

Focusing on the First Year Conference 2020



A conversation about helping students in their first year

Hosted by **First Year Experience**



THE OHIO STATE UNIVERSITY

Conference schedule

7:45 a.m. Check-in and breakfast

8:30 a.m. Welcome

Keynote address

10 a.m. Breakout session I

- Assisting student transitions: Using Schlossberg's transition theory to help first-year students
- Broadening the bridge: Leveraging partnerships and assessment to support student success
- Can what and how we teach make the world more just?: Antiracist pedagogy in teaching first-year students
- Coming into focus: Leveraging data to understand our students
- Diversity, inclusion and why you can't just say that
- Engaging with first-generation students on campus: Communicating resources to enhance learning and achievement
- Freshman 15: Fifteen things first-year students wish Ohio State knew about them
- Give me five minutes
- Hidden in plain sight: Supporting first-year students with disabilities
- Why are they in such a rush?: Helping new first-year students who enter with college credit
- Year two of digital skills, coding and iPads: An overview of Digital Flagship resources

11:15 a.m. Breakout session II

- Collaboration: A multi-departmental approach to student success
- Creating a recovery friendly campus: How to be an ally to first-year students
- Enhanced and engaged teaching and learning with iPads
- First-generation at regional campuses: Moderated discussion of unique needs, successful supports and overcoming challenges
- Focusing on first-gen: Ohio State initiatives supporting first-generation college students

- Frosh on board: Tips for designing and implementing educational road trips for first-year students
- I'm going to college, but what does that mean?: Preparing for the first year doesn't begin in the senior year
- The Morrill Scholarship Program: Engaging diverse populations through intentional work
- Reconceptualizing the "first-year experience" to include campus-change and transfer students
- The results are in!: How collecting student engagement data can improve the first-year experience
- Transition for the first to the second year for first-generation students: Results from a research study

12:15 p.m. Lunch and awards

1:30 p.m. Breakout session III

- Certified training programs as building blocks for peer leaders supporting first-year students
- Creating community through clustered course enrollment
- Creating regional campus q*mmunity: LGBTQ inclusion on the Newark campus
- Financial wellness in the first year and beyond
- First in the ~~CANCELLED~~-essons learned
- Innovative models of engagement: Instructors reflect on culture, inclusion and community building in the classroom
- Moving #firstgenforward in the first year: An open dialogue on strategies in the transition to college
- Not just the smart kids: Targeting support for high-ability Buckeyes
- So... What do FYE Peer Leaders do?
- The STEP cohort experience: A deep dive
- What do thinking and feeling have to do with information?

Welcome

Archie Griffin Ballroom

Catherine P. Montalto
First Year Experience

Keynote address

Archie Griffin Ballroom

First-generation student success: Findings from a landscape analysis of supports and services at four-year institutions

The Center for First-generation Student Success recently published a national landscape analysis of first-generation student success programs and supports at four-year institutions.

In this keynote address, Sarah Whitley (the center’s senior director) will summarize that report’s findings and introduce you to the center’s mission and resources. She’ll explore the current conversation on first-generation students by highlighting some successful student success programs and some experiences that can shape the decision-making of both students and practitioners — and respond with usable ideas for improvements to the ways we work to understand and serve first-generation students.



Sarah Whitley

Center for First-generation
Student Success

Sarah Whitley is the senior director of the Center for First-generation Student Success, an initiative of NASPA — Student Affairs Administrators in Higher Education and The Suder Foundation. Previously, she served as the director of First-Year Experience and Family Programs at Longwood University.

Sarah earned a PhD in higher education from the University of Virginia; a master’s of education in college student personnel administration from James Madison University; and a bachelor’s degree in political science from Longwood College. She is also an alumna of the 2010 HERS Bryn Mawr Summer Institute.

Breakout session I

Assisting student transitions: Using Schlossberg’s transition theory to help first-year students

Rosa M. Ailabouni Room — 3rd floor

Niki Jaburek

Department of Electrical and Computer Engineering

Margaret Nevrekar

University Exploration

When they arrive at Ohio State, first-year students are making a big transition. In this presentation, we’ll review Schlossberg’s transition theory as a basis for engaging with students when they face changes in their lives. We’ll also demonstrate how faculty and staff can put theory into practice every day with the “4 S System.”

