

CONFERENCE DROGRAM PROGRAM







Dear Conference Delegates,

On behalf of the staff of the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, I am honored to welcome you to San Antonio, Texas for the 37th Annual Conference on The First-Year Experience. We are pleased to have Alamo Colleges, Texas A&M University-San Antonio, and the University of Texas at San Antonio as co-hosts for this event. Representing a diversity of institutional purposes, types, and sizes our co-hosts remind us how rewarding collaboration across higher education can be. I know that I speak for all of us when I extend warm conference greetings to you.

The National Resource Center takes great pride in hosting educationally productive and personally inspiring conferences that create meaningful connections between delegates, presenters, exhibitors, and co-hosts during the event and serve as a rich professional network long after our time together at the conference. The Center's staff has planned an outstanding program of pre-conference workshops; keynote, plenary, and closing speakers; featured sessions; and conference presentations. While learning from these educational sessions is valuable to our work, the conference schedule also is designed to facilitate informal interactions among participants. Among the core commitments of the National Resource Center and the standards for excellence in our work with the first-year experience are collaboration, lifelong learning, inclusion, and the connection between research and practice. As we face a time of significant social and political transition, it is never more important than it is now for us to unite around these values. As such, we encourage you to take advantage of both formal and informal opportunities to interact with conference participants, discuss current trends and issues, discover more about research and assessment findings, support one another, and learn from your fellow delegates about promising practices for first-year students in the United States and across the globe.

The staff of the National Resource Center and representatives from our co-hosts are here to help you in any way that we can. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns. Those of us on the conference planning team look forward to meeting you, working with you, and learning from you during our time in San Antonio and in the future. Enjoy your time at the conference!

Sincerely,

Jennifer R. Keup

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

FYE20

TABLE OF CONTENTS

GENERAL INFORMATION	
Schedule of Events	
Welcome	
Core Commitments	
Conference Sponsor / Co-hosts	2
Learning Objectives / Goals	3
General Information	
Message Board	
No-Smoking Policy	4
Cell Phone Usage	4
National Resource Center Bookstore	4
Philanthropy Project & Pencil Project	
Outstanding First-Year Student Advocate Sessions	
Excellence in Teaching First-Year Seminar Sessions	4
International Sessions	4
Nametag Ribbons	4
Session Evaluations	4
Conference Evaluation	
Session Handouts	
Parking	5
Copies and Faxes	5
Internet Access	
Staff Roster	
National Advisory Board	
International Advisory Board	6
Session Formats	
Proposal Reviewers	
Saturday, February 10, 2018 Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception	17-18
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum	17-18 18 19
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions	17-18 18 19
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018	17-18 19 25
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions	17-18 19 25 25-47 25-60 60-68
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions	17-18 19 25 25-47 25-60 60-68
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc	17-18 19 25 25-47 55-60 60-68
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions	17-18 19 25 25-47 55-60 60-68 69-75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only)	17-18 19 25 25-47 55-60 60-68 69-75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception	17-18 19 25 25-47 55-60 60-68 69-75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018	17-18 19 25 25-47 55-60 60-68 69-75 75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions	17-18 19 25 25-47 55-60 60-68 69-75 75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions Closing Address — Steve Piscitelli	17-18 19 25 25-47 55-60 60-68 69-75 75 75
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions Closing Address — Steve Piscitelli Closing Thoughts & Reflections	17-1817-18192525-4755-6060-6869-75757581-8990
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions Closing Address — Steve Piscitelli Closing Thoughts & Reflections Award Information	17-1817-18192525-4755-6060-6869-757581-899093-97
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions Closing Address — Steve Piscitelli Closing Thoughts & Reflections Award Information Exhibitor Information	17-1817-18192525-4755-6060-6869-757581-89909093-97100-105
Preconference Workshop and Conference Check-In Preconference Workshops Opening Session, Advocate Recognition, and Keynote Address — Beverly Daniel Tatum Opening Reception Sunday, February 11, 2018 Primer for First-Time Attendees —M. Stuart Hunter, Jennifer R. Keup, and John N. Gardner Conference Sessions Monday, February 12, 2018 Poster Sessions Conference Sessions Plenary Session and Awards Recognition — Lori Blanc Conference Sessions Advocates Reception (By Invitation Only) USC Reception Tuesday, February 13, 2018 Conference Sessions Closing Address — Steve Piscitelli Closing Thoughts & Reflections Award Information	17-1817-18192525-4755-6060-6869-757581-899093-97100-105112-116

SCHEDULE OF EVENTS

FRIDAY | FEBRUARY 9, 2018

2:00 p.m. - 6:00 p.m. Preconference Workshop

and Conference Registration

SATURDAY | FEBRUARY 10, 2018

7:30 a.m. - 6:00 p.m. Conference Registration 8:00 a.m. - 5:00 p.m. Preconference Workshops

Opening Session with Keynote Address 5:30 p.m. - 7:15 p.m.

> and Awards Recognition – Beverly Daniel Tatum

7:15 p.m. – 8:15 p.m. **Opening Reception**

DINNER ON YOUR OWN

SUNDAY | FEBRUARY 11, 2018

7:30 a.m. -6:00 p.m. Conference Registration

and Information Desk

7:30 a.m. - 9:00 a.m. Continental Breakfast

7:45 a.m. - 8:45 a.m. Primer for First-Time Attendees

9:00 a.m. - 12:30 p.m. Conference Sessions 12:30 p.m. - 2:15 p.m. LUNCH ON YOUR OWN 2:15 p.m. - 6:15 p.m. Conference Sessions

DINNER ON YOUR OWN

MONDAY | FEBRUARY 12, 2018

7:30 a.m. - 9:00 a.m. Continental Breakfast with Poster Sessions and

Exhibitors

7:30 a.m. - 6:00 p.m. Conference Information Desk

Conference Sessions 9:15 a.m. - 11:30 a.m. 11:30 a.m. - 1:30 p.m. LUNCH ON YOUR OWN

1:30 p.m. – 2:45 p.m. Plenary Address and Awards Recognition

- Lori Blanc

Conference Sessions 3:00 p.m. - 5:30 p.m.

DINNER ON YOUR OWN

TUESDAY | FEBRUARY 13, 2018

7:30 a.m. – 9:00 a.m. Continental Breakfast

7:30 a.m. - 12:00 noon Conference Information Desk

8:00 a.m. - 11:30 a.m. Conference Sessions 11:45 a.m. - 12:45 p.m. Closing Address

— Steve Piscitelli

THE FIRST-YEAR EXPERIENCE® is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term THE FIRST-YEAR EXPERIENCE® in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina.

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

CORE COMMITMENTS

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

Connection Between Research and Practice:

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

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

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

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

Welcome to the



WWW.SC.EDU/FYE/ANNUAL ¥ @NRCFYESIT #FYE18

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

GOALS OF THE CONFERENCE

The primary goal of the Annual Conference on The First-Year Experience is to assist educators and administrators in institutions of higher education in the planning, implementing, and refining of programs designed to enhance the first-year experience. The conference aims to promote a comprehensive and engaging community open to the diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally.

CONFERENCE SPONSOR AND CO-HOSTS

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

Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing 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 scholarly information as well as the discussion of trends and issues in the higher education field through the convening of conferences, institutes, workshops, and online learning opportunities; publishing books, research reports, a peer-reviewed journal, an electronic newsletter, and guides; generating, supporting, and disseminating research and scholarship; hosting visiting scholars; and maintaining several online channels for resource sharing and communication, including a dynamic website, listservs, and social media outlets.

University of South Carolina

Chartered in 1801 as South Carolina College, the University of South Carolina, Columbia remains on its original site in the state capital. The University of South Carolina is a publicly-assisted, coeducational institution dedicated to the entire state of South Carolina. The primary mission of the University of South Carolina, a multi-campus public institution, is the education of the state's diverse citizens through teaching, research and creative activity, and service. The University is committed to providing its students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world.

CO-HOSTS

The staff of the National Resource Center for The First-Year Experience and Students in Transition expresses appreciation to our co-hosts for their support and assistance:

Alamo Colleges
Texas A&M University - San Antonio
University of Texas at San Antonio

LEARNING OBJECTIVES/GOALS



Please identify and record up to five goals or learning objectives for your conference experience:	
1.	
2	
2.	
3	
4.	
_	
5	
Other thoughts:	
	_
	_
	_
	_

GENERAL INFORMATION

Registration Information

The conference registration and information desk is located in the Lone Star Prefunction A of the Grand Hyatt San Antonio. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following dates and times:

Saturday, February 10, 2018

7:30 a.m. - 6:00 p.m.

Sunday, February 11, 2018

7:30 a.m. - 6:00 p.m.

Monday, February 12, 2018

7:30 a.m. - 6:00 p.m.

Tuesday, February 13, 2018

7:30 a.m. - 12:00 noon

Hotel Map

A floor plan of the meeting rooms at the Grand Hyatt San Antonio is located on the back cover of the program.

Message Board

There will be a message board near the conference registration desk. Please check the board periodically for important general or personal messages.

No-Smoking Policy

The conference organizers request careful observance of the no-smoking policy. We enforce this rule due to the health risks associated with passive exposure to cigarette smoke.

Cell Phone Usage

The conference organizers request that all cell phones are turned to vibrate or off while attending sessions.

National Resource Center Bookstore

We are pleased to announce that publications from the National Resource Center for The First-Year Experience and Students in Transition are now being distributed by Stylus. Limited numbers of select Texas publications will be available for sale during the conference. Major credit cards, cash, and check are accepted. Please visit the Stylus booth [Booth 3-4 in the Ballroom] to browse our most popular titles.

Philanthropy Project

University of Texas at San Antonio Roadrunner Pantry

The Roadrunner Pantry began as an idea between students, faculty, and staff at UTSA. The University Center, realizing the true need to provide the basic necessity of nutritious food to students struggling with food access and insecurity, and through rigorous research of current higher education practices, established the Roadrunner Pantry. Open since March 2017, this new and important initiative supports the mission of serving our students to help them in reaching academic excellence during their time of need. The University Center Food Pantry helps students reach their full academic and personal potential, by providing access to healthy and nutritious foods. http://www.utsa.edu/studentunion/ roadrunnerpantry/index.html

Pencil Project

As in years past, the National Resource Center for The First-Year Experience and Students in Transition encourages you to participate in our ongoing outreach project to encourage low-income K-12 school students to consider higher education in their future. The conference organizers invite all conference participants to bring at least one new pencil (bring as many as you like) with your college or university name or logo to the conference registration desk so they can be distributed to low-income students in the host city or in Columbia, South Carolina. We hope you will participate in this effort.

Outstanding First-Year Student Advocate Sessions





2018 Advocate Past Advocate

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

International Sessions



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

Excellence in Teaching First-Year Seminars Award





2018 Award Recipient Past Recipient

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

Nametag Ribbons

Light Blue Presenters

Gold Outstanding First-Year

Student Advocates

Rainbow Hosting Institutions
White First-Time Attendees

Teal Mentor
Maroon Mentee
Dark Blue Volunteer

Session & Conference Evaluation

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

An Overall Conference Evaluation Form will be

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

Session Handouts

There are several tables set up throughout the meeting space for presenters to leave extra handouts from their sessions.

If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2018annual/after March 31, 2018. Please note that only those handouts sent to us by presenters will be posted to the website. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Emily Tedesco at tedescel@mailbox.sc.edu

GENERAL INFORMATION

Parking

The hotel offers both valet and self-parking. Rates include in-and-out privileges. Please note that our parking garage clearance does not allow for any oversized vehicles, toppers, or trailers.

Daily Self-Parking: \$29 per day

Valet Parking: Overnight hotel guest: \$39 per day; Oversized truck: \$45 per day

Hourly Self-Parking:

First hour: \$10; Each additional hour is \$5 with a maximum of \$30

Hourly Valet Parking:

First hour: \$20; Each additional hour is \$5 with a maximum of \$40

Copies and Faxes

FedEx Office and Print Center, Located inside the Grand Hyatt San Antonio - Phone: 210-212-7133

Monday - Friday - 7:00 a.m. - 7:00 p.m.

Saturday - 10:00 a.m. - 5:00 p.m.

Sunday - 10:00 a.m. - 5:00 p.m.

Internet Access

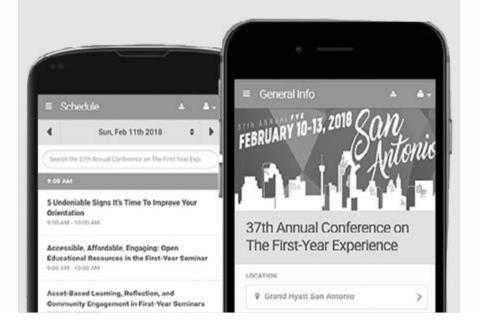
Wireless internet access is complimentary in the guest rooms for conference attendees. Wireless internet access is also available in the conference meeting space.

Network Name: First Year Experience 2018 Password: FYESA2018

find us on

download the Guidebook app and search 37th Annual Conference on The First-Year Experience or by visiting https://quidebook.com/quide/108121/

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.



National Resource Center

Six unique listservs addressing six unique topics

Connect...with thousands of faculty, staff, and administrators. Share...your ideas, questions, and research.

Learn...from a diverse collection of colleagues.

To subscribe to one or more of our listservs, visit www.sc.edu/fye/listservs

FYE-List

SOPH-List

GRAD-List

STAFF ROSTER National Resource Center for The First-Year Experience® & Students in Transition/University 101

*denotes those attending the conference

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Carlos Diaz

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Jacques van der Meer University of Otago (New Zealand)

Reiko Yamada

Doshisha University, Kyoto (Japan)

SESSION FORMATS

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

Poster Sessions

Poster sessions are presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. Numerous poster sessions will be scheduled concurrently, and conference delegates will be free to move from one poster session to another.

Poster session types:

Research Findings (PR)

This type of poster session presents research results focused on a specific topic or program.

Assessed Programmatic Approaches (PA)

This type of poster session presents on a specific programmatic approach at a single institution.

Facilitated Discussions (FD)

These sessions promote open discussion around a significant or major issue or theme. Facilitated discussions provide attendees an opportunity to share ideas and learn from one another's experiences.

Concurrent Sessions

This session includes a formal presentation with time for questions and participant interaction.

Concurrent session types:

Research (CR) - These sessions present on quantitative or qualitative research that has been conducted on issues addressing student transitions. Trends & Issues (CT) – These sessions address emerging trends, current issues, and broad concepts.

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

Exhibitor Presentations (E)

These sessions provide vendors the opportunity to network with conference participants in a formal setting providing information on publications, products, or services. Presentations are scheduled in a 60-minute time slot during the conference.

PROPOSAL REVIEWERS

The National Resource Center would like to thank the following members from our co-hosting institutions, advisory board, and colleagues in our petwork for serving as proposal reviewers.

Karla C. Acevedo-Vélez University of Puerto Rico Mayaguez Campus

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Lavonne Adams Texas Christian University

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Emily Vallier

Florida Gulf Coast University

Carrie Van Haren

University of South Carolina

Ben Varkalis University of Otago Olivia Vasquez Berry College

Sarah Vaughan
University of South Carolina

Jas Verem

Fairleigh Dickinson University

Rachel Veretto

Aims Community College

Renee Vincent

Amarillo College Moore County Campus

Shelly Volsche

University of Nevada, Las Vegas

Anita Vorreyer Georgia Gwinnett College

Julie Voss

Lenoir-Rhyne University

Susannah Waldrop

University of South Carolina Upstate

Anthony Walker *Tarrant County College*

Teddi Walker Furman University Shari Walsh

Humber College
Tammy Walsh

Ringling College of Art and Design

Frankie Ward

Tarrant County College - Southeast

Campus

Amelie Wax

Dillard University
Karen Weathermon
Washington State University

David Weatherspoon College of Lake County

Bethany Webb Bob Jones University Katie Weichelt

University of Wisconsin-Eau Claire

Rebecca Weier Bob Jones University

Sharon Weiser

North Central Missouri College

Catheryn Weitman

Texas A&M International University

Meagan West

University of Tennessee

Paul Whalen

West Chester University

Peggy Whaley

Murray State University

Linda Whang

University of Washington

Valerie Wherley
Sacred Heart University

Kat Whitaker

Texas A&M University-San Antonio

Ashley White

Arizona State University

Elizabeth White

Motlow State Community College

Sara White Berea College Sandy White Boston University

Peter Whiting

Case Western Reserve University

Emily Wiersma

University of North Carolina at

Greensboro Sarah Wilde

Central Piedmont Community College

Kathryn Wilhite

Kennesaw State University

Denise Wilkinson

Virginia Wesleyan University

Adriane Williams Daemen College

Hillard Williams

Houston Community College

Kelli Williams

Carson-Newman University

Leigh Ann Williams Georgia Southern University

Jache Williams

Raritan Valley Community College

Candace Williams *Brookhaven College* Catherine Willoughby

University of Cincinnati Blue Ash

College

Cornelia Wills

Middle Tennessee State University

Carol Wilson *Wofford College* Martha Wilson

Utah Valley University

Candice Wilson

Sam Houston State University

Matthew Wilson Wilmington University

Shanny Wilson

Utah State University Eastern

James Winfield

University of South Carolina Scott Wojciechowski High Point University

Hubert Womack

Z. Smith Reynolds Library-Wake Forest

University

Kara Woodlee

Indiana University-Purdue University

Indianapolis

Karen Wright

Berea College Partners for Education

Jennifer Wright Weber State University Roniqua Wright Dalton State College

Tammy Wyatt

University of Texas at San Antonio

Jennifer Wycoff

University of Alabama at Birmingham

Kelly Yacobucci SUNY Cobleskill Brian Yates

Liberty University

Jennifer Yates University of South Alabama

RJ Youngblood Kansas State University

Stephanie Yuhl College of the Holy Cross

Fidel Zapata

University of Texas at Arlington

Jonathan Zeitlin AdviseStream Lynn Zlotkowski Mount Ida College

Kara Zwieg

University of Minnesota

Penguin Random House

Author Events at First-Year Experience®

San Antonio Marriott Riverwalk, Salon A, B, C

Saturday Dinner

February 10, 2018 | 7:45pm-9:30pm



Omar El Akkad American War (Knopf)



John Freeman editor of Tales of Two Americas (Penguin)



Lauren Markham The Far Away Brothers (Crown)



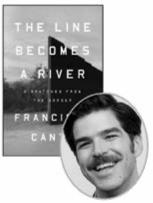
Imbolo Mbue Behold the Dreamers (Random House)

Sunday Lunch

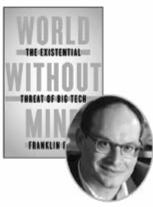
February 11, 2018 | 12:30pm-2:00pm



Nate Blakeslee American Wolf (Crown)



Francisco Cantú The Line Becomes a River (Riverhead)



Franklin Foer World Without Mind (Penguin Press)



Yaa Gyasi Homegoing (Vintage)



Penguin Random House COMMON READS

To register for any of these author events or for more information, go to: tiny.cc/PRHFYE18 or sign up at the PENGUIN RANDOM HOUSE BOOTHS #23-26 and #43-44

Calendar Mark Your Calendar



March 26 – April 20, 2018

Maximizing Digital Tool

Use in the First-Year

Seminar: Helping Students
to Become Digital Learners

Online Course

April 13 – 15, 2018 Institute on Sophomore Student Success Columbia, South Carolina

April 30 – May 25, 2018 Common Readings: Creating Community Beyond the Book Online Course June 1 – 3, 2018 Institute on First-Year Student Success in the Community College North Charleston, South Carolina

July 27 – 29, 2018
Institute on First-Generation
College Students

Columbia, South Carolina

October 13 – 15, 2018 25th National Conference on Students in Transition Indianapolis, Indiana February 16 – 19, 2019 38th Annual Conference on The First-Year Experience Las Vegas, Nevada





ONLINE

ON THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

MARCH 26 -APRIL 20, 2018

MAXIMIZING DIGITAL TOOL USE IN THE FIRST-YEAR SEMINAR: HELPING STUDENTS TO BECOME DIGITAL LEARNERS

Instructor: Brad Garner

APRIL 30 -MAY 25, 2018

COMMON READINGS: CREATING COMMUNITY BEYOND THE BOOK

Instructor: Catherine Andersen



REGISTER TODAY AT WWW.SC.EDU/FYE/OC

PRECONFERENCE WORKSHOPS - SATURDAY, FEBRUARY 10

Conference Check-In

7:30 a.m. - 6:00 p.m. Lone Star Prefunction A

Continental Breakfast

7:30 a.m. - 9:00 a.m. Lone Star Prefunction B

ADDITIONAL REGISTRATION FEES REQUIRED FOR PRECONFERENCE WORKSHOPS

Lunch is provided for all preconference workshop participants

W-1 | Upgrade Your Peer Leader Program by Creating High-Impact and Transformative Experiences

8:00 a.m. - 12:00 noon | \$135 | Lone Star A

Bryce Bunting, Assistant Clinical Professor, Counseling & Career Center Brigham Young University

Dallin George Young, Assistant Director for Research, Grants, and

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

W-3 | It Takes a Village: Initiatives and Programs to Support First-**Generation and Rural College Students**

8:00 a.m. - 12:00 noon | \$135 | Lone Star B

Carmen Gonzalez, Director of the Lookout Scholars Program

University of North Carolina-Chapel Hill

Sharon Levine, Counselor and Coordinator for Transition Courses

University of North Carolina-Chapel Hill

W-4 | The Changing Face of Higher Education: Adding the "O" to FYE

8:00 a.m. - 12:00 noon | \$135 | Republic B

Matthew Belanger, Assistant Vice President of Academic Operations & First Year Experience

- Southern New Hampshire University

Jamie Holcomb, Associate Dean of Faculty

Southern New Hampshire University

Jazz Jackson, Associate Dean of First Year Experience and Retention

- Southern New Hampshire University

W-5 | Critical Thinking Pedagogy in the First-Year Experience and **University Transition**

8:00 a.m. - 12:00 noon | \$135 | Seguin

Robert Kenedy, Associate Professor, Department of Sociology

York University

W-6 The Magic's in the Method: Techniques for Various First-Year **Experience Courses**

8:00 a.m. - 12:00 noon | \$135 | Bowie B



Tom Carskadon, Director of First-Year Experience Programs and Professor of Psychology

- Mississippi State University

W-7 | A Primer on Developing, Implementing, or Re-Envisioning a **First-Year Seminar**

9:00 am - 4:00 noon | \$135 | Travis A/B



Stephanie M. Foote, Assistant Vice President for Teaching,

Learning, and Evidence-Based Practices

- John N. Gardner Institute for Excellence in Undergraduate Education

Dan Friedman. Director, University 101 Programs

- University of South Carolina

Mary Stuart Hunter, Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect - University of South Carolina

W-8 | Best Practice in the First College Year: Defining What Works and Why

9:00 a.m. - 4:00 p.m. | \$235 | Crockett A/B

John N. Gardner, Chair and Chief Executive Officer

- John N. Gardner Institute for Excellence in Undergraduate Education; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Betsy O. Barefoot, Senior Scholar

- John N. Gardner Institute for Excellence in Undergraduate Education; Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

W-10 | Triple Threat: Impacting Retention of Students with Multiple **High Risk Factors**

1:00 p.m. - 5:00 p.m. | \$135 | Lone Star A

Tiffany Stewart Bellafant, Director of First Year Students

- Tennessee State University

W-11 | Moving from Learning Styles to Research Based Learning **Strategies**

1:00 p.m. - 5:00 p.m. | \$135 | Presidio C



Marsha Fralick, Professor Emeritus

- Cuyamaca Community College

W-12 | Affecting the First-Year Experience for Latino and African-**American Males**

1:00 p.m. - 5:00 p.m. | \$135 | Republic B

Wayne Jackson, Director of Multicultural Academic and Support Services University of Central Florida

Tony Davis, Counselor

- Montgomery County Community College

W-14 Using the Science of Motivation to Engage All Learners

1:00 p.m. - 5:00 p.m. | \$135 | Bowie B



Christine Harrington, Executive Director

- New Jersey Center for Student Success at the New Jersey Council of County Colleges

Melissa Thomas, Lecturer, TIP Scholars Program

- University of Texas at Austin

SATURDAY, FEBRUARY 10

W-15 | Student Success Initiatives Built Upon Data Analytics

1:00 p.m. - 5:00 p.m. | \$135 | Seguin



 $\begin{tabular}{ll} \textbf{Alan Bearman,} & Professor of History, Dean of University Libraries \\ and the Center for Student Success and Retention \\ \end{tabular}$

- Washburn University

Bob Handley, Director of Strategic Analysis and Reporting – *Washburn University*

Elaine Lewis, Assistant Undergraduate Director

- Virginia Tech

W-16 \mid Exploration Before Declaration: Helping Our Students Find Their Calling

1:00 p.m. – 5:00 p.m. | \$135 | Lone Star B



Michele Campagna, Executive Director of the Center for Advising & Student Transitions

- Montclair State University



Joe Cuseo, Past Advocate, Professor Emeritus, Psychology Educational Advisor

- Marymount College, AVID for Higher Education

Opening Session with Awards Recognitions and Keynote Address

5:30 p.m. – 7:15 p.m.

Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Campus Conversations about Race

Lila Cockrell Theatre (Henry B. Gonzalez Convention Center)



Beverly Daniel Tatum, President Emerita

- Spelman College

Walk into any racially mixed high school and you will see Black youth seated together in the cafeteria. Of course, it's not just the Black kids sitting together—the White, Latinx, Asian Pacific, and, in some regions, American Indian youth are clustered in their own groups, too. The same phenomenon can be observed in college dining halls, faculty lounges, and corporate cafeterias. What's going on here? Is this self-segregation a problem we should try to fix, or a coping strategy we should support? How can we get past our reluctance to talk about racial issues to even discuss it? These and other related questions will be the focus of our conversation with Dr. Tatum.

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WWW.YOUTUBE.COM/NRCforTheFYEandSIT

SATURDAY, FEBRUARY 10

Outstanding First-Year Student Advocate Award

5:30 p.m. – 7:15 p.m. | Lila Cockrell Theatre (Convention Center)

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







Courtney Bringley Paul Smith's College



Ernest Jeffries Davidson College



David Rizzo University of California, Davis



Tim Cairy Widener University



Amber Morgan Greenville Technical College



Jennie Towner Harford Community College



Christopher Francisco Oklahoma State University



Paz Oliverez California State University, Dominguez Hills



Lynn Gillette Nicholls State University



Joanne Pedersen California State University, San Marcos

OPENING RECEPTION | 7:15 p.m. - 8:15 p.m.

Texas Ballroom ABC



Featured Session

An Evening with John Gardner

 $8:00 \text{ p.m.} - 10:00 \text{ p.m.} \mid \text{Lone Star DE}$

John N. Gardner, Chair and Chief Executive Officer

—John N. Gardner Institute for Excellence in Undergraduate Education; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

Come spend part of your first evening with the conference founder, John Gardner. For the past 30 years, he has hosted an intimate dinner workshop event designed to help him get to know conference delegates personally, to help delegates make

sense of the first-year experience movement, and to facilitate networking. During this fourth decade of conferences, John wanted instead to open up this opportunity for discourse, reflection, information, and inspiration, to the entire conference. Yet, his goals for the session remain largely the same. He will present an interactive portrait of the first-year experience movement—its history and accomplishments, observations on its present, and some predictions about its future. Conference attendees are invited to drop in when they want, leave when they want, relax, and make themselves comfortable.

Student Success Happens EVERY Day!

Welcome to FYE 2018 San Antonio!

Please visit the Cengage exhibit booth #47-48 to experience *MindTap College Success* and learn how you can **Be Unstoppable!**

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To view our current course solutions, visit **www.cengage.com/collegesuccess**



Visit us in Booth #47-48 to register for our "MindTap Jamboree" Faculty Appreciation Event and enter to WIN an iPad Air!

Cengage is the proud co-sponsor of the "Outstanding First-Year Student Advocates Awards."



JOIN US FOR AN AUTHOR DINNER cohosted by HARPERCOLLINS and MACMILLAN

SUNDAY, FEBRUARY 11, 7:30 PM LDR BALLROOM **HENRY GONZALEZ CONVENTION CENTER**

Book signings to follow dinner

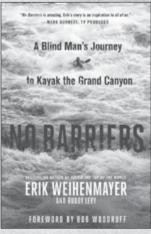




HIDDEN FIGURES: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race

Margot Lee Shetterly

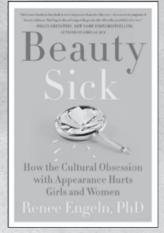




NO BARRIERS: A Blind Man's Journey to Kayak the Grand Canyon

Erik Weihenmayer



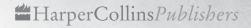


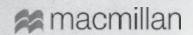
Renee Engeln **BEAUTY SICK:** How the Cultural Obsession with Appearance Hurts Girls and Women



Anthony Ray Hinton THE SUN DOES SHINE: How I Found Life and Freedom on Death Row

Please stop by our booths to pick up your invitation or to RSVP.





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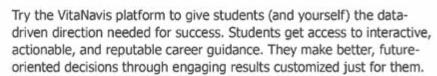
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And with the back-end data and reporting from VitaNavis, you're empowered to make better decisions.

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85% "Aware of more major options"

89% "Better equipped to make decisions"



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RESOURCES ON **TEACHING AND LEARNING**



Building Synergy for High-Impact Educational Initiatives: First-Year Seminars and Learning Communities

Lauren Chism Schmidt and Janine Graziano, Editors ISBN 978-1-889271-98-9, 212 pages, \$30.00



Paths to Learning: Teaching for Engagement in College

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





Foundations for Critical Thinking

Trudy Bers, Marc Chun, William T. Daly, Christine Harrington, Barbara F. Tobolowsky & Associates ISBN 978-1-889271-93-4. 234 pages. \$30.00

TO PURCHASE, VISIT STYLUS IN BOOTH 3 - 4

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June 1 - 3, 2018 North Charleston, South Carolina

Register by May 23, 2018 at: WWW.SC.EDU/FYE/IFYSSCC



GUIDES FOR PARENTS AND 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.



IN THE COMMUNITY COLLEGE

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. \$2 each when purchased in 100-unit lots.

TO PURCHASE, VISIT STYLUS IN BOOTH 3 - 4

OR PLACE YOUR ORDER AT WWW.NRCPUBS.COM

Conference Check-In/ **Information Desk**

7:30 a.m. -6:00 p.m. Lone Star Prefunction A

Continental Breakfast

7:30 a.m. - 9:00 a.m. Texas Ballroom ABC

Primer for First-Time Attendees

7:45 a.m. - 8:45 a.m. Texas Ballroom D

M. Stuart Hunter

Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition; Faculty Fellow, USC Connect University of South Carolina

Jennifer R. Keup

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

John N. Gardner

Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition University of South Carolina Chair and Chief Executive Officer

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

John N. Gardner Institute for Excellence in Undergraduate Education

9:00 a.m. - 10:00 a.m.

CT-1 Imagining Parents as Students Themselves: One Online **Program, Two Institutions**

Lone Star A

Amy Baldwin

Director of University College, Literacy & Writing Faculty University of Central Arkansas



Laurie Hazard

Professor, Applied Psychology

Stephanie Carter

Director of Academic Center of Excellence Bryant University

What happens when a university pilots an online program for parents? Do the parents "show up" and, more importantly, do they find helpful information to support their student? This presentation focuses on a public, Southern university and a private, Northeast university and their online program for parents, and how parents used it to enhance support for students. The presenters will share how they each implemented the online program, marketed it through the university parent and families program, and how parents responded.

CI-2 Supporting Faculty Development in First-Year Experience **Programs**

Lone Star B

Tiffany Shoop

Associate Director for Special Programs, Center for Instructional **Development & Educational Research**

Jennifer Culhane

Director of First Year Academic Initiatives Virginia Tech

A key to making the first-year experience program at Virginia Tech an effective educational practice is an intentional focus on faculty support, which has resulted in a robust faculty development program and the creation of a community of practice. This presentation will highlight a dynamic approach to faculty development, which includes (a) regular professional development mini-conferences; (b) one-on-one instructional consultations; (c) workshops designed to meet the needs of first-year experience faculty; (d) support for scholarship of teaching and learning projects; (e) recognizing excellence in teaching and supporting first-year students; and (f) guidance and support of a community of practice.

CI-3 Institutional Identity Expressed Through High-Impact Practices in the First Year

Lone Star C

Jodi Koslow Martin

Vice President for Student Engagement

Rich Kohna

Director of Civic Engagement

Barrington Price

Assistant Vice President for Student Engagement North Park University

Institutional identity is a wonderful way to create curricular innovation inclusive of high-impact practices. As a small institution, North Park University significantly revised its curriculum and offers first-year students unique learning experiences by making use of its city's location. With a keen focus on being city-centered as an institution, our students participate in innovative learning communities, gain internship experience, and take courses in a revised academic schedule that incorporates the neighborhoods of Chicago. This presentation will focus on how the story of an institution can bring life to a first-year student's experience.

FD-4 The "Hand-Off": Transitioning Student Support From Admissions to First-Year Experience

Lone Star D

Elaine Lewis

Assistant Undergraduate Director Virginia Tech

Katherine Hilson

Assistant Director for Student Programs and Communication, Office of Undergraduate Admissions *University of South Carolina*

"They recruit, I retain." We often see the role of admissions as something very different and separate from that of the first-year experience. But is it really that different? This session will explore the relationship between admissions and first-year experience offices nationwide. The facilitators will lead groups in conversations about how to work collaboratively during the summer and fall term to ease the student transition. Participants will leave the session with new, inventive ways to engage with their institution's admissions staff in order to promote student success.

FD-5 Recruiting and Training Student Leaders

Lone Star E

Wendy Rogers

Assistant Director of Learning Community Leaders

Jacob Haskins

Graduate Assistant Ohio University

Embracing the value of doing more with less, participants in this session will learn the benefits of using students to help recruit and train student leaders. As they recognize the importance of understanding the role and opportunities student leaders can provide our offices, participants will share a variety of approaches that can be adapted for their own needs. Attendees will understand the significance of creating a diverse pool of qualified applicants to effectively serve the mission of their office. Attendees will leave with at least one idea that can be implemented at their own institution upon returning from the conference.

CI-6 Accessible, Affordable, Engaging: Open Educational Resources in the First-Year Seminar

Lone Star F

Lacy Hodges

Assistant Director, Center for Academic Enrichment

Fred Rascoe

Scholarly Communication Librarian

Seth Porter

Social Sciences Librarian Georgia Institute of Technology

This session will discuss the implementation of an Open Educational Resource (OER) textbook in the first-year seminar course at Georgia Tech. In order to make our first-year seminar course more accessible, affordable,

and engaging, the previously required for-cost course textbook has been transformed to a no-cost online OER. We will discuss the effectiveness of the new text for our students and instructors, challenges we faced in developing the text, and our plans for improving and revising the OER for future semesters.

CR-7 Understanding the First-Year Experience in South Africa: A National Perspective



Bowie B

Annsilla Nyar

Director

South African National Resource Centre for the First-Year Experience and Students in Transition

Little is known about the overall national landscape of the first-year experience (FYE) in South Africa, i.e., how it is staffed, funded, and supported; which programmatic initiatives fall under the purview of FYE; and where and how the FYE is located on an institutional level. This paper provides a critical analysis of the national state of FYE. It describes the architecture of FYE programs and initiatives, assesses the progress made in the field, and offers a critical prognosis for the future of FYE in student affairs.

CR-8 Student Self-Selection Into FYS: Why or Why Not?

Travis A/B

Angela Vaughan

Director, UNIV 101

Susannah Moore

Instructor, University 101
University of Northern Colorado

Although decades of research have consistently shown the positive relationship of student achievement with participation in first-year seminars (FYS), many students still choose not to enroll in these programs. As many programs are not required, participation is dependent on student self-selection. This study assesses the reasons behind students' choice to enroll in FYS or not. Data was collected at the beginning of the fall semester from first-semester freshmen (N = 450) and should provide a comprehensive representation for students' motivation to enroll or not. Demographic data will also assess potential reasons for different groups (e.g., gender, first-generation status, academic preparedness).



