This session allows participants to hear perspectives on peer leadership from both a current and former University 101 Peer Leader. Participants will walk away with a better understanding of the role, perspectives of peer leaders, and why it is a meaningful experience

2:00 p.m. – 3:00 p.m.

CR - 65 Engaging ≠ Engagement: Assessing Students' Behaviors Following Gamified Orientation

Salon 1

Pamela Martin

Katie Strand

Makenzie Boatright

Utah State University

What do students retain from first-year workshops? In fall 2019, Utah State University Libraries assessed our interactive orientation when it became optional rather than required for USU's first-year seminar, creating two populations to study, participants and nonparticipants. By convening focus groups and analyzing campus data, we investigated if the orientation helped freshmen engage with library spaces, services, and materials. Findings revealed workshop strengths and weaknesses, as well as broader student preferences, behaviors, and expectations. Join librarians and students to discuss first-year students' anxieties and needs concerning not only the library but also campus belonging and student independence.

CR - 66 First-Year Academic Experiences and Responses to the Crises of 2020

Salon 2

Christy Buchanan

Wake Forest University

This study examines whether experience in two different types of first-year courses influenced students' responses to the "Crises of 2020": a pandemic and instances of racial injustice in the U.S. 1217 undergraduate students responded (65% female). All respondents had taken a required first-year seminar (FYS 100); 14.9% of respondents (n=181) had received credit for an elective first-year experience class (FYE 101). FYS 100 focused on intellectual and cognitive skills related to academic success; FYE 101 focused on psychological and relational characteristics and skills that promote academic, personal, and relational wellbeing during college. Results suggesting the benefits of both are detailed.

CP - 67 First Generation Student: Dealing with Anxiety and Elation
Salon 3

Maria Puppolo

Springfield Technical Community College/UMass

First-year students face many hurdles when embarking on a college education. Many students struggle with anxiety and mental health issues, especially during the first few weeks of classes. This is a period when many First-generation students, like me many years ago, question whether embarking on a course of study at a college is doable, especially from a mental health perspective. Fear and anxiety are issues that may deter a college student, and, a first-generation college student, from continuing with their studies. I will address ways colleges can assist in allaying students' fears and anxieties.

CP - 68 Success Academy: Supporting Academically Vulnerable First-Year Students

Salon 4

Aaron Krueger

Alli Nazorek

Cristina Lamas

Delaney Kyriess

University of Nebraska at Omaha

The Success Academy at the University of Nebraska at Omaha (UNO) exists to support first-year students that have been 'admitted by review' to the university, meaning they did not have the academic scores (ACT or high school GPA) to be assured admission to the university. Through this program, 250+ students annually receive programming support including staff mentoring, peer-to-peer mentoring, access to incentive scholarships, and a structured first-year experience course. This session discusses the program background and implementation process, as well as share evaluation results and plans.

CR - 69 Expectations for Engagement? What First-Year Students and Transfers Say

Salon 12

James Cole

Jillian Kinzie

Indiana University

Understanding entering student expectations is critical to assure that staff can align appropriate institutional resources for each student. This session will include how the Beginning College Survey of Student Engagement (BCSSE) provides comprehensive information about your entering first-year and transfer students' prior academic experiences, as well as their expectations and beliefs regarding the upcoming academic year. Participants will learn how other institutions use BCSSE for academic advising, retention efforts, faculty and staff development, and other activities. Participants will be encouraged to share their campus's current practices and how BCSSE could facilitate best practices on their campus.

V - 70 Student Mental Wellness: A Brain-Based Proactive Approach

Salon 7/8

Donna Volpitta

Pathways to Empower

Amy Bidwell

State University of New York, Oswego

It is no secret that our first-year students are struggling, and they need supplemental support to facilitate their successful transition to college. Join us for this interactive session to discover an innovative approach to teaching students the brain science of building resilience and fostering mental

wellness. You will leave with the language and tools that you need to feel confident in supporting student success.

V - 71 Challenges of Early Alert Systems & How to Avoid Them!

Salon 9

Shaina Gonzalez

Anthology

Early alert systems are a popular initiative to support student success. Yet often, campuses experience several challenges when managing them – from minimal buy-in to alerts that are ignored, to inconsistent and varying degrees of interventions. In this session, we'll share the top ten common pitfalls of early alert systems, and the three key things campuses can do to avoid them all!

CI - 72 Module Based Support for Faculty Training and Development

Salon 10

Erin Alanson

Hannah Williamson

University of Cincinnati

First-year courses are critically important to student success and retention, yet the training and development for instructors can be short-sided. Learning course content, appropriate context about FYE, engaging teaching strategies, and classroom technology can be overwhelming. Partially due to the pandemic which disrupted traditional forms of training, first-year course coordinators at the University of Cincinnati developed module-based training and support through Canvas for instructors. In this session, we will share how module-based support increased the confidence, preparedness, and effectiveness of instructors to successfully deliver high-impact first-year courses based on an institutional assessment and qualitative feedback.

CI - 73 Supporting First-Year, First-Generation College Students' Career Development through Faculty Mentorship

Salon 11

Marisol Mastrangelo

Elizabeth Herrera

University of Illinois Chicago

First-year, first-generation college students who seek career and major exploration guidance often perceive faculty as primary support. However, some faculty may not feel equipped or possess the tools to advise students through these nuanced conversations. The UIC College of Liberal Arts and Sciences Faculty-Student Mentorship Program collaborated with the Career Development and Internships Office to bridge the gap. Faculty are supported with training and tools to facilitate career conversations, therefore strengthening the student-faculty mentorship experience. This partnership serves as a model for other institutions and provides a framework to encourage faculty involvement in career development.

CT - 74 Implications of Late Registration on Student Success

Salon 5/6

Tracy Comer

Austin Peay State University

Institutions that practice late registration to allow more students to enroll should also understand the policy's implications on the student success of first-time freshmen. This session will be an overview of recent research comparing students who registered late versus those who registered on time to understand the academic outcomes.

SUNDAY, FEBRUARY 13

CT - 75 Fostering a Positive Mindset in the First-Year Seminar

Salon 15/16

Jessie McNevin

Ailie MacLennan

University of South Carolina

First-Year Seminars are impactful to student retention. As we retain students, however, we must ask ourselves, are we aiming that they simply survive in college, or thrive? Acknowledging that a positive mindset is one scale in Schreiner's Thriving Quotient, how do we foster this optimistic mindset in first-year students? This session will present resources, lessons, and assignments used to build a culture of positivity and cultivate a growth mindset in students within the First-Year Seminar.

FD - 76 A Reinvention of the First-Year Seminar Program

Salon 17/18

Omar Montoya

Sarah Long

University of Colorado-Colorado Springs

The First-Year Seminar is an integral component at many academic institutions. Join us, as we discuss the multi-year changes made to this program at the University of Colorado, Colorado Springs (UCCS) to include the strategic development of the following: new program goals and outcomes; creation of new curriculum and high impact practices; development of new courses and platforms; new faculty and staff training processes; new peer mentor and staff training processes, and more. We discuss the myriad of changes implemented at UCCS to showcase the potential impacts upon first-year students, including increased retention, a sense of belonging, and more.

FD - 77 Creating a Holistic First-Year Experience on Any Campus

Grand E

Rachel Collins

Lindsay McGann

Arcadia University

Many universities offer a variety of FYE-related programs (orientation, first-year seminars, academic advising, etc.) that are run by different offices across Student Affairs and Academic Affairs. Session facilitators will briefly share Arcadia University's recent shift to a more holistic approach that brings these disparate programs together through an interdepartmental "onboarding" committee, a new student success branding initiative, and innovative technology to track individual student progress. Session participants will then be invited to brainstorm what a holistic approach might look like at their institutions and will leave the session with a custom, action-oriented plan to develop buy-in from key stakeholders.

FD - 78 Best Practices to Support International Student Transitions

Junior F

Stella Erbes

Pepperdine University

This facilitated discussion will focus upon support mechanisms for international students in American higher education institutions. By using creative formative assessments and digital tools, participants will actively engage in collaboration to confer and establish a myriad of effective practices that can be implemented in universities to better acclimate their international students to new learning and cultural environments. Audience members will also be able to contribute and curate a list of successful strategies for colleges to utilize with first-year international students. Ultimately, this list could be shared for publication in the FYE Teacher Toolkit.

CT - 79 Partnering across Campus to Transform the Student Experience

Junior G

Sally Lorentson

Rick Gray

George Mason University

Students are constantly changing as they adapt to the world around them. Are our institutions keeping up? Join our team in exploring how to transform the student experience on your campus to meet the needs of the first-year students of today and tomorrow. Presenters will share lived experiences of leading transformative processes of a student experience redesign, including two specific projects focused on the first-year initiation to college, and a broad coaching and advising network. Participants will leave energized for exploring their own students' needs and will be provided with a toolkit for embarking on their campus transformation.

CT - 80 Leveraging Concepts of Intelligence in the First Year Experience Classroom

Signature 1

Stephanie Carter

Laurie Hazard

Bryant University

For students, understanding how they conceive of intelligence is a powerful tool to help them switch cognitive gears, use new study skills, master course material, and experience greater achievement. This is particularly true of first-year students, as they make the academic adjustment from high school to college learning. Focusing on concepts of intelligence in first-year experience courses can enhance student success. This session will address the importance of educating students about key concepts of intelligence and will provide first-year experience instructors with effective approaches to engaging their students with this important topic.

CI - 81 Orientation and Beyond: A Holistic Approach

Signature 2

Jamie Orton

Keri Romine

Jake Smith

Alex Curtis

Southern Utah University

A holistic approach to the first-year experience and beyond. Pre-arrivals, arrivals, orientation, programming. Overview of SUU International Affairs' holistic approach to FYE and beyond. Strong applicability to various diverse student populations and incoming students. Personalized international student support begins from the moment a student applies, dovetails into an immersive orientation experience, and continues with additional coursework and strong programming throughout the entire first year. These practices have been proven to skyrocket retention, foster cultural diversity, and ensure a rich university experience for all students. So why not start today?

CR - 82 Literacy, Academic Writing and FYE at the University of Brasilia



Zoom

Carla Tereza Pessoa da Rocha Dantas

University of Brasilia

Coming to the university, in addition to being a great achievement, also presents several challenges for those who demand to reach it. One of these challenges is the need to know how to deal with literacy and academic writing typical of the university academic environment. It seems that the

level of education before the university has not endowed students with the knowledge necessary to face it. Problems with literacy and academic writing, which were originated in the previous education, have direct influence in the retention of the students and can bring an obstacle to university success. So, it is necessary to create institutional actions for guidance and specific pedagogical follow-up.

CT - 83 Using Formative Assessments to Make Real-Time Improvements to First-Year Seminars



Zoom

Carrie Van Haren
Keah Tandon

University of South Carolina

While formative assessment is frequently used for year-to-year improvement in first-year seminars, formative assessment done during the term is often overlooked as a valuable tool for bettering the experience of current students and instructors. Regularly conducting formative assessments allows instructors to pivot and make real-time changes to their course content to better meet their students' needs and help them achieve course goals. Program administrators can use aggregated classroom-level results and program-wide qualitative assessments to identify trends and provide timely support to instructors through communications and events. Presenters will share ideas for assessments and methods to support both students and instructors.

CP - 84 Creating Dynamic Practices: 2-year Program at a 4-year University



Zoom

Malka Sigal
Jessica Accurso-Salguero

Yeshiva University

This presentation provides an overview of Yeshiva University's retention initiative programs for students not traditionally admitted into a 4-year program. The programs provide advising, peer-mentoring, college transition workshops, and outreach campaigns targeting at-risk student groups. Additionally, YU's intrusive advising is a catalyst for connecting students to campus resources. This presentation discusses the implementation of successful programs and newer programs of promise, such as College Experience and Peer Advisor Liaisons programs. Data from our programs show with support in adjusting to college climate, advisement, supplemental instruction, and other key components all students can succeed as well as continue into a 4-year program.

CT - 85 Trauma-Informed Positive Education Strategies for a FYE Classroom



Zoom

Hailey Sands
Alexis Hauck
Dylan Kriescher
Angela Vaughan

University of Northern Colorado

This session will define Trauma-Informed Positive Education and introduce ways to incorporate trauma-informed pedagogy into First Year Experience classrooms. Specific lesson planning strategies will be shared and attendees will discuss how these techniques and activities might be incorporated or adapted for any topic or discipline. General neuroscience frameworks will be discussed as well as specific activities meant to help facilitators build skills necessary to understanding how trauma shows up in the learning process. Participants will leave with specific techniques that they can immediately put into practice in their own classrooms based on the needs of their students.

CT - 86 A Return to Humanity in Teaching

Zoom



Stephanie Foote

John N. Gardner Institute for Excellence in Undergraduate Education

In *The Courage to Teach*, Parker Palmer (1998) writes, "Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher" (p. 10). As Palmer (1998) suggests, teaching and identity are interwoven, making teaching an act of vulnerability. Despite this, we often create our courses, including first-year seminars, in ways that protect us, and ultimately, create distance from the students we teach. This session explores ways to return to humanity in teaching by understanding ourselves and our students and using these collective understandings to create inclusive and responsive learning environments.

REFRESHMENT BREAK | 3:00 PM – 3:15 PM

Grand Ballroom ABC

3:15 p.m. – 4:15 p.m.

CR - 87 Curating Major/Career Support Ecologies for Underserved Students in Transition

Salon 1

Joseph Kitchen
Adrianna Kezar

University of Southern California

Jennifer Harvey
Julie Campbell

University of Nebraska, Kearney

This session explores the impact of major and career support coordinated by a comprehensive college transition program serving low-income, first-generation, and racially minoritized students at the University of Nebraska. A 5-year mixed-methods study found that the transition program's coordinated major and career support significantly increased underserved and minoritized students' confidence in their major and career path. We examined how and why the program promoted students' confidence in their major and career path and identified a model illustrating how educators can curate a developmentally appropriate, asset-based, and validating ecology of major and career support. Findings and practical implications will be discussed.

CP - 88 Connections for Success: Improving Learning through First-Year Student Engagement

Salon 3

Abraham Villarreal
Bryan Homrighausen
Marguerite Connors

Cochise College

Student engagement in on and off-campus events is a well-researched and proven method of improving academic outcomes. Students enrolled in the Cochise College freshman seminar course, titled *Connections for Success*, are required to participate in engagement activities tied to the curriculum. The presenters will highlight the development of this initiative, how relationships were created with campus and community partners, methods to positively motivate students, and how this high-impact learning experience positively transformed the learning experience of the first-year student.

SUNDAY, FEBRUARY 13

CP - 89 Developing the Leader Within: A Tiered Approach to Peer Mentoring

Salon 4

Sarah Scheidel

Polina Boily

University of Connecticut

The University of Connecticut's First-Year Experience (FYE) program takes a multi-tiered approach to peer mentoring with three levels of student leaders. During required 3-credit courses, our students all discover and develop the leader within as they increase their self-awareness and career readiness. This presentation will describe each role along with an overview of the recruitment, interviewing, selection, and training processes. The presenters will also share course details and will address our evaluation and assessment methods. This session will benefit those interested in developing or enhancing their mentoring program at little cost to increase retention and persistence.

V - 90 Fragile Students: Build Resilience and Increase Grit Without Breaking Them

On-Demand



Harlan Cohen

Indiana University

According to the recent data (ACHA-NCHA), 55.9% of college students reported feeling hopeless within the last 12 months. And this is before COVID. College is a dramatic transition, and most students aren't prepared for what's next. Successfully navigating these changes takes life skills not taught in high schools. As a result, millions of first-year students struggle, transfer, or drop out. New York Times best-selling author, Harlan Cohen, shares data, research, and a framework that you can help your students successfully navigate all the changes ahead. This interactive and lively session addresses grit, resilience, growth mindset, student engagement, persistence, and retention.

V - 91 Access & Equity: Using Online Videos as FYE Textbook Replacement

Salon 7/8

Alex Pecoraro

Innovative Educators

Todd Parks

Piedmont Virginia Community College

According to research by the Public Interest Research Groups, two-thirds of students have skipped buying required course materials because they could not afford them. Utilizing video-rich materials can positively impact student success in FYE courses while creating more accessible course content. Presenters will share the steps they went through to adopt course materials at no cost to students. Presenters will also share lesson plans for both face-to-face and online courses. Session designed for professionals developing or re-envisioning existing first-year experience courses.

CT - 92 Equation for First-Year Seminar Success: Creativity + Communication + Customization

Salon 11

Lisa Kamody

Andrew Pueschel

Susan Fletcher

Ohio University

This session highlights a series of strategically created opportunities that positively impacted the training, development, and success of instructors (composed of faculty and administrative professionals) involved in a university-wide first-year learning community program. Using self-reported

student and instructor data, presenters will share best practices and lessons learned following the addition of hybrid enhancements to training, resources, and continuous support to an already well-established, existing framework provided by the first-year office. The discussion will further the conversation on how we can all utilize creativity in communication and customization strategies to produce a community (whether in-person or remote) committed to maximizing the first-year experience.

CT - 93 The Promise of Learning Communities in a Reimagined Undergraduate Experience

Salon 12

Jean Henscheid

University of South Carolina

Richie Gebauer

Cabrini University



Rita Sperry

Texas A&M University-Corpus Christi

Julia Metzker

Evergreen State College

The integrated experience of learning communities (LCs)—as of course clusters, team-taught courses, living-learning programs, and residential colleges—stand out as an educational model well-suited to help students address present and future challenges. Now, more than ever, it is essential to invest in qualities that make LCs effective and to deepen the investigation of their scope and type, and how they foster learning and community. This session invites conferees to a discussion with members of the National LC Collaborative. Together, we will consider the findings of a recent survey of LCs and share promising practices.

FD - 94 Publishing Research and Practice on College Student Transitions

Salon 15/16

Rico Reed

University of South Carolina

Rishi Sriram

Baylor 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.

FD - 95 Concurrent Enrollment and the First-Year Experience

Salon 17/18

Michael Albright

Southwest Minnesota State University

Concurrent enrollment programs allow high school students to pursue courses for college credit without leaving their familiar surroundings. Typically, high school teachers deliver the content under the auspices of a college or university professor of record. Despite this sense of dislocation from the partnering higher education institution, students of concurrent enrollment are expected to perform and act like college students. This session explores what sort of relationship first-year experience and concurrent enrollment programming

share. Issues under consideration will include how high school teachers and cooperating professors might support and, incidentally, recognize concurrent enrollment students as first-year students.

FD - 96 Engaging First-Year Students in Discussions on Diversity, Equity, and Inclusion

Salon 20/21

Jobia Keys

University of Tampa

This session will engage participants in discussions about race, inequality, and privilege. Attendees will reflect on research-based, conversation cards that help guide difficult discussions about diversity, equity, and inclusion topics. Participants will also have an opportunity to critically listen to others and engage in constructive dialogue about their own experiences in a safe environment. Attendees will leave with pedagogical tools to help them facilitate DEI discussions with first-year students. Consequently, these candid conversations encourage first-year students to embrace various points of view, strive toward a more inclusive understanding of the world, and engage courteously and thoughtfully with a diverse population.

FD - 97 Supporting International Students as They Navigate the First-Year College Transition

Grand E

Dottie Weigel

Taylor Forbes

Alexa Groff

Maddie Groff

Messiah University

More than one million international students are studying at U.S. colleges and universities. Research shows the first-year transition is more difficult for these students than their American peers. As educators, if we are hoping to create a positive first-year experience we must be proactive and develop early connections to set the tone of pride, identity, security, and stability, especially when COVID-19 has brought much ambiguity to the overall college experience. Through guided discussion, participants will gain practical, adaptable, and transferable strategies to support students as they adapt to a variety of contexts (e.g., first-year seminars, advising, peer leadership, residence life).

