

# 10th Annual Midwest First-Year Conference



Friday, September 29, 2017

*Hosted by*



**LOYOLA**  
UNIVERSITY CHICAGO

## Conference Schedule | 2017

- 8:00 a.m. **CHECK-IN AND CONTINENTAL BREAKFAST**  
Damen Student Center, 2nd Floor
- 8:30 a.m.–8:40 a.m. **WELCOME – DR. SHAWNA COOPER-GIBSON**  
Damen Student Center, Sister Jean Schmidt Ballroom
- 8:40 a.m.–9:50 a.m. **KEYNOTE ADDRESS - DR. LAURA I. RENDON**  
Damen Student Center, Sister Jean Schmidt Ballroom
- 10:00 a.m. – 11:00 a.m **EDUCATIONAL SESSION I**  
Various Locations
- 11:15 a.m.–12:15 p.m. **EDUCATIONAL SESSION II**  
Various Locations
- 12:20 p.m.–1:10 p.m. **AWARDS LUNCHEON FEATURING DR. TRACY SKIPPER**  
Damen Student Center, Sister Jean Schmidt Ballroom
- 1:10 p.m.–1:30 p.m. **SPONSOR AND POSTER PRESENTATION SHOWCASE**  
Damen Student Center, 2nd Floor
- 1:45 p.m.–2:45 p.m. **EDUCATIONAL SESSION III**  
Various Locations
- 3:00 p.m.–4:15 p.m. **HIGHER EDUCATION LEADERSHIP PANEL**  
Damen Student Center, Sister Jean Schmidt Ballroom
- 4:15 p.m.–4:30 p.m. **CLOSING AND ANNOUNCEMENTS**  
Damen Student Center, Sister Jean Schmidt Ballroom

## MAP OF LUC LAKE SHORE CAMPUS

The Keynote Session, Awards Luncheon, Poster & Sponsor Session, and Higher Education Leadership Panel will take place on the 2nd floor of the Damen Student Center in the Sister Jean Schmidt Ballroom.

Educational Sessions will take place in the following buildings (noted with stars on the map):

- Damen Student Center (Damen Cinema, Damen 214, Damen 216)
- Norville Athletics Center (Norville 114, Norville 341)
- Cuneo Hall (Cuneo 103, Cuneo 107, Cuneo 111)



## Laura I. Rendón, Ph.D.

University of Texas at San Antonio and Center for Research & Policy in Education



Laura I. Rendón is Professor Emerita and Co-Director of the Center for Research and Policy in Education at University of Texas-San Antonio.

A native of Laredo, Texas, Rendón's scholarly endeavors have focused on college access and success especially for low-income, first-generation students. Rendón is credited with developing the theory of validation that academic and student affairs practitioners have employed as a student success framework.

Rendón is also a teaching and learning thought leader. She is the author of the book, *Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice and Liberation*, that addresses deep, holistic learning and its relationship to social justice.

Rendón has delivered keynote addresses at national and international conferences, and she has conducted faculty and staff development workshops at two- and four-year colleges.

She is currently co-editor of three new books which will be released in 2017:

- 1) *The Latino Student Guide to STEM Careers*
- 2) *New Directions in Hispanic College Student Assessment and Academic Preparation*
- 3) *Hispanic College Students Move Forward: Policies, Planning and Progress in Promoting Access*

In 2013 the Texas Diversity Council awarded Rendón the title of being one of the Most Powerful and Influential Women in Texas. Rendón has also been a fellow of the Fetzer Institute and is currently a fellow of the Mind and Life Institute.

Rendón earned a Ph.D. from the University of Michigan, Ann Arbor. She holds a Master of Arts degree from Texas A&M University-Kingsville and a Bachelor of Arts degree from the University of Houston. Rendón earned an Associate of Arts degree from San Antonio College and also attended Laredo Community College.

## Educational Session I, 10:00– 11:00 a.m.

### | A Conversation about Student Success with Dr. Laura I. Rendon

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Dr. Laura I Rendon, University of Texas at San Antonio and Center for Research & Policy in Education.