CI-9 First-Year Study Abroad: Lessons Learned From the iCharleston Program

Travis C/D

Bruce Fleming

Director, First Year International & Experiential Programming

Jordan Flynn

Assistant Director/Academic Advisor, iCharleston College of Charleston

Clare Woessner

First Year Program Manager Foundation for International Education

iCharleston is an innovative first-year international bridge program encouraging first-year students to grow as individuals, develop affinity with the College of Charleston, and actively engage in high-impact educational experiences emphasizing global citizenry while using study abroad. Unique relationships between iCharleston and academic partners are highlighted through program development, creation, and implementation of this international experience. This presentation will specifically demonstrate program design and curriculum subject matter and discuss qualitative and quantitative program assessment from iCharleston student cohorts, along with initiatives put in place throughout the program's history based on evidence from assessment over a three-year period.

CR-10 Making Connections: Noncognitive Skills, the First-Year Seminar, and Retention

Presidio A

William Moultrie

Associate Dean, University College North Carolina Central University

Ross Markle

Senior Assessment Strategist ETS

As part of a multifaceted approach to improving student success, North Carolina Central University's University College implemented a noncognitive assessment that informs a holistic approach to affect student success. While the University College as a whole has seen annual increases in retention by 3-4% since its inception, noncognitive data have provided a framework to understand and guide the success of the first-year experience. This study examines the success of more than 800 students enrolled in our Proactive Student Success Course in Fall 2016, showing relationships among key noncognitive skills, course success, and student retention.

CT-11 Asset-Based Learning, Reflection, and Community **Engagement in First-Year Seminars**

Presidio B

Joanne Kropp

Assistant Professor of Instruction, Entering Student Program

Karina Calderon

Lecturer, Entering Student Program

Michelle Fuentes

Lecturer, Entering Student Program University of Texas at El Paso

The University of Texas at El Paso is a Hispanic-serving, four-year, researchintensive 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. By redesigning our course to emphasize asset-based learning, we are helping students discover their true potential through self-reflection, practical application, and community engagement. This session will provide information on assignments, activities, resources, and reference materials that address asset-based learning, reflection, and community engagement.

CT-12 Supporting Students in Their Pursuit of a Future in Health Care

Bonham B

Patrick Hickey

Clinical Associate Professor, College of Nursing/Faculty Principal, Capstone Scholars Program

David Simmons

Associate Professor and Faculty Principal, Galen Health Fellows Program University of South Carolina

Charting a course for a future in health care as a first-year student is problematic to say the least, as so many unknowns are associated with the health care environment. While TV shows such as Grey's Anatomy, Code Black, and Chicago Med glamorize the lives of health care providers, the reality is that death and dying, pain and suffering, and consistent stress are realities in an environment of healing. Through the combined efforts of two faculty-led living-learning communities, Capstone Scholars and Galen Health Fellows, health care students are exposed to a variety of experiences that confirm for most their future in life!

E-13 5 Undeniable Signs It's Time to Improve Your Orientation

Bonham C

Doug Sawyer

Vice President of Sales Comeyo Inc.

When should you add online orientation to your program? Based on over 500 interactions with colleges and universities, hear the top five reasons why schools added online orientation to their game plans to support retention and student success.

CI-14 Free-Range Advising: Meeting Students Where They Are

Bonham D

Mary Culkin

Director of Academic Success

Dina Mireles

Academic Counselor

Roel Martinez

Academic Counselor St. Edward's University

How do we actually meet freshmen where they are, especially if we're in offices and students are elsewhere? How do we engage all freshmen in impactful ways to guide them as they make the transition to college? We meet them where they are—developmentally AND geographically! The freshman population at St. Edward's University is 50/50 living-learning community (LLC) and non-LLC. By providing an overview of how an appreciative advising model in the residence halls, classrooms, coffee shop, and traditional office setting can foster student retention and success, we hope to help others think creatively about approaches to first-year student development.

E-15 The Importance of Recognizing Academic Achievement in First-Year Students

Bonham E

Eileen Merberg

Executive Director Alpha Lambda Delta

Many colleges and universities have programs in place for students who struggle academically during their first year. Academic probation and the subsequent programs in place to support students are important components in the higher education landscape. But are we doing enough to also support students who do well? In some cases, assumptions are made that those who excel academically are fine and don't need as much support. Learn how offering membership in a scholastic national honor society for first-year students can enhance your academic offerings and support the retention of successful students.

CI-16 Framework for Engagement Across the Curriculum

Crockett A/B

Meredith Skaggs

Director of QEP

Kaye Brown

Associate Professor of English
Owensboro Community & Technical College

Building a campus-wide first-year experience (FYE) that engages students and faculty, from associate of arts programs to veterinary technology programs at a two-year community and technical college, requires partnerships at all levels. Using our successful common reading program, active collaboration between student and academic affairs, and maximizing our teamwork between technical and general education faculty, Owensboro Community and Technical College builds a culture of success around the FYE.

CT-17 The Multicultural Success Academy

Crockett C/D

Darrell King

Senior Associate Director, Multicultural Business Programs

Sherri Henry

Associate Director, Undergraduate Academic Services Michigan State University

This presentation highlights a successful partnership between Multicultural Business Programs and Undergraduate Academic Services to address transitional issues for multicultural students. To expand the impact of the Summer Business Institute (SBI), in 2011 a "bridge" component, the Multicultural Success Academy (MSA), was added. The MSA was designed to address some of the most difficult barriers to student success, academic development, and professional identity. This program positively contributes to the increased number of SBI students who were admitted to the college and persisted to earn a degree.

CT-18 Improving First-Generation Student Success With Instructional and Advising Pathways

Seguin

Tracey Glaessgen

Assistant Director, First-Year Programs

Mark Biggs

Associate Dean, College of Arts and Letters

Kelly Wood

Director, First-Year Programs & Provost Fellow for Student Success

Rachelle Darabi

Associate Provost

Missouri State University

Though first-generation students tend to gain more benefits, including increased cultural capital, from interacting with faculty and advisors than continuing-generation students, they are less likely to do so (Ward et al., 2012). An integrated approach to assist faculty in working with first-generation students, from both an instructional and advising standpoint, offers additional student support to improve success. In this interactive session, participants will gain an understanding of different and related faculty training programs to support first-generation students. Participants can gauge how their institutions could incorporate a first-generation instructional/advising support approach.



CI-19 Themed Learning Communities Leverage E-Portfolios for **Integrative Learning**

Bowie A

Steve Graunke

Director of Institutional Research and Assessment

Amy Powell

Director, Themed Learning Communities

Lisa Angermeier

Clinical Associate Professor and Coordinator for FYE, School of Physical **Education and Tourism Management**

Indiana University-Purdue University Indianapolis

This session will focus on a direct assessment of integrative learning in first-year student e-portfolios in themed learning communities, using a VALUE rubric. An assessment of first-year students' integrative e-portfolios across three themed learning-community courses indicated students can articulate integrative learning across experiences and disciplines, transfer learning to new situations, engage in integrated communication, and display sense of self through reflection and self-assessment. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection, integrative learning assignments, and using assessment results for program improvements.

CT-20 The First-Year College Experience for Students With **Intellectual Disability**

Republic B

Joshua Baker

Assistant Professor of Special Education

Nathan Slife

Assistant Professor in Residence, Educational Psychology & Higher Education

University of Nevada, Las Vegas

College enrollment has increased over the past few decades. This increase has included a rise in nontraditional students, first-generation students, and more recently students with intellectual disabilities and autism. This presentation will detail the preliminary literature and a study examining the effects of a Universally Designed college classroom compared to a traditional approach in an inclusive first-year freshman seminar course. From their personal experiences, the presenters believe the firstyear experience course is one of the most important for these special populations. Specific, specialized strategies and results will be discussed.

MORNING BREAK | 10:00 AM - 10:15 AM

Texas Ballroom ABC

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

CT-21 Building Cross-Campus Partnerships Around Peer Education Lone Star A

Brittany Miller

Academic Advisor University of Cincinnati

Nearly every strategy for enhancing student success at one large, researchextensive public institution incorporates peer education. To elevate and streamline efforts, we created the Peer Education Network (PEN), bringing together offices employing peer educators. Over 500 students in academic and student life settings teach or mentor peers, with first-year students receiving support from multiple peer educators. We will discuss the structure and accomplishments of PEN's collaboration around efficiencies, innovations, training, and information resources. Attendees will leave with an understanding of potential benefits gained by forming a cross-unit network and ideas about how to implement a similar initiative at their institution.

CT-22 Becoming a Learner: Framing the Purpose of a College Education

Lone Star B

Matthew Sanders

Associate Dean, College of Humanities and Social Sciences

Harrison Kleiner

Assistant Professor, Philosophy Utah State University

The key to increasing student retention is aligning student expectations with the mission of higher education. However, this is a significant challenge because nearly all students assume that college equals professional job training. This results in significant confusion and frustration about general education and the whole degree. This session discusses an institutionwide effort at Utah State University to align students' expectations with the institution's mission. Presenters will explain various interventions in first-year experience programs and share assessment data that show the effectiveness of this message on improving student motivation, efficacy, satisfaction, and retention.

CT-23 Integrating E-Portfolios Into the First-Year Seminar to **Enhance Student Learning**

Lone Star C

Annie Kelly

Learning Portfolio Program Manager

Kevin Clarke

Assistant Director of First and Second Year Advising Loyola University Chicago

Learning portfolios (e-portfolios) were recently designated as high-impact educational practices, joining first-year seminars as proven practices that support deep, integrative learning and critical reflection. This session will demonstrate how learning portfolios can be integrated into the firstyear seminar to enhance student learning. Through active participation, participants will gain an understanding of how learning portfolios can be used to enhance learning outcomes and make student learning visible, and how to design curriculum and instruction techniques to support student learning and development. Participants will also gain an understanding of how learning portfolios can be used to assess student learning and achievement.

FD-24 Bridging the Summer Experience: Supporting the College Transition

Lone Star D

Carly Edwards

Assistant Director of New Student Programs

Michael Coombes

Director of New Student Programs North Carolina State University

Summer bridge programs provide opportunities for students to transition to the university environment by connecting them with other new students, staff, peer educators, and campus resources before the fall semester. In this session, the facilitators will share an overview of components of summer bridge programs and lead attendees in collective reflection on best practices for these programs. Participants in this facilitated discussion will collaborate with professionals from peer institutions to identify applicable initiatives, including participant recruitment; course selection and scheduling; cocurricular programming; and peer educator involvement.

FD-25 Create Your University Common Read

Lone Star E

Matthew Ebbott

Director of First Year Seminar Western State Colorado University

Assigning a common read can be a challenge to faculty academic freedom. We have found the balance by creating our own place-based common read that is a resource for all instructors in our first-year seminar classes and helps connect freshmen to our university and community. Learn how Western created ours and how you can create yours!

CI-26 Retention Is Up 10%: The Secrets to Success ... Without Money

Lone Star F



Alan Bearman

Dean, University Libraries and The Center for Student Success & Retention

Sean Bird

Associate Dean, University Libraries and The Center for Student Success and Retention

Washburn University

Elaine Lewis

Assistant Undergraduate Director Virginia Tech

This session will discuss and demonstrate how a commitment to good data analytics and new student success practices can improve retention without a significant financial investment. Presenters will discuss calculated risks taken to reallocate portions of a university's undergraduate libraries budget to create a student success unit and develop new initiatives to improve retention and on-time graduation. With less than \$100,000 to invest, we have increased first-time, full-time retention 10% in just five years.

CR-27 The Impact of First-Year Seminars at a Large Research Institution

Bowie B

Masha Krsmanovic

Doctoral Student and Graduate Teaching Associate

Jamil Johnson

Academic Coordinator
University of Central Florida

Research examines the impact of a three credit-hour first-year seminar focusing on measurable learning outcomes and specific course material related to student transition and persistence at the University of Central Florida. The study evaluates students' self-reported competencies in acquiring and applying the following academic goals: college-level research, goal setting, time management, decision making, career readiness, financial literacy, stress management, and academic and social integration. The seminar enrolls over 1,500 students annually in general first-year and special population sections: international, student athletes, education-declared, out-of-state students, STEM, and the Summer Bridge Program.

CR-28 Tracing Self-Efficacy, Rejection, & Social Isolation Across the Sophomore Transition

Travis A/B

Sara Connolly

Director of Counseling, Associate Professor

David Oberleitner

Department Chair and Associate Professor, Psychology

Joe Guarneri

Graduate Student

University of Bridgeport

Often associated with the "sophomore slump," the second year of college represents a defining period for students. At many institutions, the sophomore year is the last chance students have to declare a major and chart the beginnings of their career path (Schaller, 2005). The associated anxieties often create a psychologically disorienting phase for students (Gahagan & Stuart Hunter, 2006). Yet, the sophomore-year transition is understudied and underrepresented in the literature (Tobolowsky, 2008). This presentation will discuss the results and implications of a study that examined the relationships between social isolation, rejection sensitivity, self-efficacy, and adjustment in sophomore students.

CI-29 Orientation + Data + Peer Mentoring = Student Success Travis C/D

Beth Nikopoulos

Director, Student Life

Candace Eldridge

Orientation Coordinator

North Lake College

This is an interactive discussion about how North Lake, a large community college near Dallas, shifted the focus of orientation from a registration-centered program to a model of social integration that has been institutionalized as a mechanism to improve retention. The session will provide information related to the structure, goals, and successes of North

Lake's mandatory Trail Blazer Orientation and new peer mentoring program. Participants will learn how they can develop a similar orientation, along with mechanisms for tracking attendance, theoretical underpinnings, evidence of orientation's effectiveness related to student retention, and the impetus to develop a peer mentoring program.

CT-30 Orienting the Scholarly Mindset: Placing Scholars' **Stories Center Stage**



Presidio B

Kari Marken

Educational Designer, First-Year Experience University of British Columbia

In the dramatic pedagogical transition from high school to university, a firstyear student tries to make meaning of the academy by viewing themselves as a character in the new and unique educational setting. They seek institutional narratives and scholarly connections that might answer their most urgent question: "Do I belong here?" In this session, we will focus on the powerful potential for stories—specifically about faculty members' academic journeys—to bring growth mindset, academic tenacity, and wise intervention research to life in large, staged orientation events.

FD-31 Publishing Research and Practice on College Student **Transitions**

Bonham B

Forrest Lane

Editor, Journal of The First-Year Experience & Students in Transition

Brad Garner

Founding Editor, The Toolbox

Christina Hardin

Editor, E-Source for College Transitions University of South Carolina

The National Resource Center offers multiple opportunities for scholars and practitioners to publish on college student transition experiences. The Journal of The First-Year Experience & Students in Transition is a semiannual refereed journal providing current research on the first college year and other significant student transitions. *E-Source for College Transitions* is an electronic newsletter providing practical strategies for student success. The editors of both publications will be on hand to discuss strategies for crafting strong manuscripts, provide an overview of the submission processes, and describe opportunities for involvement with the publications' editorial boards.

E-32 Discover Your Path: Helping Students Find Their Best Career

Bonham C

Matt Guruge

CE0

Awato

This session will provide participants an opportunity to learn more about the role career interests play in student success. Given the importance of career pathways, it is even more important for students to discover their interests as early as possible. The discussion of research around interests and student success will be followed by a demonstration of a dynamic new set of career

assessment tools and a discussion of how campuses are introducing careers in the first-year experience.

E-33 The Other 4.0 That Really Matters in the First Year

Bonham D

Jullien Gordon

Speaker, Author, and CEO Jullien Gordon Speaking and Publishing

Student involvement is a proven key to improving graduation rates. However, while students are only in class 12-16 hours per week compared with 30 hours a week in high school, students often mismanage their time because they lack structure in college.

In this session, you will learn

- why students procrastinate, and how to help them overcome it;
- proven time management techniques to help students avoid allnighters and graduate on time;
- how to help student prioritize their week in advance and say no to things that don't matter; and
- stress-free ways to help students manage heavy workloads during midterms and finals.

CT-34 Why Wait? First-Year Students and Career Competency

Crockett A/B

Susannah Waldrop

Director, Student Success

Susan Kolb

Academic Adviser for Student Athletes

Jessie Cochran

Career Services Coordinator University of South Carolina Upstate

When discussing their reasons for attending college, most students put career or job opportunities at the top of the list. Are they really doing anything in that first semester that helps them to be career-ready? This session will review the career competencies defined by the National Association of Colleges and Employers and discuss ways to incorporate the competencies in the first-year seminar. Additionally, presenters will share three active learning-based lessons that teach one or more career competencies.

CT-35 Breaking Down Barriers: FYE as a Catalyst for Change Crockett C/D

Aliza Wong

Associate Dean of the Honors College

Stephanie Kopanski

FYE Lead Program Analyst

Nora Chapman

FYE Assistant Program Analyst Texas Tech University

This session will cover how the special-topic sessions of the first-year experience program at TTU addresses topics of cultural importance and contemporary relevance to help students acquire the vocabulary to handle these issues with respect. Sessions explored include gender and sexuality, race/ethnicity, sexual assault, mental health, substance abuse, and microaggressions to garner students' ability to critically consider and reflect upon their own experiences. Measurements of empathy (a targeted goal for the pilot program, through perspective taking) and overall mental health and success (through connection) will be covered in order to present the students' experiences at this conference.

CI-36 Reaching Generation Z Through First-Year Programming

Jennifer Coplea

CNAS Scholars Coordinator University of California, Riverside

Generation Z is reshaping higher education. These students are influenced by social media, technology, and peers. Accommodating student needs and success is a top priority at UCR, a Hispanic-serving institution with high enrollment of first-generation and low-income students. The College of Natural and Agricultural Sciences (CNAS) has four-year graduation rates around 30%, but CNAS Scholars' first-year program completers show higher first-term GPAs, retention, and graduation rates. Students in the program benefit from a learning community, research opportunities, peer mentoring, peer tutoring, and faculty and advisor support. Join the discussion on successful ways to engage, retain, and graduate generation Z.

CT-37 Tale of a Turnaround: Building First-Year Seminars for Student Success

Bowie A

Nate Clason

Coordinator, Campus-Based Freshman Seminars

Paul Brown

Coordinator, Freshman Seminars Abroad

James Lucas

Assistant Dean, Global Education and Curriculum Michigan State University

For the past two years, Michigan State University has sought to reorganize and reconceptualize its first-year seminars and first-year experience model. This session will discuss how MSU developed its Spartan Pathway model and used that effort to create and expand seminar offerings. The presenters will emphasize transferable concepts from the reform effort including the development of learning outcomes; fostering

campus support, partnerships, and collaborations; and implementing assessment. Attendees will discuss pertinent issues such as requiring instructor training, demonstrating value to stakeholders, and implementing assessment protocols.

CT-38 NAASS: Supporting Summer Session & FYE Professionals

Republic B

Steven Girardot

Associate Vice Provost for Undergraduate Education & President-Elect, NAASS

Georgia Institute of Technology

Founded in 1964, the North American Association of Summer Sessions (NAASS) is a professional association of higher education administrators and faculty who lead or work closely with summer and special sessions on their campuses. In this session, the president-elect of NAASS, who also has extensive experience with first-year experience (FYE) programs, will discuss the unique role summer session can play in the context of undergraduate education and the FYE. The session will also include an overview of NAASS and how this organization and its resources can support FYE initiatives and professionals.

11:30 a.m. - 12:30 p.m.

CT-39 Creating Congruent Communication: Aligning Parent and First-Year Student Transition Expectations

Lone Star A



Laurie Hazard

Assistant Dean for Student Success

Stephanie Carter

Director, Academic Center for Excellence Bryant University

Institutions now recognize family support as a critical factor in first-year student success. Consequently, colleges find it increasingly important to develop strategies to help parents understand how to appropriately support their students. Arming parents with knowledge of this important transition allows them to do so. Parents need to know about the broad areas of first-year adjustment that experts in higher education have identified: intellectual, social, emotional, cultural, academic, and financial adjustment. By creating congruent communication and learning opportunities for parents and students surrounding these areas of adjustment, institutions can create shared expectations and equip families for the first-year transition.

CT-40 Helping First-Generation Students Be Successful Through Summer Bridge Programs

Lone Star B

Wayne Jackson

Director, Multicultural Academic and Support Services *University of Central Florida*

The Seizing Opportunities for Achievement and Retention (SOAR) program was established at the University of Central Florida in 1980. The program is designed to assist and help retain academically and economically disadvantaged African American, Hispanic, and first-generation students



admitted to the university by the Office of Undergraduate Admissions. Students who accept the offer to join the SOAR program must successfully complete the six-week summer bridge program in order to receive full admission into the university for the fall semester. The program received the NACADA 2010 Institutional Advising Certificate of Merit for its work in retaining students.

CT-41 Instructor Recruitment and Development for the First-Year **Experience Course**

Lone Star C

Julie McLaughlin

Professor/Department Chair, First-Year Experience (FYE) courses Cincinnati State Technical and Community College



Joe Cuseo

Professor Emeritus, Psychology Marymount California University

The quality of a first-year experience (FYE) course depends not only on its content and pedagogy, but also on the quality of its instructors and the instructional preparation they receive. Intentional instructor recruitment and substantive instructor training result in greater course impact on student learning and retention. This session identifies effective strategies for recruiting, selecting, and preparing FYE course instructors, and for designing and delivering a comprehensive instructional development program.

FD-42 Academic Probation: Helping First-Year Students Overcome **Early Challenges**

Lone Star E

Karlin Luedtke

Assistant Dean

Rachel Most

Associate Dean for Undergraduate Programs University of Virginia

While poor academic performance is difficult to overcome at any point in a college student's career, incurring academic probation during the first year is fraught with particular challenges. Students may not be aware of academic support resources or the array of university resources that can help them address non-academic stressors. Students also may lack confidence in their ability to improve academically. As faculty and administrators concerned with retaining first-year students and helping them succeed in college, it is important to understand how academic probation impacts students and how we can best support them in their return to good standing

CI-43 Collaborate and Listen: Unified Efforts to Retention and **Student Success**

Lone Star F



Richie Gebauer

Executive Director, First-Year Experience and Student Transitions

Anne Filippone

Executive Director, Student Engagement and Leadership Cabrini University

Ongoing review and assessment of initiatives is critical in all campus departments, but it's especially important when working with first-year students. At Cabrini University, an intentional partnership was forged

between Academic and Student Affairs that led to a critical review of preenrollment data and other at-risk factors that contribute to or inhibit the success of students on campus. This data drives how we engage students in curricular and cocurricular initiatives prior to their arrival and throughout their first year, leading to success for the students and higher retention rates for the institution. Specific strategies and future implications will be discussed.

CR-44 Improving Student Success by Reimagining Learning Communities

Bowie B

Lunden MacDonald

Director, First Year Success Metropolitan State University of Denver

This presentation will detail the transformation of a marginally effective and traditional first-year programming intervention into a highly effective learning community experience that helps compensate for the lack of a firstyear experience course at an open-access public institution. By involving faculty in an innovative approach to curriculum design and content delivery, we moved the needle on multiple measures of student success. Details of the program and ideas for promoting faculty involvement will be discussed. Participants will have the opportunity to assess data from the study and discuss possible iterations and applicability for their institutions.

CT-45 Hands Across the Sea: UK/USA Collaboration on **Common Reading**



Travis A/B

Alison Baverstock

Associate Professor and Director, The Kingston University Big Read Kingston University London and The University of Mississippi

Wendy Morris

Specialist Librarian and KU Big Read Champion Kingston University

Leslie Bannerhan

Assistant Vice Chancellor for Student Affairs

Dewey Knight

Associate Director, Centre for Student Success and First Year Experience

Melissa Dennis

Head of Research and Instruction Services University of Mississippi

Pre-arrival shared-reading is well established in the United States, much less so in the United Kingdom. The University of Mississippi and Kingston University, 5,000 miles apart, outline their involvement and summarize how associated research projects can monitor and publish evaluated outcomes. Both institutions' common reading programs (the University of Mississippi's Common Reading Experience and Kingston University's Big Read) intend to welcome new students and improve enrollment, engagement, and retention. Collaborators share best practices and explore points of difference, e.g., how to encourage wide colleague involvement and expand reading into associated communities, involving public libraries and targeting marginalized groups, including the homeless.

CR-46 Getting Real About Fake News: First-Year Students and Media Evaluation

Travis C/D

James Sponsel

Information Literacy and Assessment Librarian

Cara Evanson

Information Literacy Librarian *Davidson College*

Fake news is an issue that impacts all areas of our society, but how does it affect first-year college students? At Davidson College, we conducted an assessment of first-year students on the topic of fake news and media evaluation. This session will explore findings from the assessment, which presented students with authentic examples of real and fake news. Key insights from this first-year student data include the role social media plays in students' news consumption and how students' evaluative practices influence their ability to detect fake news.

CT-47 Welcome Generation Z! Save the World, Love the Learning

Presidio A

Constance Staley

Professor of Communication, Special Assistant to the Chancellor University of Colorado, Colorado Springs

Steve Staley

Professor of Humanities Colorado Technical University

Generation Z, the newest generation of college students, has arrived on our campuses. Gen Z's are practical learners who consistently ask themselves, "What's in it for me?" They absorb information instantaneously but lose it just as fast. Their learning is non-linear and "messy," but Gen Z's flourish when instructors move from "sage on the stage" to "mentor in the center" facilitators who teach organically and authentically and create rich, diverse, relevant, hands-on, technology-rich content. This session will focus on "pracademic" teaching tools for Gen Z's drawn from a blend of practical application and academic experience.

CT-48 Restructuring a First-Year Seminar: Moving Beyond Retention

Presidio B

Paty Cantú

Instructor

Hayley Kazen

Assistant Professional

Texas A&M International University

Faced with the challenge of incorporating core curriculum assessments and quality enhancement plan student learning outcomes into the first-year experience (FYE) program at Texas A&M International University, FYE faculty and staff decided to restructure the first-year seminar to meet these goals. The process involved structuring the course in academically challenging ways that integrate several high-impact practices, including undergraduate research, service-learning, and diversity/global learning. Presenters will address the process, challenges, and benefits of designing a first-year seminar that goes beyond retention and sets students on a trajectory of inquiry and analysis without compromising the development of acclimating to college life (non-cognitive skills).

CT-49 Student Athletes and the First-Year Experience

Bonham B



Michael Puma

Co-Director, Messina Living Learning Program

Colleen Campbell

Director, Student Athlete Support Services Loyola University Maryland

Student athletes are often pulled in many directions as they learn to balance their academic, athletic, and social commitments. Their competing demands may limit the overall the quality and frequency of their engagement with the campus community and their peers (Quaye & Harper, 2014). How might first-year experience participation benefit student athletes in the classroom, in residence halls, and with their peers? This session will explore how we can partner with colleagues across campus to creatively and authentically integrate student athletes into our initiatives while gaining an appreciation of their individual and collective contributions to our campuses.

E-50 Expanding Texting Efforts to Improve First-Year Experience

Bonham C

Arianna Hartmann

Director of Customer Success Signal Vine

Dan Chandler

Assistant Director, First-Year Experience Brigham Young University

Brigham Young University has used Signal Vine's text messaging platform for the past three years to support newly admitted undergraduate students by connecting them with peer mentors via interactive text messaging. This session will focus on the continued impact of two-way, personalized text messaging on BYU's first-year peer mentoring program. It will discuss BYU's experience texting first-year students, including best practices, challenges, and outcomes over the years.

E-51 Preparing Future-Ready Learners in Student Success

Bonham D

LaShana Stokes

Interim Dean of Student and Academic Success Harrisburg Area Community College

Matthew Wilson

Chair of FYE and ESL Wilmington University

Andrea Franckowiak

Coordinator of the English Department & FYE Dyersburg State Community College

Our session will share key findings from a recent survey conducted by McGraw-Hill Education of more than 700 student success instructors and coordinators on the challenges facing their courses and programs. Join us to hear a panel of instructors, course coordinators, and administrators share best practices on how they are addressing these challenges at their institutions. Topics will include desired competencies and outcomes for first-year experience (FYE) and student success courses; addressing the needs of a varied student population; tools, materials, resources,

and assessments to improve performance; and measuring and positively impacting persistence and retention.

CT-52 Talking Race: Teaching Millennials to Navigate Difficult **Classroom Conversations**

Bonham E

Sonia Gipson Rankin

Associate Dean for Curriculum and Program Development University of New Mexico

Controversial speakers. Monuments. Free speech. Civil campus. Students arrive from a plethora of backgrounds, often untrained in how to have productive conversations with peers about issues of race, gender, or sexual orientation. How does the educator start the conversation? When should one interject? Does it change hearts and minds? In this session, we will discuss the impact of cognitive dissonance in student learning with respect to racial inequality in the first-year experience. The instructor of our freshman seminar, Race in the Digital Age, will model dialog, using practices that can be used on a variety of subjects or modified for different classrooms.

CI-53 Whistling a Symphony: Creating Campus Collaborations to Support Student Success

Crockett A/B

Dorothy Ward

Director, Entering Student Program



Ann Gabbert

Associate Director, Entering Student Program University of Texas at El Paso

Developing partnerships with other campus offices is key for delivering effective first-year programming. At the University of Texas at El Paso, the Entering Student Program (ESP) works in collaborative partnerships to provide instructional support, faculty development, and shared programming. This session will examine the various ways ESP and key university offices collaborate and how the collaborations benefit all involved. The presenters will also provide recommendations for developing such partnerships on your campus.

CI-54 A Pre-Fall Program Focused on Wellness: Creation, Implementation, and Assessment

Crockett C/D

Valerie Wherley

Clinical Assistant Professor

Gail Samdperil

Associate Dean

Sacred Heart University

Research indicates student retention is influenced by many factors, including but not limited to: academic advising, social connectedness, involvement and engagement, faculty approachability, learning experiences, and student support services. Pre-fall programs, or programs offered before the fall semester, offer first-year students a unique and focused university experience with a small cohort of peers. A successful pre-fall program,

incorporating faculty interaction, academic support, and social engagement, can lead to student satisfaction. While creating and implementing a pre-fall program is challenging, the positive outcome is value added for a university.

CI-55 The First-Year Seminar and High-Ability Students

Seguin

David DeWeil

Associate Principal, Capstone Scholars Program

Katie Zimmerle

Assistant Principal, Capstone Scholars Program

Cassie Davis

Assistant Principal, Capstone Scholars Program

Duncan Culbreth

Assistant Principal, Capstone Scholars Program University of South Carolina

High-ability students come to college with tremendous aspirations but also with a unique set of challenges. The Capstone Scholars Program was created in 2005 at the University of South Carolina to recruit, retain, and facilitate access to beyond-the-classroom opportunities for high-ability students while offering University 101 as a common academic experience. This session will focus on the needs of high-ability students, the role of the first-year seminar in the Capstone Scholars Program, and the adaptation of University 101 over the past decade to meet the needs of high-ability students.

CT-56 Fostering Frameworks: Building Student Support Networks **Through Professional Development Badging**

Bowie A

Catherine Thomas

Associate Dean, School of Transitional Studies

Karen Jackson

Assistant Dean, School of Transitional Studies Georgia Gwinnett College

One challenge facing faculty and staff at higher education institutions, and particularly those with an access mission, is understanding and supporting their students in a holistic manner. Organizations with a high proportion of traditionally at-risk students must balance resource demands with providing the intensive teaching and advising models recommended for student success. This presentation explores the Student Success professional development badge as one efficient, effective model for building a holistic student support network on campuses.

CI-57 Developing and Sustaining a Successful Bridge Program Republic B

Erin Weston

Director, Bridge Scholars Program and First-Year Student Initiatives Georgia College

The Bridge Scholars Program is in its 12th year at Georgia College. This highly successful residential learning community is designed to transition conditionally admitted first-year students to our institution. Our bridge students boast a graduation rate 14% higher than traditionally admitted students. We will provide detailed information about our program's infrastructure and highlight key campus partnerships. We will discuss strategies on how to create balance in your bridge program, focusing on determining when and where adjustments are needed to enhance student success. Come learn how our program has continued to thrive through changes in leadership, structure, and staffing.

11:30 a.m. - 1:00 p.m. Featured Session

FD-58 Social Justice Educators in Today's World: A Discussion of the Critical Role of FYE Professionals

Lone Star D

Victor B. Saenz

Chair, Department of Educational Leadership and Policy (ELP) *University of Texas at Austin*

First-year practitioners and administrators represent arguably the most important frontline professionals at our higher education institutions. They can significantly shape the experiences of our incoming college students, especially those from underrepresented or historically marginalized communities. Intentionally or not, our institutions can sometimes be structured in ways that deny access to resources or opportunities based on specific or perceived characteristics (e.g., race, gender, class, religion, sexuality, or disability). Thus, it is necessary to critically reflect and examine our work as first-year professionals, to re-examine our institutions and the unintentional structures they can erect through cultural norms or traditions, and the patterns of inequality that often accompany the experiences of first year students or students in transition. This facilitated discussion focuses on how we can center a social justice approach to our practice as FYE professionals. Once diagnosing challenges that accompany the first-year experience for students, we will explore key solutions and approaches to improving our practice. All first-year students should have equal access to institutional resources, they should be made to feel welcomed, they should be made to feel like they belong. Enabling conversations about these issues can empower first-year practitioners and professional to critically reflect upon their concerns and work actively to address the unjust situations that can accompany the experiences of firstyear students.

LUNCH ON YOUR OWN | 12:30 PM - 2:15 PM

2:15 p.m. - 3:15 p.m.

CT-59 Enhancing the First-Year Seminar With Meaningful Assignments

Lone Star A

Kevin Clarke

Assistant Director, First and Second Year Advising Loyola University Chicago

Assessing student learning can often be a challenging task, but one that can be improved significantly with high-quality, well-developed, and meaningful assignments. These assignments can also further promote student learning and engagement in the classroom. In this session, the presenter will outline a framework for creating meaningful and engaging assignments; highlight several examples of projects and assignments that have proven successful in different first-year seminars at a variety of institutions; and explain how to provide feedback that enhances student learning and commitment to their work.

CI-60 Infusing Social Justice and Wellness Through First-Year Experience Programs

Lone Star B

Katie Treadwell

Associate Director for Orientation Programs

Jessica Mattes

Program Coordinator for Orientation Programs *University of Kansas*

Introducing students to campus conversations of social justice, community expectations, and personal wellness is a critical, yet extremely sensitive, learning experience in light of the current political landscape and events on college campuses across the country. In response to similar concerns at the University of Kansas, first-year experience leaders collaborated with campus colleagues to introduce an interactive social justice-based learning experience for over 4,000 students annually. This session will introduce participants to Jayhawk Jumpstart, an extended orientation experience required for all new students. Participants will also explore strategies to sustain wellness and social justice programming throughout the first year.

CI-61 Student Engagement and Success: Action, Assessment, and Dialogue

Lone Star C

Peggy Whaley

Assistant Director, Student Engagement and Success

Cindy Clemson

Assistant Professor of Special Education

Jeff Henry

Assistant Professor and Research & Instruction Librarian

Ben Littlepage

Assistant Professor and Program Coordinator of the Master of Arts in Postsecondary Education Administration

Murray State University

Murray State University has piloted student success discipline-specific freshman transitions courses in which academic affairs and student affairs

personnel collaborate as partner instructors. Faculty who are assigned to teach their disciplines' one-credit-hour transitions course are paired with student affairs, library, or graduate student volunteers. Discipline faculty deliver discipline-specific content, and volunteer instructors deliver content on time management, strategic learning, resiliency, managing college life, and successful student behaviors. This session will present the results of four years of data, indicating the success of this collaborative model.

FD-62 Improving Community and Academic Success Through **Campus-Wide Information Literacy Conversations**

Lone Star D

Kate Otto

Assistant Librarian Marquette University

As information becomes increasingly challenging to navigate and sort, larger gaps form in students' levels of familiarity with information literacy and the research process, making it more difficult for instructors to effectively and efficiently teach core concepts. This facilitated discussion session will allow faculty, staff, and service providers to discuss ways to simplify research and information literacy, collaborating on multiple campus fronts to help firstyear students create a foundational research skill set.

