

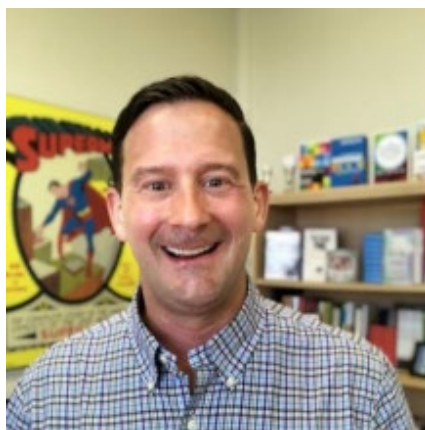


First FYE Conference
“Contributing to Their Success”
Thursday, March 23, 2023

Agenda		Room (MSU)
9:00 AM	Welcome & Opening remarks by Provost	218
9:15 - 10:15 AM	Keynote – Anthony D’Angelo	218
10:15 - 10:25 AM	Break	
10:25 - 11:10 AM	Student Panel: FYS class Moderator: Brenda Muzeta	218
11:15 AM – 12:00 PM	Concurrent Session	
Concurrent session:	1 – Lynn Kutch	218
Concurrent session:	2 – Raquel Akillas	223
12:05 – 12:50 PM	Concurrent Session	
Concurrent session:	3 – Marlene N. Fares	223
Concurrent session:	4 – Brenda Muzeta & George Rogol	250
Concurrent session	5 – Timothy Betz	116
12:55 – 1:35 PM	Lunch	218
1:40 PM – 2:25 PM	Concurrent Session	
Concurrent Session:	6 – Kyleigh Ivory	218
Concurrent session:	7 – Duane Crider, Ruth Perkins, & Krista Prock	116
Concurrent session:	8 – Cheryl Brattley	223
2:30 PM – 3:15 PM	Concurrent Session	
Concurrent session:	9 – Heather LaBarre	218
Concurrent session:	10 – Diana Elliot	223
3:20 PM—4:05 PM	Student Panel: FYS Guide Moderator: Yalina Ramos	218
4:05 PM	Closing	

Keynote Speaker

Anthony (Tony) J. D'Angelo, Founder of Collegiate Empowerment When it comes to American Higher Education, very few thought leaders in the world have the perspective that Tony D'Angelo has. Since 1995, this educational entrepreneur has served close to 2 Million students and over 50,000 Higher Education professionals from over 2,800 US college campuses through the non-profit/for-purpose educational organization, Collegiate Empowerment. Known for his pragmatic idealism, irreverent straight talk, courage, and inspiration, Tony D'Angelo has dedicated his life to the transformative power of Higher Education & Empowerment Education in the 21st century. As one of the truest and most reliable guiding voices in the Higher Education industry today, he regularly consults and coaches Higher Ed leaders and policy makers throughout the US. He has personally worked with over 1 Million students and over 30,000 professionals from over 2,500 US college campuses. In addition to his consulting and coaching practice, he is an impresario of educational production. With over 10 registered trademarks with the US Patent & Trademark Office, 25 educational productions on tour, 10 published books in print, and over 500 hours of free educational content via his 5 podcasts including The Collegiate Empowerment ® Show & The Intellectual Capitalist ® Show. He makes his home with his wife and son in the historic College Hill neighborhood of Easton, Pennsylvania. Follow him on Twitter @TonyDAngelo



Keynote Speech: MSU 218

Kutztown FYE 2027: What Every Higher Ed Pro Needs to Know About Building A Successful First Year Experience Program

In this dynamic and engaging kick off session, Kutztown FYE 2027, you will learn practical concepts and proven tools to empower yourself as a Higher Ed professional to help KU students from matriculate from Orientation to Graduation. You will be guided by Collegiate Empowerment Founder, Tony D'Angelo, through a series of collaborative conversations with other diverse minded yet like-hearted KU faculty and staff, to empower the next generation of KU students. During this inspiring and energy infused session you will be introduced to the following Collegiate Empowerment concepts and tools:

- The 7 Rs Of 21st Century Higher Education to empower you with a framework for the future of Higher Ed.

- The X-Factor Question to help you gain clarity and confidence around the next four years of life.
- The C.E.C. Conversation to support you with channeling your Concern, Excitement, and Confidence.

Best of all, this session will give you the opportunity to pause, to reflect, to envision, and to discuss the Vision for Kutztown University's First Year Experience program over the next four years. If you're committed to making KU's future bigger than our past, then you're at the right place, at the right time, with the right people!

Individual and panel Presentations

Student Panel: MSU 218

"I learned so many meaningful college and life lessons in my FYS class": Exploring the experiences of first year students in various FYS courses.

