



31ST
National Conference on
STUDENTS IN TRANSITION

CONFERENCE PROGRAM

Held Virtually | October 2 – 4, 2024



NATIONAL RESOURCE CENTER

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



Dear Conference Attendees,

On behalf of our team at the National Resource Center for The First-Year Experience and Students (NRC) at the University of South Carolina, we are delighted to welcome you to the 31st National Conference on Students in Transition. Whether you frequent NRC events or this is your first time attending, we are pleased to have you join the international network of first-year experience (FYE) and students in transition (SIT) educators and advocates that make up the NRC community.

I am particularly excited to welcome you to my first event as the NRC's new director. I am thrilled to be here; it is an honor and privilege to serve the NRC community. Though I do wish we were in-person, I am grateful for the increased accessibility that comes with a virtual format. We have all learned new ways to leverage technology to connect in the past few years, and our team has thoughtfully developed a schedule that offers opportunities for learning, professional development, and networking. I look forward to getting to know you!

As our team has been planning, we have been engaged in questions about the future of the SIT component of the NRC's work. We believe that SIT is a growth opportunity for the Center—as higher education continues to think about student success in new and multidimensional ways, we know that new research, scholarship, and resources are needed. We hope that over the next few days, we can engage in a community conversation about that future. As such, we have tapped two leaders in the SIT conversation, Dr. Bernie Savarese and Dr. Silvia Patricia Rios Husain, to address our convening as the keynote and plenary speakers to kickstart our thinking. I will be hosting the closing session, titled "A Community Conversation about What's Next for SIT at the NRC." I hope you will join me at that session to engage the "SIT" part of the NRC's mission and discuss what is needed to best support this community going forward.

Our team and generous presenters have pulled together a full slate of sessions that address the breadth of student success work, including assessment strategies, the latest research findings, as well as trends and issues that are relevant to students' success at multiple transition points in their educational careers. We are happy to have you here and look forward to helping you in any way that we can. Please do not hesitate to contact us at fyeconf@mailbox.sc.edu if you have any questions or concerns. Enjoy the conference!

Warmly,

A handwritten signature in cursive script that reads "Kathleen J. Lehman".

Kathleen (Kate) J. Lehman
Director
National Resource Center for The First-Year Experience and Students in Transition

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CONFERENCE SCHEDULE

WEDNESDAY | OCTOBER 2

9:30 a.m. – 11:00 a.m.	Welcome & Keynote Address — Bernie Savarese
11:15 a.m. – 3:00 p.m.	Conference Sessions

THURSDAY | OCTOBER 3

10:00 a.m. – 1:45 p.m.	Conference Sessions
2:00 p.m. – 3:15 p.m.	Plenary Address — Silvia Patricia Rios Husain

FRIDAY | OCTOBER 4

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

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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 31ST 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.

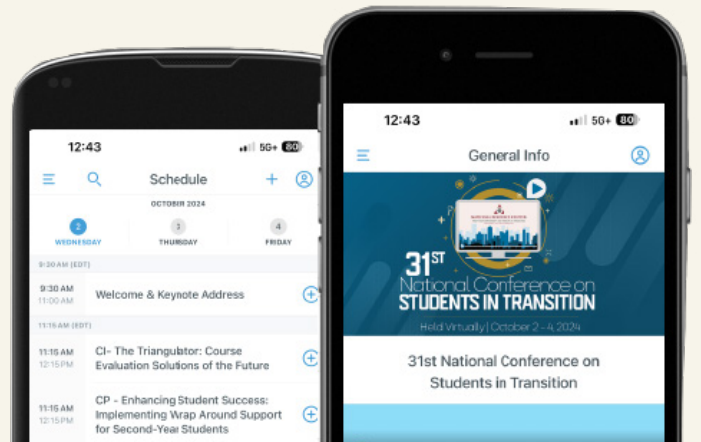
Session & Conference Evaluations

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.

(CS) 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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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 **The Furman Advantage: Four-Year Pathway** at Furman University, **Rebels R.I.S.E.** at University of Nevada, Las Vegas, and **The Bridge to Clemson University & Transfer Programs** at Clemson 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.

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The National Conference on Students in Transition welcomes our participating vendors.



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.



Pathify

Pathify is the leading provider of modern student engagement solutions, revolutionizing student journeys from prospect to alumni (and beyond!). Pathify connects clients with a modern, cloud-based platform that enhances digital campus experiences with personalized dashboards, resources, support services and more.



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The National Resource Center for The First-Year Experience and Students in Transition is the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.

Thank you to our sponsor!



Mark Your Calendar



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February 16 - 19, 2025
**44th Annual Conference on
The First-Year Experience**
New Orleans, Louisiana

Spring 2025
**Understanding and
Supporting Transfer
Student Success**
Online Course

Spring 2025
**Underrepresented at a PWI -
Supporting Students of Color
through their Transition**
Online Course

Fall 2025
**Developing and Sustaining
First-Year Seminars**
Institute | Columbia, S.C.