FD-63 Integrating Service-Learning and Common Read Initiatives for Transformative Learning

Lone Star E

Catherine Barber

Associate Professor Director, Research Program

Jo Meier-Marquis

Associate Professor; Chair of Psychology Director, Freshman Symposium

Ulyses Balderas

Associate Professor, Director of Study Abroad

Lindsey McPherson

Assistant Vice President for Student Success

Randy Soffer

Assistant Professor, School of Education University of St. Thomas-Houston

Service-learning and common read programs are successful high-impact practices often incorporated into the first-year experience. Students may experience increased benefits when these practices are integrated, with a major service-learning project stemming from the theme of the selected common read. Furthermore, integrating these initiatives may provide greater opportunities for transformative learning. This facilitated discussion uses reflection activities and group discussion to explore questions of how best to integrate service learning and common read initiatives, how to manage coplanning, and how to effectively measure outcomes.

CT-64 Just in Time: Training That Works for FYE Instructors

Lone Star F

Brooke Moore

Coordinator of First-Year Seminars

Todd Stanislay

Director, Faculty Center for Teaching & Learning Ferris State University

Have you been frustrated with providing professional development training where no one shows up? Have you tried every marketing tool and delivery method you know to increase participation? Our instructors are proud to teach our first-year experience (FYE) course and consider themselves a community of scholars. This didn't happen overnight. Come learn the combination of techniques that have led to well-trained FYE instructors. Participants will learn what works with busy faculty and staff. Consideration will be given to why it is important to involve instructors, the timing of the training, and how to use an instructor survey to help navigate the process.

CT-65 Community, Access, and Thriving: Theory-Based Approaches to Supporting First-Year Transitions

Bowie B

Bryce Bunting

Assistant Clinical Professor, Student Development Brigham Young University

Dallin Young

Assistant Director for Research, Grants, and Assessment National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

The first year of college is critical in determining long-term student success. This presentation introduces the framework of Legitimate Peripheral Participation (LPP) as a tool for understanding how to support students' thriving in the first year of college. Further, the session will provide practical guidance for how campus leaders can develop or refine first-year programs that not only support the development of critical skills, habits, and attitudes, but facilitate students' entry into the academic and social communities of their campuses.

CI-66 Increasing Campus Engagement Through Selfie **Documentation: The GPS Initiative**

Travis A/B

Mary Schultz

Professor, Student Life Skills

Whitney Rhyne

Director, Strategic Initiatives Florida SouthWestern State College

Florida SouthWestern recognizes that engaging students with college academic, social, and personal support resources promotes academic success. This session will describe the GPS, a project in which students use their cellphones to document participation in campus activities. The presenters will describe how the development of the GPS increased engagement among first-time-in-college students, a challenging endeavor for community-based colleges, and fostered partnership between student and academic affairs. Participants will examine student examples of completed GPS projects. The presenters will show quantitative and qualitative data that indicate increases in student participation and retention, as well as increased interdepartmental collaboration.

CR-67 Understanding First-Year Students' Situated Circumstances



Travis C/D

Nosisana Mkonto

Head of Department, Student Learning

Emmanuel Esambe

Lecturer, Academic Literacy
Cape Peninsula University of Technology

Students entering higher education institutions globally do so from diverse social, economic, and educational backgrounds. The majority struggle with transition into the new learning environment. Universities are challenged to provide a quality first-year experience to support smooth transition and academic student success (McInnis, 2001; Tinto & Astin, 1993). In this regard, understanding students' situated circumstances (Bourdieu, 1984) is a key factor in developing, planning, and implementing inclusive first-year interventions to improve student learning and development.

CR-68 Engaging Curriculum to Guide Your Students on a Career Pathway

Presidio B

Cindy Morrin

Associate Professor, Counseling Cuyamaca College

How does your college get ALL your students on a career pathway? Everyone talks about guided pathways and making sure students choose a major that meets their ultimate career goals. Personalized career planning, Campus SaVE and Title IX requirements can be wrapped up in a student-friendly course that can help your most at-risk students persist, succeed, and find a pathway in one semester. Learn how to increase student success, persistence, and completion with an engaging, online, interactive curriculum. Participants will have access to the full curriculum and career assessments that can be integrated with your campus LMS such as Canvas.

E-69 Collaborating on Success: Using Data Insights to Drive Cross-Campus Initiatives

Bonham B

Stephanie Pearcy

Director for First-Year Student Outreach and Success *Indiana State University*

Nate Cole

Senior Professional Services Consultant Skyfactor

Over the past eight years, Indiana State University has developed a comprehensive and centralized approach to the outreach and support of first-year students by leveraging Mapworks platform data and tools, contributing to an increase in four-year graduation rates. Currently, as a result of targeted collaborations across campus, data insights are being used to drive and inform a variety of initiatives/services, including student programming, first-year experience course development, athletic academic services, a conditional admit program, career services, and first-year advising. Our session will cover specific collaborations, describing use of data within each initiative, best practices, and results.

CI-70 25 Years of Peer Leadership in University 101

Bonham C

Mike Dial

Assistant Director for Peer Leadership

Sloane Stuart

Graduate Assistant for Peer Leadership *University of South Carolina*

University 101 Programs (UNIV101) at the University of South Carolina (USC) serves as a national model for first-year seminars. While not the first, USC was certainly an early adopter of peer education in first-year seminars. Since 1993, UNIV101 has used high-achieving, upper-division students to help thousands of first-year students transition to and through USC. In this session, facilitators will share the UNIV101 model of peer leader recruitment, selection, training, and recognition. Participants will leave with resources to design or improve peer leader programs at institutions large and small and at the department, college, or institutional level.

E-71 Using Technology to Streamline Onboarding, Enhance Orientation and Improve Readiness

Bonham D

Kristen Seldon

Director

Innovative Educators

Meg Foster

Coordinator, Online Student Services & SDV 100 Instructor Reynolds College

For many first-year students, college can be overwhelming with regard to coursework demands, study strategies, test-taking, and basic knowledge about using campus resources. Using case studies, we will examine how colleges can support students using technology from recruitment to graduation, specifically addressing critical moments during the student life cycle: recruitment, onboarding, the first year, and career readiness. We will discuss how a combination of tools such as online orientation, online enrollment checklists, and online student success workshops guide students through the onboarding process, prepare them to start strong, and help them succeed in the first year.

E-72 One Goal: Bridging the Gaps Between Senior Year and First Year of College

Bonham E

Chantelle George

Director of College Persistence, Houston

Venice Williams

Director of College Persistence, Houston One Goal: Graduation

According to the Pell Institute (2016), funding for first-generation students has declined over the past decade, while the number of first-generation college students has grown. In addition, only 22% of students from low-income communities earn a college degree (bachelor's and/or associate), compared with 67% of their peers from high-income areas (OECD, 2012). During this session, we will discuss One Goal, a national community-based organization that uses an in-school approach to bridge the gap from high school to college. The mission of One Goal is simple: college completion.



CI-73 AUx: Development and Impact of a Unique First-Year **Experience Course**

Crockett A/B

Andrea Malkin Brenner

Director, American University Experience and Assistant Professor, Sociology

Isadora Rose Stern

Program Coordinator, American University Experience American University

In Fall 2018, every American University first-year student will complete a fullyear general education course designed to ensure that diversity, inclusion, and free speech are part of the core curriculum. This presentation explains the class themes, assessment, and plan to roll out the course to nearly 1,800 students in 2018-2019. Attendees will learn insights into making the case for, and ultimately creating and implementing a course designed to help students transition to college, in doing so becoming part of a community of learners from a variety of backgrounds and with a range of experiences.

CI-74 Connect. Create. Collaborate: Rethinking First-Year Seminar **Instructor Training**

Crockett C/D

Katherine Powell

Director, Office of First-Year Experience

Olivia Vasquez

Student Coordinator, Office of First-Year Experience

Elizabeth Gunter

Assistant Student Coordinator, Office of First-Year Experience Berry College

One of the challenges of sustaining a first-year seminar program is keeping instructor development engaging and meaningful for all. With limited time and funding, we struggled to create a program that provided new instructors with necessary tools and information while still being relevant and motivating for veterans. Our solution was to rethink our traditional one-day instructor workshop as a conference, modeled on the University of South Carolina's Teaching Experience conference and adapted for a small, private institution. In this presentation we will share the step-by-step process for designing and marketing our conference, enlisting presenters, and bringing participants on board.

CT-75 Blazers Bounce Back: Building Resilience Skills in FYE

Lisa Kerr

Director, Vulcan Materials Academic Success Center

Angela Stowe

Director, Student Counseling Services and Wellness Promotion University of Alabama at Birmingham

As rates of mental health challenges including stress, anxiety, and depression continue to rise on college campuses, institutions seek ways to effectively deliver proactive programming to build resilience skills among students. At the University of Alabama at Birmingham, our first-year experience program partnered with Student Health and Wellness as well as University Libraries to incorporate a curriculum that promotes student

development of resilience skills. Learn how these three departments collaborated to infuse resilience skill-building opportunities into distinct weeks of the UASC 101 course in ways that promote information literacy, time management, and growth mindset.

CI-76 Coaching and Student Success With Life Design in Mind Bowie A

William Johnson

Student Success Navigator/Life Design Catalyst Coach University of North Carolina at Greensboro

The Life Design Program was instituted at UNC-Greensboro to empower students, through the exploration of purpose and meaning, to optimize their lives in becoming the best version of themselves, as well as identifying their gifts and talents to be in greater service to something bigger than themselves. This session will describe the program, the one-credit, firstsemester "What Could I Do With My Life" course, as well as the impact on retention and graduation rates, and results on student learning outcomes.

FD-77 Turning ON Inspiration: Successful Strategies of Outstanding First-Year Student Advocates



Presidio A

Allison Moghaddasi

Marketing Manager, Communication & College Success Cengage Learning

Jennifer Keup

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

University of South Carolina

This session will center on an interactive and open discussion with the recipients of the Outstanding First-Year Student Advocates award, cosponsored by the National Resource Center and Cengage Learning. These award recipients are being honored for doing exceptional work in the areas of student learning, development and success. During a panel discussion, the award recipients will respond to questions about the challenges of teaching college success and will share their best practices, instructional methodologies and stories of student success on their campuses.

CT-78 Double Flipping: Personalized Learning to Address the First-Year Readiness Gap

Republic B

Guy Krueger

Writing 101 Curriculum Chair/Core Lecturer

Karen Forgette

Writing 100 Curriculum Chair/Core Lecturer

Andrew Davis

Instructional Technology Designer University of Mississippi

Funded by the Gates Foundation, we sought to address college readiness gaps by creating micro-modules addressing local concerns and providing greater student control over personalization. This presentation details our development process, how our trials with other courseware led to the current project, and how our experience might be valuable to other campuses considering personalized learning tools in first-year courses. We propose that locally generated, modular courseware can help "double flip" high-contact, general education courses. By modifying the definition of personalized to give agency to the student, this method may promote student ownership of the learning process in addition to equalizing outcomes.

AFTERNOON BREAK | 3:15 PM - 3:30 PM

Texas Ballroom ABC

3:30 p.m. - 4:30 p.m.

CT-79 Promoting Student Success: Bringing Academic Advisors Into the FYE Course

Lone Star A



Herbert Bruce

Associate Director, University Academic Advising Center

Nick Sano-Franchini

Academic Advisor, University Academic Advising Center Virginia Tech

Students underestimate the value of academic advising, and few follow through on their advising recommendations. How do you get them to become more responsive and understand the value of advising? Include the advisor in the first-year experience (FYE) class. This session will discuss the current data regarding the use of academic advisors in the FYE classroom, provide compelling parallels between the learning objectives of developmental academic advising and FYE courses, and review several models designed to include advisors in the classroom. Presenters will also offer classroom assignments and activities to augment academic advising.

E-80 The First Year Matters: But What Matters Most?

Lone Star B

John N. Gardner

Chair and CEO

Betsy O. Barefoot

Senior Scholar

John N. Gardner Institute for Excellence in Undergraduate Education

The presenters are co-founders of the John N. Gardner Institute, an 18 year-old non-profit organization, which has enabled them to extend their formative work at the University of South Carolina. In this session, they will share their lessons learned for the most important steps campuses can take to increase the success of new students. Drawing from their work with hundreds of institutions, they will focus on the use of assessment to produce strategic action plans to enhance first-year retention rates, increase the success of transfer students, and address the challenges of "killer courses" through course redesign to reduce rates of D,W,F,I grades. They will also discuss the importance of implementing, to a high degree, aspirational plans for improvement. This session will be interactive to address questions you may have of two of the founders of the FYE movement.

FD-81 Students With Family Responsibilities: Challenges and Resources

Lone Star D

Kristina Papa

Assistant Director, Admissions

Nerissa Gillum

Associate Professor, Family Sciences Texas Woman's University

Transitioning to college may be a challenge for students with family responsibilities as they strive to successfully manage the multiple dimensions of their family and school lives. Their time management, housing arrangements, and social activities may look different from traditional students' lives. This facilitated discussion will include learning and sharing knowledge about the challenges these students may encounter, family-focused resources within higher education, and innovative ways to develop a college community of support for students with family responsibilities.

CT-82 Preparing Peer Mentors: An Instructional Design Approach to Summer Online Readings

Presidio A

Jane Carlile

Peer Mentor Supervisor

Dan Chandler

Assistant Director, First-Year Experience

Bryce Bunting

Assistant Clinical Professor Brigham Young University

Peer mentors have a powerful impact on first-year students when evidence-based mentoring skills are an integral part of training and assessment. One institution is using the slower-paced summer months to teach and infuse best practices into the mentoring done by their peer mentors. This session introduces the online training modules developed and used for this purpose. Based on leading instructional design theories, these modules systematically teach a variety of proficiencies, both cognitive and noncognitive, to help peer mentors internalize and improve their mentoring skills. Design steps, best practices, and assessment tools adaptable by any mentor training program will be shared.



CT-83 Designing a Motivational Syllabus: A Learning Path for Student Engagement

Lone Star C

Melissa Thomas

Lecturer, TIP Scholars Program University of Texas at Austin



Christine Harrington

Executive Director

NJ Center for Student Success at the NJ Council of County

Are you making the most out of your syllabus? Come discuss the purpose of the syllabus including how it can be used as a motivational tool. Discover what the research says about what makes a syllabus effective. Strategize about ways to encourage first year students to regularly use this important document. Walk away with practical ideas about how to create a motivational syllabus and some great resources such as a syllabus checklist.

FD-84 A New Paradigm: A High-Impact First-Year Student Program

Lone Star E

Beverlyn Grace-Odeleye

Assistant Professor/Director, STAR Program

Jessica Santiago

Academic Success Coach, Academic Enrichment and Learning

Shawn Watkins

Associate Professor, Reading

Kevin Casebolt

Professor/Physical Education East Stroudsburg University of Pennsylvania

The summer bridge program is widely adopted in educational institutions for diverse reasons, including providing remedial courses, making adjustments to academic rigor for college persistence, promoting positive social interaction with peers and faculty, equipping students with success techniques, promoting self-regulation, and encouraging lifelong learning. However, the admission criteria, program duration, academic content, and university-wide engagement vary according to the needs of each university and the target population. This session will discuss an integrated, programmatic approach and implementation of a six-week program designed to enhance academic readiness, persistence, and review outcomes on retention to graduation rates over the past five years.

CI-85 Yes, No, Maybe: Student Ratings of 75 Common Reading **Books**

Lone Star F



Tom Carskadon

Professor of Psychology and Director of FYE Programs

Theresa Fitchie

Graduate

Mississippi State University

We will explain a specialized methodology for rating potential common reading books. We will then share systematically obtained data from representative samples of first-year students who read and rated 75

possible choices for common reading books, including many of those most frequently adopted nationwide in recent years. Some books get a definite "yes," others a definite "no," and some a qualified "maybe." Specific, practical suggestions for program success will be provided, along

with individual book ratings data that are, to our knowledge, unavailable anywhere else. Participants are encouraged to share their own common reading experiences at this session.

CI-86 Integrating Campus Partners Into a First-Year Seminar

Bowie B

Catherine Greene

Assistant Director for Campus Partnerships, University 101 Programs

Sandy Greene

Program Coordinator, University 101 Programs

Katherine Edmond

Graduate Assistant, University 101 Programs University of South Carolina

University 101 Programs uses campus partners to present area-specific content and expertise in the first-year seminar. This session will focus on the benefits of using campus partner presentations to connect students with campus resources and support learning outcomes. Presenters will outline a framework for using these presentations in the first-year seminar. Presenters will also share assessment strategies and recommendations for incorporating these presentations with the first-year seminar.

CT-87 Implementing and Assessing Learning Communities at a **Regional University**

Travis A/B

Liz Patterson

Assistant Vice President for Student Success

Kim Murray

Assistant Professor of Sociology

Joe Burzynski

Assistant Professor of English

Kelly O'Keefe

Coordinator of New Student Transition Programs

Travis Garvin

First-Year Experience Graduate Assistant Texas A&M University

Many universities have implemented learning communities as part of their programming for first-year students. One of the key features in A&M-Texarkana's implementation of learning communities is the collaboration among faculty, staff, and students. Courses included in our learning communities are taught exclusively by full-time faculty and include a first-year experience coach to mentor new students. This session will provide specific information on creating and assessing curricular learning communities that are intentionally designed to help students connect with the campus community and foster integrative learning through shared reading and learning experiences.

CR-88 Tips for Academic Success: Incorporating the Faculty Voice Into Orientation

Travis C/D

Crystal Edenfield

Program Manager, New Student & Retention Programs Georgia Highlands College

In summer 2017, orientation at Georgia Highlands was transformed by adding elements of student success into each session. Over the years, the faculty's role in orientation had diminished. The goal was to incorporate the voices of faculty, staff, administrators, and students back into orientation programming. To do so, the unit of New Student and Retention Programs sought out feedback from faculty, staff, and administration about the things students need to know to be successful, both in and out of the classroom. That list was narrowed down to the Top 10 Things to Know to Be Successful at GHC.

CR-89 Building FYES Courses Through Assessment From the Ground Up



Presidio B

Robert Kenedy

Associate Professor, Sociology

J. Paul Grayson

Professor, Sociology York University

We conducted a survey of students registered in Sociology 1010 in the fall of 2016 and identified the tasks that caused trouble in the course and likely in other courses as well. About 4 in 10 students from various disciplines enrolled in the course can be considered "at risk" in terms of generic skills essential to academic success and degree completion. It is likely that the frustration of many of these students will show up in poor grades, noncompletion of their degree requirements, negative evaluations of their instructors, and expressions of dissatisfaction on evaluations of their university experiences.

CI-90 Lessons Learned From Developing New Campus Initiatives for Student Success

Bonham B

Sharon Oster

Director of Academic Success Office

Sheila Howard

Assistant Dean of Undergraduate Business Programs *University of Dallas*

Learning goals and objectives were developed by the university to meet the board of trustees-mandated first-year retention rate. Initiatives, successes, and failures for first-year students will be discussed. Campus programming and analysis of data will be presented to demonstrate what we feel helped to increase retention of students from first to second year. We have designed and implemented courses targeted to specific learning groups and are assessing the success of those courses. As part of our latest quality enhancement plan initiative, we have undertaken an expanded program to allow students to discern, experience, and achieve their academic goals.

E-91 Practical Perspectives: Personalized FYE Programs Engage Students With Their Futures

Bonham C

Aaron Adkins

Advisor and Coordinator, First-Year Experience & Career Counseling University of Southern Indiana

Christian Mackey

Senior Vice President CPP Innovation Labs

Chinh Truong

First-Year Experience Coordinator for Engagement and Diversity University of Minnesota-Twin Cities

An estimated 20-50% of students enroll in school as "undecided." Although findings are mixed on the impact this has on graduation, the research is clear on the connection between interests and income, college persistence, and grades. In this session, we will outline a framework of identifying, measuring, and connecting student interests to education pathways and ultimately, the world of work, using the SuperStrong assessment. Our partner schools, including the University of Minnesota, will outline their inclusion of interest measurement and its impact on admissions, enrollment, engagement, and other metrics.

E-92 Mindset: Do They Really BELIEVE They Can ACHIEVE?

Bonham D

Jahmad Canley

President & CEO

LAUNCH Student Success

Success—it is what we want for all students! In fact, it is the reason you are here. Have you ever wondered why it seems that sometimes some students struggle despite having a ton of potential and resources at their disposal? Research tells us the answer to this question is often mindset. This interactive presentation goes beyond stating the research and actually shares tangible strategies on how to use cognitive science and technology to teach this important skillset to students in the critical "First 3" to have a tremendous impact on success and retention!

E-93 Holistic Planning: Speaking, Writing, and Thinking About First-Year Course/Cocurricular Choices

Bonham E

Jon Zeitlin

President

AdviseStream

In this session, we will show examples of structured, holistic first-year experience (FYE) programs as supported by a system to scale and institutionalize FYE activities. We will talk about how universities across the United States are using practices to deepen the intentionality of students about their first-year choices, with the goal of increased persistence and deeper student engagement. The session will also show how to use this data as a launching point for comprehensive four-year plans. This session will be interactive, with audience discussion about processes and structure around FYE programs.



CI-94 Thriving Instead of Surviving: Intentionally Reenvisioning the **Small-College FYE**

Crockett A/B

Brad Harmon

Assistant Dean for the First-Year and Second-Year Experience Furman University

This presentation features a small, private liberal arts university's application of thriving to redesign various aspects of its first-year experience including new student orientation, the first Cultural Life Program, and training for academic advisors and peer educators. Participants will be provided an introduction to thriving research and insight into the process behind ongoing programmatic changes, the scope of the resulting changes, and future applications in development. Participants will also be asked to consider ways they can inspire thriving students on their campuses.

CT-95 Snapshot of Service: Connecting Gen Z to Service and **Engagement**

Crockett C/D

Lisa Kamody

Assistant Director, Learning Community Programs/Course Coordinator

Meagen Rinard

Graduate Assistant for Learning Community Programs

Rose Troyer

Graduate Assistant for Community Service Ohio University

Entrepreneurial, 4-D thinkers, and technology-reliant are adjectives used to describe Generation Z, or those born around 1995 or later. How can first-year programs help Gen-Z students connect to their new college/local communities and become involved in community service and engagement? Learning Community Programs at Ohio University developed a collaborative, student-led team approach to provide brief (but well-rounded) Snapshot of Service events. Primarily using social media and hands-on tabling events, Snapshot of Service promotes and educates students about community service initiatives. This session will focus on the challenge of providing meaningful service connections to large numbers of Gen-Z students, and participants will engage in sample Snapshot of Service activities.

CT-96 An FYS Department: Advancing the Ideals of Liberal Arts **Education**

Seguin

Michelle Liptak

Visiting Assistant Professor for First-Year Seminar

Britt Haas

Visiting Assistant Professor for First-Year Seminar Siena College

The goals of Siena College's First-Year Seminar (FYS) are to teach students how to think, read, and write critically and introduce them to the college's Franciscan mission. What is commonly overlooked, however, is the FYS' ability to serve all of the faculty and academic departments, as it is a nexus of active and experiential learning strategies and instructional methods used to advance the ideals of a liberal arts education. Making FYS an academic department will result in more support, recognition, and legitimization but will also mark a true shift toward valuing and sharing excellence in teaching.

CI-97 The Art of Success Coaching: Strategies for First-Year Student Success

Bowie A

Beth Holder

Associate Dean of Student Success

Britt Carl

Senior Success Coach High Point University

First-year student success—as measured by retention and satisfaction—has increased at High Point University, a private four-year institution in North Carolina. This success has been attributed to the use of Success Coaches, professional staff who serve as academic advisors and mentors to all firstyear students. Our Success Coach model provides academic and transitional support to all first-year students as they begin their college journey. Participants of this session will learn tricks of the trade including strategic touchpoints, differentiated and purposeful coaching/advising, relationship building, and predictive retention. Through strategic measures, Success Coaches emphasize to our students: You matter!

CI-98 How Are Your SPIES? Retention Through Wellness

Republic B

Lisa Johnson

Associate Vice President for Student Success

Ronda Gentry

Director of Student Persistence and Engagement Tusculum College

This session explores successes and challenges of SPIES (Social, Physical, Intellectual, Emotional, Spiritual), an initiative designed to increase retention by providing for individual wellness through community engagement. Participants will also discuss applications on their campuses.

4:45 p.m. - 5:45 p.m.

CT-99 Scaling HIPs Down to Foster Student Learning and **Engagement**

Lone Star A



Stephanie Foote

Assistant Vice President for Teaching, Learning, and Evidence-Based **Practices**

John N. Gardner Institute for Excellence in Undergraduate Education

Josie Baudier

Instructional Designer Kennesaw State University

High-impact practices (HIPs) have become commonplace in American higher education. Although several HIPs (e.g., first-year seminars, learning communities, common intellectual experiences) are aimed at early college students, national data indicate students do not participate in these experiences equally (NSSE, 2014). With the goal of designing first-year seminars and other courses to intentionally introduce and engage students in HIPs, this interactive session will lead participants through a process of scaling HIPs "down" to their individual classes. Participants will leave the session with a plan and resources to design, redesign, or enhance a course or program to incorporate one or more HIPs.

CI-100 Empowering Students to Design College, "Designing Your Stanford" Course Insights

Lone Star B

David Evans

Co-founder, Stanford Life Design Lab

William Burnett

Executive Director, Stanford Design Program Stanford University

Students have mastered the art of getting into college, but they often arrive underprepared to make the most of it. To meet this challenge, the Stanford Life Design Lab created "Designing Your Stanford" (DYS), teaching students to use design thinking to "get more out of college—not cram more into it." This session will describe the DYS curriculum development process, review student impact via pre-course and post-course survey analysis, compare DYS to other first-year Stanford programming, share insights from the first five years, and provide a forum to discuss how design thinking can grow student self-authorship and creative confidence.

CI-101 Critical Thinking Assignments and Activities for a Media-Obsessed Generation

Lone Star C

Whitney Rhyne

Director, Strategic Initiatives

Mary Schultz

Professor, Student Life Skills Florida SouthWestern State College

At Florida SouthWestern State College, initiatives to promote higher-level thinking skills have been and are being instituted both college-wide and in classrooms, particularly in Cornerstone Experience, a required course for all first-time-in-college students. This presentation will focus on specific assignments and activities with the goal of enhancing a student's disposition toward critical thinking and strengthening their habits of mind in the pursuit of developing a well-cultivated critical thinker. Session facilitators will share learning objectives and implementation details, as well as assessment tools and data from several college-wide activities and classroom assignments.

FD-102 Professional Development for Peer Educators: What Does Your Program Provide?

Lone Star D

Murillo Soranso

Director, First-Year Experience *University of Illinois at Urbana-Champaign*

Peer educators are an essential part of first-year experiences (FYEs). Research has shown that peer educators contribute to the success of FYE programs because first-year students learn a great deal from them. But what do peer educators get in return for serving in these roles? What skills, abilities, and attitudes are peer educators developing in our programs? In this facilitated discussion, participants will (a) discuss what professional development (PD) looks like for their peer educators; (b) share how they provide (or do not provide) PD opportunities for their peer educators, and (c) identify areas of strength and opportunities for enhancement.

FD-103 Caring for DREAMers: Collaborating in Undocumented Student Support Practices

Lone Star E

Leonor Wangensteen

First Year of Studies Academic Advisor *University of Notre Dame*

Undocumented immigrant student support in U.S. higher education is gaining widespread attention. Some 800,000 undocumented youth may soon lose their temporary legal protections and work permits under the 2012 DACA program, and political and legal tensions surrounding immigration reform continue to escalate. Best practices in DREAMer support often fluctuate according to changes in federal, state, local, and academic policy and law. Specialists can use collective expertise to understand and drive innovative solutions to their students' unique obstacles. Critical care for DREAMers is enhanced by tapping into national resources such as non-for-profit organizations and by networking with other college advocates.

CI-104 Cultivating Campus Conversations About Race: Two Books, Two Years

Lone Star F

Sarah Crawford-Parker

Assistant Vice Provost, First-Year Experience

Howard Graham

Associate Director for Academic Programs *University of Kansas*

This session will discuss a two-year effort to connect first-year students to campus conversations about race through a common reading program. Recognizing the necessity of fostering belonging while also facing a volatile climate locally and nationally, the selection of Ta-Nehisi Coates' Between the World and Me and Claudia Rankine's Citizen: An American Lyric presented important opportunities for discussing structural racism, microaggressions, and ways to create a more inclusive campus. This session will share results from an assessment project to measure student engagement with both books and generate discussion about what these findings mean for cultivating sustained conversations about race.

CI-105 FYE: The 6th Man in University Athletics

Travis C/D

Leah Kendall

Director, Office of the First-Year Experience Winthrop University

Like it or not, student buy-in to university athletics has a profound impact on retention. Some students are born branded. Indiana fans wear Hoosiers onesies from birth. Clemson Tigers bleed orange. Florida Gators participate in chants at family gatherings. Let's face it, buy-in at these large-scale athletic programs comes natural. But what about smaller universities where connection between athletics and campus life is strained? Can student engagement in their athletic experience have the same impact? We think so. Join this session to see how partnerships between FYE programs and athletics can create buy-in, change your culture, and drastically impact retention.



CR-106 How Cultural Events Programs Build the Academic and **Campus Community**

Presidio B

James Tuten

Professor of History

Kathy Westcott

Professor of Psychology Juniata College

Bill White

Associate Professor of Communication Penn State University-Altoona

Focus group interviews with undergraduate seniors looking back on their first-year and subsequent experiences attending on-campus cultural events were transcribed, coded, and analyzed using a grounded theory approach to create an account of their role in shaping the college experience. This account includes the outcomes articulated by students, as well as the hindrances and affordances that affect those outcomes. The findings have implications for those designing first-year academic and cocurricular programming.

CI-107 The Transformed Student

Bonham B

Jamye Hardy

First-Year Experience Coordinator

LaShante Walker

Vice President of Academic Affairs American Baptist College

In an attempt to meet the academic needs of its students, American Baptist College implemented a student volunteer-based academic support program. Students who participated in the program increased individual academic performance and positively impacted the institution's retention rate. Since its inception, the program has grown to provide both academic and student support resources and has continued to positively impact retention rates. This session will cover the assessment, planning, implementation, and evaluation process of Student Success Services at American Baptist, which continues to maintain fidelity to its goal of meeting the demonstrated needs of students.

E-108 Retention Begins With Recruitment ... or at Least It Can Bonham C

Don Pitchford

Director of Higher Education Partnerships ACT

This session provides insight into this decades-old statement. There is little doubt that certain students retain at a higher rate on your campuses. Do you know the characteristics of these high-retaining cohorts of students? Best practices will be discussed about recruitment strategy associated with predictive modeling, prospect pool development and how to use all the noncognitive data on the ACT score report to identify "good fit" students for your campus during the recruitment process.

E-109 Leveraging the Four Frames of Student Success

Bonham D

Allison Laske

Assistant Director, Campus Relations Campus Labs

Every year, institutions deploy numerous initiatives across campus in an effort to support first-year student success. At most institutions, these success initiatives fall into one of four frames: data and analytics, support and services, policies and procedures, or programs and engagement. While these efforts are intended to work in tandem, campuses often succumb to a compartmentalized approach when measuring their impact, making it difficult to know what's actually working—or not working. This presentation will explore the steps you can take to establish a datainformed, holistic view of student success and truly make an impact.

E-110 Critical Personal Finance Topics for College Student Success

Bonham E

Amy Marty Conrad

Program Director CashCourse

Financial literacy has become a key part of student success for many institutions of higher learning in the United States. Because the topic of personal finance is so broad, it can be challenging to identify which concepts are most critical for college students to learn. This session will review methodology for determining financial topics that are most essential to a student population, as well as trends in the field of financial literacy and tactics for more engaging financial education programs.

CR-111 Student Career Confidence Enhancement in First-Year Experience Courses

Crockett A/B

Steven Rodriguez

Assistant Professor, Education/Student Development Northwest Vista College

With college costs and course requirements ever on the rise in an increasingly unpredictable job market, college major and degree choice planning have perhaps never been more important. To help students achieve these goals, two first-year experience (FYE) courses were each offered different career assessments. As recommended by the assessment publisher, one group was offered individual consultation after assessment, and the other class was not. The group that received consultation reported greater confidence in their career decision-making ability than the other group. Implications for curricular integration of career assessment in FYE courses will be offered.

CT-112 Effectively Engaging Campus Partners in First-Year Programs $\mathsf{Crockett}\,\mathsf{C/D}$

Vaughn Love

Living Learning Communities Coordinator St. Edward's University

Collaboration between academic affairs and student affairs is vital in the effort to enhance and support student learning. Students are best served when university professionals and faculty can work cooperatively to create meaningful and holistic learning environments. St. Edward's University's Living Learning Communities (LLC) liaison program serves as an example of how to promote collaboration across campus and create a seamless learning experience for students. This presentation will demonstrate how St. Edward's University's LLC liaison initiative produced multiple connection points for students, unique opportunities for student learning, and best practices for creating and maintaining connections across campus.

CT-113 Understanding and Supporting Student Activists in the First Year

Seguin

Carli Rosati

Graduate Assistant

Quan Tran

Graduate Assistant
Ohio University

Campuses have seen a rise in activism, with incoming students more likely than ever to be concerned with civic engagement. Still, many colleges and universities remain unclear what the appropriate and necessary response is. If institutions are concerned with retaining students, striving toward diversity and inclusion, and encouraging critical dialogue, it is imperative to recognize that involvement in college student activism encourages personal, professional, and political identity formation. Higher education professionals need to view themselves as allies to the cause of activism. This qualitative study considers student activists' feelings of belongingness through the use of interviews, photo elicitation, and heat-mapping.

CT-114 Prepping for Sophomore Success in the First Year

Bowie A

Kimberly Dressler

Student Success Center

Scott McDonald

Student Success Center University of South Carolina

Much attention has been given to the first-year experience over the past 30 years, and within the past decade there has been a greater focus on the sophomore year—but where do the two meet? How do institutions adapt the first-year message and mindset to meet the unique needs of sophomore students and help them make a successful transition from one year to the next? This session will explore how assisting students in the first-year experience can prepare them for success in their sophomore year. Specific attention will be given to encouraging students to connect with academic support and high-impact practices.

CT-115 Self-Management and Self-Motivation for First-Year Student Success and Retention

Republic B

Donna Berger

Director, Academic Grants Marist College

Participants will learn a comprehensive model of self-management that integrates commonly taught student success topics and strategies. The key ABC (affect, behavior, and cognition) elements of self- motivation, time management, communication, self-esteem, and career preparation will be presented with a focus on self-motivation and exercises for students. A freshman year experience for computer science majors that was funded twice by the NSF and recognized for its evidence-based results in retaining computer science majors will also be discussed. Time will be reserved for plans to expand the program to other universities, along with an overview of assessments for the course and participant questions.

4:45 p.m. - 6:15 p.m. Featured Session

CR-116 How to Assess Common Reading Programs Bowie B

Karen Weathermon

Assistant Director of First-Year Programs

Suzanne Smith

Associate Professor, Human Development

Leslie Jo Sena

Assistant Director of First-Year Programs Washington State University

The session will help participants plan appropriate assessment of their institutions' common reading programs. Recognizing that different types of institutions serve different student populations and have varying reasons for using a common reading as part of the first-year experience, this session will walk participants through the basics of measuring programmatic outcomes for students. Topics will include determining the goals of a common reading program, articulating outcome statements, choosing programmatic elements to measure, collecting/sorting data, and the IRB approval process. In addition, we will address the rationale for and uses of common reading assessment data within larger institutional frameworks.

4:45 p.m. - 6:15 p.m. Featured Session

CI-117 Stranger in a Strange Land: Supporting First-Year, **Undecided Students in the Land of Guided Pathways**

Travis A/B

Victoria Atkinson

Associate Dean, Student Development

Linda Frank

Faculty Counselor

Matthew McLaughlin

Associate Dean, Student Development and Title III Director Harper College

As campuses adopt the *guided pathway* concept, concerns about how to effectively support the undecided first-year student are becoming more apparent—and urgent. In a paradigm that favors decidedness, direction, and purpose on entry, how can campuses support students through discovery and exploration and avoid the stigma of indecision? Join us to learn how to harness the power of existing resources in new ways: firstyear programs and courses, career exploration tools, advising using case management methods, and peer support.

Join us in congratulating...