FD - 98 What I Wish My MLIS Taught Me About FYE

Junior F

Sheryl Larson-Rhodes

State University of New York at Geneseo

David Lemmons

George Mason University

Kate Otto

Marquette University

You got your first job as an FYE librarian—congrats! Hmm...now what did you learn about FYE in library/i-school? In this interactive workshop, participants will work in small groups to identify FYE-related skills & concepts that they did—or did not—learn about during their library/i-school experience. By sharing this information with the entire group, participants will build an outline for an FYE-related course or professional development. If you work anywhere in the field of FYE & have ideas of what you would like your institution's FYE librarians to know, please join us in contributing your knowledge to the discussion.

CI - 99 Effectively Developing and Supporting First-Year Seminar Instructors

Junior G

Katie Hopkins

Dan Friedman

University of South Carolina

A First-Year Seminar is only as good as the person teaching it. One of the hallmarks of an effective first-year seminar is an intentional and sustained focus on faculty development. Using the University 101 Program at the University of South Carolina as a model, this session explores best practices for designing and implementing a faculty development program to support high-quality instruction. Specific examples of faculty development initiatives will be shared as well as sample agendas and materials. This session will also discuss how to utilize assessment data to drive the content addressed in faculty development initiatives.

CT - 100 Using Academic Probation Student Assessments to Inform FYE Course Content

Signature 1

Joseph Sanchez

Texas A&M University

Students who are placed on academic probation are less likely to persist and graduate. This session will build and expand upon previous research by demonstrating how by utilizing trends and data collected from students on academic probation, practitioners in FYE instruction and student success can use local student-driven data to make semester-by-semester improvements to FYE content and instruction. The session will also provide attendees with an example of a student self-assessment, examples of case-management interventions, and examples of interventions provided in FYEX classes.

CR - 101 Math Readiness in South Carolina: Implications for First-Year Student Success

Signature 2

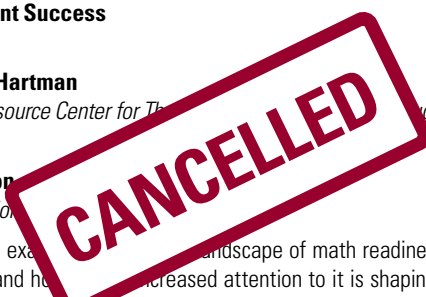
Catherine Hartman

National Resource Center for The First-Year Students in Transition

Matt Nelson

Francis Marion University

This session examines the landscape of math readiness for college and career and how increased attention to it is shaping educational environments across the K-16 system in South Carolina. Attendees can expect an overview of definitions, indicators, and initiatives supporting the preparation of students for college. Presentation activities will provide attendees opportunities for reflection and dialogue about the ways educators in first-year programs can structure their activities to improve student transitions to college.



FD - 102 Seamless Not Siloed: Navigating the First-Year from the Student Perspective

Zoom

Wendy Merb-Brown

Susan Fletcher

Vincent Prior

Barbara Remsburg

Ohio University

New students experience their first year through a series of programs deliberately offered for the greatest impact throughout the year. Most of those programs occur in separate offices across units on our campuses. Moving proactively during the pandemic has created an opportunity for FYE programs to rethink how new students navigate their college experience – from the student perspective. In this session, participants will engage in focused discussions around the following essential question: how can we provide an experience that transitions students seamlessly through their first year?

CR - 103 Building an Engaged Community: Advancing Your Role in First-Generation Student Success

Zoom

Sarah Whitley

Center for First-generation Student Success

With over one-third of currently enrolled students identifying as first-generation, dismantling barriers and creating accessible environments for success is imperative. The work of implementing a networked approach to advancing first-generation efforts is the responsibility of all members of an institutional community and can be accomplished in many ways. However, for those not directly responsible for first-generation efforts, knowing where to begin can be challenging. The Center for First-generation Student Success offers a number of resources, programs, services, and professional development to equip you with the necessary tools to better understand this population, audit your approaches, and collaborate with colleagues. This session will detail how you can play an integral role in building an engaged community that fosters first-generation student success.

CP - 104 Developing Curriculum Based on Student Self-Reported Data: Goal-Setting & Time-Management

Zoom

Michael Graham

Mount Marty University

Ivan Wayne

Angela Vaughan

University of Northern Colorado

A 10-year review of student self-reported data was conducted within a First-Year Experience program at a small-sized Midwest liberal arts university to identify themes and topics of interest that students mentioned needing more exposure with. Data revealed Goal Setting and Time Management as topics that needed to be developed and implemented into the existing curriculum. Goal Setting and Time Management are educational topics and skillsets that show effectiveness in promoting academic engagement and academic achievement (Bostwisk et al., 2017; Razali et al., 2017). This presentation provides information on the utilization of student self-reported data to inform curriculum development.

CI - 105 High Impact Peer Mentors: Creating an Intentionally Transformative Developmental Experience

Zoom

Brad Harmon

Furman University

Learn how a small, private liberal arts university is intentionally working to make peer mentoring a high-impact practice on its campus. Participants will receive an overview of the Peer Educator and Peer Mentor Institute, including its structure, learning outcomes, and curriculum. Relevant assessment results will be shared to showcase the Institute's impact on peer mentors and implications for future initiatives. This immersive presentation will also feature active participation in a "mini-module" from one of the Institute's workshops to help them consider the ways they can adapt content for their campus.

CT - 106 Building Connections: Who Participates in a First-Year Mentorship Program

Zoom

Subethra Pather

University of the Western Cape

Due to the COVID-19 pandemic and the country's national lockdown, the 2021 first-year students entered the virtual university environment with new challenges. These students to date have never physically been on campus, with no face-to-face contact with lecturers and peers. All 4000 first-year undergraduate students were invited to participate in the peer mentorship program. A total of 542 students signed up for the program. This presentation takes a closer look at who are these students, where they come from, what challenges were experienced, and how the program supported their needs and created a sense of connectedness.

4:30 p.m. – 5:30 p.m.

CR - 107 Impact of First-Year Seminars for African American Males

Salon 1

Jamil Johnson

University of Nevada, Las Vegas

The Black Lives Matter movement has encouraged Black students to use their voices for change on their campuses across the country. Yet, African American males, are often characterized by disparaging terms, such as: endangered, uneducable, dysfunctional, incorrigible, and dangerous (Strayhorn, 2013). These characterizations harm African American male academic achievement and inclusion in society. The study highlights narratives of African American males who participated in First-Year Seminars and the significance it had on their engagement in high-impact practices, which are pivotal to the success of African American males within the first year and beyond.

CR - 108 Understanding Sustainability: A Survey of First-Year Students Perception of Sustainability

Salon 2

Carlton Usher

Kennesaw State University

Much of the current research on sustainability to date is nestled in traditional categories, with environmental sustainability at the core. Sustainability work focusing on self-directed, regular activities, and pedagogical strategies unveil a promising path forward. However, a vacuum exists. Scholarship asking first-

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year students to comprehensively classify, identify, and locate sustainability values remain lacking. This session highlight research that attempts to address the vacuum by presenting primary data aggregated from a first-year students survey on sustainability, its subcategories, and their perceived value as subjects for future exploration

CP - 109 Evolution of Teaching Practice in FYE with OER-Enabled Pedagogy

Salon 3

Eric Werth
Katherine Williams
University of Pikeville

The need for instructor reflection on their role within the classroom is more important than ever. Economic and social unrest make inclusive and meaningful student experiences critical. How can instructors achieve this goal when doing so may require a philosophical shift? This session presents findings from research with six instructors who taught a First-Year Seminar utilizing OER-enabled pedagogy in 2019 then again in 2020. Their insight suggests this approach catalyzed a teaching evolution to one fostering greater student engagement and agency. Attendees will consider how these findings may be generalized to various forms of active learning and any learning modality.

CP - 110 Getting Started with Peer Mentorship: Supporting Students and Developing Leaders

Salon 4

Rachel Nieman
Rebel Smith
West Virginia University

This session outlines the development, implementation, and results of a no-budget peer mentorship program in its inaugural year. Learn how a team of 22 mentors embedded into a business specific FYS at the business school of a four-year public land grant institution improved the student experience for 449 freshmen during the fall 2020 semester. Topics include mentor selection and training, the development of a teaching practicum for mentors, the importance of giving students autonomy to co-create, feedback from mentees, mentors, and instructors, and retention outcomes. Finally, we'll discuss how positive outcomes led to a budget for future growth in year two.

V - 111 Do THEY Really Believe THEY Can Achieve?

Salon 7/8

Jahmad Canley
LAUNCH Student Success

Success, it's what we want for all students! It is no secret that students who succeed possess similar characteristics and strategies for success. Grit, persistence, time management, and a growth mindset are just a few of the intangibles that research shows can help students from any background achieve their goals. The question is can we be even more intentional in the way we coach students to succeed? In this interactive workshop, we explore and demonstrate the importance of "how-to" teach these skills to students through a curriculum in the first 3 weeks to 3 months of their term.

V - 112 Learn How a Successful Online Orientation Impacts Enrollment and Retention

Salon 9

Dawn Sawyer
Comevo, Inc.

With enrollment and retention being a top priority after a year and a half of tough times for students, it makes sense that we put our best foot

forward at the very BEGINNING of the student experience. Orientation is the students' FIRST impression of the institution they are entrusting with their college career. Successful matriculation sets the stage for a successful and rewarding college experience. Imagine a One-stop shop for the students' matriculation journey in a dynamic environment that connects and engages students and provides important feedback for administration. Join us as we walk through Advance™, Comevo's interactive communication hub.

V - 113 Get to Know Students Better, Faster with Career Decision Profile

Salon 10

Juliet Jones-Vlasceanu
Career Key

First-year students seek your help strengthening their sense of belonging, matching who they are with new academic, co-curricular, and work environments. In this presentation, learn about a new online assessment, Career Decision Profile (CDP), that helps you tailor support to what students need most for confident choices. We will discuss, what this 5-minute, valid, self-guided inventory measures, including decidedness, comfort, self-clarity and existence of barriers; the CDP's use as a pre/post measure of program impacts, shared with stakeholders; and why Kansas State and other institutions choose the CDP for their First Year Experience, student success, and professional development programs.

CI - 114 Building a New Undeclared Academic Advising Center

Salon 11

Stephen O'Connell
University of Central Florida

The University of Central Florida established a new university-wide academic advising model for undergraduate students and the establishment of a new academic advising office for all undeclared undergraduate students beginning May 2020. This presentation will focus on establishing a new academic advising office committed to assisting undeclared students in their major exploration process, and the challenges in establishing a new advising office during a global pandemic. The presentation will also highlight the challenges and successes in establishing a major exploration program and using university and department assessments to improve the program for the second year.

CT - 115 Supporting Peer Education Through Online Learning

Salon 12

Denisse Avila
Christopher Martin
University of Texas at Arlington

The COVID-19 pandemic accelerated a transition toward online learning. While educators struggled to transition to virtual instruction, many were able to rely on their training and experience as they navigated uncharted modalities. However, peer educators were not always equipped with the training nor instinct to make the switch without a glitch. This session discusses how an FYE program with 150 peer educators and 200-course sections prepared their student staff to teach, lead, and support students through virtual instruction. Challenges, lessons learned, and peer-to-peer online learning techniques will be shared with others who wish to support peer-led online teaching.

CT - 116 Academic Recovery in a College Success Course

Salon 5/6

Valerie Mann

Johnson County Community College

The last several years have been one of change and upheaval. Learn how a College Success (FYE-type experience course) was leveraged to help students adjust back to college and to make learning a way of life in the community college. Topics discussed will include at-risk student needs, faculty preparation, textbook usage, assessments, and active teaching opportunities to engage learners back into the classroom--and to learn more effectively online.

CT - 117 Classroom Strategies to Foster Self-Awareness and Promote Multiculturalism

Salon 15/16

Jordan Martell

Brianne Dixon

Kristen West

Angela Vaughan

University of Northern Colorado

This session discusses the importance of incorporating a diversity curriculum within an FYS to support overall student wellbeing and college success as well as promote civic mindedness. Three strategies will be introduced to foster increased critical self-reflection, effective interpersonal communication skills, and self-awareness that have been effective in providing necessary skills for productive work and engagement within a global community. Although specific examples will be shared, including relevant demonstrations, the presenter will also discuss how each of these can be adapted. Participants will leave the session with materials they can adapt to their specific needs.

FD - 118 Improving First-Year Students' Financial Wellness

Salon 17/18

Philip Tew

Melanie Ricker

Alexus Leonard

Hailey Hawkins

Arkansas State University

Many two and four-year colleges and universities have begun to implement financial wellness programs on their campuses. The self-proclaimed goals of most of them are to improve the financial capability of their students to improve the students' retention in college, and financial freedom in their post-college careers. Some colleges have begun to place use financial wellness as part of their Quality Enhancement Plan for accreditation/reaccreditation. This dialogue will show how different colleges and universities have implemented a student-focused financial wellness program that benefits all their students.

FD - 119 The Equity Equation: How to Help First Year, Underserved Students Succeed

Salon 20/21

LaShana Stokes

Central Penn College

This session is a "must-attend" for administrators and current first-year seminar instructors who want to find out more about the "equity equation" and effective and purposeful, student-centered pedagogy that works wonders in the college classroom. Join in on engaging conversations with colleagues about how to effectively create a "community of learners", authentically engage students in classroom discussions, and promote deeper learning and self-introspection. This is a session not to be missed! Be ready to engage and share your testimonials of how students learn best in your classroom!

FD - 120 Managing Difficult Dialogues

Grand D

Brian Fry

Brad Garner

Indiana Wesleyan University

Are Difficult Dialogues part of your curricular or co-curricular FYE? What conversations are you having, and how are you having them? How do you prepare for and structure DDs? In this forum, attendees will have to share experiences and lessons, and learn from the experiences and lessons of others. What worked well, and what didn't? What would you do differently? The first 40 minutes will be devoted to stories and lessons, and the last 20 to compiling models, resources, and suggestions. Participants will receive an electronic list of challenges and resources.

CT - 121 Influencing Campus Environments to Increase First-Year Student Mental Health

Signature 1

Kelly Smith

Springfield College

Mental health (MH) issues are affecting many college students today. The pandemic has exacerbated these issues in incoming student populations. MH is a protective factor for academic success, retention, and is strongly correlated with a sense of belonging. A lack of belonging can lead to anxiety, depression, and other adverse MH issues. Student development theories indicate academic/student affairs professionals influence college student environments. In this session, participants will learn concrete ways to personally and systemically influence campus environments to increase conditions for the optimal mental health of college students.

CI - 122 Navigating a Comprehensive Redesign of the First-Year Experience



Zoom

Erin Weston

Georgia College

In 2018, Georgia College, a midsize public liberal arts university began a comprehensive redesign of our First-Year Experience program. We overhauled our failing common read program, added an FYE director, started our First-Year Guides peer mentoring program, and are currently piloting a redesign of our 1 credit hour first-year seminar course. Come hear about the strategies we have found successful and the lessons we have learned over the past three years.

CT - 123 The Post- COVID "Kind -of-Virtual" Student Success Suite



Zoom

Charlene-Mary James Piper

Texas Southern University

Don't throw the student support wins out with the virtual bathwater. Fall 2020 was an opportunity to be creative and intentional about strategies for advising & support in a virtual environment. Our Academic Support & First-Year advising unit struggled supporting an un-initiated group of students who had not gone through a face-to-face orientation, benefitted from being "on the yard" with continuing students, or attended freshman week. We found ways to bridge communication issues and service gaps revealed by going virtual. As we transition back in person we must incorporate what we learned. Going back to normal isn't an option.

CP - 124 Rethinking Engagement for First-Year Students in a STEM College

Zoom

David Bucci

Brad Collier

Maxine Rohrman

East Carolina University

Retention and persistence have long been a concern for STEM students and required action to help maximize their success. The pandemic added an additional challenge that necessitated a re-imagining of First-Year student outreach. The First-Year Program in The College of Engineering & Technology at East Carolina University sought to address these challenges through various forms of interaction, analysis, and outreach, that introduced new pathways to connect with its students beyond the classroom. The presenters will detail the steps to create this program from the beginning and explore lessons learned as they embarked, and continued, on this high-impact initiative.



4:30 p.m. – 5:45 p.m. Featured Sessions

FS - 127 Teaching the Teachers: Designing Pedagogical Development for Faculty

Zoom

Ryan Bronkema

Jenna Harte

University of West Georgia

This session will encourage a meta-awareness of how to design instructor/faculty professional development workshops at one's institution, while also exposing participants to a sampling of pre-developed topics for other academic professionals.



FS - 128 Designing a Motivational Syllabus

Zoom

Christine Harrington

New Jersey City University



Melissa Thomas

University of Texas

During this engaging presentation, participants will learn what the research says about the purpose and power of the syllabus. Specifically, we'll focus on how the syllabus can be used as a motivational tool. Research-based ideas on how to construct an effective syllabus will be shared. For instance, there will be a discussion about what type of information and what level of detail to include on the syllabus. Participants will walk away inspired to make the most of this important document and will have several practical ideas about how to do so.



4:30 p.m. – 5:45 p.m. Featured Sessions

FS - 125 Creating Cultures of Belonging: From Boutique Interventions to Systems Change

Junior G

Samantha Levine

Association of Public and Land-Grant Universities

Denise Bartell

University of Toledo

Pamela Cheek

University of New Mexico

Kathryn Boucher

University of Indianapolis

Research on learning mindsets such as belonging and growth mindset is transforming institutional approaches to student success. But how do you know that the work you are doing in the first year to cultivate these mindsets is leading to a better – and more equitable – student experience? During this session, practitioners learn from leading national experts on how to apply practices supporting equitable student experience in context, and how to amplify institutional culture change through faculty communities of practice. Using these resources, campuses can shift from intending culture change to knowing that their efforts are improving the student experience.

FS - 126 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Junior F

John N. Gardner

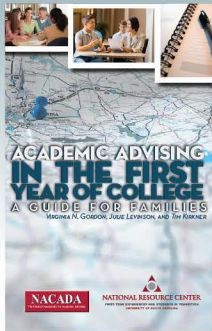
Betsy Barefoot

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.

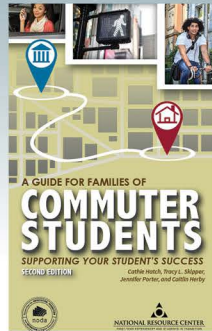
GUIDES FOR PARENTS AND FAMILIES


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 FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
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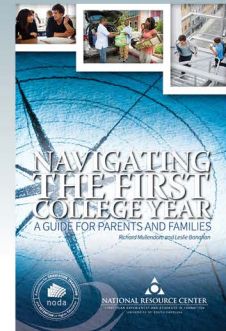
Academic Advising in the First-Year of College *A Guide for Families*

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.**
\$2.25 each when purchased in 100-unit lots.



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

Richard Mullendore and Leslie Banahan
 A joint publication with NODA, the Association for Orientation, Transition, and Retention in Higher Education
 ISBN 978-1-889271-91-0. 32 pages. **\$3 each.**
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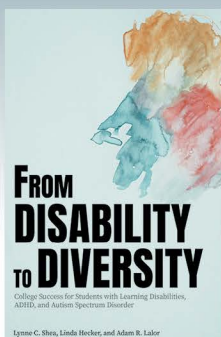
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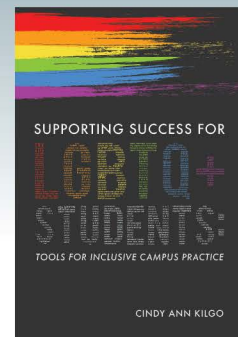
RESOURCES ON THE COLLEGE STUDENT EXPERIENCE



From Disability to Diversity
College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder
Lynne C. Shea, Linda Hecker, and Adam R. Lalor
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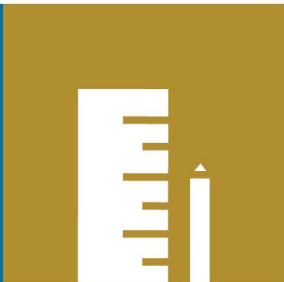
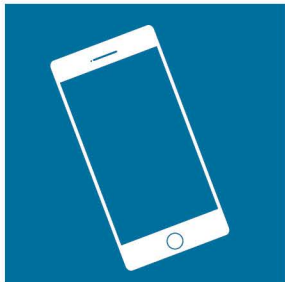
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Conference Check-In

7:30 a.m. – 5:00 p.m.

