

29TH NATIONAL CONFERENCE ON

STILLNENTS IN TRANSITION SIUVENIO IN

ATLANTA, GEORGIA OCTOBER 2-4, 2022
VIRTUAL OCTOBER 18-20, 2022

CONFERENCE PROGRAM



NATIONAL RESOURCE CENTER

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



Dear Conference Delegates,

On behalf of the staff and affiliates of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am happy to welcome you to Atlanta, Georgia for the 29th National Conference on Students in Transition. We are pleased to have you join us for to this conference and to have you as a member of a worldwide network of first-year experience (FYE) and students in transition (SIT) educators and advocates that represents the constituency of the National Resource Center.

We are particularly excited to welcome many of you back to an in-person convening of this conference after several years of virtual-only Students in Transition conferences. The staff of the National Resource Center has planned an outstanding program of preconference workshops, featured speakers, and conference sessions that cover a broad range of topics and offer opportunities for learning and professional development for everyone. This conference includes sessions dedicated to the education and support of first-year students, sophomores, community college students, transfers, and seniors. The program also 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. Further, participants will have access to sessions that are being presented in the virtual version of this conference October 18-20, 2022. We are confident that you will find the information and resources that are shared in these sessions useful to your current work and a source of inspiration for new ideas and initiatives in support of students' transition and success.

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

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

Sincerely,

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

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IN-PERSON CONFERENCE

Sunday, October 2, 2022

Conference Sessions	11-13
Conference Opening Session and Keynote Address Kathe Pelletier	13

Monday, October 3, 2022

Conference Sessions	15-19
Plenary Address Caroline W. Canty & Althea Counts	16

Tuesday, October 4, 2022

Conference Sessions	21-22
Closing Session Jennifer Keup	22

VIRTUAL CONFERENCE

Tuesday, October 18, 2022

Conference Sessions	25-26
Conference Opening Session and Keynote Address Kathe Pelletier	25

Wednesday, October 19, 2022

Conference Sessions	29-30
Plenary Address Caroline W. Canty & Althea Counts	30

Thursday, October 20, 2022

Conference Sessions	33-35
Closing Session Jennifer Keup	35
Index of Presenters	37-38

IN-PERSON CONFERENCE SCHEDULE

SUNDAY | OCTOBER 2, 2022

7:30 a.m. – 6:00 p.m.	Preconference Workshop and Conference Registration
8:00 a.m. – 12:00 noon	Preconference Workshops
1:45 p.m. – 5:15 p.m.	Conference Sessions
5:30 p.m. – 7:00 p.m.	Conference Opening Session and Keynote Address — Kathe Pelletier
7:00 p.m. – 7:45 p.m.	Welcome Reception

MONDAY | OCTOBER 3, 2022

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. – 10:00 a.m.	Conference Sessions
10:00 a.m. – 11:00 a.m.	Poster Sessions
11:15 a.m. – 12:30 p.m.	Plenary Address — Caroline W. Canty & Althea Counts
2:00 p.m. – 5:30 p.m.	Conference Sessions

TUESDAY | OCTOBER 4, 2022

7:30 a.m. – 11:30 a.m.	Conference Registration
8:00 a.m. – 11:30 a.m.	Conference Sessions
11:45 a.m. – 12:30 p.m.	Closing Session — Jennifer Keup

VIRTUAL CONFERENCE SCHEDULE

TUESDAY | OCTOBER 18, 2022

9:30 a.m. – 11:00 a.m.	Opening Session and Keynote Address — Kathe Pelletier
11:15 a.m. – 3:00 p.m.	Conference Sessions

WEDNESDAY | OCTOBER 19, 2022

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 3:15 p.m.	Plenary Address — Caroline W. Canty & Althea Counts

THURSDAY | OCTOBER 20, 2022

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

WELCOME



NATIONAL RESOURCE CENTER

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

CORE COMMITMENTS

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

Connection Between Research and Practice:

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

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

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

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



WELCOME TO THE 29TH 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, 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.

GENERAL INFORMATION



Session Locations

All in-person conference sessions will be held at the Hyatt Regency Atlanta. All virtual sessions will be held via Zoom.

Hotel Map

A layout of the meeting rooms at the Hyatt Regency Atlanta is located on the inside back cover of this program.

Name tag Ribbons

LIGHT BLUE	Presenters
WHITE	First-Time Attendees
PURPLE	International Delegate
GREEN	Vendors

Registration Information

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

Sunday, October 2, 2022	7:30 a.m. – 6:00 p.m.
Monday, October 3, 2022	7:30 a.m. – 5:00 p.m.
Tuesday, October 4, 2022	7:30 a.m. – 11:30 a.m.

Internet Access Information

Internet access is available throughout the meeting space on the Network Convention Wireless and using the password “students22”. Overnight guests staying at the Hyatt Regency Atlanta will have access to complimentary internet access in their guest rooms.

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.

International Sessions

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



Virtual Sessions

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

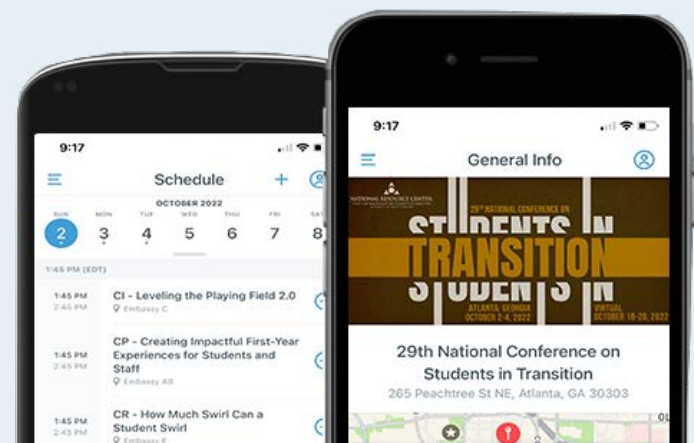


Interactive Schedule

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.

find us on
guidebook

In order to develop your personal schedule for the conference, download the Guidebook app on your iPhone, iPod touch, iPad, Android phone, Android tablet or a Kindle Fire. Open Guidebook app and click on “Schedule.” Once a session is selected, it will be loaded into the “My Schedule” icon on the main menu page.



SESSION FORMATS

The sessions presented at this conference are in 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 Initiative – These sessions address and highlight specific programs/initiatives that have been instituted, assessed, and shown to be successful on a particular campus.

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

(FD) Facilitated Discussions

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

(V) Vendor Presentations

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

PAUL P. FIDLER RESEARCH GRANT REVIEWERS

Roslyn Artis
Benedict College

Rachel Beech
California State University, San Bernardino

Brad Bostian
Central Piedmont Community College

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Brigham Young University

Omari Burnside
NASPA

Rebecca Campbell
New Mexico State University

Ben Correia-Harker
Marquette University

Donna Dahlgren
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Jemilia Davis
UNC Chapel Hill

Sandra Dika
UNC Charlotte

Saran Donahoo
Southern Illinois University

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Cabrini University

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Western Carolina University

Adrianna Guram
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Brad Harmon
Furman University

Casandra Harper Morris
University of Missouri

Nia Haydel
Complete College America

Nikolas Huot
Complete College America

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Drury University

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York University

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Jillian Kinzie
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Emily Kittrell
University of North Georgia

Jodi Koslow Martin
Triton College

Kia Kuresman
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Jenny Lee
University of Arizona

Jodi Linley
Univeristy of Iowa

Mark May
Clayton State University

Julia Michaels
Association of Public and Land-grant Universities

Jaime Miller
Auburn University

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JOHN N. GARDNER INSTITUTIONAL EXCELLENCE FOR STUDENTS IN TRANSITION AWARDS

The National Resource Center for The First-Year Experience and Students in Transition would like to congratulate the recipient of the 2022 John N. Gardner Institutional Excellence for Students in Transition Award, University of Texas at San Antonio, Transfer & Transition Student Support Services.



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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SPONSORS & VENDORS

The University of South Carolina and the National Conference on Students in Transition welcome vendors. All vendor booths will be located on the Atlanta Conference Center Level (ACC).

VENDOR HOURS

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

Sunday, October 2, 2022

4:00 p.m. – 7:45 p.m.

Monday, October 3, 2022

7:30 a.m. – 12:30 p.m.

2:00 p.m. – 5:00 p.m.

Tuesday, October 4, 2022

7:30 a.m. – 12:00 noon

BVT Publishing®
Better textbooks, better prices

BVT Publishing

BVT Publishing produces quality, affordable textbooks for students nationwide. Our Company is dedicated to student success and is actively developing a suite of products for such courses, including textbooks and a variety of in-class modules.



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.



Charlie Life and Leadership Academy

Charlie Academy partners with higher education programs, delivering the essential success skills that help students thrive. Charlie's online course suite has been proven to boost student engagement and well-being. Saving content development time for staff and faculty, Charlie lets you put energy where it needs to go to your students..



G-W Publisher

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!



Inspiring Strategy Institute

The Inspiring Strategy Institute is a non-profit offering practical strategies for making our world a bit kinder and more peaceful. Our first offering: Life-Talk, a flexible, enjoyable strategy for strengthening students' current well-being and their ability to live productively in the future. For more information, see Life-Talk.org.



Knack Tutoring

Knack is the leading student success platform, transforming tutoring to prepare students for success in the classroom, and the 21st-century workplace. Together with higher education institutions across the country, we deliver affordable, scalable, and impactful peer tutoring programs that ensure all students have access to the academic support they need.



LAUNCH Student Success

LAUNCH Student Success melds cognitive principles with student success concepts to offer the ultimate in a student success curriculum. Understanding the importance of their current habits, attitudes, beliefs, and expectations, along with their ability to make positive changes, allows your students to effectively transition into academic excellence.



National Institute for the Study of Transfer Students

Through education, research, and advocacy, NISTS unites practitioners, researchers, faculty, policy-makers, and administrators to explore and improve transfer student success. We bridge knowledge, policies, and practice and reach beyond specific roles to develop equitable and inclusive transfer student experiences for today's diverse, mobile learners. Please visit our website: www.nists.org

SPONSORS & VENDORS



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.



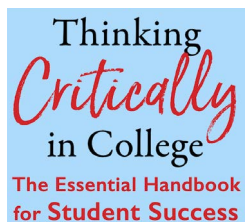
Pharos Resources

Pharos Resources provides a comprehensive approach to improve student outcomes. Our unique software and approach will strengthen early alert, student care, and retention on your campus. Our relationship-focused perspective allows you to identify at-risk students, eliminate campus silos, increase student engagement, and enrich your culture of student success.



Stylus Publishing

Founded in 1996, Stylus Publishing focuses on higher education, covering such areas as teaching and learning, student affairs, study abroad, online learning, racial and gender diversity on campus and leadership and administration. Stylus is the official distributor of the National Resource Center for the First-Year Experience and Students in Transition.



