



# 28<sup>th</sup> National Conference on STUDENTS IN TRANSITION

# CONFERENCE PROGRAM

Held Virtually | October 11-13, 2021



**NATIONAL RESOURCE CENTER**

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



Dear Conference Delegates,

"Are we there yet?" I am sure that each of you has been on a journey by car, plane, train, or on foot and heard or even uttered this question. It is one that reflects impatience, irritation, and exhaustion. It is also one that I have both thought and heard as we continue to make our way our way through this pandemic, particularly as we have attempted to navigate vaccinations, testing policies, and new COVID variants. Are we there yet?! Although the explicit message of that question is a negative one about the process, I think it is important to remind ourselves of the implicit meaning it holds about the destination, which is more favorable and even inspiring. That is, when we ask this question, it is often because we are excited about where we are headed. As I welcome you to this virtual conference on behalf of the staff and affiliates of the National Resource Center at the University of South Carolina, I ask that you keep in mind our collective destination for society, higher education, and the FYE&SIT network, which is a place of hope, health, and wholeness.

I am pleased you are joining us for this 28th convening of the National Conference on Students in Transition and to have you as a member of a worldwide network of first-year experience (FYE) and students in transition (SIT) educators and advocates that represents the constituency of the National Resource Center. Whether we are meeting virtually or face-to-face, we continue to need one another for support, expertise, inspiration, innovation, and grace as we continue this COVID journey. The energy and momentum of the first-year experience and students in transition movement is what keeps me hopeful about our destination. FYE&SIT colleagues know how to reach across historic, structural, and political barriers and boundaries to forge collaboration and practice inclusion. We understand the developmental potential of a transition for individual, organizational, systemic, and social transformation. We are skilled at drawing from scholarship and best practice literature and how to connect the two such that scholarly practice and applied research inform our best decision-making. We are lifelong learners who know how to respond to change and leverage its fullest potential for both evolution and revolution. These are the core commitments of the National Resource Center, which are hallmarks of the FYE&SIT movement and touchstones for the Center's work, including planning this conference. We hope that these values ground your work, provide starting points for reflection, and inspire you during this conference and beyond.

The staff of the National Resource Center has planned an outstanding program of featured speakers and conference sessions that cover a broad range of topics and student transitions and offer opportunities for learning, professional development, and networking. Further, the program contains a full complement of presentations highlighting assessment strategies, the latest research findings, as well as trends and issues that are relevant to students' success at multiple transition points in their educational careers. We are happy to have you here and look forward to helping you in any way that we can. Be well and enjoy the conference.

Sincerely,

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

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

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## CONFERENCE SCHEDULE

### MONDAY | OCTOBER 11, 2021

9:30 a.m. – 11:00 a.m.	Welcome and Keynote Address — <b>Rosemary Perez</b>
11:15 a.m. – 3:00 p.m.	Conference Sessions

### TUESDAY | OCTOBER 12, 2021

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 3:00 p.m.	Plenary Address — <b>Christina Yao</b>

### WEDNESDAY | OCTOBER 13, 2021

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 2:45 p.m.	Closing Session — <b>Jennifer Keup</b>

# WELCOME



## NATIONAL RESOURCE CENTER

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

### CORE COMMITMENTS

**Student Transitions:** Student transitions, such as the first year of college, sophomore year, transfer experience, degree completion, and new graduate student experiences, are critical junctures in the educational pipeline and unique opportunities for postsecondary student learning and development. We strive to set a standard of excellence for supporting student transitions and facilitating educational success for a diversity of students in the 21st century.

**Connection Between Research and Practice:** We believe that good practice in higher education must rely upon a foundation of high-quality research. Conversely, good research draws from and informs practices in our field. As such, the work of the National Resource Center advances and supports both scholarly practice and applied research.

**Inclusion:** We strive to create a supportive and professional environment where a diversity of viewpoints are recognized and considered in the ongoing dialogue on student transitions. One of the greatest strengths of the first-year experience and students in transition movement is its ability to cut across traditional boundaries in higher education and involve professionals from multiple sectors of education, institutional roles, and disciplinary perspectives as well as from a variety of personal backgrounds, institutional environments, and educational experiences.

**Collaboration:** Partnership and collaboration draw from the interdisciplinary nature of higher education, communicate an ongoing commitment to inclusion, and, ultimately, enhance the success of our efforts to support student transitions. The National Resource Center models effective collaboration and aims to create intentional and integrative connections between colleagues, units, organizations, systems, educational sectors, regions, and countries in support of student transition and success.

**Lifelong Learning:** We believe that all educators continue to be lifelong learners. We support a climate of intellectual curiosity and provide the tools and media to pursue professional development and an ongoing process of inquiry, exploration, and discovery.



## 28<sup>th</sup> National Conference on STUDENTS IN TRANSITION

### WELCOME TO THE 28TH NATIONAL CONFERENCE ON STUDENTS IN TRANSITION.

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

### GOALS OF THE CONFERENCE

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

### CONFERENCE SPONSOR

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

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

## Interactive Schedule

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

## Session & Conference Evaluations

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

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation will be included in a conference follow-up email message.

# SESSION FORMATS

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

## Concurrent Sessions

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

*Concurrent session types:*

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

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

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

## (FD) Facilitated Discussions

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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

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

## PAUL P. FIDLER RESEARCH GRANT REVIEWERS

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Higher Education Research Institute  
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Newberry College

Molly Schaller  
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University of Tennessee

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Texas Christian University

Patrick Turner  
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Alexa Wesley  
NASPA

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

The National Resource Center for The First-Year Experience and Students in Transition would like to congratulate the recipient of the 2021 John N. Gardner Institutional Excellence for Students in Transition Award, University of Central Florida, Curriculum Alignment Initiative.

## 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>.

# STAFF ROSTER

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## Center for First-Generation Student Success

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



## National Institute for the Study of Transfer Students

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



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

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

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

## RESOURCES ON THE COLLEGE STUDENT EXPERIENCE



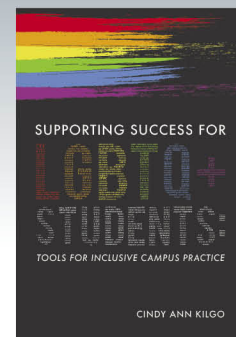
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## 2021-2022 Paul P. Fidler Research Grant Recipient



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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.

find us on

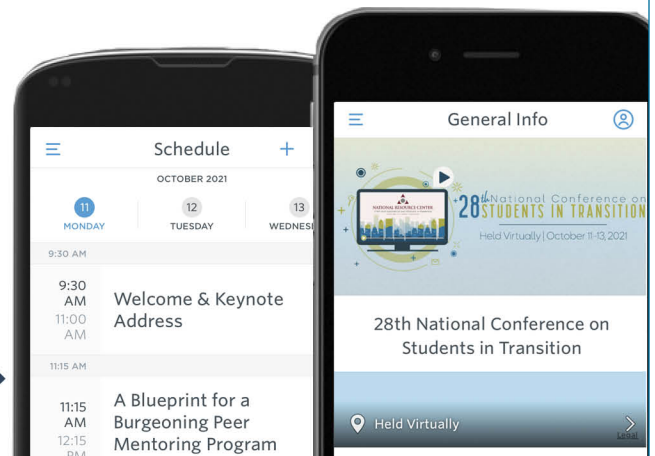
# guidebook

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Search "28SIT2021" in Guidebook  
under "Have a passphrase?"



