

Midwest First Year Conference – Concurrent Sessions Schedule

10:20-11:10am Educational Session I

Title TBA, Room 110A

Dr. Vincent Tinto, Distinguished University Professor Emeritus at Syracuse University

Description TBA

What Stands Out: An Undergraduate's Journey from First-Year Through Professional Development

Room 120

Annie Ziga, Graduate Assistant, First- and Second-Year Experience, Northern Illinois University
Adam McNeil, Graduate Assistant, Western Illinois University

Higher education professionals serve as mentors, resources, and guides but what do some professionals do that stands out to today's students? This session will focus on the undergraduate experience of recently graduated seniors, highlight their journey to graduate school, and allow attendees to understand the importance of the connections that professionals make with students. This session answers the question of what college campuses can do to make a difference for the professional development of students. Learn from the experiences of two new graduate students within the higher education field who will explore the types of interactions and programs that left the longest lasting impressions throughout their college careers, and share their informal research from higher education graduate students surveyed from across the country.

First-Year Experience Programs: A Strong Retention Tool?

Room 160

Jeter Smith, Assistant Director of Residential Education, Slippery Rock University of Pennsylvania

This session will bring together institutions looking to learn about first-year programs, their ability to be utilized as a retention tool and institutions that have first-year programs and how they operate on their campus and the reasons why they continue to use this model as a tool for retention. The session will be structured to allow participants the opportunity to learn from one another as well as gain insight into the research that relates first-year experience programs to retention.

One Good Change Deserves Another: Extending the Impact of an FYS Using Inquiry Projects, Hope Theory, and Meta-Majors

Room 185

Casey Reid, Director of Developmental Education Programs, East Central College
Wendy Pecka, Psychology Faculty, East Central College
Beth Rozema, Biology Faculty, East Central College
Amber Dunn, Medical Assisting Faculty, East Central College
Greg Stotler, Education Faculty, East Central College

Using institutional research, Karp and Stacey's (2013) research about how to create an FYS with more sustained benefits, and research about hope theory and goal attainment processes, this presentation will follow the evolution of an FYS at a rural Missouri community college participating in Complete College America's Missouri Completion Academy. Presenters will discuss how they transformed their mandatory FYS to "emphasize application and sustained practice" (Karp and Stacey, 2013, pg. 5) by allowing students to guide course content through inquiry and goal-setting projects related to their meta-majors. The presentation will also highlight the unique 10-week early out course design that helps maximize the impact of the one-credit class, particularly for struggling students. Throughout the presentation, participants will be invited to consider ways they could incorporate similar strategies into their FYS. Sample assignments and rubrics, as well as emerging assessment data, will be shared.

Coaching for Academic Success: From Vision to Reality
Room 190

Eric Tammes, Manager, Coaching for Academic Success, College of Lake County
Nicholas Branson, Assistant Director, Institutional Effectiveness, Planning and Research, College of Lake County
Keon Dillon, Academic Coach, College of Lake County

The Coaching for Academic Success (CAS) program launched in fall 2014 at the College of Lake County to improve retention/completion levels for developmental math and English students. Students are assigned to full-time academic coaches who focus on goal setting, time management and college resources. Learn how CAS was created and financed, staffing, program structure, outcomes, effective practices, and lessons learned.

11:20am-12:10pm Educational Session II

Going Beyond the Book: Common Readings in the First-Year Experience
Room 110A

Rico Reed, Assistant Director for Administration and Resource Development, National Resource Center on the First-Year Experience and Students in Transition
Denise L. Rode, Director, First- and Second-Year Experience, Northern Illinois University

Common Reading (CR) Programs have become standard components of comprehensive first-year programs across the country. This session will discuss objectives and learning outcomes for CR programs, the types of readings commonly selected, and activities (such as author visits, service projects, and academic presentations) that are often connected to CRs to encourage student engagement around this high-impact practice. Participants will leave with ideas for beginning or enhancing programs on two- and four-year college campuses as well as with an extensive list of readings that have been used in U.S. colleges and universities. Time will be allocated to sharing ideas and responding to questions.

#Engage - Using Social Media to Impact Retention & Student Success

Room 120

Jade T. Perry, Coordinator, Office of Multicultural Student Success, DePaul University

Andrea Arzuaga, Assistant Director, Office of Multicultural Student Success, DePaul University

This session reframes the use of social media as an engagement tool for retention, persistence, and resilience work with first generation students, students of color, and students who exhibit financial need in their first year at DePaul University. Through the use of social media, students can receive real-time access to information about the cognitive, social, and institutional supports offered at the university: information that is key to their retention & persistence (Swail, 2004). Thus, this session will outline best practices of intentional planning, delivery, student buy-in, and affinity building on primary social media platforms including InstaGram & Twitter.

