

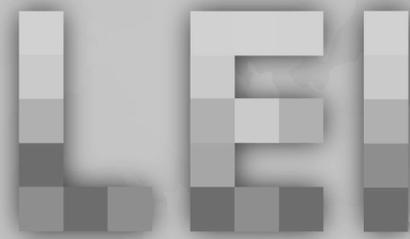
JUNE 9 - 11  
COLLEGE PARK MARRIOTT & CONFERENCE CENTER  
HYATTSVILLE, MD

**2016**  
CLOSING THE  
ACHIEVEMENT GAP:  
**STUDENT SUCCESS  
IN HIGHER  
EDUCATION**



**NASPA**

Student Affairs Administrators  
in Higher Education



# LEADERSHIP EDUCATORS INSTITUTE

## December 11-13, 2016 Renaissance Long Beach Long Beach, CA

The Leadership Educators Institute will engage early and mid-level student affairs educators in active learning and dialogue to assist with program and leadership course development.

Visit the event website for more information:  
[www.naspa.org/events/2016LEI](http://www.naspa.org/events/2016LEI)  
Submit your program by July 29!



### Full Registration

**Early-Bird** by 9/30/16      **Regular** by 11/11/16      **Late** after 11/11/16

ACPA, NASPA, NCLP Member	\$425	\$525	\$625
Non-Member	\$625	\$725	\$825
ACPA, NASPA, NCLP Student Member	\$210	\$270	\$320
Pre-Institute Workshops	\$75	\$85	\$95

The Leadership Educators Institute aims to create a space where student affairs administrators and educators will discuss critical topics within Institute themes.

#### Themes:

- Leadership Development Theory and Models & Celebrating the 20th Anniversary of the Social Change Model
- Leadership in Context
- Technology, Research, and Assessment in Leadership Programs
- Leadership Curriculum and Programs



#### Dr. Alexander Astin

*Allan M. Cartier Professor Emeritus & Higher Education Research Institute Founding Director  
University of California, Los Angeles*



#### Dr. Susan R. Komives

*Professor Emerita  
University of Maryland*



#### Dr. Julie Owen

*Associate Professor of Leadership Studies School of Integrative Studies  
George Mason University*



#### Rev. Dr. Jamie Washington

*President and Founder  
Washington Consulting Group (WCG)*



# SCHEDULE AT-A-GLANCE



## THURSDAY, JUNE 9

8:00 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:00 p.m. – 2:30 p.m.	Welcome and Opening Keynote
2:45 p.m. – 3:45 p.m.	Concurrent Sessions I
4:00 p.m. – 5:00 p.m.	Concurrent Sessions II
5:00 p.m. – 6:30 p.m.	Opening Reception

## FRIDAY, JUNE 10

8:00 a.m. – 5:00 p.m.	Registration Open
8:00 a.m. – 5:00 p.m.	NASPA Publication Sales
8:00 a.m. – 9:00 a.m.	Continental Breakfast
9:00 a.m. – 10:15 a.m.	Morning Panel
10:30 a.m. – 12:30 p.m.	Extended Learning Sessions
12:30 p.m. – 1:45 p.m.	Conference Break
1:45 p.m. – 2:45 p.m.	Concurrent Sessions III
3:00 p.m. – 3:50 p.m.	Roundtables and Flash Sessions
4:05 p.m. – 5:05 p.m.	Concurrent Sessions IV

## SATURDAY, JUNE 11

7:30 a.m. – 11:00 a.m.	Registration Open
7:30 a.m. – 10:30 a.m.	NASPA Publication Sales
7:30 a.m. – 8:30 a.m.	Continental Breakfast
8:30 a.m. – 9:15 a.m.	Morning Keynote
9:30 a.m. – 10:30 a.m.	Concurrent Sessions V
10:45 a.m. – 11:45 a.m.	Concurrent Sessions VI



# WELCOME

**NASPA welcomes you** to Hyattsville, Maryland and to the 2016 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference. The NASPA Closing the Achievement Gap Conference is designed to focus on how student affairs practitioners can develop effective approaches to support students who struggle to complete their degrees.

Further, the conference programs will elaborate on how to address factors woven into students' experiences which may impact their success and completion, such as:

- being a member of an underrepresented student population, low-income, or a first-generation student;
- having DACA (Deferred Action for Childhood Arrivals) status;
- experiencing homelessness or food insecurity; or
- work and family obligations.

This professional development event should be considered a working conference. Given the range of issues presented, you will find colleagues from a wide array of institutional audiences. Please take time to network with your colleagues, ask questions, and get involved in every aspect of the experience. Again, welcome; we hope you have a great conference!

“If the society changes its concept by placing the responsibility on its system, not on the individual..., dignity will come within the reach of all.”

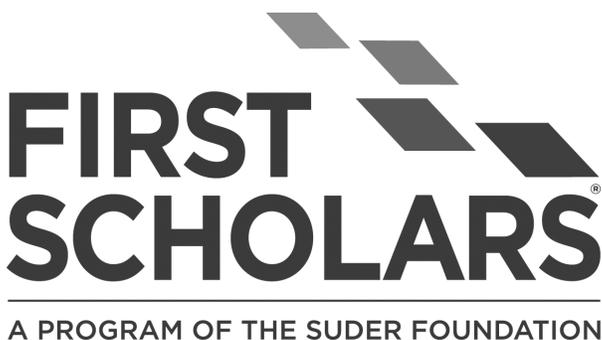
**DR. MARTIN LUTHER KING, JR.**

## A SPECIAL THANKS TO THE CONFERENCE PLANNING COMMITTEE

*NASPA is very thankful for the time, effort,  
and guidance of the conference planning committee.*

- MADIHA AKHTAR** assistant dean for student affairs, SUNY Downstate Medical Center
- BRYAN ASHTON** director of student and international success, TG
- EMMANUEL CAMARILLO** academic support coordinator, Western Washington University
- DHANFU ELSTON** vice president for alliance state relations, Complete College America and chair of the African American Knowledge Community
- OSCAR FELIX** associate vice president for diversity, enrollment, and access, Colorado State University
- JAMES FELTON** chief diversity officer, Anne Arundel Community College
- KAREN GERLACH** vice president for student affairs, Trinity Washington University
- NIKKIA GUMBS** coordinator, disability services, Valencia College
- STEPHANIE JEFFERSON** director, Charles E. Brown African American Cultural Center and ISUceed Program, Indiana State University
- ANTONIO JENKINS** grant coordinator, Southwest Tennessee Community College
- SCOTT SILVERMAN** assistant dean of students and director of student life, California Lutheran University
- DAWN HARRIS WOOTEN** associate director, NAFSA: Association of International Educators

## THANK YOU TO OUR PROGRAM PARTNERS





# GENERAL INFORMATION

## **REGISTRATION**

The conference registration desk is located in the Chesapeake A/B Foyer, and is opening during the following hours:

Thursday, June 9th – 8:00 a.m. – 5:00 p.m.

Friday, June 10th – 8:00 a.m. – 5:00 p.m.

Saturday, June 11th – 7:30 a.m. – 11:00 a.m.

## **CONFERENCE LOCATION**

All conference activities will be held at the College Park Marriott Hotel & Conference Center in Hyattsville, and are open to conference participants only.

**College Park Marriott Hotel & Conference Center**  
**3501 University Blvd, East, Hyattsville, Maryland 20783 USA**  
**1-301-985-7300**

## **ATTIRE**

Attire for the conference is business casual.

## **ACCESSIBILITY/DIETARY NEEDS**

Please speak with the NASPA staff member at the registration desk for accommodation requests and accessibility needs.

## **CELL PHONES**

As a courtesy to presenters, speakers, panelists, and attendees, please turn off cell phones during program sessions. Please leave the session room if you must take a call.

## **CONFERENCE EVALUATION**

The 2016 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference evaluation will be available online following the conclusion of the conference and will be sent via email to all participants.

## **CONFERENCE HANDOUTS**

Session materials will be posted to the NASPA Professional Development Archive behind the members-only section of the NASPA website. Participants who are not NASPA members will receive an email with a username and password to access the handouts following the conference.

## **CONTINUING EDUCATION**

NASPA has been approved by the National Board of Certified Counselors (NBCC) as an Approved Continuing Education Provider, ACEP No. 5120. A handout including programs that qualify for NBCC credit is available at the conference registration desk. NASPA is solely responsible for all aspects of the programs. Please visit the conference registration desk for further information.

## **EXHIBITORS & CORPORATE SPONSORS**

Please visit the conference exhibitor tables during the conference on Friday, June 10, 2016. The exhibits will be available near conference registration from 8:00 a.m. – 5:00 p.m. A complete listing of conference exhibitors is located in the back of the program book.

## **HOTEL FLOOR PLAN**

A map of the meeting space can be found at the back of the program book. An all gender restroom is located across from the elevators near the Patuxent Room, and marked with an asterisk on the map.

## **LOST & FOUND**

Lost and found articles should be turned in to the conference registration desk.

## **NASPA PUBLICATION SALES**

NASPA has a variety of publications for sale during the conference at the registration area. Publications will be on sale from 8:00 a.m. on Friday until 10:30 a.m. on Saturday. You may purchase publications onsite at the conference for a reduced rate and take them home today! Reduced conference rates are only available at the conference and do not apply to purchases made after June 11, 2016.

## **SOCIAL MEDIA**

Take part in a rich social media conversation between attendees, presenters, and NASPA staff during the conference by using the hashtag **#2016NASPASSHE** on Twitter and Instagram. For all the latest tweets and pictures, be sure to follow the official NASPA Twitter, @NASPATweets.

## **NASPA MOBILE APP**

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create your own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for "NASPA Mobile App." After installation, download the 2016 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference guide from within the NASPA Mobile App.

## **QUIET ROOM**

Marriott 1310 has been designated as a quiet space for prayers, nursing mothers, or for other needs. If you require access to this room at any point during the conference, please visit the registration desk.



# PERSONALIZE YOUR EXPERIENCE

## EDUCATIONAL TRACKS

The 2016 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference sessions are aligned into clearly designated tracks throughout the program to speak to a broad range of student affairs educators, faculty, and student attendees.

### FOUNDATIONAL

These sessions provide opportunities to build knowledge about students who struggle with degree completion, and examine the factors woven into their experience which may impact success. These experiences may include being a member of an underrepresented student population, low-income, first-generation, or of DACA (Deferred Action for Childhood Arrivals) status; experiencing homelessness or food insecurity; or work and family obligations.