Convention Registration Desk

Continental Breakfast

7:30 a.m. – 9:00 a.m.

Grand Ballroom ABC

8:00 a.m. – 9:00 a.m.

V - 129 Approaching College with Purpose: Shaping the First-Year Experience with Our Students

Salon 2

Amy Lee

Margaret Delehanty Kelly

Maggie Bergeron

University of Minnesota

Catherine Lee

Occidental College

In this session, the four authors of *Approaching College with Purpose* will engage with participants using one chapter from ACWP to demonstrate the signature values of this text: an asset-based approach to FYE, intentionality, and reflection/meta-cognition. These values were central to the creation of the text, and also central to the collaborative learning environment that the text supports when engaged with students and instructors. The authors will offer a number of the features from the text and instructor guide as entry points to facilitated discussion about how instructors can center students' experiences in FYE courses.

CP - 130 Utilizing Upperclassmen for First Years

Salon 3

Melissa Nink

Wingate University

Most first-year seminars include at least one upperclassman. In 2021 we changed our program to include summer work for mentors, as well as allowing them to be the primary instructor for 50% of the semester. Here we discuss the positives and negatives associated with the new implementation.

CP - 131 How to Build a Retention Team from the Ground Up

Salon 4

Rebel Smith

West Virginia University

West Virginia University has a very high acceptance rate of WV residents. An important part of its mission is to provide access and opportunity to the state. But how do you retain a class with such expansive needs? Come hear how we at a business school at a four-year public land-grant institution created a retention team from the ground up. The results speak for themselves. In two years, we improved our retention from 77.8% to 84%.

V - 132 Engagement as a Matter of Equity

Salon 5/6

Phoenix Harvey

Macmillan Learning

Debi Rutledge

Rochester University

When implemented with intentionality, instructional technology, and short retention surveys can be used to support first-year student engagement,

retention, and support your institution's equity and inclusion initiatives. Decades of research confirm that non-academic factors like students' sense of belonging, financial concerns, and engagement are critical to student retention and success. This session will demonstrate how first-year experience programs can pair brief retention surveys that offer early alerts for better, more targeted interventions, with student response systems to meaningfully engage inside and outside of the classroom, creating safe spaces, encouraging participation, event attendance, building community and foster a sense of belonging.

V - 133 First-Year Experience Creating Inclusive, Low and No-Cost Options

Salon 7/8

Jennie Econome

Sacramento State University

This session will explore the use of free and low-cost materials to create an inclusive First Generation, Low-Income students and students with disabilities. Topics that are included in this are creating a safe space about careers, mentorship development, and anti-racism to meet the needs of today's students.

V - 134 Improving Student Success through Development and Assessment of Character Skills

Salon 9

Shalin Shah

Svadhi

Character skills are the bridge between a student's ability and achievement outcomes. The character development of students has long been a hallmark of American liberal arts education. However, growth in highly specialized STEM degrees has eroded investment in a student's character development. Most higher education institutions now lack a data-driven approach to assess students' character skills and implement coaching plans. In this presentation, participants will learn of a character assessment tool developed by Svadhi, through which institutions can implement data-driven character development programs for first-year students and students in transition, substantially improving their chance of success and retention.

CI - 135 Bridging the Gap Between Secondary and Higher Education Through FYS

Salon 10

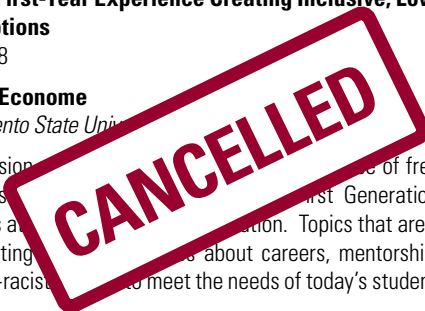
Katherine Lynch

Emily Gerace

Stephen Burke

Rockland Community College

Rockland Community College (RCC) is working successfully to remove obstacles to marginalized students who seek to enroll in college-before they even apply. To this end, we embedded sections of RCC's first-year seminar within two local high schools. We have trained high school faculty to teach this course, and their pedagogy is supported by college student peer mentors who are alumni of that institution. By partnering with high schools that predominantly serve underrepresented student populations, RCC is bridging secondary and higher education and helping students develop viable educational and career plans before they set foot on campus.



CI - 136 FAST Start: A Pilot Program Promoting Success for First-Year Students

Salon 11

Eric Amsel
Scott Sands
Justin Burr
Kristi Fox

Weber State University

We report on a new FAST Start pilot program designed to improve first-time students' success. The program is a collaboration between Academic and Student Affairs that targets Gen Ed gateway classes to improve students' college experience. The presentation details how the collaboration resulted in redesigned courses to promote more active learning leveraging embedded peer Learning Assistants to support student success in their classes and college. Additionally, the program offers additional advisor reviews of student schedules and extra-curricular activities. Preliminary data suggest the collaborations were successful, with students showing higher course completion and fall-to-spring persistence rates than comparison groups.

CI - 137 Assessing Student Satisfaction of an Academic Advising Unit

On-Demand

Jonathan Broyles
Wendy Huckabee Broyles

Troy University

In addition to advising all freshmen until the completion of their 45th credit hour, advisors in the JWS Center advise students who are conditionally admitted, students who are undecided about their major, students who are taking one or more developmental courses in mathematics or English, and students who are seeking an associate degree or seeking a baccalaureate degree in interdisciplinary studies. Given the number of students served, it became evident that we needed to establish a baseline of assessment. Presenters discuss the survey instrument and other details necessary to assess student satisfaction of an academic advising unit.



CT - 138 SYE Program Development: Strengthening Relationships Between Academic and Student Affairs

Salon 15/16

Michael Graham
Mount Marty University

Ivan Wayne
University of Northern Colorado

The "sophomore slump" is characterized as a combination of interpersonal and academic challenges second-year students experience such as low self-confidence and academic commitment (Black, 2014; Gregory, 2020; Loughlin, 2013). Coupled with dramatic decreases in institutional support compared to the first year, a need remains for higher educational institutions to develop Second-Year Experience (SYE) programs. This presentation provides an overview of the initial implementation phases for an SYE program at a small-sized Midwest liberal arts university. Sequential steps of strengthening partnerships between Academic and Student Affairs emphasize the importance of establishing stakeholder relationships to adequately meet the developmental needs of second-year students.

FD - 139 Revisiting Dweck's Mindset Theory: Strategies for First-Year Classrooms

Salon 17/18

Charlee Sterling
Goucher College

Motivation psychologists have often taught us to perceive success as made and not just innate. Some students, however, could improve; "mindset" plays a role in students' success, and in how they perceive failure. This facilitated session seeks to revisit Dweck's ideas, to explore the role that mindset plays in first-year student success, to identify the challenges of a fixed mindset, and to explore pedagogical strategies towards fostering a growth mindset in the first-year seminar and first-year writing classrooms.



FD - 140 It's Complicated: Charting a Path with Undecided Students

Salon 20/21

Jared Meitler
Kansas State University

Those that work with college students know that each student brings individual interests and talents to the table. This is true for undecided students, even if they are still working to clarify their interests and talents. This facilitated dialogue will utilize an interactive case study approach for practitioners to explore what we know about the sub-types of undecided students, brainstorm tools we can use to better understand where students are on their path, and multi-layered approaches to encourage their progress in their career decision making process.

FD - 141 Seamless not Siloed: Navigating the First-Year from the Student Perspective

Grand D

Wendy Merb-Brown
Susan Fletcher
Vincent Prior
Barbara Remsburg
Ohio University

New students experience their first year through a series of programs deliberately offered for the greatest impact throughout the year. Most of those programs occur in separate offices across units on our campuses. Moving proactively during the pandemic has created an opportunity for FYE programs to rethink how new students navigate their college experience – from the student perspective. In this session, participants will engage in focused discussions around the following essential question: how can we provide an experience that transitions students seamlessly through their first year?

FD - 142 Supervision, Development, and Best Practices of Working with Peer Mentors

Grand E

Alyssa Brigham
Sara Thigpin
Texas A&M University

Peer mentors are increasingly utilized in support of FYE programs, inside and outside the classroom, and in various programs for student success. Facilitated by a Director of Undergraduate Programs and the full-time Program Coordinator for transition programs in the College of Science, this session discusses strategies and brainstorm additional practices for your implementation regarding the training, hiring, supervision, and

professional development of peer mentors. Whether you've been working with mentors for years or just thinking about creating mentoring programs, this session will bring awareness of other implementation strategies, supervision practices, and successful strategies to bolster your program's purpose.

FD - 143 Teaching and Incorporating Critical Reflection Across Topics in an FYS

Junior F

Brienne Dixon
Chelsea Miller
Angela Vaughan
Alexis Hauck

University of Northern Colorado

Reflection-based interventions lead to increased self-awareness and positive learning outcomes. Integrating critical self-reflection throughout the curriculum for first-year students provides an opportunity to learn a transferable skill that encourages active engagement and meaningful learning. Additionally, critical self-reflection is positively associated with critical thinking, decision making, self-concept, autonomy, and increased self-regulation in study habits. During this session, participants discuss evidence-based strategies to teach critical self-reflection, as well as discuss strategies for integrating critical self-reflection in the curriculum across topics and the semester.

CT - 144 Advising and Student Success: Discussion on Strategies Towards Educational Equity

Junior G

Jennifer Keup
University of South Carolina

April Belback
University of Pittsburgh

Christina Garrett
North Carolina Central University

Julie Fischer-Kinney
University of Toledo

Laura Johnson
Boston University

Now, amidst two national pandemics—one viral and one situated in longstanding racial injustice—the position and social contract of higher education is called into question by students, parents, alumni, state legislatures, government, and investors. Higher education practitioners must demonstrate innovation, visionary leadership, and forge partnerships with advisors to ensure student success and deliver on the postsecondary promise by bringing equity intentionally into daily and strategic decisions, to support students in achieving their goals. Join this panel session featuring authors from *Academic Advising as a Tool for Student Success and Educational Equity* (2021) as they discuss strategies for success in advising practice.

CT - 145 But Cramming Works for Me!: Developing a Learning Strategies Curriculum

Signature 1

Amy Baldwin
University of Central Arkansas

Why do students struggle to study effectively when they get to college? It is often because what they did in high school worked well and they have a hard time letting go. Instructing students on research-based study

strategies as well as incorporating them into your course assignments can help students transition to college more effectively. In this presentation, participants will learn what students are doing that can sabotage learning, what effective strategies can help them eliminate bad habits, how to incorporate research-based practices into any course, and how one institution created a one-credit-hour Academic Strategies course.

CT - 146 Being an Equity-Minded FYE Champion: Transforming Policies and Practices

Signature 2

Christine Harrington 
New Jersey City University

Veronica Gerosimo
Hudson County Community College

As an FYE practitioner, you have many roles and responsibilities. One important role relates to equity-based advocacy. Fortunately, many colleges and universities are evaluating their policies and practices using an equity lens. FYE practitioners have expertise and experiences that can guide and support this work. During this session, discover how to get a seat at the table and actions you can take to help colleges and universities transform their policies and practices and better serve the needs of diverse student populations.

CR - 147 Persistence and Support for Black STEM Students at an HBCU

Zoom

Elise Simmons
Florida A & M University

Every year, we share in the festivities of high school graduates throughout the country who are graduating and getting ready to embark on the next phase of their lives, whether it is starting a career or enrolling in college. Some students who choose to further their education by enrolling in college are surprised to discover that they are not as well prepared as they imagined. This qualitative research case study focused on Black students' educational experiences who surmounted hurdles to become upper-division STEM (Science, Technology, Engineering, and Mathematics) majors at HBCUs, rather than focusing on negative educational experiences and outcomes.

FD - 148 Engaging First-Year Students in Discussions on Diversity, Equity, and Inclusion

Zoom

Jobia Keys
University of Tampa

This session will engage participants in discussions about diversity, equity, and privilege. Attendees will receive discussion cards that help guide difficult conversations about diversity, equity, and inclusion topics. Participants will be encouraged to critically listen to others and engage in dialogue about their own experiences in a safe environment. We will leave with pedagogical tools to help them facilitate these discussions with first-year students. Consequently, these candid conversations encourage first-year students to embrace various points of view, strive toward a more inclusive understanding of the world, and engage courteously and thoughtfully with a diverse population.



CP - 149 Developing the Leader Within: A Tiered Approach to Peer Mentoring



Zoom

Sarah Scheidel
Polina Boily

University of Connecticut

The University of Connecticut's First-Year Experience (FYE) program takes a multi-tiered approach to peer mentoring with three levels of student leaders. During required 3-credit courses, our students all discover and develop the leader within as they increase their self-awareness and career readiness. This presentation will describe each role along with an overview of the recruitment, interviewing, selection, and training processes. The presenters will also share course details and will address our evaluation and assessment methods. This session will benefit those interested in developing or enhancing their mentoring program at little cost to increase retention and persistence.

CT - 150 Leveraging Concepts of Intelligence in the First Year Experience Classroom



Zoom

Stephanie Carter
Laurie Hazard

Bryant University


For students, understanding how they conceive of intelligence is a powerful tool to help them switch cognitive gears, use new study skills, master course material, and experience greater achievement. This is particularly true of first-year students, as they make the academic adjustment from high school to college learning. Focusing on concepts of intelligence in first-year experience courses can enhance student success. This session will address the importance of educating students about key concepts of intelligence and will provide first-year experience instructors with effective approaches to engaging their students with this important topic.

CT - 151 Leadership for Change: FYE Educators as Change Agents



Zoom

Michele Campagna

Westchester Community College 

Christine Harrington

New Jersey City University 

FYE educators are often change agents on their campuses, influencing stakeholders and leveraging resources to promote first-year student success. Their leadership is needed now more than ever as their actions catalyze innovations across their campuses. In this session, you will develop your change agent skills and learn ways to develop those of your FYE team. You explore frameworks for institutional change and the importance of using data to champion your causes and promote continuous improvement. Most importantly, you will discover strategies for sustainable and systemic change to improve first-year outcomes through the process, attitudinal, and structural changes on your campus.

CI - 152 Increasing First-Year Retention During a Global Pandemic



Zoom

Debbie Bannister
Beth Pauley

University of Charleston

Learn how intentional Freshmen Student Advising can help your institution improve your first-year retention rates. The University of Charleston added Freshman Student Advisors (FSAs) in 2019 to contact, enroll and advise freshmen before arriving on campus. Advisors monitor each student to help decrease the "melt" that often occurs during the summer months. During 2020, these FSAs were a lifeline for our students and were able to help increase our first-year retention rate during a global pandemic!

9:15 a.m. – 10:15 a.m.

CR - 153 Undecided or Deciding? Lessons from Exploratory Classes for Undeclared Students

Salon 1

Kent Tonkin

Saint Francis University

Undergraduates face high pressure from parents and colleges to quickly pick majors and career paths, a stressful process often attributed to rising tuition and parental expectations of return on investment. This session will provide lessons learned over several semesters of teaching "exploratory" classes for undergraduate students within a general education curriculum. The session explores survey data from 1 and 3 credit "discovering you" courses for undeclared students over three semesters, as well as student perceptions of course/resource value, institutional support, and instructor observations, including lessons learned and resulting changes between the two courses.

CR - 154 Tailoring Programmatic Support to Meet Underserved Students' Multidimensional Transition Needs

Salon 2

Joseph Kitchen

Adrianna Kezar

University of Southern California

Dusten Crichton

University of Nebraska, Omaha

This session explores how staff in a comprehensive college transition program serving low-income, first-generation, and racially minoritized students at the University of Nebraska tailored their support to meet underserved students' multidimensional college transition needs. Drawing on a 5-year case study of the college transition program, we identified a four-part iterative and cyclical process describing how staff tailored programmatic offerings for students in a way that works at both the individual and group levels. The tailoring process we identified begins with individual student needs, and then that information informs broader group level tailoring. Implications for practitioners will be discussed.

CP - 155 Creating Dynamic Practices: Two-Year Program at a Four-Year University

Salon 3

Malka Sigal

Jessica Accurso-Salguero

Yeshiva University

This presentation provides an overview of Yeshiva University's retention initiative programs for students not traditionally admitted into a four-year program. The programs provide advising, peer-mentoring, college transition workshops, and outreach campaigns targeting at-risk student groups. Additionally, YU's intrusive advising is a catalyst for connecting students to campus resources. This presentation discusses the implementation of successful programs and newer programs of promise, such as College Experience and Peer Advisor Liaisons programs. Data from our programs show with support in adjusting to college climate, advisement, supplemental instruction, and other key components all students can succeed as well as continue into a four-year program.

V - 156 The Importance of Recognizing Academic Achievement in First-Year Students

Salon 5/6

Eileen Merberg

Alpha Lambda Delta First-Year Honor Society

Colleges and universities have programs in place for students who struggle academically during their first year and these are important components of 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.

V - 157 Living Up to Your Legend through Online Orientation

Salon 7/8

Glenn Spurlin III

Clemson University

Dave Roberts

Amy Calfee

Advantage Design Group

Your institution has a global brand. Your students identify as part of the college family. You recognize new undergraduate and graduate students are motivated differently and need orientation information specific to them. How do you personalize the onboarding experience, create efficiencies to serve larger, more diverse audiences, and live up to everyone's expectations? Attend this session to explore the decisions, strategies, and outcomes of online orientation at a four-year, public university. Preview the platform during a live tour and get your questions answered.

CI - 158 First Encounter Faculty: Moving Beyond Faculty Buy-In to Faculty Co-Creation

Salon 10

Rebecca Todd

Jenifer Paquette

Michelle Sanders

Hillsborough Community College

Research identifies faculty involvement as both essential and challenging when creating effective, sustainable programs for first-year students. This session explores the First Encounter Faculty Program – a collaboration between faculty and staff who embraced their cross-disciplinary and interdepartmental roles to co-create a data-driven and research-

based program. What began as a single-campus pilot was embraced institutionally, aligned with the college's Quality Enhancement Plan, and has demonstrated efficacy across student completion and retention rates for over six years. Never doubt that a small group of thoughtful, committed faculty and staff can change the college experience; indeed, it is happening every day.

CI - 159 Signature Course Stories: Revamping the Core Curriculum Chapter by Chapter

Salon 11

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 employs a distinct academic curriculum designed to transform high school students into collegiate thinkers. This session will provide information on the development of these core curriculum courses from idea to implementation, both from a programmatic and teaching perspective.

CI - 160 Building Instructor Capacity to Teach Diversity, Equity, and Inclusion

Salon 12

Carla Eastis

Ashley Pauling

Kristen Siazynski

University of North Carolina at Charlotte

Cultural and self-awareness is one of three common student learning outcomes for the university's first-year experience (Prospect for Success or PFS), but it has been a challenging outcome for first-year seminar instructors to teach toward. In summer 2021, we piloted a plan to build instructor capacity in this area. There are three phases to this project: the development of a diversity and inclusion curriculum, instructor training, and ongoing support throughout the fall 2021 semester.