Broadening the bridge: Leveraging partnerships and assessment to support student success

Suzanne M. Scharer Room — 3rd floor

Melissa Beers

Department of Psychology

Armada Henderson

Office of Diversity and Inclusion

Chila Thomas

Office of Diversity and Inclusion

For ten years, the Young Scholars Program and the Department of Psychology have collaborated to offer academic enrichment and bridge programming for underrepresented students enrolled in Psychology 1100. In this session, we’ll discuss the mutual benefits of the formalized relationship, demonstrate how the model has changed over time and present key components of the current bridge program model.

Can what and how we teach make the world more just?: Antiracist pedagogy in teaching first-year students

Cartoon Room 2 — 3rd floor

Andrew Bashford

Department of English

Indya Jackson

Department of English

Edgar Singleton

Department of English

Antiracist pedagogy pushes back against long-held assumptions about language that support white supremacist institutional and cultural structures. These structures, invisible to many due to their ubiquity, exclude and stigmatize students whose home language differs from the imagined “standard” — typically students of color. In this session, we will explore this concept and discuss the ways in which staff and faculty can apply anti-racist pedagogies to their work.

Coming into focus: Leveraging data to understand our students

Brutus Buckeye Room — 3rd floor

Krista Scott

College of Food, Agricultural and Environmental Sciences, Academic Programs

Though we have ever-increasing access to data on students, we often rely on the same enrollment data we’ve always used to tell their story. In this session, we’ll review how the College of Food, Agricultural and Environmental Sciences supplements that enrollment data with national data and data from internal assessments and the College Student Inventory to paint a more robust picture of its incoming class. We’ll also discuss ways to use this data to inform strategies for student success.

Diversity, inclusion and why you can't say that

Student-Alumni Council Room — 2nd floor

Mouris Danial

Fisher College of Business

In this session, we'll consider students' introductions to diversity and inclusion as part of their survey courses and discuss relevant successes and failures in the classroom.

Engaging with first-generation students on campus: Communicating resources to enhance learning and achievement

Barbie Tootle Room — 3rd floor

Andrew Perry

Dennis Learning Center

Though first-generation student success has become an important research topic, many first-generation students at Ohio State don't realize that they are the targets of such interest. Using the presenter's own work with two first-generation Second-year Transformational Experience Program cohorts as a guide, we'll discuss how and why you should discuss your research with these students and the implications of doing so on future research and practice.

Freshman 15: Fifteen things first-year students wish Ohio State knew about them

Senate Chamber — 2nd floor

Nicole Kraft

School of Communication

Being a freshman is a far more challenging experience than some of us realize. And the advice we offer can feel hollow or unachievable when the adjustment feels overwhelming in the student's first weeks, semester or even year. This panel will discuss key things students wish we knew about their first-year experience — and how we can help others in the future.

Give me five minutes

Interfaith Prayer and Reflection Room — 3rd floor

Dani Anthony

Academic Advising

Shannon Peltier

Academic Advising

The university has invested in OnCourse to help promote student academic success. Many users, however, aren't fully using the platform's ability to provide proactive outreach to students. In this session, we'll explore five-minute strategies staff can use to identify students in need of a nudge to get them back on track or keep them there.

Breakout session I

Hidden in plain sight: Supporting first-year students with disabilities

Cartoon Room 1 — 3rd floor

Cheryl L. Lyons

Student Life Disability Services

Caity McCandless

Student Life Disability Services

Students with disabilities can experience barriers, bureaucracy and stigma that can challenge them on their path to success on our campuses — and these challenges are often especially acute when their disabilities are non-apparent or undisclosed. In this session, we'll illustrate how students experience life on campus, and we'll discuss some culture-setting and stigma-reducing practices that faculty and staff can use in and out of classrooms.