Thinking Critically in College

Thinking Critically in College is dedicated to teaching first-year students the critical thinking skills they need to succeed academically.



Trees Technology Company (Trees.app)

Trees.app is an innovative student success app which aims to help non-traditional and under-served students thrive in college and university. The app provides customized support to students by connecting them with step-by-step plans to help them thrive at university. Visit our website (www.Trees.app) for more info.



Untapped Learning

Untapped Learning supports college students who have executive function challenges. Mentors work one-on-one with students to cultivate trusting relationships in order to hold them accountable from a non-parent, non-teacher perspective. We empower students to build confidence, gain independence, and problem solve benefiting them in school and beyond.



Way to Succeed: Mindful Insights for Learning

Co-founded by Jane and Thomas Reed, Way to Succeed was inspired by Jane's dissertation study which demonstrated improved academic achievement by helping math students learn how to learn through metacognition and self-regulation. Jane and Tom share a passion for mathematics and for improving student success in STEM fields.

Mark Your Calendar



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

March 2023
**Underrepresented at a PWI -
Supporting Students of Color
Through Their Transition
with a Predominately
White Institution**
Online Course

May 2023
**Understanding and
Supporting Transfer
Student Success**
Online Course

June 2023
**Creating a Comprehensive,
Connected, and Coordinated
First-Year Experience**
Online Course

July 2023
**Proving and Improving:
Foundations of First-
Year Experience**
Online Course

September 30 - October 2, 2023
**30th National Conference
on Students in Transition**
Jacksonville, Florida

www.sc.edu/fye



find us on

guidebook

Make the most of your experience at SIT 2022!

Use Guidebook to

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

**Search "sit2022nrc" in Guidebook
under "Have a passphrase?"**



IMPROVING THE TRANSFER EXPERIENCE **TOGETHER**



NISTS is the only national organization solely focused on transfer student success.

We empower practitioners, faculty, and administrators to be transfer champions – agents, connectors, and advocates – who challenge the status quo to create holistic and inclusive transfer student experiences. No matter your role, or whether you work at a community college or university, we're here to support your work.

JOIN US IN-PERSON
OR ONLINE:

- ✓ Learn from transfer experts & peers
- ✓ Find transfer-focused research & resources
- ✓ Develop your transfer advocacy skills

National Institute for the Study of Transfer Students
University of North Georgia • www.nists.org • nists@ung.edu



CONFERENCE REGISTRATION | 1:00 PM – 6:00 PM

International Foyer

1:45 p.m. – 2:45 p.m.

CP-1 Creating Impactful First-Year Experiences for Students and Staff

Embassy AB

Brandy Hughes**Paul Marthers***Emory University***Mariana Torre****Anastasia Zai***Stony Brook University***CANCELLED**

During their undergraduate journey, students benefit from a network of advisors, mentors, and coaches. Professional and academic advisors are not faculty or advisors are important and sometimes overlooked. This network. Emory University and Stony Brook University each offer mandatory first-year courses designed by academic administration and faculty, although goals vary slightly between the programs. Both schools recruit and train staff volunteers who facilitate the classroom experience for about 20 students per section. Representatives from Emory and Stony Brook University will share blueprints for their staff-facilitated first-year experience courses and reflect upon the benefits of both these programs.

CI-2 Leveling the Playing Field 2.0

Embassy C

Elise Simmons**Alicia Hudson***Florida A&M University*

Florida A&M University's Office of Freshman Studies implemented a pilot ALEKS Summer Prep Program in summer 2021 that was offered to all admitted first-year college students. Program participation increased from 58 to 100 students admitted for the 2022-2023 academic year. This program continues to prepare students for the ALEKS math placement exam. Composed of a six-week curriculum taught on virtual platforms by mathematics professors, participants demonstrated statistically significant increases of 24% in topic mastery, and a rise of 5.56 % in ALEKS scores. Outcomes of last year's project will be compared to this year's findings, anticipating greater mathematical gains.

CT-3 Building "Social Capital" to Support Under-Represented and Underserved STEM Students

Embassy D

Sharon Sledge**Bryan Melton***San Jacinto College*

Studies show under-represented and underserved students often come with insufficient "social capital." This deficiency becomes a stumbling block for student success at the college level. The first step is to recognize what is meant by "social capital." This session will explore "social capital" defined as the value of relationships between people, and how it explains working dynamics, student engagement and equity and inclusion. Attendees will investigate methods for building "social capital" for transitioning to college life through student participation in communities; social and academic engagement; validation; learning how to learn.

CR-4 How Much Swirl Can a Student Swirl

Embassy E

Diane Elliott**Sally Hyatt***Kutztown University of Pennsylvania*

Recent nationally represented data indicated nearly half of all first-time students transferred more than once. Swirl is the upward, lateral, and reverse transfer of students across multiple institutions. Swirling has been well documented, and some research indicates it is on the rise. Despite the ubiquity of swirl and its extensive recognition, it remains underexplored. The aim of this presentation is to present research that explores swirl. More specifically, the presentation will discuss research that looked at the prevalence and patterns of swirl by college of first matriculation and examine what types of institutional characteristics are associated with swirl.

CT-5 Exploring Majors & Careers through First-Year Experience

Embassy F

Page Fetter*Virginia Tech*

This session will discuss how students involved in a major exploration First-Year Experience course are offered opportunities to discover their major and career interests through the classroom and beyond. University Studies and Scholarship Support offer 6 sections of UNIV 1824: Pathways to Success, Exploring Your Future each year to incoming first-year undecided and change-of-major students. Through this FYE course, students participate in self-reflection, values exploration, and career research to make authentic decisions towards their potential major, enhancing their belonging and transition to the institution. This session will share knowledge on classroom activities, assignments, and assessment endeavors for the course.

FD-6 For Faculty, From Faculty: Classroom Strategies for Supporting Students in University

University

Colleen Sullivan*Worcester State University***Andrea Eckelman***University of Montevallo*

Supporting students in transition is a recurring theme on the modern college campus. But take a moment to think about what faculty need to support those students. A campus community thrives on collaboration and sharing of ideas. Faculty working with students in transition have developed and continue to test classroom strategies that benefit academic, social and personal growth during the college years. In this session, we identify classroom strategies that benefit all students, pinpoint strategies useful for specific groups of students in transition and reframe barriers to providing the necessary support to students.

SUNDAY, OCTOBER 2

3:00 p.m. – 4:00 p.m.

CI-7 Re/visioning Common Reads: Engaging the Campus, Co-Creating a Path Forward

Embassy AB

Heidi Schumacher

Debbi Mercado

California State University, Northridge

This session highlights the impact that a thorough program review can have on a Common Read Program. A year-long initiative using surveys, focus groups, and literature review was deployed at our public, four-year MSI, and a committee worked to co-create a new program with the campus community that would address concerns raised and better align with our campus commitment to equity, inclusion, and justice. We will discuss the steps of our evaluation and creation process, along with unanticipated insights that emerged due to this deep dive and related interventions proposed by faculty, students, and staff to support students in transition.

CI-8 Interinstitutional Curriculum Alignment: Impact, Lessons, & Opportunities

Embassy C

Harrison Oonge

Teresa Dorman

University of Central Florida

Two-, three-, and four-year graduation rates of transfer students continue to be an ongoing challenge in four-year institutions. These rates are even lower in STEM majors whose curriculum is laden with lower-level course prerequisites. Utilizing faculty surveys and course-sequence data, this presentation will describe the impact of curriculum alignment efforts between a large metropolitan university in the southeast region and its six feeder two-year state colleges. Survey data indicate faculty are finding value in curriculum alignment discussions; however, course sequence data analysis suggest mixed results on the impact of curriculum alignment on student success in upper-level courses.

CR-9 Supporting the Academic Success of First-Year Student Veterans

Embassy E

Ray Dillman

Mid-America Christian University

A 2021 state-wide study was conducted to determine how campuses could best support the successful transition of first-year student veterans. The study collected data from current student veterans who had completed their first year of collegiate studies following their military service. The sampled student veterans indicated the services they felt were most important to their successful identity transition from a military service member to a college student. The study suggests campuses designate an office for military-affiliated students that assists with VA educational and non-educational benefits, admissions and enrollment requirements, and academic advising.

FD-10 Supporting Students of Color in Predominantly White Spaces

University

Brandi France

University of Illinois Chicago

The facilitated dialogue will focus on the experiences of students of color during their first year in predominantly white campuses and spaces. While institutions have increasingly made efforts to recruit and diversify their campuses, there is a high level of need to support students of color in their transition into predominantly white spaces. Universities, staff, and faculty should all be committed to improving their student support practices. Participants can expect to learn new ideas from

other practitioners as well as reflect on their own practices when supporting marginalized students in adjusting to a new environment.

REFRESHMENT BREAK | 4:00 PM – 4:15 PM

Spring Foyer

4:15 p.m. – 5:15 p.m.

CP-11 Innovation Collaboration Leads to Increased Student Engagement & Success

Embassy AB

Elaine Collins

Diana Phuong

San José State University

San José State University and the nonprofit Braven have formed an innovative collaboration to reimagine how to help students persist in college and enter the workforce strong. We will explore how this program supports underrepresented students towards college graduation and a strong first job or graduate/professional school. This session will highlight the key strategies that help close the equity gap: providing students with a sense of belonging on campus through a peer cohort model, a safe environment to develop and practice career-readiness skills, and coaching from professionals in building goals and agency towards reaching them.

CI-12 Reimagining the Transfer Experience: TOPS in the Class

Embassy C

Michelle Rosemond

Justin Jernigan

John Cash

Georgia Gwinnett College

In this session, we present evidence of how strategic planning has reshaped priorities to increase compassionate support for transfer students' growth mindset and engagement at a highly diverse, four-year state college, especially during the pandemic period Spring 2020-Spring 2022. We focus particularly on a recent initiative, TOPS: Transfers Optimized and Prepared for Success. The "4 Ss" of Schlossberg's (2011) Transition Theory provide the framework for exploring how the college is shifting from transactional to transformational experiences for transfer students, with the goal of sustaining support for them and the faculty and staff who work directly with them.



CR-13 Student Experiences of Telephone Tutoring as an Emergency Teaching Support

Embassy E

Kgadi Mathabathe

University of Pretoria

Beginning in 2020, the outbreak of COVID-19 disrupted teaching and learning globally. The required social distancing meant that students could only learn online. To ensure that all students had equal access to learning opportunities, those who experienced barriers to online teaching and learning were provided with emergency remote telephone tutoring. A qualitative case study was followed to explore the students' and tutors' experiences. The findings of this research highlight their experiences, which include the challenges, strengths, and weaknesses of adopting telephone tutoring as an emergency remote tutoring intervention.

CT-14 Addressing the Noise

Embassy F

Derek Kent

Utah Valley University

Clear communication is a key factor in the student experience. At UVU a cross-functional task force was assembled to review the difficulties in communicating with students throughout their life cycle. This task force found students were receiving over 3,000 emails each year and identified targeted solutions to guide efforts moving forward. This session will review the process used by this committee to identify key issues and potential solutions.