2017-2018 Paul P. Fidler Research Grant Recipient



PRINCIPAL INVESTIGATOR Mauriell Amechi

PhD Candidate, Pre-Doctoral Fellow, Educational Leadership and Policy Analysis University of Wisconsin - Madison



Our Stories (Un)Told: Community Cultural Wealth and the College-Going Experiences of Transitioning Youth in Foster Care

Abstract: The purpose of this proposed study is twofold: (1) To better understand the college choice and enrollment process for underserved and nontraditional populations in foster care; and (2) to explore how academically high achieving foster youth cultivate and leverage cultural wealth (Yosso, 2005) to enhance their access to selective four-year colleges where they are traditionally underrepresented (e.g., Davis, 2005; Day, Dworsky & Feng, 2013). The ultimate aim of this interdisciplinary study is to offer implications to concerned stakeholders in education and child welfare who endeavor to close persistent inequities in postsecondary participation.

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.

RESOURCES ON THE COLLEGE STUDENT EXPERIENCE





Welcoming Blue-Collar Scholars Into the Ivory Tower: Developing Class-Conscious Strategies for Student Success

Krista M. Soria ISBN: 978-1-889271-96-5, 92 pages, \$25.00



What's Next for Student Veterans?

Moving from Transition to Academic Success

David DiRamio, Editor

ISBN: 978-1-942072-10-2, 265 pages, \$30.00



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

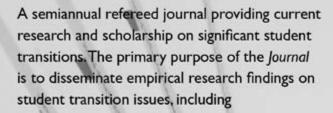
Laurie A. Schreiner, Michelle C. Louis, and Denise D. Nelson, Editors ISBN 978-1-889271-83-5. 216 pages. \$35.00

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Journal

of The First-Year Experience & Students in Transition



- Explorations into the academic, personal, and social
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 and development—of students at a range of transition points
 throughout the college years. These transitions consist of,
 but are not limited to, the first college year, the transfer
 transition, the sophomore year, the senior year and transition
 out of college, and the transition to graduate work;
- 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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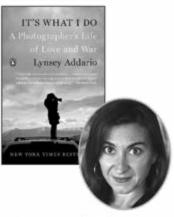
Author Events at First-Year Experience®

San Antonio Marriott Riverwalk, Salon A, B, C

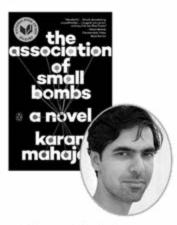


Monday Lunch

February 12, 2018 | 11:30am-1:15pm --



Lynsey Addario It's What I Do (Penguin)



Karan Mahajan The Association of Small Bombs (Penguin)



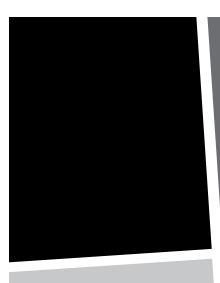
Maryn McKenna Big Chicken (National Geographic)



Joe Tone Bones (One World)



To register for any of these author events or for more information, go to: tiny.cc/PRHFYE18 or sign up at the PENGUIN RANDOM HOUSE BOOTHS #23-26 and #43-44



Whoa, Wow & Woo First-Year Students





A panel discussion about online orientation from two perspectives





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Monday February 12 10:30 a.m. Room: Bonham E



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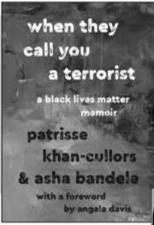
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Monday, February 12th | 11:30 am- 1:15 pm Henry B. Gonzalez Convention Center (Room 221)





PATRISSE KHAN-CULLORS

co-author of

When They Call You a Terrorist

A Black Lives Matter Memoir



FAIR

AND HOW WE EARN

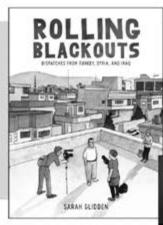
CO-FOUNDER OF FACEROOK

CHRIS HUGHES

Facebook co-founder and author of

Fair Shot Rethinking Inequality and How We Earn





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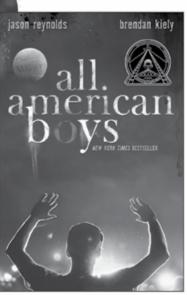
Book signings to follow dinner.



JASON REYNOLDS & BRENDAN KIELY

> authors of All American Boys

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YOU PLAY THE GIRL

ON PLAYBOY BUNNIES, STEPFORD WIVES, TRAINWRECKS, & OTHER MIXED MESSAGES

CARINA CHOCANO



CARINA CHOCANO

author of You Play the Girl: On Playboy Bunnies, Stepford Wives, Train Wrecks & Other Mixed Messages

Photograph © Titla Vermeer

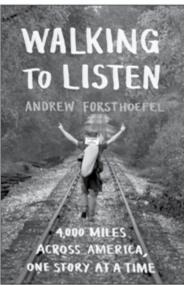


CELESTE

author of We Need to Talk: How to Have Conversations That Matter

Photograph © Jeff Roffman Photography







ANDREW FORSTHOEFEL

author of
Walking to Listen: 4,000
Miles Across America,
One Story at a Time
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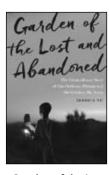
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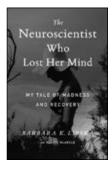
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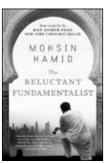
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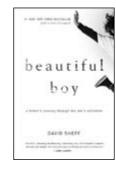
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Survey of Sophomore-Year
Initiatives and the Sophomore
Experiences Survey, 2014
Dallin George Young, Laurie A. Schreiner,
and Eric J. McIntosh

ISBN 978-1-889271-95-8. 124 pages. \$25.00



Research Reports on College Transitions No. 5

An Exploration of Intersecting Identities of First-Generation, Low-Income College Students

Rashné R. Jehangir, Michael J. Stebleton, and Veronica Deenanath

ISBN 978-1-889271-97-2.65 pages. \$20.00



Research Reports on College Transitions No. 4

2012-2013 National Survey of First-Year Seminars: Exploring High-Impact Practices in the First College Year

Dallin George Young and Jessica M. Hopp ISBN 978-1-889721-90-3. 134 pages. \$25.00

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POSTER SESSIONS - 7:30 a.m. - 9:00 a.m.

Conference Registration/ Information Desk

7:30 a.m. - 6:00 p.m. Lone Star Prefunction A

Continental Breakfast with Exhibitors

7:30 a.m. - 9:00 a.m. Texas Ballroom ABC

Continental Breakfast with Poster Sessions and Colleague Clusters

7:30 a.m. - 9:00 a.m. Texas Ballroom DFF

Join colleagues who share interest areas for this networking opportunity. Tables in the foyer will be designated with signs for the following interest areas.

Interest Areas:

Advising

Assessment

Career Development

Common Reading Programs

Commuter Students

First-Generation College Students

Health and Wellness

Learning Communities

Orientation

Parent Programs

Peer Leaders

Residence Life

Service-Learning

Students of Color

Student Engagement

Undecided Students

Underprepared Students

First-Year Seminars

We encourage you to visit the poster sessions, where you have an opportunity to learn about a variety of initiatives at your leisure. Descriptions of the individual poster sessions follow on pages 53-58.

7:30 a.m. - 9:00 a.m. — *POSTER SESSIONS*

PA-118 Accio Sources! Information Literacy Instruction Through Harry Potter's (Glasses) Frames

Texas Ballroom DEF

Sheryl Larson-Rhodes

First Year Experience Librarian State University of New York at Geneseo

J. K. Rowling's *Harry Potter* series is familiar to millions of first-year college students and provides a frame to structure instruction on information literacy and research skills. Using Harry Potter-related vocabulary, students learn how to use physical and online resources to locate information and evaluate it on the validity of its source, its level of scholarliness, and appropriateness of use for different types of college research projects.

PA-119 Engaging First-Year Engineers Through Peer Mentoring

Texas Ballroom DEF

Ellen Murkison

Academic Advisor

Georgia Institute of Technology

Engineering students often must wait until after their freshman year to take major coursework, contributing to a feeling of being disconnected to information, lowered satisfaction with their degree, and a delay in forming study and peer groups. To address these concerns, we created the First-Year Peer Mentoring program. Pairing selected upperclassmen with two to three freshmen, the goal was to engage these freshmen sooner with faculty and students in their own department. This session highlights the training efforts provided to mentors, an analysis of peer mentor growth in mentoring competencies, and finally an assessment of freshman participants in the program.

PA-120 Assessing Morale and Satisfaction of Peer-Mentoring Scholars in First-Year Seminars

Texas Ballrooms DFF

Dan Gianoutsos

Associate Dean, Academic Success Center

Cheyenne Rogers

Academic Transitions Coordinator University of Nevada, Las Vegas

Research addressing undergraduate peer mentoring in higher education is abundant (Cruz et. al, 2017). The bulk of the literature, however, examines the relationship and variety of outcomes mentoring has on the mentees but not the mentors. Further, there is a gap in the literature that researches peer mentors who serve as a requirement for their respective scholarship program. This mixed methods study examines and assesses the measured outcomes (i.e., self-reported morale and satisfaction) of a group of peermentor scholars who mentor students enrolled in first-year seminars at a large, diverse, public, western, research university.

PA-121 Scaffolding Information Literacy and Critical Pedagogy in the First Year

Texas Ballroom DEF

Holly Luetkenhaus

Assistant Professor, First Year Experience Librarian Oklahoma State University

Information literacy is a critical component of the first-year experience, and one that requires more than a traditional library tour or single instruction session. First-year students need to build many key skills related to libraries and information literacy to become successful college students. This poster will highlight one example of how Oklahoma State University Library has scaffolded information literacy throughout the first year to introduce students to not only the physical library services but also essential research and evaluation skills, all while incorporating critical pedagogy using a blended online/in-person approach.

PA-122 Advisor's Role in Forging Partnership between **Academics and Student Affairs**



Texas Ballroom DEF

Shokha Yusef

Instructor, Advising and Academic Developm partment Zayed University

CANCELLED An advisor's constructive versity structure for student succe d to involve and encourag ng the social currency that co ture. In this session, presenters effectiveness of this role, highlighting will dem their posit ing the collaboration with faculty and staff. Challenges 2 rtunities will also be addressed to encourage student engagement. Evidence of the assessments will be shared; audience will be invited to participate in an activity to discuss the ways in which they promote student's success.

PA-123 The New Student Intake Survey: Pilot for Orientation and Retention

Texas Ballroom DEF

Christina Downey

Assistant Vice Chancellor for Academic Affairs and Student Success Indiana University Kokomo

Institutions struggle to identify personal strengths and challenges students face when beginning college, especially early in their academic career. On commuter campuses particularly, life circumstances play a major role in student success. I will present an instrument we developed to reveal these life factors for all students completing our New Student Orientation program, with preliminary findings regarding its utility in retention risk estimation and academic advising. The instrument is brief (13 items), easy to complete, and has helped our advisors engage students in focused interaction early in their advising relationship.

PA-124 How Does Orientation Change the Attitudes of First-Year Students?



Texas Ballroom DFF

Sachiko Ito

Specially Appointed Professor, Student Life Coach Tokyo Institute of Technology

This session considers the results of a guidance program for matriculating first-year students at Tokyo Institute of Technology in Japan. Feedback from the first instance of the program was used to structure the second. The resulting large change in post-guidance student free-response survey results will be shown using quantitative text analysis. The characteristics of the guidance system are (a) cooperation among professors and staff to provide comprehensive information on curricular and extracurricular school activities, (b) employment of OB as student life coach guidance counselors, and (c) course counseling with peer advisors.

PA-125 Structural and Pedagogical Approaches to First-Year **Seminars: A Canadian Experience**

Texas Ballroom DEF

David Ip Yam

Director, Student Affairs

Rosanna Fugiuele

Associate Lecturer York University, Glendon Campus

While first-year seminars are regarded as high-impact practices (HIPs), the degree that students will engage and derive benefit varies depending on how they are structured and taught. In this interactive presentation, we will examine the first for-credit, first-year seminar offered at Glendon Campus, York University. Using Kuh & O'Donnell's (2013) eight conditions for HIPs, Skipper's work on "Structural Supports for Effective Educational Practices in the First-Year Seminar" (2017), and a mixed-methods study of the impact of the course on student learning, participants will discuss and create an action plan to create or improve their first-year seminars.

PA-126 Building Community: Teaching Design Thinking for Social **Impact**

Texas Ballroom DEF

Heather Fiedler

Department Chair, Community Engagement Point Park University

Citizens are engaged when they play a meaningful role in the deliberations, discussions, decision making, and/or implementation of projects that affect them (Balser, 2008). First-year seminar students at Point Park University were taught design thinking as a path to social impact work. This poster will focus on the lessons learned and plans for future community engagement, both within the university and outside with government and nonprofit partners, that resulted from the design thinking approach to social impact projects.

POSTER SESSIONS - 7:30 a.m. - 9:00 a.m.



PA-127 Navigating Challenges and Achievements: Creating a **Conditional Admission Program**

Texas Ballroom DEF

Catherine Willoughby

Senior Academic Advisor

Linsey Koeritz

Academic Advisor

University of Cincinnati Blue Ash College

The College Program for Academic Success (CPAS) is a college-wide initiative meant to assist underprepared students in their transition to the University of Cincinnati Blue Ash College by providing a number of resources and assistance during the students' first year. A conditional admission program, CPAS encourages the use of proactive advising—accessing college resources such as workshops, tutoring, and study tables—to help students develop a plan to be successful. This presentation will outline the successes and challenges of the development and implementation of a conditional admission program during its first three years.

PA-128 Libraries & Orientation Programs: Integrating Spaces & **Partnerships**

Texas Ballroom DEF

Carrie Kruse

Director, College Library, User Experience & Library Spaces University of Wisconsin-Madison

Libraries have been longtime partners with first-year programs in areas of information literacy and common-read programs. Have you considered partnerships with libraries for major space-related support? Rather than having advising and orientation simply be tenants of the libraries, learn from the University of Wisconsin-Madison's experience finding a home for the advising portion of summer orientation in the undergraduate library. The poster will address planning, outcomes, and key considerations for leveraging library spaces as a win-win-win opportunity for students, firstyear programs, and the library.

PA-129 Developing Leadership Skills in the First-Year Seminar

Texas Ballroom DEF



Stacey Doremus

Assistant Director, LEAD Programs and Systems

Lacy Hodges

Assistant Director, Center for Academic Enrichment Georgia Institute of Technology

To better meet the needs of our incoming first-year students, an expanded pilot program was initiated in first-year seminar courses to develop leadership skills in our first-year students. Courses in the program included leadership modules focused on helping students understand leadership, assess their leadership strengths, intentionally explore and grow core leadership competencies, and build effective teams. This poster will address the need for leadership development in students, the methods and tools used to successfully enable first-year students to develop their leadership competencies, and strategies to integrate leadership as a competency within the first-year curriculum, as well as scalability implications.

PA-130 A Well-Balanced Student: Assessing First-Year Student **Impact With Recreational Engagement**

Texas Ballroom DFF

Deborah Mixson-Brookshire

Assistant Dean, Associate Professor, and Distance Learning Director

Natasha Habers

Interim Chair of the Department of First-Year and Transition Studies and Associate Professor of Art

Donald Brookshire

Senior Director, Department of Sports and Recreation Kennesaw State University

Health and wellness are a constant in world news and should be considered an important factor in students' educational success. We explored the impact of usage of recreational facilities on retention, useful strategies to engage students with campus health and wellness resources, residential status, and GPAs of first-year students at a university. Making health and wellness a part of a first-year student's experience can positively impact both student and university.

PA-131 Increasing Student Engagement With Intentionally Embedded HIPs in the FYE

Texas Ballroom DEF

Jo Meier

Director, Freshman Symposium

Catherine Barber

Associate Professor, Director of Research Program School of Education

J. Ulyses Balderas

Associate Professor of International Studies

Lindsey McPherson

Assistant Vice President, Student Success

Randy Soffer

Assistant Professor of Education University of St. Thomas

The first-year experience program was redesigned with the intention of more fully engaging freshmen by exposing more students to well-integrated high-impact practices (HIPs) as part of one program. Students were exposed to three integrated HIPs in the fall semester of their freshman year: the firstyear experience, a common intellectual experience in the form of a common read, and a service-learning project based on the common read; and two optional, high-impact educational experiences in their first and/or second semester: a learning community and a study abroad program. Outcome assessments will be presented and discussed, along with areas of growth.

PR-132 Working Together: Communicating Campus Culture to First-**Year Students**

Texas Ballroom DEF

Ryan Theroux

Associate Professor, First-Year Seminar Curry College

Student affairs and academic affairs units offer a number of key services and programs that introduce campus culture to first-year students, whether intentionally or unintentionally. At Curry College, student orientation leaders (in student affairs) and first-year seminar student instructors (in academic affairs) both have roles in introducing campus culture to first-year students. While these groups of students have separate duties, their roles in communicating key fabrics of campus culture such as cultural artifacts overlap. This session will examine how student leaders in these areas can work together to intentionally acculturate first-year students into the collegiate environment.

PR-133 I Hate Math: Photographic Descriptions of the First-Year **Experience**

Texas Ballroom DEF

Samuel Olugbenga King

Academic Technology Innovator

Kyle Howerton

Graduate Assistant, NSFP (Alumnus)

Larry Cloud

Associate Director, NSFP

Savannah Ping

Graduate Assistant, NSFP University of Arkansas

The goal of this project is to investigate and analyze the photographic record to identify the teaching and learning needs of first-year students so as to effectively address those needs. The methodology, based on a longitudinal design, involves using thematic analysis to identify, from a 950-photograph collection, those images that best represent learning from the perspective of a first-year student. The themes subsequently identified are: books, classroom, service-learning, and identity. The study's implications include a priority on reinforced student learning support systems and the integration of active learning approaches to ensure firstyear students' success.

PR-134 Current Japanese First-Year Students' Experience **During Their High School**



Yukari Hashimoto

Director, Educational Development Center University of Nagasaki

Tateo Hashimoto

Vice President, General Education Nagasaki International University

Two local universities in Japan conducted a survey of first-year students to get a picture of their experiences before entering college. The survey revealed that students did not have experiences that are required when they enter a university, such as reading books, voluntarily asking questions, checking internet information, and studying based on their own motives. One of the two universities also asked teachers about their ideas for firstyear seminars.

PR-135 Student Behaviors Measured to Increase Retention in FTIC **Student Population**

Texas Ballroom DEF

Irene Thrower

Department Chair, Communication and Fine Arts

Chad Wooley

Department Chair of History, Government and Philosophy

Jim Schrantz

Department Chair, English

Tara Firmin

Coordinator for Academic Support Services Tarrant County College-Trinity Campus Circle

As a district-wide initiative in concert with our Achieving the Dream work, each campus and work unit identified goals to impact student retention and success in our first-time-in-college student population. As a humanities division on one campus of a multi-campus district, we had students focus on reporting behaviors that are the largest indicators of overall success and retention. We employed a pre-assessment and a weekly survey so students could self-report their behaviors in their humanities classes. We collected data for a year, and our results and work changed perceptions.

PR-136 Defying the Stereotypes: First-Generation Female College **Students as Academic Pioneers**

Texas Ballroom DEF

Ellen Rustico

Chair of Education Programs and Director of Teacher Licensure Bay Path University

Nearly half of those attending college each year are estimated to be firstgeneration college students. This group succeeds at about half the rate of their non-first-generation peers. A qualitative study examined why firstgeneration female college students persist with an undergraduate degree program, as well as whether first-generation female college students perceived themselves as resilient individuals. The findings revealed that with self-identification of resiliency and persistence for a better life, this population can attain academic success in higher education.

PR-137 Library Orientation by Post-it: Fast, Fun, Insightful (and Cheap!)



Texas Ballroom DEF

Jeremy Walker

Public Services Librarian

Victoria Ng'eno

Library Professional

Northwestern University in Qatar

At an international branch campus, cohorts of incoming freshmen participate in a weeklong series of orientation sessions. During the past two years, the library team planned and implemented a hands-on activity involving the library's media collection and Post-it notes. The activity successfully engaged and energized students, succinctly communicated

POSTER SESSIONS - 7:30 a.m. - 9:00 a.m.



the library's value, and enabled library staff to easily gather data and gain powerful insights into students' media interests. Additionally, ongoing use of the activity will let the library track changes in student interests over time and inform decisions about ongoing development of the library's media collection.

PR-138 Recognizing and Identifying Bullying Behavior Among First-**Year Students**

Texas Ballroom DEF

Sean Wernert

Associate Faculty University of Notre Dame

While much of the research and literature on bullying and school violence focuses on primary and high school levels, it is important to recognize that this type of student behavior does not end when students graduate. Using Urie Bronfenbrenner's (1979) bio-ecological model of development as a theoretical framework, this session will present findings of a qualitative study done on college students' understanding of bullying on campus and how it affects the first year. Participants will come away with a better appreciation and recognition of bullying behaviors on campus, as well as ways that colleges and universities can solve the problem.

PR-139 Using Data and Geographic Analysis to Increase First-Year Retention

Texas Ballroom DEF

Ryan Weichelt

Director of First-Year Experience

Katie Weichelt

First-Year Experience Programming Coordinator University of Wisconsin-Eau Claire

The First Year Experience Program at the University of Wisconsin-Eau Claire began to look deeper at the profile of incoming first-year students to identify patterns and groups of students in particular need of support to increase student retention and GPA. Beyond typical identifiers (e.g., race, first-generation status, gender, high school rank), we are also looking to determine whether students from certain geographic regions struggle more than others so we can offer support.

PR-140 First-Year Experience Students Conduct Mixed-Methods Research in the Garden

Texas Ballroom DEF

Elizabeth Tofte

Assistant Professor, Landscape Architecture

Donielle Allen

Undergraduate

Mississippi State University

A vegetable gardening class was offered as part of a first-year experience in Fall 2016. Fifty-four students combined simple gardening tasks with webbased gardening information, then used ethnographic research methods to study their own behavior. The result was a hybrid gardening culture in which students found their voice to speak about gardening issues linked to healthy lifestyle choices. Starting with Spradley's original descriptive question matrix, students modified the reflective responses to focus on social

situations taking place during the gardening classes. Millennial students (actors) were observed in the garden (a place) participating in gardening (activities). This pedagogic approach succeeded in meeting learning objectives.

PR-141 Seven Principles to Develop First-Year Programs at **Saudi Universities**



Texas Ballroom DEF

Atiyah Alghamdi

Lecturer, Preparatory Year Deanship King Saud University

This study aims to identify the future basic principles to develop a first-year program for Saudi universities. Six phases of concept mapping/pattern matching methodology (Trochim, 1989a; 1989b) were used. Twenty-three subjects participated and produced 84 developmental statements placed into 13 clusters. Results revealed seven principles for future development: (a) adopting a talent philosophy to meet students' needs and the institution's mission; (b) a flexible model to meet individual students' needs; (c) applying a theory-based pedagogy; (d) reorganizing FYP's tasks and centralizing student services; (e) involving university colleges; (f) supporting a non-filtering program; and (g) adopting self-operation. Recommendations were made to educational policy makers to employ these principles.

PR-142 Engaging First-Year Students From Day 1 in Campus-Wide Initiative

Texas Ballroom DEF

Patricia Wilson

First-Year Seminar Instructor

Steven Schroeck

Undergraduate Student, Psychology

Abigail Montgomery

Undergraduate Student, Early Childhood Education Otterbein University

The Five Cardinal Experiences is a campus-wide initiative at Otterbein University to engage students over their four years in curricular and cocurricular activities that will enhance their overall college experience. During their first semester on campus, most students are not thinking about a "four year-long initiative." This study examined the self-efficacy of a group of first-year seminar students as they participated in a semester-long leadership mentoring program with a local elementary school. Through this service-learning experience, students also met the requirements to earn their first CARD.

PR-143 Retention Help: Collaborating with Peer Mentors In/ Outside of the Classroom

Texas Ballroom DEF

Jennifer Simpson

Seminar Professor

Jaxie O'Dell

Student Peer Mentor

Texas A&M University-Corpus Christi

This presentation will give specific examples on how to successfully incorporate and collaborate with your campus peer mentor program, along with how to overcome possible struggles that may arise. The audience will hear from a seminar professor and a peer mentor on how they successfully collaborate. You will also hear feedback from students who have benefited from getting to know their mentors, and also hear from the mentors themselves.

PR-144 Escape! Using an Escape Room Game to Teach Library Resources

Texas Ballroom DFF

Derek Malone

Assistant Professor, Instructional Services & Interlibrary Loan, Scanning & Delivery Librarian

University of North Alabama

This presentation will cover the establishment of an escape room game into first-year experience (FYE) courses to aid in teaching introduction and familiarization of library resources. Each FYE at our campus attends a library orientation. Librarians intend for the FYE courses to be lively and memorable experiences that simultaneously build resource awareness. During 2017-2018, the orientation game played was transitioned to an escape room, with clues to escape focused on library webpage and inbuilding resources. The presentation will cover assembling the game, assessing its impact, and actions moving forward with what was learned.

PR-145 Recasting the Resistance: A Study of Faculty-in-Transition

Texas Ballroom DEF

Rich Lane

Associate Professor of English and Co-Director of the Center of the First-Year Experience

Leah Chambers

Assistant Professor of English and Coordinator, Freshman Inquiry Seminar Program

Clarion University of Pennsylvania

Students in transition need faculty in transition. Although much research speculates about why faculty resist making changes to pedagogy and practice to better support students as they transition into and through higher education, little research carefully examines how faculty make (or resist) these changes. There is an absence of research on the experience of being a faculty member in transition. This research study takes a phenomenological approach to understanding this experience through analysis of interviews, focus groups, and other reflective artifacts collected as faculty participated in various development workshops during 2017-2018.

PR-146 Creating a Daylong New-Student Convocation to Support Academic Success

Texas Ballroom DEF

Kimberly Sousa-Peoples

Director, New Student Transitions & First Year Experience

Jodi Pettazzoni

Associate Vice Provost and Director; SACSCOC Liaison University of North Carolina at Greensboro

UNCG developed a comprehensive assessment program for a new daylong new-student convocation program. The process provided the necessary qualitative and quantitative data, showing evidence of both program satisfaction and desired learning outcomes, with the ultimate goal of showing impact on retention in order to receive ongoing funding. In this session, we will share the intended outcomes, collection processes, and resulting data that was used to evaluate the daylong event.

PR-147 Impact of First-Year Seminars for African American Males

Texas Ballroom DEF

Jamil Johnson

Academic Coordinator/Adjunct Faculty University of Central Florida

African American males are often characterized by disparaging terms such as endangered, uneducable, dysfunctional, incorrigible, and dangerous (Ferguson, 2000, Gibbs, 1988; Majors & Billson, 1992; Parham & McDavis, 1987; Strayhorn, 2013). These characterizations have a negative impact on African American male academic achievement and inclusion in society (Strayhorn, 2013). This study demonstrates narratives of successful African American males and their pathways from enrollment in a first-year seminar to earning a PhD. The findings demonstrate that participation in first-year seminars provide access to high-impact practices, which are pivotal to the success of African American males in their first year and beyond.

9:15 a.m. - 10:15 a.m.

CI-148 Developing Community Through Transition: High-Impact Practices for Student Success

Lone Star A

Natalee Erb

Assistant Director, The Ingram Commons

Christina Robbins

College Halls Program Manager

Madison Maderious

Head Resident Adviser Vanderbilt University

Transition happens on every front for new students, exposing feelings of isolation and insecurity. Our solution is to dive deeper into community development, pushing students toward a model of success predicated on their willingness to engage with and learn from one another. Add faculty (in and out of residence) and a dedicated staff offering extensive orientation programming, and you can start to see students thrive. This session will outline three high-impact practices designed to give students



tools for success, including a comprehensive welcome week, an extended orientation seminar with a common reading program, and a residential learning community model.

CT-149 Best Practices for Supporting First Year High Ability Students

Lone Star B

Emily Clossin

Assistant Director, Honors College

Kara Woodlee

Assistant Director, Honors College

Lisa Ruch

Director of Academic Affairs Indiana University Purdue University Indianapolis

High-ability students tend to have a reputation for being self-motivated achievers, having clear goals, and not needing additional support; however, this population has unique needs, and the literature provides rationale for creating supports for them. Because high-ability students exist in all facets of a college campus, this presentation will address best practices for supporting this population in their first year, and provides concrete examples from the IUPUI Honors College that connect theory to practice. Participants are encouraged to contribute ideas from their own practice.

CT-150 Truth From "Fake News": Teaching Students to Curate **Digital Content**

Lone Star C

Brad Garner

Director of Faculty Enrichment Indiana Wesleyan University

Today's college students have been raised in a culture saturated by digital technology. Think about the level at which they are preoccupied with Google, Wikipedia, Twitter, Instagram, Snapchat, and Netflix as primary sources of information. The question remains, how do they process that information and effectively curate truth from fiction? This session will provide a variety of easily adapted strategies that can be embedded in any course or discipline to help students learn and practice the skills of digital content curation. Participants will also receive a digital document with stepby-step directions and other resources related to the presented techniques.

FD-151 Exploring Storytelling as a Professional Practice and **Pedagogical Approach**

Lone Star D

Tessa Smith

Coordinator of Academic Engagement University of Wisconsin-Madison



Stephanie Foote

Assistant Vice President, Teaching, Learning, and Evidence-Based

John N. Gardner Institute for Excellence in Undergraduate Education

Nirmal Trivedi

Director of First-Year Seminars and Assistant Professor of English Kennesaw State University

This focused dialogue session will explore how aspects of storytelling can

be applied as both a professional practice and a pedagogical approach. Specifically, the session will introduce guiding guestions that can be used to explore impactful moments with the goal of providing faculty, staff, student leaders, and first-year students with ways to make meaning of their lived experiences and apply that understanding to the development of their personal stories. The session will also include an introduction to storytelling, contemplative practice, and appreciative inquiry, and discussion of how to apply these practices in and outside the classroom.

FD-152 Developing Relational Courses: How FYE 2017 Strengthened **Our Course Redesign**

Lone Star E

Becky Burton

Dean of Academic Outreach and Support Services

Courtney Milleson

Assistant Professor, Speech Department

Sarah Uselding

Criminal Justice Program Coordinator

Emily Gilbert

Director of Information Services Amarillo College

Benefit from our mistakes and replicate our successes! Learn practical application strategies to implement knowledge and techniques gained at the conference while keeping relationships front and center. The strategies discussed showcase a first-year seminar course redesign based on attending the 2017 FYE conference. An immense amount of knowledge is presented at the yearly conference, and implementing this knowledge is overwhelming, even for experienced attendees—in addition to the need to foster student-campus relationships. The relational aspects of first-year experience programs can be easily overlooked, but they are paramount to successful first-year students, as evidenced by the literature and data.

CI-153 Signature Course Stories: How to Successfully Develop and Implement an Innovative First-Year Course from Cover to Cover

Lone Star F

Patricia Moran Micks

Director, Signature Courses

Lori Holleran Steiker

Professor, Social Work University of Texas at Austin

The Signature Courses at UT-Austin connect first-year students with distinguished faculty members' passion, research, and expertise in unique learning environments. By way of these rigorous intellectual experiences, students develop college-level skills in research, writing, and speaking, through an approach both interdisciplinary and contemporary. A major initiative in the campus's curriculum overhaul, Signature Courses employ a distinct academic curriculum designed to transform high school students into collegiate thinkers. Using the Signature Courses as a model, this workshop will provide tools on how to develop and implement such courses on other campuses, both from a programmatic and pedagogical perspective.

CI-154 Establishing "Surrogate" PAL-Based Academic Support for Medical Students in Qatar University



Bowie B

Nadia Al-Banna

Assistant Professor, Assistant Dean Student Affairs College of Medicine, Qatar University

First-year medical student transition requires personalized academic support that establishes trustworthy relationships, identifies student challenges, and guides students' academic development. Academic support based on peer-assisted learning (PAL) was established when bachelor medical students at Groningen University were senior peers (tutors) to first-year medical students at Qatar University. Academic support followed a clinical approach: Student challenges were identified, therapy (tutoring approach) was designed and implemented in weekly sessions, and academic outcomes were assessed. "Surrogate senior" PAL was beneficial as personalized academic support for first-year student learning. This exemplifies the value of international collaborations in supporting first-year student learning experiences.

CT-155 Taking the Common Read Out of the Classroom

Travis A/B

Alex Barron

Director of First-Year Experience

Jennifer Ansier

Assistant to the Director of General Education

Joi Torres

Assistant Director, Student Life St. Edward's University

This session will share strategies for building relationships across campus and connecting curricular and cocurricular activities through your common-read program. We will describe how to increase faculty and staff buy-in through creative initiatives. For example, we will discuss how to develop local opportunities for service, experiential learning excursions, partnerships with artists that result in collaboration with students, and study abroad trips, all based on the common read. The session will include time for brainstorming opportunities to collaborate with current and potential partners on your campus, as well as new program development.

CI-156 Mentorship and Learning Strategies to Increase URM Retention in STEM

Travis C/D

Brett Woods

Associate Professor of Biology High Point University

Anneke Lisberg

Associate Professor, Biological Sciences/Chemistry *University of Wisconsin-Whitewater*

Less than one third of underrepresented minority students planning to earn a STEM degree will complete their degree within six years. At the University of Wisconsin-Whitewater, the STEM Boot Camp program was designed to improve the retention of underrepresented minorities in STEM majors, primarily by preparing incoming freshmen for introductory gateway

STEM courses. Program participants showed significantly higher pass rates in two STEM courses and significantly increased retention rates to Year 2 compared with non-participant underrepresented minority students. Participants performed similarly or better than non-underrepresented minority students, supporting the program's effectiveness in reducing or eliminating the achievement gap.

E-157 Transforming Orientation, Transition, and Retention to Support Success of Students

Presidio B

Joyce Holl

Executive Director

NODA-Association for Orientation, Transition and Retention in Higher Education

Quincy Spencer

Director of New Student and Family Programs *University of Arkansas*

Participants attending this session will have an increased understanding of the process needed for transforming orientation, transition, and retention programs by identifying the key issues that need to be addressed in existing programs. Key components of developing a preliminary plan of action will be addressed.

CR-158 Captains Anchored for Success: A Campus-Wide Retention and Success Model

Bonham B

Lisa Duncan Raines

Vice President for Enrollment & Student Success Christopher Newport University

Mari Normyle

Assistant Vice President for Retention Solutions Ruffalo Noel Levitz

Christopher Newport has implemented institution-wide initiatives for improved retention and overall student success. Realigning programs and services while creating and strengthening partnerships has improved pathways of student learning. Interactive retention practices provide holistic support services and meaningful engagement in a retention and student success model offering collaborative opportunities to work with students through graduation and beyond. Initiatives contributing to Christopher Newport's successful program include learning communities, calibrated scheduling, faculty core advising, academic support services, and early warning systems. All elements of the Captains Anchored for Success model could be readily implemented by universities in pursuit of improved retention.

E-159 Getting Comfortable With the Uncomfortable College Transition: A Step-by-Step Approach

Bonham C

Harlan Cohen

Author and Speaker Sourcebook

High school gets students into college, but most first-year students aren't prepared for what's next. College is more than search and selection—it's



about TRANSITION. Successfully navigating transition takes life skills most students lack. As a result, millions of students struggle, transfer, or drop out. New York Times best-selling author Harlan Cohen delivers a framework to help your students navigate the social, emotional, physical, financial, and academic transitions ahead (before arriving on campus). This interactive and lively session addresses grit, resilience, engagement, persistence, and retention.

CT-160 You Can't Just Google It: A Guide to Library Research Bonham D

Hayley Kazen

Assistant Professional

Gloria Sanchez

Instructional Designer

Texas A&M International University

Freshmen often define doing research as simply "googling it." Using SoftChalk, we created a comprehensive, interactive guide that introduces students to the university library as well as guiding them in the research process. Modules include creating a research question, defining search terms, finding and evaluating sources, and writing citations. The program is interactive, providing activities and quizzes for students to complete at the end of each module. This format may be adapted to other platforms if your university does not use SoftChalk.

CT-161 Using Transparent, Problem-Based Learning to Inspire First-**Year Students**

Bonham E

Shelly Volsche

Visiting Lecturer

University of Nevada, Las Vegas

Problem-based learning is a pedagogical tool frequently implemented in upper-division and graduate-level coursework. This session begins by providing background on the key characteristics and research on efficacy of problem-based learning. Concepts covered include using problem-based strategies to empower students to take charge of their learning. In this session, I will discuss ways first-year seminar instructors can use problembased learning and its suite of pedagogical tools to engage students in the critical thinking and learning process.

