



midwest
first-year
conference

2013 | STRENGTHENING THE STUDENT EXPERIENCE



Elgin
Community
College

Bright Choice. Bright Future.

Welcome to ECC



Welcome to Elgin Community College for this gathering of first-year experience professionals! We have attracted participants from many states including four-year colleges and universities, community colleges and high schools — all of whom recognize the importance of strengthening the student experience.

This is an opportunity to learn new strategies, network with other passionate individuals, and discover best practices that will enrich the lives of first-year students on all of our campuses.

We want to celebrate the importance of the role each of us plays in helping first-year students succeed. With our individual expertise, we make a significant impact on our students, affecting their growth and development.

We are proud to serve as the host site of this conference and invite you to enjoy our beautiful campus. Your presence affirms your support and commitment to new students' academic achievement and self-discovery.

A handwritten signature in black ink that reads "David Sam." The signature is stylized and fluid, with a horizontal line underneath the name.

David Sam, PhD, JD, LLM, President
Elgin Community College

Welcome to ECC



Welcome to the sixth annual Midwest First-Year Conference. We are excited you're joining us today as we focus on first-year students. Colleagues from across the Midwest are part of the conference today. As we all know, this work can be consuming. Taking a break from busy work schedules to explore ways to enhance the first-year experience is important to us as well as to our students.

Whether you are joining us for the first time or sixth time, we expect this year's conference will provide an opportunity to obtain new ideas. We also hope you will take advantage of connecting and networking with old and new colleagues. There are many of us in this region, so don't be shy.

Much time and energy was involved in coordinating the conference. I appreciate the tremendous support from the committee members of College of Lake County, Elgin Community College, Northern Illinois University, Rock Valley College, Waubensee Community College, and Saint Xavier University. Our region's efforts to support first-year students has most certainly benefited from our coming together annually to share our trials and accomplishments. Finally, thank you sponsors and partners who support this conference. We hope you learn more about our sponsors' services and resources as we have benefited greatly from their partnership in our own work.

There is much to cover in a one-day conference, and I invite you to have an open mind, a positive attitude, and a readiness for learning—the same with which we seek to cultivate in our first-year students.

A handwritten signature in black ink that reads "Mary E. Perkins". The signature is written in a cursive, flowing style.

Mary E. Perkins, EdD
Midwest First-Year Conference Chairperson
Associate Dean, Communications and Behavioral Sciences
Elgin Community College

Speakers

Randy Swing Executive Director of AIR



Randy L. Swing assumed the role of Executive Director of the Association for Institutional Research (AIR) in December 2007.

Over 4,000 members from more than 1,000 universities, colleges and higher education agencies and associations benefit from AIR's meetings, on line training, publications, grants, and other services. AIR members provide data for compliance reporting, strategic planning and accountability that inform decisions at campuses, state and national levels. AIR's international affiliates expand the

research around the world.

Prior to joining the AIR staff, Randy served as Co-Director and Senior Scholar for the Policy Center on the First Year of College located in Brevard, North Carolina. Funded by major grants from The Pew Charitable Trusts, Atlantic Philanthropies, and Lumina Foundation for Education; the Center focused on assisting colleges and universities, both 2-year and 4-year, in improving the learning and success of new college students.

Until 1999, Randy worked for twenty years at Appalachian State University in an array of academic affairs positions from directing an Upward Bound project, leading academic advising, coordinating freshman seminars, to his final appointment in the Office of Institutional Research as the founding director of a campus-wide assessment initiative. His work contributed to Appalachian being named *Time* magazine's 2001 College of the Year for outstanding services to first-year students.

Randy has presented over 250 workshops, conference sessions, and keynote addresses at national and international conferences on the first year, institutional research, and higher education assessment. He edited two monographs on assessment, *Proving and Improving: Strategies for Assessing the First College Year* (I & II). Along with Policy Center colleagues, he is co-author of the 2005 Jossey-Bass book, *Achieving and Sustaining Institutional Excellence for the First Year of College* and has contributed chapters to other books and monographs. His research on first-year seminars has been widely disseminated. He reviews manuscripts for the *Journal of General Education*, *Journal on Excellence in College Teaching*, *Innovative Higher Education*, *Learning Communities Journal*, and the *Journal of Assessment and Institutional Effectiveness*.