CT - 161 Aligning FYS Curriculum, Instruction, and Assessment for Combating Learned Helplessness

Salon 9

Dylan Kriescher

Chelsea Miller

Jordan Martell

Angela Vaughan

University of Northern Colorado

This session discusses course strategies for addressing learned helplessness and low self-efficacy of first-year students to promote persistence and resilience. Strategies, informed by research, will help align curriculum, instruction, and assessment practices to communicate the growth nature of the learning process, thereby encouraging continued persistence and effort in the face of adversity. First-year seminars could benefit from choosing content and instruction which inherently demonstrates the nature of change in human learning and achievement, provides transformative opportunities to see differences in outcomes and uses formative assessment for providing feedback to the student showing differences in their growth.

CT - 162 Analytical Injustice League: Why Missing Data Matters

Salon 15/16

Sarah Long

University of Colorado-Colorado Springs

Missing values that fail to be appropriately accounted for may lead to biased estimators, reduced representativeness of the sample, and incorrect interpretations and conclusions (Gorelick, 2006). This research explains how statistical results can fundamentally change depending on specific data modification methods. The consequential implications, specifically in higher education, that depend on quantifiable methodologies to substantiate practices through evidence-based policymaking (Gillborn et al., 2018; Sindhi et al., 2019). This study exposed how examining patterns of data missingness can have critical implications on student retention initiatives including intervention programs, identification of high-risk students, and funding opportunities for support programs.

FD - 163 Streamlining the Process: Connecting Student Experiences through Shared Data Resources

Salon 17/18

Christopher Tankersley

Kent State University

Have you experienced duplication of efforts with your Student Success teams? If so, the development of a shared data resource for tracking and assessment might be what you need. To streamline and better capture student connections in campus housing and the impact of RA interactions on the student experience, CONNECTIONS was born. CONNECTIONS resulted in a system to capture RAs' one-on-one interactions with residents, resident participation in hall and campus activities, and flags related to academic challenges. This session will offer tips and dialog opportunities for identifying, innovating, and acting upon similar opportunities on your campus.

FD - 164 Supporting Student-Facilitated and Student-Led FYE Events

Grand E

Erika Nielson

Karsen Jones

Nick Weimer

Texas State University

Academic events within FYE programs are commonly organized and planned by faculty and staff with limited input from students. While students do reap the benefits of FYE events, the students are typically attendees at those events. Enabling students to facilitate and lead these events could encourage networking with faculty, staff, and other students, encourage transferable skills, contribute to scholarly interdisciplinary conversations, and research, and help build critical thinking skills. When students plan events, they can learn negotiation, planning, management, advertising, teamwork, prioritizing, and giving and receiving feedback, which can empower students, and increase post-graduation readiness.

CT - 165 An Appreciative Approach to Training Peer Mentors

Junior G

Annie Kelly

University of Cincinnati

James Winfield

Southern New Hampshire University

As institutions continue to integrate peer mentorship programs within their first-year experience, prioritization of training and development are essential to ensure they are prepared and confident to support their peers.

Using the Appreciative Advising phases of Disarm, Discover, Dream, Design, Deliver, and Don't Settle, provides a framework to guide peer-to-peer interventions (Bloom, Hutson, & He, 2008). This session will offer the perspectives of two institutions' approaches to using the Appreciative Education Model to inform practices to improve the coaching, navigation, and support of first-year students through peer mentorship.

CT - 166 Peer Mentor Programs: Assessing Our Way to Success

On-Demand

Theresa Haug-Belvin

Angus Macfarlane

Utah Valley University

Assessing peer mentor programs and sharing the critical work of these student leaders is imperative to maintaining a sound program to ensure student success at an institutional level. A good assessment can turn a program into a partnership between peer mentors, students, instructors, and administrators. Assessment data is used to assist with training, create programmatic change, and ensure student success is at the forefront of what we do as a mentor program. Come hear how one institution created an assessment portfolio to "tell our story" to the mentors themselves along with sharing their important work to campus stakeholders.

CR - 167 Building an Engaged Community: Advancing Your Role in First-Generation Student Success

Signature 2

Sarah Whitley

Center for First-generation Student Success

With over one-third of currently enrolled students identifying as first-generation, dismantling barriers to success is imperative. Creating environments for success is important. Implementing a networked approach to success is the responsibility of all members of the community. Success can be accomplished in many ways. However, it is not solely responsible for first-generation efforts, knowing where to begin can be challenging. The Center for First-generation Student Success offers a number of resources, programs, services, and professional development to equip you with the necessary tools to better understand this population, audit your approaches, and collaborate with colleagues. This session will detail how you can play an integral role in building an engaged community that fosters first-generation student success.

CI - 168 Transforming the Student Experience in First-Year Gateway Courses at University of Toledo

Zoom

Melissa Oddo

Denise Bartell

Defne Apul

Heather Robbins

University of Toledo

In this session, participants will learn about the Equity Champions Community of Practice at the University of Toledo. Part of the Student Experience Project, the program creates a space for instructors of first-year gateway courses to learn about and assess the impact of practical, evidence-based change ideas that improve student outcomes by focusing on key constructs such as belonging, growth mindset, and social connectedness. Session attendees will leave with a blueprint for how to create a community of practice, sample change ideas that can be implemented in any course, and additional resources on the Student Experience Project and underlying research.

CT - 169 Academic Recovery in a College Success Course

Zoom



Valerie Mann

Johnson County Community College

The last several years have been one of change and upheaval. Learn how a College Success (FYE-type experience course) was leveraged to help students adjust back to college and to make learning a way of life in the community college. Topics discussed will include at-risk student needs, faculty preparation, textbook usage, assessments, and active teaching opportunities to engage learners back into the classroom--and to learn more effectively online.

CT - 170 Partnering for Undergraduate Student Success

Zoom



Harvey Long

Joanie Chavis

North Carolina A&T State University

Since 2020, librarians at North Carolina Agricultural and Technical State University's (NC A&T) F. D. Bluford Library have collaborated with TRiO Student Support Services (SSS) to support the academic success, engagement, and retention of first-generation and low-income students. This poster presentation will describe our approach to strategic partnerships, specifically with TRiO, and an assessment of this partnership.

CR - 171 Role of FYE Practitioners at a University in South Africa

Zoom



Nosisana Mkonto

Luvuyo Kakaza

Cape Peninsula University of Technology

Subethra Pather

University of the Western Cape

In South Africa, FYE is new; it only started in 2006. In South Africa, FYE has not been conceptualized fully and FYE is still reliant on international research. South African universities have recognized the importance of FYE in first-year student retention. Universities are implementing the FYE as an intentional, holistic program to support first-year students. At universities, there has been an increase in the number of staff members whose focus is on improving student retention and, but these positions are not properly defined. This study explored the role and responsibilities of FYE practitioners at a university in South Africa.

CT - 172 Lasting Lessons from COVID on Learning Science and Student Success

Zoom



Robert Feldman

University of Massachusetts Amherst

Joni Webb Petschauer

Appalachian State University (ret)



Cindy Wallace

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.

REFRESHMENT BREAK | 10:15 AM – 10:30 AM

Grand Ballroom ABC

Plenary Address

10:30 a.m. – 12:00 noon | Executive Ballroom



Dan Friedman

Executive Director of University 101 Programs
University of South Carolina

The Power and Purpose of a First-Year Seminar

The modern form of the first-year seminar is now fifty years old. These seminars have been shown to enhance academic performance and engagement and have been recognized as a high-impact practice. This plenary address will trace the origins of the first-year experience movement to the creation of University 101 at the University of South Carolina in 1972 and discuss the purpose, principles, and philosophy of an effective first-year seminar. This session will inspire and motivate us to make the most of the first-year seminar for our students and institutions.

Excellence in Teaching First-Year Seminars Award Recipient



Alma Robinson

Advanced Instructor & PhysTEC Teacher in Residence
Virginia Tech

Jordan Smith Undergraduate Student Fellowship Recipients

Blake Batchelor

University of South Alabama

Emily Gerber

Washington University in St. Louis

Nicole Hopkins

Montana State University

Alexandra Lord

University of South Carolina

Danyal Mahmud

University of North Carolina at Charlotte

1:30 p.m. – 2:30 p.m.

CR - 173 Build a Research Model for Mentor Programs with Impact
Salon 1

JoAnn Martinez
Cynthia Alaffa

Arizona State University

Tiffany Thornhill

Arizona State University - Nina Scholars

This session addresses how one scholarship program is striving towards establishing a research model that assesses the short and long-term impact of its mentoring program beyond traditional measures of success. This program serves a diverse population of undergraduate students from low incomes and vulnerable backgrounds, many of whom are first-generation college students who struggle with their first-year transitions into the university and when preparing to graduate from the university. Thus, a well-defined research model is necessary to understand how the program is guiding its students to navigate the university and to transition into a career or graduate school.

CR - 174 Fear-Based Decisions: Patterns Among First-Year Students from Five Schools
Salon 2

Darin Eckton
Christine Standish

Utah Valley University

We live in a culture where fear and anxiety increasingly influence our decisions in unhealthy ways. Regardless of your role at your institution, you will learn and discuss the implications of important patterns from the findings of the same survey administered at five public colleges and universities in Utah (Utah Valley University, Dixie State University, Salt Lake Community College, Snow College, and Weber State University), all addressing fear-based decision making among students. It is anticipated that the findings will lead to practical discussion, application, and solutions for the students we serve.

CP - 175 UPIKE FIRST: A New FYE Model Which Fosters Autonomously Regulated Motivation
Salon 3

Katherine Williams
Eric Werth
Stephanie Stiltner
Mathys Meyer

University of Pikeville

UPIKE FIRST is a program encompassing the first week, semester, and year of a student's experience. This is the product of wide-scale programmatic shifts necessitated by COVID-19, personnel changes, and the desire for a curriculum that is consistent yet adaptive to the needs of students who are entering our institutions in uncertain and chaotic times. This presentation discusses how the director of UPIKE FIRST, and Professional Development created a curriculum that encourages agency, autonomously regulated motivation, and co-creation of new knowledge over a 16-week semester which will support current and future students throughout their first year in college.

CP - 176 College of Business - Creating a Course for FY and Transfers
Salon 4

Sarah Canatsey
Michael Jones

University of Tennessee at Chattanooga

Over the past two years, the Rollins College of Business (RCOB) at the University of Tennessee at Chattanooga has been developing a first-year seminar targeted at business students entering the college. Our approach aims to create a community for new students and connect them to the services available to them. We will share details of our course content, instructor guidebook, and feedback from our student evaluations. We also hope to generate discussion with other schools on their ideas, experiences, and best practices for first-year seminars focused specifically on business students.

V - 177 Setting Expectations: Moving from Parent Management to Parental Education
Salon 5/6

Andrea Brenner
AMBrenner, LLC

The expected roles and responsibilities of the college parent are rarely defined. Absent a consistent message about the college's expectations, parents of incoming students may be overinvolved in their children's lives, serve as the protector of their newly minted young adult child, or take a consumerism "I paid for this" approach with the school. This session will focus on how colleges can change their message regarding parental involvement from parent management to a parental education model, focusing on a commitment to educating parents over the years, from the moment of enrollment of the entering students through their college graduation.

V - 178 How Interactive Online Courseware Supports the First-Year Experience
Salon 7/8

Carla Lundman
Nick Rabinovitch
Human eSources

See the difference that interactive, online courseware provides to students, instructors, and institutions. Hear how it works in different environments and the results achieved by other institutions using Human eSources' online solutions.

CI - 179 Research, Evaluation, and Assessment: Best Practices for New Program Development
Salon 10

Dawn Bartlett
Katie Corbin
SUNY Jefferson Community College

Over the past twenty years at SUNY Jefferson Community College, multiple FYE initiatives have been proposed but failed to be adopted during the campus governance process. Consequently, there has never been a defined First-Year Experience at JCC. Tides turned when the 2020-2025 Strategic Plan included a compulsory FYE for the first time. Cognizant of past failures at the College, best practices research provided the rationale for all proposed ideas. To ensure campus-wide support, a systematic evaluation and assessment plan was also developed. This session will differentiate between research, evaluation, and assessment, and discuss the role of each in new program development.

CI - 180 Pivoting to Online Instruction in a Core First-Year Program

Salon 12

Kathleen Laborde
Karen Daas
Rebecca Schroeder
Elena Camargo

University of Texas at San Antonio

Among the top priorities for successfully pivoting to online modality has been how to maintain students' sense of belonging and promote academic success without having face-to-face contact. The university had the additional objective of supporting and nurturing a diverse student population. The University of Texas at San Antonio (UTSA) is a Hispanic Serving Institute (HSI) with a Hispanic population of 57.02%. First-Generation college students make up 44.91% of the undergraduate population. Faculty for the first-year core class used innovative strategies and mentor-style training to develop a virtual curriculum that created a rewarding and engaging experience for students online.

CI - 181 Developing a Peer Leader Seminar

Salon 9

Emma Reabold
Mikaela Rea

University of South Carolina

For many years, University 101 Programs at the University of South Carolina has collaborated with campus partners, faculty, and staff to support peer leaders co-teaching the first-year seminar, UNIV 101. By requiring enrollment in a leadership development seminar, commonly referred to as EDLP 520, peer leaders receive support throughout the semester they serve. In this session, participants will learn about the advantages of creating a training course, common components and assignments across sections, and the impact of the course on peer leaders' development for co-teaching the first-year seminar and beyond.

CT - 182 Yes You Can! Service Learning in FYE Community Colleges Courses

Salon 15/16

Annaliese Hausler-Akpovi

Modesto Junior College

While some might view the incorporation of Service Learning into an FYE course as a daunting or cumbersome task, this presentation will prove otherwise. Using a step-by-step approach, participants will learn well-honed and time-tested strategies for designing and implementing an impactful Service-Learning component in their FYE course contexts from an ardent Service-Learning advocate with over two decades of experience using this practice in a community college setting.

FD - 183 Student Peer Leaders: Facilitating Meaningful Connections Within Diverse Student Populations

Salon 17/18

M. Esa Seegulam

Culver-Stockton College

Student bodies often exhibit levels of diversity not reflected among the faculty and staff, necessitating creative systems to facilitate social and academic adjustment among students of all backgrounds. Many institutions harness the power of student peer leaders, cohorts of mentors chosen from among the student population and reflecting the diversity of that population. This session will focus on creating and sustaining programs that are desirable to upper-class students while meeting the needs of the first years. Input on incentivizing participation, managing expectations, recognizing, and

cultivating leadership, and preventing burnout will be among the focal points of this facilitated dialog.

FD - 184 UNIV 101-The Embry Riddle Experience

Grand E

Nataniel Reyes

Embry-Riddle Aeronautical University

First-Year Seminars (FYS) provide a critical gateway for student success. FYS is a high-impact practice for students in developing a vital connection through the institution via campus resources, academic skills, and improving retention (Greenfield et al., 2013; Young & Skimore, 2019). At Embry-Riddle Aeronautical University (ERAU), the UNIV 101 has increased its sections steadily throughout its tenure to accommodate the growing student population. The session will highlight the resources used in the course, such as the Ruffalo Noel Levitz College Student Inventory (CSI) assessment, academic planning, and peer mentors.

CT - 185 Partnering for Undergraduate Student Success

Junior G

Harvey Long

Joanie Chavis

North Carolina A&T State University

Since 2020, librarians at North Carolina Agricultural and Technical State University's (NCA&T) F. D. Bluford Library have collaborated with TRiO Student Support Services (SSS) to support the academic success, engagement, and retention of first-generation and low-income students. This presentation will describe our approach to strategic partnerships, specifically with TRiO, and an assessment of this partnership.

CT - 186 Make Respect Visible: Operationalizing Diversity and Inclusion through FYE Partnerships

Signature 1

Sue Fletcher

MaryKathyrine Tran

Duane Bruce

Ohio University

In Fall 2021, Ohio University launched a new campaign, Make Respect VISIBLE, to present the University community expectations for engaging across differences. OHIO's Office of First-Year and Student Transitions (FYrST), in partnership with the Division of Diversity and Inclusion, have incorporated these expectations, as well as a new curriculum module addressing microaggressions and bystander intervention methods, have been created to ensure that our first-year students grasp these expectations as we strive to create an inclusive community for all. Participants will be provided an overview of the six key VISIBLE themes, training materials, lesson plans, and preliminary Fall 2021 assessment data.

CT - 187 Leadership for Change: FYE Educators as Change Agents

Signature 2

Michele Campagna

Westchester Community College



Christine Harrington

New Jersey City University



FYE educators are often change agents on their campuses, influencing stakeholders and leveraging resources to promote first-year student success. Their leadership is needed now more than ever as their actions catalyze innovations across their campuses. In this session, you will develop your change agent skills and learn ways to develop those of your FYE team. You explore frameworks for institutional change and the importance of using data to champion your causes and promote continuous improvement. Most importantly, you will discover strategies for sustainable and systemic change to improve first-year outcomes through the process, attitudinal, and structural changes on your campus.

CT - 188 Using Assessment to Build Collaboration Across Campus

Zoom

Hannah Williamson

Erin Alanson

University of Cincinnati

Higher education has followed the way of many industries in seeing that assessment is essential for high-quality service and support. Assessments have developed at the programmatic and national level but there is a gap of assessment that needs to be explored more - comparing first year programs within a university. In this presentation, the University of Cincinnati will share our development, implementation, and evaluation of a new campus-wide assessment. Additionally, we discuss how this tool has been a catalyst for a global first-year experience conversation across diverse colleges and programs at our historically siloed institution.

CI - 189 FAST Start: A Pilot Program Promoting Success for First-Year Students

Zoom

Eric Amsel

Scott Sands

Justin Burr

Kristi Fox

Weber State University

We report on a new FAST Start pilot program designed to improve first-time students' success. The program is a collaboration between Academic and Student Affairs that targets Gen Ed gateway classes to improve students' college experience. The presentation details how the collaboration resulted in redesigned courses to promote more active learning leveraging embedded peer Learning Assistants to support student success in their classes and college. Additionally, the program offers additional advisor reviews of student schedules and extra-curricular activities. Preliminary data suggest the collaborations were successful, with students showing higher course completion and fall-to-spring persistence rates than comparison groups.

CT - 190 Adding Meaningful & Engaging Historical Perspectives to First-Year Courses

Zoom

Stephanie Foote

Andrew Koch

John N. Gardner Institute for Excellence in Undergraduate Education

Annie Evans

New American History

Peter Felten

Elon University

First-year courses pose challenges to students and faculty. Students often hold perceptions of history as memorization, content-heavy, and rooted in expensive textbook purchases. Instructors struggle to include substantive, relevant materials. As a result, developing historical ways of thinking and skills remain inaccessible for many students. The need for redesigning these learning experiences coupled with cutting-edge tools brought the New American History project and the Gardner Institute together to address these needs. This session outlines this partnership and demonstrates how instructors can enhance their first-year courses and seminars with the accessible, flexible, award-winning New American History tools.

CT - 191 Peer Mentors Pack a Punch: Improving Retention by Making Connections

Zoom

Amy Ingram

Auburn University at Montgomery

AUM is a predominately minority-serving institution where 55% are first-generation students and 43% are Pell Grant eligible. Approximately 80% of first gens drop out of college within the first six years and 70% do not seek academic help. As utilizing peer mentors is a high-impact practice, we implemented a peer mentor program in fall 2019. Data reveals a 10% increase in retention of students who had a peer mentor versus those who did not. AUM provides mentor and faculty training and supports student success via a variety of strategies, including embedding mentors in the classroom and one-on-one meetings out of class.

CR - 192 First Impressions: First-Year Students' Expectations of Academic Libraries & Research

Zoom

Haley Gillilan

Cecelia Parks

University of Virginia

When first-year students attend their first library instruction session, they bring all their previous research experiences and perceptions with them, but instruction librarians have few opportunities to learn what those are. In this session, we discuss our results from a study that used a pre-instruction session survey to gain insight into first-year students' prior experiences and future expectations of academic libraries and the research process. Our findings allowed us to guide what we spend time on during instruction and disrupt or affirm assumptions we had about our first-year students.

