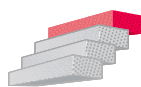
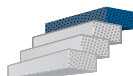




# 2019 NASPA CONFERENCES ON **STUDENT SUCCESS IN HIGHER EDUCATION**



2019 NASPA  
**ASSESSMENT,  
PERSISTENCE,  
AND DATA ANALYTICS**  
CONFERENCE



2019 NASPA  
**CLOSING THE  
ACHIEVEMENT GAP**  
CONFERENCE



2019 NASPA  
**FIRST-GENERATION  
STUDENT SUCCESS**  
CONFERENCE



2019 NASPA  
**STUDENT FINANCIAL  
WELLNESS**  
CONFERENCE

**JUNE 16 – 18, 2019**  
**Renaissance Orlando at SeaWorld**  
**Orlando, Florida**



**NASPA®**

Student Affairs Administrators  
in Higher Education

# SCHEDULE AT A GLANCE

**PLEASE NOTE, while plenary speakers and breakout sessions are geared toward one particular conference, registered attendees may attend any event being offered throughout our time together, unless otherwise noted by a required invitation. Some events have an associated registration fee, which would be required in order to participate. Attendees are encouraged to consider all options listed during each time block, and attend sessions that align with their goals.**

## SATURDAY, JUNE 15

8:00 a.m. – 5:00 p.m.	Registration and Accessibility Desk Open
9:00 a.m. – 5:00 p.m.	Full-day Pre-conference Workshops <sup>R</sup>

## SUNDAY, JUNE 16

7:30 a.m. – 5:00 p.m.	Registration and Accessibility Desk Open
9:00 a.m. – 12:00 p.m.	Half-day Pre-conference Workshops <sup>R</sup>
10:00 a.m. – 12:00 p.m.	Concern Gathering <i>Open to all; see page 14 for more information</i>
12:00 p.m. – 1:00 p.m.	Conference Break ( <i>Lunch on your own</i> )
12:30 p.m. – 1:00 p.m.	First-time Attendee Session Open to all – no RSVP required
12:30 p.m. – 1:00 p.m.	Sponsored Exhibit Hall Opening - Refreshment Break ( <i>Peninsula 4</i> )
12:30 p.m. – 5:00 p.m.	Conference Exhibit Hall Open
3:00 p.m. – 5:00 p.m.	Chair Massages ( <i>Peninsula 4</i> )
3:20 p.m. – 4:20 p.m.	Breakout Sessions 1
4:40 p.m. – 5:40 p.m.	Breakout Sessions 2 or Scholarly Paper Presentations
6:00 p.m. – 6:30 p.m.	Learning Labs
6:30 p.m. – 8:00 p.m.	Opening Reception & Poster Presentations
7:30 p.m. – 9:00 p.m.	Center for First-generation Student Success Networking Dessert Reception <i>By Invitation only</i>



= Additional Registration Fee Required

APDA = Assessment, Persistence, and Data Analytics Conference

CTAG = Closing the Achievement Gap Conference

FGSS = First-generation Student Success Conference

SFWC = Student Financial Wellness Conference

## MONDAY, JUNE 17

7:30 a.m. – 5:00 p.m.	Registration and Accessibility Desk Open
7:30 a.m. – 4:30 p.m.	Conference Exhibit Hall Open
7:30 a.m. – 8:30 a.m.	Breakfast with Exhibitors ( <i>Peninsula 4</i> )
8:00 a.m. – 4:00 p.m.	Headshot Lounge Open ( <i>Peninsula 4</i> )
8:30 a.m. – 9:30 a.m.	Breakout Sessions 3 & SFWC Plenary
9:50 a.m. – 10:50 a.m.	Breakout Sessions 4 & APDA Plenary
10:50 a.m. – 11:10 a.m.	Sponsored Break ( <i>Peninsula 4</i> )
11:10 a.m. – 12:10 p.m.	Breakout Sessions 5 & CTAG Plenary
12:00 p.m. – 1:00 p.m.	Book Signing
12:00 p.m. – 1:30 p.m.	Conference Break ( <i>Lunch on your own</i> )
1:30 p.m. – 2:45 p.m.	Extended Sessions/ Afternoon Dialogues
2:45 p.m. – 3:00 p.m.	Sponsored Break ( <i>Peninsula 4</i> )
3:05 p.m. – 4:05 p.m.	Breakout Sessions 6 & FGSS Plenary
4:25 p.m. – 5:25 p.m.	Breakout Sessions 7 or Scholarly Paper Presentations
5:30 p.m. – 11:00 p.m.	Shuttle service to/from Universal CityWalk
6:30 p.m. – 8:30 p.m.	<i>Unlikely</i> Film Screening <i>Optional – no RSVP required; see page 14 for more information</i>
8:00 p.m. – 10:00 p.m.	Center for First-generation Student Success Informal Networking Event <i>Open to All</i>

## TUESDAY, JUNE 18

7:30 a.m. – 11:30 a.m.	Registration and Accessibility Desk Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast Provided ( <i>Peninsula 4</i> )
8:30 a.m. – 10:00 a.m.	Closing Speaker
10:15 a.m. – 11:15 a.m.	Breakout Sessions 8
11:35 a.m. – 12:35 p.m.	Breakout Sessions 9
1:00 p.m. – 3:00 p.m.	Concern Gathering <i>Open to all; see page 14 for more information</i>

**5**

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Welcome

**6**

Planning  
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Breaking down data silos has a powerful impact. Our integrated platform delivers a holistic experience and surfaces insights quickly, so you can harness the power of your data to drive institutional change and increase student success.

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## Greetings colleagues,

We are pleased to welcome you to Orlando for the inaugural NASPA Conferences on Student Success in Higher Education. This event co-locates four distinct conferences (Assessment, Persistence, and Data Analytics; Closing the Achievement Gap; First-generation Student Success; and Student Financial Wellness) with intersectional outcomes as a unique opportunity for participants to learn, network, and engage. The conference planning committees, NASPA staff, and volunteers have worked tirelessly to craft an experience that will inspire and energize attendees. With over 1,400 participants, this event represents the association's second largest in-person event.

As a registered attendee, you have access to programming for any of the four conferences. With a diverse offering of dynamic keynotes, thought-provoking workshops, and engaging networking opportunities, the 2019 NASPA Conferences on Student Success in Higher Education is your opportunity to take a cross-functional approach to student success. Our 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 experience.**

## CONFERENCES ON STUDENT SUCCESS IN HIGHER EDUCATION



2019 NASPA  
ASSESSMENT,  
PERSISTENCE,  
AND DATA ANALYTICS  
CONFERENCE

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.



2019 NASPA  
CLOSING THE  
ACHIEVEMENT GAP  
CONFERENCE

The Closing the Achievement Gap Conference (CTAG) provides an avenue for thought leaders and practitioners to share ideas, strategies, and evidencebased research on ways to dismantle barriers related to student success. Sessions will explore the various factors woven into students' experiences which may impact their success and completion.



2019 NASPA  
FIRST-GENERATION  
STUDENT SUCCESS  
CONFERENCE

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.



2019 NASPA  
STUDENT FINANCIAL  
WELLNESS  
CONFERENCE

The Student Financial Wellness Conference (SFWC) will address the complexities of college students' financial security and wellness. Sessions will inform participants of effective strategies (i.e. emergency aid grants, food pantries, peer education) for helping students improve their fiscal health during college and remain financially stable after graduation.



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

#### **Assessment, Persistence, and Data Analytics Conference**

- Stacy Ackerlind, University of Utah
- Jerri-Ann Berry, University of Florida
- Daniel Kaczmarek, University of Buffalo
- Tim Kresse, Miami University
- Darby Roberts, Texas A&M University
- Pamelyn Shefman, University of Houston
- Kristen Vickery, Ann Arundel Community College

#### **Closing the Achievement Gap Conference**

- Katrina Bell, County College of Morris
- Danette Buie, University of California, Santa Cruz
- Chuck Eade, University of Montana Western
- Claudia Mercado, Harper College
- Mayra Olivares-Urueta, Tarrant County College
- Chris Presley, St. Louis University
- Tadarrayl Starke, Florida State University
- James Whitney, III, Rutgers University

# VOLUNTEERS

NASPA owes a debt of gratitude to our incredible volunteers. The service of the Conference Planning Committees can be seen in every aspect of the #SSHE19 experience. NASPA events are opportunities to celebrate the many members of our community who give their time and talent to help shape these learning experiences:

Thank you to:

- » the 365 coordinating presenters who submitted program proposals and the nearly 350 individuals who reviewed these submissions.
- » the over 250 individuals presenting over 180 workshops, paper, and poster sessions.

There are a number of ways to get involved with NASPA and something for every interest, professional level, and level of time commitment. Stop by the NASPA table in the Exhibit Hall (Peninsula 4) to learn more about these opportunities, as well as benefits of being a member of the Association.

## First-generation Student Success Conference

- Bridgette Behling, George Washington University
- Whitnee Boyd, Texas Christian University
- Julie Carballo, North Central College
- Suzette Combs, University of Cincinnati
- Oscar Felix, Colorado State University
- John Laws, Ivy Tech Community College
- Kelley O'Neal, Texas A&M University
- Tim Richardson, University of Houston - Clear Lake
- Belinda Zamacona, University of California, San Diego

## Student Financial Wellness Conference

- Angelica Cancino, Austin Community College
- Carmen Curiel, California State University - Fullerton
- Brendan Greisberger, Ohio State University
- Blake Marble, Ohio State University
- Stephanie Marquez, Austin Community College
- Anne McDaniel, Ohio State University
- Cathy Montalto, Ohio State University
- Jack Popovich, Columbus State Community College
- Ben Raines, Ohio State University
- Tori Rehr, Ohio State University
- Nicole Trevino, St. Edward's University
- Julie White, State University of New York

# CONFERENCE SPONSORS

## Gold Sponsors

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## Bronze Sponsor

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# GENERAL INFORMATION

## It's all on the new MyNASPA App

The MyNASPA mobile app is where you'll find everything you need to navigate the conference and craft your experience. You can download the app from either the Apple App or Google Play stores.

**Build Your Schedule:** The most up-to-date schedule information will always be found in the app. We will also send out notifications for any time or location changes via the app. You can search for educational sessions by session title, presenter name, professional level, competency, or topic area. You can also add your meetings, receptions, and other special events to your schedule right in the app. Be sure to book time in the Exhibit Hall so you don't miss out on special onsite offers from our corporate sponsors—not to mention the best break-time snacks!

**Connect with Colleagues:** Our app allows you to easily share your contact information even when you're on the go. First, be sure you have your full name and email (at a minimum) in your profile, and enable Bluetooth on your phone. When you're looking to connect with someone, click the Shake to Connect icon at the same time as your new contact and give your phone a shake. The app will trade your contact information automatically!

### Registration and Accessibility Desk

The attendee and exhibitor registration and accessibility desk is located in Atrium CD of the hotel and is marked on your map (pg. 124). Registration is open during the following hours:

**Saturday, June 15 | 8:00 a.m. – 5:00 p.m.**

*(Pre-cons and early-arrivals)*

**Sunday, June 16 | 7:30 a.m. – 5:00 p.m.**

**Monday, June 17 | 7:30 a.m. – 5:00 p.m.**

**Tuesday, June 18 | 7:30 a.m. – 11:30 a.m.**

### Conference Location

All conference activities will be held at Renaissance Orlando at SeaWorld and are open to registered conference participants only.

Hotel Address: 6677 Sea Harbor Dr., Orlando, FL 32821

### Attire

Attire for the conference is business casual.

### Accessibility/Dietary Needs

If you have an accommodation request, dietary concerns, or questions, please speak with the NASPA staff at the registration and accessibility desk.

### Cell Phones

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

### Conference Badges and Lanyards

Name badges are to be worn in sessions and at any meals or ancillary events during the conference. Your badge not only indicates that you are fully registered for these programs, but also serves to build community among attendees.

To better identify other attendees registered for each conference, take a look at their badge lanyard:

**Red:** Assessment, Persistence, and Data Analytics

**Dark Blue:** Closing the Achievement Gap

**Teal:** First-generation Student Success

**Green:** Student Financial Wellness

# GENERAL INFORMATION

## Conference Materials

Workshop session materials will be posted to the NASPA Professional Development Archive ([bit.ly/pdarchive](http://bit.ly/pdarchive)) on the NASPA website. You will be able to access all materials using the login you created at the time of conference registration. When logging in, select the 2019 NASPA Conferences on Student Success in Higher Education event under “Current National Events.”

*Please note: only materials that have been uploaded by presenters will be available.*

## Continuing Education

NASPA has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5120. Programs that do not qualify for NBCC credit are clearly identified. NASPA is solely responsible for all aspects of the programs.



Participants can receive a maximum of 10.75 clock hours for this event. To receive credit, please complete a reporting form available at the registration table. 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.

A general certificate of attendance is available for sessions that are not eligible for NBCC. Forms to request NBCC credit and the general certificate are available at registration.

## Evaluation

Event evaluations will be available online following the conclusion of the conferences and will be sent via email to all participants.

## Exhibitors

We encourage you to stop by our Exhibit Hall in the **Peninsula 4 Ballroom** throughout the conference. A complete listing of conference exhibitors is located on page 116. Exhibitors will be available to engage in conversation at the following times. We also encourage you to stop by the Exhibit Hall during the specified break times and activities:

### Sunday, June 16 | 12:30 p.m. – 5:00 p.m.

- |                        |  |
|------------------------|--|
| 12:30 p.m. – 1:00 p.m. | Sponsored Exhibit Hall Opening Refreshment Break |
| 3:00 p.m. – 5:00 p.m.  | Chair Massages                                   |

### Monday, June 17 | 7:30 a.m. – 4:30 p.m.

- |                         |                             |
|-------------------------|-----------------------------|
| 8:00 a.m. – 4:00 p.m.   | Headshot Lounge Open        |
| 10:50 a.m. – 11:10 a.m. | Sponsored Refreshment Break |
| 2:45 p.m. – 3:00 p.m.   | Sponsored Refreshment Break |

## Hotel Map

A map of the meeting space can be found at the back of the program book and in the MyNASPA app.

## Lost and Found

Lost and found will be housed at the conference registration desk. Any found items should be brought to the conference registration desk.

## NASPA Mobile App

Enhance your conference experience with the MyNASPA Mobile App! 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 “MyNASPA.” After installation, create a user profile or sign in and download the 2019 NASPA Conferences on Student Success in Higher Education event page. Enter the passphrase **SSHE19** to access the event.

## NASPA Publication Sales

NASPA has a variety of publications for sale during the conference at the Peninsula Desk. Publications will be for sale at the following times:

**Sunday, June 16 | 1:30 p.m. – 5:00 p.m.**

**Monday, June 17 | 8:00 a.m. – 5:00 p.m.**

12:00 p.m. – 1:00 p.m.

Book Signing (*see page 14 for more information*)

**Tuesday, June 18 | 8:00 a.m. – 12:00 p.m.**

You may purchase publications onsite at the conference for a reduced rate and take them home with you! Reduced rates are available only onsite and do not apply to purchases made after the conference.

## Social Media - #SSHE19

Join in the on the conversation via Twitter and Instagram! Participants should use #SSHE19 as the hashtag for the event. For all the latest tweets and photos, be sure to follow the official NASPA Twitter, @NASPAtweets.

## WiFi

We are excited to offer complimentary internet access to conference participants. Please join the NASPA network using the password **sshe2019**.

# GENERAL INFORMATION

## Conference Services

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### All Gender Restrooms

Across from Peninsula Ballrooms | 1st Floor

An all gender restroom designation means the restrooms are intended as a welcome space for transgender, gender non-binary, and genderqueer people, as well as people of all gender identities and expressions. If you choose to use this restroom, you are aware that it is an inclusive space. If you are uncomfortable using an all gender restroom, please use any of the other restrooms within the hotel. Please remember that gender expression takes many different forms. We affirm the right of each person to choose and use the restroom best suited to their needs and to do so free from scrutiny and judgement.

### Nursing Space

Saturday – Tuesday | All day | Zander, 2nd Floor

The Zander Room on the second floor will be available for registered conference attendees in need of a nursing area during the conference. The space will be available throughout the duration of the conference.

### Open Recovery Space

Sunday – Monday | 7:00 p.m. – 10:00 p.m. | Bluegill, 2nd Floor

The Bluegill Room has been designated as an open, unfacilitated space available for conference attendees identifying on any spectrum of recovery.

### Quiet Space/Sensory Room

Sunday – Tuesday | All Day | Mako, 2nd Floor

The Mako Room on the second floor is intended to provide a quiet, calm space where conference attendees can spend time away from noise, lights, and other stimuli of conference spaces. NASPA staff will periodically monitor this space, but we ask that any users of this space be courteous and respectful of one another. This space is not available for conversations, meetings, or phone calls, and is open to registered conference attendees.

### Shuttle Service

Monday | 5:30 p.m. – 11:00 p.m.

Pickup location: North Entrance of the Renaissance Orlando at SeaWorld

NASPA is pleased to provide attendees with complimentary shuttle service to/from Universal Studios Orlando area (including Universal CityWalk, Universal Studios, and Universal Studios Islands of Adventure) on Monday evening. We encourage you to take advantage of this opportunity to join your colleagues and experience all that Universal CityWalk has to offer. It is free to enter CityWalk's outdoor area full of restaurants, shops, movies, mini-golf, and live entertainment. Guests may also purchase a half-day ticket to enter either or both Universal Studios theme parks directly through the Universal Studios website (see the MyNASPA app for more information). Remember to bring your conference badge with you.

Guests will go through a required security screening and bag check prior to entering CityWalk. We encourage everyone to review the Universal Studios policies regarding permitted/prohibited items, and bag/cooler size restrictions, prior to boarding the shuttle. Shuttle service will begin at 6:00 p.m. with boarding starting at 5:30 p.m. at the North Entrance to the Renaissance Orlando at SeaWorld.

# OUR MISSION

To equip students with the tools and knowledge they need to help them make informed and thoughtful financial decisions throughout their college careers.



Join our community of educators committed to helping students learn the skills they need to create the futures they want.



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# GIVE MORE FIRST-GEN STUDENTS THEIR CHANCE TO SUCCEED

[CollegePossible.org/Catalyze](http://CollegePossible.org/Catalyze)



**COLLEGE  
POSSIBLE™  
CATALYZE**



# FEATURED SPECIAL EVENTS



## **Book Signing** ***Straddling Class in the Academy***

Monday | 12:00 p.m. – 1:00 p.m.  
Bookstore, Peninsula Ballrooms Desk

Dr. Sonja Ardoin will sign copies of her newly co-authored book, *Straddling Class in the Academy: 26 Stories of Students, Administrators, and Faculty from Poor and Working Class Backgrounds and Their Compelling Lessons for Higher Education Policy and Practice*, on Monday at the Peninsula Desk. Copies of the book will be available for purchase.



## **Concern Gathering:** **Free Speech and the Inclusive Campus**

Sunday | 10:00 a.m. – 12:00 p.m.  
Tuesday | 1:00 p.m. – 3:00 p.m.  
Bluegill, 2nd Floor

Ever find yourself holding back from engaging in conversation regarding a controversial issue on your campus, or even amongst those closest to you? With research data indicating a nation evermore divided by political differences, it's no wonder why. To assist higher education stakeholders in having conversations across difference, NASPA is partnering with the Kettering Foundation to develop campus-based resources for dialogue and deliberation within and outside of the curriculum. The first resource that we are seeking ideas in developing is related to the topic of Free Speech and the Inclusive Campus. To assist the association in developing such a resource, your voice is needed. Join us by participating in one of the Concern Gathering sessions being offered. All perspectives are welcomed and encouraged, and no experience is necessary to participate.



## **Unlikely Film Screening**

Monday | 6:30 p.m. – 8:30 p.m.  
Crystal Ballroom

In the US, less than 50% of students who start college ever finish, making America's college completion rate among the worst in the world. Now there are more than 35 million Americans who started college, but never finished, leaving them saddled with debt, and behind their peers in earning power. Featuring interviews with LeBron James, Howard Schultz, and our nation's leading voices in education, this penetrating and personal new film investigates America's college dropout crisis through the lives of five diverse students as they fight for a second chance at opportunity, and highlights the innovators reimagining higher education for the 21st century.

Light refreshments will be provided.

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**right-fit students**

---

Support and graduate  
**more students**

---

Prepare your institution  
**for the future**

We help schools support  
students from **enrollment to  
graduation and beyond.**

Visit us in the  
exhibit hall.



### **Three Strategies for Engaging Faculty in Student Success**

Sunday, June 16, 4:40 p.m.–5:40 p.m. | Coral A

### **The Moonshot for Equity**

Monday, June 17, 11:10 a.m.–12:10 p.m. | Merritt 2

# PERSONALIZE YOUR LEARNING

## Conference Indicators

GIVEN THE INTERSECTIONALITY OF OUR FOUR EVENT TOPICS, 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 was selected. Please note: a conference indicator does not preclude you from attending a session if it is of interest. Conference indicators are:

APDA	CTAG	FGSS	SFWC
Assessment, Persistence, and Data Analytics	Closing the Achievement Gap	First-generation Student Success	Student Financial Wellness



### **NASPA Center for First-generation Student Success**

The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, is the premier resource for evidence-based practices, professional development, and knowledge creation for the higher education community to advance the success of first-generation students. Since launching in 2017, the Center has completed a national landscape analysis of first-generation student success programs, opened a comprehensive new website, kicked off an online professional development series, hosted a national convening on first-generation student success, co-hosted the inaugural First-Generation Celebration Day, and engaged with colleagues through conference presentations and events.

To learn more, please visit the Center at [firstgen.naspa.org](http://firstgen.naspa.org) and follow them on Twitter @FirstgenCenter and be sure to use #FirstgenForward to share your experiences!

**Student success** doesn't  
end with graduation



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to thrive after college



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**Contact:** Jessica Mara, Partner Strategist  
[jessica@ourethos.org](mailto:jessica@ourethos.org)

 **ethos**  
[www.ourethos.org](http://www.ourethos.org)

# PERSONALIZE YOUR LEARNING

## Professional Competencies

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.



**A/S**

**Advising and  
Supporting**



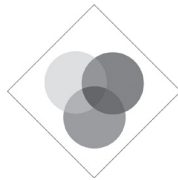
**PPF**

**Personal and  
Ethical Foundations**



**AER**

**Assessment,  
Evaluation, and  
Research**



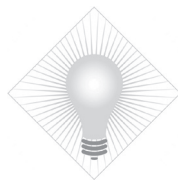
**SJI**

**Social Justice  
and Inclusion**



**LPG**

**Law, Policy, and  
Governance**



**SLD**

**Student Learning  
and Development**



**LEAD**

**Leadership**



**TECH**

**Technology**



**OHR**

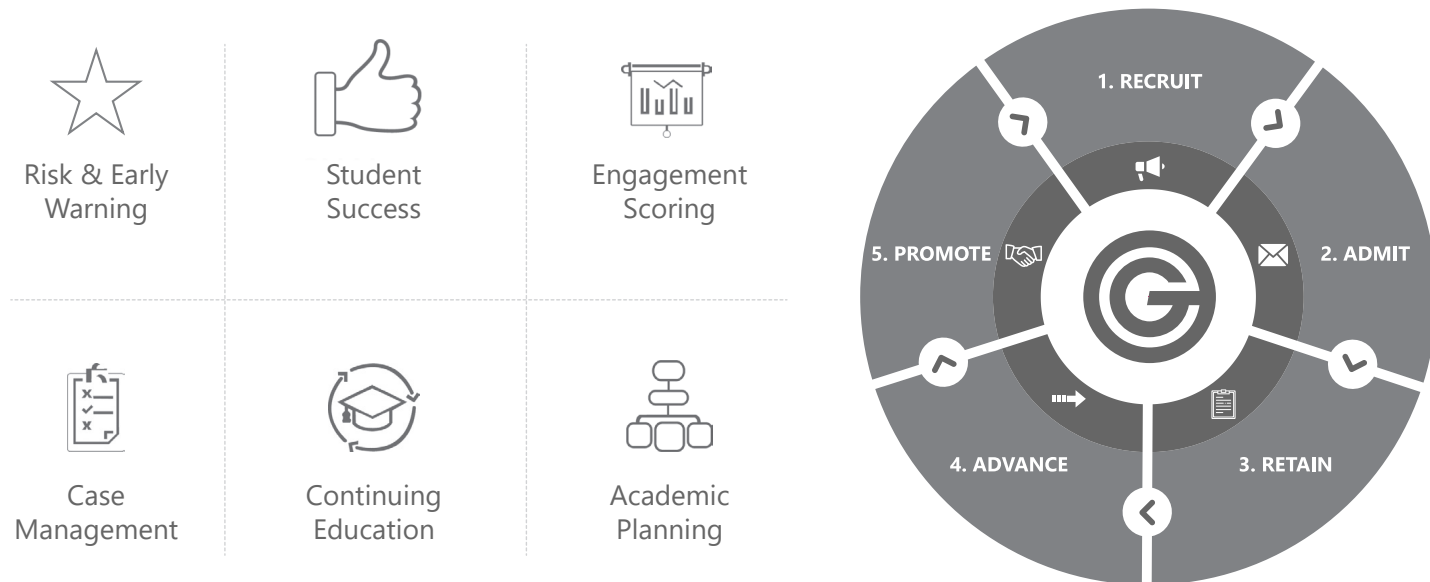
**Organizational and  
Human Resources**



**VHP**

**Values, Philosophy,  
and History**

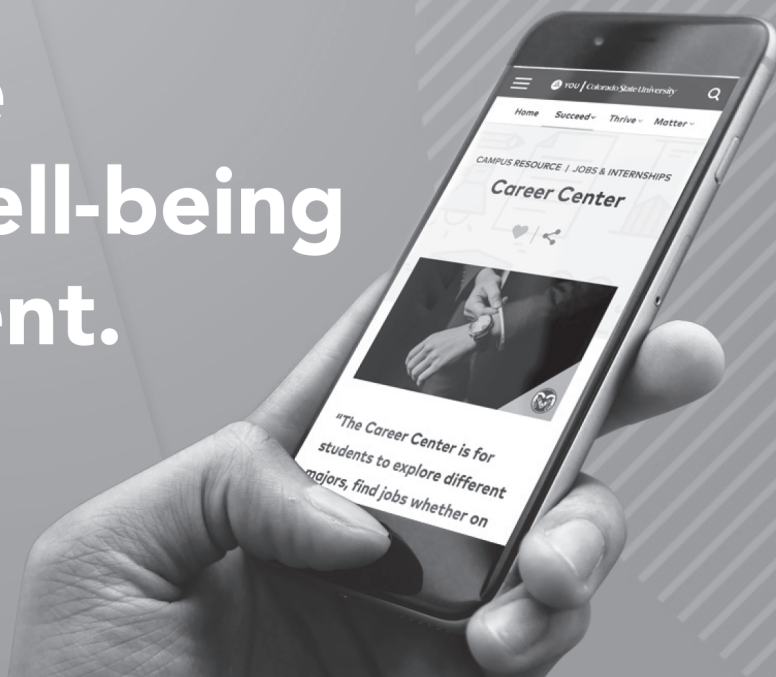
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# FEATURED PANELISTS AND SPEAKERS



## Tim Bono, Ph.D.

*Assistant Dean of Assessment and Analytics in the Division of Student Affairs, Washington University*

### Opening Panel

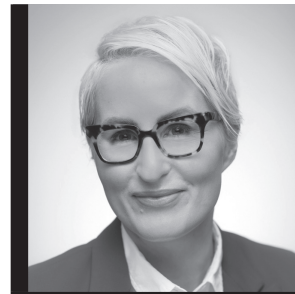
Sunday, June 16  
1:15 p.m. – 3:00 p.m.  
Crystal Ballroom

### Plenary Session

Monday, June 17  
9:50 a.m. – 10:50 a.m.  
Crystal ABC

Dr. Tim Bono is Assistant Dean for Assessment and Analytics in the Division of Student Affairs at Washington University in St. Louis, Missouri. He is also a faculty member in the Department of Psychological & Brain Sciences at WashU where his teaching and research focus on positive psychology and college student development. His work has been featured in a number of national media outlets including NBC News, CNN, Fast Company, and the Associated Press. Over the last decade, thousands of students have taken his popular courses on the Psychology of Young Adulthood and the Science of Happiness. He summarizes the research from those courses, along with how his students have put that information into practice in their own lives, in his recent book entitled, *When Likes Aren't Enough: A Crash Course in the Science of Happiness*.