Damen Cinema

### | Developing a First-Year Residential Curriculum: The Loyola Experience at Home

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Niecy Riley, Loyola University Chicago

Sam Siner, Loyola University Chicago

Cuneo 111

At a residential campus such as Loyola University Chicago, first-year students often spend a third or more of their day in the residence halls. This presents a unique opportunity for Residence Life to provide educational experiences for residents that align with the challenges and needs of first-year student populations, contributing to student learning and retention. Loyola Residence Life recently developed a brand-new Residential Curriculum (RC), launching in Fall 2017. The Residential Curriculum consists of three educational themes – connecting with community, building skills, and committing to faith, justice, and service – that align with the Loyola Experience, a large-scale retention strategy at the university. The Residential Curriculum consists of a variety of time-based learning outcomes tailored to the specific needs of first-year students during each time of the year. From those learning outcomes, Resident Assistants create a wide variety of educational strategies that help students learn where they live. This presentation will demonstrate how Loyola has leveraged its residential experience to maximize student learning, development, and retention.

### | Bridging the Digital Divide for Incoming Students

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Joel Houlette, Indiana University-Purdue University Indianapolis

Jamie Opdyke, Indiana University-Purdue University Indianapolis

Norville 341

The MSS program is designed to help traditionally underrepresented first-year students achieve academic success and foster a connection with the institution. Since the start of the MSS program in 2009 the program has been a catalyst in helping multicultural students become more engaged in the campus community and has helped with improving student retention. The MSS program utilizes specific retention strategies to retain first-year multicultural students and assists them in developing the support system necessary to persist to graduation. Students have reported the MSS program has been a vital aspect of their first-year experience. The data also suggests the MSS program is effective in retaining students of color and all five program strategies were found to have contributed to students' decisions to stay at MPC. This

presentation will highlight the importance of each program strategy, the key findings of the study that was conducted on the program, success, challenges and how this program can be beneficial for other colleges.

## **| Developing a Summer Bridge Program for First Generation Students and their Families**

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Jenna Martin, Franklin College  
Cuneo 103

At Franklin College, first generation students and their parent/family members are invited to participate in a 3-day, 2-night summer bridge program that introduce students and families to what it means to be a Franklin College student via a day-in-the-life model. Session attendees will learn about the inception of the program, planning processes, feedback from the parents and students, the extension of the program into the classroom, and retention/success data for 4-year graduation rates at Franklin College.

## **| Inclusively Increasing Retention: Five Strategies for Student Success**

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Dr. Brittany Bell, St. Norbert College  
Cuneo 107

The MSS program is designed to help traditionally underrepresented first-year students achieve academic success and foster a connection with the institution. Since the start of the MSS program in 2009 the program has been a catalyst in helping multicultural students become more engaged in the campus community and has helped with improving student retention. The MSS program utilizes specific retention strategies to retain first-year multicultural students and assists them in developing the support system necessary to persist to graduation. Students have reported the MSS program has been a vital aspect of their first-year experience. The data also suggests the MSS program is effective in retaining students of color and all five program strategies were found to have contributed to students' decisions to stay at MPC. This presentation will highlight the importance of each program strategy, the key findings of the study that was conducted on the program, success, challenges and how this program can be beneficial for other colleges.

## **| Designing Inclusive Learning Environments with Active Learning Strategies**

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Keyona Castleman, Loyola University Chicago

Annie Kelly, Loyola University Chicago

**Norville 114**

In this interactive session, the presenters will provide an overview of effective facilitation strategies that can be applied to instructing the first-year seminar, training of peer leaders, and for usage in other academic learning environments. The facilitators will model transferable instructional techniques that support student engagement and collaborative learning through a four-step framework that promotes a positive and inclusive learning experience. Participants will learn and take away tangible skills, models, and methods to enhance their teaching and facilitation.