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

CR - 193 First-Year Seminars: Evidence of HIP Qualities and Outcomes

Salon 1

Jillian Kinzie
Kevin Wenger

Indiana University Bloomington

First-Year Seminars (FYS) are positively associated with persistence and fostering student success. Yet, their content, form, and outcomes can vary. This session first highlights research exploring FYS student's exposure to the eight essential dimensions theorized to define High-Impact Practices (HIPs) to prompt enhancements to FYS quality and then discusses the association between FYS and outcomes such as sense of belonging, intent to return, and NSSE Engagement Indicators as evidence of the contribution of FYS. Join us to discuss the implications of this research and to give input on this new item set.

CT - 194 Trauma-Informed Positive Education Strategies for an FYE Classroom

Salon 2

Hailey Sands
Alexis Hauck
Dylan Kriescher
Angela Vaughan

University of Northern Colorado

This session will define Trauma-Informed Positive Education and introduce ways to incorporate trauma-informed pedagogy into First Year Experience classrooms. Specific lesson planning strategies will be shared, and attendees discuss how these techniques and activities might be incorporated or adapted for any topic or discipline. General neuroscience frameworks will be discussed as well as specific activities meant to help facilitators build skills necessary to understanding how trauma shows up in the learning process. Participants will leave with specific techniques that they can immediately put into practice in their classrooms based on the needs of their students.

CP - 195 Diversifying First-Year Seminars

Salon 3

Jake Smith
Alex Curtis

Southern Utah University

Overview of SUU International Affairs' approach to the first-year seminar (Acculturation). Although this SUU course is focused on international students, the principles, concepts, and lectures are directly applicable to many diverse student groups. Learn how to extend orientation into a semester-long course, dive deeper into important topics, foster student success, and provide vital DEI support to your student population(s).

CP - 196 Onboarding and Supporting Student Success through a Student's First-Year

Salon 4

Nicole Maarraoui
Anna Grinfeder

University of Miami

We believe that for a student to be successful during their first year on campus, they must be provided with the tools, resources, and onboarding services before the student even arrives on campus. At the University of Miami, we have built a robust onboarding program for our incoming new and transfer students. Join us during this session to learn about how we've been

able to reduce melt and provide a more personalized experience for incoming students by offering support, mentorship, and guidance during their "Road to UM."

CR - 197 Addressing Persistent Barriers to Improving Advising

Salon 5/6

Michelle Foley
NASPA

Catherine Shaw
Tyton Partners

Tyton's Driving Toward a Degree survey highlights key barriers to implementing successful holistic advising practices and provides an overview of the current advising technology marketplace. Join this interactive session to see technology market shifts and key findings related to addressing advising inequities, discuss these findings with colleagues, and learn about the Advising Success Network resources available to institutions.

V - 198 The Power of Partnerships to Support the FYE

Salon 9

Kaity Modesto
NYC DOE Office of Postsecondary Readiness (OPSR)

Stephanie Fiorelli
Urban Assembly, Inc

Jesse Boeding
Signal Vine

Students are living in an age of information overload. To help students navigate the post high school and first year of post-secondary education, there are a lot of organizations reaching out to them - with lots of good intentions. With strong partnerships, like that of the NYC DOE and Urban Assembly with the CUNY system, we can better understand and coordinate information to support the whole student across their education transitions. In addition, UA will share more about their Digital Peer Mentor program that works as an early referral system into the institution's knowledge team.

CI - 199 COLL 101: College Success – Instruction with the Wellness Wheel

Salon 10

Sheri Grotrian
Peru State College

Domains of wellness (i.e., intellectual, social, emotional, physical, occupational, financial) provide a curriculum template for students in their FYE, specifically the College Success course, offering a multitude of articulated learning and critical reflection opportunities. This course helps students define the role of collegiate education in their personal and professional lives. Within a learning community composed of those with similar disciplinary interests, students have the opportunity to participate in activities designed to support successful development of skills. Applying the Wellness Wheel in higher education classrooms is one method to introduce a comprehensive version of wellness in an active and engaged manner.

CI - 200 Supporting Summer Bridge Students Through Tutoring, Mentorship, and Community

Salon 12

Hali Sofala-Jones
Cameron Hallman

Georgia College

This session will focus on the unique summer program of Georgia College's Bridge Scholars Program. GC's Bridge Program consists of approximately academically vulnerable first-year students who are admitted after a competitive selection process. Students must pass seven credit hours with a 'C' or better during the summer program to gain admission to Georgia College. The coordinator and graduate assistant for the Bridge Scholars Program discuss the vital role tutoring, mentorship, and workshops play in the success of Scholars and best practices to support academically vulnerable students entering their first year in the shadow of the pandemic and virtual learning.

CT - 201 Integrating Sense of Belonging, Social Justice, Reading and Writing

Salon 7/8

Jennifer Collins
Milanika Turner
Darius Young
Deshuandla Solomon

Florida A&M University

The FYE Common Read Program is an initiative to provide students with a shared intellectual experience as well as engage the entire campus community through the study of one text. For the 2021-2022 academic year the selected book is *Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism* by Jelani M. Favors. Studying this text supports this HBCU's mission of advancing knowledge and empowering communities. By integrating the study of the common read text into curricula across disciplines this initiative creates a campus-wide dialogue through co-curricular programs that bridge academic and student life.

CT - 202 Meaningful Relationships in FYE: Centering Peer, Faculty, and Staff Interactions

Salon 15/16

Peter Felten
Oscar Miranda
Leo Lambert

Elon University

Isis Artze-Vega

Valencia College

The quality of student interactions with faculty, staff, and peers is essential for positive student and institutional outcomes, particularly for students in transition. Drawing on dozens of interviews with new majority students from diverse institutions, this interactive session explores both the enduring importance of relationship-rich education and the ways the pandemic and recent attention to systemic racial injustice have influenced student experiences with transition, belonging, learning, and success. Throughout the session, we will ask: How can our programs, classes, and institutions more intentionally help students, particularly first-year and new majority students, develop strategies to build meaningful human connections?

FD - 203 Mentoring First Generation Students After COVID: The Prior Learning Connection

Salon 17/18

Kent Seaver

University of Texas at Dallas

The success first-generation and Hispanic students have had with the Prior Learning Exam's is widely known, but that instrument is only one tool in their continued student success. At the University of Texas at Dallas, early and continued mentoring on campus, with meaningful interaction and measurable metrics, allows a continual chain of the energetic first generation to educate first-year students about Prior Learning and how it can aid in continued student success. By examining empirical examples at the two- and four-year levels, the audience will understand how this combination is fostered in a computerized educational setting.

FD - 204 Unveiling the "Hidden Curriculum" to Promote Student Success

Salon 20/21

Trisha Tucker
Elizabeth Galoozis

University of Southern California

Everyone who has successfully navigated college knows the importance of the "hidden curriculum." From disciplinary jargon and opaque assignments to expectations about email, classroom, and office hour etiquette, the "hidden curriculum" constitutes a set of knowledge and skills that are rarely addressed explicitly by faculty yet are crucial for student success. This session, based on a faculty-led micro-seminar called "The 'Hidden Curriculum' and Other Things No One Told You About College," provides a model for pulling back the curtain and empowering students. Participants discuss how this format and content can be adapted to a variety of institutional contexts.

FD - 205 What Makes a Learning Community Successful

Grand D

Jean Henscheid

University of South Carolina

Richie Gebauer

Cabrini University



Rita Sperry

Texas A&M University-Corpus Christi

Julia Metzker

Evergreen State College

The National Learning Communities Collaborative has spent the past two years taking a deep dive into what constitutes an effective learning community. Our first order of business has been to ask colleges and universities across the country to submit basic information about their programs to an open, online learning community directory. Participants in this session review results from this nationwide canvassing and provide input into what additional information is needed. Work in this session will inform the creation of phase two of the directory.

FD - 206 Pathway to Civil Rights: Development of a Heritage Trip

Junior F

Christopher Tankersley

Kent State University

Are you interested in bringing to life for your students the Civil Rights movement of the mid-20th century? Are you looking to develop new social justice and anti-racist opportunities for your students? If so, join this facilitated dialogue to discuss one way to do this through the development of

a Civil Rights Heritage trip exploring the civil rights movement and significant grassroots efforts that took place, that are still shaping the movement for social and racial justice today.

CT - 207 Helping Students to Envision, Pursue, and Persist Toward Their Goals/Dreams

Junior G

Brad Garner

Indiana Wesleyan University

Students enter higher education coming from a wide variety of background experiences. What they often share, however, is a vision for what they would like to accomplish because of their investment in higher education. Regardless of their path, students need to develop a set of personal skills and dispositions that will help them be successful in college and life. This presentation will focus on a framework for the first-year experience that helps students crystallize and articulate where they want to go and ways to help them move toward those goals and creating a future version of themselves.

CI - 208 How to Design a First-Year Experience for Failure!

Signature 1

Chris Harnden

Jacki Brazill

Colorado Mountain College

While students enter college with a fear of academic failure, their primary fear is that of social failure. Students expect new student orientation and the College101 class to introduce them to resources that will aid their academic success but hope these experiences will also give them a facilitated, and therefore socially acceptable, reason to foster new relationships with their peers, instructors, and advisors. Students look to orientation and College101 as sources of forced interaction that promote connection and combat the natural isolative tendencies that often occur during a student's first weeks on campus. So what are we doing wrong?

FD - 209 Integrating the Gen Ed Outcome of Collaboration to the FYS

Zoom

Robert McGrath

Lesley University

At Lesley University, we launched an outcome-based General Education program that integrated the required First-Year Seminars. The Outcome we targeted was a specific definition of "Collaboration." The co-chairs of the FYS Faculty Team managed a process of working with faculty teaching their broad array of FYSs to include collaboration-specific learning outcomes and intentional assignments. The co-chairs assembled a small Review Panel that provided feedback on how clearly and effectively the course treated collaboration. Through an iterative process, each of the ten faculty from the team ultimately reached an agreement with the panel that the Outcome was met.

CI - 210 Advising Students to "Think 30" to Graduate in Four Years

Zoom

Nicole DeCapua Rinck

Tracy Chacon

Saint Peter's University

Learn how a small, private, four-year institution engaged critical university stakeholders in implementing a campaign to get students to stay on track to graduate in 4 years. The resources used to develop the messaging, identify

the strategies and programs, and engage faculty, deans, and key personnel in the process will be discussed. Attendees will learn about new programs such as free summer readiness tutorials and career communities that were launched to support the movement. Information about the campaign's preliminary impact on credit completion, time to degree, and overall student success will be shared.

FD - 211 Revisiting Dweck's Mindset Theory: Strategies for First Year Classrooms

Zoom

Charlee Sterling

Goucher College

Motivation psychologist Carol Dweck discovered that when taught to perceive success and failure concerning the effort made and not just innate talent, students, even low achieving ones, could improve; "mindset" plays a pivotal role in all students' success, and in how they perceive failure. This proposed facilitated session seeks to revisit Dweck's ideas, to explore the role that mindset plays in first-year student success, to identify the challenges of a fixed mindset, and to explore pedagogical strategies towards fostering a growth mindset in the first-year seminar and first-year writing classrooms.

CR - 212 What if We Rethought How We Describe College Student Transitions?

Zoom

Dallin George Young

University of Georgia

Bryce Bunting

Brigham Young University

In this session we will present new approaches for considering college student transitions. We argue that successful transitions are inseparable from both learning and becoming. Successful transitions occur as students both acquire the knowledge and skill they need to navigate their various communities and, more importantly, participate in these communities and become learners. Further, the session will provide practical guidance for how campus leaders can develop or refine first-year programs that not only support the development of critical skills, habits, and attitudes, but that facilitate students' entry into the academic and social communities of their campuses.

CT - 213 First Year Transition: Unmasking Student Voices to Create Partnerships during the Covid-19 Pandemic

Zoom

Michelle Jaftha

Laurentia Opperman

Oluwafemi Peter Abiodun

Moerida Davids

University of the Western Cape

Student voices have the potential to increasing student's engagement; encourage collaboration and partnerships between students, academics and student affairs. This presentation focuses on a First Year Transition Program's influence in engaging and integrating the student voice in enhancing university partnerships and student success. Using the narrative reports and feedback surveys from First Year Transition Officers (FYTOs), mentees and mentors the presentation highlights the challenges, tensions and successes in the partnerships created. It focuses on two student engagement areas, namely involvement and expectations of first year transition and provides actionable focus on how challenges could be addressed, and partnerships strengthened.

REFRESHMENT BREAK | 3:45 PM – 4:00 PM

Salon Prefunction

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

CR - 214 Advising for First-Year Students: A Coaching Approach

Salon 3

Jeff Lynn

Christa Brahler

Slippery Rock University

In this session, presenters will share methods and results of their randomized controlled trial comparing two 20-minute advising sessions, “transactional” or “coaching”. Attendees will learn how the use of a few conversational strategies can help students realize their motivation, discover tools for success, establish actionable goals, and understand their curriculum. Attendees will leave the session with the ability to implement coaching strategies to empower students and boost their self-efficacy in both academics and their “real world” lives. Strategies demonstrated and practiced during this session include positive priming, reflections, affirmations, reframing, appreciative inquiry, values exploration, and targeted SMART behavioral goals.

CP - 215 First Things First: Early Support for First-Generation Students

Salon 4

Morgan Ruebusch

Jasmine Carter

University of South Carolina

First Things First is an initiative of the Gamecock Gateway program at the University of South Carolina. Launched in 2021, our goal was to bring first-gen students together for a retreat right before school started. We focused on community building, resource sharing, and familiarity with the physical campus. In this presentation, we will cover the steps we took to host our retreat, how we’re continuing support for our participants, the reported positive outcomes, and what’s next for First Things First in 2022. Come learn how you can combine the best practices of extended orientation with focused support for special populations!

CP - 216 One Wild Ride! A Universal Approach to First-Year Programming

Salon 9

Dylan West

University of Colorado Boulder

Whitney Johnson

University of Houston

First-year experience programming can feel like being on a roller coaster and your next stop is a crash at Krustyland! Join us on a wild ride in discovering how a partnership that began at an FYE conference has translated into a universal first-year programming framework utilizing a multi-year assessment plan that has brought success to multiple student populations. During this session we will showcase each colleges’ first-year experience program, our approach to collaboration the past two years, the data, and the success and learning points we are seeing through virtual and in-person engagement and retention on our campuses.

CI - 217 Increasing Retention for Underprepared Students Using Active and Intrusive Strategies

Salon 10

Jamie Kearra

Madi Wawrzyniak

Hailey Nailor

Dixie State University

In 2016, the Structured Enrollment Program was created as a part of Dixie State University’s strategic plan to provide access and support to help our under prepared students succeed at our open-enrollment institution. Learn about the evolution of this program into the Student Success Program, a vibrant student-centered program that supports retention beyond the first year, using active learning, intrusive advising, coaching, and EAB Navigate to connect with and retain students—resulting in 79% retention for active students in 2020 despite Covid-19. This session discusses specific active and intrusive strategies that helped us improve retention for underprepared college students.

CI - 218 High Impact Peer Mentors: Creating an Intentionally Transformative Developmental Experience

Salon 11

Brad Harmon

Furman University

Learn how a small, private liberal arts university is intentionally working to make peer mentoring a high-impact practice on its campus. Participants will receive an overview of the Peer Educator and Peer Mentor Institute, including its structure, learning outcomes, and curriculum. Relevant assessment results will be shared to showcase the Institute’s impact on peer mentors and implications for future initiatives. This immersive presentation will also feature active participation in a “mini-module” from one of the Institute’s workshops to help them consider the ways they can adapt content for their campus.

CI - 219 Navigating a Comprehensive Redesign of the First-Year Experience

Moved to Salon 11, Monday, February 14, 1:30-2:30 p.m.

Erin Weston

Georgia College

In 2018, Georgia College, a midsize public liberal arts university began a comprehensive redesign of our First-Year Experience program. We overhauled our failing common read program, added an FYE director, started our First-Year Guides peer mentoring program, and are currently piloting a redesign of our 1 credit hour first-year seminar course. Come hear about the strategies we have found successful and the lessons we have learned over the past three years.

CT - 220 Incorporating Mindfulness into First-Year Seminars

Salon 7/8

Beverley McGuire

University of North Carolina Wilmington

Supporting the wellbeing and mental health of first-year students has become especially important in the wake of public incidents of systemic racism and the COVID-19 pandemic, which has precipitated a dramatic increase in depression and anxiety among college students. Mindfulness-based programs have been shown to decrease depression and anxiety, improve wellbeing and engagement, and enable students to cope with challenging, stressful circumstances. This session will present ways to incorporate mindfulness into First-Year Seminars, factors, considerations, and modifications to ensure a trauma-sensitive approach, and preliminary findings from a research study of a mindfulness-based First-Year Seminar.

CT - 221 "Widening Participation": New Languages to Reimagine the First-Generation Student Experience

Salon 15/16

Michael Siegel

Suffolk University

Drawing on unique qualitative research methodologies from several international studies, this presentation makes the case for adopting a new language to reimagine the work scholars and practitioners alike with first-generation students. Exploring issues and trends in both domestic (USA) and international first-generation student research, the presentation will introduce attendees to a new linguistic framework for addressing first-generation students and meeting their needs on campus. This framework will prescribe a resource-based (value-added) as opposed to a deficit-based perspective in terms of how colleges and universities engage first-generation students on campus.

FD - 222 Developing Reflective Final Projects for FYE Courses

Salon 17/18

Jaclyn Darrouzet-Nardi

Karina Calderon

University of Texas at El Paso

A well-designed, well-executed final project in an FYE course can provide students with an opportunity to reflect on their academic and professional development during their first year of college and encourage them to think deeply and critically about their role as co-creators of their education and authors of their futures. Participants in this session will share ideas for developing and executing reflective final projects in FYE courses that reinforce the lessons of the FYE classroom, encourage critical thinking, and inspire students to recognize themselves as lifelong learners capable of succeeding in college and beyond.

FD - 223 Supporting First-Generation BIPOC Students: Challenging Systems Creating Healing and Change

Salon 20/21

Alexis Lopez

Ihsan Mekki

Mills College

This facilitated dialogue will focus on ways college systems, bridge programs, and peer-led workshops support First-Year BIPOC First-Generation students. We will briefly share perspectives from our students on the ways COVID, national protests, and challenging systems have created opportunities to heal and create change. This session is for folks navigating the need to support this population of students in intentional ways that center healing both inside and outside the classroom.

FD - 224 Built for Students by Students: a Socioemotional Research Project

Grand D

Ivan Wayne

University of Northern Colorado

Michael Graham

Mount Marty University

Students benefit from immersive learning experiences utilizing research skills (Nagda et al., 1998) to create divergent solutions (Huang, 2011). This facilitated discussion explores the components of a program challenging the community perceptions of students in an FYE course. Students are assigned groups and tasked with interviewing other students on campus with a few questions related to belonging, community, and connections.

Based on their summative interviews, students create a hypothetical service or organization for their campus to meet the communal needs of the students they interviewed. Groups of students would present their proposed hypothetical program to their FYE class.

FD - 225 Incorporating Active Learning Strategies in FYE Classrooms: Peer Mentors/Instructors

Grand E

Todd Middleton

Nicole Benton

Florida A&M University

In today's academic world, active learning strategies are necessary to ensure students are engaged and retain information delivered by instructors. Despite its frequent appearance in the literature on higher education, the term "active learning" seems to lack an identifiable origin or a common definition. John Dewey, for example, in his classic work, *Democracy and Education*, noted briefly that learning is "something an individual does when he studies. It is an active, personally conducted affair" (1924. P. 390); more recent speakers and authors, however, have typically relied upon an intuitive understanding of the term.

