

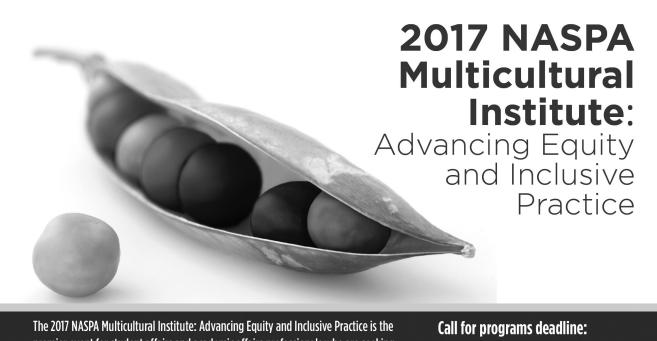
Closing the Achievement Gap:
STUDENT SUCCESS
IN HIGHER EDUCATION
CONFERENCE

2017 SYMPOSIUM ON COLLEGIATE FINANCIAL WELL-BEING









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

July 14

Early-bird deadline: October 1

bit.ly/2017-NMI

December 10 – 12, 2017 | New Orleans, LA

# **2018 NASPA Well-being** and Health-Promotion Leadership Conference

A NASPA STRATEGIES CONFERENCE

Student affairs professionals strive to help students be well in every aspect possible, and create and sustain communities that value and support well-being. Health promotion is the process of enabling individuals to increase control over, and improve, their health. The field moves beyond a focus on individual behavior towards a wide range of social and environmental interventions. The NASPA Well-being and Health Promotion Leadership Conference will build attendees' knowledge and capacity around creating a culture of health and well-being, and inform future planning at institutions of higher education.

For more information and to register, please visit bit.ly/Strat18-WHPL

January 18 – 20, 2018 Portland, Oregon



Student Affairs Administrators in Higher Education

### **SCHEDULE AT-A-GLANCE**

### **THURSDAY, JUNE 15**

8:00 a.m. – 5:00 p.m.	Registration Open
9:00 a.m. – 12:00 p.m.	Pre-Conference Workshops
1:00 p.m. – 2:30 p.m.	Welcome and Opening Keynote
2:45 p.m. – 3:45 p.m.	Concurrent Sessions I
4:00 p.m. – 5:00 p.m.	Concurrent Sessions II
5:00 p.m. – 6:30 p.m.	Opening Reception (Light Fare Provided)
FRIDAY, JUNE 16	
7:30 a.m. – 5:00 p.m.	Registration Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:45 a.m.	Plenary Keynote / Panel
10:00 a.m. – 12:00 p.m.	Mini-Institutes
12:00 p.m. – 1:30 p.m.	Lunch (On Your Own)
1:30 p.m. – 2:30 p.m.	Concurrent Sessions III
2:45 p.m. – 3:45 p.m.	Concurrent Sessions IV
4:00 p.m. – 5:00 p.m.	Concurrent Sessions V and Flash Sessions
<b>SATURDAY, JUNE 17</b>	
7:30 a.m. – 11:00 a.m.	Registration Open
7:30 a.m. – 8:30 a.m.	Continental Breakfast (Provided)
8:30 a.m. – 9:30 a.m.	Closing Keynote
9:45 a.m. – 11:00 a.m.	Participants' Choice Presentations
11:15 a.m. – 12:30 p.m.	Concurrent Sessions VI



Welcome to Washington D.C., and to the **2017 NASPA Closing the Achievement Gap:**Student Success in Higher Education Conference and the **2017 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.

Please feel free to attend sessions at either conference. 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 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference, look for a cube beside a program description. For the 2017 Symposium on Collegiate Financial Well-Being, look for a leaf.

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, such as being a member of an underrepresented student population, DACA (Deferred Action for Childhood Arrivals) status, or work and family obligations. 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. NASPA is thrilled to partner with The Ohio State University to present the 2017 Symposium on Collegiate Financial Well-Being. The Ohio State University has a rich history of researching the financial behaviors of undergraduate students. In 2014, they partnered with Indiana University to present the National Summit on Collegiate Financial Wellness which took place in 2014, 2015, and 2016. Now, NASPA and The Ohio State University are excited to partner to continue this important dialogue at the inaugural Symposium on Collegiate Financial Well-Being. 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!



### Special thanks to the Planning Committee for both conferences. The time, dedication, and expertise shared by the Committees was greatly appreciated.

#### 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Planning Committee

- >> Trent Ball, associate dean of students and director, retention, academic support centers, Southeast Missouri State University
- » Tanyah Barnes, assistant director, multicultural resource center, SUNY Binghamton
- » Christine Black, director, military and veterans services, Marywood University
- » **DeOnte Brown**, associate director, new student and family programs, Clemson University
- Clare Cady, director, community engagement, HOPE Center for College, Community and Justice, Temple University
- » Chuck Eade, assistant director, disability services programs, University of Denver
- » Judith Estrada, director, Chicano Latino resource center, University of California, Santa Cruz
- » Oscar Felix, associate vice president, diversity, Colorado State University
- » Thalia Garibay, CTE counselor, Chaffey College
- » Evetth Gonzalez, assistant dean, campus life, Harvey Mudd College
- » John Hernandez, coordinator, upperclass and special populations, Northwest Missouri State University
- » Susan Klusmeier, director, strategic initiatives, University of Kansas
- » Tim Richardson, executive director, academic support services, University of Houston, Clear Lake
- » Prince Robertson, academic support program specialist, University of Illinois, Urbana-Champaign
- » Anne Stark, director, residence life and education, University of Central Florida
- » Long Wu, assistant director, Wasserman Center for Career Development, New York University
- » Julie Yindra, director, student access services, Hofstra University
- » Nikki Youngblood Giles, associate dean and advisor to the senior class, Barnard College



#### 2017 Symposium on Collegiate Financial Well-Being Planning Committee

- » Tanyah Barnes, assistant director, multicultural resource center, SUNY Binghamton
- » **Connie Boehm**, former director, student life student wellness center, The Ohio State University and associate director, Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery
- » DeOnte Brown, associate director, new student and family programs, Clemson University
- » Šerifa Dela Cruz, economic crisis care manager, University of California, Los Angeles
- » Adrianna Gonzalez, admissions counselor, San Diego State University
- **Bryan Hoynacke**, assistant director, financial wellness, student life student wellness center, The Ohio State University.
- » Kimberly Jones, director of student affairs, Western University of Health Sciences
- >> Zac McCann, financial wellness coordinator, student life student wellness center, The Ohio State University
- » Anne McDaniel, executive director, center for the study of student life, The Ohio State University
- Cathy Montalto, associate professor, department of human sciences, college of education and human ecology, The Ohio State University
- » Janiene Peoples, well-being coordinator, Vanderbilt University
- » Sara Potter, financial wellness program director, University of California, Los Angeles
- » Angela Watson, assistant dean of students, Bay Path University

A special thank you to our co-hosting organization, The Ohio State University, for parterning with NASPA to offer the inaugural Symposium on Collegiate Financial Well-Being.



# 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.





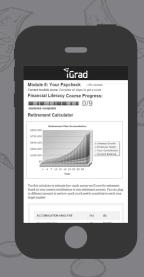




2012 -

# financial ${\mathscr W}$ Ellness

- + Award-winning financial wellness platform.
- + Over 600 partner schools and organizations.
- + Connects over 1.2 million users.
- + Best-in-class CoBranding and seamless integration.



#### **BEST-IN-CLASS COBRANDING**

It's important for students to have a Seamless experience. iGrad takes cobranding to the next level, cobranding every page of the iGrad Platform to truly match the look and feel of our partner school's site.



#### SINGLE SIGN-ON

Students can register and receive a pre-populated, personalized iGrad experience with one click of the mouse. Single Sign-On is the best option for student engagement and experience.



#### REAL-TIME ADMINISTRATIVE REPORTING TOOLS

iGrad offers an online reporting dashboard, a real-time suite of reports and analytics where administrators can view an array of powerful metrics concerning their users.



#### VIDEO-DASED ENTRANCE & EXIT COUNSELING

Our DOE-compliant Entrance & Exit Counseling replaces text heavy formats of traditional counseling services with an interactive presentation and teaching format to engage students throughout the process.

#### **ABOUT US**

Since 2009, the focus has been to improve financial knowledge and develop healthy financial behaviors through behavior modification. Our dedicated team supports client needs while our creative department and in-house video studio gives clients the flexibility to create customized videos as well as a full range of co-branded marketing resources.

#### **CONTACT US**

- 2163 Newcastle Avenue, Suite 100, Cardiff-By-The-Sea, CA 92007
- 888-694-4723 ext.333

#### GET INVOLVED WITH PUBLIC POLICY AT NASPA!



Visit the RPI site for a weekly policy analysis blog, as well as archived issues of our *Legal Links* and *Five Things Briefs* series: WWW.naspa.org/rpi

Learn more about the Public Policy Division and receive insight from the leadership through monthly blog posts: : bit.ly/NASPA-PPD





Join us monthly for digestible, 30-minute webinars on current policy topics and the higher education landscape: bit.ly/Policy-Briefing-Series

### **10** GENERAL INFORMATION

#### REGISTRATION

The registration desk is located on the Mezzanine Level of the hotel and is starred on your map on page 64 of the program book. Registration is open during the following hours:

- » Thursday, June 15 | 8:00 a.m. 5:00 p.m.
- » Friday, June 16 | 7:30 a.m. 5:00 p.m.
- » Saturday, June 17 | 7:30 a.m. 11:00 a.m.

#### **CONFERENCE LOCATION**

All conference activities will be held at the Washington Marriott Wardman Park and are open to event participants only.

- » Hotel Address: 2660 Woodley Rd. NW | Washington, DC 20008
- » Phone: 202-328-2000

#### **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.

#### **CELL PHONES**

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

#### **CONFERENCE SIGNIFIERS**

Please feel free to attend sessions at either conference. 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 2017 NASPA Closing the Achievement Gap: Student Success in Higher

**Education Conference**, look for a **cube** 



beside a program description.

For the 2017 Symposium on Collegiate Financial Well-Being, look for a leaf.



### **GENERAL INFORMATION (1)**

#### CONTINUING EDUCATION

NASPA is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. Participants can receive a maximum of 14.25 clock hours for this event. To receive credit, please complete a reporting form available at the registration table. In addition, you must complete an online evaluation of individual sessions, which will be emailed to you shortly after the conference. A certificate of completion will be sent via email after the form has been processed and approved.

#### **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 Thurgood Marshall Ballrooms. A complete listing of conference exhibitors is located in the back of the program book. Exhibits will be open during the following times:

- » Thursday, June 15 | 12:30 p.m. 4:15 p.m.
- » Friday, June 16 | 8:00 a.m. 5:00 p.m.

#### FLASH SESSIONS

On **Friday June 16, from 4:00 p.m. – 5:00 p.m. in** *Lincoln Room 6*, six 10-minute presentations will be offered by different presenters, touching on a plethora of critical topics. These fast-paced sessions are designed to facilitate the sharing of best practices, innovations, and successes on a wide range of student success initiatives. The remaining time at the end of the presentations will be held for participant/presenter dialogue.

#### **HOTEL MAP**

A map of the meeting space can be found on pages 64-65 at the back of the program book.

#### **LOST & FOUND**

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

### **10** GENERAL INFORMATION

#### **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 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education or 2017 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.

#### 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 **2017 NASPA Closing the Achievement Gap & 2017 Symposium on Collegiate Financial Well-Being** guide from within the NASPA Mobile App.

#### 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.

#### **PUBLICATION SALES**

NASPA has a variety of publications for sale during these programs at the registration area. Publications will be on sale beginning at 12:00 p.m. on Thursday, June 15, 2017 until 11:00 a.m. on Saturday, June 17, 2017. You may purchase publications onsite at the conference for a reduced rate and take them home today! 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 **#CTAG17** (Closing the Achievement Gap) or **#SCFWB17** (Financial Well-being) to tag their posts. For all the latest tweets and photos, be sure to follow the official NASPA Twitter, @NASPAtweets.

#### WI-FI

Wi-fi internet access is complimentary and available on the **Marriott Conference** network. When prompted via the network, enter the conference passcode: **NASPA2017**.

