Focusing on the First Year Conference

A conversation about helping students in their first year.

January 22, 2019
7:45 a.m.  Check-in and breakfast

8:30 a.m.  Welcome and keynote address

10 a.m.  Breakout session I
• Disability and the first-year experience
• Don't fear the “W”: The myths and realities of dropping a course
• Identity: The first-year experience
• Implementing #mindstrong: A manualized cognitive-behavioral skills program to decrease depression and anxiety in first-year students
• LEAPing to new bounds: How an early arrival program helps with Latinx community and transition
• Prediction of graduation rates using first-year indicators: A latent variable approach
• Preparing first-year students for the rigor of stumbling-block courses
• Preparing students for the Second-year Transformational Experience Program (STEP)
• Strategies for students to reflect on and learn from mistakes
• Student tech for academic success
• We piloted Digital Flagship in survey courses so you don't have to

11:15 a.m.  Breakout session II
• Building community together: Collaboration across multiple types of learning communities
• Camp Hetuck: Reinvigorating a student leadership experience
• Digital Flagship: A student success initiative
• Engaging Generation Z in meaningful learning
• First-year, first-generation student belonging and involvement: Results from a mixed-methods survey
• Supporting student wellness in the first year
• Supporting the transition to college for under-represented students in STEM: The role of bridge programs

12:15 p.m.  Lunch and awards

1:30 p.m.  Breakout session III
• Beyond the bridge
• Fast facts about new first-year students: First Year Experience data and you
• Harmonizing the mission of your office with student needs through engaging First Year Success Series sessions
• Making Columbus home: Helping first-year students explore and engage their new city
• Recruiting Generation Z students
• Steering the Digital Flagship: Integrating student skill development into Introduction to Psychology
• Supporting diverse learners in the classroom environment
• Supporting military and veteran first-year students: A three-tier approach
• Surviving College 101: An innovative workshop addressing the challenges first-year college students experience
• Teaching first-year students: An interactive discussion and workshop
• The College of Food, Agricultural and Environmental Sciences road to first-year success, part two: Engaging students through living-learning communities, peer mentoring and the survey class
• The five things every first-year student should know about writing (but probably doesn't)

All sessions are held in the Ohio Union; room names and locations are indicated with each session’s description on pages 2–12. You can find a building map at the end of this program or at go.osu.edu/unionmap. Please attend any session of interest to you. Following the conference, session materials will be posted online for all participants to access.
7:45 a.m.  Check-in and breakfast  
Archie Griffin Ballroom

8:30 a.m.

Welcome

Archie Griffin Ballroom

Dr. Catherine P. Montalto, First Year Experience; Department of Human Sciences

Keynote address

Who is Generation Z? Determined. Innovative. Confident. These are just a few of the many characteristics of Generation Z, or those born between 1995 and 2010. Some of these may remind you of Millennials, but Generation Z brings a whole new set of attributes and experiences to higher education. Our structures, curriculum, environments, processes and pedagogies, however, were likely developed with previous generations in mind. This new cadre of students challenges us to re-conceptualize higher education to ensure we are providing the most meaningful and effective learning and engagement experiences possible.

Corey Seemiller, PhD, is a seasoned educator, researcher and speaker on Generation Z. She has worked in higher education for more than 20 years — and for the last several, directly with Generation Z students. Her work has been featured on NPR and in The New York Times, as well as in other publications, podcasts and academic journals around the world. She has given a TED Talk on Generation Z's plans to make a difference in the world, and she has authored books including Generation Z Goes to College; Generation Z Leads; and Generation Z: A Century in the Making.

Dr. Seemiller is also the author of The Student Leadership Competencies Guidebook and Fenix: The Fearless Feline, an award-winning children's book she co-authored with her then eight-year-old daughter.

Dr. Seemiller holds a bachelor's degree in communication from Arizona State University; a master's degree in educational leadership from Northern Arizona University; and a doctoral degree in higher education from the University of Arizona. She currently serves as a faculty member in the Department of Leadership Studies in Education and Organizations at Wright State University.
10–11 a.m.

