

First-Year Experience Proposal: Bearcat Link (BLINK)

Bearcat - Leadership – Involvement – Networking - Knowledge

Submitted on behalf of: Randy Bouknight, Vice President for Student Affairs

Written by: Jessica Brady, Justin Brewer, Erin Garland, Lindsay Phipps, Jalysa O’Conner,

Alexandrea Drake, Zach Helms

Targeted Population

Programs and initiatives specifically designed to assist first-year students in successfully transitioning from high school to college are imperative for academic and social growth (Jafee, 2007). The development of new teaching techniques, strategies and program initiatives requires a collaborative learning environment that motivates millennial students to be self-reflective, as well as active participants, in constructing knowledge (Tucker, 2006). Based on the typical Lander University student in 2015, the below proposal outlines the development of a first-year experience program.

General Plan and Outline

The first-year experience (FYE) program has become a staple of the modern university system. Studies, both qualitative and quantitative; cohort and case control; and national and institutional, many of which are addressed more specifically later in this proposal, provide merit as to the effectiveness of a properly instituted FYE program. Based on national best practices and current standards, Lander University, through currently existing programs such as University 101 and EXPO, has taken the first steps in developing a FYE program. With a specific FYE department tasked with overseeing, managing and directing the Bearcat Link Program (BLINK), Lander could move forward in developing an all-encompassing program. Through a cohesive approach, all current programs focused on first-time freshman involvement and retention could potentially be unified under one umbrella, thus strengthening overall programming venues and ultimately leading to greater academic success and social growth. In addition to a greater focus placed on freshman retention, such a department would allow for the development of new programs and an extensive review of pre-existing programs. Furthermore, in encouraging campus-wide collaboration, this initiative would provide a unified platform by which faculty and

staff could provide input. As noted below, the following sections highlight pre-existing and proposed programs; analyze the available data to determine effectiveness; and describe the basic implementation procedures necessary for the BLINK program.

EXPO

EXPO is Lander University's two and one-half day orientation program that affords new students the opportunity to become familiar with the campus and receive additional information on dining, residence life, student activities and academics. In addition, this program is designed to help freshmen build connections with their classmates, as well as current students serving as leaders on campus. While staying in the residence halls, incoming students are exposed to a variety of college norms, such as attending classes offered by campus recreation, eating in the university dining hall and meeting with an academic advisor. Based on previous EXPO evaluation results, 99% of EXPO participants agreed with the following statement, "By attending EXPO, I feel more connected to Lander University." Through further support from BLINK resources in combination with an already established orientation program, such efforts will help to offer a seamless transition from high school to college.

Week of Welcome

The goal of Week of Welcome (WOW) is to provide students with activities directly linked to campus involvement. WOW includes a variety of networking opportunities, such as concerts, comedians, game nights, etc. The National Survey of Student Engagement (NSSE) highlights the importance of student engagement and indicates, "...student success is directly linked to student involvement" (NSSE, 2014). Furthermore, NSSE points to the fact that students who are involved typically spend a greater amount of time on campus, devote more time and energy toward academics and have a higher percentage of positive interactions with faculty and

staff. Co-curricular activities geared toward holistic student growth help to foster the academic, personal and professional development of students. Through engagement, students are encouraged to become socially responsible members of the Lander community, and beyond. The Week of Welcome opens the door for students to become vested and passionate about the Lander community. By incorporating WOW into the BLINK program, the FYE director will be able to provide intentionally focused programming for the events offered on campus.

University 101

For the 2014 - 2015 academic year, the division for Student Affairs developed a freshman seminar/orientation class (University 101), a required course for graduation from Lander University. Students must earn a passing grade, C or better, in order to graduate. The one-hour per week course was required for all first time freshmen enrolled in less than 24 hours. Students passing the course earn one semester hour of credit. There were 27 sections offered during the Fall 2014 semester and 3 sections offered during the Spring 2015 semester. As stated in the class syllabus, the purpose of University 101 is to provide first-year students with an understanding of the resources and tools available to them (assisting with a smooth transition from high school to college); to ensure students become active, responsible members of the community; to help students acquire basic academic survival skills; and to encourage students to actively participate in activities and campus recreation programs.

