



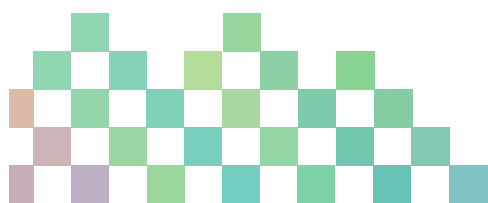
MAY 31-JUNE 2, 2018
HILTON COLUMBUS DOWNTOWN | COLUMBUS, OH



2018
Closing the Achievement Gap:
STUDENT SUCCESS
IN HIGHER EDUCATION
CONFERENCE



2018
**SYMPOSIUM ON COLLEGIATE
FINANCIAL WELL-BEING**



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SCHEDULE AT-A-GLANCE

DAY 1: MAY 31, 2018

7:30 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
12:30 p.m. – 6:45 p.m.	Exhibitor Tables Open
1:00 p.m. – 2:30 p.m.	Welcome and Opening Keynote
2:45 p.m. – 4:45 p.m.	Extended Learning Sessions (120 minutes)
2:45 p.m. – 3:45 p.m.	Concurrent Sessions I
4:00 p.m. – 5:00 p.m.	Concurrent Sessions II
5:00 p.m. – 6:30 p.m.	Opening Networking Reception
6:30 p.m. – 7:30 p.m.	Center for First-generation Student Success Reception – <i>By Invitation Only</i>

DAY 2: JUNE 1, 2018

7:30 a.m. – 5:00 p.m.	Registration & Exhibitor Tables Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:30 a.m.	SCFWB Keynote Speaker
8:30 a.m. – 9:30 a.m.	CTAG Concurrent Sessions III
9:45 a.m. – 10:45 a.m.	Concurrent Sessions IV
11:00 a.m. – 12:15 p.m.	CTAG Keynote Speaker
11:00 a.m. – 12:15 p.m.	SCFWB Roundtable Discussions
12:15 p.m. – 1:45 p.m.	Lunch (On Your Own)
2:00 p.m. – 3:00 p.m.	Concurrent Sessions V
3:15 p.m. – 4:15 p.m.	Concurrent Sessions VI
3:15 p.m. – 4:30 p.m.	SCFWB Plenary Panel
4:15 p.m. – 4:45 p.m.	Networking Break
4:45 p.m. – 5:45 p.m.	VPSA & SSAO Reception – <i>By Invitation Only</i>
4:45 p.m. – 5:15 p.m.	Toolbox Sessions I
5:30 p.m. – 6:00 p.m.	Toolbox Sessions II

DAY 3: JUNE 2, 2018

7:30 a.m. – 11:00 a.m.	Registration
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:45 a.m.	Closing Keynote Speaker
10:00 a.m. – 11:00 a.m.	Concurrent Sessions VII
11:15 a.m. – 12:15 p.m.	Concurrent Sessions VIII

Please note, while some speakers and plenary sessions are geared towards one particular event, as a registered attendee, you can attend any event being offered throughout our time together.



WELCOME

Welcome to Columbus, Ohio and to the 2018 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference and the 2018 Symposium on Collegiate Financial Well-Being. These co-located professional development events offer an opportunity to elevate, translate, and educate participants about strategies to support students' success during and after college.

As a registered attendee, you should feel free to attend sessions at either event. This program book provides a combined view of sessions from both events, with a designation as to which event the program is geared towards. For the 2018 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference, look for the acronym **CTAG** beside a program description. For the 2018 Symposium on Collegiate Financial Well-Being, look for the acronym **SCFWB**.

The Closing the Achievement Gap sessions will elaborate on how to address factors woven into the student experience which may impact their success and completion. The Symposium on Collegiate Financial Well-Being sessions will focus on elements relating to students' financial decision making, debt-aversion, and long-term financial planning. We hope the convergence of these topics will serve a wide range of institutional audiences, from those who are developing and modifying policies to those who would like to improve their current practices.

One of the most rewarding aspects of these events will be the opportunity to network with your colleagues to get fresh ideas, find new ways to solve problems, and share promising practices. We hope that during the next few days, you will find the events will provide new insights and strategies to bring back to your campus. Please take time to network with your colleagues, ask questions, and involve yourself in every aspect of the events. Again, welcome; we hope you enjoy your experience!



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THANK YOU

NASPA owes a debt of gratitude to the planning committees for both events. The time, dedication, and expertise shared by the committees is much appreciated.

2018 NASPA Closing the Achievement Gap: Student Success in Higher Education

Trent Ball, assistant vice president, academic diversity and outreach,
academic support centers, Southeast Missouri State University

Clare Cady, director, research application and dissemination,
HOPE center for college, community and justice, Temple University

Judith Estrada, director of Chicano Latino Resource Center,
University of California, Santa Cruz

Oscar Felix, associate vice president for diversity,
Colorado State University

Berengère Gallion Phillips, assistant director, fraternity and sorority life,
University of North Carolina, Chapel Hill

Evetth Gonzalez, assistant dean of campus life, Harvey Mudd College

Patrick Hale, assistant director of intercultural affairs, Stonehill College

Aaron Jones, retention specialist, Black student community,
University of California, Santa Cruz

Tim Khuu, academic advisor, Rossier School of Education,
University of Southern California

Tim Richardson, executive director of academic support services,
University of Houston - Clear Lake

Luz Sandoval, graduate student, California State University, Fresno

Jillian Sturdivant, assistant director of residence life, University of Central Florida

2018 Symposium on Collegiate Financial Well-Being

Connie Boehm, director of student resilience, University of Nebraska-Lincoln

Šerifa Dela Cruz, economic crisis care manager, University of California, Los Angeles

Bryan Hoynacke, assistant director, financial wellness, student life student wellness center,
The Ohio State University

Anne McDaniel, executive director, center for the study of student life, The Ohio State University

Brian Mistler, executive director, student health and wellbeing services, Humboldt State University

Catherine P. Montalto, associate professor, department of human sciences, college of education and
human ecology; director, first year experience, undergraduate education; The Ohio State University

Erica Phillips, associate director, center for the study of student life, The Ohio State University

Jack Popovich, associate professor, Columbus State Community College

Sara Potter, financial wellness coordinator, University of California, Los Angeles

Benjamin Raines, financial wellness coordinator, The Ohio State University

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*A special thank you to our co-hosting organization,
The Ohio State University, for partnering with NASPA on offering
the Symposium on Collegiate Financial Well-Being.*
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**THE OHIO STATE
UNIVERSITY**

We would also like to express our gratitude to those volunteers who took time to review programs. We would not have been able to put together these events without your time and dedication, and we hope you will consider reviewing programs again next year.

GENERAL CONFERENCE INFORMATION

REGISTRATION

The registration desk is starred on your map pgs. 68-69. Registration is open during the following hours:

Thursday, May 31 | 7:30 a.m. – 5:00 p.m.

Friday, June 1 | 7:30 a.m. – 5:00 p.m.

Saturday, June 2 | 7:30 a.m. – 11:00 a.m.

CONFERENCE LOCATION

All conference activities will be held at the Hilton Columbus Downtown and are open to event participants only.

Hotel Address: 401 N. High St., Columbus, OH 43215

Phone: 614-384-8600

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 desk.

ALL GENDER RESTROOMS

An all gender restroom designation means this restroom is open and safe for people of all gender identities and expressions, including those who identify as trans, transgender, gender non-conforming, and genderqueer. These restrooms are clearly marked as “all gender.” There is one all gender restroom per floor at the Hilton Columbus Downtown.

CELL PHONES

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

CONTINUING EDUCATION

NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Sessions or programs for which NBCC-approved clock hours will be awarded are identified in this program book. The ACEP is solely responsible for all aspects of the program.

GENERAL INFORMATION

Participants can receive a maximum of 11 clock hours for this event. Up to three additional clock hours are available for attending pre-conference workshops. 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.

EVALUATION

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

EXHIBITORS

Please visit the conference exhibitor tables outside the George Bellows Ballroom throughout the event. You may also speak with several exhibitors during the opening networking reception. A complete listing of conference exhibitors is located in the back of the program book. Exhibits will be open during the following times:

Thursday, May 31 | 12:30 p.m. – 6:45 p.m.

Friday, June 1 | 7:30 a.m. – 5:00 p.m.

HOTEL MAP

A map of the meeting space can be found at the back of the program book.

HEADSHOT LOUNGE

Be sure to visit the Alice Schille Boardroom for an executive photo portrait-taking experience to get that perfect headshot! Photos are complimentary to conference registrants and photo sessions are available on a first-come, first-served basis. Once photographed, download the Eversnap app on your phone by going to **m.EversnappApp.com** on your phone, and enter album code **naspa18** to access your photos. Headshots will be available on Friday, June 1, 2018 from 8:00 a.m. – 5:00 p.m on a first-come, first-served basis.

MATERIALS

Session materials will be posted to the NASPA Professional Development Archive behind the members-only section of the NASPA website. To view the program materials, log in using the credentials you used at the time of registration and select either “2018 NASPA Closing the Achievement Gap: Student Success in Higher Education” or “2018 Symposium on Collegiate Financial Well-Being.” You will then see a listing of program titles which are hyperlinked to uploaded materials.

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

LOST AND FOUND

Lost and found articles should be turned into the registration desk.

NASPA MOBILE APP

Enhance your conference experience with the NASPA Mobile App, powered by Guidebook! View the schedule and create your own itinerary, browse exhibitors and sponsors, read up on speakers, floor plans, and more. To download, visit the Apple App Store or Google Play and search for "NASPA Mobile App." After installation, download the **2018 NASPA CTAG/SCFWB** guide.

NAME BADGES

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

NURSING MOTHERS ROOM

An open, un-facilitated space is available for nursing mothers. To obtain access to this room, please see a NASPA staff member at the registration area. The room will remain available throughout the duration of the conference.

PUBLICATION SALES

NASPA has a variety of publications for sale during these programs at the registration area. Publications will be on sale beginning at the following times:

Thursday, May 31 | 12:00 p.m. – 5:00 p.m.

Friday, June 1 | 8:00 a.m. – 5:00 p.m.

Saturday, June 2 | 8:00 a.m. – 10:00 a.m.

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

SOCIAL MEDIA

Join in the on the conversation via Twitter and Instagram! Participants should use **#CTAG18** or **#SCFWB18** as the hashtag for either the 2018 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference or the 2018 Symposium on Collegiate Financial Well-Being (*respectively*). For all the latest tweets and photos, be sure to follow @NASPATweets.

WIFI

Internet access is complimentary and available on the NASPA18 network. No passcode is necessary.



Professional Competencies for Student Affairs Practitioners

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



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VALUES, PHILOSOPHY, AND HISTORY



CONFERENCE THEMES

EDUCATIONAL WORKSHOPS

In addition to our keynote speakers and panelists there are numerous educational workshops to attend. Sessions focus on the following topical areas which are also indicated throughout the program book.

2018 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference

1. Expand knowledge about students who struggle to complete their degree and initiatives that seek to engage/re-engage students in their own persistence and retention.
2. Understand the various support systems and relationships required for persistence, retention, and degree completion of traditionally disenfranchised student populations.
3. Learn about economic barriers for low income students.
4. Recognize the role of technology in serving these student populations.
5. Recognize mental and emotional stressors that may impede students from degree completion.

2018 Symposium on Collegiate Financial Well-Being

1. Understand the various components that make up financial well-being.
2. Demonstrate approaches for addressing students' complex financial issues such as food insecurity, homelessness, economic crisis, and financial management.
3. Articulate methods for integrating financial support across functional units, including student affairs and financial aid.
4. Identify solutions for increasing students' awareness and use of financial well-being programming.
5. Describe strategies for assessing the influence of financial well-being education on students' persistence, degree completion and lifelong financial well-being.

EVENT MARKERS

Please feel free to attend sessions at either event. The conference program book provides a combined view of sessions from both events, with a designation as to which event the program is geared towards. For the 2018 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference, look for the acronym **CTAG** beside a program description. For the 2018 Symposium on Collegiate Financial Well-Being, look for **SCFWB**.

CENTER FOR FIRST-GENERATION STUDENT SUCCESS

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



The Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation, is the premiere 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, hosting 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 and follow them on Twitter **@FirstgenCenter**.

This year, the Center is pleased to highlight certain programs and events throughout your time in Columbus which will allow you to maximize your engagement with first-generation student success topics.

All programs and events highlighted by the Center are denoted with



We hope you will make first-generation student success a priority in your choices and join us for some of these exciting offerings. Use **#FirstgenForward** to share your experiences!



Louis Soares

VICE PRESIDENT, RESEARCH, STRATEGY AND ADVANCEMENT

American Council on Education

Louis Soares leads ACE's efforts in strategy, research and advancement. Soares joined ACE in June 2013 as vice president for policy research and strategy and head of the Council's Center for Policy Research and Strategy. With more than 20 years of experience in postsecondary education policy and practice, Soares is responsible for further positioning ACE as a thought leader on emerging trends in higher education. While at ACE he published landmark papers, including *The Post-traditional Learners Manifesto Revisited: Aligning Postsecondary Education with Real Life for Adult Student Success* and *Evolving Higher Education Business Models: Leading with Data to Deliver Results*. In 2016, the Council expanded Soares' responsibilities to include organizational strategy with a focus on advancement. In this role, Soares leverages decades of experience in campus-based and non-profit organization fundraising to enhance the Council's relationships with corporate and philanthropic partners.

Sara Goldrick-Rab, Ph.D.

