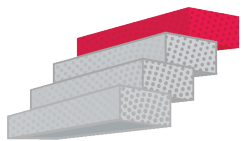
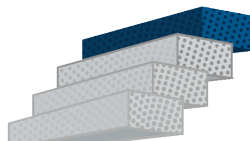




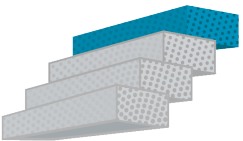
2020 NASPA  
**VIRTUAL CONFERENCES ON  
STUDENT SUCCESS  
IN HIGHER EDUCATION**



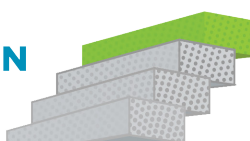
2020 NASPA  
**VIRTUAL ASSESSMENT,  
PERSISTENCE, AND  
DATA ANALYTICS  
CONFERENCE**



2020 NASPA  
**VIRTUAL CLOSING THE  
ACHIEVEMENT GAP  
CONFERENCE**



2020 NASPA  
**VIRTUAL FIRST-GENERATION  
STUDENT SUCCESS  
CONFERENCE**



2020 NASPA  
**VIRTUAL STUDENT  
FINANCIAL WELLNESS  
CONFERENCE**

**JUNE 28 – JULY 1, 2020**



**NASPA®**

Student Affairs Administrators  
in Higher Education

# SCHEDULE AT A GLANCE

PLEASE NOTE, while breakout sessions are geared toward one particular conference, registered attendees may attend any event being offered throughout our time together. Some events have an associated registration fee, which would be required in order to participate. Attendees are encouraged to consider all options listed during each time block, and attend sessions that align with their goals. All times listed below are Eastern Time Zone.

## SUNDAY, JUNE 28

9:00 a.m. – 5:00 p.m.	Technical Help Desk Open
1:00 a.m. – 5:00 p.m.	Half-day Pre-conference Workshops <sup>R</sup>

## MONDAY, JUNE 29

10:00 a.m. – 6:00 p.m.	Technical Help Desk Open
10:00 a.m. – 11:00 a.m.	Exhibit Hall Open
11:00 a.m. – 12:30 p.m.	Opening Featured Speakers
12:45 p.m. – 1:45 p.m.	Breakout Sessions 1
2:00 p.m. – 3:00 p.m.	Breakout Sessions 2
3:00 p.m. – 4:30 p.m.	Exhibit Hall Open
3:15 p.m. – 4:15 p.m.	Breakout Sessions 3
4:30 p.m. – 5:30 p.m.	Breakout Sessions 4
5:45 p.m. – 6:20 p.m.	Sponsor Showcase

## TUESDAY, JUNE 30

10:00 a.m. – 6:00 p.m.	Technical Help Desk Open
10:00 a.m. – 11:00 a.m.	Exhibit Hall Open
11:00 a.m. – 12:00 p.m.	Breakout Sessions 1
12:15 p.m. – 1:15 p.m.	Featured Speaker and Breakout Sessions 2
1:15 p.m. – 2:15 p.m.	Exhibit Hall Open, Engagement Sessions & Conference Break
2:15 p.m. – 3:15 p.m.	Breakout Sessions 3
3:30 p.m. – 4:30 p.m.	Featured Speaker and Breakout Sessions 4
4:45 p.m. – 5:20 p.m.	Sponsor Showcase
5:30 p.m. – 6:30 p.m.	Networking Event
6:00 p.m. – 7:00 p.m.	Networking Event

## WEDNESDAY, JULY 1

10:00 a.m. – 6:00 p.m.	Technical Help Desk Open
10:00 a.m. – 11:00 a.m.	Exhibit Hall Open
11:00 a.m. – 12:00 p.m.	Breakout Sessions 1
12:15 p.m. – 1:15 p.m.	Closing Featured Speaker
1:30 p.m. – 2:30 p.m.	Breakout Sessions 2
2:45 p.m. – 3:45 p.m.	Breakout Sessions 3
4:00 p.m. – 5:00 p.m.	Networking Event

<sup>R</sup>	= Additional Registration Fee Required
APDA	= Assessment, Persistence, and Data Analytics Conference
CTAG	= Closing the Achievement Gap Conference
FGSS	= First-generation Student Success Conference
SFWC	= Student Financial Wellness Conference

4

Sunday  
Workshop  
Directory

8

Monday  
Workshop

18

Tuesday  
Workshop  
Directory

29

Wednesday  
Workshop  
Directory

36

Session Listing by  
Conference

## Conference Indicators

GIVEN THE INTERSECTIONALITY OF OUR FOUR EVENT TOPICS, we encourage you to attend sessions for any event. This convergence of topics is your opportunity to take a cross-functional approach to student success. During each programming block, sessions will have an acronym indicating the conference for which it was selected. Please note: a conference indicator does not preclude you from attending a session if it is of interest. Conference indicators are:

APDA

Assessment,  
Persistence, and  
Data Analytics

CTAG

Closing the  
Achievement  
Gap

FGSS

First-generation  
Student Success

SFWC

Student  
Financial  
Wellness

9:00 a.m. — 5:00 p.m.  
ET HELP DESK OPEN

[Home Page](#)

1:00 p.m. — 4:00 p.m.  
ET PRE-CONFERENCE WORKSHOPS  
(additional registration required)

**R Using CAS Standards to Create and Assess Programs and Services that Lead to Student Success** Session Room 1

**Presenter(s):** **Daniel A. Bureau**, Associate Vice President for Student Academic Success, The University of Memphis, **Ralph Johnson**, Dean of the Center for Student Success and Faculty Development, Washington Adventist University; **Nicole Long**, Executive Director, Planning and Strategy, University of Delaware; **Monica Miranda**, Director, Student Involvement, University of South Florida

Strengthening the capacity of college and university departments to facilitate student success has never been more important. CAS Standards can be used to develop, implement, and assess programs and services that are documented as leading to student success outcomes. In this session, participants will explore the diverse ways to use the CAS Standards and the CAS cross-functional frameworks to enhance program and service delivery. Participants will leave with a plan for implementing CAS self-assessment and program review practices in ways that make sense for the diverse functional areas and institutional types in which we work.

**R Partnering with Parents and Families of First-generation College Students** Session Room 2

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

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

1:00 p.m. — 4:00 p.m.  
ET

PRE-CONFERENCE WORKSHOPS  
(additional registration required)

**From Conception to Implementation: How to Lead an Effective Student Success Committee**

Session Room 3

**Presenter(s):** **Sarah Beth Bailey**, Assistant Dean for New Students and Director of Student Success, New York University; **John Burdick**, Associate Director of Student Success, New York University; **Emily Schlam**, Senior Director of Student Success, New York University

An early step in reorienting the focus of an institution toward student success efforts is the creation of a committee or working group. Despite varying institutional nuances and priorities, these committees are expected to drive institutional change related to student success efforts. Participants in this collaborative workshop will leave with a step-by-step guide for how to develop, lead and sustain effective committees, including who to assemble, setting priorities, strategic planning and effective methods for assessment.

**First-generation Graduate and Professional Students: We've identified them, now how do we support them?**

Session Room 4

**Presenter(s):** **Maria Erb**, Co-Director, Diversity & Student Success, University of North Carolina, Chapel Hill; **Matthew Newlin**, Project Director, rootED, College Advising Corps; **Alece Alderson**, Assistant Vice Chancellor, Student Life, University of California, San Francisco; **Rashné Jehangir**, Associate Professor; Director of Undergraduate Studies, University of Minnesota

This pre-conference session will focus on supporting first-generation graduate and professional students and their unique position which requires catered support services and institutional investment. The presenters will share how historic models of socialization toward advanced degrees are in need of significant revision to support first-generation scholars. We will also share effective strategies to establish or expand support resources and services for first-generation graduate students. The workshop will provide individuals with the opportunity for discussion and exploration on how to implement these resources and services on their campus.

