

30th



National Conference on
STUDENTS IN TRANSITION

CONFERENCE PROGRAM

Jacksonville, FL | September 30 – October 2, 2023



NATIONAL RESOURCE CENTER

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

43rd

ANNUAL CONFERENCE ON THE

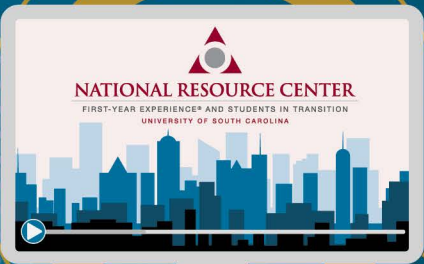
FIRST-YEAR EXPERIENCE

SEATTLE, WASHINGTON
FEBRUARY 18-21, 2024



NATIONAL RESOURCE CENTER

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



+ 31ST

National Conference on
STUDENTS IN TRANSITION

Held Virtually | October 2 - 4, 2024

TABLE OF CONTENTS

GENERAL INFORMATION

Conference Schedule	3
Welcome	4
Goals of the Conference	4
General Information.....	5
Session Locations.....	5
Conference Evaluations.....	5
Session Formats	5
Paul F. Fidler Research Grant Reviewers	6
Staff Roster	7
International Advisory Board.....	7
National Advisory Board	7
Sponsors & Vendors.....	8

Saturday, September 30, 2023

Conference Sessions	10-13
Conference Opening Session and Keynote Address Shawnté Elbert	13

Sunday, October 1, 2023

Conference Sessions	17-21
Plenary Address Sarah Whitley	19

Monday, October 2, 2023

Conference Sessions.....	24-26
Closing Session Betsy Barefoot & John Gardner	26
Index of Presenters	29-30

CONFERENCE SCHEDULE

SATURDAY | SEPTEMBER 30, 2023

1:30 p.m. – 5:00 p.m.	Conference Sessions
5:30 p.m. – 7:00 p.m.	Opening Session and Keynote Address — Shawnté Elbert
7:00 p.m. – 7:45 p.m.	Opening Reception

SUNDAY | OCTOBER 1, 2023

9:45 a.m. – 12:00 p.m.	Conference Sessions
12:15 p.m. – 1:30 p.m.	Plenary Address — Sarah Whitley
2:45 p.m. – 6:15 p.m.	Conference Sessions

MONDAY | OCTOBER 2, 2023

8:15 a.m. – 10:30 a.m.	Conference Sessions
10:45 a.m. – 11:45 a.m.	Closing Session — Betsy Barefoot & John Gardner

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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 30TH 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.

Interactive Schedule

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

Session Locations

All conference sessions will be held at the Hyatt Regency Jacksonville Riverside.

Hotel Map

A layout of the meeting rooms is located in Guidebook and on the last page of the Program.

Internet Access Information

Wireless internet access is available throughout the meeting space. Use the network name **@Hyatt_Meeting** with the password **students23**.

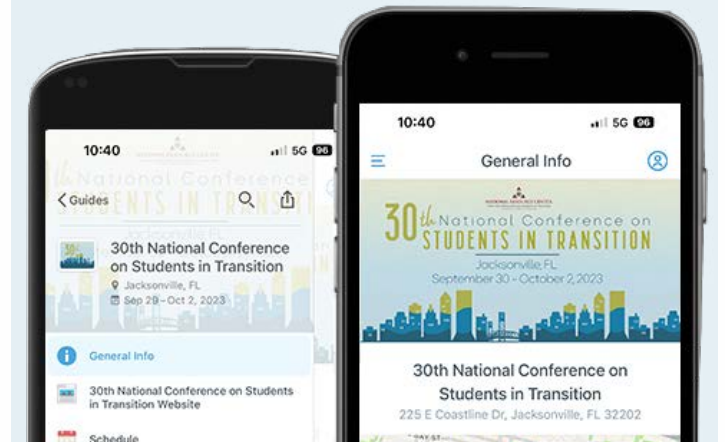
Session & Conference Evaluations

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.

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

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.

(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.

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San Bernardino*

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New Mexico State 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 recipients of the Institutional Excellence for Students in Transition Awards to the **Career Navigation Program at Kent State University**.

PROPOSAL REVIEWERS

The National Resource Center for The First-Year Experience and Students in Transition would like to thank everyone who served as a proposal reviewer. The participation of our reviewers is instrumental in the success of this conference.

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

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VENDOR INFORMATION

The National Conference on Students in Transition welcomes our participating vendors. All vendors will be located in Conference Center B.

VENDOR HOURS

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

Saturday, September 30, 2023

4:00 p.m. – 7:45 p.m.

Sunday, October 1, 2023

8:00 a.m. – 5:30 p.m.

Monday, October 2, 2023

8:00 a.m. – 11:30 a.m.



Advantage Design Group

Advantage Orientation® by Advantage Design Group® is the ultimate virtual onboarding solution. Engage and prepare new students, their families, and new hires with a beautifully branded, personalized, interactive, gamified, and video-rich online orientation experience. Totally responsive and accessible on any device. Adaptable to any admissions type and engagement strategies.



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!



LAUNCH Student Success

LAUNCH Student Success excels in culturally sensitive andragogy, transitioning students from potential to success. Our program integrates professional development, student orientations, and curriculum (textbooks, videos, and a mobile platform) for a seamless learning experience.



MentorPRO

MentorPRO connects students with mentors who act as personal navigators, providing proactive support and guidance during the transition to and through higher education. Built on research demonstrating the importance of goal-focused mentorships, MentorPRO connects students to personalized resources, while receiving supportive guidance from a mentor through an all-in-one secure platform.



TruMotivate by Motivations AI

TruMotivate's story-based assessment helps college students better understand themselves and how they're motivated so they can articulate their value, become strong self-advocates, and understand how to cultivate meaning, satisfaction, and fulfillment in their college experience, work, and everyday lives.



Way to Succeed: Mindful Insights for Learning

Way to Succeed offers a low-cost method to improve students' learning while taking their first-year mathematics or other STEM class. Co-founders Jane and Tom Reed are passionate about improving student academic success through increasing metacognition and self-regulation. Our research-based product is prescriptive and adaptive for each student.

Thank you to our sponsor!



Mark Your Calendar



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

Oct. 23 - Nov. 17, 2023

Academic Recovery: Supporting Students on Academic Probation
Online Course

Nov. 13 - Dec. 8, 2023

Supporting the Collegiate Student-Athlete Outside of Sport
Online Course

February 18 - 21, 2024

43rd Annual Conference on The First-Year Experience
Seattle, Washington

April 2024

Understanding and Supporting Transfer Student Success
Online Course

June 2024

HBCU Practices for Successful Student Mentoring and Advising
Online Course

July 2024

Made to Measure: Intermediate Principles of Assessment
Online Course

September 2024

Infusing Growth Mindset into Your First-Year Experience
Online Course

October 2024

Academic Recovery: Supporting Students on Academic Probation
Online Course

October 2 - 4, 2024

31st National Conference on Students in Transition
Held Virtually

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SATURDAY, SEPTEMBER 30

1:30 p.m. – 2:30 p.m.

FD - Successful Students Find, Form & Focus Their University Experience

City Terrace 4

Lauren Garrett
Reagan Ambler
William & Mary

While graduation is an institutional goal, our students anecdotally talk about “success” in terms of the relationships they build, the activities they engage in, and how institutional experiences shape their sense of authentic self. But five years ago, upper-level students began sharing that aside from their first-year, our institutional support of these metrics were lacking. So the FYE Office “STEP” ped it up to support students through a three-phased, theory-based transition pathway rooted in our university values that allows them each to Find, Form & Focus their unique experience.

CI - Leveling the Playing Field 3.0

City Terrace 5

Elise Simmons
Alicia Hudson
Jennifer Collins
Florida A&M University

The Office of Freshman Studies at Florida A&M University (FAMU) conducted the ALEKS Prep Program again after the Summer 2022 semester. Last year, the program was offered to all 2022-2023 first-year college students. Due to the program’s success, participation in the Summer 2021 program increased from 58 incoming first-time college students to 100 for the 2022-2023 academic year and now to 400 for 2023–2024. The ALEKS Prep Program continues to help students prepare for the math placement exam. As the ALEKS Prep Program transforms students’ mathematical growth, we will compare the Summer 2021 pilot course results to Summer 2022 and Summer 2023.

CP - Student AND Academic Affairs: Classroom Collaboration for Improved Outcomes

City Terrace 6

Lunden MacDonald
Metropolitan State University of Denver

Faculty at MSU Denver are bridging the gap between Student and Academic Affairs by integrating student support measures as credit-bearing elements of their course design. This session details preliminary outcomes of research into the positive impact this practice is having on retention at MSU Denver, especially among first-year students and students of color, and lays out next steps for a university-wide integration of this practice into our General Studies program.

CR - Importance of Undergraduate Leadership in Learning Communities

City Terrace 8

Holly Hoffman
Jakobe Neal
Kristina Rouech
JoDell Heroux
Central Michigan University

After studying the impact of a residential learning community supporting first-year students, our focus centered on the role of undergraduate students in leadership roles within this learning community. Previously, a comparative study was driven by the purpose of determining if enrollment in an education learning

community would increase the retention of students in education majors. Now focusing specifically on the leadership component, we highlight participation in leadership roles on campus, participation in volunteer and advocacy initiatives, and specifically focusing on the impact of undergraduate students in leadership positions within the learning community as they mentor and support other students.