PROFESSOR OF HIGHER EDUCATION POLICY & SOCIOLOGY

Temple University



Dr. Goldrick-Rab is professor of higher education and sociology at Temple University, and Founder of the Wisconsin HOPE Lab, the nation's only translational research laboratory seeking ways to make college more affordable. She is best known for her innovative research on food and housing insecurity in higher education, having led the two largest national studies on the subject, and for her work on making public higher education free. She is the recipient of the William T. Grant Foundation's Faculty Scholars Award and the American Educational Research Association's Early Career Award, and in 2016 POLITICO magazine named her one of the top 50 people shaping American politics. Her latest book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream* (University of Chicago, 2016), is an Amazon best-seller and a 2018 winner of the Grawemeyer Award, and has been featured on The Daily Show with Trevor Noah, the New York Review of Books, and CSPAN's Book TV, among other venues. The Chronicle of Higher Education calls her "a defender of impoverished students and a scholar of their struggles," and she is ranked 10th in the nation among education scholars according to Education Week.



Stella Flores, Ed.D.

**ASSOCIATE DEAN FOR FACULTY DEVELOPMENT AND DIVERSITY;
ASSOCIATE PROFESSOR OF HIGHER EDUCATION; AND
DIRECTOR OF ACCESS AND EQUITY, STEINHARDT INSTITUTE FOR HIGHER EDUCATION
POLICY**

New York University

Dr. Stella M. Flores is associate dean for faculty development and diversity and associate professor of higher education at the Steinhardt School of Culture, Education, and Human Development at New York University. She is also director of access and equity at the Steinhardt Institute for Higher Education Policy at NYU. Dr. Flores holds an Ed.D. in administration, planning, and social policy from Harvard University, an Ed.M. from Harvard University, an MPAff from The University of Texas at Austin, and a BA from Rice University.

In her research she employs quantitative methods to examine large-scale databases, grades K through 20, to investigate the effects of state and federal policies on college access and completion rates for low-income and underrepresented populations. Dr. Flores has written about demographic changes in U.S. education, the role of alternative admissions plans and financial aid programs in college admissions in the U.S and abroad, Minority Serving Institutions, Latino and immigrant students, English Language Learners, and community colleges.



Andrew Nichols, Ph.D.

SENIOR DIRECTOR OF HIGHER EDUCATION RESEARCH AND DATA ANALYTICS
The Education Trust

In his role as the senior director of higher education research and data analytics, Dr. Andrew Nichols helps develop a research agenda that identifies patterns and trends in college access, affordability, and success, with a keen focus on improving outcomes for underserved populations.

Prior to joining The Education Trust, Andrew served as the director for research and policy analysis at the Maryland Higher Education Commission (MHEC). There he led the research division in developing and producing analytical and informational reports examining key higher education issues. Previously, Andrew worked at the Pell Institute for the Study of Opportunity in Higher Education, where his research focused on enhancing educational opportunity for low-income and first-generation college students. Andrew has co-authored several book chapters and peer-reviewed journal articles that have been published in the Review of Higher Education, Journal of College Student Development, and Teachers College Record.

He holds a Ph.D. in higher education administration from Pennsylvania State University, a master's degree from the University of Southern California and a bachelor's from Vanderbilt University.

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FEATURED PANELISTS



Javaune Adams-Gaston, Ph.D.

SENIOR VICE PRESIDENT FOR STUDENT LIFE

The Ohio State University

As Senior Vice President for Student Life at The Ohio State University, Dr. Javaune Adams-Gaston has broad leadership responsibility for over 40 operations affecting over 65,000 students' learning and development outside of the classroom. Under her leadership, Student Life has been honored for four consecutive years as one of the Most Promising Places to Work in Student Affairs by *Diverse: Issues in Higher Education*.

In autumn 2008, Dr. Adams-Gaston was appointed as Ohio State's first female African American Vice President for Student Life, and she assumed her position January 2, 2009. She arrived at Ohio State from the University of Maryland, where she served in a variety of administrative and faculty positions. Dr. Adams-Gaston is a scholar-practitioner with vast experience at Research 1 public institutions including her senior administrative responsibilities in student affairs. She served as a member of the graduate faculty at the University of Maryland and The Johns Hopkins University, and is currently teaching graduate courses at The Ohio State University in the College of Education and Human Ecology. As a trained psychologist, Dr. Adams-Gaston spent more than 25 years in private practice.



David Harrison, Ph.D.

PRESIDENT

Columbus State Community College

Dr. David Harrison became the fifth president of Columbus State Community College in July 2010. With more than 25,000 students, Columbus State is one of the largest and most comprehensive colleges in Ohio. Under Dr. Harrison's leadership, Columbus State initiated the Preferred Pathway® program, which guarantees admission to Ohio State for Columbus State graduates. He led the formation of The Central Ohio Compact, a regional strategy among K-12 and higher education leaders to help more students succeed in college and in the workplace.

In 2012 Columbus State was named an Achieving the Dream college, a national initiative to help more students earn college credentials with an emphasis on first generation students, students of color, and low-income students; and in 2015 the college received Achieving the Dream's esteemed designation as a Leader College. In addition, Columbus State was one of only 30 colleges nationwide selected to participate in the Pathways Project led by the American Association of Community Colleges (AACC) to design and implement guided academic and career pathways for all students.

These partnerships provide Columbus State students the opportunity to achieve their higher education goals while providing solutions for families by reducing financial barriers to degree attainment.

FEATURED PANELISTS



Eric Monday, Ph.D.

EXECUTIVE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

University of Kentucky

Dr. Eric N. Monday became Executive Vice President for Finance and Administration at the University of Kentucky (UK) in December 2012. In this role, he serves as the chief non-academic administrative officer of the University, which has over 30,000 students, approximately 20,000 full and part-time employees, and a budget of more than \$3.7 billion.

Dr. Monday has executive responsibilities for a wide range of business services and auxiliary enterprises that provide the financial, administrative, and operational responsibilities for the University. He directs the development of the budget, provides administrative services, allocates fiscal resources, and manages the elements of fiscal accountability necessary to accomplish the University's mission.

His areas of interest include auxiliary and business services at colleges and universities, student retention strategies, public-private university partnerships, and the financial wellness of college students. A Louisiana native, Monday received his Ph.D., Master of Public Administration, and Bachelor of Science degrees from LSU.



Kristy Vienne, Ed.D.

ASSISTANT VICE PRESIDENT FOR STUDENT AFFAIRS

Sam Houston State University

Dr. Kristy Vienne currently serves as the assistant vice president for student affairs at Sam Houston State University. Kristy oversees: the Bearkat OneCard Services; Student Money Management Center; Research and Assessment for Student Services; and Staff Development. In addition, Dr. Vienne serves as the chair of the Walker County/Huntsville Leadercast Committee and represents SHSU as she serves on the Executive Board of Directors for the Walker County Chamber of Commerce

Kristy received her Bachelor of Arts in Business Administration with a minor in Marketing and Master of Arts in Student Personnel Services at Northwestern State University. She received her doctorate degree in Educational Leadership at Sam Houston State University in Huntsville, TX in May 2010. Kristy has been married to her husband Charlie for 17 years and they have two children, Jensen and Madilyn.



THURSDAY, MAY 31

REGISTRATION OPEN

Bellows Prefunction North | 7:30 a.m. - 5:00 p.m.

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

George Bellows Ballroom A | 9:00 a.m. - 12:00 p.m.

Ceatively Addressing Financial Wellness: Research, Education, and Beyond

PRESENTERS:

Catherine Montalto, director of first year experience for Undergraduate Education; and Associate Professor, Consumer Sciences, College of Education and Human Ecology, The Ohio State University

Anne McDaniel, executive director, Center for the Study of Student Life, The Ohio State University

Erica Phillips, associate director, Center for the Study of Student Life, The Ohio State University

Bryan Hoynacke, assistant director for financial wellness, Student Life Student Wellness Center, The Ohio State University

Ben Raines, financial wellness coordinator, Student Life Student Wellness Center, The Ohio State University

Vattsa Mehta, student assistant and peer financial coach, Scarlet & Gray Financial, The Ohio State University

Presenters will examine the current financial wellness culture on campuses across the country by sharing results of an extensive literature review. In addition, presenters will share preliminary results of the 2016 Study on Collegiate Financial Wellness. An overview of innovative strategies used to address financial well-being will be shared, followed by a facilitated, interactive panel of staff from a variety of different institutions sharing their approaches to encouraging financial wellness on their campuses.

George Bellows Ballroom B | 9:00 a.m. - 12:00 p.m.

Small, Medium and Large Institutions:

Tailored Interventions for First-generation and Underrepresented Student Success

PRESENTERS:

Brett L. Bruner, director, transition and student conduct, Fort Hays State University

Angelica Perez-Johnston, director, first year experience and transition programs, Thiel College

Ariel G. Davis, associate director, outreach, recruitment and orientation, California State University, Fullerton

Student affairs professionals from a small, rural college, a midsize, suburban university, and a massive, metropolitan institution will discuss interventions, programming, funding, and best practices on how to allocate resources and best serve first-generation and underrepresented students depending on fit, setting, and demographics. Specifically, we will explore the intersections of first-generation and marginalized students and the support systems needed to empower them. This preconference workshop will offer theoretical framing, introduce programmatic approaches, lead interactive exercises for considering your own institutional needs, and offer key takeaways for advancing persistence and retention programs from initial student transition through post-completion.



George Bellows Ballroom E | 9:00 a.m. - 12:00 p.m.

Smoothing out the Path: Leveraging Emergency Aid to Support Student Success

PRESENTERS:

Loralyn Taylor, director, analytics for university student success initiatives, Ohio University

Jacqueline McLemore, senior consultant, Reos Partners

Omari Burnside, assistant vice president, research and practices, NASPA

Amy Geist, director, strategic initiatives, NASPA

Research has shown that finances are one of the primary reasons that students either stop or drop-out of college. Emergency aid is an effective tool that institutions use to retain those students who are faced with an unexpected financial crisis. Resources such as housing or food assistance, emergency loans, and grants can help alleviate the financial strain a student may face on their path to a degree. However, for emergency aid programs to make the most impact, institutions must partake in a highly collaborative, well-coordinated effort. In this pre-conference session, participants will learn what it takes to create a robust emergency aid program at their institution. Session facilitators will present the essential components of an emergency aid program, highlight implementation and program management best practices that institutions have taken, and share new tools and resources that institutions can use to support their efforts.

WELCOME & OPENING KEYNOTE

George Bellows Ballroom CD | 1:00 p.m. - 2:30 p.m.

Higher Education and the Future: Meta-themes and Innovation

SPEAKER:

Louis Soares, vice president, research, strategy, and advancement - American Council on Education

Higher education is at a pivotal juncture in its history. Never before has post-secondary education been more important to individual opportunity and national competitiveness. Yet, public policy makers, students and the business community express concerns about affordability, quality and relevance to success in work and life. These expressed concerns create a clarion call for innovation. To higher education leaders, this can sometimes be paradoxical, after all the nation's colleges and universities are always innovating creating new credentials and programs. Yet, a systemic approach that involves scanning the environment, preserving what's working and developing the new is elusive. In this session, we will explore key themes that will help student affairs professional develop the tools and frames for engaging with the future to help their students and institutions be successful.



THURSDAY, MAY 31

EXTENDED LEARNING SESSIONS | 2:45 p.m. - 4:45 p.m.

Attendees can select to either attend one 2-hour session or two 1-hour sessions between 2:45 p.m. - 5:00 p.m.

SCFWB



George Bellows Ballroom A | 2:45 p.m. - 4:45 p.m.

Building an Emergency Aid Program to Help Students During Financial Emergencies

PRESENTERS:	Felipe Martinez , manager, student success, University of Washington Timothy Wold , senior associate director, financial aid, University of Washington Laurne Terasaki , administrative specialist, University of Washington Sean Ferris , special assistant to the vice president for student life, University of Washington Mackenzie Hoy , advancement coordinator, University of Washington
LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

The University of Washington (UW)-Seattle is part of a consortium of schools that form the Emergency Aid Lab (EAL). The EAL is an initiative funded by the Gates Foundation that aims at driving the conversation regarding emergency aid on college campuses. Under the EAL, the UW has instituted its own initiatives to support students experiencing unforeseen financial emergencies. This session will showcase the components of the UW emergency aid program and will highlight its holistic approach.

CTAG



George Bellows Ballroom B | 2:45 p.m. - 4:45 p.m.

Collaborative Efforts: Maximizing Opportunities for Student Success

PRESENTERS:	Trent Ball , assistant vice president, academic diversity and outreach, Southeast Missouri State University Sidney Childs , associate provost, student affairs, Saginaw Valley State University
LEVEL:	Intermediate
COMPETENCIES:	Leadership; Values, Philosophy, and History

Dwindling resources and increased student needs are challenges facing most college campuses today. The goal of this workshop is to review the opportunities for collaborations between TRIO and college access and success programs and other community or campus based student success programs, initiatives and departments. Developing definitive plans for collaborations and outlines for joint student support is the critical takeaway for the session. Scaling the success of the TRIO programs, discussing the administrative and program development mindset necessary for the work and sharing best and promising practices in program execution will be addressed in the session.



George Bellows Ballroom E | 2:45 p.m. - 4:45 p.m.

“You Deserve To Be Here:” Findings from a National Landscape Analysis of First-generation Student Success Programs at Four-year Institutions

PRESENTER:	Sarah Whitley , senior director, Center for First-generation Student Success, NASPA
LEVEL:	Foundational
COMPETENCY:	Assessment, Evaluation, and Research

Join NASPA's senior director of the Center for First-generation Student Success, for a discussion of findings from the recent 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 student groups, considers priorities, current approaches and limitations, resources, and key collaborations for supporting first-generation students. In this session, she will offer a look at findings, discuss recommendations for institutions, both established and emerging, in their commitment to first-generation student success, and provide insight into the Center's work and opportunities for involvement.

George Bellows Ballroom F | 2:45 p.m. - 4:45 p.m.