### INTERMEDIATE

These sessions will explore trends and innovative methods which serve to eliminate barriers to degree completion. Participants will explore ways of integrating technology into their approaches, learn how to leverage data effectively, and how to provide students with meaningful pathways to success.

### ADVANCED

These sessions offer opportunities to examine the student affairs profession more broadly, and consider ways to change policies or campus practices to make a college education accessible for all students. Participants will learn about ways of using campus-wide collaborative efforts to affect change and best practices for aligning student success initiatives across divisions.

## PROFESSIONAL COMPETENCIES FOR STUDENT AFFAIRS PRACTITIONERS

In July 2015, the NASPA Board of Directors approved Professional Competency Areas for Student Affairs Practitioners. The set of professional competency areas is intended to define the broad professional knowledge, skills, and in some cases, the attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field. Within the conference program, sessions that fall into particular competency areas are marked with the icons as indicated below.



Advising and Supporting



Assessment, Evaluation, and Research



Law, Policy, and Governance



Leadership



Organizational and Human Resources



Personal and Ethical Foundations



Social Justice and Inclusion



Student Learning and Development



Technology



Values, Philosophy, and History



## **CONCURRENT SESSIONS**

In addition to the three invited keynote speakers, a call for educational sessions was shared with all NASPA members. Over 80 proposals were submitted for this inaugural conference. Accepted programs demonstrated relevance to the conference, a solid foundation, and engaging material. Sessions focus on the following topic areas:

### **Expand Knowledge / Build Connections:**

- How do student affairs professionals create programs that are culturally relevant to students?
- What support models offer compelling results for acclimating students to college life?

### **Developing New Strategies and Assessment:**

- What are innovative and effective retention methods? What interventions are institutions using to retain students?
- How are data, technology, and assessment used to increase success in these programs?

### **Overcoming Barriers to Access and Completion:**

- How are colleges and universities best supporting undocumented students, including, but not limited to those of DACA status or DREAMers (Development, Relief, and Education for Alien Minors)?
- How do colleges and universities eliminate obstacles for students who wish to re-enroll after separation, or who transfer institutions?
- How can institutions reduce the financial impact of pursuing a college degree? How can professionals support students when financial barriers seem like insurmountable obstacles to degree completion?

### **Technology:**

- How can the development of online engagement strategies be applied to the retention and persistence of students?
- What are “high-tech, high-touch” intervention measures that can decrease staff workloads while still increasing student achievement?

### **Mental Health and Well-being:**

- What are successful counseling structures to support students in managing competing priorities?
- What health and wellness efforts do campuses offer to help any student with personal care, such as getting adequate sleep, managing stress levels, and healthy eating?



## **Dr. Monica Martinez**

### **OPENING KEYNOTE**

#### **Presidential Appointee to the White House Commission of Educational Excellence for Hispanics and Education Strategist**

Dr. Monica Martinez is an author, Senior Fellow to the William and Flora Hewlett Foundation, Presidential appointee to the White House Commission of Educational Excellence for Hispanics, and education strategist and consultant for philanthropy and non-profits. Her career encompasses major programmatic, management, and executive leadership roles and is marked both by her vast knowledge of secondary reform and college readiness; and hands-on experience managing and supporting major foundation initiatives. Prior to becoming an independent consultant, she served as the president of the New Tech Network and the vice president for education strategy at KnowledgeWorks. In Washington, D.C., she was a senior associate at the Institute for Educational Leadership where she founded the Washington, D.C.-based National High School Alliance while developing and managing three other projects. Her book, *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-First Century*, published by The New Press, was released in June 2014 and has received positive reviews. She has been a columnist for *Phi Delta Kappan* and still publishes in the magazine, and has been a contributing author to other books and independent reports. She is an international and national speaker on the topics of deeper learning, education innovation and reform, college readiness, and the future of learning.



## **Dr. Michael Baston**

### **PANELIST**

#### **Vice President for the Division of Student Affairs and Associate Provost, LaGuardia Community College**

Dr. Michael A. Baston is the vice president for student affairs and enrollment management and associate provost at LaGuardia Community College. Prior to joining LaGuardia, Dr. Baston served for 10 years as the Dean of Student Development and Campus Life for the New York Campuses of Berkeley College. Part of the national thought leadership on helping community colleges overcome the barriers to increasing graduation rates, accelerating achievement for low-income students, and meeting their communities' needs, Dr. Baston is a member of the Jobs for the Future (JFF) Policy Leadership Trust for Student Success and serves on its task force on redesign of developmental education. Moreover, Dr. Baston is a Featured Champion on the Lumina Foundation's Strategy Labs website video series in recognition of his outstanding work to increase higher education access and degree completion at LaGuardia Community College.

Dr. Baston holds an undergraduate degree from Iona College, a Juris Doctor degree from Brooklyn Law School and a doctorate in education in executive leadership from St. John Fisher College.

## **Dr. Mei-Yen Ireland**

**PANELIST**

**Associate Director of Data and Technology for Student Success,  
Achieving the Dream**

Dr. Mei-Yen Ireland is the associate director of data and technology for student success at Achieving the Dream, Inc. In this role, she works with community colleges across the country on developing strategies for increasing student success through institutional change initiatives that integrate technology, advising reform, and change leadership. Mei-Yen is responsible for the strategic leadership and implementation of the Integrated Planning and Advising for Student Success (iPASS) initiative, as well as advancing Achieving the Dream's technical assistance capacity to support institutions pursuing iPASS and transformative institutional change initiatives.

Mei-Yen received her Ph.D. in Educational Policy & Leadership from Ohio State University in May 2015. Her dissertation research focused on Deferred Action for Childhood Arrivals (DACA) policy and DACA community college students' educational access and experiences. She also holds a Masters in College Student Personnel from the University of Maryland-College Park and a Bachelors of Arts in Foreign Languages from Lewis & Clark College. Mei-Yen's work experience includes positions at several higher education institutions, including Columbus State Community College, The Ohio State University, and the University of Maryland-College Park.



## **Dr. Kevin Kruger**

**PANEL MODERATOR**

**President, NASPA – Student Affairs Administrators in Higher  
Education**

Dr. Kevin Kruger draws on more than 30 years of experience in higher education. He joined NASPA as Associate Executive Director in 1994, and became its first executive-level President March 15, 2012. Dr. Kruger represents NASPA in national forums such as the Washington Higher Education Secretariat, which includes the leaders of approximately 50 higher education associations. Dr. Kruger has published and presented nationally on leadership development, using technology in student affairs administration, international education, change management, and trends in higher education.





## **Dr. Frank Lamas**

### **PANELIST**

**Vice President for the Division of Student Affairs, California State University, Fresno; Past NASPA Board Chair**

Dr. Frank R. Lamas currently serves as the vice president for the division of student affairs at California State University, Fresno. Dr. Lamas provides overall leadership and direction to a comprehensive set of 30 departments and units. Prior to coming to California State University, Fresno, Dr. Lamas was the vice president for student affairs and dean of students at The University of Texas at Arlington for ten years and served on the President's Council.

Dr. Lamas was born in Havana, Cuba and raised in Syracuse, New York, and is a first generation college student. Dr. Lamas received a B.A. from the State University of New York at Potsdam, an M.S. degree from the State University of New York at Albany, and a Ph.D. from the State University of New York at Albany in educational administration and policy studies with a concentration on higher education administration. His dissertation and research interests include social and academic determinants of retention/student success among college students.



## **Dr. Oscar Felix**

### **CLOSING KEYNOTE**

**Associate Vice President for Diversity, Enrollment and Access, Colorado State University; Past Board Chair, Council for Opportunity in Education**

Dr. Oscar Felix serves as the associate vice president for diversity, enrollment, and access, under the office of the vice president for diversity at Colorado State University. He has worked in the TRIO/College Access and Success field for over 25 years. He has served as state and regional ASPIRE President, regional conference chair, and served as faculty on several TRIO Training Grants and ECMC's Persist college retention training team. Currently, he co-leads Colorado's State Initiatives efforts to increase opportunities for all students across the state. As assistant professor in the Student Affairs in Higher Education (SAHE) masters program, Oscar serves as advisor and co-instructor for the Ethics and Global Perspectives on Student Affairs & Services courses, and a workshop on access and opportunity in higher education. The Global Perspectives course prepares SAHE students to participate in international field experiences focusing on higher education, student affairs, and student services in Canada, Qatar, China, and Morocco. Oscar served as Director of NASPA's International Symposium for three years, and presented at two-day intensive NASPA International Student Services Institutes in Abu Dhabi and Al Ain in the United Arab Emirates. Oscar earned his Bachelor of Arts in International Relations from U.S. International University, and his Masters in SAHE, and Ph.D. in Education at Colorado State University. His dissertation studied success factors of under-prepared students attending an institution with selective admissions standards.

# 2016 NASPA Student Affairs Fundraising Conference

July 28 – 30, 2016  
Columbus, Ohio

Submit a program by April 8, 2016  
[naspa.org/events/2016safc](http://naspa.org/events/2016safc)



Student Affairs Administrators  
in Higher Education

Full registration	Early-Bird by 5/27/16	Regular by 6/27/16	Late after 6/27/16
NASPA Member	\$380	\$460	\$540
Non-Member	\$580	\$660	\$740
NASPA Student Member	\$115	\$155	\$195

**The 2016 NASPA Student Affairs Fundraising Conference will focus on the following themes:**

- Fundamentals to catalyzing fundraising initiatives within student affairs
- Developing and managing volunteers
- Identifying target audiences for potential fundraising activities
- Building collaborative strategies for fundraising success
- External relations and alumni relations for student affairs
- Building and enhancing strategies & practices for student affairs fundraising success



**Noah Drezner, Ph.D.**

Associate Professor of Higher Education, Program Coordinator for Higher and Postsecondary Education, Teachers College, Columbia University



**Amy Sajko, CFRE**

Senior Director, NASPA Foundation



# THURSDAY, JUNE 9

*Chesapeake A/B Foyer* | 8:00 a.m. – 5:00 p.m.

**Registration Open**

*Marriott 1310* | 8:00 a.m. – 5:00 p.m.

**Quiet Room**

## **PRE-CONFERENCE WORKSHOPS** | 9:00 a.m. – 12:00 p.m.

*Marriott 1105* | 9:00 a.m. – 12:00 p.m.