Christopher Coogan

AIR Chief of Staff, Director of the Data and Decisions Academy



Christopher provides oversight for the Association's contracts and grants, IT staff and infrastructure, and serves on the senior leadership team. In these roles he leads the Association's on-line training programs for institutional research officers at two-year institutions, national training programs for IPEDS reporters and data users, grants to support faculty and student research and dissertations, and other AIR membership services. Previously, he served as Associate Director of the University of Florida's Institute of Higher Education and Assistant Editor of the *Florida Journal of Educational Administration and Policy*. Christopher has B.S. and M.S. degrees in accounting from the University of Florida.

Tracy Skipper

Assistant Director for Publications, National Resource Center



Tracy L. Skipper is assistant director for publications for the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina. In this role, she provides leadership for and management of the Center's publishing efforts, which include a topical monograph series, a peer-reviewed journal, an electronic newsletter, and occasional print and electronic resources. Prior to her work at the Center, she served as director of residence life and judicial affairs at Shorter College in Rome, Georgia, where her duties included teaching in the college's first-year seminar program and serving as an academic advisor for first-year students. She also served as director of student activities and residence life at Wesleyan College.

Skipper has taught both first-year English and University 101 at South Carolina. She edited (with Roxanne Argo) *Involvement in Campus Activities and the Retention of First-Year College Students* (2003) and wrote *Student Development in the First College Year: A Primer for College Educators* (2005). She has presented on the application of student development theory to curricular and co-curricular contexts and on the design and evaluation of writing assignments. Her research interests include the application of cognitive-structural development to composition pedagogy and the use of writing in first-year seminars.

Dr. Skipper will offer educational sessions on the growing body of research and scholarship in the area of first-year experience and other student transitions. She will also meet with conference participants who are interested in conducting research, publishing their findings, and other scholarly activity related to the profession.

Conference Schedule

7:45 a.m. CHECK-IN, CONTINENTAL BREAKFAST
Building H, Blizzard Theater Atrium

8:15 to 9:30 a.m. WELCOME

Building H, Blizzard Theater

David Sam, PhD, JD, LLM, President
Elgin Community College

Denise Rode, EdD, Midwest First-Year Conference
Committee Member

KEYNOTE ADDRESS

Randy Swing, PhD, Executive Director of the Association for
Institutional Research (AIR) and Fellow, National Resource Center
for the First-Year Experience and Students in Transition

Mary Perkins, EdD, Midwest First-Year Conference
Committee Chair

9:30 to 10 a.m. MORNING BREAK WITH SPONSORS

Building E, University and Business Center Atrium

10 to 11 a.m. EDUCATIONAL SESSION I

Building E, University and Business Center Meeting Rooms

**11:10 a.m. to
12:10 p.m.**

EDUCATIONAL SESSION II

Building E, University and Business Center Meeting Rooms

**12:15 to
1:30 p.m.**

**BUFFET LUNCH WITH TABLE TOPICS AND
SPONSOR SHOWCASE**

Building E, University and Business Center Dining Room

1:40 to 2:40 p.m. EDUCATIONAL SESSION III

Building E, University and Business Center Meeting Rooms

2:45 to 3 p.m. AFTERNOON BREAK

Building E, University and Business Center Atrium

3 to 4 p.m. EDUCATIONAL SESSION IV

Building E, University and Business Center Meeting Rooms

Keynote Speaker

■ Agents of Change: Using Data to Nudge and Inform Student Success

Randy Swing, Executive Director
Association for Institutional Research (AIR)

Building H, Blizzard Theater 8:30-9:15 a.m.

This session is an inspirational look at how a data-story can nudge and inform institutional support of student success. Drawing on interdisciplinary literature about organizational change, this presentation will highlight ways to focus campus attention, build issue knowledge, frame issues, and nudge good ideas into adoption. After all, data do not speak for themselves, and they never talk to strangers!

Educational Session I

■ Three Lenses for Examining FYE Strategies on Your Campus

Christopher Coogan, AIR Chief of Staff, Director of the Data and Decisions Academy
Siegel Auditorium, 10–11 a.m.

College administrators and faculty have multiple options for examining their campus's FYE strategies. This session will explore three different lenses for examining success: the Inputs-Environment-Outcomes (I-E-O) model; longitudinal models; and cross-sectional models. The presenter will highlight foundational ideas for using data and working with the institutional research office on your campus.

