2021 NASPA VIRTUAL CONFERENCES ON STUDENT SUCCESS IN HIGHER EDUCATION

JUNE 26 – JUNE 30, 2021
The Center is the premier source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students.

**STRATEGIC PRIORITIES INCLUDE:**

**Connect & Recognize**
Build engaged communities across higher education that foster, recognize, and celebrate excellence.

**Innovative & Scalable Solutions**
Create innovative programs, drive evidence-based solutions, and provide professional development opportunities designed to drive systemic, scalable impact.

**Thought Leadership & Advocacy**
Be a catalyst and thought leader for advancing critical conversations through national convenings advocacy, and policy influence.

**Knowledge Creation & Evidence-Based Practices**
Develop and promote scholarly research and data-informed practice as the primary clearinghouse for post-secondary education to advance persistence and completion.

first-gencenter@naspa.org
firstgen.naspa.org
@FirstgenCenter
#FirstgenForward
WELCOME TO THE 2021 NASPA VIRTUAL CONFERENCES ON STUDENT SUCCESS IN HIGHER EDUCATION!

Greetings, colleagues:

We are pleased to welcome you to the 2021 NASPA Virtual Conferences on Student Success in Higher Education. This event co-locates three distinct experiences (Assessment, Persistence, and Data Analytics; Dismantling Systemic Barriers to Student Success; and First-generation Student Success) with intersectional outcomes as a unique opportunity for participants to learn, network, and engage. The conference advisory committee, subcommittees, NASPA staff, and countless volunteers have worked tirelessly to craft an experience that will inspire and energize attendees. Now in its third year, this event serves as one of the largest professional development opportunities after the NASPA Annual Conference.

In the Socio Event Platform, registered attendees will have access to programming across the three conferences, networking sessions, thought-provoking speakers, exhibitors, and much more. The conference programming seeks to critically examine the systemic and institutional barriers impeding success for today's college students.

Through this convergence of topics, professionals from across the academy will join NASPA in advancing the equity agenda on campus, especially for students of color, first-generation students, and low-income students, to improve measurements of persistence and completion, as well as career readiness.

Again, welcome, and we hope you have an incredible conference.

The 2021 Conference Advisory Committee

WELCOME

CONFERENCES ON STUDENT SUCCESS IN HIGHER EDUCATION

The Assessment, Persistence, and Data Analytics Conference (APDA) is designed to address critical issues related to campus programming, student success, and outcomes assessment. Sessions will provide a forum for professionals to advance their knowledge and skills of assessment and data analytics, and data's role in student persistence.

The Dismantling Systemic Barriers to Student Success Conference is a convergence of the former Student Financial Wellness Conference and the Closing the Achievement Gap Conference with the addition of exciting expanded content. This new conference will debut and join the Assessment, Persistence, and Data Analytics Conference and First-generation Student Success Conference. Conference programming will foster important dialogue to uncover pervasive barriers and prompt strategic change in institutional approaches for serving students and advancing outcomes.

The First-generation Student Success Conference (FGSS) will examine a breadth of topics critical to advancing the holistic outcomes of first-generation students. Sessions will consider the vast intersectionality of first-generation students, the systemic and institutional barriers to success, and evidence-based practices to student support and services.

As a registered attendee, you have access to programming for any of the three conferences.
### SCHEDULE AT A GLANCE

*All conference times are listed in Eastern Standard Time (EST)*  
*Please make necessary adjustment based on your respective timezone.*

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<th>SATURDAY, JUNE 26</th>
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| 12:00 p.m. – 5:00 p.m.    | Help Desk Open  
| 1:00 p.m. – 5:00 p.m.    | Full-day Pre-Conference Workshops (4 hours)  
| 1:00 p.m. – 3:00 p.m.    | Half-day Pre-Conference Workshops (2 hours)  
| 4:00 p.m. – 6:00 p.m.    | Half-day Pre-Conference Workshops (2 hours)  

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<th>SUNDAY, JUNE 27</th>
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| 12:00 p.m. – 5:00 p.m.    | Help Desk Open  
| 12:00 p.m. – 3:00 p.m.    | (Invite Only) A Dedicated First Scholars and First-gen Forward Pre-Conference Workshop  
| 1:00 p.m. – 5:00 p.m.    | Full-day Pre-Conference Workshops (4 hours)  
| 1:00 p.m. – 3:00 p.m.    | Half-day Pre-Conference Workshops (2 hours)  
| 4:00 p.m. – 6:00 p.m.    | Half-day Pre-Conference Workshops (2 hours)  

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<th>MONDAY, JUNE 28</th>
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| 10:00 a.m. – 8:00 p.m.    | Help Desk Open  
| 10:00 a.m. – 5:00 p.m.    | Conference Exhibit Hours  
| 10:00 a.m. – 11:00 a.m.   | Exhibit Hall Hour Break  
| 11:00 a.m. – 12:15 p.m.   | NASPA Welcome/Opening Speaker  
| 12:45 p.m. – 1:45 p.m.    | Concurrent Session 1  
| 2:00 p.m. – 3:00 p.m.     | Concurrent Session 2  
| 3:00 p.m. – 4:00 p.m.     | Exhibit Hall Hour  
| 3:15 p.m. – 3:45 p.m.     | Learning Labs  
| 4:00 p.m. – 5:00 p.m.     | Plenary Speaker & Concurrent Session 3  
| 5:15 p.m. – 6:15 p.m.     | Concurrent Session 4  
| 6:30 p.m. – 7:00 p.m.     | Scholarly Paper Presentations  
| 6:30 p.m. – 8:00 p.m.     | Networking Sessions/Rooms  

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| 10:00 a.m. – 8:00 p.m.    | Help Desk Open  
| 10:00 a.m. – 5:00 p.m.    | Conference Exhibit Hours  
| 10:00 a.m. – 11:00 a.m.   | Exhibit Hall Hour Break  
| 11:00 a.m. – 12:00 p.m.   | Plenary Speaker & Concurrent Session 5  
| 12:30 p.m. – 1:30 p.m.    | Concurrent Session 6  
| 1:30 p.m. – 2:30 p.m.     | Exhibit Hall Hour Break  
| 1:45 p.m. – 2:15 p.m.     | Learning Labs  
| 2:30 p.m. – 3:30 p.m.     | Concurrent Session 7  
| 3:45 p.m. – 4:45 p.m.     | Concurrent Session 8  
| 5:00 p.m. – 6:00 p.m.     | Concurrent Session 9  
| 6:00 p.m. – 7:00 p.m.     | Sponsor Product Showcase & Poster Presentations  
| 7:00 p.m. – 8:00 p.m.     | Networking Sessions/Rooms  

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<th>WEDNESDAY, JUNE 30</th>
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| 10:00 a.m. – 6:00 p.m.    | Help Desk Open  
| 10:00 a.m. – 5:00 p.m.    | Conference Exhibit Hours  
| 11:00 a.m. – 12:00 p.m.   | Concurrent Session 10  
| 12:00 p.m. – 1:00 p.m.    | Exhibit Hall Hour Break  
| 1:00 p.m. – 2:00 p.m.     | Concurrent Session 11  
| 2:15 p.m. – 3:15 p.m.     | Concurrent Session 12  
| 3:30 p.m. – 5:00 p.m.     | Closing Session  
| 5:00 p.m. – 6:00 p.m.     | Networking Sessions & Meetings  

**Pre-conference Workshops:** Workshops are designed as highly-specialized opportunities to discuss a specific topic or program.

**General Interest (60-minute concurrent session):** The most common educational opportunity at the conference, usually consisting of the presentation of a program, data, research, or theoretical concept followed by audience questions and brief discussion.

**Learning Lab (30 minutes):** Designed to give participants actionable ideas and tools to take back to their institutions. Presenters will share ideas for 20 minutes, followed by 10 minutes for questions.

**Scholarly Paper:** Provide an opportunity for presenters to briefly share a synopsis and key findings from scholarly papers as part of an education session. There will not be a discussant for these sessions, but a moderator will facilitate a discussion between the authors and the audience.

**Poster Session:** Designed for sharing research or program evaluation. Participants will visually represent their data and present their content to engage with conference attendees.
Empower Your Students to Break Down Barriers

Student success depends on students being able to manage their life alongside their academics. Obstacles like unstable housing, unreliable transportation, and lack of mental health support can derail a student’s path to a degree. We’re here to help.

We make it easy for your staff and students to find and connect with social services and resources — like food, transportation, housing, and more, right in your community.

› Connect
Connect your students to local, state, and national programs addressing a broad range of needs through a single platform.

› Track
Track your students’ progress by having student services staff document social needs and confirm that they received services.

› Measure
Using our reporting and analytics, identify what needs your students have, as well as which programs students are connecting to, all while preserving privacy.

"Aunt Bertha is so easy to use, promoting self-service. It doesn’t require a navigator or middle-man, which is important for students who want to find resources directly, in real-time."

Jodie Beatty, Vice Chancellor of Student Success

Make it easy for students to find help in their communities.

Visit company.auntbertha.com/demo to learn more.
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THANK YOU

A Special Thanks to the Conference Advisory Committee and Subcommittee Members

NASPA is grateful to the planning committees for all three events. The time, dedication, and expertise shared by the committee is much appreciated.

Assessment, Persistence, and Data Analytics Conference Committee
- **Marisol Cardenas**, Cal Poly Pomona, Teaching, Learning, & Scholarship Programming Subcommittee, Co-chair
- **Tim Kresse**, Miami University, Engagement & Networking Subcommittee, Co-chair
- **Kim Kruchen-Spaulding**, University of Colorado Boulder, Featured Speakers & Specialty Educational Programming Subcommittee, Co-chair
- **Pamelyn Shefman**, Alvin Community College, Attendee Experience, Accessibility, & Inclusion Subcommittee, Co-chair

Dismantling Systemic Barriers to Student Success Conference Committee
- **Carrie Ben-Yisrael**, Washington State University, Teaching, Learning, & Scholarship Programming Subcommittee, Co-chair
- **Carlos Cruz**, Dallas College, Attendee Experience, Accessibility, & Inclusion Subcommittee, Co-chair
- **Brendan Greisberger**, The Ohio State University, Featured Speakers & Specialty Educational Programming Subcommittee, Co-chair
- **Martina Martin**, University of Kentucky, Engagement & Networking Subcommittee, Co-chair
- **Jacob Popovich**, Columbus State Community College, Teaching, Learning, & Scholarship Programming Subcommittee, Co-chair

First-generation Student Success Conference Committee
- **Whitley Johnson**, University of Miami, Engagement & Networking Co-chair
- **Jennifer Schoen**, Northeastern University, Pre-conference Programming Subcommittee Co-chair
- **Lamesha Brown**, St. Cloud Technical & Community College, Pre-conference Programming Subcommittee Co-chair
- **Alicia Sanchez**, Wichita State University, Attendee Experience, Accessibility, & Inclusion Co-chair
- **Gourjoine Wade**, Grambling State University, Featured Speakers & Specialty Education Programming Co-chair
A Special Thanks to the Subcommittee Members

Attendee Experience, Accessibility, & Inclusion
- Glynis Boyd Hughes, Merrimack College
- Andy Cadotte, Oregon State University
- Terri Fought, The University of Tennessee, Knoxville
- Tamisha Greathouse, Washington State University

Engagement & Networking Subcommittee
- Angelique Burgos, Five Towns College
- Dayanne Izmirian, Regis University
- ToCarra Jordan, University of Central Florida
- Cory Reano, University of Southern California

Featured Speakers & Specialty Educational Programming Subcommittee
- Stephanie Anthony, Michigan State University
- Cindy Kane, Bridgewater State University
- Michelle Soliz, The University of Toledo
- Sabina Kapoor

Teaching, Learning, & Scholarship Programming Subcommittee
- Theresa Carlson, Northern Arizona University
- Carolyn Duven, Gwinnett Technical College
- David Kessler, Texas A&M University
- Krista Mincey, Xavier University of Louisiana

Pre-conference Programming Subcommittee
- Tara Hardy, Boston University
- Stephen Howard, Berea College
- Roland Nunez, Lake-Sumter College
- Stacy Peazant, University of Florida

Thank You to Our Volunteers

NASPA owes a debt of gratitude to our incredible volunteers. The service of the conference committees can be seen in every aspect of the #SSHE21 experience. Thank you to the over 200 coordinating presenters who submitted program proposals; the 145 volunteers who reviewed these submissions; and the over 275 individuals presenting nearly 200 workshops, sessions, and posters.

There are a number of ways to get involved with NASPA and something for every interest, professional level, and level of time commitment. Ask NASPA staff how you can get involved in planning future conferences and other professional development events, as well as benefits of NASPA membership.
THANK YOU TO OUR SPONSORS

Gold Sponsors

Silver Sponsor

Bronze Sponsor
THANK YOU TO OUR COOPERATING SPONSORS

Council for the Advancement of Standards in Higher Education

Council for Opportunity in Education

National Resource Center
About Socio, Our Virtual Event Platform

We are excited to welcome you to the 2021 NASPA Virtual Conferences on Student Success in Higher Education (#SSHE21). The 2021 event will take place on Socio, a virtual venue with multiple interactive areas that are optimized for connecting and engaging. As attendees, you can move in and out of sessions just like an in-person event and enjoy the content and connections.

We want to take this opportunity to point out a few key areas and features of Socio, as well as where you can get more information about the platform:

Announcements:
The Announcements tab will alert you of key event information and updates. Please remember to refresh your page.

Live Sessions:
All live pre-conference workshops and educational sessions will be accessible via the Schedule feature.

Networking:
Visit the Networking Rooms where you can join open meeting rooms of up to 10 people for coffee, lunch or even evening chats.

Kumospace Rooms are virtual networking rooms where you can meet up with attendees at any time in a virtual unique and fun set ups.

Live Networking Sessions will take place in Zoom on Monday, June 28 starting at 6:30 p.m. EST and Tuesday, June 29 starting 7:00 p.m. EST: Add one to your schedule today!

FIRST-GEN FORWARD

A recognition program for higher education institutions committed to first-generation student success.

Visit bit.ly/First-genForward to learn more.
Questions about using Socio?
Don’t worry! We’ve got you covered. NASPA has created video tutorials to help you learn Socio - check your emails from NASPA for more information or visit the NASPA Help Desk and NASPA staff will be happy to help you.

NASPA Help Desk
Have a question? Come to the Help Desk to find an answer from the NASPA staff. The Help Desk can be accessed via the sidebar and will be available at the following times:

Times listed in Eastern Standard Time.
Saturday, June 26 from 12:00 p.m. — 5:00 p.m.
Sunday, June 27 from 12:00 p.m. — 5:00 p.m.
Monday, June 28 from 10:00 a.m. — 7:00 p.m.
Tuesday, June 29 from 10:00 a.m. — 7:00 p.m.
Wednesday, June 30 from 10:00 a.m. — 6:00 p.m.

The Help Desk may be accessed through the Socio platform or by clicking here.

Accessibility
All live sessions for the event will have automatic closed captioning enabled. You may turn on or hide the subtitles in the session as needed.

The featured speaker sessions will be live streamed and captioned as well.

Accessing Content After the Conference
Conference registrants will be able to access content, both on-demand content and live sessions that are recorded during the conference, after the event. All participants will receive communication after the conference with more information about how to access this content.

Background Noise
As a courtesy to presenters, speakers, panelists, and attendees, please minimize background noise in your surroundings when attending the virtual conference, or use muting functions when not speaking on camera. Thank you for making this the best possible virtual conference experience for everyone!

Conference Evaluation
The 2021 NASPA Virtual Conferences on Student Success in Higher Education evaluations will be available at the conclusion of each conference day. All participants will receive an emailed evaluation.

Conference Handouts
Workshop session materials will be posted to the event app, Socio. You will be able to access all materials offered by presenters under each session in the schedule.

Continuing Education
NASPA has been approved by National Board for Certified Counselors (NBCC) as an Approved Continuing Education Provider, ACEP No. 5120. Programs for which NBCC-approved clock hours will be awarded are identified on a handout available on the conferences website. NASPA is solely responsible for all aspects of the programs. Participants can receive a maximum of 12 clock hours for this event. All participants must attend sessions live to earn credit. Home study is not available for NBCC at the 2021 NASPA Virtual Conferences on Student Success in Higher Education.

To receive credit, please complete a reporting form available on the conference website. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

General Certification of Attendance
NASPA is able to provide a general certificate of attendance to document hours for other licenses or credentials. It is your responsibility to determine if the general certificate meets the criteria for your specific continuing education needs. NASPA recommends contacting your licensing board, professional organization, etc. to inquire about eligibility.

If you have specific questions about continuing education, please visit the NASPA Help Desk or contact NASPA at sshe@naspa.org.

Programs that qualify for continuing education are noted here.
GENERAL INFORMATION

Exhibitors

Although the Exhibit Hall will be open throughout the conference, please use the following dedicated times to engage with conference sponsors and learn about the newest services for the field:
- Monday, June 28 from 3:00 p.m. - 4:00 p.m. EST
- Tuesday, June 29 from 1:30 p.m. - 2:30 p.m. EST
- Wednesday, June 30 from 12:00 p.m. - 1:00 p.m. EST

After a long day of learning, unwind with colleagues, hear about the latest sponsor developments, and win prizes at the Happy Hour Sponsor Product Showcase, taking place at the following time:
- Tuesday, June 29 from 6:00 - 7:00 p.m. EST

A complete listing of conference exhibitors is located in the back of the program book.

Session Types

The Conference Advisory Committee has cultivated a variety of session types to enhance your conference experience.

Please note that some sessions may be on-demand, live, or a combination of both. We recommend reviewing the program book in advance to be planful in organizing your schedule to maximize your conference experience.

Social Media - #SSHE21

Join in on the conversation via Twitter and Instagram! Participants should use #SSHE21 as the hashtag for the event. NASPA will post and tweet from @NASPAtweets and @NASPApics with this hashtag and post on the NASPA Facebook page http://www.facebook.com/NASPAfb
PERSONALIZE YOUR EXPERIENCE

Given the intersectionality of our three conferences, we encourage you to attend sessions for any event. This convergence of topics is your opportunity to take a cross-functional approach to student success. During each programming block, sessions will have an acronym indicating the conference for which it is intended. Please note: a conference indicator does not preclude you from attending a session if it is of interest. Conference indicators are:

- APDA: Assessment, Persistence, and Data Analytics Conference
- DSBC: Dismantling Systemic Barriers to Student Success Conference
- FGSS: First-generation Student Success Conference

The Center’s signature initiative, is an ecosystem of processes, tools, and guidance designed to foster institutional transformation while elevating holistic first-generation student success.

Visit bit.ly/FirstScholarsElevate to learn more and submit an Interest Form.
Measure student outcomes. Grow student success.

The Postsecondary Data Partnership (PDP) transforms the way your institution measures, analyzes, and reports student progress so that every student can thrive.

Why Join the PDP?

Gain access to richer insights, including information left out of other data collections. The PDP includes data on all your institution’s new students, not just full-time fall freshmen, as well as benchmarking data on peer institutions.

Grow student success and close equity gaps. The PDP's early momentum indicators enable you to identify student populations that need help so that your institution can intervene earlier to help them get back on track.

Tell your institution’s story with visually compelling, easily understood reports that communicate trends and outcomes for your entire student body and specific populations within it.

Save time and resources by submitting data just once to report to many education organizations across the nation.

The PDP gives you:

- Interactive dashboards that empower you to easily measure student outcomes.
- Filtering tools for your institution’s deep, disaggregated data to comprehensively assess outcomes by age, race, gender, Pell Grant status, GPA, first-generation-student status, college readiness in math and English, and more.
- Benchmarking data for comparisons with peer institutions.
- Simpler reporting to education organizations and associations.
- An analysis-ready file that lets you perform granular analysis and make comparisons with other data sets.