CT - Building a Sustainable Second Year Experience Initiative

City Terrace 10

Autumn Courtney
Cassie Beth Gannaway
University of South Alabama

For many schools, the sophomore slump is an inevitable rough patch in student experiences. Second Year Experience at the University of South Alabama, a Title III Strengthening Institutions Program grant-funded initiative, was developed to celebrate and provide intentional support to all sophomore students with a focus on those who are at a disadvantage in higher education to increase retention and six-year graduation rates. Join Donnie Lindsey and Robby Pearson, SYE Coordinators from the University of South Alabama, as they present on this initiative, lessons learned, and examples of how to improve the second year experience at your institution!

CT - Improvement Science in Higher Education to Increase Transfer Rates

City Terrace 11

Beth Collins
Kentucky Council on Postsecondary Education

Accelerating student success efforts through a continuous improvement approach: How using rapid action cycles of Plan, Do, Study, and Act (PDSA) moves institutions from piloting of projects to large scale fundamental change.

REFRESHMENT BREAK | 2:30 p.m. – 2:45 p.m.
Conference Center B

2:45 p.m. – 3:45 p.m.

FD - Coaxing Class Communication Post-COVID

City Terrace 4

Joan Ledbetter
University of Tampa

The post-COVID era has brought a new challenge of engaging freshmen students due to their lack of in-person social engagement during formative years and their attachment to the virtual world of their phones and social media. It can be daunting to get them to look up, let alone answer questions in class. This session is an opportunity for participants to share what is working in getting students connected with each other and the FYE class in the post-COVID era. Suggestions of both specific activities and general methodologies for adjusting assignments to foster student connections and class cohesion will be provided.

CR - The Impact of Exploratory Studies' Students Success during the Pandemic

City Terrace 5

Marlene Fares**Alyssa Oakley***Kutztown University*

Academic advising is associated with increased student retention and academic success. The purpose of the quantitative study was to investigate a relationship with students' academic performance and overall well-being as a result of the global pandemic of the COVID-19. Transitioning successfully into college is critical, and particularly vital for Exploratory Studies students who do not have a career path. The results of this study suggest that the pandemic in association with being Undeclared, impacts students persistence beyond their first year in college. The students' experiences and involvement, specifically in their first year of college, influence their persistence.

CI - The Evolution of a New Student Inventory

City Terrace 6

Lauren Garrett**Reagan Ambler***William & Mary*

When developing our first-year experience almost a decade ago, we also created a new student inventory to help campus-wide partners make data-driven decisions - without losing sight of the holistic student experience. Join us to discuss lessons learned and how the inventory has evolved in response to institutional priorities, university leadership, COVID-19, and, of course, our student and supporter populations.

CT - Welcome to the Digital Playground: Show and Tell on Steroids

City Terrace 9

Brad Garner*Indiana Wesleyan University*

Whether you teach or engage with students face-to-face or in a digital venue, there is a plethora of digital tools and resources that can supplement and enhance your student engagements. The beautiful thing is that many of the tools that you might use for this purpose are free/low-cost and easy to learn. This session will be a whirlwind of demos on the tools/apps that are available. Additionally, however, you will be provided with a digital resource that summarizes the use of these tools/apps, provides directions for potential uses, and gives you access to tutorials to guide your implementation and use.

CT - Supporting Academic Performance in Gateway Courses: UB's Approach

City Terrace 10

Lindsey Hallman**Krista Hanypsiak Krause***University at Buffalo*

Exacerbated by the pandemic, steep declines in math preparation and performance are being seen in K-12, leaving students transitioning to higher education with significant academic gaps requiring intervention and support. This session will detail the University at Buffalo's Gateway Mathematics project, which began in 2021 to address declining performance in introductory calculus courses. Attendees will gain valuable insight on gateway courses, a three-phase redesign approach, and considerations for addressing student knowledge gaps and supporting academic performance. Strategies around quality academic placement, curricular flexibility, innovative supplemental support, assessment and lesson learned will be shared.

CT - The Impact of Mindfulness Activities on First-Year College Students

City Terrace 11

Trina Bryant*Eastern Nazarene College*

This mixed-methods study explored how mindfulness practices can positively shape the experience of first-year full-time undergraduate students participating in first-year seminar courses. The study highlighted the factors contributing to perceived stress among first-year students in their first college semester while evaluating the impact of consistent mindfulness practices on students' self-reported stress and anxiety levels in a first-year experience program. This study can offer higher education leaders and faculty the strategies and resources to help students manage emotions, cope with stress and anxiety, and maintain overall well-being during the first semester of their college experience.

4:00 p.m. – 5:00 p.m.**FD - Set the Pace with NACE in the First-Year**

City Terrace 4

Heather Hollandsworth**Nicole Ramsey****Katie Maher***Radford University*

Employers are looking more and more to universities to provide students with the necessary skills for success in the workplace. The National Association of Colleges and Employers (NACE) has identified eight competencies for career readiness. As students enter college, it is important to lay the foundation for developing and strengthening these competencies over the next four years. Come to our session to learn how to introduce these competencies in the first-year seminar in a way that is interactive, engaging, and meaningful for college students as they start their higher education journey and pursue their career goals.

CT - New Ball Game to be Thinking About Transition: Or is it? The Billboard Test

City Terrace 5

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

In light of the Supreme Court decisions announced in June 2023 we all have to be doing some rethinking about "students in transition." This session will involve some soul searching thinking and conversation. We will consider: 1. Just what kinds of students and transitions can we be talking about?; 2. What kinds of parameters should we be using to describe such student populations and their transitions?; 3. What kind of fit is there between your student transitions and the transitions of your institution?; 4. How are YOU in transition?; 5. The "billboard test:" If you were to put up billboards all over your region that announced a successful transition strategy at your institution, what would you be hyping?

CI - Evaluating Student Engagement through Technology Assisted Learning

City Terrace 6

Dominique Bailey

Julian BourneSmothers

Florida A&M University

Over the past decade higher education institutions have seen an increase in usage of mobile devices incorporated to engage students and improve motivation towards learning outcomes. These technological devices include iPads, tablets, and smartphones. The noteworthy features of m-learning include briefing materials, multimedia, and education-technology related pedagogies that encourage student participation past the traditional educational methods (i.e., lectures, paper-based activities, and assignments). Mobile learning in higher educational settings can have the potential to increase student's participation, motivation, independence, self-regulation, and improve productivity. This presentation will analyze the impact of mobile learning devices on student engagement, and academic success.

CP - Teaching College Success and Life Skills at a Tribal College

City Terrace 8

MarCia McBride McGee

Northwest Indian College

Learn about an orientation class for First-Year Native American students designed to prepare students for success in college and life. Students often come unprepared, from underprivileged or traumatic backgrounds. The focus is on the development of solid fundamental academic skills as well as life skills. These life skills integrate indigenous ways of knowing and include personal responsibility, a positive mindset, resilience, goal setting, healthy boundaries, communication skills, teamwork, clarifying personal identity, and wellness. Students develop competence, confidence, emotional intelligence, and self-knowledge as lifelong learning capabilities. The goal is to give students the tools to overcome intergenerational trauma in one generation.

CR - Studying LGBTQ+ Student Mentorship Experiences: Implications for Practice

City Terrace 9

Anthony Fucci

University of South Carolina

Mentorship has been shown to be an effective resource for assisting marginalized student populations transition successfully into college. This qualitative study explored the way in which LGBTQ+ college students conceptualized mentorship experiences. Semi-structured interviews were conducted with 16 LGBTQ+ college students from institutions across the U.S. Three main themes were identified: seeking out mentorship, screening potential mentors, and environments of queer mentorship. The results of this study highlight how participants pursued mentorship experiences, characteristics of successful mentorship, and conditions conducive for mentorship to take place. Implications for professionals working throughout a variety of fields of higher education are discussed.

CT - Freshman Learning Communities : A pathway to critical shortage careers

City Terrace 10

Constance Goodman

Lee Anne Spalding

University of Central Florida

Presenters will discuss the impact of three bellwether initiatives that connect freshmen learning communities to stakeholders seeking to establish a pipeline for professions with a high need. The Supporting Teacher Education Pre-professionals Program, Boots on the Ground and PedsAcademy, are unique partnerships and

intentional recruitment strategies for incoming freshmen who want to teach and/or work in a hospital setting. The hallmark of each initiative includes (1) common coursework; (2) shared living experience, (3) professional development activities, and (4) peer/professional mentorships. Presenters will also share best practices to assist institutions seeking to increase enrollment in critical shortage majors and careers.

CT - Journey: The Evolution of a Sophomore-Centric Career Exploration Program

City Terrace 11

Ashley Strausser

Michele Doran

Denison University

Learn how Denison University, over the past four years, developed an immersive career exploration experience designed to engage sophomores at a liberal arts institution, in intentional self-reflection and career planning. Originally designed as a 90-minute session for one academic department, the Journey program has evolved into an 8-hour experience broken into four specific sessions. The program draws inspiration from renowned career exploration expert Dr. Katherine Brooks, author of "You Majored in What?", the work of Bill Burnett and Dave Evans, authors of the New York Times best-selling book, "Designing your Life", brain-based career development theory and elements of positive psychology.

CT - Helping Non-Traditional Transfer Students Develop a Sense of Belonging

St. Johns

Karina Calderon

University of Texas at El Paso

The University of Texas at El Paso (UTEP) is a Hispanic-serving, four-year, research-intensive institution whose students are primarily first-generation college attendees and Pell Grant eligible. Most students are bilingual, work while attending college, have demanding outside responsibilities, and are focused on obtaining a career to change their socio-economic status. But what do we do with transfer students that don't fit this demographic? How do we incorporate military-affiliated, older, working, international, and other types of non-traditional students? This session will show how UTEP helps non-traditional transfer students develop a sense of belonging and will encourage attendees to share their ideas.