1:00 p.m. — 4:00 p.m.  
ET

PRE-CONFERENCE WORKSHOPS  
(additional registration required)

**R Building an Institutional Culture of Caring in the Time of COVID-19: Holistic Approaches to Emergency Aid in a CARES Environment** Session Room 5

**Presenter(s):** David Helene, CEO, Edquity; Sara Goldrick-Rab, Founding Director, Hope Center for College Community and Justice Temple University; Charlotte Gavell, College Success and Housing Stability Coordinator, United Way of King County

As institutions consider how to successfully administer emergency aid to Title IV and non-Title IV students and support these students around their very precarious basic needs security, participating in this half-day workshop will allow you to explore specific strategies and actions institutions can take to achieve a more holistic, cost-effective, ED compliant, and student-centric approach to supporting students' needs. National experts will join leading administrators to help participants craft responses that begin with a fundamental shift in institutional culture.

**R Building Capacity and a Foundation for those New to Student Success Work** Session Room 6

**Presenter(s):** Brett Bruner, Dean of Student Engagement, Arkansas Tech University; Kimberlie Moock, Doctoral Candidate, University of Minnesota-Twin Cities; Jason Mastrogiovanni, Executive Director of Student Success, Texas A&M University

The field of student success is rapidly growing and involves more people. The field of student affairs is often called upon to become the student success experts, and our field has been indicating this trend for a while. This pre-conference workshop will serve as a resource for those new to the student success and retention work as we build capacity and skill in successfully navigating this professional space.

1:00 p.m. — 3:00 p.m.  
ET

PRE-CONFERENCE WORKSHOPS  
(additional registration required)

**R Deliberative Dialogue Forum: Free Speech & the Inclusive Campus Issue Guide**

**Presenter(s):** Diana Ali, Associate Director of Policy Research and Advocacy, NASPA; Brent Marsh, Assistant Vice Chancellor for Student Affairs and Dean of Students, University of Mississippi

This session offers the opportunity for attendees to participate in democratic deliberation, an approach to engaging in conversation where participants may have passionately different viewpoints or perspectives, using NASPA's newly launched issue guide, *Free Speech and the Inclusive Campus*. **This pre-conference workshop opportunity is offered at no additional cost.**

3:00 p.m. — 5:00 p.m.  
ET PRE-CONFERENCE WORKSHOPS  
(additional registration required)

**R Concern Gathering: Fraternity and Sorority Life**

**Presenter(s):** Diana Ali, Associate Director of Policy Research and Advocacy, NASPA

Ever find yourself holding back from engaging in conversation regarding a potentially controversial issue on your campus, or even amongst those closest to you? With research data indicating a nation evermore divided by political differences, it's no wonder why. To assist higher education stakeholders in having conversations across differences, NASPA, in partnership with the Kettering Foundation, is developing campus-based resources for dialogue and deliberation within and outside of the curriculum. Following the release of our first issue guide, Free Speech and the Inclusive Campus, we will be focusing our second issue guide on fraternity and sorority life. The specific issue for deliberation is drawn from the input of our community, which helps us to identify and frame the topic. Whether or not you work in fraternity and sorority life, or even have fraternities and sororities affiliated with your institution, your voice is needed. Join us during the 2020 NASPA Virtual Conferences on Student Success in Higher Education by participating in our Concern Gathering session. All perspectives are welcomed and encouraged and no experience is necessary to participate. **This pre-conference workshop opportunity is offered at no additional cost.**

11:00 a.m. – 12:30 p.m.  
ET

## OPENING FEATURED SPEAKERS

**Moderator: Elissa Nadworny**, Education Reporter, National Public Radio (NPR)

### Panelists:

**Mary C. Daly, Ph.D.**, President and CEO, Federal Reserve Bank of San Francisco

**Dhanfu E. Elston, Ph.D.**, Chief of Staff & Senior Vice President for Strategy,  
Complete College America

**Kevin Kruger, Ph.D.**, President and CEO, NASPA – Student Affairs Administrators in  
Higher Education

12:45 p.m. – 1:45 p.m.  
ET

## BREAKOUT SESSIONS 1

### CTAG

#### Getting Faculty on Board: Strategies for Engaging Faculty in Early Alert Systems

**Presenter(s): Joanne Goldwater**, Associate Dean for Retention & Student Success, St. Mary's College of Maryland; **Emily Siegel**, Student Success Consultant, CampusLabs

Early alert systems are popular initiatives to support student success. Yet, their success is dependent upon campus use — particularly among faculty members. In this session, the presenters will share their experience of implementing a campus-wide early alert system that has gone from a 43% faculty participation rate in 2016/2017 up to 75% last year. We will share our strategies for getting faculty on board, and keeping them on board using a clear process for “closing the loop.”

Session Room 1

### FGSS

#### Increasing Engagement and Retention Through Subject Specific Peer-Mentoring

**Presenter(s): Jonathan Quash**, Director, York College Male Initiative Program, City University of New York, York College

Key findings suggest that pairing mentors and mentees by major significantly increased engagement and success for students in the targeted population. The presenter will share findings from this study showing the impact of subject-specific peer-mentoring programs on students of underrepresented populations attending urban public universities. In addition, the presenter will also share how these experiences lead to increased interest in faculty-mentoring relationships with students in the targeted population.

Session Room 2

12:45 p.m. – 1:45 p.m.  
ET

## BREAKOUT SESSIONS 1 (CONTINUED)

*FGSS*

Session Room 3

### **Engaging Community College First-gen Students and Providing Academic Support**

**Presenter(s):** **Cynthia Mosqueda**, Faculty Coordinator, First Year Experience, El Camino College; **Darrell Thompson**, Professor, English, El Camino College; **Serenda Bray**, Counselor, First Year Experience, El Camino College

Presenters will share how El Camino College launched the First-Gen Institute to bring more awareness to first-generation students on campus. Close to 51% of first-time, El Camino College students are first-generation college students, those whose parents did not graduate from a four-year college or university. Presenters will share best practices that lead to El Camino College becoming the first community college selected as a First-gen Forward Advisory Institution with the Center for First-generation Student Success.

*FGSS*

Session Room 4

### **Global Learning Without a Passport: Creating First-gen Study Away Trips**

**Presenter(s):** **Crystal Edenfield**, Director, Student Success Programs, The University of Tennessee at Chattanooga

Institutions have placed an emphasis on global learning and the importance of students exploring cultures, life experiences, and worldviews different from their own. Domestic study away trips are an accessible way to engage first-gen students outside the classroom. The presentation will explore the processes for planning, leading, and assessing the trip. The presenter will share the importance of collaborating between academic affairs and student affairs, as well as lessons learned.

*SFWC*

Session Room 5

### **Addressing Financial Issues - From Housing & Food Insecurity to Emergency Aid**

**Presenter(s):** **Don Stansberry**, Interim Vice President for Student Engagement and Enrollment Services, Old Dominion University; **Jane Dané**, Associate Vice President for Enrollment Management, Old Dominion University

Higher education institutions play a crucial role in developing educated citizens and preparing them to make financial decisions throughout their lives. The presenters will share ways to support students as they navigate challenges associated with financing a college education. Presenters will share best practices including administering emergency aid grants, creative ways to address food insecurity (mobile food app) and housing insecurity, and examples of ways to support an array of student populations including foster-care to college.