■ Creating Supplemental Orientation Programs for Special Populations

Scott Peska, Dean for Students
Waubensee Community College

Jes Cisneros, Assistant Director
University Honors Program
Northern Illinois University

Lisa King, Associate Director
CHANCE Program

Northern Illinois University

Bridget McMahon
Military Student Services
Northern Illinois University

E100.01, 10–11 a.m.

This session will provide participants a forum to discuss and learn about different supplemental orientations for special population students (e.g. veterans, students with

continued

disabilities, athletes, special admissions, Honors). Learn from colleagues about specific programs and explore how to integrate these in with traditional orientations. Lastly, the group will dialogue about the advantages and disadvantages of special population orientation programs.

■ Growth Mindset: How to Foster Enthusiastic Learning and Encourage Students to Set Goals

Sharon Silverman, Partner
TRPP Associates, LLC

Martha Casazza, Partner
TRPP Associates, LLC

E214, 10–11 a.m.

Throughout the session, relevant case studies will be used along with guiding questions for discussion. Videos of student interviews will be included to promote interaction among the participants who will be encouraged to relate the concept of mindset to their own experiences and those of their students.

■ Learning Communities: History, Practice, and Promise

Geoffrey Mamerow, Project Assistant
UW-Madison First-Year Interest Groups
University of Wisconsin-Madison

E106, 10–11 a.m.

Drawing on administrator and researcher perspectives from around a large learning community program, this session lays out history, rationales, models, trends, outcomes, and the promise of learning communities in higher education. The goal is to encourage and facilitate a rigorous discussion and develop a shared body of knowledge to inform practice and understanding of learning communities.

■ Collaboration, Connections and Community: How Faculty, Advisors, and Peer Mentors Work to Improve Retention and Ensure Academic Success

Maria Teresa Garreton, Professor
Northeastern Illinois University

**Christina Matuschka, Academic
Success Coach**
Northeastern Illinois University

E108, 10–11 a.m.

This session will examine how faculty members team up with advisors and peer mentors to strengthen the first year experiences of students at an urban commuter campus at which the majority of students are the first generation in their families to attend college.

■ Creating a College Culture of Student Empowerment Using On Course Strategies for Student Success

Kim Kelley, Director of Testing Services
Heartland Community College

Amy Munson, Dean of Students
Heartland Community College

E201, 10–11 a.m.

This presentation will highlight On Course professional development at Heartland Community College and how On Course has been infused into the campus culture to create an environment of student empowerment. We will showcase particular departments from across college divisions and what they are doing with On Course and how it is empowering our students.

■ The Latino Experience Course – Learning, Engaging and Leading

Angelica Mendoza, Assistant Director
of Latino Resource Center
Northern Illinois University

Lizbeth Roman, Undergraduate Student
Northern Illinois University

E211, 10–11 a.m.

Although Latinos are the fastest growing population in our country and have made significant advancements in education specifically higher education, Latinos continue to fall behind compared to other racial/ethnic groups. In this session, we will focus on the University 101: The Latino Experience course, which is geared specifically toward first-year Latino students and issues related to their college experience, and it is designed to help identify and prevent common pitfalls providing students with a clearer path toward graduation.

■ Reading Between the Blurred Lines...Myths vs. Fact about Students' First Year Expectations

Student Panel
Elgin Community College

D232, 10–11 a.m.

Join this panel of current Elgin Community College students and find out what students want professionals to know about their needs and expectations during their first year. Discussions will focus on practical tips and insights that can help both two- and four-year first-year experience professionals.

Educational Session II

■ Three Lenses for Examining FYE Strategies on Your Campus

**Christopher Coogan , Chief of Staff and Data and Decisions®
Academy Director of AIR**

Siegel Auditorium, 11:10 a.m.–12:10 p.m.

College administrators and faculty have multiple options for examining their campus's FYE strategies. This session will explore three different lenses for examining success: the Inputs-Environment-Outcomes (I-E-O) model; longitudinal models; and cross-sectional models. The presenter will highlight foundational ideas for using data and working with the institutional research office on your campus.

■ A Writer's Workshop: Tips on Shaping Pieces for a Variety of Audiences and Purposes

**Tracy Skipper, Assistant Director for Publications for the National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina**

E100.01, 11:10 a.m.–12:10 p.m.