October 2025
**32nd National Conference
on Students in Transition**

www.sc.edu/fye



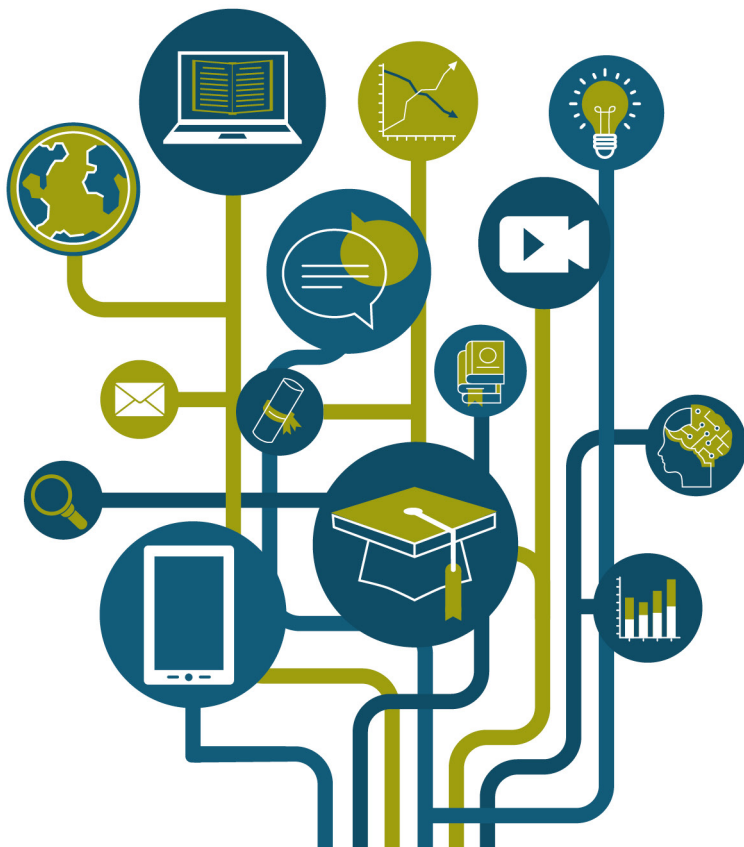
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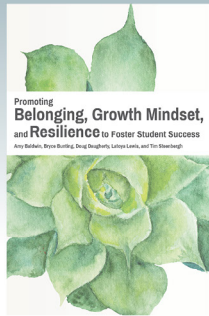
SPRING 2025

**UNDERSTANDING AND
SUPPORTING TRANSFER
STUDENT SUCCESS**

WWW.SC.EDU/FYE/OC

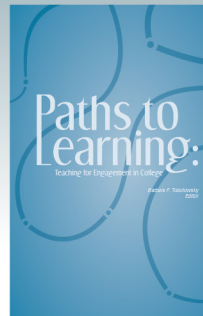
RESOURCES ON TEACHING AND LEARNING


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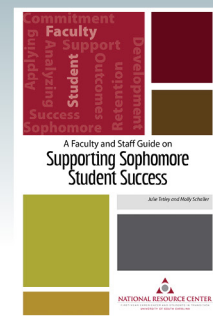
Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success

Amy Baldwin, Bryce Bunting, Doug Daugherty,
Latoya Lewis and Tim Steenbergh
ISBN 978-1-942072-37-9. **\$30.00**



Paths to Learning *Teaching for Engagement in College*

Barbara F. Tobolowsky, Editor
ISBN 978-1-889271-92-7. 177 pages. **\$30.00**

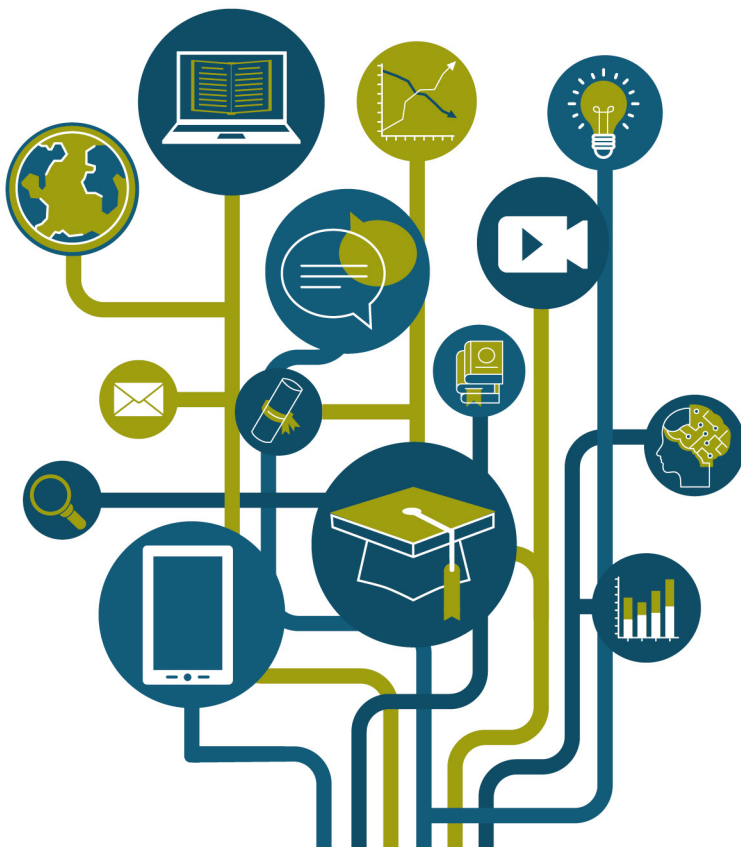


A Faculty and Staff Guide on Supporting Sophomore Student Success

Julie Tetley and Molly Schaller, Editors
ISBN 978-1-942072-62-1. 32 pages. **\$6.00**

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ONLINE COURSES

ON THE FIRST-YEAR EXPERIENCE
AND STUDENTS IN TRANSITION

SPRING 2025

**UNDERREPRESENTED AT
A PWI –
SUPPORTING STUDENTS OF
COLOR THROUGH THEIR
TRANSITION**

WWW.SC.EDU/FYE/OC

Welcome & Keynote Address

9:30 a.m. – 11:00 a.m.