Participants: Jordan Patalano, Brian Sexton, Alexis Piraino, V Brydon, Sydney Waddell, Bryant Carter, Khalif Carter, Nicole Creighton, Rebecca Woods

Moderator: Brenda Muzeta, Secondary Education

The main goal of First Year Seminars is to ensure student success. Kutztown University provides first year students with a range of FYS courses that are varied yet aimed at accomplishing the same objective: student success. Students entering KU generally take the FYS course in their very first semester. The college years are some of the most memorable years in the lives of students, yet the premier to college life can prove to be one of the most challenging periods for students, overall. The college experience for incoming students can be daunting, overwhelming, and can result in a great deal of apprehension and anxiety. In this panel discussion, students who have taken the FYS courses will share their experiences in the courses. Facilitated by two moderators, students will narrate their experiences in navigating college life via the tools and resources provided in their FYS courses. Students will take questions from the audience and engage participants in product dialogue that will demonstrate their positive experiences in the courses.

Concurrent Session 1: MSU 218

Scaffolding Research Methods in First Year Seminar

Lynn M Kutch, Modern Language Studies

Undergraduate Research often sounds intimidating, uninviting, and exclusionary. Simply hearing the word "research" evokes for many visualizations of white coats or a lab setting. As many of us know too well, viewing these images often precipitates students' self-assessment that even if it's interesting, they are not smart enough to engage in it. The simple condition of being a first-year student only amplifies these feelings of inadequacy. Similarly, my experience in encouraging other First Year Seminar (FYS) instructors to have their students submit abstracts for a campus-wide celebration of Undergraduate Research confirmed to me that even faculty members do not readily regard FYS students as capable undergraduate researchers.

This presentation, which includes a hands-on component, aims to purposefully unlock the intimidating process for highly diverse learners with varying levels of academic preparation, and in particular FYS students. This presentation demonstrates that the directed development of original research topics has the power to validate students' ideas as research-worthy. Second, the original topics that the students choose to offer significant insight into this generation's social

and cultural landscape and shows what instructors can learn from a diverse group of students with correspondingly diverse approaches to inquiry.

Concurrent Session 2: MSU 223

The Psychology of Retention

Raquel Akillas, Psychology

One of the main purposes of First Year Seminar is student retention. This individual presentation focuses on applying various principles of psychology to the course design. The implementation of cognitive reframing, behaviorism, and communality are discussed. Application of these principles are shared with examples of group work, motivational videos, workshops, and student presentations.

Concurrent Session 3: MSU 223

Implementing a vibrant culturally responsive approach in FYS curriculum

Marlene Fares, Academic Enrichment - Exploratory Studies

Maintaining a commitment to a diversity, equity, and inclusion in curriculum can be complex. As educators, we are obligated to help all students succeed. To create an equitable classroom where all students can thrive, it is essential to expose students to a spectrum of multicultural, BIPOC, LGBTQ, and female experts, writers and artists. This allows for the opportunity to culturally connect to your students. A review of a newly designed FYS course will be presented. The FYS theme “Socially Just Hip-Hop” curriculum was created to provide an inclusive space for students. This course was designed to support student learning and academic success with a focus on Hip-Hop based practices to foster career readiness. By engaging in topics including academic skills, career decisions making and exploration, and academic planning as well as financial literacy, students learn specific strategies that contribute to their overall academic success as they express their individuality through Hip-Hop music and culture. Classroom discussions represent a variety of views, and students are encouraged to express themselves. Student work will be shared to highlight the Hip-Hop playlist project which is a research-based project where students focus on a social justice theme that is important to them.

Concurrent Session 4: MSU 250

“All First Year Seminars could benefit from these strategies”: *Implementing 7 Habits of Highly Effective Students*

Brenda Muzeta, Secondary Education

George Rogol, Business Administration

First Year Seminars are special courses that are designed to enhance the academic and social integration of first year students as they transition to college life. The main goal of these courses is to ensure student success by providing the general, but critical, orientation to university resources and the introduction to foundational skills that promote effectiveness in life. The courses offer students the opportunity to engage in intellectually exciting and challenging experiences at the beginning of their college careers. In this presentation, we explore the 7 Habits of Highly Effective Students. Drawing on our personal experiences - teaching the courses from two different disciplines - (College of Education and College of Business), we explicitly demonstrate and illustrate how the aforementioned strategies can be used in any First Year Seminar.

Concurrent Session 5: MSU 116*Making Better First Year Seminar Experiences*

Timothy Betz, Art and Design

Making things is part of what makes us human. It is also something that, outside of art related fields, we often take for granted as part of the academic experience. This presentation will share my experiences with teaching my freshman year seminar course the value of learning to make something. In the course, each student chose a process to learn, learned how to do it through research, and produced a finished product by the end of the semester, anything from needlework to a keyboard. They also learned that making can be used as a tool relaxation and to learn important soft skills. This presentation will encourage creating first year experiences that are personalized, holistic, and that allow students to find their own way as they enter college. Pedagogically, it will note that freshman year seminar courses should be used to equip students with the knowledge they need to succeed in college and to better come to know themselves through more self-guided work. In part, this presentation and pedagogy is based off of my upcoming book, *Making History: Makerspaces for Museums and Historic Sites* (Rowman and Littlefield, 2023), which discusses hands-on making as an important tool to understand the past.