CT - 226 Best Practices for Building Community Among First-Year High Ability Students

Signature 1

Shane Collins

Emily Clossin

Lisa Ruch

Indiana University Purdue University Indianapolis

High-ability students have a reputation for being self-motivated achievers, having clear goals, and not needing support; however, the literature indicates that high-ability students have unique needs and benefit from a sense of community. Therefore, the IUPUI Honors College focuses on establishing a community for high-ability students early in the first year by intentionally facilitating connections through advising, programming, and academic opportunities. This session presents strategies to build communities in the first year and provide examples that connect theory to practice. Participants are encouraged to contribute ideas and will brainstorm additional ways to build community among high-ability students.

CT - 227 Peer Mentors Pack a Punch: Improving Retention by Making Connections

Signature 2

Paul Arrington

Amy Ingram

Auburn University at Montgomery

AUM is a predominately minority-serving institution where 55% are first-generation students and 43% are Pell Grant eligible. Approximately 80% of first gens drop out of college within the first six years and 70% do not seek academic help. As utilizing peer mentors is a high-impact practice, we implemented a peer mentor program in fall 2019. Data reveals a 10% increase in retention of students who had a peer mentor versus those who did not. AUM provides mentor and faculty training and supports student success via a variety of strategies, including embedding mentors in the classroom and one-on-one meetings out of class.

MONDAY, FEBRUARY 14

FD - 228 Re-Imagining the First Year Experience

Zoom



Mariana Torres

Anastasia Zannettis

Stony Brook University

Although many institutions offer initiatives and programming dedicated to first-year students, they often operate from different areas of the college as singular events. How can components such as first year, credit-bearing seminars, academic advising, student programming, faculty-student engagement, residential community engagement, enrollment, and career exploration all come from one central resource? Through strategic interventions and partnerships, the Undergraduate Colleges at Stony Brook University have integrated these components of the first-year experience in one functional area for over 10 years. This session discusses how to integrate programs and nurture partnerships across divisions to support first-year student success.

CI - 229 How to Grow Your FYE Utilizing Advisors as Content Experts

Zoom



Charlene-Mary James Piper

Texas Southern University

The First-Year Experience Program at Texas Southern University is a comprehensive program focused on increasing student success amidst limitations for first-time freshmen; of which approximately 41% are from low-income households and first-generation. Like many institutions, we have a complex set of objectives from various areas like academics, enrollment, and student services. We also serve a student population with intrusive support needs but have limited resources. This session reviews how we leveraged our advisors as content experts to grow our FYE from 8 advisors, and a seminar, into a comprehensive, multi-initiative, First Year Experience.

CT - 230 Undergraduate Research Program in Student Success and Equity

Zoom



Nathaniel Millard

Sue Peterson

California State University, Chico

In looking to close equity gaps, increase student sense of belonging and academic self-efficacy, California State University Chico built an undergraduate research program in student success and equity. We created an entry-level first-year course specifically designed for first-year students, having them conduct original research on student belonging and the support programs on campus and in the community. This course is a jumbo course, with graduate students, purposefully chosen to lead discussions and to role model. The mid-level course is a quantitative reasoning course where students analyze specific data from support programs and report findings back to those programs with recommendations.

CI - 231 A Different Transition: Developing and Supporting New Employees

Zoom



Elaine Lewis

Michelle Kenny

Utah Valley University

Just like our first-year students, the new employees tasked with supporting them also experience times of transition. This facilitated discussion will focus on the transition experience of our new employees highlighting three points of transition—hiring, onboarding, and development. Participants should arrive

ready for a rich discussion of challenges, success stories, and creative ideas to enhance the new employee transition in higher education.

4:00 p.m. – 5:15 p.m. Featured Sessions

FS - 232 Teaching the Teachers: Designing Pedagogical Development for Faculty

Salon 1

Ryan Bronkema

Jenna Harte

University of West Georgia

This session will encourage a meta-awareness of how to design instructor/faculty professional development workshops at one's institution, while also exposing participants to a sampling of pre-developed topics for other academic professionals.

FS - 233 Designing a Motivational Syllabus

Salon 2

Christine Harrington

New Jersey City University



Melissa Thomas

University of Texas

During this engaging presentation, participants will learn what the research says about the purpose and power of the syllabus. Specifically, we'll focus on how the syllabus can be used as a motivational tool. Research-based ideas on how to construct an effective syllabus will be shared. For instance, there will be a discussion about what type of information and what level of detail to include on the syllabus. Participants will walk away inspired to make the most of this important document and will have several practical ideas about how to do so.

FS - 234 Creating Cultures of Belonging: From Boutique Interventions to Systems Change

Zoom



Samantha Levine

Association of Public and Land-Grant Universities

Denise Bartell

University of Toledo

Pamela Cheek

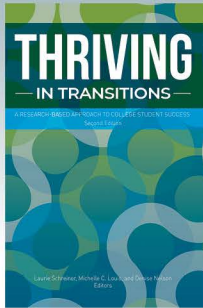
University of New Mexico

Kathryn Boucher

University of Indianapolis

Research on learning mindsets such as belonging and growth mindset is transforming institutional approaches to student success. But how do you know that the work you are doing in the first year to cultivate these mindsets is leading to a better – and more equitable – student experience? During this session, practitioners learn from leading national experts on how to apply practices supporting equitable student experience in context, and how to amplify institutional culture change through faculty communities of practice. Using these resources, campuses can shift from intending culture change to knowing that their efforts are improving the student experience.

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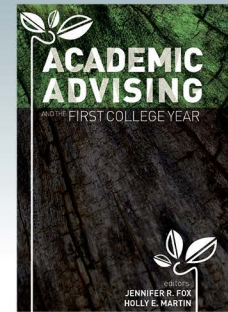
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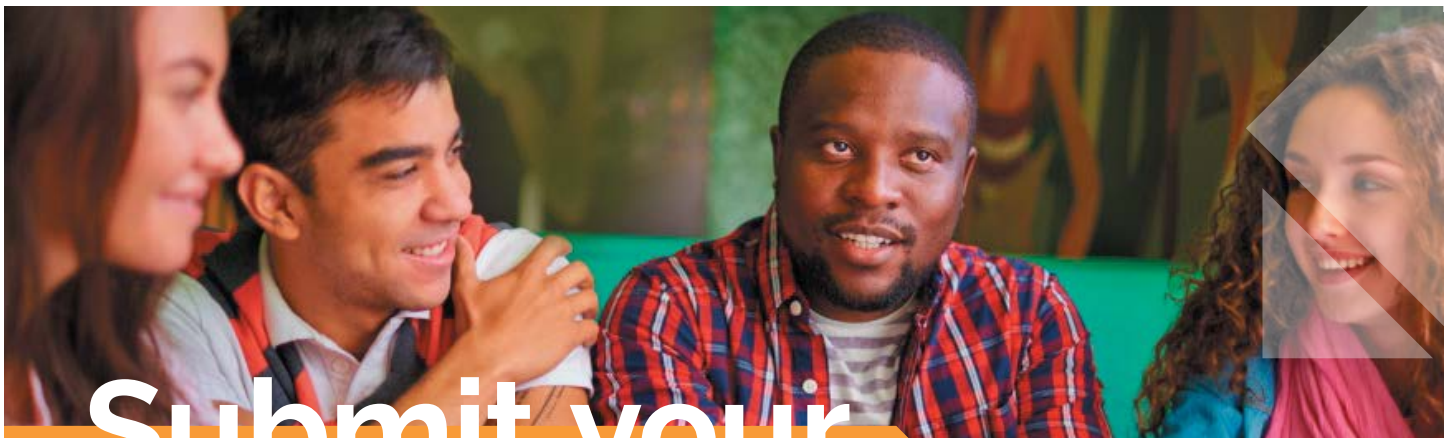
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Conference Check-In

7:30 a.m. – 11:00 a.m.

*Convention Registration Desk***Continental Breakfast**

7:30 a.m. – 9:00 a.m.

*Salon Prefunction***8:00 a.m. – 9:00 a.m.****CR - 235 Perceptions of Career Self-Efficacy Among First-Gen Students**

Salon 1

James Winfield*Southern New Hampshire University*

This action research study analyzed career and major choice perceptions among low-income first-generation college students (FGCS) while using self-efficacy as the primary metric. This study instituted a mixed-methods methodology to understand challenges and factors that affected their career and major decisions while unpacking career self-efficacy. All participants were first-year students enrolled in a federally funded TRIO program, which explicitly supports first-generation college students. The study's purpose was to examine the impact that TRIO Programs have on FGCS major and career decisions and exposure.

CR - 236 First Impressions: First-Year Students' Expectations of Academic Libraries & Research

Salon 2

Haley Gillilan**Cecelia Parks***University of Virginia*

When first-year students attend their first library instruction session, they bring all their previous research experiences and perceptions with them, but instruction librarians have few opportunities to learn what those are. In this session, we discuss our results from a study that used a pre-instruction session survey to gain insight into first-year students' prior experiences and future expectations of academic libraries and the research process. Our findings allowed us to guide what we spend time on during instruction and disrupt or affirm assumptions we had about our first-year students.

CP - 237 Developing Curriculum Based on Student Self-Reported Data: Goal-Setting & Time-Management

Salon 3

Michael Graham*Mount Marty University***Ivan Wayne****Angela Vaughan***University of Northern Colorado*

A 10-year review of student self-reported data was conducted within a First-Year Experience program at a small-sized Midwest liberal arts university to identify themes and topics of interest that students mentioned needing more exposure with. Data revealed Goal Setting and Time Management as topics that needed to be developed and implemented into the existing curriculum. Goal Setting and Time Management are educational topics and skillsets that show effectiveness in promoting academic engagement and academic achievement (Bostwisk et al., 2017; Razali et al., 2017). This presentation provides information on the utilization of student self-reported data to inform curriculum development.

CP - 238 Instituting Excellence: A Comprehensive Approach to Developing FYE Instructors

Salon 4

Emily Wiersma**Zoe Palomaki****Mackenzie Radford***University of North Carolina at 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 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 all while cutting costs, garnering buy-in, and increasing enrollment.

CI - 239 Making FYS 'HIP' with a Signature Syllabus & Peer Mentors

Salon 9

Holly Gastineau Grimes**Tyler Paul***Marian University*

Peer Mentors are a proven ingredient in the recipe for success for the First Year Experience and Seminar. COVID and social distancing offered Marian University an opportunity to revitalize programming through a new shared signature syllabus and pilot peer mentor program. The signature syllabus embraced student comments and responded to the need for more orientation pieces, more connections to student services, and more awareness of self and others. We'll share insights from how we constructed our signature syllabus and identified key pieces for peer mentors to facilitate, along with data from focus groups, seminar surveys, and our First Year Face-Off.

CI - 240 Developing "HIP" Peer Mentors: Reflections/Insights from the Mentor Perspective

Salon 10

Brad Harmon**Sarah Lininger****Duval McCoy***Furman University*

Hear the peer mentor perspective on how a small, private liberal arts university is intentionally working to develop them to be "high impact mentors." Participants will receive a brief overview of the Pathways Peer Mentor Program, including position responsibilities, learning outcomes, and training and development requirements. Peer mentors will share reflections on their learning and development and provide insight into the intentional opportunities the University has provided to remake the mentoring experience into a high-impact practice for them.

CT - 241 Hogwarts Will Always Be Home: Building Community Using Themed Seminars

Salon 11

Heather Adams

Auburn University at Montgomery

As an institution, AUM is committed to serving our diverse student body and supporting its success through engaging, informative, and dynamic first-year seminars. Adding a thematic lens to these seminars can enhance community building inside and outside the classroom as well as aid in student retention. Using Harry Potter as a theme, students discuss topics such as information literacy, service-learning, wellness, and diversity and inclusion while sharing a common interest with classmates. This themed course resulted in increased student engagement as well as student bonding and support beyond the semester.

CT - 242 Bridge to Success: The College Readiness Experience

Salon 12

Misty R Price

David L Sullivan

Karen S. Lotz

Pasco-Hernando State College

Students often dream of what college is like but find it a nightmare instead. This presentation offers participants the tools for cultivating students' readiness and success in college. Join in to learn how our college developed, implemented, and continues to improve the first-year experience to make students COLLEGE READY!

FD - 243 Engaging Students in Their First Year

Salon 17/18

Melanie Ricker

Philip Tew

Alexus Leonard

Hailey Hawkins

Arkansas State University

Entering the first year of higher education can be a daunting task for many students. While some will immediately find their place on campus, others will struggle to find their spot. Falling into a routine of only going to class and then back home can be damaging for many students, and often leads to them ending their college journey after the first year. Colleges must engage with their students through extracurricular events and organizations to build that bond and promote returning for the next year. Engagement is critical for the success of a college's first-year students.

FD - 244 Transformative Professional Development

Salon 20/21

Melissa Luke

Jeffery Mangram

Syracuse University

Grounded in a review of the contemporary literature related to faculty development, social justice, and race talk training, this presentation centers 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 four three-part workshop series: DEIA Building Blocks, Transforming Hot Moments, Creating Culturally Responsive Classrooms, High Leverage Teaching Practices in DEIA Contexts. Presenters discuss implementation with faculty and staff facilitating the First-Year Experience at one institution.

FD - 245 The Mindset Project in the First Year Experience Course

Grand E

Kelly McKenzie

East Stroudsburg University

The Mindset Project provides a cohesive framework in which to teach and learn success-type cognitive processes. A group of approximately 200 FYE students were part of the Mindset Project, which required them to engage to implement a process of learning that focused on growth, development, opportunity, and teamwork. The journey unfolded in stages and resulted in a final project that students designed within groups and one that reflected their curiosity and achievement. This session will focus on the mindset model and assignment that was developed for first-year experience students that served them in identifying problems and developing solutions.

FD - 246 Promoting Growth Mindset: Fostering Engagement and Innovation through Adaptive Tools

Junior F

Recha Reid

Charmaine Troy

Nicole Leonard

Georgia Institute of Technology

This session focuses on the four main activities that we employ to create a growth mindset in our first-year students at Georgia Tech. We discuss strategies that ensure students are successful both inside and outside of the classroom by creating high-impact co-curricular activities, engaging in activities that focus on the needs of first-generation students, and developing individually centered advising & coaching.

CT - 247 Improving Outcomes for First-Generation Students Through a Large-Scale Cooperative Grant

Signature 1

Kelly Wood

Tracey Glaessgen

Missouri State University

Michael Orf

Missouri State-West Plains

This interactive session will center on a multi-year collaboration between a four-year and two-year institution designed to improve student success outcomes for the first time new in college first-generation students. Supported by a Title III grant, this initiative will deliver high-impact, first-year experiences beyond the first semester and improve faculty training and development. Each institution will deliver the same activities including a designated first-year foundation course, success coaching, peer mentoring, early alert system development, and a focus on financial literacy skills. Presenters will engage the audience in a discussion about scaling up these activities without grant support.

CT - 248 Keeping Us Engaged: Student Stories (and Evidence) on What Works!

Signature 2


Christine Harrington

New Jersey City University



The student's voice is often missing from conversations about student success. Come hear stories from 50 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'll cover a lot of

ground- from the first day of class activities to the power of relationships and teaching strategies, and learning tasks.

CR - 249 Impact of First-Year Seminars for African American Males 

Jamil Johnson
University of Nevada, Las Vegas

The Black Lives Matter movement has encouraged Black students to use their voices for change on their campuses across the country. Yet, African American males are often characterized by disparaging terms, such as: endangered, uneducable, dysfunctional, incorrigible, and dangerous (Strayhorn, 2013). These characterizations harm African American male academic achievement and inclusion in society. The study highlights narratives of African American males who participated in First-Year Seminars and the significance it had on their engagement in high-impact practices, which are pivotal to the success of African American Males within the first year and beyond.

CT - 250 Promoting First-Year Student Engagement Through Social Media 

**Naadirah Manie
Chante Johannes
Subethra Pather**
University of the Western Cape

The South African (SA) COVID-19 lockdown resulted in universities transitioning to online platforms. This sudden transition created a challenge for an institution's First-Year Transition Program (FYTP). A social media project was implemented, allowing First-Year Transition Officers (FYTOs) to connect with first-year (FY) students and recreate social connections lost. This presentation highlights the conceptualization of this project whereby FYs retained their connectedness to the institution. This highlights the platforms used, challenges and benefits, and social media engagements. These engagements increased interactions between FYTOs and FYs, empowered FYs to seek support, and instilled a sense of connectedness and belonging to the institution.

CI - 251 Promote First-Year Student Interaction Through an Online and Face-To-Face Combination 

**Sachiko Ito
Masako Nozaki
Ruobai Huang**
Tokyo Institute of Technology

How can we foster a sense of belonging and engagement for first-year students to the university during Covid-19 pandemic? At Tokyo Institute of Technology in Japan, many university officials (and all graduates), including the president, graduates, and peer support students, participated in the online orientation for the first-year students of 2021 and kindly welcomed them. In addition, three months after enrollment, a face-to-face Japanese cultural event "Tanabata" was held in consideration of infection. We will introduce the details of our case that promotes interaction in a situation where contact between people is restricted by properly combining online and face-to-face.

CP - 252 Connections for Success: Improving Learning through First-Year Student Engagement 

**Abraham Villarreal
Bryan Homrighausen
Marguerite Conners**
Cochise College

Student engagement in on and off-campus events is a well-researched and proven method of improving academic outcomes. Students enrolled in the Cochise College freshman seminar course, titled Connections for Success, are required to participate in engagement activities tied to the curriculum. The presenters will highlight the development of this initiative, how relationships were created with campus and community partners, methods to positively motivate students, and how this high-impact learning experience positively transformed the learning experience of the first-year student.

REFRESHMENT BREAK | 9:00 AM – 9:15 AM
Salon Prefunction

9:15 a.m. – 10:15 a.m.

CR - 253 Quasi-Experimental Design: Peer Mentors and First-Year Academic Self-Efficacy and Achievement
Salon 1

**Kristen West
Spencer Lawrence
Dylan Kriescher
Angela Vaughan**
University of Northern Colorado

To facilitate successful college transitions, a comprehensive peer-mentoring program was implemented over four years, tracking freshman academic self-efficacy, GPA, and one-year persistence compared with students who did not participate. This program included active involvement of peers inside and outside class time to provide academic and social support. Students who self-reported higher academic self-efficacy demonstrated significantly higher GPAs (up to 0.5 differences) and persisted at higher rates than their peers (up to 13% differences). In many cases, these gains were more pronounced for at-risk students, narrowing the achievement gaps. Details of the program and implications for future practice will be discussed.

CP - 254 Using Hybrid Public Service Programs to Support Transition to College

Salon 4

Alice Shaughnessy
Alysha Johnson Williams
Leah Robinson

Harvard University

This presentation and interactive workshop explore best practices for hybrid programs drawing on data from a hybrid pre-arrival program for first-year's undertaking public service in their hometowns. The presentation will highlight the voices of Harvard College SPARK participants and explore opportunities for hybrid student public service programming based on three years of program data, including years before COVID-19. The workshop will invite audience members to identify hybrid program components that can be employed in their contexts.

CI - 255 Using Data Analytics to Guide Low-Cost Peer Leader Recruitment

Salon 5/6

Emma Reabold
Mikaela Rea
Sandy Greene

University of South Carolina

Every year more than 300 students apply to be a University 101 Peer Leader at the University of South Carolina. This session will provide an overview of multiple low-cost recruitment methods. Participants will also walk away with strategies to use data analytics to inform peer leader recruitment. Additionally, this session will highlight the importance of recruiting a peer leader cohort that is representative of the student population.