SWIPES: An Interactive Exercise to Unpack the Socioeconomic Barriers to Student Success

PRESENTERS:	Melissa Kesler Gilbert , associate dean, experiential learning, Otterbein University Stacey Rusterholz , assistant director, center for community engagement, Otterbein University Rachel Scherzer , AmeriCorps VISTA, Otterbein University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Personal and Ethical Foundations; Student Learning and Development

Participants will engage in “SWIPES,” an interactive exercise to interrogate challenges navigated by under-resourced students and used effectively to educate campuses about the hidden socioeconomic costs of college. Based on the lived experiences of students using a campus food pantry, the exercise will illuminate the everyday stressors of students, including: hunger, housing insecurity, stigma, a lack of resources, and many missed opportunities for engagement. We will develop action plans with specific strategies to assist students through institutionalized resources and advocacy.

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CONCURRENT SESSIONS I | 2:45 p.m. - 3:45 p.m.

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Elijah Pierce B | 2:45 p.m. - 3:45 p.m.

Encourage, Educate, Empower: Creating an Inclusive Culture of Care for Underserved Student Populations

PRESENTER:	Angelica Perez-Johnston , director, first year experience and transition programs, Thiel College
CONTENT LEVEL:	Foundational
COMPETENCY:	Student Learning and Development

In this discussion, participants will engage on how to create an inclusive culture of care across race, ethnicity, and background. Challenges from an administrative perspective will be addressed in developing a culture of care for underserved student populations. Open dialogue about the power of advocacy for underserved student populations as well as the disconnect between what we believe to be best for our students and what they feel is in their best interest will be shared. This session will also discuss how to establish common spaces in which students can feel encouraged, strive for educational excellence and be empowered toward greatness. Participants will hear from the student perspective on the impact of creating and developing a culture of care.

SCFWB



Elijah Pierce A | 2:45 p.m. - 3:45 p.m.

Enhancing Financial Well-Being: Students Helping Students

MODERATOR:	Benjamin Raines , financial wellness coordinator, The Ohio State University
PANELISTS:	Vattsa Mehta , student assistant and financial coach, Scarlet & Gray Financial, The Ohio State University Lisa Fong , undergraduate financial wellness peer coach, University of California, Los Angeles Tyler Cole Hobbs , financial wellness peer coach – MoneyCAT, University of Kentucky
COMPETENCY:	Student Learning and Development

The number of peer financial coaching programs is growing on campuses nationwide. These passionate peers assist thousands of students each year through online engagement, in-person workshops, and one-on-one coaching sessions. Peer financial coaches benefit from the coaching experience by developing strong personal and professional transferable skills and building relationships with fellow students, faculty, staff, alumni, and industry professionals. In this session, panelists will share their different coaching experiences and how coaching has enhanced their college experience.



Edward Parker Hayden | 2:45 p.m. - 3:45 p.m.

Gently Nudging Faculty Along to Participate in Student Success Initiatives

PRESENTERS:	Eric Kirby , assistant vice president, student affairs, Southern Utah University Jared Tippetts , vice president, student affairs, Southern Utah University
CONTENT LEVEL	Foundational
COMPETENCIES	Assessment, Evaluation, and Research; Leadership

How do you get faculty to engage in student success efforts? This session will provide administrators with an understanding of how to use intrinsic and extrinsic rewards to help motivate faculty to participate in retention, persistence, and completion initiatives across campus. Join the presenters as they discuss small and realistic ways to get faculty involved in student success initiatives and how this helped raise our institutional retention rates by 7% in two years.

Edna Boies Hopkins | 2:45 p.m. - 3:45 p.m.

Out of the Shadows: Creating a Supportive Environment for Suicide Prevention

PRESENTERS:	Ameena Kemavor , director, counseling services, Columbus State Community College Victoria Rehr , counseling services specialist, Columbus State Community College
CONTENT LEVEL:	Foundational
COMPETENCY:	Advising and Supporting

Suicide is the tenth leading cause of death in the nation, and the second leading cause of death among college students. Therefore, suicidal behaviors are a major concern for colleges and universities. Learn how one community college created a Suicide Prevention Campaign reaching out to students most at-risk: veterans, queer populations and students with disabilities. A taskforce initiated prevention and intervention trainings, and created an institution-wide policy of suicide prevention and response.

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THURSDAY, MAY 31

CONCURRENT SESSIONS I | 2:45 p.m. - 3:45 p.m.

Emerson Burkhardt B | 2:45 p.m. - 3:45 p.m.

Reaching for the Stars: Creating a Collegiate Financial Well-Being Program From Concept to Reality

PRESENTERS:

Kristy Vienne, assistant vice president,
student affairs, Sam Houston State University

Paul Goebel, director, student money management center,
The University of North Texas

CONTENT LEVEL:

Foundational

COMPETENCIES:

Student Learning and Development; Values, Philosophy, and History

The formula for college success today has two components: grades and money. Higher education institutions have in place a legacy of support to educate students on academic requirements. Many fall short when it comes to helping students understand the new financial responsibilities and obligations refining student success. This session is an open forum question and answer format featuring the founders of two award-winning collegiate financial well-being programs.

Robert King | 2:45 p.m. - 3:45 p.m.

The Impact of Social Networks on First Year Student Persistence

PRESENTER:

George Still, director, assessment, University of North Carolina, Greensboro

CONTENT LEVEL:

Intermediate

COMPETENCIES:

Assessment, Evaluation, and Research; Social Justice and Inclusion

Persistence continues to pose a problem for students from racial/ethnic minorities, first-generation students, and students from lower-socioeconomic status. The presenter will present findings from the survey of new student engagement regarding the impact of social networks developed with peers and institutional agents on persistence of first year students. The findings will inform what impact various forms of engagement and level of engagement has on student persistence beyond the first year.

Emerson Burkhardt A | 2:45 p.m. - 3:45 p.m.

Utilizing an Online Financial Literacy Tool in Educational Efforts

PRESENTERS:

Gretchen Holthaus, doctoral research assistant, Indiana University

Tim Hagan, program manager, financial literacy, Wichita State University

CONTENT LEVEL:

Intermediate

COMPETENCIES:

Advising and Supporting; Assessment, Evaluation, and Research

Going to college is awesome! Eating ramen for breakfast; not so much. Come learn about a free tool designed to help students plan for the costs of college, as well as gain financial independence once they get there. MyCollegeMoneyPlan.org has been shown to effectively improve financial literacy among college students. The tool has been used to develop undergraduate courses and train peer coaches. Used in 40 states to-date, this tool has teaching resources that may be imbedded into your educational efforts.

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CONCURRENT SESSIONS II | 4:00 p.m. - 5:00 p.m.

Edward Parker Hayden | 4:00 p.m. - 5:00 p.m.

A Collaborative Approach to Improving the Experience of Students with Disabilities

PRESENTERS:	Julie Yindra , director, student access services, Hofstra University David Renz , student success advisor, center for academic excellence, Hofstra University Lorraine Massiah , assistant director, diversity and inclusion-career center, Hofstra University Anthony Porcelli , assistant dean, center for university advising, Hofstra University
CONTENT LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

Students with disabilities constitute 11-12% of college students in the U.S. today, and that number continues to climb, yet as a disenfranchised cohort, programs to support them have received little to no attention in the field of student affairs. These students are less likely to graduate, and less likely to become employed after graduation than their non-disabled peers. This session will describe Hofstra University's innovative efforts to meet the needs of this unique population through divisional and campus wide collaborations.

Elijah Pierce A | 4:00 p.m. - 5:00 p.m.

A New Student Financial Wellness Program at Columbus State Community College

PRESENTERS:	Desiree Polk-Bland , executive dean, student affairs, Columbus State Community College Jack Popovich , associate professor, Columbus State Community College
CONTENT LEVEL:	Foundational
COMPETENCIES:	Leadership; Social Justice and Inclusion

Columbus State Community College is embarking on an extensive student financial wellness program. Employing a cross-college committee, the college is working towards creation, communication, coordination, and expansion of financial wellness programming. The program, which started in autumn of 2016, defines financial wellness to include financial literacy via education and holistic student financial wellness. With a variety of topics and programming plans, Columbus State will provide students many opportunities to increase their financial success.

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

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Robert King | 4:00 p.m. - 5:00 p.m.

Beyond a Deficit View: Reconstructing a Strength-Based Identity for First-Generation Students

PRESENTER:	Danette Buie , director, student opportunity, success, and equity, University of California-Santa Cruz
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

The first-generation label is often associated with negative stereotypes that affect first-generation students' identity and self-esteem because sometimes they arrive to campus with doubts about their ability to achieve. Thus developing an internal deficit identity that impacts their social and academic experiences on campus. During this session, the presenter will explore ways in which college access and success community-based organizations are reconstructing a more strength-based meaning for first-generation status allowing for a deeper conversation about the resilience of first-generation students.

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Elijah Pierce B | 4:00 p.m. - 5:00 p.m.

Getting a Good Financial Start with the U.S. Department of Labor and the Federal Trade Commission

PRESENTERS:	Debra Golding , deputy director, division of consumer and compliance outreach and education, U.S. Department of Labor, EBSA Jon Miller Steiger , director, east central region, Federal Trade Commission
CONTENT LEVEL:	Foundational
COMPETENCY:	Student Learning and Development

A budget can help students get a good financial start and achieve their financial goals through their college life cycle and as they start their career. Key topics for college students and their budget will be addressed including debt management in general, including credit scores and student loans; and saving, including saving for retirement. We will highlight the agencies' resources and tools for students and additional resources available through the power of collaboration. Students will be empowered to act and make financial planning a rewarding habit.



Emerson Burkhart A | 4:00 p.m. - 5:00 p.m.

Helping College Students Access and Understand Credit Reports

PRESENTER:	Brenda Cude , professor, University of Georgia
CONTENT LEVEL:	Intermediate
COMPETENCY:	Student Learning and Development

Although a recommended practice, college students may not find accessing free credit reports through Annualcreditreport.com to be a simple task. This presentation will review the primary questions college students have about why and how to access their credit reports, legitimate barriers to access that some encounter, and how to read and interpret information in a credit report. The presenter has worked with more than 1,000 college students whom she required to access their credit report for a course requirement.

Edna Boies Hopkins | 4:00 p.m. - 5:00 p.m.

Parent Involvement Factors from the Perspectives of Academically Successful College Black Males

PRESENTER:	Vernon Smith , assistant professor, Monmouth University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

Despite over two decades of studies on Black males' academic underachievement, the achievement gap persists. Some researchers suggested Black children's underachievement might be due to lack of parental involvement. This interactive session will identify the factors that described parent involvement from the perspective of 146 successful Black male college students. Participants will also identify barriers that impede parent involvement at the collegiate level while exploring practical ways to engage parents of this population.

Emerson Burkhart B | 4:00 p.m. - 5:00 p.m.

Student Success + Financial Aid: Supporting Low-Income, at-risk Students through Targeted Financial Counseling and Advocacy

PRESENTERS:	Alyssa Dahmer , assistant director, Purdue Promise, Purdue University Junia McDole , financial aid administrator, student success programs, Purdue University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

Purdue's Student Success Programs and Division of Financial Aid created an effective, sustainable initiative to better support low-income and underrepresented students. This session will introduce this initiative and demonstrate the importance of targeted financial literacy education and guidance that empower at-risk students to create a foundation for financial stability and holistic wellness. Evidence of the benefits of cross-functional collaborative efforts in developing targeted financial literacy initiatives as well as recommendations for how other institutions may implement similar programming will be provided.

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THURSDAY, MAY 31

OPENING NETWORKING RECEPTION

George Bellows Ballroom CD | 5:00 p.m. – 6:30 p.m.

Join us for an evening of networking and engagement as we wrap up the first day of our events. Enjoy some time with your colleagues to debrief, catchup, and share perspectives while enjoying a cash bar and light hors d'oeuvres.

CENTER FOR FIRST-GENERATION STUDENT SUCCESS

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



NASPA CENTER FOR FIRST-GENERATION STUDENT SUCCESS RECEPTION - *By Invitation Only*

Gallery Private Dining Room | 6:30 p.m. – 7:30 p.m.

Do you work with first-generation student success initiatives? Are you a scholar who studies first-generation student success? If so, please join the Center for an informal dessert reception to network with colleagues and learn more about the programs and events highlighting first-generation student success throughout #CTAG18 and #SCFWB18.



REGISTRATION & EXHIBITOR TABLES OPEN

Bellows Prefunction North | 7:30 a.m. - 5:00 p.m.

CONTINENTAL BREAKFAST

Bellows Ballroom Foyer | 7:30 a.m. - 8:30 a.m.

KEYNOTE SPEAKER

George Bellows Ballroom CD | 8:30 a.m. - 9:30 a.m.

Securing Students' Basic Needs

SPEAKER	Sara Goldrick-Rab , professor, higher education policy and sociology, Temple University
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The new economics of college leave many students paying the price. Without their basic needs for food and housing secured, many struggle to focus on college and have a hard time completing degrees. In this talk, Sara Goldrick-Rab will describe the scope of the basic needs insecurity challenge and who it affects. She will then discuss ways that student affairs practitioners can help support students' basic needs, even when funding is tight.

CONCURRENT SESSIONS III | 8:30 a.m. - 9:30 a.m.

Elijah Pierce A | 8:30 a.m. - 9:30 a.m.

CARE: An Expansive Approach to Support First-Generation and Underrepresented Students

PRESENTERS:	Tadarrayl Starke , director, center for academic retention and enhancement, Florida State University Justina Jones , associate director, center for academic retention and enhancement, Florida State University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting

The Center for Academic Retention and Enhancement (CARE) promotes successful retention and graduation of students traditionally underrepresented in higher education, with an emphasis on first-generation students, at Florida State University (FSU). CARE provides academic and engagement support services to over 1,500 students annually. The comprehensive network of advising, financial aid/literacy, peer mentoring, life coaching, post-graduation preparation, and access to tutoring and technology resources has helped the department realize an average 95% first-year retention and 77% six-year graduation rate since 2007.