Opening Session & Keynote Address

5:30 p.m. – 7:00 p.m. | Conference Center A

Cultivating Minds, Shaping Futures: Well-beings' Impact on Student Success

Shawnté Elbert

Ohio State University

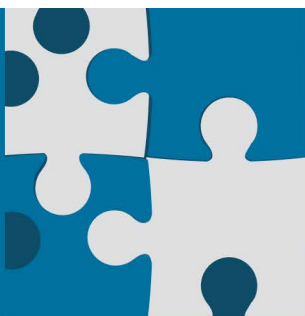
In higher education, the transition phase holds immense significance for students, both academically and personally. The presentation will explore the intricate dimensions of student health and well-being and its impact on academic success and life satisfaction. Amidst unprecedented challenges, the need to nurture adaptability and resiliency is critical. Strategies for fostering well-being within inclusive campus environments will be shared, highlighting educators' and administrators' pivotal roles in a holistic educational approach. Prioritizing student well-being as an educational cornerstone is essential in molding future leaders. This keynote will equip attendees with an understanding of the critical nature well-being plays in higher education, enabling a transformative journey toward their empowerment, growth, and success.



OPENING RECEPTION | 7:00 p.m. – 7:45 p.m.
Conference Center B

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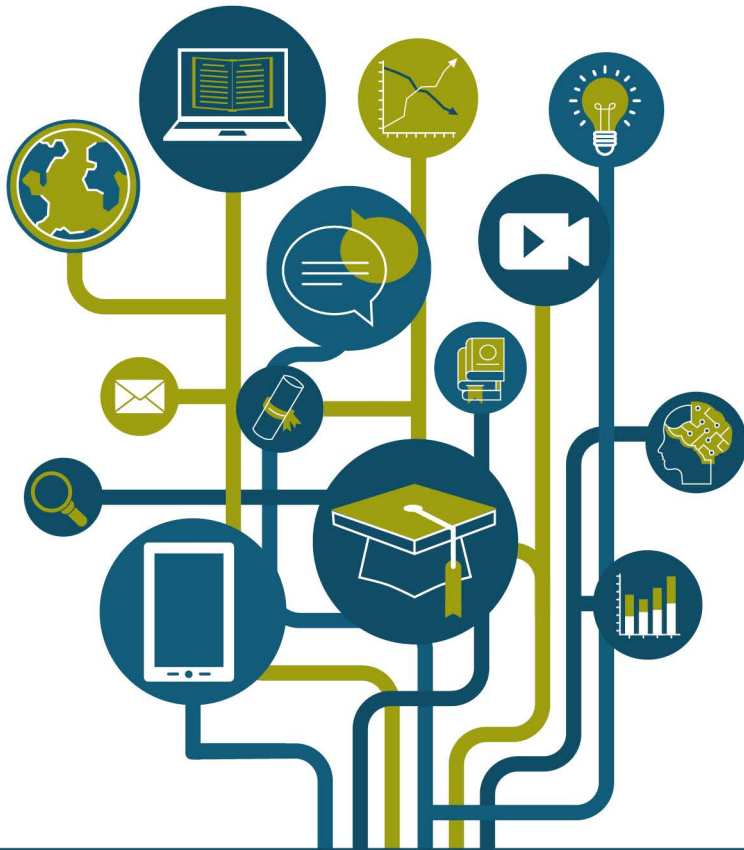
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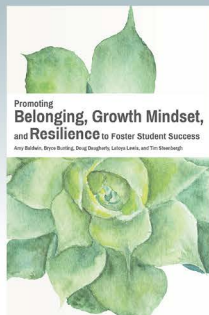
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Instructor: Mike Dial

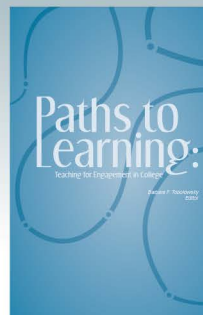
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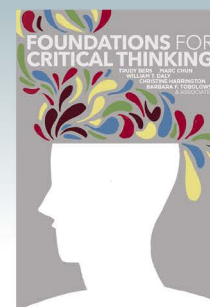
RESOURCES ON TEACHING AND LEARNING



Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success
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 ISBN 978-1-942072-37-9. **\$30.00**



Paths to Learning
Teaching for Engagement in College
 Barbara F. Tobolowsky, Editor
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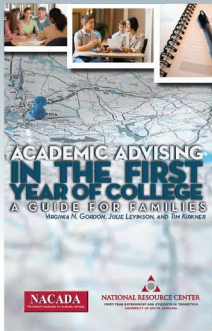
Foundations for Critical Thinking
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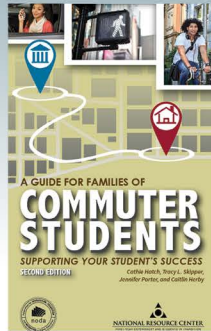
GUIDES FOR PARENTS AND FAMILIES


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 UNIVERSITY OF SOUTH CAROLINA



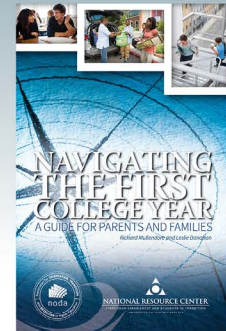
Academic Advising in the First-Year of College *A Guide for Families*

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



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

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



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

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

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

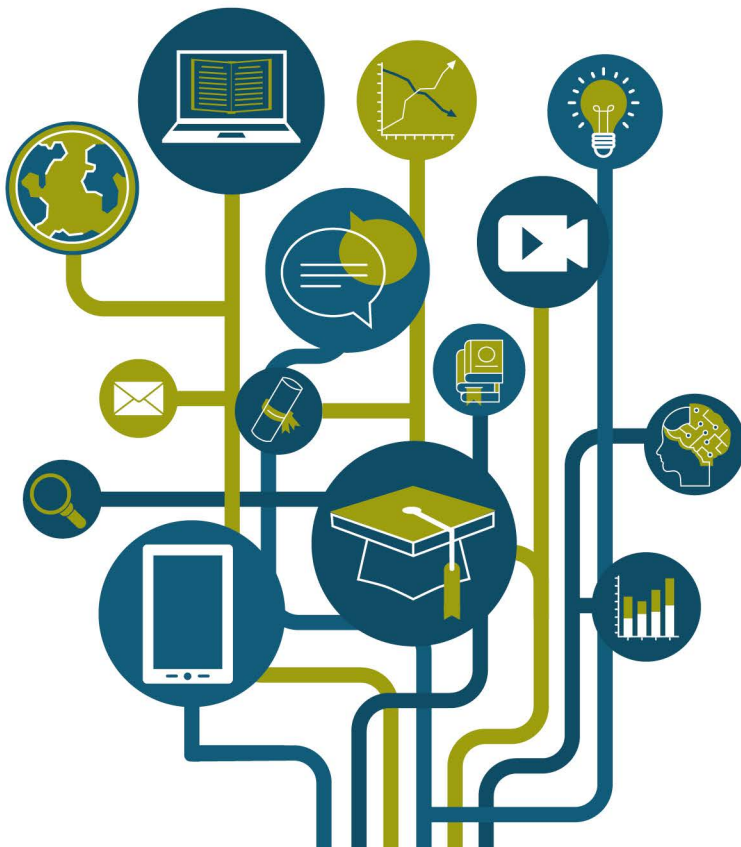
NOV. 13 - DEC. 8, 2023

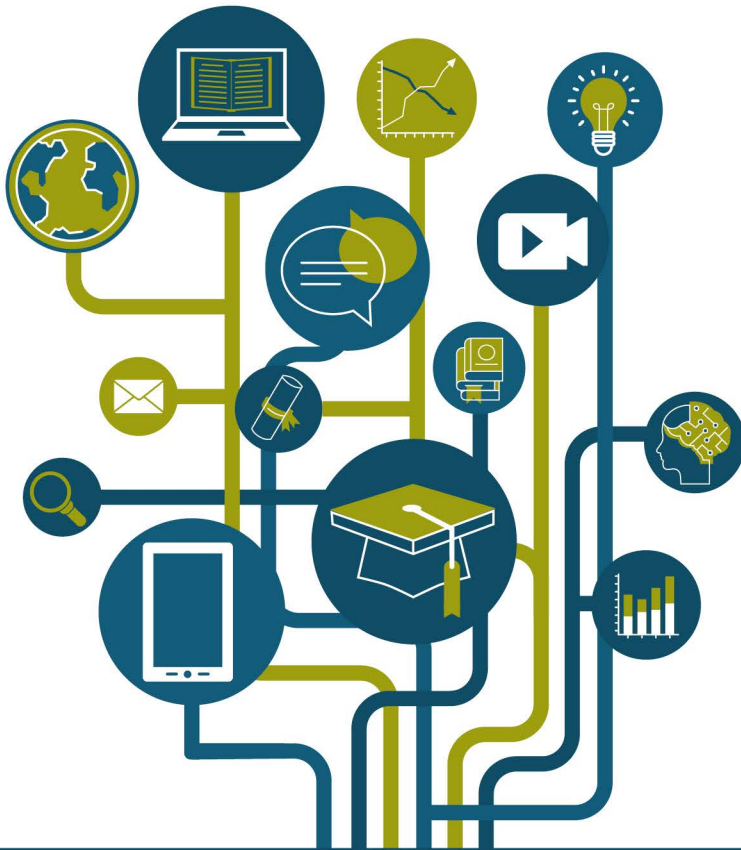
SUPPORTING THE COLLEGIATE STUDENT-ATHLETE OUTSIDE OF SPORT