## Welcome & Keynote Address

9:30 a.m. – 11:00 a.m.

**Transition in Turbulent Times: Navigating Uncertainty with Collective Compassion and Care**

**Rosemary Perez**

*University of Michigan*



The change and uncertainty associated with students' transitions to, across, and out of post-secondary education can be stressful and difficult. Yet, these transitions are often framed as manageable because they are temporary. But what happens when change and uncertainty are constant? How do we as educators support students in transition when the world feels unstable, and we encounter challenges of a scope and scale that were previously unimaginable before the realities of COVID-19? In this keynote, we will explore how we might support students in transition and each other during turbulent times through commitments to collective compassion and care.

services and then connect those learning outcomes to specific tools advisors can use to aid in student learning. Discussion and recommendations for application will happen throughout.

## CI - 4 Best Practices Post Pandemic for University Students with IDD

**Ashley Rodrigues**

*Bridgewater State University*

This presentation offers a synopsis of models used for successful post-secondary hybrid supports applied at Bridgewater State University, resulting in the development of effective approaches now implemented post-COVID-19 for the integration of first-year students with intellectual and developmental disabilities (IDD) into all aspects of university life.

## CT - 5 Helping Multicultural Males Graduate from College

**Wayne Jackson**

*University of Central Florida*

**Tony Davis**

*Montgomery County Community College*

This workshop will address in particular the trends of retention and graduation of multicultural male students at colleges and universities across the country. One of the lowest rates of retention and graduation are African American and Hispanic males. We will investigate why this is happening on college campuses and what can be done to stem the tide of multicultural males not graduating with their degrees.

## FD - 6 FYE: Bouncing Back Post COVID-19

**Tyler Garney**

**Elizabeth Patterson**

*Texas A&M University- Texarkana*

After a tough and challenging year due to COVID-19, college campuses are struggling with FTIC retention, low engagement numbers, and people worry about "what's next" for higher education. Although 2020 was a year we would like to forget, there were plenty of positive takeaways for us at TAMU-T and we'd love to hear yours, too! What can we, as higher education professionals, do to ensure 2020 wasn't just a (low) year in the record books? In this session, we will discuss our positive takeaways, our lessons learned, and how we make 2021 our best year yet! Let's discuss!

## CI - 7 A Blueprint for a Burgeoning Peer Mentoring Program

**Autumn Frampton**

*The University of Akron*

Developing, evaluating, and improving a peer mentoring program can be fun and exciting, but it can also be overwhelming without appropriate structure. In this presentation, I will lead participants through the processes of developing a peer mentoring program, establishing a program management plan, and creating a personalized implementation plan. I will also discuss metrics that can be utilized to assess programs and explore challenges mentoring programs may experience. In addition, I will share best practices I have utilized to expand and improve our current mentoring program and teach participants how to calculate an ROI for their mentoring programs!

## 11:15 a.m. – 12:15 p.m.

### FD - 1 Is There A Junior Year Experience?

**Kimberly Dressler**

*University of South Carolina*

It is common for institutions to have a First-Year Experience program or initiative. Many institutions have also turned their attention to the sophomore year and the senior year. There is well-documented literature and evidence for all these programs, but what about the THIRD year of college? What happens in the junior year of the college experience? Is it different from the sophomore or senior year? Are there any key experiences that happen at this time? Are institutions doing anything special for this population? Join this session for discussion and idea-sharing on this potentially overlooked topic.

### CR - 2 The Impact of a Psychology Learning Community on Transfer Students

**Kim Buch**

**Elaine O'Reilly**

*University of North Carolina Charlotte*

This session describes a curriculum-centered learning community (TLC) designed to facilitate the social and academic integration of entering psychology transfer majors. The TLC consists of a 2-course block schedule and includes in-community academic advising and opportunities for co-curricular engagement. During its first year, the TLC served 72 transfer students and showed a positive impact on student behaviors, attitudes, and academic success. Lessons learned from implementing the TLC during the Covid-19 pandemic—including the use of online teaching tools and building virtual community in a fully online environment—are discussed, along with plans for transitioning the TLC for the post-pandemic environment.

### CT - 3 Sophomore Advising: Learning Outcomes and Tools for Design

**Molly Schaller**

*Saint Louis University*

**Julie Tetley**

*The United States Air Force Academy*

The second year is often a pressure-filled year for college students. One significant challenge is the very diverse ways that students may experience the year and the decisions they must make. We will present a research-based approach to define learning outcomes for sophomores in academic advising and other student support

12:45 p.m. – 1:45 p.m.

**CR - 8 Sustaining Support for Sophomore Students: Results from the 2019 NSSYI****Dallin Young**  
*University of Georgia***Catherine Hartman**  
*University of South Carolina*

The sophomore year represents a critical transition; as the institution shifts its attention to the incoming class, sophomores often feel unsupported as they face increased academic challenges and explore major and career options. Sophomore dropout and disengagement have led administrators, faculty, and researchers to increase attention to their unique needs. This presentation will review evidence on institutional responses gathered by the 2019 National Survey of Sophomore-Year Initiatives. Participants can expect engagement and dialogue around how findings can help campuses improve efforts aimed at this group of students in transition including specific attention given to academic advising in the sophomore year.

**CI - 9 STEM Transitions from Community College to Four-Year Institutions with LSAMP****Jeff Stear**  
**Robin Nagy**  
*Houston Community College*

This session will discuss the Minority Participation (LSAMP), Bridge to Doctorate (B2D) and Community College (HCC). This initiative is associated with the NSF-funded by NSF, to promoting STEM careers for historically underserved populations (HUP), focusing on the transition from Community College to a STEM program of study. This is HCC's second year with our alliance partner San Jacinto College. We will discuss our approach that led to increasing the number of HUP students from 42 to 149 and contributed to a 56% increase in the number of STEM transfers.

**CT - 10 Developing Intentional Learners: Aligning Student Expectations with Institutional Mission****Jennifer Grewe**  
**Matt Sanders**  
*Utah State University*

One key to increasing student retention is aligning student expectations with the mission of higher education. However, this is a significant challenge because nearly all students assume to some extent that college equals professional job training. This results in confusion and frustration about general education, etc. This session reports on findings from Utah State University that show that student expectations of college are very often misaligned with the mission of higher education. In addition, this session will discuss specific approaches to and practices in first-year courses that can bring students' expectations and institutional mission into alignment.

**CT - 11 Discovering Barriers Prohibiting Students from Utilizing Support Services****Leon Bustos**  
**Carol Linder**  
*New Mexico Highlands University*

Higher education, specifically student support services, has increasingly focused on increasing the number of students participating in the programs, widening students' diversity who utilize the services, and improving student success and retention rates. Although there are numerous benefits for students who utilize these support services, we aim to observe what factors contribute to students

not engaging with free services (e.g., supplemental instruction, tutoring, and peer mentoring) offered at New Mexico Highlands University, a small public Hispanic-Serving Institution.