To measure the effectiveness of the course, Lander University participated in the Skyfactor/Educational Benchworks Inc. (EBI) First-Year Seminar Assessment. This assessment allowed Lander University to select six institutions for comparison. In addition, results were compared with two institutions in a Carnegie list of institutions, similar to Lander University, as well as all 35 peer institutions using the assessment in 2015. This assessment measured 23

factors that targeted the objectives set for the course. In summarizing results, the data indicated that, of the 22 factors measured, Lander University’s freshman seminar class (University 101) scored with means above nine factors, when compared to the “select six” institutions and 13 factors when compared to “all institutions.” Furthermore, Lander University scored with 12 factor means that were equal to the means of the “select six,” all of the “Carnegie class” and 8 of the peer institutions. Ultimately, the only factor falling below the means of the “peer institutions” and “all institutions” was Factor 1, “Classroom Learners: Engaging Pedagogies.” In terms of impacting retention and graduation, Lander performed favorably when compared to the six selected comparison institutions. However, when compared to all institutions, Lander scored below the comparison group mean. Recommendations for areas of improvement can be referenced below (Skyfactor/Educational Benchworks Inc., 2015).

Overview → Recommendations for Improvement

Recommendations for Improvement

Population: Lander University (Number Responding = 465)

Overall Program Effectiveness Factors	Impact on Overall Program Effectiveness	Contribution to the Total Impact	Factor Performance	Recommendation Category
High Impact Factors				
Course Improved Understanding of Academic Integrity	1st Predictor	12.9%	Above Goal ▲ (5.89)	Maintain or Improve
Course Improved Transition to College	2nd Predictor	12.4%	At Goal ▲ (5.50)	Maintain or Improve
Course Improved Knowledge of Study Strategies	3rd Predictor	11.8%	Above Goal ▲ (5.59)	Maintain or Improve
Course Improved Academic Skills	4th Predictor	11.5%	Below Goal ▼ (4.67)	Top Priority
Usefulness of Course Materials	5th Predictor	9.4%	Below Goal ▼ (4.84)	Top Priority
Course Impacted Retention and Graduation	6th Predictor	7.1%	Below Goal ▼ (5.45)	Top Priority
Course Increased Co-Curricular Engagement	7th Predictor	6.1%	Below Goal ▼ (5.29)	Top Priority

(Skyfactor/Educational Benchworks Inc. 2015 Lander University First -Year Seminar Assessment Results)

A department specifically devoted to the first-year experience could expand on the objectives of University 101 and further improve upon the success criteria, thus increasing the likelihood of desired outcomes, such as student retention and co-curricular engagement.

Leadership

“Leadership knowledge, skills, and attitudes that students learn in leadership studies courses have the potential to dramatically shape students’ trajectory in college and beyond” (Stephens & Beatty, 2015, p. 119). Currently, while leadership initiatives and programs are being implemented at Lander, very few efforts specifically target freshman students. The Leadership Conference, as facilitated through the office of Student Activities, is an annual event, primarily designed for upper classmen. This proposal suggests that, under BLINK, the director and University 101 instructors would identify emerging campus leaders and involve them in the conference. “Students in leadership positions often need to plan, organize and execute events, work with multiple offices on campus, develop budgets, and motivate members to become engaged” (Ward, Yates, & Song, 2014, p. 282). In a study conducted by Ward, Yates and Song, results showed “a significant positive relationship between students who have completed an internship as well as students who have held a position of leadership on campus and higher ETS® MFT (Major Field Test) scores” (Ward, Yates, & Song, 2014, p. 282). Revisiting and reworking previous programs, such as Lander President’s Leadership Program (LPLP), through an FYE department would provide another means of identifying and cultivating leaders among freshmen. Additionally, the FYE director would also work closely with student leaders as identified in University 101, as well as the leaders of EXPO and WOW, to ensure that students are exposed to a variety of opportunities designed to further enhance leadership skills.

BLINK Credits

As proposed, first-year students will be required to earn a certain number of BLINK credits during their first two semesters at Lander. BLINK credits could potentially be earned by attending and participating in activities and programs focused on health and wellness (physical,

emotional, and mental), campus involvement, life skills and campus recreation. Points of focus were chosen for BLINK credit based on research that correlates designated areas with retention and academic success, additionally recognizing that the student's need for balance, coupled with a lack of social support, is often overlooked by many campus programs (Choate and Smith, 2003). BLINK credit events will seek to educate students in a holistic manner. According to the Center for Collegiate Mental Health's 2014 Annual report, 18.7% of students attended some form of counseling prior to entering college and 12.9% have taken prescribed medication for mental health concerns. Such credits will be designed to address concerns faced by students on a day-to-day basis, while at the same time proactively and preemptively addressing the relevant issues faced by students, regardless of mental health history.