## **| Building an Inclusive Campus: Incorporating Power, Privilege, and Diversity into a Summer English Program for International Students**

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Lynn Ishikawa, DePauw University

Dr. Tamara Stasik, DePauw University

**Damen 216**

This session presents the experience of incorporating topics related to power, privilege, and diversity into a Summer English Immersion Institute -- a two week intensive English and academic skills course for incoming international students at a small liberal arts college. Our experience suggests that participants benefited from the opportunity to explore topics of historical and cultural importance in America through carefully chosen readings, writing assignments, and guided discussions. Three goals motivated this initiative: first, the need to provide incoming international students with greater background knowledge of American culture in order to facilitate their learning in all courses; second, the desire to provide a context for the discussions, headlines, and experiences that students will likely encounter during their time in the United States; and third, the desire to build a more inclusive campus. This session will examine various considerations of incorporating issues of power, privilege, and diversity into a brief intensive English course for new international students, explain the process used to plan the curriculum, outline our Instructor and Teaching Assistant training program, and provide sample readings and lesson activities.

## | ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching!

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Brad Garner, Indiana Wesleyan University  
Damen Cinema

The world has gone digital! The degree to which this reality has impacted higher education is worthy of further discussion. But you, as an innovative and forward thinking faculty member can make your classes pop and sizzle with the latest in easy-to-learn digital tools that connect you with your students both inside and outside the classroom. These include social media, presentation tools, videos, interactive learning objects, and web-based resources... just to mention a few. This session will allow you to sample a variety digital tools (and receive a digital document with step-by-step directions for all fifty tools)! Strap in for a digital adventure.

## | Effectively Leveraging a Student Team to Create a More Inclusive First-Year Experience

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Lauren Napolitano, Northern Illinois University  
Shelley Mass, Northern Illinois University  
Kelly Smith, Northern Illinois University  
Norville 114

In a time of an ever-increasing desire to engage students in meaningful, career-related work experiences, and budget shortfalls leading to lack of proper staffing and increased workload, utilizing a student staff team can be invaluable. This presentation shares information regarding the 1) development of a Student Success Team (SST), 2) utilization of a SST to manage, support and increase student engagement in multiple programs, events and services throughout the entire year, and 3) how SST members transfer their student work into career-related work and internship experiences at NIU. Session facilitators will share best practices for creating and leveraging a student team and provide participants with materials and an interactive experience with current students to help make their own offices more student-centered and inclusive.

## | Connecting the Dots: Developing a Sense of Belonging for Undocumented Students

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Susana DasNeves, Northern Illinois University  
Sandy Lopez, Northern Illinois University  
Norville 341

As a result of the new administration in the white house there has been a sense of despair and fear among undocumented students and the immigrant community at large. This session will

engage participants in a dialogue to explore strategies to address undocumented students need to feel welcome and validated regardless of their immigration status. A review of undocumented student population demographics state and federal immigration legislation and executive orders that impact access to higher education will be addressed. Lessons learned and best practices to help undocumented students regain a sense of belonging and trust will be shared with audience.

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## | Self-Authorship in the First-Year Seminar

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Dr. Adetokunbo Earl Fatoke, Malcolm X College

Cuneo 103

Students enter their first year of college with the expectation to learn the necessary skills to be successful in the real-world. First-year Seminars (FYS) are structured to introduce students to their respective institutions and campus resources, generate intellectual curiosity, and establish a sense of social and environmental belongingness, inclusiveness. Moreover, the goal of higher education is to prepare students cognitively and academically for life and success after graduation. An emphasis on evaluation, critical thinking, and solving problems are the foundation of higher education, leading to the compartmentalization of addressing social and personal issues students may encounter. Research shows that institutions of higher education are doing little to prepare students socially, personally, and environmentally as they transition into the real world. As a framework, Self-Authorship allows for educators to construct transformative learning experiences by empowering students to generate knowledge based on their own actions and ideas. Doing so will produce adept problem-solvers, the creation of identity, and establishing meaningful relationships to support them in personal and social growth. Deconstructing and implementing Self-Authorship in the FYS has the potential to yield engaged learners seeking more authentic methods for solving problems, while simultaneously establishing a new sense of inclusiveness in the FYS.