**Ensuring the Success of First-Generation Students: Strategies for Increasing Direct and Campus-Wide Impact**

PRESENTERS:

**J Michael Cruz, Ph.D., M.A., LPC**, director of impact programs, the Suder Foundation

**Karen Thurmond**, director of academic advising, University of Memphis

**Ulysses Campos**, assistant director first-gen initiatives, Northern Arizona University

The mission of the Suder Foundation is to dramatically improve the graduation rate of first-generation college students via a four-year holistic student success program - First Scholars®. We also facilitate collaboration among our network of affiliated universities. One effort supported teams of higher ed professionals in developing and piloting scalable strategies to effect the success of greater numbers of first-generation students. This workshop highlights four initiatives and shares best practices for implementation and delivery.

*Marriott 0101* | 9:00 a.m. – 12:00 p.m.

**While We Still Have a Chance: Elevating Student Affairs Practice in Community College Redesign**

PRESENTER:

**Michael Baston, Ph.D.**, vice president for the division of student affairs and associate provost, LaGuardia Community College

In this pre-conference workshop, Dr. Baston will share the current national community college redesign effort, "guided pathways." This initiative has as the focus the need for clearer, more educationally coherent programs of study that simplify students' choices without limiting their options, and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost. The guided pathways effort emerged from distilling a wealth of data amassed from the Community College Research Center (CCRC) and has become a catalyst for coordinated change through the American Association of Community College's Pathways project. Using CCRC's nonacademic support mechanisms categories, the workshop will give participants the opportunity to do a current practice diagnostic for their campus and work on prioritizing areas of focus to frame the work of student affairs in the effort to close the achievement gap using holistic student support strategies. **Open to practitioners working at community colleges only.**



## WELCOME & OPENING KEYNOTE | 1:00 p.m. – 2:30 p.m.

*Chesapeake A/B*

### **Personalizing Research and College Success**

PRESENTER: **Monica Martinez Ph.D**, presidential appointee to the White House Commission of Educational Excellence for Hispanics and education strategist

Sometimes research on college access and success can seem impersonal, almost impervious to an individual and sounds like an emotionless analysis about predictors for college success. Concomitantly, authentic student support can feel more like a cold “treatment,” “intervention,” or a “strategy” where individual students seemingly represent an aggregate numeral rather than an individual who needs personalized support. Dr. Martinez will share her story - how research predicted a dire future with regard to college success, but could have also been used to provide a targeted set of interventions and support instead of just letting her college trajectory play out based on her resiliency. Monica will share her story to help you, in student affairs, understand the value of personalizing and connecting relevant research and interventions to your students.

## CONCURRENT SESSIONS I | 2:45 p.m. – 3:45 p.m.

*Marriott 1105* | 2:45 p.m. – 3:45 p.m.

### **“Mine” the Gap: Leveraging Data and Analytics to Improve Student Success**

PRESENTERS: **Sabrina Sanders**, assistant director of student programs, California State University Office of the Chancellor

**Jeff Gold**, senior director of academic & technology services, California State University Office of the Chancellor

LEVEL: Advanced

THEMES: Developing New Strategies and Assessment; Technology

COMPETENCIES: Assessment, Evaluation, & Research; Technology

California State University (23 universities and 460,000 students) has implemented intervention strategies in response to students’ persistence, retention, and graduation rates specific to the achievement gap through data-driven decision making. Learn how the CSU Student Success Dashboard is being utilized by campus leaders to interface with analytics and data visualization to identify themes and trends from mass data collection to create milestones and analytics to develop intervention strategies to review student success.





## CONCURRENT SESSIONS I cont'd | 2:45 p.m. – 3:45 p.m.

*Marriott 2104* | 2:45 p.m. – 3:45 p.m.

### **Asset-Based Institutional Change Through Collectivist Narratives: Inclusive Excellence Actively Impacting Student Success**

PRESENTERS: **Tracy Pascua Dea**, executive director, assistant vice provost for student success, Saint Mary's College of California

**Gloria Aquino Sosa**, assistant professor of counseling, co-director of the High Potential Program, Saint Mary's College of California

LEVEL: Advanced

THEME: Developing New Strategies and Assessment

COMPETENCIES: Personal and Ethical Foundations; Social Justice and Inclusion

Cultivating first generation student success requires cutting-edge, high-impact strategies intentionally incorporated and supported by institutional missions. The Organizational Developmental Model of Inclusion (ODMI) is a transformational model sustaining institutional change at Saint Mary's College. Connecting revolutionary initiatives to tangible success outcomes is elusive; the High Potential Sphere of Success (HPSS) employs the ODMI, collectivist resiliency narratives, and faculty/staff partnerships to create communities of distinction and environments of achievement resulting in the Next Generation of First Generation© student success.

*Marriott 1312* | 2:45 p.m. – 3:45 p.m.

### **Student Centered Approach to Closing the Black Male Graduation Gap at Maryland**

PRESENTERS: **Warren Kelley**, assistant vice president of student affairs, University of Maryland, College Park

**Tony Randall**, senior manager of the student success initiative, University of Maryland, College Park

LEVEL: Foundational

THEME: Expand Knowledge / Build Connections

COMPETENCY: Student Learning and Development

Over the past four years, the University of Maryland has seen its Black male graduation rates increase from 65% to 74.2%, effectively reducing the gap between Black males and the campus from 17% to 12%, both university records. Maryland has a number of structures that work with Black males, however the incredible gains experienced at Maryland directly correlate with the start of student affairs' Student Success Initiative, which is a student-centered approach to working with students in distress.





*Marriott 0101* | 2:45 p.m. – 3:45 p.m.

## **Student Finances and Student Success: Overview of Research and Best Practices**

PRESENTERS: **Elizabeth Coogan**, senior advisor of Federal Student Aid, U.S. Department of Education

**Bryan Ashton**, director of student and international success, TG

**Phil Schuman**, director of financial literacy, Indiana University

LEVEL: Intermediate

THEME: Overcoming Barriers to Access and Completion

COMPETENCIES: Advising & Supporting; Assessment, Evaluation, & Research

Recently, there has been an increased effort to understand our students and how their financial lives can impact their success. Key trends discovered through this research will be presented, including its relationship to student success and completion, as well as recent trends in increased financial support for students. In addition to these important research findings, resources from Federal Student Aid (U.S. Department of Education) and some best practices for supporting students in managing their finances will be shared.

*Marriott 0105* | 2:45 p.m. – 3:45 p.m.

## **Supporting the Mental Health Needs of First Generation College Students: Looking Beyond Academics**

PRESENTERS: **Lisa House**, associate professor, Millersville University

**TaLisa Ramos**, child and adolescent care coordinator, Penn State Hershey & Pinnacle Health's Pennsylvania Psychiatric Institute

LEVEL: Foundational

THEME: Mental Health and Well-being

COMPETENCY: Advising & Supporting

First-generation college students are a very diverse population that includes various ethnicities and socioeconomic backgrounds. Not only do first-generation college students experience the same challenges as non-first-generation students, but they face their own unique stressors as well. In comparison, first-generation students are facing obstacles such as lack of academic preparation, absence of support from family and friends, and difficult cultural transitions. Graduation rates of first-generation students are notably lower than those of non-first-generation students and mental health symptoms are more likely to be experienced. At this time, there is a great need for the development of programs and support from college institutions to address these needs and disadvantages.





# THURSDAY, JUNE 9

## CONCURRENT SESSIONS I cont'd | 2:45 p.m. – 3:45 p.m.

*Marriott 1310* | 2:45 p.m. – 3:45 p.m.

### **Undocumented: The Divide in Access and Equity to Postsecondary Education**

PRESENTER: **Angelo Abreu**, assistant director and academic advisor of the New Brunswick Center, Middlesex County College

LEVEL: Foundational

THEME: Overcoming Barriers to Access and Completion

COMPETENCIES: Law, Policy, and Governance; Social Justice and Inclusion

Latino undocumented students in the U.S. are part of our student population, and yet still experience a divide in access and equity in higher education. As of 2014, there are 11.4 million undocumented immigrants living in the U.S., and this number is growing. Administrators and staff must be able to connect undocumented students to resources that will aid and elevate them through the college graduation process, including those available through the newly formed initiative known as Deferred Action. This program will help shed light on resources and how to overcome some of the barriers faced by undocumented students.

## CONCURRENT SESSIONS II | 4:00 p.m. – 5:00 p.m.

*Marriott 1311* | 4:00 p.m. – 5:00 p.m.

### **DreamZone Allyship Program: Creating Safe Spaces for Undocumented Students on Campus**

PRESENTER: **Joél Orozco-Almeida**, program coordinator, University of Nebraska-Lincoln

LEVEL: Foundational

THEME: Expand Knowledge / Build Connections

COMPETENCIES: Advising & Supporting; Social Justice and Inclusion

This presentation will provide attendees with information regarding challenges and barriers that undocumented college students face. Best practices and resources will be provided to support this population. Attendees will receive a place card to identify themselves as an ally to undocumented students and to identify their office as a safe space=DreamZone.

*Marriott 2104* | 4:00 p.m. – 5:00 p.m.

### **Engaging Students Beyond Campus: Using Deliberative Dialogue to Create Change**

PRESENTERS: **Lauren DiMartino**, career strategist and law student, Guttman Community College and CUNY Law

**Sofia Mexca Flores**, undergraduate student, Guttman Community College

**Amallia Orman**, student success advocate, Guttman Community College

LEVEL: Intermediate

THEME: Developing New Strategies and Assessment

COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

Empowering students to think critically about their learning and participate in critical conversations that affect their lives and communities is essential to increasing students' sense of agency and impact on the world. Creating opportunities to develop democratic skills, namely deliberative dialogue, is often a missed opportunity for supporting persistence and self-efficacy, particularly among low-income first-generation college students. We'll explore the value of democratic skills and discuss actionable techniques that support a deeper level of civic engagement and problem solving on their campuses.





*Marriott 0101* | 4:00 p.m. – 5:00 p.m.

## **Generating and Utilizing Data to Inform Persistence-Related Priorities, Practices, and Programs**

**PRESENTERS:** **Julie Tucker**, director of research, Denison University  
**Bill Fox**, dean of students, Denison University

**LEVEL:** Foundational

**THEMES:** Overcoming Barriers to Access and Completion; Developing New Strategies and Assessment

**COMPETENCIES:** Advising & Supporting; Assessment, Evaluation, & Research

Understanding student persistence cannot rely solely on national literature of best practices. Sound persistence practice also necessitates identifying barriers to student persistence on an individual campus. This presentation will explore how one institution has worked to identify the obstacles students encountered during college by outlining the multiple projects conducted, utilizing quantitative and qualitative approaches. The presenters will also outline how the institution has utilized the data to improve the student experience.

*Marriott 1312* | 4:00 p.m. – 5:00 p.m.