### PERSONALIZE YOUR EXPERIENCE



#### **Professional Competencies for Student Affairs Practitioners**

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



ADVISING AND SUPPORTING



ASSESSMENT, EVALUATION, AND RESEARCH



LAW, POLICY, AND GOVERNANCE



**LEADERSHIP** 



ORGANIZATIONAL AND HUMAN **RESOURCES** 



PERSONAL AND ETHICAL **FOUNDATIONS** 



SOCIAL JUSTICE AND INCLUSION



STUDENT LEARNING AND DEVELOPMENT



**TECHNOLOGY** 



VALUES, PHILOSOPHY, AND HISTORY

### CONFERENCE THEMES

In addition to our keynote speakers and panelists, there are numerous educational workshops to attend focused on the following topical areas.

#### 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference Themes



- » 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;
- » Understand the various support systems and relationships required for persistence, retention, and degree completion of traditionally disenfranchised student populations;
- » Learn about economic barriers for low-income students;
- » Recognize the role of technology in serving these student populations; and
- » Recognize mental and emotional stressors that may impede students from degree completion.

#### 2017 Symposium on Collegiate Financial Well-Being Themes



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

#### **Participants' Choice Sessions**

We are excited to bring participants' choice programming to the 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference and the 2017 Symposium on Collegiate Financial Well-Being. Throughout the events, participants will be able to vote for programs they would like to enjoy again, or perhaps missed the first time, to be repeated. Sessions selected will be presented again on **Saturday, June 17 from 9:45 a.m. - 11:00 a.m.** We will notify Participant Choice winners by 7:00 p.m. on Friday, June 16. Cast your vote at: **bit.ly/Vote-for-a-Session** 





Buffy Smith, Ph.D. **OPENING KEYNOTE** PROFESSOR OF SOCIOLOGY University of St. Thomas



Buffy Smith, Ph.D. is a sociologist, educator, and consultant. She is the founding associate dean of Dougherty Family College and professor of sociology at the University of St. Thomas. She earned her B.A. in sociology at Marquette University and a M.S. and Ph.D. in sociology at the University of Wisconsin-Madison. The courses she teaches include social problems, race and ethnicity, social stratification, and the sociology senior seminar. She was an Association for the Study of Higher Education /Lumina Fellow in 2003. Dr. Smith's primary research interests include examining racial and class disparities within the higher education system. She also writes on policy issues dealing with mentoring, access, retention, equity, and diversity in higher education. She has over 10 years of experience researching how colleges and universities can assist underrepresented students with understanding and navigating the institutional culture of higher education in order to achieve academic success. Dr. Smith has received several awards and grants that recognize her research on diversity issues in higher education. Dr. Smith's publications have been featured in research and practice oriented journals such as African–American Research Perspectives and Equity & Excellence in Education. In addition, she is the author of the book, Mentoring At-Risk Students through the Hidden Curriculum of Higher Education (Lexington Books, 2013).



Sonya Britt, Ph.D., CFP PLENARY SPEAKER ASSOCIATE PROFESSOR Kansas State University



Sonya Britt, Ph.D., CFP® is an associate professor of personal financial planning at Kansas State University and a Certified Financial Planner™. Her research in financial counseling, planning, and therapy utilizes her educational background in marriage and family therapy and financial planning.

Dr. Britt's research on the predictors of money arguments and their influence on relationship satisfaction and divorce and has been referenced in the New York Times, the Wall Street Journal, Kiplinger's, and Yahoo! Finance, to name a few. Her developmental work in the emerging field of financial therapy is summarized in Financial Therapy: Theory, Research, and Practice with co-editors Drs. Brad Klontz and Kristy Archuleta. Relationship dynamics are influenced by physiological stress, in which Dr. Britt's research has been featured in the New York Times and Investment News, among others.

Dr. Britt is co-editor of another book with Dr. Dorothy Durband, Student Financial Literacy: Campus-Based Program Development, which leads readers through the process of developing or enhancing financial literacy programs for college students. Dr. Britt's work at the financial counseling centers at Texas Tech University and Kansas State University have guided her effectiveness of financial counseling research agenda.



Amelia Parnell, Ph.D.



PANEL MODERATOR

VICE PRESIDENT FOR RESEARCH AND POICY

NASPA – Student Affairs Administrators in Higher Education

Amelia Parnell is vice president for research and policy at NASPA, where she directs the Research and Policy Institute (RPI), which links research, policy, and effective student affairs practice in support of student success. Amelia is leading NASPA's examination of several critical higher education issues, including colleges' use of emergency aid programs to address student needs. Prior to her arrival at NASPA, Amelia was director of research initiatives at the Association for Institutional Research (AIR), where she conducted two national studies related to future directions of the institutional research function. Her current research portfolio also includes studies on leadership attributes of college presidents and vice presidents, documenting and assessing co-curricular learning, and assessment and evaluation in student affairs. Amelia is co-editor of the forthcoming book, *The Analytics Revolution*. She holds a Ph.D. in higher education from Florida State University, and a M.A. and B.A. in business administration from Florida A&M University.



T. Simeon Ananou, D.Ed.



**PANELIST** 

VICE PRESIDENT FOR INFORMATION TECHNOLOGY SERVICES
University at Albany, SUNY

Dr. Simeon Ananou is the vice president for information technology services and CIO at the University at Albany- SUNY. In this capacity, he is responsible for all areas of information technology, including client support services, educational technology, enterprise application services, enterprise infrastructure services, information security, and research IT.

Prior to joining UAlbany, Ananou served as chief information officer and adjunct faculty in Information and Decision Sciences at Salisbury University. He was responsible for the strategic oversight of IT and communication infrastructure, as well as academic and administrative information systems and business intelligence for the campus. He has also served as associate provost at Slippery Rock University in Pennsylvania; chief information officer at Piedmont Virginia Community College; and director of information technology operations at Ashland University in Ohio.

His career started at The Ohio State University where he served in various capacities ranging from student assistant, telecommunications systems specialist, network administrator then systems engineer at the University Network Integrated Telecommunications Systems (UNITS) in the Office of Information Technology (OIT).

Ananou holds a B.A. in international relations from The Ohio State University, an MBA in computer information systems from Baker College in Flint, Michigan and a D.Ed. in higher education administration and leadership studies from Indiana University of Pennsylvania.





Bonita J. Brown, J.D.



PANELIST

#### DIRECTOR FOR HIGHER EDUCATION PRACTICE

The Education Trust

Bonita I. Brown currently serves as the director of higher education practice with the Education Trust in Washington D.C. She created and is leading an initiative entitled Optimizing Academic Success and Institutional Strategy (OASIS), which is a national network of regional comprehensive institutions that serve significant numbers of low-income students and students of color. As the director of higher education practice, she works with the institutions in assessing data and implementing national best practices for improving student success and closing completion gaps. Previously, she served as the vice chancellor and chief of staff, and as assistant secretary to the board of trustees at the University of North Carolina at Greensboro.

Over the course of her career, Mrs. Brown has also served as the Chief of Staff at the University of North Texas, General Counsel at the University of North Carolina School of the Arts and Assistant Attorney at Winston-Salem State University. She has participated in the HERS Leadership program, the AASCU Millennium Leadership Initiative and is a graduate of the Harvard Institute of Educational Management. Mrs. Brown received her B.A. in history from Wake Forest University and her J.D. from Wake Forest University School of Law.



Nicole McDonald, Ph.D.

**PANELIST** 



Lumina Foundation



Nicole McDonald works as a strategy officer at Lumina Foundation and is responsible for developing strategic approaches to increase the educational attainment of college students. She leads and manages a portfolio of over \$15 million in grants and contracts focused on student success, institutional innovation, leadership development, low-income student support, and quality pathways and credentials.

Previously, she served as the system director for transfer and retention with the Kentucky Community and Technical College System (KCTCS), where she developed systemwide strategies to facilitate postsecondary student transition and success; and managed the development of KCTCS' systemwide dual and articulated credit initiatives supporting the postsecondary preparation and transition of secondary students. Her background includes education policy as well as academic and student affairs administration—including work as an associate in academic affairs at the Kentucky Council on Postsecondary Education.

Nicole McDonald earned a Ph.D. in leadership and policy studies from Vanderbilt University, as well as a M.Ed. in higher education administration from George Peabody College of Vanderbilt. She earned a B.A. in political science at Wright State University.



# Brian Bridges, Ph.D CLOSING KEYNOTE



VICE PRESIDENT OF RESEARCH AND MEMBER ENGAGEMENT United Negro College Fund

Brian K. Bridges serves as vice president, research and member engagement, and leads UNCF's Frederick D. Patterson Research Institute (FDPRI) and the Institute for Capacity Building. In this role, Dr. Bridges serves as UNCF's chief research officer, principal editor and contributor for FDPRI's publications and the manager of internal and external projects involving capacity building, evaluation, and assessment. Brian also leads the UNCF Career Pathways Initiative, a project funded by the Lilly Endowment to improve job placement outcomes at HBCUs and PBIs.

Immediately prior to joining UNCF, Brian served as vice provost for diversity, access and equity at The Ohio University. Brian has also served as the associate director for the Center for Advancement of Racial and Ethnic Equity (CAREE) at the American Council on Education (ACE) and held various roles at the National Survey of Student Engagement (NSSE), including associate director. While at NSSE, Brian managed a million-dollar subcontract for the Building Engagement and Attainment of Minority Students (BEAMS) project, a national initiative funded by Lumina Foundation to assist minority-serving institutions' use of NSSE results for institutional improvement. In addition, he has served on numerous panels and advisory committees on issues related to HBCUs, learning environments at minority-serving institutions, and success factors for African American college students at predominately white institutions. During his tenure at UNCF, Brian has served as the lead on more than \$52 million in grant funded projects.

Follow us on Twitter
@NASPAtweets
and tag your tweets
#CTAG17 and
#SCFWB17!





# Culture of Respect

### Ending Campus Sexual Violence

A NASPA Initiative

#### Who We Are

**Culture of Respect** was founded in 2013 by the parents of college-aged students who were alarmed by the high rate of sexual assault on campuses and the lack of comprehensive resources for survivors, students, administrators and parents. They convened a team of public health and violence prevention researchers and experts in advocacy, student affairs, higher education policy, and law to develop the CORE Blueprint, CORE Evaluation, and CultureofRespect.org.

#### WHAT SETS US APART

**Multistakeholder Approach.** We believe everyone on campus—students, their families, faculty, administrators, health professionals, and more—has a role to play in creating a Culture of Respect.

**Innovative Six Pillar Framework.** We have compiled the leading practices, including evidence-based practices and expert opinion, into a six pillar strategic roadmap: the CORE Blueprint. Together with the accompanying CORE Evaluation self-assessment, this keystone tool anchors our programs.

**Professional Development.** We know campus culture change relies on student affairs professionals with the skills and tools to make it happen, so we support them with trainings, resources, and technical assistance.

#### **Our Programs**

**The Culture of Respect Collective.** An interactive online platform that guides college stakeholders through a step-by-step program to improve their institutional efforts to address campus sexual violence. The Collective is built upon the results of our 14-institution national Pilot program, which successfully demonstrated the efficacy of using the CORE Blueprint in making targeted programmatic and policy changes.

**CORE Constructs.** A suite of guides organized around the six pillars of the CORE Blueprint to supplement its implementation. These guides include downloadable resources, tools, and templates that can be adapted to meet your specific institutional needs.

**Technical Assistance.** Culture of Respect is proud to work with esteemed researchers, public health practitioners, student affairs professionals, and legal experts who are highly knowledgeable on this issue. In collaboration with these experts, Culture of Respect can provide tailored technical assistance—by phone, video, or site visit—to address the specific needs of an institution.

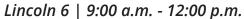
Explore our CORE Blueprint, check out the Prevention Programming Matrix, learn about federal legislation, and so much more at

cultureofrespect.org

### THURSDAY, JUNE 15

*Mezzanine Level* | 8:00 a.m. - 5:00 p.m. **Registration Open** 

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



Creating Inclusive Excellence on Campus:

What Institutions can do to Close Achievement Gaps

Oscar Felix, associate vice president, diversity, Colorado State University PRESENTERS:

**Trent Ball**, associate dean of students and director of retention, academic

support centers, Southeast Missouri State University

LEVEL: Intermediate

Advising and Supporting; Student Learning and Development COMPETENCIES:

An emerging awareness by higher education institutions is to embrace their obligation to create a successful educational environment for all students. This approach flips the script by putting the burden on colleges and universities to think through how students, particularly underrepresented students, navigate the enrollment, student aid, transition to college, classroom, and overall campus experience. In this session, we will delineate strategies, programs, and initiatives that institutions can implement to become a student-ready campus through an overarching lens of inclusive excellence.

Lincoln 3 | 9:00 a.m. - 12:00 p.m.