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## | Compassionate Enrollment: A New Solution to the Old Problem of Retention

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Kimberly Moore, Loyola University Chicago

Cuneo 107

The purpose of this session is to present a promising practice in the pursuit of a solution to the retention problem. For decades, retention studies have focused on post-enrollment strategies; this session will present the findings from a study focused on an innovative pre-enrollment retention strategy called compassionate enrollment. The results of the study confirm compassionate enrollment leads to the retention of students and offers university leaders a new way of addressing retention and completion rates. Compassionate enrollment includes the holistic application of three dimensions: personalized enrollment practices, academic preparedness, and need-meeting financial aid. Session participants will learn about junior college student's perceptions of compassionate enrollment and how it affected their decision

to stay in college and persist to graduation. Through an interactive presentation, designed for practitioners and researchers, session participants will leave with a deeper understanding of an innovative retention solution that has broad implications for research and practice.

## **| Understanding Bias and Promoting Inclusivity: Tools from UNIV 102**

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Betsi S. Burns, Loyola University Chicago  
Kelly Moore, Loyola University Chicago  
Robyn Mallett, Loyola University Chicago  
Leah Pasquesi, Loyola University Chicago  
**Cuneo 111**

As Loyola becomes a more diverse campus, our students are also encountering people who are different from them, and they are expected to live and work in a diverse world. Loyola's mission asks students to become "persons for others" and to consider themselves as socially interdependent. Yet there are gaps in our curriculum with respect to helping students to learn how their own positions in the world shape their perceptions of others. To address this issue, UNIV 102- Understanding Bias and Promoting Inclusivity was developed to introduce students to the concept of how privilege, power, and oppression shape ourselves, perceptions of others, and our social world. The course uses various strategies to maximize student capacity for understanding how students and others are shaped by and operate within the larger social system. Students are exposed to the basic terms and concepts related to course topics, while exploring their own cultural identities, values, and biases. The concept of intersectionality is emphasized throughout the course. This session will focus on the tools and activities utilized in the course to help students understand their bias and promote inclusivity across campus.

## **| The PROMISE Scholars Program: A National Science Foundation STEM Initiative**

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Dr. Denise R. Hayman, Northern Illinois University  
**Damen 216**

The focus of this presentation will illustrate how college and universities can create STEM programs that support Inclusive Excellence (IE). The PROMISE Scholars initiative at Northern Illinois University is a collaborative STEM initiative that recruits and admits traditionally and specially admitted students and provides STEM engagement activities that support retention and graduation. PROMISE demonstrates how NIU addresses diversity, inclusion, and equity through a National Science Foundation grant.

## **| We Are MVP and BOLD: Creating Successful Student of Color Programs by Centering Cultural Wealth**

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Der Vang, Iowa State University  
Tabatha Cruz, Iowa State University  
**Damen 214**

This session is aimed at professional staff, faculty, and administrators who are looking at creating, or revamping, first-year experience programs that specifically support students of color. Presenters will share about two learning communities at Iowa State University that support students of color, one of which is affiliated with a four-year, full-tuition scholarship. Additionally, presenters will share high-impact practices for creating successful programs for students of color using the Community Cultural Wealth model (Yosso, 2005) and Critical Race Theory. Presenters will also challenge narratives about using the “at-risk” narrative associated with working students of color, and will focus more on asset-based best practices. The presenters are student affairs professionals in the areas of multicultural student affairs and academic affairs.

**Educational Session III, 1:45–2:45p.m.**

## **| A Decade of HIPs in FYE: Where Do We Go From Here?**

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Dr. Tracy Skipper, University of South Carolina and National Resource Center for the First-Year Experience & Students in Transition  
**Damen Cinema**

Learning communities, first-year seminars, and convocations have a long history, but their designation (along with other initiatives) as high-impact practices about a decade ago, rekindled interest in these programs. What have we learned about HIPs in the first college year during that time, and where do we go from here? The presenter will draw on the literature and preliminary findings of the 2017 National Survey of The First-Year Experience to inform this discussion.