Instructor: Amy Densevich

REGISTRATION DEADLINE:
NOVEMBER 6, 2023

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ONLINE COURSES

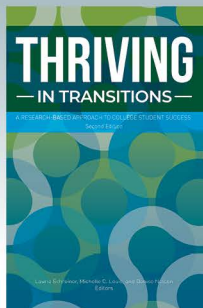
ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

APRIL 2024

UNDERSTANDING AND SUPPORTING TRANSFER STUDENT SUCCESS

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BEST-SELLING RESOURCES ON STUDENT SUCCESS



Thriving in Transitions
A Research-Based Approach to College Student Success

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

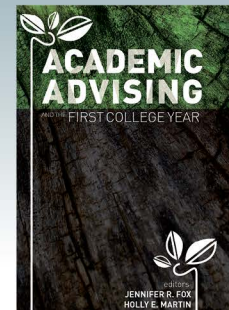
ISBN 978-1-942072-46-1. 240 pages. **\$35.00**



A Faculty and Staff Guide on Supporting Sophomore Student Success

Julie Tetley and Molly Schaller, Editors

ISBN 978-1-942072-62-1. 32 pages. **\$6.00**



Academic Advising and the First College Year

Jennifer R. Fox and Holly E. Martin, Editors
 A joint publication with NACADA, the Global Community for Academic Advising

ISBN: 978-1-942072-00-3. 260 pages. **\$30.00**

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Networking Breakfast | 8:30 a.m. — 9:30 a.m. Conference Center B

9:45 a.m. – 10:45 a.m.

FD - Establishing a Community of Care on College Campuses

City Terrace 4

Kishia James
Andre Richardson

Jarvis Christian University

College campuses around the country are witnessing the urgent need to support students' mental health challenges. The COVID-19 pandemic exacerbated mental health needs on college campuses, in which Divisions of Student Affairs and Counseling Centers are scrambling to keep up with the growing number of students who need additional support to academically succeed in college. With the growing number of students suffering with anxiety, depression, and other mental illnesses, establishing a community of care on college campuses will be critical for the future of Gen Z students' mental health and well-being, retention rates, and success on college campuses.

CT - The Impact of Critical Junctures on Student Transition

City Terrace 5

Betsy Barefoot

Gardner Institute for Excellence in Undergraduate Education

While there are predictable transitions that college students face, there are also specific "bumps in the road" or critical junctures that can happen at any time during the college experience. Some can be anticipated; others come by surprise. Some are academic, social, or personal. Others relate to family, health, or finances. All may affect a student's transition to, through, or out of college. How is your institution organized to help students who face an unexpected crisis or critical juncture? This session will provide an opportunity for participants to share their strategies for helping students survive the bumps in the road that can derail their college success.

V - Help Your Students Discover How to Learn Math

City Terrace 6

Jane Reed

Way to Succeed

Many college students arrive on campus without the attitudes and habits needed for success. Discover this new, unique, easy-to-use mini-course designed to be used concurrently with any math or other STEM course. We help students learn how to learn! The eBook explores common pitfalls of college learning. The online component of our mini-course offers fully graded quizzes and adaptive, diagnostic, personalized learning profiles and prescriptive actions encourage each student to develop their own effective learning insights and methods to become more successful in math and STEM. No planning or grading! Come try out our Way to Succeed for yourself.

CI - Parent Orientation Programs: Enhancing Family Engagement

City Terrace 8

Alexander Morris-Wood

Beacon College

Research has demonstrated that family engagement is a key indicator of student retention. Yet, there are constant battles around parent involvement and their understanding of how to appropriately collaborate with a college or university.

Beacon College has developed a scaffolded and integrated parent orientation and educational program to increase healthy partnerships which directly supports student autonomy. The session will focus on key objectives, examples of curricula, common pitfalls, and frameworks of engagement to enhance family involvement in student transitions.

CP - Senior Seminar: Student Reflections on Program Outcomes via Capstone Projects

City Terrace 9

Kristene McClure
Rebecca Flynn

Georgia Gwinnett College

ENGL 4850: Senior Seminar is one of two culminating courses taken by all English majors at Georgia Gwinnett College, a 4-year public regional college established in 2006. This course has been in existence since the start of the English program, but the presenters have been redesigning it to more deliberately serve as a space for assessing senior-level program outcomes. In this presentation, we introduce participants to the major pieces of the redesign, with emphasis on the culminating e-portfolio and reflective public presentations given by students at the end of the semester.

CR - The Motivation Behind Student Involvement

City Terrace 10

Anna Spaschak

University of Florida

Jennifer Keup

APLU

This session presents findings from the National Survey of Peer Leaders conducted by the National Resource Center for The First-Year Experience and Students in Transition. This survey collected quantitative and qualitative data from peer leaders including open-ended responses to a question about students' motivation to take on leadership role(s). Using motivation theory and existing research on peer leadership, researchers identified themes and patterns among responses to determine a typology of reasons for students' participation in peer leadership. These findings provide insight into strategies for peer leader recruitment, training, and development as well as help guide future research.

CT - Chaos Theory in Higher Ed: Impacts of a University Merger

City Terrace 11

Rebecca Willoughby

Commonwealth University

Examining the ongoing impacts merging three public, four-year state universities has on students, faculty, and staff, this session aims to provide a narrative illustration of strategies utilized in combining the historic practices, technological platforms, and curriculum of unique campuses. How do integrated institutions continue to effectively serve legacy students as well as meeting the new needs of incoming classes? How are programs, centers, departments, and divisions aligned and extended, both ideologically and geographically? What are the effects on personnel, culture, and morale? How does the shifting landscape of higher education post-pandemic contribute to these concerns?

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

St. Johns

Jason Lynch

Appalachian State University

It is estimated that before age 18, nearly 2 in 3 Black youth are likely to have

experienced some adverse childhood experience (ACE) resulting from systemic and individual forms of oppression. These experiences may be compounded by educational systems that often create the potential for retraumatization. Yet, exposure to potentially traumatic circumstances do not end in high school. In this qualitative investigation, researchers present qualitative findings from a mixed methods study of first-year students at three public HBCUs. Grounded in their findings, researchers challenge traditional resilience narratives, instead exploring how institutions may build cultures of mental health wellbeing.

REFRESHMENT BREAK | 10:45 a.m. – 11:00 a.m.

Conference Center B

11:00 a.m. - 12:00 p.m.

FD - Restrictive Major Programs: Mechanisms for Racial Disenfranchisement

City Terrace 4

Randall Phyll

Ashleigh Brown

University of Maryland College Park

The prevalence of restrictive academic major programs in large public universities has grown significantly within the last decade (Bleemer & Mehta, 2021). These major programs, which have more students applying to than can be accommodated, overlap with the most lucrative career fields. Simultaneously, the discrepancy between the economic value of academic majors earned by racially minoritized undergraduates and their white counterparts has continued to expand. Yet, there is limited scholarship about the discriminatory effects of restrictive academic programs. Therefore, the goal of this discussion is to examine how restrictive major policies and practices perpetuate racial disenfranchisement and develop strategies for justice-based intervention.

V - Do THEY Really Believe THEY Can Achieve? Power of Beliefs

City Terrace 5

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 success? In this interactive workshop, we will explore and demonstrate the importance of how to teach these skills to students during transitional periods of their academic careers through the lens of equity.

CP - The First-Gen Experience

City Terrace 6

Sharon Gonzales

Texas Tech University

The number of first-generation college students enrolling at universities is on the rise. These students often struggle with the transition into university life because of the lack of knowledge about this new environment. Some need additional support systems to be successful. Understanding how to assist these college students in improving retention is extremely important. The First-Gen Raider

Experience Presentation is conducted to determine the motivations and support systems of first-generation College students.

CI - Transitional Courses and Career Readiness

City Terrace 8

Beth Settje

University of Connecticut

Helping students with their Career Readiness is the responsibility of an entire institution, not just a career center. The UConn Center for Career Development developed a Senior Year Experience course that is adaptable for instructors from varying disciplines and/or populations for a general class or one that is tailored to a specific group. With four primary areas of focus - career readiness, career management, financial literacy, and reflection, the class can be taught in multiple modalities, ranging from 3-14 weeks, based on the students' needs. See how these ideas can fit into your campus for course credit or as workshops.

CR - Engaging Black Males in High-Impact Practices

City Terrace 9

Jamil D. Johnson

University of South Carolina

The research is clear: Engagement in high-impact practices (HIPs) promotes better student success outcomes and learning opportunities for the student (American Association of Colleges and Universities, 2023). However, when we examine the data of student participation, when disaggregated by race/ethnicity and gender, it is often surprising to find that Black male engagement in HIPs is not comparable to their counterparts on campus. This session will overview the current research on HIPs, the challenges that Black Male students face regarding HIPs participation, and practices to increase their awareness.

CR - Why Students Stopout: It's Complicated!

City Terrace 10

Rajeeb Das

Meredith Malnar

Texas A&M University

This study examined why students stop out from attending college. Stop out is defined as enrolling in fall term but not returning for spring term. The published literature offers much discussion on the subject of dropouts and stop outs, but it's difficult to translate findings into practical policy. The solution is to study this population at your own institutions. We employed semi-structured interviews and this study reports findings from these students. This study offers a framework for others to investigate stop out student issues.