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CONCURRENT SESSIONS III cont'd | 8:30 a.m. - 9:30 a.m.

Edna Boies Hopkins | 8:30 a.m. - 9:30 a.m.

Early and Often: Postsecondary Education Support for Former Foster Care Youth

PRESENTER:	Ketwana Schoos , assistant dean, student life for inclusive campus engagement, Washington & Jefferson College
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

Former foster care youth are particularly underrepresented on college and university campuses across the country. This is not for a lack of desire to attend postsecondary education, as an overwhelming majority have aspirations to enroll. During this session, findings from the presenter's doctoral research will ground conversation on how practitioners can better support these youth and students from underserved backgrounds.

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Robert King | 8:30 a.m. - 9:30 a.m.

Examining Non-Traditional Student Degree Achievement through a Support System Lens

PRESENTER:	Cory Rusin , coordinator, student success, Binghamton University
CONTENT LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

During this session, the presenters will discuss the retention and success of non-traditional students through the lens of social support systems. They will provide an overview of one program that has shown early promise in aiding stopped out students in re-enrolling and completing their college degree by providing a holistic support system and fostering relationships needed to persist in a post-secondary education setting. A strong emphasis will be placed on student empowerment and the utilization of multi-institutional partnerships as methods to increase student success.



Emerson Burkhardt A | 8:30 a.m. - 9:30 a.m.

How to Raise Retention Rates Through Proven Peer Mentoring Programs Designed for Generation Z

PRESENTERS:	Eric Kirby , assistant vice president, student affairs, Southern Utah University Jared Tippetts , vice president, student affairs, Southern Utah University
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Assessment, Evaluation, and Research

Using existing research on Generation Z, the presenters created a unique and personalized peer mentoring program that helped their institution increase retention rates by 7% in two years. Personalized visits, 38 points of contact before school starts, scorecards, 'need-to-be needed' campaigns, just-in-time outreach, interest-based social media pairings, and intrusive, year-long mentoring is the new norm. Join the presenters to learn how to better utilize peer mentoring to increase retention rates and improve student success on your campus.

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Emerson Burkhardt B | 8:30 a.m. - 9:30 a.m.

Leveraging Student Affairs' Strengths to Address Mental Health and Promote Student Success

PRESENTERS:	Amelia Parnell , vice president, research and policy, NASPA C. Edward Watson , associate vice president, quality, advocacy, and LEAP initiatives, Association of American Colleges and Universities Timothy J. Bono , lecturer, psychological and brain sciences and assistant dean, assessment and analytics, Washington University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Assessment, Evaluation, and Research

New and emerging research is revealing the range of benefits that result from careful choices humans make regarding diet, sleep, and exercise. They include benefits for both mental health as well as learning, memory and retention. Student Affairs units are uniquely positioned to leverage existing programs, services, and equipment in new evidence-based practices which will have far reaching benefits on college campuses. We are learning of new ways in which Student Affairs is uniquely positioned to proactively address depression, anxiety, and other forms of mental distress while at the same time contributing to student success outcomes that are often perceived of as being the sole domain of Academic Affairs. In this presentation, the presenters will delve into empirically-supported strategies for increasing well-being and learning among our students, including growth mindset, resilience, gratitude, prosocial behavior, the mind-body connection, diet, and physical activity.

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CONCURRENT SESSIONS III cont'd | 8:30 a.m. - 9:30 a.m.

Edward Parker Hayden | 8:30 a.m. - 9:30 a.m.

Strategies for Student Success: Cultivating Impactful Programs for First-generation and Underrepresented College Students

PRESENTERS:

Dawn Singleton, director, ASCEND, Rowan University

Marsha Besong, assistant chancellor, student success, Rutgers University, Camden

CONTENT LEVEL:

Foundational

COMPETENCY:

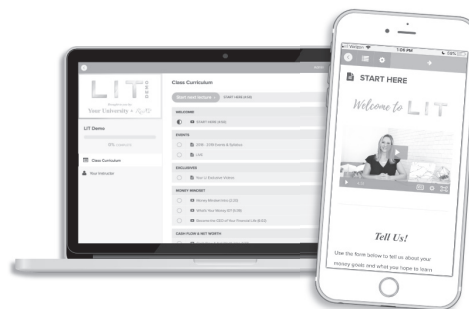
Social Justice and Inclusion

How can student affairs educators improve the retention of low-income, first-generation students through high impact programs, academic support services, and student engagement? Recently, many institutions have begun to address the unique needs of low-income, first-generation and underrepresented students to improve retention. This session discusses how collaboration between faculty, staff, academic advisors, and student affairs educators transform the campus experience for students through intentional programming that includes, success coaching, summer institutes, peer tutoring, leadership development, advocacy, mentoring and advising.

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CONCURRENT SESSIONS IV | 9:45 a.m. - 10:45 a.m.

Emerson Burkhardt A | 9:45 a.m. - 10:45 a.m.

Bruins on a budget: Undergraduate Money Management

PRESENTERS:	<p>Sara Potter, director, financial wellness program, University of California-Los Angeles</p> <p>Charlie Smith, undergraduate financial wellness peer coach, University of California-Los Angeles</p> <p>Jennifer Garcia, undergraduate financial wellness peer coach, University of California-Los Angeles</p> <p>Lisa Fong, undergraduate financial wellness peer coach, University of California-Los Angeles</p>
CONTENT LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion; Student Learning and Development

In this session, participants will have the chance to experience one of the University of California-Los Angeles Financial Wellness Program's most requested peer-lead workshops on the importance of budgeting as a college student. This workshop will include: money management skills from a cost of education perspective, a financial behaviors group activity, innovative methods to track spending and ways to save money. All information presented ties into a holistic financial health perspective.

Edward Parker Hayden | 9:45 a.m. - 10:45 a.m.

Caring at Scale: High-Impact Success Coaching at Arizona State University

PRESENTERS:	<p>Marisel Herrera, director, training and development, first-year success center, Arizona State University</p> <p>Kevin Correa, director, first-year success center, Arizona State University</p>
CONTENT LEVEL:	Intermediate
COMPETENCY:	Advising and Supporting

The First-Year Success Center (FYS) at Arizona State University (ASU) provides individualized and holistic peer coaching services for over 7,000 freshmen on four ASU campuses. Coaching empowers students to thrive both inside and outside the classroom. Students who utilize coaching are more likely to be retained than those who do not, and the retention impact has been particularly significant for ethnic minority and commuter students. In this session, we will explain how success coaching has been leveraged to provide caring at scale and to boost retention at the largest public university in the country, with a highly diverse student body.

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CONCURRENT SESSIONS IV cont'd | 9:45 a.m. - 10:45 a.m.

Emerson Burkhardt B | 9:45 a.m. - 10:45 a.m.

Connecting the Dots Between Student Success and the Bottom Line

PRESENTERS:	Diane Schorr , executive director, The Suder Foundation Joanna E. Curtis , senior director, office of university development, The University of Memphis
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Assessment, Evaluation, and Research

Effective student success programs contribute to post-secondary institutions' financial well-being through improved retention and graduation rates, which ultimately grow revenue. Under tight budget scrutiny, even successful programs may struggle for their share of increasingly scarce resources. The presenters in this session will explore options for connecting the dots between program success and dollars that can appeal to both internal and external funding sources.

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Robert King | 9:45 a.m. - 10:45 a.m.

Educating Ourselves to Reduce Barriers to Career Development Success of Under Resourced Students

PRESENTER:	Brandi Gilbert , director, life-health sciences internship program, Indiana University - Purdue University Indianapolis
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Personal and Ethical Foundations; Social Justice and Inclusion

There is increasing attention to post-graduate career outcomes and how to prepare all students for success. The presenter will share how our campus focused on forming new partnerships and refining existing resources and professional development to educate academic and career counselors, faculty, and local employers on the strengths and challenges of our under resourced student populations and how we can reduce the barriers to their success. Attendees will discuss the resources and share their own strategies.



Edna Boies Hopkins | 9:45 a.m. - 10:45 a.m.

Engaging First-generation Students to Graduation

PRESENTER:	Julie Carballo , director, first generation programs, North Central College
CONTENT LEVEL:	Intermediate
COMPETENCY:	Advising and Supporting

This session will be 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 (FG) students to each other, to first-generation faculty and staff, and to the effective and meaningful campus resources and opportunities. More than 400 students participate in the program and data shows participants are being retained at a much higher rate than their FG peers who don't participate.

Elijah Pierce B | 9:45 a.m. - 10:45 a.m.

Exposing the Map: Campus Partnerships and the Advanced Degree Path

PRESENTERS:	Shannon Williams , director, doctoral student services, Schar School of Policy & Government, George Mason University Julie Choe Kim , director, graduate student life, George Mason University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

In many professions, a master's degree is now an entry-level credential. Yet the proportion of first-generation students and people of color – particularly Black and LatinX people – holding these degrees remains lower than for their White counterparts. Closing the graduate achievement gap begins before admission and continues throughout an academic program. This program draws on graduate socialization literature and describes partnerships between student affairs and academic affairs to more evenly distribute the cultural capital that contributes to graduate retention and success.

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CONCURRENT SESSIONS IV cont'd | 9:45 a.m. - 10:45 a.m.

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George Bellows A | 9:45 a.m. - 10:45 a.m.

Stressed, but Optimistic: Findings from the 2017 Study on Collegiate Financial Wellness

PRESENTERS:

Erica Phillips, associate director, center for the study of student life, The Ohio State University

Bryan Hoynacke, assistant director, financial wellness, The Ohio State University

Catherine P. Montalto, associate professor, department of human sciences, college of education and human ecology; director, first year experience, undergraduate education; The Ohio State University

Anne McDaniel, executive director, Center for the Study of Student Life, The Ohio State University

CONTENT LEVEL:

Intermediate

COMPETENCY:

Student Learning and Development

This program highlights key findings from the 2017 multi-institutional Study on Collegiate Financial Wellness, which finds that while the majority of college students engage in positive financial management behaviors and are optimistic about their financial futures, they still report high levels of financial stress. The program will highlight innovative ways to translate research into practice to help meet students maximize their financial wellness.

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George Bellows B | 9:45 a.m. - 10:45 a.m.

Supporting Pell-Eligible/First-generation Students in Navigating the Financial Systems of Higher Education

PRESENTER:

Xavier De Freitas, program director, TRIO upward bound, University of Vermont

CONTENT LEVEL:

Intermediate

COMPETENCIES:

Assessment, Evaluation, and Research; Law, Policy, and Governance

The presenter will share findings from a study which looked at the experiences of Pell-Eligible students who applied to, and were accepted at, Green Mountain University (GMU). The goal of the study was to identify areas where student affairs administrators, high schools, and government agencies, can provide better support, more transparency, and ease the navigation process for modest income and first generation students as they enroll into college after high school graduation.



George Bellows E | 9:45 a.m. - 10:45 a.m.

The Evolution of Student Advocacy in a Pathways Environment

PRESENTERS:	Tari Blaney , director, student advocacy, Columbus State Community College Desiree Polk-Bland , executive dean, student affairs, Columbus State Community College
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Social Justice and Inclusion

Columbus State Community College is implementing Guided Pathways, an initiative which includes a variety of best practices that integrate career, academic and financial planning with integrated student support services. The Office of Student Advocacy aligns with this initiative by providing holistic, cross-functional support to remove barriers associated with academic, financial, and other non-cognitive challenges. The presenters will highlight how services in this office have evolved and how both college and community resources are utilized to serve increasingly diverse needs.

Elijah Pierce A | 9:45 a.m. - 10:45 a.m.

What a Bunch of B.S.: The Influence of Institutional Jargon

PRESENTER:	Sonja Ardoin , program director and clinical assistant professor, higher education, Boston University
CONTENT LEVEL:	Foundational
COMPETENCY:	Advising and Supporting

College knowledge is the information and resources students need to navigate through the higher education system. One distinct aspect of college knowledge is the language and acronyms that institutions use to create their own jargon. Utilizing research data and case studies, this session will help you assess your office or institution's use of jargon and broaden communication to be more inclusive of all populations on campus, including first-generation college students.

George Bellows F | 9:45 a.m. - 10:45 a.m.

Who will Shepherd a Sustainable Student Basic Needs Transformation on Campus? You.

PRESENTER:	Sarah Wright , academic coach, North Carolina State University
CONTENT LEVEL:	Foundational
COMPETENCIES:	Leadership; Social Justice and Inclusion

A university survey found 9.6% of students experienced homelessness in the past year and 14% experienced low to very-low food security in the past month. Reliance on financial aid to provide for cost of attendance and the cost of living is not sustainable. In a grassroots effort, a small university group is shepherding a campus transformation ensuring students' basic needs are met. In this workshop, all will partner planning to capitalize upon campus and community assets meeting the multidimensional challenge of securing student basic needs.

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FRIDAY, JUNE 1

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KEYNOTE SPEAKER

George Bellows Ballroom CD | 11:00 a.m. - 12:15 p.m.

Closing the College Completion Gap: A K-20 Perspective

sponsored by:

**CENTER FOR
FIRST-GENERATION
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Stella Flores, Ed.D., associate dean for faculty development and diversity; associate professor of higher education; and, director of access and equity, Steinhardt Institute for Higher Education Policy, New York University

The majority of the racial gap in college completion rates can be explained by factors that occur before college. Dr. Flores will share insights and findings from a recent study demonstrating how these disparities can often be traced back to high school, suggesting that colleges and universities are not solely responsible for the racial gap in graduation rates. She will highlight the significant racial gaps in completion rates and consider the dearth of evidence on what part of the educational pipeline is most likely to contribute to the gaps between these student groups. Dr. Flores will explore how pre-college factors, such as high school composition, academic preparation, and family income, as well as college experiences with tenured faculty members, faculty-to-student ratio, per-student expenditures, and HSI or HBCU status shape college completion but also how these factors may be contributing to racial disparities. She will discuss how funding based upon factors where institutions have lower levels of control may be unfair and how knowing the sources of inequality along the educational pipeline should be acknowledged and attended to in formulas for accountability.