FD-15 SYE - Empowering Students from the Second Year Slump to Sensational!

University

Sherri Henry

Michigan State University

This interactive session is designed to walk participants through the process of creating a high-impact and transformative second year experience (SYE) based on the National Association of Colleges and Employers (NACE) career readiness competencies. Career readiness is a foundation from which to demonstrate core competencies that prepare students for success in the workplace. During the second year of college, many students start to slump and struggle. Facilitators will utilize research, effective practice, and participants' experiences to identify second year issues and discuss how to develop a SYE program based on the NACE competencies setting the stage for a sensational SYE.

V-16 Teaching Our Students to Think: What Works and What Doesn't

Vinings

Louis Newman

Thinking Critically in College

Most first-year students lack the critical thinking skills they need to succeed academically, and don't even realize they need them. Instructors either assume they have these skills already or believe it's not their responsibility to teach them. Addressing the frustration of both students and instructors requires a new approach to teaching critical thinking. In this session, we'll explore the specific kinds of critical thinking skills we want our students to demonstrate and develop strategies for teaching them. In the process, we can make the learning process more transparent, make teaching more satisfying, and make persistence to graduation more likely.

CI-17 Bridging Student Affairs and Academics: An Initiative to Build Resiliency

Embassy D

Kelly Matthias

Jake Wakem

Concordia University St Paul

As part of our university's emphasis on career preparedness, we examined our student affairs approach and created a program that would focus solely on student education and leadership. Our goals were to train and prepare our students for the workforce, create a program that could be used with both online and traditional students, and be a resource for both co-curricular training and for faculty desiring to weave life skills training into their curriculums. We will share examples of how this versatile program has made an impact on first-year seminars, our athletics teams, student life trainings, and our academic curriculums.

Opening Session & Keynote Address

5:30 p.m. – 7:00 p.m.

International South



Rebuilding through Digital Transformation

Kathe Pelletier

Educause

To some, digital transformation, or Dx, is a techno-buzzword, easily shrugged off as just another fad. And while the Covid-19 pandemic has shown higher education that technology can be a key enabler for transformational change, Dx isn't something that "just happens" when you add technology.

Together, we will learn why we should take Dx seriously, right now. We'll discuss ways we can look to the present to create the higher education of the future. And finally, we'll strategize how we can rebuild through digital transformation, resulting in a learning-first, technology-enabled experience for our student in transition.

WELCOME RECEPTION | 7:00 p.m. – 7:45 p.m.

Spring Foyer

SUNDAY

ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE
 AND STUDENTS IN TRANSITION

MARCH 2023

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 Research Grant Recipient**



Robert "Jason" Lynch
 Assistant Professor of Higher
 Education
Appalachian State University



Shawn A. Ricks
 Department Chair, Associate Professor
Appalachian State University

A Qualitative Examination of Trauma, Well-Being, & Success of First-Year Students at Historically Black Universities

Abstract: Before arriving on campus, 40% of students are likely to have experienced one or more traumatic events, with Black youth experiencing higher exposure rates (61%). These experiences have negative impacts on outcomes including academics, social mobility, and health. While the literature continues to explore the impact of trauma on college campuses, few studies center outcomes and mitigating factors regarding trauma within the context of HBCUs. This qualitative study seeks to understand the experiences of first-year HBCU students who were exposed to trauma, and factors that led to their resilience success as well as outcomes based on intersecting social identities.

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.

Continental Breakfast

7:30 a.m. – 9:30 a.m.

Spring Foyer

Conference Registration

7:30 a.m. – 11:30 a.m.

International Foyer

9:00 a.m. – 10:00 a.m.

CT-18 Go Textbook Free by Using Library Resources

Marietta

Alex Potemkin

Teri Rogers

Tarrant County College

The librarians on the Northwest campus of Tarrant County College partnered with the Communication Department to offer textbook free courses. By using library resources to support and supplement classroom instruction, instructors can offer courses that have no associated textbook costs.

CI-19 Early Academic Advisement for New Transfer Students

Piedmont

Amanda Lucas Shores

University of South Carolina

Every transfer student experience is unique and enrolling at a new institution is challenging. New transfer students are looking for guidance on how their previous credits transfer to their new institution and how this impacts time to graduation. That is why UofSC piloted a new transfer initiative for Fall 2022 to allow new transfer students who were admitted early, access to academic advising prior to new student orientation.



CI-20 A University-Wide Approach to Enhancing the First-Year Experience

Roswell

Allysa Martinez

Toronto Metropolitan University

In 2020, the First-Year Experience (FYE) Initiative was launched at Toronto Metropolitan University with the aim to develop a for-credit course that integrates essential academic and non-academic skills. The goal for 2020-2022 was to create a pilot program with 90+ staff, students and faculty engaged in the development and implementation. Using a collaborative design process allowed the program to integrate different insights into students' emerging needs and what learning experiences would be most beneficial as they navigate transition into university. This presentation will outline how the FYE implemented a collaborative approach to program design including successes, challenges and lessons learned.

CI-21 From Data to Practice: Student Success Courses for Underrepresented Students

Techwood

Lauren Jackson

Carlton Goode

Virginia Commonwealth University

As underrepresented students face challenges and unmet needs while pursuing undergraduate degrees, higher education, specifically predominantly white institutions, do not always provide opportunities for underrepresented students to engage in spaces that value their identities and uniqueness. The presenters will: (a) share institutional data from the Buffalo Noel Levitz College Student Inventory; (b) present a framework for transforming the traditional first-year seminar model into an inclusive model; (c) share specific examples of first-year seminar courses

that demonstrate the effectiveness of belonging and space for minority students. Attendees will be invited to strategize ways to implement this knowledge in their professional work.

V-22 Free Portfolio Activity: Success for First Year and Every Year

Vinings

David Strickland

East Georgia State College

This session describes the design, implementation, academic value, and personal value of a portfolio assignment as a part of a First-Year Experience program. Using free online resources students created an online portfolio as a milestone/capstone assignment for the FYE program. The portfolio marked the beginning of the student's academic transition (milestone) and was designed to be continuously updated each semester until graduation. During the college years, the portfolio activity encouraged a sense of purpose, sense of belonging, and efficacy among the students. After graduation, the portfolio is transformed into a tool for career advancement. Instructions and examples are provided.

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

Spring Foyer

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

CR-23 Snapping Back: Students Negotiating the Transition to College during COVID-19

Lenox

Chris Warnick

Chris Korey

Lynne Ford

Page Keller

College of Charleston

This session shares, and opens for discussion, findings from an ongoing study examining how undergraduates at a liberal arts and sciences university have experienced the transition from high school to college during the COVID-19 pandemic. An analysis of reflective essays students wrote as part of their first-year experience coursework confirms other studies' findings about the academic and mental health challenges students faced during the pandemic. Yet our analysis further reveals how students, once restrictions at our campus opened, prioritized developing friendships and other social relationships in a manner consistent with students we studied prior to the pandemic.

CT-24 Setting the PACE at an HSI (Hispanic-Serving Institution)

Marietta

Elizabeth Hutchins

Brooklyn Herrera

Dalton State College

Our institution, a rural HSI, has embarked on a comprehensive initiative focused on first-year students and supporting their transition to college. We will share how we used institutional data to identify gaps and create intentional, cross-divisional plans to help address the challenges of first-generation college students. Backed by theoretical constructs, the plans focus on Perspectives, a first-year academic seminar class, Advising, Campus resources, and Engagement. Application of faculty and staff education regarding their role in helping students keep pace, along with facilitating increased engagement of peers with similar shared experiences, will be discussed.

MONDAY, OCTOBER 3

CI-25 Transfer Student Success Course: Preliminary Results from a Pilot Study

Piedmont

Vanessa Gonzalez

University of Central Florida

Recent literature asserts that the need exists for improved transitional experiences for transfer students and finds that a course-based approach is significant in achieving a more successful transition (Grites & Farina, 2012). This session examines the results from a one-year pilot of a transfer student success course, including student retention rates, transfer shock, academic and social engagement, and impact on career readiness and degree readiness. By attending this session, attendees will learn: (1) initial steps to creating a transfer student success course, (2) overview of possible learning outcomes and activities, and (3) qualitative and quantitative data results from the course.

CT-26 Storytelling in Transition: Exploring Why Students Change Majors

Roswell

Zackary Underwood

Janice Chatham

Page Fetter

Virginia Tech

This session will examine transitional advising through the stories of the students. Transitional Advising is a service available to all undergraduate students interested in changing majors. Started in 2018, the service served over 1,800 students in 2022. Stories of students changing majors, why they changed majors, and the consequences of that change will be explored. Stories through storytelling were created to eliminate the stigma that everyone must know their major as they enter college. Presenters will demonstrate how stories can help in marketing and recruitment as well as sharing templates of creating stories for students changing majors.

CT-27 From Private to Public: The Transfer Student Experience

Techwood

Melissa Stough

Diane Elliott

Kutztown University of Pennsylvania

Students may have a multitude of reasons for selecting an institution, but once they find themselves enrolled, not all decide to remain. Recent data shows students are transferring colleges in increasing numbers. Existing research on transfer students includes rates and context, but the personal experiences of students who transferred from private to public institutions remains under explored. Interviews with transfer students revealed common themes between their journeys from private to public. Findings from this study have implications for the recruitment of transfer students for public colleges and the retention of students at private colleges.

FD-28 The Designation Presentation - Your Self-Advocacy Toolkit

University

Nick Delaney

Monica Bullock

University of Connecticut

Have you ever wandered around your campus, looking at all the buildings and wondered "Who works here?" You're not alone! Many students have an idea of the roles and positions that exist within the context of a university, but how do you decipher who is who? This presentation provides that clarity and helps YOU to identify and self-advocate. We cover the nuances and job descriptions of on-

campus personnel so you can connect with the people you need directly. We show you the best modes of communication and decipher how to contact individuals, so your service experience is top notch.

V-29 Executive Function and the Transition to College

Vinings

Brandon Slade

Untapped Learning

The transition from high school to college can be tough. Students shift from having the structure of school, extracurriculars, and family schedules, to having complete independence with just a few hours of class a day to account for. At Untapped, we help students develop the executive function skills necessary to balance academics with the rest of their college experience.

Plenary Address

11:30 a.m. – 1:00 p.m.

International South

Engaging Students in Experiential Learning Opportunities

Promoting opportunities for students to engage in experiential learning opportunities can positively impact retention and graduation rates, and promote personal growth. Students are empowered to make meaning of these opportunities and make the connection between those experiential opportunities and career and life experiences. Examples of experiential learning examples will be explored and shared.



Caroline W. Canty

York Technical College



Althea Counts

University of South Carolina

2:30 p.m. – 3:30 p.m.

CT-30 Now More Than Ever...The Need for Empathic Teaching

Marietta

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 amid pursuing their academic goals and dreams).