Breakout session I

Identity: The first-year experience
Student-Alumni Council Room – Second floor

Moe Samad, University Housing

Participants in this session will be able to explore their own identities and the ways in which they navigate Ohio State through varying lenses. Following a few activities, participants will be able to discuss how these identities and lenses may impact the first-year student experience.

Implementing #mindstrong: A manualized cognitive-behavioral skills program to decrease depression and anxiety in first-year students

Suzanne M. Scharer Room – Third floor

Dr. Jacqueline Hoying, College of Nursing
Dr. Bern Melnyk, College of Nursing
Tyler Rogols, College of Nursing

Transitioning to college can be stressful. In light of increased demands for college mental health services, preventative mental health programs offer a great way for university partners to support first-year students before they experience a crisis. The College of Nursing’s innovative and evidence-based #mindstrong program has helped first-year undergraduate and graduate students across the university to adapt to stressors experienced in college-life and decrease the depressive and anxiety symptoms. Learn how the program can benefit your students!

Disability and the first-year experience
Rosa Ailabouni Room – Third floor

Michael Shirzadian, Department of English
Emma Traylor, Department of Philosophy
Caroline Bruns, Fisher College of Business
Maeve Peng, Department of Mathematics; Department of Economics; Department of Statistics; Fisher College of Business

Seeking to rethink students’ first-year experience from a disability studies perspective, panelists will put various aspects of the first-year experience — campus and classroom architecture, academic expectations, institutional thinking about mental health, etc. — in conversation with scholars who work at the intersection of disability studies and university life. By doing so, we hope to encourage students, faculty and staff to develop critical “attunement” to disability at Ohio State.

Don’t fear the “W”: The myths and realities of dropping a course
Brutus Buckeye Room – Third floor

Katie Watkins, College of Pharmacy
Breanna Falb, School of Health and Rehabilitation Sciences
Stephanie Elliott, University Exploration

Is it bad to drop a class? What happens if a student drops late in the semester? Can a student really get into graduate or professional school if they have a “W”? Let’s talk about the real story behind the “W” and why it might not be as scary as you think.
LEAPing to new bounds: How an early arrival program helps with Latinx community and transition

*Great Hall Meeting Room – First floor*

**Gustavo Molinar,** Multicultural Center

**Indra Leyva,** Multicultural Center

**Lauren Lopez,** Office of Diversity and Inclusion

As more Latinx students enter higher education, the need for academic preparation and transitional support for this population increases. This interactive presentation provides insight into the Latinx Early Arrival Program (LEAP) at Ohio State. LEAP is a pre-enrollment program that provides incoming first-year Latinx students with mentoring opportunities from upper-level students, faculty and staff. Participants will learn about creating an inclusive environment that supports Latinx students and creates a sense of belonging.

Prediction of graduation rates using first-year indicators: A latent variable approach

*Interfaith Prayer and Reflection Room – Third floor*

**Dr. Gary Kennedy,** Office of Student Academic Success, Analysis and Reporting

Can first-year performance predict graduation? This study examined two hypotheses. First, homogeneous latent subgroups within a cohort can be identified based on knowledge of the relationship between patterns in first-year performance and cohort graduation trajectories. Second, the latent subgroups thus derived can be applied to subsequent cohorts to predict graduation. The results suggest that this approach may be a useful tool for academic advisors in the early identification of students at risk of not graduating.

Preparing first-year students for the rigor of stumbling-block courses

*SPHINX Centennial Leadership Suite – Second floor*

**Dr. Matthew Stoltzfus,** Department of Chemistry and Biochemistry

**Lindsay Smith,** First Year Experience, Peer Leader

**Dr. Daniel Turner,** Department of Chemistry and Biochemistry

**Dr. Ted Clark,** Department of Chemistry and Biochemistry

To succeed in college, most first-year students can't rely on the study habits that led to success in high school. However, students all too often find that real change in their study habits is easier said than done. Instructors and advisors can play a pivotal role in helping students implement and maintain effective study strategies. We’ll share an analysis of the behaviors of chemistry students who succeeded despite weak academic backgrounds.
Preparing students for the Second-year Transformational Experience Program

Round Meeting Room – Third floor

Dr. Susie Whittington, Second-year Transformational Experience Program

Toni Greenslade-Smith, University Housing; Second-year Transformational Experience Program

Chelsea Black, Second-year Transformational Experience Program

Rebecca Kapusta, Second-year Transformational Experience Program

As part of Ohio State’s ongoing commitment to redefining the student experience, the university created a transformational second-year residential initiative designed to lead to higher graduation and retention rates and to improve student engagement and satisfaction, as well as post-graduation success. During this session, participants will learn the basics of the Second-year Transformational Experience Program (STEP) as it relates to a first-year student, how STEP can benefit students and how they can help inform students about STEP.