Similar to the FALS approval process, a completed application requesting BLINK credit would be submitted prior to the event. Standards for approval, and coordination of the event itself, would be the responsibility of the FYE department/director, in conjunction with the vice president of Student Affairs. The FYE director would compile assessment data for each event to ascertain the effectiveness of individual programs. In addition, data gathered from other venues, such as University 101 and EXPO, would provide direction for future events and/or pinpoint specific areas of focus.

Career Exploration

As noted by the Chamber of Commerce Foundation, millennial students and supervisors both recognize a need for growth "in areas such as communications skills, the ability to give and receive criticism and enhancing professional workplace etiquette" (Chamber of Commerce Foundation, n.d.). With this being said, career exploration is undoubtedly a critical piece of the first-year experience. Research indicates that students with career goals are more likely to stay in

school and demonstrate academic success. For example, a 2005 study of 401 college freshmen found that first-semester freshmen, without an identified career goal, make poorer and less persistent decisions (Hull-Banks, Kurpius, Befort, Sollenberger, Nicpon, and Huser, 2005). Hull-Banks et al. further note that helping understand the relationship between academic success, career goals, and post-graduate employment can positively impact retention (2005). Currently, the University 101 curriculum educates students on career services. As proposed, additional areas of implementation should include personality assessments and a detailed curriculum focus, specific to career options and career exploration. Observations presented by Hull-Banks et al. (2005) note that an increased focus on career interests provides an increased opportunity for retention and instills tenacity in college students.

One proposed personality assessment is John Holland's Self-Directed Search (SDS). Prior to beginning the assessment, the SDS requires individuals to identify their ideal job. Participants are then asked to provide responses with regard to a variety of factors, such as, whether or not they like or dislike particular activities; whether or not they are competent at particular tasks; and whether or not a particular occupation appeals to them. Additionally, participants are asked to self-identify proficiency levels for various skills. Based on the tallied score, participants are assigned a three-letter personality code, corresponding to a list of occupations. After completing the assessment, students would be encouraged to research careers that align with their personalized assessment results (in combination with other factors, such as, desired demographic location, salary range, etc.). Students would be required, in writing, to verbalize the overall findings, identify career goals, and outline a realistic plan of action.

Volunteerism

The FYE director would be responsible for planning and developing service learning projects on campus, as well as in the surrounding community. Beyond the emotional benefits, there are numerous opportunities for personal and professional growth. A study conducted by Eppler, Ironsmith, Dingle, & Errickson (2011) focused on the “changes in college students’ social attitudes and which functional motives were highlighted by their service experience” (Eppler, Ironsmith, Dingle, & Errickson, 2011, p. 103). Specific to first-year students, the results suggest that, “service-learning appears to be a valuable way to help students adjust to college, adapt to social expectations, define career goals, and develop their identity within the context of the larger community” (Eppler et al., 2011, p.111). Volunteerism allows for career exploration, co-curricular resume building, on-the-job training and professional development. Responsibilities for organizing service learning projects would include, selecting sites, contacting organizations, coordinating efforts and monitoring student progress.

Supporting Institutional Data

During the six years Lander University’s Behavioral Intervention Team (BEIT) has been existence, Student Concern and Early Alert (Faculty Feedback) reports have been tracked to determine if any patterns or trends exist. One pattern noted is the prevalence of freshman student representation in every recorded category with the exception of “psychological issues.” In this category, freshman and senior students presented with the same number of reports. For the past three years, freshman students have constituted over 50% of the total concerns submitted. This is referenced in the table below.

Total Number of Reports Submitted			Number of Freshman Students Represented			Percentage of Freshman Students Represented		
Academic Year			Academic Year			Academic Year		
2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
217	206	219	128	126	126	59%	61%	58%

(Lander University Student Affairs' Behavioral Intervention Team Year-End Reports)

This pattern suggests that freshman students could benefit from support and guidance targeted at their issues/needs. Initiatives, such as the development of BLINK (a first-year experience program), are one venue designed to focus on these needs. Another pattern that emerged from the data is the overwhelmingly high number of freshman students reported for absenteeism and academic concerns, categories in which they receive five and two and one-half more times, respectively, as many early alerts as the next highest groups. The tables below illustrate that, for the past three years, freshmen represent more than 55% of the absenteeism and academic concerns reported.