#### Creatively Addressing Financial Wellness: Research, Education, and Beyond

PRESENTERS: **Catherine Montalto**, associate professor, department of human 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

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

LEVEL: Foundational

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

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.



### THURSDAY, JUNE 15 💠



Lincoln 5 | 9:00 a.m. - 12:00 p.m.



#### Filling the Financial Gap: Building an Emergency Aid Program to **Support Degree Completion**

PRESENTERS: Amelia Parnell, vice president for research and policy, NASPA

Omari Burnside, director of strategic initiatives, NASPA

LEVEL: Foundational

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

In this pre-conference session, participants will learn what it takes to create a robust emergency aid program at their institution. Session facilitators will teach participants the essential components of an emergency aid program, implementation and program management best practices, and key strategies that an institution should employ to avoid potential pitfalls when administering emergency aid. Additionally, participants will use a diagnostic tool to assess how well-positioned their campus is to administer a comprehensive emergency aid program. The diagnostic will surface critical areas a campus should focus on when building or strengthening their program. Based on the results of the diagnostic, participants will discuss and identify potential next steps for their campus.

Lincoln 4 | 9:00 a.m. - 12:00 p.m.



#### Supporting First-generation College Students: Strategies for **Empowerment and Success**

PRESENTERS: **Rebeca Paz**, associate director, K-State First and program coordinator,

First Scholars, Kansas State University

Martina Martin, program coordinator, First Scholars, University of Kentucky

Cristina Castillo, program coordinator, First Scholars,

Southern Illinois University

Intermediate LEVEL:

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

First-generation college students are less likely to complete their education due to lower levels of academic and social integration. During this session, the presenters will provide a comprehensive overview of first-generation students. Additionally, an in depth review of student development theories and presentation of best practices for supporting first-generation students will be shared. This interactive workshop will provide opportunities for each participant to develop an action plan to serve first-generation college students for their respective campuses.









### THURSDAY, JUNE 15

#### **OPENING KEYNOTE**

T. Marshall Ballroom | 1:00 p.m. - 2:30 p.m.



#### **Achieving Academic Excellence and Equity: Creating Mentoring Institutions**

SPFAKER: **Buffy Smith**, professor of sociology, University of St. Thomas

This address will help attendees unpack the hidden curriculum and understand how the hidden curriculum can influence students' performance in the formal curriculum. Grounded in research, this interactive keynote address will provide practical strategies for helping students understand and navigate the culture of higher education.

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

Lincoln 6 | 2:45 p.m. - 3:45 p.m.



Closing the Community College Achievement Gap through a **Dual to Degree Pipeline** 

PRESENTERS: **Johnika Dreher**, program director, dual enrollment and new student

orientation, Prince George's Community College

Caitlin Minch, coordinator, dual enrollment, Prince George's Community

College

**Zaneta Brown Ingles**, intervention specialist, department of college and career readiness and innovative programs, Prince George's County Public Schools

Courtney Thrower, manager, COAST, Prince George's Community College

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting; Law, Policy, and Governance

Realizing the dueling trends around enrollment, college affordability, and access, a community college collaborated with the secondary school system to maximize dual enrollment capacity for positive change. Recognizing high school students are the new first-time freshmen, the college created a funding mechanism to combine support for dual enrollment completers with an intervention-based ambassador program entitled Dual-to-Degree (D2D). Participants will understand the successes and challenges of our achievement gap closure initiative.





### THURSDAY, JUNE 15 💠



Taft | 2:45 p.m. - 3:45 p.m.



#### College Makes Cents: The Impact of Higher Education on Financial Wellness

PRESENTERS: Julia Clark, senior vice president, Ipsos

Sarah Ducich, senior vice president, public policy and government relations,

Navient

LEVEL: Intermediate

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

Most students attend college to secure a better financial future. The 2016 Navient/Ipsos national study of young Americans on financial wellness shows college graduates are successful in that goal, while non-completers often struggle more than those who don't start. We will use self-reported data and advanced analytics to highlight the impact of educational achievement on financial well-being. This is a complicated subject that includes objective measures (e.g., income, debt/loans) and subjective items (e.g., satisfaction with life, job, and income). This session will detail the research findings and implications.

Jackson | 2:45 p.m. - 3:45 p.m.



#### Completing the Mission: A Veteran's Pathway to Degree Attainment

PRESENTERS: **Imelda Revuelto**, VBSN grant manager and director of student affairs,

Roseman University of Health Sciences

Jene Hurlbut, professor, Roseman University of Health Sciences

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

With health professions ranked third amongst the desired degrees for veterans, nursing programs have an opportunity to change the landscape in transitioning and educating veterans into a career as a registered nurse. In this session the presenters will highlight the policies, processes, and support systems that were developed and put into place to implement a Veteran to BSN pathway. Presenters will also talk about systems that support the transfer, retention and degree attainment of veteran students while discussing challenges, lessons learned, and future implications.

Lincoln 4 | 2:45 p.m. - 3:45 p.m.



#### Conversation and Book Signing with Buffy Smith

**Buffy Smith**, professor of sociology, University of St. Thomas PRESENTER:

This session will allow participants to have follow-up conversations related to topics raised during the keynote address on how to create mentoring institutions. Participants will have more time for in-depth conversations about equity and excellence in higher education with the speaker. In addition, participants will have an opportunity to have their books signed during this session.







### THURSDAY, JUNE 15

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





*Jefferson* | 2:45 p.m. - 3:45 p.m.

#### **Creating Connections to Close the Achievement Gap**

PRESENTERS: Danielle McQuaide, director, student life, Ivy Tech Community College,

Kokomo

Kathryn Stremiecki, director, student life, Ivy Tech Community College,

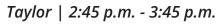
Lafayette

LEVEL: Foundational

COMPETENCY: Student Learning and Development

Nearly ten years ago, the student life department at Ivy Tech Community College was created to address serious retention and completion concerns. In this session, we will discuss what student life looks like at the community college, the relationships that have developed to better support students, and share successes in co-curricular programming. Data on retention and persistence of involved students will be shared.







#### **Developing a Financial Wellness Initiative on your Campus**

PRESENTERS:

Zac McCann, financial wellness coordinator, student life student wellness

center, The Ohio State University

Bryan Hoynacke, assistant director, financial wellness, student life student

wellness center, The Ohio State University

Vattsa Mehta, peer coach, Scarlet and Gray Financial,

The Ohio State University

LEVEL:

Foundational

**COMPETENCIES:** 

Advising and Supporting; Leadership; Personal and Ethical Foundations

With increasing costs of college and the rise in student debt, it is important for universities to provide financial education to support the wellness of students. Hurdles to creating new initiatives can include: gaining administrative buy in, content refinement, and volunteer recruitment. This session will provide high-impact practices on how professionals can build effective financial wellness programming specific to their campuses.

### THURSDAY, JUNE 15 💠



Lincoln 2 | 2:45 p.m. - 3:45 p.m.



#### How to Tape an Elbow: Retention of Marginalized Students Through Conquering **Imposter Syndrome**

PRESENTERS: Deena Curtis, senior counselor, diversity and community outreach,

University of Nebraska-Lincoln

Jeff Hall, senior assistant director, University of Nebraska-Lincoln

LEVEL: Intermediate

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

How to Tape an Elbow utilizes several mediums to facilitate the presentation of valuable retention materials by providing attendees the opportunity to experience imposter syndrome and marginality on a small but moving personal level with an innovative opening activity. The session will then focus on the strategies/programs utilized by the Nebraska College Preparatory Academy to retain college students at levels higher than the university overall. Implementation of the model will close the session as the sessions practical takeaway.

### Lincoln 3 | 2:45 p.m. - 3:45 p.m.



#### **Rural Black Lives Matter**

PRESENTER: Amber Lange, director, emerging scholars, Clemson University

LEVEL: Foundational

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

What is the first image you think of when you hear the word rural? Is it a white man on a tractor or a Black student who drives an hour to get to their under-resourced school? There are 9.7 million rural students in the United States and 2.6 million of them are students of color. Come learn about a program at Clemson University that helps rural students reach their goal of higher education and why it is imperative we don't forget about this often overlooked population.











### THURSDAY, JUNE 15

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





Truman | 2:45 p.m. - 3:45 p.m.

Student Financial Knowledge: Initial Results from a Multi-institutional Study

PRESENTERS: **Kevin Fosnacht**, assistant research scientist, Indiana University

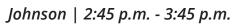
Brendan Dugan, research analyst, Indiana University

LEVEL: Intermediate

COMPETENCY: Assessment, Evaluation, and Research

If knowledge is power, then personal finance knowledge can empower student learning. This session will present preliminary results from the 2017 National Survey of Student Engagement (NSSE) administration that explores patterns in student financial knowledge, awareness of institutional financial education resources, and financial stress. The presenters will use the results to demonstrate connections between financial education and knowledge, and student engagement and success for undergraduates pursuing bachelor's degrees.







#### "Training Day": Finding Success in Peer Mentoring by Adopting a Values-centered **Leadership Approach**

PRESENTER: Jarrell Anderson, assistant director, minority student services,

University of North Carolina, Charlotte

LEVEL: Intermediate

**COMPETENCIES:** Student Learning and Development; Values, Philosophy, and History

The idea of using peer leaders as a means to proactively develop relationships, which help ease the transition of first year students, is a growing phenomenon across American college campuses. At the University of North Carolina at Charlotte (UNC Charlotte), peer mentoring has proven to be exceedingly helpful in assisting with closing the achievement gap among first-year, under-represented students and their peers. In this session, the presenter discusses how the UNC Charlotte's Student Advising for Freshman Excellence (SAFE) program improved its academic profile and persistence rates of first-year underrepresented students by restructuring its recruitment selection and training of mentors by adopting a values-centered leadership approach.

### THURSDAY, JUNE 15 💠



Tyler | 2:45 p.m. - 3:45 p.m.



#### Using Digital and In-person Tools to Create Engaging Campus Financial Literacy **Programs**

PRESENTER: Amy Marty Conrad, program director,

National Endowment for Financial Education

LEVEL: Foundational

COMPETENCY: Advising and Supporting

Building personal finance skills for students is important to overall student success. It takes innovation, research, and planning to make the most of limited time and resources. The presenter will review academic research, criteria for effective financial education, and digital and in-person engagement strategies to create better campus financial literacy programs.

Lincoln 5 | 2:45 p.m. - 3:45 p.m.



#### **Center for First-Generation Student Success Informational Session**

PRESENTER: **Sarah Whitely**, senior director, center for first-generation

student success, NASPA

I FVFI: **Foundational** 

COMPETENCY: Advising and Supporting

The presenter for this session will provide insight into the new Center for First-Generation Student Success (CFGSS) at NASPA, funded by The Suder Foundation. This new Center will provide thought leadership, research, and innovative practices to student affairs professionals. Join this session to hear from the newly-hired Senior Director of the CFGSS about what's next, share how first-gen students are served on your campus, and offer thoughts on what you hope to see from the Center's development.





### THURSDAY, JUNE 15

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





Taft | 4:00 p.m. - 5:00 p.m.



#### **Best Practices to Inspire Students' Awareness and Participation** for Life-long Financial Well-being

PRESENTER: **Ann House**, director, personal money management center,

University of Utah

Intermediate LEVEL:

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

Financial education and counseling programs take the assumption that, if given enough information, consumers will make better financial choices. Evidence-based practices show that while both can be effective, merely having a financial wellness initiative at an educational institution offers no guarantee of improving students' knowledge or behavior. The presenter will discuss how the University of Utah's Personal Money Management Center utilizes a proven program to encourage students to save and plan for their future.





Lincoln 5 | 4:00 p.m. - 5:00 p.m.



#### **Documenting Your Undocumented Students' Environment**

PRESENTERS: **Erwin Hesse**, doctoral student, Johns Hopkins School of Education

**Ileana Gonzalez**, assistant professor, Johns Hopkins School of Education

I FVFI: Foundational

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

In this presentation, the presenters seeks to broaden the knowledge and awareness of individuals who interact with undocumented students at institutions of higher learning. After learning basic information about undocumented students, audience members will use Bronfenbrenner's Ecological Systems Theory to examine barriers that undocumented students face at multiple systems at their own institutions. Individuals will explore barriers to retention and efforts that can be undertaken to work with this invisible population. Participants will gain practical takeaways that can be employed at their own institutions.

### THURSDAY, JUNE 15 💠



Lincoln 2 | 4:00 p.m. - 5:00 p.m.