Sign up and learn more at studentclearinghouse.org/colleges/pdp
FEATURED SPEAKERS

**Opening Featured Speaker**

**Wil Del Pilar**

Dr. Wil Del Pilar serves as vice president for higher education policy and practice at the Education Trust. He works to advance Ed Trust’s higher education advocacy agenda by developing and implementing strategies to leverage research, policy, and practice to improve accountability, affordability and student success for low-income students and students of color.

Wil has experience at both federal, state and institutional levels. Most recently, he served as deputy secretary of postsecondary and higher education for the Pennsylvania Department of Education but has also worked at a variety of institutions in admission, financial aid and development.

**Conference Plenary Featured Speaker**

**D-L Stewart**

Dr. D-L Stewart serves as a professor in the School of Education, co-Program Coordinator of Student Affairs in Higher Education, and core faculty in the Higher Education Leadership program specialization at Colorado State University. Over the course of his faculty career, Dr. Stewart has focused most intently on the history and philosophy of higher education, institutional systems and structures that affect the postsecondary experiences, growth and development, as well as success of racially minoritized, queer, and trans* students.

Dr. Stewart examines these topics through intersectional, critical, and poststructural frameworks that incorporate ableism, religious hegemony, and classism alongside racism, patriarchy, and queer- and trans-antagonism. In addition to over 50 journal publications and book chapters, Dr. Stewart is an author or editor of four books and has received numerous awards for teaching, research, and service. Dr. Stewart is currently serving as the 2021 President for the Association for the Study of Higher Education.
FEATURED SPEAKERS

**Conference Plenary Featured Speaker**

Natasha Jankowski

Dr. Natasha Jankowski is the former Executive Director of the National Institute for Learning Outcomes Assessment (NILOA) and previously served as research associate professor at the University of Illinois Urbana-Champaign. Dr. Jankowski currently serves as a lecturer with New England College. She is co-author of the books Using Evidence of Student Learning to Improve Higher Education; the book Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm, and the edited volume Student-Focused Learning and Assessment: Involving Students in the Learning Process in Higher Education. A forthcoming book focuses on equity and assessment. Her areas of interest include assignment design, transparency, evidence-based storytelling, equity, mapping and alignment of learning, and all things assessment.

Natasha is the recipient of the Kent State University's Alumni Award and the Young Alumni Award from the University of Illinois Urbana-Champaign. Under her leadership, NILOA was the proud recipient of the ACPA Contribution to Higher Education award. She holds a Ph.D. in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in philosophy from Illinois State University.

**Closing Featured Speaker**

Laura I. Rendón

Dr. Laura I. Rendón is Professor Emerita at the University of Texas-San Antonio. As a nationally-recognized speaker, her presentations focus on topics such as student success, Latinx STEM students, deep learning experiences and self-care and healing.

Rendón is a student advocate, and her passion is ensuring that the nation’s educational system fosters student success, especially for low-income and first-generation students. Rendón developed validation theory, which has been employed to frame research studies and programmatic activities.

Rendón is also a teaching and learning thought leader in the field of contemplative education. She authored the book, *Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice and Liberation*. In 2013 the Texas Diversity Council selected Rendón as one of the Most Powerful and Influential Women in Texas. In 2019 the University of Southern California’s Race and Equity Center recognized Rendón as one of the nation’s most Distinguished Latina Scholars.
FEATURED PANEL – PRESIDENTS PANEL

Grambling State University
Richard Gallot

Dr. Richard “Rick” Gallot has lead Grambling State University, his alma mater, since 2016. Prior to his return to Grambling State, President Gallow spent 12 years as a member of the Louisiana House of Representatives and 4 years in the Louisiana Senate.

California State University, Stanislaus
Ellen Junn

Dr. Ellen Junn serves as the 11th president of California State University, Stanislaus. Prior to joining Stan State, she served as provost and vice president for academic affairs at CSU - Dominguez Hills. Dr. Junn is the first Korean-American woman president appointed in the U.S. to a four-year public institution.

Amarillo College
Russell Lowery-Hart

Dr. Russell Lowery-Hart has served as president of Amarillo College since 2014 after many years of service as Vice President for Academic Affairs. Dr. Lowery-Hart’s “culture of care” and transforming higher education through an ethic of love has been featured widely in the media.

DePauw University
Lori White

Dr. Lori White assumed the presidency of DePauw University in 2020, at the height of the pandemic, after serving as Vice Chancellor of Student Affairs at Washington University in Saint Louis. She is the first woman and the first person of color to serve as DePauw’s president and in 2016-17, she served as NASPA’s board chair.
PRE-CONFERENCE WORKSHOPS

1:00 p.m. — 5:00 p.m. ET

Many Uses of CAS Standards to Create, Implement, and Assess Programs and Services that Lead to Student Success

Strengthening the capacity of college and university departments to facilitate student success has never been more important. To achieve these goals there must be an intentional framework to guide practice. CAS Standards can be used to develop, implement, and assess programs and services that facilitate student success outcomes. In this session, participants will explore diverse ways to use the CAS Standards and CAS cross-functional frameworks to enhance program and service delivery. Participants will leave with a plan for using CAS Standards and self-assessment and program review practices in ways that make sense for the diverse functional areas and institutional types in which we work.

Additional fee: $40

Presenter(s): Stacy Andes, Villanova University, ACHA Representative to CAS; Dan Bureau, University of Memphis, AFA Representative to CAS, CAS President; Raymond Plaza, Santa Clara University, ACPA Representative to CAS; Jennifer Wells, Kennesaw State University, CAS Editor

1:00 p.m. — 3:00 p.m. ET

Re-engaging First-gen Graduate Students: Developing a Post-pandemic Campus Plan

This interactive workshop will guide audience members through several large and small group discussions and activities in order to explore potential opportunities for re-engaging their first-generation student population as part of post-pandemic campus planning. Facilitators will guide attendees through a critical reflection of their institutional systems for supporting first-generation graduate students. Attendees will also complete a SWOT analysis to identify opportunities and needs to advocate for change on their campus.

Additional fee: $20

Presenter(s): Alece Alderson, Assistant Vice Chancellor of Student Life, University of California, San Francisco; Matt Newlin, Higher Education Consultant
PRE-CONFERENCE WORKSHOPS

SATURDAY, JUNE 26

1:00 p.m. — 3:00 p.m. ET

**Review of Program Reviews**

It is important to look at organizations wholly and deeply in regular intervals. It takes time, but the result can lead to strategic planning and future innovations. In this session, presenters will guide participants through various program review models, detail the process, and discuss how to navigate the benefits and pitfalls. Participants will actively practice skills for organizing, conducting, and sharing a review.

Additional fee: $20

**Presenter(s):** Darby Robert, Director of Student Life Studies, Texas A&M University; Shaun Boren, Director of Assessment and Research for Student Affairs, University of Florida; Kevin Grant, Director of Student Affairs Assessment & Research, California Polytechnic State University-San Luis Obispo; Tim Kresse, Director of Student Life Budget & Technology, Miami University-Ohio

**NOTE: PRE-CONFERENCE WORKSHOP WAS CANCELED.**

4:00 p.m. — 6:00 p.m. ET

**Partnering with Parents and Families of First-generation College Students**

Building a sense of community and belonging is incredibly important for first-generation college students. A key factor to this foundation of support is engaging parents and families of first-generation students; institutions can harness this support by viewing parents and families of first-generation students as partners in their students’ success. Drawing from their experiences at mid-size and large, public, four-year institutions, the presenters will first discuss the challenges of engaging the parents of first-generation students. They will then offer a suggested timeline to consider when developing content for communication and engagement. Finally, the presenters will provide examples of partnering opportunities and events, strengthening connections to the institution and levels of support.

Additional fee: $20

**Presenter(s):** Amy Baldwin, Director and Senior Lecturer of Writing, Literacy, and Academic Success in Student Transitions, University of Central Arkansas; Daphne Rankin, Associate Vice Provost for Strategic Enrollment Management, Virginia Commonwealth University; Martina Martin, Associate Director of Student Transitions and Family Programs, University of Kentucky
PRE-CONFERENCE WORKSHOPS

12:00 p.m. - 3:00 p.m. ET  
**A Dedicated First Scholars and First-gen Forward Pre-Conference Workshop (Invite-Only)**

This workshop will feature perspectives from senior leaders, insight from institutions leading evidence-based, outcomes-driven initiatives, opportunities for topic-based dialogue, and community building with colleagues equally committed to first-generation efforts. At the heart of both First Scholars and First-gen Forward is the opportunity to share and learn across our talented network, and we are excited to provide this joint gathering for dedicated conversation. For those registering for the conference, First Scholars and First-gen Forward institutions will also have access to networking opportunities.

No additional fee for invited institutions.

1:00 p.m. — 5:00 p.m. ET  
**Assessment & Data Analytics 101: An Introduction**

This pre-conference workshop is a “boot camp” on student affairs assessment with a primer on data analytics. The program offers an opportunity to develop your assessment and critical reasoning skills. Learn the basics you need to enhance the work you are already doing or start something new for your area or campus. In this session, participants will learn from presentations, as well as engage in practical mini-workshops within small groups that represent your campus experience. This combination will allow you to get the most from your time and make assessment and data analytics more salient in your work. As a result of attending, participants will become familiar with approaches for conducting departmental review and accreditation in student affairs while having the opportunity to create an assessment plan for a program including: student learning outcomes, identifying data sources, and reporting strategies.

Additional fee: $40

**Presenter(s):** Pamelyn Shefman, Executive Director, Institutional Effectiveness and Research, Alvin Community College; Tim Kresse, Director of Budget & Technology, Division of Student Life, Miami University; Kimberly Kruchen-Spaulding, Manager of the Office of Assessment & Planning, University of Colorado Boulder; Marisol Cardenas, Educational Learning & Assessment Specialist, Cal Poly Pomona
SUNDAY, JUNE 27

PRE-CONFERENCE WORKSHOPS

1:00 p.m. - 3:00 p.m. ET

United in STEMM: Creating Opportunities Across Disciplines

The presenters have reimagined opportunities to eliminate persistence and graduation gaps from Colorado State University using institutional data. They will demonstrate collaboration with the Divisions of Academic and Student Affairs towards the success of students of color in STEMM (science, technology, engineering, math, and medicine). United in STEMM is a campus-wide initiative designed to solidify institutional support in creating a deeper sense of belonging, both in colleges and through more intentional connections with alumni and professionals of color.

Additional fee: $20

Presenter(s): Kacee Collard Jarnot, Student Success Manager, Colorado State University; Bridgette Johnson, Managing Director of Diversity, Equity, Inclusion, and Student Success, Colorado State University; Melissa Burt, Assistant Dean for Diversity and Inclusion, Walter Scott, Jr. College of Engineering, Colorado State University; Lee Tyson, Research Analyst, Institutional Research, Planning and Effectiveness, Colorado State University; Rickey Frierson, Director of Diversity and Inclusion Programs, Warner College of Natural Resources, Colorado State University; Elias Quiñonez, Manager of Student Life and Diversity, College of Agricultural Sciences, Colorado State University; Lisa Dysleski, Associate Dean for Undergraduate Programs, College of Natural Sciences, Colorado State University

Effectively Designed Emergency Aid Programs Support Student Success

This last year shone a light on the importance of emergency aid. Whether your institution has multiple well-coordinated efforts or none in place yet, we would like to help you understand the six pillars of effective emergency aid programs; provide an outline of how to assess your readiness for implementation; and support you taking steps toward development of a program to address your students’ needs. Facilitators from NASPA and Reos Partners will share learnings and resources and host interactive discussions for participants to apply learnings to their own institution and outline next steps to put learnings into action.

Additional fee: $20

Presenter(s): Amy Geist, Director of Strategic Initiatives; Jess Fan, Consultant, Reos Partners; Monica Pohlmann, Principal, Reos Partners
SUNDAY, JUNE 27

PRE-CONFERENCE WORKSHOPS

4:00 p.m. - 6:00 p.m. ET

**Approaches to Assessing First-generation College Student Success**

Assessment is one of the most critical features of developing and sustaining successful first-generation programs and initiatives. Identifying first-generation college students and their needs as well as documenting and highlighting effective practice is the key to continued institutional support and program sustainability. This session will explore the role of assessment in evaluating first-generation student needs, interaction with programs and services, and learning outcomes. It will also outline a model to organize these assessment activities and discuss strategies for conducting meaningful assessment of both student development and programmatic effectiveness. Session participants will have the opportunity to reflect on the assessment climate on their own campuses and share successful techniques and methods from their own experience.

Additional fee: $20

**Presenter(s): Jennifer R. Keup,** Director, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina; **Sarah E. Whitley,** Assistant Vice President, Center for First-generation Student Success, NASPA

4:00 p.m. — 6:00 p.m. ET

**Deliberative Dialogue Forum: What is the Role of Fraternity and Sorority Life in Creating the Campus Community We Want**

This session offers the opportunity for attendees to participate in democratic deliberation, an approach to engaging in conversation in which participants may have passionately different viewpoints or perspectives, using NASPA’s newly launched issue guide, *Fraternity and Sorority Life and the Inclusive Campus: How Do We Foster the Campus Community We Want?*

This pre-conference workshop opportunity is offered at no additional cost.

**Presenter(s): Diana Ali,** Associate Director of Policy Research and Advocacy, NASPA; **Brent Marsh,** Assistant Vice Chancellor for Student Affairs and Dean of Students, University of Mississippi; **Jill Dunlap,** Senior Director for Research, Policy, and Civic Engagement, NASPA
People need to have access to somebody to talk to. I’m living proof of that. Therapy helped me... it saved my life.

— Darryl DMC McDaniels
Mental Health Advocate, Hip-Hop Legend, Author

Uwill

Teletherapy for Students and U.

Join Uwill
Monday, June 28th, 12:45pm EST for our session

Therapy on Demand: Reimagining Campus Mental Health

Lydia Zopf, Carthage College, and Adam Ring, Uwill, discuss how emerging technologies are helping universities more effectively support students.

We look forward to meeting you at our virtual booth.

Learn more at Uwill.com
12:45 PM – 1:45 PM ET  **Concurrent Session 1**

**Creating a Culture of Assessment**

Do you find yourself or your division only focusing on assessment for a program review, accreditation visit, or not at all? At California University of Pennsylvania, the Student Affairs Assessment Committee has developed a model that creates a systematic, meaningful, useful, and efficient strategic approach through weekly, monthly, and yearly initiatives. The presenters will offer resources and examples of how to infuse your division with assessment tools and practices to create a culture of assessment.

**Presenter(s): Becky McMillen,** Executive Director, University Conference Services, California University of Pennsylvania; **Diane Hasbrouck,** Director, Center for Volunteer Programs, Service Learning, Commuter and Nontraditional Student Services, California University of Pennsylvania; **Nancy Skobel,** Associate Dean for Student Affairs and Director of the Women’s Center, California University of Pennsylvania

**Becoming a Storytelling Superhero: Strategies for Communicating Our Value With Data**

Using data to show the value of our work and drive others to action can be difficult. This is more challenging in the era of COVID-19, where physical and virtual divides impede engaging and communicating. Storytelling can be a tool to cross these divides, and communicate the value of student affairs. Presenters will draw on classic storytelling theories, elements, and practices to provide a framework for strengthening how we tell our data stories.

**Presenter(s): Matt Venaas,** Research Manager, Macmillan Learning; **Dianne Timm,** Associate Professor, Eastern Illinois University
### Concurrent Session 1 (continued)

**AAC&U’s VALUE Approach and the Assessment of Co-Curricular Learning**

The presenter will focus on showcasing the multiple ways student affairs professionals can utilize Association of American Colleges & Universities (AAC&U) VALUE rubrics in co-curricular assessment as well as provide space for Student Affairs assessment leaders to share feedback on how VALUE resources can have better alignment with best practices in Student Affairs specifically.

**Presenter(s):** Britt Spears, Program Coordinator, VALUE Institute, Association of American Colleges & Universities

**No Room for Doubt: The Corequisite Imperative**

Complete College America is a champion of corequisite support as a better approach than traditional prerequisite remediation. This high-impact strategy consistently yields dramatic results for students passing college-level math and English courses and gaining college momentum. Scaling corequisite support addresses institutional performance gaps for equitable student outcomes that lead to increased college completion. The presenter will share learnings from a decade leading the nation in how we can best support student success.

**Presenter(s):** Brandon Protas, Strategy Director, Complete College America

**Social Class Supports: Scalable Ideas Serve & Sustain Poor and Working-Class Students**

Institutions have only begun to address how unexamined social class-based assumptions, practices, and campus cultures can create barriers for poor and working-class populations and lead to significant disparities in degree completion. Drawing on the student-ready college concept and on emerging research, facilitators will offer scalable ideas that colleges and universities can use to explore campus-specific social class issues; identify barriers; and provide equity-based supports. Examples of programs and practices across institutional types will be shared.

**Presenter(s):** Sonja Ardoin, Assistant Professor of Student Affairs Administration, Appalachian State University; Georgianna Martin, Associate Professor of Counseling & Human Development Services, University of Georgia
Concurrent Session 1 (continued)

DSBC

Degrees When Due: Promoting Institutional Change for Stop-out Reengagement and Completion

Over 36 million Americans have earned some college credit but no degree. Before these students can successfully be brought back, institutions must identify and address institutional barriers to their reenrollment and completion. Presenters will provide effective strategies for student reengagement from the Institute of Higher Education’s equity and completion initiative, Degrees When Due, and facilitate a discussion around institutional barriers and potential solutions. Participants will acquire knowledge to implement or enhance reengagement at their institutions.

Presenter(s): Jennifer Pocai, Research Analyst, Institute for Higher Education Policy; Andrés Quintanilla, Research Analyst, Institute for Higher Education Policy

FGSS

The Role of the Dean in Advancing First-generation Student Success

Student affairs/student success deans serve a unique role in higher education institutions. While supervising a portfolio of functional areas and offices, deans are also very visible on the campus, routinely chairing campus committees and visibly engaging with students, faculty, and staff. With one foot in leading efforts within divisions and/or the campus and one foot on the ground with students, student affairs/student success, deans have a prime opportunity to be the visible advocate that can transform first-generation student success efforts on campuses. This panel, featuring deans at various institutional types with diverse portfolios, will explore the role of the dean in transforming campus climates to best advance first-generation student success efforts.