**CR - 12 Deaf Students and Vertical Transfer****Serena Johnson**  
*Fresno State*

This pilot study investigated the experiences of 3 Deaf students through the lens of Community Cultural Wealth. From a strengths-based perspective, the researcher analyzed the various forms of capital that assisted students as they navigated the challenge of transferring from a community college. Findings indicate students heavily relied on resistance and aspirational capital to aid them in their college experience.

**FD - 13 Destination: Graduation! Roadmap of Peer Stories to Support the Journey****Helen Marie Harmon**  
*Indiana University Northwest*

Every student - from entering, first-generation freshman to graduating, accomplished senior - has an intriguing, individual story. While each student has a unique background, there is still undeniable connectivity among the student population - that unites them with one another. It's from this bond that students experience a stronger sense of belonging - to their peers, campus, and academic pursuits. When students share their stories, there's an abundance of peer support for success -- especially needed during the recent, uncharted pandemic. Online platforms allowed the use of virtual technologies, further encouraging adaptability and creativity for the students' show and share illustrated in this session.

**CT - 14 Rising to the Top! The Return of the Adult Learner****Angelia Green**  
*Jacksonville State University*

What comes to mind when you hear the words "education" and "adult learner"? In looking at the words, we may think about students who are in the classroom, but what about the adult learner? In looking at the word adult learner, we may think about the status may come to mind. Adult education is a daily occurrence in our lives. There are many important reasons why adults may continue their education. This session will cover adult learners and their return to higher education.

**CI - 15 Investing in Academic Support Initiatives: A Path to Student Success****Jess Nicklin**  
**James Shattuck**  
**RJ McGivney**  
**Katherine Kitchens**  
*University of Hartford*

First-to-second year retention continues to be a major priority of most institutions. While many of our efforts target a successful transition into the college landscape, not all students are academically successful in their first semester. This presentation focuses on our newly defined network of proactive efforts to support students' academic endeavors (centralized tutoring, preceptors, peer-support workshops), and reactive measures when they are not successful (academic recovery options, free summer/winter courses). We share five methods of academic support, assessment data, and recommendations for institutions interested in investing in their academic support initiatives.

**CANCELLED****CANCELLED**

2:00 p.m. – 3:00 p.m.

## **FD - 16 Supporting Adult Learners Transitioning To A Traditional University/College**

**Sabrina Marschall**  
*Shippensburg University*

Transitioning to college at any age is difficult. However, adult learners struggle with the multiple demands of their personal life, professional life, and college pressures. This presentation will describe the characteristics of the contemporary adult learner. It will also explore what can be done to help adult learners transition to college, navigate their multiple demands and be successful students at a university/college where most students are of traditional college age. This discussion will provide a framework to help adult learners identify their key college success factors through SWOT analysis.

## **CI - 17 Second Year Initiative**

**Anete Klintson**  
*California State University, Long Beach*

Most college students struggle to move beyond managing the transition to college. Students need additional energy on clarifying their sense of purpose, identifying their major and develop clear career goals. The Second Year Initiative is a student intervention program that focuses on the research-based components to help students connect to faculty, engage in their learning, connect their strengths to academic success, and connecting with peers through peer involvement. The Second Year Initiative (SYI) workshop provides insight on how to build a successful sophomore year intervention.

## **CI - 18 Assessing Multiple First-Year Learning Communities at the University of Utah**

**Marissa Diener**  
**Julie Metos**  
**Mark St. Andre**  
*University of Utah*

The present study evaluated student performance data based on participation in a first-year academic learning community. Students of color, Pell-Grant eligible students, or first-generation students who participated in learning communities showed higher retention and 6-year graduation rates than students who did not participate in a first-year learning community. A Civitas Impact study using propensity matching showed a 2.5% lift in retention for students who participated in a first-year learning community. The improvement in the ability to track and assess student participation in LCs will enable us to adjust our programming to better support the success of all students.

## **CT - 19 Life by Design @ Woo: Integrated Mentoring for Sophomore Students**

**Jenni Griffin**  
**Ashleigh Best**  
**Michelle Johnson**  
*The College of Wooster*

Life by Design @ Woo is a pilot program that was created to meet the needs of sophomore students adrift after their highly supported first year. Mentoring teams (peer, staff, and faculty) work with students to ensure that they explore and clarify their interests, values, and strengths; see connections between their education and careers; activate their leadership skills and help them develop a series of concrete plans to thrive on and beyond campus. This session will explain our mentoring teams, highlight course activities, and discuss implementation challenges. The information will be beneficial for institutions looking to implement integrated mentoring teams.

## **CI - 20 A Community Intervention to Support High School to College Transitions**

**Amy Lorenz**  
*University of North Florida*

**Khristi Keefe**  
*Riverside High School*

The session showcases how high school students, school counselors, and college professionals worked together to support the transition to college. The presenters will provide research-based interventions that support the holistic needs of first-generation high school students as they develop post-secondary plans. We assessed student needs and developed a two-day college application workshop based on expressed needs. Students developed the workshop to include career and major exploration, navigating the college application process, financial aid information, current college student panel, and a mental health fitness fair. Confidence survey pre-test and post-tests were administered, and results will be shared.

## **CT - 21 Infusing Media Literacy into Your First-Experience**

**Kelly Mckenzie**  
**Andrea McClanahan**  
*East Stroudsburg University*

Students now more than ever live in a media world and should understand how the media works and how it influences them. This is especially true in the "new norm" as students sort through information and misinformation that impacts their safety, health, and mental wellbeing. This session focuses on providing students with an opportunity to learn why media literacy matters, why and how students use media and how it impacts them, and how social media, in particular, impacts their college experience. Materials for teaching media literacy in the First Year and/or Sophomore Experience course will be provided.

## **CR - 22 Examining the Effectiveness of a Learning Community through Comparative Experiences**

**Holly Hoffman**  
**Kristina Rouech**  
**Betsy VanDeusen**  
**Jamie Brown**  
*Central Michigan University*

To obtain insights about the effectiveness of a campus learning community, 1,574 undergraduate students that completed an Introduction to Teaching course were asked to share their experiences in the campus environment. This comparative study was driven by the purpose of determining if enrollment in an education learning community would increase the retention of students in education majors. The purpose also included learning about the level of engagement on campus in leadership roles in registered student organizations, participation in volunteer and advocacy initiatives, and the overall impact of the learning community experience.

## **CR - 23 Quarantine and Isolation Experiences in College Students**

**Brooke Gibson**  
*Eastern Illinois University*

The Coronavirus pandemic has significantly impacted individuals around the world as far as health, safety, and economic stability. This session focuses on the quarantine and isolation experiences of college students. The session will explore how students coped with moving to an isolation location to prevent the spread of COVID-19, what resources were these students being provided and utilized, and the role of support system they have on a mid-sized midwestern collegiate campus.