12:45 p.m. – 1:45 p.m.  
ET

## BREAKOUT SESSIONS 1 (CONTINUED)

*APDA*

### **Moving From Reactive to Proactive: Using Surveys Collaborations and Urgency**

**Presenter(s):** Sherry Woosley, Senior Director of Analytics & Research, Skyfactor; Ashli Grabau, Director of Strategic Initiatives and Assessment Division of Student Affairs, University of Missouri

Many institutions are turning to proactive mechanisms to identify and support new students who are struggling with the transition to college. This session highlights ten tips based on three perspectives – theory, data, and practical experiences. One institution’s experience with implementing a proactive approach will be paired with transition theories and 10+ years of first-year student data and analysis to ensure a variety of perspectives and lessons.

Session Room 6

*APDA*

### **Leveraging Various Survey Methods to Glean Insights from Student Populations**

**Presenter(s):** Tori Rehr, Research Analyst, The Ohio State University

This program will provide student affairs practitioners with insights into developing survey instruments with a variety of intended outcomes. Three research analysts from the Center for the Study of Student Life at The Ohio State University will discuss different types of student affairs research projects facilitated by this office. Participants will gain knowledge about developing and implementing large-scale single-institution surveys, surveys that double as tools for student development, and multi-institutional surveys. Participants will also learn how performing institutional assessment can benefit the field of student affairs specifically, and what resources exist to facilitate rigorous survey development.

Session Room 7

2:00 p.m. – 3:00 p.m.  
ET

## BREAKOUT SESSIONS 2

*FGSS*

### **Approaches to Assessing First-Generation College Student Success**

Session Room 1

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

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

*FGSS*

### **First Gen Proud: Supporting Successful Transitions to College for First-generation Students**

Session Room 2

**Presenter(s):** **Daniel Fukuyama**, Economic Education & Outreach Program Manager, Federal Reserve Bank of San Francisco; **Jody Hoff**, Director of Economic Education, Federal Reserve Bank of San Francisco; **Evgeniya Duzhak**, Education Research Advisor, Federal Reserve Bank of San Francisco

The presenters will share a new online initiative that aims to improve outcomes for first-generation college students through innovative storytelling, inspirational role models, and practical tips and resources. Emphasizing the social and emotional challenges specific to first-generation students, this initiative is designed to support, prepare, and inspire first-generation students as they complete their first year of college and go on to earn their degrees.

*FGSS*

### **First-generation as Borderlands: Confronting the Academy**

Session Room 3

**Presenter(s):** **T. Mark Montoya**, Associate Professor, Ethnic Studies, Northern Arizona University

First-generation students are effectively starting their journeys on an unequal and crowded field. Add racism and other intersectional identities, and college may seem an unreachable destination. Drawing on borderlands and race/ism theories, the presenter will highlight the border-crossing experiences of first-generation students and the many borderlands that shape their journeys. The presenter will furthermore discuss the boundaries first-generation students encounter as they confront the academy. Ultimately, participants will consider what they can do to guide border crossings through borderlands pedagogy.

2:00 p.m. – 3:00 p.m.  
ET

## BREAKOUT SESSIONS 2 (CONTINUED)

*SFWC*

### **Black Girl Magic: The Hidden Costs of Being Educated and Successful**

Session Room 4

**Presenter(s):** **Danielle Bostick**, Doctoral Student, University of Georgia; **Candace Henry**, Assistant Director of Financial Education and Outreach Program, University of South Florida; **Lamesha Brown**, Director of Student Success and Academic Advising, University of Minnesota Crookston

While degree attainment of Black women has increased over the decades, the hidden costs of being a Black woman can present major financial barriers to graduate-level degree completion. Presenters will highlight findings from two studies and provide implications for support: one related to perceptions of Black women in graduate school using student loans to finance their education, and the other related to the persistence of Black first-generation women in doctoral programs.

*APDA*

### **Degree of Difference: What Do Learning Outcomes Say About Higher Education?**

Session Room 5

**Presenter(s):** **Annemieke Rice**, Vice President Campus Strategy, Campus Labs

Students enter college with the expectation they will know and do more when they leave than when they arrived — and learning outcomes should define that change. An analysis of 15,000 learning outcome statements sought to determine if there is a meaningful difference between learning experiences at various institutions and programs. Presenters will discuss the impact of the results and offer action steps.

*APDA*

### **Speak Logic Model to Me: Tools Used to Elevate Peer Led Programs**

Session Room 6

**Presenter(s):** **Christina Hernandez**, Coordinator Senior, Arizona State University; **Daniel Ramirez-Escobedo**, Coordinator Senior, Arizona State University

Presenters will examine the language of logic models as tools of assessment to evaluate and advance peer-mentoring work. Participants will learn how to create and utilize logic models at this session. Presenters will also show how logic models enhanced their peer mentor programs through the NASPA's Certified Peer Educator program, and how they are evolving tutoring centers into learning centers. Presenters will demonstrate how they support over 18,000 undergraduate students in finding success at Arizona State University.

3:15 p.m. – 4:15 p.m. ET BREAKOUT SESSIONS 3

*ALL*

## **NASPA Assessment Tools to Enhance Your Student Affairs Organization**

Session Room 1

**Presenter(s): Allison Tombros Korman**, Senior Director, Culture of Respect, NASPA; **Abby Vollmer**, Director of NASPA Advisory Services, NASPA

From external reviews to self-assessments, NASPA offers a variety of consultative services and technical assistance to enhance student affairs' work at individual institutions. Knowing the right service for your institution can be a challenge including determining goals, stakeholders, and timing! Presenters in this session will highlight two signature programs--NASPA Advisory Services (external reviews) and Culture of Respect (ending campus sexual violence). This session will offer guidance for successfully using NASPA assessments at your institution. Case studies will be included from institutions who have used both services.

*FGSS*

## **Black First-generation Students Matter**

Session Room 2

**Presenter(s): La'Tonya Rease Miles**, Director of First Year Experience, University of California, Los Angeles; **Charmaine Troy**, Program Director, First-Generation Student Support, Virginia Tech University; **Kelley O'Neal**, Director, Marilyn Kent Byrne Student Success Center, Texas A&M University

Despite increasing national attention on first-generation college students, there is little focus on specifically researching and serving Black first-generation students: especially in existing support programs. Drawing upon their own personal and professional experiences, roundtable participants will examine the unique experiences of this understudied population with an emphasis on different institutional types, family support structures, and the intersection of race and class.

*FGSS*

## **Building Holistic Recruitment & Enrollment Strategies for First-gen & Other Underrepresented Students**

Session Room 3

**Presenter(s): Tadarrayl Starke**, Director, Center for Academic Retention & Enhancement, Florida State University; **Terrell Williams**, Program Coordinator, Diversity & Outreach, Florida State University

College access for first-generation students starts with getting them to apply to your institution. Through multiple systems of recruitment, pre-enrollment engagement, and a holistic application review, Florida State University has realized a first-generation student population of 30%; a Pell-recipient population of 30%; and has made progress towards becoming a Minority Serving Institution. After a brief overview of FSU processes, attendees will design implementation strategies that encourage first-generation students through admissions, acceptance, and matriculation.