For many higher education professionals, the act of writing is a daunting proposition. Yet, it is a critical skill for meeting program objectives, demonstrating the efficacy of our work, and facilitating career advancement. This session will focus on strategies for building a writing practice and highlight some general recommendations for writing well, exploring issues related to shaping texts. Participants also will begin exploring possible topics for writing.

■ "S" is for Student Success: A Student Retention Academic Advising Approach

**Michelle Pickett, Director
Academic Advising Center
Northern Illinois University**

**Susana DasNeves, Academic
Advisor/Counselor
Northern Illinois University**

E106, 11:10 a.m.–12:10 p.m.

This session will give an overview of the Academic Advising Center's work with the exploring student population by highlighting different approaches and strategies to student academic success, academic persistence, and transition to an academic college based on students' career and academic interests.

■ Overcoming the Fear Factor: Getting New Students Involved in their Success

Richard Valencia, Adjunct Instructor
Truman College

E201, 11:10 a.m.–12:10 p.m.

The lost, the confused, you've seen them. You walk into your College Success class of brand new students and there they sit, quiet and isolated. You must turn their "Fear" into a positive student experience. You must get them to interact with their classmates and help them create new peer support systems. Learn how a different College Success syllabus can help conquer the Fear Factor; break those barriers; integrate your students into college life; and make them more responsible for planning and achieving their academic goals.

■ The Application of Cultural Competence in Higher Learning

Cassandra Downs, Counselor
Kishwaukee College

Pernevlon Ellis, Sociology Instructor
Kishwaukee College

E211, 11:10 a.m.–12:10 p.m.

This interactive workshop will explore the development of culturally competent practices in higher education at the micro and macro levels. Participants will examine proactive institutional and personal strategies that assist faculty and staff with cultivating a learning environment that promotes academic and co-curricular success by developing an understanding of cultural competence.

■ Orientation 101: The Basics of Orientation/Transition/Retention and An Introduction to NODA

**Denise Rode, Director of First- and
Second-Year Experience**
Northern Illinois University

Abbey Wolfman
Director of New Student Programs
**University of Illinois at Urbana-
Champaign**

D232, 11 a.m.–12:10 p.m.

This session will introduce participants to the National Orientation Directors Association (NODA), and to the fields of higher education practice served by this international organization. Resources for supporting institutional initiatives in orientation, transition, and retention will be shared, and "best practices" in these three fields will be discussed.

■ Student Athletes: Supporting Them in their First Year of College

Kristina Navarro, Assistant Professor of Higher Education, Director Intercollegiate Athletics Administration Program University of Wisconsin at Madison

Geoffrey Mamerow, Project Assistant UW-Madison First-Year Interest Groups University of Wisconsin at Madison

E108, 11:10 a.m.–12:10 p.m.

This session will offer an overview of the unique needs of first-year student-athletes. Research suggests they are susceptible to risks that contribute negatively to their social experiences and academic outcomes. We will describe these risks, then pivot to interventions commonly used to address them. We will also outline how to adapt common programs to benefit these students.

■ First-Year Experience Course Roundtable Discussion

Patrick Peyer, Facilitator Midwest First Year Conference committee

E214, 11:10 a.m.–12:10 p.m.

This roundtable discussion will promote open discussion about first-year experience courses at multiple institution types. The session facilitator will encourage and maintain substantive discussion. Attendees will have an opportunity to share ideas and learn from each other's experiences.

Educational Session III

■ The First-Year Experience as a Driver of High-Impact Practice in the First College Year: Findings from a National Survey

Tracy Skipper, Assistant Director for Publications for the National Resource Center for The First-Year Experience and Students in Transition University of South Carolina

Siegel Auditorium, 1:40–2:40 p.m.

The 2012-2013 National Survey of First-Year Seminars explored design, administration, and assessment of seminars on American college campuses. New to this administration was an examination of high-impact practices embedded in seminars. This session will offer an interactive presentation of survey data, inviting participants to make

continued

observations about the findings or draw comparisons to their own practice with regard to the seminar. In particular, we will explore the nature of the first-year seminar as a high-impact practice in its own right and as a focal point for other high-impact practices.

■ **Assessment: Is it about the Journey or the Destination?**

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

E214, 1:40–2:40 p.m.