FINANCIAL WELL-BEING ROUNDTABLE DISCUSSIONS | 11:00 a.m. – 12:15 p.m.

During this time, individuals will be asked to identify a topic of interest and join a set of roundtables to discuss/dialogue with their peers. Topics will include:

Elijah Pierce A

Current and Emerging Online Platforms and Technologies

Will digital resources and web-based tools bring financial well-being to all? This roundtable discussion will review, discuss, and evaluate the seemingly endless number of apps, eLearning systems, debt calculators, MOOCs, podcasts, videos, etc. that individual people and campuses across the country are using to improve their financial literacy and wellness.

Elijah Pierce B

Financial Aid & Scholarships

The more you know, the less you'll owe. This roundtable will discuss promoting financial wellness by brainstorming methods intended to decrease student loan borrowing while taking advantage of available financial aid scholarships and resources.

Robert King

Peer Education

Join the conversation about engaging peers to help other students create the life they desire while also enhancing their own professional development.

Edna Boies Hopkins

Strategies for Resourcing your Programming on Campus

Curious about how other financial well-being programs use grants, university budgets, and institutional champions to resource their programs? This roundtable will bring us together to discuss the varying funding models and resources that campuses use for their financial well-being programs. We'll also be talking about strategies to make program resources sustainable in the long term.



LUNCH (ON YOUR OWN) | 12:15 p.m. – 1:45 p.m.

Take a moment to enjoy some of the local eateries in our hotel or around Columbus. For restaurant recommendations, take a look at the NASPA Mobile App.

CONCURRENT SESSIONS V | 2:00 p.m. – 3:00 p.m.

Emerson Burkhart B | 2:00 p.m. – 3:00 p.m.

A Summer Bridge Model: Influencing a Smooth Transition from High School and a Sense of Belonging for First-generation College Students

PRESENTERS:	Deana Waintraub Stafford , assistant director, Center for First-generation Student Success, NASPA Suzette D. Combs , director, Gen-1, University of Cincinnati
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Assessment, Evaluation, and Research

The University of Cincinnati's Gen-1 Program supports first-generation, low-income students in a living/learning community. UC's Gen-1 is celebrating 10 years of existence and reports 85-90% first-to-second year retention across 30-35 new students annually. The most recent cohort boasted a 76% graduation rate. In an effort to close the achievement gap and influence a smooth transition from high school, Gen-1 developed and implemented a summer bridge program to enhance a sense of community, create meaningful connections to resources, and establish institutional familiarity. This session will provide an overview of the Gen-1 Program, demonstrate the summer bridge model, offer insight into key educational components, as well as reveal assessment tools and outcomes.

Robert King | 2:00 p.m. - 3:00 p.m.

Achieving through Co-Curricular Success: Exploring the Intersections of Mentorship and Leadership

PRESENTER:	Fred McCall , director, office of student engagement, California State University, San Bernardino
CONTENT LEVEL:	Foundational
COMPETENCIES:	Leadership; Social Justice and Inclusion

Mentorship has long been utilized as a strategy to support students of color in their academic adjustment and development. However, there has been less attention on the influence of mentorship as a tool for developing leadership for Black and Brown students. In this presentation, the presenter will explore the important intersections between mentorship and leadership through research, discussion, and narratives of students that lead to important success factors and developmental outcomes for students of color.

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CONCURRENT SESSIONS V cont'd | 2:00 p.m. – 3:00 p.m.

George Bellows F | 2:00 p.m. - 3:00 p.m.

Assessment Design for Communicating Powerful Learning in Collegiate Financial Well-Being Programs

PRESENTERS:	Paul Goebel , director, student money management center, The University of North Texas Ann House , director, personal money management center, University of Utah
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Student Learning and Development

Assessment has become a vital component of most collegiate financial well-being programs. How can you create an assessment program that evaluates and communicates powerful financial well-being learning outcomes of students? The University of Utah Student Money Management Services will share its assessment program development from concept to application. The University of North Texas Student Money Management Center will share its comprehensive assessment program redesign implemented this past fall. Both program models can easily be replicated on any campus.

George Bellows B | 2:00 p.m. - 3:00 p.m.

Developing a Comprehensive Campus Financial Wellness Network

PRESENTERS:	Alex Kappus , assistant director, leadership programs and doctoral candidate, Central Michigan and Michigan State University Dustin Abrego , residence hall director, Central Michigan University Kim Wagester , assistant controller, financial services, Central Michigan University Anna Sheufelt , graduate assistant, financial wellness programming, Central Michigan University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Values, Philosophy, and History

Who is responsible for financial wellness? Colleagues in financial aid and student billing navigate increasing demand and complexity, leaving little time for educational efforts. Recognizing gaps at Central Michigan University, key partners proposed the Financial Wellness Collaborative, an organization that now represents over 25 different student and academic affairs departments. Participants will explore a model, rooted in assessment for building a network to identify needs, educate students, and advocate for a more student-centered campus.

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Elijah Pierce A | 2:00 p.m. - 3:00 p.m.

Meet the Center for First-generation Student Success

PRESENTER:	Sarah Whitley , senior director, center for first-generation student success, NASPA
CONTENT LEVEL:	Foundational
COMPETENCY:	Advising and Supporting

Take this opportunity to learn about the Center for First-generation Student Success, an initiative of NASPA and The Suder Foundation. Over the last year, the Center has launched a new web presence, co-hosted National First-Generation College Celebration, conducted a national landscape analysis of first-generation student success programs, and offered professional development opportunities. This session will provide a first look at new programs and services from the Center, highlight upcoming engagement opportunities, and discuss future plans for research, scholarship, and policy. Stop by to also share how the Center can support your first-generation student success initiatives!

Edward Parker Hayden | 2:00 p.m. - 3:00 p.m.

Preparing Advisors for the 21st Century Student: A Community-Driven Advising Training Model

PRESENTER:	Gabriel Bermea , director, academic advising center, University of Texas Rio Grande Valley
CONTENT LEVEL:	Foundational
COMPETENCY:	Advising and Supporting

To implement a new advising model at a new public research HSI, UTRGV created a new community-driven advisor training to enhance advisor competencies in five realms: relational, informational, technological, conceptual and practical. Training strategies such as role-playing, reflective discussions, and practicum experiences allow institutions to consider new ways to train and assess advisor progress. In this session, the presenter will provide results demonstrating that advisors are well equipped to implement advising techniques as teaching practices and provide examples how positive advising serves as teaching experiences for underrepresented undergraduate students.

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CONCURRENT SESSIONS V cont'd | 2:00 p.m. – 3:00 p.m.

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Emerson Burkhart A | 2:00 p.m. - 3:00 p.m.

Show them the Money! Building an Array of Financial Literate Learners

PRESENTERS:

Hermína Peters, dean, student development and success,
University of the District of Columbia - Community College

Albert Pearsall III, assistant professor,
University of the District of Columbia - Community College

CONTENT LEVEL:

Intermediate

COMPETENCIES:

Advising and Supporting; Student Learning and Development

Financial literacy is an essential life skill that should be a requirement of the modern academic curriculum. The University of the District of Columbia Community College (UDC-CC), in partnership with the Guardian Life Insurance Company of America a Fortune 250 global financial services company, has implemented a highly successful financial capacity program for students. This program is a unique and effective collaboration between key stakeholders; Division of Student Development and Success and the Division of Academic Affairs to promote financial literacy. This session will highlight how the program was initiated, instructional strategies used, partnership collaborations, successes and challenges, and next steps. The session will share how critically important integrating rigor and creativity in a financial literacy curriculum will lead to academic and personal success.

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Elijah Pierce B | 2:00 p.m. - 3:00 p.m.

Soup for the Soul: Spiritual Formation as a Means of Retention

PRESENTER:

Garland Dunlap, deputy director, programs, Educate Texas

CONTENT LEVEL:

Intermediate

COMPETENCY:

Advising and Supporting

In this presentation, the presenter will describe and consider how to utilize spiritual formation practices to create meaning-making centers in student affairs that support first generation students, men of color, and other underserved student populations. After considering some of the supporting literature and theory, participants will engage in a discussion of spiritual formation practices and how to apply them in student services as a program or initiative.

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George Bellows A | 2:00 p.m. - 3:00 p.m.

Student Food Insecurity and Academic Outcomes

PRESENTER:

Erica Phillips, associate director, center for the study of student life,
The Ohio State University

CONTENT LEVEL:

Foundational

COMPETENCY:

Assessment, Evaluation, and Research

Food insecurity is a growing problem among college students. Students face significant financial barriers to success in college and food insecurity is one example. Using a new data source on food insecurity from 47 institutions across the country, this session discusses the association of food insecurity with negative academic outcomes, such as if students have neglected their academics, reduced courses, or considered dropping out. The presenter will offer recommendations for how to better support food insecure students and the particular constraints they face in college.



George Bellows E | 2:00 p.m. - 3:00 p.m.

Towards a Best-Practice Exit Interview Template: Key Attrition/Retention Variables Including Financial Well-Being, Health, and Belonging

PRESENTER:	Bryan Hoynacke , assistant director, financial wellness, The Ohio State University Brian Mistler , executive director, student health and wellbeing services, Humboldt State University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Student Learning and Development

The reasons for college student retention and attrition vary widely, yet are often linked to financial stress and well-being. Although generalizable knowledge related to retention exists, what is the best way to study why some students leave and not others? Exit interviews and surveys often address this question, yet data is lacking regarding their effectiveness. This presentation will engage its audience in the early stages of creating a research-based, best-practice exit interview template that focuses on financial and holistic wellness.

Edna Boies Hopkins | 2:00 p.m. - 3:00 p.m.

Work Works! Student Success Through a Co-Curricular Work-Based Learning Model

PRESENTERS:	Erin Cassetto , director, work scholars program, Lewis-Clark State College LaChelle Rosenbaum , social work program director, Lewis-Clark State College Heather Henson-Ramsey , chair, division of natural science and mathematics, Lewis-Clark State College Elizabeth Martin , associate professor, Lewis-Clark State College
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

Work-based learning is an effective co-curricular strategy for engaging and retaining first generation and underrepresented student populations. The LC Work Scholars Program intentionally bridges academic instruction with work-based learning outcomes to increase self-efficacy and reduce student loan debt. This presentation will be geared toward faculty and administrators, highlights the strategies, collaborative partnerships, and key concepts that have resulted in a 91% retention rate for participating students.

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FRIDAY, JUNE 1

FEATURED PANEL | 3:15 p.m. – 4:30 p.m.

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George Bellows Ballroom CD

30,000 Foot View: Senior Administrators' Perspectives on Institutional Support for Collegiate Financial Well-Being

MODERATOR:	Catherine P. Montalto , associate professor, department of human sciences, college of education and human ecology; director, first year experience, undergraduate education; The Ohio State University
PANELISTS:	Javaune Adams-Gaston , senior vice president for student life, The Ohio State University David Harrison , president, Columbus State Community College Eric Monday , executive vice president for finance and administration, University of Kentucky Kristy Vienne , assistant vice president for student affairs, Sam Houston State University

As institutions develop strategies for providing proactive and holistic support for students, one thing is certain – financial literacy and well-being plays a critical role in student success. This panel session will engage senior administrators from various institutions as they consider the ways in which their institutions address financial literacy and well-being, how their roles intersect with institutional priorities for financial well-being, and emerging trends affecting collegiate financial well-being.

CONCURRENT SESSIONS VI | 3:15 p.m. – 4:15 p.m.

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Emerson Burkhardt B | 3:15 p.m. - 4:15 p.m.

Advising the Whole Student: Exploring how Intersectional Advising can Support Marginalized Students

PRESENTER:	Mauricio Gómez Montoya , director, jayhawk student one stop, University of Kansas
CONTENT LEVEL:	Foundational
COMPETENCY:	Advising and Supporting

In this session, participants will explore how advising methodologies that are grounded in social justice can positively affect the makeup of academic advising sessions. Participants will have the opportunity to analyze how the advisor's perception and unconscious biases can impact advising practices, as well as how a socially just academic advising approach can affect the sense of belonging and inclusion for marginalized populations on campus.





Elijah Pierce A | 3:15 p.m. - 4:15 p.m.

Connecting Learning to Opportunity With Digital Badging Pathways

PRESENTER:	Colleen Malloy , regional director, academic partnerships, Portfolium, Inc.
CONTENT LEVEL:	Intermediate
COMPETENCY:	Assessment, Evaluation, and Research

Join this session to learn how your institution can build learning pathways using competency based digital badges in order to track student progress and connect students to a career. During the session, participants will learn how the University System of Maryland, Lewis & Clark College and Competency X worked together with employers to build specific learning pathways that tracked competencies learned inside and out of the classroom in order to connect students to entry level positions after graduation.

Emerson Burkhardt A | 3:15 p.m. - 4:15 p.m.

Nudging Our Students to Succeed: Applying Behavioral Insights to Student Success

PRESENTERS:	Loralyn Taylor , director, analytics for university student success initiatives, Ohio University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Assessment, Evaluation, and Research

Recent studies have found that seemingly small, short-term behavioral interventions can have lasting effects on students' academic achievement, reducing achievement gaps in underrepresented populations. "Nudges" utilize behavioral insights to encourage people to act while allowing choice. Participants will learn the basic psychological insights underlying these types of behavioral interventions, including: social norming, the development of a growth mindset and a sense of belonging, and utilization of implementation intention prompts while exploring strategies for implementing them at their own institutions.