3:15 p.m. – 4:15 p.m. ET BREAKOUT SESSIONS 3 (CONTINUED)

**CTAG**

Session Room 4

## **Quantity vs. Quality: What Matters to Effective Academic Advising Experiences?**

**Presenter(s):** **Jillian Kinzie**, Associate Director, National Survey of Student Engagement (NSSE), Indiana University Bloomington; **Jim Cole**, Project Manager BCSSE, Indiana University Bloomington

Academic advising is a vital educational process for student success. Although interactions with advisors are important, results from the National Survey of Student Engagement's (NSSE) new Academic Advising Module show that the quality of advising experiences is more important than the frequency to first-year students' perception of support for academic success, use of learning support, and faculty interaction. This session shares findings, and discusses the relationship between advising experiences and retention and implications for practice.

**APDA**

Session Room 5

## **The How-To of Predictive Analytics: Interpreting and Communicating Findings Ethically**

**Presenter(s):** **Alejandra Acosta**, Policy Analyst, New America Foundation; **Amanda Hagman**, Data Scientist, Utah State University

Use of predictive analytics for student success is increasing, but most training for end-users are "point-and-click" and offer little support on effective and ethical use. This session will highlight ethical use of predictive analytics and science-informed guiding practices on communication of program outputs. Participants will 1) solidify the ethical foundations necessary for predictive analytics use, 2) build their capacity to interpret predictive analytic outputs and 3) support their ability to effectively and ethically communicate outputs.

**SFWC**

Session Room 6

## **Coaching for Financial Empowerment**

**Presenter(s):** **Suzanne Matthews**, Director, Center for Financial and Economic Education, Westchester Community College

As a result of the COVID-19 pandemic, many college students have experienced unprecedented levels of financial distress, which may impact their ability to continue enrollment and complete a degree. Many colleges are, therefore, finding it necessary to put together programs and resources to help students address their financial challenges and improve their chances for academic success. The presenters will highlight how financial coaching can play a critical role in helping college students manage their personal finances in difficult times and learn to build financial health for the future. The presenters will also discuss the Money Smart Forum, a financial coaching program developed at Westchester Community College, including metrics, outcomes, and best practices as well as share recommendations for integrating financial coaching into strategies for student success and retention.

4:30 p.m. – 5:30 p.m.  
ET

## BREAKOUT SESSIONS 4

### SPONSORED SESSION

Session Room 1

### FGSS

Session Room 2

### **Addressing Issues and Sharing Best Practices to Promote Inclusion and Belonging for Emerging First-generation Professionals**

**Presenter(s):** **Ashley Cisneros**, Residential Hall Director, Barnard College;  
**Luis Cisneros**, Graduate Assistant for Inclusive Leadership Programming and Advancement, New York University

Emerging first-generation professionals (EFGP) are defined as those who are the first in their family to be entering the professional workforce. This includes graduating students who are preparing to enter into the workforce or current students who are participating in an internship or other professional development opportunities. Through reviewing research and course discussion, participants will be able to identify challenges and best practices related to success of EFGP. Participants will be able to reflect on their institution's engagement with EFGP, identify an action item that commits to initiating or increasing support at their institution, and share best practices with other participants. Addressing issues and promoting best practices is important in order to increase a sense of inclusion and belonging for EFGP which has implications on the development and retention of a diverse workforce. Participants will be able to identify the connection between increased inclusion, belonging, and retention of diversity within the workforce.

4:30 p.m. – 5:30 p.m.  
ET

## BREAKOUT SESSIONS 4 (CONTINUED)

*FGSS*

### **It's Not in the Syllabus: Creating an Inclusive Classroom Experience**

Session Room 3

**Presenter(s):** **Amy Baldwin**, Director and Senior Lecturer of Writing, Literacy, and Academic Success in Student Transitions, University of Central Arkansas; **Matt Daily**, Assistant Director and Program Manager for Special Populations and Learning Assistance, University of Portland

While professors often believe that all course information resides “in the syllabus,” first-generation college students frequently experience classrooms as places of unclear expectations. This session will explore ways in which first-generation college students can be better supported in the classroom through inclusive and transparent language that reveals the hidden curriculum and explains the expectations of college. Presenters will review each syllabus element and provide research-based suggestions for revision.

*FGSS*

### **Keeping First-generation Students on a Path To Degree Completion in a Pandemic**

Session Room 4

**Presenter(s):** **Angelica Vialpando**, Vice President, Program and Professional Development, Council for Opportunity in Education

This session explores the experience of three TRIO programs in keeping students on track to graduate during this time of virtual learning. Presenters will examine to what extent these programs were able to maintain contact with students, and how successful these programs were enabling students to complete coursework in a virtual environment. Presenters will also discuss the biggest barriers students faced in remaining enrolled and which supports are needed for a successful transition to enrollment in the 2020-2021 academic year. The session will address financial, academic and mental health aspects of support.

*CTAG*

### **Game Changer: Data-Informed Techniques Proven to Close the Achievement Gap**

Session Room 5

**Presenter(s):** **Kimberly Edwards**, Assistant Director, University of Texas at Dallas; **Dixiana Chavez**, Program Specialist, University of Texas at Dallas

The Office of Undergraduate Education at the University of Texas at Dallas (UT Dallas) established the Undergraduate Success Scholar (USS) program to address the achievement gap between African American students, Hispanic students, and their majority counterparts. This session will expound on how the USS program utilizes technology to capture students' strategic goals and evaluate the program's impact. Participants versus non-participants' graduation rates demonstrate the program's success in closing achievement gaps at UT Dallas.

4:30 p.m. – 5:30 p.m.  
ET

## BREAKOUT SESSIONS 4 (CONTINUED)

*APDA*

### **Improve Data on Student Engagement and Learning to Achieve Institutional Objectives**

Session Room 6

**Presenter(s):** Pamela Bowers, Associate Vice President for Planning Assessment and Innovation, University of South Carolina

If student learning is the mission of higher education, then student learning data are key business assets! Using examples of high-impact practices and co-curricular programs, presenter will share strategies for improving data on student engagement and learning. Improving data can help institutions achieve objectives to take programs to scale, document student learning – what students know and can do – in transcripts, improve student success analyses for improvement, and strengthen evidence of institutional effectiveness for accreditation.

*SFWC*

### **Scams and Young Adults: Not What You Think**

Session Room 7

**Presenter(s):** Ari Lazarus, Consumer Education Specialist, Federal Trade Commission

In conversations about fraud, you don't often hear about young people, but they should be part of the conversation, as young adults could fall prey to a scam just like older people. The presenter will share what scams are more likely to be reported by young people, how to avoid those scams, and how -and why- to talk about this important topic on campus.

11:00 a.m. – 12:00 p.m. BREAKOUT SESSIONS 1  
ET

*FGSS*

## **Where Are We Now: Supporting First-generation Students Through a National Crisis** Session Room 1

**Moderator:** Sarah Whitley, Senior Director, Center for First-generation Student Success, NASPA; **Panelists:** Shakima Clency, Peggy J. Koenig '78 Associate Dean of Students for Student Empowerment, Director of First-Generation and Low-Income Student Support, Cornell University; **Kimberly Lowry**, Vice President of Instruction and Student Services, Lone Star College; **Matt Newlin**, Director of Rural Initiatives, College Advising Corps; **Laura Wagner**, Associate Professor, School of Nursing, Founder, FirstgenRN, University of California, San Francisco

In March 2020, this panel convened to discuss the state of higher education for first-generation college students as they navigated the sudden changes to academics, basic needs and services, and family expectations amid COVID-19. As a follow up, this panel will reconvene to reflect upon the successes and challenges of responding to the needs of first-generation students during the pandemic, what long-term impacts may result, and the pressing considerations for both in-person and virtual engagement in the future. Panelists will offer strategies and opportunities for teaching, supporting, and empowering this important population.