CT - Transitioning to Triumph: Strategies for Supporting Adult Learners in College

City Terrace 11

Jimmy McClellan

Coalition for Urban Serving Universities

Understanding adult learner's experiences is critical to creating equitable campuses for all students. Our presentation explores the transitions adult learners face when (re)enrolling in college. It highlights the unique challenges and opportunities that adult learners encounter, such as balancing multiple responsibilities and adapting to the academic and social aspects of college through an examination of their diverse backgrounds and motivations, effective support strategies and collaborative approaches. Participants will gain insights and strategies to better support adult learners through their transition. By investing in the success of adult learners, institutions enhance equity while empowering individuals in their pursuit of higher education.

Plenary Address

12:15 p.m. – 1:30 p.m. | Conference Center A

Advancing First-generation Student Success in a New National Landscape

Sarah Whitley

Center for First-Generation Student Success, NASPA

The enrollment, experiences, and outcomes of first-generation college students are garnering greater attention amid a shifting higher education landscape and challenging socio-political factors. This plenary session will consider current and emerging national data on first-generation college student experiences, feature institutional approaches to systemic change, and discuss how those with restrictive legislation are elevating the first-generation identity as an opportunity to scale support.



2:45 p.m. – 3:45 p.m.

CI - ARISE Model: Supporting Students from Year One to Graduation

City Terrace 5

Leslie Tod

University of South Florida

Student transitions do not stop after the first year of college, so why do so many of the supports? The application of the ARISE model for Academic Advocacy is an example of a student support from the 1st year to graduation. ARISE stands for Assess, Relate, Inform, Situate, and Educate. Institutions can apply this model by identifying key personnel to monitor and track student progression from matriculation to graduation. Then training those professionals to effectively outreach to students not making anticipated progress and to provide case management to connect them with appropriate resources to support their pathway to graduation.

V - Enhancing Student Success: Unleashing the Power of Proven Intervention Strategies

City Terrace 6

Rachel Phillips-Buck

Pharos Resources

This presentation explores the vital role of applying proven strategies to student interventions in order to improve success and retention. By embracing a comprehensive and research-based approach, educational institutions can apply, measure and adjust interventions to maximize student outcomes. Through engaging case studies and best practices, attendees will gain practical tools to seamlessly integrate intervention strategies across the institution and boost student achievement. Join us to explore the gateway to academic success, empowering institutions to make a lasting impact on student journeys.

CP - Serving Students in Transition Dynamically - The Good Campus Partner

City Terrace 8

Aslihan Yildiz-Odeh

George Mason University

At George Mason University, thanks to the broad take on “transition” and the flexible operational model we have, University Studies is able to support students in every stage of their transition, from freshman to senior years. We offer classes directly to students, plus partner with campus units to offer specialized classes in collaboration with subject matter experts. This session will go over our flexible structure and the wide breadth of courses we offer, from first year transition to career success to international student support! To our knowledge, this extensive scope is somewhat unique for a college “transition” unit.

CR - The Evolution of Attitudes and Perceptions of First-Year Theatre Students

City Terrace 9

Jim Davis

Kennesaw State University

For many first-year theater majors, being a “theater kid” is central to their identity. It’s how they’ve built their communities and defined behaviors and expectations. This, combined with the standard challenges faced by first-year students can create a complex set of issues. This presentation examines the evolution of attitudes and perceptions of first-year theater students throughout their first semester, particularly focusing on time management, dealing with academic demands, and finding community. Using data from surveys and interviews, the project examines ways in which students adapt, find community, and how this growth contributes to academic success.

CT - Integrating Academic and Career Advising for Success at an HBCU

City Terrace 10

**Wanja Montgomery
Terrianna McCullough**

Voorhees University

This session explores the integration of academic and career advising to promote success among students. Institutions can effectively guide students toward a meaningful and fulfilling future by bridging the gap between academic and career goals. Drawing inspiration from the “Froshmore” Advising Model, which provides personalized support to first and second-year students, this session explores strategies for embedding career exploration within advising processes. Furthermore, it showcases a successful partnership between the Academic Center of Excellence and the Career Pathways Initiative, highlighting their collaboration to equip students with vital skills such as resume building, interview techniques, and internship opportunities.

CT - Beyond Belonging: Creating Spaces for First-Generation Transfer Students to Flourish

St. Johns

Stephanie Foote

Gardner Institute

Although first-generation students—those first in their families to pursue higher education—comprise a sizable portion of gateway (or general education) course enrollment, little, if any, attention has been given to examining the pedagogical approaches that might be used to meet the needs of this diverse student population (Baldwin et al., 2021). This session will focus on strategies and approaches that can be used to go beyond belonging to create inclusive academic experiences for first-generation students. Participants will leave the

SUNDAY, OCTOBER 1

session with ideas they can incorporate immediately into their own courses, as well as resources for continuous course improvement.

FD - Self-Assessment as an Instructional Strategy in University Teaching

City Terrace 4

Carol Bruzzano

New Jersey Institute of Technology and Bloomfield College

Self-assessment strategies in higher education enhance student learning and improve pedagogy. By creating student-centered learning experiences that support mindful practices in students' application of new knowledge, self-assessment tools as a part of instruction support mindful habits, clarifying for students "what" they are learning and "why." These tools are also fit to be used as scoring criteria for final work products, making the instructor's grading process less burdensome. Students' learning outcomes are sure to improve as teaching practices incorporate these activities as best practices for preparing students in their college and career journeys. How might this strategy fit into your teaching?

REFRESHMENT BREAK | 3:45 p.m. – 4:00 p.m.
Conference Center B

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

FD - Designing A Bridge Program to Support Freshmen at an HBCU

City Terrace 4

Ian Scott Adrian Woods

Xavier University of Louisiana

Embracing the mission of the institution, this session will highlight how Xavier University of Louisiana infused a 6-week residential summer bridge program, Summer Start Institute, within its advising and student success model, which strengthened the academic foundation of newly admitted students with developmental course requirements, enhanced their transition to college, and reduced their time to degree completion. Presenters will provide an overview of their work, measurable outcomes, and strategies, and tips on how to scale the program nationally.

V - Helping students feel Seen, Heard, Known: Discover What Drives Them

City Terrace 5

Josh Williams Sam Frazier

Motivations AI

Imagine having a tool that captures students' most meaningful experiences and builds rapport as they feel truly seen, heard, and known. TruMotivate is a story-based assessment that helps college students and young adults understand themselves, how they're wired for success, and how they're uniquely motivated. Personalized results empower students to articulate their value, show up at their best, choose the right major or career, and cultivate deep meaning, satisfaction, and fulfillment in their college experience, work, and everyday life.

CI - Examining the Efficacy of Living Learning Communities

City Terrace 6

Tachelle Banks Nicholas Petty

Cleveland State University

Access to and success within higher education remains unequal. Many students, particularly Black, Latino/a, first-generation, and low-income, face numerous challenges throughout their educational journeys that obstruct their paths to and through college (Swail, 2004). Participation in educationally purposeful activities has been shown to have a "compensatory" effect on students' college success and persistence. This research examined initiatives focused on retention of Black and Brown students identified as at risk for college dropout at an urban university. The primary findings indicated that Living Learning Communities are supportive of student retention.

CP - Facilitating Student Success Through a System of Coordinated Care

City Terrace 8

Becca Salay

Arizona State University

The Mary Lou Fulton Teachers College at ASU employs a systems-based approach in our student success model by addressing the evolving needs of students and removing barriers to degree completion. Through a data-driven, human-centered redesign of college policies, development of inclusive advising practices, targeted programming, and the integration of quality co-curricular experiences, MLFTC has increased student persistence and graduation rates since 2018. This session will discuss MLFTC's redesigned system of care and share best practices learned through the redesign which support the holistic success of students in transition. We have used this model for both first-year students and transfer students.

CT - Emerging Research on Institutional Capacities for Holistic Advising Redesign

City Terrace 9

Amy Geist

NASPA | The Advising Success Network

Aerin Farrell

University of South Carolina

(To be updated) This session will provide attendees with new insights from a Network of national organizations focused on utilizing advising as a lever for equitable student success. Presenters will share insights from a new report that synthesizes case studies of institutions with successful academic and career advising efforts.

CT - Supporting First-Generation Student Engagement in the 21st Century

City Terrace 11

Jamil D. Johnson

University of South Carolina

With support from the Advising Success Network (ASN), the National Resource Center for the First-Year Experience and Students in Transition engaged in work within TRIO Student Support Services (SSS) to examine first-generation success strategies through the lenses of (a) advising, (b) commitment to advancing equity, and (c) improving student success in higher education. Attendees will engage with the findings of our work that illustrate the voices of SSS professionals and the practices to support first-generation students in the 21st century.

CT - Increasing Transfer Student Engagement and Exploring Data Implications

St. Johns

Brenna Whitton

University of South Florida

This session will review how a transfer experience program can impact campus partnerships and transfer retention at an AAU institution. This program increased transfer student engagement over 240% in two academic years through a peer coaching program. The presenter will provide a brief overview of the programs between 2020-2022, discuss how data collected informed practice, and share challenges and lessons learned associated with engaging both transfer students and campus partners. Attendees will gain an understanding of how investing in transfer student programming can yield intentional data-informed initiatives, increase campus collaboration, and influence the engagement, persistence, and retention of transfer students.

5:15 p.m. – 6:15 p.m.