Presenter(s): Brett Bruner, Dean of Student Engagement, Arkansas Tech University; La’Tonya Rease Miles, Dean of Student Affairs, Menlo College; Omar Estrada, Dean of Student Services & Campus Life, Clark Atlanta University; Abe Villarreal, Dean of Student Success, Cochise College; Chris Wuhtrich, Dean of Students, Boise State University
### Concurrent Session 1 (continued)

12:45 PM – 1:45 PM ET

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| **Inspire to ASPIR2E: Improving Student Success Recruitment and Retention at a Professional Health Science Program** | The Texas A&M University College of Pharmacy’s mission is to prepare a diverse student body for the practice of pharmacy, especially in underserved regions and for underserved populations. To further embolden that mission, the College launched a new initiative, the Aggie Student Pharmacists Initiative for Recruitment/Retention and Education (ASPIR2E). The presenter will introduce the four program tracks detailing the student success, recruitment, and retention practices utilized with underrepresented minorities and first-generation students.  
**Presenter(s): Amanda Galindo**, Assistant Dean for Student Affairs, Texas A&M University College of Pharmacy |
| **Holistic Approaches to First-generation Engagement in University Settings** | Being able to reach such a diverse student body, especially in virtual formats, can be extremely challenging. The presenters will include information on understanding and applying intersectionality-based approaches to expand programmatic initiatives; adapting intrusive advising models to better assist first-generation students in university settings; and enacting holistic approaches that address student needs from multiple perspectives. Universities, colleges, and departments can adapt these strategies to foster campus-wide involvement and increase virtual student participation at their respective institutions.  
**Presenter(s): Jenna Heath**, Director of Student & Community Engagement, University of Nevada, Las Vegas |
| **Identifying and Adapting Virtual Support Based on First-generation Student Needs** | As a NASPA First-gen Forward Advisory Institution, UC San Diego’s Student Success Coaching Program (SSCP) supports a cohort of first-generation students across all disciplines and grade levels through academic support, skill development, and advocacy. In this presentation, attendees will learn how SSCP adapted their asset-based practices to maximize first-gen cultural capital to foster success in a virtual environment. Attendees will reflect on their current virtual support services and identify new practices for implementation.  
**Presenter(s): Rachel Rivera**, Success Coach, Student Success Coaching Program, University of California San Diego; **Stephanie Estrada**, Success Coach, Student Success Coaching Program, University of California, San Diego; **Alison Herr**, Senior Success Coach, Student Success Coaching Program, University of California, San Diego |
MONDAY, JUNE 28

12:45 PM – 1:45 PM ET  
**Concurrent Session 1 (continued)**

Reimagining Campus Mental Health: An Equitable Approach to Teletherapy
Addressing the campus mental health crisis has been a top priority for student affairs leaders -- before, during, and now as we emerge from the pandemic. How are emerging technologies helping universities more effectively support students today and tomorrow to set them up for success in the future? Join Lydia Zopf of Carthage College and Adam Ring of Uwill to discuss new approaches to support student mental health needs.

**Presenter(s):** Nicholas Winkler, Associate Dean of Students, Carthage College; Adam Ring, Vice President, Strategy, Uwill

2:00 PM – 3:00 PM ET  
**Concurrent Session 2**

Journey to Graduation During a Pandemic: FGCS Face COVID-19 at School
What happens when First-generation College Students (FGCS) face a pandemic? We will share our most recent findings investigating the extent COVID-19 disrupts schooling and exacerbates existing barriers for FGCS at seven universities. We collected surveys, interviews, and visual aids from FGCS in the academic year 2020-2021. Preliminary findings suggest that COVID-19 has heightened barriers and interrupted students’ relationships, resources, and health. We will also present the extent FGCS adapted to COVID-19 by comparing students’ responses across data collection points.

**Presenter(s):** Cassandra Davis, Research Professor, University of North Carolina at Chapel Hill; Milanka Turner, Assistant Professor, Florida A & M University; Terri Norton, Associate Dean for Student Success & Strategic Initiatives, Bucknell University; Harriet Hartman, Chair of Sociology & Anthropology, Rowan University

**NOTE: SESSION WAS CANCELED**

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Leveraging Data to Advance Equity
Assessment is a political and contextual process aimed at collecting evidence to make improvements. Equity-centered assessment prioritizes the advancement of equity and justice throughout the assessment process. Centering equity in assessment work requires practitioners to reframe assumptions and norms. Using The Equity Scorecard as a foundation, the presenters will share how one institution used data visualization and dashboarding to advance equity work across a division of student affairs.

**Presenter(s):** Anne Lundquist, Assistant Vice President, Campus Strategy, Anthology; Ciji Ann Heiser, Director of Assessment and Effectiveness, Western Michigan University
JOURNAL OF
FIRST-GENERATION STUDENT SUCCESS

The Journal seeks scholarship that prioritizes innovative solutions and propels asset-based, evidence-driven research and practice about first-generation student experiences.

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Concurrent Session 2 (continued)

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Presenter(s): Anne Lundquist, Assistant Vice President, Campus Strategy, Anthology; Ciji Ann Heiser, Director of Assessment and Effectiveness, Western Michigan University
**MONDAY, JUNE 28**

**DSBC**

**Charge On, Operation 90%: Increasing FTIC Retention and Enhancing Student Success**

To address the FTIC retention rate at the University of Central Florida, which had been stagnant for three years, a student success process improvement initiative, Operation 90%, was implemented. Goals included increasing the retention rate, identifying and removing barriers, enhancing the student experience, and utilizing predictive analytics. As a result, the retention rate increased 1.6% in two years. The presenters will discuss conceptualization, implementation, and results. Tools and skills will be provided for implementation on other campuses.

**Presenter(s): DeLaine Priest, Associate Vice Provost, Student Success and Advising, University of Central Florida; Tera Bravo, Institutional Research Analyst, Data and Strategic Projects, University of Central Florida**

**DSBC**

**I Believe in the Little Words: A Story of Why Validation Matters**

Sometimes all it takes is the little words to validate a student for them to take the next step toward their goals. This was the case in one community college study that used validation theory to influence STEM persistence for women and minoritized students. The presenter will share tenets of Rendon’s (1994) Validation theory, validating advising practices, provide an opportunity to reflect on validation, and identify forms of validation to apply in participants’ own roles.

**Presenter(s): Nuria Sanchez, Instructional Services Supervisor, Rio Salado College**

**FGSS**

**Engaging & Informing Families and Parents of First-generation College Students**

Not understanding how things “work” in higher education places the families of first-generation college students at a disadvantage and often makes them feel less a part of the community. The presenters will highlight the design and implementation of successful programming dedicated to enhancing sense of belonging and engagement with families and parents of first-generation college students at two institutions – one a large public and the other a smaller private.

**Presenter(s): Julie Carballo, Director of First-generation Initiatives & Veteran and Military-Affiliated Student Services, North Central College; Martina Martin, Associate Director of Student Transitions and Family Programs: First-Generation and Off-Campus Student Services, University of Kentucky**
MONDAY, JUNE 28

2:00 PM – 3:00 PM ET  
Concurrent Session 2 (continued)

### Building a ‘Campus Family’ to Retain Foster Care Alumni and Homeless Students

The Unconquered Scholars Program (USP) provides qualified Florida State University students with guidance, continual mentorship, advocacy, security, and a voice to ensure their personal academic success and long-term independence. Florida State University staff and a student participant will outline the structure and functions of this support program, which has proven successful in increasing retention and graduation rates for this student population.

**Presenter(s):**  
- Lisa Jackson, Senior Program Director, Florida State University;  
- Caitlin Cates, Program Coordinator, Unconquered Scholars Program, Florida State University;  
- Brendan Gonzalez, President, Unconquered Scholars Program Student Advisory Board, Florida State University

### Viewing NASPA's Public Policy Agenda Through a First-gen Lens

Public policy intersects in numerous ways with higher education professionals' daily work. Presenters will provide an overview of the federal and state policy landscape with a special focus on issues that align with the 2021-2024 NASPA Public Policy Agenda. Presenters will discuss the overarching themes of advocacy for student success; equity, inclusion, and social justice; research and scholarship; and professional development, then facilitate a discussion identifying advocacy-related issues of specific importance to first-generation students.

**Presenter(s):**  
- Diane Schorr, Director, First-Generation Advocacy and Initiatives, NASPA;  
- Diana Ali, Associate Director of Policy Research and Advocacy, NASPA;  
- Katy Lanius, Dean of Student Success & Wellness and Title IX Coordinator, Dallas College Eastfield;  
- Shane Long, Director of Student Conduct, University of New England

### First-gen Across Campus: Building Effective Collaborations to Support First-gen Student Success

The presenters will discuss ways to intentionally collaborate across campus to champion first-generation student success. To effectively serve first-generation students, it is imperative that the campus community (faculty, staff, administrators, and students) works together to guide their success. Attendees will be invited to reflect on their own institution and its’s structure; asked to think critically about partnerships they can intentionally create; and will leave with a game plan for doing so!

**Presenter(s):**  
- Shruti Nelson, Assistant Director, Texas Tech University;  
- Brandon Cruz, Director, Texas Tech University
MONDAY, JUNE 28

2:00 PM – 3:00 PM ET  
**Concurrent Session 2 (continued)**

**FGSS**

**TRIO and First-Gen Initiatives: Are We Working Together?**

Join this discussion with TRIO professionals to learn about how they build partnerships with institutionally or privately funded efforts to serve first-generation students on their campuses. Find out what obstacles have limited collaboration—and the unique approaches they have taken to overcome those obstacles. This session also presents the opportunity for participants to share their plans for the fifth annual First-Generation College Celebration coming up in November 2021! Get advice on launching new initiatives for these celebrations and discuss approaches to involving academic units in your first-generation efforts.

**Presenter(s): Maureen Hoyler, President, Council for Opportunity in Education; Sherontae T. Maxwell, Assistant Director Access Programs, Division of Academic Enhancement, University of Georgia; Scott Robertson, Assistant Dean of Students for TRIO and Diversity Programs, West Virginia University Institute of Technology**

3:15 PM – 3:45 PM ET  
**Engagement Sessions & Learning Labs**

**APDA**

**Increase Retention of Underrepresented Students Using Character Assessments**

A recent National Student Clearinghouse survey reported that the average first year retention rate for underrepresented minority students is nearly 15% lower than traditional students. This shows that more needs to be done to close the graduation gap. In this session, the presenter will offer a new tool to look beyond persistence to conduct a holistic assessment of student character, and develop personalized student success plans to increase student belonging, emotional well-being, and improve student success.

**Presenter(s): Shalin Shah, Founder & CEO, Svadhi**

**APDA**

**“Write on Target” – Using Data to Customize Messaging to Increase Student Engagement**

Once the COVID-19 pandemic hit, the ways in which students received messaging became limited. Using multiple platforms, Hofstra University’s Center for Career Design and Development kept content short and customized messaging to specific student populations, resulting in an increase in overall engagement by 16% year-over-year. Presenters and participants will discuss methods and results, including a group discussion to share ideas as we continue to navigate student marketing during a pandemic and beyond.

**Presenter(s): Elizabeth Sposato, Senior Associate Director, Career Development and Assessment, Hofstra University; Cheryl Posner, Career Advisor, Hofstra University**
3:15 PM – 3:45 PM ET

**Engagement Sessions & Learning Labs (continued)**

**APDA**

**I Matter: How Personalized Outreach Contributes to Strategic Enrollment Goals**

Reaching strategic enrollment goals, such as increasing retention/persistence, is a comprehensive, collaborative, and methodical task. The presenter will examine strategies for organizing outreach campaigns to achieve institutional objectives. The presenter will discuss how qualitative data from outreach campaigns narrates the story of students’ lived experiences and inspires institutional change. Participants will gain innovative ideas on how to engage the university in calling/texting/postcard campaigns to let students know they matter.

**Presenter(s): Vicki Bonner**, Interim Dean of Students and Associate Vice President of Engagement, Old Dominion University; **Samantha Palmucci**,Retention Coordinator, Old Dominion University

**Residence Life as a Key Partner in Student Transition, Persistence, and Retention**

It truly does take a campus to retain and support students as they persist through each stage of transition. For campuses with residential living environments, the residence hall is an invaluable component for engagement and collaboration for retention efforts. Presenters in this learning lab session will open a dialogue on how institutional persistence and retention plans can best partner with and engage residence halls in strategies to positively influence student success.

**Presenter(s): Brett Bruner**, Dean of Student Engagement, Arkansas Tech University; **Kimberlie Mooch**, Doctoral Student, University of Minnesota, Twin Cities; **Joanne Goldwater**, Associate Dean of Retention & Student Success, St. Mary’s College of Maryland; **Lauren Garrett**, Director of Student Transition Engagement Programs, College of William & Mary
DSBC

**Transfer Students Matter: Early Transfer Student Summer Engagement Prior to Fall Matriculation**

Post-transfer student opportunities are critical for successful transition to the university. Student integration and involvement are essential to transfer retention while proactive transfer specific communications are required to establish a transfer-receptive culture. To address the communication gap and increase transfer student engagement, the presenters will discuss how the Transfer Student Success office at San Diego State University implemented summer programming via intentional cross-divisional partnerships. The presenters will provide information about pre-matriculation transfer-specific programming and strategies for effective cross-divisional partnerships.

**Presenter(s):** Martha Enciso, Associate Director, Weber Honors College, San Diego State University; Michelle Lopez, Assistant Dean, Division of Faculty Advancement & Student Success, San Diego State University

3:15 PM – 3:45 PM ET

**Engagement Sessions & Learning Labs (continued)**

**From ‘Dropout’ to ‘Stopout’: Best Practices to Support Students Who Leave School**

Stopout students, or those who take a leave of absence, are an overlooked population in higher education. Using the lens of developmental theory and data on student retention, the presenter will examine the stopout student population; the challenges they face; and the supports they need. The presenter will discuss concrete strategies student affairs professionals can use to bring students back to campus; address their basic needs; cultivate their sense of belonging; and get them to graduation.

**Presenter(s):** Melissa Jo Zambrana, Crimson Summer Academy Staff Assistant, Harvard Graduate School of Education
First to Finish: Career Services Empowering First-generation Students to Succeed

Tulsa Community College is an urban, 2-year community college serving over 23,000 students annually across 4 campuses. In fall of 2019, Tulsa Community College Career Services launched a new program called “First to Finish” that focuses on better serving first-generation students. The presenter will share the process of developing First to Finish; tips for future programs; and information learned regarding the needs of first-generation students.

Presenter(s): Heather Crain, Career Development Specialist, Tulsa Community College; Laura McNeese, Director of Career & Retention Services, Tulsa Community College

Supporting First-gen Scholars: Skill-building and Strategic Partnerships

The presenters will outline actionable steps that student affairs professionals can take to launch skill-building workshops that empower first-gen low-income (FGLI) students to take full advantage of campus resources and engage holistically in their learning and wellness. Collaboration is key to connecting students to a wide network of institutional agents, bridges, mentors, and sponsors across campus. The presenters will share goals, outcomes, and best practices in building bridges for your student-centered FGLI support services.

Presenter(s): Trista Beard, Director, University of Southern California; Carina Gonzalez, Lead Advisor, University of Southern California
Concurrent Session 3

More Than Words: Dismantling Campus Inequities Through Racial Justice Statements Linked to Follow-Up Actions

The murder of George Floyd on May 25, 2020 by Minneapolis police — and of Breonna Taylor and Ahmaud Arbery shortly before him —prompted a powerful response from diverse coalitions of protesters, including college students, calling for accountability and action. Many colleges and universities issued letters and public statements of support a few days after the daily-protests began. Statements have the potential to motivate swift institutional actions to address racial inequities or clarify visions for change; however, without follow-up action and institutional accountability, statements can serve as empty rhetoric. This session will focus on NASPA and the National Association of Diversity Officers in Higher Education’s research examining what commitments were made in initial anti-racist public statements by institutional leaders, and how these were followed-up with action. The presenters will also discuss how student affairs professionals can leverage momentum from statements to enact meaningful change on campus with long-term implications for student success.

Presenter(s): Jill Dunlap, Senior Director for Research, Policy, and Civic Engagement, NASPA; Alexa Wesley, Director of Research and Strategy, NASPA
Return from Remote: Using Student Persistence Models to Inform Student Leadership Programs

The presenter will focus on how student affairs staff can draw from student retention and persistence conceptual models to administer student leadership programs. Conceptual models to support academic student success can inform how student affairs staff onboard, support, and build institutional knowledge in student-led leadership opportunities. These discussions will include lowering the barrier to leadership opportunities, creating a sense of collegiality among staff and students, and strategies to increase the perceived value of onboarding and orientations.

Presenter(s): Michelle Chan, Associate Director for Budget & Finance in Student Leadership & Involvement, University of Utah

Holistic Approaches to First-generation Engagement in University Settings

Being able to reach such a diverse student body, especially in virtual formats, can be extremely challenging. The presenters will include information on understanding and applying intersectionality-based approaches to expand programmatic initiatives; adapting intrusive advising models to better assist first-generation students in university settings; and enacting holistic approaches that address student needs from multiple perspectives. Universities, colleges, and departments can adapt these strategies to foster campus-wide involvement and increase virtual student participation at their respective institutions.

Presenter(s): Jenna Heath, Director of Student & Community Engagement, University of Nevada, Las Vegas
Peers Supporting First-gen Scholars Through a Holistic Critical Mentoring Model

Peer mentoring models have effectively supported historically underserved groups towards degree completion by increasing their sense of belonging in higher education. Yet, they unintentionally can model hierarchal perspectives in leadership. First-generation scholars benefit from holistic critical mentoring, which brings multiple perspectives and gives credence to scholars’ lived experiences. The presenters will explore a holistic critical peer mentoring model implemented by the University of Maryland Baltimore County (UMBC) McNair Scholars Program and highlight elements for other institutions to replicate.

Presenter(s): Michael Hunt, Director, McNair Scholars Program, University of Maryland, Baltimore County; Antoinette Newsome, Coordinator, McNair Scholars Program, University of Maryland, Baltimore County; Diane Stonestreet, Teaching Fellow, McNair Scholars Program, University of Maryland, Baltimore County; Olorunjuwon Ajayi, Lead Ambassador, McNair Scholars Program, University of Maryland, Baltimore County

Grad School Guidance: A First-gen Graduate School Mentorship Initiative

With increasing rates of first-generation students enrolling in higher education institutions, the need for effective support systems has become prevalent for first-generation student success. Presenters will highlight a graduate school peer mentorship initiative hosted by an academic resource center, dedicated to the advancement of first-generation students in graduate programs. The presenters will share the development and impacts of the initiative as well as the benefits of implementing similar programs in participants’ home institutions.

Presenter(s): Sofia Sanabria-Guillen, Graduate Student Mentor, University of California, Santa; Barbara Denise Diaz, Student Activities Coordinator, University of California, Santa Barbara
MONDAY, JUNE 28

Crafting a Convincing #CelebrateFirstGen Grant Opportunity Application

The First-Generation College Celebration (#CelebrateFirstGen, FGCC), provides successfully applicants with up $500 in non-restricted funds, was established in 2019 with the goal of supporting and helping to grow institution #CelebrateFirstGen offerings. The Center for First-generation Student Success and Council for Opportunity in Education (COE) will review elements of successful applications from the 2019 and 2020 Grant Opportunity as well as provide innovative ideas for institutions to consider including in their submission.

Presenter(s): Deana Waintraub Stafford, Associate Director, Center for First-generation Student Success, NASPA

4:00 PM – 5:00 PM ET

We Got Y’all: Creating Access Through Strategic Initiatives

Each year first-generation students matriculate into unchartered territory. Being “first” is exciting, but it brings its own set of challenges and every student comes to their particular campus with their own expectations. Students do not always have the language and external support needed to navigate their respective institutions. Presenters will explore the challenges first-generation students face at a land grant institution. They will discuss how the Early Start | Early Success initiative helps first-generation students enroll in Thrive at UGA, a transformative four-week academic residential program for first-year undergraduate students. The two programs help students to matriculate into the TRIO SSS programs or other initiatives housed within the Division of Academic Enhancement. Attendees will be led through a case study that allows them to critically think about the needs of first-generation students and come up with strategic campus-wide initiatives that best support the population of students they serve. If you support and work with first-generation students, this session is for you!

Presenter(s): Lindsay Coco, Assistant Director for Initiatives, University of Georgia; Laetitia Adelson, Coordinator of First Generation & Scholars Programs, University of Georgia; Sherontae Maxwell, Assistant Director for Access Programs, University of Georgia; Lastasia Ramsey, Senior Coordinator of TRIO Student Support Services & STEM-H, University of Georgia
MONDAY, JUNE 28

FGSS

Graduate First-generation Gathering and Dialogue: Empowering Space to Capture Student Lived Experience

Five years ago, first-generation graduate, law, and doctoral students at the University of San Diego came together to hold First-Generation Gathering and Dialogue. This program brought students, staff, and faculty together to explore unique challenges that persist into first-generation students’ graduate and professional experiences. The presenters will discuss program themes and the collaborations that have made this program a success.