Number of Absenteeism Reports Submitted			Number of Freshman Students Represented in Absenteeism Reports			Percentage of Freshman Students Represented in Absenteeism Reports		
Academic Year			Academic Year			Academic Year		
2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
56	69	68	40	42	45	71%	61%	66%

Number of Academic Concerns Reports Submitted			Number of Freshman Students Represented in Academic Concerns Reports			Percentage of Freshman Students Represented in Academic Concerns Reports		
Academic Year			Academic Year			Academic Year		
2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
63	53	75	55	44	42	87%	83%	56%

(Lander University Student Affairs' Behavioral Intervention Team Year-End Reports)

The Skyfactor/ Educational Benchworks 2015 First-Year Seminar Assessment data validates that students participating in University 101 responded positively to questions regarding how the course helped to improve understanding of academic services, connections with faculty, managing time and priorities, knowledge of study strategies, and their transition to college. This assessment documented several areas of improvement for the University 101 course. These areas, which measured whether the course utilized engaging pedagogies, increased co-curricular engagement, or impacted retention and graduation, all fell slightly below the comparison benchmark means, thus highlighting the necessity of a full-time FYE program director.

In reviewing Lander’s freshman retention and attrition data, as reported in the “2014-2015 Fact Book,” there has been only one cohort (the Fall 2008 class) between Fall 2001 and Fall 2013 with a 70% retention rate of students returning in the fall semester. The four-year average graduation rate of first-time, full-time freshman students is reported as 43% in the “2014-2015 Fact Book.” The table below highlights the information contained in the report.

**LANDER UNIVERSITY’S OFFICE OF INSTITUTION RESEARCH: 2014-2015 FACT BOOK
FOUR-YEAR AVERAGE GRADUATION RATES**

First-Time, Full-Time Freshmen

Four Year Average	Males	Females	Total
Initial Cohort	678	1442	2120
Completers	268	643	911
Graduation Rate	39.5%	44.6%	43.0%

(<http://www.lander.edu/academics/Institutional-Effectiveness/Institutional-Research.aspx>)

Lander University’s institutional data and research supports the objective of developing a first year experience program, supervised by a single individual with the ability to focus time and attention on the specific needs of freshmen.

Assessment Strategies

Possible assessment strategies to be employed in assessing the effectiveness of BLINK are dependent upon the implementation timeline. The following chart depicts several of the current assessment measures used, as well as the future ones envisioned.

Vice President for Student Affairs		BLINK Director		
Assessment of BLINK Director		Objectives	Current Assessment Practices	Additional Proposed Assessment Practices
BLINK Director's Job Description and Evaluation	Employment Management Performance System (EMPS)	Evaluate Existing Freshman Experience Programs	1. EXPO: EXPO Evaluation, EXPO Leader Evaluation, and EXPO Advisory Committee Analysis & Recommendations	1, 2 and 3: Conduct Focus Groups: Obtain additional student feedback about the effectiveness and benefits of these existing programs.
			2. Week of Welcome: Student Numbers	1, 2 and 3: Faculty/Staff Surveys: Obtain faculty/staff feedback about effectiveness of existing programs and perceived freshman student needs.
			3. University 101: Skyfactor/Educational Benchworks Inc. First-Year Seminar Assessment; Quiz/Exam/Assignment Grades	3: Based on faculty/staff/student feedback, add at least ten institutionally specific questions to the existing First-Year Seminar Assessment. Develop a faculty/staff committee to review and analyze First-Year Seminar Assessment results. Develop a University 101 instructor survey.
		Evaluate Student Learning Outcomes	Skyfactor/Educational Benchworks Assessments: <ul style="list-style-type: none"> • Campus Climate • Student Activities • Leadership • Campus Recreation • Career Services • Counseling Services • First-Year Seminar Noel-Levitz Survey Objective Knowledge Measures: University 101 Exam, Quiz, and Assignment Grades Program/Presentation Evaluations	Add institutionally specific questions to all existing Skyfactor/Educational Benchworks Assessments.
		Evaluate Student Satisfaction and Engagement	Skyfactor/Educational Benchworks Assessments: <ul style="list-style-type: none"> • Campus Climate • Student Activities • Leadership • Campus Recreation • Career Services • Counseling Services • First-Year Seminar Noel-Levitz Survey Program/Presentation Evaluations	Develop and implement specific program satisfaction surveys. Track number of students participating in programs and events.
		Evaluate Overall Program Effectiveness		A year-end summary report incorporating existing surveys, new satisfaction surveys, student learning outcomes, student satisfaction and engagement measures with analysis and recommendations for improvement.