CI - Southern Cities Swing Tour: Exploration of Student Transition to Career

City Terrace 6

Elizabeth Huggins

Angelica Hill

Augusta University

While transitioning into college is significant, a student's transition from college is equally important, ensuring a sense of belonging with future career pathways. We collaborated with the Chambers of Commerce in three cities to create an innovative, semi-structured experience for students who expressed concern about their future after graduation. We connected students with transition support in three ways: 1) Discussion panels with city officials, 2) networking lunches with New Professionals sharing authentic advice about transitioning into the workforce and 3) a city-wide exploring experience. Students completed pre and post evaluations, with suggestions for future trips.

CP - Success on the Small-Scale: Non-Traditional Tours Targeting Student in Transition

City Terrace 8

Laura Birkenhauer

Miami University Libraries

A Student Success Librarian outlines an unconventional approach to an academic library tour. In this newly adopted student-focused model, small-scale tours serve as a setting to share study tips for every style and space, seek to demystify the Libraries' hidden curriculum, and offer support for student belonging and basic needs.

CR - Former Dual Enrolled Students Reflect on their Experience

City Terrace 9

Chris Caplinger

Georgia Southern University

Dual enrollment continues to grow, transforming the undergraduate experience for institutions and students. How do former participants evaluate dual enrollment once they matriculate as degree-seeking students? This session will share results from over 950 survey respondents and follow-up interviews at Georgia Southern University and how the institution is using the findings. We'll brainstorm directions for further research, including questions specific to other

state and institutional contexts. Session participants will leave with resources to administer similar assessments at their own institutions.

CR - Self-Perceptions of Major Choice and Employability Skill Development Among Sophomores

City Terrace 10

Melissa Kulp

Ohio University

Sophomores are at a crossroads in their college career where they are being asked to select a major, and ultimately a career path to stay on track for graduation. However, they are the least likely grade of students to utilize their career center. This session will share research on how sophomore business majors chose their major/career path, what on-campus experiences impacted them in this choice and the development of employability skills, and in which skills they perceived a lack of self-efficacy. Participants will take away tangible practices to improve the major and career choice experiences for sophomores on their campuses.

CT - Begin with the End in Mind: Supporting Nontraditional High-Transfer-Credit Students

St. Johns

Mary Berkery

Excelsior University

Excelsior University serves a growing student population: students with some credits (or often many credits), but no degree. This session explores the support systems in place to help this unique high-transfer-credit population transition into and out of the institution, sometimes very quickly. It surveys the approaches of their first and last courses to foster skill-building and ensure outcome achievement. It also showcases how the university's student support services align with the curriculum to create a welcoming and engaging online environment that prepares students for life after degree completion.

5:15 p.m. – 6:30 p.m. Featured Session

FD - Spirituality, Authenticity and Wholeness in American Higher Education

City Terrace 4

John Gardner

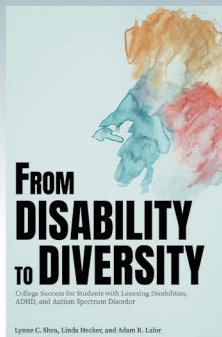
Betsy Barefoot

Gardner Institute for Excellence in Undergraduate Education

A perfect way to end this intensive day of learning: this session is a conference tradition since 1997 continuing a practice of Alexander and Lena Astin, Arthur Chickering, and Laura Rendon. John and Betsy will lead this session in guided reflection in which they provide triggers to ask participants to discuss such questions as: 1. How congruent are you in terms of your values and beliefs in the context of the practiced values of your supervisors and your institution? 2. How "authentic" as a person do you feel you are with your students and colleagues? 3. And thus, how "whole" are you as a person in your first-year experience work? 4. And how can we make necessary adjustments and commitments to practice our profession in ways that are more centered, congruent, authentic and whole?

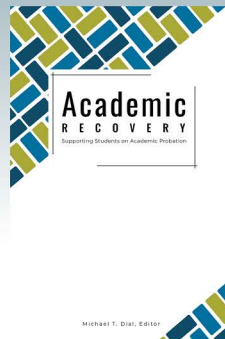
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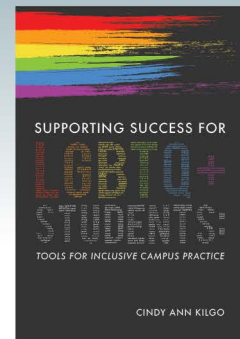
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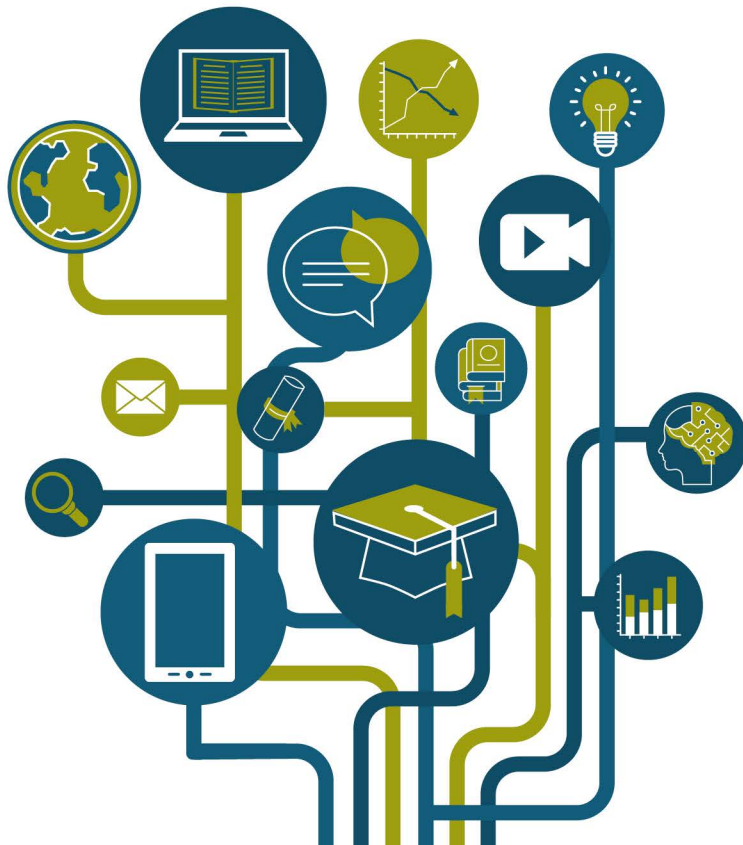


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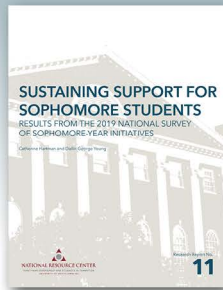
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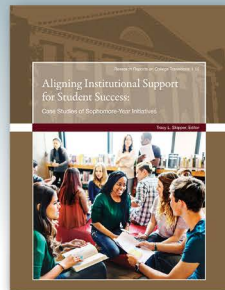
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RESEARCH ON COLLEGE TRANSITION EXPERIENCES



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



Research Reports on College Transitions No. 10
Aligning Institutional Support for Student Success
Case Studies of Sophomore-Year Initiatives
Tracy L. Skipper, Editor
ISBN 978-1-942072-41-6. 82 pages. **\$20.00**



Research Reports on College Transitions No. 9
2017 National Survey on the First-Year Experience
Creating and Coordinating Structures to Support Student Success
Dallin George Young, Editor
ISBN 978-1-942072-32-4. 180 pages. **\$25.00**

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Research Grant Recipient**



Elizabeth Jach, Ph.D.
Assistant Professor,
Department of Educational Policy &
Leadership, School of Education
University at Albany, State University of
New York

Examining Social Support and Internalized Sexism among Sophomores on Women's Intercollegiate Athletic Teams

Abstract: While sexism remains omnipresent within intercollegiate athletics, internalized misogyny is a consequence often overlooked. This mixed methods project will examine to what extent social support may reduce internalized sexism among sophomores on women's intercollegiate athletic teams. Participants will complete a survey and opt into a follow-up focus group. Findings will assess what social supports matter for addressing internalized misogyny among sophomores on women's intercollegiate athletic teams, with implications informing educators such as coaches, athletic support staff, faculty, and student affairs professionals on how to best engage sophomores on women's intercollegiate athletic teams in experiences that prioritize reducing internalized misogyny.

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. – 8:30 a.m.
Conference Center B

8:15 a.m. – 9:15 a.m.

FD - Connections Are Everything: Fostering Campus Cultures of Belonging and Thriving

City Terrace 4

Leo Lambert

Elon University

Isis Artze-Vega

Valencia College

Oscar Miranda Tapia

North Carolina State University

The goal of this session is to share strategies for centering the importance of relationship-rich education on campuses as a key element of planning for student success. As co-authors of two books on relationship-rich education (one for faculty and staff and one for students in transition), it is clear that students' chances of experiencing belonging and thriving increase when institutions are intentional about 1) fostering campus cultures that help students make many meaningful connections with faculty, staff and peers; and 2) helping students learn specific strategies for building relationships, which is too often part of the "hidden curriculum" on campuses.

CI - Reduce Summer Melt, increase Retention through Holistic Support Programs

City Terrace 5

Darby Plummer

Nicole Maarraoui

Anna Grinfeder

University of Miami

In order for a student to be successful during their first year on campus, institutions must be intentional with providing the tools, resources, information and onboarding services before the student even arrives on campus. At the University of Miami, we have built a robust onboarding program for incoming new and transfer students. Join us during this session to learn about how we've been able to reduce melt and increase retention by providing a personalized experience for incoming students offering support, mentorship, and guidance during their "Road to UM" and through their first term in college.

