FIRST-YEAR SUMMIT TABLING

The tabling will enable summit participants to learn more about programs, resources, and offices supporting student achievement of the three first-year goals (momentum, engagement, and belonging). The tables are hosted by staff and/or faculty who will offer a short presentation about how their program, resource, or office supports students achieving first-year goals and invite discussions with participants. We have arranged for 14 tables which participants can attend for 25 minutes each, with opportunities to rotate to three tables in the 80 minutes. At the end of each table period, participants will be asked to leave comment cards for feedback which will be collected and analyzed.

Here is a brief listing of the tables

1. **First-Year Student Resources (Tammy Nguyen, Jennifer Garner):** The table will provide information about the range of resources for students as they transition to college (e.g., Money Management Center, College Access & First Year Transition and related resources) and the impact the resources can have student success. The discussion will center on informing first-year students about these resources.

2. **Engagement and Belonging in Online Courses (Oliver Snow, Katarina Pantic):** This table will address strengthening students' experience in asynchronous online classes. The discussion will center on designing and managing online classes to provide engaging student experiences and opportunities for connection.

3. **Value of Learning Communities (Amy Huntington, Melinda Russell-Stamp):** The table will address data regarding the impact of learning communities on momentum, engagement, and belonging. The discussions will focus on experiences teaching in LCs and plans for scaling them.

4. **Forms of Academic Support (Mackenzie Glover, Marci Chapman):** The table will discuss forms of academic support for first-time students (e.g., tutors, supplemental instructors, and learning assistants) and its impact on first-year goals. The discussion will focus on differences between the forms of support in their training and expectations and which may be optimal for various classes.

5. **Orientation and First-year Advising (Margarita Vara, Jennifer Wright):** The table will outline the value of the new mandatory orientation and review the roles of first-year exploratory advisors and their impact on first-year goals. The discussion will address how to support students as they enroll and select a major.

6. **New COMP pathways (Hal Crimmel, Brooke Kelley, Jason Barrett-Fox):** The table will discuss redesigned COMP pathways for students to support their momentum and engagement. The impact of these innovations will be shared, and the discussion will focus on how best to promote student success in COMP.

7. **Pathways to QL (Katrina Marriott, Natalie Anderson):** The table will discuss new pathways through QL, presenting new courses, new CE initiatives, and the potential impact for momentum. Discussions will include how best to advise students through QL.

8. **Careers Services for First-Year Students (Greg Neilson, Aaron Roberts):** The table will address how career services engage first-year students (FYE classes, Career and Major navigation, and life design seminars) and its impact on first-year goals. The discussion will share other ways to engage first-year students in career preparation.
9. **HIEEs in First Year (Teresa Martinez, Jenny Frame):** The table will present the details of the Wildcat Advantage program and other ways to support and engage first-year students in HIEEs. The discussion will include how to engage first-year students in HIEEs.

10. **Starfish in First Year (Britnee Ramirez, Ken Johnson):** The table will review Starfish's early alert and other features and its potential impact on students achieving first-year goals. The discussion will include how to optimally use starfish to support student success.

11. **Mentoring First-year Students (Olga Antonio, Juancarlos Santisteban):** The table will describe Student Affairs mentoring program and how the mentors are trained to support mental health. The discussion will address the impact of the program and how to connect students with mentors, and how to become mentors.

12. **FYE Courses (Ashley Owens, Morgan Voet):** The table will share various innovations and options in FYE courses, including FYE-based learning communities and college-based FYE courses. The discussion will focus on the impact of FYE courses on student success.

13. **ACUE Training to Support First-year Students (Azenett Garza, Diana Meiser):** The table will discuss the value and impact of the new ACUE training for faculty and its potential impact to close opportunity gaps in course completion for first-year students. The discussion will include the details of training.

14. **Working with BIPOC Students (Yudi Lewis, Monica Rodriguez):** The table will focus on resources to help faculty and staff work more effectively with BIPOC students and its importance for achieving first-year goals. The discussion will consider ways of supporting BIPOC students.