Assessment is a time consuming and delicate process. Plans for assessment often need to be made before an intervention is implemented and results need to be distributed for your hard work to have an influence. How do you sustain a successful assessment agenda for your first-year programs? This session will focus on various assessment options, identifying their purpose, and key assessment partners on your campus. Participants will be challenged to think about current assessment practices and determine ways to enhance assessment on their campus.

■ **Undocumented Students: An Appreciative Advising Approach for Student Success**

**Susana DasNeves
Academic Advisor/Counselor
Northern Illinois University**

**Sandra Lopez, Assistant to the Director
Center for Latino and Latin American
Studies Northern Illinois University**

E100.01, 1:40–2:40 p.m.

This interactive and engaging session will discuss the current changes in immigration policy and its direct impact on undocumented students and higher education. It will provide participants with an overview of the Appreciative Advising Model as an academic advising tool to foster an environment of trust for students to feel comfortable in disclosing their immigration status and discuss their academic and career aspirations as well as students' sense of belonging, engagement, and persistence.

■ **From “Fixing” to Flourishing: Using Non-Cognitive Variables and Motivational Interviewing to Increase Student Success**

**Amber Williams, Graduate Assistant
First Year and Transition Programs
St. Cloud State University**

E106, 1:40–2:40 p.m.

With nearly a quarter of our first year student class gaining provisional admission through our Academic Collegiate Excellence (ACE) program, our staff at St. Cloud State

continued

University have had to change our approach to serving and supporting at-risk students. We know that not all of these students will succeed their first semester of college. This presentation covers our appeal process in terms of non-cognitive variables, student development theory, and motivational interviewing.

■ When Service Learning, FYS, and Peer Leaders Converge: Exploring One Community College's Path to Increasing Student Engagement and Retention with Limited Resources

**Casey Reid, College Orientation
Coordinator and English Faculty
Metropolitan Community College**

**Misty Chandler, Campus Life
and Leadership Coordinator
Metropolitan Community College**

E108, 1:40–2:40 p.m.

In this session, presenters will discuss the multiple ways they have used and are using service-learning pedagogy to increase student engagement and connections in a first-year seminar. First, they will discuss institutional research that led them to believe service learning would be an effective way of increasing student engagement. Then, they will discuss how they used a service-learning class for Peer Leaders to obtain funding to expand the Peer Leader program followed by a discussion of an internal service-learning project that they have implemented in their college's new mandatory first-year seminar class.

■ Interactive Activities for Building Community with First-Year Students

**Chris Cavert, Assistant Professor
Northeastern Illinois University**

E211, 1:40–2:40 p.m.

This workshop will include hands-on experiences with simple to lead interactive activities that can help first-year college students understand some basic concepts related to college success. These activities can be lead with any number of participants in any classroom setting. Workshop participants will have the opportunity to play or observe — both experiences will lead to understanding.

Promoting Self-Regulated Learning in First-Year Students

**Mary Perkins, Associate Dean of Communications and Behavioral Sciences
Elgin Community College**

E201, 1:40–2:40 p.m.

Most students arrive greatly under prepared to meet college learning demands. Teaching students to be self-regulated learners can profoundly improve their success in college. Specifically addressing first-year students' misconceptions about learning and nudging them to adopt practices that foster independent learning skills are necessary.

Educational Session IV

The Pedagogy of an Online College Success Course: Best Practices

**Kevin Smith, Associate Dean
College to Careers
Harold Washington College**

**Joy Robinson, Instructor
Center for Distance Learning**

**Arlethia Mayes, Associate Dean
Center for Distance Learning**

City Colleges of Chicago

E100.01, 3–4 p.m.

This workshop describes the development of an online College Success course geared towards first year students, includes a comparison to the Live course and the outcomes across 2 semesters. This new online course was developed with the pedagogy of online instruction, as such we use the latest in technology on the web including slide-share, YouTube videos, and synchronous communications.

Only Certified Faculty Can Teach Our Students

**Cynthia Armster, Student Success
Director; Founder and Director
of College Success Seminar Institute
City Colleges of Chicago**

**Donyel Williams
City Colleges of Chicago**

E106, 3–4 p.m.

Committed to providing a transformative educational experience to meet the needs of first year and at risk students, the City Colleges of Chicago created a mandatory 18 hour training series to certify master degree faculty and staff to teach College Success Seminar courses. This session will provide an overview of the College Success Seminar Institute (CSSI) certification training provided to certify instructors to render an academically enriched, career and decision-making, civically engaging student learning experience.