Presenter(s): Mariann Sanchez, Assistant Director for Graduate Student Life, University of San Diego; Ariela Canizal, Assistant Director for Community and Leadership Development, University of San Diego

5:15 PM – 6:15 PM ET

Concurrent Session 4

APDA

An Analytical Ecosystem to Drive First-Year Success at a Minority Serving Institution

Georgia Gwinnett College (GGC) is a four-year undergraduate public state college designated a minority serving institution (MSI). Presenters will provide an overview of how Transition theory (Schlossberg, 2011) guides the efforts of the division of Student Engagement and Success (SES) at GGC to promote equitable and inclusive first-year student retention for underrepresented groups through a robust data analytic ecosystem. We also discuss how this model helps to identify gaps in implementation in a variety of higher education contexts.

Presenter(s): Michelle Rosemond, Vice President for Student Engagement and Success, Georgia Gwinnett College; Justin Jernigan, Sr. Associate Vice President & Dean of Student Success, Georgia Gwinnett College; Juan Ren, Senior Institutional Research Analyst, Georgia Gwinnett College
It Takes a Village: Uplifting Special Student Populations With Holistic Support

Presenters will introduce participants to a government grant-funded higher education program that serves first-year students from temporary or seasonal farm working backgrounds. Participants will gain knowledge about the College Assistance Migrant Program (CAMP) at Metropolitan State University of Denver and the student identities it commonly serves, including but not limited to: first-generation, low income, immigrant, person of color, and bilingual. Presenters will cover multiple aspects of the program including grant requirements and holistic support under the main umbrella of academic, financial, and social assistance.

Presenter(s): Evelynn Guzman de Leon, Assistant Director of Academic Achievement, Metropolitan State University of Denver; Raquel Jimenez, Director of the College Assistance Migrant Program, Metropolitan State University of Denver.

Is There Nap Time in College? Supporting Students With Narcolepsy

The presenter will share a social model of disability look at narcolepsy and research-based ways for campuses to break down systemic barriers to be more inclusive. Narcolepsy impacts one in every 2,000 individuals and three million worldwide. Students with narcolepsy are attending our colleges and universities; it’s time we rose to meet their unique needs.

Presenter(s): Alexandra McGarvey, Learning Specialist, University of Florida.
MONDAY, JUNE 28

**WORKSHOP DIRECTORY**
**DAY 1**

**DSBC**

**Co-Creating Social Justice Retreats as Anti-Racist Healing Interventions at a Predominantly White Institution**
How can social justice retreats build capacity for activating change agents? The presenters will provide an overview of four Social Justice Retreats at Oregon State University, highlighting the purpose; history; student and facilitator outcomes; lessons learned; and recommendations. The presenters will discuss anti-racist training frameworks for Black, Indigenous, People of Color, Multiracial/Multiethnic, International, and white students. The presenters will explore the role of immersive learning and centering racial healing methodologies in their practices.

**Presenter(s):** Charlene Martinez, Associate Director, Student Experiences & Engagement, Oregon State University; Cassady Gilroy, Operations Manager, Diversity & Cultural Engagement, Oregon State University; Emily Bowling, Director, Community Engagement & Leadership, Oregon State University; Teresita Alvarez-Cortez, Director, Diversity Initiatives and Programs, Oregon State University

**FGSS**

**Legacy Framework to Bridging the Opportunity Gap for First-generation Students**
L.E.G.A.C.Y is a framework created to assist in closing the opportunity gap for first-generation students and professionals. The approach assists in the identity and career development of first-generation students and/or professionals. The approaches and best practices elevate the voices of first-generation students’ lived experiences and assist in closing the opportunity gap. By utilizing this framework, it serves as a strategy to dismantling deficit perspectives of first-generation students' ability to be successful personally and academically.

**Presenter(s):** Shatoya Black, TRIO Program Director, Illinois State University

**FGSS**

**FEATURED SESSION**

**An Asset-Based Approach: Positive Psychology and Mindfulness for First-generation Students**
Deficit thinking by higher education practitioners can adversely impact the success and persistence of first-generation students. By focusing only on what students lack – rather than the strengths they possess – institutions minimize the value of their first-generation population. The presenters will share research on and the benefits of positive psychology, mindfulness, and self-compassion and how each can be strategically incorporated into campus programs to serve as an asset-based framework for supporting first-generation students.

**Presenter(s):** Matt Newlin, Higher Education Consultant; Simone Figueroa, President, U-Thrive Educational Services
**FGSS**

**Music for Our Souls: Connections to Academic Social and Emotional Learning**

First-generation college student enrollment has increased significantly in recent years and a sizeable canon exists to help understand their retention and graduation. Yet, there is a significant gap in the literature about first-generation college students’ relationships with music and their social and emotional learning (SEL). Evidence emphasizes that listening to and/or creating music helps develop self-awareness, self-management, and social engagement skills, which impact academic experiences and student achievement (e.g., GPA, persistence, retention, and graduation). This research investigates the role music plays in first-generation college students’ social and emotional development. Utilizing three data sets (online survey, focus groups, and semi-structured interviews), this research addresses the question: In what ways may music inform first-generation college students’ understanding and sense-making of their social and emotional competencies? Key findings illuminate how music positively impacts students’ social and emotional development. Although this work began with first-generation students, music impacts all of us in different ways. During this interactive workshop, the presenter will share research origins and define academic, social, and emotional competencies. Attendees will have an opportunity to explore music’s impact on their social and emotional development; be provided activity materials; and create a collaborative group playlist.

**Presenter(s): Joshuah Whittinghill**, Information Technology Consultant (ITC), California State University, Chico
Macmillan Learning provides assessments and support so that you can:

**MAXIMIZE ENGAGEMENT.**

**SCALE INITIATIVES ACROSS THE INSTITUTION.**

**MAKE DATA-INFORMED DECISIONS.**

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### Retention Surveys

**SUCCINCT, ACTIONABLE AND CRAFTED BY ASSESSMENT EXPERTS**

- Deploy and analyze short, *expertly-built retention surveys* in minutes.
- **Understand critical non-cognitive factors** like homesickness, remote-learning preparedness and campus engagement.
- Utilize guided *survey support tools* to maximize effectiveness of retention surveys.

### Program Assessment & Benchmarking

**ASSESS STUDENT AFFAIRS PROGRAMS & INITIATIVES**

- **Better understand** program strengths and weaknesses.
- Identify and **compare sub-populations**, time periods, and peer institutions.
- **Measure impact** of programming and initiatives.
- Identify areas of improvement that will have the **biggest impact** on desired outcomes.
- Aligns with *professional standards*.
- **Administer electronically** or with pencil and paper.

### Attendance & Polling

**SUCCESS BEGINS WITH SHOWING UP**

- Administer diverse question types that **improve engagement and foster deeper learning**.
- **Provide immediate feedback** to students and teachers on formative assessment.
- **Deliver assessment items in anonymous mode** to create safe spaces for more sensitive topics.
- **Gather student reflections** on learning experiences in real-time with brief exit polling.

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[macmillanlearning.com/college/us/solutions]
Concurrent Session 4 (continued)

**Amplifying Our Voices: Lessons Learned from @FirstGenDocs**

While literature on first-generation doctoral students is expanding, praxis remains sparse. Almost four years ago, @FirstGenDocs was created both to amplify the voices of first-generation doctoral students and to serve this growing population. Through Twitter chats, writing retreats, and other forms of virtual engagement, the #FirstGenDocs community offers valuable insights. The presenters will share lessons learned through @FirstGenDocs and offer practical strategies for institutional leaders, faculty, and practitioners who seek to serve and support first-generation doctoral students.

**Presenter(s):** Jason Wallace, Assistant Professor of Higher Education, The University of Southern Mississippi; Lamesha Brown, Director of Advising, Testing, and Career Services, St. Cloud State Technical and Community College

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**Auditing Institutions of Higher Education to Improve First-generation College Student Success**

Attendees will learn to use an equity audit for identifying barriers that interfere with the academic success of first-generation college students. After auditing institutional policies, practices, and culture, transformative action steps emerge to guide customized institutional changes. Attendees will learn how the First-generation College Student (FGCS) Equity Audit Process results in improved institutional academic outcomes, such as an increased degree completion rate. Further, the audit process results in increases in first-generation college student academic success, such as increased timely degree completion.

**Presenter(s):** Helen Stiff-Williams, Education Professor, Regent University; Keisha Greene-Campbell, Education Consultant, Regent University; Antwan Perry, Senior Policy Analyst, Regent University; Rebekah Szaro, Education Consultant, Regent University

**NOTE: SESSION WAS RESCHEDULED TO TUESDAY, JUNE 29 AT 12:30 P.M. EST.**
At the Intersection: Understanding and Supporting First-Generation Students

This panel presentation explores the concept of Intersectionality from multiple lenses, and how race, class, gender, ethnicity and sexual orientation identities intersect and affect First-Generation College Student identities. The panelists contributed chapters to the edited volume, “At the Intersection: Understanding and Supporting First-Generation College Students”; and will offer strategies that faculty and staff can better use to support this population will also be discussed.

**Presenter(s):** Diane Schorr, Director, First-Generation Advocacy and Initiatives, NASPA; Robert Longwell-Grice, Recruitment & Scholarship Coordinator, University of Wisconsin Milwaukee; Sonja Ardoin, Assistant Professor, Appalachian State University; Michael J. Smith, Associate Professor of Educational Leadership & Policy, Portland State University

6:30 - 7:00 PM ET

Scholarly Paper Presentations

Using Event History Analysis to Identify Nursing Student Attrition Risk

National nursing shortages, declining enrollment, and high rates of attrition pose significant concerns for undergraduate nursing programs. This study examined readily available data to identify factors that predict student departure from an undergraduate nursing program. The presenter will share how programs can use data already collected by the university to build a model to identify at-risk students, target retention efforts to those students, and improve the educational experience while increasing the nursing workforce.

**Presenter(s):** Michele Blackwell, Assistant Professor, Franciscan Missionaries of Our Lady University
Dream Chasers: Hip-Hop Organization’s Impact on Academic Engagement for Students of Color at HWIs

The purpose of this study was to explore the impact that Hip-Hop culture and organizational involvement had on belonging and academic achievement for students of color enrolled at Historically White Institutions (HWI) during the 2020-2021 academic year. Framed by student engagement and retention theories, the study strived to fill the gap in the scholarship of Hip-Hop research as it explored the lived experiences of students of color holding membership in Hip-Hop student organizations at HWIs.

Presenter(s): Jerrell Sherman, Associate Dean of Students, Sam Houston State University

Transitions Through College: Supporting Students in Time to Degree

Despite many initiatives, many students do not graduate within the 4-year time frame; a reality that is detrimental to both students and higher education institutions. This qualitative study explored the student characteristics and institutional barriers related to graduation at the 4-year marker. Recommendations include ways in which the institution can support students into 4-year graduation rates, while still providing equitable and meaningful education to all students.

Presenter(s): Avery Olson, Assistant Professor, Educational Leadership, California State University, Long Beach
6:30 - 7:00 PM ET

**Scholarly Paper Presentations** (continued)

**FGSS**

**Impacts of Sorority Membership on First-generation College Students: Academic Success and Belonging**

The presenter will review key findings from a 2020 mixed-methods, multi-institutional study. The purpose of the study was to examine how membership in national sororities impacted first-generation college students. The researcher utilized document analysis, survey data, and interviews to examine the constructs of academic success; feelings of belonging; and commitment to service. The presenter will enhance awareness and understanding of how sorority membership can impact first-generation student success and experiences.

**Presenter(s): Emily Guetzoian**, Higher Educational Professional, University of California, Los Angeles

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Reimagine remote learning with a **free** and **easy-to-use** video chat platform that feels like **real-life**.
From Shame to Belonging
Belonging and shame find themselves on a spectrum. Shame is on one end; belonging on the other. In the university setting, belonging is widely researched. However, it is not known how shame resilience affects a college students’ sense of belonging. This study tapped into shame resilience theory and self-authorship to start the conversation about shame resilience and its part in a student feeling they belong at an institution. The study looked at 23 female student leaders at one public four-year institution within San Jose, California. Respondents took part in a survey and four partook in an interview. In short, the respondents described shameful events and how shame created barriers to belonging. Respondents shared how their networks helped or hindered their ability to belong. The study helps start a conversation about how student affairs professionals should look at shame resilience as a skill set to teach students during their time in their institutions. Shame can be a powerful barrier between a student and their ability to graduate. Shame resilience can be a determining factor in a student’s ability to continue with a goal they set out.

Presenter(s): Michele Kleeman, Residence Life Coordinator, San Jose State University

Matrix of Student Success Information: An Investigation of How College Students Find and Utilize Information for Success
Resource finding and utilization are integral to the success of first-generation college students (FGCS). Unlike their continuing-generation peers, FGCS often have less navigators to help find and utilize campus resources. Combining conceptual frameworks of information seeking/gathering and hot, warm, and cold information sources, this study uses focus group data of over 60 FGCS to create a unique conceptual matrix that can be used by scholars and practitioners to understand how FGCS find and utilize campus resources.

Presenter(s): Jeffrey Grim, Ph.D. Candidate, University of Michigan; Emma Bausch, PhD Candidate & Graduate Student Research Assistant, University of Michigan, Ann Arbor; Adan Hussain, First Generation Senior Program Manager, University of Michigan, Ann Arbor; Amrita Das, Masters student, Information Science, University of Michigan; Steve Lonn, Director of Data, Analytics, and Research, University of Michigan, Ann Arbor
11:00 AM-12:00 PM ET

**Concurrent Session 5**

**Becoming a Student-Ready Institution: Holistic and Data-Informed Approaches to Understanding Your Unique Student Populations**

This interactive session will offer two new resources and tools practitioners can use to move from data, to idea, to actions that supports the success of Black, Latinx, Indigenous, Asian, and Pacific Islander students, as well as low-income students. The Advising Success Network’s core partners NASPA – Student Affairs Administrators in Higher Education and Achieving the Dream will share what higher education has learned about understanding student identities and centering student experiences in student success redesign efforts. Inclusive campuses. Attendees will come away with an understanding of how and why local contexts, intersectional identities, and student well-being are critical to institutions’ efforts to become student-ready, and receive actionable tools that can support the collection and use of data that informs this understanding.

**Presenter(s):** Michelle Foley, Assistant Director of Network Services and Communications, NASPA; Alexa Wesley, Director of Research and Strategy, NASPA; Julia Lawton, Director of Program Administration and Innovation, Achieving the Dream; Shara Davis, Holistic Student Support and Data Coach, Achieving the Dream

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**Feel to Heal: Trauma-Informed Supervision in Residence Life and Student Affairs**

Presenters will discuss the ways student affairs and residential life supervisors can hold space for healing student and staff trauma in the workplace rather than perpetuate trauma that develops while working in a helping profession. Presenters will highlight the intergenerational and personal traumas that supervisors and student staff bring into the workplace and ways to create a healing space. Participants will gain best practices for inclusivity, accessibility, and belonging on a department-wide level.

**Presenter(s):** Maisune Abu-Elhaija, Doctoral Student, Chapman University; Nshyira Korankyi, Residential Graduate Assistant, Chapman University; Josh Borjas, Alumni, California State University, Fullerton
Making Waves: Exploring the Impact of a First-generation Academic Resource Center

Presenters will explore the Opening New Doors to Accelerating Success (ONDAS) Student Center, an academic resource center for first-generation college students at the University of California–Santa Barbara. Using a student-centered approach, presenters will highlight the impact ONDAS has had on undergraduate students. Specifically, participants will gain a deeper understanding of how highly collaborative work with undergraduate peer mentors, graduate mentors, professional staff, faculty, and campus staff has led to new programs and initiatives on campus.

**Presenter(s): Denise Diaz**, Student Activities Coordinator, Opening New Doors to Accelerating Success Student Center, University of California, Santa Barbara; **Sofia Sanabria-Guillen**, Graduate Peer Mentor, University of California, Santa Barbara; **Micaela Bermudez**, ONDAS Student Center & Transfer Student Center Undergraduate Programs Assistant, University of California, Santa Barbara
TUESDAY, JUNE 29

11:00 AM-12:00 PM ET  
Concurrent Session 5 (continued)

FGSS

Reimagining First-generation Student Success
The presenters will discuss the incorporation of critical frameworks into first-generation college student (FGCS) success and support efforts. Critical frameworks provide student affairs practitioners with tools to deconstruct and trouble existing notions of FGCS success to reimagine student support rooted in equity and social justice. Participants will have opportunities to engage in dialogue and reimagine FGCS support and success efforts that honor the students’ assets and wholeness.

Presenter(s): Fabiola Mora, Academic Advancement Center Director, Colorado State University; Capria Berry, Director of Transitions Program, Vassar College; Jade Silva-Tovar, Senior Director, Division of Diversity, Equity, and Inclusion, Texas Tech University

FGSS

Welcome Home: The Efficacy of a First-gen Themed Living Learning Community
The presenter will focus on the results of a qualitative case study of a first-year living learning community (LLC) built for and themed around the first-generation student experience. Results discussed will include: students’ sense of belonging; comfort with faculty and administrators; students’ decision to re-enroll in their second year; perspectives of faculty and staff engaged with the community; and the decision-making process of institutional leaders in green-lighting and implementing the community.

Presenter(s): Russ Smith, Associate Director of Residence Life, Hofstra University
Providing an Avenue for First-generation College Students to Share Their Voice

The presenters will share initiatives at their institutions, one a large public and the other a smaller private, that provide a structure and outlet for first-gen students to reflect on their college and life experiences and share their voice with others for mutual benefit.

Presenter(s): Julie Carballo, Director of First-generation Initiatives & Veteran and Military-Affiliated Student Services, North Central College; Daphne Rankin, Associate Vice President for Summer Studies and Special Programs, Virginia Commonwealth University

Engaging First-generation Alumni to Support First-gen, Low-income Students: Challenges, Successes, and Recommendations

What role can first-generation alumni play in providing support and services for first-generation, low-income (FGLI) students? How do alumni compliment established, on-campus services for FGLI students? The presenters will discuss alumni initiatives; ways of measuring their impact; and initial lessons learned for the benefit of institutions interested in launching similar initiatives. The presenters will detail the role established campus support structures play in determining successful alumni engagement with students.

Presenter(s): Paul Martin, President, First Generation Alumni of MIT; Nancy Serrano-Wu, Director, First Generation Harvard Alumni; Jack Boyd, Founder, Duke First; Jennifer Telschow, President, Stanford First-Generation and/or Low-Income Alumni Network

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Join us!

MONDAY, JUNE 28 | 2-3 PM ET
TRIO and First-Gen Initiatives: Are We Working Together?""

• Learn about how TRIO partners with institutionally or privately-funded efforts to serve first-generation students on campuses.
• Find out what obstacles have limited collaboration—and unique approaches to overcome those obstacles.
• Share plans for the fifth annual First-Generation College Celebration in November 2021.
• Get advice on launching new initiatives for these celebrations.
• Discuss approaches to involve academic units in your first-generation efforts.
**Catalyzing Connections for Outreach Recruitment & Retention of First-gen Students**

Presenters will share holistic, asset-based, and intentional approaches that have been effective in supporting first-generation students throughout the outreach, recruitment, and retention cycles during the pandemic. Using research and best practices, presenters will share proven and innovative strategies that help foster a sense of belonging for students as they transition to postsecondary and through their first year as college students. Presenters will also highlight essential professional development to help build capacity and resiliency for staff.