In addition to the information contained in the chart above, Lander University's office of Institutional Effectiveness provides data that can be utilized for evaluative purposes. The annual "*Fact Book*" compiled by the Office of Institutional Research contains retention, attrition and graduation data tracked on a longitudinal basis. This data could be used to monitor the impact of BLINK on retention and graduation. Furthermore, the office of Institutional Effectiveness is responsible for maintaining a University assessment schedule and posting unit goal reports generated for evaluating academic and nonacademic programs. These unit goal reports contain pertinent information that could be incorporated into a first-year experience assessment.

Supporting Literature and Research for FYE

Existing studies provide an excellent overview regarding the effectiveness of first-year experience initiatives. As noted by Padgett, Keup, and Pascarella (2013), "...the first year seminar may be the most researched course in the undergraduate curriculum"; they additionally state that "...research has established the first year seminar as one of the most important instructional vehicles for achieving the learning and developmental objective of undergraduate courses in the United States" (Padgett, Keup, & Pascarella, 2013, p. 134). Moreover, Padgett, Keup, and Pascarella (2013) cite a previous article published by Pascarella and Terenzini in 2005, which states that first-year seminar participation has significant and substantial "positive effects on a student's successful transition to college and the likelihood of persistence into the second year...and on a considerable array of other college experiences known to be related directly and indirectly to bachelor's degree completion" (Padgett, Keup, and Pascarella, 2013, p. 135). In "a synthesis of more than forty additional studies, Pascarella, and Terenzini found that first-year seminar participants were more likely to graduate within four years than nonparticipants" (Goodman & Pascarella, 2006, p. 47). Undeniably, students participating in

first-year seminar initiatives were more likely to persist, even when reviewing studies that controlled pre-college characteristics through various methods of statistical analysis (Goodman & Pascarella, 2006).

First-year seminar programs “can be found at 95 percent of four-year institutions in the United States, many share “the common goal of increasing academic performance and persistence through academic and social integration” (Goodman & Pascarella, 2006, p. 26). The Association of American Colleges and Universities lists first-year seminars and experiences as one of 10 high-impact educational practices (Association of American Colleges and Universities, 2008). In a 2012-2013 survey, the National Resource Center for First Year Experience and Students in Transition found that “nearly six in 10 institutions reported requiring more than 90% of their entering students to take a first-year seminar” (National Resource Center on First Year Experience and Students in Transition, 2013). Undoubtedly, the available research suggests, “first year seminars have become ubiquitous in the past two decades” (Goodman and Pascarella, 2006, p. 26). Numerous studies and current best practices point to the return on investment for a first-year experience initiative; and based on the current literature, the bottom line remains that failure to act will result in Lander missing the mark. Through a first-year experience department, tasked with the implementation of the BLINK program as outlined, there is an opportunity to retain students and significantly impact the future growth of the University.

Departments Involved in Implementation

As envisioned, the FYE director, in conjunction with representatives of Student Affairs and Academic Affairs, would coordinate the implementation of BLINK. The FYE director should report directly to the vice president for Student Affairs.

Budgetary Requirements

In order for the first-year experience program to function as envisioned, it will require an operational budget. Allocated funds would support salaries for an FYE director, one support staff employee and all University 101 instructors. Funding should also be allocated for office space and supplies, classroom materials, assessment tools and also for speakers, programming, training and professional development opportunities. Currently, there are 27 sections of University 101; the number of sections, and classrooms needed, will vary based on annual first-year student enrollment. For the purposes of classroom scheduling, as proposed, currently existing facilities would be utilized.