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## Bridget Burns, Ed.D.

*Executive Director, University Innovation Alliance*

### Opening Panel

Sunday, June 16  
1:15 p.m. – 3:00 p.m.  
Crystal Ballroom

### Plenary Session

Monday, June 17  
11:10 a.m. – 12:10 p.m.  
Crystal DE

Named one of the “Most Innovative People in Higher Education” by *Washington Monthly*, Bridget Burns is the founding executive director of the University Innovation Alliance (UIA). The UIA is the ground-breaking national consortium of public research universities working together to test and scale innovations that close achievement gaps and improve outcomes for all students. Since its founding in 2014, the UIA campuses have increased their low-income degrees awarded by 29% (26,000 additional low-income graduates to date). The Alliance has been featured in national outlets like *60 Minutes*, *The New York Times*, *The Washington Post*, and *Fast Company*, and has inspired the formation of other university networks working to improve postsecondary success for low-income students.

For the past decade, she has advised university presidents, system chancellors, and state and federal policy leaders on strategies to expand access to higher education, address costs, and promote completion for students of all backgrounds. She is a former university system chief of staff, state higher education senior policy advisor, higher education governing board member, American Council on Education fellow, and National Associate with the National Center for Public Policy and Higher Education. Bridget first entered higher education by attending a community college with a Pell Grant. She went on to complete her Ed.D in Higher Education, Leadership and Policy from Vanderbilt University.

# FEATURED PANELISTS AND SPEAKERS



## Rebecca Covarrubias, Ph.D.

*Associate Professor of Psychology and Faculty Director of the Student Success Equity Research Center, University of California, Santa Cruz*

### Opening Panel

Sunday, June 16  
1:15 p.m. – 3:00 p.m.  
Crystal Ballroom

### Plenary Session

Monday, June 17  
3:05 p.m. – 4:05 p.m.  
Crystal ABC

Dr. Rebecca Covarrubias is an Associate Professor of Psychology and Faculty Director of the Student Success Equity Research Center at UC Santa Cruz. As a social and cultural psychologist, she examines the importance of reflecting the cultural strengths and practices of students from diverse backgrounds in educational settings as a way to foster inclusion and equity. A first-generation faculty member, she co-launched UC Santa Cruz's First Generation Initiative to foster a sense of community among first-generation students, staff, and faculty. For her research, teaching, and community engagement, Dr. Covarrubias was awarded a 2018 UC Santa Cruz Chancellor's Achievement Award for Diversity, the 2018 Society for Research in Child Development Latino Caucus Early Career Award, and the 2017 Society of Psychological Study of Social Issues Michele Alexander Early Career Award. With her team of student researchers in the Culture and Achievement Collaborative, she works to translate these findings into actionable practices that can shift the culture of institutions, and can help students thrive.



## Yolanda Watson Spiva, Ph.D.

*President, Complete College America*

### Opening Panel

Sunday, June 16  
1:15 p.m. – 3:00 p.m.  
Crystal Ballroom

### Plenary Session

Monday, June 17  
8:30 a.m. – 9:30 a.m.  
Crystal D

Dr. Spiva's nearly 25-year career in postsecondary education spans a range of executive leadership, general management, public affairs, operations, and academic officer positions. She is the former President & CEO of College Success Foundation (CSF), a national non-profit college readiness, access, success, and scholarship organization, which serves nearly 12,000 low-income students annually, through an integrated system of academic, financial, social, and emotional supports to help them access and complete a postsecondary education. Dr. Spiva has also held various positions with the U.S. Department of Education in Washington, D.C., and Atlanta, Georgia, in the Offices of Postsecondary Education, Student Financial Assistance, and Policy, Planning and Innovation, culminating in her service as Region IV Public Affairs Director in the southeast regional Office of the Secretary of Education.

In addition to having authored numerous research articles, Dr. Spiva also co-authored the NAACP Image Award-nominated book, *Daring to Educate: The Legacy of the Early Spelman College Presidents* (1881-1953). In 2011, she was awarded the prestigious Turknnett Leadership Character Award for outstanding leadership in the nonprofit sector. Dr. Spiva earned her undergraduate degree in economics from Spelman College, her master's degree in public policy from the University of Chicago, and her Ph.D. in higher education from Georgia State University.

# CLOSING KEYNOTE SPEAKER



## **Martha Kanter, Ed.D.**

*Executive Director, College Promise Campaign*

### **Closing Session**

Tuesday, June 18  
8:30 a.m. – 10:00 a.m.  
Crystal Ballroom

Dr. Martha Kanter leads the College Promise Campaign, a national initiative to increase college access, affordability, quality, and completion in American higher education, starting in America's community colleges. She is also a Senior Fellow at New York University Steinhardt Institute for Higher Education Policy. She specializes in policy efforts to identify and apply innovative, evidence-based education interventions, financing models, and behavioral incentives to raise America's high school and college graduation rates.

From 2009-2013, Dr. Kanter served as the U.S. Under Secretary of Education, overseeing all federal postsecondary statutory, regulatory, and administrative policies and programs, including the \$175B annual federal student aid programs, higher education, adult education, career-technical education, international education, and six White House Initiatives. From 1993-2009, she was President of De Anza College and then Chancellor of the Foothill-De Anza Community College District in Silicon Valley, California. She began her career as an alternative high school teacher in Lexington, Massachusetts. Dr. Kanter holds a B.A. degree in Sociology from Brandeis University, an M.Ed. from Harvard University, and an Ed.D. from the University of San Francisco.

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& SPEAKERS**



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# SATURDAY, JUNE 15

8:00 a.m. — 5:00 p.m. **REGISTRATION & ACCESSIBILITY DESK OPEN**

Crystal Ballroom  
Registration Desk

9:00 a.m. — 12:00 p.m. **PRE-CONFERENCE WORKSHOPS**  
(additional registration required)

9:00 a.m. — 5:00 p.m. **CONDUCTING PROGRAM REVIEW USING THE CAS STANDARDS**

Coral A

**Presenter(s):** **Deb Garrett**, Interim Executive Director, Council for the Advancement of Standards in Higher Education; **Jen Wells**, Director of Assessment, Office of Institutional Effectiveness (OIE), Kennesaw State University

In this interactive session, participants will learn and practice detailed steps to implementing Council for the Advancement of Standards in Higher Education (CAS) standards for program review. Through the use of case studies, individual and small group activities, individual advisement, and discussion, participants will learn how to prepare a unit or division for the program review process intended to foster substantive program improvement. Participants will leave with concrete action steps and tools for implementing a CAS program review on their own campus.

10:00 a.m. — 5:30 p.m. **FIRST FORWARD PRE-CONFERENCE WORKSHOP**

Crystal Ballroom

First Forward is a recognition program for higher education institutions demonstrating a commitment to first-generation student success. A key component to First Forward is professional development and community building; this pre-conference workshop serves as the kick-off of the inaugural cohort. Representatives from the 80 First Forward institutions will have an opportunity to interact with peer institutions and engage in an in depth review of existing campus-wide efforts, and identify areas to strengthen and advance the success of first-generation students.

*This workshop is open only to pre-registered participants from institutions who received the First Forward designation.*

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# STUDENT SUCCESS



7:30 a.m. — 5:00 p.m. **REGISTRATION & ACCESSIBILITY DESK OPEN**

Atrium CD

9:00 a.m. — 12:00 p.m. **PRE-CONFERENCE WORKSHOPS**  
(additional registration required)

## **Addressing Financial Wellness at The Ohio State University**

Biscayne 3

**Presenter(s):** **Blake Marble**, Director of the Office of Student Wellness Center, The Ohio State University; **Benjamin Raines**, Coordinator of Financial Wellness, The Ohio State University

Scarlet and Gray Financial (SGF) is a nationally recognized financial wellness program housed in the Office of Student Life Student Wellness Center at The Ohio State University. SGF supports thousands of Ohio State students each year through one-on-one peer financial coaching, presentations and online resources. Attendees will be exposed to a comprehensive review of the SGF program and steps required to develop a financial coaching program in the higher education setting. Presenters will supply information about the recruitment, selection and training of volunteer peer educators, including an in depth look of the Leadership Development Program (LDP), a for credit course taken by all new financial coaches. Moreover, strategies will be provided to identify key stakeholders, build partnerships and institutionalize a financial coaching program. Lastly, presenters will relay how assessment and data collection inform SGF's evidence-based practices of financial education and how financial education impacts the holistic well-being of students. To conclude this interactive session, presenters will lead a planning activity to assist attendees in developing a strategy for addressing the financial wellness of students on their campus.

## **Assessment 101: Introduction to Student Affairs Assessment**

Peninsula 2

**Presenter(s):** **Shaun Boren**, Director of Student Affairs Assessment and Research, University of Florida; **Gwen Fears**, Associate Dean of Students, Miami University; **Darby Roberts**, Director of Student Life Studies, Texas A&M University; **Pamelyn Shefman**, Director of Planning and Assessment, University of Houston; **Tim Kresse**, Director of Budget & Technology, Division of Student Life, Miami University

This pre-conference workshop is a "boot camp" for student affairs assessment. The program offers an opportunity to develop your skills on assessment as a practice while covering the basics you need to either 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 workshops within small groups that represent your campus experience so you can get the most from your time and make assessment more salient in your work. As a result of attending, participants will become familiar with approached for 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.

9:00 a.m. — 12:00 p.m.

## PRE-CONFERENCE WORKSHOPS

(additional registration required)

### Data Analytics for Student Affairs: Developing a Foundation for Organizational Effectiveness

Peninsula 3

**Presenter(s):** **Stacy Ackerlind**, Special Assistant to the Vice President for Student Affairs and Director for Assessment, Evaluation and Research, University of Utah; **Elizabeth Duszak**, Associate Director, Assessment Evaluation & Research, University of Utah; **Tom Howa**, Associate Director, Business Intelligence Center of Excellence, University of Utah; **Dane Luby**, Business Analyst, Assessment, Evaluation & Research, University of Utah

The purpose of this pre-conference workshop is to provide a foundation to develop the analytics capacity for student affairs assessment professionals. Student affairs assessment as a field continues to evolve with the increased use of business intelligence and predictive analytics. This workshop will focus on organizational readiness and implementation strategies including: ethics; data access; interdisciplinary team building; organizational maturity; and, student affairs use cases and planning considerations. As a result of attending, participants will have the chance to: develop an assessment about their organizational culture to ethically and effectively use analytics; gain an understanding of the IT requirements for data access and reporting; develop strategies to build an interdisciplinary team; and, understand implementation strategies.

## SPONSORED BY:



### Increasing the Institutional Sustainability of Your First-generation Student Program

Peninsula 1

**Presenter(s):** **Amy Baldwin**, Director, Department of Student Transitions, University of Central Arkansas; **La'Tonya (LT) Rease-Miles**, Director, First Year Experience and Strategic Initiatives, University of California, Los Angeles; **James K. Winfield**, Assistant Director for Faculty Development, University 101 Programs, University of South Carolina

Advocates of first-generation college students are often the most enthusiastic higher education professionals on their campuses, and with that excitement, it is easy to be affected by the challenges that come with building sustainable student support programs. This session will focus on identifying common obstacles to program growth and sustainability as well as creating viable pathways around those obstacles. Specifically, the workshop participants will learn how to increase both grassroots and top-down buy-in, deal strategically with resistance, and develop a plan for weathering inevitable institutional culture change.

The session is sponsored by the National Resource Center on the First-Year Experience and Students in Transition in partnership with the Center for First-generation Student Success.

9:00 a.m. — 12:00 p.m. **PRE-CONFERENCE WORKSHOPS (CONTINUED)**  
(additional registration required)

## **The Current & Future of College Completion: Critical Student Affairs Practices**

Peninsula 5

**Presenter(s):** **Dhanfu Elston**, Vice President for Strategy, Complete College America; **Nikolas Huot**, Strategy Director, Complete College America

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. Complete College America is a national non-profit dedicated to increasing the number of Americans with quality career certificates or college degrees. Session participants will receive updates on national “Game Changer” strategies and proven practices that are accelerating completion and attainment rates throughout the country. More institutions are developing guided pathways, working to decrease time to degree, and placing greater emphasis on career outcomes. CCA will work with participants on the creation of plans associated with the most high impact practices, including a discussion of how practitioners are transitioning into student success roles.

12:30 p.m. — 1:00 p.m. **FIRST TIME ATTENDEE SESSION**

Coral A-C

**Presenter(s):** **Jordana Taylor**, Associate Director, Recruitment, Engagement, and Volunteerism, NASPA

As a First-time Attendee, get excited to experience unparalleled education to help you navigate a variety of topics on your campus around student success in higher education. Join us for this session to learn not only about the various educational sessions, exhibits, and networking opportunities at this year’s event, but to also learn about ways that NASPA can enhance your personal and professional growth as a higher education professional both during and after the event.

1:15 p.m. — 3:00 p.m. **CONFERENCE WELCOME AND OPENING PANEL DISCUSSION**

Crystal Ballroom

*Advancing the Equity Agenda: Supporting students of color, first-generation students, and low-income students to improve measurements of persistence, completion, and career readiness.*

**Moderator:** **Kevin Kruger**, President & CEO, NASPA

**Panelists:** **Tim Bono**, Assistant Dean for Assessment and Analytics in the Division of Student Affairs, Washington University in St. Louis; **Bridget Burns**, Executive Director, University Innovation Alliance; **Rebecca Covarrubias**, Associate Professor of Psychology and Faculty Director of the Student Success Equity Research Center, University of California, Santa Cruz; **Yolanda Watson Spiva**, President, Complete College America

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1



CTAG

Biscayne 2

### **Breaking Bread (or Pizza): Cross-Divisional Collaborations for Promoting Student Success**

**Presenter(s):** **Angelica Caudillo**, EOP Counselor, University of California, Santa Barbara; **Kari Weber**, TSC Student Activities Coordinator, University of California, Santa Barbara; **Yasmine Dominguez-Whitehead**, ONDAS Student Activities Coordinator, University of California, Santa Barbara; **Malaphone Phommassa**, Director of Academic Student Initiatives, University of California, Santa Barbara

Academic and student affairs share responsibility for addressing challenges first-generation and transfer students' experience by facilitating belonging and supporting academic goals. In this session, presenters will highlight a Faculty Mentoring Program (FMP) that connects students and faculty in an engaging free dinner series. Presenters will share the development, implementation, scalability and evaluation of the FMP program, which came about as a collaborative effort between Educational Opportunity Program (EOP) and two Academic Success Centers.



CTAG

Biscayne 3

### **Compassion and Generosity: A Focused Response to Student Success after Hurricane Florence**

**Presenter(s):** **Desirée Rieckenberg**, Dean of Students, University of North Carolina-Chapel Hill; **Katie Cartmell**, Associate Director, Retention, University of North Carolina at Chapel Hill; **Jennifer Drake**, Team Lead, Student Administrative Business Analysts, University of North Carolina at Chapel Hill; **Jacquelyn Copeland**, Senior Associate Director, Scholarships and Student Aid, University of North Carolina-Chapel Hill

In September 2018 Hurricane Florence hit the coast of North Carolina, leaving 29 North Carolina counties declared as Federal Disaster Areas. This presentation will walk attendees through the process of how University of North Carolina-Chapel Hill responded to the needs of students, describing how administrative offices collaborated across 14 offices to standing up the Student Success Hub for Florence Recovery to support students with academic, financial and personal needs following the storm. Participants will have the opportunity to draft their own plan for eliminating barriers and closing the achievement gap on their campus to support student success during times of campus-wide impact.

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1 (CONTINUED)



*SFWC*

### **Eyes Wide Open: Talking With Students in Low-Earning Fields About Financing Graduate/Professional Education**

**Presenter(s):** Lillian Lammers, Director, Stewardship and Vocational Planning, Vanderbilt University Divinity School

Biscayne 1

Sometimes big hearts come with smaller paychecks for students who pursue careers in fields that require costly graduate or professional education, but often lead to lower-paying professional roles (teachers, social workers, ministers, nonprofit leaders, etc.). This program is intended for those who formally or informally advise students about the financial realities of pursuing professional/graduate education. Reviewing the research findings and resources developed as part of a grant initiative funded by the Lilly Endowment, Inc., the presenter will offer a broad picture of the challenges faced by these individuals, and strategic choices that can be made to minimize debt in route to these professions.



*FGSS*

### **First-generation Student Success: A Landscape Analysis of Programs and Services at Four-year Institutions**

**Presenter(s):** Sarah E. Whitley, Senior Director, Center for First-generation Student Success, NASPA

Peninsula 1

Join the Center for First-generation Student Success for a look into findings and recommendations from the national landscape analysis of first-generation student success programs at four-year institutions. The landscape report, using insights from university leaders and practitioners, association professionals, and students, considers priorities, current approaches and limitations, resources, and key collaborations for supporting first-generation students. Participants will explore the deeply intersectional first-generation identity and the approaches institutions are taking to better understand this population and scale supports.



*FGSS*

### **FIRST Generation Success Peer Mentoring Program**

**Presenter(s):** Sherry Dorris, FIRST Program Director, Clemson University; Serita Acker, Executive Director, Clemson University

Peninsula 2

The FIRST program at Clemson University is one of the premier programs for first-generation college students in the country. In this session, presenters will discuss the general outline of the FIRST program, as well as two other programs that serves a high percentage of first-generation students. Presenters will examine our peer mentoring programs in detail and include student satisfaction data, mentor assignment and training processes, information on the mentoring experience, and the assignment of resources.

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1



*FGSS*

### Helping First-generation Undergrads Understand why and how to Pursue a Doctorate Degree

**Presenter(s):** **Kate Torrey**, Director, McNair Scholars & LSAMP Programs, Rochester Institute of Technology; **Sharitta Gross**, Assistant Director of Student Development, Rochester Institute of Technology

For most first-generation college students, a Ph.D. feels out of reach. This session examines tools used at RIT to increase the number of first-generation undergraduate students pursuing Ph.D. programs. These tools include a “PhD Exploration” program, which utilizes faculty mentors for lab tours, workshops, and research experiences; a “Roadmap to Graduate School,” which provides a timeline of tasks to help students be competitive graduate school candidates; and a “Pathways to Graduate School” class to help students write fellowship/grad school applications.

Coral B



*APDA*

### Hot Spots Matter: Exploring Place-Based Sense of Belonging on College Campuses

**Presenter(s):** **Renee Delgado-Riley**, Director of Research and Assessment for Student Life, University of Oregon; **Laurie Woodward**, Director, Erb Memorial Union, University of Oregon

The student union is the heart of campus; no Oregon graduate has majored in student unions, but it would be hard to find a Duck whose college experience wasn’t somehow shaped by the Union. Students’ sense of belonging about physical places is being explored. Utilizing belonging measures and heat-map techniques, this study explored students’ sense of belonging at the Union. Results about “favorite” places, why they matter and the methods we employed to get to our results will be shared.

Canaveral 2



*FGSS*

### Immersion Programs Designed for First-generation College Students

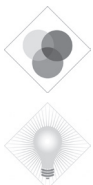
**Presenter(s):** **Andrea Santillan**, Assistant Director, LEAD Scholars Program, Santa Clara University

Local and global immersion experiences are designed to help students see the world with new eyes, to recognize unjust suffering of marginalized communities, allow those experiences to inform their vocational discernment and consider their place in the world. First-generation students often have a unique connection to marginalized communities and process privilege and justice differently compared to their continuing generation peers. This session aims to highlight the importance of first-generation only immersions, and describe how to create and garner support for them.

Peninsula 7

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1 (CONTINUED)



FGSS

### Legacy Scholars Curriculum and Praxis: An Ecological Systems and Critical Pedagogy Approach to First-generation

**Presenter(s):** **Daniel Cairo**, Interim Assistant Dean of Students, and Director, Student Diversity and Inclusion, Westminster College; **Julian Mendez**, Assistant Professor, Psychology, Westminster College; **Madeline Gere**, Legacy Program Coordinator, Westminster College; **Kari Lindsey**, Coordinator, Student Diversity and Inclusion Center, Westminster College

Peninsula 3

Legacy Scholars is an innovative four-year scholarship program for first-generation, low income, and minority students. In its third year, Legacy is rendering retention and academic success. Legacy's unique take on student development, student success, and critical pedagogy offers contributions and interventions to current practices; specifically, a new framework for contextualizing cultural capital, success, and learning itself. In this session, participants will learn about best-practices for developing and evaluating curricular and co-curricular engagement for their first-generation initiatives.



FGSS

### One Step Further: Preparing and Supporting First-generation Students Entering Doctoral and Professional School

**Presenter(s):** **Emily Scivoletto**, Associate Dean, Academic and Student Affairs, University of California, Los Angeles - School of Law; **Tony Tolbert**, Director, Learning Environment and Academic Affairs, University of California, Los Angeles - School of Law; **Malissa Barnwell-Scott**, Director, Student Support and First-generation Professionals Program, University of California, Los Angeles - School of Law

Peninsula 5

Only 4% of first-generation students attend a doctoral or professional program after achieving a bachelor's degree. USC Trojans and UCLA Bruins set aside their rivalry to collaborate on this important session about supporting first-generation students preparing to attend doctoral or professional school. This presentation will review current trends in postgraduate education relating to first-generation students, discuss best practices in supporting students preparing for doctoral or professional school, and discuss programs available to first-generation students when they arrive at our institutions.

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1



*FGSS*

Peninsula 6

### **Pioneering a Science Pathway: Creating Learning Communities to Foster Success and Belonging**

**Presenter(s):** **Tracie Gibson**, Director, Office of Student Success and Diversity, College of Natural Sciences, and Program Director, Louis Stokes Alliance for Minority Participation and William Lee-Science Impact Program, University of Massachusetts, Amherst; **Linda Ziegenbein**, Academic and Diversity Advisor, University of Massachusetts, Amherst

Presenters in this session will introduce BioPioneers, a living learning community for first-generation life sciences majors at the University of Massachusetts, Amherst. Combining academic and social support with a sense of community, BioPioneers is envisioned as a way to integrate well-established high impact practices to encourage and retain students academically and psychologically. Through presentation and discussion, we consider the role learning communities can play to bolster diversity and support underserved STEM students.



*CTAG*

Canaveral 1

### **Social Mobility and Sustainable Organizational Change at Old Dominion University**

**Presenter(s):** **Mike Embry**, Associate Vice President, Partner Success, InsideTrack; **Don Stansberry**, Dean of Students & Associate Vice President, Old Dominion University; **Jodi Rafkin**, Coach Manager, InsideTrack

While many institutions are committed to improving college access and success for underrepresented students, enhancing student support in a way that's financially sustainable remains a challenge, and introducing these new practices throughout a department or entire institution is no easy task. This session will discuss how Old Dominion University used organizational change science to implement student success coaching, effectively improving student outcomes and the institution's bottom line. Participants will receive actionable takeaways on effective institutional change and the power of student support.



*APDA*

Canaveral 3

### **Successfully Navigating Culture of Evidence Challenges and Managing the End Game**

**Presenter(s):** **Marguerite Culp**, Executive Director, Maggie Culp Consulting

More colleges and universities are implementing cultures of evidence, though there is limited proof of these efforts having an impact on student success. The presenters will explore the leadership, planning, execution, and end-game challenges, traps, and land mines that student affairs professionals face in implementing cultures of evidence; offering concrete strategies to deal with each; highlighting best practices implemented at innovative institutions; and providing instruments that participants can use to assess the culture of evidence efforts on their own campuses.

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1 (CONTINUED)



APDA

### Using Data to Create a Student-Ready Institution

**Presenter(s):** Melissa Irvin, Assistant Dean, Advising & Analytics, University of South Florida

Longboat



In higher education, we focus the bulk of our programming targeting populations based on long-standing assumptions about students not being ready for college. With the increasing interest in big data, student affairs professionals have increased access to student's pre-college information. In this session, we will examine how to use data to address institutional biases and adjust institutional culture to focus on creating a college ready for the students it enrolls, not the ones it thinks it deserves.



APDA

### Using Dashboards to Motivate Assessment

**Presenter(s):** Antonio Perry, Director, Assessment and Research, Florida Atlantic University

Carol A

This session is “part two” to last year's extended learning session on “Using Dashboards to Motivate Assessment” where presenters examined state metrics, performance-based funding, and how Student Affairs Assessment Offices can develop a culture of assessment to demonstrate their contribution to the institution. This session focuses on utilizing dashboards (data visualization) to assess a division's progress on the strategic alignment of departmental key performance indicators, divisional priorities, university goals, and state metrics as well as identify areas of strategic improvement.



CTAG

### Using Formative Indicators to Drive Student Success

**Presenter(s):** Matthew Venaas, Research Manager, Skyfactor; Amanda Shaffer, Skyfactor

Coral C

As institutions focus on data as a powerful student success tool, the volume of data – and questions it may potentially answer – is growing. Understanding how to systematically review and evaluate the usefulness of data is critical, particularly when considering formative data – early information about in-progress experiences, behaviors, and activities that are often foundational to student success. This session will describe a simple framework for evaluating formative data. We will use concrete examples, both learning analytics and non-cognitive data, to illustrate not only the usefulness of the framework but also the lessons learned about formative data and its potential and pitfalls for impacting student success.

3:20 p.m. – 4:20 p.m.