#### Educating for Equity: "Re-mediated" Support Classes at the **University of Washington**

PRESENTERS: **Ryan Burt**, interim assistant director, academic support programs,

University of Washington

Adiam Tesfay, interim director, academic support programs,

University of Washington

**Anne Browning**, special assistant to the dean, undergraduate academic

affairs, University of Washington

Emery Lohrasbi, program manager, academic support programs,

University of Washington

LEVEL: Intermediate

COMPETENCY: Student Learning and Development

In this interactive session, the Academic Support Programs team from the University of Washington (UW) helps attendees understand how to institutionalize and teach "high challenge, high support" courses developed to enhance student persistence. While highlighting our curriculum and creative use of tutor-mentors, we also provide resources for participants interested in developing their own courses, situate our courses in relationship to the UW's broader commitment to persistence and retention, and facilitate a dialogue with attendees about kindred programs at their institutions.

Lincoln 6 | 4:00 p.m. - 5:00 p.m.





#### Effective Strategies for Student Success: A Deep-dive into NASPA's Research Agenda

PRESENTERS: Amelia Parnell, vice president for research and policy, NASPA

Omari Burnside, director of strategic initiatives, NASPA

I FVFI: Foundational

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

NASPA is committed to providing campus leaders with the latest research and insights on the key issues that affect students and their work. To do this, NASPA's Research and Policy Institute (RPI) conducts research and promotes effective student affairs practices in support of student success. In this session, RPI staff will share NASPA's most recent research studies and highlight upcoming resources that campuses can use to strengthen their student success efforts. Topics will include predictive analytics, on-campus student employment, and emergency aid.







### THURSDAY, JUNE 15

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



Jackson | 4:00 p.m. - 5:00 p.m.



#### **Enhancing Belongingness and Academic Outcomes through a** Social-psychological Intervention

PRESENTERS: **Joyce Stern**, dean for student success and academic advising,

Grinnell College

Kaitlin Wilcox, associate director, analytic support, Grinnell College

Georgeanna Robinson, associate director, qualitative research,

Grinnell College

Intermediate LEVEL:

**COMPETENCY:** Assessment, Evaluation, and Research

Small, residential colleges emphasize building community and a sense of belonging; however, many students, particularly those from underrepresented groups, struggle with feelings that they do not belong. Social-psychological interventions can build students' sense of social belonging and improve students' academic success and persistence in college. In this session, presenters will discuss how student affairs, institutional research staff, and faculty collaborated on a near replication of this intervention to attempt to enhance the student experience.



Jefferson | 4:00 p.m. - 5:00 p.m.



#### eOrientation as a Driver of "Flipped" Advising and Student Success

PRESENTERS:

Melissa Majerus, director, campus life, St. Cloud Technical and Community College

Melissa Lindsey, dean, liberal arts, St. Cloud Technical and Community College

**Kristina Keller**, associate vice president, academic affairs,

St. Cloud Technical and Community College

Stacy Griffey, director, academic advising, St. Cloud Technical and Community College

Amie Bordwell, enrollment specialist, St. Cloud Technical and Community College

**Kate Wallace**, marketing, communications, and public relations specialist,

St. Cloud Technical and Community College

LEVEL:

Intermediate

COMPETENCIES: Advising and Supporting; Technology

To help new students connect with the campus community, we created an eOrientation program which enabled us to implement a "flipped" advising model. During this session, the presenters will discuss how they have applied a model that mirrors a flipped classroom, into the office of the professional academic advisor. This method of advising asks the student to prepare and complete tasks prior to their advising session, allowing them to apply the knowledge in the meeting with their academic advisor.

### THURSDAY, JUNE 15 💠



Johnson | 4:00 p.m. - 5:00 p.m.



#### **Increasing Student Success Through Intentional Partnerships**

PRESENTERS: Carrie Carroll, senior partnerships manager, College Possible

Jillian Hiscock, national partnerships manager, College Possible

Amber Schultz, assistant vice president, admissions, marketing and recruitment,

St. Cloud State University

Janet Morales, director, college and career partnership programs, Augsburg College

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

Barriers to recruiting, retaining and graduating low-income college students can be effectively addressed through intentional, holistic partnerships between organizations and higher education institutions. College Possible has developed access and success-focused partnership models to increase recruitment and enrollment as well as retention and graduation of low-income students. In this session, College Possible and partner college representatives will explore intentional approaches to partnership and learnings and challenges along the way.

Lincoln 3 | 4:00 p.m. - 5:00 p.m.



#### It Takes a Village: One University's Strengths-based Approach to First-generation **Student Retention and Engagement**

PRESENTERS: Bridgette Behling, director, community support and leadership,

The George Washington University

Oliver Street, executive director, enrollment retention,

The George Washington University

LEVEL: Foundational

COMPETENCY: Advising and Supporting

Much emphasis is placed on students finding their place in college, but until recently, there were few intentionally designed programs to address unique needs and issues impacting retention of first-generation students. This session will address successes and challenges faced by one private institution in the effort to launch a strengths-based approach to first-generation retention efforts. It will offer information about the institution's unique de-centralized model, a chance to hear directly from GW first-generation students, tips for building collaborations that go beyond politics to serve this population, and show initial assessment results on existing programming for this population.









### THURSDAY, JUNE 15

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







#### Moving Beyond Financial Literacy: Engaging a Campus in Financial Wellness

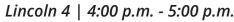
PRESENTER: Bryan Ashton, director, student and institutional success, TG

LEVEL: Intermediate

Truman | 4:00 p.m. - 5:00 p.m.

**COMPETENCIES:** Leadership; Organizational and Human Resource

Financial wellness and financial literacy programs have received substantial visibility in recent years, but are they effective and what is their purpose on campus? The presenter will examine the terminology related to these programs, the effectiveness of financial education / wellness programs and will showcase examples of how to create a true culture of financial wellness.





#### **SCIE Ambassador Program: Supporting Underrepresented Students in Cultivating Inclusion**

Alena Hampton, director, student experience, PRESENTER:

Virginia Commonwealth University

LEVEL: Intermediate

COMPETENCY: Student Learning and Development

Students from underrepresented backgrounds are increasingly attending institutions of higher education. When they do, they face barriers that can impede their ability to thrive. This is particularly true for graduate and professional students in the health sciences. This session will describe the SCIE Ambassador Program, an inter-professional leadership development initiative designed to support underrepresented students. While this program was developed for graduate and professional students, it is easily adapted to other student populations. Participants will hear details of the program, challenges and successes, and learn strategies for implementing a similar program on their campus.



### THURSDAY, JUNE 15 💠



*Tyler* | 4:00 p.m. - 5:00 p.m.



#### Starting from the Bottom: Developing a Financial Literacy Program for a Private University

PRESENTERS: Natasha Bean, assistant director, client relations, New York University

Lynn Higinbotham, assistant vice president, enrollment management,

**New York University** 

LEVEL: Foundational

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

New York University, one of the largest private universities in the U.S., is working towards establishing a comprehensive financial literacy program from the ground up to help students become proficient in financial literacy with regards to higher education. Presenters will examine challenges and collaborative efforts for a university this size, inclusive of research of peer institutions, partnering with third-party vendors, and assigning roles to build a successful program.

Taylor | 4:00 p.m. - 5:00 p.m.



#### The Relationship Between Financial Self-efficacy and Financial Knowledge

PRESENTERS: **Anne McDaniel**, executive director, center for the study of student life,

The Ohio State University

**Catherine Montalto**, associate professor, department of human sciences,

college of education and human ecology, The Ohio State University

LEVEL: Foundational

COMPETENCY: Assessment, Evaluation, and Research

This program presents original research on the relationship between college students' financial knowledge and financial self-efficacy. Using data from the 2017 Study on Collegiate Financial Wellness, presenters will identify profiles of students with high or low combinations of financial self-efficacy and knowledge. They will identify whether institution type, gender, race/ethnicity or first-generation status are associated with different combinations of financial self-efficacy or knowledge. The session will conclude with a discussion of how the findings can be translated into practice to help educate college students.

#### OPENING RECEPTION

Lincoln Rooms Atrium | 5:00 p.m. - 6:30 p.m.







*Mezzanine Level* | 7:30 a.m. - 5:00 p.m. **Registration Open** 

T. Marshall Ballroom Foyer | 7:30 a.m. - 8:30 a.m. Continental Breakfast

# SYMPOSIUM ON COLLEGIATE FINANCIAL WELL-BEING PLENARY KEYNOTE



T. Marshall Ballroom NE | 8:30 a.m. - 9:45 a.m. Financial Intervention

SPEAKER: Sonya Britt, associate professor, Kansas State University

Most university employees have a general sense of what they believe to be the financial well-being of students at their campus. This presentation will review the landscape to better understand the financial concerns and issues of college students. The outcomes associated with poor financial well-being range from reduced GPA to attrition to major mental illness. Opportunities for intervention will be discussed.

### FRIDAY, JUNE 16 💠



### **CLOSING THE ACHIEVEMENT GAP:** STUDENT SUCCESS IN HIGHER EDUCATION **PLENARY PANEL**



T. Marshall Ballroom SW | 8:30 a.m. - 9:45 a.m.

A Shared Vision for Student Success

MODERATOR: Amelia Parnell, vice president for research and policy, NASPA

PANFLISTS: T. Simeon Ananou, vice president for information technology services, University at Albany, SUNY

**Bonita J. Brown**, director for higher education practice, The Education Trust

Nicole McDonald, strategy officer, Lumina Foundation

As institutions develop strategies for providing proactive and holistic support for students, one thing is certain – such work requires an integrated, team-based approach. These teams, which aspire to increase students' retention and enhance the quality of programs and services, are comprised of professionals who hold various leadership and support roles across the campus. This panel session will address relationships that extend beyond the student affairs division, with a focus on unique partnerships that lead to improved student outcomes. The panelists will describe cross-departmental uses of technology and data metrics, how professionals can collaborate across functional units, and how institutions can leverage their resources to increase the scale of their programs.

### **MINI-INSTITUTES** | 10:00 a.m. - 12:00 p.m.

Jackson | 10:00 a.m. - 12:00 p.m.



"Can't Stop, Won't Stop": Digital Space Interventions for First-generation **Doctoral Students** 

PRESENTERS: Raven Cokley, doctoral student and program assistant, University of Georgia

Lamesha Andrews, doctoral intern for staff development, University of Georgia

Jason Wallace, assistant director, multicultural services and programs, University of Georgia

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting; Technology

Current literature on first-generation college students primarily focuses on the undergraduate experience. Consequently, there is a lack of literature regarding the experiences and support needs of first-generation doctoral students (FGDS). With the rise of technology in daily life, it is imperative that we embrace digital spaces as an intervention for supporting students. In this session, attendees will explore digital spaces as interventions to address issues pertaining to prospective and current FGDS.

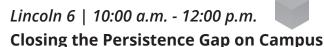




### MINI-INSTITUTES cont'd | 10:00 a.m. - 12:00 p.m.







PRESENTER: **Dustin Grabsch**, coordinator, academic support initiatives and assessment,

residence life, Texas A&M University

LEVEL: Intermediate

COMPETENCIES: Assessment, Evaluation, and Research; Social Justice and Inclusion

The presenter will discuss programming and research initiatives funded by a College Completion grant from the division of student affairs. The goal of the grant is to increase on-campus Latino/a and African American/Black identified students' GPAs as well as retention rates to graduation. The presenter will discuss the findings from research interviews using a Community Cultural Wealth Framework as well as the impacts of identity-conscious programming they have implemented.





Lincoln 2 | 10:00 a.m. - 12:00 p.m.

#### Customized Coaching to Promote Self-efficacy and Self-advocacy in Low-Income Students

PRESENTERS: Thomas Van Norman, assistant director, Purdue Promise, Purdue University

Haley Young, student success coach, Purdue Promise, Purdue University

Jess Ramsey, assistant director, Purdue Promise, Purdue University,

Jazmine Clifton, student success coach, Purdue Promise, Purdue University

LEVEL: Foundational

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

Purdue Promise, an access and support program, utilizes a four-year coaching model to help low-income and firstgeneration students develop self-efficacy, self-advocacy, and help-seeking behavior. Presenters will detail how they work to close the gap on Purdue's four-year graduation rate, program redesign, coaching, persistence, and degree completion data. In addition, presenters will discuss how they integrate financial literacy to help break the cycle of generational poverty in hopes of students being able to provide a better life for themselves and their families.