Student tech for academic success

Barbie Tootle Room – Third floor

Dr. Nicole Kraft, School of Communication

Edina Reo, Student Athlete Support Services Office (SASSO)

Last summer, we offered, for the first time, EXP 1500: Student Tech for Academic Success. In this course, we allowed first-year student-athletes to acclimate to campus life, develop learning skills and tricks, and engage fully in their iPad to help make it their go-to tool. The result was a connected learning community that has helped them better understand how and why technology can work for them as a learning tool, which we believe can be a model for others to follow.

We piloted Digital Flagship in survey so you don't have to

Tanya Rutner Hartman Room – Third floor

Hannah Croft Bushman, Fisher College of Business, Undergraduate Academic Services

Audrey Van Ostran, Fisher College of Business, Undergraduate Academic Services

This session offers an overview the Digital Flagship experience from the perspective of the educator and the student. Focusing on using the iPads in autumn semester 2018 survey courses, academic advisors will share their experiences implementing iPads in the survey curriculum and include demonstrations. Attendees will learn directly from students via findings from an assessment we designed and administered to students, and discuss how this informs changes going forward. Those with iPads are encouraged to follow along!

Strategies for students to reflect on and learn from mistakes

Senate Chamber – Second floor

Dr. Kathleen Harper, Department of Engineering Education

Dr. Richard Freuler, Department of Engineering Education

“Everyone makes mistakes,” but some students don't believe this applies to them. Other students recognize their mistakes but feel doomed to never understand the content. We will draw connections between educational literature (particularly on formative assessment and growth mindset) and classroom strategies to encourage students to use errors for feedback and learning. Participants will explore ways to adapt these strategies to their own courses.
11:15 a.m.–12:15 p.m.

Breakout session II

Building community together: Collaboration across multiple types of learning communities

*Rosa Ailabouni Room – Third floor*

**Jena Pugh,** Fisher College of Business, Undergraduate Leadership and Engagement

**Julianne Hensel,** Fisher College of Business, Undergraduate Advising

**Keira Williams,** Fisher College of Business, Office of Global Business

This session will provide attendees with an inside look into the collaborative efforts across three types of learning communities: general interest, Honors-focused and Scholars programs. Through shared programming, experiential learning opportunities and intentional connections between staff members throughout the year, student learning and the first-year residential experience is enhanced. Attendees will leave with new ideas, professional connections and excitement to take their current or future learning community collaborations to the next level.

Camp Hetuck: Reinvigorating a student leadership experience

*Suzanne M. Scharer Room – Third floor*

**Andrew Sokolich,** Ohio State Mansfield, Student Life

**Michelle McGregor,** Ohio State Mansfield, Student Life

**Darla Myers,** Ohio State Mansfield, Student Life

Camp Hetuck is a program designed for first-year students at Ohio State Mansfield. In 2018, the Camp Hetuck implementation team won the Outstanding First Year Advocate award presented at this conference. This session will provide an overview of the history of Camp Hetuck and how it has evolved since its inception. We will also discuss the implications that the camp has had on recent generations of students at the Mansfield campus.

Digital Flagship: A student success initiative

*Tanya Rutner Hartman Room – Third floor*

**Cory Tressler,** Office of Distance Education and eLearning

Digital Flagship is a comprehensive, university-wide digital learning initiative intended to support educational innovation for students and economic development opportunities for the community. Digital Flagship isn’t a device initiative; it’s a student success initiative. Digital Flagship seeks to blend learning technology throughout the university experience and increase student engagement and learning transformation — both inside and outside the classroom. This session will focus on the initial implementation of the initiative during the 2018–2019 academic year. Attendees will have an opportunity to hear from faculty, staff and students who have been impacted by the initiative thus far.
Engaging Generation Z in meaningful learning

*Cartoon Room – Third floor*

**Dr. Corey Seemiller,** Wright State University

The interests, motivations, styles and needs of Generation Z are vastly different from those of their Millennial counterparts, and they require us to educate in new ways. Engage in a group conversation to learn methods for enhancing your teaching while maximizing Generation Z’s learning.