## **Reel Them In: A Framework for Bridging Underrepresented Students to STEM Majors**

**PRESENTERS:** **Nasser Razek**, clinical faculty, University of Dayton  
**Emily McClaine**, graduate assistant, Kent State University  
**Kaitlyn Schrader**, graduate assistant, The University of Akron  
**Christine Fabre Rose**, graduate student, The University of Akron  
**Laura Weissbaum**, retention specialist, The University of Akron

**LEVEL:** Intermediate

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Advising & Supporting; Student Learning and Development

The eight-week, math-intensive Running Start Summer Bridge Program (RSSB) supports and challenges incoming STEM students in coursework while immersing students in campus life. This session explores the effectiveness of RSSB in easing students' transition to college life and the rigorous nature of STEM disciplines. Data presented will demonstrate how this innovative initiative increased retention and persistence among underrepresented students in STEM disciplines while fostering a sense of community. Presenters share best practices for holistic STEM summer bridge programs.





# THURSDAY, JUNE 9

## CONCURRENT SESSIONS II cont'd | 4:00 p.m. – 5:00 p.m.

*Marriott 0105* | 4:00 p.m. – 5:00 p.m.

### **Resourceful Advising: Eliminating the Stress to Support Students**

PRESENTER: **Kristan Holzman**, withdrawal advisor, University of North Carolina at Charlotte

LEVEL: Foundational

THEME: Mental Health and Well-being

COMPETENCIES: Advising & Supporting; Student Learning and Development

Students are facing unique stresses and challenges throughout college which may negatively impact their mental health. What happens though when students choose to leave due to the seriousness of their illness? Do we stop helping them because they are no longer attending classes? This session will focus on the University of North Carolina at Charlotte’s withdrawal with extenuating circumstances policy and the implementation of the newest staff member - the Withdrawal Advisor. This staff member works one on one with students to assist them in the process and reduce the amount of stressors they might face. The presentation will focus on how this position became a necessity, the withdrawal process, and the collaboration to continue to work with students to ensure they return to campus in a better state of mental health.

*Marriott 1105* | 4:00 p.m. – 5:00 p.m.

### **So-Called At-Risk: How We Improved our Four-year Grad Rates by 50%**

PRESENTERS: **Daniel Jean**, executive director of the Educational Opportunity Fund and academic development, Montclair State University

**Beth Diggs**, associate director of the Educational Opportunity Fund, Montclair State University

**James J. Davison**, director for enrollment management data and technology, Montclair State University

LEVEL: Intermediate

THEME: Developing New Strategies and Assessment

COMPETENCIES: Advising & Supporting; Student Learning and Development

The Educational Opportunity Fund program at Montclair State University has improved 4-year graduation rates by 50% due to an initiative entitled “The Road to Graduation: From Prospect to Active Alumni.” Each participant will leave with details of the retention strategy, a “Retention Swagger Score,” and a time-referenced goal. The session concludes with “Memoirs of a Child Almost Left Behind,” including firsthand details of how educators transformed one man from a 1.9 grade point average to earning his doctorate degree.

*Potomac Ballroom Salon 2* | 5:00 p.m. – 6:30 p.m.

### **Opening Reception**



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- Stress Management Techniques
- Navigating The Financial Aid Process
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- Achieving Well-Being, Balance & Success
- Student-Faculty Relationships
- Setting & Accomplishing Realistic Goals
- Mental Health & Suicide
- \*New\* A Title IX Training For Students

#### Learning To Learn

- Discover Your Learning Style
- Study Tips & Note-Taking Strategies
- How To Reduce Test Anxiety
- Avoiding Plagiarism
- Learning Strategies
- Test-Taking Strategies
- How To Overcome Math Anxiety
- How To Succeed In Your Math Class
- 10 Habits For College Success
- The Difference Between High School & College
- Information Literacy
- Academic Integrity: The Do's & Don'ts

#### Success Strategies

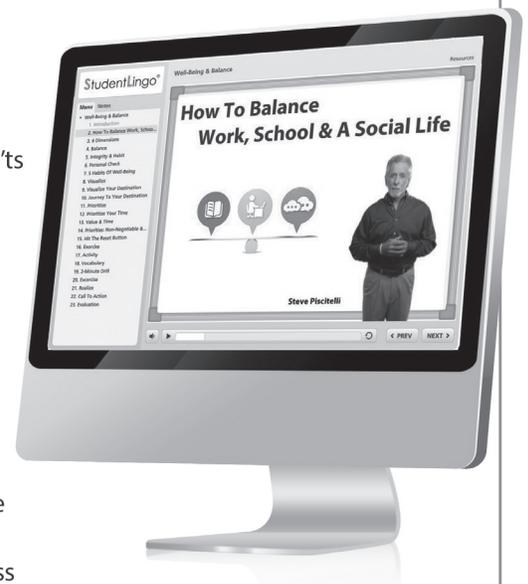
- Student Veterans: How To Succeed
- Strategies For First Generation Students
- Leading As A Student-Athlete

#### Online Learning

- 10 Tips For Success
- Effectively Communicating Online
- Staying Motivated & Disciplined
- Online Tests: Strategies For Success

#### Reading & Writing Strategies

- Pre-Writing Techniques
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*Chesapeake A/B Foyer* | 8:00 a.m. – 5:00 p.m.  
**Registration Open**

*Chesapeake A/B Foyer* | 8:00 a.m. – 9:00 a.m.  
**Continental Breakfast**

*Marriott 1310* | 8:00 a.m. – 5:00 p.m.  
**Quiet Room**

## **MORNING PANEL** | 9:00 a.m. – 10:15 a.m.

*Chesapeake A/B*

### **Priority One: Accepting Responsibility for Closing the Achievement Gap**

MODERATOR: **Kevin Kruger, Ph.D.**, president, NASPA – Student Affairs Administrators in Higher Education

PANELISTS: **Michael Baston, Ph.D.**, vice president for the division of student affairs and associate provost, LaGuardia Community College

**Mei-Yen Ireland, Ph.D.**, associate director of data and technology for student success, Achieving the Dream

**Frank Lamas, Ph.D.**, vice president for the division of student affairs at Fresno State; NASPA Past Board Chair

Closing the achievement gap must be our number one priority within postsecondary education. Changing student demographics, access and affordability, student success, and completion are all part of today's language in higher education. Who should be held accountable for college student success? Student affairs professionals have been "responsible" for student development, engagement, and retention/persistence for years. Academic affairs professionals are important partners through advising and connections to students and faculty in the academy. Join the panelists for an engaging discussion about collaboration, student success, and how we can make a difference – together.



## EXTENDED LEARNING SESSIONS | 10:30 a.m. – 12:30 p.m.

*Marriott 1311* | 10:30 a.m. – 12:30 p.m.

### **DACAmented but Not Fully Integrated**

PRESENTERS:

**Cinthya Salazar**, doctoral student and research fellow,  
University of Maryland - College Park

**Yvette Lerma Jones**, coordinator of Latinx/a/o student involvement &  
undocumented student involvement, University of Maryland - College Park

LEVEL:

Foundational

THEME:

Overcoming Barriers to Access and Completion

COMPETENCIES:

Advising & Supporting; Social Justice and Inclusion

With the implementation of Deferred Action for Childhood Arrivals (DACA) in 2012, thousands of undocumented immigrants have qualified for the program and slowly started transitioning into DACAmented status. Simultaneously, higher education state systems have expanded in-state tuition benefits to more undocumented students, increasing access to this student population. This presentation will expand on the economic and social challenges that DACAmented students face within higher education and share promising practices that higher education professionals can apply when working with DACAmented students.

*Marriott 0101* | 10:30 a.m. – 12:30 p.m.

### **Interventions to Address Food and Housing Insecurity Among Students**

PRESENTERS:

**Sonal Chauhan**, associate director for membership and outreach,  
College and University Food Bank Alliance

**Nichole Davis**, senior program officer, Single Stop

LEVEL:

Intermediate

THEME:

Overcoming Barriers to Access and Completion

COMPETENCIES:

Advising & Supporting; Student Learning and Development

A once invisible population on our campuses is coming into higher education consciousness as costs rise and student aid allocations fail to meet the needs of individuals and families - students experiencing food and housing insecurity. Standing on the intersection of higher education and human services, student affairs practitioners are often unsure of how to intervene, but are certain of this: students should not have to choose between textbooks and tenancy, groceries, and graduation. This session offers an overview of the issue of food and housing insecurity for students, and shares effective interventions, policies, and best practices to address these critical issues.





*Marriott 2104* | 10:30 a.m. – 12:30 p.m.

### **Preparing to Engage Low-Income and First-Generation College Students Using Anti-Deficit Achievement Framework**

PRESENTERS: **David Perez II**, assistant professor, Miami University  
**Kyle Ashlee**, doctoral student, Miami University  
**Shamika Karikari**, doctoral student, Miami University  
**Wilson Okello**, doctoral student, Miami University  
**Mark Pontious**, doctoral student, Miami University

LEVEL: Intermediate

THEME: Developing New Strategies and Assessment

COMPETENCIES: Organizational and Human Resources; Social Justice and Inclusion

Low-income and first-generation college students experience myriad challenges that undermine their success in higher education. Consistent with Harper's (2010) anti-deficit achievement framework, this extended learning session will expose attendees to research that addresses how low-income and first-generation undergraduates successfully navigate college and achieve favorable post-college outcomes. Attendees will work independently and within small groups to draft a program, policy, or educational plan that addresses the needs of low-income and first-generation college students using anti-deficit achievement framework.

*Marriott 1105* | 10:30 a.m. – 12:30 p.m.

### **Vertically Aligning Pathways for Increased Impact: Access, Transfers, Success, & Senior Completion**

MODERATOR: **Christine Keller**, vice president of the office of research and policy analysis, Association of Public & Land-grant Universities

PANELISTS: **Travis York**, director of student success, research and policy, Association of Public & Land-grant Universities

**Shari Garmise**, vice president of the office of urban initiatives and coalition of urban serving universities, Association of Public & Land-grant Universities

**Tiffany Mfume**, director of the office of student success and retention, Morgan State University

LEVEL: Advanced

THEMES: Developing New Strategies and Assessment; Overcoming Barriers to Access and Completion

COMPETENCIES: Advising & Supporting; Assessment, Evaluation, & Research

This panel session, hosted by the Association of Public & Land-Grant Universities, takes a comprehensive look at evidenced-based transformative activities occurring across pathways into and through postsecondary education. While the session focuses on four portions of the college path—holistic enrollment, transfer students' sense of belonging, retention initiatives, and senior completion grants, the overarching focus is towards how institutions can vertically align suites of transformative activities to achieve increased gains in overall student persistence and aid in closing achievement gaps.