** Presenter(s):** Sylvia Symonds, Associate Vice President for Outreach, Arizona State University; Marisel Herrera, Chief Executive Officer; Consultant; Author; Certified Coach, MariselSpeaks, LLC

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**Featured Session**

**First-generation Students in the Research: An Annotated Bibliography**

What trends have been seen in first-generation scholarship and practice over the last decade? Presenters will share their experiences creating a high-level annotated bibliography (spanning 2008-2019) that reviewed research, writings, mass media, and popular culture. Those interested in frustrations with and excitement about first-generation research and characterizations in film and text will learn how they can leverage this work to improve support for first-generation college students.

** Presenter(s):** La’Tonya Rease Miles, Dean of Student Affairs, Menlo College; Amy Baldwin, Director of Student Transitions, University of Central Arkansas; Stephanie Foote, Associate Vice President for Teaching, Learning, and Evidence-Based Practices, John N. Gardner Institute for Excellence in Undergraduate Education; Mike Gutierrez, Senior Program Coordinator, Student Success, The University of Texas at Austin
### Concurrent Session 6

**Starting From Scratch: Building a Data-Driven Academic Advising Office**

Presenters will share how an academic program evolved practices and processes to use data to improve advising, inform program decisions, and anticipate future needs. Recognizing that additional resources are scarce, the program-built systems from the ground up to utilize data in ways that positively impact students and staff. Presenters will highlight how the team embraced a program-wide commitment to data-informed decisions that improve and inform best practices.

**Presenter(s):** Jennifer Wegner, Executive Director, Carnegie Mellon University; Tara Trapani, Senior Academic Program Manager and Academic Advisor, Carnegie Mellon University

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**Mind the Tilde: Overcoming Institutional Linguistic Barriers to Latinx Student Success**

Linguistic imperialism suggests that a dominant language often overtakes or imposes itself onto others. Institutions may unintentionally embrace linguistic imperialism when administrative processes fail to acknowledge the diversity of the Latinx population. This can affect the identity development of Latinx students. The presenter will review the meaning behind common pan-ethnic terms used to describe the population, followed by examples of when administrative structures aid in the erasure of a Latinx student’s identity. The session concludes with a discussion of possible solutions.

**Presenter(s):** Roland Nuñez, Director of Educational Opportunity Programs, Lake-Sumter State College
12:30 PM-1:30 PM ET  
Concurrent Session 6 (continued)

**Reinventing Student Success Storytelling Through Podcasting**

Amidst the heightened pressure COVID-19 has brought for sharp relief for higher education, there has been an explosion of problem-solving within the field. The presenters will explore how the creation of the University of Connecticut’s My First Year Story Podcast has become an accessible resource for all community members to delve into the institution’s culture while discussing relevant college experience themes. Using the podcast case study and the design thinking process, participants will identify an opportunity for pioneering an accessible, student-directed media project at their institutions.

**Presenter(s):** Helena DeBald, Program Coordinator, University of Connecticut; Casey Jayco, Student, University of Connecticut; Christian Chlebowski, Student, University of Connecticut; Lakshmi Manne, Student, University of Connecticut; Taylor Czmyr, Student, University of Connecticut

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**Chronicles of Struggling Successfully: Black College Women and Barriers to Student Success**

The presenters will discuss the challenges of Black undergraduate college women at Predominantly White Institutions (PWIs) and strategies for serving this population. The presenters will discuss current literature on Black college women including identity development, environmental challenges, and support strategies for student success. The presenters will share narratives of experiences of Black women undergraduate students. Participants will reflect on their personal identity development and devise an action plan to take back to their institutions.

**Presenter(s):** Nicole Simmons, Coordinator of Mentoring Initiatives, Kennesaw State University; Wanda Johnson, Senior Academic Advisor, Georgia College & State University
Developing a High-Impact Career Success Program for First-gen College Students

The presenter will discuss systemic and institutional barriers that first-generation students face in career development; strategies for implementing a new program with limited resources; and the application of best practices and scholarly research on first-gen career success. The presenter will focus on describing the First-Gen Career Cohort, a high-impact career development program that brings first-gen college students with common career path interests together in a professional development learning community.

Presenter(s): Carol Huang, Career Counselor/Coordinator, University of California, Santa Barbara

Featured Session
College to Career: Journeys of First-generation Students

The Center for First-generation Student Success, in partnership with the Crimsonbridge Foundation and RTI International, recently released a series of fact sheets on the career and workforce development journeys of first-generation college graduates using data from the National Center for Education Statistics, 16/17 Baccalaureate and Beyond Longitudinal Study. In this session, key findings will be presented followed by a moderated discussion of the key insights with a panel of national experts.

Presenter(s): Robyn Attebury Ellis, Program Officer, Crimsonbridge Foundation; Martha Enciso, Associate Director, San Diego State University; Serena Hinz, Research Analyst, RTI International; Kimberly Lowry, Vice President of Instruction and Student Services, Lone Star College-Houston North; Shawn VanDerziel, Executive Director, NACE

First-generation of Many: Celebrating and Building Community

Estrella Mountain Community College, a Hispanic Serving Institution, designed a one-day virtual conference to better serve 67% of their student population that identifies as a first-generation student. In this session, participants will learn about the traditional profile of first-generation students; how they can provide social capital to this unique student group; and how Estrella Mountain Community College curated specific programming to elevate their students’ learning experience.

Presenter(s): Regina Hernandez-Garcia, Student Services Analyst, Estrella Mountain Community College; Nuria Sanchez, Instructional Services Supervisor, Rio Salado College; Elizabeth Cantú, Communication Faculty; Estrella Mountain Community College
12:30 PM-1:30 PM ET  
Concurrent Session 6 (continued)

**FGSS**

**Becoming First-gen Forward: A Community College Perspective**

As a result of Pitt Community College’s (PCC) “IamFirstGen” campaign, the existence of TRIO programs, and a conglomerate of programs and services, PCC was designated a First-gen Forward Institution by NASPA and the Center for First-generation Student Success. The designation recognizes institutions that are committed to improving experiences and advancing outcomes of first-generation college students. Attendees will learn what makes PCC a First-gen Forward institution. The presenter will highlight PCC’s 2019-2020 and 2020-2021 academic year goals; share new and emerging strategies for first-generation student success; highlight local and national data trends; and identify avenues in which campus stakeholders can become First-gen Forward advocates.

**Presenter(s): Travis Kinsey, Director of TRIO, Pitt Community College**

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**Everyone Needs a Little Help Sometimes**

A single unfortunate life event can quickly derail someone from their education. Food and housing insecurity, unreliable transportation, and ever-climbing living expenses are all real scenarios that modern students face that can lead to increased dropout rates and long-term life impact. Ivy Tech Community College partnered with Aunt Bertha, a nationwide network of free/reduced-cost community resources, to create the Ivy Assist site to help ensure students’ basic needs are met so they don’t have to choose between tuition or dinner.

**Presenter(s): Kathryn Stremiecki, Assistant Vice President for Student Life, Development, and Wraparound Services, Ivy Tech Community College; Christen Geiger, Team Lead, Customer Success, Aunt Bertha**
### Engagement Sessions & Learning Labs

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>1:45 PM – 2:15 PM ET</td>
<td><strong>Before Diving Into Data: 5 Questions to Ask for ANY Assessment Project</strong></td>
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<td>Before we can dive into datasets, it is crucial to map out the assessment planning process. The presenters will share the five questions to ask when planning any assessment project, how to contextually utilize the questions, and discuss strategies for applying this on your campus.</td>
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<td><strong>Presenter(s): Megan Colascione</strong>, Assessment Director for the Department of Student Life, University of South Carolina; <strong>Rebecca Goldstein</strong>, Interim Director of Assessment and Research for the Division of Student Affairs and Enrollment Management, Florida Atlantic University</td>
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<td><strong>NOTE: SESSION WAS RESCHEDULED TO MONDAY, JUNE 28 AT 3:15 P.M. EST.</strong></td>
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<td><strong>The “Murky Middle” Transitions: The Forgotten Transitions in the Student Experience</strong></td>
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<td>When thinking of student transitions in higher education, the same, common transitions tend to come to mind: students transferring universities or changing majors, for example. However, students experience unique, personal transitions constantly in both their academic and personal lives that are often invisible, forgotten, or unaddressed by their institutions. The presenter will explore these forgotten transitions and how administrators can best support students through these transitions.</td>
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<td><strong>Presenter(s): Joanie Garcia</strong>, Student Success Specialist, New York University</td>
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Building a Culture of CARE: Redesigning the Student Experience With Equity in Mind Through a Personalized Learning Model

TCC is uniquely positioned within the state of Florida, servicing three counties. The college’s zip code, 32304, has been deemed the poorest zip code in Florida whereby 52% of students identify as non-white. In an effort to address both equity and access, TCC developed a college-wide CARE (Connections, Academics, Resources, and Engagement) model in partnership with faculty, staff, and students. Utilizing Design-Thinking sessions, numerous strategies were applied including embedding student supports into the virtual learning platforms, creating a new Teaching and Learning Framework, and developing a personalized learning model for all incoming students. Presenters will highlight the strategies used by the college to create a sense of belonging and increase student success rates among all demographics (specifically, Black and Hispanic student success rates rose by 5% among all FTIC cohorts and 4% among all college cohorts) campus-wide. Special emphasis will be given on the targeted strategies used both in and outside the classroom to personalize the student experience and address student needs during the COVID-19 crisis. Participants will take part in a live chat experience and group polling to engage dialogue.

Presenter(s): Angela Long, Director of Strategic Engagement, Tallahassee Community College; Calandra Stringer, Provost and Vice President of Academic Affairs, Tallahassee Community College; Sheri Rowland, Vice President of Student Affairs, Tallahassee Community College
Connecting New Student Orientation & Transition to Student Success

The phrases “new student orientation and transition programs” and “student success” are routinely used in the same sentence when institutions of higher education describe how they can provide holistic wraparound services to support student persistence and institutional retention. However, have institutions truly integrated and connected new student orientation and transition programs into student success efforts at colleges and universities? Inspired by a discussion of new student orientation professionals at the 2020 NASPA Virtual Conferences on Student Success in Higher Education, the presenters will bring together new student orientation and transition professionals from diverse institutional types and locations to have an honest conversation about how they can and should connect traditional new student orientation and transition programs in new ways to support student success.

**Presenter(s):** Brett Bruner, Dean of Student Engagement, Arkansas Tech University; Ty Hollowell, Coordinator of First Year Programming and Family Engagement, Berea College; Matt Skirven, Assistant Director, First Year Programs, University of Washington; Alyssa Hollywood, Coordinator, Student Transition Programs, John Jay College of Criminal Justice—CUNY

1:45 PM – 2:15 PM ET

**Transfer Affinity Groups: Small Communities for Student Success**

The presenter will share how one institution created small communities for transfer student engagement on a campus that has historically not been transfer-friendly. The communities, called Transfer Affinity Groups, allowed students to safely connect with others who shared similar interests and identities. The presenter will share how a partnership with the institution’s data and assessment team was the impetus for three affinity groups that served transfer students in a unique way.

**Presenter(s):** Kiara Summerville, Assistant Director, First Year Experience, The University of Alabama
Starting a First-gen Student Organization at Your Campus

The presenters will outline actionable steps that student affairs professionals can take to collaborate with students in starting a First-generation Student Organization. The presenters will share goals, outcomes, and best practices in growing a student-centered First-generation identity/affinity group on campus.

**Presenter(s):** Trista Beard, Director, Norman Topping Student Aid Fund, University of Southern California; Ashley Hopkins, Senior Assistant Director, Student Success Center, Miami University

Inclusive Collaborations: Celebrating First-generation Students and Families

Student affairs professionals are experts at celebrating the success of our students. This often happens by continuing long-standing recognition traditions on our respective campuses. In the spare minutes you have between meetings, have you ever paused and wondered if those fantastic celebrations are inclusive for your campus community? One such pause and a few follow-up conversations at this institution led to the creation of a unique opportunity to celebrate first-generation students, their families, and their support systems. Participants in this session will learn about the program; have a moment to pause to think about opportunities; and discuss the importance of identifying the right stakeholders for your great ideas.

**Presenter(s):** James Barraclough, Director of Undergraduate Initiatives, Washburn University; Graciela Berumen, First-Generation Retention Specialist, Washburn University; Jennifer Lieurance, Campus Visit and Event Coordinator, Washburn University
TUESDAY, JUNE 29

**FGSS**

**Engaging with the Center for First-generation Student Success**

The Center, an initiative of NASPA and The Suder Foundation, is the premier source of evidence-based practices, professional development, and knowledge creation for the higher education community to advance to the success of first-generation students. With two robust repositories, including scholarly literature and news articles, a full catalogue of virtual and in-person professional development, and several programs and services, the Center website serves as a valuable resource. During this session, the Center staff will highlight the strategic priorities driving the mission and visions, detail these extensive first-generation student focused resources, as well as share ways you can engage with the Center and share your institutional accomplishments, scholarly interests, and creative approaches for serving first-generation students.

**Presenter(s):** Deana Waintraub Stafford, Associate Director, Center for First-generation Student Success, NASPA; Robert “Bobby” McGowan, Program Assistant, Center for First-generation Student Success, NASPA

**DSBC**

**Through Their Eyes: Using Photovoice to Address Inequity for First-generation College Students During COVID-19**

First-generation College Students (FGCS) encounter new obstacles due to the COVID-19 pandemic, specifically to their academic space. The team employed a photovoice methodology to gather data that highlight these challenges. Photovoice is a participatory method that allows participants to use photography to deconstruct existing problems. In this presentation, the team will share photos and the spoken word from FGCS regarding their schooling environments and lead a conversation on addressing equity during the pandemic.

**Presenter(s):** Cassandra Davis, Research Professor, University of North Carolina at Chapel Hill; Milanka Turner, Assistant Professor, Florida A & M University; Terri Norton, Associate Dean for Student Success & Strategic Initiatives, Bucknell University; Harriet Hartman, Chair of Sociology & Anthropology, Rowan University

NOTE: SESSION WAS CANCELED.
More than a Statistic: Leveraging Student Survey Responses for Proactive Intervention

Having a data-driven student success strategy is about more than collecting data – it also requires that we put data in the hands of those who can use it to impact students for the better. Many institutions have robust survey practices that help them understand the student experience as a whole, but too often these data end up aggregated in annual reports or executive summaries. In truth, surveys are a communication mechanism – a way for students to tell us what they need. In this session we will share how the Anthology platform helps put survey data in the hands of your student success professionals – for immediate action, and greatest impact on your students. Join us to hear stories of how campuses have used this technique to maximize student success outcomes and retention.

Presenter(s): Annemieke Rice, Vice President- Campus Strategy, Anthology

2:30 PM – 3:30 PM ET

Concurrent Session 7

Don’t Wait: Support Student Success by Using Formative Assessments

Rather than waiting until students drop out or end up on academic probation, we can use formative assessments to spot and address issues early. What is formative assessment and how can it work for retention efforts? Presenters will combine active learning (audience members get to participate in a formative assessment) with foundational information (definitions, basic examples) and concrete lessons from one institution to show how formative assessment can impact student success.

Presenter(s): Sherry Woosley, Senior Director of Analytics & Research, Macmillan Learning; Douglas Bell, Associate Director of Residential Life, University of Houston; Alyssa Veteto, Assistant Director of Residential Life, University of Houston

Creating a Trans-Inclusive Gender-Based Housing Process

As campuses re-evaluate how to ensure health and safety for residential students, the Center for Diversity and Inclusion and the Office of Housing and Residence Life at American University offer a groundbreaking new process to extend these efforts into gender-based considerations. Presenters will outline the process for supporting trans and non-binary students in housing placements and offer insight into this student-driven and collaborative work.

Presenter(s): Anna Morrison, Coordinator, LGBTQ Support & Diversity Programs, American University; Martin Sagendorf, Associate Director of Housing Assignments & Communications, American University; A’Jahan Love, Student, American University
TUESDAY, JUNE 29

2:30 PM – 3:30 PM ET

**Concurrent Session 7 (continued)**

**Building STEM Scholars With ReBUILDDetroit at University of Detroit Mercy**

The ReBUILDDetroit program provides underserved scholars in the Metro Detroit area with opportunities to connect to the science profession. The ReBUILDDetroit program is a consortium between two Detroit colleges. Representing one of the consortium colleges, the University of Detroit Mercy, presenters will discuss student success best practices employed to support undergraduate scholars during the pandemic. Resources will be shared about strategies to help underserved students in science successfully matriculate through college.

**Presenter(s):** Shetina Jones, Director, University of Detroit Mercy; Tommie Smith, Coordinator, University of Detroit Mercy; Airik Sanders, Coordinator, University of Detroit Mercy

**Roadmap to Inclusive Excellence: Culturally Responsive Pedagogy in Higher Education**

The presenters will discuss a research study concerning the importance of strategically achieving inclusive excellence. They will illustrate how culturally responsive pedagogy (CRP) could be utilized in higher education and how self-efficacy and collective efficacy relate to its implementation toward inclusive excellence. The presenters will share findings of this research and provide implications for higher education practitioners.

**Presenter(s):** Valeece Davis, Project Director of Upward Bound, McNeese State University; Kioh Kim, Ed.D. Program Director, University of Louisiana Monroe

*NOTE: SESSION WAS CANCELED.*
Transcending Multicultural Engagement: Creating Virtual Brave Spaces During Unprecedented Times

Today, higher education institutions depend on virtual engagement strategies to address the needs of their multicultural student population and to provide spaces for community. Specifically, virtual “Brave Spaces” have recently been identified as an effective engagement tool in 2020. The presenters will discuss virtual engagement strategies to dismantle systemic barriers; share best practices for fostering brave space dialogues within university settings; and provide resources to better engage diverse campus communities.

Presenter(s): Christopher Clarke, Director, Multicultural Student Affairs, University of Miami; Kennedy Robinson, Assistant Director, Multicultural Student Affairs, University of Miami

2:30 PM – 3:30 PM ET

Please Bother Me!: Supporting First-gen College Students Through Moments of Shame

Throughout the semester, first-generation college students may experience personal and academic difficulties prohibiting them from being successful. Often times, students will not avail themselves of the assistance offered by support staff and faculty thinking they may be a burden. By not seeking assistance to address their struggles, students can instead take on shame impacting their academic performance, self-esteem, and role development as a college student. Using case studies, participants will experience supporting a student through the shame recovery process. During this presentation, participants will explore the concept of shame; discuss rebuilding approaches; and apply tools to help individuals process and manage experiences that could lead to a shame response.

Presenter(s): Dyron Corley, Assistant Director, TRiO Student Support Services, Rutgers University–Camden; Dana Kemery, Director of Innovative Course Design and Technological Infusion, Drexel University
A Space of Belonging: Leveraging the College Library to Support First-gen Students

Successful first-generation student programs require deep reliance on campus partners, and that must include the library. Academic libraries serve as a center for the academic and social experience outside the classroom and can be difficult to navigate while offering essential student support. The presenters will share current research and practical strategies, based on their work together at University of Portland, for collaboration between first-gen programs and libraries.

Presenter(s): Matt Daily, Associate Director, Shepard Academic Resource Center, University of Portland; Xan Arch, Dean, Library, University of Portland
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**First-Year Virtual Summer Seminars: Improving First-gen and High-Financial Need Students’ Experiences**

To counter enrollment erosion before a remote semester, presenters designed virtual 1-credit summer seminars for academic and social engagement. Seminars were offered one free, with up to two additional credits for $150 each.呈 SMALL

Presenters will share the data related to fall enrollment by participants and non-participants. In addition, presenters will share the benefits experienced by first-generation student participants in the program as well as those with high financial need.