#### Taft | 10:00 a.m. - 12:00 p.m.



#### Financial Wellness and Crisis Response Interventions at UCLA

PRESENTERS: Serifa Dela Cruz, economic crisis care manager, University of California, Los Angeles

Sara Potter, financial wellness program director,

University of California, Los Angeles

**Melissa Faybik**, communications, outreach and customer service manager,

University of California, Los Angeles

Corey Ly, financial wellness peer mentor, University of California, Los Angeles

Casey Jayne Richards, financial wellness peer mentor,

University of California, Los Angeles

LEVEL: : Intermediate

COMPETENCIES: Organizational and Human Resource; Social Justice and Inclusion

UCLA's ongoing response to student financial wellness needs includes a cross-campus collaborative Economic Crisis Response Team and a new Financial Wellness Program that work in tandem to support students holistically. Participants in this mini-institute will learn about the development and processes of both teams, and learn about future related initiatives at UCLA and the UC-wide Global Food Initiative. Finally, through case studies, participants will develop and apply best practices of responding to undergraduate and graduate students in distress.

#### Lincoln 4 | 10:00 a.m. - 12:00 p.m.



#### **Fostering Success in Former Foster/Independent Students**

PRESENTERS: Miel McCarthy, senior coordinator, retention and success,

Colorado State University

**Eleni Beaty**, assistant director, outreach and communication,

Colorado State University

Jill Putman, academic success coordinator, Colorado State University

Rebecca Villalpando, director of outreach and support, Collaborative for

Student Achievement, Colorado State University

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

Independent students face many barriers to pursuing a college degree and only 2% of former foster youth earn four-year degrees. Student affairs professionals play a crucial role in helping them gain access to higher education, persist, graduate, and finalize post-graduation plans. The presenters will highlight best practices for advising and supporting independent students through a cross-campus program model. The interactive presentation will include case studies and takeaways for supporting independent students at the attendee's institution.







# WIIINI-IINSTITUTES C







Lincoln 3 | 10:00 a.m. - 12:00 p.m.



### How One Institution Used Existing Institutional Data to Increase Retention by 5% in One Year

PRESENTERS: Jared Tippets, vice president for student affairs, Southern Utah University

**Eric Kirby**, executive director, completion and student success,

Southern Utah University

LEVEL: Advanced

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

It has become very popular in recent years for schools to purchase expensive predictive analytic software platforms to help move the needle on retention. But, do these platforms work? Are they worth the money? Can you (without a deep knowledge of statistics) look at your own data and determine which students to focus on? Join us as we tell you how we did just that, and in the process bumped our retention rates by 5% in one year.





Jefferson | 10:00 a.m. - 12:00 p.m.



#### Leveraging Social Capital to Support Access and Completion of Underserved Populations

PRESENTERS: Kerin Hilker-Balkissoon, executive director, college and career pathways,

Northern Virginia Community College

**Shannon Ingram**, associate director, college readiness and outreach,

Northern Virginia Community College

LEVEL: : Intermediate

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

How does your institution identify underserved students? Why do some high-need students succeed in college, while others flounder and drop out? This session will examine how social capital can impact student success, and what post-secondary institutions can do to more effectively identify and engage high-need students through parent, peer, institutional, and community-focused interventions. Participants will review case scenarios, engage in small and large group discussion, and review concrete, replicable strategies and interventions.



#### Taylor | 10:00 a.m. - 12:00 p.m.



#### **Perceptions and Impacts of Student Loan Entrance Counseling**

MODERATOR: Catherine Montalto, associate professor, department of human sciences,

college of education and human ecology, The Ohio State University

PANELISTS: Somer Anderson, doctoral candidate, Kansas State University

Jonathan Fox, Ruth Whipp Sherwin endowed professor,

Iowa State University

Stuart Heckman, assistant professor, Kansas State University

Jesse Jurgenson, doctoral candidate, Iowa State University

LEVEL: : Intermediate

COMPETENCY: Assessment, Evaluation, and Research

This session examines student loan entrance counseling among federal student loan borrowers. Federal legislation mandates that student loan borrowers participate in a 30-minute counseling session to learn about their rights and responsibilities. The set of research studies shared in this session will identify protective and risk factors associated with the perceived efficacy of entrance counseling and will explore student loan borrowers suggested strategies to improve the effectiveness of loan counseling. The association of loan counseling and its perceived effectiveness with borrower expectations of student loan debt burdens and anticipated difficulty in their ability to pay off debt after graduation is examined. The research studies all utilize the Study on Collegiate Financial Wellness, a survey of college students examining financial attitudes, practices, and knowledge of student from institutions of higher education across the United States. Implications for best practices on college campuses will be explored.

#### Lincoln 5 | 10:00 a.m. - 12:00 p.m.



#### Stories from the Margins: Race Relations and Campus Climate

PRESENTERS: Jason K. Johnson, director, university college, Langston University

**Tiffany Barksdale**, master's candidate, Concordia University, Chicago

**Jeremy Lane**, director, admissions, Langston University

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

Higher education is experiencing rapid growth in the number of students of color nationwide, specifically African Americans (AA) attending predominately White institutions. During this session, presenters will explore the successes and challenges encountered as two public institutions worked to support and retain AA students in their journey toward degree completion. Join us for an engaging session as we share and discuss key concepts, strategies, and lessons learned from their work building culturally inclusive learning spaces.







### **MINI-INSTITUTES cont'd** | *10:00 a.m. - 12:00 p.m.*





Johnson | 10:00 a.m. - 12:00 p.m.



### Student Inclusion on College Campuses: Eliminating the Barriers for Students with Disabilities

PRESENTERS: LaDonna McCullough, director, intercultural engagement and student

success, MidAmerica Nazarene University

Laura Hurse, graduate student, University of Missouri, Kansas City

Abby Cole, bridge to college instructor, propel,

University of Missouri, Kansas City

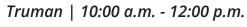
Kimberly Myers, 3L student, University of Missouri,

Kansas City, School of Law

LEVEL: Foundational

COMPETENCIES: Leadership; Social Justice and Inclusion

The current movement in student success initiatives on college and university campuses continues to marginalize students with disabilities. With the population of students with disabilities growing, support for those students continue to be on the decline. Students with disabilities who are transitioning into a post-secondary education do not receive adequate guidance and resources in order to achieve successful outcomes. Collaborative planning from a person-first approach across key academic and administrative units throughout the campus can ensure that students with disabilities receive an enriched higher education experience.





### The Impact of Innovative Financial Wellness Interventions at Two Research Universities

PRESENTERS: Bryan Hoynacke, assistant director, financial wellness, student life student

wellness center, The Ohio State University

**Tiffany Jackson**, director of student financial wellness,

University of Kentucky

Todd Woodlee, vice president, iGrad

LEVEL: : Intermediate

COMPETENCY: Assessment, Evaluation, and Research

This session will address the impact of financial wellness interventions on student success. The Ohio State University and University of Kentucky have strategically implemented online and in-person financial interventions that focus on student retention and overall well-being. The session will share the results of these programs, allow ample time for interactive breakout groups for participants, and end with a Q&A discussion.

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### FRIDAY, JUNE 16 💠



Tyler | 10:00 a.m. - 12:00 p.m.



#### The Impact of Student Loan Debt on Latino Students and Their Families

PRESENTERS: Julia Barnard, research associate, Center for Community Capital,

University of North Carolina, Chapel Hill

Jess Dorrance, senior project manager, Center for Community Capital,

University of North Carolina, Chapel Hill

Jennifer Rangel, fellow, Center for Community Capital,

University of North Carolina, Chapel Hill

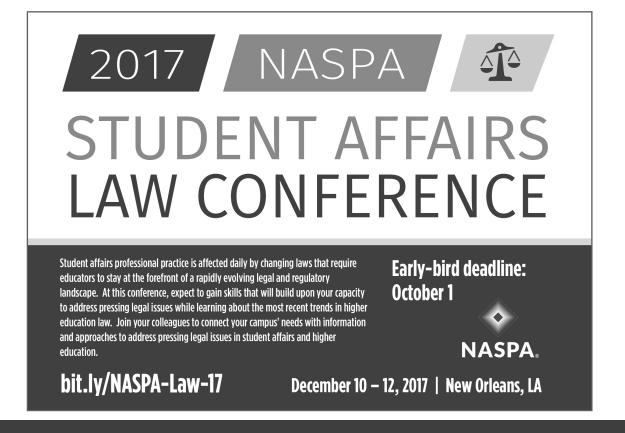
LEVEL: Foundational

COMPETENCIES: Assessment, Evaluation, and Research; Social Justice and Inclusion

In this session, presenters will share research findings to provide attendees more information about the experiences of Latino students with debt and ideas about how they might support these students. Presenters research how these students pay for college, how they make financial decisions, how these decisions intersect with their identities, and how these decisions impact their experiences in college and beyond.

#### **LUNCH** | 12:00 p.m. - 1:30 p.m.

Please take a look at the NASPA Mobile App for a list of restaurant suggestions.







### **CONCURRENT SESSIONS III** | 1:30 p.m. - 2:30 p.m.







#### ACES: An Innovative and Collaborative Partnership to Improve **Student Success Rates**

PRESENTERS: **Brad Pabian**, ACES academic coach, Montgomery College

> Tiffany Shaw, ACES academic coach, Montgomery College Kalecia Baity, ACES academic coach, Montgomery College

LEVEL: Intermediate

Jackson | 1:30 p.m. - 2:30 p.m.

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

Come and experience ACES; an innovative collaboration between a public school system, a community college, and a consortium of universities in Maryland. "Become" an ACES Academic Coach and personally experience how one community is leading the way to increase bachelor's degree completion rates of first-generation, underrepresented minority, and low-income students.

Jefferson | 1:30 p.m. - 2:30 p.m.



#### Breaking Bread and Building Bridges to Close the Integration Gap

PRESENTERS: **John Johnson**, director, centers for diversity and inclusion,

California State University, Sacramento

Janelle Adsit, assistant professor, Humboldt State University

LEVEL: Intermediate

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

In collaboration with colleagues in academic affairs, specifically faculty in English, the Black student success center at Western State University (WSU) organized a series of guest lectures by scholars of color. The lectures were intended to promote academic self-efficacy and attendees generally reported feeling inspired and motivated academically following the public talks. This program describes WSU's approach to addressing the achievement gap that situates the source of the degree attainment outcome disparity in institutional shortcomings rather than student deficits.





Lincoln 2 | 1:30 p.m. - 2:30 p.m.



## **Coaching with Corazón: Supporting Underrepresented Students Through Academic Coaching**

PRESENTERS: Andrea Kraus-Lozano, academic success coach, Health Science Center,

The University of Texas, San Antonio

Cody Chumbley, academic success coach, Health Science Center,

The University of Texas, San Antonio

LEVEL: Foundational

COMPETENCY: Advising and Supporting

Underrepresented students often face unique challenges on the road to degree attainment. This session will examine the newly launched Academic Success Coaching program at the UT Health San Antonio School of Nursing (a designated HSI-Hispanic Serving Institution) and best practices used to effectively coach underrepresented students towards success. Though participants will learn about challenges experienced by underrepresented nursing students, they will learn coaching strategies that are easily transferable to working with underrepresented populations in any institution.

Lincoln 5 | 1:30 p.m. - 2:30 p.m.



### Contributors and Barriers to Mental Health for Students of Color: Efforts to Maximize Graduation Rates

PRESENTERS: Ahyana King, director, multicultural affairs and social justice initiatives,

Hilbert College

Kari Reid, humanITy developer, Reid Consulting

LEVEL: Foundational

COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

Mental health diagnoses increase among college students nationwide. Approximately 1.8 million students seek counseling services for psychological distress. The majority identified aren't students of color, according to JED Foundation (2016) and The Steve Fund (2016). Underutilization is due to nominal care providers sharing the similar racial/ethnic identity, cultural mistrust, mental health stigma, and adherence to cultural/familial norms. This workshop facilitates collaboration to reduce barriers facing mental health in students of color and elucidate helpful contributors.







### **CONCURRENT SESSIONS III cont'd** | 1:30 p.m. - 2:30 p.m.





Lincoln 3 | 1:30 p.m. - 2:30 p.m.

I'm First: Creating a Pathway to Thriving

PRESENTERS: Whitnee Boyd, graduate assistant, Texas Christian University

**Angela Taylor**, director, quality enhancement, Texas Christian University

**Terrance Boyd**, associate director, recruitment and retention,

University of Arkansas

LEVEL: Foundational

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

Access to higher education has become a political platform for many lawmakers and aspiring leaders. Creating the opportunity for more students to attend college has happened for decades now. Institutions have even improved on retaining and graduating students. But this is not enough; students must move beyond surviving to thriving. Firstgeneration college students (FGCS) have been underrepresented and in ways ignored for years. Current research operates from a deficit model and does not connect the strengths and skills FGCS do possess which can help them be successful. It is imperative that institutions begin to focus on how to address systemic barriers to success and how to provide the proper resources to aid FGCS in their success. The focus of this study will explore the ability of FGCS to thrive based on the Thriving Quotient and its Five Factors of Thriving. This study intends to be a platform for the voices of FGCS to be heard and shed a positive light on the ability of FGCS.