■ Course Transformation Project (CTP): Making Large Classes Small

Julia Spears, Director
Office of Student Engagement and
Experiential Learning
Northern Illinois University

Michaela Holtz, Assistant to Director
Office of Student Engagement and
Experiential Learning
Northern Illinois University

E108, 3–4 p.m.

We often hear about the struggles of incoming freshmen enrolled in their first large lecture classes. They feel disconnected and express a difficulty in connecting with other students and the course content. At NIU, we are working to make our large lecture general education classes more engaging for our students. The Course Transformation Project (CTP) has been created to enhance student attainment of NIU baccalaureate student learning outcomes and to increase student opportunities for experiential learning through academic enrichment.

■ You Never Get a Second Chance to Make a First Impression

Amybeth Maurer, Director of First Year Programs and Student Life
Elgin Community College

E201, 3–4 p.m.

Maya Angelou once said “People will forget what you said. People will forget what you did. But people will never forget how you made them feel.” For new students the transition to college invokes a full range of emotions. Implementing a New Student Convocation on your campus that is welcoming and celebratory can aid in quelling new students fears and set the tone for a successful first year. This session will focus on the goals, implementation and results of New Student Convocation activities at Elgin Community College.



Educational Sessions At-A-Glance

	Session I 10–11 a.m.	Session II 11:00–12:10 p.m.
SIEGEL AUDITORIUM	Three Lenses for Examining FYE Strategies on Your Campus (Coogan)	Three Lenses for Examining FYE Strategies on Your Campus (Coogan)
E100.01	Creating Supplemental Orientation Programs for Special Populations (Peska, Cisneros, McMahon, King)	A Writer’s Workshop: Tips on Shaping Pieces for a Variety of Audiences and Purposes (Skipper)
E106	Learning Communities: History, Practice, and Promise (Mamerow)	“S” is for Student Success: A Student Retention Academic Advising Approach (Pickett and DasNeves)
E108	Collaboration, Connections and Community: How Faculty, Advisors, and Peer Mentors Work to Improve Retention and Ensure Academic Success (Garreton and Matuschka)	Student Athletes: Supporting them in their First Year of College (Navarro and Mamerow)
E201	Creating a College Culture of Student Empowerment Using On Course Strategies for Student Success (Kelley and Munson)	Overcoming the Fear Factor: Getting New Students Involved in Their Success (Valencia)
E211	The Latino Experience Course – Learning, Engaging and Leading (Mendoza and Roman)	The Application of Cultural Competence in Higher Learning (Downs and Ellis)
E214	Growth Mindset: How to Foster Enthusiastic Learning and Encourage Students to Set Goals (Silverman and Casazza)	First-Year Experience Course Roundtable Discussion
D232	Reading Between the Blurred Lines... Myths vs. Fact about Students’ First Year Expectations (Student Panel)	Orientation 101: The Basics of Orientation/Transition/Retention and An Introduction to NODA (Rode and Wolfman)

Session III 1:40–2:40 p.m.		Session IV 3–4 p.m.
SIEGEL AUDITORIUM	The First-Year Experience as a Driver of High-Impact Practice in the First College Year: Findings from a National Survey (Skipper)	
E100.01	Undocumented Students: An Appreciative Advising Approach for Student Success (DasNeves and Lopez)	The Pedagogy of an Online College Success Course: Best Practices (Smith)
E106	From “Fixing” to Flourishing: Using Non-Cognitive Variables and Motivational Interviewing to Increase Student Success (Williams)	Only Certified Faculty can Teach Our Students (Armster and Williams)
E108	When Service-Learning, FYS, and Peer Leaders Converge: Exploring One Community College’s Path to Increasing Student Engagement and Retention with Limited Resources (Reid and Chandler)	Course Transformation Project (CTP): Making Large Classes Small (Spears and Holtz)
E201	Promoting Self-Regulated Learning in First-Year Students (Perkins)	You Never Get a Second Chance to Make a First Impression (Maurer)
E211	Interactive Activities for Building Community with First Year Students (Cavert)	
E214	Assessment: Is it about the Journey or the Destination? (Smith)	