## **| Learning Portfolios and the First-Year Experience: Documenting Student Learning for Growth and Development**

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Shannon Milligan, University of Illinois-Chicago  
Annie Kelly, Loyola University Chicago  
**Cuneo 111**

Learning portfolios (ePortfolios) were recently added to Dr. George Kuh’s High Impact Practice list where they joined first-year seminars, service-learning, undergraduate research, diversity/global learning, internships, and others that are practices focused on deep learning, critical

reflection, and creating integrative experiences for students. This session will capture the movement and synergy built around learning portfolios and how they can be integrated into the First-Year Experience both within the curriculum, such as first-year seminars, and within the co-curriculum, such as living learning communities and peer leadership opportunities. Through active participation, participants will gain a better understanding of ways learning portfolios can be implemented into FYE courses, co-curricular programs, and other campus partnerships to foster student success. Participants will also gain a better understanding of how learning portfolios can act as both a vehicle for enhancing student success and a mechanism for assessing student learning and achievement.

## **| The Multicultural Success Academy**

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Dr. Darrell King, Michigan State University

Sherri Henry, Michigan State University

Norville 114

This presentation highlights a successful partnership between Multicultural Business Programs and Undergraduate Academic Services to address transitional issues for multicultural students. The Multicultural Business Success Academy (MBSA) was created and designed to address some of the most difficult barriers to student success, academic and professional identity. As a way to expand the impact of the Summer Business Institute, in 2011 an additional component was added to SBI. That component was the Multicultural Business Success academy. This program is the brainchild of Dr. Darrell King, Sr. Associate Director for Multicultural Business Programs and Ms. Sherri Henry, Associate Director of Undergraduate Academic Services in the Broad College. This program sought to increase the number of SBI students who were being admitted to the upper school of the college of Business and thus graduating from the college of business.

## **| Supporting Commuter Students: Developing An 8 Week Co-Curricular Program**

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Jenna Martin, Franklin College

Cuneo 103

Franklin College developed a curricular and co-curricular model to support commuter students at its 4-year residential campus. 78% of a 1,087 student campus are residential. With a quarter of the student body identifying as commuters, the Office of New Student Programs saw a void in commuter student support. At this session, attendees will learn about how Franklin College created an undergraduate Transfer/Commuter Student Specialist role, developed an 8-week co-curricular programming model, and implemented passive but intentional curricular support such as a course section dedicated to commuter students, faculty window clings noting their first generation graduate status, and commencement celebrations.

## **| Get Out of the Office: Effective Advising Practices Outside of the Advising Office**

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Ryan Echevarria, College of Lake County  
**Cuneo 107**

In a solely commuter-based, community college setting, it is difficult to engage students in activities on campus, let alone the academic advising process. Without a mandatory, first year experience course, getting students to participate in services available on campus is next to impossible. We, the Academic Advising Department, have taken up that charge and have created a multitude of services aimed at helping students, and the campus as a whole, realize that Advising is more than just choosing classes. During our presentation, learn about the Succeed@CLC program, its creation and implementation, including preliminary statistics on our program's success. Leaving this session, Advisors will obtain new ideas and strategies to take Advising out of the Office and directly to students, helping students to realize the abundance of assistance and services available through the Advising Office year round.

## **| Building the Foundation for Success of First Year, First Generation College Students**

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Kelley O'Neal, Texas A&M University  
**Norville 341**

The number of first generation college students enrolling in institutions around the country continue to rise each year. Current literature suggests that Gen1 students can prosper with added development. This session will introduce participants to the myriad programming currently in place at Texas A&M University where academic, social, professional, and cultural skills and activities are introduced to Gen1 students throughout their time at Texas A&M which gives them the cultural capital needed to be successful college students. Texas A&M is a growing campus located in one hundred miles northwest of Houston which is one of the most diverse cities in the United States. With the struggles some First generation students can encounter resources and programming must be in place. Academics, social integration to campus life as well as building professional and leadership skills are all very important tools for first generation students to acquire during their first year. Participants in this session will learn best practices in building successful programming for First Generation students at both two and four year institutions.

## **| Ballin' on a Budget: Financial Health and First Year Students**

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Ashley Harzog Cleland, Millikin University  
**Damen 216**

Approximately 1 in 3 first year students are not ready to manage money in their first year of college. However, financial decisions made in the first year have lasting impacts on

their retention and their lives. These impacts are even more so deeply felt by traditionally underrepresented students, particularly from low-socioeconomic status families. Empowering students with financial knowledge is not simply a retention issue, it is essential to an inclusive environment. This session will discuss basic financial knowledge and trends, share their stories, explore social capital and best practices, and provide you with a financial health checklist to guide your advising sessions, first-year seminar, or one-on-ones with students.