Why are they in such a rush?: Helping new first-year students who enter with college credit

Tanya Rutner Hartman Room — 3rd floor

Sesan Badejo

University Exploration

Michele Brown

Office of Academic Affairs

Kelly Reavling-Cobb

Office of Academic Affairs

Most new first-year students now enter Ohio State with college credit. In this session, we'll share data on the types of credit students present and discuss what that suggests for student success.

Year two of digital skills, coding and iPads: An overview of Digital Flagship resources

Ohio Staters, Inc. Traditions Room — 2nd floor

Mitchell Bartholomew

Office of Distance Education and eLearning

Andrew Jackson

Office of Distance Education and eLearning

Anna Jamieson

Office of Distance Education and eLearning

Scott Sheeler

Office of Distance Education and eLearning

Digital Flagship, a student success initiative at Ohio State, exists to increase digital literacy in students to prepare them to enter a technology-driven workforce. In this session, we'll review the resources and learning opportunities Digital Flagship provides students in their first year and beyond. We'll also discuss the ways we harness technology to provide those resources, Digital Flagship' relationships with other organizations, and the new ways in which we're planning to reach students in 2020.

Breakout session II

Collaboration: A multi-departmental approach to student success

Tanya Rutner Hartman Room — 3rd floor

Jessica Birchell

Ohio State Marion, Academic Advising

Michelle McKinniss

Ohio State Marion, Retention

How many times have you made a referral to a student — only to find out they never followed up with the other office? How many times have you had to make additional appointments with a student because you were waiting on them to gather information from a different department? How many first-year students do you know who have felt so overwhelmed by this ping-ponging between support services that they've made uninformed academic or financial decisions on their own? In this session, we'll update you on the implementation of success teams on the Marion campus, a holistic approach that allows different departments to work in congruence to provide a more complete and enriched student experience and to offer staff members better access and communication with students.

Creating a recovery friendly campus: How to be an ally to first-year students

Barbie Tootle Room — 3rd floor

Mackenzie Hogan

Student Wellness Center,
Collegiate Recovery Community

Mary Tillman

Student Wellness Center,
Collegiate Recovery Community

Each year, an increasing number of students who may develop a substance use disorder or be affected by a loved one's substance use disorder arrive on campus. In this presentation, we'll review the effects of these disorders on college students and discuss how to identify and refer affected students to the appropriate resources. We'll also discuss how you can help create inclusive environments for students who are in recovery or who have been affected by a substance use disorder.

Enhanced and engaged teaching and learning with iPads

Ohio Staters, Inc. Traditions Room — 2nd floor

Troy Malmstrom

Knowlton School of Architecture

Aimee Moore

Knowlton School of Architecture

Madison Weick

Knowlton School of Architecture

In this session, we'll explore ways in which faculty can incorporate iPads into their lectures, labs and even study abroad opportunities — especially those involving first-year students — by examining the successes and challenges other instructors and students have found in their classrooms. We'll also discuss how these methods can be expanded for upper-level courses.

Breakout session II

First-generation at regional campuses: Moderated discussion of unique needs, successful supports and overcoming challenges

Cartoon Room 1 — 3rd floor

Sarah Whitley

Center for First-generation Student Success

In this session, using discussion topics submitted by faculty and staff, we'll explore the unique first-generation student experience across regional campuses. We will consider the intersectional first-generation student profile within this context, discuss pervasive challenges thwarting efforts, share successful practices, and generate ideas for collaboration and resource sharing. You'll leave with a greater understanding of how to better serve first-generation students within their home communities and meet a network of committed colleagues across the regional campuses.

Focusing on first gen: Ohio State initiatives supporting first-generation college students

Senate Chamber — 2nd floor

Coryn Gonzales

Ohio State Newark, Office of Retention

Ivory Levert

Student Wellness Center

Catherine P. Montalto

First Year Experience

Mathilda Tuuli

Fisher College of Business

Darius Whitaker

First Year Experience

First-generation college students account for more than 25% of new first-year students admitted to all Ohio State campuses for the autumn 2019 semester. In this session, we'll discuss current initiatives supporting these Buckeyes including the Buckeye Generation Learning Community at Ohio State Newark, the Buckeyes First early arrival program, the Fisher F.I.R.S.T. program and the Buckeyes First student organization.