# FRIDAY, JUNE 10

## EXTENDED LEARNING SESSIONS cont'd | 10:30 a.m. – 12:30 p.m.

Marriott 0105 | 10:30 a.m. – 12:30 p.m.

### Student Affairs: Guiding Pathways in the National Completion Agenda

**PRESENTERS:** **Dhanfu Elston**, vice president for alliance state relations, Complete College America

**Amelia Parnell**, vice president for research and policy, NASPA – Student Affairs Administrators in Higher Education

**LEVEL:** Advanced

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Advising & Supporting; Values, Philosophy, and History

Complete College America is a national non-profit dedicated to increasing the number of Americans with quality career certificates or college degrees. CCA, aligned with many NASPA principles, seeks to close attainment gaps for traditionally underrepresented groups. Session participants will receive updates on national Game Changer strategies and proven practices that are accelerating completion and attainment rates throughout the country. Student affairs practitioners must find new and innovative methods to contribute to national and institutional completion efforts which are critical in an environment of sometimes competing demands between policy-makers and enrollment goals. Participants will also discuss retention historical context, best practices, and opportunities for practitioners interested in transitioning into student success roles.

## CONFERENCE BREAK | 12:30 p.m. – 1:45 p.m.

Lunch on your own



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## CONCURRENT SESSIONS III | 1:45 p.m. – 2:45 p.m.

*Marriott 0101* | 1:45 p.m. – 2:45 p.m.

### **Cross Divisional Partnerships: a Pathway to Graduation**

PRESENTER: **Reginald Blaylock**, vice president for student affairs, San José State University

LEVEL: Advanced

THEME: Developing New Strategies and Assessment

COMPETENCIES: Leadership; Values, Philosophy, and History

Cross divisional partnerships between student affairs and academic affairs are an effective and practical way to maximize resources and opportunities to develop and implement strategies that improve student success and completion. While we have made great improvements in six-year graduation rates at San José State University, not all students share the benefit of that progress. This program highlights key leadership concepts, strategies, and opportunities for building connections and community that focus on success.

*Marriott 0105* | 1:45 p.m. – 2:45 p.m.

### **Debunking the Myth: Key Insights and Lessons Learned on the Path to Success for First Generation Students**

PRESENTERS: **Nikki Youngblood Giles**, director of academic success and enrichment programs, Barnard College

**Elida Martinez-Gaynor**, associate director of academic success and enrichment programs, Barnard College

**Kevin Collymore**, academic advisor of academic success and enrichment programs, Barnard College

LEVEL: Foundational

THEME: Developing New Strategies and Assessment

COMPETENCIES: Advising & Supporting; Student Learning and Development

Shatter the deficits by which first-generation college students are labeled! Three accomplished student affairs officers share insights and reflect on the driving factors of their success in program development for first-generation students. Join us as we explore the pathways to achievement for first-generation students, and the commonalities, intrinsic factors, and characteristics that practitioners can leverage to help students overcome traditional barriers and successfully navigate the ranks of higher education.



**CONCURRENT SESSIONS II cont'd | 1:45 p.m. – 2:45 p.m.**  
  
*Marriott 2104 | 1:45 p.m. – 2:45 p.m.***Leadership Development for Social Change in Students in a Community Involvement Program**

**PRESENTERS:** **Sandra Seabury Mahoney**, executive director of planning and assessment, University of the Pacific

**Allison Dumas**, director of the community involvement program, University of the Pacific

**LEVEL:** Intermediate

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Leadership; Social Justice and Inclusion

Higher education has an important role in connecting underrepresented college students to community service. In this session, the presenters will describe new research on a community involvement program for low-income and first-generation students. They will also share how the students transformed their program from one key experience to several throughout the year as a result of feeling validated and a sense of responsibility to the community. Together, workshop participants will create ideas for meaningful student learning experiences grounded in local connections and student success.

  
  
*Marriott 1311 | 1:45 p.m. – 2:45 p.m.***Present and Successful: Strategies to Assist Non-Traditional African American Male Students**

**PRESENTER:** **Saint Rice**, assistant professor and program director of undergraduate criminal justice, Lindenwood University

**LEVEL:** Intermediate

**THEME:** Expand Knowledge / Build Connections

**COMPETENCIES:** Advising & Supporting; Social Justice and Inclusion

This research-based presentation will engage the participants in thinking about strategies to work with non-traditional African American male learners. Participants take an analytical look at the possible barriers hindering successful transition into higher education, and then offer ideas and strategies for facilitating students' success.

  
  
*Marriott 1312 | 1:45 p.m. – 2:45 p.m.***The Law School Environment as Experienced by Academically Dismissed Black and Latina/o Law Students**

**PRESENTER:** **Erin Lain**, assistant dean for academic services, Drake Law School

**LEVEL:** Foundational

**THEME:** Overcoming Barriers to Access and Completion

**COMPETENCIES:** Advising & Supporting; Student Learning and Development

Of all attorneys, 4.8% are Black and 3.7% are Hispanic, making the legal profession the least diverse in the country (Rhode, 2015). This session shares findings of a study that examined the impact of the legal education environment on Black and Latina/o students who were academically dismissed, one potential cause of the disproportionality in the profession. This study focused on the perceptions of the former students, as opposed to the institutional perspective, which is unique to this field of inquiry.



*Marriott 1105* | 1:45 p.m. – 2:45 p.m.

### **Twelve Touchpoints in Twelve Months: Interventions that Work**

PRESENTERS: **Kristy Balbuena**, retention counselor, Northern Virginia Community College

**Amy Dunlap**, assistant coordinator for case management services,  
Northern Virginia Community College

LEVEL: Foundational

THEMES: Developing New Strategies and Assessment; Overcoming Barriers to Access and Completion

COMPETENCIES: Advising & Supporting; Student Learning and Development

Students in Northern Virginia Community College's Pathway to the Baccalaureate Program receive targeted interventions throughout their senior year in high school through community college and continuing at the university level. Through holistic and intrusive advising, Pathway's under-served student population outperforms the general college as well as national community college benchmarks. The session will focus on twelve touch points students experience from January of their senior year of high school through the second semester of college, and will include time to develop institutional intervention plans.

### **VPSA & SSAO RECEPTION** | 3:00 p.m. – 4:00 p.m.

#### *The Common Restaurant*

NASPA President Kevin Kruger invites vice presidents of student affairs and other senior student affairs officers to join him for coffee, sweets, and a cash bar reception. **By invitation only.**





## **FLASH SESSIONS** | 3:00 p.m. – 3:50 p.m. *Marriott 1105*

- 10 minute flash sessions held in succession -

### **A Latino Programming Board: The Story, the Programs, the Results**

**PRESENTERS:** **Amanda Flores**, program advisor, Texas A&M University  
**Danny Foster**, graduate student, Texas A&M University

**LEVEL:** Foundational

**THEME:** Expand Knowledge / Build Connections

**COMPETENCIES:** Assessment, Evaluation, & Research; Student Learning and Development

The Memorial Student Center Committee for the Awareness of Mexican-American Culture is a programming committee at Texas A&M University whose purpose is to provide quality programs with an emphasis on the Latina/o culture. Using Laura Rendon’s model on validation theory and Vincent Tinto’s work on retention, this presentation will explore how a Latina/o programming committee uses its purpose to create programs and services that foster identity development and assist with retaining first-generation and Latina/o students at the university.

### **Addressing Campus Diversity: Leaders Facilitating Purposeful Paths to Inclusion**

**PRESENTERS:** **Carolyn Thompson**, associate professor, University of Missouri-Kansas City  
**LaDonna McCullough**, graduate assistant, University of Missouri-Kansas City

**LEVEL:** Foundational

**THEME:** Expand knowledge / Build connection

**COMPETENCIES:** Leadership; Social Justice and Inclusion

On this 51st anniversary of the Higher Education Act, this flash session focuses on of the role of student affairs administrators in facilitating greater inclusion of all students on diverse college campuses. Though diversity has been achieved on many campuses, many students of color remain in margins of critical campus social activities that facilitate student retention. This session will engage participants in purposeful dialogue to explore strategies for bringing diverse populations from the campus margins to achieve greater social integration.

### **What to do When Your Transition Course Isn’t Transitioning Students**

**PRESENTER:** **Jordan Demanes**, retention specialist, Saint Louis University

**LEVEL:** Foundational

**THEME:** Developing New Strategies and Assessment

**COMPETENCY:** Student Learning and Development

What do you do when you realize your transition to college course isn’t about transition? Well, this happened to us, so we began the journey of reconstructing our required freshman course. We researched best practices, collaborated with campus partners, and asked our students what they needed from the class. In this flash session, the presenter shares what we found to be most effective in giving students a transition to college course that meets their needs and retains them at the institution!





## ROUND TABLE SESSIONS | 3:00 p.m. – 3:50 p.m.

*Marriott 0101* | 3:00 p.m. – 3:50 p.m.

### **At the Intersections During Historic Social Unrest: Understanding the Current Experiences of International Students in Higher Education**

**PRESENTER:** **Nkenge Ransom-Friday**, coordinator of graduate admissions and student affairs, SIT Graduate Institute

**LEVEL:** Foundational

**THEME:** Mental Health and Well-being

**COMPETENCIES:** Social Justice and Inclusion, Student Learning and Development

College campuses are buzzing with newly-developed social justice activists, leaving many departments scrambling to answer the increased calls for racial and social reforms. Lost within the activism is its impact on international students and the new role many play on increasingly socially active campuses. It is imperative for student affairs professionals to understand the current experiences of international students to ensure their continued engagement with respective departments, that their needs are being met, and their role as students is not being overshadowed by the highly charged political climate. At this roundtable, we will discuss forward-thinking strategies, inclusion values, practical methods, and first-person narrative accounts designed to foster inclusive environments for international students during historical social unrest in higher education.

*Marriott 0105* | 3:00 p.m. – 3:50 p.m.

### **Mother, Mentor, Master: It's Not in The Job Description**

**PRESENTER:** **Kelly K. Hope**, director of student activities, Housatonic Community College

**LEVEL:** Foundational

**THEME:** Mental Health and Well-being

**COMPETENCIES:** Personal and Ethical Foundations, Student Learning and Development

Inadequate information, fear of the financial responsibilities, and uncertainty regarding college readiness are among some of the reasons first-generation students hesitate to apply and second guess their decision to ultimately attend institutions of higher education. First-generation students who enter the world of academia however, come in with very different and specific needs than non-first generation students. As a result, student affairs practitioners often mother, mentor, and master first generation students through the educational process. At this roundtable discussion, we will discuss the ways student affairs practitioners navigate these roles in an effort to help first generation students succeed.