## Sponsors



## Collaborating Institutions

College of Lake County  
Illinois Institute of Technology  
Kellogg Community College  
Loyola University Chicago

Northern Illinois University  
Roosevelt University  
Saint Xavier University  
Waubensee Community College

*Thank you for your  
continued support*

## Poster Presentations, 1:10-1:30p.m.

### **P1 - Teaching Diversity to First Year Students – Lessons Learned**

Murillo Soranso, University of Illinois at Urbana-Champaign  
Carrie R. Allen, University of Illinois at Urbana-Champaign

### **P2 - Contemporary Voices: Publishing First Year Students' Essays**

Jeanne Jakubowski, Northern Illinois University  
Ellen Franklin, Northern Illinois University  
Suzanne Coffield, Northern Illinois University

### **P3 - Captivate, Fascinate and Educate: Bridging the First Year Experience**

Debi Keyzer, McHenry County College  
Ellen Zimmerman

### **P4 - First Year Students: Filling the Gap of Orientation to the First Day of Classes, Not Your Traditional Summer Bridge Methodology**

Roxie Deer, Indiana University East

### **P5 - Utilizing a Low Ropes Challenge Course to Connect Students with their Peers, Faculty, and School**

Jessica Monu, University of St. Francis

### **P6 - Student Veterans and Their Transition to Becoming a College Student**

Paul Higgerson, Eastern Illinois University  
Dr. Dianne Timm, Eastern Illinois University

### **P7 - ECC Research Fellows Program: A Community College and Four-Year Institution Undergraduate Research Pathway Program**

Destiny McDonald, Northern Illinois University

## Higher Education Leadership Panel, 3:15–4:15p.m.

**Dr. Karl Brooks**  
**Vice President for Student Affairs**  
Oakton Community College

**Dr. Shawna Cooper-Gibson**  
**Assistant Provost, Student Academic Services**  
Loyola University Chicago

**Dr. Daniel López Jr.**  
**Vice President for Student Affairs**  
**Associate Professor, Educational Leadership and Development**  
Northeastern Illinois University

**Dr. Patricia Telles-Irvin**  
**Vice President for Student Affairs**  
Northwestern University

## We Want Your Input

The MFYC Planning Committee relies on your feedback to ensure the conference is effective in meeting participant needs and expectations. Today please complete a paper evaluation form for each breakout session you attend. An overall evaluation will be sent electronically next week to capture feedback on the keynote speaker(s), location, food, etc. We appreciate your thoughts and look forward to seeing you at future conferences!

### 2017 Midwest First-Year Conference Committee

#### Kelly Smith

Director, First- and Second-Year Experience  
Northern Illinois University

#### Joy Sanders

Admissions Manager  
Waubonsee Community College

#### Scott Peska

Dean for Students  
Waubonsee Community College

#### Peggi Keller

Sr. Admin. Assistant, Educational Affairs,  
Assistant Vice President  
College of Lake County

#### Carrie Schade

Assistant Vice President for Student Affairs  
Saint Xavier University

#### Ali O'Brien

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#### Tanya Woltmann

Dean of Library, Testing & Academic Success  
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#### Eileen Hickey

Enrollment and Engagement Specialist  
Roosevelt University

#### Amanda Wornhoff

Director of Assessment and First-Year Initiatives,  
College of Arts and Sciences  
Roosevelt University

#### Kevin Clarke

Assistant Director of First & Second Year Advising  
Loyola University Chicago

#### Bri Lauka

Academic Advisor, First & Second Year Advising  
Loyola University Chicago

#### Raul Fernandez

Coordinator for First Year Programs & Campus Life  
Illinois Institute of Technology

#### Kerri Langdon

Academic Advisor  
Kellogg Community College

#### Lauren Napolitano

Associate Director, First- and Second-Year Experience  
Northern Illinois University

#### Jamie Ellis

Coordinator, Orientation  
Loyola University Chicago

#### Martin Finnie

Coordinator, First Year Experience  
Loyola University Chicago