Frosh on board: Tips for designing and implementing educational road trips for first-year students

Student-Alumni Council Room — 2nd floor

Maddie Azari

University Housing

Julius Mayo

University Housing

Clay Peck

University Housing

Off-campus learning opportunities provide first-year students a distinct opportunity to gain an in-depth understanding of complex local, national and global issues. Recognizing the unique developmental and intellectual needs of these students is essential for providing educational processes that stimulate interest and engagement. In this session, we'll review current research and case studies as we discuss how to create educational road trips that enable participants to connect with their world in potentially transformative ways.

I'm going to college, but what does that mean?: Preparing for the first year doesn't begin in the senior year

Rosa M. Ailabouni Room — 3rd floor

Janeisha Finch

Office of Diversity and Inclusion,
Young Scholars Program

Tiffany Payiavlas

Office of Diversity and Inclusion,
Young Scholars Program

Chila Thomas

Office of Diversity and Inclusion,
Young Scholars Program

Preparation for the first year of college often doesn't begin during senior year — especially for first-generation and low-income students. In this session, we'll examine the importance of developing pre-college students' perceptions and attitudes about their college readiness and academic preparation for post-secondary education. We'll use the College Board's Eight Components of College and Career Readiness and other strategies as frameworks to guide the implementation of workshops, programs and discussions that can prepare students and families for college and different educational experiences.

Breakout session II

Morrill Scholarship Program: Engaging diverse populations through intentional work

Cartoon Room 2 — 3rd floor

Nora Yopez-Ornelas

Office of Diversity and Inclusion,
Morrill Scholarship Program

The Morrill Scholarship Program, Ohio State's premier diversity- and merit-based scholarship program, rewards academically talented students who are actively engaged in diversity-based leadership, service and social justice activities. In this session, we'll highlight MSP initiatives that have created structures that help MSP scholars succeed on campus. A panel of current scholars will discuss their experiences with the program.

Reconceptualizing the “first-year experience” to include campus-change and transfer students

Interfaith Prayer and Reflection Room — 3rd floor

Rebecca Cepeda

Office of Student Academic Success,
Research and Program Assessment

Shanna Jaggars

Office of Student Academic Success,
Research and Program Assessment

Marcos Rivera

Office of Student Academic Success,
Research and Program Assessment

When campus change and transfer students begin their journeys on the Columbus campus, they're navigating their first year on a brand-new campus. In this session, we'll share emerging themes from a study being conducted on these students' experiences. We'll also challenge you to reconceptualize how we think about the “first-year experience” to include and support campus change and transfer students' transitions to Columbus.

The results are in!: How collecting student engagement data can improve the first-year experience

Brutus Buckeye Room — 3rd floor

Jena Pugh

Fisher College of Business,
Undergraduate Programs Office

Rocquel Waller

Fisher College of Business,
Undergraduate Programs Office

Units that collect data on student engagement early and often can employ real-time interventions with target populations to increase engagement and support first-year academic success. In this session, we'll highlight the strategies, partnerships and practices that Fisher College of Business staff use to increase data collection on student engagement. We'll also discuss how you can access engagement data in your unit and identify approaches and partnerships to enhance first-year engagement.

Transition from the first to the second year for first-generation students: Results from a research study

Suzanne M. Scharer Room — 3rd floor

Bailie Brownstead

Center for the Study of Student Life

Anne McDaniel

Office of Student Life

Vincent Roscigno

Department of Sociology

In this session, we'll discuss the results of research conducted on a cohort of first-generation students during the autumn semesters of their first and second years at Ohio State. This will include quantitative data on changes in the students' senses of belonging, involvement and aspirations; we'll further discuss how these factors influence student retention. We will also share highlights from interviews with these students in which they reflect on the challenges and successes of their first years of college.