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CONCURRENT SESSIONS VI cont'd | 3:15 p.m. – 4:15 p.m.

Edward Parker Hayden | 3:15 p.m. - 4:15 p.m.

One Form, One Story, One Time: The SESE One Form at Northwestern University

PRESENTER:	Kourtney Cockrell , director, student enrichment services, Northwestern University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

In this session, the presenter will provide an overview of the SES One Form at Northwestern University, and describe the multiple financial barriers that low-income students face on college campuses, while sharing strategies for building partnerships with key departments such as financial aid and the registrar. The presenter will also highlight the importance of eliminating barriers and increasing transparency around resources and scholarships for curricular and co-curricular experiences.

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Elijah Pierce B | 3:15 p.m. - 4:15 p.m.

Opportunity Scholars: It Takes a Village and a Whole Lotta Love!

PRESENTERS:	Latu Kinikini , program manager, opportunity scholars, University of Utah Rich Kaufusi , director, opportunity scholars, University of Utah
CONTENT LEVEL:	Advanced
COMPETENCY:	Leadership

First-generation college students are an increasingly large population on college and university campuses. It is important for faculty and staff to understand the needs of these students by having certain resources already in place at the frontline to aid in their transition to college. The Opportunity Scholars program at the University of Utah, School of Business was organized 20 years ago and today continues to serve 150 first-generation students who are pursuing business as a major. This session will discuss the “village” model and unique resources implemented in Opportunity Scholars to help students thrive in their academics and have a successful college experience. Participants will also engage in conversations on the benefits and use of this model.



Edna Boies Hopkins | 3:15 p.m. - 4:15 p.m.

Student Success Partnerships Focused on Underrepresented and Underserved Students

PRESENTERS:	Amy Bergerson , associate dean, undergraduate studies and professor, University of Utah Tramaine Jones , student success advocate, University of Utah
CONTENT LEVEL:	Intermediate
COMPETENCY:	Assessment, Evaluation, and Research

In this presentation, the presenters will focus on the work of Student Success Advocates, specifically in addressing two underrepresented and underserved student populations: first-generation college students of color and students experiencing housing insecurity. The presenters will first describe the role of Student Success Advocates on the University of Utah campus and then detail their partnership with two campus initiatives designed to offer specific support for these students. Assessment data will be shared, and participants will engage in discussion on how to develop strategic partnerships.

Robert King | 3:15 p.m. - 4:15 p.m.

Wrapping Students in Success: An Integrated Approach of Community Referral and Assistance

PRESENTER:	Heather Griner , director, college and community outreach services, Community College of Baltimore County
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

The College and Community Outreach Services Office at the Community College of Baltimore County utilize community resources to provide wrap around support for students with a variety of social/emotional needs to promote success and retention. Focusing on non-academic needs of students allows for continual support for the student and their families in reaching their higher education completion goals. Examples of these supports include public benefit access, mental health resources, and insurance assistance.

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FRIDAY, JUNE 1

NETWORKING BREAK

Bellows Ballroom Foyer | 4:15 p.m. - 4:45 p.m.

Enjoy a break from the day's events with an opportunity to engage with fellow attendees over light refreshments.

TOOLBOX SESSIONS I | 4:45 p.m. - 5:15 p.m.

30 minute sessions designed to give participants actionable ideas and tools to take back to their campus. Presenters will share ideas for 20 minutes followed by 10 minutes for questions.

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George Bellows A | 4:45 p.m. - 5:15 p.m.

30 Days to Launch: 4 Steps for Proposing a Financial Wellness Program

PRESENTERS:	Alex Kappus , assistant director leadership programming and doctoral candidate, Central Michigan University and Michigan State University Dustin Abrego , residence hall director, Central Michigan University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Law, Policy, and Governance

So you got the right stakeholders and decision-makers to listen to your plea that "college is expensive and we are not teaching our students how money works!" Now that you have their attention, what's your game plan? [Insert deep breaths and mild sweating] This session will provide you with an actionable plan when you get the green light to build a financial wellness program on your campus.

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George Bellows E | 4:45 p.m. - 5:15 p.m.

A Little Nudge Goes a Long Way: Guiding Students Toward Responsible Borrowing

PRESENTERS:	Carissa Uhlman , vice president, student success, Inceptia Janessa Siegel , programming coordinator, office of financial literacy, Indiana University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Personal and Ethical Foundations

Behavioral finance has helped us to understand why we sometimes make irrational money choices, even when we know better. But behavioral science can also help us positively move toward healthy, desired financial outcomes, and all it takes is a little nudge. This session will explore the concept, ethics, and implications of nudge theory. Presenters will explore nudging in action, via Indiana University's use of student debt letters. In addition, they will discuss guidelines and ideas for utilizing nudge theory at your campus.



George Bellows F | 4:45 p.m. - 5:15 p.m.

Bonding Faculty Behaviors Predicting Student Commitment to Learning

PRESENTER:	Lucia Heddleson , doctoral candidate, Case Western Reserve University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Organizational and Human Resource; Personal and Ethical Foundations

During this session, the presenter will explain the effects of supportive, bonding faculty behaviors on community college students' commitment to learning. This is a critical first step in understanding an individual's use of talent, personal branding, transition success into the workforce and civic participation, and overall social adjustment. Information about identity capital and relational climate that was used to further a quantitative project will be shared.

Edward Parker Hayden | 4:45 p.m. - 5:15 p.m.

Connecting Financial Wellness to Student Well-Being

PRESENTER:	Constance Boehm , director, student resilience, University of Nebraska-Lincoln
CONTENT LEVEL:	Intermediate
COMPETENCY:	Student Learning and Development

Integrating well-being into campus life continues to gain momentum on our campuses with a particular focus on emotional wellness. Financial well-being is connected to all dimensions of well-being including emotional but is often left out of the conversation. Moving the needle on student well-being requires comprehensive, campus-wide support and endorsement of all aspects of student well-being. This brief presentation will spark a lively discussion regarding the connectedness of dimensions.

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TOOLBOX SESSIONS I cont'd | 4:45 p.m. - 5:15 p.m.

Robert King | 4:45 p.m. - 5:15 p.m.

Creating Cost-Effective Mental Health Outreach Events Targeting At-Risk Student Groups

PRESENTERS:	Tori Rehr , counseling services specialist, Columbus State Community College Ameena Kemavor , director, counseling services, Columbus State Community College
CONTENT LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

In 2013, Columbus State Community College hosted its 1st Annual Mental Health Fair (with limited funding) to educate students about culturally-responsive community resources. Five years later, the 5th Annual Fair featured over 500 attendees, 45 exhibitors, and programming for queer students, veteran students, and students with disabilities. This interactive session will provide tools for structuring scalable outreach events to promote student mental health and retention. Topics will include identification of appropriate off-campus resources, securing institutional support, and fostering student leadership.

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Elijah Pierce B | 4:45 p.m. - 5:15 p.m.

Examining the Experiences of Alumni of a Minority Research and Training Program

PRESENTER:	Gretchen Schneider Burton , IMSD manager and counselor, Louisiana State University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Assessment, Evaluation, and Research

The implementation of minority research and training (MRT) programs at the college level has risen to close the educational achievement gap and generate a diverse STEM pool. Many studies examining MRT programs as an effective practice utilize quantitative methods. To capture student voices of alumni of an MRT program at LSU, a recent study utilized a multiple case study featuring a narrative approach. In this session, the presenter will highlight emerged themes from the cross case analyses on influential factors on science career and academic trajectory among MRT participants.



Elijah Pierce A | 4:45 p.m. - 5:15 p.m.

Improving Student Mentoring Relationships

PRESENTERS:	Carrie Sandborn , assistant professor/physician, Western Michigan University Homer Stryker M.D. School of Medicine Vicki McKinney , assistant professor/medical educator, Western Michigan University Homer Stryker M.D. School of Medicine
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Leadership

Having a positive mentoring relationship can provide important socialization in a student's academic career. A successful mentoring relationship can also be crucial in career success. Despite the importance of mentoring, most mentors do not receive training on how to be an effective mentor. This workshop will present guidelines for mentoring students and strategies for designing effective mentoring programs.

Emerson Burkhart A | 4:45 p.m. - 5:15 p.m.

Is That My Job? Preparing Student Loan Borrowers for Financial Security in Retirement

PRESENTERS:	Julie Miller , research associate, MIT AgeLab Samantha Brady , research specialist, MIT AgeLab
CONTENT LEVEL:	Foundational
COMPETENCIES:	Assessment, Evaluation, and Research; Law, Policy, and Governance

In an age of unprecedented longevity, it is more urgent than ever that student and parent borrowers be able to balance their debt with aging-related expenses. In this session, MIT AgeLab researchers will introduce a TIAA-supported mixed methods study about student loans, aging and individual and family decision-making. Ultimately, participants will understand the intersecting and compounding impacts of student debt and longevity planning. Participants will leave more prepared to help borrowers conceptualize education loans as part of their aging futures.

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TOOLBOX SESSIONS I cont'd | 4:45 p.m. - 5:15 p.m.

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Edna Boies Hopkins | 4:45 p.m. - 5:15 p.m.

Juggling Multiple Responsibilities: First-generation College Students Providing Family Care

PRESENTER:	Emma Armstrong-Carter , research manager, University of North Carolina at Chapel Hill
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Social Justice and Inclusion

First-generation status is associated with social and academic risk among college students. Although some of the causes and consequences of first-generation students' risk and resilience are known, few studies have examined the potential role of students' family responsibilities at home. Presenters will discuss findings which suggest that conflicting family and school responsibilities may be one barrier facing first-generation college students. Since perceived lack of perceived social support is a known predictor of college students' academic challenges and early educational departure, supporting students as they juggle both family obligations and school responsibilities may be a key path to reducing achievement disparities in college.

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Emerson Burkhardt B | 4:45 p.m. - 5:15 p.m.

Moving from Transactional Academic Advising to Transformational Holistic Student Success Coaching

PRESENTERS:	Jared Tippetts , vice president, student affairs, Southern Utah University Eric Kirby , assistant vice president, completion and student success, Southern Utah University
CONTENT LEVEL:	Advanced
COMPETENCIES:	Leadership; Organizational and Human Resource

In recent years there has been a movement to shift the role and responsibilities of academic advisors. Advisors are now being asked to serve as academic advisors, life coaches, career counselors, and more. This presentation, grounded in organizational change theory, highlights how one university shifted from a transactional academic advising approach to a transformational holistic student success coaching model. As a result, the number of advising appointments grew, student satisfaction improved, and campus retention increased by 7%.

CENTER FOR FIRST-GENERATION STUDENT SUCCESS

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The Center is the premiere 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:

- Comprehensive landscape analysis of first-generation programs and services
- Dynamic web interface to provide centralized resources, best practices, and access to offerings
- Advancing first-generation scholarship and practice through conferences, workshops, and events
- Recognition program featuring cohort-based professional and program development
- Community of practice for idea sharing, innovation, and support
- Toolkits for creating student workshops and faculty/staff training



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TOOLBOX SESSIONS II | 5:30 p.m. - 6:00 p.m.

30 minute sessions designed to give participants actionable ideas and tools to take back to their campus. Presenters will share ideas for 20 minutes followed by 10 minutes for questions.

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George Bellows A | 5:30 p.m. - 6:00 p.m.

Better Student Outreach Using Digital Marketing Principles

PRESENTER:	Amy Conrad , program director, National Endowment for Financial Education Raven Newberry , program manager, National Endowment for Financial Education
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Leadership; Technology

This session will explore digital marketing strategies and tactics for college financial literacy programs, as well as online tools that can supplement workshops or classroom exercises. Examples include: social media marketing, creative video/audio media, fintech applications, and online analytics.

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George Bellows F | 5:30 p.m. - 6:00 p.m.

Building Financial Responsibility in Today's College Student

PRESENTERS:	Amanda Gasper , financial literacy coordinator, University of Wisconsin-La Crosse Abigail Gnewikow , graduate assistant, Southern Illinois University Edwardsville Louise Janke , director, financial aid, University of Wisconsin-La Crosse
CONTENT LEVEL:	Foundational
COMPETENCIES:	Advising and Supporting; Student Learning and Development

Rising tuition rates, significant student loan debt, and lack of financial education are plaguing today's college students. Financial literacy programming and initiatives not only helps student understand and build financial responsibility but also can improve retention and graduation rates, decreased student loan default rates and the community by creating informed consumers. This presentation will examine how the University of Wisconsin-La Crosse is leading universities with its financial literacy programming and initiatives.



George Bellows E | 5:30 p.m. - 6:00 p.m.

Describing the Effects of Educational Financial Videos on Community College Students

PRESENTER:	Jack Popovich , associate professor, Columbus State Community College
CONTENT LEVEL:	Intermediate
COMPETENCY:	Student Learning and Development

This research was designed to describe community college students' financial knowledge, financial attitudes, and planned (and short-term actual) financial behaviors before and after exposure to a series of educational financial videos. Students were surveyed before and after viewing 13 short, concise, meticulously selected, publicly available videos. Treatment effect was measured using paired sample t-tests and correlation, and sorted by socioeconomic indicators. Specific financial areas measured were of Budgeting/Saving, Credit, and Student Loans. Results will be presented.

George Bellows B | 5:30 p.m. - 6:00 p.m.

Emergency Aid: Hampering or Helping Students' Persistence and Graduation in Higher Education

PRESENTERS:	Gabrielle Pringle , graduate assistant, student money management center, University of North Texas Paul Goebel , director, student money management center, University of North Texas
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Advising and Supporting; Student Learning and Development

Nationally, nearly 3 million students leave college annually because of small, emergency expenses they cannot meet. Post-secondary educational institutions are primed for exploring the benefits and impact emergency aid programs can have on student persistence and completion. This session will share information about the University of North Texas Student Money Management Center's Financial Support Program: emergency loan programs that have demonstrated the potential of increasing student success while assisting the university's graduation and retention goals.