## BREAKOUT SESSIONS 1



*APDA*

Merritt 2

### **What's Really Going on with Retention? A Guide for Student Affairs Practitioners**

**Presenter(s):** **Charlene Herreid**, Director, Student Affairs Research and Assessment, New York University; **Thomas Miller**, Vice President, Student Affairs, University of South Florida; **Valeria Garcia**, Associate Provost, Office of Decision Support, University of South Florida

Student affairs practitioners need detailed information about student retention and graduation patterns over time at their institutions to help develop interventions to improve student success. This data may not be readily available in a comprehensive form from college or university data sources. This presentation provides an easily understood framework for organizing student retention and graduation data available on campus for use by student affairs practitioners, articulating tools and language to communicate needs for information not currently provided.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2



*CTAG*

Canaveral 2

### **A Student-Faculty Partnership Program to Promote Engagement and Student Success**

**Presenter(s):** **Michele Yovanovich**, Assistant Vice President for Campus Life and Dean of Students, Florida Gulf Coast University; **Bill Reynolds**, Director Lucas Center for Faculty Development, Florida Gulf Coast University; **Michele Yovanovich**, Assistant VP for Campus Life and Dean of Students., Florida Gulf Coast University

This program will be a dynamic discussion about a collaboration to develop an innovative student success program that partners student consultants with faculty members for the purpose of enriching teaching and learning and promoting student growth. In the Student-Faculty Partnership Program, student partners observe faculty each week and meet with their partners to provide feedback about teaching and learning. Preliminary results suggest an increase in students' self-confidence in their communication and overall academic skills and an enhanced sense of belonging.



*SFWC*

Canaveral 1

### **Addressing Food Insecurity Holistically**

**Presenter(s):** **Michaela Martin**, Assistant Director, Student Life Student Wellness Center, The Ohio State University

Students cannot succeed if they are hungry, yet many college students do not know where their next meal will come from. This session will focus on national data regarding food insecurity amongst undergraduate students and will highlight ways that Ohio State University is addressing the matter through a holistic well-being lens. Attendees will gain an understanding of the impact the food insecurity has on the whole student, and ways that they can better support students who identify as being food insecure.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2 (CONTINUED)



FGSS

Peninsula 1

### **Analytics, Advising and Alliances: How 10,000 Students are Changing Advising Practices**

**Presenter(s):** **Ryan Maltese**, Project Director, University Innovation Alliance, Georgia State University; **Christina King**, Associate Director & University Inn, Purdue University; **Danielle Aming**, MAAPS Advisor, University of Central Florida; **Alex Aljets**, University Innovation Alliance Fellow, Oregon State University

Four years ago, a groundbreaking collaborative of 11 public institutions, the University Innovation Alliance (UIA), launched a randomized-controlled trial of 10,000 students to understand the impact of proactive analytics-based advising on improving success for low-income and first-generation college students. As analytics-based advising is being adopted across higher education, UIA institutions have started to uncover how organizational context, advising design, and data infrastructure impact supports for first-generation students. In this session, practitioners will share interim findings and key considerations for student affairs professionals.



FGSS

Peninsula 6

### **Bluejay First: A Strategic Approach to the First-generation Experience at Small Colleges**

**Presenter(s):** **Jasmin Robinson**, Director, Diversity and Inclusion, Elmhurst College

National data and recent literature shows an increase in first-generation students attending college. However, institutions continue to struggle with addressing the complex needs of this population. This session explores how an innovative first-generation program, which includes administrators, faculty, staff, students, and alumni, fosters a sense of belonging. The presenter will provide resources for attendees to use at their respective institutions. Professionals seeking insight on program development at small liberal arts colleges will benefit from attending this session.



FGSS

Peninsula 2

### **Building a First-generation Residential Community from the Ground Up**

**Presenter(s):** **Brittany Abraham**, Program Coordinator, Community Support, George Washington University; **Bridgette Behling**, Director, Community Support and Leadership, George Washington University; **Marcella Wong**, Area Coordinator, George Washington University

This session provides an overview of the process for building a residential community for first-generation college students. Attendees will learn strategies to effectively advocate, build a budget, and develop program assessments. Additionally, presenters will discuss how to engage multiple stakeholders and recommendations on how other institutions can adopt or enhance this type of community on their campuses.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2



*FGSS*

Peninsula 3

### **Building Broader First-generation Services Using TRIO As A Base**

**Presenter(s):** Maureen Hoyler, President, Council for Opportunity in Education



TRIO Student Support Services programs are designed to improve retention, graduation and transfer for first-generation students; however, many campus leaders are often frustrated because TRIO services cannot be made available campus-wide. In this session, the presenter will examine the limitations and opportunities that TRIO regulations provide in serving both enrolled and non-enrolled students. Participants will familiarize themselves with several models where TRIO services have served as a base for a broader institutional commitment to first-generation students and understand the opportunity provided by the Fall competition for Student Support Services funds.



*APDA*

Longboat

### **Calling Shenanigans on Poor Survey Design**

**Presenter(s):** Sherry Woosley, Director, Analytics and Research, Skyfactor;  
Rebecca Goldstein, Associate Director, Assessment and Research, Florida Atlantic University

Surveys are a common tool in campus assessment efforts. Although all of us need not be expert survey designers, we do need to be smart producers of surveys and consumers of survey data. The presenters will provide four lenses that can be used to call shenanigans on poor survey design. Using real survey questions and discussion, audience members will learn and use each lense, ensuring they have concrete tools to apply to their own work.



*CTAG*

Biscayne 2

### **Changes in Living-learning Program Increases Retention of Women in STEM Majors**

**Presenter(s):** Melissa Blunck, Director, Women in STEM LLC, Indiana University;  
Sharlene Newman, Associate Vice Provost, Undergraduate Education, Indiana University



Women are still underrepresented in science, technology, engineering, and mathematics (STEM) fields at all levels. This underrepresentation of women in STEM education and careers has been the topic of many reports and studies for over the past twenty years. One strategy implemented by colleges and universities to increase women in STEM fields has been the establishment of Living-Learning Communities (LLCs) that focus on one of more STEM areas. This session will highlight the program changes in one Women in STEM LLC and the increased retention of its residents in STEM majors.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2 (CONTINUED)



*FGSS*

### Engaging First-generation College Alumni: Providing Opportunities to Pay It Forward

**Presenter(s):** **Andrea Santillan**, Assistant Director, LEAD Scholars Program, Santa Clara University

Peninsula 5

While little research exists on first-generation college alumni, existing literature on alumni of color and current first-generation college students suggests that first-generation alumni have much to contribute and gain from their alma maters. This session explores how one program is engaging with alumni by supporting their professional and personal development, as well as providing opportunities to give back both financially and through mentorship. This session will discuss ways other institutions may engage with their first-generation alumni to benefit both the alumni and current students.



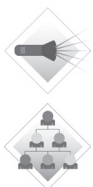
*CTAG*

### Integrating New Ideas Into Existing Outreach and Retention Efforts

**Presenter(s):** **Susan Liebau**, Director, Waino Wahtera Center for Student Success, and Assistant Dean of Students, Michigan Technological University; **Heather Simpson**, Associate Director, Waino Wahtera Center for Student Success, Michigan Technological University; **Laura Bulleit**, Associate Dean of Students, Michigan Technological University

Biscayne 3

In higher education environments of competing priorities and sometimes restricted resources, developing new programs and initiatives isn't always realistic. Often, time proven initiatives are in place that can be adapted to meet the changing needs and expectations of the student population and campus community. In this session, presenters will share successful changes to existing programs that didn't require significant capital. The session will use activities and discussion to help attendees develop ways to impact their campus programs.



*APDA*

### Make it Your Own: Establishing a Division-wide Program Review Process with CAS Standards

**Presenter(s):** **Annemieke Rice**, Vice President, Campus Success, Campus Labs; **Jennifer Wells**, Director, Assessment, and Assistant Professor, Higher Education, Kennesaw State University; **Melissa Brown**, Director, Assessment and Strategic Initiatives for Student Life, University of Tennessee; **Kevin Grant**, Director of Student Affairs Assessment & Research, California Polytechnic University; **Gavin Henning**, Professor and Program Director, New England College

Coral C

This session will focus on the practice of engaging in a self-study (also known as program review) using the Council for the Advancement of Standards in Higher Education's (CAS) framework of standards and accompanying self-assessment guides. While self-assessment is well structured it also allows for varying approaches, and this session will illustrate diverse methods to success in applying the CAS Self-Study process. Come with your questions for the panelists, and walk away with techniques that are a good fit for your own institutional culture and needs.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2



**APDA**

### **No Data, No Sense: Implementing Assessment Strategies to Improve Engagement, Persistence, and Retention**

**Presenter(s):** **Daniel Henry**, Director, TRIO Student Support Services, Massasoit Community College

Peninsula 7

There are multiples reasons for students choosing to attend community college including location, finance, college readiness, and career needs. Many students experience challenges ranging from understanding the colloquial language used in higher education to learning various software programs. This presentation will describe how one TRIO Student Support Services Program implemented specific strategies to assess the engagement, persistence, and retention for first generation students who participated in a federally funded academic support program (TRIO).



**SFWC**

### **The Affordability Task Force: Using the University Mission to Drive Initiatives**

**Presenter(s):** **Sean Hendricks**, Assistant Vice President, Rowan University

Biscayne 1

Using the university mission of affordability as a driving force, the Affordability Task Force at Rowan University commenced with a mission to raise awareness and provide support to help students succeed. In just three years, the Affordability Task Force (comprised of 25 faculty, students, staff, and administrators) has implemented several key initiatives, including a “15 to Finish” campus-wide push, alternative textbook program, on-campus food pantry, proposed financial wellness course, affordability resources website, and campus-wide events around affordability issues.



**CTAG**

### **Three Strategies for Engaging Faculty in Student Success**

**Presenter(s):** **JT Neuffer**, Director, Guided Pathways, Lake Michigan Community College; **Christina Hubbard**, Director, Community College Strategic Research, EAB; **Nicole Hatter**, Director, Academic Advisor, Lake Michigan Community College

Coral A

More than 250 colleges nationwide have started guided pathways reforms, and over 80% of institutions rely on faculty to play a role in advising and improving student success. As a result, faculty engagement is crucial to advance metrics including retention and graduation rates. However, on many campuses, faculty disengagement hinders the effectiveness of student success initiatives focused on guided pathways and advising. Attendees will learn how Lake Michigan Community College bucked this trend by engaging faculty throughout the redesign efforts.

4:40 p.m. – 5:40 p.m.

## BREAKOUT SESSIONS 2 (CONTINUED)



APDA

### Turning Data into Stories

**Presenter(s):** **Jennifer O'Brien**, Director, Communications for Student Life, Miami University; **Gwen Fears**, Associate Dean of Students, Miami University



Storytelling is quickly becoming a buzzword in student affairs (and beyond). While many professionals recognize the value of a thoughtful, well-told story, they don't know how to do it. We're past the days of closing the loop with a 37 page report handed to a supervisor. In this session, presenters will provide concrete action steps to how to craft a narrative – and what means – with your data. Participants will hear examples and turn their data into a meaningful story.

Canaveral 3



APDA

### Developing an Interconnected Assessment Strategy

**Presenter(s):** **Rihab Saadeddine**, Director, Strategic Planning and Management, Rowan University; **Abbygail Tull Langham**, Director, Assessment and Strategic Planning Auburn University; **Anne Lundquist**, Assistant Vice President, Campus Adoption, Campus Labs; **Rohan Thakkar**, Campus Adoption Manager, Campus Labs

Within a division of student affairs, it's common to see a scattered level of assessment competency, data collection, and reporting which leads to a disjointed narrative around the impact of our programs and services. It's time to shift this narrative so that we can begin to view assessment not as an isolated activity, but instead a cyclical process that is connected to strategic priorities and owned by the whole institution. Join our session to learn how assessment in student affairs has evolved in the past ten years and how two campuses have developed an interconnected assessment process that focuses on intentionality and strategic use of data.

Coral B

4:40 p.m. – 5:40 p.m.

## SCHOLARLY PAPER PRESENTATIONS: FIRST-GENERATION COLLEGE STUDENTS' TRANSITIONS & EXPERIENCES

Merritt 2

FGSS

### Reading Between the Retention Rates: Examining First-generation Student Transitions in the First Year

**Moderator:** **Sonja Ardoin**, Assistant Professor, Student Affairs Administration Program, Appalachian State University

**Presenter(s):** **Amelia Bickel**, Director, First Year Experience and Retention, University of Alabama;

It is well validated in the literature that first generation students are at a higher risk for attrition in post-secondary education (Ishanti, 2003). Research and practice has focused on the critical first year to make an impact in short and long-term student success. This work used qualitative methods to examine participants in the Legacy Scholars program focusing on their transition, growth, and recommendations for institutions of higher education. The themes that emerged describe high levels of pressure, an acknowledged knowledge gap, the importance of social community, threat of financial barriers, and suggestions that can inform our practice in serving this growing population.

4:40 p.m. – 5:40 p.m.

## SCHOLARLY PAPER PRESENTATIONS: FIRST-GENERATION COLLEGE STUDENTS' TRANSITIONS & EXPERIENCES

FGSS

### The Lived Experiences of First-generation College Students of Color: A Phenomenological Study

**Moderator:** **Sonja Ardoin**, Assistant Professor, Student Affairs Administration Program, Appalachian State University

**Presenter(s):** **Talisha Adams**, Assistant Director, Student Success Center, University of Tennessee, Knoxville

The purpose of this qualitative, phenomenological study was to understand the lived experiences of first-generation college students of color at a Predominantly White Institution (PWI). The overarching research question examined how first-generation students of color experienced college at one PWI. Four major themes were revealed: (1) college degree is a means to a better lifestyle, (2) money always matters, (3) heightened sense of safety concerns, and (4) desire for a supportive multicultural campus environment.

6:00 p.m. – 6:30 p.m.

## LEARNING LABS

*30 minute sessions designed to give participants actionable ideas and tools to implement on campus. Presenters will share ideas for 20 minutes followed by 10 minutes for questions.*



CTAG

### A Wrap-Up Approach to Student Care and Support

**Presenter(s):** **Abigail Brumfield**, Coordinator, Office of the Dean of Students, University of Tennessee–Knoxville; **Olivia Stevens**, Graduate Assistant, University of Tennessee–Knoxville

Biscayne 3

National headlines indicate food insecurity is prevalent across all institutional types. Higher education professionals are keenly positioned to combat this issue with current and adaptable student support services. Presenters in this workshop will share an in-depth guide to the development and execution of a short-term meal assistance program at the University of Tennessee, Knoxville. The topics include offering guidance on defining program philosophy, developing integral campus partnerships, and leveraging a wrap-around model to provide holistic student support.



SFWC

### Beyond Financial Aid: Supporting Students on the Margin Through Collaboration and Care

**Presenter(s):** **Christopher Grillo**, Associate Dean, Finance and Administration, Boston College; **Yvonne McBarnett**, Director, Montserrat Coalition Program, Boston College

Biscayne 1

Student debt is a significant issue in higher education, with potential implications negatively affecting personal and societal economic growth. The mission of Montserrat at Boston College is to provide undergraduate students with access and support to all areas of student life not incorporated in a financial aid package. They strive to guide students in fulfilling the Jesuit initiative holistically, supporting students at the highest level of financial need. Presenters will share best practices for supporting students outside traditional financial aid packages.

6:00 p.m. – 6:30 p.m. **LEARNING LABS (CONTINUED)**



*APDA*

## **Building Confidence in Data Analytics: Overcoming the Four Themes in Data Distrust**

**Presenter(s):** Amanda Hagman, Data Wrangler, Utah State University

Big data is poised to transform higher education through an unprecedented ability to provide actionable insights that help students and improve university operations, yet this hope is often met with an equal amount of distrust. Higher education professionals now have sophisticated statistical tools at their fingertips, but it is necessary to attend to the cultural perceptions of big data. Distrust hinders acceptance of tools and delays (or even derails) attempts to become a data-informed institution. The presenter will address the four major roots of data distrust and provide confidence-building solutions based in self-determination theory and the life cycle of sustainable analytics.

Canaveral 1



*APDA*

## **Creating a Culture of Assessment**

**Presenter(s):** George Still, Director, Assessment, University of North Carolina–Greensboro

Is assessment an afterthought in your department or area? How can assessment be used to tell your story? The presenter in this session will provide strategies for developing embedded assessment practices into your team. Attendees will gain specific examples for how to build a culture of assessment, and gather strategies for how to share data to external audiences to better communicate the story of their departments.

Canaveral 2



*FGSS*

## **Five Ways to Engage Facilities and Housekeeping Staff With First-generation Students**

**Presenter(s):** La'Tonya Rease Miles, Director, First Year Experience, University of California, Los Angeles

Currently, there is a renewed interest in identifying faculty and staff mentors to support first-generation students. Facilities and service workers should be included in this planning, as they often provide informal mentoring and social capital for this population, although this work typically is not recognized or valued. Presenters will offer concrete ways to integrate and to engage these allies and “institutional agents” in student success programming.

Peninsula 1

6:00 p.m. – 6:30 p.m.

## LEARNING LABS



*FGSS*

### **Getting Started: Creating a First-gen Support Movement**

**Presenter(s):** **Roxanne Gregg**, Director, Upward Bound, Indiana University–Purdue University Indianapolis; **Cathy Buyarski**, Executive Associate Dean, University College, Indiana University–Purdue University Indianapolis

For maximum impact, an entire campus has to embrace supporting first-generation students. Presenters will focus on the steps one urban campus took to start a movement. From the data used to show the need for support, to building campus-wide involvement in an inaugural large scale event, presenters will share strategies, successes, and next steps.

Peninsula 2



*APDA*

### **High-Impact Retention Practices**

**Presenter(s):** **Kyle Van Duser**, Assistant Faculty Specialist, and Director, First Year Programs, University of Hawaii at Manoa

GPA has been the conventional barometer for student success for both students and the institution. The presenter for this program will discuss the significant impact a peer-led learning community model has on first-year student GPA. The ANCOVA study found that the peer-led learning community model produced a 0.2 higher GPA average for participants, which translates to a letter grade increase in coursework. Students who participated in the learning community had on average 6-7% higher persistence rates compared to their peers who did not participate.

Canaveral 3



*SFWC*

### **Holistic Student Financial Wellness at a Large Community Colleges**

**Presenter(s):** **Jacob (Jack) Popovich**, Professor and Faculty Fellow of Student Financial Wellness, Columbus State Community College; **Desiree Polk-Bland**, Executive Dean, Advising and Student Support, Columbus State Community College

At an urban community college, presenters took on the challenge of removing all non-academic barriers to student success. There has been progress on many fronts including workshops, in-class content lessons, educational videos, food pantry hubs, peer training, an upcoming food market, and partnerships related to housing, transportation, and child care. Join the presenters to hear about their progress and share your ideas in this conversational session.

Coral B

6:00 p.m. – 6:30 p.m. **LEARNING LABS (CONTINUED)**



*FGSS*

## **Identifying and Engaging First-gen Faculty and Staff in Meaningful Ways**

**Presenter(s): Julie Carballo**, Director, First-generation Programs, North Central College

Peninsula 3

At North Central College in Naperville, Illinois, 43% of students identify as first-generation. In 2014, the College created the new full-time staff position of Director of First-generation Programs and launched the Cardinal First program. Programming is offered throughout a first-gen student's college experience, and includes multiple opportunities for interacting with first-gen faculty and staff in meaningful ways outside of the classroom. Presenters will provide an overview of the many and varied ways first-gen faculty and staff regularly engage with students.



*ALL*

## **Know Your NASPA**

**Presenter(s): Jordana Taylor**, Associate Director, Recruitment, Engagement, and Volunteerism, NASPA

Merritt 2

Whether you are a current NASPA member or you're considering being part of the association, join NASPA's Recruitment, Engagement, and Volunteerism (REV) team to learn about the latest NASPA initiatives and opportunities. You'll get updates on our latest programs, member benefits, and more. In addition to learning about what NASPA can do for you as you continue to grow and learn as a student affairs professional, there will also be a portion dedicated to networking with fellow conference attendees. This session will also give you an opportunity to give NASPA staff feedback on programming, benefits, and opportunities that you would like to see at future events.



*FGSS*

## **Mentoring Student Employees for Success**

**Presenter(s): Christian Corrales**, Director, On-Campus Student Employment, The University of Texas at El Paso

Peninsula 5

Data shows that two-thirds of undergraduates at four-year institutions are employed. Among first-generation college students, one-fifth of full-time, first-year and two-fifths of full-time undergraduate, seniors work while enrolled in college. Higher education professionals and faculty members, recognize the impact that work has on first-generation students' persistence in college and completion of a bachelor's degree. Presenters aim to support improvements in student employment practices by identifying resources for student employee supervisors, exploring ideas for mentoring students through professional development, and connecting performance evaluations to life-long professional practices.

6:00 p.m. – 6:30 p.m.

## LEARNING LABS



APDA

### Phoenix Next: Scoring High-Risk Factors for Holistic Student Support

**Presenter(s):** Kinga Jacobson, Director, Institutional Strategy and Effectiveness, University of Wisconsin–Green Bay

The presenter for this learning lab will present a practical 10+ high-risk factor scoring system student success and institutional research professionals can readily implement to increase student retention. It compiles data easily retrievable from most institutions' student information system to create a highly effective, low cost tool for academic, as well as student, and resident-life advising. Participants will walk through scoring incoming freshmen and transfers using the high-risk factors and worksheets provided, and share perspectives afterwards.

Longboat



APDA

### Student Success Labs

**Presenter(s):** Louis Trzepacz, Dean, Student Success, Rensselaer Polytechnic Institute; Lisa Trahan, Assistant Vice President, Student Success, Rensselaer Polytechnic Institute

Is your academic probation program based on an academic deficit model? Success Labs at Rensselaer encourages students to practice holistic wellness-based behaviors to overcome the most salient barriers to achieving academic goals. Open to the entire campus, the Success Labs model represents a collaboration between Undergraduate Education, the Health Center, and our Advising and Learning Assistance Center, and is administered by the Dean for Student Success and the undergraduate class deans. Participants will learn about session topics including mindfulness, motivation, resilience, sleep hygiene, the growth mindset, and more, as well as the three essential steps to create a similar program on their campuses.

Coral A

6:30 p.m. – 8:00 p.m.

## NETWORKING RECEPTION AND POSTER PRESENTATIONS

Crystal Ballroom

*Please join us for networking, light refreshments, a cash bar, and presentations of the following poster sessions:*



### Easy to Implement Innovation to Enhance Student Success

**Presenter(s): Don Pitchford**, National Program Director, Higher Education Partnerships and Marketing Engagement, ACT



The presenter will share insight about recent ACT innovation, research, and case studies that focus on enhancing post-secondary student success. Information will be shared about ACT's holistic framework of student success and how these principles and tools can assist with advising, retention, supplemental learning, and institutional effectiveness initiatives. Be sure to check out this poster to learn how many of these services can easily be applied to practice.



### Equity as an Outcome: Addressing the Achievement Gap for Men of Color

**Presenter(s): Jermaine Wright**, Associate Vice President, Student Affairs, Southern Connecticut State University



Higher education is an ideal area to examine the equitable delivery of a public service, education, especially given the persistent race gap in education access and achievement. Despite the gains people of color have made over the centuries, men of color initiatives may be needed now more than ever. This poster will examine the use of data by administrators of college men of color initiatives as a way to address equity and improve outcomes such as persistence and completion.



### Friends or Enemies? Predicting and Mitigating Potential Roommate Conflict

**Presenter(s): Ling Ning**, Quantitative Research Analyst, University of Colorado, Boulder; **Amy Biesterfeld**, Director, Strategic Planning and Assessment at Housing and Dining Services, University of Colorado Boulder

Roommate conflict is detrimental to the college experience. The present study evaluates the reliability and validity of a survey assessing roommates' like-mindedness on multiple dimensions (or risk factors). It then uses the proposed risk level based on validated dimensions to predict roommate satisfaction. Whether a roommate agreement was signed is also included to examine if it moderates the relationships between risk level and roommate satisfaction. The research findings will unravel how roommate relationships are impacted by different risk factors.



### Is the Juice Worth the Squeeze? Retention Pitfalls when Recruiting Out-Of-State Students

**Presenter(s): Kyle Van Duser**, Assistant Faculty Specialist, and Director, First Year Programs, University of Hawaii at Manoa



This study employed a regression analysis to determine whether or not tuition pricing played a role in impacting first-year student retention. Over 5,000 students from a mid-sized public research university on the Pacific rim were included in the study. The results demonstrated that students who were paying higher tuition had a higher probability of leaving at the end of their first year.

6:30 p.m. – 8:00 p.m.

## NETWORKING RECEPTION AND POSTER PRESENTATIONS

Crystal Ballroom



### Measuring Male Gender Role Strain in a Sexual Assault Climate Survey

**Presenter(s):** Lisa Maletsky, Coordinator, Student Persistence Research, University of Nevada, Reno; Jennifer Lowman, Director, Student Persistence Research, University of Nevada, Reno; Kimberly Thomas, Dean of Students, University of Nevada, Reno



Toxic masculinity is a buzz phrase getting attention in the media. In the literature, it is studied as male gender role strain (MGRS) and is found to increase violence, especially sexual violence. The poster will discuss measurement and results of MGRS within the context of a sexual assault climate study. We will deconstruct campus-wide discussions about toxic masculinity and its role in disrupting campus climates. As we contextualize results, we invite participants to debate our recommendations.



### Is Toxic Masculinity a Problem on My Campus? Maximizing Student Success through Strategic Integration of Academic and Co-curricular Datasets

**Presenter(s):** Judith Redling, Associate Provost, Academic Services, Drew University



Data-driven retention practices require attention to academic and co-curricular experiences. Academic and student affairs representatives from Drew University will share the framework of datasets they've developed. The framework includes data captured at critical intervals in the undergraduate experience: non-cognitive assessments, academic engagement and alerts, co-curricular engagement monitored by the behavioral response team, and systematic recording of interventions/resource utilization are among the datasets discussed. This poster will share tangible ways that such datasets can support student success and retention.



### Predicting Student Performance in High D, F, and Withdrawal Courses: Indicators Hindering Success

**Presenter(s):** Kyle Van Duser, Assistant Faculty Specialist, and Director, First Year Programs, University of Hawaii at Manoa



This study investigates factors related to the failure rate of students in an Introduction to General Chemistry course at a mid-sized, public research university. The sample consisted of 595 undergraduate students and used binary logistic regression to analyze the data. Findings indicate individual instructors were a significant predictor of students' grade in the Introduction to General Chemistry course. The students' ACT math scores, SAT math scores, and high school GPA were also significant predictors.



### Research-Based Insights Over a 9-Year Span Transforming Oklahoma Higher Education

**Presenter(s):** Bradley Ward, Director, Veteran Education, Texas Tech University



An emerging body of innovative research from the Oklahoma System of Higher Education sheds light on the Post 9/11 G.I. Bill's 9-year impact on higher education. This state-level study, the first of its kind, explores the 9-year impact on academic performance measures, enrollment, transfer rates, graduation, tuition and more to highlight the transformational impact military-connected students are making in higher education. This poster is designed to stimulate further support, understanding, and collaboration on serving and advancing the interests of military-connected students through research-based insights.

6:30 p.m. – 8:00 p.m.