Lunch and awards

Archie Griffin Ballroom

Darius Whitaker

First Year Experience

Through the Outstanding First Year Advocate Awards, First Year Experience recognizes the contributions of exceptional Ohio State faculty and staff to first-year student success.

This award honors individuals who have demonstrated passion and effort beyond their typical job responsibilities for helping students make the most of their first year. Nominees work to foster personal connections with or among first-year students, implement policies that help make first-year student success possible, serve as a resource to new students, and much more.

Congratulations to those nominated for the 2020 awards:

Niki Jaburek

Department of Electrical and
Computer Engineering

Khadijah Jones

Undergraduate Admissions

Ivory Levert

Student Wellness Center

Lauren Lopez

Office of Diversity and Inclusion

Shane McCrory

Ohio State Lima, Office of Student Life

Krista Scott

College of Food, Agricultural
and Environmental Sciences

Complete an
evaluation

go.osu.edu/fyeconferenceeval2020

Breakout session III

Certified training programs as building blocks for peer leaders supporting first-year students

Senate Chamber — 2nd floor

Jordan Helcbergier

Student Wellness Center

Shannon Mullally

University Housing

Residence Life and the Student Wellness Center use peer leaders to support first-year students through tutoring, mentoring, presentations and more. In this session, we'll review these peer education programs and discuss the recruitment and preparation of these peer educators, including the certification programs used in their training.

Creating community through clustered course enrollment

Brutus Buckeye Room — 3rd floor

Andrea Evans

Fisher College of Business,
Undergraduate Programs Office

Jill O'Neill

Fisher College of Business,
Undergraduate Programs Office

The Fisher College of Business piloted in 2017 a cluster enrollment program intended to build community and connectedness in our first-year undergraduate class. We've since expanded this program to include almost 50% of our autumn 2019 semester first-year class. In this session, we'll discuss what we've learned so far and share quantitative and qualitative data collected from student and instructor participants. We'll also discuss the program's contributions to student retention and sense of belonging in our college.

Creating regional campus q*mmunity: LGBTQ inclusion on the Newark campus

Rosa M. Ailabouni Room — 3rd floor

Sage Anderson

Ohio State Newark, PRIDE Out Loud

Desiree Fuerst

Ohio State Newark, Education Curriculum Center

Max Gulick

Ohio State Newark, Academic Advising

Amanda King

Ohio State Newark, Academic Advising

Beth Wallace

Ohio State Newark, Academic Advising

We know that students who identify as LGBTQ or who are closeted need to see staff and faculty on campus with similar identities. To feel safe, they need support networks and resources to help build a sense of belonging on and pride in their campuses. We also know, however, that LGBTQ students are often an underserved population on Ohio State's regional campuses. In this session, we will discuss Ohio State Newark's efforts to improve these students' first-year experiences.

Breakout session III

Financial wellness in the first year and beyond

Tanya Rutner Hartman Room — 3rd floor

Tori Rehr

Center for the Study of Student Life

In this session, we'll explore the financial education and experiences of first-year students at four-year public institutions. Specifically, we'll examine differences in the financial situations of first-year students compared to the general campus population, and we'll review the financial education first-year students receive prior to enrolling in college. We will also discuss what you can do to support the financial wellness of students as they progress through college.

First in the ~~CANCELLED~~ sons learned

Barbie Tootle Room — 3rd floor

Brandon Hines

College of Education and Human Ecology

Niki Jaburek

Department of Electrical and Computer Engineering

Margaret Nevrekar

University Exploration

As part of the University Innovation Alliance, Ohio State has participated in multiple success initiatives — including one funded by a grant from the U.S. Department of Education's First in the World program. In this session, staff involved with that program will discuss their experiences and share lessons they've learned that could help you as you plan future success initiatives.

Innovative models of engagement: Instructors reflect on culture, inclusion and community building in the classroom

Cartoon Room 2 — 3rd floor

Briana Brownlow

Department of Psychology

Armada Henderson

Office of Diversity and Inclusion

Michael Irwin

Department of Economics

Eduan Martinez-Soto

Department of Mathematics

Liz Miller

Department of English

In 2019, the Young Scholars Program partnered with academic units to pilot a semester-long bridge program for underrepresented first-year students. The innovative model was intended to promote holistic, cooperative and sustained learning, and instructors were key to its implementation. In this session, a panel of the program's instructors will discuss their experiences and the value of relationships, community and inclusive teaching in promoting student success.