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TOOLBOX SESSIONS II cont'd | 5:30 p.m. - 6:00 p.m.

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Emerson Burkhart A | 5:30 p.m. - 6:00 p.m.

Integrating Theory and Practice: Successful Models for Underserved Student Populations

PRESENTERS:	Renada Greer , TRIO director, Southern Illinois University Cristina Castillo , coordinator, first scholars program, Southern Illinois University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Personal and Ethical Foundations

Underserved student population are traditionally ethnic racial minorities that do not receive equitable resources as other students in the academic pipeline. In traditional school settings, underserved students are often held to lower educational expectations, take less academically rigorous coursework and are exposed to fewer opportunities. This presentation will address program models, best practices and research based interventions that increase retention, persistence and degree completion in disenfranchised student population. This workshop will engage mid-level professionals into creative theory based interventions.

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Emerson Burkhart B | 5:30 p.m. - 6:00 p.m.

It Takes A Village: A Collaborative Approach that Leads to College Graduation for Low-Income First-Generation College Students

PRESENTERS:	Chantelle George , director, college partnerships, One Goal Houston Venice Williams , director, college persistence, One Goal Houston
CONTENT LEVEL:	Intermediate
COMPETENCY:	Advising and Supporting

Students from low-income communities—the vast majority of whom are students of color—face enormous systemic barriers to attend and complete college. Most if not all first-generation college students encounter roadblocks transitioning to college such as: expensive tuition and fees, lack of support, and complex enrollment and financial aid processes to name a few. During this session, the presenters will discuss One Goal, a national community based organization, that uses an in-school approach to bridge the gap from high school to college.



Elijah Pierce A | 5:30 p.m. - 6:00 p.m.

Student Impact: The Role of Strategic Thinking and Technology

PRESENTERS:	Sana Meghani , virtual student support consultant, Trellis Company Phillip Nevels , institutional support consultant, Trellis Company
CONTENT LEVEL:	Foundational
COMPETENCIES:	Leadership; Technology

Despite national campaigns and concerted efforts to increase college access and degree attainment, large gaps exist in post-secondary education for first-generation, low-income, and underrepresented minority students. In this session, we will explore how institutions can design and deploy effective strategies with the power of technology to address the roots of student attrition and improve the student experience. Attendees will leave with examples for strategic planning around student impact and how institutions can harness the power of technology to increase capacity and effectiveness.

Elijah Pierce B | 5:30 p.m. - 6:00 p.m.

The Invisible Suitcase

PRESENTER:	Matthew West , residence hall director, Stony Brook University
CONTENT LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

In this session, the presenter will highlight the importance of accommodating a special, small population on a college campus. This demographic of college students are identified as Homeless Youth, and/or Foster Care Alumni. The premise of this presentation is to identify the needs of this population and successfully contribute to the academic achievement of these students.

VPSA & SSAO RECEPTION - *By Invitation Only*

Gallery Private Dining Room | 4:45 p.m. - 6:00 p.m.

NASPA invites vice presidents of student affairs and other senior student services officers to come together for light refreshments, and a cash bar reception. **By invitation only.**

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REGISTRATION

Bellows Prefunction North | 7:30 a.m. - 11:00 a.m.

CONTINENTAL BREAKFAST

Bellows Ballroom Foyer | 7:30 a.m. - 8:30 a.m.

CLOSING KEYNOTE SPEAKER

George Bellows Ballroom CD | 8:30 a.m. - 9:45 a.m.

Black Students in Crisis: A Call to Action for Higher Education

SPEAKER

Andrew Nichols, senior director, higher education research and data analytics, The Education Trust

In this closing keynote, Dr. Nichols will focus on the state of higher education for Black undergraduates and the need for colleges and universities to address racial inequity in a targeted and intentional way. Dr. Nichols will share the latest data on college access, affordability, completion, and post-college outcomes to illustrate how severely higher education is falling short of its responsibility to serve Black students. Drawing on Ed Trust's research highlighting colleges that graduate students at high rates, and equal rates, Dr. Nichols will make the case that colleges and universities can be transformative actors in the lives of Black college students through focused leadership, equity-minded data analysis, and targeted interventions. Dr. Nichols will remind us that it matters what colleges and universities do for, and with, the students they serve while issuing a call to action for higher education leaders and professionals to act boldly and courageously in order to expand opportunity and improve the experiences and outcomes for Black college students.

CONCURRENT SESSIONS VII | 10:00 a.m. - 11:00 a.m.

Robert King | 10:00 a.m. - 11:00 a.m.

Assessing and Improving LGBTQIA+ Student Persistence Retention and Academic Success

PRESENTER:

Aiden Powell, program manager, LGBTQ Center, Purdue University

CONTENT LEVEL:

Intermediate

COMPETENCY:

Assessment, Evaluation, and Research

Purdue University designed an innovative data collection tool in Banner that assesses the retention and academic success of LGBTQIA+ college students. Along with rich data from over 6000 students, it revealed that 27% of LGBTQIA+ Purdue undergraduates, compared to 16% of all Purdue undergraduates, are at risk of failing to complete their degrees. This presentation will provide an overview of the data, along with a discussion of barriers and strategies for closing the achievement gap for LGBTQIA+ students.

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SATURDAY, JUNE 2

CONCURRENT SESSIONS VII cont'd | 10:00 a.m. - 11:00 a.m.

Emerson Burkhart A | 10:00 a.m. - 11:00 a.m.

Best BING for your Buck: Promoting Financial Wellness through Partnerships

PRESENTERS:	Cassie Spencer , career and internship consultant, Binghamton University Maggie Cubic , coordinator, community education, Visions Federal Credit Union
CONTENT LEVEL:	Foundational
COMPETENCIES:	Organizational and Human Resource; Technology

In January of 2017, Binghamton University's Fleishman Center for Career and Professional Development and Visions Federal Credit Union partnered to provide financial wellness programs on campus. With more and more students entering college with sub-par financial knowledge, this partnership aims to educate students on all aspects of personal finance to prepare them for the financial realities of life. This program will address how, through this partnership, we are promoting financial literacy on Binghamton's campus.

Emerson Burkhart B | 10:00 a.m. - 11:00 a.m.

Budgeting: Redefining the B-Word

PRESENTERS:	Ann House , director and personal financial counselor, University of Utah Paul Goebel , director, student money management center, University of North Texas
CONTENT LEVEL:	Intermediate
COMPETENCY:	Student Learning and Development

Budgeting allows students to create a priority plan for their money. While many studies have found a substantial number of college students do budget, many financial well-being educators have found that today's students have different perceptions of budgeting than do counselors or coaches. This session will highlight efforts occurring at the University of Utah and the University of North Texas that are providing insights into the ever-changing definition of the b-word (budgeting) among college students.

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George Bellows A | 10:00 a.m. - 11:00 a.m.

Examining Peer Financial Coach Training Practices

PRESENTER:	Gretchen Holthaus , doctoral research assistant, Indiana University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Organizational and Human Resource

Establishing a peer financial coaching center or looking for resources to improve existing programs? Join the presenters to learn about recommended training practices for peer financial coaches. Research will be presented regarding the type and amount of training that student money management center directors recommend. An opportunity for peer collaboration and problem solving centered on training practices will also be provided. Participants will leave this session with an actionable list of items to create/improve their training practices for peer financial coaches.

Elijah Pierce B | 10:00 a.m. - 11:00 a.m.

Fostering Champions: Supporting Foster Youth in Higher Education

PRESENTERS:	Joshua Williams , guardian scholars coordinator, California State University, Dominguez Hills Adrianna Williams , lead EOP senior advisor, California State University, Dominguez Hills
CONTENT LEVEL:	Foundational
COMPETENCY:	Social Justice and Inclusion

The foster youth population is often overlooked in higher education. According to the National Foster Youth Institute, less than 3% of foster youth graduate from college. During this session, presenters will discuss barriers to achievement encountered by foster youth including mental health issues, resource insecurities and toxic relationships. Presenters will also discuss best practices utilized by the Guardian Scholars program at CSU Dominguez Hills and how these strategies can impact student retention and completion rates.

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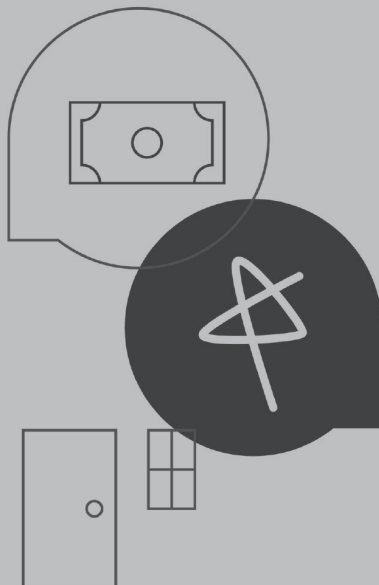
CONCURRENT SESSIONS VII cont'd | 10:00 a.m. - 11:00 a.m.

Elijah Pierce A | 10:00 a.m. - 11:00 a.m.

Institutional Strategies to Encourage Poor & Working Class Students' Sense of Belonging

PRESENTER:	Sonja Ardoin , program director and clinical assistant professor, higher education, Boston University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Social Justice and Inclusion

Higher education is rooted in class inequity and pressures students to conform to academia's middle class culture. Campus communities can treat poor and working class students as "outsiders who need to learn the manners, norms, and rules" that middle and upper class students acquired at home. This session will offer strategies to reframe the class culture on campus and recognize and embrace the worth in all expressions of class identity.



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CONCURRENT SESSIONS VIII | 11:15 a.m. - 12:15 p.m.

Elijah Pierce A | 11:15 a.m. - 12:15 p.m.

Academic Success in the Minority Male: Structured Success Models from High School to Institutions of Higher Education

PRESENTER:	Will Sheppard , assistant director, Winston-Salem State University
CONTENT LEVEL:	Intermediate
COMPETENCY:	Advising and Supporting

Minority males must possess the tools to close the academic success gap. As minority males enter institutions of higher education from various high schools, academic ethic can be ingrained before entering college. As minority males face barriers, they must possess the discipline and grit to work through issues and use resources. In this session, Dr. Sheppard will explore creative academic success models for student affairs professionals to encourage minority males to increase retention, academic success, and graduation rates.

Robert King | 11:15 a.m. - 12:15 p.m.

First-generation Learning Communities: Opportunities to Create Impact with Service Learning

PRESENTER:	Charmaine Troy , student success advisor and instructor, Georgia Gwinnett College
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Social Justice and Inclusion

In this session, the presenter will explore the successes and challenges in the effort to launch Grizzly First Scholars, a learning community with a service learning component designed to support the transition from high school to college for first-generation Georgia Gwinnett College students who require learning support courses. More specifically, the presenter will discuss the impact of first generation learning communities and service learning on the engagement and persistence of first-generation college students. By understanding the manner in which first-generation students are engaged in service learning within a learning community setting, faculty and staff can be better prepared to design and implement a first generation learning community on their respective campus that will contribute to the student's college success, growth, and leadership experience.

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SATURDAY, JUNE 2

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CONCURRENT SESSIONS VIII cont'd | 11:15 a.m. - 12:15 p.m.

Elijah Pierce B | 11:15 a.m. - 12:15 p.m.

Learning in the Round: Diversity and Completion

PRESENTER:	Mary Furgol , director, Montgomery Scholars Program, Montgomery College
CONTENT LEVEL:	Foundational
COMPETENCY:	Values, Philosophy, and History

The Montgomery Scholars Interdisciplinary Program is a community college honors scholarship program that recruits a diverse class of 25 students each year. Its aims are: the formation of a learning cohort; an academic environment that is both supportive and challenging; and close advising to enable students to transfer in two years and complete their four-year degree. This session will explore the way the program was established, the successes of its students; and the closing of the achievement gap within it.

Emerson Burkhart B | 11:15 a.m. - 12:15 p.m.

Predicting Student Success: Leveraging Data to Identify at-risk Students and Financial Implications

PRESENTERS:	Ashley Kern , data science consultant, Michigan Technological University Joseph Cooper , director, student financial services, Michigan Technological University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Technology

University attrition rates approach 40% nationally, between first and second year in attendance and peak secondarily when students are nearing graduation due to financial challenges. Students who do not complete their degrees, cost universities monetarily and negatively impact future recruiting efforts. Advances in computational capabilities present universities with opportunities to proactively improve student success through predictive analytics. This program provides a case study using predictive analytics at Michigan Technological University (MTU) to facilitate collaboration between student affairs and financial aid.

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George Bellows A | 11:15 a.m. - 12:15 p.m.

Professional Development and Certification in Financial Education

PRESENTERS:	Kristy Vienne , assistant vice president, student affairs, Sam Houston State University Gabrielle Pringle , graduate assistant, student money management center, University of North Texas
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Leadership; Student Learning and Development

Professional development in key financial literacy areas is essential to instilling confidence in ourselves as well as our administrators and constituents that we provide a valuable service to our students. In addition to full time employees, peer mentors act as a valuable source to other students by sharing information and personal experiences on the financial realities of college. This presentation will explore the professional development path you and your team can utilize to ensure a continued growth of knowledge within the fields of personal financial and expertise on college student issues such as financial aid, debt, budgeting, and student transitions during and after their graduation. We will examine the Sam Houston State University and University of North Texas Student Money Management Center's peer mentoring program and the current professional development training and certification model utilized to prepare employees and peer mentors to provide financial education on our campus.

Emerson Burkhart A | 11:15 a.m. - 12:15 p.m.