The Undoing Project: Beyond the Lessons of the First-Year Experience

Bernie Savarese

University of Tennessee System



Higher education must engage in a great undoing project if we ever hope to move the needle when it comes to student completion. While the first-year experience serves as a critical foundation for our work and student success, to assume it was ever enough or that its strategies can be contorted to address the needs of all students in transition has been one of our greatest follies. Over the last 15 years, my own work has evolved from having a laser focus on first-year student persistence to driving enterprise-wide efforts that reshape universities for students. During this keynote address, I will discuss how we must move beyond (and even unlearn) many of the lessons of the FYE movement to effectively transform the academe in a way that makes it more connected, responsive, and centered around the complexity of the student journey. As we do so, we will likely discover that a mirror is our greatest tool! As we look to the future, I will discuss some of the pillars of this “undoing” work, including using asset-based frameworks, leveraging evidence-based and data-informed practice, developing deep partnerships that span traditional university silos, and building trust at a time when that seems more difficult than ever. When we do these things, our universities will be prepared to do more than simply get new first-year students to their second fall; they will be closer to delivering on the promise of higher education for all students.

11:15 a.m. – 12:15 p.m.

CT - 1 Career Education & The First-Year Seminar

Annie Kelly
Erin Alanson

University of Cincinnati

As a national leader in cooperative education, University of Cincinnati (UC) integrates career education within general education requirements and first-year outcomes. A UC first-year seminar activates the institution’s promise students will graduate with a degree in one hand and a career in the other. During this interactive presentation, presenters will share their first-year seminar’s impact using career education learning activity and assignment examples, faculty development initiatives, and assessments. Participants will have an opportunity to define career education for their institutional contexts and consider new ways to integrate career education outcomes into their first-year seminars.

CP - 2 Enhancing Student Success: Implementing Wrap Around Support for Second-Year Students

Autumn Courtney

University of South Alabama

Second-year students face unique challenges, no longer being the new baby, but also not yet a senior. Institutions must offer wrap around support, covering academic, social, and personal development. At the University of South Alabama, we provide personalized guidance and resources tailored to these students’ needs. This presentation will discuss setting realistic expectations, connecting with essential resources, and starting second year on track. We’ll focus on strengthening connections within majors, transforming goals into actions, and recognizing strengths to thrive. Additionally, we’ll explore academic success initiatives and the importance of cross-departmental collaboration in supporting second-year students effectively.

CP - 3 Welcoming Well: A Guide to Facilitating Transitional Programming

Emily Callon

University of Cincinnati

The University of Cincinnati’s Division of Student Affairs hosts “Bearcats Welcome”, an annual four-week immersive programmatic experience in which staff intentionally design a schedule that facilitates a scaffolded approach to transitional programming. This offers students a range of programs that help them get connected, adjust to campus life, thrive in their new environment, and succeed both in- and out of the classroom. This session will offer an overview on our transitional programmatic approach, a review of assessment data and the development of this model, and a “Welcoming Well” guide that outlines best practices of transitional programming.

FD - 4 Streamlining Orientation: Removing Stress and Preparing Students for New Endeavors

Ben Lohmann

Amy Castillo

Rutgers Business School, Newark

New student orientation is one of the most daunting tasks programs undertake each year. Properly preparing students is crucial for their success, but several factors make orientation stressful – both for students and staff. During this session, we aim to share the work our office has completed to revamp our orientation programming – specifically discussing the move away from presenting, expanding orientation from a one-time event to a series that continues throughout the first semester, and efforts to reduce student and staff stress surrounding registration. We will open the floor to hear about your efforts to prepare students for success.

CI - 5 The Triangulator: Course Evaluation Solutions of the Future

Katherine Antonucci

Arizona State University

Arizona State University, with the support of a grant and other partner institutions, has created a tool that will change the landscape of transfer credit mobility by providing institutions a way to proactively manage course evaluations through a network of robust course data. The Triangulator is an innovative tool that aims to increase both the efficiency and effectiveness of course evaluations nationwide.

12:45 p.m. – 1:45 p.m.

FD - 6 Internships as Sites of Transition: Supporting Students' Career Development

**Julia Lapan
Katie Smith**

University of Virginia

This session will focus on internships as sites of transition in students' pathways from college to careers. Drs. Julia Lapan and Katie Smith will share findings from their research on students' internship experiences and discuss implications for practice in higher education. Topics covered will include internships as career learning experiences, identity and equity issues, workplace culture, and the importance of supportive career networks. Participants will be encouraged to reflect on their own career transitions and to identify ways to support internship participation on their campuses.

CT - 7 A Holistic Model of Student Support at Toronto Metropolitan University

**Taryn De Ruyter
Chau-Anne Nguyen
Michael Liew**

Toronto Metropolitan University

With the ever changing post-secondary landscape, it is increasingly important for institutions to apply a holistic approach in enabling student success. In 2022, Student Affairs at Toronto Metropolitan University (TMU) created the Career, Co-op & Student Success Centre (CC&SS), amalgamating several portfolios under one unit: career development, co-operative education, and student success. We support students to navigate resources that enable them to achieve their personal and career goals as they transition in, through and out of TMU. This presentation will provide an overview of the model, implementation strategies, challenges, impact data, and plans for the future.

CI - 8 Pivoting New Student Orientation/Registration to Fit Student Needs

**Nicole Mitani
Jill Teraizumi**

Honolulu Community College

This presentation explains how new student orientation/registration has pivoted at Honolulu Community College to meet student's needs post pandemic. Changing from a 2-3 hour group event twice a month to a hybrid model, helped students to complete orientation/registration quicker, while tailor-fitting their individual needs. Attendees will gain an understanding of: - How new student orientation/registration pivoted and why it was pivoted - Details about the new hybrid model - Data on what worked, what did not work, and what could be improved - How your campus can implement a similar model or revamp your orientations based on student needs.