2013 Midwest First Year Conference Committee

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Collaborating Institutions

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

College of Lake County

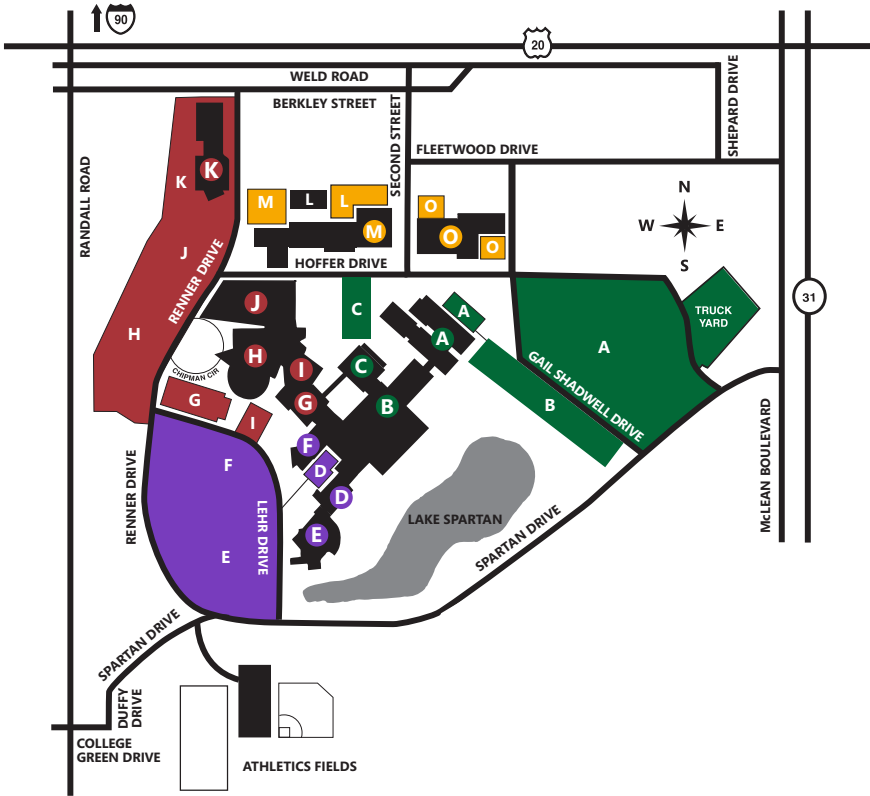
Elgin Community College

Northern Illinois University

Rock Valley College

Saint Xavier University

Waubensee Community College



ELGIN COMMUNITY COLLEGE SPARTAN DRIVE CAMPUS

1700 Spartan Drive, Elgin, IL 60123-7193

■ Buildings

BUILDINGS AND DESTINATIONS

Bldg. A (Main Entrance)

Bldg. B

Bldg. C (Library)

Bldg. D

Bldg. E (University and Business Center)

Bldg. F

Bldg. G (Spartan Auditorium)

Bldg. H (Arts Center)

Bldg. I (Spartan Terrace Restaurant)

Bldg. J (Events Center)

Bldg. K

Bldg. L

Bldg. M

Bldg. O

Midwest First-Year Conference 2013 Has Gone Mobile Using Guidebook!



We strongly encourage you to download our mobile guide to enhance your experience at MFYC 2013. You'll be able to plan your day with a personalized schedule, maps, links to sponsors and more.

The app is compatible with iPhones, iPads, iPod Touches and Android devices. Windows Phone 7 and Blackberry users can access the same information via our mobile site at m.guidebook.com.

To get the guide, choose one of the methods below:

- **Download 'Guidebook' from the Apple App Store or the Android Marketplace**

From the Guidebook application, tap "Download Guides" then "Redeem Code". Enter the code **vb6p2zcm** and the guide will download to your device!

- **Visit <http://guidebook.com/getit> from your phone's browser**
- **Scan the following image with your mobile phone** (QR-Code reader required, e.g. 'Red Laser', 'Barcode Scanner')



Thank you for going "green" with us.

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 we ask you to complete a paper evaluation form for each breakout session you attend. An overall evaluation will be sent electronically the week after the conference to capture feedback on the keynote speaker(s), location, food, etc. Thanks for taking a moment to share your thoughts — we appreciate it and look forward to seeing you at future conferences!



MARK YOUR CALENDARS

Midwest First Year Conference 2014
Friday, September 26, 2014

Want to present?
2014 Proposals due July 25, 2014

Early Bird Registration
September 1, 2014



2013 | STRENGTHENING THE STUDENT EXPERIENCE