*FGSS*

## **Journey to Empowerment: Promoting the Leadership of Underserved Students in Higher Education** Session Room 2

**Presenter(s):** Tiffany Jones, Learning Specialist & Assistant Professor, West Chester University; **Jocelyn Manigo**, Director, Learning Assistance and Resource Center, West Chester University

First-generation students contribute to the diversity of higher education. Enhancing their leadership opportunities is essential to their success. The presenters will share the ASP Leadership Model, which promotes the leadership of underserved students through academic achievement, professional readiness, personal wellness, mentoring, and civic engagement initiatives. This session will include a video presentation, activities, opportunities for group discussions, and planning institution-specific initiatives for supporting first-generation students.

*CTAG*

## **Building Scholars' Summer Research Weeks Towards Student Transfer Retention and Graduation** Session Room 3

**Presenter(s):** Sofia Maldonado, Program Manager, Texas A&M International University; **Maria de Lourdes Viloria**, Assistant Professor, Texas A&M International University

Title V - Building Scholars is a partnership between Texas A&M International University (TAMIU) and Laredo College (LC) to increase the number of Hispanic and low-income students attaining post-secondary certifications, associate and bachelor's degrees. An integral part of the program, the Summer Research Week (SRW), provides incoming students with discipline-specific research skills to succeed in the entry-level courses at the university, thus improving retention and graduation. The presenters will highlight SRW features, format, and successes.

11:00 a.m. – 12:00 p.m. BREAKOUT SESSIONS 1 (CONTINUED)  
ET

*SFWC*

**The Leadership Development Program: A Look at Ohio State's Peer Financial Coach Training** Session Room 4

**Presenter(s):** **Ben Raines**, Program Coordinator, Financial Education, The Ohio State University; **Brendan Greisberger**, Associate Director, Office of Student Life, The Ohio State University

Presenters will explore the Leadership Development Program, Ohio State University's course used to train peer financial coaches. LDP is a 3 credit hour course offered in conjunction with the university's college of education higher education student affairs meant to equip newly selected financial coaches with the soft skills and financial knowledge needed to successfully coach their peers. Participants will explore financial, professional development, and interpersonal educational content that can be adapted to any training format. Presenters will also explore recruitment strategies to find and select peer financial educators.

*APDA*

**Are We Listening? Using Student Stories as a Framework for Persistence** Session Room 5

**Presenter(s):** **Monica Grau**, Director New Student Services, State University of New York at Oneonta

Gaining insight into why students persist at our institutions is a key piece of the student success puzzle. Practitioners must have the opportunity to listen to student stories and to learn from their experiences. The presenter will share the results from a mixed-method research study focusing on the narrative findings. The presenter will discuss how the results informed the development of a framework for first year persistence as well as next steps for future research.

*APDA*

**Student Affairs Assessment: Where are we and where are we headed?** Session Room 6

**Presenter(s):** **Sherry Woosley**, Senior Director of Analytics & Research, Skyfactor; **Erin Bentrin**, Divisional Director of Student Affairs Research and Assessment, University of North Carolina at Charlotte; **Dan Bureau**, Assistant to the Vice President for Student Academic Success, University of Memphis; **Nicole Long**, Executive Director for Planning an Strategy, University of Delaware

Assessment is an integral part of student affairs work but there is great variety in the breadth and depth of assessment work across different campuses, departments, and positions. What can we learn from this variety of perspectives? This panel brings together perspectives from different organizations for a discussion about the current state, the biggest challenges, and the future of student affairs assessment.

11:00 a.m. – 12:00 p.m. ET BREAKOUT SESSIONS 1 (CONTINUED)

## SPONSORED SESSION - SKYFACTOR

Session Room 7

### COVID-19 and Fall 2020: Early Indicators of Student Retention Risks Amid COVID-19

**Presenter(s):** Amanda Shaffer, Skyfactor and iClicker

As institutions develop - and rework - plans for Fall 2020 in the wake of COVID-19, it will be imperative to understand student experiences and behaviors in environments that will look and feel much different than before. Student attendance, engagement, and satisfaction provide critical insights into students' likelihood to be retained. If gathered and analyzed early enough in the term, student success advocates can better identify intervention needs and plan outreach to the students who most need it. This session will demonstrate simple, scalable means of gathering data, analyzing insights, and ultimately intervening for improved student outcomes - as early as possible.

12:15 p.m. – 1:15 p.m. ET BREAKOUT SESSIONS 2

## FEATURED SPEAKER

### Toward Full Citizenship for All Students in Higher Education: Mapping a Path Forward

Session Room 1

**Presenter(s):** Rashné Jehangir, Associate Professor; Director of Undergraduate Studies, University of Minnesota

**The last two decades have seen significant shifts around access to higher education. Yet voices**, communities, and experiences of many students remain at the periphery of the institution. We sit at the junction in history where we must ask ourselves how we frame belonging in the academy. What are we willing to dismantle to push against a notion of idealized citizenship and to instead demand, create, and shape pathways for legitimate citizenship and agency for underrepresented students.

## SPONSORED SESSION

Session Room 2

12:15 p.m. – 1:15 p.m.  
ET

## BREAKOUT SESSIONS 2 (CONTINUED)

### SFWC

#### **Holistic Student Financial Wellness at a Large Community College (Food Market Update)**

Session Room 3

**Presenter(s):** **Jacob Popovich**, Faculty and Faculty Fellow of Student Financial Wellness, Columbus State Community College; **Brett Bruner**, Dean of Student Engagement, Arkansas Tech University

At our urban community college, we took on the challenge of removing all non-academic barriers to student success. There has been progress on many fronts including a large food market (Mid-Ohio Market at CState) that opened in October 2019! Come hear about our progress and share your ideas.

### CTAG

#### **Best Practices in Supporting Students Experiencing Homelessness**

Session Room 4

**Presenter(s):** **Jillian Sitjar**, Higher Education Program Manager, SchoolHouse Connection; **Renee Pope**, Interim Chief of Staff and Assistant Director for Community Services, Prince George's County Department of Social Services

Homeless students face many barriers accessing higher education and continue facing challenges once they are there. Student affairs professionals strive to create an inclusive and supportive environment for all students. Presenters will share best practices in outreach, identification, services, partnerships, and advocacy for students experiencing homelessness from colleges and universities from across the country. Through a crowd-sourced activity, attendees will have an opportunity to share their successes and challenges in supporting this distinct population.

12:15 p.m. – 1:15 p.m.  
ET

## BREAKOUT SESSIONS 2 (CONTINUED)

APDA

### **Uncharted Territory: A Beginner's Guide to Geospatial Analytics for Student Administrators**

Session Room 5

**Presenter(s):** Andrew Hahn, Data Visualization Specialist, University of Wisconsin-Madison

How do some institutions use the same data points more effectively for research and planning than others? One technique often underutilized in higher education is geospatial analysis, the process of using geographic attributes in student datasets to answer research questions of all types. . In this beginner-level overview of these techniques, you will learn how any institution can use free, open source GIS software to supercharge its analytical capability.