**CANCELLED**

**CANCELLED**

**3:15 p.m. – 4:15 p.m.**

**CR - 24 Welcoming Ain't Belonging: Environment of Validation and Mattering for MOC**

**Patrick Turner**  
**Efren Miranda Zepeda**  
*New Mexico State University*

The study explored the factors that foster an atmosphere of belonging for men of color (MOC) attending a 2-year Predominantly White Institution. Often PWI colleges make the erroneous assumption that an invitation of welcome equates to fostering a sense of belonging. Though the majority of MOC began their academic journey by attending 2-year colleges, only 25% graduate 150% or three years of normal time (National Center for Education Statistics 2019). The qualitative case study surfaced three major themes: (a) experiencing an atmosphere of welcome, (b) cultural representation and celebration (c) importance of Diversity, Equity and Inclusion (DEI) training.

**CR - 25 The Intersections and Impacts of FYS Participation and Developmental Mathematics**

**Forrest Lane**  
*Sam Houston State University*

It is reported that 40% of students nationally are placed into at least one developmental or remedial course. In mathematics, only 1 in 3 complete developmental course sequences. This negatively impacts persistence and degree completion rates for these students. First-Year Seminars (FYS) are one of several high-impact practices associated with increased persistence, retention, and graduation rates, but there is limited empirical research about how these courses benefit this population. This session will present data from a multi-year study examining the effects of FYS participation for students placed into developmental mathematics.

**CI - 26 Opening Pathways to Undergraduate Research for Community College Transfer Students**

**James DeVita**  
**Denise Henning**  
**Kristi Wiley**  
*University of North Carolina Wilmington*

This session focuses on a course-embedded undergraduate research experience that was designed to open access for community college and transfer students to high-impact learning opportunities called the community college undergraduate research experience (CCURE). We will share both descriptive information about CCURE's purpose and model as well as outcomes from data collected and analyzed as part of our assessment of the initiative. Initial outcomes suggest positive outcomes for students and community college partners who engaged in CCURE. Additionally, the 4-year institutional sponsor of CCURE (UNCW) has been able to engage in meaningful partnership development through the initiative.

**CT - 27 Improving Initiatives for Teaching Critical Thinking to First-Year Students**

**Louis E. Newman**  
**Nicholas Santascioy**  
*Stanford University*

How successfully do you promote critical thinking skills? What challenges do you face in teaching these skills to students, and/or highlighting the ways they are embedded in the curriculum? Critical thinking prepares students for lifelong learning, citizenship in a democratic society, and successful careers. Yet, many have argued that most of our institutions are not delivering on our mission in this regard.

In this workshop, we define critical thinking using an elegant four-element model and describe ways to integrate this model into your existing programs to promote critical thinking more effectively both within and across disciplines.

**CT - 28 Finances and Freshmen and FAFSA. Oh My!**

**Melissa Hayt**  
**Samantha Kramer**  
*University of Central Oklahoma*

The Financial Aid process can be overwhelming, especially to first-year students. Once the FAFSA is complete, many first-year students think their job is finished. However, in reality, there are still many financial decisions to be made. This session explores the model used in Freshman Orientation to increase exposure to financial resources through strategic and repeated messaging throughout a two-day orientation experience. The session will provide the data that drove the programming changes and how to get an institution excited about Finances, Freshmen, and the FAFSA. Oh my!

**CI - 29 Together in the Same Zoom Room: First-Year Writing Success Collaboration**

**Carl Hess**  
**Ashley Roach-Freiman**  
**Paula Hayes**  
**Heather Kenny**  
*University of Memphis*

First-year students—particularly first-generation, in underrepresented groups, or are socioeconomically-disadvantaged—often struggle to transition from high-school level writing and researching to college level. Representatives from the University of Memphis Libraries, English Department, Center for Writing and Communication, and TRiO Student Success Programs collaborated with colleagues in academic and student support across campus on improving the success of first-year writers and researchers. This presentation describes how, using design thinking to identify topics to address with curricular and resource development, participants proposed solutions and interventions that enabled students to understand how writing and research will help them achieve their academic, career, and personal goals.

**FD - 30 Spring Semester FYS: Opportunities for Students in Transition**

**Lisa Chewning**  
*Penn State University – Abington*

This facilitated dialogue will focus on creating effective first-year seminar (FYS) experiences for students not following the traditional path of completing FYS in the fall semester of their first year. Students who don't succeed in their fall FYS, or who enter college in the spring of their first year, represent just two populations who require an alternative approach to FYS. In this session, we will focus on student populations that would benefit from the alternative spring semester, how/why students don't succeed in fall FYS, and how spring semester FYS is an opportunity to serve students on an alternative first-year path.

MONDAY, OCTOBER 11

3:15 p.m. – 4:30 p.m.

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

**John N. Gardner**

**Betsy Barefoot**

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

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

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

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



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Curriculum Alignment Initiative

*University of Central Florida*



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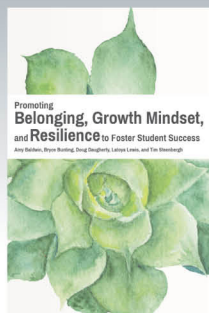


## RESOURCES ON TEACHING AND LEARNING



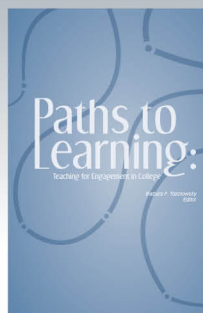
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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION  
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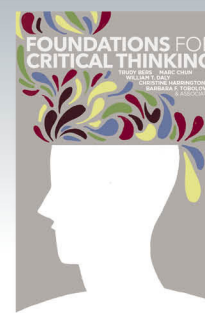
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Student Affairs Administrators  
in Higher Education



10:00 a.m. – 11:00 a.m.

**FD - 31 Personalizing Pedagogies for First-Year Students****Ryan Bronkema**  
**Jenna Harte***University of West*

Are you like one of those “word nerd” who inspires his students to debate with another, who, every semester, pontificates the classroom? To build community in a classroom, he asks to “reveal their personality,” making the case that doing so provides a sense to the course, which ultimately keeps students engaged. We will consider how to most effectively make the learning space humanized and individual to engage students in our courses and their content.

**CANCELLED****FD - 32 Noticing and Navigating Trauma Within our Students in Transition****Kim Utschig***Portland State University*

This session will discuss the neurobiological impacts of trauma, explore the ways trauma is showing up for our students in transition, and how we manage our own experience of trauma and toxic stress in our work in higher education. This session will make space to be in an engaged community discussing some of the “hot spots” in our services that have the potential to retraumatize students and brainstorming trauma-informed policy and practice to respond to those “hot spots.”

**CR - 33 Engagement in Common Reading Programs: A Five-Year Study****James Tuten**  
**Hannah Bellwoar**  
**Kim Roth***Juniata College*

To explore the degree of student engagement in common reading programs, the researchers conducted a five-year longitudinal study of the common reading program at a small, private liberal arts college. Quantitative and qualitative data gathered through two surveys each year revealed rates and degrees of engagement with the program and suggested some of the range of student outcomes from a common reading program.

**CT - 34 Intentionally Training First Generation Leaders****Mary Jo deGarcia Parker***University of Houston-Downtown*

University of Houston-Downtown’s Scholars Academy utilizes several mechanisms throughout the collegiate careers of science, technology, engineering, and mathematics majors to purposefully and intentionally, train first-generation undergraduates in the development of leadership skills. The belief that leadership is learned works to develop people and workgroups encourages a flexible, tiered approach for leadership training. This coordinated effort offers a template for others working with undergraduates and embedded leadership development efforts. Focus on a legacy program supporting grant-funded leadership development initiatives provides details of the activities undertaken while informing undergraduate attitudes and perceived levels of leadership capacity.