Assessing from the Inside-Out: Using PAR (Participatory Action Research) to Examine New Student Programs

Room 160

Vicki Atkinson, Director, New Student Programs, Harper College

Linda Frank, Counselor, Stu Dev Faculty, Harper College

Anita Rehberg, Adult Student Services Specialist, Harper College

Interested in learning more about PAR (Participatory Action Research) as a tool to assess programs in a professional development context? This session will provide attendees with a tool kit of recent research and methods available to examine programs from a practitioner's perspective all while following well-regarded assessment models. Come and learn how PAR can reinvigorate individual practice and improve your program!

Promoting Success in First-Year Students through Multicultural Engagement

Room 185

Sheela Vemu, Instructor of Biology, Waubensee Community College

Kelly Smith, Assistant Director, First- and Second-Year Experience, Northern Illinois University

Shelley Mass, Staff, First- and Second-Year Experience, Northern Illinois University

One of the many positive additional outcomes of training first-year experience instructors is improved teaching skills in the first-year course as well as in other courses that they might teach. That was the case in a general education science course at Northern Illinois University. Using the knowledge, skills, and experience gained in a UNIV 101 training course, instructors are able to transfer the same skills to a large enrollment, formerly lecture-based course in Biology. This session will elaborate on Joe Cuseo's seven points promoting the success of first-year and first-generation students (personal validation, self-efficacy, personal meaning, engagement, reflection, social integration, and self-awareness) by sharing their application in a general education academic course. Participants will develop an idea of how to engage first-year students in a high enrollment course, with a special emphasis on addressing important issues such as inclusivity and multicultural awareness.

Educational Innovations: Using a Critical Place-Based Curriculum to Support LGBTQA Students' Transition into Higher Education

Room 190

Kathryn Jaekel, Assistant Professor of Adult and Higher Education, Northern Illinois University

While recent literature has highlighted the importance of inclusion of lesbian, gay, bisexual, and transgender, and queer (LGBTQ) topics in the composition courses (Alexander and Wallace, 2009; Furrow, 2012), few have outlined how to include these topics. The purpose of this article is to detail how the inclusion of LGBTQ students and topics was achieved in a freshman first-year writing course using a critical place-based curriculum. While most place-based curriculum do not take into account LGBTQ students' unique lived experiences on a college campus, this presentation details how conversations and assignments were altered to take into consideration issues of power and privilege on campus. Implications suggest the need for use critical pedagogical practices in the composition classroom.

1:10-2:00pm

Educational Session III

Put Umpf in Your Orientation: Gamification to Influence Student Behavior and Engagement

Room 110A

Danielle Laban, Director of Student Experience, National Louis University

Aaron Evans, Graduate Assistant, National Louis University

Description: You have been influenced by gamification as a consumer. Are you level green, silver or gold at Starbucks®? How many stars until your next reward? Introducing gamification strategies into new student orientation with the intention of increasing engagement and social development during an Undergraduate Orientation program at National Louis University establishes an expectation of engagement and social development. In this session, learn how

gamification can influence student behavior and begin to develop the pride and engagement in your institution through increased participation during new student orientation. We will discuss how gamification can become a tool to set students up for college success while addressing the attrition risk of first time college students. Through the implementation of gamification, including game mechanics and game dynamics in new student orientation, you engage your students by getting them to participate, share, and interact in structured activity that integrates them into the community.

Connecting First-Year Students to the Campus & the Community: Incorporating High-Impact Practices into First-Year Courses

Room 160

Justin Wier, Program Coordinator of Outreach & Enrollment, University of Illinois at Chicago, College of Liberal Arts & Sciences

Sandra Picciucia, Academic Advisor, University of Illinois at Chicago

In ongoing efforts to improve student success and retention, first-year seminars have increasingly been cited for incorporating high-impact educational practices into the first-year experience (Kuh, 2008). Our program will analyze high-impact practices found in first-year seminars and discuss efforts at the University of Illinois at Chicago (UIC) to improve student success. We will highlight a case study of Success in the City, a first-year seminar taught by UIC College of Liberal Arts & Sciences academic advisors. The course focuses on how students can be involved with service, civic engagement, and exploration in the community. The interactive presentation will allow participants to discuss the high-impact practices found at their institutions, develop new strategies for high-impact practices in their first-year courses, and take the next steps to implement and collaborate with campus and community partners. The session will allow for networking with professional colleagues and provide action steps to bring back to your campus.