Utilizing Blackboard as a Comprehensive Retention Tool for Underrepresented Students

PRESENTER:	Cason Brunt , director, student support services and academic diversity outreach, Kent State University
CONTENT LEVEL:	Intermediate
COMPETENCIES:	Assessment, Evaluation, and Research; Technology

Many first-generation, low income and diverse students struggle to make swift, logical sense of how to be successful in college. Institutional data at Kent State found that the overlap of these demographic indicators rendered students increasingly unlikely to be retained and persist through to graduation in 4 years. Using forecast data, our department developed a proactive engagement strategy to identify and comprehensively support those students most in need to significantly increase their likelihood of graduating in 4 years.

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EXHIBITORS

EXHIBITORS

Please visit the conference exhibitor tables outside the George Bellows Ballroom throughout the event. You may also speak with several exhibitors during the opening networking reception. A complete listing of conference exhibitors is below. Exhibits will be open during the following times:

Thursday, May 31 | 12:30 p.m. – 6:45 p.m.

Friday, June 1 | 7:30 a.m. – 5:00 p.m.

AFCPE®

www.afcpe.org

AFCPE® is the nationally recognized leader in financial counseling, coaching and education. Bringing together research, education and practice, we support the profession through comprehensive training, professional development and high-quality resources to help improve the economic well-being of individuals and families worldwide.

Aviso Retention

www.avisoretention.com

Aviso Retention is a student retention solution that helps colleges and universities solve some of the biggest challenges in higher education: keeping students engaged, optimizing the chances of student success, and avoiding attrition. Aviso does this in a holistic way, by combining proven student success best practices with supportive software tools and predictive analytics. Aviso was created by people who work in higher education to help increase efficiencies and allow for more proactive interventions.

Cash Course

www.cashcourse.org

CashCourse is a free, online financial education resource designed specifically for college and university students. Created with input from real students and universities, CashCourse equips students with information that helps them make informed financial decisions, from orientation to graduation and beyond.



Latchkey Training, LLC

www.latchkeytraining.com

Latchkey Training, LLC is an online training, resource and coaching company dedicated to inspiring humans of all ages, through education, to communicate effectively from a place of equality. We offer many resources for those in transition in their life, and are creating an active online community of those who wish to transcend generational barriers in an effort to improve life skills.

The National Society of Leadership and Success

www.nsls.org

The National Society of Leadership and Success is the largest leadership honor society and collegiate leadership development program in the country, with 850,000+ members on nearly 600 colleges. A different model than your traditional honor society, students must complete a leadership development program in order to be inducted. As part of the program experience, students learn from some of the top leaders in the world such as Arianna Huffington, Trevor Noah and Sir Richard Branson.

ReisUP

www.reisupllc.com

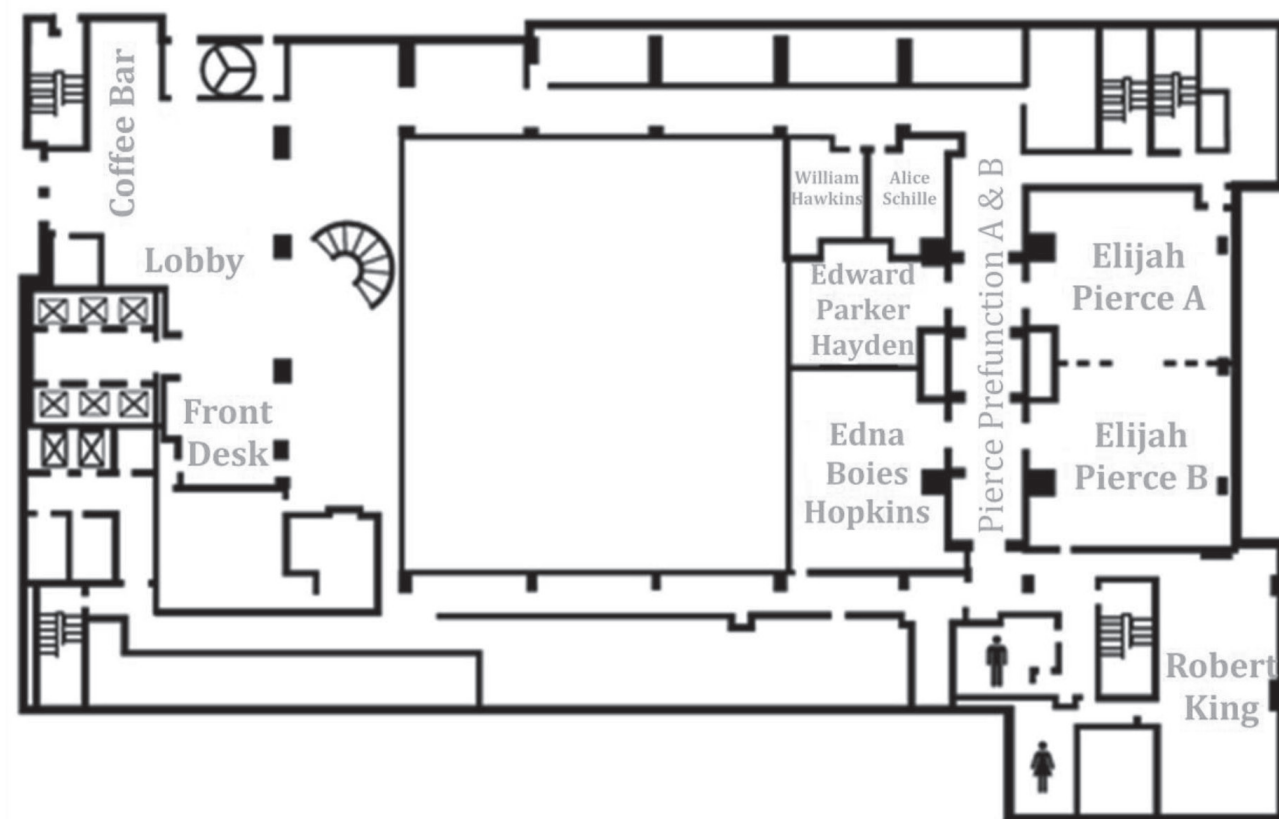
ReisUP puts a refreshing, anecdotal spin on financial literacy, uniquely highlighting the vital money mindset component. Through LIT, a customizable video-based platform, ReisUP teaches students what they need to know about money right now, and empowers them to “rise up” with their finances once they enter the real world.

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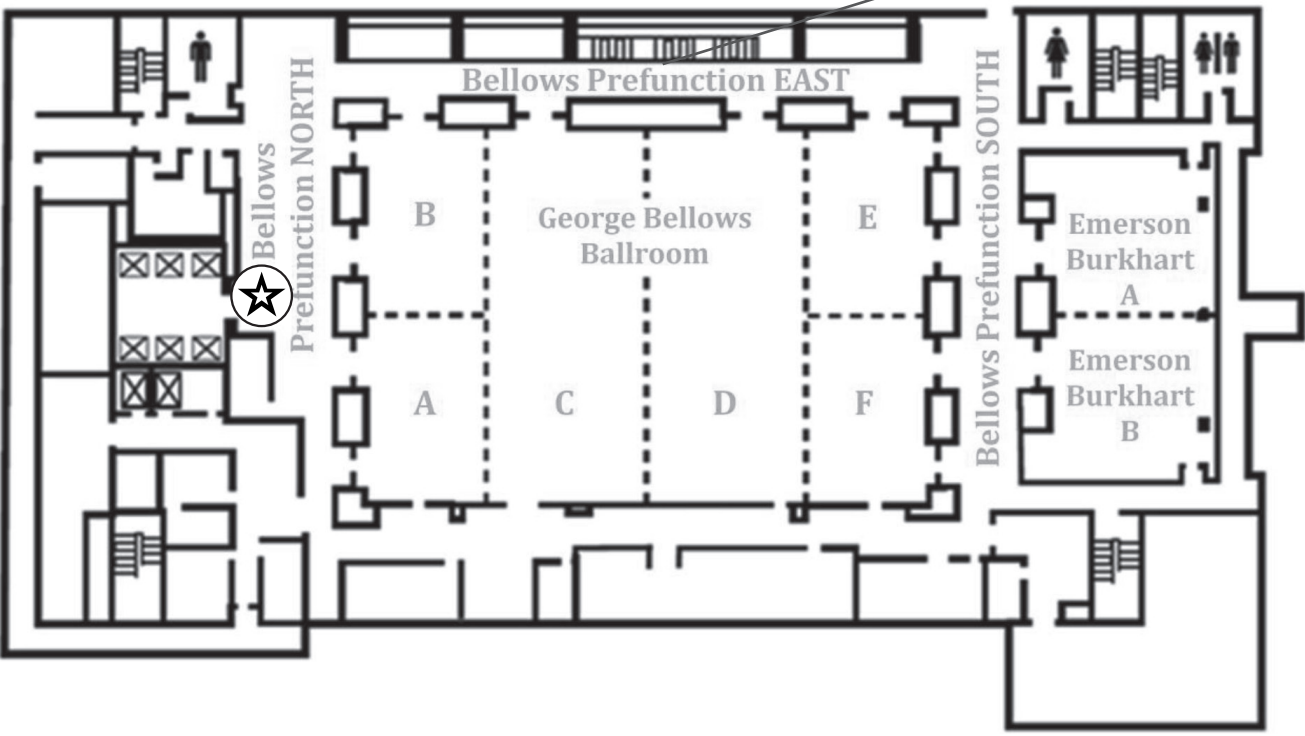
www.handsonbanking.org

Hands on Banking® is a free, engaging, non-commercial program available in both English and Spanish that teaches people in all stages of life about the basics of responsible money management, including how to create a budget, save and invest, borrow responsibly, buy a home, and establish a small business. For more information visit: www.handsonbanking.org

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LOWER LEVEL EXHIBITOR AREA



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CENTER FOR FIRST-GENERATION STUDENT SUCCESS

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HIGHLIGHTED SESSIONS

THURSDAY, MAY 31

PRE-CONFERENCE WORKSHOP

George Bellows Ballroom B | 9:00 a.m. - 12:00 p.m.

Small, Medium and Large Institutions:

Tailored Interventions for First-generation and Underrepresented Student Success

EXTENDED LEARNING SESSION

George Bellows Ballroom E | 2:45 p.m. - 4:45 p.m.

**"You Deserve To Be Here:" Findings from a National Landscape Analysis
of First-generation Student Success Programs at Four-year Institutions**

CONCURRENT SESSIONS

Elijah Pierce B | 2:45 p.m. - 3:45 p.m.

**Encourage, Educate, Empower: Creating an Inclusive Culture of Care for Underserved Student
Populations**

Robert King | 4:00 p.m. - 5:00 p.m.

Beyond a Deficit View: Reconstructing a Strength-Based Identity for First-Generation Students

Emerson Burkhart B | 4:00 p.m. - 5:00 p.m.

**Student Success + Financial Aid: Supporting Low-Income, At-risk Students
through Targeted Financial Counseling and Advocacy**

FRIDAY, JUNE 1

CONCURRENT SESSIONS

Elijah Pierce A | 8:30 a.m. - 9:30 a.m.

CARE: An Expansive Approach to Support First-Generation and Underrepresented Students

Edward Parker Hayden | 8:30 a.m. - 9:30 a.m.

**Strategies for Student Success: Cultivating Impactful Programs for First-generation and
Underrepresented College Students**

Edward Parker Hayden | 9:45 a.m. - 10:45 a.m.

Caring at Scale: High-Impact Success Coaching at Arizona State University

Edna Boies Hopkins | 9:45 a.m. - 10:45 a.m.

Engaging First-generation Students to Graduation

Elijah Pierce B | 9:45 a.m. - 10:45 a.m.

Exposing the Map: Campus Partnerships and the Advanced Degree Path

FRIDAY, JUNE 1 CONT'D

CONCURRENT SESSIONS

George Bellows B | 9:45 a.m. - 10:45 a.m.

Supporting Pell-Eligible/First-generation Students in Navigating the Financial Systems of Higher Education

Elijah Pierce A | 9:45 a.m. - 10:45 a.m.

What a Bunch of B.S.: The Influence of Institutional Jargon

KEYNOTE SPEAKER

Stella Flores, Ed.D.

George Bellows Ballroom CD | 11:00 a.m. - 12:15 p.m.

Closing the College Completion Gap: A K-20 Perspective

CONCURRENT SESSIONS

Emerson Burkhardt B | 2:00 p.m. - 3:00 p.m.

A Summer Bridge Model: Influencing a Smooth Transition from High School and a Sense of Belonging for First-generation College Students

Elijah Pierce A | 2:00 p.m. - 3:00 p.m.

Meet the Center for First-generation Student Success

Elijah Pierce B | 3:15 p.m. - 4:15 p.m.

Opportunity Scholars: It Takes a Village and a Whole Lotta Love!

Edna Boies Hopkins | 3:15 p.m. - 4:15 p.m.

Student Success Partnerships Focused on Underrepresented and Underserved Students

Edna Boies Hopkins | 4:45 p.m. - 5:15 p.m.

Juggling Multiple Responsibilities: First-generation College Students Providing Family Care

Emerson Burkhardt A | 5:30 p.m. - 6:00 p.m.

Integrating Theory and Practice: Successful Models for Underserved Student Populations

Emerson Burkhardt B | 5:30 p.m. - 6:00 p.m.

It Takes A Village: A Collaborative Approach that Leads to College Graduation for Low-Income First-Generation College Students

SATURDAY, JUNE 2

CONCURRENT SESSIONS

Elijah Pierce A | 10:00 a.m. - 11:00 a.m.

Institutional Strategies to Encourage Poor & Working Class Students' Sense of Belonging

Robert King | 11:15 a.m. - 12:15 p.m.

First-generation Learning Communities: Opportunities to Create Impact with Service Learning

Emerson Burkhardt A | 11:15 a.m. - 12:15 p.m.

Utilizing Blackboard as a Comprehensive Retention Tool for Underrepresented Students

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