**CI - 35 Transitioning During COVID: Considerations for Students with Learning Disabilities****Alexander Morris-Wood****Katelyn Reinke***Beacon College*

During COVID, Beacon College’s Transition Center worked with over 250 students with learning disabilities as they prepared to enter colleges and universities throughout the United States. Often up to ten percent of a college population, this group of students is already vulnerable when looking at retention, persistence, and degree completion. Therefore, our programs collected data on the skill-based deficits that may impede the transition to help increase proactive planning. This session would focus on the results from our year-long program, including resources educators may want to utilize to enhance the experience of students with learning differences.

**V - 36 The Transfer Experience: Creating a More Equitable/ Successful Postsecondary System****John Gardner***John N. Gardner Institute for Excellence in the Undergraduate Education*

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

**CT - 37 Leveraging Digital Resources to Connect Students with Content/ One Another****Brad Garner***Indiana Wesleyan University*

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

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

**CR - 38 Benefits (and Challenges) of Being a FYS Peer Leader****Deborah Smith****Karen Boettler***Kennesaw State University*

We will discuss results from a study that examined the experiences of First-Year Seminar course peer leaders (primarily sophomores) who participated in a Peer Leading Program (PLP). Overall, the PLP had a positive impact and helped students develop a connection to their university. Program benefits ranged from the satisfaction derived from helping first-year students to building relationships with faculty and staff. The enhanced engagement was a key benefit. There were also program challenges, primarily related to confusion about the peer leader’s role in the class. An overview of the program structure will offer insights for those interested in developing similar programs.

## **CT - 39 Transfer Communities: Engaging Transfer Students from the Start**

**Amy Sellers**

*Johnson County Community College*

Transfer students from a community college to a 4-year institution can be intimidated by the change in rigor, increase in class size, or cost of attendance. The University of Kansas Edwards Campus has created Transfer Communities to help make a seamless transition for our transfer students, which provide early college student access to our faculty and advising staff in their intended major. Through classroom visits, intentional programming, and an academic success coaching model, we work with community colleges to combat transfer shock by integrating students into the campus while they are still working on their associate degree.

## **CT - 40 Flourishing Together: Enlisting Undergraduate Teaching Assistants to Promote Student Wellbeing**

**Christy Tyndall**

**Hakinya Karra**

**Rachel Heo**

*Virginia Commonwealth University*

In this session, a VCU Honors College faculty member and experienced undergraduate teaching assistants will highlight the value of introducing students to the science of wellbeing and discuss how TAs/peer mentors have enriched the required first-year seminar-style course Flourishing: The Applied Science of Wellbeing. The pedagogical value of peer-level TAs will be presented through the lens of self-determination theory and supported with qualitative feedback collected from students and TAs. We will also offer ideas for integrating peer mentors into existing coursework to promote first-year students' success.

## **CT - 41 Developing Holistic Infrastructure for Student Success at a Rural Community College**

**Adam Klepetar**

**Laurie Gordy**

**Charles Park**

*Berkshire Community College*

A discussion of inter-divisional collaboration at Berkshire Community College, a rural two-year institution in Western Massachusetts. Presenters will discuss how collaborations, especially between Academic Affairs and Student Affairs, have resulted in a campus-wide, holistic first-year experience approach to students, many of whom face challenges that are different from those attending non-rural community colleges. This process is informed by various student success and retention models, including Schlossberg's Transition Theory, to help students as they move in, move through, and move out of their academic careers. This approach necessitates a holistic approach towards strategies and support as students strengthen their sense of self.

## **CI - 42 Connecting Selection to Intervention in a Student Success Coaching Program**

**Elizabeth Houlihan**

**Lindsey Back**

*University of Illinois Chicago*

The Flames Leadership Network (FLN) at the University of Illinois at Chicago utilizes a holistic, asset-based coaching model to improve college persistence and success for students who could benefit from additional support in first-year cohorts. This session will explore the program's selection and invitation process, with a focus on the connection to intervention strategies employed by coaches to address unique student needs. Presenters will share quantitative and qualitative assessment findings, highlighting the potential for increased benefits for the most at-risk students, and discuss implications for addressing achievement gaps on campus.

## **CR - 43 BEYOND COLLEGE ACCESS®: Addressing Enrollment Continuation Needs of "First-Gen Plus"**

**Sherell Wilson**

*National Louis University*

The National Student Clearinghouse Research Center reports that only about 60% of the students who enroll in college end up earning a four-year college degree. Into the equation, this rate significantly reduces for racial and ethnic minority students and low-income students – many of whom are first-generation college students. Taking a deeper dive into persistence data - research shows that the first year of college and the transition to the next year are especially vulnerable periods. Incorporating "student voice," this engaging presentation sheds light on how first-year college students think about their needs and links them to continuing enrollment decisions.

## **CI - 44 Remote Accelerated Learning Program (ALP): Student Success Stories**

**Jill Maggs**

*Mildred Elley*

The Accelerated Learning Program (ALP), a co-remedial model developed at the Community College of Baltimore County (CCBC), is a retention program that aids underprepared college students. During the pandemic, Mildred Elley, a two-year technical training college serving low-income minorities, migrated its existing ALP to a virtual format. Two introductory courses with high attrition and failure rates, Freshman Seminar and Medical Terminology were selected for the pilot. Important to the implementation of the virtual ALP was holding to the tested principles of Mildred Elley's on-ground program's features while adding virtual tools. The pilot increased retention by approximately 20% in both classes.

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**12:45 p.m. – 1:45 p.m.**

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## **FD - 45 Top Three Changes to Transform Your Transfer Website**

**Emily Kittrell**

*National Institute for the Study of Transfer Students (NISTS)*

To facilitate a smooth transfer—and ultimately maximize potential yield—institutions must design website communications and experiences specifically tailored to meet their transfer students' expectations. But what online resources and supports do transfer students need most? And how can we organize them so that the transfer process makes sense from the students' perspective? Using insights from our recently released transfer website strategy guide, this session will explore the top three changes that can make your website more transfer-friendly. Whether you 'own' or merely influence your institution's transfer-related webpages, you'll learn about the key pieces of content transfer students need to see and leave with a personalized roadmap for launching your updates.

## **FD - 46 Putting a Place to a Name: Connecting Sophomores to Campus**

**Laura Birkenhauer**

*Miami University*

With campus offices closed to visitors and students studying remotely during the COVID-19 pandemic, some first-year students ended the 2020-21 academic year without having ever set foot in the physical locations for important campus resources such as the library, tutoring office, diversity and inclusion center, career services and much more. With the resumption of pre-pandemic life on campus in fall 2021, how are campus resource centers, programs, and offices engaging sophomore students? An opportunity to discuss experiences and ideas with others involved in outreach to sophomore students post-pandemic.