CR - 9 The Social Capital Built by Transfer Students

Diane Perez

Northeastern University

This session will discuss the results of a doctoral research study on the social capital building experiences of lateral transfer students. Often under researched, transfer students that move between 4-year institutions live through a wide variety of impactful experiences in their journeys. This study explored those experiences more deeply through the lens of Transfer Student Capital, a framework that articulates the different ways transfer students build the skills,

knowledge, and relationships that ensure their college success. The lessons learned from this research can be very beneficial to educators who want to better support the transfer students they work with.

CT - 10 Going Upstream: Mental Health Literacy as a Student Success Strategy

Donna Volpitta

The Mental Health Literacy Collaborative

What do schools do best? Teach. Traditionally, however, they have focused only on mental health services. Mental health challenges are a significant barrier to student success. Mental health literacy offers a proactive, scalable solution, giving all students the information they need to help them understand how to foster positive mental health, seek help effectively, engage confidently in conversations about mental health disorders, and reduce stigma. Join us to learn what mental health literacy is, why it is important, and how to bring it to your community. Participants will meaningfully engage with one another and leave with actionable strategies to employ.

2:00 p.m. – 3:00 p.m.

CT - 11 Digital Distractions: Helping Students Reduce Smartphone Dependency

Amy Baldwin

University of Central Arkansas

Laurie Hazard

New England Institute of Technology

Are your students driven to distraction by their smartphones? Students report that they are more dependent than ever on electronic devices, and that dependency has been linked to a myriad of issues: lack of social adjustment and integration, poor academic performance, and increasing mental health concerns. Through the lens of an addiction model, this presentation will address what is causing an epidemic of smartphone dependency and what the implications are for college students. This presentation will also provide 12 strategies for helping students develop self-regulation skills that can improve their engagement in learning both in and out of the classroom.



CI - 12 Revitalizing the Second Year: UNLV's Rebels R.I.S.E. for Student Excellence

Karen Violanti

Janelle Yasukochi

University of Nevada, Las Vegas

Higher education institutions have historically invested a high amount of resources in the first-year student experience creating potential gaps in the transition into the second year and beyond. At the University of Nevada, Las Vegas (UNLV), the Rebels R.I.S.E. Program was created to build an intentional link from the first-year experience (FYE) to the second-year experience promoting meaningful and customized learning experiences for students to reflect, stay involved, seek scholarship opportunities, and engage on campus. The program works collaboratively across the campus community to build and connect networks and structures essential for second year student success..

CP - 13 Retreat! [into university: not away!]

Leslie Connery

University of Delaware, English Language Institute

The outcomes based day-retreat as a component of this unique FYE curriculum has intensified these international students' sense of community and enhanced their confidence with US University culture (academic and social). This cohesion has increased the international student involvement on campus. The English Language Institute [ELI] has a unique section of FYE—same structure and outcomes of the traditional course with a layer of language and acculturation for the multi language learners (MLL). Within the curriculum, we have included a day-long retreat for the students in these sections.

CT - 14 Different By Design: Improving Curricular Transparency for Transfer Students

Stephanie Foote

Gardner Institute and Stony Brook University

Brandon Smith

Rob Rodier

Gardner Institute

Credit loss remains one of the most significant barriers impacting transfer student success. This session will describe the outcomes of a national Curricular Analytics Community that engages institutional teams with a set of curricular analytics tools and improvement science-informed process aimed at improving curricular transparency, reducing complexity, and creating more equitable educational outcomes. Designed as a Networked Improvement Community, the CAC engages

faculty and staff in “practitioner research” allowing them to learn from and with each other. The session will emphasize the ways in which curricular analytics has been used to help improve curricular transparency for transfer students.

CP - 15 Igniting UGA Pride: Celebrating and Connecting Students through Welcome UGA

Nicole McConnell

Mackenzie White

University of Georgia, Department of Student Transitions

Welcome UGA is a campus-wide initiative designed to celebrate and embrace incoming and returning students at the University of Georgia. This session will explore its creation, implementation, and assessment, detailing the strategies used to establish the program and the methods for evaluating its effectiveness. Attendees will learn about the program's success, supported by student feedback and engagement metrics. Highlighting improvements in student integration, community building, and university pride, this session will showcase how Welcome UGA fosters a welcoming and inclusive campus environment, driving student success and cultivating UGA pride.



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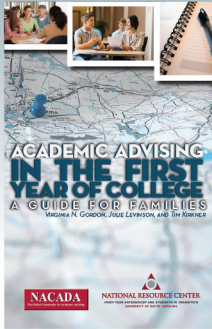
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

INSTITUTE ON DEVELOPING AND SUSTAINING FIRST-YEAR SEMINARS

Fall 2025 | Columbia, South Carolina

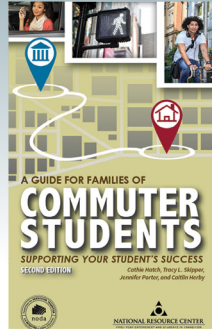


GUIDES FOR PARENTS AND FAMILIES



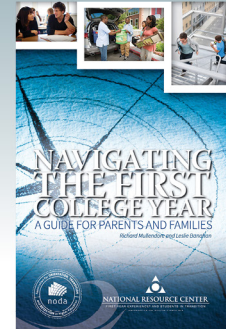
Academic Advising in the First-Year of College *A Guide for Families*