CT-162 First to Finish: First-Generation Support Initiatives

Crockett A/B

Nicole Battaglia

Director, First-Year Initiatives

Brittany White

Freshman Mentor Seton Hall University

The Higher Education Research Institute (2016) found that about 18.8 percent of incoming students identify as first-generation college students, reporting that neither parent attended a postsecondary institution. Participants will learn about Seton Hall University's Gen 1 program, implemented to ensure first-generation students have a clear sense of belonging and understanding of the skills needed to perform college-level

work. Emphasizing academic support, social integration, and financial literacy, attendees will be introduced to program initiatives including parent workshops, academic coaching, inclusive seminar courses, and scholarship opportunities for first-generation students to help educators understand how to better serve this vulnerable population.

CI-163 Early Faculty Development: Training Graduate Students to **Teach First-Year Seminars**

Crockett C/D

Katie Hopkins

Program Coordinator for University 101 Programs

Sandy Greene

Program Coordinator for University 101 Programs University of South Carolina

This presentation will focus on the recruitment, selection, and training of graduate students to develop and teach a first-year seminar. Graduate students in the Higher Education and Student Affairs program at the University of South Carolina have the opportunity to co-teach a section of University 101 Programs' first-year seminar. University 101 Programs approaches this experience as an early faculty development initiative, with the understanding that graduate students can potentially impact the firstyear experience in their future roles as full-time professionals.

CI-164 Supporting Student Success: Struggles of Retention During a Budget Crisis

Seguin

Shelia Collins

Dean of Students

Matova Marsh

Director of First-Year Experience

Guadalupe Ochoa

Program Coordinator

Chicago State University

Beginning with the 2015 school year, the state of Illinois did not pass a state budget, resulting in unprecedented cuts in higher education. This session will detail how Chicago State University improved the retention rate for its conditional admits, also known as University College (UC) students, despite budget cuts, decreased staff, and uncertainty over the university's future. Students admitted through UC have traditionally had both low retention and graduation rates because of academic deficiencies and low desire to attend college. Through an intensive, intrusive support program for UC students, the population is showing increased retention rates and improved academic success.

CT-165 Using Self-Efficacy, Value, and Supportive Environment to Motivate First-Year Students

Bowie A

Amanda McGrew

Educational Specialist for Part-Time Faculty Support

Josie Baudier

Instructional Designer
Kennesaw State University

Conversations among first-year seminar instructors indicate that first-year students frequently lack motivation. The motivation theory presented by Ambrose et al. (2010) can help explain and address this issue. Many students express a reluctance to take a first-year seminar class, claiming it is pointless—they fail to see the value. Others have low self-efficacy and do not believe they will be successful, so why even try? Participants in this session will identify how their practice is impacting student motivation. Video vignettes will structure our conversations about self-efficacy, value, and supportive environments. Participants will leave with a plan of action.

CI-166 Themed Learning Communities Taxonomy for Program Fidelity and Faculty Development

Republic B

Amy Powell

Director, Themed Learning Communities

Lisa Angermeier

Clinical Associate Professor and Coordinator for FYE, School of Physical Education and Tourism Management

Heather Bowman

Director, First-Year Programs

Michele Luzetski

Coordinator for First-Year Experience & Academic Advisor Indiana University-Purdue University Indianapolis

This session will focus on how the creation and implementation of a high-impact practice taxonomy for the Themed Learning Communities (TLC) program was leveraged to address program fidelity and faculty development. Over a period of rapid program growth, student academic outcomes wavered, likely because of the growth and an inconsistent fidelity to the program model. In 2015, the TLC Advisory Board developed a high-impact practice taxonomy to guide faculty teams, help identify faculty development needs, and encourage program fidelity. As a result, program fidelity is increasing, faculty development needs are being addressed, and students more consistently receive a high-quality experience.

MORNING BREAK | 10:15 a.m. – 10:30 a.m. *Texas Ballroom ABC*

10:30 a.m. - 11:30 a.m.

CI-167 Building a Culture: Innovation & Entrepreneurship in the First-Year Experience

Lone Star A

Heather Bowman

Director of First-Year Programs

Christian Rogers

Assistant Professor, Computer Information & Graphics Technology Indiana University-Purdue University Indianapolis

Today's employers demand graduates who can think critically, embody creativity, and solve problems in a collaborative environment. How do you create a culture of innovation among undergraduates, cutting across disciplines and majors? This session will address efforts to embed design thinking, problem solving, cross-functional collaboration, and entrepreneurial thinking within a connected, interdisciplinary summer bridge and first-year seminar experience. Presenters will share a detailed model for introducing concepts of innovation and entrepreneurship in the first-year experience, data regarding the initiative and its impact on participants, and plans to scale the experience and connect it with key touchpoints in the undergraduate experience.

CI-168 Critical Thinking in the Co-Curriculum: FYS to FYE and Back

Lone Star B

Dianne Creagh

Director of First-Year Experience

Dennis Weiss

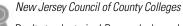
Coordinator of First-Year Seminar York College of Pennsylvania

One year after a critical-thinking, signature assignment was instituted in first-year seminar (FYS) courses, York College extended this initiative into its first-year experience (FYE). Through academic, cocurricular events designed to reference particular FYS topics, the FYE director and select faculty helped students learn to categorize and annotate their learning during campus workshops and lectures. Faculty provided opportunities, in the form of e-portfolios and the signature assignment, for students to incorporate their new knowledge back into their courses. Faculty and FYE closed the loop by assessing student work for evidence of knowledge transfer and critical thinking. Expansion of this program is planned for 2018.

CT-169 Dynamic Lecturing (Yes—Lecturing!) in First-Year Courses Lone $\operatorname{Star} \mathbb C$

Christine Harrington

Executive Director, Center for Student Success



Don't stop lecturing! Research shows lecturing is one of the best ways to teach novice learners (also known as first-year students).

Come explore how to maximize the effectiveness of your lecture by activating prior knowledge, zooming in on the most important concepts, integrating brief opportunities to reflect and process information, effectively using multimedia, and incorporating retrieval practice opportunities. You'll walk away with several easy-to-implement strategies designed to increase learning.



FD-170 The Hidden Stories Behind the Data

Lone Star D

Anna Moczygemba

Student Development Specialist, PACE Mentoring Texas State University-San Marcos

Victoria Black

Director, PACE Mentoring Texas State University

The journey to higher education is unique for each student, and many lack knowledge about the various resources and services available to help them succeed in their first year. As a high-impact practice, peer mentoring can be effective in helping identify at-risk students to provide additional intentional support. Documenting their stories and collecting data on mentoring partnerships is important. Data collection doesn't tell the whole story, but it reminds us that students are not just numbers. This session will discuss why we should document, the what and when to document, and how best to use it for student success

FD-171 Student Affairs and Faulty Collaborations: Barriers, Strategies, Success

Lone Star E

Gregory Eiselein

Professor and Director

Emily Lehning

Associate Vice President for Student Life

Stephanie Bannister

Assistant Vice President for Student Life Kansas State University

The benefits of collaboration are well known, and yet mission-driven plans for improvement in higher education are often stymied when different parts of campus find themselves unable to work with each other. This session invites participants to re-examine issues of conflict and collaboration in the development of first-year programs. It will focus on the structural, political, and human challenges to collaboration, while moving toward an understanding of effective methods to address those challenges. Our discussion will use an interactive reflection on barriers as a way to rethink institutional strategies and advance collective goals.

CT-172 Mind the Global Gap: Cultivating Emotional Intelligence (EQ) via Global Learning

Bowie A

Shelbee NguyenVoges

Assistant Director of First-Year Seminars Kennesaw State University

In this study, the focus of inquiry is on literature concerned with developing global citizenship, and specifically mindfulness, via experiential learning about the local and global interdependence of complex, contemporary issues. A discussion of literature offers context to three globally focused first-year activities, placing importance on adult learning theory. Here, the intersection of authentic experience, learning, and reflection is stressed for the learner. Researchers conclude by discussing how students taking part in these learning-by-doing opportunities connect with the idea of mindfulness within local and global contexts, mindfulness of their felt experience, and their development as global citizens.

CR-173 Presenting Data From the 2017 National Survey of First-Year **Experiences**

Travis A/B

Dallin Young

Assistant Director for Research, Grants, and Assessment National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

The 2017 National Survey of First-Year Experiences, a newly reconceptualized survey by the National Resource Center for The First-Year Experience and Students in Transition, collects data on the organization, content, and administration of first-year experience programs on American college campuses. This session will present a national portrait of the distribution and use of these programs and facilitate discussion on their structure and purpose. Specific attention will be given to first-year seminars, first-year academic advising, and orientation. Additionally, the session will include exploration of the coordination and combination of first-year programs on college campuses.

CT-174 Effectively Aligning the First-Year Seminar to an Academic **Pathway Model**

Travis C/D

Tammy Wyatt

Associate Vice Provost for Student Success

Kathleen Laborde

Lecturer III

Paul Rodriguez

Lecturer III

Tinney Leveridge

Lecturer II

The University of Texas at San Antonio

Academic Pathways have been identified as an effective approach to firstyear student success. Institutions are redesigning their course offerings to simplify student choice in the first year. Many institutions also require first-year students to complete a seminar course, as this approach has been shown to effectively increase first-year student success. In less than one academic year, the University of Texas at San Antonio merged these two student success models and significantly revised its first-year seminar to align with its Academic Pathways. While this approach is in its infancy, the effects of this first-year experience program redesign are very promising.

CI-175 Summer of Success: Giving Conditional Admission Students an Opportunity to Try

Presidio B

Charlene M. James-Piper

Interim Executive Director

Raphael Moffet

Vice President, Division of Student Affairs

Fetera Henry

Enrollment and Completion Advisor Texas Southern University

The Summer of Success summer bridge program offers conditional university admission through attendance at a provisional admission program at Texas Southern University. This program gives students an opportunity to gain full admission by taking summer core curriculum courses and achieving academic competency. With passing scores for matriculation through this summer program, students have the opportunity to become college-ready and start the school year ahead of their incoming freshman peers. This session will discuss program successes and opportunities for growth from the viewpoint of a first-year advisor, the program chair, and the vice president of the Division for Student Affairs.

E-176 Marching Off the Map: Generation Z & Metacognition

Bonham B

Tim Elmore

President and Founder Growing Leaders

Leading today's college student can feel like an adventure into unexplored lands. The natives of these uncharted territories, those born after the turn of the century, hold vastly different attitudes and behaviors toward learning and authority than prior generations. The "old maps" we used successfully in education to help guide our students through adolescence are now obsolete. This is a pioneering session that directly addresses these challenges. It acts as a compass on this new journey by providing proven research, real-world methods, and practical wisdom that will equip those working with students.

CT-177 Pushing the Boundaries: Successful Variations on Common Reading Programs

Bonham C

David Randall

Director of Communications National Association of Scholars

Marcy C. Glassford

Director of First-Year Experience & Student Retention Utah Valley University

Kaye Brown

Committee Co-Chair, OCTC Common Reading

Tonya Northenor

Committee Co-Chair, OCTC Common Reading Owensboro Community & Technical College

Common-reading programs frequently use a relatively narrow selection of nationally popular, recently published nonfiction and memoirs. We examine different ways that existing common readings successfully vary from standard text selection. We will present (a) an overview highlighting and analyzing classic texts used by common-reading programs nationwide in the past decade, (b) a case study of a classic selection common reading program at Utah Valley University, and (c) a case study of a local-author focus at Owensboro Community & Technical College.

CR-178 Effective Writing Practices in the First-Year Seminar

Bonham D

Phyllis Conn

Associate Professor, Institute for Core Studies St. John's University

In this session, an experienced first-year seminar instructor in the humanities will discuss her research exploring principles of effective writing with her students. The practice rests on a method of teaching writing that connects students' current writing with their prior writing experiences and writing in their major disciplines. The session will review how students viewed effective writing and how their writing evolved through the semester. The session will include an opportunity for discussion and practice among attendees in identifying principles of effective writing and how they might apply those principles in the first-year seminar.

E-179 Using Orientation Technology to Whoa, Wow, & Woo First-**Year Students**

Bonham E

Sam Swingle

Co-Founder Advantage Design Group

Heather Olague

Director, First-Year Experience Texas A&M University, San Antonio

Jason Wilson

Dean of Student Services Houston Community College

Charles Parrott

University Program Specialist Winston-Salem State University

Learn how a university and a community college are using the orientation technology to capture students' attention (whoa), personalize the experience (wow) and make it easier than ever before to complete enrollment (woo). Panelists represent Texas A&M University, San Antonio: Dr. Cynthia Teniente-Matson, President & Heather Olague, Director, First-Year Experience; and Houston Community College: Dr. Muddassir Siddiqi, President, & Jason Wilson, Dean of Student Services. Session features discussion of decisions, strategies, development and differences since launch. Each platform's features and functions will be previewed, followed by questions and answers with the audience.

CI-180 Redesigning the FYE Course at Yamagata **University: Our Challenging Journey**

Crockett A/B

Takao Hashizume

Senior Assistant Professor, Education

Katsumi Senyo

Professor, Sciences

Shigeru Asano

Professor, Management

Koji Fujiwara

Professor, Institutional Research Yamagata University, Japan

Yamagata University, Japan has completely redesigned its first-year experience (FYE) course to help and assist new students in transitioning to university life. Before this renovation, there were no common-course outlines for the FYE, so what students learned and accomplished was totally up to the faculty who taught the course. To break through these situations, we have developed the shared instructional goals and objectives as well as the syllabus, teaching materials, and grading rubrics for the FYE. In this presentation, we will share about our adventure rebuilding the course. Assessment results will also be mentioned.

CI-181 Selecting, Training, and Managing Peer Leaders Using **Leadership Courses**

Crockett C/D

Kacie Ellis

Student Success Coordinator

L. Whitney Milliken

Student Success Coordinator Austin Peay State University

Come learn how APSU revamped its peer leader training from interviews, meetings, and workshops to an academic credit-bearing course sequence. The new program has become more manageable for a small office with few resources and still achieves the outcomes of a large institution with a full staff. APSU partners all first-year studies classes, 100+ sections, with peer leaders using only two part-time staff coordinators. The new course structure has made the workload manageable and sustainable and has created more prepared peer leaders. Learn how other schools can model a more sustainable program.

CT-182 HUD Huddle: Faculty and Staff Solidarity With Economically **Underrepresented Students**

Seguin

Tracey Rizzo

Professor of History, Department Chair University of North Carolina-Asheville

Aldo Garcia Guevara

Associate Professor of History and Political Science Worcester State University

Gary Murrell

Professor of History Grays Harbor College



While initiatives for first-generation college students have swept through higher education in the past decade, class consciousness has not. As more poor and working-class students enter college, faculty and staff can engage them as members of economically disadvantaged groups rather than as individuals determined to achieve. Growing up poor remains the surest predictor of college failure for men and women from minority and majority populations. Panelists from two universities will introduce such initiatives, including opportunities to pursue research in working-class studies, and mentorship by faculty and staff who grew up poor.

CT-183 Applying the COMMunication in COMMunities!

Republic B

Ashley Clement

Graduate Assistant Ohio University

Interpersonal communication is important to cultivating social support and belonging in groups. Student development researchers have many theories that discuss creating community and supporting academic and social success for first-year students. However, none of these theories discuss the basic interpersonal communication that exists within the student development theories (Astin, 1993; Schlossberg, 1989a; Tinto, 1993). In discussing important and relevant communication theories, student affairs professionals can identify and utilize ways to better support firstyear students in learning communities. This session aims to illustrate the significant connections between interpersonal communication and first-year learning communities as social support groups through discussion and group activity.

10:30 a.m. - 12:00 noon Featured Session

CT-184 Serving Underprepared Students Through Learning Communities: Action Planning for Success

Lone Star F



Richie Gebauer

Executive Director, First-Year Experience and Student Transitions

Michelle Filling-Brown

Chair and Associate Professor, English Cabrini University

This interactive, action-planning session is designed for administrators, faculty, or staff interested in developing or enhancing learning communities/living-learning communities intentionally designed for academically at-risk students. We will challenge participants to explore strategies and innovative approaches to offer an intentionally integrated curricular experience that (a) pairs remedial instruction with content coursework and (b) uses cocurricular programming to effectively extend instruction beyond the classroom. Participants will leave with concrete strategies mapped out and resources in hand and return to campus with an action plan to create learning communities that serve academically at-risk populations.

10:30 a.m. – 12:00 noon Featured Session

CT-185 STEM Day One: Strategically Designing Transitions for STEM Students of Color

Bowie B

Jerry M. Whitmore

Director of First-Year and Retention Programs University of Wisconsin

Keith Randazzo

Assistant Professor, Kinesiology Mississippi College

Rising national attention and demands for workforce diversification in STEM fields highlight the disconnect between the enrollment and completion of students of color. Increased attention to STEM students of color have typically focused on students, with little focus on the role faculty and staff should play. This session will provide a framework for developing a comprehensive approach to the transition and retention of STEM students of color. A theoretical base, recruitment strategies, a transition programming model, and faculty and staff engagement plans will be offered. Participants will be presented with various options and levels of implementation based on campus dynamics and resources.

LUNCH ON YOUR OWN | 11:30 AM - 1:30 PM

Plenary Address and Awards Recognition

1:30 p.m. – 2:45 p.m. | Lila Cockrell Theatre (Convention Center)

Excellence in Teaching First-Year Seminars Award





Stacey Doremus Assistant Director, LEAD Programs & Systems Georgia Institute of Technology

Jordan Smith Undergraduate Student Fellowships

Jessie Lee

Washington University in St. Louis

Jennifer Lieurance

Washburn University

Michelle Nguyen

Texas Christian University

Staci Robinson

Georgia Southern University

Ashley Williams

University of Tennessee - Knoxville





Lori Blanc Professor of Practices, Department of Biological Sciences, Director, Da Vinci Living Learning Community Virginia Tech

Paradox in Teaching: Experiential Learning and Teaching as a Collective Journey

How can we provide students with a first-year college experience that establishes a foundation of integrity, strong work ethic, independent learning and growth mindset? Involving students in the co-creation and execution of educational programs through peer-to-peer learning can empower students to develop these characteristics, but also poses challenges for the educator. Balancing accountability with freedom, challenge with support, and disciplined standards with individual expression requires courage and, sometimes, discomfort from educators. Drawing from experience with modelling experiential learning through "experiential teaching", these challenges are presented within the framework of Parker J. Palmer's paradox of teaching – the willingness to "suffer the tension of opposites", which he argues is among the most difficult demands of good teaching.



3:00 p.m. - 4:00 p.m.

CT-186 What Makes an FYE Course (or Any Course) "Academic"? "Rigorous"?

Lone Star A



Joe Cuseo

Professor Emeritus, Psychology AVID for Higher Education

Rigor, or lack of it, has been used to leverage arguments against the academic credibility of first-year experience (FYE) courses and programs. This session will unearth the meaning of the terms academic and rigor and illustrate how to incorporate them into the design and delivery of seemingly non-academic, holistic FYE courses and programs. A conceptual and empirical case will be made that FYE content is, in fact, academic and the student-centered learning processes used to deliver its content are indeed rigorous.

CI-187 Being PALs With FYE: Collaborating Across Student and **Academic Affairs**

Lone Star B

Molly Miller

Coordinator, Peer Advocate Leader (PAL) Program

Christy Heaton

Director, First Year Experiences University of Colorado Denver

As higher education institutions search for ways to increase campus-wide collaborations to assist in student success, the University of Colorado Denver combines academic and social integration through its first-year experience (FYE) program. Housed under student affairs (SA), the Peer Advocate Leader Program provides mentorship to new students enrolled in FYE courses. FYE, housed under academic affairs (AA), trains faculty to think holistically about the first-year student experience. Through this AA/ SA collaboration, the FYE and PAL programs provide first-year students with the opportunity to engage in exciting course content and connect with faculty, staff, and peers outside of the classroom.

CT-188 Hiding in Plain Sight: Identifying and Supporting At-Risk **Students**

Lone Star C

Michelle Bombaugh

Assistant Director, Office of Academic Advocacy

Kim Williams

Academic Advocate for Policy and Analytics

Zulmaly Ramirez

Academic Advocate

Leslie Tod

Director, Office of Academic Advocacy University of South Florida

This session will discuss the emerging trend of using predictive analytics in conjunction with a case management model to identify and support first-year students with various levels of risk. Presenters will discuss how the model evolved at their institution, as well as their multi-pronged approach to identify specific students in order to provide the right support at the right time to address student persistence and progression issues. Presenters will elaborate on how they track the first-year cohort, communicate and work with on-campus partners on student issues, and work individually with students.

FD-189 Promoting Success of Special-Student Populations

Lone Star D

Emilie Dubert

Associate Director, Off-Campus Student Services

Adrienne Thompson

Associate Director, Student Success

Rick Grav

Associate Director, Orientation George Mason University

Challenged by how to increase engagement and retention of special subpopulations on your campus? Discuss research, programming, and assessment of groups such as commuter students, transfer students, out-ofstate students, non-traditional students, and more. Participants will leave with practical ways to engage these students at their own institutions.

FD-190 Diversity Awareness: Training Students for Their Future

Lone Star E

Jamal Smith

Director of Orientation

Hollie Smith

Assistant Dean of Student Affairs for Programs Stephen F. Austin State University

Looking for ways to enhance diversity training with your orientation/ transition/retention student leaders? Research suggests self-awareness of multicultural competence may increase leader effectiveness. This open discussion will explore diversity awareness training related to student leaders and staff. A program evaluation regarding diversity competencies was conducted to implement different methods for training student leaders. The results of this evaluation, which was geared to increase selfawareness, will be discussed.

CI-191 Culture & Community: Black, Latino, and Appalachian Male Initiatives

Lone Star F

Jamie Boggs

Director of the Emerging Scholars Program

Shalamar Sandifer

Coordinator of First-Year Student Success

Richard Childers

Appalachian Male Advocate and Mentor

Chris Lakes

Director, Office of First-Year Initiatives Berea College

Nationwide, the retention rate of male students lags well behind that of their female counterparts. At Berea College, we found this difference to be most alarming with three particular groups: African American men, Latino men, and men from distressed Appalachian counties. To address this concern, Berea created a series of courses specifically designed for men from each of these three groups focusing on cultural understandings, masculinity, identity, and transition. Then we created programming that intertwined the three groups and provided opportunities for shared learning and understanding. Presenters will discuss program structures, outcomes, challenges, and new opportunities.

CT-192 Fostering a Positive Mindset in the First-Year Seminar

Jessie McNevin

Assistant Principal, Capstone Scholars Program

Grace Sullivan

Graduate Assistant, Office of New Student Orientation University of South Carolina

We know first-year seminars are impactful to student retention. As we retain students, however, we must ask, are we aiming for them to simply survive in college or thrive there? Acknowledging that a positive mindset is one scale in Schreiner's thriving quotient, how do we foster this kind of mindset in first-year students? This session will present resources, lessons, and assignments used to build a culture of positivity and cultivate a positive mindset in students within the first-year seminar.

CI-193 Supporting Students' Learning Through a Program Focusing on Formative Feedback



Travis A/B

Laurent Leduc

Coordinator, Center for Advanced Didactics

Dominique Verpoorten

Professor, Educational Development *University of Liège (Belgium)*

Designed to support learning and success of first-year students enrolled in the same programs at the University of Liège (Belgium), the Feedback First-Year Project has been successively implemented in five different faculties since its creation in 2013. This structured project provides customized pedagogical support—teams of advisers made up of specialists in instructional sciences and content-domain experts—to the professors in charge of first-year courses in those schools. This allows instructors to

discuss regulating or optimizing some aspects of their teaching collectively or individually, focusing on their formative feedback practices with freshmen.

CR-194 BEFORE You Redesign: Let's Look at Student FYEs/ Transitions for Both Online/Traditional Students

Travis C/D

Maricela Silva

Academic Grants & Projects Officer

South Texas College and Lamar University

Teresa Simpson

Special Assistant to the Dean for Student Recruitment, Retention, and Success

Lamar University

Research shows disparities in academic achievement among minority students. Before institutions of higher education (IHEs) begin redesigning, let's look at what students said about first-year experiences (FYEs) and how mentoring programs provided needed support. Findings from a recent phenomenological study of Hispanic male students at a college in south Texas with a large Hispanic student population show that existing retention initiatives integrate a mentoring component, giving students support and increasing retention. Participants agreed the mentoring component was integral to their retention/success. This session will help IHEs understand why they should consider redesigning to integrate mentoring support systems to help with FYEs, retention, and transitions for online/traditional students.

CT-195 International Student Peer Mentors as Agents of Empowerment

Presidio B

Mary Butcher

Program Manager, Foundation for Success

Erica Swenson

Coordinator, Foundation for Success

Seth Deister

Program Assistant, Foundation for Success Green River College

International students in higher education provide opportunities for many positives on campus. One undervalued area of impact is their ability to create smooth transitions for one another as peer mentors. Using a case study at a college with 1,600 international students, this session will examine student mentors' ability to connect students with campus resources, communicate vital campus information, and provide a safety net for students transitioning between cultures. The session will show that these students can connect in ways that may elude staff, faculty, and native-born students.

CT-196 Becoming a Marian Knight: "Common Reader" to "Common Local/Global Culture"

Bonham B

Holly Gastineau-Grimes

Director of First-Year Seminar, Assistant Professor, Department of History and Social Science



Jennifer Plumlee

Director, Center for Academic Success and Engagement Marian University

As part of a series of three that includes building retention through the first-year experience and partnering with student services in first-year seminars (FYS), this session will focus on how to build an FYS that introduces students to the intellectual curiosity of the college classroom and campus culture. Universities increasingly strive to prepare students for transformative and global leadership. Common readers are integral for connecting FYS with global awareness. Marian offers 21 seminar sections that read a shared title, emphasizing how communities are formed out of difference and the local and global dimensions.

E-197 Crafting Your Custom First-Year Seminar Textbook

Bonham D

Natalie Danner

Vice President, Custom Solutions XanEdu

Theresa Haug-Belvin

Instructor & Coordinator of the UI100 Experience Southeast Missouri State University

Are you considering a custom first-year seminar textbook for your campus? While the process may seem daunting, XanEdu Custom Publishing can provide support and assistance every step of the way. We'll talk about why a custom publication might be right for your campus, how to organize your campus resources, and how a publisher can help you achieve your final product. A representative from Southeast Missouri State University will be on hand to discuss her institution's process and answer questions.

CT-198 Why Creating Inclusive Campuses for Worldview Diversity **Matters**

Bonham E

Benjamin Correia-Harker

Director of Assessment & Research

Janett Cordoves

Co-Curricular Partnerships Manager Interfaith Youth Core

Alyssa Rockenbach

Professor of Higher Education North Carolina State University

Matthew Mayhew

William Ray and Marie Adamson Flesher Professor of Educational Administration

Ohio State University

With hateful rhetoric and bias incidents against different religious worldviews on the rise, first-year educators have the opportunity to proactively create environments in which students of diverse worldviews can find support and community. In this session, we will discuss research that reveals benefits of cultivating a welcoming, supportive environment for various religious and nonreligious perspectives. We will also engage participants in exercises to explore practical ways campus educators can foster more inclusive spaces for first-year students.

CT-199 Contending With High-Intensity Incivility in the Freshman Seminar

Crockett A/B

Shelley Lane

Associate Professor of Communication and Associate Dean of Undergraduate Education University of Texas at Dallas

The high-intensity incivility demonstrated in the 2016 presidential campaign has made its way into college classrooms. Unfortunately, hostile classroom communication causes emotional and psychological harm and interferes with student growth and learning. Instructors report that students are emboldened to use slurs, engage in name-calling, and make inflammatory statements. This has important implications for students in freshman seminar classes in which topics such as diversity, free speech, and safe zones on campus are likely to be discussed. This session will focus on methods and activities that promote civil communication and ways to contend effectively with high-intensity uncivil behavior.

CI-200 First-Year Success: Developing the "Who" Through **Professional Coaching**

Crockett C/D

Krista Casale

Team Lead, Senior Success Coach

Michele Oelking

Director of the Success Center Tulane University

When we think about starting college, we may picture multiple trips to Target and tearful goodbyes on move-in day. As coaches and university staff, we know feelings of fear and excitement accompany each collegebound student. We recognize even the most prepared and successful students may need additional support to find their academic and personal footing at the university level. At Tulane University, we offer students the opportunity to work with a credentialed professional coach to help them build the self-efficacy and awareness needed to create personal success.

CI-201 A Holistic and Seamless Transitional First-Year Program

Bonham C

Cindy Thorp

Academic Success Coach/Academic Advisor

Mallory Morehouse

Associate Director of Orientation & Family Programs

Troy Morehouse

Director of Student Engagement

Natasha Daniels

Academic Success Coach

SUNY Alfred State, College of Technology

From orientation to the academic classroom, come learn how SUNY Alfred State has used Gallup's Wellbeing: The Five Essential Elements (Rath & Harter, 2010) and StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond (Clifton, Anderson, & Schreiner, 2016) in its First-Year Transitional Program. Discover and learn how to easily and affordably create and adopt a similar program at your institution.

CT-202 Lessons Learned: Creating an FYE Course Focused on Maior/Career Exploration

Seguin

Tiffany Fritz

Coordinator of First-Year Experience Programs/UESP

Katherine Leibel

Graduate Teaching Assistant Oregon State University

One of the first important academic decisions students presume they are required to make is choice of major (Gordon, 2015). The EXPLORE living-learning community at Oregon State University offers a first-year seminar focused on major and career exploration. Guided by our three-step decision-making model focusing on self-assessment, exploration, and deciding and acting, this active exploration prepares students to make well-informed decisions. Topics addressed in this program include course learning outcomes, curriculum overview, instructional strategies, and assessment efforts. Participants will leave with resources they can use to create or enhance a first-year seminar focused on supporting major and career exploration.

CI-203 Mathematics Summer Bridge Program Success—First Semester and Beyond

Bowie A

Carla DeLucia

Assistant Dean of Academic Affairs Fisher College

Lack of basic math proficiency is a significant barrier to first-year college student success at Fisher College. Over 65% of first-year students place into remedial mathematics each fall. Faculty and administrators collaborated to develop a summer Math Accelerator Program to address this problem. Cengage's online learning tool, WebAssign, was used to deliver modular content. This session will address the rationale for adopting the program, implementation using WebAssign, results, expansion, and ideas for replication at other institutions.

CI-204 Using Campus and Community Mentorship Programs to Enhance Student Success

Republic B

Ceceilia Parnther

Research Associate

Tasia Bryson

Doctoral Associate

Monica Liggins Abrams

Associate Director, Center for Research on Instructional Change in Postsecondary Education

Western Michigan University

This session will introduce the curriculum and outcomes of a first-year seminar (FYS) course within the context of a federally funded student success program for Pell-eligible students. The program is designed to promote student success through year-long FYS courses with a simultaneous, intentional mentorship component. This research project uses two mentoring interventions: community-based mentorship and an institutional learning community-based mentorship program. The session

will present research guiding the program, the program's current status, and the positive effect it has had on an institutional level.

AFTERNOON BREAK | 4:00 p.m. – 4:15 p.m. *Texas Ballroom DFF*

4:15 p.m. - 5:15 p.m.

CI-205 Serving as a Strong Foundation: The Cornerstone Experience, FSW's Alamo

Lone Star A

Kathy Clark

Associate Dean, Arts and Sciences

Whitney Rhyne

Director of Strategic Initiatives
Florida SouthWestern State College

This presentation will focus on the marketing strategies used during the creation, development, and implementation of the first-year experience (FYE) course and program. Presenters will describe how one state college engendered college-wide support and buy-in through a variety of marketing strategies that encouraged college-wide collaboration and excitement for an FYE course and program. Participants will review marketing assessment data demonstrating the efficacy of faculty, staff, and student support. After completing the session, participants will leave with multiple FYE marketing strategies they can use to continually engage faculty, staff, and students at their own institutions.

CI-206 Engaging First-Year Students in Service to Maximize Student Success

Lone Star B

Todd Allen

Assistant Director for New Student Programs

Dalton Hoffer

Assistant Director for Student Engagement University of North Carolina at Pembroke

Community service initiatives play an important role in engaging first-year students as well as developing a sense of humility, clarifying career goals, and aiding in overall student success. This interactive workshop will explore a variety of methods used at the University of North Carolina at Pembroke to engage first-year students in an alternative spring break trip. We will share ideas and best practices for developing this program, recruiting first-year students, and maximizing their success.

CI-207 Impacts of Information Literacy Instruction During the Summer Bridge Program

Lone Star C

Daniel Ross

Academic Excellence Librarian SUNY Geneseo

Milne Library has partnered with SUNY Geneseo's AOP program to provide multiple library instruction sessions to participants in a four-week summer bridge program. Our Student Success Project enables us to assess the effectiveness of this summer bridge program and evaluate student usage of library services. We collected data on student use of circulation, interlibrary loan, instruction, and reference services. Working closely with the



Institutional Research Office, we found that students in the AOP summer bridge program use the library at a higher rate than their first-year peers. Some studies suggest higher library use is associated with higher GPAs.

FD-208 If the Shoe Fits ... Mentoring First-Year Students

Lone Star E

Brandon Cruz

Program Coordinator, First-Year Experience

Nathaniel Tuthill

Program Coordinator, First-Year Experience The University of Texas at San Antonio

First-year students transition into university life with a diverse background and set of experiences. Peer mentors play an important role in providing them with relevant resources and support to make their college transition successful. Join us in an interactive discussion by putting yourself in a peer mentor's shoes, as we build best practices for supporting first-year students in and outside the classroom.

CT-209 The First-Year Seminar: An Essential Component of Guided **Pathways**

Lone Star F

Sabrina Mathues

Department Chair and Instructor, College Success Brookdale Community College



Christine Harrington

Executive Director, Center for Student Success New Jersey Council of County Colleges

Assistant Professor of Education and Student Development, Student **Development Coordinator**

Raritan Valley Community College

This session addresses the importance of the first-year seminar course within the Guided Pathways framework from a national, state, and community college perspective. In particular, we'll explore the value of the first-year seminar course as a vehicle for assisting students with career and educational planning through strategic interventions and relationship building. Several strategies and models for the first-year seminar as an essential part of the Guided Pathways movement will be shared and discussed.

CT-210 Achieving Happiness in Life

Bowie B



Marsha Fralick

Professor Emeritus, Education Cuyamaca Community College

One of the most common goals reported by students is to be happy in life, but they often cannot explain what happiness means and how to achieve it. What is happiness, and how can you increase it for yourself and your students? Review the highlights of current research and suggestions for increasing happiness. Use research on happiness, the growth mindset, and grit to increase student motivation, success, persistence, and life satisfaction. The session includes interactive activities, practical ideas, and resources useful in your own life and in your first-year experience course.

CR-211 Using Smartphones to Deliver and Assess a First-Year Intervention

Travis C/D

Timothy Steenbergh

Professor of Psychology

Douglas Daugherty

Associate Dean

Christopher Devers

Director of Research, Center for Learning & Innovation

Lorne Oke

Director, Center for Learning & Innovation

Brittany Washington

Research Assistant

Indiana Wesleyan University

In this session, we will describe a mobile growth mindset and socialbelonging intervention for first-year students. Factors associated with engagement, the intervention's impact on academic outcomes, and the relationship between intervention engagement and students' stress levels, as measured by end-of-semester hair cortisol, will be presented. We will illustrate the benefits of mobile intervention and assessment; explain the potential uses of this methodology; and highlight findings from firstyear students who used the app. Session participants will receive a free download of the app and discuss the potential mobile technology in firstyear programming.

CI-212 Enduring and Beyond! Signature Courses and the Freshman Experience

Bonham B

Ann Hoey

Instructor, University College Texas A&M International University

Many first-year experience (FYE) courses suffer from an identity crisis. Freshmen often view them as "study skills" or "college prep" classes, which becomes a real concern when the course spans two semesters. At Texas A&M International University, an innovative program was implemented to enhance student success by providing a solid foundation in research and critical thinking skills in the fall semester and a wide variety of interdisciplinary signature courses in the spring term. These courses pair FYE faculty with faculty fellows from disciplines across campus, with the goal of unraveling a key question that addresses an essential issue of our

E-213 The Money Experience: Understanding Personal Finance Throughout Life

Bonham C

Ben Welbourn

Associate Vice President of Business Development

Kevin Brennan

Vice President of Finance and Planning Winterline Global Education

An extensive breadth of studies (links provided upon request) show that most young people feel ill-equipped to make critical financial decisions. Only five states require a stand-alone course in personal finance for high school graduation. This session is designed to showcase Winterline Global Education's approach to teaching about the ways in which money works today and throughout life. Presenters will share some of Winterline's curricular materials and describe how the company works with schools to offer these materials to students in ways that best suit the individual and the institution.