APDA

### **Assumptions Expectations & Surprises: Reflections from a Decade of Non-Cognitive Assessment Results**

Session Room 6

**Presenter(s):** Emily Siegel, Consultant Student Success, Campus Labs; Annemieke Rice, Vice President of Campus Strategy, Campus Labs

For many years, campuses have been assessing the non-cognitive attributes of students. By tracking levels of resiliency, academic self-efficacy, and social comfort, we've been able to gain a more holistic picture of students' strengths and growth opportunities. But, how have these attributes changed in the last decade? What do these changes (or lack thereof) mean for our current and future work in supporting students? We'll share a the longitudinal findings and discuss implications.

1:15 p.m. — 1:45 p.m.  
ET

## LEARNING LABS & ENGAGEMENT SESSIONS

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

*ALL*

### **Know Your NASPA: Utilizing NASPA Resources to Support Students and Staff Holistically**

Session Room 1

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

We are excited to welcome you to the 2020 Student Success in Higher Education Conference. Whether you are a first-time attendee, a long time NASPA member, or if you are new to your role and student affairs, you are about to experience unparalleled education to help you navigate a variety of topics on your campus around supporting student success through four distinct conference tracks. Join us for this session to learn not only about the various educational sessions, exhibits, and networking opportunities at this year's event, but to also learn about ways that NASPA can enhance your personal and professional growth as a higher education professional both during and after the event.

*FGSS*

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

Session Room 2

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

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

*CTAG*

### **Building Transfer Initiatives on Campus**

Session Room 3

**Presenter(s): Amanda Therrell**, Assistant Director, University of South Carolina; **Shelley Dempsey**, Director, University of South Carolina

It is important to understand the unique challenges of transfer populations. To address this identified achievement gap at the University of South Carolina several initiatives have been developed aimed at increasing academic success and retention of transfer students, while fostering stronger connections amongst the transfer community and the campus as a whole. The presenters will share what the University is doing for transfer students and solicit input from participants about programs at other institutions.

1:15 p.m. — 1:45 p.m.  
ET

## LEARNING LABS & ENGAGEMENT SESSIONS (CONTINUED)

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

FGSS

Session Room 4

### Learn About the Journal for First-generation Student Success

**Presenter(s):** **Rashné Jehangir**, Associate Professor & Director of Undergraduate Studies, University of Minnesota; **Lindsay Romasanta**, Director, Student Success Programs, University of California San Diego

The Journal of First-generation Student Success seeks to publish practice articles that are grounded in research and literature and, reciprocally, research articles that speak to practice. The co-editors seek to review manuscripts and publish articles that are innovative, imaginative, and forward thinking regarding the experiences and outcomes of first-generation college students and the approaches institutions of higher education are employing to serve, matriculate, and complete this population. Through the deep intersectionality of the first-generation identity, the large presence of first-generation students at institutions, and the necessary engagement of both the academic and student services areas for success, this journal offers many opportunities for cross disciplinary collaboration.

Join Rashné Jehangir, Ph.D. and Lindsay Romasanta, Ed.D., co-editors of the new Journal of First-generation Student Success, for an informal session to discuss the Journal's areas of interest for manuscript submissions. The inaugural journal issue is slated for publication in April 2021, and submissions will be accepted beginning later this summer.

1:45 p.m. — 2:15 p.m.  
ET

#### LEARNING LABS & ENGAGEMENT SESSIONS

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

##### CTAG

#### Students of Parents With Disabilities

Session Room 1

**Presenter(s):** **Amelia-Marie Altstadt**, Graduate Assistant, University of Nebraska-Lincoln

The presenter will share information on the population of students of parents with disabilities, an underresearched population. They will address the current models used to discuss disability, gaps in literature, the concept of courtesy stigma, implications of the research, and the recommendations. The presenter is a member of the population they are addressing and brings in personal experience when discussing this topic.

##### CTAG

#### The Influence of Family on Doctoral Student Success

Session Room 2

**Presenter(s):** **Lynda Konecny**, Associate Professor, A.T. Still University; **Erin Breitenbach**, Associate Professor, Program Chair, A.T. Still University

Results of a web-based, qualitative case-study (N=138) exploring how doctoral students' families influence success among students enrolled in an online program will be discussed. Findings show that improving family support may improve student success. Higher education institutions should consider these findings when creating interventions to increase retention and well-being of doctoral students. Study participants' suggestions for improving family support will be shared. Attendees will discuss interventions at their institutions and explore ideas for innovative interventions.

2:15 p.m. – 3:15 p.m.  
ET

## BREAKOUT SESSIONS 3

*FGSS*

### **Leveraging Institutional Support for First-Generation College Celebration Day**

Session Room 1

**Moderator:** **Scott Robertson**, Assistant Dean of Students for TRIO and Diversity Programs, West Virginia University Institute of Technology; **Panelists:** **Malaphone Phommasa**, Director, Academic Success Initiatives, University of California Santa Barbara; **Crystal L. Edenfield**, Director, Student Success Programs, The University of Tennessee at Chattanooga; **Ashley Msikinya**, Academic Advisor, Indiana University–Purdue University Indianapolis

Since inception in 2017, National First-generation College Celebration Day, co-hosted by the Center and the Council for Opportunity in Education, has shown significant attention on the first-generation community at institutions across the United States. Panelists will share the origin of their institutional November 8th Celebration Day events, discuss programmatic elements and approaches, provide strategies for acquiring support and fundings, and highlight successes that elevate the first-generation identity. Participants will gain a greater understanding of the National First-generation Celebration Day event, how to foster celebratory events across different institutional types, and the resources provided to support these initiatives.

*FGSS*

### **Igniting First-gen Family Members as Partners**

Session Room 2

**Presenter(s):** **Brittany Acosta**, Assistant Director, Orientation & Transition Programs, University of Delaware; **Brett Bruner**, Dean of Student Engagement, Arkansas Tech University

Parents and family members play an invaluable role in the lives of college students. For first-generation college students, this connection is extremely powerful due to the nature of how families are prioritized for many first-generation college students. This session will explore the intersection between parent and family programs and first-generation student success as campuses explore how they can best support this population of parents and family members.

*FGSS*

### **Celebrating First-gen Student Success: Launching a Tri-Alfa First-generation Honor Society**

Session Room 3

**Presenter(s):** **Julie Carballo**, Director, First-Generation Programs and Coordinator, Veteran & Military Student Services, North Central College; **Dory Kempf**, Director, TRIO Student Support Services, The College of St. Scholastica; **Kristal Kinloch-Taylor**, Director, Military Connection Center, Old Dominion University; **Carol Traupman-Carr**, Vice Provost, Professor of Music, Moravian College

Build your first-generation student success portfolio by launching an Alpha Alpha (Tri-Alfa) National First-generation Honor Society chapter at your institution. Presenters from three institutions will share about the history of Tri-Alfa; eligibility and membership requirements; and considerations when getting a chapter started. The presenters will also share how they launched the chapter on their campus and the logistics and lessons learned from the induction ceremonies

2:15 p.m. – 3:15 p.m.  
ET

## BREAKOUT SESSIONS 3 (CONTINUED)

*CTAG***Case Management: A Crucial Key to Student Success**

Session Room 4

**Presenter(s):** **Laurel Donley**, Director, Student Assistance and Support, University of North Carolina School of the Arts; **Carrie Smith**, Assistant Dean of Students, University of Georgia; **Tom Bennett**, Higher Education Recovery Coordinator, Acadia Healthcare

Case management is a growing functional area and an important approach to addressing the well-being of students in higher education. The presenters will focus on case management as an effective collaborative model to increase and promote student success. Presenters from the Higher Education Case Managers Association (HECMA) and associates with Acadia Healthcare will provide an overview of the field and its foundations. Two case studies will be presented to demonstrate the enhancement of student success.