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

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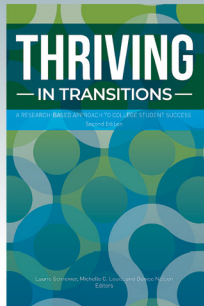
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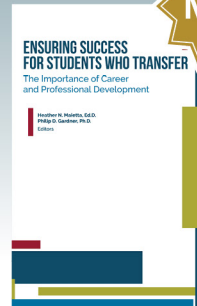
BEST-SELLING RESOURCES ON STUDENT SUCCESS



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

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

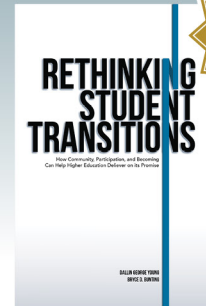
ISBN 978-1-942072-46-1. 240 pages. **\$35.00**



Ensuring Success for Students who Transfer
The Importance of Career and Professional Development

Heather N. Maietta and Philip D. Gardner, Editors

ISBN: 978-1-942072-66-9. 286 pages. **\$35.00**



Rethinking Student Transitions
How Community, Participation, and Becoming Can Help Higher Education Deliver on its Promise

Dallin George Young and Bryce D. Bunting

ISBN: 978-1-942072-69-0. 210 pages. **\$30.00**

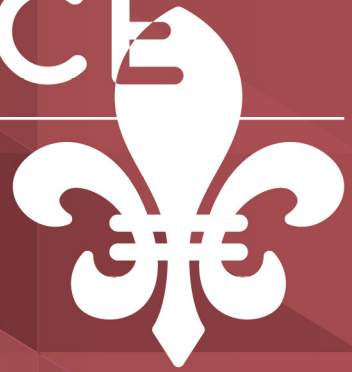
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EXPERIENCE**

NEW ORLEANS, LOUISIANA
FEBRUARY 16-19, 2025



32nd National Conference on

**STUDENTS IN
TRANSITION**

2025

10:00 a.m. – 11:00 a.m.

CI - 16 Supporting the Middle Years: Sophomore & Junior Experiences at USC**Kimberly Dressler***University of South Carolina*

The University of South Carolina has been conducting qualitative and quantitative assessments of the sophomore and junior student populations on the USC campus for years. What are the common experiences of students in the middle years of college? What are the biggest challenges they face and what do they most look forward to? Based on this feedback, what is the institution doing to actively support students inside and outside of the classroom during these years? We'll cover this data and the Sophomore and Junior Year Success programs and how they have developed over the years!

V - 17 Navigating College Transitions: Online Goal-Setting to Enhance Peer Support**Emily Hersch***University of Massachusetts Boston*

Peer mentoring programs are crucial for helping students transition through college, especially first-generation and marginalized students who face additional barriers. MentorPRO, a mentoring platform, facilitates structured goal-setting and tracking within the context of peer mentoring programs. This study examined the relationship between setting goals in MentorPRO and students' academic and well-being outcomes at a large northeastern university in the US. Results revealed that students who set and tracked goals through MentorPRO had a higher GPA and greater life satisfaction. Significant demographic differences were noted, with female, first-generation, Black, Hispanic, and Asian students setting diverse goals.

FD - 18 Publishing Research and Practice on College Student Transitions**Annie Kelly***University of Cincinnati***Jamil Johnson***University of South Carolina***Rishi Sriram***Baylor University*

The National Resource Center offers multiple outlets for publishing research and practice related to college student transition experiences: The Journal of The First-Year Experience & Students in Transition and Insights for College Transitions. The editors of these publications will be on hand to provide an overview of the submission processes, discuss strategies for crafting strong manuscripts, and describe opportunities for involvement with the Journal's editorial boards.

CT - 19 Engaging with Students as an Academic Counselor**Carissa Scarfi***Suffolk County Community College*

Academic counselors have the ability to foster student retention. Through this presentation you will learn how academic counselors could play a pivotal role in student retention through counseling techniques and actions to engage students.

CT - 20 30 Classroom Activities for Teaching Student Success**Amy Baldwin***University of Central Arkansas***Laurie Hazard***New England Institute of Technology*

Are you searching for new activities and assignments for a student success course? Do you want to integrate academic strategies into a first-year seminar and are not sure how? This presentation will provide fresh ideas for helping your students develop the habits, skills, and behaviors that they can apply throughout their college careers. Topics will include the hidden curriculum, adjusting to college, time and priority management, academic skills, and degree and career planning. Participants will leave with at least 30 ideas that they can share with students and colleagues.

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

CR - 21 Engaging Black Men in High-Impact Practices**Jamil D. Johnson****Richmond Nti****Curtis Pernell***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.

CT - 22 Cultivating The Habits of Mind for Success in College**Laurie Hazard***New England Institute of Technology***Stephanie Carter***Bryant University*

A variety of mediating factors contribute to students' academic success during college. These factors shape both academic and social engagement. Research suggests that student success and engagement are influenced as much by certain attitudes and predispositions as by particular skill sets and levels of preparedness. Although there are patterned variables that influence success, practitioners argue that student success is highly idiosyncratic and individualized. Accepting this premise, how do institutions create climates that attend to individual predispositions? This session examines ways in which to cultivate and integrate the habits of mind for academic success and lifelong learning into the first-year experience.

CP - 23 FYE Model Through Mentoring and Programming

Joe Strid

State University of New York, Oneonta

In this session, you will hear about how the Joint Supervision Mentoring model of Dragon Guides and the GOALS CO-Curriculum allows for social and academic adjust of first year and transfer students at a mid-sized public 4 year University through intentional collaboration between the offices of Student Experience (OSE), Move In Orientation and Welcome program (MOW, and Residential life.