**CR - 47 Developing Student Strategic Learning for Success** **Peter Arthur***University of British Columbia*

Research studies indicate a positive relationship between a student's metacognition, mindset, and academic success. Metacognition and learning mindsets can be taught and through experience enhanced. This session focuses on evidence-based strategies from a study examining the integration of metacognitive and mindset strategies in the first year. Participants will have the opportunity to share, discuss, critique, and build on what they are already doing in regard to the following strategic learning strategies: 1. Create learning goals (Metacognition) 2. Plan, monitor, and adjust learning as needed (Metacognition) 3. Reflection to learn competencies, and enhance learning ability (Metacognition) 4. Adopt a learning mindset (Mindset).

**CI - 48 Spring Transfers in Transition: Enhancing the Orientation Experience****Connie Moreno Yamashiro****Mai Warren****Natalie Oliva****Julianne Vartanian***California State University, Fullerton*

This session will cover the development, implementation, and outcomes of an extended and enhanced orientation experience for the Spring 2021 transfer cohort of approximately 700 students at California State University, Fullerton. Despite having the same average transfer GPA, students who transfer in a Spring semester end up on academic probation after their first semester at a higher rate than students who transfer in a Fall semester. The presentation will highlight the three strategic approaches taken to enhance first semester and first-year retention rates for a population that traditionally did not yield successful academic outcomes because we provided them with limited support.

**CT - 49 Peer Mentor Programs: Assessing Our Way to Success****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.

**CT - 50 Bridging Success - Serving Students with a Foster Care Background****Justine Cheung****Kalah Villagrana****Osha Semple***Arizona State University*

Students with a background in foster care have faced a variety of challenges and uncertainty before starting college, including significant neglect and/or abuse. Youth who do not achieve permanency while in care are shown to have higher levels of incarceration, unemployment, mental health concerns, and other adverse outcomes in young adulthood than their non-foster peers. A college degree can significantly mitigate these outcomes. Arizona State University's Bridging Success program will share 'lessons learned' from six years of serving this student population. We will discuss the process of developing Bridging Success, define the ten program elements, and provide recommendations for adaptation.

**CT - 51 Virtual Robotics Internship: An Effective Learning Experience****Sharon Sledge****Bryan Melton***San Jacinto College*

In 2020, the higher education world turned remote. Summer internships were not excluded from this transition. This presentation is about the journey of converting a 10+ year face-to-face robotics internship into a virtual and valuable learning experience focused on community college students in Summer 2020. Research shows mixed results on the impact and efficacy of virtual internships. With attention paid to task design, supervision, and communication, the San Jacinto College 2020 Virtual Summer Robotics Internship was an effective learning experience. The presentation will be enhanced by input from the Interns on the reality of virtual internships.

**CI - 52 How Cross-Campus Collaboration Helps Support Transfer Students' Transition****Amanda Lucas***University of South Carolina*

The Transfer Student Advisory Council was established to review the transfer student experience from admissions to graduation at the University of South Carolina. The Council was charged to research, develop, and implement best practices for transfer students' retention and graduation. The institution of the council was the first time multiple offices, programs, and departments associated with transfer students met regularly to coordinate efforts to improve communication and streamline transfer student support efforts. As we enter the new academic year, the Council continues to target institutional barriers and empower transfer students with degree completion at the University of South Carolina.

**Plenary Address**

2:00 p.m. – 3:15 p.m.

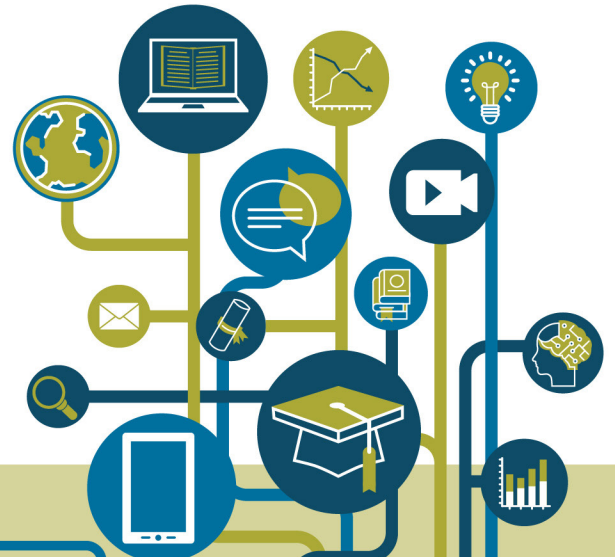
**The Pandemic as a Catalyst: The Imperative to Address Crises for Students in Transition****Christina Yao***University of South Carolina*

The COVID-19 pandemic is likely the most acute issue affecting higher education in the past two years. The pandemic upended many established practices, rituals, and policies in a way that has changed the way we do our work. Yet although the pandemic is identified as an acute issue, it has illuminated many of the chronic issues facing higher education and society for generations. In this presentation, Dr. Christina Yao will discuss how many of the acute issues that arose during the pandemic are rooted within chronic conditions such as anti-Blackness, anti-Asian sentiments, and contention around immigration policies. Thus, how can higher education stakeholders collectively conceptualize the pandemic as a catalyst rather than seek to return to "normal" when "normal" has not worked for everyone? As such, we must collectively move forward to re-imagine a higher education learning community that can address both acute and chronic needs of our students, faculty, and staff in higher education.

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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 Densvich

**MAY 23 – JUNE 17, 2022**

**UNDERSTANDING AND SUPPORTING TRANSFER STUDENT SUCCESS**

Instructor: Catherine Hartman

**SAVE THE DATE!**

**JUNE 27 - JULY 22, 2022**

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

Instructor: Andrew Newton



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

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

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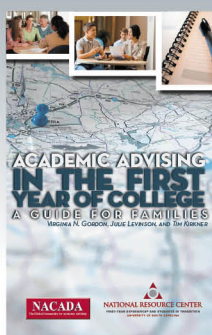
- Recognition at the 29<sup>th</sup> National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- One complimentary registration to the 29<sup>th</sup> National Conference on Students in Transition to include all conference sessions and preconference workshops (on a space-available basis).
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets



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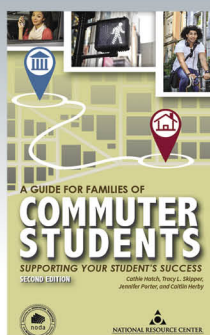
More information regarding the award will be available at [www.sc.edu/fye](http://www.sc.edu/fye)

## GUIDES FOR PARENTS AND FAMILIES



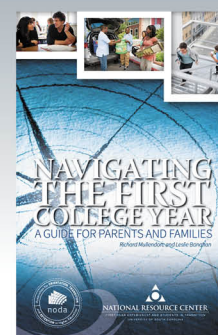
### Academic Advising in the First-Year of College *A Guide for Families*

Virginia N. Gordon, Julie Levinson, and Tim Kirkner  
A joint publication with NACADA, the Global  
Community for Academic Advising  
ISBN 978-1-889271-94-1. 30 pages. **\$3 each.**  
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### 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  
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**10:00 a.m. – 11:00 a.m.**

**CT - 53 "New School New You:" The UAB Transfer Student Podcast**

**Jeremiah Chu**

*The University of Alabama at Birmingham*

With nearly half of students in higher education in the United States beginning their journey at a community college, many students that transfer to a four-year university experience some form of "transfer shock" correlated to academic and social struggles. The podcast, "New School New You" is a podcast series created for the transfer student community focusing on the different struggles and problems these students encounter when coming from a two-year to a four-year university. Through student conducted interviews, we highlighted different students' unique stories and perspectives on a multitude of topics including, imposter syndrome, identity, and college culture.