*SFWC***Financial Wellness of Students with Children**

Session Room 5

**Presenter(s):** **Tori Rehr**, Research Analyst, Center for the Study of Student Life, The Ohio State University; **Ben Raines**, Program Coordinator, Financial Education, The Ohio State University

College students with dependent children (i.e., student parents) are a growing proportion of undergraduate students. Using data from the 2017 Study on Collegiate Financial Wellness, this presentation will examine the financial wellness of student parents through their self-reported financial self-efficacy, financial optimism, funding sources, and financial strain compared to non-parenting students. The presenters will help attendees develop a better understanding how best to support student parents financially and academically through college.

*APDA***Mid-term Is Too Late: Spotting and Addressing Academic Issues Earlier**

Session Room 6

**Presenter(s):** **Sherry Woosley**, Senior Director of Analytics & Research, Skyfactor; **Rachel Phillips-Buck**, Vice President for Student Success and Senior Consultant, Pharos Resources

Many institutions use mid-term course deficiencies to identify student academic issues and intervene. Yet, by mid-term, the academic issues may be too big to turn around. This session explores the academic issues students face and focuses on what we know about the timing of when the issues appear and when we can most easily intervene. The session combines theories and research with analysis/ findings from 20+ years of first-year student data and practical tips.

3:30 p.m. – 4:30 p.m.  
ET

## BREAKOUT SESSIONS 4

### FEATURED SPEAKER

**Presenter(s): J. Patrick Biddix**, Interim Department Head; Professor & Program Coordinator, Higher Education Administration Ph.D. Program, The University of Tennessee, Knoxville

Session Room 1

### FGSS

#### **Live & Learn: Strategies for Developing a First-generation LLC Class**

Session Room 2

**Presenter(s): Megan Reder**, Assistant Director, Living Learning Communities, The University of Texas at Dallas; **D'ric Jackson**, Program Specialist, Cultural Scholars Program, The University of Texas at Dallas

The First-Generation Living Learning Community (LLC) at The University of Texas at Dallas was founded in fall 2018 for students whose parents/guardians did not complete a bachelor's degree in the United States. Through monthly programming and a required student success course, this community provides targeted support to help students acclimate to university life; engage with the campus community; and develop academic skills. The presenters will discuss the development of the student success course and the assessment of efforts to support students through the course.

### FGSS

#### **Exposing the Hidden Curriculum of Graduate School Applications**

Session Room 3

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

First-generation college students who are not selected for graduate school preparation programs are often left out of understanding the hidden curriculum involved in applying to graduate school. For this session, presenters will focus on how the skills, strategies, and resources that students acquire in post-baccalaureate cohort programs such as McNair Scholars Programs and Mellon Mays Undergraduate Fellowship Programs can be applied globally to first-generation and low-income undergraduates not involved in a formal program.

3:30 p.m. – 4:30 p.m.  
ET

## BREAKOUT SESSIONS 4 (CONTINUED)

## FGSS

**Building on TRIO: Expanding First-generation Support Within a Decentralized University**

Session Room 4

**Presenter(s):** **Michaelann Jundt**, Associate Dean, Undergraduate Academic Affairs, University of Washington; **Kristian Wiles**, Director, Executive Director, Retention and Academic Support Programs, University of Washington; **Joslin Boroughs**, Associate Director, Undergraduate Academic Affairs Advising, University of Washington; **Matt Skirven**, Assistant Director, First Year Programs, University of Washington

The University of Washington has embraced its identity as a First-gen Forward institution by building on long-term historical success with campus TRIO programs. The presenters will share the needs assessment they conducted with first-generation students unaffiliated with TRIO and the process by which their campus has begun to implement advisory and programmatic initiatives for new first-generation students. The presenters will facilitate a discussion of steps practitioners can take to identify best practices for supporting first-generation students on their own campuses.

## CTAG

**Peer Mentor Program: In-Classroom and Online Integration**

Session Room 5

**Presenter(s):** **Jenna Heath**, Director, Student & Community Engagement, University of Nevada Las Vegas

This program will educate student affairs professionals on how to manage a Peer Mentor Program while embedding the program into the curriculum, utilizing online and in-person options. Participants can expect to learn different ways to encourage students to participate in peer mentoring, and how to implement, integrate and manage peer mentoring within university curricula, programs and classrooms.

## SFWC

**Fostering Financial Self-Efficacy: Key Components of a Peer-Based Financial Badging Program**

Session Room 6

**Presenter(s):** **Candace Henry**, Assistant Director of Financial Education and Outreach Programs, University of South Florida

College debt is growing faster than a radioactive monster in a comic book. KAPOW! Zero, the Loan Reduction Hero is here to fight off Debt Zombies. During this session, the presenter will (1) share a model for a peer-based financial badging platform, (2) identify technological tools used to track participation and measure financial competency, and (3) explore how campus partnership has enhanced the program

11:00 a.m. – 12:00 p.m. ET BREAKOUT SESSIONS 1

*ALL*

## Using External Reviews to Enhance First-generation Student Success Programs

**Presenter(s):** **Joseph DeSanto Jones**, Senior Director for Student Affairs Organizational Development, NASPA; **Sarah Umbarger-Wells**, Associate Director, First Scholars Initiatives, NASPA; **La'Tonya Rease Miles**, Director of First Year Experience, University of California, Los Angeles

External reviews are common processes for student affairs programs to identify and validate strengths, human and fiscal resource challenges; and to inform future planning. These reviews are also powerful resources for offices of first-generation student success! In 2019, The Center for First-generation Student Success and NASPA Advisory Services partnered to provide such an external review for a First-gen program. In this session, participants of the review will discuss their process, its outcomes, and lessons learned for first-gen programs interested in strengthening their organization and operations through external review.

Session Room 1

*FGSS*

## The Nuances of First-generation College Students' Social Class Identity

**Presenter(s):** **Sonja Ardoin**, Assistant Professor, Student Affairs Administration, Appalachian State University

First-generation college students have varying identities which can make it difficult to categorize, yet this population is often conflated with poor and working class students. In actuality, the social class identity of first generation college students is often more nuanced and complex. The presenter will explore the intricacies of first-generation college students' various social class identities and consider how first-gen status may be experienced differently based on social class identity.

Session Room 2

*FGSS*

## Step One: Leverage Data to Inform the Conceptualization, Implementation, and Assessment of First-generation Student Programming

**Presenter(s):** **Courtney Brecheen**, Senior Associate Dean, Undergraduate Education, The University of Texas at Dallas; **Nidhi Mehrotra**, Director, Undergraduate Education, The University of Texas at Dallas

The University of Texas at Dallas conducted a first-generation student needs assessment survey to learn more about the first-generation student experience on campus, inform the development of programming, and guide other institutional improvements. The results provided rich quantitative and qualitative data. This session will share insights and focus on how intentional data collection can mobilize first-generation student supporters and gain buy-in from students. Attendees will have the facilitated opportunity to develop a needs or program assessment instrument and measures.

Session Room 3

11:00 a.m. – 12:00 p.m. BREAKOUT SESSIONS 1 (CONTINUED)

*CTAG*

Session Room 4

**Becoming Student-Ready for Rural Populations: Examining “Urbanormative” Institutional Barriers****Presenter(s):** Matt Newlin, Director of Rural Initiatives, College Advising Corps

Rural students comprise less than one-third of those enrolled in college and are less likely than their non-rural peers to persist and complete postsecondary education. These inequities are owed to myriad factors, from inequitable recruitment practices to unwelcoming campus environments. Many of the barriers rural students face can be understood through the theory of urbanormativity. Utilizing this lens, participants will critically assess institutional practices that adversely affect rural student access and success.