Concurrent Session 6: MSU 218*A Collaborative Model Among FYS Instructors to Promote Awareness of University Services and Supports*

Kyleigh Ivory, Special Education

Brenda Muzeta, Secondary Education

Mahfuzul Khondaker, Criminal Justice

A primary mission of the First Year Experience program is to introduce students to the plethora of ranging university supports, services, and resources available to them. As such, FYS instructors are encouraged to invite campus offices to speak with their courses. Given the amount of FYS sections, this can be challenging for both university offices and FYS instructors to facilitate. This presentation will share a collaborative model for how FYS instructors can partner to provide students with these recommended guest presentations in a more feasible manner, while also providing an opportunity for increased student socialization across FYS sections. Data from student surveys will be shared to demonstrate student acceptability and perceived outcome benefits.

Concurrent Session 7: MSU 116*Information Literacy and FYS*

Duane Crider, Sports Management

Ruth Perkins, Rohrbach Library

Krista Prock, Rohrbach Library

This panel of two librarians and one First Year Seminar professor will share techniques and activities that have been used to incorporate information literacy instruction into Kutztown University's First Year Seminar course, and how students benefited from said activities. The examples that will be shared were part of library/FYS collaborations from 2019-2022. Some examples include in-person instruction for one or more class periods, individual consultations with librarians, zoom sessions, active research sessions, and library-specific assignments.

Concurrent Session 8: MSU 223

Starfish: A Community Approach to Student Success

Cheryl Brattley, The Center for Student Success and Academic Excellence

Launching any campus-wide initiative requires strong leadership and a coherent vision to navigate the complexities and resistance to change. The Center for Student Success and Academic Excellence, in collaboration with faculty teaching First Year Seminar, can mirror this coherent vision and partner to provide interventions to students who may not be performing to the best of their abilities before they reach a critical point.

Starfish provides actionable data to advisors and support staff and has the potential to connect students with support in a timely manner. Starfish can support initiatives aimed at proactive contact with students to improve student retention, reduce student attrition, and support students at risk of disengaging.

In this presentation, I will discuss how FYS faculty can use Starfish to support an integrated and connected campus community, proactively connect students with resources, and affect student behaviors that influence student success.

Concurrent Session 9: MSU 218

Infusing social work into FYE: Utilizing social work skills to engage diverse majors in freshman seminar

Heather LaBarre, Department of Social Work

The purpose of First Year Experience (FYE) courses is to engage, encourage, and educate incoming freshman. For many, FYE is where students learn how to become active participants in the classroom, the campus community, and society. Relationships serve as the foundation for student success outside the classroom setting with peers and faculty. Campus community connections are enhanced by exploring the various student-focused programs available to support social and academic success in college.

It is imperative to create content that allows for all majors to connect to FYE course material. For a class focused on learning to navigate freshman year while infusing social work concepts, engagement of non-social work majors is key. Utilizing popular fiction, students are introduced to social work perspectives on person-in-environment, policy, community, families, and social justice.

Due to the inclusive nature of social work, students majoring in criminal justice, psychology, business, the arts, and education can contribute to dialogue about the course text, social work concepts, and connections to their individual area of study. The skill of self-reflection enhances student responses to course materials as it relates to their understanding of the first-year experience, academic success, and personal exploration.

Concurrent Session 10: MSU 223

Not all first-year students are in their first year: Conceptualizing FYS as transfer students

Diana Elliott, Counseling & Student Affairs

Much research on students' postsecondary mobility has highlighted the prevalence of intercollegiate transfer (e.g. Bach et al., 2000; Bahr, 2009; Kearney et al., 1995; Romano & Wisniewski, 2005; Shapiro et al., 2015; Townsend, 2001). Evidence from nationally represented data tracking first-time students in 2011 indicated that 38 percent or over one-third transferred at least once (Shapiro et al., 2015). We see evidence of these high rates of transfer at Kutztown University where we receive about 500 transfer students annually. Although they share many characteristics with first-time, first-year students (FTFYS), they are often ignored as a subset of

first-year students. Our panel presentation seeks to challenge current conceptualization of first-year students through the presentation of findings on transfer students. We will present the results of three distinct studies that seek to highlight the reasons for transfer and some of the challenges experienced by this population. The first study presents evidence on who transfers to Kutztown University and explores differences by initial institution of matriculation. The second study explores why students transfer out of four-year private colleges. The final study highlights some of the challenges transfer students experience. The panel will conclude with a summary that ties together all three works.

Student Panel: MSU 218

Navigating FYS: A Guide's Perspectives

Moderator: Yalina Ramos. Participants: Ella Mahon, Giana Cruz, Jack Schembri

First Year Experience Guides (FYE Guides) work closely with FYS instructors to strengthen a seamless transition into and through the first year. FYE Guides help first-year students navigate university resources, serve as role models, and are available to FYS students as invaluable sources of information. In this panel discussion, FYE Guides will share their experiences and perspective, along with assessment data from both FYE Guides and faculty who used FYE Guides in their FYS class in FA22.