## NETWORKING RECEPTION AND POSTER PRESENTATIONS (CONTINUED)

Crystal Ballroom



### The Impact of Academic Probation Policy on Student Success

**Presenter(s):** Corey Zink, Director, Student Services, Idaho State University



Many students that fail to persist are those experiencing academic challenges as a result of time spent on academic probation. The outcomes of probationary students generally impart a negative impact on institutional student success rates. For this reason, many institutions offer interventions designed to assist this population; however, a high percentage of probationary students still withdraw from the institution. This poster takes a closer look at the probationary population, recent research of the presenter, and offers data concerning effective interventionary approaches to intervention.



### Towards an Understanding of First-generation, Gen-Z Students: Preliminary Results from the University Learning Outcomes Assessment

**Presenter(s):** Pietro Sasso, Assistant Professor, and Program Director, College Student Personnel Administration, Southern Illinois University Edwardsville; Ashleigh Goedereis, Academic Advisor, Southern Illinois University Edwardsville



Scant evidence exists providing an in-depth understanding regarding Generation Z, first-generation students. This poster will profile emerging research related to Generation Z, first-generation traditional undergraduate students from a national sample drawn from the University Learning Outcomes Assessment survey (UNiLOA). Outcomes will be connected to a new model of student success, the Dynamic Student Development Meta-Theory (DSDM), a new model of student success. Presenters will integrate DSDM and UNiLOA results into best practices that support Generation Z students.



### Using Predictive Analytics and Financial Aid to Increase Institutional Retention

**Presenter(s):** Kyle Van Duser, Assistant Faculty Specialist, and Director, First Year Programs, University of Hawaii at Manoa



This study employed propensity score matching and regression analysis to determine whether or not a retention scholarship pilot program at a mid-sized, public research university was effective at increasing first-year retention. The scholarship pilot used a predictive logistic regression model for identifying recipients and automatically awarded students \$5,000. Findings demonstrated that students who did not receive the scholarship were two times more likely to depart. Longitudinally, nonscholarship recipients were 1.4 times more likely to depart at the end of their sophomore year.



### We Think It's Important, but Do They? Graduating Transfer Student Perspectives on Involvement and Success

**Presenter(s):** Amelia (Amy) Bickel, Director, First Year Experience and Retention Initiatives, The University of Alabama

Few studies have focused on the involvement experiences of transfer students at four-year institutions and the impact of those on their degree attainment. This poster will share results from a qualitative study to highlight the perspectives of graduating transfer students regarding academic and social involvement and whether or not those experiences were important for achieving the baccalaureate degree. The implications of this research can inform four-year institutions regarding ways to serve incoming transfer students and support their degree completion post-transfer.

## CENTER FOR FIRST-GENERATION STUDENT SUCCESS

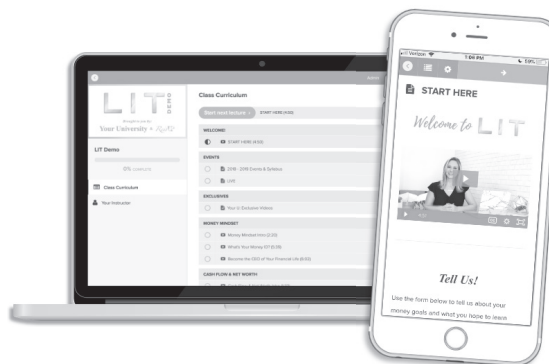
7:30 p.m. – 9:00 p.m.

## NETWORKING DESSERT RECEPTION (BY INVITATION ONLY)

R Kitchen &  
Longboat

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**Increase enrollment and retention**

7:30 a.m. — 5:00 p.m.	<b>REGISTRATION &amp; ACCESSIBILITY DESK OPEN</b>	Atrium CD
7:30 a.m. — 8:30 a.m.	<b>CONTINENTAL BREAKFAST WITH EXHIBITORS</b>	Peninsula 4
8:30 a.m. — 9:30 a.m.	<b>PLENARY SPEAKER <i>SFWC</i></b>	Crystal D

## **Money Matters: How Student-Centered Success Strategies Help Students Complete College Without Unnecessary Financial Burden & Help the Institution's Bottom Line**

**Presenter(s):** Yolanda Watson Spiva, President, Complete College America

When institutions focus on student success and their college completion outcomes, they do whatever is necessary to ensure that students complete college on time. In this scenario, revenue is not the focus, it becomes the byproduct of student completion. Students' financial wellness is key to their college completion and their life prospects after college. Further, when colleges invest in their students and remember that they will inevitably become alumni whom they'll want to transition into donors, they begin the cultivation process while students are still students, not after they are financially successful but have become jaded about the institution based on their student experience. Dr. Watson Spiva will share the Complete College America "Game Changers" that help students with an on-time completion, as well as a new way to look at students based on the longer view of students as investments in the institution's financial future.

## 8:30 a.m. — 9:30 a.m. **BREAKOUT SESSIONS 3**



**CTAG**

### **Advancing Social Mobility and Academic Excellence**

**Presenter(s):** Braden Hosch, Assistant Vice President for Institutional Research, Planning, and Effectiveness, Stony Brook University; **Charlie Robbins**, Vice Provost for Undergraduate Education and Student Success, Dean of the Undergraduate Colleges, Stony Brook University

Over the past five years, Stony Brook University raised the four-year graduation rate of first-time students by 15 percentage points, has closed equity gaps, and received recognition as a leader in promoting social mobility. This presentation will provide an overview how the Stanford Center on Poverty and Inequality mobility report cards reached their conclusion, including strengths and limitations. The second half of the presentation examines how Stony Brook has made such strides in improving student success, equity, and social mobility.

Coral B

8:30 a.m. – 9:30 a.m.

## BREAKOUT SESSIONS 3



*FGSS*

### **#AdvisingSoWhite: How Academic Advising Centers' White & Middle Class Norms Impacts FGLICS**

**Presenter(s):** **Jessica Thompson**, Student Services Advisor, University of Minnesota, Twin Cities; **Minerva Munoz**, Director, TRIO Student Support Services, University of Minnesota Twin Cities

Peninsula 1

In this session, presenters will make a case that academic advising and student affairs offices advance white, middle-class culture while disadvantaging first-generation, low-income college students (FGLICS). Participants will challenge the traditional culture of higher education and begin to envision an educational system that centers the experiences and outcomes of first-generation, low income college students. This session will feature paired discussions, information sharing, reflections on the culture of institutions, and brain-storming of viable antidotes.



*CTAG*

### **A Self-sustaining Peer-to-Peer Mentoring Model for All Students**

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

Biscayne 1

Diverse student populations call for personalized engagement initiatives when the desired institutional result is full student retention. Highly-specialized programs, while often successful in retaining students within a small or narrowly-focused population, can incur high financial and human capital costs to the institution. Strategically engaging larger student populations towards effective retention requires innovative usage of funds, personnel, and assessment measures. In its sixth year of implementation, the UT Dallas Freshman Mentor Program harnesses university resources and highly-engaged upperclassmen, in partnership towards facilitating a successful transition to the rigors of university life for incoming freshman students. Refined processes for recruitment, candidate evaluation and selection, pairing, leadership development, service learning, and analyzing program efficacy are evolved core components of the UT Dallas Freshman Mentor Program, all of which maximize its outreach scope and ability to self-sustain. A positive academic correlation for students engaged as both freshmen and mentors, high retention rates within the program, and positive participant feedback are reflected in assessment measures for a program that feels both highly-personalized and firmly established in the current campus culture.

8:30 a.m. – 9:30 a.m.

## BREAKOUT SESSIONS 3 (CONTINUED)



CTAG

### Addressing and Supporting Student Wellbeing through Orientation and Transition Programs

**Presenter(s):** Kimberlie Moock, Doctoral Candidate, University of Minnesota, Twin Cities; Brett Bruner, Dean of Student Engagement, Arkansas Tech University

Biscayne 2

With large fiscal and human resource programming investments, it is critical professionals advocate for and integrate strategies into programming models. Promoting and supporting student well-being (mental/emotional) is a continuing issue facing higher education, and in this session, presenters will explore why and how schools can embed well-being initiatives in orientation and transition programs.



APDA

### Closing The Achievement Gap by Understanding and Addressing Reasons Why Students Leave

**Presenter(s):** Felipe Martinez, Executive Director, CIRCLE, University of Washington; Megan Kennedy, Manager, Strategic Initiatives for Student Wellness, University of Washington; Sean Ferris, Manager of Student Success, University of Washington

Canaveral 1

When students leave without earning a degree, institutions rarely engage in self-reflection to understand their role in the students' departure. As a result, students bear the blame and impact of their decision, leaving no room for institutional action or accountability. This session will highlight work at the University of Washington analyzing the reasons why students leave without their degree. Presenters will highlight how the data collected is shaping process improvements and a continuum of care at the university.



APDA

### Crafting an Undergraduate Assessment and Data Internship Experience

**Presenter(s):** Douglas Sweet, Director, Student Affairs Assessment and Planning, The State University of New York at Albany; Emily Feuer, Assistant Director, Student Affairs Assessment and Planning, The State University of New York at Albany

Canaveral 2

The presenters will provide participants with an opportunity to learn about the creation and facilitation of a collaborative internship program built for undergraduate students interested in assessment, data collection, data analysis, and data utilization. The internship program is built on combining assessment and research foundations, as well as NACE's career readiness competencies. Presenters will showcase a portfolio of projects interns have completed, along with the logistics involved in making the program a success for both students and administrators.

8:30 a.m. – 9:30 a.m.

## BREAKOUT SESSIONS 3



**CTAG**

### **Dismantling Roadblocks: A Transition Program for Students with Disabilities**

**Presenter(s):** **Amanda Jackson**, Assistant Director, and Learning Specialist, Disability Resource Center, University of Florida

Biscayne 3

In this session, presenters will discuss the University of Florida's Disability Resource Center's pilot program Rising Scholars. Rising Scholars is a nine week transition program that addresses disability identity, career readiness, success strategies, and campus involvement. The goal is to understand factors that contribute to access barriers within postsecondary education and dismantle the roadblocks that lead to a lack of retention and student success. Participants will have an opportunity to discuss others' transition/mentorship programs and how to implement them.



**APDA**

### **Evaluating Annual Reporting in Student Affairs**

**Presenter(s):** **Dayna Weintraub**, Director, Student Affairs Research and Assessment, Rutgers University-New Brunswick; **Rohan Thakkar**, Student Affairs Assessment Consultant, Campus Labs

Canaveral 3

In reporting processes, student affairs professionals are required to demonstrate, with evidence, the effectiveness of their programs and services. How do we ensure that these reports are valuable and impactful? Ideally, a data informed report should provide institutionally aligned accomplishments with a narrative that's designed to inform all stakeholders, rather than a document created only to meet a deadline. Presenters will share how an institution developed a reporting rubric and a peer review process, inspiring reports to become a collective evidence-based story that help make data-driven decisions.



**FGSS**

### **First-gen Talk Across Generations: Achievement, Strengths, Wisdom**

**Presenter(s):** **Joanne DeMark**, Leadership Development Specialist, Western Washington University; **Marissa Curry**, Director, Program Development, National Society of Leadership & Success

Peninsula 2

What happens when undergraduate first-generation college (FGC) students engage in dialogue with faculty/staff of first-gen backgrounds? Data from a dialogue, co-sponsored by a college leadership honor society campus chapter, are provided. Following a brief intergenerational dialogue experience in this session, presenters will share guidelines for structuring dialogue that allows for intergenerational differences while supporting FGC students' college integration, identity development, leadership development, and success. Presenters will also share correlational data on participation in society learning activities, or not, and academic persistence/success.

8:30 a.m. – 9:30 a.m. **BREAKOUT SESSIONS 3 (CONTINUED)**



*FGSS*

## **FSU's Summer Bridge Program: Bridging FGEN Students to Success**

**Presenter(s):** Tadarrayl Starke, Director, Center for Academic Retention and Enhancement (CARE), Florida State University; Justina Jones, Associate Director, Florida State University

The Florida State University's Center for Academic Retention and Enhancement (CARE) operates a single, comprehensive summer bridge program for over 400 first-generation students. An alternative admissions and course-based program, the model involves all aspects of access and retention, from recruitment to graduation, and has achieved a 99% summer-to-fall retention rate, a 94% first-year retention rate, and a 77% six-year graduation rate. The presentation will provide information on the design of CARE's Summer Bridge Program, outlines strategies for recruitment and matriculation, and highlights engagement programming for student success.

Peninsula 3



*CTAG*

## **Holistic Advising: An Innovative Practice to Increase Student Retention & Persistence**

**Presenter(s):** Latheshia Martin, Manager, Student Services, Valencia College

Many college students face countless barriers during their academic pathway. This presentation will explore the barriers students face during the enrollment process and the impact holistic advising can make to support students and reduce barriers. Holistic advising requires advisors to effectively communicate with students in assessing their personal and vocational goals by encouraging students to take responsibility for their own progress. According to research, holistic advising is applicable for traditional, non-traditional, first time in college (FTIC), and transfer students.

Merritt 2



*APDA*

## **It Takes a Village: Improving Student Success with Data Analytics and Case Management**

**Presenter(s):** Tom Miller, Vice President, Student Affairs, University of South Florida

To enhance student persistence and degree attainment, the University of South Florida supported the development of a model using logistic regression to predict the risk of individual student attrition based upon pre-matriculation characteristics, including the results of administration of the Beginning College Survey of Student Engagement (BCSSE) and various elements of institutional data. Students who are determined to benefit from extra support are personally contacted and interviewed to determine what intervention strategies should be implemented.

Longboat

8:30 a.m. – 9:30 a.m.

## BREAKOUT SESSIONS 3



*FGSS*

### Reaching Individual Success and Empowerment (RISE)

**Presenter(s):** **Andrea Guzman Oliver**, Associate Vice President, Student Outreach and Diversity, Florida Atlantic University

Peninsula 5

Utilizing Schlossberg's transition theory, Florida Atlantic University gained a new perspective on how transition may affect first-generation, low-income students. Reaching Individual Success and Empowerment (RISE) is grounded in Schlossberg's theory and immerses first-generation students in co-curricular and high-impact practices throughout their collegiate experience. Preliminary findings demonstrate significant impact on persistence, retention, and completion of attempted credits in spite of risk factors associated with this population.



*FGSS*

### Transforming First-generation Student Support: Shifting to an Asset-Based Framework

**Presenter(s):** **Fabiola Mora**, Director, Academic Advancement Center, Colorado State University; **Jill Putman**, College Coordinator for Student Success, Colorado State University; **Miel McCarthy**, Assistant Director, First-generation and Foundation Scholarships, Colorado State University

Peninsula 6

Research supports the benefits of shifting to asset-based approaches when serving first-generation students, but current practices often approach this work through a deficit-based lens. Shifting to an asset-based framework requires practitioners to acknowledge, recognize, and understand the unique experiences students bring into their institutions and how those experiences add value to their educational journeys. Student affairs practitioners' understanding of these frameworks and how to apply them is crucial to the success of first-generation students on college campuses and to shifting the first-generation student narrative. This presentation will provide an overview of asset-based frameworks grounded in research and theory. Presenters will also share lessons learned, tools, and strategies to shift to asset-based approaches, case study discussions.

8:30 a.m. – 9:30 a.m. **BREAKOUT SESSIONS 3 (CONTINUED)**



*FGSS*

## **Unconquered Scholars Program: A Comprehensive Approach to Support Foster Care Alumni and Homeless Students**

**Presenter(s):** Lisa Jackson, Assistant Director, Florida State University

Coral A

The Unconquered Scholars Program (USP) provides qualified Florida State University students guidance, continual mentor-ship, advocacy, security, and a voice to further ensure their personal academic success and long-term independence. The Unconquered Scholars Program provides an array of support services promoting overall success to youth who experienced foster care, homelessness, relative care, or ward of the State status. Many of the program participants (Scholars) have faced profound hardships during childhood that increase their risk of leaving academia without a degree. The presenter in this session will discuss strategies for improving persistence and completion through this unique program.



*APDA*

## **Using Data Analytics To Facilitate Strategic Decision-Making in Admissions & Enrollment Management**

**Presenter(s):** Brian Hinote, Professor and Associate Vice Provost, Data Analytics and Student Success, Middle Tennessee State University; Tom Gutman, Associate Vice President, Enrollment Analytics, Drexel University

Coral C

This session introduces data analytics as an essential decision-making tool, focusing on areas comprising admissions and enrollment management. The presenters will discuss the rise and significance of data analytics, and will explore emerging business models emanating from these processes, before unpacking several practical considerations germane to using data analytics in strategic enrollment management. Finally, this session will emphasize the importance of transforming institutional cultures to support the adoption of data analytics in higher education decision-making.



*FGSS*

## **What About First-gen Graduate Students?**

**Presenter(s):** Matthew Newlin, Director, Rural Initiatives, College Advising Corps; Alece Anderson, Director, Student Success and First Generation Programs, University of California, San Francisco

Peninsula 7

An increasing number of first-generation students are continuing or restarting their educational journey into graduate school. With this growth, institutions are seeking resources to expand services tailored for first-generation graduate students. In this session, professionals will be encouraged to abandon the deficit model of first-generation support and move towards an empowering approach to services. The discussion will explore programming involving the collaboration of campus partners, faculty and students.

9:50 a.m. – 10:50 a.m. **PLENARY SPEAKER APDA**

Crystal ABC

## **Practical, Sensible, and Actionable: Harnessing the Power of Data to Guide our Most Important Decisions**

**Presenter(s):** **Tim Bono**, Assistant Dean for Assessment and Analytics in the Division of Student Affairs, Washington University

Leaders in higher education are charged with developing high-quality programs that will satisfy both the complex needs of our students as well as the considerable expectations of our stakeholders. This presentation will illustrate how data can position us for astute decision-making as we allocate resources toward our most important priorities and as we negotiate our most pressing concerns. In particular, attention will be given to the mental health crisis—rated recently by college presidents and student affairs leaders overwhelmingly as their #1 top student concern—and data-informed interventions that can promote student well-being.

9:50 a.m. – 10:50 a.m. **BREAKOUT SESSIONS 4**

Biscayne 3



**CTAG**

## **A Multi-method Longitudinal Study of First-generation College Students**

**Presenter(s):** **Anne McDaniel**, Executive Director, Center for the Study of Student Life, The Ohio State University

This program will share original research from the first year of a longitudinal, mixed methods study of first-generation college students. The presenter will share preliminary results from a study of combining surveys of incoming first-year, first-generation students and interviews with almost 100 students at a large, public research university. It will consider students' expectations for college, experiences with transition to college and explore how to better support these students. The session will conclude with a discussion of how the findings can be translated into practice to help support first generation college students.



**FGSS**

## **Advisor as a Navigator: First-generation Study Abroad**

**Presenter(s):** **Angie Klimko**, Director, TRIO Student Support Services, Washington State University

This session will explore the challenges and successes of creating a first-generation study abroad program. The WSU 1st Gen Abroad program is unique in that traveling advisors actively engage with first-generation students throughout the entire process to overcome the barriers that prevent many first-generation students from participating in study abroad opportunities. This program provides an affordable, life-changing experience with extraordinary academic and professional development opportunities. Tools to create your own program will be provided and discussed in this session.



Longboat

9:50 a.m. – 10:50 a.m. **BREAKOUT SESSIONS 4 (CONTINUED)**



*FGSS*

## **Black Males' Dreams and Nightmares of Being a First-generation College Student**

**Presenter(s):** **Tevin Byers**, Academic Advisor, University of Florida

First-generation college students often face challenges concerning social identity, financial literacy, and educational standing. These obstacles compromise academic success when compared to non- first-generation college students. This session explores these different challenges and provide attendees an awareness of the Black male first-generation college student perspective. Significant portion of the session will include discussion of the impact current events and culture has on Black male perception.

Peninsula 1



*FGSS*

## **Building Out Peer Mentoring Programs with CAS Standards**

**Presenter(s):** **Jennifer Lowman**, Director, Student Persistence Research, University of Nevada, Reno; **Lisa Maletsky**, Coordinator, Student Persistence Research, University of Nevada, Reno; **Desirae Acosta**, Program Coordinator, Nevada First in the Pack, University of Nevada, Reno; **Saundra Mitrovich**, Outreach and Retention Coordinator, University of Nevada, Reno; **Loni Romo**, Graduate Intern, PAW Program Specialist, University of Nevada, Reno

In this session, two approaches to building peer mentoring programs are compared and contrasted highlighting different ways to integrate the CAS standards in assessment and development. Nevada First in the Pack was designed as a first-generation student support program that added peer mentoring, while PAW (Peers-at-Work) was designed as a peer mentoring program from conception. Presenters will discuss challenges faced by both programs at different points of development regarding peer mentoring and how the challenges reveal how conceptual and methodological problems, like a program's theory of change benefit from alignment to CAS standards.

Peninsula 2

9:50 a.m. – 10:50 a.m.

## BREAKOUT SESSIONS 4



*FGSS*

### **Dissolving Divisions: Engaging First-generation Students First through Collaborative Initiatives and Programming**

**Presenter(s):** **Daniel Bureau**, Assistant Vice President for Student Affairs, University of Memphis; **Jacki Rodriguez**, Program Coordinator, University of Memphis; **Sally Gates**, Associate Dean, Student Leadership and Involvement, University of Memphis

Coral B

Campuses across the nation are taking a closer look at their first-generation student population. As more and more first-generation families are coming to campus, there is increased demand for research, training, resources and programming targeted specifically for first-generation students. With this new focus on fulfilling the unique needs of our first-generation students, campuses are also finding new ways to help serve this growing population. Recently, the University of Memphis developed a collaborative initiative focused on bringing together all research, divisions and first-generation programs and support services into one collaborative approach. Through this process, the goal has been to streamline these services to better meet the needs of first-generation students and their families. This program highlights the different first-generation programs and services at the UofM and how services have been aligned to help develop a campus-wide first-generation workgroup.



*FGSS*

### **Examining First-generation Students of Color & Disenfranchised Grief: Tools for Student Affairs Practitioners**

**Presenter(s):** **Jessica Thompson**, Student Services Adviser, University of Minnesota, Twin Cities; **Tabatha Cruz**, Graduate Research Assistant, University of Minnesota, Twin Cities; **Michael Stebleton**, Associate Professor, College of Education and Human Development,

Peninsula 5

First-generation Students of Color (FGSOC) receive utopian messages about college. These idealistic images fail to capture the gains and losses many FGSOC face at predominantly White institutions (PWI). Inquiries on loss focus on death experiences, and non-death experiences are rarely explored in student affairs. Negative experiences can trigger disenfranchised grief and can influence well-being and academic success. In this session, participants will utilize reflective exercises and case studies to engage in discussions aimed at best supporting FGSOC.

9:50 a.m. – 10:50 a.m. **BREAKOUT SESSIONS 4 (CONTINUED)**



*FGSS*

## **FirstGen & \_\_\_\_\_**

**Presenter(s):** Miel McCarthy, Assistant Director, First-generation and Foundation Scholarships, Colorado State University; Jill Putman, College Coordinator for Student Success, Colorado State University; Fabiola Mora, Director of the Academic Advancement Center TRIO SSS, Colorado State University

This session will situate the first-generation student experience at the intersection of identity with the purpose of discussing the importance of serving students in a holistic manner in order to really support their success and reach institutional goals of closing achievement gaps. The session will include discussion on intersectionality and an overview of programs/initiatives at Colorado State University that have yielded positive student success outcomes by focusing on first generation students with multiple marginalized or underrepresented identities.

Coral C



*FGSS*

## **Fostering an Institutional Culture of Holistic Success for First-generation College Students**

**Presenter(s):** Talisha Adams, Assistant Director, Student Success Center, University of Tennessee, Knoxville

Students who are first in their family to attend college are becoming more prevalent on college campuses. This session will highlight the successes and challenges of a comprehensive program for first-generation college students. First-generation college students have the opportunity to be successful on college campuses through intentional cross-campus partnerships, financial assistance, targeted support programs, and positive social norms. This interactive session focuses on the increasingly critical relationships between academic support services and institutional partners in supporting and celebrating first-generation students.

Peninsula 6



*CTAG*

## **Gamifying Success: Enhancing the Student Transition through Technology, Community Building, and Reflection**

**Presenter(s):** Tyler Guenette, Assistant Director, Student Success, University of Michigan-Dearborn; Saulo Ortiz, Success Coach, Opportunity Scholars Program, University of Michigan-Dearborn

After recognizing a persistent first-year retention gap of 5+% and graduation gap of 12% between a scholarship cohort of students from under-resourced schools compared to their peers, it was clear money alone was not enough. With an innovative, low-cost, approach now in its 3rd year, the scholarship cohort has closed the retention gap, and are outperforming their campus peers. Come explore the presenters' adaptable, gamified approach, which blends research-proven practices with a point system utilizing the campus' learning management system.

Canaveral 1

9:50 a.m. – 10:50 a.m.

## BREAKOUT SESSIONS 4



*CTAG*

Canaveral 2

### **It Takes Two Villages: Supporting Transfer from Community Colleges to Selective Institutions**

**Presenter(s):** Allison Morgan, Program Manager, Cleveland Humanities Collaborative, Case Western Reserve University; Abigail Dohanos, Associate Dean, Liberal Arts, Cuyahoga Community College; Melissa Swafford, Manager, Transfer Center, Cuyahoga Community College

The Cleveland Humanities Collaborative (CHC) provides an example of how two- and four-year institutions can work together to create transfer pathways that reduce the gap in high-achieving community college students who attend selective institutions. Attendees will leave with a blueprint for cultivating relationships at their own two- and four-year partner institutions, along with a guide of best practices for supporting students in transfer pathways. The presenters will close with a discussion of case studies based on current CHC students.



*FGSS*

Peninsula 7

### **Summer Scholars: A Gateway, Not a Bridge**

**Presenter(s):** Daphne Rankin, Associate Vice Provost, Strategic Enrollment Management, Virginia Commonwealth University

Research shows that first-generation students who develop academic confidence, social capital, and have family support are more likely to be successful. VCU has worked with stakeholders from across the university to develop Summer Scholars, a summer program for incoming first-generation students. The program provides students the opportunity to get a head start on their path to graduation by earning course credits, and building community before the start of their first semester on campus.



*CTAG*

Coral A

### **The Reverse Domino Effect: Shifting the Trajectory for Students Impacted by Trauma**

**Presenter(s):** Pamela Larde, Associate Professor of Research and Higher Education, Mercer University; Everett Tolbert, Licensed Professional Counselor,

This session highlights the success strategies of first-generation students who experienced trauma prior to entering college. It uncovers an apparent pattern to success referred to as the reverse domino effect. This pattern can dramatically change the trajectory of a student who has experienced trauma and hardship in the years leading to college. Implications include offering opportunities that go beyond goal attainment, academic success, and overcoming difficult situations, but that also address the core elements of belief, self-determination, and post-traumatic growth.