CI-31 It Takes A Village: Partnering with Faculty & Staff to Support First-Generation Students

Piedmont

Mike Jones

University of Colorado Boulder

Supporting first-generation students through intentional conversations, inclusive teaching, and collaborative programming is the responsibility of both student affairs practitioners and those in academia. Join the conversation as the presenter discusses best practices used at the University of Colorado Boulder that can help create a synergistic relationship between faculty and staff when working towards first-generation student belonging and success.

CR-32 Latinx Students and Vertical Transfer: A Multi-Method CRT Approach

Roswell

Sandra Dika

Carmen Serrata

UNC Charlotte

Latinx students account for 13% of total enrollment in North Carolina community colleges and experience disproportionate success in the vertical transfer process. This multi-method project draws on data from a larger body of work, including qualitative research on engagement and identity and survey research examining the relationships between student engagement, intentions, and outcomes in community college. Findings suggest that 1) in the absence of institutional support, Latinx students leverage diverse forms of capital to navigate the transfer journey, and 2) there is a disconnect between Latinx students' intent to transfer and their use of advising services.

CI-33 Supporting Students in the Second Year

Techwood

Kimberly Dressler

University of South Carolina

The Sophomore Initiative at the University of South Carolina is entering its 18th year during the 2022-2023 academic year. This session will address the challenges and opportunities associated with creating, sustaining, and adapting a sophomore-year experience program at a large university over a sustained period of both unprecedented student growth and state budget cuts. The session will highlight student development theory related to sophomores, the development of the initiative at UofSC, and the importance of growing cross-campus partnerships related to the second year.

V-34 Learning to Life with Meaningful and Engaging Reflection Techniques

Vinings

Jen Stanchfield

Experiential Tools

Join this interactive workshop and explore tangible ways to take advantage of teachable moments and bring learning to life with engaging, student-centered reflection. Enliven the traditional sharing circle with active, brain-based methods including movement, metaphor, art, and interactive dialogue to increase emotional connection, relevancy, and depth of understanding. Promote voice, choice, and ownership of learning. Facilitate strong beginnings and optimistic endings that reach beyond the experience. Take away new insights on the "why" behind reflective practice, inspiration, and practical tools for weaving meaningful reflection throughout your program. Create lasting lessons and help students become lifelong reflective learners.

REFRESHMENT BREAK | 3:30 PM – 3:45 PM

Spring Foyer

3:45 p.m. – 4:45 p.m.

CP-35 Transfer Made Easy: Simple, Effective Recruitment Strategies for Transfer Students

Lenox

Robert Lagnese

Genevieve Bordogna

Emily Price

Slippery Rock University

Transfer students are notorious for two things...being savvy consumers and requiring a lot of TLC to meet their varying needs. To accommodate their high expectations, SRU has implemented a trendy take on simple recruitment initiatives and a "smarter not harder" approach to secure the recruitment relationship built in Admissions and to establish the most effective connections campus-wide for a smooth matriculation to the university community. Join us to learn what strategies, outreaches, and programs worked and why and what didn't and what we did in response to enhance our efforts for the future.

CI-36 From Boots to Books: The Importance of Veterans Success Courses

Marietta

Mackenzie Hatcher

Ryan Hatcher

University of South Florida

Student veterans have unique needs as a population. Transitioning from the military to civilian life comes with challenges; the transition into higher education is no different. Current literature recommends the use of first-year transition courses to ease the transition for student veterans. In 2020, the University of South Florida was ranked 4th by Military Times as one of the top "veteran-friendly" campuses in the country. This presentation is a formative evaluation of USF's Veteran Success Course. The program will be evaluated by reviewing course documents and student learning outcomes and through interviews with students and faculty about the course.

CR-37 Reading the Transition: First-Year Connections Through Common Readings

Piedmont

Jennifer Keys

Northwestern University

Mara Berkland

North Central College

Common readings endure as part of first-year transition programming and create opportunities for instructors and students to engage in intellectual exploration as a community. Scholars of first-year programming question whether common readings, which sometimes sit outside of the expertise of the faculty teaching them, are the best strategy to bring incoming students into academic discourses. A multi-phase investigation of the challenges facing the designers and instructors of first-year seminars using a common reading shed light on the benefits, drawbacks, and potential supplements or alternatives to the strategy of a campus-wide first year reading as a method of acculturation.

CR-38 Supporting and Sustaining Transfer and Transfer-Intending Student Success

Roswell

Catherine Hartman

University of South Carolina

Promoting a smooth transition for transfer students requires an understanding of how transfer programs are structured and the implications these initiatives have for students' transitions. This session will feature evidence from the National Resource Center's inaugural administration of the National Survey of Transfer Student Initiatives, which captured information about institutional priorities and practices related to supporting transfer/transfer-intending students and campus wide initiatives regarding transfer.

CI-39 The Eagle Experience: Reimagining Orientation & Transition

Techwood

Amy Smith

Brenda Richardson

Ken Gassiot

Georgia Southern University

Georgia Southern, a multi-campus institution of 27,000+ students, began to reimagine what orientation and transition could look like for new students in 2020, developing cross-divisional programming from the moment a student commits through their first year with the university. The overarching focus is to provide an experience for students that creates a successful transition - beyond a one-time summer orientation day - connecting the social, academic, and support elements of the student experience. Initial assessment from the first full year shows that learning outcomes are being met and students are being connected and integrated into their new community.

FD-40 Beyond the Shell: Empowering New Students to Find Their Fit

University

Ashleigh Brown

Marchelle Payne-Gassaway

Devyn Sturdavant

University of Maryland, College Park

Creating an inclusive environment that fosters a sense of belonging among new (first-year and transfer) students can be challenging. The Office of Letters & Sciences (LTSC), the advising home for undergraduate still-deciding/undeclared students at the University of Maryland (College Park), has created several activities that engage students and enhance their transition to the University. In this session, participants

will hear more about LTSC's new student experience, actively participate in an activity that focuses on student identity exploration, and learn how to facilitate this lesson for their own first-year/transfer seminar course.

V-41 Using the Trees Mobile App to Support Student Success

Vinings

Ally Gaeckle

Trees

Steven Smith

Saint Mary's University

In this session we will describe the Trees mobile app platform, which is designed to support diverse student success by getting the right resources to the right student at the right time. We will describe the development of the platform and how its machine learning engine and customizable content can help colleges and universities understand their students better, increase student engagement, and support student retention and persistence. We will provide an overview of specific trials at different institutions, as well as provide information on content related to mental health literacy, financial literacy, career development, and equity, diversity, inclusion, and accessibility.

5:00 p.m. – 6:00 p.m.

CP-42 Inescapable Engagement & Digital Badging: Two Ideas, One Outcome!

Lenox

Duane Williams

Montclair State University

With enrollment growing year over year, finding creative solutions to ensure all entering freshmen have access to specific information and resources can be a challenge. Ensuring that freshmen have access and understanding of relevant information and services during the first semester can be a challenge for higher education practitioners. Using a digital badging tool, practitioners were able to demonstrate a positive correlation between number of activities completed and first-to-second semester retention rates for four consecutive fall terms. Data analysis showed that retention rates and cumulative GPA increased as students completed required activities. This presentation will review design, implementation, and assessment.

CR-43 "I Don't Think I'm Ready:" Encouraging STEM Students Toward Internships

Marietta

Joann Olson

Yun Wan

University of Houston-Victoria

For students who participate, internships can provide excellent opportunities for career development as they prepare to transition to work. This session will present findings from a recent study of undergraduate STEM majors at a Hispanic Serving Institution related to the career choices and career development of those students. This presentation highlights the finding that students may be missing internship opportunities when they choose to not apply, believing they are "not ready" for the experience. The session will include group discussion and brainstorming on helping students be ready – and feel ready – to pursue internships and other experiential learning opportunities.

CT-44 Helping Students Navigate Transitions with Mindfulness

Piedmont

Beverley McGuire

University of North Carolina Wilmington

Supporting the wellbeing and mental health of first year and transfer 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 presents ways to incorporate mindfulness into First Year Seminars and Transfer Seminars, and it discusses a new, free, open-access textbook for students in transition entitled *Mind the Gap: Navigating Transitions with Mindfulness*.

CR-45 Examining the Experiences of Multi-Transfer Students

Roswell

Susannah Waldrop

University of South Carolina Upstate

Today's college students are increasingly choosing different routes to degree completion. This study closely examined the experiences of students who enrolled in multiple institutions (three or more) as undergraduates. The researcher used a qualitative approach to probe deeply into nine students' experiences and describe their journeys through higher education. Schlossberg's 4 S's provided a theoretical framework to examine the coping factors participants used to navigate the transitions from one institution to another. The themes identified from the data shed light on participants' essential experiences and provide important implications for ways to support these students on campus and during transfer.

CI-46 Removing Silos to Enhance the Student Experience

Techwood

Alexander Morris-Wood

Beacon College

For at-risk students, supporting the adjustment to college must transcend academics. It takes involvement from all divisions to ensure the student experience is met with careful oversight and programming that enhances academic, social, and emotional regulation skills. Beacon College developed the Triadic Developmental Model that removes siloes from higher education and creates a cross-division collaborative approach to monitor student performance, collaborate around programming, and collect data that evaluates the College's approach to the first-year experience. Small colleges or those with niche populations will be shown how theory and restructuring afforded new students with a more intentional transition to college life.

FD-47 Creating & Implementing a Robust Second-Year Experience

University

Laila Shishineh

University of Maryland Baltimore County

The University of Maryland, Baltimore County (UMBC) offers a menu of first-year courses and programs as well as initiatives to support transfer students. However, with a renewed focus on retention, the campus now aspires to create and implement a robust second-year experience program to better support all new students in their second year on campus. This session will highlight the current offerings and explore how to build on these initiatives to support a new population. A focal point for this session will be brainstorming best practices around supporting second-year students and how to institutionalize programming to accomplish this goal.

V-48 Five High Impact Student Success Interventions Proven to Increase Retention

Vinings

Rachel Phillips-Buck

Pharos Resources

Over 15 years of data analysis and best-practice research have led to the identification of the five most effective interventions that will have the highest impact on students' success and institutional retention. Join us as we share data-informed, practical examples that are built on the foundation of connections with students.

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Continental Breakfast

8:15 a.m. – 9:30 a.m.

*Spring Foyer***Conference Registration**

7:30 a.m. – 11:30 a.m.

*Spring Foyer***8:45 a.m. – 9:45 a.m.****CR-49 Math Readiness in South Carolina: Implications for First-Year Student Success**

Lenox

Catherine Hartman*University of South Carolina***Matthew Nelson***Francis Marion University*

This session examines the current landscape of math readiness for college and career, including educational standards, assessments, and policies and how recent increased attention to it has shaped educational environments and transition points 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, transfer, and career. Presentation activities will provide attendees opportunities for reflection and dialogue about the ways educators can structure learning activities, policies, and more to improve student transitions at multiple points.