CR - 24 "WE'RE BUILDING AS WE GO": BUILDING INFRASTRUCTURE FOR FIRST-GEN STUDENTS

Brittany Collins

Saginaw Valley State University

This analysis focuses on the infrastructure that connects campus resources and resources for first-generation students within this process-oriented approach: (1) bringing resources together, (2) building bridges, and (3) making connections. Data suggests that awareness phase is imperative in complex organizations, like Universities, that may not have an epicenter for a particular issue or mission. Early takeaways suggest that a collaborative, decentralized, process-oriented approach provides one way to engage in such a mission.

FD - 25 Long Way from Home: International Students at a Rural University

Matthew Little

Amy Little

University of Tennessee Southern

How do you help international students as they transition to American academic culture in a rural community? How do you build community between your international students and a town where less than 30% have a passport? The presenters will provide examples of the failures and successes as they support these students through their transition in a small town. The presenters will share how they have built a community for these students on campus and beyond, and have helped engage the overall community through initiatives and resources.

12:45 p.m. – 1:45 p.m.

CT - 26 Re-thinking the Common Read: Meeting Students' Most Pressing Need

Matthew Sanders

Harrison Kleiner

Utah State University

Common reading programs are ubiquitous. Books cover a vast number of topics that we review in exhibit halls and in committee. But what's the most important thing a student entering college should read first as they onboard to our institutions? Is it a book within a series of rotating topics? This session details how Utah State University moved away from rotating topics and author visits and established a common read that teaches institutional mission, creates a common language of learning, and establishes a culture of retention and completion among students and faculty year after year.

CR - 27 Ensuring the Career and Professional Development Success for Students Who Transfer

Heather Maietta

Regis College

Heather Butler

California State University, Dominguez Hills

Marc Hunsaker

Berry College

Kerin Hilker-Balkissoon

George Mason University

Heather Adams

Transfer Nation

Few scholars or authorities have examined the role career development plays or could play in shaping the success of students who transfer. An exhaustive literature review revealed career professionals have minimal direct contact with this population; most reported spending a few minutes during orientation to explain available career resources before the students merged into the general campus community. Others discussed passive resources, but no direct interventions. This session highlights a 3-year collaborative publication that challenges the one-size-fits-all 'transfer student' label, calling instead for the reframing of the transfer experience as part of an undergraduate journey. This reframing offers a helpful reorientation that allows us to see how best to support this growing population's career decision-making and post-graduate success.

CI - 28 Beyond the First Year: Courses to Help Students Navigate Transitions

Katie Morton

Emily Boardman

University of South Carolina

While much attention has been paid to the transitions of first-year and transfer students, there is a need to explore and support other transitions students go through during their college experience. At the University of South Carolina, we are developing and expanding two courses based on the University 101 model—one targeted toward second-year students, and one for students who are about to graduate. This presentation will share the origin and purpose of these courses, the development process, the learning outcomes and goals, and assessment as we prepare to expand the courses next year.

V - 29 Connecting the Dots: Building Early Student Communities for Success

Christine Deacons

Pathify

This session investigates the powerful impact of technology on easing student transitions and improving outcomes — research shows creating student communities reduces summer melt and enhances first-year retention by up to 15%. We'll explore how thoughtful, tailored technology solutions enable student connections, foster belonging and support diverse student groups while driving student success and persistence.



CI - 30 The Furman Advantage: A Four Year Integrated Pathway

Michelle Horhota
Courtney Firman-Watkins

Furman University

Attendees will learn how a small private liberal arts university developed an integrated four-year advising experience to ensure that all students are aware of campus resources, participate in engaged learning and career preparation opportunities, engage in reflection about their experiences, and receive mentoring support. We will share information about the Pathways Program®, a two-year required advising course for first and second-year students, and explain how we engaged academic departments to continue similar programming throughout students' junior and senior years. We will share data from the first two years of the fully scaled Pathways Program® and discuss challenges of scaling.

Plenary Address

2:00 p.m. – 3:15 p.m.

The Carolina Experience: Guiding Transitions Beyond the First-Year

Silvia Patricia Rios Husain

University of South Carolina

The Carolina Experience is a new initiative at the University of South Carolina designed to capitalize on the First-Year Experience and address the transitional needs of sophomore, junior, transfer, and senior students, with a particular emphasis on career readiness and student success. This initiative aims to enhance the overall student experience and ensure better outcomes for students throughout their academic journey. We will explore the rationale behind its creation, share the early stages of its implementation, and provide valuable insights on how other institutions can extend structured support for student transitions beyond the first year.



THURSDAY

Insights

FOR COLLEGE TRANSITIONS

Formerly *e-Source*, *Insights for College Transitions* is a free online resource that emphasizes evidence-based strategies for practitioner-scholars who support first-year students and students in transition inside and outside the classroom.

Insights is accepting fall 2025 article submissions for the following columns:

- Making the Case: Revisiting the Why
- First-Year Seminar Pedagogical Practices
- Featured Programs
- Research & Assessment



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RESOURCES ON THE COLLEGE STUDENT EXPERIENCE



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

Lynne C. Shea, Linda Hecker, and Adam R. Lalor
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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**2024-2025 Paul P. Fidler
Research Grant Recipient**



Ivan Valdovinos Gutierrez
PhD Candidate, Department of
Education Studies
University of California, San Diego
Project Director, TRIO Student
Support Services
Wenatchee Valley College

Understanding the Role of Families in the Post-Transfer Pathways of Latinx Community College Students from San Diego County

Abstract: The California Community College system enrolls over 1 million Latinx students annually, yet only 2% transfer within two years. Scholars have proclaimed that developing a Transfer Receptive Culture (TRC) that centers the voices and experiences of Latinx students and their families can be the key to their transfer success. Utilizing platica methodology and familial testimonios, this study explores the post-transfer experiences of fifteen Latinx students, their families, and institutional transfer agents from community colleges in San Diego County. This study provides a foundation for studying Latinx transfer success through a critical, equity-minded, and family-centered approach.