First-year, first-generation student belonging and involvement: Results from a mixed-methods study

*Great Hall Meeting Room – First floor*

**Dr. Anne McDaniel,** Center for the Study of Student Life

**Dr. Vincent Roscigno,** Department of Sociology

**Matt Van Jura,** Center for the Study of Student Life

**Ashley Wright,** Center for the Study of Student Life

This session will present the preliminary results from a longitudinal mixed-methods study that will follow a cohort of first-year, first-generation college students throughout their college career. The session will focus on findings from students’ first semester in college with an emphasis on plans for involvement and engagement on campus, sense of belonging and challenges students face. The data is from a survey of first-generation students and their peers, and interviews with 100 first-year, first-generation students.

Supporting student wellness in the first year

*SPHINX Centennial Leadership Suite – Second floor*

**Abigail Ormsby,** Recreational Sports

Incorporating wellness into the first-year experience is crucial for student success. Through this presentation, you will learn more about the definition of wellness and ways to effectively incorporate wellness practices into your work with students.

Supporting the transition to college for underrepresented students in STEM: The role of bridge programs

*Senate Chamber – Second floor*

**Anna C. Brady,** Office of Diversity and Inclusion

**Taylor A. Watkins,** Office of Diversity and Inclusion

As underrepresented students transition into science, technology, engineering and math majors, they face challenges. Bridge programs act as a buffer against these challenges by developing students’ understanding of campus resources, content knowledge, study skills and connection with peers. This session will focus on a bridge program facilitated by The Ohio LSAMP Alliance focused on supporting underrepresented students in STEM majors. We will discuss how our bridge program circumvents common challenges faced by underrepresented students in STEM through various programming.
Show and tell: A roundtable about promising practices and the First Year Success Series

Round Meeting Room – Third floor

Lydia Anderson, First Year Experience
Nicole Craven, First Year Experience

Regardless of whether you’ve facilitated a First Year Success Series (FYSS) session in the past, we’re looking for your input in this roundtable discussion! Bring your ups and downs, questions, concerns, and ideas regarding the First Year Success Series. This session is ideal for people interested in starting or refining a FYSS session. We want to hear what has worked, what has failed spectacularly and what ideas you want to try as we seek to improve the ways in which we serve our first-year students. Come to this session ready to contribute, listen, and move our conversation and work forward.

The College of Food, Agricultural and Environmental Sciences' road to first-year success, part one: How the pre-enrollment journey shapes student experiences at Ohio State

Brutus Buckeye Room – Third floor

Krista Scott, College of Food, Agricultural, and Environmental Sciences

Enrolling students that meet institutional goals can be a challenge for academic units. The College of Food, Agricultural and Environmental Sciences must balance institutional priorities, departmental capacities, distinct majors and statewide engagement to enroll our next generations of scholars. Part One of “The CFAES Road to First-Year Success” will consider a student’s pre-enrollment journey. We'll cover a longitudinal evaluation of students, a detailed snapshot of CFAES today, and the ways in which we leverage this information for recruitment and orientation.

Too stressed to feel blessed: Supporting today’s high-ability Buckeyes

Interfaith Prayer and Reflection Room – Third floor

Melany Freiria, Honors & Scholars
Jade Hunt, Honors & Scholars

Join the Honors engagement team in a discussion about the needs and experiences of today’s Buckeyes in light of increasing entering academic qualifications for first-year students. The presenters will discuss a recent assessment of their student population, as well as additional relevant research and current initiatives being used to engage and support high-ability students on campus.