CT - Shift Happens: Services that Provide a Smooth Transition into College

City Terrace 8

Linda Lyons

James Stinchcomb

Mallori Kelley

Kennesaw State University

There are developmental challenges and stress associated with students' transition to college (i.e., difficulties with course components, self-directing learning, limited peer networks, and sense of belonging). Studies reveal comprehensive student support services, also known as wrap-around services, increase student persistence and degree completion in college, especially among targeted populations. Outreach programs that are in place using theoretical methodology and high impact practices (HIP) serve incoming students by providing resources, services, and student success coaching that help them achieve their academic and personal goals. These services

allow for improved retention, academic success, enhanced student engagement, and increased graduation rates.

CR - Evaluating Leadership Skill Development of Peer Mentors in Summer Start

City Terrace 9

Whitley Johnson

Virginia Tech

First Year Experience is often thought of as starting when many students traditionally begin the fall semester. However, many students' first year experience begins with their summer experience. Virginia Tech's Summer Start program provides incoming first-time and transfer college students the opportunity to start their Hokie experience during the summer. This research and evaluation plan illuminates the perception of leadership development skills of peer mentors including first-generation and continuing generation students, during a summer enrichment program for incoming admitted students. The evaluation explores the peer mentors' experience before and after their training period and their overall experience in the program.

CT - Back to Nature Learning Community: A Sense of Place

City Terrace 10

Darien Ripple

Grand Valley State University

This session will highlight a learning community for first-year students at Grand Valley State University linking INT100 – Reflect, Connect, Engage with WRT150 – Strategies in Writing. Students explore and reflect on the natural surroundings of the campus which includes a forest located on the Grand River to enhance their knowledge of ecosystems, while also examining topics in nature and sustainability in hopes of gaining a greater sense of place. A conscious effort in the learning community design was to create a culture where students felt a sense of belonging and comfort being themselves in their transition into college.

CT - Beyond the Classroom: Experiential Learning for Successful Transition

City Terrace 11

April Barnes

Jorge Rodriguez

Gloria Pena-Spener

University of Texas at Austin

In a job market that is rapidly evolving, students must secure experiential learning opportunities to successfully transition into the job market and become more competitive in the global economy. Experiential learning provides valuable career-related experience and instills confidence while motivating students to graduate in a timely manner. Presenters from the University Leadership Network (ULN) at UT Austin will share strategies to engage students while developing experiential learning opportunities and incorporating them into new or existing programs. This interactive presentation will also highlight different types of experiential learning and how these opportunities build career competencies and marketable skills for the future.

CR - (Dis)Connected Generation: Students' Motivations and Behaviors Associated with Mobile Devices

City Terrace 6

Amy Baldwin
Louis Nadelson

University of Central Arkansas

Dana Tribble

Arkansas Tech University

Distracted, disengaged, and disinterested? College students have a variety of temptations that can keep them from making the most of their learning in and out of the classroom, but you may be surprised by what they say about their habits and behaviors related to their use of mobile devices. In this session, we share a recent qualitative study in which we explored the attraction and distraction of mobile devices and how this handheld technology substantially influences the first-year students' engagement in learning and their social interactions.

CI - Fellows: A Companion in Peer Mentorship

City Terrace 6

Sam Zinke
Jessie Frevola

Stony Brook University

Are you looking to provide a peer-mentor experience for your first-year students? Are you looking to get first-year students involved in a leadership opportunity to help them feel more connected to the university? Stony Brook University's Undergraduate College's Fellows Program helps first-year students become mentors starting the spring of their first-year, into the fall of their sophomore year through the experience of being a teaching assistant for our first year seminar class. This presentation will cover the role of a College Fellow and all the tools needed to support a leadership program that aids students in transition.

CT - Voices from the Field: The Invisible Voices from Historically Black Colleges and Universities

City Terrace 8

Jamil D. Johnson

University of South Carolina

I have worked at my HBCU for the past 5 years and often feel left out of the larger conversation...I often feel invisible... Join us for an engaging session as we unpack powerful voices of Historically Black Colleges and Universities (HBCUs) staff and students. With support from the Advising Success Network (ASN), the National Resource Center for the First-Year Experience and Students in Transition brought together HBCU staff to share the challenges and successes they encounter on campus. We will highlight the best practices learned from our work. We will also share several new initiatives for those who work at HBCUs to be involved in an upcoming research project.

CR - Technology-Enhanced Peer Mentoring Program for Students Transitioning to College

City Terrace 9

Jean Rhodes

University of Massachusetts Boston

Alex Wertz

Center for Evidence-Based Mentoring

Well-trained peer mentors can provide a first line of support to incoming college students, preventing the escalation of early stressors while promoting students' engagement in helpful resources. This study used propensity score matching to examine the effects of a technology-enabled peer mentoring platform on students' academic and psychosocial functioning. Greater engagement in the platform during the first semester was associated with a higher GPA and a greater probability of feeling part of the university community and having higher academic self-efficacy and life satisfaction. Implications for supporting students' transition to college with peer mentors will be discussed.

CT - It Takes a Village: Learning Communities Promote Student Success

City Terrace 10

Steve Transou

Vanessa Anago-Dowetin

Albany State University

The study focuses on first-year student participation in a learning community and overall success on campus. Encouraging students to perform academically, participate in campus activities, and develop a sense of self and belonging. Learning communities are a high-impact practice that focuses on collaborative

REFRESHMENT BREAK | 9:15 a.m. – 9:30 a.m.
Conference Center B

9:30 a.m. - 10:30 a.m.

FD - Integrating Honor Societies into Academic Support and Celebration Initiatives

City Terrace 4

Tony Kemp

Mercer University

Mercer University established a chapter of a national honor society celebrating the success of first-year students in 1932, and students are invited to become members based on exemplary grades in their first or second semester. Session participants will explore how such an organization can be utilized to encourage, promote, and celebrate the academic success of first-year students and their connection to the institution. We will also consider how honor societies could support campus retention efforts, as well as ways faculty, staff, and/or administrators can support "yet another" job responsibility.

CP - Gamify Your Library Orientation: Creating Fun and Engaging Learning Experiences

City Terrace 5

Hali Black

University of Southern Mississippi

Games can help facilitate learning by raising the level of user engagement, helping students solve problems more effectively and quickly. Game-based learning also increases students' information retention and confidence levels, while teaching critical thinking, complex problem solving, communication, and collaborative teamwork skills. This presentation shares one academic library's project to implement game-based learning with the goal of creating a fun and engaging library orientation for students in transition. This session will share initiative details including challenges experienced, tips for successful implementation, recommended supplies, and more! Join us to learn how you can gamify your library orientation!

teaching and are linked by a common theme to engage student participants. Through qualitative and quantitative analysis of survey results taken during the academic year through programming, students who participated in learning communities were more likely to feel a sense of belonging, use campus resources, and be successful academically.

CT - Beyond Admission: Supporting Transfer Students from Recruitment Through Graduation

City Terrace 11

Carmen Kurdziel

Sarah Ihrig

University of Minnesota

Transfer students are more likely to be low-income, first-generation and BIPOC students compared to first-year students and face additional hurdles as well, such as navigating credit transfer, adapting to new academic environments and life/work responsibilities. All of which make it more challenging for transfer students to integrate into a new campus community. Yet, four-year institutions often do not support transfer students at the same level as first-year students, which contributes to lower retention and graduation rates. In this session, we will share how the University of Minnesota is collaborating across campus to support transfer students from recruitment through graduation.

Closing Session

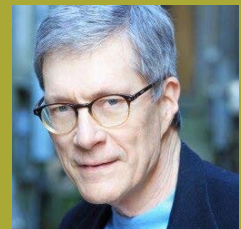
10:30 a.m. – 11:30 a.m. | Conference Center A

Promises, Promises

Betsy Barefoot & John Gardner

John N. Gardner Institute for Excellence in Undergraduate Education

What do you explicitly or implicitly promise to your students in transition? Are you fulfilling your promises? How do you know? Recently, the University of South Carolina purchased billboards that have been placed on interstate highways in and beyond the state. The billboards promise 'The #1 First-Year Experience Among Public Universities.' If you purchased a roadside billboard, what could it say succinctly that would describe your promise to students in transition? Gardner and Barefoot will reflect on the kinds of promises, both made and fulfilled, that are essential for student success.



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:

- College transition initiatives;
- Innovative and creative strategies to support student learning, development, and success;
- Organizational structures and institutional resources for supporting college student success; and
- Reviews of books and other resources supporting the work of student success practitioners.