E-214 Changing the Conversation: Identifying & Addressing Mental Health Issues Among High-Achievers

Bonham D

Marie Mimiaga

Associate Director
The National Society of Collegiate Scholars

Laura Horne

Director of Programs *Active Minds*

Anxiety is the top mental health concern among college students, yet only one third of those suffering receive treatment. Many students with mental health issues are high achievers misunderstood as type A personalities. Active Minds and the National Society of Collegiate Scholars partnered to equip high achievers with mental health resources. This interactive session will give a voice to the issue, identify warning signs, and illustrate the behaviors, attitudes, and resources to arm frontline student affairs professionals across the country to take positive action.

E-215 The Critical Role Motivational, Noncognitive Assessment Plays in Student Success

Bonham E

Mari Normyle

Assistant Vice President Ruffalo Noel Levitz

Understanding what motivates students is often the missing piece in the student success formula. Our work with over 1,400 campuses in the past 20 years shows that motivational, noncognitive factors carry great weight in predicting students who are more likely to be successful in, be retained in, and graduate from their initial institutions. This session will describe the motivational assessments available for first- and second-year students, as well as sharing case studies of client campuses that have improved their retention and graduation rates after incorporating these assessments into their student success toolkits.

CT-216 Developing a Plan for First-Year Seminar Instructor Professional Development

Crockett A/B

Michelle Buggs

Director, Undergraduate Academic Programs

Joshua Adams

Executive Director, Pioneer Center for Student Excellence Texas Woman's University

The first-year seminar (FYS) has become a standard high-impact practice in higher education, historically serving as an extended orientation in the first or transition year. While the primary focus remains on the student experience, an increased focus on the FYS faculty experience can be another way to positively impact student success and learning. Presenters will share elements of FYS faculty professional development that aid in a better overall understanding of undergraduate curriculum, increased student engagement and retention, and retention of FYS faculty to the program and potentially the institution.

CI-217 Big E Welcome: Developing a Comprehensive Pre-Matriculation Experience

Crockett C/D

Sarah Schultz

Associate Director, Student Engagement

Brandon Mandigo

Coordinator, First-Year Experience Eastern Kentucky University

Research shows first-year students are more likely to persist through graduation if they feel connected. Eastern Kentucky University has implemented the Big E Welcome, a required, five-day pre-matriculation experience for first-year students. The Big E Welcome is intentionally created to foster self-efficacy, allow students to build friendships with peers, equip them with skills and experience to excel in the classroom, and welcome them into their greater EKU experience. Our program serves over 2,000 students—of which over 800 are first-generation college students—and provides leadership opportunities for 150-plus student volunteers.

CI-218 EDGE+RSP: A Collaborative Approach to Advise and Support Students

Seguin

Joseph Ecklund

Director, Academic Success

HollvAnn Harris

Associate Dean in the College of Arts and Sciences

Tricia Sharrar

Vice Provost, Academic Administration and Partnerships Creighton University

Creighton University provides two distinct, yet connected programs that strengthen the advising of new students while also providing a safety net of support for these students in transition. The Creighton EDGE is an initiative focused on pre-professional advising (with learning communities), academic support, and career development. The Ratio Studiorum Program provides an innovative approach to first-year advising and uses faculty, student leaders, and administrators in a collaborative way to provide support, orientation, and advising to new students. This session will discuss how these two programs work together to transform the new-student experience.

CI-219 Toot Toot for Tutoring! Roadmap for First-Year Students and Beyond

Republic B

Cornelia Wills

Director of Student Success

Middle Tennessee State University

Middle Tennessee State University is recognized as a leader among leaders in student success initiatives. Student success is the core and central to its mission. It is the No.1 producer of graduates in its former governing system. With top priority given to improving student retention and graduation outcomes, it adopted a blueprint called, Quest for Student Success. Four strategic directions were included in this plan. This session will explore resources and services provided by the Office of Student Success, with a focus on the evolution of tutoring, and how it helped to significantly improve overall university persistence and retention rates.

FYE 201

4:15 p.m. - 5:30 p.m.

FD-220 Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy

Lone Star D

Mary Stuart Hunter

Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition; Faculty Fellow, USC Connect

John Gardner

Founding Director and Senior Fellow, National Resource Center for The First-Year

Experience and Students in Transition

Betsy Barefoot

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

University of South Carolina

It seems that many faculty and staff today struggle with incongruities in their academic lives. Is it possible to sustain individual spirituality, authenticity, wholeness, and self-renewal in the academy in the 21st century? Do our institutional cultures fuel incongruence? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict. Discussion will revolve around these issues.

University of South Carolina Alumni and Friends Reception

6:30 p.m. - 7:30 p.m. | Presidio A

Alumni and friends of the University of South Carolina are invited to join us for hors d'oeuvres. Reconnect with old friends, meet new colleagues and learn about what's happening at Carolina!

Outstanding First-Year Student Advocates Reception

6:30 p.m. - 7:30 p.m. | Presidential Suite Parlor 2132 Co-sponsored by Cengage Learning

By invitation only. All current and past first-year student advocates are welcome.

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Transitions No. 7 What Makes the First-Seminar High Impact? Exploring Effective **Educational Practices**

Tracy L. Skipper, Editor

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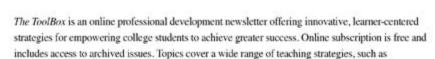
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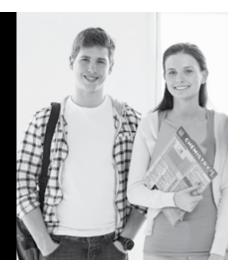
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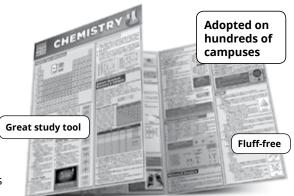
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Institutional Excellence for Students in Transition (Award





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. In light of these core commitments, the National Resource Center is pleased to announce a new award recognizing Institutional Excellence for Students in Transition. 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 25th National Conference on Students in Transition, including the presentation of a plaque during the conference, a half-page announcement in the conference program booklet, and slide(s) highlighting award recipients in multimedia presentations during plenary sessions
- Two complimentary registrations to 25th National Conference on Students in Transition to include at all conference sessions and meal functions and preconference workshops on a space available basis.
- Presentation of a poster session during the conference featuring components of the award-winning initiative(s) and institution
- Recognition in a national higher education media outlet; in the National Resource Center's online newsletter (E-Source for College Transitions). and on the Center's web page, listservs (i.e., SOPH List, SYE List, TYE, and GRAD List), and social media channels
- Distribution of press releases recognizing award recipients to national, regional, and institutional higher education media outlets

More information regarding the award will be available at www.sc.edy/fye by May 1, 2018.



Conference Check-In/ Information Desk

7:30 a.m. - 12:00 noon Lone Star Prefunction A

Continental Breakfast

7:30 a.m. - 9:00 a.m. Texas Ballroom DEF

8:00 a.m. - 9:00 a.m.

CT-221 Redesigning First-Year Seminar (FYS) of LACE (Liberal Arts **Core Education)**

Lone Star A

Elizabeth Sturgeon

First-Year Seminar Leadership Team

Robin Owens

First-Year Seminar Leadership Team

Kim Middleton

Director, Center for Academic Innovation and Creativity

Michele Starkey

Associate Provost

Mount Saint Mary's University

After a university-wide envisioning process, in Fall 2016, Mount Saint Mary's University launched a new first-year experience (FYE). This FYE supported the recently redesigned, mission-driven, and equity-minded GE curriculum known as Liberal Arts Core Education. During their first year, students embarked on a yearlong journey focusing on a holistic combination of personal success skills and academic enrichment. In this session, faculty, staff, and administration will share how the Mount community came together to design two-unit courses for fall and spring inspired by Mount core values, and how we revised these courses based on feedback.

CT-222 Creating High-Impact Practices: Living Learning Communities and Campus Collaboration

Lone Star B

Kari White

Associate Director, Undergraduate Education

Brett Hulst

Associate Director, Residence Life

Alison Southern

Assistant Director, Grand Challenges Living Learning Community

Emma Blandford

Assistant Director, College of Sciences Living Learning Communities Georgia Institute of Technology

At the Georgia Institute of Technology, we are tailoring the high-impact practice of living-learning communities (LLCs) to first-year students' interests, offering opportunities for students to explore and discover while challenging them to reflect and grow. The LLCs at Georgia Tech are driven by academics and operated by the colleges, schools, and academic departments on campus. With an institutional strategy for growing and supporting the development of LLCs, the Office of Undergraduate Education is working with Student Life and Residence Life to enrich the student experience at a top-ranked, public research university.

CT-223 Common Book Selection: Game of Thrones Edition

Lone Star C

Tara Coleman

Associate Professor

Mariva Vaughan

Assistant Director, K-State First Kansas State University

Selecting a common book can feel like a battle for the Iron Throne. To ensure that our book isn't chosen by the faction with the biggest dragon (power) or biggest cache of gold (resources), we employ various strategies to ensure the rightful heir is crowned the ruler of Westeros (K-State). This session provides an insight into the committee selection, data collection processes, and qualitative coding used to determine the final book. We'll share specific strategies that have helped us keep our selection process equitable while validating our claim to the throne and avoiding tyrant kings.

FD-224 Beyond Growth Mindset

Lone Star D

Rebecca Campbell

Professor, Educational Psychology Northern Arizona University

Growth mindsets, beliefs correlated with student success, are indicated by the idea that capabilities and traits can be improved over time, or with practice, effort, or strategy use. Little direction has been provided on how to foster these growth mindsets. This session will facilitate a dialogue about how the first-year experience (FYE) community can operationalize time, practice, effort, and strategy use so that students will explicitly understand the behaviors they need for success. By explicitly linking the belief in growth with defined behaviors for growth, we are much more likely to foster student engagement, persistence, and completion.

FD-225 Exploring the Language of First-Year Hispanic College Students

Lone Star E

Joan Reed

Director, Learning Framework Program

Marilyn Hagerty

Lecturer I, Learning Framework Program

Dagoberto Ramirez

Lecturer I, Learning Framework Program

Michelle Alvarado

Lecturer III, Learning Framework Program



Jose Saldivar

Lecturer III, Learning Framework Program University of Texas Rio Grande Valley

This facilitated discussion examines the socio-cultural realities of serving first-year and first-generation Hispanic college students at a Hispanic-serving institution on the U.S.-Mexico border and how those realities have impacted the way the university addresses students' needs.

FD-226 Maximizing the Effectiveness of Peer Mentors in FYE-LC Programs

Lone Star F

Casey Applegate-Aguilar

Director of Academic Enrichment and Retention

Miranda Andrego

Lead Peer Mentor

New Mexico Highlands University

What role do peer mentors have within your FYE-LC program? What training do peer mentors receive to maximize their effectiveness? How satisfied are peer mentors with their perceived effectiveness with FYE students? These and many more questions will be part of this facilitated discussion. This year, NMHU implemented several new strategies, expanding the training and the participatory support role for peer mentors. The facilitators would like to engage all participants in sharing their respective strategies about what has been successful, how peer mentor effectiveness is assessed, and what models/levels of integration exist with peer mentors in an FYE-LC program.

CI-227 The Impact of Service Learning on First-Generation Student Experiences

Bowie B

Charmaine Troy

Instructor & Student Success Advisor

Benjamin Pearce

Instructor & Student Success Advisor Georgia Gwinnett College

This session will explore the academic outcomes and experiences of a learning community for first-generation students. More specifically, this session will examine the impact of learning communities and service learning on the engagement and persistence of first-generation college students. What has been successful in our programs? Where is further study needed? By understanding the manner in which first-generation students are engaged in service learning within a learning community setting, faculty and staff can be better prepared to design and implement strategies that contribute to the student's college success, growth, and leadership experience.

CR-228 Evaluation and Outcome Measurement in an FYE Program Travis A/B

David Strickland

Director, FIRST CLASS First-Year Experience Program East Georgia State College

Carol Strickland

Associate Professor of Nursing, Retired Georgia Southern University

This presentation will describe the comprehensive evaluation of a first-year experience (FYE) program, FIRST CLASS, at a four-year college in the southeastern United States. FIRST CLASS is designed to assist freshman students with transition into college, prepare them for academic success, and help them prepare to transition into their professional career. The presentation will include a description of the FYE program, a discussion of benchmarks and outcome measures, a review of the FIRST CLASS program evaluation with empirical results from the first round, and recommendations for future evaluations.

CR-229 Collaborative Development of a Homegrown College Transition Course

Travis C/D

Christy Buchanan

Senior Associate Dean for Academic Advising

Matt Clifford

Associate Dean of Students, Student Conduct

Nate French

Director, Magnolia Scholars Program; Assistant Teaching Professor, Communication Studies

Paige Meltzer

Director, Women's Center Wake Forest University

A one-credit, first-year experience course (FYE 101, The College Transition) was developed to promote learning in three areas related to first-year student retention and success: academic success, well-being, and living in community. The effort involved collaboration among faculty and staff from the college, Campus Life, and the Office of Diversity and Inclusion. Ten sections of a pilot course were offered. The enrollment process targeted diversity of interest in the class and demographic characteristics. Assessment indicated significant gains in knowledge and behaviors related to desired outcomes in the three areas. Lessons concerning development, approval, implementation, and assessment will be shared.

CI-230 A Case for the Creative: Creative Development and Student Engagement

Presidio B

Jennie Montgomery

Student Intern, Office of the First-Year Experience

Leah Kendall

Director, Office of the First-Year Experience Winthrop University

Incoming students of 2017 value media (graphics and videos) far more than their generational peers. In fact, students spend their time glued to media—from Instagram to Twitter, Facebook, commercials and every source in between—and marketers across the country vie for their attention. While this may seem like a seedy effort, what we recognized in our first-year experience (FYE) is that we needed to do the same. So how does FYE appeal to today's 18-year-old? Creative development. In this session, we will walk through our creative development strategy as attendees learn how to implement their own.

CR-231 Increasing Well-Being, Flourishing, and Resilience in First-Year Students

Bonham B

Carol Day

Director of Health Education Services/Adjunct Assistant Professor

Sarah Stiles

Teaching Faculty, Sociology Georgetown University

To address the rise in depression, anxiety, and overwhelm among students, Georgetown University received a Bringing Theory to Practice Well-Being Initiative Research Grant that partially funded the development of a Flourishing in College course for first-year students. The course is a joint partnership between academics, student affairs, and student health. This three-credit elective has been offered since 2014. It is team-taught,



includes peer mentors, and incorporates best practices and evidence-based health promotion and well-being. This mixed-method original research indicates that students in the course experience less depression and anxiety and increased flourishment and resilience compared with their peers.

CI-232 JagX: Making Meaningful Connections Before the First Day of Class

Bonham C

Ana Gabriela Flores

Coordinator, Bridge & Learning Communities

Maija Arthur

JagX Student Peer Leader

Shelby Riley

JagX Student Peer Leader Texas A&M University-San Antonio

JagX is a five-day mandatory program for first-year students the week before the fall semester. It is designed to welcome students to Texas A&M-San Antonio and prepare them for a smooth transition by introducing university expectations. JagX hosts sessions that range from learning how to use university resources to different novelty acts such as Playfair to promote "familia." During this session, the coordinator and student leaders will discuss the design for a successful first-year extended orientation program that led to 85% of JagX attendees stating they felt a connection with the university before the first day of class.

CT-233 Encouraging and Implementing Values-Based Frameworks in Student Leader Training

Bonham D

Bobbi-Lynn Kekic

Assistant Director, New Student Programs & Development

Brent Ploughe

Assistant Director, Residential Center Bentley University

Student leaders working with first-year students are often one's first connection to an institution. They not only set the foundation for the university experience but also establish meaningful connections, introduce campus resources, and espouse the values of the institution. Bentley University, guided by its co-curricular model, took an intentional approach in incorporating values-based frameworks into the training modules provided to student leaders. The outcome enhanced the first-year student experience while also strengthening student commitment to the Bentley mission. Join the presenters to learn of their methodology, implementation, and future implications in infusing values-based frameworks in student leader training.

CI-234 A Ground-Up Guide to Building a First-Year Experience Course

Bonham E

Paul Manrique

Director of New Student Engagement

Maureen Dawson

Assistant Dean, First Year of Studies University of Notre Dame

Interested in learning the nuts and bolts of getting a first-year experience (FYE) course off the ground at your institution? Learn from the successes and significant setbacks of three University of Notre Dame administrators who were given the tall task of starting a FYE course from scratch. You'll learn ways to get campus buy-in from students, faculty, and staff at a traditionrich institution. We'll also discuss best practices for creating a structure for

your course, picking instructors, selecting relevant subject areas for content, using technology to your advantage, and measuring impact through student assessment.

CI-235 Extended Orientation for Peer Educator Development: The **University 101 Model**

Crockett A/B

Sloane Stuart

Graduate Assistant for Peer Leadership

Assistant Director for Peer Leadership University of South Carolina

Peer leader programs have an amazing potential to benefit students, institutions, and the students who serve in these roles. It is imperative, then, that every effort is made to best develop potential peer educators for your program. This session will examine one model for doing so and allow session participants to reflect upon and evaluate the ways their program currently develops peer leaders. Participants will leave with a better understanding of how to maximize peer leader development during their leadership experience.

CI-236 Search & Destroy: Action-Packed Gaming for Self-Directed **Research Skills**

Crockett C/D

Mari Kermit-Canfield

Creative Learning Librarian

Sarah Rescoe

Adjunct Instructor of English

Kristy Motz

Library Instructor Coordinator Ferris State University

Come learn about improving student research skills with Search&Destroy. This multiplayer, competitive card game encourages students to build search strings and run database searches—all while trying to remain the last player standing. Librarians developed card design, artwork, and gameplay mechanics for educators, and we introduced the game to our classes this past fall. Our game developers will enthusiastically discuss the game's creation, and a library/faculty team will give you the full rundown of its use and success in the classroom. Join us to learn about Search&Destroy and encourage your students to be the last searcher standing! BYOD.

CI-237 Creating a Campus-Wide Week of Welcome Seguin

Chelsey Wilson

Student Engagement and Leadership Advisor Montana State University

As students transition from high school to college, they may experience mixed feelings of excitement, fear, nervousness, and the unknown. We created an institution-wide welcome program that helped incoming students navigate this process and connect with other incoming students, returning students, faculty, and staff. Our program highlighted more than 12 opportunities for students to engage with their campus and local community. Come learn how we envisioned, implemented, and assessed an institutionalwide welcome week program that retained 94% of participants. We will provide a strategic outline so you can revolutionize your campus's week of welcome too!

CI-238 I-PERSIST: Rensselaer's First-Year Mentor Program

Republic B

Paul Nooney

Administrative Specialist, First-Year Experience

Janelle Fayette

Dean, First-Year Experience

Shante Brown

Assistant Dean, First-Year Experience

Lisa Trahan

Assistant Vice President, Office for Student Success Rensselaer Polytechnic Institute

Join us for a session taking a closer look at a peer mentor program aimed at the persistence of first-year students in the STEM fields at Rensselaer Polytechnic Institute. The goal of the program is to provide support for first-year students in gateway STEM courses with the hopes of keeping them in STEM fields. The program, supported by a \$1.2 million grant from the Howard Hughes Medical Institute, has over 135 mentors and reaches about 1,400 students every fall.

9:15 a.m. - 10:15 a.m.

CT-239 Rebuilding the First-Year Seminar With New Learning Science Principles

Lone Star A

Caroline Twachtman

Assistant Director, Academic Foundations

Kevin Yee

Assistant Dean, Undergraduate Studies *University of South Florida*

In this presentation, we will share the advantages of a using a pedagogy built around learning science principles in the first-year seminar. The principles of the science of learning and memory determine the amount (and type) of content delivered and the methodologies for delivery. With this model, instructors can maximize student learning, increase peer interactions during class time, and leverage the use of technology both inside and outside of the classroom. Participants will gain the principles of learning science and leave with a road map for using these in first-year seminars at their own institutions.

CI-240 Infusing Diversity & Inclusion Content Into First-Year Seminar

Lone Star B

Michele Brown Kerrigan

Associate Director, Academic Services *Babson College*

Creating systemic institutional change is never easy, especially when it comes to diversity and inclusion. Starting in the fall of 2016, Babson strove to make its campus more inclusive through a variety of efforts. One pointed endeavor involved redesigning the first-year seminar (FYS) program to incorporate a specific emphasis on diversity and inclusion across all sections. Given that FYS is a required credit-bearing course, this redesign impacted all first-year students at Babson. This session will detail this programmatic initiative, including the impetus for the redesign, measures taken, challenges faced, and program successes.

CI-241 Making the Best Better—Let Your Hands-On Activities Shine

Lone Star C

Kristy Motz

Library Instruction Coordinator

Stacy Anderson

Assessment Librarian

Mari Kermit-Canfield

Creative Learning Librarian Ferris State University

Adapting or changing a successful hands-on activity can be daunting. You've brainstormed and created an amazing initiative, assessment proves it is working well, and the final product hits the learning target. But nothing stays the same. Student interests change, faculty get reassigned, and classes move online. How do you adapt? Updating a successful activity isn't easy, but we'll discuss a process we used to help us make the best better and hit new levels of success. It can work for you, too! As an added bonus, think about how our hands-on activity might be adapted for your own classes.

FD-242 Producing the Next Generation of Student Affairs Professionals

Lone Star E

Kinsey Ashworth

Graduate Assistant for Administration *University of South Carolina*



Alan Bearman

Dean of University Libraries & the Center for Student Success Washburn University

Using peers to supplement the first-year experience is a longstanding best practice, but how do we continue the process to gain knowledgeable, passionate professionals? The National Peer Leader Survey shows serving as a peer leader promotes progress in identity development. This session will explore how encouraging this intentional identity development to create a new pipeline to the first-year experience will benefit future students and the field.

FD-243 Strategies for Promoting Leadership in FYS Peer Mentors Lone Star F

Brandy Stiverson

Graduate Assistant for Peer Tutoring Ohio University

How do we promote leadership by peer mentors associated with first-year seminar courses? Through peer mentorship, upper-class students will develop by being leaders on campus. Discussing strategies for leadership will make peer mentors stronger in their role and as students. During this interactive session, participants will discuss strategies for this cause using peer mentors' personal experiences. By sharing perspectives, participants will gain an understanding of strategies for promoting leadership in peer mentors.



CR-244 Empowering First-Year Student Transition Through Language: Measuring the Message

Bowie B

Kathryn Wilhite

Academic Program Specialist Kennesaw State University

This session will explore emerging research that examines the relationship between the language used by incoming first-year students and the student adjustment process. Critical to this conversation is the shared lexicon between functional areas, including but not limited to: admissions, orientation, the first-year experience, residence life, and others. Transitioning students may begin learning the institutional lexicon early, and defining the institutional environment is critical. The research design, including a rubric to evaluate and craft messages of empowerment, will be explored before a conversation about the ways institutions can partner to deliver a consistent, positive, and empowering institutional message.

CT-245 We Teach. We Guide. We Motivate. FYE Coaching.

Travis A/B

Kelly O'Keefe

Coordinator of New Student and Transition Programs

Travis Garvin

First Year Experience Graduate Assistant

Madison Pope

First-Year Experience Coach

Liz Patterson

Assistant Vice President for Student Success

Kim Murray

Assistant Professor of Sociology Texas A&M University-Texarkana

TAMUT first-year students are required to enroll in a freshman seminar course. The course is taught exclusively by full-time faculty and paired with a first-year experience (FYE) coach. The FYE coaches attend freshman seminar and provide academic and social support. FYE coaches serve as peer connections to help guide students through the transition into higher education. Students are required to meet with their coach outside the classroom once during the semester, but coaches attempt to meet with their students weekly to offer mentoring and support. Coaches work to engage their students in scholarly and cocurricular activities.

CI-246 From the Ground Up: Building an In-House Online Orientation Course

Travis C/D

Scott Wojciechowski

Director, First Year Residential Education High Point University

A new component of High Point University's Common Experience, HPU 101: Live. Learn. Grow., is an online course focused on introducing first-year students to the institution's learning management system and delivering content centered on academic, social, and emotional transition from high school to college. This session will detail the drafting, creation, and implementation of this initiative and describe course design, the crossdivisional partnerships that made it happen, lessons learned from building a new program, and a summary of assessment. This session will be beneficial for institutions looking to build an in-house tool to supplement existing orientation initiatives.

CI-247 Backpack to Briefcase: Measuring Professional **Development of Peer Instructors**

Presidio B

Susan Bennett

Assistant Director for First-Year Engagement

Associate Director for First-Year Engagement Rutgers University

Juniors and seniors at Rutgers University individually create and teach 10-week First-Year Interest Group Seminar (FIGS) courses, blending subject area- and transition-related content. While first-year seminars are typically evaluated from the lens of the students enrolled, the FIGS program has incorporated a new focus on the professional development of its instructors. In this session, we will share the transferable skills, reflection exercises, and assessment tools we have used to enhance and measure the career competence of our peer instructors.

CI-248 Enhancing the First-Year Experience Through International Service-Learning



Bonham B

Alicia Bates

Student Development Coordinator Carnegie Mellon University Qatar

This session highlights a unique intercultural and service-learning immersion program specifically geared toward engaging first-year students in servicelearning. The trip aligned with the university's mission to impact society globally by engaging with partners outside traditional borders of the university. This session will detail how the trip increased first-year student engagement as well as outline logistical steps for departure, measure intercultural engagement via the Intercultural Effectiveness Survey, provide an overview of what students learned from the experience, and discuss how the trip is developing in its second year.

CI-249 Why Are We Here? A Seminar in Finding Academic Purpose Bonham C

Elizabeth Bleicher

Exploratory Program Director

Tom Pfaff

Professor of Mathematics Ithaca College

This session offers a deeper dive into one of the first-year seminars featured in What Makes the First-Year Seminar High Impact? An Exploration of Effective Educational Practices (Skipper, 2017). It provides a detailed overview of the principles, structure, results, and replicability of a successful first-year seminar designed to use high-impact practices to increase student engagement and empower students to become intentional learners. A description of course structure, methods, student learning outcomes, and assignments is followed by student, faculty, and institutional assessments and examples of "spinoff" programs and courses to which the seminar has given rise.

CT-250 Embedding Career Exploration in First-Year SeminarsBonham E

Yolanda Gibson

Associate Dean, First Year Experience

Anne Aichele

Director, Leadership Development *Marymount University*

Undergraduate students often arrive to college without knowing their career path or major. Research suggests that cross-campus collaborations are key to supporting student career exploration and development. This presentation shares how Marymount University embedded career exploration into the first-year seminar curriculum through the use of peer mentors and intentional curriculum. In this session, participants will learn career exploration strategies using the Focus 2 Assessment and resume workshops; learn best practices for collaborations among peer mentors, career services, and academic affairs; and leave feeling empowered to embed career exploration as a requirement for incoming first-year students.

CT-251 The Oplontis Project: Critical Thinking and the Pedagogy of Enjoyment

Crockett A/B

Margaret Konkel

Director, First-Year Seminar

Deborah Blanchard

Assistant Director, First-Year Seminar Montana State University

Literature in museum pedagogy suggests that integrating museum visits into undergraduate research assignments provides a basis for critical inquiry into research and scholarship, while offering tools for experiential learning that replace the formal setting of the classroom. A once-in-a-lifetime opportunity to integrate an academic first-year seminar course with an international, interdisciplinary exhibit at a campus-affiliated museum produced a curriculum that encouraged engaged, hands-on interaction between text, exhibition artifact, and project-related scholarship. This led to greater enjoyment in the class and more opportunity to integrate ideas across disciplines.

CT-252 College Identification and First-Year Students: Approaches to the FYE Curriculum

Crockett C/D

Joe Ervin

Assistant Professor-in-Residence, Academic Transitions

Emmanuel Ayim

Assistant Professor-in-Residence; First Year Experience Coordinator University of Nevada, Las Vegas

Students gain a sense of belonging and connection to their school from a variety of sources. Institutions promote school identification and belongingness through events, programs, and activities, and also through the curriculum of the first-year experience (FYE). In this session, we give particular attention to the FYE course and discuss the curriculum as a means for fostering first-year students' sense of belonging. We will illustrate specific approaches used within the classroom and discuss the implications of school identification. Attendees will have the opportunity to reflect on their own practices.

CI-253 Themed Learning Communities and Service-Learning Leveraged for Student Success

Seguin

Michele Hansen

Executive Director, Institutional Research and Decision Support

Amy Powell

Director of Themed Learning Communities

Thomas Hahn

Director of Research and Program Evaluation

Morgan Studer

Director of Faculty and Community Resources Indiana University-Purdue University, Indianapolis

This session will focus on how two high-impact practices were leveraged to improve student success and learning: themed learning communities (TLCs) and service-learning (SL). Assessment results suggested that students who participated in TLCs with SL experiences had significantly higher levels of critical thinking, integrated and civic learning, quality interactions with diverse peers, and persistence rates compared with students who participated in TLCs with no SL. Presenters will discuss implications of findings with regard to faculty development, providing students with opportunities for reflection and integrative learning assignments, intentionally linking themes with SL experiences, and using assessment results for program improvements.

CI-254 The Second First Year–High-Tech/High-Touch Probation Support

Republic B

Greg Metz

Assistant Dean, Academic Affairs
University of Cincinnati Blue Ash College

Successful transitions may not transpire during the first year—especially for less-advantaged students. Yet resources are disproportionately concentrated in first-year experience (FYE). The challenge: Support post-FYE alert/probation students at an open-access regional commuter campus by creatively deploying minimal resources—and find more. I will share high-tech/high-touch tools we developed and appropriated, including online progress surveys and success modules. I will show how tools were used, how rich data were gathered, how data were used to educate colleagues and grow resources, and how new resources were used, along with student success outcomes and next steps.

MORNING BREAK | 10:15 a.m. - 10:30 a.m.

Texas Ballroom DEF

10:30 a.m. - 11:30 a.m.

CI-255 Good Enough? One University's Refusal to Say "Uncle" Regarding Student Success

Lone Star A

Vincent Windrow

Assistant Vice Provost for Student Success

Ryan Korstange

Assistant Professor, University Studies Middle Tennessee State University

In higher education, programs tend to become stale or ineffective after a number of years. This session will describe an approach for continuously building upon the success of any program. Attendees will learn about the Scholars Academy—an early arrival program aimed at improving the retention, progression, and graduation of students typically considered high-risk—and how the university has intentionally approached its continued existence and success that has produced first-year retention rates for the past three years of above 80%, with a high of 85% for those students who participate in the program.



CT-256 Closing Gaps, Opening Opportunity: Shaping a Classroom Without Walls

Lone Star B

Mary Beth Heeder

Director, Academic Orientations and Transitions

Lorelei Blackburn

Instructor, Writing, Rhetoric, and American Cultures Michigan State University

The Spartans Transition to Excellence Program (STEP) for first-year students and their family members takes place throughout the academic year in a classroom without walls. STEP's framework is a "curriculum for human $\,$ beings" (Greene) that reduces belonging and uncertainty, increases trust and connections, and inspires living passionately and with purpose. Conference attendees will hear about an innovative student success initiative framed around intellectual engagement and scholarly inquiry that has ignited a culture of encounter among faculty, staff, students, and their family members at a large public university.

CT-257 Blogging for an "A": Utilizing E-Portfolios to Encourage **Student Engagement**

Lone Star C

Jacqueline DeBenedetto

Freshman Studies Mentor

Nicole Battaglia

Director of First-Year Initiatives Seton Hall University

Through exploring the positive effects of using technology in the classroom to enhance the experience of first-year students, we will discuss the importance of the e-portfolio in the first semester. The e-portfolio, a blog format, provides students of all abilities, cultures, majors, and backgrounds the opportunity for reflection. Along with the curriculum in Freshman Studies at Seton Hall University, the e-portfolio provides students a structured and safe space to share their personal, academic, and social experiences.

FD-258 Supporting Student Success: Establishing Developmental **Learning Communities on Your Campus**

Lone Star D

David Brooking

Director, Student Success Center Mississippi University for Women

Academic learning communities have long been touted for their reputation as tool to benefit students in the areas of critical thinking, academic achievement, and persistence and retention. Most of these learning communities are structured around academic majors, residential status, or areas of interest. But what about a learning community for our most academically vulnerable students? The goal of this session is to create a space where faculty and staff will discuss effective and ineffective models of learning communities that cater to developmental students, and how to begin the process of establishing a successful program on their campuses.

FD-259 Engaging STEM Students in Their First Year

Lone Star E

Quan Tran

Graduate Assistant

Carli Rosati

Graduate Assistant

Wendy Merb-Brown

Director, Learning Community Programs Ohio University

Recently, increased value has been placed on students obtaining degrees in STEM fields. While STEM students may be involved academically, their holistic development remains at risk, as they often fail to see the incremental value of developing relationships with peers. They are less likely to connect socially with faculty members, other students, or with the campus community as a whole. Higher education professionals are challenged to create unique programs to encourage STEM students to foster cocurricular connections. This session seeks to share innovative ways to engage this student population.

FD-260 Submitting a Successful Conference Session

Lone Star F

Lauren Rippy

Continuing Education Manager

Emily Tedesco

Graduate Assistant for Conferences and Continuing Education National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina

New to the First-Year Experience Conferences or to the proposal-submission process? Interested in presenting at a future conference? The National Resource Center receives many more submissions than the conference can accept. Come hear from National Resource Center conference staff who are familiar with what works. We will work in small groups to dissect proposals and you will leave with examples of successful proposals and a plan for creating your own.

CT-261 Parent/Child Scholarship: Promoting Two Generations of **Student Success**

Bowie B

Bertha C. Castellanos

Certified Advisor

San Antonio College

The Parent/Child Scholarship program seeks to ensure the educational success of two generations by providing support, financial assistance, and the incentive of a full scholarship for the child of a parent who completes their educational objective at an Alamo College.

CT-262 Reclaiming Our Time: Empowering Students (and Ourselves) With a Digital Detox

Travis A/B

Sandra Atkins

Lecturer

Erika Perez

Lecturer, University College

Erica Giles

Lecturer

The University of Texas - Rio Grande Valley

Are institutional efforts at immersing students in technology helping or hindering their ability to develop academic self-regulation? While the debate on whether to use technology inside the classroom is ongoing, the one constant is the digital native students we teach. This session will highlight emerging research in the field of digital responsibility and the effects on student learning. Attendees will examine their role in creating a digital environment and learn how to incorporate a digital detox into their work with first-year students.

CT-263 Building Accountability Into Peer Mentoring Programs

Travis C/D

Courtney Heier

Graduate Assistant, Capstone Scholars Program

Jessie McNevin

Assistant Principal, Capstone Scholars Program University of South Carolina

Peer mentors have become an increasingly popular resource when it comes to increasing student retention, success, and sense of belonging, specifically pertaining to the first-year experience. Unlike with some peer leader roles, individual mentoring is difficult to verify. As an advisor, how can you be sure your mentors are meeting up with their mentees? While many resources detail the importance of their role, little information exists on creating a culture of accountability for peer mentors. This session will explore the various accountability methods used in the Capstone Connectors mentoring program and the traits of high-impact practices.

CT-266 LEARNing to Lead: Peer Mentors of First-Year Research **Communities**

Bonham C

Colleen Smith

Coordinator, LEARN Programs University of Central Florida

Jodiene Johnson

LEARN Program Coordinator Florida Atlantic University

Kloo Hansen

University Program Specialist, LEARN; Undergraduate Research Coordinator

Western Carolina University

The LEARN Consortium comprises three institutions studying models that support and retain STEM students through developing undergraduate research communities. Two separate tracks, for transfer and first-timein-college populations, engage students in research while building an academic community. A core element of this program is incorporating peer mentors who coach participants throughout the year. Effectively training upperclassman peer mentors in STEM disciplines can be challenging, but training in digital leadership, growth mindset principles, and student development theories helps peer mentors develop professionally. In this session, we will review practices in developing this training.