Taft | 1:30 p.m. - 2:30 p.m.

#### Making Finance Fun: How To Get Your Students Excited About Money Management

PRESENTER:

Peter Bielagus, principal, Wealth Educators International LLC

LEVEL:

Foundational

**COMPETENCIES:** 

Leadership; Organizational and Human Resource

A recent Associated Press poll revealed money management issues are the number one reason students drop out of college. In this fun and informative session, money management expert Peter Bielagus serves up financial tips that student affairs professionals can slip into existing programs to help students prosper. Peter will share the techniques he offers when speaking at over 60 colleges per year to get students excited about money management, including the single biggest mistake educators make with financial education.



Taylor | 1:30 p.m. - 2:30 p.m.



## Resource Insecurities Psychological Impact: Investing In Underrepresented Minority Student Retention

PRESENTERS: Brian Mistler, executive director, health and wellbeing, Humboldt State University

Peggy Metzger, director of financial aid, Humboldt State University

LEVEL: : Intermediate

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

This presentation addresses limited financial resources, access to food, mental/physical health care, and housing. Presenters will summarize how insecurity in basic areas dramatically affects individuals psychologically and impacts their ability to pursue graduation. The session will explore resources like a sense of belonging and advantages of access to these resources including how grit, resilience, and the ability for affect self-regulation can help moderate the impact of resource insecurity, allowing some students to manage more successfully than others.

Johnson | 1:30 p.m. - 2:30 p.m.



#### **Supporting Student Mothers on Campus**

PRESENTER: Maria Ramirez, student adviser, New York University

LEVEL: Foundational

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

This program aims to identify the barriers unique to student mothers on college campuses and strategies for student affairs professionals and administrators to help them succeed.

Truman | 1:30 p.m. - 2:30 p.m.



#### The Moneysmarts U Score: How Students can Measure Their Financial Progress

PRESENTERS: Phil Schuman, director, financial literacy, Indiana University

**Peter Dunn**, president, Pete the Planner

LEVEL: Intermediate

COMPETENCIES: Assessment, Evaluation, and Research; Technology

To date, there has been no comprehensive metric to help assess a student's financial progress. Students often default to credit scores because, to them, the score provides indication of financial progress, when really they are just a measure of how good a person is at borrowing money. At Indiana University, we developed the MoneySmarts U Score to provide an assessment that helps students assess their financial progress so they leave college knowing they are on the right financial track. This session will explore this initiative and how it has impacted the campus population.









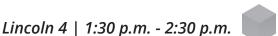




### **CONCURRENT SESSIONS III cont'd** | 1:30 p.m. - 2:30 p.m.







Using Self-Determination Theory as a Guide to Improve Retention: A Case Study

PRESENTERS: Agnieszka Zak-Moskal, director, student success, Villa Maria College

Mark Garrison, professor, education policy and research, D'Youville College

LEVEL: Advanced

COMPETENCIES: Advising and Supporting; Student Learning and Development

This case study reports on a non-selective, four-year liberal arts college's experience in applying the motivational insights of self-determination theory (SDT) to improve retention, using descriptive statistics, forced-response and open-ended surveys and analysis of documents. After two years of the initiative, first-year fall-to-fall retention at the college increased 7.7%; the number of first-year students in good academic standing increased 17.0% over a threeyear period.





#### Tyler | 1:30 p.m. - 2:30 p.m.



#### **Utilizing Alternative Programming Formats to Engage Millennials in Financial Literacy Discussions**

Rachel Boaz, assistant director, residential education, Trinity University PRESENTERS:

Melissa Flowers, director, residential life, Trinity University

LEVEL: Foundational

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

This presentation will detail the importance of diversifying programming formats to meet the needs of various learners and will provide concrete suggestions for how to design financial literacy programs aimed towards digitallysavvy and/or overcommitted students. The presentation will end with an in-depth description of Trinity University's Financial Literacy Series, including the NASPA Excellence Award-winning program Game of Life, a fun and interactive financial literacy event.



Lincoln 6 | 1:30 p.m. - 2:30 p.m.



#### Virtual Resources for Support and Planning through the Higher **Education Experience**

PRESENTERS: **Rachel Piontak**, program administrator, circle of scholars,

American Indian College Fund

**Jack Soto**, program administrator, career readiness & internships,

American Indian College Fund

LEVEL: Intermediate

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

Many of the American Indian and Alaska Native students the American Indian College Fund serves are located in rural areas with limited resources to support their developing academic and career goals. In considering student success, it is developing online resources and programs to impact overall student persistence, retention, and completion. The process and framework are under continual assessment to inform resource and program development to provide enhanced services and address critical progress points to support students in developing academic and career success.











The NASPA Undergraduate Fellows Program (NUFP) is a semi-structured mentoring program for undergraduate students designed to increase the number of historically disenfranchised and underrepresented professionals in student affairs and/or higher education, including but not limited to those of racial and ethnic-minority background; those having a disability; and those identifying as LGBTQ.

Program Highlights:

- \* Free NASPA Membership
- \* Scholarship Opportunities
- \* On-campus Mentorship
- \* Professional Conferences
- \* Summer Internships
- \* Dungy Leadership Institute







nufpgram

www.naspa.org/nufp nufp@naspa.org

### **CONCURRENT SESSIONS IV** | 2:45 p.m. - 3:45 p.m.







#### **Community Partners: Leveraging Outside Resources to Directly Impact** Students' Success

PRESENTERS: **Teresa Turner**, director, student affairs, Southern Scholarship Foundation

**Leslie Pendleton**, director, Machen Florida Opportunities Scholars program,

University of Florida

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

Financial barriers and lack of community can be detrimental to a student's ability to transition well into the college environment, thrive in such settings, and/or complete their degree. In this session, attendees will engage in evidenced-based discussion surrounding how effective community partnerships further support success of traditionally underrepresented student groups. Participants will learn how one university program has partnered with an outside community organization to facilitate programming that supports: transition to and through college; financial stability; and community and peer mentorship. This presentation will highlight how this has led to increased success and graduation rates, additional leadership opportunities for students, and provided additional financial support for college success.



Taylor | 2:45 p.m. - 3:45 p.m.



#### **Examining Post-college Implications of Undergraduate Student Debt:** Findings from the Gallup-Purdue Index

PRESENTERS: Helen Stubbs, senior consultant, Gallup, Inc.

Zac Auter, consulting analyst, Gallup, Inc.

LEVEL: Intermediate

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

Gallup's annual, nationally representative survey of college graduates examines long-term measures of graduates' lives, including employment, well-being, and perceptions of educational value. The Gallup-Purdue Index demonstrates that college debt delays major purchases and pursuit of further education. This program will examine more closely Gallup's findings of long-term consequences of collegiate debt, focusing on such specific populations of interest as first-generation graduates and how campuses can mitigate the negative impact of debt on graduates' post-collegiate lives and careers.



Lincoln 5 | 2:45 p.m. - 3:45 p.m.



## Gateways to Success: Effective Approaches for Supporting Black Doctoral Students in Professional Programs at HBCUs

PRESENTERS: **Tiffany Fountaine Boykin**, assistant dean, student services, Anne Arundel

Community College

Adriel A. Hilton, director, Myrtle Beach Metropolitan Campus, Webster University

Robert T. Palmer, interim chair and associate professor, department of

educational leadership and policy studies, Howard University

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

While rates for doctoral degree completion have increased for Blacks, their share of earned doctorates continues to lag behind that of White students. Through lecture, research problem analysis, and a Q&A segment, this session is designed to equip attendees with effective approaches for supporting Black doctoral students, with special emphasis on the role of HBCU helping professionals. Recommendations for enhanced engagement and improved persistence are offered.

Truman | 2:45 p.m. - 3:45 p.m.



#### Innovative Community Financial Partnerships to Support Student Success

PRESENTERS: Shana Runck, assistant vice president, community relations and financial capability, Nusenda Credit Union

**Barbara Damon**, cabinet secretary, New Mexico Higher

Education Department

**Jennifer Gomez-Chavez**, special assistant to the vice president for equity and inclusion and executive director of Unidos project, University of New Mexico

Nasha Torres, dean of students, University of New Mexico

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

Nusenda Credit Union (Nusenda) is more than a credit union. We work to create stronger communities in Central New Mexico by using collaborative partnerships and innovative solutions that improve education, health, social, and economic outcomes. At the University of New Mexico, we are improving college graduation and retention rates through options for emergency funding, offer a financial capability curriculum (University 101), freshman orientation on financial topics, and donate to the University though our Community Rewards program. This session will explore evidenced based practices between Nusenda and the University of New Mexico through community partnerships.





### **CONCURRENT SESSIONS IV cont'd** | 2:45 p.m. - 3:45 p.m.







#### **Project 85: One Institution's Recent Practical Retention Research and Practices**

PRESENTER: **Keri Cyr**, director, sophomore and junior year experience,

Texas Christian University

LEVEL: Intermediate

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

Retention and graduate rates are important figures for an institution to continually monitor and improve. During this session, presenters will review retention and graduation rate research that is universal to higher education and share findings from a campus-wide committee charged with raising one institution's 6-year graduation rate to 85% by 2025. This presentation will focus on practical applications from an individual faculty/staff perspective as well as systematic approaches.

Tyler | 2:45 p.m. - 3:45 p.m.



**Teaching Financial Well-Being Through Game-based Learning** 

PRESENTER: Derrick Picard, campus life coordinator, Mitchell College

Foundational LEVEL:

**COMPETENCIES:** Advising and Supporting; Technology

Game-based learning provides students affairs practitioners with a way to engage students that allows them to take charge of their learning, while having the freedom to fail. The presenter will define game-based learning, discuss its core tenets, and discuss ways this can be integrated into teaching students financial well-being. Game-based learning is an approach to teaching that takes real-world concepts, information, and skills that creates a game-like experience designed to meet designed goals and outcomes.



*Jefferson* | 2:45 p.m. - 3:45 p.m.



#### The 5 Key Player Model: Utilizing Multi-institutional Partnerships for **Wrap-around Support**

PRESENTER: Cory Rusin, student success coordinator, Binghamton University

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

During this session, the presenters will discuss a proposed community partnership model for creating quality, lasting, wrap-around support programs. They will provide an overview of one program using this framework that is showing early promise in re-engaging and re-enrolling students and local community members who have separated from education, reducing barriers for non-traditional students, providing support for student success, and facilitating opportunities for equitable access to education.



Johnson | 2:45 p.m. - 3:45 p.m.



### The Brotherhood: A Mentor Program Increasing Achievement Outcomes for Men of Color

PRESENTER: Dariel Henry, academic advisor and coach, Dean College

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting; Student Learning and Development

Academic programs that focus on male students of color are often rooted in the cultural deficit theory. This presentation will describe how one program was created using an anti-deficit model to increase male students of color academic success. Using a curriculum based on the perspectives from successful Black males, and the Carter G. Woodson teachings of "two forms of education," retention increased 50%, and for dual enrollment students, resulted in 100% college matriculation.

Lincoln 6 | 2:45 p.m. - 3:45 p.m.



#### **Supporting Underrepresented Students to Graduation with Less Debt**

PRESENTER: Trent Ball, associate dean of students & director of retention, academic support

center, Southeast Missouri State University

LEVELS: Foundational and Intermediate

COMPETENCIES: Advising and Supporting; Social Justice and Inclusion

In a study commissioned by St. Louis Graduates, a consortium of agencies, organizations and educational institutions focusing on increasing the college graduation rates of students in the St. Louis metropolitan area, used publicly available data to identify five institutions that support underrepresented students to graduation with less debt. Our subsequent interviews of administrators and students on those campuses revealed five crosscutting themes that the institutions are engaged in that we believe relate to their success. During this session a representative from one of the top five institutions will describe effective and innovative practices under the themes of university leadership, a coordinated and caring community, early college experiences, flexible and sufficient financial aid and just-in-time academic supports. The focus of the discussion will be strategies and practices related to student advisement and support and will foster dialogue about how these practices can be adapted to varying campus environments.









#### **CONCURRENT SESSIONS V** | 4:00 p.m. - 5:00 p.m.





Jackson | 4:00 p.m. - 5:00 p.m.