*Marriott 1311 & 1312* | 3:00 p.m. – 3:50 p.m.

### **Unconference Sessions**

**PRESENTERS:** **Conference Committee Members**

What are the elements of student success that you most need to talk about? What are we not already discussing at the conference that we should be? At these two crowd-sourced presentations, we will use your thoughts to create opportunities for deeper dialogue around important issues. Visit the registration desk to tell us what we should cover!





## CONCURRENT SESSIONS IV | 4:05 p.m. – 5:05 p.m.

*Marriott 1105* | 4:05 p.m. – 5:05 p.m.

### **“But You’re an African American Cultural Center?” Cultural Centers as Spaces for Retaining and Graduating Students of Color**

PRESENTERS: **Stephanie Jefferson**, director of the Charles E. Brown African American Cultural Center, Indiana State University

**Valerie Hart-Craig**, assistant director of the Charles E. Brown African American Cultural Center, Indiana State University

LEVEL: Foundational

THEME: Developing New Strategies and Assessment

COMPETENCY: Advising & Supporting

Cultural centers have traditionally been viewed as spaces where underrepresented students could relax, join other students of color, and participate in cultural activities. However, with institutions having stronger emphasis on increasing retention and graduation rates, especially for students of color, cultural centers are uniquely situated to help with institutional retention efforts. This session highlights the rationale, components, and activities of a retention program that is housed in a cultural center, and will discuss the successes and challenges of the program.

*Marriott 1312* | 4:05 p.m. – 5:05 p.m.

### **Appalachian Women: Increasing Degree Completion by Utilizing Appreciative Advising**

PRESENTER: **Brad Pulcini**, director of gateway operations, Central Ohio Technical College

LEVEL: Foundational

THEMES: Expand Knowledge / Build Connections; Mental Health and Well-being

COMPETENCY: Advising & Supporting

The post-secondary degree attainment rate of Appalachian women continues to lag behind the attainment rate of the average American women. Advisors should focus on the strengths and positive attributes of Appalachian women, and walk alongside them on their educational journeys. This session examines how the cultivation of hope and implementation of an appreciative advising model can be utilized to increase post-secondary degree completion amongst this population, as a means to break the cycle of poverty that exists within the region.





*Marriott 0105* | 4:05 p.m. – 5:05 p.m.

### **Communities at the Margins: Inspiring Interest and Hope in Higher Education**

PRESENTER:	<b>Charlene Brown-Mckenzie</b> , director of the center for multicultural equity and access, Georgetown University
LEVEL:	Foundational
THEMES:	Developing New Strategies and Assessment; Overcoming Barriers to Access and Completion
COMPETENCIES:	Advising & Supporting; Social Justice and Inclusion

Georgetown University is committed, through its Jesuit and Catholic traditions and values, to help prepare men and women to serve others. Our engagement in Washington, D.C. is motivated by a commitment to be engaged in college access and success in the nation's capital, especially for the most vulnerable and disadvantaged members of the community. The University engages the community via the Institute for College Preparation (ICP); its longevity and success make it the University's flagship educational outreach program with academic interventions that impact students from their elementary to post-secondary years. ICP's curricular goals include learning across the spectrum to become world citizens by engaging in the following: academics; active citizenship promotion; diversity, difference, and inclusion; politics and social issues; leadership and life skills; and personal and social responsibility.

*Marriott 0101* | 4:05 p.m. – 5:05 p.m.

### **Emergency Aid for College Students: Results of a National Landscape Analysis**

PRESENTER:	<b>Amelia Parnell</b> , vice president for research and policy, NASPA – Student Affairs Administrators in Higher Education
LEVEL:	Advanced
THEME:	Overcoming Barriers to Access and Completion
COMPETENCIES:	Advising & Supporting; Assessment, Evaluation, & Research

With limited resources, there is a greater need to show measurable enhancements in student success and completion. This session will provide results of one of the most comprehensive examinations of emergency aid to date. The findings reflect responses from over 500 colleges that have an emergency aid program, including details regarding how the aid is administered, how information is shared with students, and how institutions sustain their resources. Six primary types of emergency aid will be discussed, including the use of financial resources, such as grants and loans, as well as humanitarian support, such as food pantries. The session will conclude with five suggestions for how institutions can expand their emergency aid programs while managing important policy and practice considerations.





## CONCURRENT SESSIONS IV cont'd | 4:05 p.m. – 5:05 p.m.

*Marriott 1311* | 4:05 p.m. – 5:05 p.m.

### **How to Optimize Your Online, Interactive Workshops to Better Support Student Success and Retention Efforts**

PRESENTER: **Mariaelena Marcano**, assistant director for student success initiatives, San Jose State University

LEVEL: Intermediate

THEME: Technology

COMPETENCIES: Student Learning and Development; Technology

With limited resources, there is a greater need to show measurable enhancements in student success and persistence of at-risk students. Our processes must evolve with our current student population to provide the best service to our growing diverse student population. This interactive session examines how online tools have been used to enhance student success at SJSU. Our Spartan Success portal began in 2012 in partnership with our academic advising office for students on academic probation. We will explore the Spartan Success portal, our partners, and how online goal setting activities are currently being used. Participants will also be provided with an overview of how online services are used throughout the university in both service and instructional areas.

*Marriott 2104* | 4:05 p.m. – 5:05 p.m.

### **Retaining Students One By One**

PRESENTERS: **Deborah Cady Melzer**, vice president for student development, Le Moyne College

**Allison Farrell**, director of academic advising and support, Le Moyne College

LEVEL: Intermediate

THEME: Developing New Strategies and Assessment

COMPETENCIES: Advising & Supporting; Assessment, Evaluation, & Research

Strengthening first-year to sophomore retention is something all colleges aspire to do in order to close the achievement gap. However, the challenges of understanding which initiatives to employ can seem overwhelming. What works? This session will show participants how Le Moyne College used academic, social, and financial programs to transform its retention practices and increase its retention in three years by more than 5%.





*Chesapeake A/B Foyer* | 7:30 a.m. – 11:00 a.m.  
**Registration Open**

*Chesapeake A/B Foyer* | 7:30 a.m. – 8:30 a.m.  
**Continental Breakfast**

*Marriott 1310* | 7:30 a.m. – 11:00 a.m.  
**Quiet Room**

## **CLOSING KEYNOTE** | 8:30 a.m. – 9:15 a.m.

*Chesapeake A & B* | 8:30 a.m. – 9:15 a.m.  
**Close the Gaps: Making it Happen!**

PRESENTER: **Oscar Felix, Ph.D.**, associate vice president for diversity, enrollment, and access, Colorado State University; past board chair, Council for Opportunity in Education

Implementing ideas, programs, and initiatives that address closing achievement gaps requires action. The extent of this task can seem daunting and thereby stifle initial steps towards this important work. This session will allow participants to identify at least one idea to bring back to their institution, and through the SMART Goal approach, develop a process for implementation. Through identification of resources, challenges, and support, participants will return to their institutions with a concrete plan that delineates steps and deadlines to ensure ideas that help to close achievement gaps are not left behind.

## **CONCURRENT SESSIONS V** | 9:30 a.m. – 10:30 a.m.

*Marriott 2104* | 9:30 a.m. – 10:30 a.m.  
**Academics Anonymous: Using Technology for Academic Recovery**

PRESENTERS: **Stephanie Olson**, coordinator for academic support services, Campbell University

**Kim Dunn**, director of enrollment management, Campbell University

LEVEL: Foundational

THEME: Technology

COMPETENCIES: Advising & Supporting; Technology

“Graduate students will be fine. They don’t need support or guidance; after all, they got into graduate school, didn’t they?” We shouldn’t leave that to chance. At Campbell University, we embody personal touch and student focus, and have embraced technology to detect, communicate, analyze, and execute student success and retention strategies. In this session, we will discuss the successes and lessons learned during our peer tutoring, supplemental instruction and academic support services integration with high-touch technology systems.





# SATURDAY, JUNE 11

## CONCURRENT SESSIONS V cont'd | 9:30 a.m. – 10:30 a.m.

*Marriott 1311* | 9:30 a.m. – 10:30 a.m.

### **An Examination of Psychosociocultural Factors Associated with Academic Achievement and Persistence among Latina Undergraduate Students**

PRESENTER: **Michell Tollinchi**, associate dean of academic enrichment and community initiatives, Barnard College

LEVEL: Intermediate

THEME: Mental Health and Well-being

COMPETENCY: Advising & Supporting; Assessment, Evaluation, & Research

The purpose of this workshop is to explore the effects of psychosociocultural factors (cultural congruence, ethnic identity, acculturation, mentoring support, and family support) on the academic persistence of Latina undergraduate students, with a preliminary observation on Dominican and Puerto Rican students. The presenter will discuss some preliminary research findings that provide evidence of many factors that support student's persistence in college. Lastly, the presenter will discuss the implications that this study may have on institutions of higher learning.

*Marriott 0105* | 9:30 a.m. – 10:30 a.m.

### **Building Purposeful Relationships: Meaningful Engagement of First-Year, First-Generation, Low-Income Students**

PRESENTERS: **Mara Youngbauer**, director of TRIO student support services, Mount Mary University

**Elisabeth Koerner**, director of first-year student outreach, Mount Mary University

LEVEL: Intermediate

THEMES: Expand Knowledge / Build Connections; Mental Health and Well-being

COMPETENCY: Advising & Supporting

First-generation, low-income (FGLI) students remain an underserved population in higher education, resulting in lower retention and graduation rates than their non-FGLI counterparts. Mount Mary's first-year student initiatives provide FGLI students with the support needed to overcome challenges and experience academic success. This session will provide an exploration of the importance of building purposeful relationships with FGLI students, faculty, and other campus constituents in order to create meaningful connections and engagement opportunities which help FGLI students persist toward degree completion.





*Marriott 0101* | 9:30 a.m. – 10:30 a.m.

## **Plugging Leaks in the College Pipeline: Overcoming the Remediation Challenge**

**PRESENTERS:** **Paz Oliverez**, interim associate vice president of student success, California State University, Dominguez Hills  
**William Franklin**, vice president of student affairs, California State University, Dominguez Hills

**LEVEL:** Intermediate

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Advising & Supporting; Student Learning and Development

Low rates of college completion are a major problem in the United States. One explanation for the poor college completion rates at many institutions of higher education is that many students enter college ill-prepared to comprehend college-level course material. This presentation will demonstrate that through a holistic approach to supporting student success, even the most educationally disadvantaged students can be successful. They may even be able to achieve college persistence and retention rates that surpass those of their better-prepared counterparts.