CI-50 UNIV 362 Designing Your Life After College

Marietta

Victoria Shay*University of Maryland, College Park*

UNIV 362 is a unique and exciting new course adopted by the University of Maryland, College Park. This course has been in existence since Spring, 2019 and is reserved for juniors and seniors at the institution. Over the years since its inception, the course continues to be widely popular for upper class students at the University. The goal of this program will be to introduce participants to the theoretical underpinnings of the course since its development. There have been over 200 students enrolled in the course and the curriculum and rationale behind the assignments will be explained in the session.

CT-51 An Identity Crisis in a Transitional Advising Office

Roswell

Zackary Underwood*Virginia Tech*

This session examines multi-year changes of an advising office who initially served students in transition exploratory/undecided as well as students between majors. While most presentations focus on students, this presentation is a story about an office evolution. With a focus on Miller et al., (2021) Restructuring Advising Standards, this presentation will investigate an advising office's identity crisis. The presentation will examine ways that the office still serves students in transition, but also expanded to work with students who are at-risk for completely different reasons and improved campus partnerships along the way. This is a positive story of transitioning through change.

CT-52 C.O.D.E.: A Framework for Engaging Latina/o/x Families in Higher Education

Techwood

Tricia Rosado**Rene Lopez-Cabrera****Eric Nava****Lilibeth Vazquez***Northeastern Illinois University*

Recent research highlights the role of “la familia” (family) in the lives of Latina/o/x students and its influence on college success (Kouyoumdjian et al., 2017; Rocha, 2021; Zavala, 2020). Using research as well as our lived and professional experiences, NEIU's Caminos al Éxito (Title V grant) has created activities and practices that honor the inherent knowledge and cultural wealth (Yosso, 2005) of Latina/o/x familias and developed the C.O.D.E. (Conocimiento, Oportunidades, Dignidad, y Equidad) as a framework to ensure all our practices are respectful, equitable, and inclusive of the community.

V-53 Help Your Math Students Find Their Way to Succeed

Vinings

Jane Reed**Tom Reed***Way to Succeed*

College students left on their own may not develop their self-regulation skills, metacognition, and other learning behaviors quickly enough to meet college-level expectations. Way to Succeed helps students analyze and improve learning practices. Adaptive, diagnostic, personalized learning profiles and prescriptive actions encourage each student to develop effective learning insights and methods to become more successful in math and STEM. An accompanying eBook encourages students to take ownership and control over their own learning. This program helps students to overcome common pitfalls of college learning through an awareness of these difficulties and through targeted actions that help them meet college-level demands.

REFRESHMENT BREAK | 9:45 AM – 10:00 AM*Spring Foyer***10:00 a.m. – 11:00 a.m.****CI-54 The Furman Advantage: Developing an Integrated Four-Year Experience**

Lenox

Brad Harmon**Michelle Horhota***Furman University*

Attendees will learn how Academic Affairs and Student Life at a small private liberal arts university collaborated to develop an integrated four-year experience built around advising and mentoring in support of a new institutional vision. Academic Deans will share information about the Pathways Program, a two-year advising course sequence for first and second-year students, and how faculty governance structures were engaged to receive approval to fully scale the program beginning Fall 2022. Additionally, attendees will discover how the program continues within academic departments through the junior and senior years. Future directions and implementation challenges will also be explored.

TUESDAY, OCTOBER 4

CT-55 Student Development Theory Integrated in First-Year Experience Courses

Marietta

Page Fetter

Virginia Tech

This session will describe how psychosocial and student development theories are integrated into a First-Year Experience course for exploratory students. Critical thinking and discussion on theories that apply to transition can be helpful in decision-making and goal setting towards what students want through their collegiate experience. Through this FYE course, students become aware of theories that apply to transition, reflect on their developmental process, and critically analyze theory and application. This session will share knowledge on classroom activities, assignments, and assessment endeavors regarding student development theory integration.

CR-56 Perceptions of Transfer Student Engagement and Sense of Belonging

Piedmont

April Thomas-Powell

Oakland University

Literature on persistence often cites engagement and or sense of belonging as having significant influence on student persistence. This presentation summarizes a study in which transfer students identify the extent to which they feel engaged and/or have a sense of belonging and if either influence whether students intend to persist at their current institution through to graduation. Research data shows that these two theories are indeed separate and unique, and students may not experience one or both and yet intend to persist. Discussions will cover how student support professionals and faculty can support both engagement and sense of belonging?

CP-57 Transform the Student Experience: Engaging and Supporting Transfer Students

Roswell

Melissa Nathanson

Deborah Lubanga

Alexis Cusumano

New York University

Transfer students are an integral, but often overlooked part of a campus community. These students have some college experience but need additional support to navigate their new home institution. The College of Arts and Science welcomes New York University's largest transfer class and as a result, we have developed effective programming through a theory-based and assessment-supported approach. This session will provide an overview of the successful NYU CAS transfer student initiatives, assessment methods, and practical tips for other institutions to further develop their transfer programming.

CT-58 "Inmates to Classmates:" HBCUs Providing Equitable Education to Non-Traditional Students

Techwood

Jamila Lyn

Essie T. Sellers

Benedict College

Non-traditional learners often lack equitable resources in post-secondary institutions. However, the Second Chance Pell Experiment affords select HBCUs the opportunity to design high-quality academic programs and support for incarcerated students, a major step to ensure access to college is equitable. Benedict College's The Best Lives Center (BLC) is a dynamic learning hub that prioritizes historically marginalized students, including incarcerated students. The BLC's mission is to deliver student-centric support to at-risk students to foster holistic development,

healthy life chances and career pathways. Benedict College is committed to cultivating an inclusive and relevant campus experience for all students, irrespective of "traditional" norms.

FD-59 "I'm So Nervous!" How to Train FYE Instructors

University

Emilie Waggoner

University of Colorado Denver/Anschutz Medical Campus

Kelsi Miles

Bianca Sanchez

University of Colorado Denver

With many FYE programs, FYE instructors consist of Graduate Assistants and university staff. With these various experiences and backgrounds comes the larger task of creating an inclusive instructor training experience that prepares instructors for teaching an FYE class while giving them support as they develop their own teaching philosophy, classroom management skills, and lesson prep. This session will give an overview of the University of Colorado Denver's revamped FYE instructor training and will incorporate current best-practices around teaching pedagogy, active student engagement strategies, and more.

V-60 Do THEY Really Believe THEY Can Achieve? Power of BELIEFS

Vinings

Jahmad Canley

LaDonte King

Ruth Cabrera Santos

LAUNCH Student Success

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

Closing Session

11:15 a.m. – 12:30 p.m.

Embassy DEF

Jennifer Keup

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



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



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A free online resource providing practical strategies for supporting student learning, development, and success that targets academic and student affairs administrators and faculty. Articles on a variety of topics related to student transitions are welcome, including those focusing on

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

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Opening Session & Keynote Address

9:30 a.m. – 11:00 a.m.

Kathe Pelletier
Educause**Rebuilding through Digital Transformation**

To some, digital transformation, or Dx, is a techno-buzzword, easily shrugged off as just another fad. And while the Covid-19 pandemic has shown higher education that technology can be a key enabler for transformational change, Dx isn't something that "just happens" when you add technology.

Together, we will learn why we should take Dx seriously, right now. We'll discuss ways we can look to the present to create the higher education of the future. And finally, we'll strategize how we can rebuild through digital transformation, resulting in a learning-first, technology-enabled experience for our student in transition.

11:15 a.m. – 12:15 p.m.**CI-61 A University-Wide Approach to Enhancing the First-Year Experience****Allysa Martinez**
Toronto Metropolitan University

In 2020, the First-Year Experience (FYE) Initiative was launched at Toronto Metropolitan University with the aim to develop a for-credit course that integrates essential academic and non-academic skills. The goal for 2020-2022 was to create a pilot program with 90+ staff, students and faculty engaged in the development and implementation. Using a collaborative design process allowed the program to integrate different insights into students' emerging needs and what learning experiences would be most beneficial as they navigate transition into university. This presentation will outline how the FYE implemented a collaborative approach to program design including successes, challenges and lessons learned.

CT-62 Building "Social Capital" to Support Under-Represented and Underserved STEM Students**Sharon Sledge**
Bryan Melton
San Jacinto College

Studies show under-represented and underserved students often come with insufficient "social capital." This deficiency becomes a stumbling block for student success at the college level. The first step is to recognize what is meant by "social capital." This session will explore "social capital" defined as the value of relationships between people, and how it explains working dynamics, student engagement and equity and inclusion. Attendees will investigate methods for building "social capital" for transitioning to college life through student participation in communities; social and academic engagement; validation; learning how to learn.

CR-63 Identity Strategies and Senior Concerns**Blake Silver**
George Mason University

Scholars are beginning to learn more about college students' identity strategies and their impact in educational transitions. This presentation examines the ways students' identity strategies are informed by their concerns as college seniors. Using in-depth interviews with 20 lesbian, gay, bisexual, and queer-identified (LGBQ+) college seniors, the present study extends knowledge in this direction. I

show how participants' concerns about identity disclosure as they transition out of college shape unique strategies for community participation and plans for the future. Implications for supporting LGBQ+ college seniors are discussed.

CP-64 The Mindful Student Amidst Transition**Jessica Bane Robert**
Clark University

This session will present findings from a successful, experimental "second seminar" course centered on mindfulness and self-awareness offered at Clark University in the spring of 2022 for 42 students: transfer students, new first-years, and first-years who failed or withdrew from their First Year Intensive Seminar. This presentation offers a case study, addresses the benefits of mindfulness and contemplative education for students in times of transition, as well as provides a toolkit of activities and exercises to bolster student's self-knowledge, self-efficacy, and wellbeing – physically, mentally, emotionally, and socially.

12:45 p.m. – 1:45 p.m.**FD-65 Equity in Computer Literacy Instruction: Meeting Students Where They Are****Mukul Bhalla**
Kathy Embry
Anna Selga
American InterContinental University

This presentation will discuss our implementation of authentic, meaningful, and sustainable actions to increase equity in computer literacy instruction. The pandemic highlighted the role that disparities in technology access can play in student engagement and success. Institutions must do more to ensure equitable outcomes and opportunities for all students regardless of the devices used by students to access and complete coursework. For our institution, this came in the form of moving away from a PC (windows) centric instructional approach to one acknowledging that students complete coursework on a myriad of devices, and that technology access is varied, limited and inconsistent.

CI-66 Transfer Student LLCs - Building Affinity for Often Forgotten About Students

Dacoda Scarlett

Washington University in St. Louis

Transfer students make up roughly half of all college students in the United States today. Due to rising numbers of transfer students on college campuses, many institutions have increased support services, resources, and programs for their transfer students. However, highly selective institutions continually lag behind their peers in terms of providing support for transfers. Thus, one highly selective institution introduced a Living Learning Community (LLC) specifically for transfer students. This session will introduce attendees to this unique program, the assessment used to improve the LLC, and steps others can take to improve the transfer student culture on their respective campuses.