Moving #firstgenforward in the first year: An open dialogue on strategies in the transition to college

Cartoon Room 1 — 3rd floor

Sarah Whitley

Center for First-generation Student Success

In this session, we'll answer audience questions on the first-generation student experience during the first-year transition by exploring findings from the national landscape analysis on first-generation supports and services at four-year institutions and other evidence-based practices. We'll specifically discuss approaches for supporting students as they develop the necessary cultural capital to navigate their new environment and make attempts to gain a sense of belonging. Depending on your questions and interests, we may also consider topics including: serving through the lens of intersectional identities; data collection and use; engaging parents and families; peer mentoring; and transition programs and courses.

Not just the smart kids: Targeting support for high-ability Buckeyes

Interfaith Prayer and Reflection Room — 3rd floor

Jade Hunt

University Honors & Scholars Center

Alaina Peters

University Honors & Scholars Center

High-ability, high-achieving, Honors, Scholars, go-getters, gifted — whatever you call them, we all work with students who desire to go above and beyond the minimum expectations in the classroom, and it's on us to support them along the way! In this session, we'll review some academic, social and personal needs common to first-year high-ability students and discuss some common approaches to supporting them. We will also explore ways in which you can challenge and support high-ability students in your unit.

So... What do FYE Peer Leaders do?

Student-Alumni Council Room — 2nd floor

Eric Jaburek

First Year Experience

If you've ever wanted a comprehensive overview of the FYE Peer Leader initiative, this is the session for you! We'll review what FYE Peer Leaders are doing to support new first-year students at Ohio State by examining the numbers, logistics and strategies behind students' challenges, successes and everything in between.

Breakout session III

The STEP cohort experience: A deep dive

Suzanne M. Scharer Room — 3rd floor

Caitlyn Black

Second-year Transformational Experience Program

Chelsea Black

University Housing

Beth Fines

University Housing

Toni Greenslade-Smith

University Housing

Susie Whittington

Second-year Transformational Experience Program

While Second-year Transformational Experience Program faculty mentors each bring their own creativity, strengths and passions into the design of their cohort experiences, they also explore key topics and themes informed by student development theory and practice. In this session, we'll review the foundational learning outcomes and associated optional curriculum for the autumn semester STEP cohort by exploring tangible examples of cohort activities and experiences. We'll also discuss strategies for marketing the program to first-year students and identifying opportunities for collaboration in your unit.

What do thinking and feeling have to do with information?: Supporting the whole student in transition

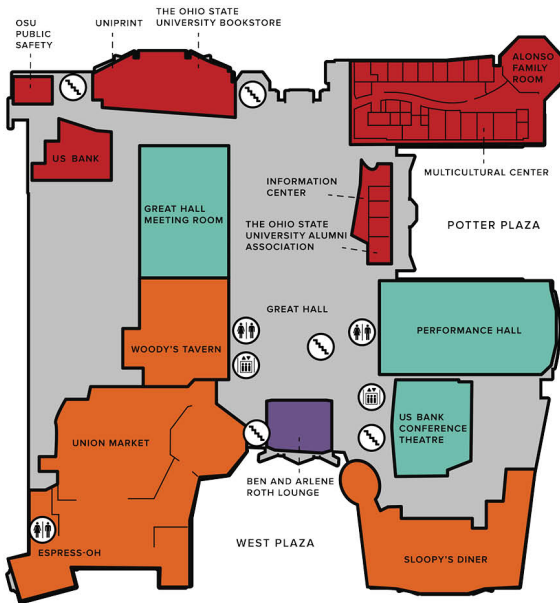
Ohio Staters, Inc. Traditions Room — 2nd floor