CT-267 Becoming a Marian Knight: Building Partnerships Within First-Year Experience

Bonham E

Holly Grimes

Director, First Year Seminar and Assistant Professor

Jennifer Plumlee

Director of Center for Academic Success and Engagement Marian University

As part of a series of three that includes building retention through the first-year experience (FYE) and using a common reader for global initiatives, this session will describe how one first-year seminar course from a small Midwestern university partnered with student services to develop this course. Topics in this session will describe how these partnerships, the Franciscan values, and the common reader were integrated within the course. This session emphasizes the importance of including student services in the FYE program, the specific services included, methods used to build the partnerships, and how assignments were enhanced by including these services.

CI-268 Purposeful Presence: Motivating, Enriching, and **Facilitating First-Year Learning**

Crockett A/B

Matt Slutz

Assistant Director of Academic Enrichment Cabrini University

Cabrini University's robust peer tutoring program is designed to serve all undergraduate learners. Annually, 80 upper-class student leaders work as peer tutors and serve over 70% of their peers. A core group of five students receive advanced training to work as distinct tutors for first-year students. The five Center for Student Success coaches reflect on and analyze real scenarios they encounter while tutoring in order to inform policies, tutoring. and training for new tutors. This specialized approach to training and delivery of services elevates conventional training by using the tenets of mindset and studying undergraduate cognitive development.

CT-269 Virtual Peer Mentorship: A Vehicle for Student Retention and Success

Crockett C/D

Maria Davis

Provost and Dean of the College Olivet College

Eliza LaJoie

Director of Student Success Shearwater

Melissa Ward

Director of Recruitment and Student Services Indiana University School of Global and International Studies

Ariana Roche

Career and Academic Specialist (Graduate) Northeastern University

It is important for schools to implement initiatives that promote student success before those students arrive on campus and during the critical initial months of college. This presentation will explore strategic initiatives that provide incoming students with such support before they even officially begin. Attendees will leave understanding how to support student success from pre-arrival through virtual peer mentorship, while helping the school leverage its own student and alumni communities to increase firstyear student retention and success.

CT-270 Broaden Your Horizons: Travel, Embrace, and Exist through Reading!

Seguin

Camelia Rubalcada

Student Success Advisor

Wendy Anderson

Student Success Advisor

Allen Clarke

Coordinator of Student Involvement & the Student Center Georgia Gwinnett College

Are you looking for a creative way to provide unbiased support, engage with students, and contribute to their persistence? Join our book club presentation! We will open the cover of an award-winning novel and turn the pages to passages that explore immigration issues, express honest thoughts about the passages through group discussion, and design a book club agenda. This presentation will guide you in developing a successful book club, receiving institutional support, and seeking donations. In addition, you will discover how to select books that enhance cultural competency, formulate discussion questions, and encourage dialogue. Come travel with us!

CI-271 First-Year Orientation Programs: Utilizing Campus Partnerships for Student Success

Republic B

Julie Fleming

Director of Advising Services

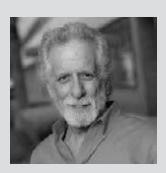
Dawn Dillon

Director of First Year Experience and Retention William Peace University

In Fall 2016, after recognizing that our students needed a more comprehensive orientation to campus and college life, the director of first-year experience and director of advising worked closely with campus partners to develop and launch Pathways to Peace (PTP), a five-day program that includes academic and community-building components. Campus partners involved in planning PTP include athletics, financial aid, student activities, academic advising, the registrar's office, admissions, and others. Students complete the entire PTP program with their first-year seminar section. Feedback has been overwhelmingly positive, and we will share assessment data from the past two years during the session.

Closing Address

11:45 a.m. – 12:45 p.m. | Texas Ballroom ABC



Steve Piscitelli Speaker, Facilitator, and Author The Growth and Resilience Network

Shift or Drift: The Challenge to Reimagine Relevant Professional Development

Yesterday's early signals became today's patterns and routines. Likewise, today's emergent signals indicate trends that will become tomorrow's new norm. Are we paying attention?

Have your professional mentoring and development programs kept pace with the shifts in higher education and society at large? Do you have conversations about future-focused "promising practices" or are you mired in accepted "best practices"? Do you shift and lead, or drift and follow? In this provocative questioning session, Steve connects the concept of "weak signals" to personal and professional purpose, growth, and resilience. When we grow, we help our students and colleagues grow.

CLOSING THOUGHTS AND REFLECTIONS

Engaging in professional development activities by attending conferences, institutes, or workshops away from your campus is a significant investment – an investment of your institution's resources, as well as an investment of your time and effort. The following is designed to help you think through the many ways you can act on ideas shared over the past few days. Look back at the goals/learning objectives you noted for your conference experience and use this as an action plan for determining if the conference met those goals.

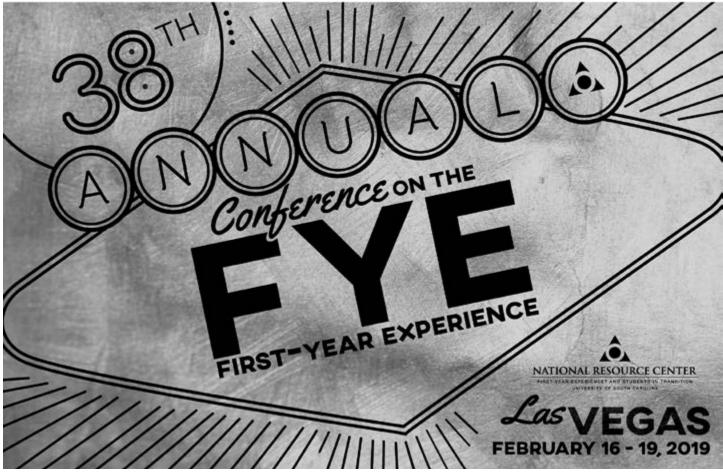
What new ideas and concepts did I learn at this event?
What ideas can I put into immediate practice in my work? How?
Other thoughts/reflections:

Solution 2018

AWARDS ACOGNITION RECOGNITION







Outstanding First-Year Student Advocates





With the support and co-sponsorship of Cengage Learning, The National Resource Center for The First-Year Experience and Students in Transition is pleased to recognize individuals on the nation's campuses who are Outstanding First-Year Student Advocates involved in high-impact practices for first-year student success. Two award recipients are chosen in each of the following institutional categories:

- Two-Year Colleges
- Four-Year Colleges & Universities with less than 2,000 students
- Four-Year Colleges & Universities with 2,000 to 7,000 students
- Four-Year Colleges & Universities with 7,001 to 15,000 students
- Four-Year Colleges & Universities with more than 15,000 students

Award Recipients

Courtney Bringley

Director, Academic Success Center Paul Smith's College



As Academic Success Director at Paul Smith's College, Courtney Bringley is a champion for students. Among Bringley's contributions to campus are revamping Welcome Week through incorporating a more holistic consideration of student needs and adding a peer leader component, implementing a series of workshops for first-year students on academic probation, and establishing an Emerging Leaders living and learning community. Bringley created a sustainable, well-designed model to use information generated through the Early Alert Program that has resulted in decreased failing grades and improvement in GPA from midterm to final grades in its first two years. Additionally, she spearheaded the reorganization of the Academic Success area to include career services, creating a Center for Academic and Career Success, and ultimately helping students connect academic success to degree completion and beyond. Through Bringley's leadership, dedication, and teamwork, Paul Smith's College has embraced a campus-wide culture of student success and bolstered retention and graduation rates.

Tim Cairy

Director of Student Success and Retention Widener University



Tim Cairy is admired at Widener University for his ability to navigate and negotiate university policies and procedures and his ability to teach students the skills needed for academic success. As Director of Student Success and Retention, Cairy has led the institution in building data-backed programs that support virtually every dimension of the university, from revamping early alert systems to special support programs for academically at-risk students. His efforts have created a synergy across campus that encourages feedback to track how students are doing and fosters an institutional commitment to student success. Under his leadership, the institution has seen more than a 10% increase in student retention over the last six years. However, Cairy is most known across campus for the individual attention he gives to each and every student he meets. He is relentless in his approach and has been known to visit residence halls and wait for elusive students outside of classrooms. In all cases, Cairy builds trust and educates the student so they can begin to make sound decisions and manage the situation at hand.

Christopher Francisco

Professor of Mathematics and Associate Head for Lower-Division Instruction Oklahoma State University



In his roles as mathematics professor and associate department head, Chris Francisco's passion for data and commitment as a student advocate has transformed the way Oklahoma State University serves every student. Years ago, Francisco saw a problem with the student success rates in mathematics and sought to address these issues. He first advocated across campus for a placement test, aiming to situate entering students in a math sequence that best fit their needs. Next, he launched the Success in Undergraduate MathematicS (SUMS) initiative where his goal is to incorporate his teaching philosophy into departmental reforms. He also created a new system for teaching math across the university, creating a requisite course structure that supports learning in ways that allow students to begin their required math sequence earlier, striving for fewer students seeing math as a barrier to their career paths or academic goals. Francisco's attention to reform and specialized instruction have exploded OSU's math success rates by 10 to 20 percentage points over the past few years. Through his work across campus, Francisco has become a mentor for students and professors alike.



Lynn GilletteProvost and Vice President for Academic Affairs *Nicholls State University*

As a recognized expert in active learning and advanced pedagogy, Lynn Gillette embodies a commitment to excellence both in the classroom and at the administrative level. In his role as Provost and Vice President for Academic Affairs at Nicholls State University, Gillette began a process of improving first-year math success rates through new pedagogies and course redesign, supported the redesign of University 101 to have a stronger focus on a student's sense of belonging within the university community, and developed a new course for students who enter the university on probationary status based on their academic performance. Additionally, Gillette is leading the implementation of the Student Advising and Mentoring Program, building stronger relationships between students and advisors to create that sense of belonging and mattering in students. Under Dr. Gillette's leadership and focus on student success, the University has experienced a reawakening on the academic side, with a strong focus on the success of its large population of first-generation, low-socioeconomic, first-time first-year students.



Ernest JeffriesAssociate Dean of Students *Davidson College*

Through his role as Associate Dean of Students at Davidson College, Ernest Jeffries has implemented positive campus change to influence students' success with a particular eye towards minoritized groups. Jeffries has effectively created opportunities for the academic access and disability staff to be visible to and interact more with first-year students while integrating their resources into holistic academic advising across campus. He works directly with undocumented students, advises a mentorship program for first-generation students (which he created), and directly coordinates a year-long mentoring and student success program for first-year students from diverse racial backgrounds. His passionate advocacy has allowed this mentoring program to flourish, closing the academic performance gap between minority and majority first-year students and leading to outstanding persistence and graduation rates for minority students. Jeffries has continued this work across campus to ensure that extracurricular opportunities of specific interest to minority students exist. For example, he helped to bring chapters of four historic Black fraternities and sororities to campus.



Amber MorganDepartment Head, Academic Connections *Greenville Technical College*

Amber Morgan's tireless passion for first-year students' development drove the creation of a robust first-year experience program at Greenville Technical College. Morgan developed a model in which college success courses and support activities adhere to a holistic framework consider students' academic, social, financial, technological, and service needs. Under Morgan's leadership, the college success courses at Greenville Tech reached an enrollment high, with data supporting success and persistence. In addition, she enhanced these courses through the development of a very successful leer leader program and a learning communities pilot for students living on campus. In 2016, Morgan guided the creation and launch of a Financial Literacy Center at Greenville Tech, making student financial literacy a focal point in many college discussions regarding supporting student success. Fueled by Morgan's positive attitude and boundless energy, Greenville Tech's first-year programs position students for successful transition to careers or transfer to four-year institutions.



Paz Oliverez Associate Vice President *California State University, Dominguez Hills*

Paz Oliverez has provided visionary leadership in designing an overarching and comprehensive first-year program at California State University, Dominquez Hills. In her role as Associate Vice President for Student Success, she directs and provides oversight for several college access, support, and retention programs that offer an array of programs and services for a student population consisting mostly of first-generation and Pell-eligible students who arrive on campus needing math and/or English remediation. Oliverez has been intentional about ensuring all students receive a robust range of targeted supports from the moment they set foot on campus. In doing so, her positive influence has created a campus culture of student success and inspired her colleagues to take a more holistic approach to student success. Her unwavering commitment to excellence has yielded dramatic outcomes for the first-year programs at CSU Dominguez Hills demonstrated through the growth and institutionalization of her programming efforts and the ever-increasing retention and graduation rates of the thousands of students these programs have served.



Joanne Pedersen

Director, First-Year Programs California State University, San Marcos

Joanne Pedersen has led culture-shifting changes that have enriched the learning experiences and academic success of first-year students at California State University, San Marcos (CSUSM). For almost 20 years, Pedersen has served as the faculty leader who shepherded remarkable change on behalf of first-year students, working cross-divisionally to redesign the first-year seminar specifically and first-year programming more broadly, including the development of summer seminar options, expanded campuswide partnerships, assessment to continue to serve the growing student population, and expanding high-impact options within the seminar. The product is a nationally recognized first-year seminar, which is at the heart of the university's first-year retention success story and the reason that the achievement and retention gap for underrepresented minority and first-generation college students at CSUSM has essentially been erased. Pedersen's commitment to and passion for first-year students contributes richly to the campus' success in attracting, supporting, retaining, and graduating underserved students.



David Rizzo

Professor of Plant Pathology University of California, Davis

As a professor at the University of California, Davis, David Rizzo has been at the forefront of developing new, innovative campus programs for first-year students, such as the Career Discovery Program (CDG) in the College of Agricultural and Environmental Sciences. He also worked to pilot an expansion of CDG to incoming transfer students, which has resulted in an enhanced connection to campus. After witnessing the program's success, other colleges and departments began using this program as a model to enhancing the first-year experience for a diverse array of students. He has also redesigned standard offerings, such as the introductory biology series to engage and inspire first-year students in ways that they see their future success as a result of their UC Davis studies. Rizzo is known as an advocate across campus, one who is always volunteering to support first-year initiatives and is particularly cognizant of the role that academic programs, such as CDG, have in helping first-generation students, under-represented populations, and EOP students obtain skills for academic success and enhance their sense of belonging on campus.



Jennie Tower

Director for Student Success Harford Community College

Jennie Towner passionately and enthusiastically advocates for underserved student groups and is a strong campus voice for the importance of creating an equitable and inclusive environment for all students. During her time at Harford Community College, Towner has implemented several initiatives that provide continual, high-quality services to students. In her current role as Director for Student Success, Towner implemented a new program, My College Success Network, which is a comprehensive student success program to support and empower students who are low-income, first-generation, and/or enrolled in developmental coursework. In addition, Towner used her own innovation and math abilities to pilot and teach a section of developmental mathematics that was linked with a student development course. Results of the pilot program indicated that students in this format outperformed those in non-linked math sections. Towner is able to formulate meaningful programming that is truly inclusive and meets the needs of students from a wide variety of backgrounds. She is actively involved in working with and advocating directly on behalf of countless first-year students.

Semifinalists

Denise Bartell University of Wisconsin - Green Bay

Reatha Cox Northwestern State University

Lester Deanes Santa Clara University

Amv D'Olivo Centenary University

Maria Galvon Jefferson Community and Technical College

Robin Hensel West Virginia University

Mitchell Holmes Naugatuck Valley Community College

Boyce Lawton Wofford College

Mary Mazuk Mount St. Joseph University Greg Metz

University of Cincinnati, Blue Ash College

Dennis Minchella Purdue University

Joyce Morgan

University of Massachusetts, Boston

Jessica Salvatore Sweet Briar College

Meredith Skaggs

Owensboro Community and Technical College

Rita Sperry

Texas A&M University-Corpus Christi

Nominees

Ryan Adams Midland College

Kathryn Baker

Roane State Community College

Rebecca Baldwin University of Florida James Barraclough Washburn University

Erin E. Battistoni University of Massachusetts

Chad Bennett Shippensburg University

LeeFrederick Bowen UNC Charlotte

Stacy Branham

University of Maryland, Baltimore County

Melissia Brannen Columbia College Daniel A. Brown Texas State University

Michelle L. Buggs Texas Woman's University

Carl Chando University of Memphis

Beth Lingren Clark University of Minnesota-Twin Cities Mikaela Collich Liberty University

Lisa Cooper Nash Community College

Evelyn Davis-Poe Lincoln University

Jose Donate-Lopez Inter-American University of Puerto Rico,

Arecibo Campus Rachael Durham

University of Mississippi Melissa Eder

Amarillo College Greg Eiselein Kansas State University Meghan Factor Kent State University Juanita Franklin

Northwest Arkansas Community College

Diane Gaston

Cuyahoga Community College

Tracey Glaessgen Missouri State University

Linda Granata Virginia Tech

Tonya Greene

Wake Technical Community College

Jeremy Guardiola Dartmouth College

Heather Harper

Volunteer State Community College

Kimberly A. Harvey SUNY Geneseo Chelsea Heidbrink

Stephen F. Austin State University

Glenda Hensley

Western Carolina University

Meredith Hoch-Oescher Gwynedd Mercy University

Lacy Hodges

Georgia Institute of Technology

Elizabeth Howard

New Mexico State University

Amy Ishmael

Northeastern Oklahoma A&M College

Charlene James
Texas Southern University

Tom Jordan

Horry Georgetown Technical College

Leah Kendall
Winthrop University
Lynne Kennedy

Adelphi University

Deepak Keshwani

University of Nebraska-Lincoln

Elizabeth Kimball Drew University

Harrison Kleiner *Utah State University* Christopher A. Korey *College of Charleston*

Kathy Landwehr Emporia State University

Jessica Lauritsen Hennepin Technical College

Matthew Lawson

Monroe Community College

Matthew Little Gordon State College

Emmanuel Little

Georgia College and State University

Don Lubach

University of California, Santa Barbara

Shari Luck
Kettering University
Leticia Luna-Sims
Mt. San Jacinto College

Melissa Mahan

Texas A&M University-San Antonio

Maureen Maiocco SUNY Canton Joyce Malek

. University of Cincinnati

Jamie Marinis Tiffin University

Michelle Rosa Martins College of the Holy Cross

Michael R. Mason

Case Western Reserve University

Beth McClanahan LaGrange College Michael McCloskey

Delaware Technical Community College

Rachel McCord University of Tennessee Heather Mulcaire

Yavapai College Robin Musselman

Lehigh Carbon Community College

Nicole Nagy Madonna University

Trung Nguyen

Texas Christian University

Shelbee NguyenVoges Kennesaw State University

Agustin Orozco

University of California, San Diego

Andrew Petters University of Virginia Elizabeth Peyton Stanbridge University

Bruce Piper

Rensselaer Polytechnic Institute

Adam Porro Miami Dade College

Lillian Purdy Louisiana College April Raines

Fayetteville State University

Emily Richardson Young Harris College

Sheila Riley-Callahan
University of Massachusetts Lowell

Joyce Romano
Valencia College
Tim Scott

Texas A&M University

Will Sherry

University of Michigan
Melody Shumaker
Columbus State University

Dale Smith

Salt Lake Community College

Kim Sousa-Peoples

University of North Carolina at Greensboro

Russell Souza

Fort Scott Community College

Tammy Stanford

University of Tennessee at Martin

Travis Straub

Bethany College

Bernadette Terry-Williams Howard University

Megan Thurston

Virginia Commonwealth University

Leonor Wagensteen
University of Notre Dame

Brad Williams

Oklahoma State University-Oklahoma City

Adriane Z. Williams
Daemen College
Chelsey Wilson
Montana State University
Kristin Michael Woods

Kristin Michael Woods University of Northern Iowa

Ginger L. Zierdt

Minnesota State University, Mankato

Outstanding First-Year Student Advocate Semifinalists and Nominees

Fellowship Recipients

Jessie Lee

Washington University in St. Louis

Jennifer Lieurance

Washburn University

Michelle Nguyen

Texas Christian University

Staci Robinson

Georgia Southern University

Ashley Williams

University of Tennessee - Knoxville

Nominees

Andrew Archibald

Florida Atlantic University

Marisol Barrera

McDaniel College

Akio Brown

Newberry College

Jeanine Castagna

Manhattanville College

George Douglas

Texas Southern University

Eric Martinez Ferrer

University of Puerto Rico -Mayaguez Campus

Kenneth Forward

Morehouse College

Nicolle Ramirez Gutierrez

University of Texas at El Paso

Waed Hasan

Manhattanville College

Elizabeth Honsalek

University of Texas at San Antonio

Jimmy Huynh

University of Connecticut

Kenedy Kieffer

Messiah College

Yunhwan Kim

University of North Carolina at Greensboro

Samuel De Leon

University of Texas at San Antonio

Aaliyah Maura

University of Texas at San Antonio

Stephanie O'Neill

University of Connecticut

Priya Patel

University of Texas at San Antonio

Jennifer Poth

Minot State University

Nelly Salazar

Texas A&M International University

Christina Sappington

Manhattanville College

Steven Schroeck

Otterbein University

Natalie de Selding

Virginia Tech

Anna Taylor

University of North Carolina at Greensboro

Katelyn Thibodaux

Louisiana State University of Alexandria

Olivia Vaguez

Berry College

Jordan Smith Undergraduate Fellowships

The National Resource Center for The First-Year Experience and Students in Transition awards five fellowships to undergraduate students for the Annual Conference on The First-Year Experience. The purpose of the Fellowship Program is to advance the leadership skills and knowledge base of undergraduate students so that they may in turn use what they learn at the conference to enhance and encourage first-year student development on their respective campuses.

Excellence in Teaching First-Year Seminars Award

Sponsored by McGraw-Hill Higher Education and The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, the award is given to an instructor who has achieved great success in teaching first-year seminars and who inspires student learning, development, and success.

College Deans or Chief Academic Officers were asked to submit one nomination per college or university to include the nominee's curriculum vitae, course syllabus, teaching evaluations, and philosophy of teaching. Each nomination included a personal statement and/or letter of recommendation. The selection process was based on the nominee performance in each of the areas listed below:

- Develops Success in the Classroom and Beyond
- Develops Students Personal Strategies
- Incorporates Innovation in Teaching

And a choice of one of the three areas below:

- Develops Critical and Analytical Thinking
- Fosters Student Involvement in the Community
- Supports Effective Utilization of Campus Resources

Award Recipient



Stacey Doremus

Assistant Director, LEAD Programs and Systems Georgia Institute of Technology

As the Assistant Director of LEAD Programs and Systems at Georgia Institute of Technology, Stacey Doremus goes above and beyond in her first-year seminars, working to ensure that her students feel not only prepared for college, but also ready to take on leadership roles on Georgia Tech's campus and beyond. She has developed a framework that focuses on leadership and collaboration in the classroom, helping her first-year students to understand the value of leadership, communication, empathy, teamwork, and diversity. Her focus in the classroom is not only on teaching students the required course materials, but also on their personal development. Doremus has designed her course so that students get hands-on experience with an array of campus resources in a way that meets the individual needs of

each student. She has also worked with the director of the first-year seminar program to expand this teaching strategy to other sections of the course. The essential elements of her classroom practice include: discovery learning; progressive, holistic, and engaged pedagogy; and empathy.

Excellence in Teaching First-Year Seminars Award

Semifinalists

Robert Brian Easler

Greenville Technical College

Renee Eaton

Virginia Tech

Jennifer Grewe

Utah State University

Kimberly Johanek

College of Western Idaho

Nominees

Michael Culligan

St. Petersburg College

Sheryl Hartman

Miami Dade College

Hayley Kazen

Texas A&M International University

Cathy Levey

University of Massachusetts, Lowell

Letitia Melvin

North Carolina Central University

Adrianna Sherman Northwest Vista College

Joanna White

Manchester Community College

CALL FOR PROPOSALS

Paul P. Fidler

The National Resource Center for The First-Year Experience and Students in Transition invites applications for the 2018-2019 Paul P. Fidler Research Grant, which is designed to encourage the development and dissemination of knowledge that has the potential to make a national impact and improve the experiences of college students in transition. The Paul P. Fidler Research Grant award includes a cash stipend, travel to two national conferences, a presentation at a national conference, and priority consideration for publication.

Comprehensive Award Package

- Stipend of \$5,000
- Travel to the 25th National Conference on Students in Transition, October 2018, in Indianapolis, Indiana, at which the award will be presented
- Travel to the 26th National Conference on Students in Transition, 2019, at which the research findings will be reported
- Announcement on the National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

Submission Deadline

Completed applications must be received by the National Resource Center by 11:59 p.m. Eastern, July 2, 2018.

Application Procedures

The application and proposal form can be found at www.sc.edu/ fye/fidler. Application materials (proposal, curriculum vitae) must be submitted electronically by the deadline.

For more information, send an e-mail to nrcrsrch@mailbox.sc.edu.

Past Recipients

Diane Cardenas Elliott and Joni M. Lakin

STEMing the Shock: Examining "Transfer Shock" and Its Impact on STEM Major and Enrollment Persistence

Jason C. Garvey, Maureen A. Flint, Kelly W. Guyotte, Keely Latopolski, and Laura Sanders

Sense of Belonging and its Influence on Academic Success for Residential Students Across Racial and Gender Identities

Forrest Lane and Georgianna Martin

Examining the Importance of Attachment and Engagement in Predicting GPA Across Stages of Transfer Student Transition

David Perez II

Thriving in Transitions: A Phenomenological Study on Latino Male Achievers at Selective Public Universities



www.sc.edu/fye/research/grant/proposal

Santonio 2018

EXHIBITORS



EXHIBITORS

Exhibitor Information

Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. Exhibitors are located in the Atrium Ballroom.

National Resource Center for The First-Year	
Experience and Students in Transition	1, 2
Stylus Publishing	3, 4
Growing Leaders	5
CPP, Inc	6
Epigeum	7
OpenMind, Heterodox Academy	8
Awato	11
Budget Challenge	12
One Goal (Houston Region)	13
AdviseStream	14
Comevo, Inc	15
The National Society of Collegiate Scholars	16
NODA - Association for Orientation, Transition	
and Retention in Higher Education	17
National Survey of Student Engagement -	
Indiana University	18
Campus Labs	19
McGraw Hill Education	20, 21
Alpha Lambda Delta	22
Penguin Random House - Random House	
Academic	23, 24
Penguin Random House - Penguin Academic	25, 26
Macmillan Learning	27, 28
Jullien Gordon Speaking & Publishing	29, 40
Hachette Book Group	31
Winterline Global Education	32
Presence	34
ETS	35
University Press Sales Associates	36
TLS On-Line Solutions	37
Innovative Educators	38
BarCharts Publishing, Inc	39
Macmillan Publishers	41, 42

Penguin Random House - Knopf Doubleday
Academic43, 44
Kendall Hunt Publishing Company45, 46
Cengage Learning47, 48
CashCourse49
The Naked Roommate (Sourcebooks)50
DC Internships51
The John N. Gardner Institute52
FranklinCovey Education53
LAUNCH Student Success/Klass App54
The Facing Project55
Simon and Schuster, Inc56, 57
Gallup Press58
Amazon Education59
CampusESP62
Ingram Academic Services63
School Datebooks64
Signal Vine, Inc65
Houghton Mifflin Harcourt66
XanEdu67
School Mate College68
Human eSources69
Advantage Design Group70
H&H Publishing Company71
Pharos Resources72
NACADA: The Global Community for Academic
Advising73
HarperCollins Publishers74, 75
BVT Publishing76
Ruffalo Noel Levitz80

Exhibit Schedule

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

Saturday, February 10, 2018 *Exhibit Hours* 6:00 p.m. - 8:15 p.m.

Sunday, February 11, 2018 *Exhibit Hours*7:00 a.m. - 11:30 a.m.
2:00 p.m. - 5:00 p.m.

Monday, February 12, 2018 *Exhibit Hours* 7:00 a.m. - 12:00 noon

EXHIBITORS

FYE 2018

1	2	3	4	5		F&B		6	7	8			
22	21	20	19	18	17		16	15	14	13	12	11	F&B
23	24	25	26	27	28		29	31	32			34	
46	45	44	43	42	41		40	39	38	37	36	35	
47	48	49	50	51	52		53	54	55	56	57	58	
69	68	67	66	65	64		63	62	60	59		F&B	
70	71	72	73	74	75		76		80				
				F&B									



Advantage Design Group

Advantage Design Group is transforming online orientation with its Advantage Orientation Platform. Students engage in a video-rich, interactive experience with a

digital resource accessible anytime, on any device. Orientation Pros create and measure impact with a suite of administrative and analytic tools. We can do the same for you.



AdviseStream

AdviseStream is a comprehensive academic advising technology

platform that deepens connections between students and advisors. Many of our clients are using AdviseStream for first-year experience programs to help plan aspirations, make course and cocurricular selections, start digital portfolios, and reflect on their decision making.



Alpha Lambda Delta

The mission of Alpha Lambda Delta is to encourage superior academic achievement among students in their first year in institutions of higher education, to promote intelligent living and a continued high standard of learning, and to assist

students in recognizing and developing meaningful goals for their roles in society.



Amazon Education enables educators

to publish, discover, and distribute digital materials so students can learn for less on any device.



Awato is a career platform that helps counselors save time and better serve their students. Our tools are used by leading institutions to help students identify and pursue majors and careers they'd love. Our platform

includes dynamic assessments, degree matching, career matching, a resume builder, and a jobs board.



BarCharts Publishing Inc.

BarCharts Publishing Inc. is the publisher of QuickStudy reference materials. We provide high-quality reference materials with accurate, easy-to-read information in visually engaging formats. Our focus is to assist students, educators, professionals, and consumers worldwide in accomplishing their goals. QuickStudy reference



Budget Challenge

The answer to student financial wellness is here! Budget Challenge

is a patented, award-winning, online personal finance program. Over 10 weeks in real time and with a self-directed curriculum, students play out the scenario of a recent college graduate managing a monthly budget while saving for retirement. Register at budgetchallenge.com.

materials—guaranteed to boost confidence, grades, and test scores!

BVT Publishing BVT Publishes quality, affordable

Affordable Educational Resources textbooks for the college market, with

eBooks under \$20. Our two customizable textbooks on student success are College Success: A Concise Practical Guide by Strickland and Strickland, and Learning Strategies for College and Career by Campbell and Hettich.



CampusESP

CampusESP is a strategic parent and family engagement platform enabling institutions to keep the most important

influencers of their students informed—parents. From impacting enrollment to student success, keeping parents effectively engaged has proven to be critical for institutions looking to better support first-year students.



Campus Labs empowers institutions to make valuable connections with

their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,000 public and private colleges and universities.



CashCourse



CashCourse is a free, online noncommercial CASHCOURSE financial literacy resource for colleges and universities, created by the nonprofit National

Endowment for Financial Education. The program provides customizable, interactive personal finance tools used at more than 1,000 colleges and universities across the country. Visit http://www.cashcourse.org to enroll or learn more.



Cengage Learning

Cengage Learning is a leading educational content, software, and services company for the K-12, higher education, professional, and

library markets, with operations in more than 20 countries around the world. For more information on Cengage Learning, please visit www.cengage.com.



Comevo

Comevo offers a suite of services designed to streamline communication between you and your students to improve retention. Services include

Launch™ Online Orientation Software with full-service content production, Discover™ Dynamic Q&A Tool, Capture™ Flexible Forms, Reflect™ Simple Surveys, and Navigate™ Virtual Advisor.



CPP has been a leader in career assessments since 1956. CPP's newest

division, Innovation Labs, applies cutting-edge technology and personality measurement to solve real-world problems and provide a foundation for schools to drive key performance metrics critical to student success programs. CPP's other assessments include the MBTI and Strong tools.



DC Internships sponsors academic internship programs in Washington,

DC, each summer and semester. Programs include transferable credit, furnished housing, and internship placement. Program areas of focus include public policy and economics; international affairs; journalism, communications, and PR; business and government affairs; nonprofit sector; and community service.



Epigeum is the leading provider of exceptional online courses designed to

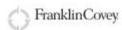
help universities and colleges transform their core activities in research, teaching, studying, and management.



ETS

At nonprofit ETS, we advance quality and equity in education for people worldwide by creating high-quality assessments based on

rigorous research. Institutions of higher education rely on ETS to help them demonstrate student learning outcomes and promote student success and institutional effectiveness. Visit us at www.ets.org/highered.



FranklinCovey EDUCATION FranklinCovey Education

The 7 Habits of Highly Effective

College Students is a high-impact student success course that benefits and sustains students in college and beyond. This instructor-led course delivers a powerful, blended learning experience designed to enhance student engagement, improve persistence, and increase retention and completion rates.



Gallup Press

Gallup's CliftonStrengths for Students transforms the college experience by helping students

understand the relationship between their strengths, engagement on campus, and personal well-being and how they lead to a thriving college experience. Engaged students with thriving well-being stay in school, excel academically, and graduate prepared to live an authentic life.



Growing Leaders

Growing Leaders is a global nonprofit that encourages and

equips students to take on real-life opportunities and challenges in the classroom, in their careers, and in the community. We do this by partnering with schools to teach practical life and leadership skills using real stories, intriguing images, and engaging experiences.



H&H Publishing Co.

Explore our research-based assessments, textbooks, and online courses to improve your students' study strategies. Weinstein's LASSI and LASSI Modules, Walter Pauk's

Essential Study Strategies, and our eight-page study skills booklets are just a few of the quality products you will discover when you visit our booth.



Hachette Book Group

Hachette Book Group is a leading trade publisher based in New York publishing under the

divisions of Grand Central Publishing; Little, Brown and Co.; Perseus Books; Hachette Books; Hachette Nashville; Orbit; Redhook; Little, Brown Books for Young Readers; Hachette Digital; and Hachette Audio. Find us at www. hachettebookgroup.com.



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Innovative Educators

Innovative Educators is proud to partner with colleges across the country and dedicated to providing superior training focused on critical issues facing students and educators today. Our primary goal is to provide the information, training, and skills necessary to implement positive change on a personal, professional, and institutional level.



John N. Gardner Institute

The John N. Gardner Institute partners with postsecondary

institutions or systems to improve teaching, learning, retention, and completion. Specifically, the Gardner Institute guides the development and implementation of plans to transform the first-year or transfer experiences; gateway courses; or retention for specific cohorts. The institute also offers student success-focused convenings and events.



Jullien Gordon Speaking & Publishing

Jullien Gordon has delivered his famous

TED Talk on The Other 4.0 That Matters in College & Life at 100-plus FYE programs and orientations nationwide. He is also creator of The Guide to Graduation Time Management System and author of 101 Things to Do Before You Graduate.



Kendall Hunt Publishing

Kendall Hunt is a premier publisher in both digital and print media with over 70 years of experience and over 9,000 titles. We

combine service, innovation, and our pledge of quality to provide you with advantages that are unparalleled in educational publishing.



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The Knopf Doubleday Publishing Group publishes a broad selection of highly acclaimed fiction and nonfiction titles that have been used in numerous

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LAUNCH Student Success/Klass App

LAUNCH Student Success with Klass App melds cognitive principles (self-efficacy, selftalk, etc.) with student success concepts (time management, study habits, etc.) and cutting-

edge technology (augmented reality, push messaging, SMS, and predictive analytics) to offer the ultimate in student success curricula and training.



Macmillan Learning

Macmillan Learning improves lives through learning. Our legacy of excellence in education informs our

approach to developing world-class content with pioneering, interactive tools. Our commitment to teaching and discovery upholds our mission to improve lives through learning. To learn more, please visit our booth and online at http://www.macmillanlearning.com.



Macmillan Publishing

Straus & Giroux, Henry Holt & Co.,

Picador, St. Martin's Press, Tor Books, and Flatiron Books) publish a number of titles appropriate for first-year experience courses and common reading programs. Visit our website: www.MacmillanAcademic.com.



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McGraw-Hill Education is driven by a vision to help unlock the full potential of each learner. As a learning science company, research and data provide the foundation for the decisions we make, the resources we create, and the partnerships we

seek to build with educators, schools, colleges, and students.



NACADA: The Global Community for Academic Advising

NACADA promotes and supports quality

academic advising to enhance the educational development of students at higher education institutions. NACADA provides a forum for discussion, debate, and exchange of ideas pertaining to academic advising through events and publications. NACADA's 13,000 members include professional advisors/ counselors, faculty, administrators, and graduate and undergraduate students.