**Presenter(s):** Elizabeth Bleicher, Professor of English; Presidential Fellow for Student Success, Ithaca College; Jacqueline Winslow, Director for New Student and Transition Programs, Ithaca College

**2:30 PM – 3:30 PM ET  
Concurrent Session 7 (continued)**

**Celebration of Firsts: The Importance of Initiatives Celebrating First-generation Students**

Colleges are realizing that in addition to supporting first-generation students, they should celebrate these students’ successes. The presenters will introduce the initiatives from two institutions that support first-generation students; discuss the importance of sense of belonging of first-generation students; and share about the lack of research on celebrating first-generation students. Leveraging student perspectives to affirm the importance of celebratory initiatives, the presenters will then describe how their institutions have successfully celebrated first-generation students.

**Presenter(s):** Dave McCall, Associate Professor; Director of First-Gen Initiatives, Ferris State University; Stephanie Zobac, Associate Director, Academic Advising, North Central College
**First-generation Student Success: Findings from National Landscape Analyses on Four-year Institutions and Community Colleges**

In alignment with our strategic priority to generate a deeper understanding of the first-generation student experience, this session will present findings from the Center’s national landscape analyses of supports, programs, and services at four-year institutions, community colleges, and technical colleges. Participants will gain greater understanding of the research approach, overview findings, examine the first-generation identity, understand the shifting institutional approaches and priorities for serving these students, and consider lessons learned from campus initiatives. Recommendations for advancing systemic and institutional change across multiple contexts will be offered.

**Presenter(s):** Sarah E. Whitley, Assistant Vice President, Center for First-generation Student Success, NASPA; Melinda Karp, Founder, Two Phase Advisory

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**Better Data, Better Decisions, Better Outcomes: Leveraging the Clearinghouse’s Postsecondary Data Partnership for Student Success**

The Postsecondary Data Partnership (PDP) is a nationwide effort to help colleges and universities gain a fuller picture of student progress and identify how best to support all students. The PDP is dedicated to the idea that easier access to better data helps institutions develop actionable insights and make informed decisions for improving student success and equitable outcomes. With the PDP’s analytics and benchmarking, colleges are empowered to examine KPI visualizations around student enrollment, early momentum indicators, and outcome measures through its Tableau Dashboards and all have the ability to quickly disaggregate the data through a range of insightful and intersectional characteristics.

**Presenter(s):** Ken McVearry, Senior Specialist, Postsecondary Data Partnerships, National Student Clearinghouse; Lisa Stich, Senior Specialist, Data Partnerships, National Student Clearinghouse

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**From One-on-One Conversations to Data Points**

At SJSU, RAs have one-on-one conversations with their residents four times a year. They write descriptions of the encounter. The presenter will show you how to take rich qualitative data and turn it into data points to help your department make data-based decisions. The presenter will show the power of qualitative data and how to navigate the data in basic ways. This session is perfect if you are new to assessment and want to learn basic components of how to code qualitative data.

**Presenter(s):** Michele Kleeman, Residential Life Coordinator, San Jose State University
**Student Affairs and Post-Traditional Students: Partners in Progress**

The presenter will share research from a year-long research project evaluating the impact of student affairs programs on the success of post-traditional students. The presenter will facilitate a discussion on future planning in student affairs for this demographic, as a whole and at respective institutions. Key points are factors that support and prevent college success for adult learners. This training has been updated to reflect current information and trends.

**Presenter(s): Glynis Boyd Hughes**, Diversity, Equity, and Inclusion Graduate Fellow, Office of the President, Merrimack College

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How Are You Serving Rural Students?

Rural students account for roughly one-third of students enrolled in college, yet they graduate at rates much lower than their peers. By understanding the needs of the rural students they serve, practitioners can work to improve student outcomes. The presenters will provide opportunities for discussions and activities for participants to learn how institutions can identify and support rural students; common challenges rural students encounter; and strategies to gain support for transformational change from institutional leaders.

Presenter(s): Matt Newlin, Independent Consultant; Brett Bruner, Dean of Student Engagement, Arkansas Tech University

3:45 PM – 4:45 PM ET

Concurrent Session 8 (continued)

Findings from First Scholars Initiative Engagement

First Scholars partners with ASA Research to evaluate the initiative and provide insights on institutional participation. Participants will learn about the First Scholars experience and data from the past year from our ASA Research.

Presenter(s): Mary Fugate, Assistant Director Center for First-generation Student Success, NASPA; Abby Miller, Founding Partner, ASA Research; Sarah E. Whitley, Assistant Vice President, Center for First-generation Student Success, NASPA

Putting Our Students “First”: Streamlining Services and Enhancing Support for First-generation Students

As the number of first-generation students coming to campus continues to rise, institutions must be ready to provide them with targeted services that can address their unique needs. Unfortunately, there are often roadblocks that prevent students from accessing support and resources. The presenter will share how Old Dominion University created a team to look at how services were being provided to first-generation students. As a result, the team started two specific initiatives to streamline and enhance services across the university. Participants will leave with examples of first-generation-focused initiatives they can apply to their own campuses, as well as ideas for increasing collaboration across divisions.

Presenter(s): Erin Colwell, Assistant Director of Mane Connect Success Coaching and Center for Major Exploration, Old Dominion University
How My Brothers Kept Me: A Narrative Study on First-generation Black Men Who Joined a BGLO at a PWI

The presenter will share results from a study that explored the lived experiences of first-generation Black men who joined a Black Greek Letter Organization (BGLO) and graduated from a Predominantly White Institution (PWI). The study focused on participants’ lived experiences with a sense of belonging. Research on first-generation Black men who attend a PWI offers context on the systemic barriers that impact a positive progression at the postsecondary level. These findings highlighted the lived experiences from participants and how their experiences provided advantages or disadvantages in finding their sense of belonging.

Presenter(s): Tyrone Smiley, Assistant Director, Housing & Residence Life, Kennesaw State University

Supporting Students During COVID-19: Unique Considerations for First-year, Low-income, First-generation Students

COVID-19 has affected the first-year college experience immeasurably. The presenters will engage attendees in considering the impact of COVID-19 on first-year, undergraduate students. Focusing on engagement and support for first-generation, low-income student populations, the Young Scholars Program (YSP) leadership team will share what they have learned during the pandemic. This includes unique adjustments to support YSP students; the significance of signature programs; and special considerations for incoming students.

Presenter(s): Chila Thomas, Executive Director, The Ohio State University; Armada Henderson, Assistant Director, The Ohio State University

Dashboard: The Gift and the Curse

Dashboard technology is common in the business world, and increasingly used in student and academic affairs to track, assess, and visualize student and programmatic data. Dashboards are appealing because of their visualization of data, yet they also come with innate challenges regarding implementation. The presenter will define “dashboard,” discuss the strengths and struggles of using a dashboard system with examples, and engage participants in the decision-making process of deciding when to use a dashboard as a solution.

Presenter(s): Rebecca Goldstein, Interim Director Research and Assessment, Florida Atlantic University
An Upstream Approach to Supporting Student Success

Campuses often take a reactive approach by addressing problems as they arise. In his New York Times bestselling book, Dan Heath articulates an approach to problem-solving that focuses on preventing problems “upstream” versus reacting to them “downstream.” In this session, presenters will describe strategies to apply an upstream approach to student success. The strategies draw on lessons from the book, student affairs practice, and research data so participants will leave with concrete applications they can implement on their own campuses.

Presenter(s): Matt Venaas, Research Manager, Macmillan Learning; Rachel Philips-Buck, Vice President for Student Success, Pharos Resources; James Mantooth, Executive Director of Enrollment Services and Student Engagement, University of Tennessee at Martin

5:00 PM – 6:00 PM ET  
Concurrent Session 9 (continued)

Student Veteran Culture, Identities, and Impacts on Student Success

This session delves into student veteran and military-connected student culture on-campus, in the campus community, and in campus student veteran centers/spaces. Join this session to learn about the multiple aspects of student veteran culture influencing your campus, and challenge existing stereotypes and negative impacts on student veteran success. Topics covered in this session include: student veteran identity, diversity among student veterans, intersections of identity, conflicts concerning student veterans, challenging existing campus cultures and stereotypes, holistic student veteran support, and more. This will be a collaborative and engaging session looking at student veteran populations as they actually are, versus how they are perceived to be.

Presenter(s): Christine Black, Assistant Director, Deputy Title IX Coordinator, University of Scranton; Co-Chair, NASPA Veterans Knowledge Community; Crisann Hanes, Graduate Advisor – Evening and Online MBA Programs, Colorado State University; Co-Chair, NASPA Veterans Knowledge Community
A Tutoring Model That Creates Success for Students and Tutors Alike

Tutoring at the graduate level is necessary as more diverse learners pursue advanced degrees. The presenter will give an overview of the Johns Hopkins Carey Business School’s robust tutoring program, highlighting how it provides consistent and high-quality tutoring and experiential learning for tutors. The presenter will facilitate a discussion with participants on how to implement or improve their own tutoring centers.

Presenter(s): Adrianna Neuenschwander, Assistant Director, Student Success Center, Johns Hopkins University

Mentoring Outside the Classroom: Positioning Graduate Students to Succeed

During this session, presenters will critically examine the misinterpretation of academic advising and mentorship at the graduate level. Through an intersectional lens and psychosocial theory coupled with the importance of peer socialization and identity-centered programming, we propose an intervention that establishes a mentorship workshop to assist in student transition and their development of agency. Through this workshop, first-year graduate students will begin to breakdown faculty-student barriers, establish peer connection, and build levels of support.

Presenter(s): David Estudiante, Assistant Director of Student Engagement, Claremont Graduate University; Shawn Matiossian, Ph.D. Student, Education and Political Science, Claremont Graduate University
5:00 PM – 6:00 PM ET  
**Concurrent Session 9 (continued)**

**FGSS**

**Creating and Sustaining a First-gen Movement at a Large Hispanic-Serving Institution**

The presenters will include information about cross-divisional collaboration and utilizing collective resources to bring awareness, support, and programming to first-gen student success. Attendees will learn about how Texas State, a Hispanic-Serving Institution, developed asset-based strategies for supporting and sustaining first-generation organization and momentum. Presenters will highlight the challenges and successes of starting a first-generation initiative focused on faculty/staff development; student engagement; and creating an academic-focused curriculum.

**Presenter(s): Victoria Black**, Director, Peer Mentoring, Texas State University; **Sylvia Gonzales**, Director, HSI Programs, Texas State University; **Gloria Martinez**, Professor of Sociology, Director of Latina/o Studies, & Director of The Center for Diversity and Gender Studies, Texas State University

**FGSS**

**Connecting the First-generation Community Through Digital Technology**

YourPath@NAU is an innovative approach to student affairs initiatives that centralizes co-curricular opportunities and resources using gamification and reflective exercises. Undergraduate students can access the program anytime, anywhere. First-Generation Pathways (FGP) is a personalized program within YourPath@NAU directed towards all first-generation college students. The presenters will share online resources available to first-generation college students; the levels and activities used to encourage involvement at the university; and reactions from students.

**Presenter(s): Katherine Lawlor**, Student Development Coordinator, Intermediate, Northern Arizona University; **Angela Visco**, Vice President of University Success, Suitable
Developing Leadership: Benefits of Empowering Peer Mentors to Support First-generation College Students

Providing peer mentors with agency has remarkable benefits. Presenters will highlight the programs they developed to serve their first-gen peers and the skills they developed in their roles as undergraduate peer mentors from an academic resource center dedicated to serving first-generation college-going and minoritized students. Participants will gain an understanding of how empowering student leaders benefits peer mentors and the students they serve while receiving tools for supporting their own peer mentors.

**Presenter(s):** Jaqueline Lopez Santiago, Opening New Doors to Accelerating Success Student Center Peer Mentor & Graduate Student, University of California, Santa Barbara; Leilani Ferreras, Opening New Doors to Accelerating Success Student Center Peer Mentor & Graduate Student, University of California, Santa Barbara; Malaphone Phommasa, Director of Academic Success Initiatives, University of California, Santa Barbara

5:00 PM – 6:00 PM ET

Concurrent Session 9 (continued)

Who Are #FirstGen Graduate Students? How Should We Support Them?

The session facilitators will explore varying definitions of first-generation graduate students; highlight existing structural barriers in graduate or professional education programs; and offer suggestions on how to support students through their graduate or professional school experiences. With the goal of increasing diversity of graduate student populations and preparing a diverse workforce across fields, facilitators will share practical, scalable suggestions for creating first-generation graduate student supports.

**Presenter(s):** Maria Erb, Director of the Newbury Center, Boston University; Sonja Ardoin, Assistant Professor of Student Affairs Administration; Appalachian State University
TUESDAY, JUNE 29

**WORKSHOP DIRECTORY**

**DAY 2**

**The Power of Coaching: Improving Student Success at Three Distinct Universities**

Leaders from Cal Poly Pomona, Loyola University New Orleans, and Old Dominion University come together in this dynamic panel to share how they built their coaching programs, what they do to ensure continuous improvement, and why they turned to coaching to improve student success. Each institution has unique challenges and specific student populations they want to impact. Moderated by InsideTrack, this panel will cover obstacles, successes, and recommendations for others looking to improve student success.

**Presenter(s): Malika Clinkscales, Associate Vice President, Partner Success, Inside Track; Erin DeRosa, Director of University Advising, California State Polytechnic University-Pomona; Sherri Watson, Director, Center for Major Exploration and Mane Connect Success Coaching, Old Dominion University; Elizabeth Rainey, Executive Director, Pan-American Life Student Success Center, Loyola University New Orleans**

6:00 PM – 7:00 PM ET

**Sponsor Product Showcase**

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**Suitable for the Digital Transformation of Your First-Gen Student Experience**

Join us as we take a look at Suitable's groundbreaking web and mobile technology that Northern Arizona University demonstrated in their session titled “Connecting the First-Generation Community through Digital Technology”. See for yourself how Suitable helped NAU better engage first-gen students and give them a roadmap to success starting day 1 Freshman year. Questions welcome!

**Presenter(s): Michael Miclette, Director of University Partnerships, michael@suitable.co, Suitable**

**The Missing Puzzle Piece to the College Mental Health Crisis: Mental & Emotional Wellness Programs**

There is no shortage of alarming statistics highlighting the mental health crisis on college campuses today. Come learn about how U-Thrive Educational Services proactive mental and emotional wellness programs can help students manage stress, become more resilient, and thrive throughout their undergraduate experiences and beyond. Our programs are led by 35+ leading experts in the fields of Positive Psychology, Mindfulness, and Self-Compassion from various institutions across the country.

**Presenter(s): Simone Figueroa, President, U-Thrive Educational Services**
How to Keep Students Engaged Online

Engagement is key to successfully engaging students online. But we’re all tired of The Brady Bunch confines of Zoom, what’s an alternative? Join Kumospace cofounder and Columbia Business School Professor Brett Martin as he shares Kumospace, an immersive video chat platform that has been going viral on TikTok with college students around the world. And for good reason. Kumospace elevates getting together online by mimicking the physical world with fun interactive features and spatial audio. Brett will share the Kumospace-specific techniques he uses in his own classroom at Columbia that help spark student interaction, discussion, and presence.

Presenter(s): Brett Martin, Co-founder, Kumospace

6:15 PM – 6:45 PM ET

Poster Presentations

Welcoming New Graduate Students During COVID-19: Lessons Learned From Assessing a Virtual Orientation

Due to the COVID-19 pandemic, the Graduate School at a large university quickly pivoted from delivering two in-person orientations for newly admitted graduate students to two virtual orientations for the first time. To better serve future incoming graduate students in their virtual orientation experience, the presenters evaluated the usefulness of the virtual graduate student orientation to highlight the successes and areas of improvement as perceived by the students who attended. The presenter will highlight the successes in planning/delivering a virtual orientation, areas of improvement, strategies for assessing a virtual orientation, and future recommendations for others who want to lead virtual orientations at their university.

Presenter(s): Sarah Narvaiz, Graduate Research Assistant, University of Tennessee; Austin Boyd, Graduate Research Assistant, University of Tennessee
6:15 PM – 6:45 PM ET  **Poster Presentations**  (continued)

**DSBC**

**Evaluation Findings and Lessons Learned from Federally Funded STEM Programs at MSIs**

The National Aeronautics and Space Administration Minority University Research and Education Project (MUREP) Institutional Research Opportunity (MIRO) has provided funding to minority serving institutions (MSI) to connect underrepresented students to NASA-related STEM studies through research, academic programming, and other supports for almost 30 years. This discussion aims to provide insights through a summary of evaluation findings for the Group 6 awardees and includes recommendations for how program evaluation can be improved moving forward.

**Presenter(s):** Tyra Wheeler-Zubia, Specialist, NASA Minority University Research and Education Project (MUREP) Institutional Research Opportunity (MIRO), Oklahoma State University; Association for Higher Education Effectiveness (AHEE)

**FGSS**

**The Impact of COVID-19 on the Resilience of First-generation College Students**

The COVID-19 pandemic has disrupted first-generation college students’ education; interrupted their relationships, resources, and quality of health; and exacerbated existing barriers to academic success. The presenters will share the challenges they encountered while interviewing first-generation students during a pandemic and the strategies they employed to combat those challenges. They will highlight their methods and preliminary findings on how COVID-19 has affected barriers to education and persistence for first-generation students, and share anecdotes from their interviews.

**Presenter(s):** Aimee Yan, Research Assistant, University of North Carolina at Chapel Hill; Michael Grigsby, Undergraduate Research Assistant, University of North Carolina at Chapel Hill
Concurrent Session 10

**An Experiment We Didn’t Want: Assessment Lessons From an Asterisk Year**

For some, assessment took a back seat in 2020. But there was also an increased demand for data and opportunities to rethink assessment activities. The focus of the session will be on bite-sized 2020 lessons and a discussion about them. The presenters will share six lessons from 2020 related to student affairs assessment. Then, the panel and audience will reflect, engage, question, and discuss the lessons and implications moving forward.

**Presenter(s):** Matt Venaas, Research Manager, Macmillan Learning; Sherry Woosley, Senior Director of Analytics & Research, Macmillan Learning; Dianne Timm, Associate Professor, Eastern Illinois University

**Using Mixed Methods to Assess Students’ Sense of Belonging**

Students’ sense of belonging in college is associated with a number of student outcomes. The presenters will share findings from a project designed to assess students’ sense of belonging during the pandemic, with a particular focus on how historically under-served students have experienced belonging. Along with the use of survey data, the presenters piloted the use of reflective photography as a method to assess belonging. The advantages of using mixed-methods for this project will be highlighted.

**Presenter(s):** Margaret Munley Stone, Director of Assessment and Student Life Curriculum, Lehigh University; Lucy Napper, Associate Professor of Psychology, Lehigh University; Princess Neely, Ph.D. student, Department of Psychology, Lehigh University
Creating Career Equity Through LMS Integration

Presenters from the UAB Career Center share insights related to the Career Canvas Course: 21,000+ students enrolled, 9,000+ students actively engaged, 4,100+ quizzes completed, and 61 academic course integrations with a reach of almost 2,000 students in the midst of COVID-19. Presenters will guide participants through brainstorming and implementation of a campus-wide career readiness learning management system on their own campus.