*Marriott 1312* | 9:30 a.m. – 10:30 a.m.

## **Supporting Student Success Through Peer Networks: Mentoring Throughout the Undergraduate Career**

**PRESENTERS:** **Meaghan Stein**, education success and retention coordinator, University of Minnesota - Twin Cities  
**Abby Conover**, coordinator of undergraduate initiatives, University of Minnesota - Twin Cities

**LEVEL:** Foundational

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Advising & Supporting; Student Learning and Development

Despite significant investments over the past 30 years, the data lead to an unfortunate conclusion: we have not made as much progress as we want or need toward the goal of increasing retention and graduation rates, particularly among “at-risk” students. This program showcases grant-funded peer mentoring programs available for students throughout their undergraduate careers, specifically targeting “at-risk” students for the paid peer mentor positions. This model engages students in behaviors that are aligned with increased retention and graduation rates.





# SATURDAY, JUNE 11

## CONCURRENT SESSIONS V cont'd | 9:30 a.m. – 10:30 a.m.

*Marriott 1105* | 9:30 a.m. – 10:30 a.m.

### **Strategic Planning with Oscar Felix**

**PRESENTER:** **Oscar Felix, Ph.D.**, associate vice president for diversity, enrollment, and access, Colorado State University; past board chair, Council for Opportunity in Education

**LEVEL:** Advanced

**THEME:** Developing New Strategies and Assessment

**COMPETENCIES:** Assessment, Evaluation, & Research; Leadership

Join Oscar Felix for an opportunity to continue working on the SMART Goal approach he outlined during his keynote address. Come to this session to ask more detailed questions, and to hone in on the plan you want to enact on your campus when you return.

## CONCURRENT SESSIONS VI | 10:45 a.m. – 11:45 a.m.

*Marriott 2104* | 10:45 a.m. – 11:45 a.m.

### **Behind-the-Scenes: The Data Systems Behind Retention & Persistence**

**PRESENTER:** **Tyneka Harris Coronado**, project leader, DePaul University

**LEVEL:** Foundational

**THEME:** Technology

**COMPETENCIES:** Assessment, Evaluation, & Research; Technology

In order for our student affairs divisions to assist universities in closing the achievement gap, we must be good stewards of student data within our areas. This session seeks to explore technologies and data, management practices that allow student affairs divisions to be aware of the profile (academic, demographic) of the specific students they serve and to have an understanding of the trends (retention and persistence) that exists within their student populations.





*Marriott 0101* | 10:45 a.m. – 11:45 a.m.

## **Beyond the BA: Paving the Way to Graduate Academic Success**

**PRESENTERS:** **Shannon Williams**, director of Ph.D. student services for the school of policy, government, and international affairs, George Mason University  
**Silva Pecini**, director of student services for the school of policy, government, and international affairs, George Mason University  
**Lisardo Bolanos**, doctoral student in public policy, George Mason University

**LEVEL:** Intermediate

**THEME:** Overcoming Barriers to Access and Completion

**COMPETENCIES:** Advising & Supporting; Student Learning and Development

In many professions, a master’s degree is now an entry-level credential. Yet the proportion of people of color – particularly Blacks and Hispanics – holding these degrees remains lower than it is for their counterparts. Closing the graduate achievement gap begins before the first graduate course and continues throughout an academic program. This program draws on research in developmental education and graduate student socialization, identifying concrete strategies to boost the success of students in graduate and professional degree programs.

*Marriott 1105* | 10:45 a.m. – 11:45 a.m.

## **Creating Change from the Middle: A Case Study for Increasing Campus Support for First-Generation Students**

**PRESENTERS:** **Diane Schorr**, executive director, Suder Foundation  
**Steve Dandaneau**, vice provost for undergraduate studies, Kansas State University

**LEVEL:** Advanced

**THEME:** Developing New Strategies and Assessment

**COMPETENCY:** Student Learning and Development

Middle-level campus champions for first-generation students at Kansas State University leveraged relationships with various internal and external collaborators to raise awareness, build deeper connections, and shift the campus culture to prioritize the needs of first-generation and other underserved students. This case study details K-State’s process for promoting change at administrative levels “above” and “below” the mid-level at which they were originally anchored. K-State’s recent experience may serve as a blueprint for efforts elsewhere.





# SATURDAY, JUNE 11

## CONCURRENT SESSIONS VI cont'd | 10:45 a.m. – 11:45 a.m.

*Marriott 0105* | 10:45 a.m. – 11:45 a.m.

### **Developing a Productive Peer Academic Success Coaching Model through Effective Campus Collaborations**

PRESENTERS:

**Scott Bennett**, associate director of the discovery program, Binghamton University

**Lisa Bennett**, director of university tutoring services, Binghamton University

LEVEL:

Foundational

THEMES:

Overcoming Barriers to Access and Completion; Mental Health and Well-being

COMPETENCIES:

Assessment, Evaluation, & Research; Student Learning and Development

Effective academic success and organizational coaching are vital aspects involved in a student's journey to meet or exceed her potential, both academically and developmentally. Establishing effective time management, goal setting, and study strategies serve as primary stressors for most students. This program highlights the benefit of utilizing peer academic success coaches to help students move beyond their perceived limitations. Promoting a growth mindset and resilience provides students a foundation to persist even in the face of adversity.

*Marriott 1311* | 10:45 a.m. – 11:45 a.m.

### **Supporting Student Persistence Through Coordinated Benefits: The Single Stop Model**

PRESENTER:

**Nichole Davis**, senior program officer, Single Stop

LEVEL:

Intermediate

THEMES:

Overcoming Barriers to Access and Completion

COMPETENCY:

Advising & Supporting

As costs of attendance climbs and the buying power of Pell Grants drop, students are increasingly finding it a challenge to make ends meet. This can result in students either not enrolling, or stopping/dropping out because "life happens" – code for "I had to choose between paying for something crucial, or paying for something for school." This session outlines the Single Stop model, which harnesses current state, federal, and community resources to augment students' financial aid, increasing the potential for them to persist and graduate.





**Please visit our Exhibitor Tables, located near the registration desk, on Friday, June 10 from 8:00 a.m. to 5:00 p.m.**

## **Innovative Educators**

[innovativeeducators.org](http://innovativeeducators.org)

StudentLingo is a series of interactive on-demand workshops, action plans, and valuable resources focused on helping students achieve their academic, personal, and career goals. [www.studentlingo.com/freetrial](http://www.studentlingo.com/freetrial)

## **National College Access Network (NCAN)**

[collegeaccess.org](http://collegeaccess.org)

NCAN is dedicated to improving the support underrepresented students receive to access and succeed in postsecondary education and beyond. NCAN members include the education, nonprofit, government, and civic sectors. We offer professional development, networking, benchmarking, and tools to deliver college access and success services more effectively and to more students. Resources include conferences, webinars, and online tools. NCAN also advocates at the national level for policies to improve access and success for all students.

## **Shearwater Intl.**

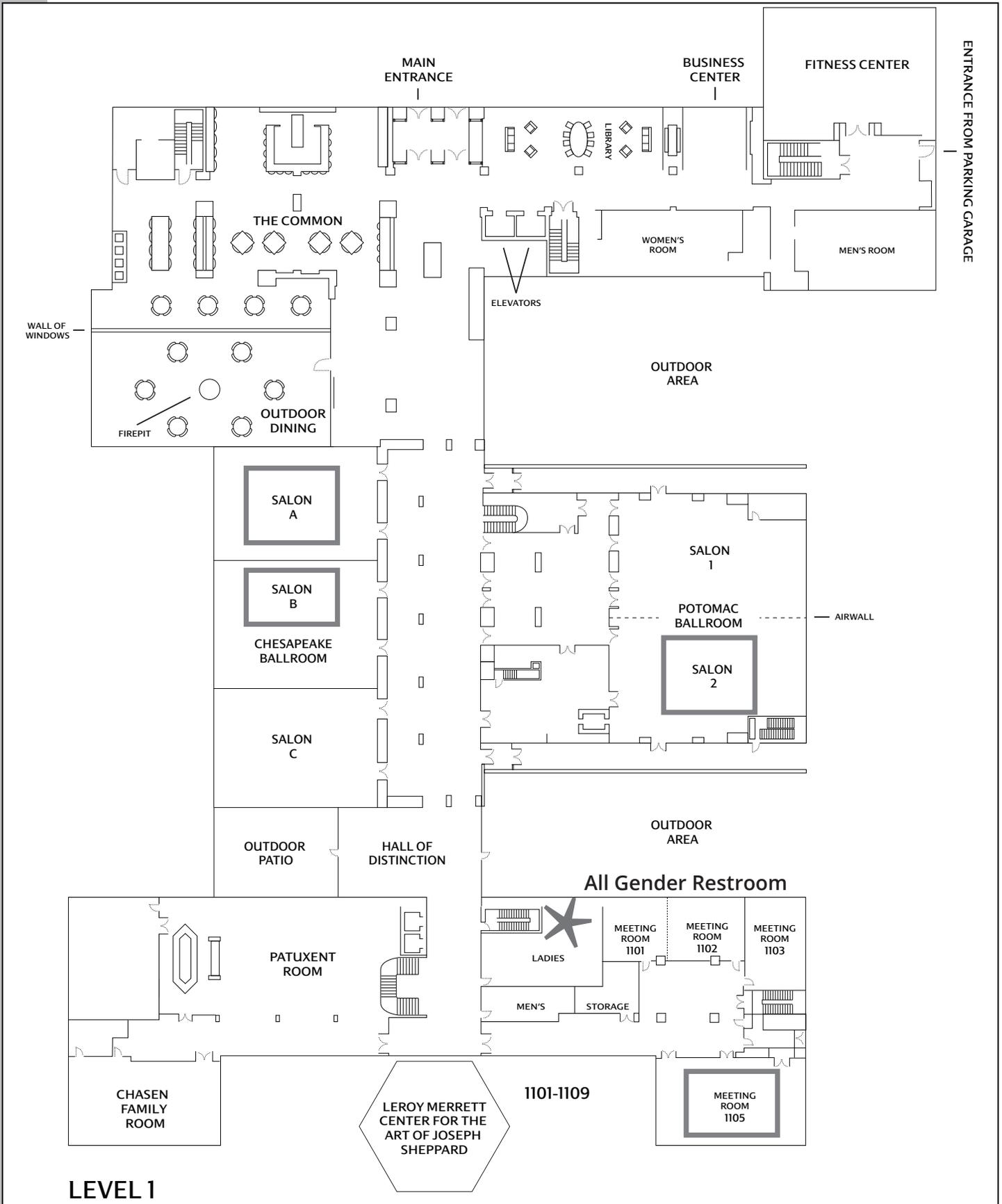
[shearwaterintl.com](http://shearwaterintl.com)