Undergraduate research and the first-year student

Student-Alumni Council Room – Second floor

Amanda Jovanovich, Office of Undergraduate Research and Creative Inquiry

As students arrive on campus with the goal of getting involved in undergraduate research, it is important for them to know that Ohio State has a designated Office of Undergraduate Research and Creative Inquiry. This session will share the office's tools, resources and programs available to first-year students. Additionally, it will provide a platform to discuss the ways in which the office can collaborate with others on campus to better inform and serve interested students.
Lunch and awards

Archie Griffin Ballroom

Darius Whitaker, First Year Experience

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

This award honors individuals who have demonstrated a passion beyond their typical job responsibilities for helping students make the most of their first year, such as fostering personal connections with or among first-year students, implementing policies that helped make first-year student success possible, and serving as a resource to new students.

Congratulations to our university colleagues who were nominated for the 2018 awards:

Angelett Anderson
Program Manager, Recruitment and Diversity
College of Arts and Sciences

Dilnavez Cama
Department Manager
Off-Campus and Commuter Student Services

Kyle Hovest
Hall Director, University Housing
Office of Student Life

Ellen Strawn
Assistant Director, Student Financial Aid
Office of Student Academic Success

Jamie White
Director, Retention and Student Success Initiatives
The Ohio State University at Newark

Complete an evaluation

We want to hear about your experience at today’s conference: go.osu.edu/fyeconferenceeval
1:30–2:30 p.m.

Breakout session III

Beyond the bridge

Interfaith Prayer and Reflection Room – Third floor

Dr. Edwin Lee, College of Engineering, Office of Diversity, Outreach and Inclusion

Dr. Ronald Parker, College of Engineering, Office of Diversity, Outreach and Inclusion

Olga Stavridis, College of Engineering, Office of Diversity, Outreach and Inclusion

Lisa Barclay, College of Engineering, Office of Diversity, Outreach and Inclusion

This session focuses on the College of Engineering’s Office of Diversity, Outreach and Inclusion, its summer bridge and early arrival programs, and its efforts to extend the effectiveness of those programs into the first year. The office offers seminar courses, tutoring and supplemental instruction, first-year learning communities and advising, extending these services beyond its bridge and early arrival students to include all female and underrepresented minority students in the College of Engineering.

Fast facts about new first-year students: First Year Experience data and you

Barbie Tootle Room – Third floor

Amy Collins-Warfield, First Year Experience

Eric Jaburek, First Year Experience

First Year Experience collects data on incoming new first-year students (NFYS) on the Columbus campus in a variety of ways, including through the College Student Inventory, Peer Leader stoplight assessments and Peer Leader interaction tracking. We will provide highlights of what we know about the AU18 NFYS cohort. We will also explain how we collect, analyze and share our data, as well as how our data can be useful for identifying and connecting with students who need the most support.

Harmonizing the mission of your office with student needs through engaging First Year Success Series sessions

Student-Alumni Council Room – Second floor

Chris Younkin, University Libraries, Research and Education

Beth Black, University Libraries, Research and Education

The most effective First Year Success Series sessions occur when the presenter’s goals harmonize with the needs of students transitioning to college, and engaging instructional design enhances student learning and experience. In this session, participants will work toward this harmony by identifying the connections between their unit’s mission and resources and the goals of the First Year Success Series. The presenters will also share their best practices for designing engaging sessions.
Making Columbus home: Helping first-year students explore and engage their new city

*Rosa Ailabouni Room – Third floor*

**Esther DeBusk,** School of Environment and Natural Resources  
**Amanda Laser,** School of Environment and Natural Resources  
**Kate Gorman,** School of Environment and Natural Resources

When students make a deeper connection to their new home in Columbus, we all share the benefits: increased individual career opportunities, improvements to community and quality of life, more contextualized and relevant service learning projects, and decreased “brain-drain” statewide. This session explores concrete and easy-to-implement means for connecting students to Columbus during their first year. Participants will gain practical tools for their first-year programming and course work. Presenters include staff and students engaged in this work.

Recruiting Generation Z students

*Cartoon Room – Third floor*

**Dr. Corey Seemiller,** Wright State University

We have to do more than just build it for them to come. Join a highly-interactive discussion to learn tips and strategies to conduct outreach to, recruit and admit Generation Z students to a university.