Utilizing Assessment to Improve First-Year Programs

Room 170

Kevin C. Clarke, Assistant Director for Faculty Development and Assessment for University 101 Programs, University of South Carolina

First-year programs require consistent review to ensure that they are effectively achieving their intended outcomes and meeting the needs of today's students. This session is a primer on assessment in the first-year, and will utilize the holistic assessment plan for the first-year seminar at the University of South Carolina as a case study to demonstrate principles of effective assessment practice. Participants will leave this session with a better understanding of academic assessment, how to measure success in the first-year, and how to utilize assessment results for programmatic improvement.

Promoting a Culture of Student Success Through Faculty Development

Room 185

Rhoda S. Wolle, Ph.D., Dean of Student Success and Associate Professor of Education, Wisconsin Lutheran College

Approximately 75% of students who leave college early do so in their first two years, with the majority departing during or directly after their first year of college, according to research conducted by Braunstein and McGrath (1997) and Tinto (1993). Kuh's leadership in the DEEP (Documenting Effective Educational Practices) project resulted in the book, "Student Success in College: Creating Conditions that Matter" (2010). This sectional will present a model for a year-long faculty professional development opportunity based upon this book. Attendees will learn about the recommendations offered from studying these twenty highly effective institutions and how they can facilitate an engaging conversation about student success on their campus.

**Bridging The First Year Experience: An "Element" Approach
A New Curriculum Designed for the Changing Needs of Our Students****Room 190**

*Debi Keyzer, Lead Instructor FYE, McHenry County College
Ellen Zimmerman, Department Coordinator FYE, McHenry County College*

Are you in search of a new and innovative approach to the First-Year Experience that will increase your pass rate and student opinion of the course? Do you need a solution to meet the constantly changing needs and learning preferences of your students? Take part in this fresh and interactive presentation about the "Element" approach and how it can energize and engage your students through thought provoking and inspiring curriculum!

2:10-3:00pm

Educational Session IV

Creating an Inclusive Classroom for Diverse Learners Using Differentiated Instructional Strategies**Room 110A**

Annie Kelly, Academic Advisor, First and Second Year Advising, Loyola University Chicago

First-year students are coming to college with differing levels of academic preparedness, an increase in diagnosed learning disabilities, and varied learning styles. As the demographics of incoming students shift, so does the need for instructional techniques to adapt to meet the needs of an ever-changing population of learners. This session is grounded in research and literature based on Howard Gardner's theory of multiple intelligences and the practical application of differentiated instructional strategies to foster an inclusive classroom and learning experience. After this session, attendees will be able to apply theory and practical examples to the design of,

facilitation, and assessment of lesson plans and teaching techniques that foster inclusive classrooms.

**Resources to the Rescue: Bringing You the Resources You Need When You Need Them!
Room 160**

Mary Tosch, Student Life Manager, Waubonsee Community College

Dr. Scott Peska, Dean for Students, Waubonsee Community College

Julie Peck, Administrative Specialist Enrollment Management, Waubonsee Community College

Resources to the Rescue started as a marketing effort and has evolved to redesigning how resources are communicated throughout the academic year. Join the presenters to hear lessons learned, marketing strategies and how to establish a collaborative cross functional committee to implement this program.

Leading the Leaders

Room 170

Ben Allen, New Student Specialist/Advisor, Harper College

Sara Mikula, Student Development Specialist/Advisor, Harper College

Megan Kuhn, New Student Specialist/Advisor, Harper College

This presentation explores the training of Student/Peer Leaders in New Student Orientation programs to develop them into connectors, role models, and presenters through careful hiring, training, supervision, and evaluation. The Student Leaders also benefit from professional and personal development that will be valuable to them in their future careers.

Administrative Decision Making in the Initiation and Implementation of First Year Retention Programs at Illinois Public Universities

Room 185

Frank R. McKnight III, Assistant Director of First Year Experience, Chicago State University

Many colleges and universities face record number of first year students leaving during or after their first semester of the first year. With increased access to higher education over the past decade the demographic makeup of universities in Illinois and the United States has diversified. Several public universities have initiated, implemented and institutionalized first year retention programs. The development of first year retention programs has been a strategy in improving freshman persistence. This presentation will share as a result of research how administrators in higher education explain the reasoning behind initiating retention programs for first year students in universities. This presentation will also share findings on how administrators in higher education initiate retention programs for first year students as well as implementation strategies

for these programs. Finally, the results of this study will show how retention programs for first year students are institutionalized in Illinois universities amid budget constraints.

**Looking Toward the Future: Midwest First-Year Conference Roundtable
Room 190**

The Midwest First-Year Conference Planning Committee

Would you like to be part of the planning for next year's Midwest First-Year Conference? This session, hosted by the Midwest First-Year Conference Planning Committee, will provide information on how you can become involved as well as discuss ideas for how we can continue to help the conference evolve and improve. No experience necessary; all are welcome. Idea sharing and brainstorming are appreciated. Attending this session does not obligate you to assist in the future.