#### **Adapting Trauma-informed Practices for Vulnerable Student Populations**

PRESENTERS: Xyanthe Neider, writing assessment director, Washington State University

William Davis, associate dean, undergraduate education, veterinary medicine,

Washington State University

Reanne Cunningham, graduate student, Washington State University

Lishka Springer, graduate student, Washington State University, Tri-Cities

**Rachael Nigro**, graduate student, Washington State University

Kayla Keppler, undergraduate student, Washington State University

LEVEL: Foundational

COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

Adverse Childhood Experiences (ACEs) have long ranging effects on life outcomes and opportunity. During this session, the presenters will discuss an ongoing mixed-methods research study exploring how students at a four-year university with a high number of ACEs experience and navigate their transition into college-level coursework. This session will conclude with a call for postsecondary education to adopt trauma-informed practices in order to better support student success for our most vulnerable student populations.



*Tyler* | 4:00 p.m. - 5:00 p.m.



## **Enhancing Student Success Through Partnerships Between Student Affairs and Pipeline Programs**

PRESENTERS: **Logan Vetrovec**, community integration administrator,

Virginia Commonwealth University

**Amy Taloma**, assistant director, Virginia Commonwealth University

LEVEL: Intermediate

COMPETENCIES: Advising and Supporting

How can you support low-income, first-generation college students from diverse backgrounds in the academically challenging world of pre-health? Can you continue to support them as they matriculate to professional schools? At Virginia Commonwealth University, the VCU Pipeline programs have an impressive 11 year track record. This interactive program will highlight key strategies and collaborations with student affairs that has helped to increase student retention, graduation, and matriculation.



Taft | 4:00 p.m. - 5:00 p.m.



#### **Five Key Factors for Effective Financial Education**

PRESENTER: Amy Marty Conrad, program director, National Endowment

for Financial Education

LEVEL: Foundational

COMPETENCY: Assessment, Evaluation, and Research

Financial education can take many forms, but there are certain elements that make up the foundation of a quality financial wellness program. This session will review academic research, criteria for effective financial education, and digital and in-person engagement strategies to create better campus financial literacy programs.

Jefferson | 4:00 p.m. - 5:00 p.m.



## Helping Hungry Students: Using Research to Inform Campus Practices Around Food Insecurity

PRESENTERS: Erica Phillips, graduate student researcher, center for the study of student

life, The Ohio State University

Anne McDaniel, executive director, center for the study of student life,

The Ohio State University

Alec Admonius, president and co-founder, Buckeye food alliance,

The Ohio State University

LEVEL: Foundational

COMPETENCIES: Assessment, Evaluation, and Research; Social Justice and Inclusion

Food insecurity is a growing problem among college students. This session will analyze the association of food insecurity with negative academic outcomes, such as the neglection of academic expectations, reduced course load, or attrition. Presenters will offer recommendations to support food insecure students and describe how their campus used campus-based food insecurity research to implement a food pantry.



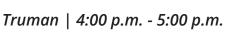






### **CONCURRENT SESSIONS V cont'd |** *4:00 p.m. - 5:00 p.m.*







#### **Should Student Affairs Professionals Care About Financial Aid Information: Using Data Improve Persistence and Completion**

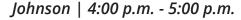
Arthur Vaughn, executive director, Morehouse School of Medicine PRESENTER:

LEVEL: Intermediate

COMPETENCY: Social Justice and Inclusion

"Big Goals" articulated by the Lumina Foundation and the Complete College America Initiative (CCAI), suggesting America must improve tertiary education attainment and increase post-secondary credentials by decreasing educational disparities between socioeconomic classes. During this session, the presenter will explore the effects of economic, social and cultural capital on student academic success. The presentation will further consider the roles of race and gender on attainment rates.







#### The Impact of Parents and Families on Student Success

PRESENTERS: Dave Becker, ceo, CampusESP

> Cyndy Hill, director, parent programs, Pennsylvania State University Julie Johnson, vice president, strategy, Complete College America

LEVEL: Intermediate

**COMPETENCIES:** Advising and Supporting; Technology

In this session, learn how parent and family engagement enables institutions to strengthen their enrollment strategy and increase student success. Discussion will include: the results of a national survey of over 8,000 parents and what their expectations are from modern institutions serving their students today; as well as enrollment results at schools, including an early pioneer university that has seen retention rates for students "connected to parents" increase by 25%.

#### **FLASH SESSIONS** | *4:00 p.m. - 5:00 p.m.*

uring this time block, six 10-minute presentations will be offered by different presenters, touching on a plethora of critical topics. These fast-paced sessions are designed to facilitate the sharing of best practices, innovations, and successes on a wide range of student success initiatives. The remaining time at the end of the presentations will be held for participant/ presenter dialogue.



Lincoln 6 | 4:00 p.m. - 5:00 p.m.



### **#OMACARES:** Multiculturalism as Intentional, Inclusive, and a Channel for Student Success

PRESENTERS: Nashia C. Whittenburg, director, office of multicultural affairs,

Armstrong State University

Lucero Aradillas, interim director, student life, Armstrong State University

LEVEL: : Intermediate

COMPETENCIES: Social Justice and Inclusion; Student Learning and Development

#OMACARES is a culturally inclusive campus environment in which differences, as well as similarities, are respectful, recognized, and revered. The intentional inclusion of multicultural spaces, living and learning communities, and culturally responsive programming foster higher retention rates, grade point averages, and degree completion for Latino and African American students. In 2011, retention rates resulted in 91.4% for the spring for Latino students and 92.6% for Latina students. Retention rates were 87.3% for African American male students and 91.3% for African American female students. Those percentages soared to 96% for Latino students, 97% for Latina students, 98% for African American male students and 91.6% for African American female students in 2016. This flash session highlights student development theories relevant to identity, student involvement, and retention and share theory-to-practice models of retention-based organizations as a channel for student's personal and academic success.

#### Lincoln 6 | 4:00 p.m. - 5:00 p.m.



#### Best Practices of a Supplemental Instruction: What has Worked at Fresno State

PRESENTERS: Ko Yang, assistant coordinator, California State University, Fresno

**Tony Losongco**, academic support specialist, California State University, Fresno

LEVEL: : Intermediate

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

A failing grade to a passing grade. A "B" to an "A." Supplemental Instruction (SI) helps students achieve those results in difficult courses through peer-led study sessions. Fresno State's international award-winning SI program follows a theory-based model. Research has proven SI effective at Fresno State, increasing course grade by a full letter grade in many courses. How has Fresno State done it? This flash session will share and demonstrate some best practices our SI program has developed through theory and evaluation.





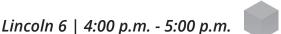




### FLASH SESSIONS cont'd | 4:00 p.m. - 5:00 p.m.







#### High School Transition Through College Graduation: Collaborating **Colleges and Universities**

PRESENTERS: **Raft Woodus**, director, student success programs, Towson University

India Leach, coordinator, outreach and retention, Towson University

Tammie King-Kelly, coordinator, student success programs, Towson University

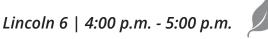
LEVEL: **Foundational** 

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

This flash session introduces collaborative programs that support low-income, transitioning ninth graders attending public schools through college graduation. The collaborators include Baltimore Public Schools, the Maryland DC Campus Compact AmeriCorps VISTA Program, the Baltimore CollegeBound Foundation, Incorporated, and Towson University's Center for Student Diversity. Information about The Racial Wealth Divide Initiative in Baltimore City and Gates Foundation research (January 2015) investigating aspirations and graduation rates of low income students will be included.







#### Politics: How Student Affairs Professionals can Adapt to Political Challenges that **Affect Students**

PRESENTER: Ja'Net Adams, owner, EMACK Consulting LLC

LEVEL: Intermediate

**COMPETENCIES:** Advising and Supporting; Leadership

More and more colleges are getting caught in the political crosshairs. Those crosshairs are causing institutions budget problems and those budget problems are leading to program and job cuts. The Illinois budget crisis this past academic year almost caused Chicago State University to close. The budget still has not passed and the institutions are headed into another year of financial crisis. In NC, a senate bill was introduced under the disguise of a "flat tuition" measure, but it would have closed down five colleges. In 2013 changes in the Parent Plus loan caused 28,000 students to drop out of HBCUs alone. This flash session will make the audience aware of the changing political environment and how it can effect them and their institution.

### FRIDAY, JUNE 16 ◆



#### Lincoln 6 | 4:00 p.m. - 5:00 p.m.



#### **Supporting the Well-being of First-generation Students**

PRESENTERS: Beth Dalbec, doctoral student, George Mason University

Christian Rafael Suero, doctoral student, George Mason University

I FVFI: Foundational

**COMPETENCIES:** Leadership; Student Learning and Development

As first-generation students integrate themselves within a campus, they develop cognitive and psychosocial strategies akin to those their non-first generation peers may already have due to existing cultural and social capital. This social integration can be fostered by involvement in civic engagement activities and well-being programs. Using the Gallup Well-Being Student Survey and Interviews at George Mason University, this flash session will analyze the experiences of first-generation students and development co-curricular initiatives to attend to the challenges and strengths of these students.

#### Lincoln 6 | 4:00 p.m. - 5:00 p.m.



#### Using Technology to Drive Financial Education and Responsible Borrowing—Manage My Loans

PRESENTER: **Todd Woodlee**, vice president, iGrad

I FVFI: Intermediate

COMPETENCY: Advising and Supporting

Learn how to use existing data to create a single tool enabling your students to monitor their complete borrowing history, including public, private, and institutional loans. Show your students where they stand in relation to aggregate loan limits and graduation, and illustrate the future impact of today's enrollment and borrowing decisions. You will also learn how to utilize triggered messaging and integrate key financial awareness communication throughout the student life cycle.

#### VPSA & SSAO RECEPTION | Lobby Lounge | 4:00 p.m. - 5:00 p.m.

NASPA's vice president for research and policy, Dr. Amelia Parnell, invites vice presidents of student affairs and other senior student affairs officers to come together for coffee, sweets, and a cash bar reception. By invitation only.

#### **DINNER** | 5:00 p.m.

Please take a look at the NASPA Mobile App for a list of restaurant suggestions.







### ◆ SATURDAY, JUNE 17

Mezzanine Level | 7:30 a.m. - 11:00 a.m. Registration Open

T. Marshall Ballroom Foyer | 7:30 a.m. - 8:30 a.m. Continental Breakfast

#### **CLOSING KEYNOTE**



SPEAKER: **Brian Bridges**, vice president of research and member engagement, United Negro College Fund

Too many students are unable to fulfill their potential and realize their college dreams due to financial illiteracy, a lack of understanding about how to navigate the financial aid process, or simply running out of money. This is most acute for low-income, first-generation students of color. The presenter will use data to make the case for more solutions to assist these students and will provide suggestions and strategies—based on success stories and best practices—that attendees can use to close achievement gaps and promote student success.

#### PARTICIPANTS' CHOICE SESSIONS

9:45 a.m. - 11:00 a.m.

During this time block, a number of educational workshops will be re-presented based on attendee feedback. Session titles and locations will be uploaded to the NASPA Mobile App.

### SATURDAY, JUNE 17 💠



#### **CONCURRENT SESSIONS VI** | 11:15 a.m. - 12:30 p.m.

Jackson | 11:15 a.m. - 12:30 p.m.



Blending for Success: Integrating Online and Face-to-Face Tutorial Support for **Underrepresented Community College Students** 

Tiffany Fountaine Boykin, assistant dean, student services, PRESENTERS:

Anne Arundel Community College

Andrew Blazie, coordinator, tutoring office, Anne Arundel Community College

Feliscia Betts, program specialist, Anne Arundel Community College

LEVEL: Intermediate

**COMPETENCIES:** Advising and Supporting; Technology

Ongoing innovations in technology invite campus instructional support leaders to consider the utility of blending online tools and traditional strategies for student success. This session presents findings from a recent study examining community college student success outcomes for pairing an online tutorial support platform with traditional face-to-face individualized tutoring. Findings revealed increased course success and retention rates for all students. Implications for African American, Latino, and low-income students are discussed.

Taft | 11:15 a.m. - 12:30 p.m.



#### **Building Students' Financial Management Skills Through Student Leadership** and Involvement

PRESENTER: Megan Reilly, assistant director, campus activities,

The Catholic University of America

LEVEL: Intermediate

COMPETENCY: Advising and Supporting

This session will focus on how student leadership opportunities on campus, especially student organization leadership roles, can offer opportunities for students to build their skills and their confidence in managing finances through making a budget, tracking spending, reconciling financial accounts, and more. Once learned in a familiar and supported environment, these skills easily translate to personal finance and can lead to greater success in financial management in students' future lives and careers.