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.

10:00 a.m. – 11:00 a.m.

CI - 31 Increased Family Involvement: Managing the Trend**Alexander Morris-Wood***Franklin Academy*

Family and parent involvement in higher education has heightened over the past five years, forcing administrators to rethink institutional problem-solving, boundaries, and communication practices. This session will examine family systems theories, methods in which schools can proactively collaborate with parents, and innovative practices that decrease conflict and increase partnerships. Using case studies, research, and a model from a four-year private college, participants will leave with varied perspectives of parents, tools to provide families during their transition, and a deeper understanding of what families are experiencing during the transition from high school to college.

CT - 32 First-Generation Transfer Student Belonging and the Role of Augmented Reality**Taylor Harris****Jordan Rizzo****Amanda Corso****Veronica Visser***George Mason University*

Focusing on first-generation transfer students, our research explored the development of virtual reality campus tours as a mechanism for improving student belonging by connecting them to co-curricular spaces and campus resources. In this session, we will share research highlights and discuss students' perspectives on the AR experience; the bridging effects of augmented reality; changes in students' navigational self-efficacy; and students' desire for AR tools at key transition points.

CP - 33 Connecting First-Year First-Gen Students to Career Readiness Through Global Travel**Melissa Kulp****Stephanie Sharp***Ohio University*

First-year and first-gen students are often unaware of study away opportunities, that these opportunities are within reach, or the benefits that immersive international programs can have on their career development. This session will discuss how a global office and a career service center partnered to immerse career readiness in 2-week international consulting experiences. Presenters will spotlight first-year and first-gen student feedback and infuse interactive elements throughout the presentation to engage participants. Presenters will provide tangible strategies for participants to start conversations about the implementation of career competencies, aimed at first-year and first-gen students, into global experiences at their own institutions.

CR - 34 Navigating the Crossroads: Gender, Male, First-Years Students at Jesuit Institutions**Nicholas Cubita***Seattle University*

This session will review qualitative research from a study which examined how first-year male students at Jesuit institutions are navigating their college experience. Data was collected through interviews of current undergraduate students at a Jesuit university who had already completed their first year of school. The presenters will explore findings related to managing self-acceptance and self-disclosure, the exclusionary campus climate, and navigating the social landscape.

**CI - 35 Rewriting the Bridge Playbook: A Holistic Bridge to Clemson Experience****Alexa Richards***Clemson University*

Bridge to Clemson has paved the way for a new kind of bridge program. Our program engrosses students into the Clemson University community while enrolled at the local technical college, only 5 miles away from campus. This session will examine the intricate partnership between Clemson University and Tri-County Technical College as we share a little about the history of the Bridge to Clemson program, our transition to on-campus housing, and the unique design of an immersive year-long residential bridge program. Attendees will also gain knowledge of our specialized student support services and a glimpse into future plans.

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

CT - 36 Supporting First-Generation Student Engagement in the 21st Century**Jamil D. Johnson****Julio Domingo***University of South Carolina***Jada K. Mobley***University of South Carolina-Upstate***Ahmad Parker***Voorhees University*

I did not think graduate school was a possibility. My whole life I was always told, what I could not achieve... now I know what I can achieve. I am first-generation success! Join us for an engaging discussion of three Ronald E. McNair Program Scholars highlighting their critical counternarratives through higher education as first-generation students of color under the mentorship of Dr. Johnson. This session will apply the themes of (a) mentoring, (b) undergraduate research/high-impact practices, (c) advising, and (d) sense of belonging, as practices to support first-generation student success.

CT - 37 Increasing Retention by Re-establishing the Value Proposition of Higher Education**Matthew Sanders****Harrison Kleiner***Utah State University*

FYE curricula primarily focus on important academic and social abilities that we hope will increase retention: study skills, time management, wellness, resilience, etc. These are important, but they don't offer students a compelling why to help them overcome the growing mistrust in higher education and declining perceptions of its value. Nor does it help them make sense of cultural discourses claiming that college is solely job training. Presenters will 1) explain how to frame FYE programs around higher education's value proposition, and 2) provide longitudinal data showing how framing FYE this way has increased retention at Utah State University.

CT - 38 Designing & Implementing Differentiated Strategies to Support Adult Learner Transition

Brett Bruner
Pamela O'Neal
Amber Anderson

Wichita State University

Adult learners constitute a growing population within higher education. As more adults seek to further their education, it becomes crucial to understand their unique experiences and challenges to ensure their success. Colleges and universities must recognize the unique needs of adult learners and design targeted strategies to support their successful return to campus. This session will explore how one institution utilized a differentiated care approach to design and implement strategies to support adult learner student transition, including new adult learners enrolling for the first time and adult learners re-enrolling after a period of stopping out

CP - 39 Enhancing Academic Success: Evidence-Based Learning Strategies Course

Gina Altano
Quinnipiac University

This session will explore Quinnipiac University's QU 105: Evidence-based Learning Strategies course. This 1-credit course, open to all students, aims to enhance learning and study habits, providing a robust foundation for academic success. The session will also delve into the course's impact outcomes and the innovative redesign of its end of semester course evaluation.