Student Learning Outcomes

The desired outcomes for the Lander University first-year experience program are as follows:

- To assist students academically, personally and socially
- To inform students about the availability of services and programs
- To assist students in becoming familiar with the campus and the local community
- To provide planned, intentional opportunities for students to interact with fellow freshman, upperclassmen and faculty/staff
- To inform students about history/traditions, governance structure and campus culture to aid with integration into the university
- To assist students in becoming familiar with available resources
- To provide students with information about laws and policies regarding educational records and other sources of protected information
- To gain understanding of academic and student life policies and procedures

- To recognize the purpose and value of academic integrity and identify key components
- To describe and demonstrate the principles of responsible citizenship, within and beyond the campus community
- To broaden study skills
- To encourage academic success
- To develop and foster basic life-skills (money/time management, etc.)
- To provide awareness of health/wellness/fitness
- To explain the implications of personal decisions for wellness
- To increase students’ self-awareness of strengths, weaknesses, skills and interests in terms of career exploration
- To assist students in developing employment and “work readiness” skills
- To assist students with the creation and maintenance of a career portfolio, designed to highlight academic achievements, co-curricular experiences, internships, volunteerism, and employment history

Implementation Timeline

Five Year Plan	
Year	Action Taken
One	<ul style="list-style-type: none"> • Determine budgetary requirements and allocation • Hire director and support staff • Observe and assess the effectiveness of current first-year experience programs (EXPO, WOW and University 101)
Two	<ul style="list-style-type: none"> • Director assumes responsibility for University 101, EXPO and WOW (coordinating with all departments previously responsible) • Development of detailed guidelines and requirements for BLINK credits • Development of leadership curriculum
Three	<ul style="list-style-type: none"> • Implementation of BLINK credit program • Implementation of leadership development program • Assessment review of University 101, EXPO and WOW (previous year) • Development of Service Learning/Volunteer program.
Four	<ul style="list-style-type: none"> • Assessment review of BLINK credit programs • Assessment review of leadership development programs • Implementation of service learning/volunteer program
Five	<ul style="list-style-type: none"> • Assessment review of service learning/volunteer program • Assessment of entire FYE department and programs • Department is fully staffed, self-sustaining and independent.

References

Association of American Colleges and Universities. (2008). High Impact Educational Practices: A Brief Overview. Retrieved August 3, 2015 from <https://www.aacu.org/leap/hips>

Choate, Laura Hensley, and Sondra L. Smith. (2003). Enhancing development in 1st-year college student success courses: A holistic approach. *Journal of Humanistic Counseling, Education & Development* 42 (2): 178.

Eppler, M., Ironsmith, M., Dingle, S., & Errickson, M., (2011). Benefits of service-learning for freshmen college students and elementary school children. *Journal of the Scholarship of Teaching and Learning*, 11(4), 102-115.

Goodman, K., & Pascarella, E. T. (2006). First-year seminars increase persistence and retention: A summary of the evidence from how college affects students. *Peer Review*, 8(3), 26-28.

Hull-Banks, E., Kurpis, S. E., Befort, C., Sollenberger, S., Nipon, M. F., & Huser, L. (2005). Career goals and retention-related factors among college freshmen. *Journal of Career Development*, 16-30.

Jafee, D. (2007). Peer cohorts and unintended consequences of freshmen learning communities. *College Teaching*, 55(2), 65-71

National Resource Center on First Year Experience and Students in Transition. (2013). 2012-2013 National Survey of First-Year Seminars. Columbia: National Resource Center on First Year Experience and Students in Transition.

National Survey of Student Engagement. (2014). Bringing the Institution into Focus—Annual Results 2014. Bloomington, IN: Indiana University Center for Postsecondary Research

Padgett, R. D., Keup, J. R., & Pascarella, E. T. (2013). The impact of first-year seminars on college students' life-long learning orientations. *Journal of Student Affairs Research and Practice*, 133-151.

Skyfactor/Educational Benchmarking Inc. (2015). Benchworks First-Year Seminar Assessment.

Stephens, C., & Beatty, C. (2015). Leading and thriving: How leadership education can improve first-year student success. *Journal of Leadership Education*. 119-131. doi: 1012806/V14/I3/T1

Tucker, P. (2006). Teaching the millennial generation. *Futurist*, 40(3), 7-17

US Chamber of Commerce Foundation. (2012) <http://www.uschamberfoundation.org/millennial-generation-research-review>

Ward, C., Yates, D., & Song, J. (2014). The impact of leadership roles and internships on undergraduate business major field test (MFT) scores. *Contemporary Issues In Education Research*, 7(4), 279-284