**Presenter(s):** Brandon Wright, Director, UAB Career Center, University of Alabama at Birmingham; Adam Roderick, Associate Director of Career Education, University of Alabama at Birmingham

11:00 AM – 12:00 PM ET  
**Concurrent Session 10 (continued)**

Dismantling Mental Health Barriers to First-generation Students’ Success: Research-Based Practices

One in three first-year students experience mental health challenges and those that do are twice as likely not to persist to college completion. Students from underrepresented ethnic and racial groups, many of whom are first-generation college students, are less likely to seek support for mental health issues. The presenters will focus on dismantling mental health barriers to first-generation students’ success by integrating emotional-wellness practices of Positive Psychology; Mindfulness; and Self-Compassion, proactively into the first-year experience.

**Presenter(s):** Simone Figueroa, President, U-Thrive Educational Services; Joe Cuseo, Professor Emeritus, Psychology, Marymount California University

Building Connections, Building Community With Virtual Circles

In response to the pandemic and upsurge of racism in our society, the University of California, San Francisco received an increase in requests from historically underrepresented groups for accountability and healing. Virtual circles were introduced in a graduate-level life sciences and health professions institution. The presenters will describe restorative justice practices, a form of circle processes based on Indigenous or traditional practices of building and strengthening communities. Through these circles, participants share stories; develop empathetic relations; and practice engaging in authentic communication.

**Presenter(s):** Maria Jaochico, Director, Student Rights and Responsibilities, University of California, San Francisco; Melisa Bautista, Assistant Director, Multicultural Resource Centers, University of California, San Francisco
WEDNESDAY, JUNE 30

Featured Session
The Power of Stories: Understanding the Intersectional First-gen Lived Experience

The first-generation college student experience is sometimes conceptualized as one collective experience when in fact each first-generation college student has a unique lived experience based on the intersection with their other social identities. Using a storytelling method and practice, facilitators will engage participants in a process of recognizing both similarities and differences in the lived experiences of first-generation college students. Participants will be encouraged to pay attention to and celebrate nuance.

Presenter(s): Sonja Ardoin, Assistant Professor of Student Affairs Administration, Appalachian State University; becky martinez, Consultant, Infinity Martinez Consulting

11:00 AM – 12:00 PM ET

Concurrent Session 10 (continued)

Supporting, Educating, and Empowering: Proactive Programming to Engage First-generation Students

Attendees will learn about the unique cross-campus collaborations in which the First-Generation Action Team has created partnerships with various University entities, faculty, staff, and students to support first-generation student success. One of the most important partners over the years at the University of San Diego has been the university’s library and its first-generation faculty.

Presenter(s): Ariela Canizal, Assistant Director for Community and Leadership Development, University of San Diego; Catherine Paolillo, Visiting Evening Access Librarian, University of San Diego
Using Life Design to Increase Cross-Campus Collaboration and Engage First-generation/Low-income (FLI) Students

The presenters will share key elements of the Life Design Framework as a method for identifying potential cross-campus collaboration partners and creating ideas to work together in ways that increase your ability to serve first-generation/low-income (FLI) students on a broader scale. Attendees of the session will gain tangible steps to implement in their work that focus on three key aspects of Life Design: Be Curious, Talk to People, and Try Stuff.

Presenter(s): Alayna Hayes, Senior Director of Life Design-Diversity, Equity, & Inclusion, Johns Hopkins University; Clifton Shambry, Assistant Director of Life Design: Diversity & Inclusion, Johns Hopkins University; Hope Burke, Assistant Director of Life Design: Student Leadership & Involvement, Johns Hopkins University; Carlos Medina, Assistant Director of Life Design: Center for Student Success, Johns Hopkins University; Andrea Wiseman, Assistant Director of Life Design-First Year (WSE), Johns Hopkins University; Michael Gonzales, Assistant Director of Life Design-First Year (KSAS), Johns Hopkins University; Jessica Harley, Assistant Director of Life Design-Athletics, Johns Hopkins University

11:00 AM – 12:00 PM ET

Concurrent Session 10 (continued)

Social Class and Career Trajectories: What Our Students Need to Know!

First-generation and/or low-income (FLI) students are on a path to become social class straddlers. They seek to leave college and enter the working world earning more than their parents and vow to take advantage of the opportunities available to them. Similar to college, however, these first-gen professionals struggle to navigate a working environment that was not created with them in mind. Attendees will leave with an understanding of the research on social class in the work environment and programs to implement in supporting first-gen professionals.

Presenter(s): Adj Marshall, Diversity Initiatives: Graduate Student Families Program Administrator, Massachusetts Institute of Technology; Jocelyn Salcedo, Career Engagement Coordinator, Bennington College; Soha Jafarzade, Sands Family Foundation, Associate Director of Diversity Career Development, Skidmore College
1:00 PM – 2:00 PM ET

Concurrent Session 11

Data-Informed, Data-Informing

Presenters will highlight data analytics work done through a partnership of Georgia Gwinnett College (GGC) and the Carl Vinson Institute of Government at the University of Georgia. Presenters will provide a case study on the development and use of evaluation tools aimed at improving student success and achievement, and increasing retention using data dashboards including a Grades Dashboard and a Transfer Student Dashboard. The resulting suite of decision support tools are capable of disaggregating student success outcomes by a variety of demographic, engagement, and academic factors, allowing users to review historical trends, as well as identify potential barriers or obstacles in advance. Presenters will provide context for practitioners and decision-makers seeking to understand how to apply time-tested evaluation tools like logic models to inform data visualization efforts, and how to disseminate and teach other audiences how to use these tools, once developed.

Presenter(s): Michelle Rosemond, Vice President for Student Engagement and Success, Georgia Gwinnett College; David Tanner, Associate Director, State Services and Decision Support, University of Georgia; James Byars, Scientific Computing Professional Specialist, State Services and Decision Support, University of Georgia; Scott King, Scientific Computing Professional Associate, State Services and Decision Support, University of Georgia

The Power of Persistence Reports in Shaping Priorities

Three reports serve as measuring sticks for the university’s student success goals. The Persistence Report, the Underrepresented Students Persistence Report and the “Class of” Report (capturing the first-year experience) guide decisions relating to retention initiatives. The reports enable us to predict fall to fall retention, graduation rates, and to develop initiatives that support students in their pursuit of a degree. Data discoveries, tangible interventions and a template for building a persistence report will be shared.

Presenter(s): Kimberly Allen-Stuck, Assistant Vice President of Student Success & Educational Support, Saint Joseph’s University; Natalie Walker Brown, Director, Inclusion and Diversity Educational Achievement, Saint Joseph’s University; Dan McDevitt, Director, Student Success, Saint Joseph’s University
### 1:00 PM – 2:00 PM ET  
**Concurrent Session 11 (continued)**

#### Developing a Sustainable Peer Mentoring Structure for Today’s Transfer Students

To support the unique challenges of the transfer experience, UT Dallas implemented a 1:1 peer mentoring program focused on helping new transfer students’ institutional transition and providing deeper campus leadership connections for returning transfers. The presenters will provide an overview of strategies employed, in partnership with transfer student leaders, to empower current transfer students in mentoring; create an environment conducive to stronger academic outcomes; innovatively pivot from in-person to virtual programming in the time of COVID-19; harness existing university resources to ensure sustainable program growth; provide personalized and timely support; and create collaborative assessment practices.

**Presenter(s):** Hilary Roush Freeman, Program Specialist, The University of Texas at Dallas; Hillary Beauchamp Campbell, Director of Undergraduate Education, The University of Texas at Dallas

#### Accelerating Emergency Assistance Grants to Students in Need

Between March and December 2020, 8,363 individual applications for financial assistance were submitted to Georgia State University by students. During the same period of time, $22 million dollars in emergency grants were disbursed directly to over 25,000 students. Students with limited financial resources experienced extreme financial distress during this period. The presenters will provide information on the expansion of the emergency application process; the data-informed selection process for direct disbursement; and an AI-enabled thematic review of the emergency applications submitted.

**Presenter(s):** James Blackburn, Associate Vice President, Student Financial Services, Georgia State University; Atia Lindley, Director, Student Financial Management Center, Georgia State University; Alyssa Takatori, Assistant Director, Student Financial Management Center, Georgia State University
WEDNESDAY, JUNE 30

1:00 PM – 2:00 PM ET

Concurrent Session 11 (continued)

DSBC

Reframing Academic Dismissal for Readmission and Retention

According to internal graduation data, students who had been previously academically dismissed were one of the highest risk student populations to permanently leave Johns Hopkins University. Participants will learn how the reinstatement process has been transformed to engage academically dismissed students and the presenter will share policy reframing, process adjustments, engagement with dismissed students, and support for the reinstatement process.

Presenter(s): Sloane Hanley, Retention Advisor, Johns Hopkins University

FGSS

Developing Holistic Recruitment & Enrollment Strategies for Underrepresented Students

College access for traditionally underrepresented students begins with getting them to apply to your institution. Through multiple strategies of recruitment, pre-enrollment engagement, and holistic application review, institutions can realize increased enrollment of these students. Presenters will review steps towards recruitment and enrollment and highlight successful strategies institutions can implement to realize higher numbers of underrepresented students. Attendees will be able to form their own strategies to encourage applications, acceptance, and matriculation of historically underrepresented students.

Presenter(s): Tadarrayl Starke, Associate Vice Provost for Student Success, University of Connecticut; Terrell Williams, Program Manager for Diversity & Outreach, Florida State University

FGSS

Designing Intentional Technologies for First-generation Students to Navigate Campus Culture and Resources

The presenters will explore how a large, minority-serving institution intentionally developed a series of technology-enabled resources centering first-generation students. This first-gen-minded approach to digital campus support services utilized transition theory, the hidden curriculum, and a community cultural wealth model. The presenters will explore how these resources and systems were ideated, designed, tested, and analyzed with the goal of assisting students with understanding campus culture; identifying and understanding the hidden curriculum; and navigating resources.

Presenter(s): Thomas Dickson, Assistant Vice Provost of Undergraduate Education, University of California, Riverside; Lisa Des Jardins, Assistant Director, Student Engagement, University of California, Riverside; Kevin Graham, University Innovation Alliance Fellow, University of California, Riverside
Concurrent Session 11 (continued)

Understanding and Supporting Identity Transition Among First-generation Students

A student’s social identity can play a major factor in engagement during college transitions. Presenters will focus on the results of a study and data-informed practice resulting from evaluation and assessment to understand first-generation student identity transition and improve programmatic first-generation initiatives. Specifically, presenters will detail an approach to: identify, collect, share, and utilize data concerning social identity transition; evaluate non-cognitive factors among first-generation students; and improve supportive programming for first-generation students.

Presenter(s): David McCall, Associate Professor, Ferris State University; Emmanuel Jadhav, Associate Professor, Ferris State University; Jason Bentley, Dean, Ferris State University

How El Camino College Responded to the Call for Action by Creating Black First-generation Initiatives

The state of California is home to the fifth-largest Black population in the United States, with just over 2.1 million Black residents—five percent of America’s Black population—living within the state’s borders. About two of every three Black undergraduates in California were enrolled in a California community college in the 2018-19 academic year. El Camino College, located in Los Angeles about five miles from LAX and the Beach cities, serves close to twenty-five thousand students, 15% of whom are Black. In the fall of 2020, El Camino launched the Black First-Generation initiative to address the inequities, systemic racism, and racial barriers that impede Black student achievement. During this session, the presenters will share how El Camino College, following the murder of George Floyd and the subsequent Black Lives Matter rallies, launched the Black First-Gen initiative to bring more awareness to, and improve the campus climate for, our Black first-gen students. Presenters will share best practices that lead to El Camino College becoming the only community college selected as a First-gen Forward Advisory Institution with the Center for First-generation Student Success in 2019.

Presenter(s): Cynthia Mosqueda, Faculty Coordinator, El Camino College; Seranda Bray, Counselor, El Camino College; Darell Thompson, Faculty Coordinator and English Faculty, El Camino College; Jackie Sims, Math Faculty, El Camino College
1:00 PM – 2:00 PM ET

**Concurrent Session 11 (continued)**

**FGSS**

**I See You! Building a Student’s Confidence Through Sharing Personal Narratives**

The art of sharing stories goes back many generations and is a key point in building community and confidence, especially on a college campus! Participants will be invited to share their stories and learn new strategies to retain, empower, and amplify the first-generation student voice.

**Presenter(s):** Jessica Sierra, TRIO SSS Retention Specialist, California State University, Monterey Bay; Alex Westerlund, Academic and Career Coach/Advisor: TRIO, SSS-HS, California State University, Monterey Bay

**FGSS**

**Counseling and Helping: Training First-gen Peer Mentors Using Counseling Techniques**

Professional counseling theory and skills can benefit peer mentoring initiatives that are designed to support first-generation students in higher education institutions. In this session, presenters will share how the University of Portland developed a training initiative based upon skills used by professional counselors. Participants will learn about counseling skills and strategies; how these were refined for student mentor use; and observe current students role play scenarios as theory and training skills are put into practice.

**Presenter(s):** Matt Daily, Associate Director for Special Populations and Learning Assistance, University of Portland; Kerri Anderson-Linde, Licensed Professional Counselor, Adjunct Faculty, University of Portland

**SPONSORED PROGRAM**

**How to Supercharge Interventions and Improve Retention with Surveys**

Decades of research confirm that non-academic factors like students’ sense of belonging, financial concerns, and satisfaction are critical to student retention and success. This session will demonstrate how student interventions and conversations can be supercharged by the use of brief surveys. Attendees will hear about a specific case study and how student retention rates were improved by administering brief surveys alongside interventions, above just student interventions alone.

**Presenter(s):** Amanda Shaffer, Director of Sales, Institutional Initiatives, Macmillan Learning
Concurrent Session 12

Assessment Choices: Moving Beyond the Either/Ors of Assessment Work

Assessment planning is a deliberate process, involving choices often discussed in dichotomous terms, like surveys versus focus groups, formative versus summative, satisfaction versus learning, and more. The unpredictability of 2020 made these discussions more complicated. In this session, presenters will discuss and broaden the traditional dichotomous options of nine choices by considering middle zones and additional options. Audience members will discuss and leave with easy-to-implement ideas for their own work.

Presenter(s): Sherry Woosley, Senior Director of Analytics & Research, Macmillan Learning; Jen Hodges, Director of the Center for Academic Advising and Student Support, New Mexico State University; Erin Bentrim, Divisional Director of Student Affairs Research & Assessment, University of North Carolina at Charlotte

Steering Student Success at Small Colleges: A Panel Discussion

Small colleges provide a valuable experience for students: a close-knit community, a highly engaged student body, an enviable faculty to student ratio. This same environment also presents unique concerns for student success professionals, like getting the job done with fewer resources. A panel of student success leaders will share how they balance strategic work with student crises, leverage data to drive better outcomes, and get it all done while wearing so very many hats.

Presenter(s): Annemieke Rice, Vice President, Campus Strategy, Anthology; Megan Hills, Associate Dean of Academic Affairs and Registrar, Iowa Wesleyan University; Katie Aranda, Assistant Dean of Student Success Initiatives, Iowa Wesleyan University; Deanna Wagner, Dean of Engagement and Success, Capital University; Joanne Goldwater, Associate Dean for Retention and Student Success, St. Mary’s College; Emily Siegel, Principal Consultant, Anthology

Asian Americans on the Sidelines: An Institutional Analysis of Student Success

Asian Americans challenge our nation’s dominant racial paradigm and current ways of contending with racial inequities. The presenter will share a study of a 4-year regional university in California. The data highlights inequities among Asian American ethnic groups as well as between Asian Americans and other student groups. The presenter will identify current service gaps and recommendations for comprehensive and sustained institutional strategy to address the educational needs of Asian American students at this designated Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI).

Presenter(s): Gena Lew Gong, Lecturer, California State University, Fresno
WEDNESDAY, JUNE 30

**Student Engagement Experiences at International Branch Campuses**

The positive impact of student engagement on student success has been demonstrated in research. However, there exists a lack of understanding of student engagement experiences at International Branch Campuses (IBC). IBCs seek to provide students with an equivalent experience of at-home campuses; however, the sustainability of Western-based campuses in new environments is critical given the differences in culture, curricula, and language. The presenter will provide information on how acknowledging the social and educational differences would provide an opportunity for institutions to create an engaging college experience.

**Presenter(s): Nadine Alamy, Higher Education Professional, The George Washington University**

**Featured Session**

**First-Generation Professionals in Higher Education: Strategies for the World of Work Panel Session**

The panel will explore complexities of the transition to the work world of higher education and how first-generation professionals navigate transition, especially at the mid-level. Fifteen authors who identify as first-generation professionals collaborated to write a book highlighting strategies to navigate careers in higher education and sharing narratives of resilience, strength, and leadership. The book contains three parts: Navigating Professional Identity; Navigating Purposeful Interaction; and Navigating Career Paths. The panel reflects on their experiences of writing, present their narratives, and offer moving forward with a research agenda related to first-generation professionals.

**Presenter(s): Mary Wallace, Assistant Vice President for Student Experience, The University of Alabama at Birmingham; Sonja Ardoin, Assistant Professor, Appalachian State University; LaTonya Rease Miles, Dean of Student Affairs, Menlo College**

**High-Impact Practices for First-generation College Students**

High-impact practices support student retention, particularly for historically underserved populations. During this session, the presenters will showcase several high-impact practices that have supported first-generation, low-income, and underrepresented students in their Student Support Services (SSS) program at the University of Connecticut (UConn). Highlighted practices include a pre-collegiate summer bridge program; short-term study abroad and virtual global internships; and learning communities.

**Presenter(s): Chelsea Cichocki, Associate Director, Center for Academic Programs, University of Connecticut**
Navigating Invisibility and Intersectionality as a First-generation Graduate Scholar

Despite significant research on first-generation college students, there is limited study of first-generation students in graduate programs. Presenters will draw on data from 30 interviews with graduate first-generation students at a large research institution to examine their experience in graduate school from an intersectional lens. Presenters will address historic patterns of socialization to the academy and use data from their study to make recommendations about institutional policies, practices, and pedagogy to support first-generation graduate students.

Presenter(s): Rashné Jehangir, Associate Professor of Higher Education, University of Minnesota, Twin Cities; Terra Molengraff, Graduate Student, University of Minnesota, Twin Cities; Kelly Collins, Student Success Coordinator for American Indian Students, Metropolitan State University; Jessica Thompson, Graduate Student, University of Minnesota, Twin Cities

NOTE: SESSION WAS RESCHEDULED TO WEDNESDAY, JUNE 30 AT 11:00 AM ET.

Beyond the Classroom: Illuminating the Needs of First-generation, Low-income Students of Color

Support for first-generation, low-income students of color is not one size fits all. It requires a tailored approach to meet the needs of individual identities and, at the same time, allow for complexity and beauty of multiple marginalized identities to flourish. The presenters will share how their programs grew through their experiences connecting with faculty and their research; advocating for resources; and working in collaboration within student affairs. The creation of a full-time, temporary position bridging support for first-gen students and students of color proved to be a gamechanger for the campus.

Presenter(s): Capria Berry, Director of the Transitions Program, Vassar College; Kevin Collins, Director of the ALANA Center, Vassar College; Ivanna Guerra, Administrative Fellow for the ALANA Center and Transitions Program, Vassar College
A Grounded Theory Model of Advisor Trustworthiness From a First-generation Student Perspective

Success for first-generation students is reliant on learning about and utilizing campus resources. Learning about such resources is often not as challenging as navigating campus services, so why do students trust some resources and not others? This grounded theory study uses 17 focus groups of over 60 first-generation students to investigate how students conceptualize trustworthiness of advisors. Presenters’ model of advisor trustworthiness demonstrates how advisors and practitioners can build and evaluate trust with their students.