9:50 a.m. – 10:50 a.m. **BREAKOUT SESSIONS 4 (CONTINUED)**



*CTAG*

## **The Path to Adulting: Coaching our Students to Accept Responsibility & Create Self-Acceptance**

**Presenter(s):** **Blaire Tinker**, Program Manager, Student Support and Development, University of Michigan Ann Arbor

Many faculty and staff maintain a systematic approach to student support that involves asking open-ended questions and making yourself available and accessible. Students are often times navigating complex systems, and a cookie-cutter approach to student support will not yield far-reaching results and the manufacturing of transferable competencies that will lead to high achieving, consistent success. During this session, participants will learn to implement a mentoring/coaching process that emphasizes a need for students to accept personal responsibility and gain self-awareness.

Canaveral 3



*FGSS*

## **Universidad a Carrera: Peer Mentoring Dreamers for Career Engagement**

**Presenter(s):** **Antoinette Curl**, Director, Academic Advising, Texas A&M University-San Antonio; **Kimberley Nanez**, Director, Student Academic Success Center, Texas A&M University-San Antonio

Trying to connect Dreamers or first-generation students to career development? Texas A&M University-San Antonio launched the DREAM Mentor Program to help Dreamers identify majors, careers, and professional pathways. Using a peer mentoring model, the program cultivates self-efficacy, reflection, and professional communication and builds community among Dreamers. Participants in this session will learn how to develop a peer mentoring program, including concerns specific to Dreamers, and will leave with an action plan for implementation on their own campuses.

Peninsula 3



*SFWC*

## **Understanding Your Audience: Assessment for Relevant Financial Education**

**Presenter(s):** **Amy Marty Conrad**, Managing Director, CashCourse, National Endowment for Financial Education; **Sarah Volk**, Education Associate, National Endowment for Financial Education

Relevant subject matter is a key factor in effective financial skill-building. It can be challenging to determine what material or learning experiences your audience will find relevant. The presenter will guide attendees through the research and planning that is necessary to understand students' needs, and to craft a more impactful personal finance program or class.

Biscayne 1

9:50 a.m. – 10:50 a.m.

## BREAKOUT SESSIONS 4



**CTAG**

### Why Subpopulations Matter: Being an Advocate for “Invisible” Students

**Presenter(s):** **Cory Rusin**, Student Success Coordinator, Binghamton University;  
**Erin Marulli**, Assistant Director, Broome County HEARS, Binghamton University

Merritt 2

This session will introduce a collaborative initiative occurring at a mid-sized, public, research university and a community college to determine the needs of pregnant and/or parenting students. The presenter will discuss the importance of providing support to small subpopulations of students to ensure equal access to daily student activities and high impact learning opportunities. The presenter will also examine the process of gaining support for initiatives that do not initially represent key investments for an institution in order to ensure equal access for “invisible” student populations. Preliminary results and strategies for assisting pregnant and/or parenting students will be shared.



**SFWC**

### You’ve Been Thinking About Credit All Wrong

**Presenter(s):** **Phil Schuman**, Director, Financial Literacy, Indiana University

Biscayne 2

We receive more questions about the topic of credit compared to any other. The questions often reflect a lack of knowledge on credit, focusing on quick fixes rather than building solid financial habits that will translate to improved credit. The presentation will not conclude that credit itself or credit-related companies are bad, but rather that for each of us to be better at managing our finances we must evaluate our situations independently. Each participant will walk away understanding how they can evaluate their finances without a credit score and how they can better educate their students on healthy financial habits.

11:10 a.m. – 12:10 p.m.

## PLENARY SPEAKER **CTAG**

### Closing the Gap: Faster, Together

**Presenter(s):** **Bridget Burns**, Executive Director, University Innovation Alliance

Crystal DE

5 years ago, a group of universities banded together to see if they could close their achievement gaps by working together, scaling innovations, and holding each other accountable. Today, the University Innovation Alliance institutions have seen dramatic improvements in the number of Pell-eligible students graduating from their institutions. Come hear how student affairs professionals can have a dynamic impact on student success, and do so faster by working together.

11:10 a.m. – 12:10 p.m.

## BREAKOUT SESSIONS 5

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FGSS

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

**Presenter(s):** Jennifer Keup, Director, National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina

Peninsula 1

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.



FGSS

### Coaching with Intention: Scalable Support for First-generation College Students

**Presenter(s):** Andrea Kraus-Lozano, Success Coach, University of California, San Diego; Moises Alvarado-Garcia, Success Coach, University of California, San Diego

Peninsula 2

As a growing student population, first-generation college students bring unique strengths, as well as diverse, valuable knowledge and experiences to their college environments. This session will examine the Student Success Coaching program at the University of California, San Diego and its efforts to coach its large cohort of first-generation college students through scalable support initiatives. During this session, participants will learn about these support initiatives and will have the opportunity to reflect, brainstorm, and discuss ways to enhance support for students at their own institution.

11:10 a.m. – 12:10 p.m.

## BREAKOUT SESSIONS 5



*FGSS*

Coral C

### **Cultivating Impact at Scale Through First-generation Peer Mentors**

**Presenter(s):** **Christina Hernandez**, Coordinator, ENGR Academic and Student Affairs, Arizona State University; **Jesus Chavez**, Coordinator, ENGR Academic and Student Affairs, Arizona State University; **Nicole Herrera**, Academic Success Specialist, Arizona State University

The Engineering Futures program of Arizona State University offers first-generation students a collaborative network of peers, industry representatives, alumni, staff and faculty to help champion their success and support their intersectional identity development as engineers. In this session, attendees will learn how better equipping peer mentors will enable them to leverage their identity development to be reciprocated in the form of their mentees' success. Attendees will learn about findings from this innovative mentor approach and consider opportunities to assess their own programs.



*APDA*

Biscayne 2

### **Developing Affinity Spaces for Students of Color at Small Private Colleges**

**Presenter(s):** **Jasmin Robinson**, Director, Diversity and Inclusion Programs, Elmhurst College

Research suggest that having dedicated spaces for students of color is imperative to their social and emotional well-being. The Office of Diversity and Inclusion at Elmhurst College developed two empowerment groups to support Latinx and African American student populations. This session aims to identify the opportunities and challenges with developing and sustaining affinity spaces at predominately white small private colleges. The audience will engage in small group discussion to determine best practices for creating groups at their respective institutions.



*APDA*

Coral B

### **Enhancing Your Student Success Toolkit: Co-Curricular Learning and On-Campus Employment**

**Presenter(s):** **Amelia Parnell**, Vice President for Research and Policy, NASPA; **Omari Burnside**, Assistant Vice President for Strategy and Practice, NASPA

Institutions continue to make great strides in leveraging evidence-based practices to support their student success agenda. NASPA remains committed to promoting these practices and highlighting campuses that are spurring innovation and seeing progress towards their goals. In this session, NASPA will present two emerging student success practices that can help students acquire and capture career-ready skills, experiences, and competencies, as well as, potentially set new standards for the field – co-curricular learning and on-campus student employment. Presenters will discuss NASPA's latest research in these areas, highlight national trends, and uncover why and how several institutions are using these practices in their student success toolkit.

11:10 a.m. – 12:10 p.m.

## BREAKOUT SESSIONS 5 (CONTINUED)



*FGSS*

### **First-generation Commitments at The University of Texas at Austin**

**Presenter(s):** **Mike Gutierrez**, Senior Program Coordinator, The University of Texas at Austin; **Cassandra Alvarado**, Executive Director, Student Success Initiatives, The University of Texas at Austin

The University of Texas at Austin enrolls more than 9,000 first-generation students and has increased the four-year graduation rates of first-generation students by 50% in the last six years, while also increasing the overall four-year graduation rates to 69%. A task force focused on identifying ways to increase support for first-generation Longhorns and built upon campus efforts addressing the needs of first-generation students. This session will provide an overview of student success initiatives and commitments for first-generation students.

Peninsula 3



*FGSS*

### **First-generation Narratives in Comics**

**Presenter(s):** **La'Tonya Rease Miles**, Director, First Year Experience, University of California, Los Angeles; **Martha Enciso**, Associate Director, Weber Honors College, San Diego State University

In this session, presenters turn to popular culture, specifically superhero comics, as a vehicle for exploring first-generation college identity and narratives. How can we use comics and, by extension, popular culture more generally as a tool to learn about first-generation student characteristics? The presenters will highlight an interdisciplinary approach in order to explore the complexity of the first-gen identity and also to push the boundaries of current discourse beyond psychosocial and educational frameworks.

Peninsula 5



*SFWC*

### **Leveraging Homegrown Financial Strategies to Retain More Students**

**Presenter(s):** **Jared Tippetts**, Vice President for Student Affairs, Southern Utah University; **Eric Kirby**, Assistant Vice President, Student Affairs, Southern Utah University; **Ashleigh Zimmerman**, Coordinator, Financial Literacy and Completion, Southern Utah University

With the costs of higher education raising dramatically, financial struggles are one of the main reasons students fail to retain. How can institutions support students during financial struggles and help them develop the knowledge and skills to become financially savvy adults? Presenters will share the experience of Southern Utah University's integration of strategies such as financial counseling, step-down scholarships, calling campaigns, and campus-wide outreach to normalize conversation and action around financial wellness to increase retention in 9% in three years.

Biscayne 1

11:10 a.m. – 12:10 p.m.

## BREAKOUT SESSIONS 5



*FGSS*

Coral A

### **Portland's Pilots: How the UP First-generation Peer Mentor Program Helps First-Year Students Navigate and Maneuver College Life**

**Presenter(s):** **Matt Daily**, Assistant Director, Shepard Academic Resource Center, University of Portland

Research offers that First-generation students can build self-efficacy and achievement via competent, relatable peer role models that draw from personal experiences (Jacobi, 1991). First-gen peer mentor programs are common across the country, but best practices in running effective First-gen peer mentorship programs are still early in development. Presenters will explore all aspects of a peer mentor program from recruitment of mentors/mentees, training, curriculum design, execution of topics specific to the First-gen experience, and collaborations with other on-campus units.



*FGSS*

Peninsula 6

### **Reach Back, Pull Forward: Mentoring the Next Generation of Minority Leaders**

**Presenter(s):** **Laquala Coleman**, Dean of Students, Jackson State University

Mentoring is a critical component for minority students to feel integrated on a college campus. The aim of this session is to provide participants with information on mentoring underrepresented student populations and equip participants with the skills and knowledge to act as effective mentors. Effective mentor relationships contribute to improving underrepresented students' sense of belonging, which in turn can improve measurements of persistence, completion, and even career readiness.



*APDA*

Biscayne 3

### **Retention and Well-being: An Overlooked Relationship**

**Presenter(s):** **Nathaan Demers**, Vice President, and Director, Clinical Programs, Grit Digital Health

Getting health and wellness on students' to-do list is more important than ever. Institutions reporting issues such as anxiety, depression, and loneliness as top contributing factors to challenges with persistence and thoughtful attention must be devoted to these topics. The presentation provides a case study of YOU@CSU, a digital platform increasing health literacy, help seeking behaviors, and connection to campus resources at Colorado State University to promote well-being, increase retention, and inform student success initiatives through data analytics.

11:10 a.m. – 12:10 p.m. **BREAKOUT SESSIONS 5 (CONTINUED)**



APDA

Canaveral 1

## **Streamlining the Process: Connecting Student Experiences through Shared Data Resources**

**Presenter(s):** Chris Tankersley, Associate Director, Student Learning and Assessment, Kent State University

Residence Services at Kent State identified duplicate efforts across campus involving student outreach and interventions. Accordingly, a process was initiated to streamline and capture student connections and the impact of RA interactions. This resulted in a system to capture RA's one-on-one interactions with students, student participation in campus activities, and flags related to academic challenges. This session will share the presenters' journey and offer tips for identifying, innovating, and acting upon similar opportunities on your campus between student and academic affairs.



APDA

Canaveral 2

## **Student Affairs Assessment: Building a Divisional Culture of Evidence**

**Presenter(s):** Erin Bentrim, Divisional Director for Research and Assessment, University of North Carolina at Charlotte; **Ellissa Brooks Nelson**, Senior Research Associate, Student Affairs Research and Assessment, University North Carolina at Charlotte; **Dennis Wiese**, Assistant Vice Chancellor, Student Affairs, University of North Carolina at Charlotte

**This session will focus on the role of data (defined as a culture of evidence) in institutional decision making**, specifically in divisions of student affairs. Participants in both the early stages of creating an assessment office and those wanting to take their assessment and research program to the next level will benefit from this session. Presenters will share their experiences and theoretical framework upon which they are basing their work, and provide tangible next steps and lessons learned. Discussion will include selecting appropriate data elements.



APDA

Canaveral 3

## **Student Success Built Upon Data Analytics: Increasing Retention by 12%**

**Presenter(s):** Alan Bearman, Dean, University Libraries and the Center for Student Success and Retention, Washburn University; **James Barraclough**, Director, Undergraduate Initiatives, Washburn University; **Christina Foreman**, Navigate Administrator, Student Success Evaluation and Retention Specialist, Washburn University

The presenters will examine the three replicable steps Open Access Washburn University took to build their data analytics program, upon which its student success initiatives were built. These initiatives led to a 12% increase in First-year student retention over the last four years. Institutional self examination, building institutional capacity, and the creation of an action plan focused on increasing access and student completion of all students, with particular focus upon those from underrepresented groups.

11:10 a.m. – 12:10 p.m.

## BREAKOUT SESSIONS 5



FGSS

Peninsula 7

### **The Hero's Journey: A Positive Lens for the Transition to College**

**Presenter(s):** **Jennifer Schoen**, Director, Opportunity Scholarships and Outreach Programs, Northeastern University; **Lauren Boudreaux**, Student, Northeastern University; **Tyreke Gaston**, Student, Northeastern University

The Hero's Journey is a framework that is seen every day in the stories of students' lives. It resonates across cultures and belief systems as a positive model of growth for first-generation students. The framework views students at the center of their own journey in college, containing themes of transformation, accepting support from others, overcoming adversity, and finding success. Presenters in this session will show how sharing this framework with students is empowering and motivational in this interactive and discussion-filled presentation.



FGSS

Merritt 2

### **The Moonshot for Equity**

**Presenter(s):** **Ed Venit**, Managing Director, EAB; **Tom Sugar**, Vice President, Partnerships, EAB

Inspired by this summer's anniversary of the moon landing, EAB will launch an unprecedented \$75M/5yr public-private partnership to permanently eliminate equity gaps in seven American cities. Hear as EAB shares the research proving why this is possible, the best practices that are needed, and how the institutions in your region can take part.



FGSS

Longboat

### **Wharton's Successful Transition and Empowerment Program (STEP) for First-generation Students at the University of Pennsylvania**

**Presenter(s):** **Ufuoma Abiola**, Associate Director, Academic Affairs and Advising, University of Pennsylvania; **Teran Tadal**, Associate Director, Advising Services, University of Pennsylvania

The Successful Transition and Empowerment Program (STEP) at The Wharton School, University of Pennsylvania is an award-winning pre-orientation program intended to help historically underrepresented freshman students to successfully acclimate to college life. STEP is designed to introduce underrepresented freshmen to important resources and help them build skills to effectively navigate college academically and socially. The presenters will explore the process in creating and sustaining a readiness program that introduces first-generation freshmen to the culture at a predominantly white Ivy League institution.

12:00 p.m. – 1:30 p.m. **CONFERENCE BREAK (LUNCH ON YOUR OWN)**

1:30 p.m. – 2:45 p.m. **EXTENDED SESSIONS/AFTERNOON DIALOGUES**



*FGSS*

## **Alumni Matter: Creating a Culture of First-generation Graduates Giving Back**

**Presenter(s):** **Erica Aguiar**, Assistant Director, First-generation Student Success, University of Florida; **Leslie Pendleton**, Senior Director, Retention and Success Initiatives, University of Florida

Peninsula 1

Creating institutional support for first-generation students is crucial. At the University of Florida, alumni are part of this support team: they volunteer their time and talent through featured alumni talks, admissions events, and career fairs. How do you create this commitment while students are on campus? This presentation will discuss University of Florida's successful alumni engagement tactics and how the institution moved from engaging first-generation students as undergraduates to engaging them as lifelong members of the institutional fabric.



*CTAG*

## **An Inclusive Model of Coaching Amid Organizational Change**

**Presenter(s):** **Mike Embry**, Associate Vice President, Partner Success, InsideTrack; **Elizabeth Rainey**, Director, Pan-American Life Student Success Center, Loyola University New Orleans

Merritt 2

In summer 2017, amid organizational restructuring, Loyola University New Orleans introduced a success coaching program for every first-year student. Despite challenges, retention improved an astonishing 5% in one year. What does it mean to offer an intervention to every first year, rather than a targeted group? Loyola's approach is consistent with its commitment to access, inclusivity, and success. Participants will learn how to design a coaching program and the challenges and opportunities that arise as organizations and programs evolve.



*APDA*

## **Building Assessment Capacity Division-Wide**

**Presenter(s):** **Kerry Klima**, Assistant Director, Assessment and Evaluation, California State University, Long Beach; **John Hamilton**, Assistant Vice President, University Access and Retention, California State University, Long Beach

Canaveral 1

Research indicates building a culture of assessment in a division of student affairs is vital to demonstrate the ability to contribute to the institutional outcomes, goals, mission, and commitment to accountability. Building a culture is also complex, and is often lead by the division of student affairs assessment specialist, however, it is vital that assessment is conducted by all staff. This session will include discussions and information on building capacity and culture for assessment through engaging all staff from senior leadership to entry-level professionals; all through an access and retention integrated approach to student affairs assessment, grounded in Watson Swail's geometric retention model.

1:30 p.m. – 2:45 p.m.

## EXTENDED SESSIONS/AFTERNOON DIALOGUES



*FGSS*

Peninsula 2

### **Creating a Culture of Care: Supporting First-generation Students**

**Presenter(s):** **Dionicia Mahler-Rogers**, Associate Director for Student Activities & Leadership, Old Dominion University; **Don Stansberry**, Dean of Students and Associate Vice President, Student Engagement, Old Dominion University

As leaders, we must be “student ready” and willing to create an intersection of services that support student success, from addressing issues like food insecurity or homelessness, to providing coaching support. Being “student ready” means supporting students throughout the student life cycle, which begins at the first point of contact and continues through graduation and beyond. In this session, presenters will share how creating a culture of care has positively impacted student retention and success for our first-generation students.



*CTAG*

Canaveral 2

### **Do You Really See Me?: Strategies to Consider When Developing Retention Programs**

**Presenter(s):** **Ashley Williams**, Associate Director for Special Populations, Loyola University Chicago; **Besti Burns**, Director of Student Academic Services, Loyola University Chicago

Gaps are everywhere. They are on the roads we drive down, in our dieting rituals, etc. Gaps in the road are filled with cement while gaps in dieting are fixed with new regimens. The achievement gap for underrepresented students is not easily closed. It requires hard work, institutional buy-in, and willing professionals. Join us for an in-depth discussion on naming what it takes to create successful retention programs at PWIs seeking to close the graduation gap for students of color.



*SFWC*

Biscayne 1

### **Ethics in Data Analytics**

**Presenter(s):** **Kyle Van Duser**, Assistant Faculty Specialist, and Director, First Year Programs, University of Hawaii at Manoa; **Dawn Chandler**, Assistant Director, First Year Experience, Hawaii Pacific University

This roundtable discussion is designed to spark conversation about the role of consent in learning analytics. Attendees will gain a practical, ethical framework for using learning analytics at their respective institutions. Participants will be encouraged to share their concerns and opinions surrounding the notion of informed consent and learning analytics. Participants will walk away with a better understanding of how to safeguard student privacy and ensure students' consent is freely given for the purpose of early interventions.



1:30 p.m. – 2:45 p.m.

## EXTENDED SESSIONS/AFTERNOON DIALOGUES (CONTINUED)



*CTAG*

### **Even as They Struggle: Strategic Planning Using Evaluative Roundtable Conversations with Students**

**Presenter(s):** **Laura Blasi**, Director, Institutional Assessment, Valencia College;  
**Claire Yates**, Faculty Developer and Instructional Designer, Valencia College

Biscayne 2

In November, 160 students rotated through four, 25-minute focus groups/activities designed to learn about their perceptions, experiences, and ways we can help them succeed. Thirty staff volunteers were trained to serve as activity facilitators, focus group moderators, or note takers. This session will provide a evaluation overview and ensuing outcomes; outline research methods utilized; and discuss the impact of this evaluation and how it can inform strategic planning.



*FGSS*

### **First Step to First-gen Success: Know Your Students**

**Presenter(s):** **Annemieke Rice**, Vice President, Campus Success, Campus Labs;  
**Sonja Ardoin**, Assistant Professor, Student Affairs Administration Program, Appalachian State University

Peninsula 3

Each year, first-generation college students take a leap into the world of higher education, representing between 22% and 77% of a campus population. But, do institutions really know who are the first-generation college students on their campuses and what they may need from them? Presenters in this session will discuss the pros and cons of different first-generation student definitions, explore first-generation student data collection from two research projects, and create an actionable plan for institutions to know and serve first-generation college students better.



*APDA*

### **Innovative Strategies to Evaluate Health and Wellness Initiatives on Student Success**

**Presenter(s):** **Amy Gatto**, Research and Evaluation Specialist, University of South Florida; **Jennifer Bleck**, Associate Director, Support Service for Health and Wellness, University of South Florida; **Rita DeBate**, Associate Vice President, Health and Wellness, and Professor, College of Public Health, University of South Florida

Biscayne 3

In 2017, the University of South Florida implemented the Mental Wellbeing for College Student Success (MWell4Success) initiative to address the association between poor mental well-being and student success. We have used the findings of our comprehensive evaluation to continually improve and address student mental health needs. Dedicating the time and resources to evaluate MWell4Success has allowed us to understand if we are meeting program short- and long-term goals, as well as the relationship to student success.

1:30 p.m. – 2:45 p.m.

## EXTENDED SESSIONS/AFTERNOON DIALOGUES



*FGSS*

Peninsula 5

### **Leadership Still Matters: Championing Student Success**

**Moderator:** **Amelia Parnell**, Vice President for Research and Policy, NASPA  
**Presenter(s):** **Sidney Childs**, Associate Provost, Student Affairs and Dean of Students, Saginaw Valley State University; **V. Kaye Monk-Morgan**, Assistant Vice President, Academic Affairs, Wichita State University; **Trent Ball**, Assistant Vice President, Academic Diversity and Academic Support Centers, Southeast Missouri State University

Oftentimes, the approach to help with the success of first-generation students is to develop new programs. To ensure long-term sustainable outcomes, institutions of higher learning must take a strategic institutional shift. This effort requires organizational leaders to keep the needs and experiences of these students as central to the student success agenda. During this session, a panel of institutional leaders with over twenty-five years of experience working with this population share formal and informal strategies used to promote student success.



*FGSS*

Peninsula 6

### **Panther Partners: A High-touch, Low-cost First-generation Student Success Program**

**Presenter(s):** **Joseph Ginese**, New and First Year Student Programs Manager, CUNY-Borough of Manhattan Community College; **Rahana Belle-Jerome**, New and First Year Student Programs Coordinator, CUNY-Borough of Manhattan Community College

With over 150 countries represented, and more than half of the student body self-identifying as first-gen, Borough of Manhattan Community College saw an opportunity to assist students whose hardships started before they arrived on campus. Learn how to build an intervention-style coaching/partnership program that assists first-generation college students through the challenges and obstacles. Presenters built such a program that resulted in an over 80% student retention rate at one of the largest CUNY institutions.



*FGSS*

Peninsula 7

### **Student Success Programs Community Think Tank: Expanding Programmatic Services with Limited Budgets**

**Presenter(s):** **Chimene Boone**, Director, TRIO Student Support Services Program, Virginia Commonwealth University; **Michelle Bair**, TRIO Program Advisor, Virginia Commonwealth University

For first-generation and low-income students, creating a welcoming and meaningful community is at the core of institutional retention. The creation of effective student success and community building programming can increase expenses for institutions. The utilization of on-campus and community partnerships allow programs serving first-generation and low-income students to provide effective services with a limited budget. This session will explore ways that civic engagement and campus partnerships can substantially affect first-generation and low-income students' retention and future career success.

1:30 p.m. – 2:45 p.m.

## EXTENDED SESSIONS/AFTERNOON DIALOGUES (CONTINUED)



*FGSS*

Longboat

### **Within Our Own Communities: Strategies for Hosting a First-generation Student Success Conference**

**Presenter(s):** La'Tonya Rease Miles, Director, First Year Experience and Strategic Initiatives, University of California, Los Angeles; **Jessica Thompson**, Student Services Adviser, University of Minnesota; **Sonja Montas-Hunter**, Assistant Vice Provost, Student Access and Success, Florida International University; **Melissa Westover**, Lecturer, First Year Experience, Northern Arizona University  
**Moderator:** Brett Bruner, Dean of Student Engagement, Arkansas Tech University

As understanding and improving the experiences and outcomes of first-generation students gains momentum across the country, institutions are taking leadership in establishing outlets for professional development and networking within their own communities. Through this panel, leaders from the University of California system, Florida International University, the University of Minnesota, and Northern Arizona University will discuss their experiences in establishing regional first-generation student success conferences. Panelists will discuss gaining institutional support, planning processes, and lessons learned. Participants will gain insights into establishing an event within their own communities.

3:05 p.m. – 4:05 p.m.

## **PLENARY SPEAKER** *FGSS*

Crystal ABC

### **Centering the Voices of Low-income, First-generation Students of Color to Challenge Dominant Cultural Practices in Higher Education**

**Presenter(s):** Rebecca Covarrubias, Associate Professor of Psychology and Faculty Director of the Student Success Equity Research Center, University of California, Santa Cruz

American classrooms reflect culture-specific ideas about the “right” way to be a student; specifically, they reward soft independence, such as self-expression and self-motivation. For students who are also guided by norms and practices of interdependence, such as low-income, first-generation students of color, the American educational institution is likely to be experienced as a “mismatch” or as a context that largely renders their culture invisible. This cultural mismatch is particularly prevalent during the transition to college. In this talk, I examine how privileging soft independence ignores the familial commitments of low-income, first-generation students of color and other ways of enacting independence and, subsequently, undermines well-being and performance. Drawing on findings from an interactive conversation with first-year, low-income, first-generation students of color, I then facilitate a discussion about inclusive practices that better reflect and serve their values, intersecting identities, needs and strengths. That is, how can we, as institutional stakeholders, support the cultural growth and holistic success of our students as they navigate college? This research work calls for a need to address the role that existing dominant cultural norms and practices in higher education play in contributing to educational disparities, and the need to reframe these practices in ways that center the strengths and experiences of a fast-growing population of students.

3:05 p.m. – 4:05 p.m.

## BREAKOUT SESSIONS 6



**NASPA**

Assessment,  
Evaluation, and  
Research KC

**AERKC Innovation  
Award Winner**

**APDA**

### **Building a Strong Foundation: Using Professional Development to Foster a Culture of Intentional Assessment**

**Presenter(s):** **Andrea Pope**, Student Affairs Assessment Consultant, James Madison University

Assessment, when engaged in intentionally, supports the development of programs that meaningfully impact students' lives. Unfortunately, student affairs professionals often feel unequipped to engage in this type of intentional assessment due to a lack of knowledge and/or skill. In this session, we describe how the Center for Assessment at James Madison University partnered with the Division of Student Affairs and the College Student Personnel master's program to address this obstacle through the development of a three-day, hands-on introductory assessment workshop. Recommendations will be given for how this program might be adapted to address the unique needs/constraints of other institutions.