CI - 256 Helicopter Parents or Helpers: Creating a First-Year Parent Engagement Program

Salon 7/8

Jennifer Collins
DeShuandla Solomon
Tamaria Williams

Florida A&M University

Parental involvement has become a priority on many higher education institution campuses nationwide, because of the impact on student academic performance and retention. There must be a culture shift in the relationship between students, parents, and the institution. This shift requires sharing power, responsibility, and resources, to achieve a common goal: the academic achievement, success, and growth of all students. Creating partnerships with families is all about helping students by providing them with greater access to services and resources, increasing the number of supportive adults, and enriched learning opportunities.

CR - 257 Using a High-Low Pedagogical Approach for Teaching Survey-Level College Courses

Salon 9

Brent Burgess
Concordia University Texas

Presumably, survey-level classes aim to aid first-year students in learning about a course's respective subject matter. Typically, an additional objective is that students develop critical-thinking skills and a deeper understanding of self as it relates to the curriculum. Many classes may accomplish one of these objectives, but what if more courses could effectively accomplish both? By drawing on new and exciting research

on knowledge retention as well as both constructivist and objectivist pedagogies, this interactive session will focus on providing instructors with tangible tools for improving outcomes in survey-level courses with an emphasis on first-year students.

CT - 258 Burning Down the House: Honoring Responsibility and Reconciliation in FYEs

Salon 10

Brooke Permenter
Jennifer Cavalli
Kathryn Hollingsworth
Andrea Kimpson

College of Charleston

A year-long service commitment in the Charleston community is a hallmark of the College of Charleston Honors College First-Year Experience program. As pandemic despair and social justice activism engulfed picturesque Charleston in the spring and summer of 2020, a compulsive reckoning of the city's past and present emerged. The decade-old Honors Engaged program continued amongst unprecedented challenges, but a re-evaluation of program priorities fueled by peer mentors now leads the entire first-year Honors cohort in an evolving (re)telling of Charleston's municipal and university history. Place-based education, service learning, and peer mentorship enhance community building on campus and in the city.

CT - 259 Family Engagement Initiatives and Lessons Learned from COVID

Salon 11

Stephanie Carter
Laurie Hazard
Bryant University

Traditionally, the student success literature has focused on personality and behavioral characteristics mediating college adjustment. Perhaps not as much attention has been given to environmental factors influencing the transition, such as family involvement. To what extent should families be involved when students transition? Has COVID increased family expectations for involvement? Exploring developmental psychology, the student development literature, and a structured framework for looking at these questions offers a lens to examine the impact of families and COVID on student success. This session provides strategies to educate families about transition issues and outlines key initiatives designed to support students and families.

CT - 260 Using Assessment to Build Collaboration Across Campus

Salon 12

Hannah Williamson
Erin Alanson
University of Cincinnati

Higher education has followed the way of many industries in seeing that assessment is essential for high-quality service and support. Assessments have developed at the programmatic and national level but there is a gap of assessment that needs to be explored more - comparing first year programs within a university. In this presentation, the University of Cincinnati will share our development, implementation, and evaluation of a new campus-wide assessment. Additionally, we discuss how this tool has been a catalyst for a global first-year experience conversation across diverse colleges and programs at our historically siloed institution.

CT - 261 Coaching for Success in Transition: Considerations for Developing Coaching Programs

Salon 2

Kendall Barton*Rutgers University-Camden*

In response to greater demands placed upon institutions to promote college completion, retention initiatives involving student coaching to facilitate success have expanded significantly in recent years. By providing personalized one-on-one support, Success Coaches serve as collaborative, caring, and knowledgeable guides for first-year students who are in the midst of transition. This session will focus on the Scarlet Scholar Coaching Program at Rutgers University-Camden and will provide participants with an overview of 1) the program's emergence and rationale, 2) successes and challenges of implementation, 3) relevant student success outcomes, and 4) best practices for holistically supporting students to promote their success.

CT - 262 Interdisciplinary FYS: The Importance of the Humanities

Salon 3

Joe Ervin**Emily Shreve****Hanna Andrews***University of Nevada, Las Vegas*

What does literature have to do with study strategies? How does philosophy intersect with time management? The FYS is a highly interdisciplinary space, and the goal of this panel is to consider the benefits for the first-year seminar of greater attention to multiple disciplinary connections. Attention to the humanities can help recruit and train first-year seminar instructors, enrich and deepen scholarship on the first-year seminar, and ensure students have a coherent and integrated general education experience to encourage active, ethical citizenship. Panelists will focus on how their humanities backgrounds (in philosophy and literature) are infused into the first-year seminar classroom.

FD - 263 Hiring and Developing Peer Mentors: Centering Healing, Joy and Justice

Salon 17/18

Alexis Lopez**Ihsan Mekki***Mills College*

This facilitated dialogue will focus on ways hiring and developing peer educators/peer mentors are essential to the first-year experience; specifically, the ways centering healing, joy, and justice deeply impact support systems for students who hold marginalized or intentionally excluded identities in higher education. With the context of intense grief during COVID and national protests, hiring practices that focus on skill development and scenario-based solution setting to support students who are hired in peer supportive roles (peer educators/peer mentors) became intensified. This session is for folks seeking a community to develop, learn and share practices that center on healing, joy, and justice.

FD - 264 Starting a Common Reader at Community College During a Pandemic

Salon 20/21

Kim Jackson*Dallas College Richland Campus***Zachary Frohlich****Krista Rascoe****Lisa Benedetti***Tarrant County College*

This session will walk attendees through what one community college division did to create a common reader program from step one. We discuss some of the unique challenges a large community college faces when starting such a program as well as how the pandemic presented both challenges and opportunities.

FD - 265 Covid-Era College Readiness: A Transformative Perspective on Recruitment and Retention

Grand E

Ryan Hassler**Sonia Delaquito***Penn State University Berks*

Revisiting their FYE 2020 session topic, the presenters engage participants in developing a Covid-Era "College-Ready" plan that engages their local community to proactively address identified deficiencies in higher education using Utilizing Participatory Action Research. Historically colleges have relied on post-secondary interventions such as Summer Bridge and FYE to accelerate college success skill acquisition; this session examines how to identify high-impact but low-cost collaborations with K-12 institutions in this "new normal." Student success professionals will leave empowered with the skills and tools required to engage their academic communities in action research centered on transformative recruitment and retention practices in a post-Covid society.

FD - 266 Get Your Game On! Competition Generates Retention

Junior F

Derek Malone**Jennifer Pate***University of North Alabama*

Our FYE program possesses a clear mission, vision, and learning outcomes. Associated with the learning outcomes are requirements for students that are a variety of activity-based undertakings, module learning ventures (LMS), in-class assignments, or other facilitated learning endeavors. The presenters have begun transitioning programming associated with the learning outcomes to gamified activities whenever possible. This session covers identifying possible opportunities for gamification in a course, implementing a game-based scenario for active learning, keeping the games different and fresh for student engagement, and assessing the effectiveness of the games after they have occurred.

CT - 267 Let's Talk Wellness: The Financial Type

Junior G

Jenna Polizzi

Jack "Gil" Smith

University of Tampa

In this session, we'll discuss results from a self-assessment completed by first-year students using the platform, iGrad. Students completed a financial wellness check-up that provided information about their financial knowledge and indications of their stressors. This data was then analyzed to determine the topics that are most stressful to students and linked their knowledge and usage of the system to student success and wellness. SACSCOC recently added Standard 12.6, requiring financial literacy resources for students. Additionally, we'll discuss the SACSCOC Standard 12.6 regarding student debt and the financial requirement for Florida athletes and NCAA recent developments.

CT - 268 Having the Conversation in FYE Courses: Confronting Underrepresentation in STEM

Signature 1

Alma Robinson



Virginia Tech

Do you want your students to feel comfortable in bringing their whole identities to your classroom? As a Virginia Tech College of Science Inclusion and Diversity Fellow, I've worked with students to create lessons for FYE instructors to discuss the underrepresentation of people from marginalized groups in STEM fields. In this interactive session, I will share some of the materials we've created, describe the reactions we've received from both students and faculty, and help you reflect on how you could have these conversations in your classroom. Although these lessons were created for STEM fields, they could be adapted for others.

CT - 269 Your Peer Advisors Do What?

Signature 2

Jared Meitler

Kansas State University

'More with less' is a mantra that has become a reality for many students from the pandemic constrain human and financial resources. While many institutions are available to support students, there are limited ways of serving students. Participants will learn how an institution can address the career exploration needs of students and their peer advisors who meet individually and co-occur in courses. Career advisors, undecided advisors, and individual lead peer advisors can find useful information by attending. Theoretical frameworks utilized by peer advisors, as well as information about recruitment, training, and supervision, will be shared.

CR - 270 First-Year Seminars: Evidence of HIP Qualities and Outcomes

Zoom

Jillian Kinzie

Kevin Wenger

Indiana University Bloomington

First-Year Seminars (FYS) are positively associated with persistence and fostering student success. Yet, their content, form, and outcomes can vary. This session first highlights research exploring FYS student's exposure to the eight essential dimensions theorized to define High-Impact Practices (HIPs) to prompt enhancements to FYS quality and then discusses the association between FYS and outcomes such as sense of

belonging, intent to return, and NSSE Engagement Indicators as evidence of the contribution of FYS. Join us to discuss the implications of this research and to give input on this new item set.

CI - 271 Building a New Undeclared Academic Advising Center

Zoom

Stephen O'Connell

University of Central Florida

The University of Central Florida established a new university-wide academic advising model for undergraduate students and the establishment of a new academic advising office for all undeclared undergraduate students beginning May 2020. This presentation will focus on establishing a new academic advising office committed to assisting undeclared students in their major exploration process, and the challenges in establishing a new advising office during a global pandemic. The presentation will also highlight the challenges and successes in establishing a major exploration program and using university and department assessments to improve the program for the second year.

CP - 272 First-Year Academic Advocacy: When Compassion Meets Action

Zoom

Amanda Sharp

University of Maryland, Baltimore County

In 2019, UMBC established an Academic Advocacy program focusing on student success, persistence, and graduation rates. Using data, predictive analytics, and referrals from campus partners, students at risk of not persisting are identified and supported with a coordinated care approach. As a result, the Academic Advocates helped raise UMBC's 6-year graduation rate to a record number! As our office moves into its third year, a First-Year Academic Advocate position was created, and an Academic Peer Advocacy program was developed to focus on first-year students. Data will be shared indicating the positive impact the program has on students and retention rates.

FD - 273 Strengthening the Campus Culture: Supporting the Emotional Transition to College

Zoom

Ryan Theroux

Curry College

This presentation will focus on strategies to create to strengthen campus culture to help first-year students with their emotional transition to college. Higher education administrators and faculty members have a responsibility and opportunity to support students as they struggle with emotional issues including but not limited to depression, anxiety, self-harm, addiction, abuse, and eating disorders. It is critical to help students feel supported and safe when discussing such issues especially as they adjust to a new learning environment and institutional culture. Benefits to the campus community of having a strong culture along with relevance to student development theory will be explored.

CANCELLED

CT - 274 The Promise of Learning Communities in a Reimagined Undergraduate Experience

Zoom

Jean Henscheid

University of South Carolina

Richie Gebauer

Cabrini University

Rita Sperry

Texas A&M University-Corpus Christi

Julia Metzker

Evergreen State College

The integrated experience of learning communities (LCs)—as of course clusters, team-taught courses, living-learning programs, and residential colleges—stand out as an educational model well-suited to help students address present and future challenges. Now, more than ever, it is essential to invest in qualities that make LCs effective and to deepen the investigation of their scope and type, and how they foster learning and community. This session invites conferees to a discussion with members of the National LC Collaborative. Together, we will consider the findings of a recent survey of LCs and share promising practices.



Closing Address

10:30 a.m. – 11:30 a.m. | Executive Ballroom



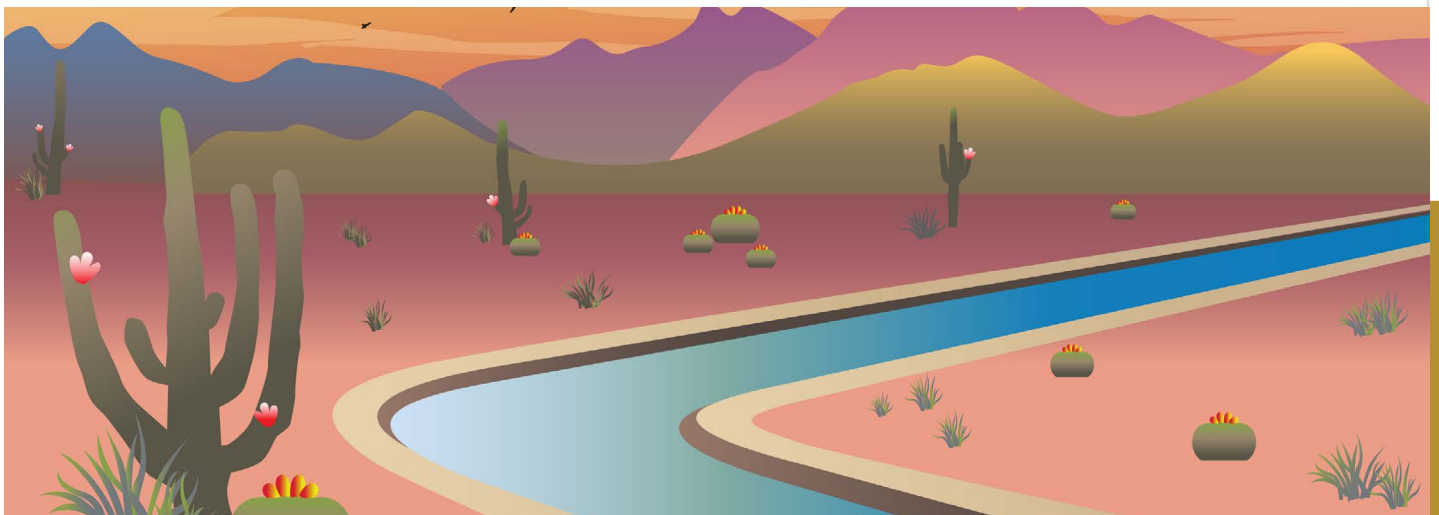
Laurie Schreiner

Professor and Chair of the Department of Higher Education

Azusa Pacific University

Thriving in the First Year of College...in a Pandemic

The first year of college has always been pivotal for students, yet during the COVID pandemic the number of challenges and transitions multiplied exponentially. As we wonder if we will ever return to “normal,” it is important to define a new normal, with actions institutions can take in the first year to help their students not just survive, but thrive.



TUESDAY

Please join us for the 2022 National Learning Communities Conference

Like Water in the Desert

Learning Communities Replenished, Renewed, Reimagined

Hosted by Chandler-Gilbert Community College

November 17-19 | Phoenix, Arizona

For more information, visit cgc.edu/nlcc or email nlcc@cgc.edu

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2021-2022 Paul P. Fidler Research Grant Recipient



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



Susana Hernandez
Associate Professor/Department Chair
California State University, Fresno

Luis Fernando Macias
Associate Professor
California State University, Fresno

Gabriela Encinas
DREAMS Success Coordinator
California State University, Fresno

Navigating the Central Valley: Exploring Undocumented Students' Pursuits and Transitions Into Higher Education

Abstract: Using platica methodology (Fierros & Delgado Bernal, 2016), this research study will examine the institutional, financial, and social challenges that undocumented college students face in California's Central valley and the navigational strategies they employ as they transitioned from high school to college. The findings of this study will enhance academic and public understandings on how to better support undocumented students' post secondary educational pursuits and transitions as well as inform ongoing efforts to create an UndocuAlly training program for faculty and staff at Associate granting and Bachelor's granting institutions as well as high schools.

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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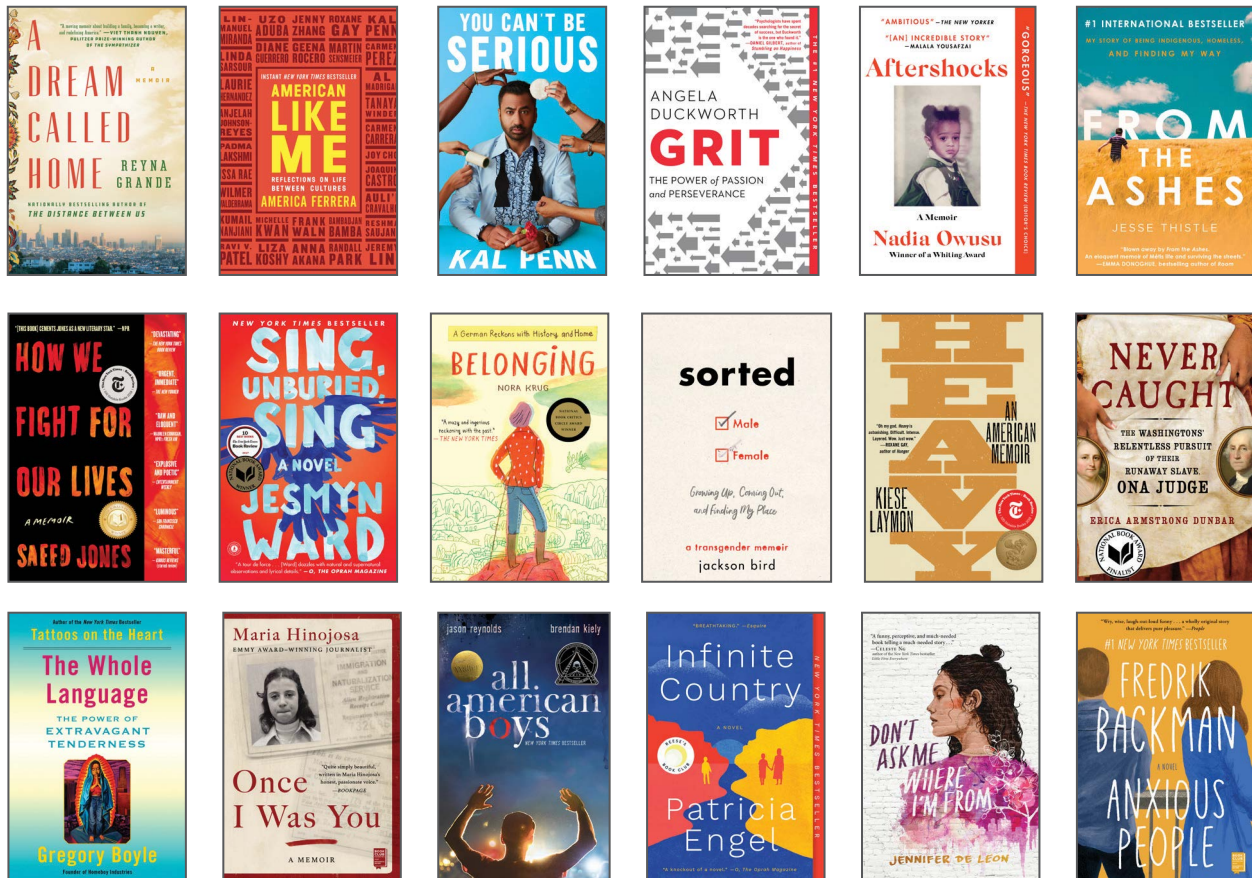
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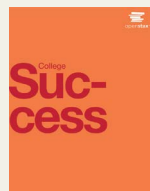
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AWARDS &
Recognition



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FEBRUARY 3-6, 2023**



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Outstanding First-Year Student Advocates



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



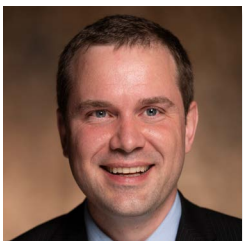
Elizabeth "Liz" Castillo
 Director of Student Success
St. Philip's College

Liz Castillo is a Chicana higher education professional, playwright and poet who has devoted her career to serving first year students from historically excluded populations. She fell in love with working with first year students as a recruiter at Sul Ross State University. In 2017, Ms. Castillo brought her passion, creativity, and energy to St. Philip's College when she accepted the position of Director of Student Success. Ms. Castillo was drawn to St. Philip's College for its designation as the only college to be both an HBCU and an HSI.