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John N. Gardner Institutional Excellence for Students in Transition

Award

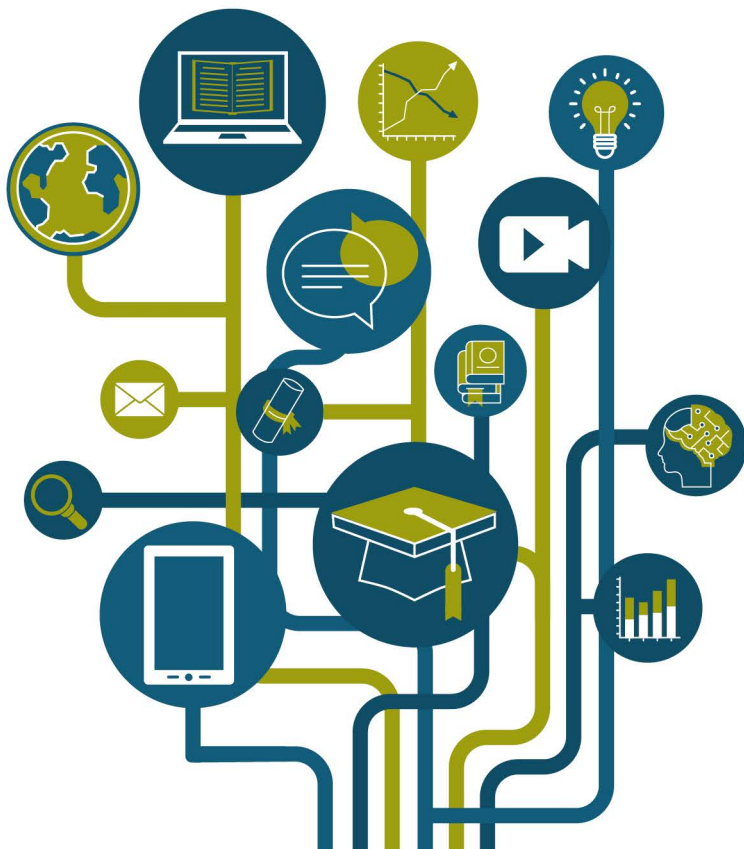
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*Kent State University,
Career Navigation*



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



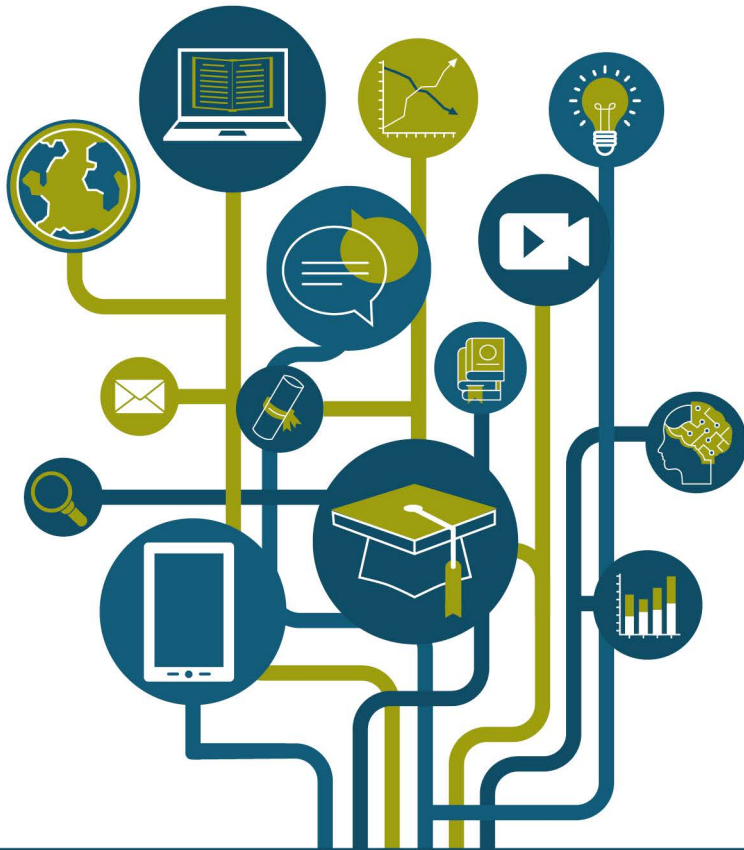
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A semiannual refereed journal providing current research and scholarship on significant student transitions. The primary purpose of the *Journal* is to disseminate empirical research findings on student transition issues, including

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- 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.

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INDEX OF PRESENTERS

NAME	INSTITUTION	SESSION #	NAME	INSTITUTION	SESSION #
Ambler, Reagan	William & Mary	10,11	Goodman, Constance	University of Central Florida	12
Anago-Dowetin, Vanessa	Albany State University	25	Grinfeder, Anna	University of Miami	24
Artze-Vega, Isis	Valencia College	24	Hallman, Lindsey	University at Buffalo	11
Bailey, Dominique	Florida A&M University	12	Hanypsiak Krause, Krista	University at Buffalo	11
Baldwin, Amy	University of Central Arkansas	25	Heroux, JoDell	Central Michigan University	10
Banks, Tachelle	Cleveland State University	20	Hill, Angelica	Augusta University	21
Barefoot, Betsy	Gardner Institute for Excellence in Undergraduate Education	17, 21, 26	Hoffman, Holly	Central Michigan University	10
Barnes, April	University of Texas at Austin	21	Hollandsworth, Heather	Radford University	11
Berkery, Mary	Excelsior University	18	Hudson, Alicia	Florida A&M University	10
Birkenhauer, Laura	Miami University Libraries	18	Huggins, Elizabeth	Augusta University	21
Black, Hali	University of Southern Mississippi	22	Ihrig, Sarah	University of Minnesota	26
BourneSmothers, Julian	Florida A&M University	12	James, Kishia	Jarvis Christian University	17
Brown, Ashleigh	University of Maryland College Park	18	Johnson, Jamil D.	University of South Carolina	18, 20, 25
Bruzzano, Carol	New Jersey Institute of Technology and Bloomfield College	20	Johnson, Whitley	Virginia Tech	24
Bryant, Trina	Eastern Nazarene College	11	Kelley, Mallori	Kennesaw State University	24
Cabrera-Santos, Ruth	LAUNCH Student Success	18	Kemp, Tony	Mercer University	25
Calderon, Karina	University of Texas at El Paso	12	Keup, Jennifer	University of South Carolina	17
Caplinger, Chris	Georgia Southern University	21	King, LaDonte	LAUNCH Student Success	15
Collins, Beth	Kentucky Council on Postsecondary Education	10	Kulp, Melissa	Ohio University	18
Collins, Jennifer	Florida A & M University	10	Kurdziel, Carmen	University of Minnesota Twin Cities	23
Courtney, Autumn	University of South Alabama	10	Lambert, Leo	Elon University	24
Das, Rajeeb	Texas A&M University	18	Ledbetter, Joan	University of Tampa	10
Davis, Jim	Kennesaw State University	19	Lynch, Jason	Appalachian State University	17
Doran, Michele	Denison University	12	Lyons, Linda	Kennesaw State University	24
Elbert, Shawnté	Ohio State University	13	Maarraoui, Nicole	University of Miami	24
Fares, Marlene	Kutztown University	11	MacDonald, Lunden	Metropolitan State University of Denver	10
Farrell, Aerin	University of South Carolina	20	Maher, Katie	Radford University	11
Flynn, Rebecca	Georgia Gwinnett College	17	Malnar, Meredith	Texas A&M University	18
Foote, Stephanie	Gardner Institute	19	McBride McGee, MarCia	Northwest Indian College	12
Frazier, Sam	Motivations AI	20	McClellan, Jimmy	Coalition for Urban Serving Universities	18
Frevola, Jessie	Stony Brook University	25	McClure, Kristene	Georgia Gwinnett College	17
Fucci, Anthony	University of South Carolina	12	McCullough, Terrianna	Voorhees University	19
Gannaway, Cassie Beth	University of South Alabama	10	Miranda Tapia, Oscar	North Carolina State University	24
Gardner, John N.	Gardner Institute for Excellence in Undergraduate Education	11, 17, 21, 26	Montgomery, Wanja	Voorhees University	19
Garner, Brad	Indiana Wesleyan University	11	Morris-Wood, Alexander	Beacon College	17
Garrett, Lauren	William & Mary	10,11	Nadelson, Louis	University of Central Arkansas	25
Geist, Amy	NASPA The Advising Success Network	20	Neal, Jakobe	Central Michigan University	10
Gonzales, Sharon	Texas Tech University	18	Oakley, Alyssa	Kutztown University	11
			Pena-Spener, Gloria	University of Texas at Austin	24

INDEX OF PRESENTERS

NAME	INSTITUTION	SESSION #	NAME	INSTITUTION	SESSION #
Petty, Nicholas	Cleveland State University.....	20	Spalding, Lee Anne	University of Central Florida.....	12
Phillips-Buck, Rachel	Pharos Resources.....	19	Spaschak, Anna	The University of Florida.....	17
Phyll, Randall	University of Maryland College Park.....	18	Stinchcomb, James	Kennesaw State University.....	24
Plummer, Darby	University of Miami.....	24	Strausser, Ashley	Denison University.....	12
Ramsey, Nicole	Radford University - Radford, VA.....	11	Tod, Leslie	University of South Florida.....	19
Reed, Jane	Way to Succeed.....	17	Transou, Steve	Albany State University.....	25
Rhodes, Jean	University of Massachusetts Boston.....	25	Tribble, Dana	Arkansas Tech University.....	25
Richardson, Andre	Jarvis Christian University.....	17	Werntz, Alex	Center for Evidence-Based Mentoring.....	25
Ripple, Darien	Grand Valley State University.....	24	Whitley, Sarah	Center for First-Generation Student Success, NASPA.....	19
Rodriguez, Jorge	University of Texas at Austin.....	24	Whitton, Brenna	University of South Florida.....	21
Rouech, Kristina	Central Michigan University.....	10	Williams, Josh	Motivations AI.....	20
Salay, Becca	Arizona State University.....	20	Willoughby, Rebecca	Commonwealth University.....	17
Scott, Ian	Xavier University of Louisiana.....	20	Woods, Adrian	Xavier University of Louisiana.....	20
Settje, Beth	University of Connecticut.....	18	Yildiz-Odeh, Aslihan	George Mason University.....	19
Simmons, Elise	Florida A & M University.....	10	Zinke, Sam	Stony Brook University.....	25

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 31st 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 31st National Conference on Students in Transition to include all conference sessions and preconference workshops (on a space-available basis).
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (*E-Source for College Transitions*); and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets



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