Coral C



**CTAG**

### **Case Study: Obstacles and Strategies to Launching an Academic Momentum Initiative within a Large Public Urban University**

**Presenter(s):** **Tracy Newton**, Executive Director, Student Success, Brooklyn College, CUNY; **Estefania Ponti**, Assistant Director, Advising Assessment and Student Success, Brooklyn College, CUNY

In this session, presenters will discuss how the City University of New York's Brooklyn College campus implemented a centralized academic momentum initiative in spite of stagnant budgets, limited staff, and changes in administrative positions. By employing innovative thinking, administrators worked to align goals and funds to build support services and technological systems. After a discussion of implementation and assessment, presenters will lead an activity to identify academic momentum difficulties and develop solutions on participants' campuses.

Canaveral 2



**CTAG**

### **Designing Effective Models for Student Intervention in STEM**

**Presenter(s):** **Blakeley Calhoun**, Assistant Director, Undergraduate Success, University of Virginia; **Danielle Dyer**, Program Director Clark Scholars Program, University of Virginia

This session will overview components of successful student intervention models for a STEM context, including their culture, goals, recommended team members, and assessment. This session is unique in that it precedes general ideas for intervention (e.g., additional tutor support, increasing access to mentorship, targeted advising for students labeled at risk, etc.) to provide session attendees with best practices to develop a structurally sound intervention model.

Peninsula 7

3:05 p.m. – 4:05 p.m.

## BREAKOUT SESSIONS 6 (CONTINUED)



APDA

### Elevate Your Student Success Efforts with Non-Cognitive Assessments

**Presenter(s):** Joanne Goldwater, Associate Dean, Retention and Student Success, St. Mary's College of Maryland; Annemieke Rice, Vice President, Campus Success, Campus Labs

There has been a great deal of research in recent years regarding the link between non-cognitive skills and positive student outcomes in higher education. But what exactly are non-cognitive skills and what role could they play in supporting student success? In this session, St. Mary's College of Maryland will share its use of non-cognitive assessments to better understand the strengths students are bringing with them to campus, and how they are using this information to impact individual student success.

Peninsula 1



APDA

### Engaging First Year Students through Early Arrival Programs

**Presenter(s):** Daniel McDevitt, Director, Office of Student Success, Saint Joseph's University; Natalie Walker Brown, Director, Inclusion and Diversity Achievement, Saint Joseph's University; Emily Forte, Assistant Director of Student Success, Saint Joseph's University

A successful transition to college starts before the first class of the semester even begins. In this session, attendees will learn about one institution's use of Early Arrival Programs to improve student sense of community among members of their incoming class and increase first year to second year retention. Higher education theory, doctoral research, best practices, lessons learned, and real-life stories will all be shared during this informative and engaging session.

Peninsula 2



SFWC

### Financial Wellness Center: A Coaching Model Within the Business Office

**Presenter(s):** Amanda Nguyen, Director, Student Financial Services, and Interim Director, Financial Aid, Portland State University; Shawna Chambers, Assistant Director, Financial Wellness Center, Portland State University

Beginning in 2010, Student Financial Services at Portland State University began implementing strategic changes to promote financial transparency and education to the students. Presenters will share the small and large projects leading up to the establishment of the Financial Wellness Center within Student Financial Services. Along the way, presenters will touch on how buy-in was created across campus, the outcomes, how the Financial Wellness Center works, the comprehensive training components created for developmental coaching and coaching to completion, key performance indicators, and goals for the coming years.

Biscayne 1

3:05 p.m. – 4:05 p.m.

## BREAKOUT SESSIONS 6



*APDA*

Peninsula 3

### **Homesickness and Academic Resilience: Two Key Issues for First-Year Students**

**Presenter(s):** Sherry Woosley, Director, Analytics and Research, Skyfactor;  
Aurelia Kollasch, Senior Research Analyst, Iowa State University

Two commonly discussed issues related to first-year students' success are academic resiliency and homesickness. Yet, most of our interventions related to these topics are not research-based. What do we really know about these issues and their impact on student success? The presenters will explore academic resilience and homesickness, highlighting how understandings of both topics and their relationship to student success has evolved over time through numerous research studies.



*SFWC*

Biscayne 2

### **"I Got to Talk to Someone Just Like Me:" Examining Outcomes From a Mixed Methods Assessment of a Peer-to-Peer Financial Wellness Program**

**Presenter(s):** Tori Rehr, Research Analyst, The Ohio State University; Benjamin Raines, Financial Education Program Coordinator, The Ohio State University

The Scarlet and Grey Financial (SGF) coaching program at Ohio State engages students in setting financial goals and increasing their financial knowledge. Presenters will share quantitative and qualitative findings from the 2017-18 post-appointment assessment. Presenters will use the assessment data to highlight program overlap between SGF and university initiatives, as well as discuss areas of curricular strength and further opportunities for growth.

3:05 p.m. – 4:05 p.m.

## BREAKOUT SESSIONS 6 (CONTINUED)



CTAG

### Interstate Passport®: A Learning Outcomes Solution to Transfer Credit Loss

**Presenter(s):** Jane Sherman, Interstate Passport State Coordinator, Western Interstate Commission for Higher Education; Anna Galas, Interstate Passport Program Manager, Western Interstate Commission for Higher Education

Interstate Passport promotes student success by preventing loss of credit in the transfer process. Passport earners transfer their completed general education block to any other network institution, based on high quality learning outcomes not specific courses and number of credits. It is the only nationwide program smoothing transfer for students across state lines and can also help resolve in-state transfer. It has special relevance for military students and veterans, and for low-income students, who more often begin at two-year colleges.

Canaveral 3



CTAG

### Learning for Life: Navigator-to-Scholar Model

**Presenter(s):** Joise Garzon, Director for Learning for Life, Rhode Island College; Tina Leavitt, Educational Support Coordinator for the College Success Network, Rhode Island College; Laura Coelho, Data Management Specialist, Rhode Island College; LaTanya Monteiro, Educational Support Coordinator for the Pk-First Year Experience Network, Rhode Island College

Learning for Life (L4L) is a network of programs and college partnerships designed to link students to a wide range of resources, services, and opportunities for college success. Bridging the gap to support students in doing well. At the heart of L4L is the Navigator Model. Presenters will share how through this model, L4L provides comprehensive services through a network of student Navigators who are trained to link students to resources to support retention.

Coral B



CTAG

### Leverage Technology to Improve Student Success and Enhance Parent Engagement

**Presenter(s):** Tess Gibson, Program Administrator, Parent and Family Programs, Auburn University; Leslie Gale, Customer Support Specialist, CampusESP

In 2017, Auburn University undertook an innovative initiative to meet student success goals through parent engagement. Parent and Family Programs deployed a parent portal technology, in partnership with campus colleagues, to communicate with over 19,500 family members. The portal connects parents to their students' data, facilitating appropriate assistance and boosting student persistence. This session highlights successes, challenges, and shares tips on developing a comprehensive parent engagement plan as a part of student success initiatives.

Longboat

3:05 p.m. – 4:05 p.m.

## BREAKOUT SESSIONS 6



CTAG

### Perceptions about Math Placement Among First-generation Students, Low-Income Students, and Students of Color

**Presenter(s):** Gaye DiGregorio, Executive Director, Collaborative for Student Achievement, Colorado State University

Coral A

This research explores first-generation, low-income, students' of color experiences with pre-calculus/calculus courses, focusing on their self-belief in being successful in math. The math placement revealed anxiety with this high stakes exam, and did not enhance self-belief. Experiences that positively influenced self-belief focused on students' transformation as engaged learners, instructors' integration of inclusive pedagogies, and supplemental support structures. A community approach to learning may enhance students' self-belief in math.



CTAG

### Purdue Promise: A Program Dedicated to Closing the Achievement Gap

**Presenter(s):** Joseph Strickler, Student Success Coach, Purdue University

Merritt 2

Purdue Promise combines full financial need assistance with four years of success coaching to graduate low-income students on-time and debt-free. Since implementing the coaching program in 2013 graduation rates have increased 18%+. The 2014 cohort is projected to exceed the University's four-year graduation rate. The presenters will share how data-driven decisions have enhanced this award-winning and published program model, as well as budget and staffing strategies for campuses to consider when creating a similar program.



SFWC

### R.O.I. for M.E. at Texas A&M

**Presenter(s):** Jason P. Vaaler, Money Education Advisor, Texas A&M University

Biscayne 3

The Money Education (ME) Center at Texas A&M University was opened to impact the financial literacy and wellness of its 69,000 students. With staff and resources, the ME Center is capable of doing so, but only with a sound, long-term strategy. Its strategic plan, R.O.I. for M.E., is focused on maximizing the Center's return on investment through initiatives and programs related to research, one-on-one advising, and instruction. Presenters will explain this strategy and its benefits.

## 3:05 p.m. – 4:05 p.m. BREAKOUT SESSIONS 6 (CONTINUED)



APDA

### **Socially Just Assessment: A Tool for Equity and Inclusion**

**Presenter(s):** Gavin Henning, Professor and Program Director, Higher Education Programs, New England College; Anne Lundquist, Assistant Vice President, Campus Adoption, Campus Labs

Peninsula 6



We must create processes to ensure equity and inclusion as our campuses diversify. Often viewed as an objective, data-driven processes for accountability and improvement assessment must not only be implemented in a socially just way, but also foster equity and inclusion. Presenters will share a continuum of socially just assessment, discuss how to ensure individual and organizational readiness, and identify specific strategies for implementing assessment that is socially just.

## 4:25 p.m. – 5:25 p.m. BREAKOUT SESSIONS 7



APDA

### **A Framework for Division-wide Assessment of Student Learning and Institutional Effectiveness**

**Presenter(s):** Andrew Morse, Assistant to the President for Board and Governmental Relations, University of Northern Iowa; Kristin Woods, Director, Student Success and Retention, University of Northern Iowa

Canaveral 3



Despite a broad literature base on activity or program-level assessment, student affairs professionals have few resources to support efforts to build division-wide assessment structures. Scholars will integrate findings from a national study exploring best practices in developing department-specific co-curricular assessment plans that feed division-wide needs for evidence of student learning and resource stewardship. This immersive experience will walk participants through a framework for creating sound, sustainable cycles of meaningful, high-quality assessment of co-curricular student learning and resource stewardship.



CTAG

### **An Assessment Strategy for SEEK Math Outcomes**

**Presenter(s):** David Rosen, SEEK Tutorial Coordinator, Baruch College - The City University of New York

Coral C

The Percy E. Sutton SEEK Program at Baruch College has developed an assessment strategy to learn more about our students' success in our highly challenging math courses by comparing pass, fail and withdraw rates of SEEK and regularly admitted students in key math courses by semester. Practitioners have learned that SEEK students at Baruch generally outperform regularly admitted students both on average and in key math courses. This session will share some academic interventions that help support these outcomes.

4:25 p.m. – 5:25 p.m.

## BREAKOUT SESSIONS 7



*FGSS*

Coral B

### **At The Intersection: A Holistic Program Model for Practitioners That Cultivates First-generation Student Success and Well-being**

**Presenter(s):** **Mulubrhan Lemma**, Director, TRIO McNair Scholars Program, University of Kansas; **LaTisha Davis**, Associate Director, TRIO Supportive Educational Services

Research on first-generation college student success demonstrate the need for a holistic approach to student support services, particularly in meeting students' unique intersecting identities and promoting overall well-being. Using high impact practices, cross-institutional and community collaborations, evidence-based advising models, culturally responsive programming, and mental and physical health support, The University of Kansas Educational Opportunity Programs have developed a holistic model that promotes success across all facets of students' lives; resulting in positive student outcomes.



*CTAG*

Longboat

### **CARE: A Comprehensive System to Increase First-generation and Underrepresented Student Success**

**Presenter(s):** **Tadarrayl Starke**, Director, Center for Academic Retention and Enhancement (CARE), Florida State University; **Justina Jones**, Associate Director, Center for Academic Retention and Enhancement (CARE), Florida State University

Florida State University's Center for Academic Retention and Enhancement (CARE) promotes retention and graduation of students traditionally underrepresented in higher education, with an emphasis on first-generation students. CARE provides support services to over 1,600 students through a comprehensive system of programming and resources. This model of student support helped CARE realize an average 95% first-year retention and 77% six-year graduation rate since 2007. The presentation outlines elements that promote student success within CARE and discusses methods institutions can implement to coordinate services on their campus.

4:25 p.m. – 5:25 p.m.

## BREAKOUT SESSIONS 7 (CONTINUED)



*FGSS*

### Creating and Maintaining an Institution's Culture Shift for First-generation Student Success

**Presenter(s):** **Rebeca Paz**, Assistant Director, Office of First-generation Students, Kansas State University; **Stephanie Bannister**, Assistant Vice President, Student Life, Kansas State University; **Kiley Moody**, Managing Director, Scholar Services, Kansas State University; **R. J. Youngblood**, Assistant Director, Academic Achievement Center, Kansas State University

Kansas State University launched the inaugural Office of First-generation Students with the goal to create a sustainable culture shift that focuses on first-generation students' success and engagement. The presenters will detail the strategies, partnerships and collaborations that led to the creation of the office. The presentation will elaborate on the significant elements that will lead to the university's cultural shift to focus on first-generation friendly practices. This interactive session will engage attendees in applying innovative strategies to build a first-generation-focused culture in their respective campuses.

Peninsula 1



*APDA*

### Dashboards: The Gift and The Curse

**Presenter(s):** **Rebecca Goldstein**, Associate Director, Assessment and Research, Florida Atlantic University; **Antonio Perry**, Director, Assessment and Research, Florida Atlantic University

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. This session 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.

Peninsula 6



*APDA*

### Data-Informed, Gut-Inspired: Creating Change with Cross-Functional Action Teams

**Presenter(s):** **Sandra Kahn**, Data Administrator, College of Education, San Diego State University; **Lisa McCully**, Director, Office of Student Services, San Diego State University

How might we integrate our professional intuition, derived from years of experience and many hours of direct contact with students, into leading change for student success? This presentation will share the story of a team-based approach to exploring factors impacting graduation rates at a public university in Southern California. The project was innovative in its team composition, its attention to intuition and its creative use of Tableau data visualization software.

Peninsula 7

4:25 p.m. – 5:25 p.m.

## BREAKOUT SESSIONS 7



*FGSS*

### **Developing a Positive Mindset: Building a Community to Empower, Engage and Support First-generation College Students**

**Presenter(s):** **Billie Bailey**, Academic Advisor and Counselor, Kean University;  
**Brett Pulliam**, Assistant Director, Rutgers School of Health Professions

Peninsula 2

Pre-college outreach programs with an asset-based framework can support students facing limited resources in their schools. In particular, outreach programs create opportunities by assisting students on their path to college, which in turn improves their success in college. Cultural and social capitals are an extension to pre-college outreach programs. The Educational Opportunity Fund (EOF) Program has significantly improved access for many first-generation students from educationally and economically disadvantaged backgrounds who attend college.



*FGSS*

### **Engaging First-generation Students Throughout Their College Journey**

**Presenter(s):** **Julie Carballo**, Director, First-generation Programs, North Central College

Peninsula 3

Presenters in session will share an overview of the four-year Cardinal First program at North Central College, which was launched in Fall 2015, and provides a supportive and fun community that connects first-generation students to each other, to first-generation faculty and staff, and to effective and meaningful campus resources and opportunities. More than 400 students participate in the program and data shows participants are retained at a much higher rate than their First-generation peers who don't participate.



*SFWC*

### **Helping Students Navigate Life Outside of Academics**

**Presenter(s):** **Heather Griner**, Director, College and Community Outreach Services, Community College of Baltimore County

Biscayne 2

Students need our assistance in navigating the world outside of academics when enrolled in our institutions. The presenter in this session will provide participants with the strategies employed at the Community College of Baltimore County to assist students towards their goal of completion. Through the creation of a community safety net of organizations and resources, students are supported with their needs for housing, food, childcare, and financial security with little or no cost to the student.

4:25 p.m. – 5:25 p.m.

## BREAKOUT SESSIONS 7 (CONTINUED)



CTAG

### Improving Academic Progress for Low-Income Community College Students

**Presenter(s):** **Brittany Morgan**, Research Manager, Urban Labs, University of Chicago; **Kelly Hallberg**, Scientific Director, Urban Labs, University of Chicago; **Paige Ponder**, Chief Executive Officer, One Million Degrees; **Veronica Herrero**, Chief Program Officer, One Million Degrees

Community colleges have the potential to be powerful vehicles for social mobility; however, the vast majority of students do not receive a degree within three years. During this session, researchers from the University of Chicago and practitioners from non-profit One Million Degrees discuss early results from a randomized controlled trial that demonstrates how wraparound services can boost students' enrollment, retention, and persistence in community college. Academics and program administrators alike will benefit from attending this session, as the session provides evidence on what works for improving academic engagement for community college students.

Canaveral 2



CTAG

### Key Communities: Supporting Equity through Intentional Design

**Presenter(s):** **Tae Nosaka**, Director, Key Communities and Community for Excellence, Colorado State University; **Ryan Barone**, Assistant Vice President for Student Success, Colorado State University; **Jenny Wysocky**, Coordinator, Key Communities, Colorado State University

Colorado State University's Key Community is an institutional best practice for closing equity gaps positively impacting persistence (8.3 percentage point gain) and graduation rates (9.8 percentage point gain) for students of color, first-generation and/or low-income students. In this session, presenters will discuss the strategy of explicitly centering diversity and equity as an organizing principle, the high impact practices layered into the community including faculty and curricular engagement, and share the results of an institutional level assessment on outcomes.

Biscayne 3



FGSS

### "Parents Just Don't Understand": Bringing Parents and Families of First-generation Students Into the Fold

**Presenter(s):** **Cynthia Alvarez**, University Innovation Alliance Fellow, University Innovation Alliance/UC Riverside

Parents of first-generation students often share a passion and yearning for their students to achieve a higher education. However, parents may find themselves unfamiliar with the processes on college-going and institutional college knowledge, or have difficulty communicating expectations and concerns with their student. This presentation will help demystify the college-going process of parents and families by sharing qualitative research data on their college-going experience, as well as focus on the actionable steps higher education institutions can take.

Coral A

4:25 p.m. – 5:25 p.m.

## BREAKOUT SESSIONS 7



**SFWC**

### **Student Financial Health: Building a Holistic and Supportive Measurement Framework**

**Presenter(s):** Tanya Ladha, Director, Financial Health Network

Biscayne 1

Financial insecurity can impact a student's academic success. Efforts to support financially vulnerable students are growing, but can be siloed and disconnected from broader institutional practices. Presenters from the Financial Health Network, a leader in financial health, will facilitate attendees exploring, and contributing to, an emerging and unifying Student Financial Health Measurement Framework. The framework, developed alongside colleges and sector thought leaders, can help schools better support their students.



**CTAG**

### **Systemic Strategies for Mental Health Support for Diverse Student Populations: the JED Comprehensive Approach**

**Presenter(s):** Sofia Pertuz, Senior Advisor, JED Campus and Diversity and Inclusion, The Jed Foundation; Jude Uy, Staff Psychologist and Suicide Prevention Coordinator, Montclair State University; Gussie Foshay-Rothfeld, Director, Communications, The Jed Foundation

Canaveral 1

Recognizing that emotional health is tied to completion, the Jed Foundation recently updated their comprehensive approach focused on protecting emotional health and preventing suicide for young people on college campuses by ensuring that diversity and inclusion were prioritized. Learn about JED's signature program and the Equity in Mental Health Framework with a spotlight on one of the JED campuses. Presenters will discuss their research, multi-year planning and implementation process considering underserved communities with accessing counseling and campus resources.



**APDA**

### **The Politics of Post-Graduation Outcomes Data**

**Presenter(s):** Eric Walsh, Assistant Director, Assessment and Research, University at Buffalo; Emily Feuer, Assistant Director, Student Affairs Assessment and Planning, State University of New York at Albany; Douglas Sweet, Director, Student Affairs Assessment and Planning, University at Albany State University of New York; Daniel Kaczmarek, Director of Assessment and Research, Student Life, University at Buffalo

Peninsula 5

Developing a protocol for collecting and reporting first destination survey data is complicated by who is collecting the data and the stakeholders that have an interest in the results. The student affairs assessment offices at SUNY at Buffalo and SUNY at Albany navigated these politics to establish standards that balance integrity of information and the needs of diverse stakeholders. The presenters will discuss this experience, provide practical tips, discuss the challenges faced on your campus, and brainstorm solutions to these challenges.

4:25 p.m. – 5:25 p.m.

## SCHOLARLY PAPER PRESENTATIONS: MULTIPLE METHODS OF STUDENT LEARNING

Merritt 2

*APDA*

### A Comparison of Machine Learning Models Predicting Student Employment

**Moderator:** Sonja Ardoin, Assistant Professor, Student Affairs Administration Program, Appalachian State University

**Presenter(s):** Linsey Hugo, Director, Employer Relations, Ohio University

A groundbreaking study shows the power and potential of machine learning to predict and influence employment at graduation. As universities are increasingly held accountable for career outcomes, institutions need to understand which students are more likely to be employed upon graduation and why. The purpose of this study was to determine to what extent undergraduate student employability signals – such as major, GPA, co-curricular activities, and internships – can predict if a student secures full-time employment prior to graduation. This research uses commonly recognized and advanced machine learning models. Results demonstrate that employment prior to graduation can be predicted with 87% accuracy.

*FGSS*

### Validation Among First-generation Undergraduates in Learning Communities

**Moderator:** Sonja Ardoin, Assistant Professor, Student Affairs Administration Program, Appalachian State University

**Presenter(s):** Carolina Ramirez, Doctoral Candidate, University of California, Davis

This paper shares findings from a larger dissertation study which examines how first-generation undergraduates at a broad-access four-year university experience academic and interpersonal validation (Rendon, 1997) within a cohort learning community. Although their role is not often considered, student affairs professionals are well positioned to act as “facilitators of student learning” (Ribera, Fernandez, & Gray, 2012). Finding highlight ways student affairs professionals, in addition to faculty, connect participants with academic resources, provide academic advisement, and otherwise validate participants academically. This study uses purposeful sampling and narrative analysis (Creswell, 2007). Participants are: (1) freshmen at a broad-access baccalaureate (2) first-generation, (3) placed into developmental education, and (4) participants in a cohort learning community.

Merritt 2

6:30 p.m. – 8:30 p.m.

## UNLIKELY FILM SCREENING

Crystal Ballroom

SPONSORED BY:



Curious about what's being done in our higher education system to increase graduation rates? Join us for a screening of #UnlikelyFilm which tells the story of 5 individuals fighting for a second chance at opportunity in the world of higher education. Light refreshments will be provided.



**UNLIKELY**

# CENTER FOR FIRST-GENERATION STUDENT SUCCESS

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



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.



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**NASPA**

Student Affairs Administrators  
in Higher Education

# BY THE NUMBERS

## THE IMPACT OF STUDENT AFFAIRS ON THE LIVES OF STUDENTS



Whether through student activities, in residence halls, or around campus, when students make meaningful connections and develop a belonging, their chances of success improve. Data from a variety of Skyfactor assessments illustrate the impact of the positive connections fostered through Student Affairs.

### CAMPUS INVOLVEMENT



#### STUDENT ORGANIZATIONS

**48%** of students who participated in student activities said their experience has helped them to establish healthy relationships



#### STUDENT LEADERSHIP

**72%** of student organization leaders reported their involvement improved their sense of belonging to their campus

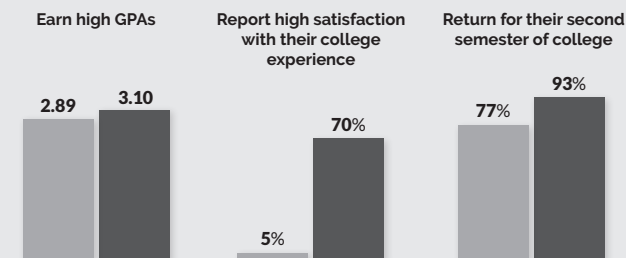


#### FRATERNITIES AND SORORITIES

**77%** of fraternity/sorority members said their experience enhanced their ability to establish close friendships

### BUILDING COMMUNITY RELATES TO OUTCOMES

Students' self-assessment of their sense of belonging is closely tied to key student outcomes. Students who reported **high social integration** were more likely than students with **low social integration** to...

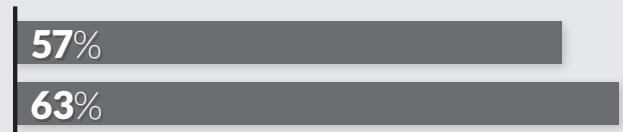


### RESIDENCE HALLS



**52%** of on-campus residents said living on-campus positively contributed to their sense of belonging to their institution

Students who live on-campus were more likely to feel a sense of belonging to their campus than students who live off-campus



### COLLEGE UNIONS

Approximately **nine out of ten** students say meeting other people is a top reason they visit their college union



**58%** of students strongly agreed that their college union was a place to get involved in campus life



10:15 a.m. – 11:15 a.m.

## BREAKOUT SESSIONS 8 (CONTINUED)



*APDA*

### **Collaborating with Institutional Effectiveness Offices: Strategies and Lessons Learned**

**Presenter(s):** Annemieke Rice, Vice President, Campus Success, Campus Labs; Gavin Henning, Professor, Higher Education, and Program Director, Higher Education Programs, New England College; Jennifer Wells, Director, Assessment and Assistant Professor of Higher Education, Kennesaw State University

As a student affairs assessment professional, you're likely knowledgeable (and passionate) about the field of student affairs and savvy about assessment practices – with those skills combined, you are a powerful player in your division! But what about working within the broader construct of Institutional Effectiveness? The presenters will break down what you need to know and do to be successful collaborating with your IE and academic affairs colleagues to drive meaningful assessment practice across your institution.

Peninsula 2



*SFWC*

### **Financial Wellness on the Margins: Examining Financial Behaviors and Attitudes of Understudied Groups**

**Presenter(s):** Tori Rehr, Research Analyst, The Ohio State University; Erica Phillips, Associate Director, Center for the Study of Student Life, The Ohio State University; Anne McDaniel, Executive Director, Center for the Study of Student Life, The Ohio State University; Catherine Montalto, Director of First Year Experience, The Ohio State University

Presenters in this program will highlight findings from the 2017 multi-institutional Study on Collegiate Financial Wellness, centered on understudied marginalized groups. A brief overview of financial wellness and techniques for studying DACA students, transgender students, and multiracial students will be presented, followed by a discussion of innovative ways to translate research into practice to help these students maximize their financial wellness.