**CI - 54 You Built It. They Came. Did They Succeed?**

**Nate Clason**

*Michigan State University*

Michigan State University offers a transition-focused first-year seminar that includes a standard set of learning outcomes with detailed rubrics, template curriculum, annual instructor development workshops, instructor meetings, working groups, and a protocol for assessment. The protocol includes assessment of student artifacts, student and instructor surveys, and a longitudinal study of student outcomes. The presenter will share assessment results, describe how it informs continuous improvement processes, and foster dialogue about the assessment of FYS. A recent assessment of this FYS reveals statistically significant higher GPAs, higher persistence rates, and lower rates of academic probation among participants.

**CI -55 Expanding Co-Curricular Peer Mentoring Support of Students in Transition**

**David Rhea**

*Governors State University*

The Center for the Junior Year's mission is to empower students to overcome barriers to degree completion. In Spring 2019, the office began to develop co-curricular peer mentor support experiences focused on students in the third year (Intro to Major Courses) transitioning in from community colleges. In the last year, co-curricular peer support was expanded to 28 additional sections in mastering college courses (first-year students) and a math corequisite course for statistics. This presentation will focus on (1) mentor preparation, (2) interaction of faculty and professional office staff with mentors, and (3) assessment outcomes of this expanded support.

**CI - 56 Preparing Juniors and Seniors for Careers in Student Affairs**

**Katie Hopkins**

**Sandy Greene**

*University of South Carolina*

According to Taub & McEwen (2006), there is a lack of curricular support at the undergraduate level for students who want to transition into careers in student affairs. In response to this, the University of South Carolina created an academic course that helps students understand the history and purpose of student affairs, evaluate graduate programs, and determine the best educational or career path for their goals and aspirations. This session will provide an overview of this course, the lessons learned from the course assessment, and will share ideas for how to implement it at your institution.

**CI - 57 Engaging Students at Scale: Text Nudging during the First Year**

**John Burdick**

**Emily Peeler**

**Olivia Lair**

*New York University*

Complex factors prohibit students from being proactive, even when such proactive behavior — taking advantage of campus resources or performing specific academic behavior — is in their self-interest. The NYU Office of Student Success developed a text-message-based behavioral science/nudging initiative to encourage such proactive behavior and support over 5,500 students throughout their first year. We will share research on the benefits of nudging, offer promising practices for this type of highly personalized intervention yet scalable initiative, outline technology, and staffing requirements, and discuss the role of text-based nudges to create a more equitable campus.

**CR - 58 Building Self-Advocacy: Learning from Autistic Community College Students' Experiences**

**Brett Nachman**

*North Carolina State University*

Drawing from Test and colleagues' (2005) four factors of self-advocacy as a guiding framework, Nachman showcases research stemming from his 2020-2021 Paul P. Fidler Research Grant, particularly focused on how autistic community college students' experiences build and refine self-advocacy skillsets. Engaging in and processing self-advocacy proves to be an ongoing process of reconciliation for autistic college students. Nachman will both provide scope to the larger qualitative research study that encompassed this project and offer enlightenment into how the self-advocacy techniques that autistic students engaged in may prove transferable to fellow student communities.

**CI - 59 Where's the Support? Centralizing and Developing Resources for Low-Income Students**

**Lisa Lozano**

*The University of Texas Rio Grande Valley*

This session will discuss how a student-led organization developed to support low-income students at MIT galvanized systemic changes at the administrative level. I will first explain the actions this group took to draw the attention of numerous campus departments. Then, I will share the collaborative efforts the organization made with administrative point-persons to improve on or develop new resources for low-income students. Lastly, I will explain how this initiative has flourished and has now become established in the Office of the First Year. The remaining 30 minutes will be used as a time for questions and collaboration.

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

**FD - 60 Creating New Accessibility & Equity Opportunities for Underserved Students**

**Cynthia Goodfellow**

*York University*

The goal of the Accessibility for Ontarians with Disabilities Act (AODA) is to identify, remove, and prevent barriers for people with disabilities. By January 2021, all websites had to conform to WCAG2.0 levelAA. AODA guidelines align with several themes in the Calumet & Stong Colleges' Strategic Plan including inclusion, building capacity, sustainability, and accessibility. All students can now engage fully with our Student Success materials which impact student recruitment, retention, and alumni involvement. Opportunities created by implementing AODA include greater awareness of visible and non-visible disabilities and creating programming which encourages all students to participate more fully and transition successfully.

**CR - 61 Learner Well-Being for Students with Dyslexia: Sophomore Year and Beyond** \*this session has been moved to Tuesday at 11:15am

**Molly Schaller**  
**Meng Zhang**

*Saint Louis University*

How do students with dyslexia succeed to the sophomore year and beyond? What strengths do they build and what challenges do they face? This study uses a narrative inquiry approach to learn about the experiences of college students from numerous institutions with dyslexia. In 2015-16, 19% of undergraduates reported having a disability (NCES, 2019) and dyslexia is the most prevalent of all learning disabilities (International Dyslexia Association, 2017). Results of this study raise important questions for education professionals and suggest that there are significant challenges to students' view of their well-being as learners. Implications for practice will be shared.

**CI - 62 Student Success Forecasting Model: Building Student Capacity Through Personalized Interventions**

**April Fugett**  
**Karen McComas**

*Marshall University*

By 2019, an experiment targeting "middle-ability" students (per high school GPA) yielded a 14% increase in retention. Based on these results and the methodology used, we then developed a risk analytics survey (Marshall University Student Success Forecasting Model [SSFM]). Incoming freshmen complete the SSFM survey before orientation, so we can offer customized interventions, such as personalized schedules. In this presentation, we introduce the SSFM; identify assessed student success factors (cognitive, noncognitive, and behavioral); describe one success initiative (first-year seminar); and, explain how our focus on the experimental design of the SSFM has led to actionable, scalable, measurable, and real-time results.

**CT - 63 Informed and Collaborative Librarians: Essential to Transfer Student Success**

**Peggy Nuhn**

*University of Central Florida*

**Karen Kaufmann**

*Seminole State College of Florida*

As students arrive on our campuses via multiple transfer pathways and with varying levels of information literacy competencies, librarians play an essential role to proactively support their academic success. An informed understanding of the challenges of transfer students is needed to develop effective outreach. Transfer students are often an underserved population in libraries; the mistaken assumption being students will retain and apply whatever information literacy concepts they learned at their previous institution and seamlessly apply them elsewhere. A brief overview of transfer pathways and challenges will segue into how librarian collaboration, particularly when known pathways exist, can offset "transfer shock".

**CI - 64 What Do We have to Lose? A Seminar Launch Story**

**Mallory Bower**

*SUNY Oswego*

**Jade Laplante**

*University of Maine*

SUNY Oswego was preparing to pilot a 1-credit seminar for a small group of first-year students in fall 2020. And then a global pandemic happened. To help students feel connected during a truly unpredictable semester, the pilot was expanded to reach more students, both online and residential. In this session, you will learn

about how this initiative utilized peer mentors and existing resources to help students find a sense of belonging, wellbeing, and a connectedness to the college during very disconnected times.