CT-67 Now More Than Ever... The Need for Empathic Teaching

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 amid pursuing their academic goals and dreams).

CR-68 Retention Pitfalls when Recruiting Out of State Students

Kyle Van Duser

University of Hawaii at Manoa

This session provides insights on quantitative predictors of student retention at a mid-size public research university. The study drew upon three years of cohort data totaling more than six thousand students included in the analysis. Findings demonstrate that cost of college, specifically tuition pricing, was a significant predictor influencing student retention. Implications for practice include utilizing scholarships, tuition freezes, and custom-built retention prediction models to help improve student retention.

CP-69 Creating Impactful First-Year Experiences for Students and Staff

Brandy Hughes

Paul Marthers

Emory University

Mariana Torres

Anastasia Zannettis

Stony Brook University

During their undergraduate journeys, students develop a robust network of advisors, mentors, and coaches. Professional and administrative staff who are not faculty or advisors are important and sometimes overlooked elements of this network. Emory University and Stony Brook University each offer mandatory first-year courses designed by academic administration and faculty, although goals vary slightly between the programs. Both schools recruit and train staff volunteers who facilitate the classroom experience for about 20 students per section. Representatives from Emory and Stony Brook University will share blueprints for their staff-facilitated first-year experience courses and reflect upon the benefits of both these programs.

2:00 p.m. – 3:00 p.m.

V-70 Free Portfolio Activity: Success for First Year and Every Year

David Strickland

East Georgia State College

This session describes the design, implementation, academic value, and personal value of a portfolio assignment as a part of a First-Year Experience program. Using free online resources students created an online portfolio as a milestone/capstone assignment for the FYE program. The portfolio marked the beginning of the student's academic transition (milestone) and was designed to be continuously updated each semester until graduation. During the college years, the portfolio activity encouraged a sense of purpose, sense of belonging, and efficacy among the students. After graduation, the portfolio is transformed into a tool for career advancement. Instructions and examples are provided.

CI-71 Using Transfer Student Voices to Create a Transfer Seminar Course

Lauren Prepose-Forsen

University of Hawaii Manoa

Nicole Mitani

Honolulu Community College

For individuals that work primarily with transfer students, knowing who their transfer students are is essential to advocating for their needs and increasing their visibility to others on campus. This concurrent session will provide an overview of how academic advisors from a community college and a four-year institution in Hawaii partnered together and used qualitative data from their students to create and implement a transfer seminar course taught on the CC campus.

CT-72 How Faculty Can Build Trust and Connection with Online Students

Regina Peebles

Colorado Technical University

This session will focus on why online students who feel connected to and trust their instructor are more likely to successfully participate in an online course and connect to the learning content. Also, we will discuss practical ways online faculty can create such an environment and build connections with students.

CP-73 Innovation Collaboration Leads to Increased Student Engagement & Success

Elaine Collins

Diana Phuong

San Jose State University

San José State University and the nonprofit Braven have formed an innovative collaboration to reimagine how to help students persist in college and enter the workforce strong. We will explore how this program supports underrepresented students towards college graduation and a strong first job or graduate/professional school. This session will highlight the key strategies that help close the equity gap: providing students with a sense of belonging on campus through a peer cohort model, a safe environment to develop and practice career-readiness skills, and coaching from professionals in building goals and agency towards reaching them.

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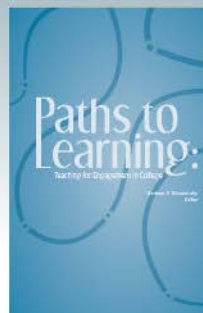
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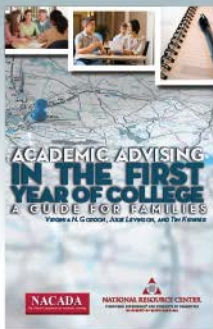


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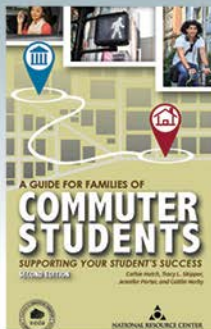
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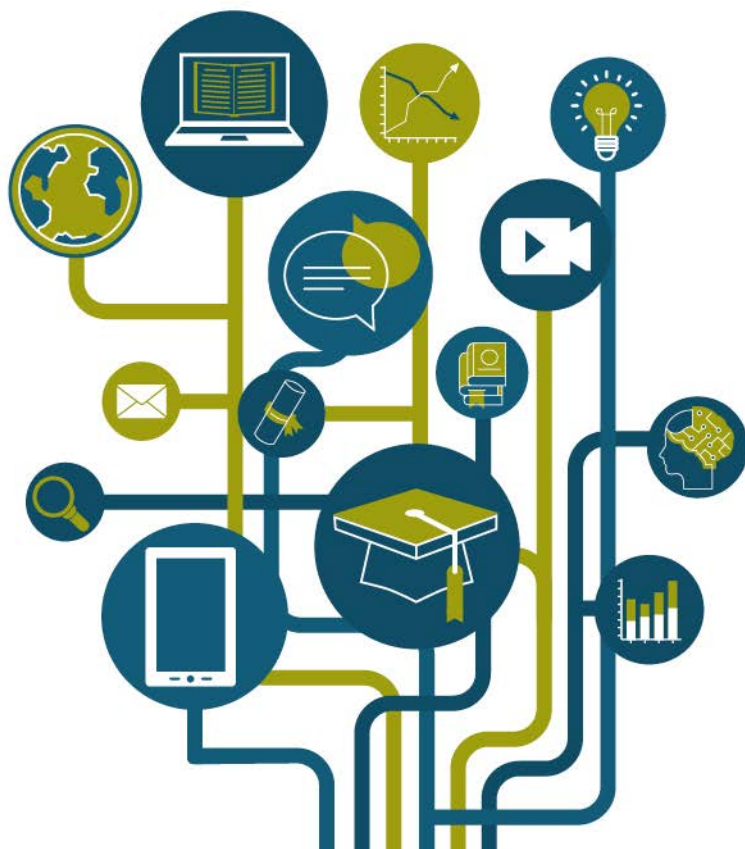
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10:00 a.m. – 11:00 a.m.

CI-74 Widening the Gate: Expanding the Post-Traditional Gateway Experience

Karen Wolak
Mukul Bhalla

American InterContinental University

This presentation describes one university's large-scale curriculum changes to its first ("gateway") courses to support the ongoing persistence, retention, and academic achievement of first-year post-traditional students. The pre-existing orientation and first course were not enough to support students' ongoing success. Rather than eliminating complex content from the first-year curriculum, the curriculum changes met the students where they were in terms of literacy skills and technical abilities. By adjusting the reading level of its course materials, conducting video tutorials, and strategically sequencing its first-year courses, we achieved several positive outcomes in supporting our first-year students.

CT-75 Aligning Peer Student Support to Students' Needs During the Pandemic

Charl Nel

North-West University

The objective of this session would be to determine to what extent the roles of the peer students as facilitators, tutors or mentors have changed since the COVID-19 pandemic started, the factors that resulted in this change, and to offer some recommendations on what these programs might look like post pandemic.

CR-76 Understanding the Social Integration Experiences of Sophomore Students

Kim Cooney

Gwynedd Mercy University

Institutional retention efforts have concentrated primarily on the first-year experience; however, research has indicated sophomore year can be another difficult transition. The session will focus on the results from a phenomenological study (Cooney, 2016) at a small, private, religious affiliated liberal arts institution in the Mid-Atlantic Region. Utilizing Tinto's Student Integration Theory (1994), the study provided the students an opportunity to share their social integration experiences from their first and second year at the institution. Recommendations for future research and practice will also be reviewed, and the presenter will lead a collaborative discussion and activity on addressing sophomore-specific needs.

CP-77 Connecting Commuter and Military-Affiliated Students to Campus and Community

Laura Birkenhauer

Miami University Libraries

A student success librarian describes two successful programs implemented during the 2021-2022 academic year targeting commuter and military-affiliated students. Each program was implemented in close partnership with relevant campus collaborators, including the commuter center, student government, student success center and others. Programs were designed to communicate the libraries' mission and values, introduce students to resources vital to their success, and strengthen students' connections to campus and their respective communities.

11:15 a.m. – 12:15 p.m.

CI-78 Leveling the Playing Field 2.0

Elise Simmons
Alicia Hudson

Florida A&M University

Florida A&M University's Office of Freshman Studies implemented a pilot ALEKS Summer Prep Program in summer 2021 that was offered to all admitted first-year college students. Program participation increased from 58 to 100 students admitted for the 2022-2023 academic year. This program continues to prepare students for the ALEKS math placement exam. Composed of a six-week curriculum taught on virtual platforms by mathematics professors, participants demonstrated statistically significant increases of 24% in topic mastery, and a rise of 5.56 % in ALEKS scores. Outcomes of last year's project will be compared to this year's findings, anticipating greater mathematical gains.

CT-79 Checking in with Students: An Inclusive Teaching Practice

Theresa Haug-Belvin

Utah Valley University

With the increased recognition of inclusive teaching practices and their impact on student success, researchers at two universities conducted a small study to determine student perceptions of being asked to share their feelings at the beginning of each class period during a semester. The results of this study will be shared along with some thoughts on the impact of easy-to-implement inclusive teaching practices on a student's transition through college and how we might leverage those practices in our classrooms to ensure our students feel seen and heard.

CT-80 Partnering Up: Integrating Students-as-Partners Movement into First Year Seminar

Eileen Grodzia

Laura Cruz

The Pennsylvania State University

The students-as-partners movement is a dynamic and emerging area of research inquiry that highlights the potential of students as co-authors, co-researchers, and editors. During this session we will examine how students-as-partners principles can be applied to students in transitions issues, with particular attention to how student voice can be recognized, elevated, and integrated into the pedagogy of first year experience courses. Based on an extensive review of current practices, we propose three models for integrating students' voice and partnership into first year seminars, with the intention of highlighting the potential intersections between partnership and belonging.

CR-81 Qualitative Methods and the Study of College Seniors in Transition

Blake Silver

George Mason University

As scholarship on educational transitions in higher education expanded, patterns emerged in the research methods employed in this area. Historically, most studies used a quantitative approach, while qualitative research on students in transition remained comparatively rare. Though these patterns have begun to change in recent years, studies of the senior-year transition continue to eschew qualitative approaches. This paper argues that by expanding qualitative inquiry on the senior-year transition, scholars can break new ground. Drawing from an interview-based study of 62 college seniors, I identify three logistical challenges and three unique opportunities for theory development.