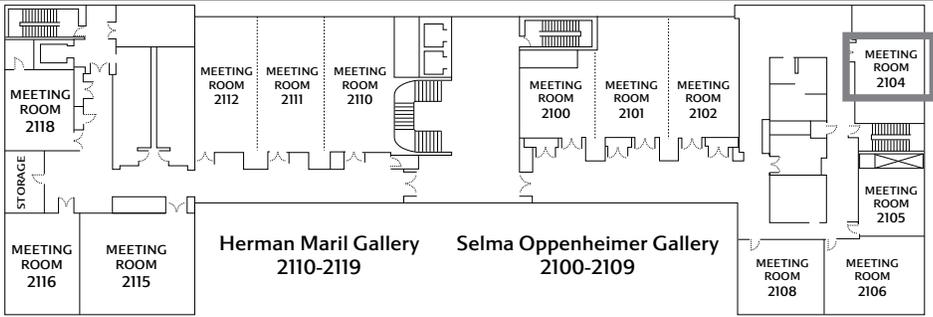
Shearwater partners with 35+ schools, including University of Georgia and Tufts University, to improve incoming student experience, increase retention, and improve student success. Our partnerships provide one-on-one support to new students through mentorship and often focus on underrepresented minority, low-income, and first-generation students.

## **TargetX**

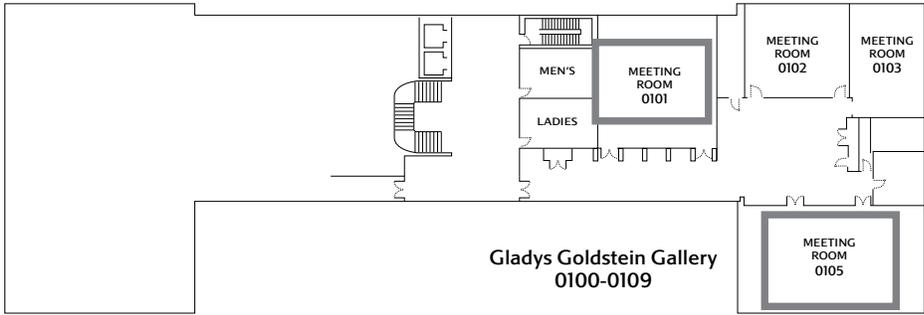
[targetx.com](http://targetx.com)

A leading higher education CRM company, TargetX provides solutions to help colleges build relationships with their most important constituencies – built on the powerful Salesforce.com platform. With its 16-year reputation for innovative technology and industry expertise, TargetX has become one of the most trusted CRM providers in higher education.

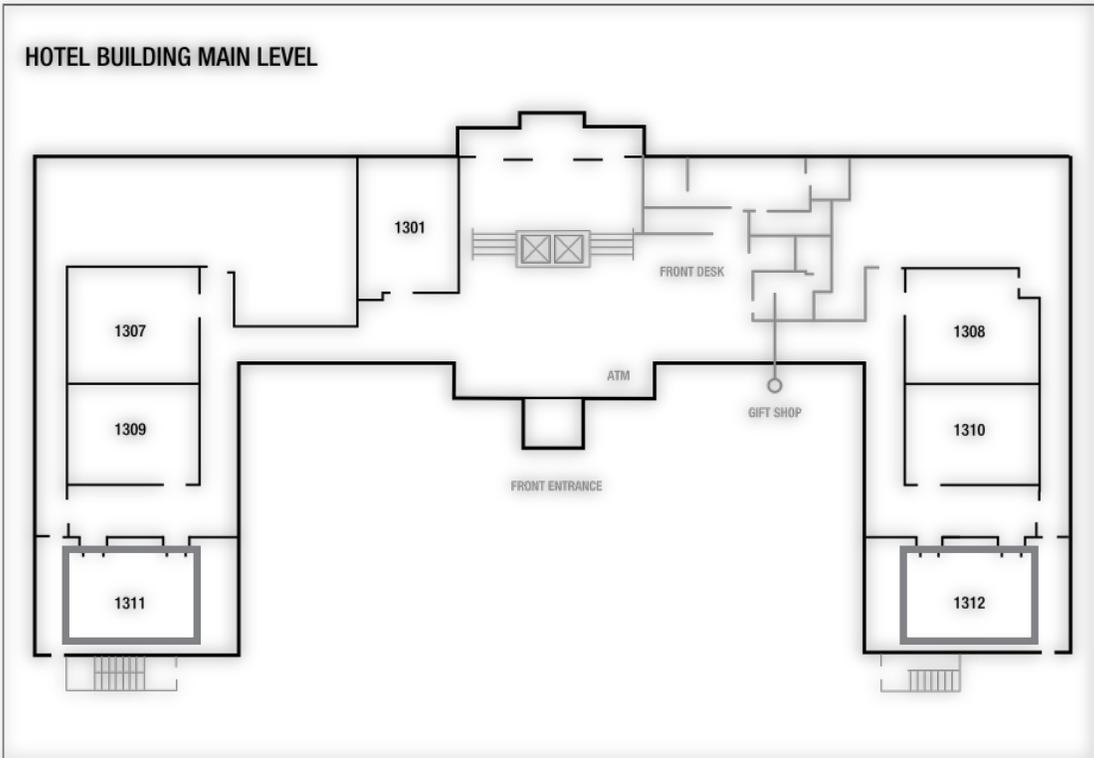


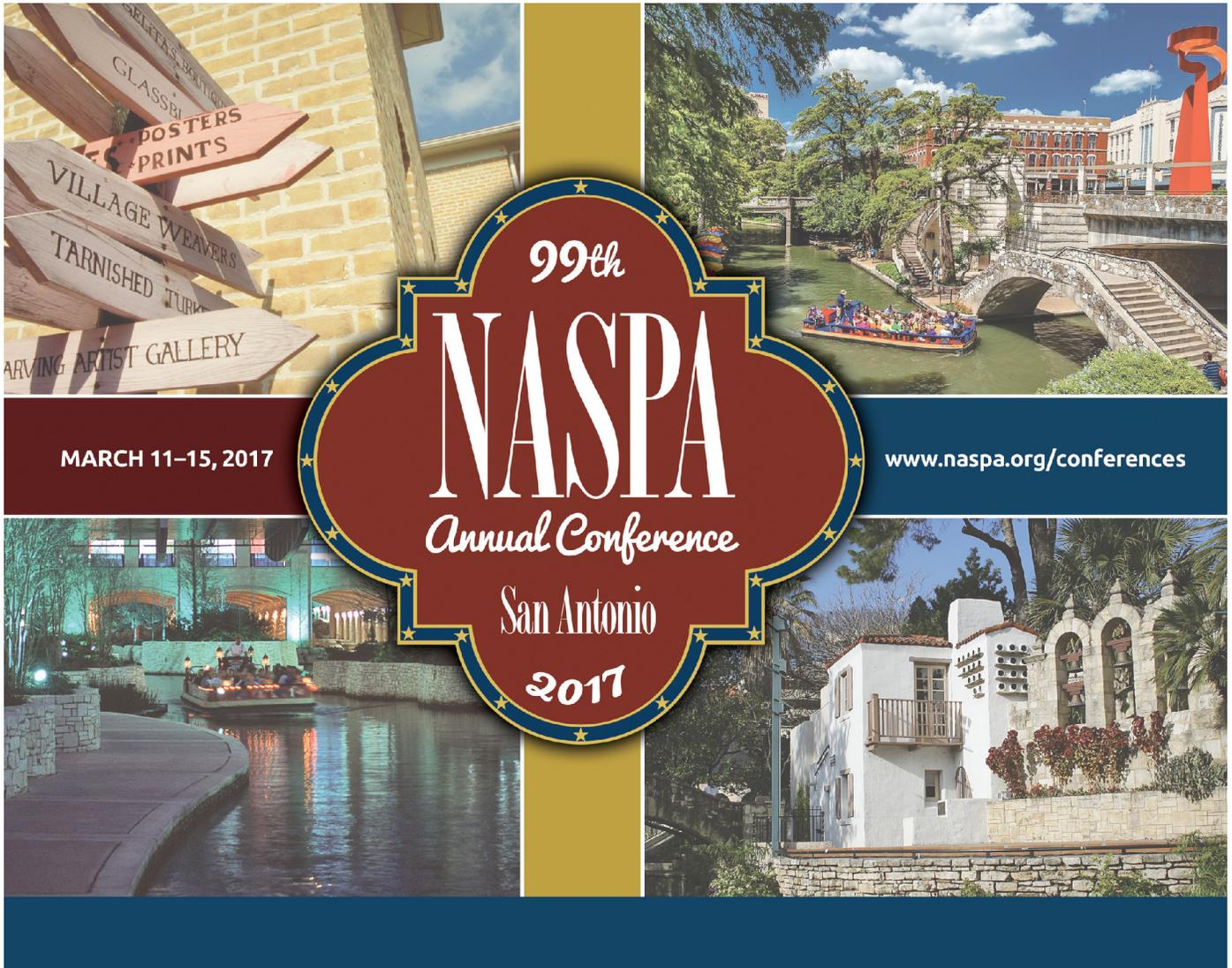


**LEVEL 2**



**LOWER LEVEL**





The 99th NASPA Annual Conference will convene in San Antonio, Texas. The 2017 conference will provide an opportunity to imagine how student affairs must evolve to meet the changing higher education environment. Through a critical examination of our work and an evaluation of where the profession needs to be, the annual conference featured speakers and innovative program sessions will offer participants a unique opportunity to discuss the future of the student affairs profession.

The conference committee invites you to "Mission City" to explore the big ideas, big challenges, big dreams, and big opportunities that focus on NASPA's guiding principles of integrity, innovation, inclusion, and inquiry.

Nancy P. Crimmin, Ed.D.  
Becker College  
2017 NASPA Annual Conference Chair

Lori S. White, Ph.D.  
Washington University in St. Louis  
2016 – 2017 NASPA Board Chair

**Submission details are available at [www.naspa.org/conf](http://www.naspa.org/conf)**

**#NASPA17**

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