Biscayne 2



*CTAG*

### **Finding the Magic Number: Using Involvement Data to Uncover Key Indicators for Student Retention**

**Presenter(s):** Vince Miller, Vice President for Student Affairs, Valdosta State University; John Wright, Associate Director, Student Life, Valdosta State University

We know that students' involvement on campus is linked to higher rates of persistence and retention, but how involved is too involved? If you could know that precise information for your student population, what types of interventions would you design? How would your work change? In this presentation, presenters will discuss how Valdosta State University used their student involvement data to identify at what point involvement was correlated with higher rates of retention, how over-involvement correlated with lower rates of retention, the strategies they are developing to promote student success, and why every student affairs division should take the data-backed approach.

Canaveral 1

10:15 a.m. – 11:15 a.m.

## BREAKOUT SESSIONS 8



*FGSS*

Peninsula 5

### **Fostering Leadership Development in First-generation Students: Key Components to Success**

**Presenter(s):** **Natalie Hershberger**, Assistant Director of Community Support and Leadership, George Washington University; **Bridgette Behling**, Director of Community Support and Leadership, George Washington University

This presentation will examine key issues in leadership development in first-generation students and how an intentional approach to leadership development presents the opportunity to influence student success. Presenters will propose a model of leadership development in first-generation students that practitioners can use to frame their work. The presentation will also examine how leadership development is different in first-generation students than with continuing generation students, examine barriers and offer creative solutions.



*APDA*

Peninsula 6

### **Gaining Insight Through Dynamic Predictive Modeling**

**Presenter(s):** **Heather Mechler**, Director, Office of Institutional Analytics, University of New Mexico

The presenter will show how institutions can leverage immense amounts of data into simple, robust, and predictive models to better understand their students and anticipate future outcomes. In an era of increasing accountability and decreasing funds, these predictive models can serve as valuable tools for campus leaders as they allocate limited resources to serve as many students as possible. Audience members will see how dynamic predictive modeling can provide improved accuracy of information about students alongside changing circumstances.



*SFWC*

Coral A

### **Higher Education and Basic Needs Literacy: A Training Experience for Academic Affairs and Student Affairs Professionals**

**Presenter(s):** **Jennifer Edwards**, Professor of Communication, Tarleton State University

Presenters will facilitate an interactive session of simple ways higher education administrators, faculty, and staff can provide information and access about on-campus and community-based basic needs resources for students. Basic needs literacy categories highlighted in this presentation include the following areas of insecurity: food, clothing, housing, financial, and health. Resources for integrating basic needs knowledge in the college classroom, service learning activities, and in areas of student services will be emphasized. Participants will receive access to a higher education and basic needs community, and a list of best practices for emphasizing basic needs in higher education.

10:15 a.m. – 11:15 a.m.

## BREAKOUT SESSIONS 8 (CONTINUED)



*SFWC*

### **Invest in Your Library: Why Your Institution's Librarians are a Valuable Asset in a Collaboration Portfolio**

**Presenter(s):** Jennifer Wilhelm, Business Librarian, Texas A&M University;

Alyson Vaaler, Business Librarian, Texas A&M University

Biscayne 1

Librarians are well-situated to assist students with more than simply citation management or research papers. Faculty librarians from Texas A&M University will showcase two collaborative initiatives that concentrate on important student financial situations: early college financial literacy and graduating students' transition to the workforce. In collaboration with the University's Money Education Center, librarians guest-lectured in financial management classes to increase freshman students' financial management, and partnered with two Career Centers within Texas A&M to provide information and instruction on conducting an effective job search. Attendees will leave with a better understanding of ways in which departments can collaborate with librarians to support student success through financial literacy.



*FGSS*

### **Leveling the Academic Playing Field: Increasing the Success Rate for First-generation Students**

**Presenter(s):** Darriel Henry, Director, TRIO Student Support Services, Massasoit Community College

Peninsula 7

There are multiples reasons for students choosing to attend community college, including location, finances, college readiness, or career needs, and many students experience multiple challenges ranging from understanding the colloquial language used in higher education to learning various software programs. This presentation will describe how one TRIO Student Support Services Program implemented specific strategies to meet the objectives of persistence, good academic standing, graduation and retention for first-generation students who participated in a federally-funded academic support program.

10:15 a.m. – 11:15 a.m.

## BREAKOUT SESSIONS 8



CTAG

### Triple Threat: Closing Achievement Gaps through Integrating Equity Oriented Programs

**Presenter(s):** **Fabiola Mora**, Director, Academic Advancement Center, Colorado State University; **Taé Nosaka**, Director, Community for Excellence and Key Communities, Colorado State University; **Ryan Barone**, Assistant Vice President for Student Success, Colorado State University

Canaveral 2

Asking equity-focused questions has helped conceptualize, assess, evaluate, and when appropriate scale programs to close achievement gaps at Colorado State University (CSU). The results of these questions and efforts have supported CSU's progress towards becoming a college ready campus, and have aided in closing gaps for first-generation, low-income and students of color on campus. Three high impact programs at CSU are leading the university commitment to closing achievement gaps for these student populations. This presentation will provide an overview of student achievement goals, programs designed to close achievement gaps, lessons learned, collective impact of programs designed, and assessment used to measure progress towards goals. Attendees will learn about tools and strategies used to close gaps, participate in discussions, and have the opportunity to share personal stories regarding their programs.



CTAG

### Using Cross Campus Collaborations and Experiential Learning to Design Curriculum for First-year Underrepresented Students

**Presenter(s):** **Nekita Tingle**, Coordinator, Academic Initiatives, Auburn University; **Eric Hall**, Coordinator, Alabama Excellence Program, Auburn University

Canaveral 3

First year seminars were created with the intention of providing students a space to become academically and socially prepared for college. Underrepresented students greatly experience the strain of having to adjust to college life, thus, intentional programming is needed to support their matriculation through college. This session will demonstrate how the use of cross campus collaborations, specialized curriculum, and experiential learning can be utilized to create an environment that is able to welcome, support, and retain underrepresented students.

10:15 a.m. – 11:15 a.m.

## BREAKOUT SESSIONS 8 (CONTINUED)



APDA

### Using Institutional Data to Support Success of Minoritized Students

**Presenter(s):** Marjorie Dorimé-Williams, Assistant Professor, Higher Education, University of Missouri-Columbia; Michael Steven Williams, Assistant Professor, Department of Educational Leadership and Policy Analysis, University of Missouri; Amand Hardiman, Graduate Student, University of Missouri

Colleges and universities devote significant time and resources to supporting student success, but few commit appropriate effort to the systematic assessment of these initiatives. There is a clear need for improving knowledge of how linking data and institutional decision-making (e.g., intentional programmatic planning, training) can systematically improve administrative praxis to better support minoritized students' success. Using appropriate assessment data, rather than solely relying on intuition, can significantly improve what practitioners do to support minoritized students. The presenters will provide a framework and examples to help educators understand how assessment and data contribute to minoritized student success and institutional excellence.

Longboat



APDA

### Machine Learning Augmented Decisions for Better Student Learning Outcomes

**Presenter(s):** Wladimir Nikoluk, CEO, ImmerLearn

The presentation focuses on explaining how new techniques in machine learning can be used to improve student outcomes, especially persistence. Using our work with Year Up as a case study, the presentation describes how ML models are developed and deployed, including data consolidation, model selection, testing and refinement as well as examples of insights that can emerge based on these models. The latter includes how to identify distinct groups that exist within a student population and what their needs are, how to think about risks to student persistence for individual groups and understand which interventions seem to have worked for similar students in the past. The presentation will address specifically questions about working with underserved communities and highlight how to address concerns over algorithmic bias and transparency.

Biscayne 3

11:35 a.m. – 12:35 p.m.

## BREAKOUT SESSIONS 9



*APDA*

### #InvolvedAF: Controlling for Self-Selection Bias while Assessing Student Involvement Programs

**Presenter(s):** Erik Dickamore, Undergraduate Research Assistant, Utah State University

Canaveral 2

Housed within Utah State University, the Center for Student Analytics pioneers the use of prediction-based propensity score matching (PPSM) in order to analyze the relationship between student programming on campus and student success. This session examines how this approach accounts for high levels of self-selection bias in co-curricular initiatives that target highly motivated students, such as student leadership programs. Results highlight the estimated causal link between co-curricular participation and student persistence, while controlling for self-selection bias.



*CTAG*

### All Hands on Deck: How We Eliminated the Achievement Gap for Race and Gender in Math Courses

**Presenter(s):** Kevin Yee, Assistant Dean, Undergraduate Studies, University of South Florida; Paul Atchley, Dean, Undergraduate Studies, University of South Florida

Biscayne 2

In this session, presenters will describe how their institution's math passing rates jumped from 50% to 80% over six years, while simultaneously eliminated the five-point achievement gap in race and gender. These gains were made possible by sustained efforts involving a wide swath of the university community. Presenters will describe the changes we made across offices, and participants will leave with ideas to implement on their home campuses, including strengthened ties to faculty, informed by a model of campus culture change we'll practice at the workshop.



*FGSS*

### Career Development and Mentorship Program for First-generation Students

**Presenter(s):** Joanne Garce, Senior Associate Director, Multicultural and Global Programs, New York University; Diana Mendez, Assistant Director, Graduate Student Career Development, New York University

Merritt 2

The New York University First Class Professional Development and Career Mentorship Program is a comprehensive career exploration and mentorship program for undergraduate students who identify as first-generation college students. During this session, attendees will learn how they can engage students to develop deeper connections to their respective offices. Presenters will explore how campus partners, alumni, and employers can help to address the skills gap that many first-generation college students face in their college careers.

11:35 a.m. – 12:35 p.m.

## BREAKOUT SESSIONS 9 (CONTINUED)



*APDA*

### **Creating Intentional Connections to Promote Student Success: Leveraging Data Analytics and Collaborative Partnerships**

**Presenter(s):** Keith Robinder, Associate Dean of Students, Iowa State University; Aurelia Kollasch, Senior Research Analyst, Iowa State University

Canaveral 3

Iowa State uses a campus-wide system to deliver early alert interventions centered on students' existing relationships. Staff from several areas, including multicultural student affairs, academic success and scholarship programs, veteran's services, and residence life collaborate to engage students' utilization of campus resources. This coordinated approach uses data analytics and best practices grounded in student development to improve campus retention and persistence, particularly for underserved populations. This engaging presentation will provide an overview of a campus-wide structure and examples of how to apply this innovative approach on your campus.



*FGSS*

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

**Presenter(s):** Deana Waintraub Stafford, Assistant Director, Center for First-generation Student Success, NASPA; Sarah E. Whitley, Senior Director, Center for First-generation Student Success, NASPA

Peninsula 7

The Center, an initiative of NASPA and The Suder Foundation, serves as 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. Over the past year, the Center website (<https://firstgen.naspa.org>) has served as a valuable resource featuring over 400 scholarly and news articles, 50 blogs, numerous online learning events, as well as research and reports. During this session, the Center staff will highlight these extensive first-generation student focused resources, as well as opportunities to you to engage with the Center and share your institutional accomplishments, scholarly interests, and creative approaches for serving first-generation students.



*FGSS*

### **Grove Scholars: Serving High-need Students for Four Years Beyond a Scholarship**

**Presenter(s):** Gray Flora IV, Director, Grove Scholars and Senior Academic Mentor FASTrack, University of Mississippi

Peninsula 2

Grove Scholars is an emerging scholars program for students from low-income backgrounds that are pursuing a STEM degree or health related profession at the University of Mississippi. Employing a cohort model, an incentive structure, and a summer bridge program, Grove Scholars works to close the gap between access and equity for the students beginning prior to their first year and through graduation.

11:35 a.m. – 12:35 p.m.

## BREAKOUT SESSIONS 9



**CTAG**

### **Leveraging Institutional Support to Enhance the Success of Ethnically Diverse Students**

**Presenter(s):** **Salome Nnoromele**, Associate Dean of Student and Academic Affairs, Ohio University Southern; **Martha Evans**, Assistant Professor of Education, Ohio University Southern

Biscayne 3

Recruitment, retention and graduation of students are key performance indicators of success for any educational institution. For colleges and universities, it costs less to retain students, than to recruit them. For ethnically diverse students, the cost of non-completion is monumental for both the student and the community. Identifying and implementing strategies that successfully improve retention, completion and graduation rates for diverse students is a win-win for all.



**SFWC**

### **Making Money Make Sense: Decreasing Financial Barriers for First-generation College Students**

**Presenter(s):** **Tia Dolet**, Doctoral Student and Student Success Coach, University of North Carolina at Charlotte

Biscayne 1

The hidden costs of being a college student can be a major barrier to baccalaureate degree completion for first-generation college students, even if tuition is covered. The presenter of this interactive workshop will highlight the key relationship between practical financial literacy and sustained student success. Using her experience as a college success coach for first-generation students, the presenter will support practitioners in creating financial planning teaching tools, and share how to implement proactive advising techniques to help scholars develop a healthy relationship with money.



**APDA**

### **Optimizing Your Persistence & Retention Management Portfolio: Designing Performance Metrics & Effective Communication Plans**

**Presenter(s):** **Brian Hinote**, Professor and Associate Vice Provost for Data Analytics and Student Success, Middle Tennessee State University; **Richard Sluder**, Vice Provost, Student Success, and Dean, University College, Middle Tennessee State University; **Vincent Windrow**, Associate Vice Provost for Student Success, Middle Tennessee State University

Longboat

The presenters will explore the most significant elements of institutional student success portfolios, focusing on identifying/tracking performance metrics and designing effective communication plans. These topics are particularly important because data sharing, transparency, and accountability are integral elements of a highly developed student success culture. Further, properly tracking key performance indicators, and effectively delivering actionable data across university divisions, is critically important to direct attention, personnel, and resources to opportunity areas at pivotal points in enrollment and retention cycles.

11:35 a.m. – 12:35 p.m.

## BREAKOUT SESSIONS 9 (CONTINUED)



CTAG

### Start With the End in Mind: Holistically Integrating Career Services into a Community College

**Presenter(s):** Shannon Niedzwicki, Director, Career Services and Student Life, Marion Technical College

Canaveral 1

How can we integrate career discussions into every facet of a student's journey through college? In this session, the presenter will discuss how Marion Technical College (MTC) has successfully engaged the campus community in focusing on a student's path, starting with the admissions process and continuing through advising, academics, completion and alumni. Rather than relying on students to reach out the college's career services office, MTC takes a proactive approach to engage students in career discussions at the student's first interaction with the college.



FGSS

### Success Coaching and First-generation Students: A Holistic Approach to Creating Socially Mobile Graduates

**Presenter(s):** Erin Colwell, Assistant Director, Center for Major Exploration and Mane Connect Success Coaching, Old Dominion University; Rachael Evans, Academic Advisor, and Success Coach, Old Dominion University

Peninsula 3

Old Dominion University implemented success coaching to assist the first-year at-risk student population, many of whom are first-generation. During this session, presenters will outline the role and impact of success coaching and present evidence of its efficacy. Other university initiatives that support first-generation students and encourage social mobility will be highlighted. Participants will engage in breakout discussions about how their institutions serve first-generation students, a question and answer session, and participants will leave with an informational packet on success coaching.



FGSS

### The Online Learning Environment: Tackling the Pernicious Effects for First-generation College Students

**Presenter(s):** Helen Stiff-Williams, Professor, School of Education, Regent University; Keisha Greene-Campbell, Research Assistant and Professional Educator, Regent University; Antwan Perry, Research Assistant and Educational Consultant, Washington, DC Public Schools

Peninsula 5

In the online learning environment, first-generation college students have unique and particularly daunting challenges to surmount, such as a sense of isolation, insecurity about academic preparedness, unawareness of availability of resources and support, and social-cultural differences. This presentation will show participants how to address challenges of first-generation students in undergraduate, graduate and advanced degree programs. Presenters will discuss strategies to apply in an online setting with real-time illustrations through the Blackboard technology platform.

11:35 a.m. – 12:35 p.m.

## BREAKOUT SESSIONS 9



*FGSS*

Peninsula 6

### Tracking Trailblazers: A Landscape Analysis of First-generation College Student Success

**Presenter(s):** Richard Blake, Assistant Director, Machen Florida Opportunity Scholars Program, and First-generation Student Success, University of Florida; Leslie Pendleton, Senior Director, Retention and Success Initiatives, University of Florida

Often, first-generation students are considered at-risk and numerous programs are created to support their transition to college. Does participation in such programs yield higher academic success? In an effort to address this question, the presenters engaged in a First-Generation Landscape Project. Specific emphasis was given to students who performed academically well but were not connected to programs. Participants will have the opportunity to learn the project's purpose and design to consider if something similar would be beneficial at their institution.



## 2019 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice

The 2019 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice is the premier event for student affairs and academic affairs professionals who are seeking an interactive forum that combines thought-provoking keynote speakers, challenging educational sessions, and opportunities for resource and idea sharing. The Institute exists to connect those with responsibilities for and those who are passionate about multicultural education at institutions across the country.

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#### AUTHORS:

Lynne C. Shea, Linda Hecker, and Adam R. Lalor

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**FIRST  
GENERATION**  
COLLEGE STUDENT



# ASSESSMENT, PERSISTENCE, AND DATA ANALYTICS

## SUNDAY, JUNE 16

		Room
3:20 p.m.	Hot Spots Matter: Exploring Place-Based Sense of Belonging on College Campuses	Canaveral 2
3:20 p.m.	Successfully Navigating Culture of Evidence Challenges and Managing the End Game	Canaveral 3
3:20 p.m.	Using Data to Create a Student-Ready Institution	Longboat
3:20 p.m.	Using Dashboards to Motivate Assessment	Coral A
3:20 p.m.	What's Really Going on with Retention? A Guide for Student Affairs Practitioners	Merritt 2
4:40 p.m.	Calling Shenanigans on Poor Survey Design	Longboat
4:40 p.m.	Developing an Interconnected Assessment Strategy	Coral B
4:40 p.m.	Make it Your Own: Establishing a Division-wide Program Review Process with CAS Standards	Coral C
4:40 p.m.	No Data, No Sense: Implementing Assessment Strategies to Improve Engagement, Persistence, and Retention	Peninsula 7
4:40 p.m.	Turning Data into Stories	Canaveral 3
6:00 p.m.	Building Confidence in Data Analytics: Overcoming the Four Themes in Data Distrust	Canaveral 1
6:00 p.m.	Creating a Culture of Assessment	Canaveral 2
6:00 p.m.	High-Impact Retention Practices	Canaveral 3
6:00 p.m.	Phoenix Next: Scoring High-Risk Factors for Holistic Student Support	Longboat
6:00 p.m.	Student Success Labs	Coral A

# ASSESSMENT, PERSISTENCE, AND DATA ANALYTICS

## MONDAY, JUNE 17

8:30 a.m.	Closing The Achievement Gap by Understanding and Addressing Reasons Why Students Leave	Canaveral 1
8:30 a.m.	Crafting an Undergraduate Assessment and Data Internship Experience	Canaveral 2
8:30 a.m.	Evaluating Annual Reporting in Student Affairs	Canaveral 3
8:30 a.m.	It Takes a Village: Improving Student Success with Data Analytics and Case Management	Longboat
8:30 a.m.	Using Data Analytics To Facilitate Strategic Decision-Making in Admissions & Enrollment Management	Coral C
9:50 a.m.	Practical, Sensible, and Actionable: Harnessing the power of data to guide our most important decisions	Crystal ABC
11:10 a.m.	Developing Affinity Spaces for Students of Color at Small Private Colleges	Biscayne 2
11:10 a.m.	Retention and Well-being: An Overlooked Relationship	Biscayne 3
11:10 a.m.	Streamlining the Process: Connecting Student Experiences through Shared Data Resources	Canaveral 1
11:10 a.m.	Student Affairs Assessment: Building a Divisional Culture of Evidence	Canaveral 2
11:10 a.m.	Student Success Built Upon Data Analytics: Increasing Retention by 12%	Canaveral 3
1:30 p.m.	Building Assessment Capacity Division-Wide	Canaveral 1
1:30 p.m.	Innovative Strategies to Evaluate Health and Wellness Initiatives on Student Success	Biscayne 3
3:05 p.m.	Building a Strong Foundation: Using Professional Development to Foster a Culture of Intentional Assessment	Coral C
3:05 p.m.	Elevate Your Student Success Efforts with Non-Cognitive Assessments	Peninsula 1
3:05 p.m.	Engaging First Year Students through Early Arrival Programs	Peninsula 2
3:05 p.m.	Homesickness and Academic Resilience: Two Key Issues for First-Year Students	Peninsula 3
3:05 p.m.	Socially Just Assessment: A Tool for Equity and Inclusion	Peninsula 6
4:25 p.m.	A Framework for Division-wide Assessment of Student Learning and Institutional Effectiveness	Canaveral 3
4:25 p.m.	Dashboards: The Gift and The Curse	Peninsula 6
4:25 p.m.	Data-Informed, Gut-Inspired: Creating Change with Cross-Functional Action Teams	Peninsula 7
4:25 p.m.	The Politics of Post-Graduation Outcomes Data	Peninsula 5
4:25 p.m.	A Comparison of Machine Learning Models Predicting Student Employment	Merritt 2

## TUESDAY, JUNE 18

		Room
10:15 a.m.	Annual Report and Assessment Collaboration: Mixing Methods and People	Merritt 2
10:15 a.m.	Collaborating with Institutional Effectiveness Offices: Strategies and Lessons Learned	Peninsula 2
10:15 a.m.	Gaining Insight Through Dynamic Predictive Modeling	Peninsula 6
10:15 a.m.	Machine Learning Augmented Decisions for Better Student Learning Outcomes	Biscayne 3
10:15 a.m.	Using Institutional Data to Support Success of Minoritized Students	Longboat
11:35 a.m.	#InvolvedAF: Controlling for Self-Selection Bias while Assessing Student Involvement Programs	Canaveral 2
11:35 a.m.	Creating Intentional Connections to Promote Student Success: Leveraging Data Analytics and Collaborative Partnerships	Canaveral 3
11:35 a.m.	Optimizing Your Persistence & Retention Management Portfolio: Designing Performance Metrics & Effective Communication Plans	Longboat

# CLOSING THE ACHIEVEMENT GAP

## SUNDAY, JUNE 16

		Room
3:20 p.m.	Breaking Bread (or Pizza): Cross-Divisional Collaborations for Promoting Student Success	Biscayne 2
3:20 p.m.	Compassion and Generosity: A Focused Response to Student Success after Hurricane Florence	Biscayne 3
3:20 p.m.	Social Mobility and Sustainable Organizational Change at Old Dominion University	Canaveral 1
3:20 p.m.	Using Formative Indicators to Drive Student Success	Coral C
4:40 p.m.	A Student-Faculty Partnership Program to Promote Engagement and Student Success	Canaveral 2
4:40 p.m.	Changes in Living-learning Program Increases Retention of Women in STEM Majors	Biscayne 2
4:40 p.m.	Integrating New Ideas Into Existing Outreach and Retention Efforts	Biscayne 3
4:40 p.m.	Three Strategies for Engaging Faculty in Student Success	Coral A
6:00 p.m.	A Wrap-Up Approach to Student Care and Support	Biscayne 3

## MONDAY, JUNE 17

		Room
8:30 a.m.	Advancing Social Mobility and Academic Excellence	Coral B
8:30 a.m.	A Self-sustaining Peer-to-Peer Mentoring Model for All Students	Biscayne 1
8:30 a.m.	Addressing and Supporting Student Wellbeing through Orientation and Transition Programs	Biscayne 2
8:30 a.m.	Dismantling Roadblocks: A Transition Program for Students with Disabilities	Biscayne 3
8:30 a.m.	Holistic Advising: An Innovative Practice to Increase Student Retention & Persistence	Merritt 2
9:50 a.m.	A Multi-method Longitudinal Study of First-generation College Students	Biscayne 3
9:50 a.m.	Gamifying Success: Enhancing the Student Transition through Technology, Community Building, and Reflection	Canaveral 1
9:50 a.m.	It Takes Two Villages: Supporting Transfer from Community Colleges to Selective Institutions	Canaveral 2
9:50 a.m.	The Reverse Domino Effect: Shifting the Trajectory for Students Impacted by Trauma	Coral A
9:50 a.m.	The Path to Adulting: Coaching our Students to Accept Responsibility & Create Self-Acceptance	Canaveral 3
9:50 a.m.	Why Subpopulations Matter: Being an Advocate for “Invisible” Students	Merritt 2
1:30 p.m.	An Inclusive Model of Coaching Amid Organizational Change	Merritt 2
1:30 p.m.	Do You Really See Me?: Strategies to Consider When Developing Retention Programs	Canaveral 2
1:30 p.m.	Even as They Struggle: Strategic Planning Using Evaluative Roundtable Conversations with Students	Biscayne 2
3:05 p.m.	Case Study: Obstacles and Strategies to Launching an Academic Momentum Initiative within a Large Public Urban University	Canaveral 2
3:05 p.m.	Designing Effective Models for Student Intervention in STEM	Peninsula 7
3:05 p.m.	Interstate Passport®: A Learning Outcomes Solution to Transfer Credit Loss	Canaveral 3
3:05 p.m.	Learning for Life: Navigator-to-Scholar Model	Coral B
3:05 p.m.	Leverage Technology to Improve Student Success and Enhance Parent Engagement	Longboat
3:05 p.m.	Perceptions about Math Placement Among First-generation Students, Low-Income Students, and Students of Color	Coral A
3:05 p.m.	Purdue Promise: A Program Dedicated to Closing the Achievement Gap	Merritt 2
3:05 p.m.	An Assessment Strategy for SEEK Math Outcomes	Coral C

# CLOSING THE ACHIEVEMENT GAP

<b>MONDAY, JUNE 17 (CONTINUED)</b>		<b>Room</b>
4:25 p.m.	CARE: A Comprehensive System to Increase First-generation and Underrepresented Student Success	Longboat
4:25 p.m.	Improving Academic Progress for Low-Income Community College Students	Canaveral 2
4:25 p.m.	Key Communities: Supporting Equity through Intentional Design	Biscayne 3
4:25 p.m.	Systemic Strategies for Mental Health Support for Diverse Student Populations: the JED Comprehensive Approach	Canaveral 1
<b>TUESDAY, JUNE 18</b>		<b>Room</b>
10:15 a.m.	Finding the Magic Number: Using Involvement Data to Uncover Key Indicators for Student Retention	Canaveral 1
10:15 a.m.	Triple Threat: Closing Achievement Gaps through Integrating Equity Oriented Programs	Canaveral 2
10:15 a.m.	Using Cross Campus Collaborations and Experiential Learning to Design Curriculum for First-year Underrepresented Students	Canaveral 3
11:35 a.m.	All Hands on Deck: How We Eliminated the Achievement Gap for Race and Gender in Math Courses	Biscayne 2
11:35 a.m.	Leveraging Institutional Support to Enhance the Success of Ethnically Diverse Students	Biscayne 3
11:35 a.m.	Start With the End in Mind: Holistically Integrating Career Services into a Community College	Canaveral 1