FD - 40 Revitalizing the Sophomore Experience: Collaborative Brainstorming Session

Sarah Norris
State University of New York, Oneonta

This session offers college professionals working with sophomore students a collaborative platform to discuss best practices and innovative strategies. Participants will engage in dynamic discussions, share insights, and brainstorm actionable ideas to enhance sophomore engagement on their campuses. Join us to network with peers, gain fresh perspectives, and leave inspired with practical suggestions to implement in your programing.

12:45 p.m. - 1:45 p.m.

CT - 41 Community Colleges and Private Universities - Partners in Transfer Student Support

Linda Samek
Oregon Alliance of Independent Colleges & Universities

The Oregon Transfer Pathways to the Liberal Arts grant-funded project has sponsored several efforts to learn about student experiences as they transfer from community colleges to private universities. Data from campus self-studies, student interviews and surveys, and enrollment records have been used to create recommendations and launch actions that support efficient student transfer. In addition, this data has informed a series of recommendations developed for private universities to implement in support of transfer students when they enroll in their chosen receiving institution. We will share what we have learned in a reciprocal conversation with participants.

CI - 42 Bruin Scholars Program: Building a Foundation for Community College Success

Alyssa Snyder
Erin Stirling
Lee Galicia Azamar
Haylee McLaughlin
Salt Lake Community College

Join us as we introduce the Bruin Scholars Program, a comprehensive, all-access student support initiative at Salt Lake Community College. Designed to create an inclusive environment, the program is dedicated to helping students thrive academically and personally. Many students transition from our Summer Bridge to Bruin Scholars. We focus on supporting the transition from first to second year, laying a foundation for various career paths. Learn from our multi-faceted approach, which includes personalized attention from dedicated staff, engaging events, access to campus resources, peer mentor connections, and more. Attendees will receive a Student Support Toolkit to enhance their campus efforts!

CT - 43 Ikigai: Helping Students Discover and Explore their Life Purpose

Brad Garner
Indiana Wesleyan University

Students entering college often experience pressure to choose an academic major and proceed down a path toward their future. At the same time, later decisions to pick a new major and life path can be costly in terms of additional coursework and a delay in reaching graduation. Ikigai, translated to mean "the thing you live for," has been practiced in Japan for almost 1,500 years. It provides a format for engaging students in reflections and conversations with students about their mission, passion, vocation, and profession. Join for an interactive experience with Ikigai.

CP - 44 Empowering Student Workers to Leverage Skills for Future Career Success

Todd Allen
Sharon Blue
University of North Carolina at Pembroke

Student workers like orientation leaders, peer mentors and numerous other student workers play a crucial role in welcoming new students to college, providing them with essential support, guidance, and a sense of community. This session aims to demonstrate how the skills acquired through these student leadership roles—such as communication, teamwork, problem-solving, and adaptability—can be effectively translated into career success across various fields. By offering practical strategies and insights, this workshop will empower you to intentionally incorporate career preparation into your training and evaluation for student leaders.

CT - 45 Unlocking Professional Potential: Strategies, Partnerships, and Success Stories

DeAnne Priddis
Katie Gruber
Middle Tennessee State University

The primary goal of college attendance is to equip students for successful careers. This session highlights how our communication program integrates career readiness from lower-level (cornerstone) to upper-level (capstone) courses using partnerships with the campus career development center and local employers. This session includes breakout rooms and discussions

to explore cross-disciplinary strategies and partnerships to equip students with professionalism and marketability skills for success. Learn firsthand how these alliances facilitate the development of tools like resumes, workshops, and elevator pitches to help your students smoothly transition from student to career professional.

Closing Session

2:00 p.m. – 3:00 p.m.

A Community Conversation: What's Next for SIT at the NRC?

Kate Lehman

University of South Carolina

The National Resource Center for the First-Year Experience and Students in Transition added the “students in transition” piece to the Center’s name in 1998. We have hosted 31 national conferences on the topic and published numerous books, journal articles, and guides that speak to students’ many postsecondary transitions. Yet, the “SIT” half of NRC’s work and name has not enjoyed the same brand recognition as the “FYE” component, and the terminology around “students in transition” can be ambiguous. In the closing session, NRC director Kate Lehman will facilitate a dialogue about what participants gleaned from this year’s conference, how this community is thinking about student transitions, and what the community needs to support practice for student transitions. The goal of this conversation is to engage the “SIT” part of the NRC’s mission and discuss what is needed to best support this community going forward..

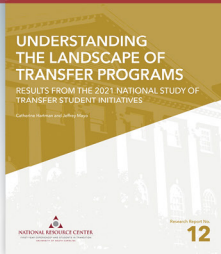


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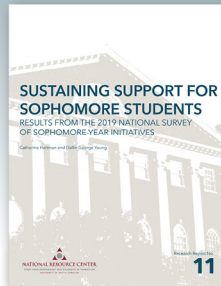
RESEARCH ON COLLEGE TRANSITION EXPERIENCES



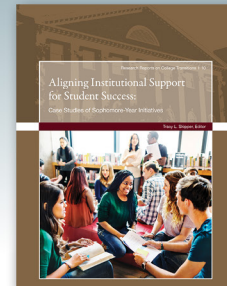
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Research Reports on College Transitions No. 12
Understanding the Landscape of Transfer Programs
Results from the 2021 National Study of Transfer Student Initiatives
 Catherine Hartman and Jeffrey Mayo
 ISBN 978-1-942072-74-4. 131 pages. **\$25.00**



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**

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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 32nd 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 32nd 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 (*Insights 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

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**.



Furman University
The Furman Advantage: Four-Year Pathway



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

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*University of Nevada, Las Vegas
Rebels R.I.S.E.*



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*Clemson University
The Bridge to Clemson University & Transfer Programs*



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