WEDNESDAY, OCTOBER 19



CP-82 Psychologically-Attuned Pedagogy for Students in Transition

Karen Ruddy
Michele Johnson
Rose Ciddio
Suzette Aleung
York University

Established in 2002, Fundamentals of Learning: Essentials for a Successful University Experience is an academic recovery course offered to students on academic probation in the Faculty of Liberal Arts & Professional Studies at York University. In this session, the presenters share how the teaching and advising team for Fundamentals of Learning adapted and refined a psychologically attuned and contemplative approach to teaching and learning in response to the pandemic. Join us as we share lesson plans, advising strategies, and assessment data that reveals the positive impact of this teaching/advising approach on student well-being, confidence, and persistence.

12:45 p.m. – 1:45 p.m.



V-83 New Tool for Student Well-Being

Merrill Harmin
IFSU

Presenting a new, practical, and enjoyable strategy for strengthening students' current well-being and their ability to live productively in the future. The strategy (1) greatly expands students' awareness of everyday life experiences, (2) gives them concentrated practice in learning from life experiences and (3) inspires the development of their most healthful personal qualities, including self-awareness, self-respect, respect for all others and respect for the inherent wisdom of nature itself



CI-84 Bridging Student Affairs and Academics: An Initiative to Build Resiliency

Kelly Matthias
Jake Wakem
Concordia University St Paul

As part of our university's emphasis on career preparedness, we examined our student affairs approach and created a program that would focus solely on student education and leadership. Our goals were to train and prepare our students for the workforce, create a program that could be used with both online and traditional students, and be a resource for both co-curricular training and for faculty desiring to weave life skills training into their curriculums. We will share examples of how this versatile program has made an impact on first-year seminars, our athletics teams, student life trainings, and our academic curriculums.



CT-85 Making Connections: Integrative Learning in First-Year Seminar Courses

Robin Marable
Norfolk State University

First-year seminar courses are deemed high impact practices due to their influence on retention, persistence, and student success. First-year seminar course instructions infused with integrative learning activities provide opportunities to transfer knowledge, skills, and abilities from a variety of contexts and courses into real world settings. This session will begin with an overview of first-year seminar courses and integrative learning strategies followed by a spotlight on Norfolk State University Spartan Seminar (SEM) first-year seminar course curricula. Lastly, the session will end with a discussion on the incorporation of integrative learning in SEM courses to support holistic development.



CR-86 Supporting and Sustaining Transfer and Transfer-Intending Student Success

Catherine Hartman
University of South Carolina

Jeff Mayo
The University of Texas at Austin

Promoting a smooth transition for transfer students requires an understanding of how transfer programs are structured and the implications these initiatives have for students' transitions. This session will feature evidence from the National Resource Center's inaugural administration of the National Survey of Transfer Student Initiatives, which captured information about institutional priorities and practices related to supporting transfer/transfer-intending students and campus wide initiatives regarding transfer.



V-87 Executive Function and the Transition to College

Brandon Slade
Untapped Learning

The transition from high school to college can be tough. Students shift from having the structure of school, extracurriculars, and family schedules, to having complete independence with just a few hours of class a day to account for. At Untapped, we help students develop the executive function skills necessary to balance academics with the rest of their college experience.



Plenary Address

2:00 p.m. – 3:15 p.m.

Engaging Students in Experiential Learning Opportunities

Promoting opportunities for students to engage in experiential learning opportunities can positively impact retention and graduation rates, and promote personal growth. Students are empowered to make meaning of these opportunities and make the connection between those experiential opportunities and career and life experiences. Examples of experiential learning examples will be explored and shared.



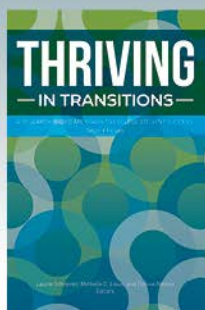
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RESOURCES ON THE COLLEGE STUDENT EXPERIENCE


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



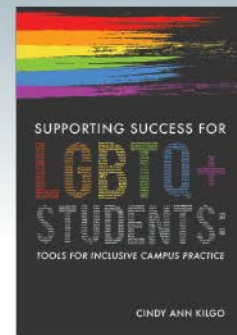
From Disability to Diversity
College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder

Lynne C. Shea, Linda Hecker, and Adam R. Lalor
ISBN: 978-1-942072-29-4. 144 pages. **\$30.00**



Academic Recovery
Supporting Students on Academic Probation

Michael T. Dial, Editor
ISBN: 978-1-942072-59-1. 265 pages. **\$30.00**



Supporting Success for LGBTQ+ Students
Tools for Inclusive Campus Practice

Cindy Ann Kilgo
ISBN 978-1-942072-33-1. 112 pages. **\$25.00**

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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 would like to congratulate the recipient of the **John N. Gardner Institutional Excellence for Students in Transition Award**.

UTSA
Transfer &
Transition Student
Success Services

*University of Texas at San Antonio,
Transfer & Transition Student Support Services*


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

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

10:00 a.m. – 11:00 a.m.

CI-88 The Eagle Experience: Reimagining Orientation & Transition

Amy Smith
Brenda Richardson
Ken Gassiot

Georgia Southern University

Georgia Southern, a multi-campus institution of 27,000+ students, began to reimagine what orientation and transition could look like for new students in 2020, developing cross-divisional programming from the moment a student commits through their first year with the university. The overarching focus is to provide an experience for students that creates a successful transition - beyond a one-time summer orientation day - connecting the social, academic, and support elements of the student experience. Initial assessment from the first full year shows that learning outcomes are being met and students are being connected and integrated into their new community.

CT-89 Beat the Cheat: Teaching Academic Integrity in an FYE Course

Mary Berkery
Excelsior University

Academic integrity is one of the most critical issues facing higher education today. This session will explore how the online FYE course at Excelsior University tackles academic integrity to reduce incidences of plagiarism and cheating and assuage student fears. Rather than focusing on penalties, the course first teaches students about paraphrasing, summarizing, quoting, and proper citations. It also requires students to read the university's policy, sign an academic integrity agreement, and honor code. Finally, instructors of the FYE course address individual infractions through a "teachable moment" system that prevents minor plagiarism issues from spiraling into major ones down the line.

FD-90 SYE - Empowering Students from the Second Year Slump Sensational!

Sherri Henry
Michigan State University

This interactive session is designed to walk participants through the process of creating a high-impact and transformative second year experience (SYE) based on the National Association of Colleges and Employers (NACE) career readiness competencies. Career readiness is a foundation from which to demonstrate core competencies that prepare students for success in the workplace. During the second year of college, many students start to slump and struggle. Facilitators will utilize research, effective practice, and participants' experiences to identify second year issues and discuss how to develop a SYE program based on the NACE competencies setting the stage for a sensational SYE.

CR-91 What We All Have in Common – Transfer Curricular Complexity

Corinne
Dustin
David
Weber State University

To advance our understanding of vertical transfer, we engaged transfer experts in the U.S. in focus groups to discuss what makes curricular complexity a challenge for community college transfer students. We found that practitioners nationwide share similar experiences when working with transfer students. This leads us to the conclusion that institutions should move away from developmental course sequences, create transfer

pathways with partner institutions, connect transfer students with academic advisors early, and commit to offering the courses that transfer students need to facilitate timely graduation.

11:15 a.m. – 12:15 p.m.

FD-92 Advancing Transitions: High-Impact Onboarding Practices a Large-Scale Transfer Partnership

Rita Snyder Furr
Amira Aly
George Mason University

The ADVANCE Program is a transfer partnership between Northern Virginia Community College (NOVA) and George Mason University (Mason) that provides students with targeted, personalized support to complete their bachelor's degrees in a timely manner. This case study will share how ADVANCE uses a robust onboarding process to provide students with exploratory coaching and advising resources to aid in career exploration and academic program/pathway selection. This session will also discuss how these supports set up students for long-term success and degree completion.

CI-93 Educators Partnering for Successful Student Transitions

Carolyn Gamto
Kathleen Norton
Susanne Paterson
University of New Hampshire at Manchester

Librarians, tutors, and instructors at the University of New Hampshire-Manchester (UNHM) offered an online professional development opportunity for high school English Language Arts educators, English Language Learner (ELL) teachers, and school library media specialists across the state. The UNHM team encouraged secondary and higher-education teachers to collaborate on strategies for preparing first-generation and ELL students for the academic and social transitions to college. Workshop topics included teaching strategies related to college-level reading expectations, college composition curricula and practices, writing in the disciplines, information literacy, and supporting English learners in the classroom. This presentation describes the UNHM team's successful multidisciplinary collaboration.

CT-94 Helping Students Navigate Transitions with Mindfulness

Beverley McGuire
University of North Carolina Wilmington

Supporting the wellbeing and mental health of first year and transfer 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 presents ways to incorporate mindfulness into First Year Seminars and Transfer Seminars, and it discusses a new, free, open-access textbook for students in transition entitled Mind the Gap: Navigating Transitions with Mindfulness.

CANCELLED

THURSDAY, OCTOBER 20

CP-95 Transfer Made Easy: Simple, Effective Recruitment Strategies for Transfer Students

Robert Lagnese
Genevieve Bordogna
Emily Price
Slippery Rock University

Transfer students are notorious for two things. . .being savvy consumers and requiring a lot of TLC to meet their varying needs. To accommodate their high expectations, SRU has implemented a trendy take on simple recruitment initiatives and a “smarter not harder” approach to secure the recruitment relationship built in Admissions and to establish the most effective connections campus-wide for a smooth matriculation to the university community. Join us to learn what strategies, outreaches, and programs worked and why and what didn’t and what we did in response to enhance our efforts for the future.

CR-96 Perceptions of Transfer Student Engagement and Sense of Belonging

April Thomas-Powell
Oakland University

Literature on persistence often cites engagement and or sense of belonging as having significant influence on student persistence. This presentation summarizes a study in which transfer students identify the extent to which they feel engaged and/or have a sense of belonging and if either influence whether students intend to persist at their current institution through to graduation. Research data shows that these two theories are indeed separate and unique, and students may not experience one or both and yet intend to persist. Discussions will cover how student support professionals and faculty can support both engagement and sense of belonging.

12:45 p.m. – 1:45 p.m.

CI-97 Early Academic Advisement for New Transfer Students

Amanda Lucas Shores
University of South Carolina

Every transfer student experience is unique and enrolling at a new institution is challenging. New transfer students are looking for guidance on how their previous credits transfer to their new institution and how this impacts time to graduation. That is why UofSC piloted a new transfer initiative for Fall 2022 to allow new transfer students who were admitted early, access to academic advising prior to new student orientation.

CI-98 Transforming a Student Orientation Program

Marleen Cloutier
Jennifer Galas
University of Scranton

Kelly Banyas
Washington College

This session addresses how an academic library, motivated by the challenges of the COVID-19 pandemic, reimagined and revitalized its orientation activity for incoming first-year students. The speakers will discuss collaborations across university and library departments and adaptations to the orientation program to expand the experience to other student and University communities. The processes discussed in creating this experience are easily adaptable to any orientation materials. The discussion will include analyzing the qualitative and quantitative assessment data regarding the Heritage Hunt, including student feedback surveys distributed after the Hunt and program completion data generated by the orientation platform.