**CI - 65 "Complex Problems" at Scale: Building a University-Wide First-Year Seminar Program**

**Brad Knight**

**Rebecca Comfort**

**Adam Tamashasky**

*American University*

Three years ago, American University adopted a new core curriculum that included (for the first time) a first-year seminar with the main goal to prepare students for college-level academic work in any discipline or field. Faculty designed more than 150 topics as part of this program, each engaging real-world problems or enduring questions, but connected by methods of inquiry that are described by the program's learning outcomes: diverse perspectives, critical reading, communication, reflection, and integrative learning. This session describes the shift from a culture of content-centered pedagogy to that of inquiry-based and metacognitive learning, as well as the lessons learned.

**CR - 66 FYE Early Enrollment and Second-Year Retention: Recent Doctoral Research**

**Tyrone McKoy**

*Community College of Baltimore County*

A large mid-Atlantic community college adopted an enrollment policy that required new students to enroll in a version of an FYE course in the first semester of attendance. Recent doctoral research was conducted to investigate the impact of student compliance with this policy. Using the propensity-score matching method to identify treatment and comparison groups based on observed and unobserved student characteristics, it was found that an increase in the probability of being retained was associated with compliance. Although these results have added to the literature on retention theories at community colleges, questions remain that should lead to future research.

**12:45 p.m. – 1:45 p.m.**

**CR - 67 Color of Success: Men of Color Attending Two-Year PWI**

**Patrick Turner**

*New Mexico State University*

The retention and persistence of Men of Color (MOC) remain an issue, particularly those males attending the U.S. Predominantly White Institutions (PWI) community colleges. Though 62% of MOCs begin their academic pathway through a 2-year college, only 25% graduate with a degree or certificate within three years (Hilton, Wood & Lewis 2012; Mangan, 2014). The first year of college can be challenging for many freshman students, especially those belonging to an underrepresented population. Unfortunately, MOC encounter a plethora of confounding issues that serve as challenges to success, especially attending a 2-Year PWI community college.

## CI - 68 Leap into Sophomore Year: A Second- and Third-Semester Retention Model

**Jessica Stern**

**Connie Moreno Yamashiro**

**Brittney Swanson**

*California State University, Fullerton*

**Whitney Youngren**

*Chapman University*

This session focuses on a student success initiative designed for a student's second and third semester called Leap into Sophomore Year (LiSY), implemented at a public four-year university. In the College of Humanities and Social Sciences at Cal State Fullerton, up to 11.9% of first-year students leave the university and this initiative was implemented to increase retention. The session will highlight the three pillars of the program including peer mentors, reserved courses, and academic advising support as well as share outcomes of the 100% enrollment rate for this population. Implications for practices and lessons learned will also be discussed.

## CI - 69 How Data Enhanced the FYE Experience for Students and Instructors

**Adrienne Fraaza**

*Western Michigan University*

In January 2020, the Office of Student Transitions set out to overhaul the FYE experience for students and instructors. Past data indicated there was a great opportunity to evaluate and reshape multiple components of the course, including instructor hiring and training; course consistency; learning outcomes and assessment; and the integration of CliftonStrengths for Students into all sections. This session will go over the journey of planning and implementing the changes based on previous data gathered, the pivots made due to Covid-19, lessons learned, and how data collected this year will inform changes for next fall.

## CT - 70 Start to Finish in Seven Credits: Supporting Nontraditional Degree-Completion Students

**Mary Berkery**

**Amber O'Neil**

*Excelsior College*

Excelsior College primarily serves a growing student population: students with some college credits but no degree. These nontraditional degree-completion students may enter with only seven credits left to earn a bachelor's degree. This session explores the academic support systems in place to help this population transition into and out of the college. It surveys the andragogical approaches of their first course, the Cornerstone, and their last course, the Capstone, and how these two courses and the college's broader support services work in concert to best support and engage degree completion students and assure general education and program outcome achievement.

## V - 71 Living up to Your Legend through Online Orientation

**Glenn Spurlin**

*Clemson University*

**Amy Calfee**

**Dave Robert**

*Advantage Design*

Your institution has a global brand. How do you ensure that part of the college family. You recognize new undergraduate students are motivated differently and need orientation information that resonates with them. How do you personalize the onboarding experience, create efficient processes 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 - 72 First-Year Programming and Student Retention

**Jonathan Chitiyo**

**Emily Williams**

*University of Pittsburgh Bradford*

This presentation will provide a detailed analysis of how the restructuring of first-year experience programming at the University of Pittsburgh at Bradford (UPB) will likely impact student retention. As an institution, UPB recognizes the importance of providing a seamless First-Year Experience such that all students have a foundational experience that positions them for success. The restructuring involves partnering with all campus units to provide a seamless first-year experience allowing students to access a continuum of support in an integrative manner.

## CR - 73 A Safe Space, Branching Out, and Negotiating a New Identity

**Lydia Laucella**

*Reinhardt University*

This session will discuss the findings of a qualitative, collective case dissertation study that enacted standpoint theory as a theoretical and methodological framework. This study explored how Bette, Veronica, and Kate (three female, first-year, first-generation college students') values, attitudes, and beliefs, were influenced by their interactions with their peers, family, and institution, during the first-year transition period at "Rausch University", a small, private, religiously-affiliated institution in the south. This study aimed to provide insight on what their feminine standpoints reveal about their complex transition experiences to produce knowledge that is more likely to benefit this underrepresented group.

## Closing Session

2:00 p.m. – 2:45 p.m.

**Jennifer Keup**

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

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



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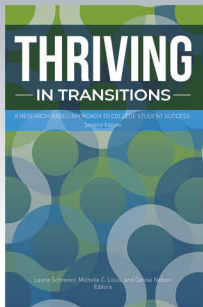
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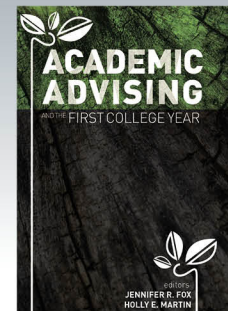
Laurie A. Schreiner, Michelle C. Louis, and Denise D. Nelson, Editors

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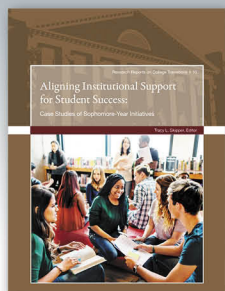
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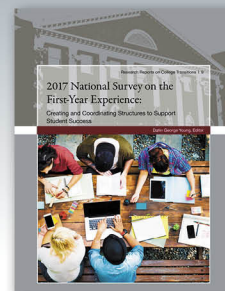
  
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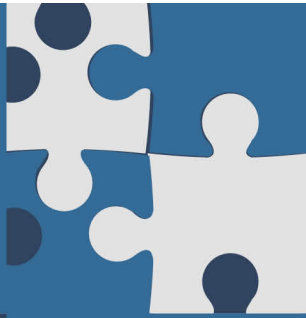


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