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### SATURDAY, JUNE 17

### **CONCURRENT SESSIONS VI cont'd** | 11:15 a.m. - 12:30 p.m.





Jefferson | 11:15 a.m. - 12:30 p.m.



#### How HIP are your Experiences? Predispositions for Participation

PRESENTERS: **Dustin Grabsch**, coordinator, academic support initiatives and assessment,

Texas A&M University

Stephanie McMillen, director, policy internship programs, Texas A&M University

Lori Moore, associate professor and faculty fellow, division of student affairs,

Texas A&M University

Kim Dooley, associate dean, college of agriculture and life science,

Texas A&M University

Jon Kotinek, associate director, university honors, Texas A&M University

Corey Arcak, assistant director, L.T. Jordan institute for international awareness,

Texas A&M University

LEVEL:

Intermediate

**COMPETENCIES:** 

Assessment, Evaluation, and Research; Social Justice and Inclusion

Most High-Impact Educational Practices (HIPs) can have a transformative influence on students' personal development and educational growth; however, research suggests not all students participate in these educationally purposeful activities. Some institutions have integrated HIP programs into the curriculum to center these opportunities in the student experience; yet participation varies by different student demographics. The present research study explores the predisposition, including a specific focus on barriers, for participating in seven HIP programs as a crucial step in aiding institutions in ensuring student success and retention.



Lincoln 2 | 11:15 a.m. - 12:30 p.m.



#### How Mental Health Impacts Scholarship Recipient Degree Attainment and Financial **Aid Eligibility**

Jess Ramsey, assistant director, Purdue Promise, Purdue University PRESENTERS:

Ariel Robinson, student success coach, Purdue promise, Purdue University

Alyssa Dahmer, student success coach, Purdue promise, Purdue University

LEVEL:

Intermediate

**COMPETENCIES:** 

Advising and Supporting

Annually 40% of low income students accepted to college never enroll; 64% of withdrawals are for mental health reasons. The majority of emotional stressors students face are unrelated to academics. Understanding implications of these stressors is vital when working with low-income students. This presentation will help participants recognize their knowledge of poverty status in college and focus on how the Purdue Promise scholarship program (low-income students from Indiana) collaborates with campus partners to support students maintaining scholarships and persisting towards graduation.

### SATURDAY, JUNE 17 💠



Taylor | 11:15 a.m. - 12:30 p.m.



#### Improving the User Experience in Your Financial Wellness Programming

PRESENTERS: **Kate Wehner**, information architect, Indiana University

Phil Schuman, director, financial literacy, Indiana University

I FVFI: Intermediate

Advising and Supporting; Technology **COMPETENCIES:** 

With the complexity of the cost of college, determining how much a student will have to pay for a college education can be incredibly frustrating. A collaboration through multiple offices at Indiana University has led to a student cost calculator that both helps families estimate the total cost of college and encourages behavior changes to lessen the cost. Join this session to learn the features of the calculator, how it maximizes user experience, and how your institution can implement a similar initiative.

Johnson | 11:15 a.m. - 12:30 p.m.



#### Minority Male Mentoring: A Multi-tiered Intervention for Student Success

PRESENTERS: M. Alejandra Acuna, assistant professor, California State University, Northridge

Boris Ricks, associate professor, California State University, Northridge

Jonathan Martinez, assistant professor, California State University, Northridge

Jolene Swain, director, field education, California State University, Northridge

LEVEL: Intermediate

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

Minoritized college students (Latinx, African-American/Black, Native American, and Southeast Asian) continue to face overwhelming obstacles to pursuing their academic aspirations due to a mix of psychosocial and systemic factors. The 6-year graduation rate for first-time, full-time undergraduate students who began their pursuit of a bachelor's degree at a 4-year degree-granting U.S. public institution in fall 2008 was 60 percent. Only 34.7% of male Black students, 35.8% of male American Indian students, 46.3% of male Latino students, and 49.5% of male Pacific Islander students graduated within six years after starting in 2008. The CSUN Male Minority Mentoring (M3) Program launched in 2016 to confront this crisis. First, we conducted focus groups on campus to explore the challenges and motivations of their academic engagement, and will discuss themes with corresponding participant quotes. Second, we screened students for resilience and risk factors and found a high rate of PTSD, so we offered participants an evidence-based short-term intervention and measured pre to post-test changes. Third, we initiated a social marketing campaign using photo and video storytelling to transform perceptions about help-seeking and promote M3 participation.









### SATURDAY, JUNE 17

### **CONCURRENT SESSIONS VI cont'd** | 11:15 a.m. - 12:30 p.m.



Truman | 11:15 a.m. - 12:30 p.m.



Walking the Tightrope: Helping Goal-driven Students Balance School, Life, and Expectations

PRESENTERS: Matt Koskowski, academic advisor, Cape Cod Community College

Laura Doane, director, advantage, Trio SSS Program, Cape Cod Community College

LEVEL: Intermediate

COMPFTENCY: Advising and Supporting

As higher education becomes a more integral and expected part of career advancement, more students arrive on campus driven to reach specific academic and career goals. At the same time, many of today's students bring more non-academic responsibilities than ever before to be managed alongside heavy course loads. This session will provide a framework to consider ways to support goal-oriented students whose aspirations may outstrip their means and resources when it comes to the competing demands of college and life.

Tyler | 11:15 a.m. - 12:30 p.m.



#### What are your Campus's Situational Cues Telling Minority Students?

PRESENTERS: Eric Kirby, executive director, completion and student success,

Southern Utah University

Jared Tippets, vice president for student affairs, Southern Utah University

Intermediate LEVEL:

Advising and Supporting; Student Learning and Development COMPETENCIES:

A study of Paiute Indian students reveals that if institutions of higher education want to enhance the likelihood of increased retention rates among American Indian students (and other minority students), a concerted effort must be made to understand the connection between an institutional learning environment and the development of a student's self-identity. To explore how a learning environment impacts such things as a student's self-identity, institutions must investigate the students' perceptions of the learning environments in which they study.



Thank you for attending the 2017 NASPA Closing the Achievement Gap: Student Success in Higher Education Conference and the 2017 Symposium on Collegiate Financial Well-Being. We hope you enjoyed your time in Washington, D.C. An online evaluation will be emailed to you following the event.





Are you interested in getting more involved in senior-leadership with NASPA? Well the NASPA Supporting, Expanding, and Recruiting Volunteer Excellence (SERVE) Academy was created for you. This year and a half long program is for mid-to-senior level professionals who want to gain knowledge about, and strategies for, enhancing their NASPA leadership and volunteer experiences and fully experiencing their professional association. Any questions, email nvictoria@naspa.org.

Check out bit.ly/NASPA-SERVE.

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#### **EXHIBITORS**

Please visit the conference exhibitor tables outside the Thurgood Marshall Ballrooms. A complete listing of conference exhibitors is located below. Exhibits will be open during the following times:

- » Thursday, June 15 12:30 p.m. 4:15 p.m.
- » Friday, June 16 8:00 a.m. 5:00 p.m.

#### **CNM Ingenuity, Inc.**

cnmingenity.org

Central New Mexico Community College, CNM Ingenuity, Inc., is a national leader in financial coaching training for professionals who provide student services in higher education institutions and serve in non-profit organizations. Our dynamic model of interactive coaching training combines fundamental life coaching skills with strong financial content.

#### The EDSA Group

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The EDSA Group® (EDSA) provides a number of financial education solutions, and is able to create a custom learning strategy to suit the needs of a diverse population.

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#### **Ipsos Public Affairs**

ipsos.com/en-us/

At Ipsos, we are passionately curious about people, markets, and society. Our higher education research expertise inspires clients and influencers to make smarter decisions. We creatively utilize cutting-edge techniques in measurement, analytics, and advisory services to boldly tackle research challenges.

#### MoneySmarts U \*SILVER SPONSOR

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MoneySmarts U is a platform for students to learn about money at every stage of their college careers. From pre-college to during college to recent alumni, the MoneySmarts U platform teaches students what they need to know about finances, when they need to know it.

#### **National Endowment for Financial Education**

cashcourse.org

CashCourse is a free, online noncommercial financial literacy resource for colleges and universities, created by the nonprofit National Endowment for Financial Education (NEFE), the leading private nonprofit 501(c)(3) national foundation dedicated to inspiring empowered financial decision making for individuals and families through every stage of life. The program provides customizable, interactive personal finance tools used at more than 1,000 colleges and universities across the country.

#### **UNC Center for Community Capital**

ccc.unc.edu

For 20 years, the Center for Community Capital at UNC Chapel Hill has been a research and evaluation partner for foundations, intermediaries, and financial institutions. We investigate how mortgage markets and financial products and services can better promote financial security and economic opportunity for working American households.

#### **Western Union - Consumer Protection**

wu.com/fraudawareness

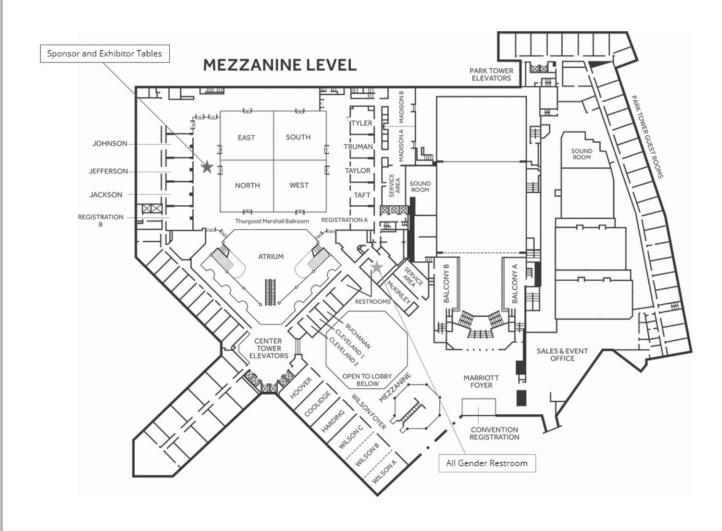
Consumer Protection - providing education and awareness on scams that involve money transfers. For more information, visit our web site at www.wu.com/fraudawareness. Follow us on Twitter: @ WUStopFraud and like us on Facebook: Facebook.com/WesternUnion. If you think you have been a victim of fraud using Western Union, our victim fraud hotline is 800-448-1492.

#### **iGrad**

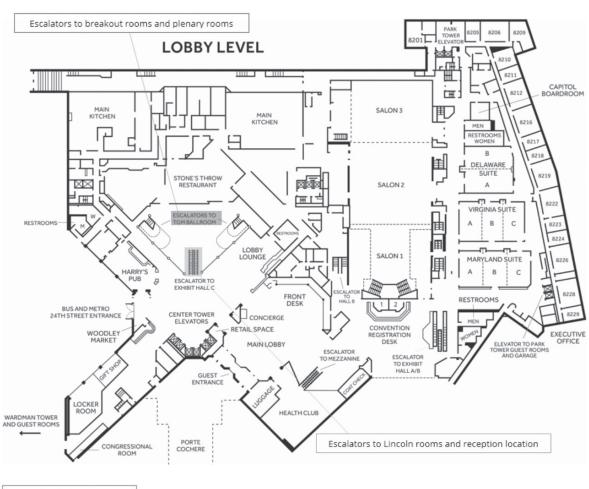
www.igrad.com

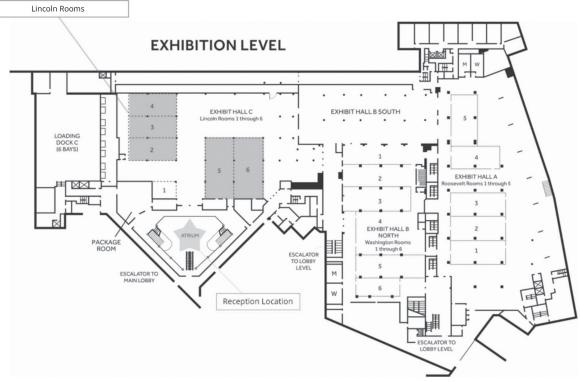
iGrad has partnered with over 600 campuses providing an industry-leading, customizable platform connecting students, alumni and staff with tools to succeed in college and beyond. iGrad is the only online community providing a financial literacy program featuring career assistance, financial education courses, and student loan entrance/exit counseling.

## **O** VENUE MAPS



### **VENUE MAPS**





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