**Presenter(s): Adan Hussain, Senior First-Generation Program Manager, University of Michigan; Jeffrey Grim, Doctoral Candidate, Higher Education, University of Michigan; Emma Bausch, Doctoral Candidate, Higher Education, University of Michigan**

Journal of First-generation Student Success: Perspectives on Publishing Success

How can higher education professionals better prepare their scholarly research for journal publication? Presenters will discuss the process of a successful journal submission from their recent experiences with the inaugural issue of the Journal of First-generation Student Success. Presenters will provide insight from their interactions as co-editors, a reviewer, and a successful author, providing attendees with a greater understanding of the importance and responsibilities of each role.

**Presenter(s): Diane Schorr, Director, First-generation Advocacy and Initiatives, NASPA; Lindsay Romasanta, Director of Student Success Programs, University of California, San Diego; Rashné Jehangir, Associate Professor; Robert H. Beck Chair of Ideas, University of Minnesota, Twin Cities; Jillian Ives, Doctoral Candidate, University of Connecticut**

Honoring the Intersections: Supporting First-generation, Immigrant-origin College Students

First-generation college students (FGCSs) represent one-third of U.S. college-goers, and immigrant-origin students (students who are immigrants or children of immigrants) account for one-fourth of those enrolled. As the number of FGCSs and immigrant-origin students increases, understanding the intersection of these identities is critical. Presenters share findings from interviews with 11 undergraduate FGCSs exploring how they make meaning of their FGCS-immigrant origin identities, noting themes of rapid adulthood, resilience, and identity negotiation. The presenters share implications for practice.

**Presenter(s): Graziella McCarron, Assistant Professor, Leadership Studies, George Mason University; Sara Montiel, Associate Director of Student Services; Ph.D. Student, Higher Education, George Mason University; Sharrell Hassell-Goodman, Ph.D. Student, Higher Education, George Mason University; Nayoung Kim, Undergraduate Researcher, George Mason University; Xiomara Byrd, Undergraduate Researcher, George Mason University**
## SESSION LISTING BY CONFERENCE

### Assessment, Persistence, and Data Analytics

#### SATURDAY, JUNE 26

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>1:00 PM - 5:00 PM</td>
<td>Many Uses of CAS Standards to Create, Implement, and Assess Programs and Services that Lead to Student Success</td>
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#### SUNDAY, JUNE 27

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<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>1:00 PM - 5:00 PM</td>
<td>Assessment &amp; Data Analytics 101: An Introduction</td>
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<tr>
<td>1:00 PM - 3:00 PM</td>
<td>United in STEMM: Creating Opportunities Across Disciplines</td>
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#### MONDAY, JUNE 28

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<tr>
<th>Time</th>
<th>Session Title</th>
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<tbody>
<tr>
<td>12:45 PM - 1:45 PM</td>
<td>Creating a Culture of Assessment</td>
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<td>12:45 PM - 1:45 PM</td>
<td>Becoming a Storytelling Superhero: Strategies for Communicating Our Value With Data</td>
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<td>12:45 PM - 1:45 PM</td>
<td>AAC&amp;U’s VALUE Approach and the Assessment of Co-Curricular Learning</td>
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<td>2:00 PM - 3:00 PM</td>
<td>Leveraging Data to Advance Equity</td>
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<td>3:15 PM - 3:45 PM</td>
<td>Increase Retention of Underrepresented Students Using Character Assessments</td>
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<td>3:15 PM - 3:45 PM</td>
<td>“Write on Target” – Using data to customize messaging to increase student engagement</td>
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<td>3:15 PM - 3:45 PM</td>
<td>I Matter: How Personalized Outreach Contributes to Strategic Enrollment Goals</td>
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<td>3:15 PM - 3:45 PM</td>
<td>Residence Life as a Key Partner in Student Transition, Persistence, and Retention</td>
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<td>3:15 PM - 3:45 PM</td>
<td>Before Diving Into Data: 5 Questions to Ask for ANY Assessment Project</td>
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<td>5:15 PM - 6:15 PM</td>
<td>An Analytical Ecosystem to Drive First-Year Success at a Minority Serving Institution</td>
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<tr>
<td>6:30 PM - 7:00 PM</td>
<td>Using Event History Analysis to Identify Nursing Student Attrition Risk</td>
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*Denotes additional registration/fee required*
## Session Listing by Conference

### Assessment, Persistence, and Data Analytics

#### Tuesday, June 29

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:30 PM - 1:30 PM</td>
<td><strong>Starting From Scratch: Building a Data-Driven Academic Advising Office</strong></td>
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<tr>
<td>1:45 PM - 2:45 PM</td>
<td><strong>The “Murky Middle” Transitions: The Forgotten Transitions in the Student Experience</strong></td>
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<tr>
<td>2:30 PM - 3:30 PM</td>
<td><strong>Don’t Wait: Support Student Success by Using Formative Assessments</strong></td>
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<tr>
<td>3:45 PM - 4:45 PM</td>
<td><strong>From One-on-One Conversations to Data Points</strong></td>
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<td>5:00 PM - 6:00 PM</td>
<td><strong>Dashboards: The Gift and the Curse</strong></td>
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<td>5:00 PM - 6:00 PM</td>
<td><strong>An Upstream Approach to Supporting Student Success</strong></td>
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<tr>
<td>6:15 PM - 6:45 PM</td>
<td><strong>Welcoming New Graduate Students During COVID-19: Lessons Learned From Assessing a Virtual Orientation</strong></td>
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#### Wednesday, June 30

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<th>Time</th>
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<tr>
<td>11:00 AM - 12:00 PM</td>
<td><strong>An Experiment We Didn’t Want: Assessment Lessons From an Asterisk Year</strong></td>
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<tr>
<td>11:00 AM - 12:00 PM</td>
<td><strong>Using Mixed Methods to Assess Students’ Sense of Belonging</strong></td>
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<tr>
<td>1:00 PM - 2:00 PM</td>
<td><strong>Data-Informed, Data-Informing</strong></td>
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<tbody>
<tr>
<td>Dismantling Systemic Barriers to Student Success</td>
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### SUNDAY, JUNE 27

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<tr>
<td>1:00 PM - 3:00 PM</td>
<td>Effectively Designed Emergency Aid Programs Support Student Success</td>
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<tr>
<td>4:00 PM - 6:00 PM</td>
<td>Deliberative Dialogue Forum: What is the Role of Fraternity and Sorority Life in Creating the Campus Community We Want</td>
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### MONDAY, JUNE 28

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<tr>
<td>12:45 PM - 1:45 PM</td>
<td>No Room for Doubt: The Corequisite Imperative</td>
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<td>12:45 PM - 1:45 PM</td>
<td>Social Class Supports: Scalable Ideas Serve &amp; Sustain Poor and Working-Class Students</td>
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<td>Degrees When Due: Promoting Institutional Change for Stop-out Reengagement and Completion</td>
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<td>I Believe in the Little Words: A Story of Why Validation Matters</td>
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<td>Transfer Students Matter: Early Transfer Student Summer Engagement Prior to Fall Matriculation</td>
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<td>From 'Dropout' to 'Stopout': Best Practices to Support Students Who Leave School</td>
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<td>More Than Words: Dismantling Campus Inequities Through Racial Justice Statements Linked to Follow-Up Actions</td>
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<td>Return from Remote: Using Student Persistence Models to Inform Student Leadership Programs</td>
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<td>5:15 PM - 6:15 PM</td>
<td>It Takes a Village: Uplifting Special Student Populations With Holistic Support</td>
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<td>5:15 PM - 6:15 PM</td>
<td>Is There Nap Time in College? Supporting Students With Narcolepsy</td>
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<td>Co-Creating Social Justice Retreats as Anti-Racist Healing Interventions at a Predominantly White Institution</td>
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<td>Dream Chasers: Hip-Hop Organization’s Impact on Academic Engagement for Students of Color at HWIs</td>
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<td>6:30 PM - 7:00 PM</td>
<td>Transitions Through College: Supporting Students in Time to Degree</td>
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*Denotes additional registration/fee required*
### TUESDAY, JUNE 29

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<th>Time</th>
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<tr>
<td>11:00 AM - 12:00 PM</td>
<td>Feel to Heal: Trauma-Informed Supervision in Residence Life and Student Affairs</td>
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<td>11:00 AM - 12:00 PM</td>
<td>Becoming a Student-Ready Institution: Holistic and Data-Informed Approaches to Understanding Your Unique Student Populations</td>
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<td>12:30 PM - 1:30 PM</td>
<td>Mind the Tilde: Overcoming Institutional Linguistic Barriers to Latinx Student Success</td>
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<td>12:30 PM - 1:30 PM</td>
<td>Reinventing Student Success Storytelling Through Podcasting</td>
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<td>Chronicles of Struggling Successfully: Black College Women and Barriers to Student Success</td>
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<td>Building a Culture of CARE: Redesigning the Student Experience With Equity in Mind Through a Personalized Learning Model</td>
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<td>Connecting New Student Orientation &amp; Transition to Student Success</td>
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<td>Transfer Affinity Groups: Small Communities for Student Success</td>
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<td>2:30 PM - 3:30 PM</td>
<td>Creating a Trans-Inclusive Gender-Based Housing Process</td>
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<td>Building STEM Scholars With ReBUILDetroit at University of Detroit Mercy</td>
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<td>Transcending Multicultural Engagement: Creating Virtual Brave Spaces During Unprecedented Times</td>
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<td>3:45 PM - 4:45 PM</td>
<td>Student Affairs and Post-Traditional Students: Partners in Progress</td>
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<td>How Are You Serving Rural Students?</td>
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<td>Student Veteran Culture, Identities, and Impacts on Student Success</td>
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<td>A Tutoring Model That Creates Success for Students and Tutors Alike</td>
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<td>Mentoring Outside the Classroom: Positioning Graduate Students to Succeed</td>
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<td>Evaluation Findings and Lessons Learned from Federally Funded STEM Programs at MSIs</td>
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<td>Creating Career Equity Through LMS Integration</td>
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<td>Dismantling Mental Health Barriers to First-generation Students’ Success: Research-Based Practices</td>
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<td>Building Connections, Building Community With Virtual Circles</td>
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<td>Developing a Sustainable Peer Mentoring Structure for Today’s Transfer Students</td>
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<td>Accelerating Emergency Assistance Grants to Students in Need</td>
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<td>Reframing Academic Dismissal for Readmission and Retention</td>
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<td>2:15 PM - 3:15 PM</td>
<td>Steering Student Success at Small Colleges: A Panel Discussion</td>
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<td>Asian Americans on the Sidelines: An Institutional Analysis of Student Success</td>
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<td>Student Engagement Experiences at International Branch Campuses</td>
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<td>First-generation Student Success</td>
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### SATURDAY, JUNE 26
- **1:00 PM - 3:00 PM** Re-engaging First-gen Graduate Students: Developing a Post-pandemic Campus Plan
- **4:00 PM - 6:00 PM** Partnering with Parents and Families of First-generation College Students

### SUNDAY, JUNE 27
- **12:00 PM - 3:00 PM** A Dedicated First Scholars and First-gen Forward Pre-Conference Workshop (Invite-Only)
- **4:00 PM - 6:00 PM** Approaches to Assessing First-generation College Student Success

### MONDAY, JUNE 28
- **12:45 PM - 1:45 PM** The Role of the Dean in Advancing First-generation Student Success
- **12:45 PM - 1:45 PM** Inspire to ASPIR2E: Improving Student Success Recruitment and Retention at a Professional Health Science Program
- **12:45 PM - 1:45 PM** Identifying and Adapting Virtual Support Based on First-generation Student Needs
- **2:00 PM - 3:00 PM** Engaging & Informing Families and Parents of First-generation College Students
- **2:00 PM - 3:00 PM** Building a 'Campus Family' to Retain Foster Care Alumni and Homeless Students
- **2:00 PM - 3:00 PM** Viewing NASPA's Public Policy Agenda Through a First-gen Lens
- **2:00 PM - 3:00 PM** First-gen Across Campus: Building Effective Collaborations to Support First-gen Student Success
- **2:00 PM - 3:00 PM** TRIO and First-gen Initiatives: Are We Working Together?
- **3:15 PM - 3:45 PM** First to Finish: Career Services Empowering First-generation Students to Succeed
- **3:15 PM - 3:45 PM** Supporting First-gen Scholars: Skill-building and Strategic Partnerships
- **4:00 PM - 5:00 PM** Holistic Approaches to First-generation Engagement in University Settings
- **4:00 PM - 5:00 PM** Peers Supporting First-gen Scholars Through a Holistic Critical Mentoring Model
- **4:00 PM - 5:00 PM** Grad School Guidance: A First-gen Graduate School Mentorship Initiative
- **4:00 PM - 5:00 PM** Crafting a Convincing #CelebrateFirstGen Grant Opportunity Application
- **4:00 PM - 5:00 PM** We Got Y’all: Creating Access Through Strategic Initiatives
- **4:00 PM - 5:00 PM** Graduate First-generation Gathering and Dialogue: Empowering Space to Capture Student Lived Experience
- **5:15 PM - 6:15 PM** Legacy Framework to Bridging the Opportunity Gap for First-generation Students
- **5:15 PM - 6:15 PM** An Asset-Based Approach: Positive Psychology and Mindfulness for First-generation Students
- **5:15 PM - 6:15 PM** Music for Our Souls: Connections to Academic Social and Emotional Learning
- **5:15 PM - 6:15 PM** Amplifying Our Voices: Lessons Learned from @FirstGenDocs
- **5:15 PM - 6:15 PM** At the Intersection: Understanding and Supporting First-Generation Students
- **6:30 PM - 7:00 PM** Impacts of Sorority Membership on First-generation College Students: Academic Success and Belonging
- **6:30 PM - 7:00 PM** From Shame to Belonging
- **6:30 PM - 7:00 PM** Matrix of Student Success Information: An Investigation of How College Students Find and Utilize Information for Success

*Denotes additional registration/fee required*
### FGSS AT-A-GLANCE

#### SESSION LISTING BY CONFERENCE

**First-generation Student Success**

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<td>Making Waves: Exploring the Impact of a First-generation Academic Resource Center</td>
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<td>Reimagining First-generation Student Success</td>
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<td>Welcome Home: The Efficacy of a First-gen Themed Living Learning Community</td>
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<td>Providing an Avenue for First-generation College Students to Share Their Voice</td>
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<td>Engaging First-generation Alumni to Support First-gen, Low-income Students: Challenges, Successes, and Recommendations</td>
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<td>Catalyzing Connections for Outreach Recruitment &amp; Retention of First-gen Students</td>
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<td>First-generation Students in the Research: An Annotated Bibliography</td>
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<td>Developing a High-Impact Career Success Program for First-gen College Students</td>
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<td>College to Career: Journeys of First-generation Students</td>
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<td>First-generation of Many: Celebrating and Building Community</td>
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<td>Becoming First-gen Forward: A Community College Perspective</td>
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<td>Auditing Institutions of Higher Education to Improve First-generation College Student Success</td>
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<td>Starting a First-gen Student Organization at Your Campus</td>
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<td>Inclusive Collaborations: Celebrating First-generation Students and Families</td>
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<td>Engaging with the Center for First-generation Student Success</td>
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<td>Please Bother Me!: Supporting First-gen College Students Through Moments of Shame</td>
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<td>A Space of Belonging: Leveraging the College Library to Support First-gen Students</td>
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<td>First-Year Virtual Summer Seminars: Improving First-gen and High-Financial Need Students’ Experiences</td>
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<td>Celebration of Firsts: The Importance of Initiatives Celebrating First-generation Students</td>
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<td>First-generation Student Success: Findings from National Landscape Analyses on Four-year Institutions and Community Colleges</td>
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<td>Findings from First Scholars Initiative Engagement</td>
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<td>Putting Our Students “First”: Streamlining Services and Enhancing Support for First-generation Students</td>
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<td>How My Brothers Kept Me: A Narrative Study on First-generation Black Men Who Joined a BGLO at a PWI</td>
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<td>Supporting Students During COVID-19: Unique Considerations for First-year, Low-income, First-generation Students</td>
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<td>Creating and Sustaining a First-gen Movement at a Large Hispanic-Serving Institution</td>
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<td>Connecting the First-generation Community Through Digital Technology</td>
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<td>Developing Leadership: Benefits of Empowering Peer Mentors to Support First-generation College Students</td>
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<td>Who Are #FirstGen Graduate Students? How Should We Support Them?</td>
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<td>The Impact of COVID-19 on the Resilience of First-generation College Students</td>
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<td>Supporting, Educating, and Empowering: Proactive Programming to Engage First-generation Students</td>
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<td>Using Life Design to Increase Cross-Campus Collaboration and Engage First-generation/Low-income (FLI) Students</td>
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<td>Social Class and Career Trajectories: What Our Students Need to Know!</td>
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<td>Navigating Invisibility and Intersectionality as a First-generation Graduate Scholar</td>
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<td>Developing Holistic Recruitment &amp; Enrollment Strategies for Underrepresented Students</td>
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<td>Designing Intentional Technologies for First-generation Students to Navigate Campus Culture and Resources</td>
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<td>Understanding and Supporting Identity Transition Among First-generation Students</td>
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<td>California Community Colleges: How El Camino College Responded to the Call for Action by Creating Black First-generation Initiatives</td>
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<td>I See You! Building a Student’s Confidence Through Sharing Personal Narratives</td>
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<td>Counseling and Helping: Training First-gen Peer Mentors Using Counseling Techniques</td>
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<td>First-Generation Professionals in Higher Education: Strategies for the World of Work Panel Session</td>
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<td>High-Impact Practices for First-generation College Students</td>
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<td>Beyond the Classroom: Illuminating the Needs of First-generation, Low-income Students of Color</td>
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<td>A Grounded Theory Model of Advisor Trustworthiness From a First-generation Student Perspective</td>
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<td>Journal of First-generation Student Success: Perspectives on Publishing Success</td>
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<td>Honoring the Intersections: Supporting First-generation, Immigrant-origin College Students</td>
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EXHIBITOR INFORMATION

We invite you to engage with conference sponsors and learn about the newest services for the field in the Exhibit Hall at the following dedicated times:

- Monday, June 28, 3:00 p.m. - 4:00 p.m. EST
- Tuesday, June 29, 1:30 p.m. - 2:30 p.m. EST
- Wednesday, June 30, 12:00 p.m. - 1:00 p.m. EST

Please also join the conference sponsors at the Sponsor Product Showcase, taking place on:
- Tuesday, June 29, 6:00 – 7:00 p.m. EST

Exhibitor Listing

- Center for First-generation Student Success, NASPA
- Certified Peer Education Training, NASPA
- Culture of Respect, NASPA
- NASPA Advisory Services
- Council for the Advancement in Standards
- Council for Opportunity in Education
- Concordia University Wisconsin and Ann Arbor
- ConexED
- Early Alert
- InScribe
- Stellic
- Student Playbook
- University of Northern Iowa
- Upswing

Pathways 2021 is all-virtual again this summer on July 21-22.

A few of the highlights that we are most looking forward to this year:

- Teaching Naked author and TED Talk speaker José Antonio Bowen
- A Diversity, Equity, and Inclusion Workshop by Dr. Audrey Murrell
- Interactive Presentations by Provosts, Vice Presidents, and Deans
- Multiple Peer-To-Peer Networking Opportunities
- A Fun Partner Awards Ceremony
- Insightful Peer-led Panels

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SUPPORTING SUCCESS FOR LGBTQ+ STUDENTS:
TOOLS FOR INCLUSIVE CAMPUS PRACTICE
CINDY ANN KILGO

THRIVING IN TRANSITIONS
A RESEARCH-BASED APPROACH TO COLLEGE STUDENT SUCCESS
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