Heidi Croatt
 Communication Studies/FYE Instructor
Anoka-Ramsey Community College

Dr. Heidi Croatt is a faculty member in the Communication Studies department at Anoka-Ramsey Community College, outside Minneapolis, Minnesota. She began her role as the First-Year Experience Coordinator in 2015 and has transformed the program into an invaluable equity-minded resource for first-year students who need to overcome structural barriers to succeed in college. Under Dr. Croatt's leadership, FYE has grown into a learning program that is now part of the fabric of the Anoka-Ramsey student experience. She has consistently shown her ability to be innovative, engaging, and adaptable while continually seeking ways to warmly engage and involve not only first-year students, but the faculty and staff who are oftentimes their first points of contact. Dr. Croatt is an effective and caring leader, who cherishes each student while intentionally planning a creative vision for this interdisciplinary program.



Matthew Holsapple
 Dean of Student Success
Husson University

Matthew Holsapple has been the dean of student success at Husson University since 2018. Prior to that he was the director of the Center of Academic Achievement and Retention at Hood College; the director of the Advising Center and a student success coordinator at the University of Maine at Machias; and an academic advisor at Andover College. He completed his B.A. in English with a concentration in creative writing from the University of Maine in Orono in 2004. In 2013 he earned an M.A. in liberal studies with a concentration in ancient philosophy and history from this same institution.

AWARDS & RECOGNITION



Andrea "Annie" Keith

Director of New Student Orientation and Student Transition Programs
Randolph-Macon College

Andrea "Annie" Keith is Director of New Student Orientation and Student Transition Programs at Randolph-Macon College (Ashland, Virginia). A decorated professional, Annie's work bridges enrollment, academic affairs, and student affairs as she orients new first-year and transfer students to Randolph-Macon College every year. After a 15-year career in college admissions, Annie intentionally sought a role where she could engage with students throughout their college experience. Since 2017, Annie has transformed Randolph-Macon's support for new students. Her successful work to reimagine new student orientation and peer support in the first year has been presented and published in several peer-reviewed settings.



Patricia Moran Micks

Assistant Dean
The University of Texas at Austin

Patricia Moran Micks serves as the Assistant Dean for the First-Year at the University of Texas at Austin. She has successfully managed new cross-campus initiatives that push the envelope and challenge traditional methods and ideas in higher education. Over the last decade, she has been instrumental in transforming the core curriculum through the renowned Signature Course program as well as supporting student in their academic, developmental, and social transition through learning communities. More recently, she served as co-chair of the First-Year on the Forty taskforce, which coordinated campus-wide efforts to better connect students with faculty, staff, and peers.



Shannon O'Neill

Associate Dean for Student Success
Albion College

Dr. Shannon O'Neill is an accomplished and award-winning higher education administrator and advocate. At Albion College, she serves as the Associate Dean for Student Success and Director of the Cutler Center for Student Success and Academic Achievement. Launched in the fall of 2020, the Cutler Center is a one-stop-shop for supporting students and removing barriers to academic success. In her role as Director, Dr. O'Neill works with colleagues across campus to identify and address systemic barriers to academic success. She manages a team that offers holistic student support resources, including academic coaching and tutoring, accessibility services, fellowship advising, financial advising, quantitative skills coaching, writing support and mentoring. Dr. O'Neill has a passion for engaged learning. She has taught community-engaged courses, created academic travel experiences to examine gender equality in the Nordic countries, and immigration/human rights issues in the American Southwest. In addition, she spent several years working in the addiction treatment field looking at HIV and harm-reduction practices. She began her professional life as an analyst for a training and consulting firm helping organizations to address issues of cultural diversity and sexual harassment prevention.



Nicholas A. Petty

Executive Director, Undergraduate Inclusive Excellence Coaching Academic Programs
Cleveland State University

Nicholas Petty is the Executive Director of the Graduation Success Coaching Office at Cleveland State University. His research and professional expertise include student success, student persistence and retention in higher education. Mr. Petty's aspiration is to lead efforts in transformative programming that will ensure equitable educational opportunities for all students, particularly students from traditionally marginalized backgrounds. He is committed to bridging the retention gap for first generation students and students identified as at-risk for college drop-out to boost their on-time graduation rates.



Kateryna Alexandra Rudnytzky Schray

Director, Center for Student Success
Marshall University

Dr. Kateryna Alexandra Rudnytzky Schray is the founding Director of the Center for Student Success at Marshall University in Huntington, W.V. She earned her BA in English at La Salle University, her MA at Gerogetown and her Ph.D. at UNC-Chapel Hill. She joined Marshall's English Department as a medievalist and language historian in the fall of 1996. For decades, walking into the classroom was the best part of her workday, but in recent years she has found a new passion for – and genuine joy in – student success. Dr. Schray is an award-winning teacher and a productive scholar. Her accolades include the WV Faculty Merit Foundation Professor of the Year Award in 2013, the Carnegie Foundation Professor of the Year State Award in 2014, and every teaching award Marshall offers at every level. Her many publications cover a wide range of topics in literary criticism, pedagogy and the scholarship of teaching and learning. In addition to over twenty-five years of college teaching, Dr. Schray has served in various capacities in Marshall's English department, taught in Marshall's Yeager program, and held a Hedrick Teaching Fellowship in Marshall's Center for Teaching and Learning. She has served as

the coordinator of numerous retention initiatives and director of Marshall's Writing Across the Curriculum program; she was also part of Marshall's team for the HLC Academy for Student Persistence and Completion. Dr. Schray credits her generous colleagues and supportive family for her success. She and her husband Jim have four children, two at Marshall and two in high school.



Starr Wentzel

Director, First-Year Courses and Learning Communities
Eastern Kentucky University

Starr Wentzel is the Director of First-Year Courses and Learning Communities at Eastern Kentucky University. In this role, Ms. Wentzel assists in the transitional experience of first-year students from high school to college. Starr's passion is to encourage and engage students while inspiring growth through teaching and mentoring. A first-generation college graduate from rural eastern Kentucky, she is dedicated to supporting students and meeting them where they are. She is a two-time graduate of EKV and is currently pursuing her Doctorate in Educational Leadership. Starr enjoys spending time with her husband, Nick, and their two daughters, Dakota and Arwen.



Erin Weston

First-Year Experience Director, Office of Transformative Learning Experiences
Georgia College

Dr. Erin Weston is the Director of the First-Year Experience at Georgia College. She has twenty years of experience in higher education, holding positions in housing, academic advising, bridge programs, and first-year programming. She is a 2021 graduate of the University of Georgia College Student Affairs Administration Ph.D. program. Her dissertation focused on increasing antiracist activism among white college students. Her current research is aimed at understanding the experiences of fat-bodied students.

Semifinalists

- Tamara Bates
Smith College
- Dewayne K. Bowie
University of Louisiana at Lafayette
- Terry W. Casey
Jacksonville State University
- Mona Davenport
Eastern Illinois University
- Andrew M. Gurka
University of Richmond
- Sheri Locklear Kunovich
Southern Methodist University
- Susie Mauldin
Oklahoma State University Institute of Technology
- Gloria Quiroz Pavlik
Ball State University
- Caitlin Porterfield
University of Central Oklahoma
- Yafeu Rougier
Washington & Jefferson College

- Nasim Schwab
Virginia Tech
- Will Sherry
University of Michigan
- Cathy Vaughan
Madisonville Community College
- Jessica Winders
University of Oregon

Nominees

- Karen Alleyne
Queensborough Community College
- Travis Binkley
Clark State College
- Ami Carter
Ivy Tech Community College
- Jana Crouch
Arkansas Tech University
- Stephanie Fleitas
University of Miami
- Chris Gregory
UNCG
- Meghan Gilbert-Hickey
Guttman Community College, CUNY
- Arline E. Leon Guerrero
University of Guam
- Dana Kobold
Red Rocks Community College
- Samantha Kramer
University of Central Oklahoma

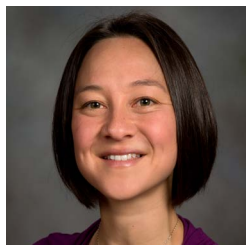
- Rosa M. Lazaro
Texas A&M University – Corpus Christi
- Debbie Gray Patton
University of Wisconsin Oshkosh
- Andrew M. Gerka
University of Richmond
- Amber Paulson-Hofseth
Flathead Valley Community College
- Dyan Robinson
Southern Connecticut State University
- Gina Rossetti
Saint Xavier University
- Taryn Spires
Converse University
- Colleen J. Sullivan
Worcester State University

Excellence in Teaching First-Year Seminars



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



Alma Robinson
Advanced Instructor & PhysTEC Teacher in Residence
Virginia Tech

Alma Robinson is an Advanced Instructor and PhysTEC Teacher in Residence at Virginia Tech. At the core of her teaching philosophy is a need to create an inclusive learning environment where students feel safe to explore their curiosities and are encouraged to be the sense-makers; a place where students believe in their own abilities to learn, are motivated to persevere through their struggles, and feel empowered by their successes. She employs active engagement strategies of peer instruction and collaborative problem solving to promote this environment in her First-Year Seminar for Physics Majors, introductory physics, and physics pedagogy courses.

Semifinalists

- Tara Hines
Ohio State University
- Rhonda L. Lucas
University of South Alabama

Nominees

- Amy Bidwell
SUNY Oswego
- Marinda Dennis
White Mountains Community College
- Bryan Homrighausen
Cochise College
- William H. Johnson Jr.
UNC Greensborough
- Rita M. King
The College of New Jersey
- Craig Nakashian
Texas A&M University - Texarkana

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

- Blake Batchelor**
University of South Alabama
- Emily Gerber**
Washington University in St. Louis
- Nicole Hopkins**
Montana State University
- Alexandra Lord**
University of South Carolina
- Danyal Mahmud**
University of North Carolina at Charlotte

Semi-Finalists

- Leah Basaria
Valencia College
- Mackenzie Boatright
Utah State University
- Lilliana Dunlop
Georgia College
- Madison Krumins
University of Michigan
- Quadarius Nakil Whitson
Jacksonville State University

Nominees

- Joshua Burns
University of North Carolina at Greensborough
- Valeria Blanco Castaneda
University of California, Davis
- Ashlee T. Davis
Mills College
- Dominique Marie Dietz
University of the Sciences
- Jillian "Jill" Eaves
University of Tampa
- Hailey Hawkins
Arkansas State University
- Brianna S. Hough
University of Arizona Global Campus
- Anna Kay
University of Nebraska at Omaha
- Brandi "Spencer" Lawrence
University of Northern Colorado
- Ruth Mahoney
University of Connecticut
- Nova Lana Osha
University of Arizona Global Campus
- Viktor Manuel Pertl
University of California, Davis
- Roy Sebastian Reece
University of Arizona Global Campus
- Miyanna Clements-Williamson
Kennesaw State University

Paul P. Fidler

RESEARCH GRANT

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2022-2023 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 29th National Conference on Students in Transition, October 2022, in Atlanta, Georgia, at which the award will be presented
- Travel to the 30th National Conference on Students in Transition, 2023, 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, 2022.

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 nrcsrch@mailbox.sc.edu.

Past Recipients

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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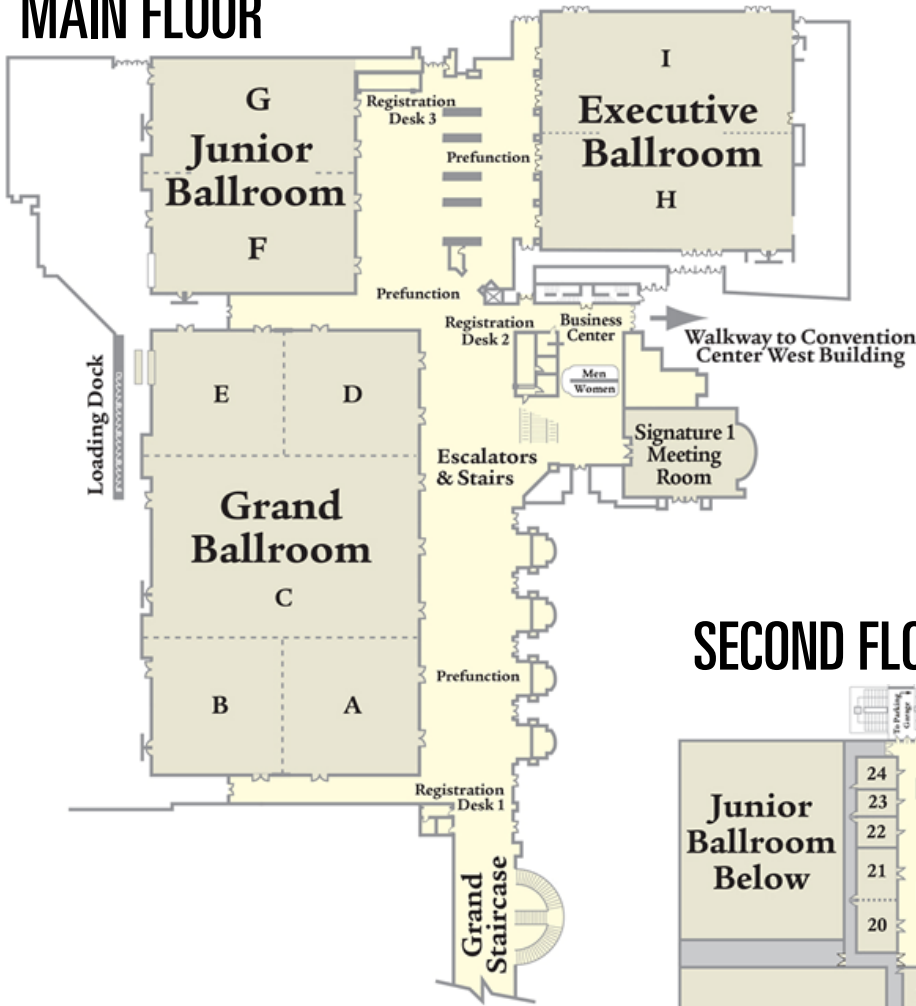
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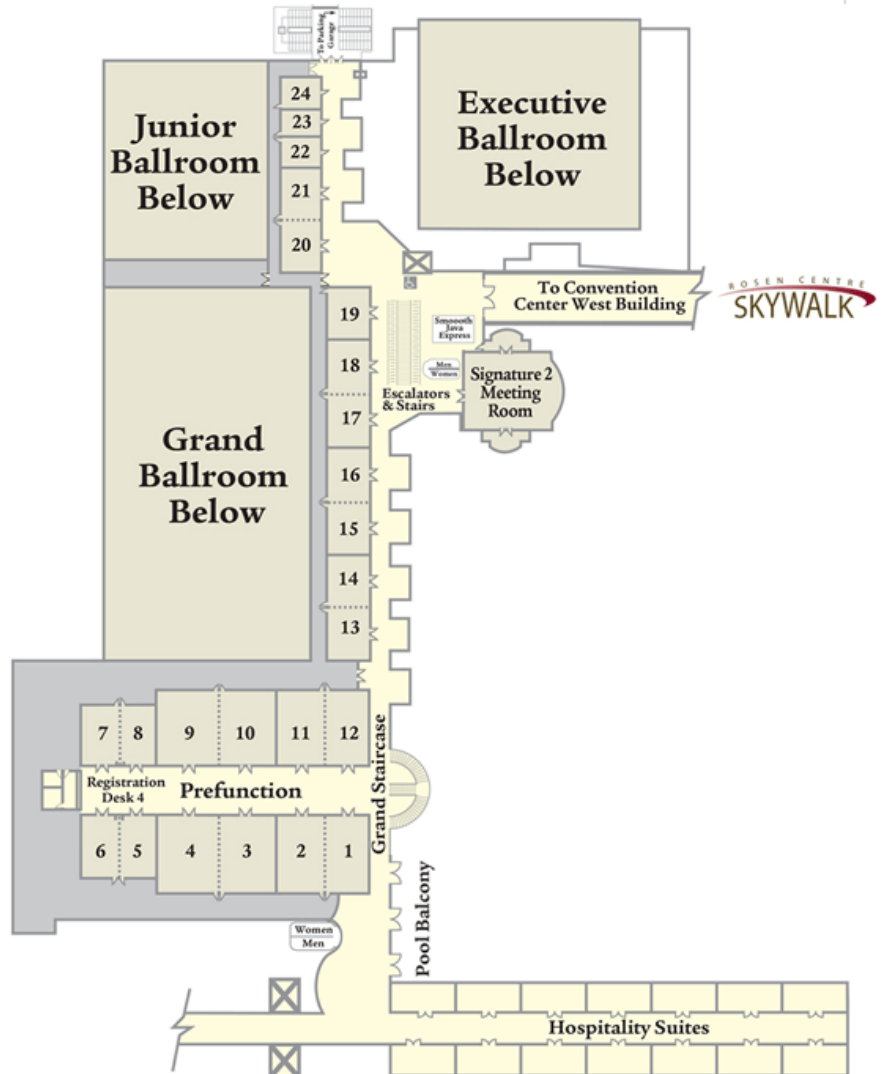
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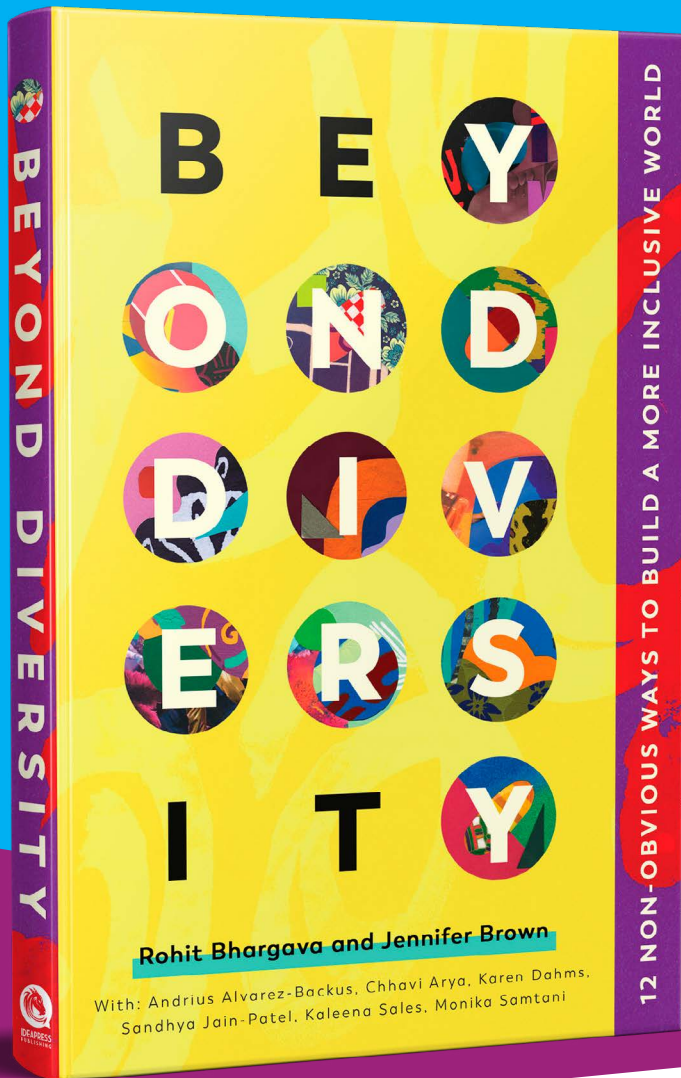


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