CT-99 Advising in the Future of Student Success

Michelle Foley
NASPA-Student Affairs Administrators in Higher Education
Jennifer Keup
University of South Carolina

Join the Advising Success Network for a panel discussion about the future of the field of student success. ASN partner organizations include Achieving the Dream, EDUCAUSE, NACADA: The Global Community for Academic Advising, the National Resource Center for the First Year Experience and Students in Transition, the American Association of State Colleges and Universities, and NASPA- Student Affairs Administrators in Higher Education.

CR-100 Supporting the Academic Success of First-Year Student Veterans

Ray Dillman
Mid-America Christian University

A 2021 state-wide study was conducted to determine how campuses could best support the successful transition of first-year student veterans. The study collected data from current student veterans who had completed their first year of collegiate studies following their military service. The sampled student veterans indicated the services they felt were most important to their successful identity transition from a military service member to a college student. The study suggests campuses designate an office for military-affiliated students that assists with VA educational and non-educational benefits, admissions and enrollment requirements, and academic advising.

CP-101 Mario Tackles Modality Mayhem: Preparing First-Year Students for Pandemic College

Nancy Yang
Jennifer Insignares
John Jay College of Criminal Justice

To prepare first-year students to navigate the challenges of college during a pandemic, First Year Programs at John Jay College offered “Summer Bridge” – a virtual, week-long, gamified, Mario Bros.-themed program that engaged over 1000 students through synchronous and asynchronous activities. The program addressed the unique challenges of the fall 2021 semester and prepared students to meet college expectations to impact success and retention. Presenters will provide a virtual tour of the 2021 Summer Bridge, highlight the program’s outcomes, review best practices, and share a sneak peek of the 2022 Summer Bridge.

**Closing Session**

2:00 p.m. – 3:00 p.m.

Jennifer Keup

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

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



RESEARCH ON COLLEGE TRANSITION EXPERIENCES

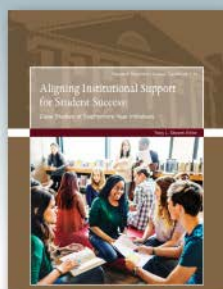

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 FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
 UNIVERSITY OF SOUTH CAROLINA



Research Reports on College
Transitions No. 11

**Sustaining Support for
Sophomore Students**
*Results from the 2019 National
Survey of Sophomore-Year Initiatives*

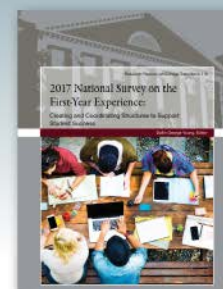
Catherine Hartman and Dallin George Young
 ISBN 978-1-942072-54-6. 140 pages. **\$25.00**



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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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.

Each award recipient will receive:

- Recognition at the 30th National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- One complimentary registration to the 30th National Conference on Students in Transition to include all conference sessions and preconference workshops (on a space-available basis).
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets



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



Journal

OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

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

- Explorations into the academic, personal, and social experiences—such as outcomes related to success, learning, and development—of students at a range of transition points throughout the college years;
- Transition issues unique to specific populations (e.g., nontraditional, traditional, historically underrepresented students, transfer students, commuters, part-time students); and
- Explorations of faculty development, curriculum, and pedagogical innovations connected to any of the transitions identified above.

To submit or subscribe, please visit www.sc.edu/fye/journal

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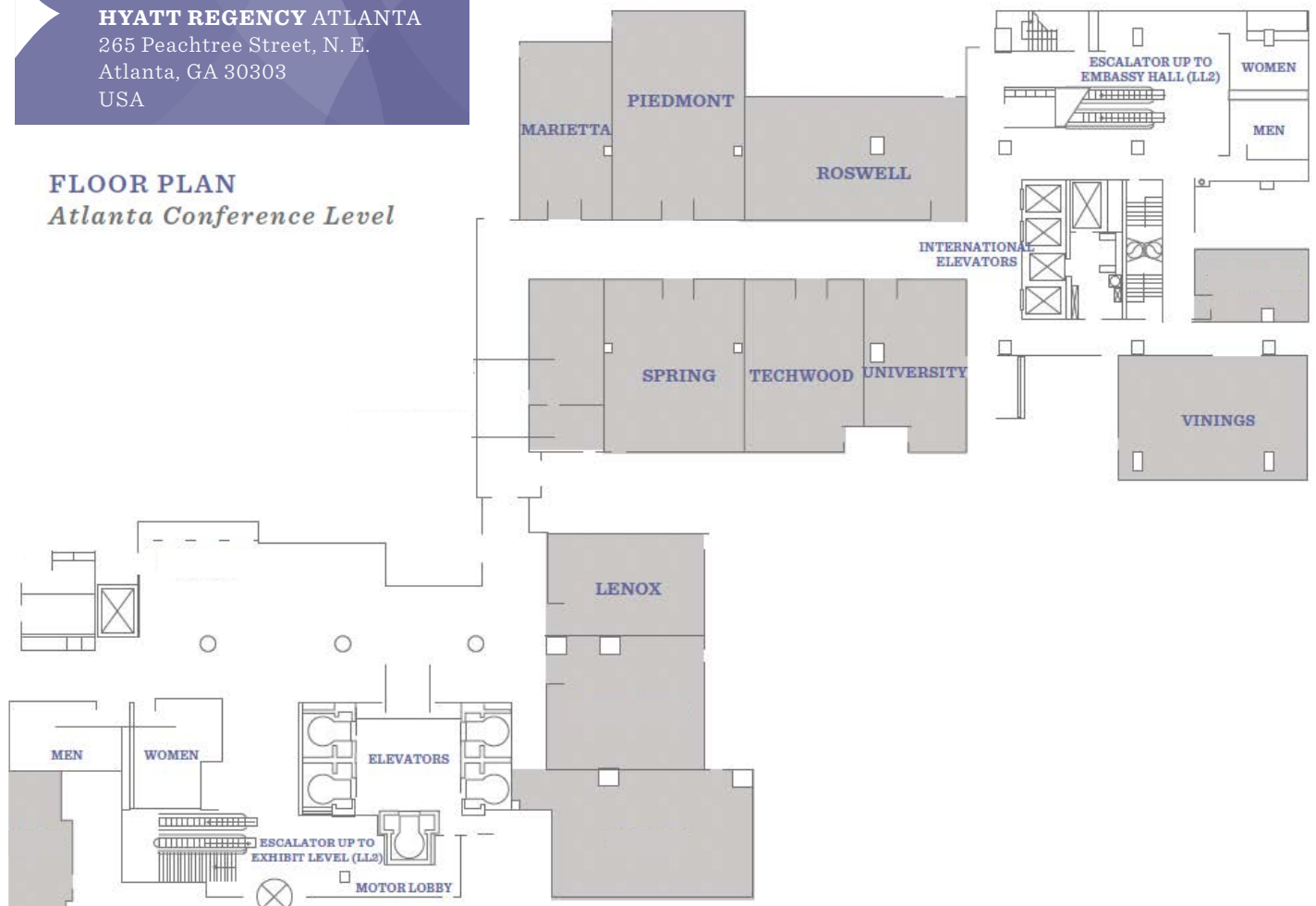
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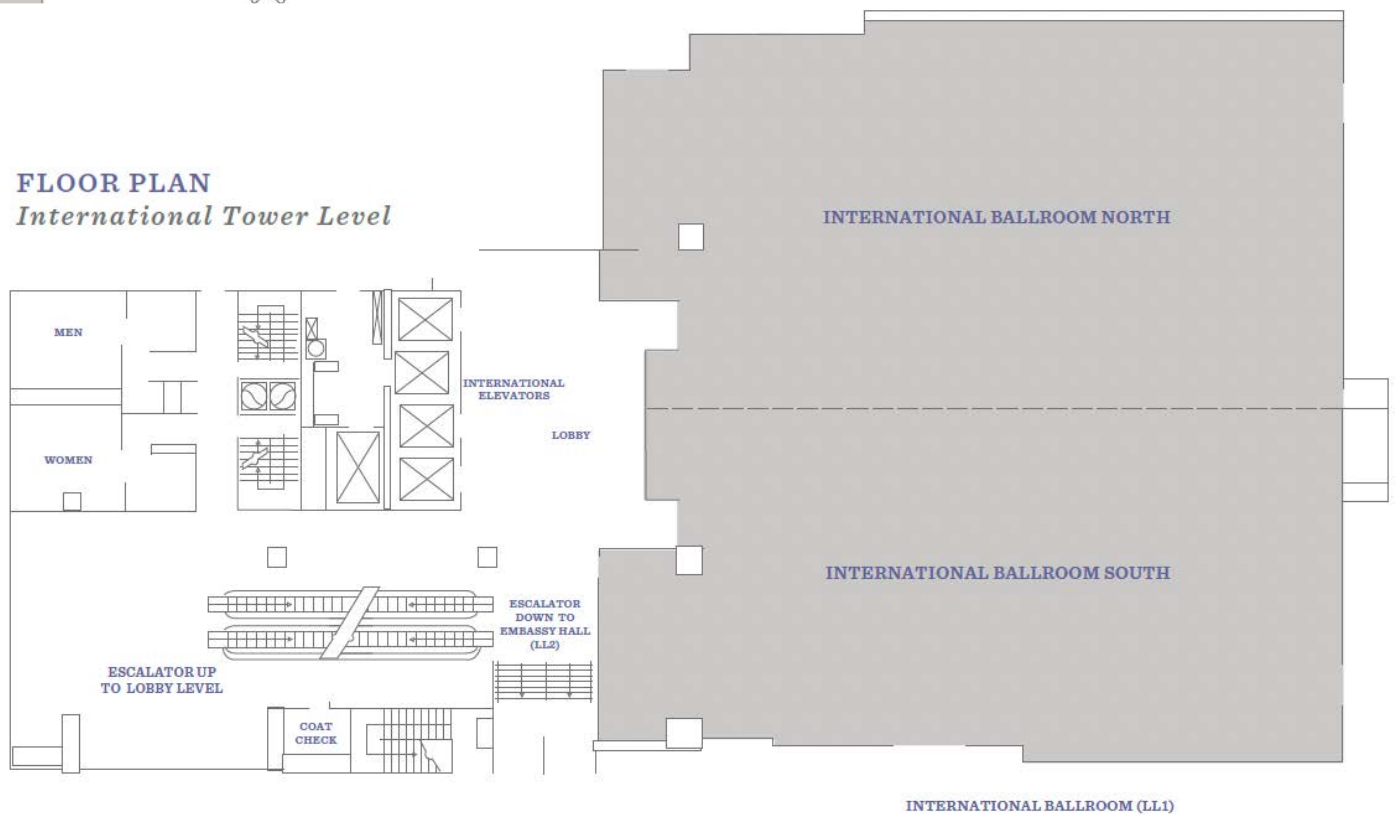
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