

Logsdon, Jeremy

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Sent: Thursday, October 24, 2024 11:44 AM
To: jeremy.logsdon@g.wku.edu
Subject: [EXTERNAL] 44th Annual Conference on The First-Year Experience

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National Resource Center for The First-Year Experience & Students in Transition

Jeremy Logsdon ,

We are pleased to accept the following proposal as a poster presentation at the 44th Annual Conference on The First-Year Experience to be held February 16-19, 2025, in New Orleans, Louisiana!

Title of Presentation: Building Community: Fostering Success in First-Year Student LLCs

Session Type: Assessed Institutional Initiative

Abstract: Western Kentucky University's Living Learning Communities (LLCs) play a crucial role in supporting first-year students by enhancing their retention and engagement. This session will provide an overview of the broader institutional impacts of LLCs, with a specific focus on the experiences within the Education LLC. Two faculty fellows will share practical insights on fostering a sense of community among first-year students, highlighting key program outcomes and strategies for supporting underrepresented and first-generation students. Attendees will gain insights into the successes and challenges of creating meaningful learning environments for new students.

Additional Presenters (if any):

Daniel Super

Jessie Hussung

Marko Dumančić

Scheduling information will be sent out early November. Please note that we are unable to accept any individual scheduling requests at this time.

If reviewers provided comments on your proposal, their comments will be below.

We are delighted that you will be joining us for this year's conference and look forward to working with you as a poster presenter! Please proceed to sc.edu/fye/ to complete your registration for the conference as soon as possible. The early bird registration deadline is November 15, 2024. **All presenters must register for the conference by November 22, 2024.**

Thank you,

Conferences and Continuing Education Team
National Resource Center for The First-Year Experience and
Students in Transition

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