# FIRST-GENERATION STUDENT SUCCESS

SUNDAY, JUNE 16		Room
3:20 p.m.	First-generation Student Success: A Landscape Analysis of Programs and Services at Four-year Institutions	Peninsula 1
3:20 p.m.	FIRST Generation Success Peer Mentoring Program	Peninsula 2
3:20 p.m.	Helping First-generation Undergrads Understand why and how to Pursue a Doctorate Degree	Coral B
3:20 p.m.	Immersion Programs Designed for First-generation College Students	Peninsula 7
3:20 p.m.	Legacy Scholars Curriculum and Praxis: An Ecological Systems and Critical Pedagogy Approach to First-generation	Peninsula 3
3:20 p.m.	One Step Further: Preparing and Supporting First-generation Students Entering Doctoral and Professional School	Peninsula 5
3:20 p.m.	Pioneering a Science Pathway: Creating Learning Communities to Foster Success and Belonging	Peninsula 6
4:40 p.m.	Analytics, Advising and Alliances: How 10,000 Students are Changing Advising Practices	Peninsula 1
4:40 p.m.	Bluejay First: A Strategic Approach to the First-generation Experience at Small Colleges	Peninsula 6
4:40 p.m.	Building a First-generation Residential Community from the Ground Up	Peninsula 2
4:40 p.m.	Building Broader First-Generation Services Using TRIO As A Base	Peninsula 3
4:40 p.m.	Engaging First-generation College Alumni: Providing Opportunities to Pay It Forward	Peninsula 5
4:40 p.m.	Reading Between the Retention Rates: Examining First-generation Student Transitions in the First Year	Merritt 2
4:40 p.m.	The Lived Experiences of First-generation College Students of Color: A Phenomenological Study	Merritt 2
6:00 p.m.	Five Ways to Engage Facilities and Housekeeping Staff With First-gens	Peninsula 1
6:00 p.m.	Getting Started: Creating a First-gen Support Movement	Peninsula 2
6:00 p.m.	Identifying and Engaging First-gen Faculty and Staff in Meaningful Ways	Peninsula 3
6:00 p.m.	Mentoring Student Employees for Success	Peninsula 5
MONDAY, JUNE 17		Room
8:30 a.m.	#AdvisingSoWhite: How Academic Advising Centers' White & Middle Class Norms Impacts FGLICS	Peninsula 1
8:30 a.m.	First-gen Talk Across Generations: Achievement, Strengths, Wisdom	Peninsula 2
8:30 a.m.	FSU's Summer Bridge Program: Bridging FGEN Students to Success	Peninsula 3
8:30 a.m.	Reaching Individual Success and Empowerment (RISE)	Peninsula 5
8:30 a.m.	Transforming First-generation Student Support: Shifting to an Asset-Based Framework	Peninsula 6
8:30 a.m.	Unconquered Scholars Program: A Comprehensive Approach to Support Foster Care Alumni and Homeless Students	Coral A
8:30 a.m.	What About First-gen Graduate Students?	Peninsula 7
9:50 a.m.	Advisor as a Navigator: First-generation Study Abroad	Longboat
9:50 a.m.	Black Males' Dreams and Nightmares of Being a First-generation College Student	Peninsula 1
9:50 a.m.	Building Out Peer Mentoring Programs with CAS Standards	Peninsula 2

# FIRST-GENERATION STUDENT SUCCESS

MONDAY, JUNE 17 (CONTINUED)		Room
9:50 a.m.	Dissolving Divisions: Engaging First-generation Students First through Collaborative Initiatives and Programming	Coral B
9:50 a.m.	Examining First-generation Students of Color & Disenfranchised Grief: Tools for Student Affairs Practitioners	Peninsula 5
9:50 a.m.	FirstGen & _____	Coral C
9:50 a.m.	Fostering an Institutional Culture of Holistic Success for First-generation College Students	Peninsula 6
9:50 a.m.	Summer Scholars: A Gateway, Not a Bridge	Peninsula 7
9:50 a.m.	Universidad a Carrera: Peer Mentoring Dreamers for Career Engagement	Peninsula 3
11:10 a.m.	Approaches to Assessing First-generation College Student Success	Peninsula 1
11:10 a.m.	Coaching with Intention: Scalable Support for First-generation College Students	Peninsula 2
11:10 a.m.	Cultivating Impact at Scale Through First-generation Peer Mentors	Coral C
11:10 a.m.	First-generation Commitments at The University of Texas at Austin	Peninsula 3
11:10 a.m.	First-generation Narratives in Comics	Peninsula 5
11:10 a.m.	Portland's Pilots: How the UP First-generation Peer Mentor Program Helps First-Year Students Navigate and Maneuver College Life	Coral A
11:10 a.m.	Reach Back, Pull Forward: Mentoring the Next Generation of Minority Leaders	Peninsula 6
11:10 a.m.	The Hero's Journey: A Positive Lens for the Transition to College	Peninsula 7
11:10 a.m.	The Moonshot for Equity	Merritt 2
11:10 a.m.	Wharton's Successful Transition and Empowerment Program (STEP) for First-generation Students at the University of Pennsylvania	Longboat
1:30 p.m.	Alumni Matter: Creating a Culture of First-generation Graduates Giving Back	Peninsula 1
1:30 p.m.	Creating a Culture of Care: Supporting First-generation Students	Peninsula 2
1:30 p.m.	First Step to First-gen Success: Know Your Students	Peninsula 3
1:30 p.m.	Leadership Still Matters: Championing Student Success	Peninsula 5
1:30 p.m.	Panther Partners: A High-touch, Low-cost First-generation Student Success Program	Peninsula 6
1:30 p.m.	Student Success Programs Community Think Tank: Expanding Programmatic Services with Limited Budgets	Peninsula 7
1:30 p.m.	Within Our Own Communities: Strategies for Hosting a First-generation Student Success Conference	Longboat
4:25 p.m.	At The Intersection: A Holistic Program Model for Practitioners That Cultivates First-generation Student Success and Well-being	Coral B
4:25 p.m.	Creating and Maintaining an Institution's Culture Shift for First-generation Student Success	Peninsula 1
4:25 p.m.	Developing a Positive Mindset: Building a Community to Empower, Engage and Support First-generation College Students	Peninsula 2
4:25 p.m.	Engaging First-generation Students Throughout Their College Journey	Peninsula 3
4:25 p.m.	"Parents Just Don't Understand": Bringing Parents and Families of First-generation Students Into the Fold	Coral A
4:25 p.m.	Validation Among First-generation Undergraduates in Learning Communities	Merritt 2

# FIRST-GENERATION STUDENT SUCCESS

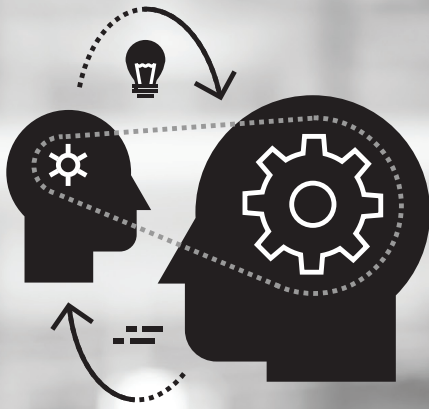
## TUESDAY, JUNE 18

## Room

10:15 a.m.	Anticipatory Socialization: Leveraging Institutional Partnerships in Support of First-generation Transfer Students	Peninsula 3
10:15 a.m.	Fostering Leadership Development in First-generation Students: Key Components to Success	Peninsula 5
10:15 a.m.	Leveling the Academic Playing Field: Increasing the Success Rate for First-generation Students	Peninsula 7
11:35 a.m.	Career Development and Mentorship Program for First-generation Students	Merritt 2
11:35 a.m.	Engaging with the Center for First-generation Student Success	Peninsula 7
11:35 a.m.	Grove Scholars: Serving High-need Students for Four Years Beyond a Scholarship	Peninsula 2
11:35 a.m.	Success Coaching and First-generation Students: A Holistic Approach to Creating Socially Mobile Graduates	Peninsula 3
11:35 a.m.	The Online Learning Environment: Tackling the Pernicious Effects for First-generation College Students	Peninsula 5
11:35 a.m.	Tracking Trailblazers: A Landscape Analysis of First-generation College Student Success	Peninsula 6

# STUDENT FINANCIAL WELLNESS

<b>SUNDAY, JUNE 16</b>		<b>Room</b>
3:20 p.m.	Eyes Wide Open: Talking With Students in Low-Earning Fields About Financing Graduate/ Professional Education	Biscayne 1
4:40 p.m.	Addressing Food Insecurity Holistically	Canaveral 1
4:40 p.m.	The Affordability Task Force: Using the University Mission to Drive Initiatives	Biscayne 1
6:00 p.m.	Beyond Financial Aid: Supporting Students on the Margin Through Collaboration and Care	Biscayne 1
6:00 p.m.	Holistic Student Financial Wellness at a Large Community College	Coral B
<b>MONDAY, JUNE 17</b>		<b>Room</b>
9:50 a.m.	Understanding Your Audience: Assessment for Relevant Financial Education	Biscayne 1
9:50 a.m.	You've Been Thinking About Credit All Wrong	Biscayne 2
11:10 a.m.	Leveraging Homegrown Financial Strategies to Retain More Students	Biscayne 1
1:30 p.m.	Ethics in Data Analytics	Biscayne 1
3:05 p.m.	Financial Wellness Center: A Coaching Model Within the Business Office	Biscayne 1
3:05 p.m.	"I Got to Talk to Someone Just Like Me:" Examining Outcomes From a Mixed Methods Assessment of a Peer-to-Peer Financial Wellness Program	Biscayne 2
3:05 p.m.	R.O.I. for M.E. at Texas A&M	Biscayne 3
4:25 p.m.	Helping Students Navigate Life Outside of Academics	Biscayne 2
4:25 p.m.	Student Financial Health: Building a Holistic and Supportive Measurement Framework	Biscayne 1
<b>TUESDAY, JUNE 18</b>		<b>Room</b>
10:15 a.m.	Financial Wellness on the Margins: Examining Financial Behaviors and Attitudes of Understudied Groups	Biscayne 2
10:15 a.m.	Higher Education and Basic Needs Literacy: A Training Experience for Academic Affairs and Student Affairs Professionals	Coral A
10:15 a.m.	Invest in Your library: Why Your Institution's Librarians are a Valuable Asset in a Collaboration Portfolio	Biscayne 1
11:35 a.m.	Making Money Make Sense: Decreasing Financial Barriers for First-generation College Students	Biscayne 1



# LEARNING OUTCOMES

## THE NEW CURRENCY FOR SEAMLESS CREDIT TRANSFER

NATIONWIDE NETWORK STREAMLINES  
BLOCK TRANSFER OF LOWER-DIVISION  
GENERAL EDUCATION ATTAINMENT

- Saves students' time and money
- Faster progress to degree completion
- Seamless transfer based on learning outcomes, not individual courses



**INTERSTATE**  
**PASSPORT**<sup>®</sup>  
Study • Transfer • Succeed

Learn how college transfer is changing:  
[interstatepassport.wiche.edu](http://interstatepassport.wiche.edu)

# STUDENT ARC

Advancing Retention in College

**Student ARC** is a collection of tools, reports, news, and insights into the myriad ways institutions across the nation support students with timely, small amounts of money or other resources. Whether you are looking to establish, enhance, or expand emergency aid efforts, Student ARC can be a powerful tool, connecting you with:

Reports to inform and demonstrate the need for emergency aid & foundational components

Examples of other institution processes and resources  
& the chance to share your institution's story

Exclusive resources designed by the National Association of Student Financial Aid Administrators (NASFAA) highlighting effective integration of emergency aid and financial aid

Toolkits developed to support institutions serving students in need, including an assessment rubric



**NASPA**<sup>®</sup>

Student Affairs  
Administrators in  
Higher Education

# studentarc.org

# EXHIBITOR LISTING AS OF MAY 10, 2019

## **Ansanon for Students**

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

Ansanon® for Students is a custom, full-service survey product for higher-education institutions, featuring truly anonymous data collection ideally suited for surveys on sensitive topics, such as sexual assault, substance abuse, staff evaluations, new-student recruits – any topic where students' answers could be skewed by the possibility of being identified.

## **Campus Labs • Gold Sponsor**

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

Campus Labs empowers institutions to make valuable connections with their data. We offer a complete set of integrated solutions for areas such as assessment, retention, teaching and learning, student engagement, and institutional effectiveness. We're proud to serve more than 1,400 public and private colleges and universities.

## **CampusESP**

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

CampusESP addresses parent, student and institutional needs by creating a personalized online experience that provides a one-stop shop for parents. The CampusESP platform centrally manages parent information and preferences, which allows for targeted communication that alerts parents to the most critical information for their student's success.

## **CashCourse • Bronze Sponsor**

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

CashCourse is a free, online noncommercial financial literacy resource for colleges and universities, created by the nonprofit National Endowment for Financial Education (NEFE). The program provides customizable, interactive personal finance tools used at more than 1,100 colleges and universities across the country. Visit [www.cashcourse.org](http://www.cashcourse.org) to enroll or learn more.

## **The Center for First-generation Student Success**

[firstgen.naspa.org](http://firstgen.naspa.org)

The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, launched in 2017 as 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. Follow @FirstgenCenter and use #FirstgenForward to join the conversation!

## **The Center for the Study of Student Life (CSSL)**

[cssi.osu.edu](http://cssi.osu.edu)

The Center for the Study of Student Life (CSSL) promotes a culture of research and assessment. Within The Ohio State University's Office of Student Life, CSSL supports research surrounding co-curricular learning and student development, program improvement, the advancement of outcomes-based assessment, training, strategic planning, and data-driven decision-making.

## **The Council for Opportunity in Education (COE)**

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

The Council for Opportunity in Education (COE) is a nonprofit organization whose membership includes more than 900 colleges. These colleges utilize TRIO Programs to increase retention and graduation of first-generation students. If you are interested in exploring how TRIO programs can be brought to your campus or can be used as a base for first-generation services, visit our booth.

## **EAB • Gold Sponsor**

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

EAB's mission is to make education smarter and our communities stronger. We harness the collective power of more than 1,300 schools, colleges and universities to uncover proven practices and transformative insights. We work with each school differently to apply these insights through a customized blend of research, technology, and services.

# EXHIBITOR LISTING

## **Ethos**

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

Ethos empowers learners with the skills to thrive beyond the classroom. We prepare learners for purposeful lives and careers in the new economy. Our model includes customized programs and research solutions for educational institutions to improve career placement, entrepreneurial advancement, and financial health.

## **The Financial Literacy Coach**

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

Eric Smith, The Financial Literacy Coach, has shared his engaging financial presentations with nearly 100,000 college students and thousands of NBA/ NFL players. Eric's fun and impactful way of sharing practical financial success skills has made him one of the most requested financial presenters in the college and professional environments.

## **Frequency Foundry**

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

Frequency Foundry is a software development company with operations in USA, Canada, Brazil and India. We serve the higher education and public sector verticals through products built on the Microsoft Dynamics 365 and Azure platforms. Our products leverage the Common Data Services to deliver insightful solutions that help institutions and companies not only catch up to today, but also prepare for tomorrow.

## **Inside Track • Gold Sponsor**

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

InsideTrack is passionate about student success. Since 2001, we have been dedicated to partnering with colleges and universities to create adaptive coaching solutions that generate measurable results. These solutions combine professional coaching, technology and data analytics to increase enrollment, completion, and career readiness. Our coaching methodologies and uCoach® Platform optimize student engagement and generate valuable insights on the student experience.

## **Involvio • Gold Sponsor**

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

At Involvio, we're focused on driving student engagement from the time your students arrive on campus all the way through graduation. Our platform brings everything happening on your campus into beautiful and easy to use mobile apps that help your students navigate orientation and stay involved throughout the school year.

## **NASPA Recruitment, Engagement, and Volunteerism**

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

Whether you're a long time member, new to the organization, or if this is your first time attending the Student Success in Higher Education Conference, NASPA: Student Affairs Administrators in Higher Education is here to serve you and your professional development needs. As the leading association for higher education and student affairs professionals, NASPA brings 100 years of supporting the success of students, emerging professionals, and seasoned staff.

## **National Resource Center for The First-Year Experience and Students in Transition • Cooperating Sponsor**

[sc.edu/fye](http://sc.edu/fye)

The National Resource Center for The First-Year Experience and Students in Transition serves as the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions.

# EXHIBITOR LISTING AS OF MAY 10, 2019

## **The National Society of Leadership and Success**

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

The National Society of Leadership and Success is the largest leadership honor society and collegiate leadership development program in the country. We work with over 650 colleges and have more than 1 million members. However, it's a different model than your traditional honor society, in this case students must complete our leadership program in order to be inducted. That program is based on mission of "Building leaders who make a better world" and to do that we provide the students with training, motivation, inspiration, and the follow through to put that learning into action. As part of the program experience, students learn from some of the top leaders and speakers in the world. Speakers have included the likes of John Maxwell, Anderson Cooper, and Simon Sinek.

## **Pharos Resources**

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

Pharos Resources provides a comprehensive approach to improve student outcomes. Our unique software and approach will strengthen early alert, student care, and retention on your campus. Through Relational Retention, our relationship-focused perspective, you will identify at-risk students, eliminate campus silos, increase student engagement, and enrich your culture of student success.

## **Presence • Gold Sponsor**

[presence.io](http://presence.io)

Presence provides a web and mobile platform to institutions of higher education to help increase student engagement, assess involvement, allocate funding efficiently, and improve retention through simplifying and digitizing processes, collecting, structuring, and analyzing involvement data, and provides tools to help reach and engage more students.

## **Ready Education • Gold Sponsor**

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

Ready Education helps colleges and universities redefine campus communications. We develop mobile apps that transform the student experience by helping colleges deliver the right information to the right student at the right time. Over 350 institutions rely on Ready Education to seamlessly connect over 1.5 million students with their administrators, their campus, and most importantly, their peers.

## **ReisUP**

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

ReisUP puts a refreshing, anecdotal spin on financial literacy with a unique focus on improving students' mindset and overall financial wellbeing. Through LIT, a customizable, curriculum-based video platform, ReisUP empowers all students – especially first-generation individuals – with the knowledge and tools they need to "rise up" with their money.

## **Signal Vine**

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

Signal Vine is a text messaging platform that uses Blended Messaging® to reach students where they operate most while incorporating the benefits of AI to save staff time. By nudging students, alumni, and staff with personal messages on key deadlines, appointments, and offers of support, administrators can improve engagement and in turn enrollment and persistence.

## **Skyfactor • Gold Sponsor**

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

Skyfactor Benchworks (formerly known as EBI) is a Macmillan Learning company that provides research-based program assessments and benchmarking for a variety of Student Affairs programs, as well as Business Education, Engineering, Nursing, Teacher Education. The robust analytics Benchworks provides empowers programs to identify areas of improvement for maximum impact on program success and are mapped to accreditation and professional standards.

# EXHIBITOR LISTING

## **Starfish by Hobson • Silver Sponsor**

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

Starfish helps identify at-risk students, and proactively provides support to ensure students achieve their goals, by offering students career exploration and academic planning, and offering institutions case management, predictive analytics, and strategic consulting to build institutional success plans at scale.

## **Stuff With A Purpose**

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

Stuff With A Purpose, LLC is an apparel company committed to colorful, comfortable and high quality socks and t-shirts. Part of its mission is to support education by donating 10% of its profits to scholarships for first-generation, low-income students.

## **Symplicity**

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

Symplicity creates solutions that help more than 1,300 institutions worldwide effectively connect students to the people, knowledge, experiences, and resources needed to succeed, both while they are in school and after graduation. Along with providing students with career opportunities, Symplicity provides tools that help ensure their safety, wellbeing and ability to thrive.

## **YOU at College**

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

YOU at College is a well-being portal that connects students to the right on-campus and online resources, at the right time. Customized for your campus and personalized for each student, YOU increases the visibility and effectiveness of resources across your institution, promoting inclusive excellence and a more successful, satisfied student body.

## CENTER ONLINE LEARNING

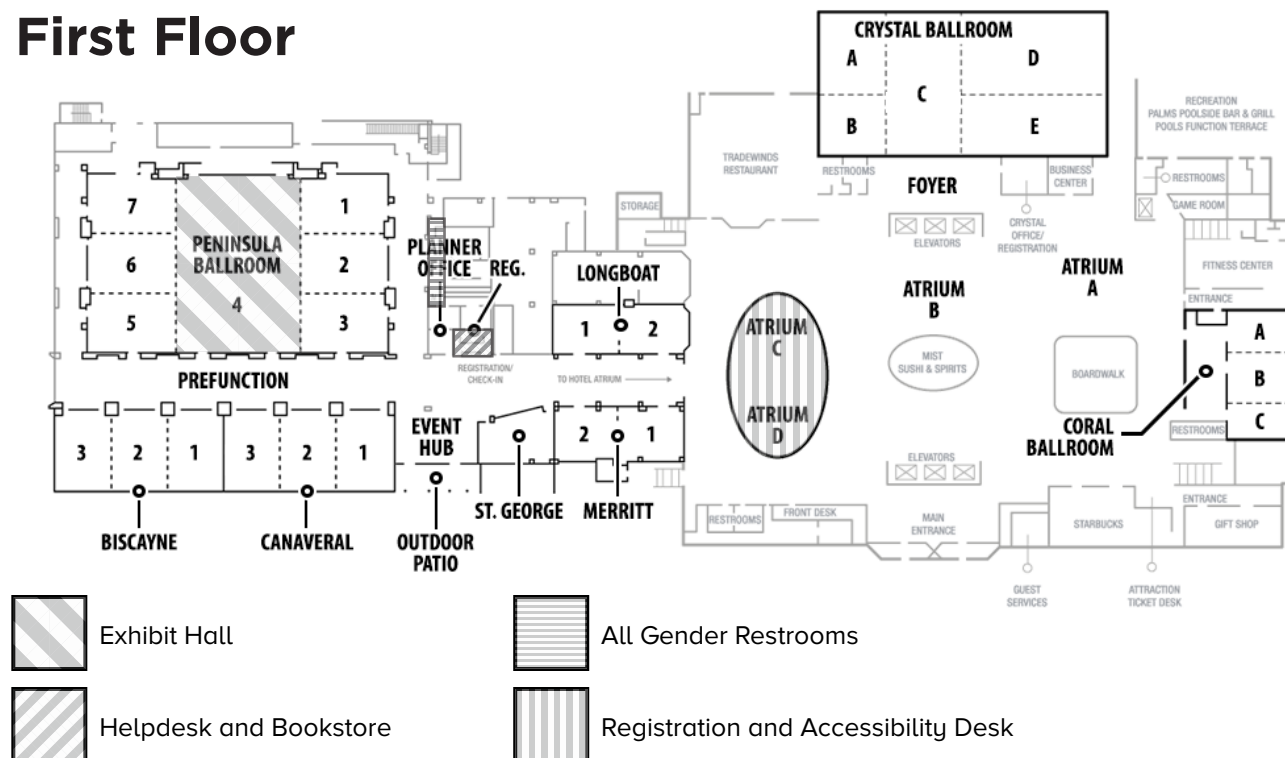
Virtual events offering strategies, evidence-based practices, and approaches to advance the success of first-generation students.

To learn more, visit  
[bit.ly/First-genEngagement](http://bit.ly/First-genEngagement)

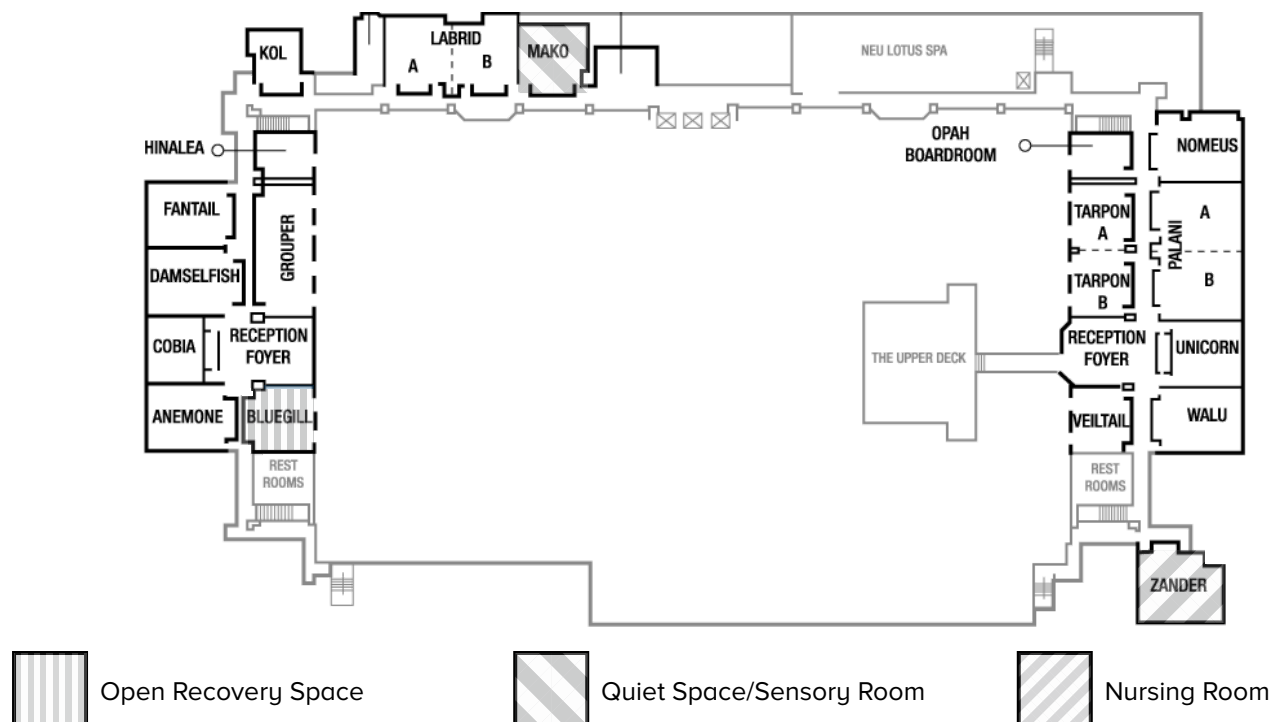


# FLOOR PLANS

## First Floor



## Second Floor



# Spring 2019 NASPA Foundation Professional Development Scholarship Winners



Stephanie Alvarado



Tracie Gibson



Quamori Goodwin



Quortne Hutchings



Analicia Leiva



Alexei Marquez



Kelsey Parker



Anna Szalay

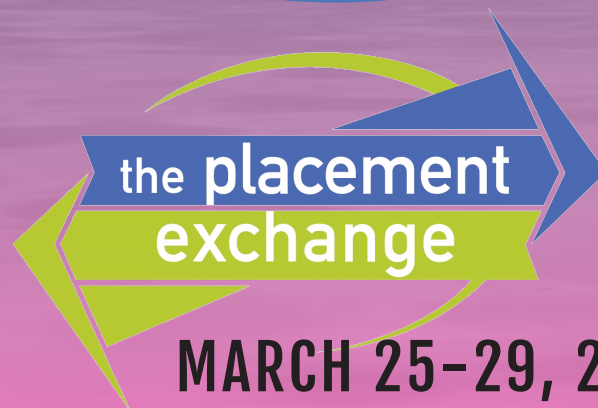


Staci Weber

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