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

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

in Transition focuses on enhancing the learning and success of all college students; hosts a series of national conferences, workshops, and institutes; engages in research; publishes a scholarly journal, books, and electronic newsletter; maintains a website; and hosts electronic listservs.



National Society of Collegiate Scholars

NSCS is an honors organization for freshmen and sophomores. Driven by scholarship, leadership, and service, NSCS is proud to provide nearly a million dollars in scholarships annually. With 330 chapters nationwide, NSCS is a registered nonprofit,

a certified member of the Association of College Honor Societies, and a member of AACRAO.



National Survey of Student Engagement

The Center for Postsecondary Research hosts the National Survey of Student Engagement (NSSE) and the Beginning

College Survey of Student Engagement (BCSSE) and other surveys and tools to help institutions assess quality in undergraduate education and strengthen the learning environment in the first year of college.



NODA-Association for Orientation, Transition and Retention in Higher Education

NODA is an international association composed of professional administrators, students, faculty, and related organizations. NODA is dedicated to inter-association cooperation, the advancement of

professional and ethical standards, and the production of scholarly works. For more information: www.nodaweb.org



One Goal (Houston Region)

One Goal Houston is a national nonprofit focused solely on college graduation. We use a three year in school model built around a high performing teacher (program director). This model prioritizes students who have potential and commitment to college.



OpenMind

OpenMind is a free, online, educational platform designed depolarize to communities and foster mutual understanding across differences. Rooted

in cutting-edge psychological research, OpenMind equips students with the skills to discuss controversial topics in a constructive manner. OpenMind is a project of Heterodox Academy, a nonpartisan association of 1,500 professors.



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Pharos Resources wants to partner with you in transforming the lives of your students. Relational retention is our comprehensive approach to early alert, student care and

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We are a division of the world's largest English-language general trade book publisher, representing an array of prestigious imprints that publish some of the foremost writers of our time. Many of

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The Facing Project

nationwide community storytelling initiative

engages students in acts of empathy—listening, writing, theater. Founded by Kelsey Timmerman, author of Where Am I Giving? A Global Adventure Exploring How to Use Your Gifts and Talents to Make a Difference, and J. R. Jamison, director of Indiana Campus Compact.



The Naked Roommate

For 10 years and counting, The Naked Roommate has been the No. 1 go-to guide for the very best college experience! This New York Times best-seller is packed

with real-life advice from students on over 100 college campuses, covering everything from making friends to managing stress.



TLS On-Line Solutions

The RAISE System for Academic Integrity Education: a 55-minute online tutorial covering introductory information, unauthorized collaboration, technology, plagiarism/copyright, and decision-making guidelines. Students review

topics and pass tests. Two thirds of students self-report that they cheat. Per research, RAISE changes attitudes and increases knowledge.



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travel the world and explore their passions.

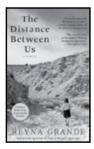
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XanEdu partners with educators and bookstores at more than 1,000

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Simon & Schuster, Inc. is proud to exhibit at the 37th Annual Conference on The First-Year Experience™.

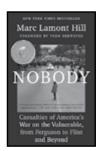
Visit us at booth #56 & 57 to pick up a free book* and sign up for our e-newsletter.

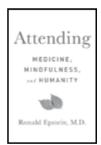






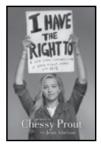


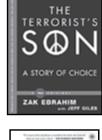




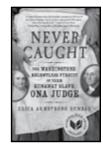


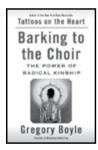




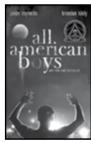


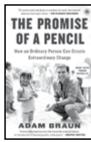
















Meet Father Gregory Boyle, author of Barking to the Choir and Tattoos on the Heart, and Jason Reynolds and Brendan Kiely, authors of All American Boys, and get free signed books of each! Stop by booth #56 & 57 for more information.

For a digital catalog of recommended First-Year Experience Common Read titles and additional resources, visit FreshmanYearReads.com.

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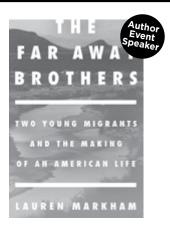
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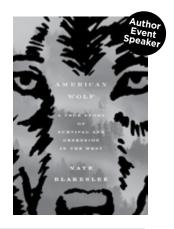


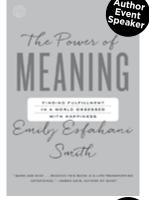




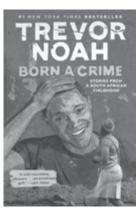








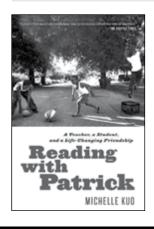


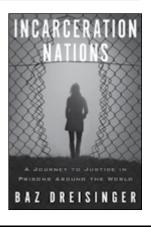


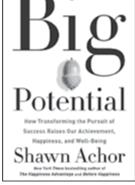


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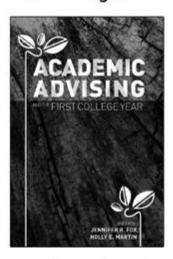
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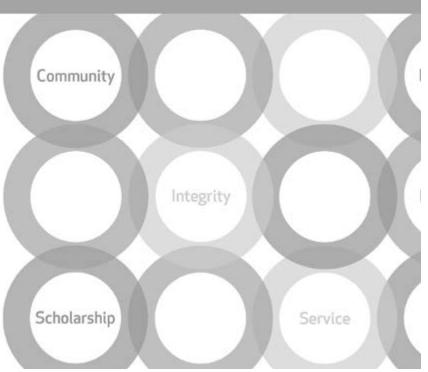
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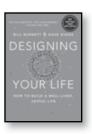
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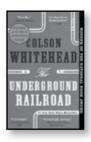
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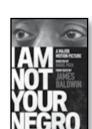
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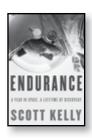
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INDEX OF PRESENTERS

NAME	INSTITUTION	SESSION #	NAME	INSTITUTION	SESSION #
Adams, Joshua	Texas Woman's University	CT-216	Brookshire, Donald	Kennesaw State University	PA-130
Adkins, Aaron	University of Southern Indiana	E-91	Brown Kerrigan, Michele	Babson College	CI-240
Aichele, Anne	Marymount University	CT-250	Brown, Kaye	Owensboro Community &	
Al-Banna, Nadia	College of Medicine, Qatar University	CI-154		Technical College	CI-16, CT-177
Alghamdi, Atiyah	King Saud University	PR-141	Brown, Paul	Michigan State University	CT-37
Allen, Donielle	Mississippi State University	PR-140	Brown, Shante	Rensselaer Polytechnic Institute	CI-238
Allen, Todd	University of North Carolina at Pembroke.	CI-206	Bruce, Herbert	Virginia Tech	
Alvarado, Michelle	University of Texas Rio Grande Valley	FD-225	Bryson, Tasia	Western Michigan University	CI-204
Anderson, Stacy	Ferris State University	CI-241	Buchanan, Christy	Wake Forest University	CR-229
Anderson, Wendy	Georgia Gwinnett College	CT-270	Buggs, Michelle	Texas Woman's University	CT-216
Andrego, Miranda	New Mexico Highlands University	FD-226	Bunting, Bryce	Brigham Young University	W-1, CT-65, CT-82
Angermeier, Lisa	Indiana University-		Burnett, William	Stanford University	CI-100
	Purdue University Indianapolis	CI-19, CI-166	Burton, Becky	Amarillo College	FD-152
Ansier, Jennifer	St. Edward's University	CT-155	Burzynski, Joe	Texas A&M University	CT-87
Applegate-Aguilar, Casey	New Mexico Highlands University	FD-226	Butcher, Mary	Green River College	CT-195
Arthur, Maija	Texas A&M University-San Antonio	CI-232	Calderon, Karina	University of Texas at El Paso	CT-11
Asano, Shigeru	Yamagata University, Japan	CI-180	Campagna, Michele	Montclair State University	W-16
Ashworth, Kinsey	University of South Carolina	FD-242	Campbell, Colleen	Loyola University Maryland	CT-49
Atkins, Sandra	University of Texas - Rio Grande Valley	CT-262	Campbell, Rebecca	Northern Arizona University	FD-224
Atkinson, Victoria	Harper College	CI-117	Canley, Jahmad	LAUNCH Student Success	E-92
Ayim, Emmanuel	University of Nevada, Las Vegas	CT-252	Cantú, Paty	Texas A&M International University	CT-48
Baier, Lyn	Rutgers University	CI-247	Carl, Britt	High Point University	CI-97
Baker, Joshua	University of Nevada Las Vegas	CT-20	Carlile, Jane	Brigham Young University	CT-82
Balderas, Ulyses	University of St. Thomas-Houston	FD-63, PA-131	Carskadon, Tom	Mississippi State University	W-6, CI-85
Baldwin, Amy	University of Central Arkansas		Carter, Stephanie	Bryant University	
Bannerhan, Leslie	University of Mississippi		Casale, Krista	Tulane University	
Bannister, Stephanie	Kansas State University		Casebolt, Kevin	East Stroudsburg University of Pennsy	
Barber, Catherine	University of St. Thomas		Castellanos, Bertha C.	San Antonio College	
Barefoot, Betsy O.	John N. Gardner Institute for Excellence	,	Chambers, Leah	Clarion University of Pennsylvania	
	in Undergraduate EducationW	V-8, E-80, FD-220	Chandler, Dan	Brigham Young University	
Barron, Alex	St. Edward's University		Chapman, Nora	Texas Tech University	
Bates, Alicia	Carnegie Mellon University Qatar		Childers, Richard	Berea College	
Battaglia, Nicole	Seton Hall University		Clark, Kathy	Florida SouthWestern State College	
Baudier, Josie	Kennesaw State University		Clarke, Allen	Georgia Gwinnett College	
Baverstock, Alison	Kingston University London and		Clarke, Kevin	Loyola University Chicago	
	The University of Mississippi	CT-45	Clason, Nate	Michigan State University	
Bearman, Alan	Washburn UniversityW-		Clement, Ashley	Ohio University	
Belanger, Matthew	Southern New Hampshire University		Clemson, Cindy	Murray State University	
Bennett, Susan	Rutgers University		Clifford, Matt	Wake Forest University	
Berger, Donna	Marist College		Clossin, Emily	Indiana University Purdue	
Biggs, Mark	Missouri State University		Ciossiii, Eililly	University Indianapolis	CT_1/10
Bird, Sean	Washburn University		Cloud, Larry	University of Arkansas	
Black, Victoria	Texas State University		Cochran, Jessie	University of South Carolina Upstate .	
Blackburn, Lorelei	Michigan State University		Cohen, Harlan	Sourcebook	
Blanc, Lori	Virginia Tech		Cole, Nate	Skyfactor	
Blanchard, Deborah	Montana State University	•			
Blandford, Emma	Georgia Institute of Technology		Colling Shalia	Kansas State University	
Bleicher, Elizabeth	Ithaca College		Conn. Phyllia	Chicago State University	
			Conn, Phyllis	St. John's University	
Boggs, Jamie	Berea College		Connolly, Sara	University of Bridgeport	
Bombaugh, Michelle	University of South Florida		Coombes, Michael	North Carolina State University	
Bowman, Heather	Indiana University- Purdue University Indianapolis	CL166 CL167	Coplea, Jennifer	University of California, Riverside	
Proppen Vovin			Cordoves, Janett	Interfaith Youth Core	
Brennan, Kevin Brooking, David	Winterline Global Education Mississippi University for Women		Correia-Harker, Benjamin	Interfaith Youth Core	CT-198

NAME	INSTITUTION	SESSION#	NAME	INSTITUTION	SESSION#
Crawford-Parker, Sarah	University of Kansas	CI-104	Foster, Meg	Reynolds College	E-71
Creagh, Dianne	York College of Pennsylvania	CI-168	Fralick, Marsha	Cuyamaca Community College	W-11, CT-210
Cruz, Brandon	The University of Texas at San Antonio	FD-208	Franckowiak, Andrea	Dyersburg State Community College	E-51
Culbreth, Duncan	University of South Carolina	CI-55	Frank, Linda	Harper College	CI-117
Culhane, Jennifer	Virginia Tech	CI-2	French, Nate	Wake Forest University	CR-229
Culkin, Mary	St. Edward's University	CI-14	Friedman, Dan	University of South Carolina	W-7
Cuseo, Joe	AVID for Higher EducationW-16, C	T-41, CT-186	Fritz, Tiffany	Oregon State University	CT-202
Daniels, Natasha	SUNY Alfred State	CI-201	Fuentes, Michelle	University of Texas at El Paso	CT-11
Danner, Natalie	XanEdu	E-197	Fugiuele, Rosanna	York University, Glendon Campus	PA-125
Darabi, Rachelle	Missouri State University	CT-18	Fujiwara, Koji	Yamagata University, Japan	CI-180
Daugherty, Douglas	Indiana Wesleyan University	CR-211	Gabbert, Ann	University of Texas at El Paso	
Davis, Andrew	University of Mississippi	CT-78	Garcia Guevara, Aldo	Worcester State University	
Davis, Cassie	University of South Carolina		Gardner, John N.	John N. Gardner Institute for Excellence	1
Davis, Maria	Olivet College	CT-269		in Undergraduate Education W-8,	Evening with John
Davis, Tony	Montgomery County Community College			Gardner, Primer, E-80, FD-220	
Dawson, Maureen	University of Notre Dame		Garner, Brad	Indiana Wesleyan University	FD-31, CT-150
Day, Carol	Georgetown University	CR-231	Garvin, Travis	Texas A&M University-Texarkana	CT-87, CT-245
DeBenedetto, Jacqueline	Seton Hall University		Gastineau-Grimes, Holly	Marian University	CT-196, CT-267
Deister, Seth	Green River College		Gebauer, Richie	Cabrini University	CI-43, CT-184
DeLucia, Carla	Fisher College		Gentry, Ronda	Tusculum College	CI-98
Dennis, Melissa	University of Mississippi		George, Chantelle	One Goal: Graduation	E-72
Devers, Christopher	Indiana Wesleyan University		Gianoutsos, Dan	University of Nevada, Las Vegas	PA-120
DeWeil, David	University of South Carolina		Gibson, Yolanda	Marymount University	CT-250
Dial, Mike	University of South Carolina		Gilbert, Emily	Amarillo College	FD-152
Dillon, Dawn	William Peace University		Giles, Erica	The University of Texas Rio Grande Valle	
Doremus, Stacey	Georgia Institute of Technology		Gillum, Nerissa	Texas Woman's University	
Downey, Christina	Indiana University Kokomo		Gipson Rankin, Sonia	University of New Mexico	
Dressler, Kimberly	University of South Carolina		Girardot, Steven	Georgia Institute of Technology	
Dubert, Emilie	George Mason University		Glaessgen, Tracey	Missouri State University	
Duncan Raines, Lisa	Christopher Newport University		Glassford, Marcy C.	Utah Valley University	
Ebbott, Matthew	Western State Colorado University		Gonzalez, Carmen	University of North Carolina - Chapel Hil	
Ecklund, Joseph	•		Gordon, Jullien	Jullien Gordon Speaking and Publishing.	
•	Creighton University		Grace-Odeleye, Beverlyn	East Stroudsburg University of Pennsylv	
Edenfield, Crystal			Graham, Howard	University of Kansas	
Edmond, Katherine	University of South Carolina		Graunke, Steve	Indiana University-Purdue University Inc	
Edwards, Carly	North Carolina State University		Gray, Rick	George Mason University	•
Eiselein, Gregory	Kansas State University		Grayson, J. Paul	York University	
Eldridge, Candace	North Lake College		Greene, Catherine	University of South Carolina	
Ellis, Kacie	Austin Peay State University		Greene, Sandy	University of South Carolina	
Elmore, Tim	Growing Leaders		Guarneri, Joe	University of Bridgeport	
Erb, Natalee	Vanderbilt University		Gunter, Elizabeth	Berry College	
Ervin, Joe	University of Nevada, Las Vegas		Guruge, Matt	Awato	
Esambe, Emmanuel	Cape Peninsula University of Technology			Siena College	
Evans, David	Stanford University		Haas, Britt Habers, Natasha		
Evanson, Cara	Davidson College		•	Kennesaw State University	
Fayette, Janelle	Rensselaer Polytechnic Institute		Hagerty, Marilyn	University of Texas Rio Grande Valley	
Fiedler, Heather	Point Park University		Hahn, Thomas	Indiana University-Purdue University, Ind	
Filippone, Anne	Cabrini University		Handley, Bob	Washburn University	
Filling-Brown, Michelle	Cabrini University	CT-184	Hansen, Kloo	Western Carolina University	
Firmin, Tara	Tarrant County College-Trinity Campus Circle	PR-135	Hansen, Michele	Indiana University-Purdue University, Indiana University	•
Fitchie, Theresa	Mississippi State University	CI-85	Hardin, Christina	University of South Carolina	
Fleming, Bruce	College of Charleston	CI-9	Hardy, Jamye	American Baptist College	
Fleming, Julie	William Peace University		Harmon, Brad	Furman University	CI-94
Flores, Ana Gabriela	Texas A&M University-San Antonio	CI-232	Harrington, Christine	New Jersey Council of	02 CT 100 CT 202
Flynn, Jordan	College of Charleston	CI-9	11 11 U A	County CollegesW-14, CT-	
Foote, Stephanie	John N. Gardner Institute for Excellence		Harris, HollyAnn	Creighton University	
	in Undergraduate EducationW-7, C	T-99, FD-151	Hartmann, Arianna	Signal Vine	
Forgette, Karen	University of Mississippi	CT-78	Hashimoto, Tateo	Nagasaki International University	PR-134

NAME	INSTITUTION	SESSION#	NAME	INSTITUTION	SESSION#
Hashimoto, Yukari	University of Nagasaki	PR-134	Koslow Martin, Jodi	North Park University	CI-3
Hashizume, Takao	Yamagata University, Japan	CI-180	Kropp, Joanne	University of Texas at El Paso	CT-11
Haskins, Jacob	Ohio University	FD-5	Krsmanovic, Masha	University of Central Florida	CR-27
Haug-Belvin, Theresa	Southeast Missouri State University	E-197	Krueger, Guy	University of Mississippi	CT-78
Hazard, Laurie	Bryant University(CT-1, CT-39	Kruse, Carrie	University of Wisconsin-Madison	
Heaton, Christy	University of Colorado Denver		Laborde, Kathleen	The University of Texas at San Antonio	
Heeder, Mary Beth	Michigan State University		LaJoie, Eliza	Shearwater	
Heier, Courtney	University of South Carolina		Lakes, Chris	Berea College	
Henry, Fetera	Texas Southern University		Lane, Forrest	University of South Carolina	
Henry, Jeff	Murray State University		Lane, Rich	Clarion University of Pennsylvania	
Henry, Sherri	Michigan State University		Lane, Shelley	University of Texas at Dallas	
Hickey, Patrick	University of South Carolina		Larson-Rhodes, Sheryl	State University of New York at Geneseo	
Hilson, Katherine	University of South Carolina		Laske, Allison	Campus Labs	
Hodges, Lacy	Georgia Institute of Technology		Leduc, Laurent	University of Liège (Belgium)	
Hoey, Ann	Texas A&M International University		Lehning, Emily	Kansas State University	
Hoffer, Dalton	University of North Carolina at Pembroke		Leibel, Katherine	Oregon State University	
	•		Leveridge, Tinney		
Holcomb, Jamie	Southern New Hampshire University			The University of Texas at San Antonio	
Holder, Beth	High Point University	CI-97	Levine, Sharon	University of North Carolina - Chapel Hill	
Holl, Joyce	NODA-Association for Orientation,	F 157	Lewis, Elaine	Virginia TechW-	
	Transition and Retention in Higher Education		Liggins Abrams, Monica	Western Michigan University	
Holleran Steiker, Lori	University of Texas at Austin		Liptak, Michelle	Siena College	
Hopkins, Katie	University of South Carolina		Lisberg, Anneke	University of Wisconsin-Whitewater	
Horne, Laura	Active Minds		Littlepage, Ben	Murray State University	
Howard, Sheila	University of Dallas		Love, Vaughn	St. Edward's University	
Howerton, Kyle	University of Arkansas		Lucas, James	Michigan State University	CT-37
Hulst, Brett	Georgia Institute of Technology		Luedtke, Karlin	University of Virginia	FD-42
Hunter, M. Stuart	University of South CarolinaW-7, Prim	er, FD-220	Luetkenhaus, Holly	Oklahoma State University	PA-121
Ip Yam, David	York University, Glendon Campus	PA-125	Luzetski, Michele	Indiana University-	
Ito, Sachiko	Tokyo Institute of Technology	PA-124		Purdue University Indianapolis	CI-166
Jackson, Jazz	Southern New Hampshire University	W-4	MacDonald, Lunden	Metropolitan State University of Denver	CR-44
Jackson, Karen	Georgia Gwinnett College	CT-56	Mackey, Christian	CPP Innovation Labs	E-91
Jackson, Wayne	University of Central FloridaW	/-12, CT-40	Maderious, Madison	Vanderbilt University	CI-148
James-Piper, Charlene M.	Texas Southern University	CI-175	Malkin Brenner, Andrea	American University	CI-73
Johnson, Jamil	University of Central FloridaCR-	27, PR-147	Malone, Derek	University of North Alabama	PR-144
Johnson, Jodiene	Florida Atlantic University	CT-266	Mandigo, Brandon	Eastern Kentucky University	CI-217
Johnson, Lisa	Tusculum College	CI-98	Manrique, Paul	University of Notre Dame	CI-234
Johnson, William	University of North Carolina at Greensboro	CI-76	Marken, Kari	University of British Columbia	CT-30
Kamody, Lisa	Ohio University	CT-95	Markle, Ross	ETS	
Kazen, Hayley	Texas A&M International UniversityCT-		Marsh, Matoya	Chicago State University	CI-164
Kekic, Bobbi-Lynn	Bentley University	CT-233	Martinez, Roel	St. Edward's University	
Kelly, Annie	Loyola University Chicago		Marty Conrad, Amy	CashCourse	
Kendall, Leah	Winthrop UniversityCI-1		Mathues, Sabrina	Brookdale Community College	
Kenedy, Robert	York UniversityV		Mattes, Jessica	University of Kansas	
Kermit-Canfield, Mari	Ferris State UniversityCI-2	•	Mayhew, Matthew	Ohio State University	
Kerr, Lisa	University of Alabama at Birmingham		McDonald, Scott	University of South Carolina	
Keup, Jennifer R.	National Resource Center for The First-Year	01 70	McGrew, Amanda	Kennesaw State University	
Keup, Jennier n.	Experience and Students in Transition/		McLaughlin, Julie	Cincinnati State Technical and Community C	
	University of South CarolinaPri	mer. FD-77	o .	Harper College	· ·
King, Darrell	Michigan State University		McLaughlin, Matthew		
Kleiner, Harrison	Utah State University		McNevin, Jessie	University of South Carolina	
Knight, Dewey	University of Mississippi		McPherson, Lindsey	University of St. Thomas	
Knight, Dewey Koeritz, Linsey	University of Cincinnati Blue Ash College		Meier-Marquis, Jo	University of St. Thomas	
Kohng, Rich	North Park University		Meltzer, Paige	Wake Forest University	
-	·		Merb-Brown, Wendy	Ohio University	
Kolb, Susan	University of South Carolina Upstate		Merberg, Eileen	Alpha Lambda Delta	
Konkel, Margaret	Montana State University		Metz, Greg	University of Cincinnati Blue Ash College	
Kopanski, Stephanie	Texas Tech University		Middleton, Kim	Mount Saint Mary's University	CT-221
Korstange, Ryan	Middle Tennessee State University	UI-255	Miller, Brittany	University of Cincinnati	CT-21

NAME	INSTITUTION	SESSION#	NAME	INSTITUTION	SESSION#
Miller, Molly	University of Colorado Denver	CI-187	Plumlee, Jennifer	Marian University	CT-196, CT-267
Milleson, Courtney	Amarillo College	FD-152	Pope, Madison	Texas A&M University-Texarkana	CT-245
Milliken, L. Whitney	Austin Peay State University	CI-181	Porter, Seth	Georgia Institute of Technology	CI-6
Mimiaga, Marie	The National Society of Collegiate Scholars	E-214	Powell, Amy	Indiana University-	
Mireles, Dina	St. Edward's University	CI-14		Purdue University, IndianapolisCl-19,	CI-166, CI-253
Mixson-Brookshire, Debora	ah Kennesaw State University	PA-130	Powell, Katherine	Berry College	CI-74
Mkonto, Nosisana	Cape Peninsula University of Technology	CR-67	Price, Barrington	North Park University	CI-3
Moczygemba, Anna	Texas State University-San Marcos	FD-170	Puma, Michael	Loyola University Maryland	CT-49
Moffet, Raphael	Texas Southern University	CI-175	Ramirez, Dagoberto	University of Texas Rio Grande Valley	FD-225
Moghaddasi, Allison	Cengage Learning	FD-77	Ramirez, Zulmaly	University of South Florida	CT-188
Montgomery, Abigail	Otterbein University	PR-142	Randall, David	National Association of Scholars	CT-177
Montgomery, Jennie	Winthrop University	CI-230	Randazzo, Keith	Mississippi College	CT-185
Moore, Brooke	Ferris State University	CT-64	Rascoe, Fred	Georgia Institute of Technology	CI-6
Moore, Susannah	University of Northern Colorado	CR-8	Reed, Joan	University of Texas Rio Grande Valley	FD-225
Moran Micks, Patricia	University of Texas at Austin	CI-153	Rescoe, Sarah	Ferris State University	CI-236
Morehouse, Mallory	SUNY Alfred State	CI-201	Rhyne, Whitney	Florida SouthWestern State College CI-66,	CI-101, CI-205
Morehouse, Troy	SUNY Alfred State	CI-201	Riley, Shelby	Texas A&M University-San Antonio	CI-232
Morrin, Cindy	Cuyamaca College	CR-68	Rinard, Meagen	Ohio University	CT-95
Morris, Wendy	Kingston University	CT-45	Rippy, Lauren	National Resource Center for The First-Year	
Most, Rachel	University of Virginia	FD-42		Experience and Students in Transition/	
Motz, Kristy	Ferris State UniversityC			University of South Carolina	FD-260
Moultrie, William	North Carolina Central University		Rizzo, Tracey	University of North Carolina-Asheville	CT-182
Murkison, Ellen	Georgia Institute of Technology		Robbins, Christina	Vanderbilt University	CI-148
Murray, Kim	Texas A&M University-TexarkanaC		Roche, Ariana	Northeastern University	CT-269
Murrell, Gary	Grays Harbor College		Rockenbach, Alyssa	North Carolina State University	CT-198
Ng'eno, Victoria	Northwestern University in Qatar		Rodriguez, Paul	The University of Texas at San Antonio	CT-174
NguyenVoges, Shelbee	Kennesaw State University		Rodriguez, Steven	Northwest Vista College	CR-111
Nikopoulos, Beth	North Lake College		Rogers, Cheyenne	University of Nevada, Las Vegas	PA-120
Nooney, Paul	Rensselaer Polytechnic Institute		Rogers, Christian	Indiana University-	
Normyle, Mari	Ruffalo Noel LevitzC			Purdue University Indianapolis	
Northenor, Tonya	Owensboro Community & Technical College		Rogers, Wendy	Ohio University	FD-5
Nyar, Annsilla	South African National Resource Centre for th		Rosati, Carli	Ohio University	CT-113, FD-259
,,	First-Year Experience and Students in Transition		Rose Stern, Isadora	American University	CI-73
O'Dell, Jaxie	Texas A&M University-Corpus Christi	PR-143	Ross, Daniel	SUNY Geneseo	CI-207
O'Keefe, Kelly	Texas A&M University-TexarkanaC		Rubalcada, Camelia	Georgia Gwinnett College	CT-270
Oberleitner, David	University of Bridgeport		Ruch, Lisa	Indiana University	
Ochoa, Guadalupe	Chicago State University			Purdue University Indianapolis	
Oelking, Michele	Tulane University		Rustico, Ellen	Bay Path University	
Oke, Lorne	Indiana Wesleyan University		Saenz, Victor B.	University of Texas at Austin	FD-58
Olague, Heather	Texas A&M University, San Antonio		Saldivar, Jose	University of Texas Rio Grande Valley	FD-225
Olugbenga King, Samuel	University of Arkansas		Samdperil, Gail	Sacred Heart University	CI-54
Oster, Sharon	University of Dallas		Sanchez, Gloria	Texas A&M International University	
Otto, Kate	Marquette University		Sanders, Matthew	Utah State University	CT-22
Owens, Robin	Mount Saint Mary's University		Sandifer, Shalamar	Berea College	CI-191
Papa, Kristina	Texas Woman's University		Sano-Franchini, Nick	Virginia Tech	CT-79
Parnther, Ceceilia	Western Michigan University		Santiago, Jessica	East Stroudsburg University of Pennsylvania	FD-84
Parrott, Charles	Winston-Salem State University		Sawyer, Doug	Comevo Inc	E-13
Patterson, Liz	Texas A&M University-TexarkanaC		Schrantz, Jim	Tarrant County College-Trinity Campus Circle	PR-135
Pearce, Benjamin	Georgia Gwinnett College		Schroeck, Steven	Otterbein University	PR-142
Pearcy, Stephanie	Indiana State University		Schultz, Mary	Florida SouthWestern State College	CI-66, CI-101
Perez, Erika	University of Texas - Rio Grande Valley		Schultz, Sarah	Eastern Kentucky University	CI-217
Pettazzoni, Jodi	University of North Carolina at Greensboro		Seldon, Kristen	Innovative Educators	
Pfaff, Tom	Ithaca College		Sena, Leslie Jo	Washington State University	CR-116
Ping, Savannah	University of Arkansas		Senyo, Katsumi	Yamagata University, Japan	CI-180
Piscitelli, Steve	The Growth and Resilience NetworkClos		Sharrar, Tricia	Creighton University	CI-218
Pitchford, Don	ACT	-	Shoop, Tiffany	Virginia Tech	CI-2
Ploughe, Brent	Bentley University		Silva, Maricela	South Texas College and Lamar University	

NAME	INSTITUTION	SESSION#	NAME	INSTITUTION	SESSION#
Simmons, David	University of South Carolina	CT-12	Tuthill, Nathaniel	The University of Texas at San Antonio	FD-208
Simpson, Jennifer	Texas A&M University-Corpus Christi	PR-143	Twachtman, Caroline	University of South Florida	CT-239
Simpson, Teresa	Lamar University	CR-194	Uselding, Sarah	Amarillo College	FD-152
Skaggs, Meredith	Owensboro Community & Technical Colle	egeCI-16	Vasquez, Olivia	Berry College	CI-74
Slife, Nathan	University of Nevada Las Vegas	CT-20	Vaughan, Angela	University of Northern Colorado	CR-8
Slutz, Matt	Cabrini University	CI-268	Vaughan, Mariya	Kansas State University	CT-223
Smith, Colleen	University of Central Florida	CT-266	Verpoorten, Dominique	University of Liège (Belgium)	CI-193
Smith, Hollie	Stephen F. Austin State University	FD-190	Volsche, Shelly	University of Nevada, Las Vegas	CT-161
Smith, Jamal	Stephen F. Austin State University		Waldrop, Susannah	University of South Carolina Upstate	CT-34
Smith, Suzanne	Washington State University		Walker, Jeremy	Northwestern University in Qatar	
Smith, Tessa	University of Wisconsin-Madison		Walker, LaShante	American Baptist College	
Soffer, Randy	University of St. Thomas		Wangensteen, Leonor	University of Notre Dame	
Soranso, Murillo	University of Illinois at Urbana-Champaig		Ward, Dorothy	University of Texas at El Paso	
Sousa-Peoples, Kimberly	University of North Carolina at Greensbo		Ward, Melissa	Indiana University School of	
Southern, Alison	Georgia Institute of Technology		vvara, iviolissa	Global and International Studies	CT-269
Spencer, Quincy	University of Arkansas		Washington, Brittany	Indiana Wesleyan University	
Sponsel, James	Davidson College		Watkins, Shawn	East Stroudsburg University of Pennsylvania	
Staley, Constance	University of Colorado, Colorado Springs		Weathermon, Karen	Washington State University	
•			Weichelt, Katie	University of Wisconsin-Eau Claire	
Staley, Steve	Colorado Technical University		Weichelt, Ryan	University of Wisconsin-Eau Claire	
Stanislav, Todd	Ferris State University		Weiss, Dennis	York College of Pennsylvania	
Starkey, Michele	Mount Saint Mary's University		Welbourn, Ben	Winterline Global Education	
Steenbergh, Timothy	Indiana Wesleyan University		Wernert, Sean	University of Notre Dame	
Stewart Bellafant, Tiffany	Tennessee State University			Juniata College	
Stiles, Sarah	Georgetown University		Westcott, Kathy	<u> </u>	
Stiverson, Brandy	Ohio University		Weston, Erin	Georgia College	
Stokes, LaShana	Harrisburg Area Community College		Whaley, Peggy	Murray State University	
Stowe, Angela	University of Alabama at Birmingham		Wherley, Valerie	Sacred Heart University	
Strickland, Carol	Georgia Southern University		White, Bill	Penn State University-Altoona	
Strickland, David	East Georgia State College		White, Brittany	Seton Hall University	
Stuart, Sloane	University of South Carolina		White, Kari	Georgia Institute of Technology	
Studer, Morgan	Indiana University-Purdue University, Ind		Whitmore, Jerry M.	University of Wisconsin	
Sturgeon, Elizabeth	Mount Saint Mary's University	CT-221	Wilhite, Kathryn	Kennesaw State University	
Suk, Kathryn	Raritan Valley Community College	CT-209	Williams, Kim	University of South Florida	
Sullivan, Grace	University of South Carolina		Williams, Venice	One Goal: Graduation	
Swenson, Erica	Green River College	CT-195	Willoughby, Catherine	University of Cincinnati Blue Ash College	PA-127
Swingle, Sam	Advantage Design Group	E-179	Wills, Cornelia	Middle Tennessee State University	CI-219
Tatum, Beverly Daniel	Spelman College	Opening Address	Wilson, Chelsey	Montana State University	
Tedesco, Emily	National Resource Center for The First-Ye	ear	Wilson, Jason	Houston Community College	E-179
	Experience and Students in Transition/		Wilson, Matthew	Wilmington University	E-51
	University of South Carolina		Wilson, Patricia	Otterbein University	PR-142
Theroux, Ryan	Curry College		Windrow, Vincent	Middle Tennessee State University	CI-255
Thomas, Catherine	Georgia Gwinnett College	CT-56	Woessner, Clare	Foundation for International Education	CI-9
Thomas, Melissa	University of Texas at Austin	W-14, CT-83	Wojciechowski, Scott	High Point University	CI-246
Thompson, Adrienne	George Mason University	FD-189	Wong, Aliza	Texas Tech University	CT-35
Thorp, Cindy	SUNY Alfred State	CI-201	Wood, Kelly	Missouri State University	CT-18
Thrower, Irene	Tarrant County College-Trinity Campus Ci	rclePR-135	Woodlee, Kara	Indiana University	
Tod, Leslie	University of South Florida	CT-188		Purdue University Indianapolis	CT-149
Tofte, Elizabeth	Mississippi State University	PR-140	Woods, Brett	High Point University	CI-156
Torres, Joi	St. Edward's University		Wooley, Chad	Tarrant County College-Trinity Campus Circle	
Trahan, Lisa	Rensselaer Polytechnic Institute		Wyatt, Tammy	The University of Texas at San Antonio	
Tran, Quan	Ohio University		Yee, Kevin	University of South Florida	
Treadwell, Katie	University of Kansas		Young, Dallin	National Resource Center for The First-Year	30
Trivedi, Nirmal	Kennesaw State University		. 55	Experience and Students in Transition/	
Troy, Charmaine	Georgia Gwinnett College			University of South Carolina	T-65, CR-173
Troyer, Rose	Ohio University		Yusef, Shokha	Zayed University	
Truong, Chinh	University of Minnesota-Twin Cities		Zeitlin, Jon	AdviseStream	
	·		Zimmerle, Katie	University of South Carolina	
Tuten, James	Juniata College	CR-106	Zimmerle, Katie	University of South Carolina	



NOTES

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