Steering the Digital Flagship: Integrating student skill development into Introduction to Psychology

*Great Hall Meeting Room – First floor*

**Dr. Melissa Beers,** Department of Psychology  
**Dr. Anna Yocom,** Department of Psychology  
**Dr. Kristin Supe,** Department of Psychology

In 2018, freshmen at Ohio State began the academic year with new courses and new technology: Digital Flagship iPads. In this session, instructors teaching Introduction to Psychology in different formats (traditional, honors and online) will discuss how we have leveraged this new technology to develop new academic skills, assignments and classroom activities. We will highlight principles drawn from the science of learning and share strategies that instructors of any course can use.

Supporting diverse learners in the classroom environment

*Senate Chamber – Second floor*

**Mallory Workman,** The Ohio State University Nisonger Center  
**Karen Krainz Edison,** The Ohio State University Nisonger Center

This session offers faculty and staff information about the best ways to support diverse first-year learners, particularly those with intellectual and developmental disabilities. Attendees will learn strategies by looking at their curriculum from an inclusive perspective and discussing how they could modify their curriculum to be more accessible. Attendees will also learn how to support diverse learners from mental health and advocacy perspectives.
Supporting military and veteran first-year students: A three-tier approach
*Tanya Rutner Hartman Room – Third floor*

**Sophia Braga de Barros**, Off-Campus and Commuter Student Services  
**Josh Clasen**, Office of Military and Veterans Services  
**Sean Dupiano**, Off-Campus and Commuter Student Services; Office of Military and Veterans Services

The Office of Military and Veterans Services offers a variety of resources and services that help make Ohio State one of the top schools nationwide for supporting military and veteran students. In this session, we’ll outline the ways that this office supports first-year students and the ways that other university offices and departments can use the Veteran Community Advocate Program to better understand and serve the military-affiliated student population.

Surviving College 101: An innovative workshop addressing the challenges first-year college students experience  
*SPHINX Centennial Leadership Suite – Second floor*

**Alexandra Dokas**, Counseling and Consultation Services  
**Carla Eugene**, Counseling and Consultation Services

This presentation focuses on a four-part series of workshops developed by senior staff clinicians at Counseling and Consultation Services to address the challenges first-year students face in the transition to college. This session will also highlight various aspects of the workshops, such as teaching students coping skills that can assist with balancing academic, emotional and social demands, and addressing mental health concerns such as depression, anxiety and suicide.

Teaching first-year students: An interactive discussion and workshop  
*Barbie Tootle Room – Third floor*

**Dr. David Tomasko**, College of Engineering  
**Dr. Jeffrey Froyd**, Department of Engineering Education  
**Dr. Kay Halasek**, University Institute for Teaching and Learning

This session will explore expectations and rationales for a first-year teaching endorsement through the University Institute for Teaching and Learning. In a facilitated interactive workshop, participants will engage in exercises intended to isolate traits and characteristics that distinguish first-year students and identify evidence-based teaching strategies and student support strategies that promote success for all first-year students, especially those students who are succeeding at lower rates than the general population of first-year students at Ohio State.
The College of Food, Agricultural and Environmental Sciences' road to first-year success, part two: Engaging students through living-learning communities, peer mentoring and the survey class

Brutus Buckeye Room – Third floor

Sarah Williams, College of Food, Agricultural and Environmental Sciences

Building on part one, in this session, we'll guide you through a CFAES student’s first-year engagement: welcome week events, living-learning communities, peer mentoring (including a new class), student success squads, and the survey class. A majority of the session will focus on peer mentor engagement and how we track a student’s adjustment to campus both in the classroom and out of the classroom.

The five things every first-year student should know about writing (but probably doesn't)

Suzanne M. Scharer Room – Third floor

Dr. Edgar Singleton, Department of English
Crstina Rivera, Department of English
Bonnie Opliger, Department of English

In an era when most incoming students bring AP credit for the first (and often second) writing course, it’s likely students will bring high school attitudes toward writing with them as well. In this session, we will explore the five top misconceptions about college writing and suggest ways in which everyone who interacts with first-year students can nudge them toward a better understanding of writing that works in college.
Ohio Union map

All sessions are held in the Ohio Union. Room names and locations are indicated with each session’s description. You can also 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


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 identify potential students to 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 university values:

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

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