Beth Black

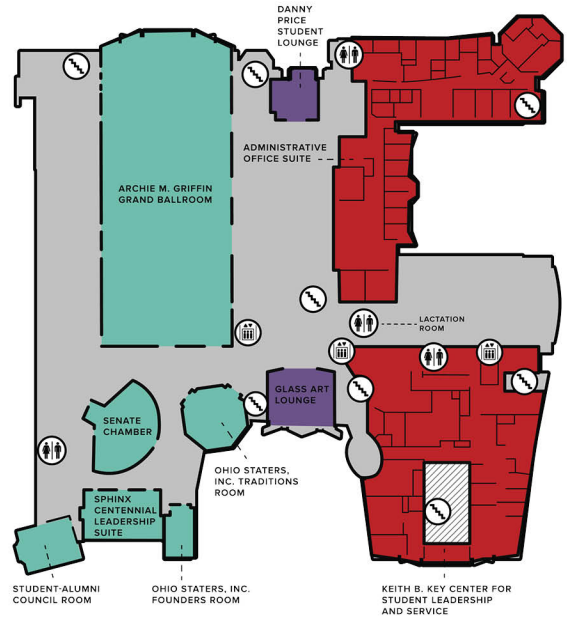
University Libraries

First-year students often struggle with finding, evaluating and using information they need for success in and out of the classroom. "Out Loud: The Library Assignment" — a University Libraries program available to first-year survey course instructors — supports students by providing a mental model for using their own knowledge, thoughts and feelings as they make sense of new information. In this session, we'll review the theories behind the assignment and discuss recent and planned research demonstrating the program's positive effect on retention for student participants.

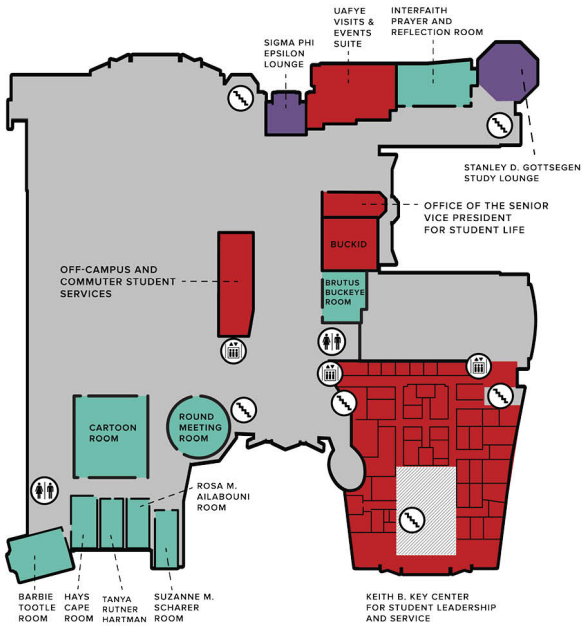
Ohio Union — 1st floor



Ohio Union — 2nd floor



Ohio Union — 3rd floor



Ohio Union map

All sessions are held in the Ohio Union. Room names and locations are indicated with each session's description. View the map online at go.osu.edu/unionmap.



Thank you to all of our colleagues who participated in this conference and whose continued support makes this conference such a great success. Your partnership with First Year Experience and your dedication to first-year students is invaluable.

We also recognize and thank those whose contributions make this conference possible:

Outstanding First Year
Advocate Award nominators

Session presenters

The Ohio Union

Get Started. Make Connections. Get Answers.

Mission

First Year Experience is dedicated to:

- Contributing to the university's goal of achieving excellence by improving first-year retention rates, with a focus on bridging the gap in performance between historically underserved populations and the overall student body
- A data-driven approach to identifying potential students who can be served by specialized and equitable outreach and support
- Understanding the needs of and advocating for students new to the university
- Connecting students to people and resources that could help them in their transition to Ohio State

Vision

First Year Experience uses research, collaboration and expertise to identify and support students through their transition and retention to the university.

Values

First Year Experience is committed to these values:

- Access and affordability
- Collaboration and multidisciplinary endeavors
- Diversity in people and of ideas
- Excellence
- Inclusion
- Innovation
- Integrity, transparency and trust