*SFWC*

Session Room 5

**Applying Motivational Interviewing Techniques to Your Financial Coaching Practice****Presenter(s):** Ben Raines, Program Coordinator, Financial Education, The Ohio State University

Motivational Interviewing (MI) is a technique widely used in substance and health coaching practices. The framework’s skill set of engaging the client, focusing on change, evoking motivation, and planning change is a helpful tool in providing financial coaching and is one of the key skills taught to Ohio State University’s peer financial coaches. Participants will learn and practice MI techniques and leave with the knowledge and skills needed to add concepts from MI to their work in higher education.

*FGSS***Partnering to Fund First-gen Student Success****Presenter(s):** Jorene Jameson, Director of Development, College of Education Florida Atlantic University; **Andrea Guzman Oliver**, Associate Vice President, Student Outreach and Diversity, Florida Atlantic University; **Mary Katherine Morales**, Director, Foundation Relations, Florida Atlantic University; **Matt Levinson**, Chief Operating Officer, O’Connell and Goldberg PR

A team from Florida Atlantic University will discuss how they partner to secure resources to support first-generation student scholarships and programs. Cutting across departmental borders and bringing in external experts, the FAU team built funding and volunteer support for Kelly/Strul Emerging Scholars program which started three-year ago and offers high performing First Gen students, a full scholarship and dorm plan. The presenters will offer their perspectives from the student affairs, financial development and marketing perspectives.

*SPONSORED SESSION*

Session Room 6

12:15 p.m. – 1:15 p.m.  
ET

## CLOSING FEATURED SPEAKER - CONFERENCE CLOSING

*ALL*

Session Room 1

**Presenter(s): DeRionne Pollard**, President, Montgomery College

1:30 p.m. – 2:30 p.m.  
ET

## BREAKOUT SESSIONS 2

*FGSS*

### Centering First-generation Student Voices in Student Success

Session Room 1

**Presenter(s): Joshua Smith**, Dean, School of Education, Loyola University Maryland

College and university staff/administrators spend considerable time crafting and revising shared definitions of student success, but first-generation student voices are missing from the dialogue. The presenter will demonstrate a method used to identify pain points from first-generation students at three different types of colleges. The process and results led the colleges to use the data to better serve students. Participants will leave with a strategy to implement when they return to campus.

*FGSS*

### Investing in First-Gen Success: Collaborating with Development to Fund Scholarships and Programs

Session Room 2

**Presenter(s): Erin Kimura-Walsh**, Director, LEAD Scholars, Santa Clara University;  
**Eli Latimerlo**, Director of Development, Corporate and Foundation Relations, Santa Clara University

Financial limitations can be a challenge for programs serving first-generation college students, placing limitations on program offerings and student aid. Collaboration with colleagues in institutional advancement can help garner corporate, foundation, and individual support for services and students. The presenter will explore strategies for effective collaboration with staff in your advancement office to help garner support for your first-generation college student services and ideas and tools needed to engage donors and effectively fundraise.

1:30 p.m. – 2:30 p.m.  
ET

## BREAKOUT SESSIONS 2 (CONTINUED)

**CTAG****Toward a Culturally Relevant Framework for Mentoring Marginalized Students**

Session Room 3

**Presenter(s): EJ Edney**, Director, Center for Inclusion and Cross Cultural Engagement, University of Mississippi

The program presents on The Collegiate Equity Mentoring Matrix, a theoretical framework for mentoring marginalized students. This research explores the ambiguity of the mentoring concept and how its expansive and amorphous nature makes it difficult to exact. The CEMM presents a framework for considering and addressing a population's needs in a specific context. Fostering mentoring relationships means creating pathways and opportunities for mentors: higher education professionals, professors, peers, family members, religious leaders, alumni and community members, to address those needs.

**SFWC****Teaching Financial Wellness Rooted in African Tradition and Data**

Session Room 4

**Presenter(s): John Hoffman**, Vice Chancellor for Academic and Student Affairs, University of Minnesota Crookston; **Lamesha Brown**, Director of Student Success and Academic Advising, University of Minnesota Crookston; **Abbey Wemimo**, Chief Executive Officer, Esusu Financial; **Samir Goel**, Co-Founder, Esusu Financial

College students often graduate with low credit scores that impede their ability to secure affordable loans, apartment rentals, and even jobs. UMN Crookston partnered with Esusu Financial to pilot an innovative financial wellness program for its first-year seminar students that draws upon the African-based "sou-sou" community savings pool approach and data-informed credit-building strategies. Student participants in the pilot saw an average credit score increase of 50 points.

**APDA****Theory to Practice: Partnering with Students for Co-curricular Assessment**

Session Room 5

**Presenter(s): Molly Frank**, Coordinator of Assessment, University of Missouri; **Ashli Grabau**, Director of Strategic Initiatives and Assessment for Student Affairs, University of Missouri

Despite literature encouraging student involvement in the assessment process, research suggests student affairs assessment is all too often done to students rather than with them. Engaging students in assessment beyond mere data collection and application remains a challenge for practitioners. Presenters will share guiding principles and three cases from one institution. Attendees will explore various types of student participation and identify opportunities for deeper student involvement at their institutions.

1:30 p.m. – 2:30 p.m.  
ET

## BREAKOUT SESSIONS 2 (CONTINUED)

*APDA*

### Roadmapping for Quantitative Communication: Insights Actions & Student Success

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

Higher education has made a major push across the last decade to consolidate data into insights to better support students. Ideally, these insights become resources that impact student success. Unfortunately, the path between insights-and-action, and action-and-impact is not well-paved. This presentation will share the integral role of human intelligence, discuss the importance of data, and initiate the development of a roadmap for communicating quantitative insights. Participants will learn modes for sharing insights to facilitate action.

Session Room 6

2:45 p.m. – 3:45 p.m.  
ET

## BREAKOUT SESSIONS 3

*FGSS*

### Success Beyond – Promoting First-generation Student Success from State College to Graduate School

**Presenter(s):** Jennifer Zelek, Coordinator, First Generation Freshmen Program, Seminole State College of Florida; Natalia Leal Toro, Assistant Director, Academic Advancement Programs, University of Central Florida

At the institutional level success is often measured by retention or graduation, however, first-generation (FG) college students make the decision to attend college because of the opportunities that await them after graduation - a better job, graduate/professional school, or their dream career. With two very successful programs focused on FG students as foundational stepping stones, Seminole State College's (SSC) First Generation Freshman Office and the University of Central Florida's (UCF) Academic Advancement Programs have developed a partnership to help FG college students. The presenters will discuss their individual programs, as well as the development and implementation of their collaborative initiatives.

Session Room 1

*FGSS*

### Engaging Family to Bolster the Psychological Well-Being of First-generation College Student

**Presenter(s):** Graziella Pagliarulo McCarron, Assistant Professor, George Mason University; Sharrell Hassell-Goodman, Doctoral Candidate, George Mason University

First-generation college students (FgCSs) represent a significant population on campuses and may come to college holding academic/social experiences that vary greatly from continuing-generation peers. One such powerful experience includes the type of messaging students receive about college from family. Our session will unpack our interview-based case study exploring the relationship between messaging and psychological well-being. Presenters will share study themes via FgCSs' own words, dialogue actively, and collect related recommendations for serving FgCSs/their families.

Session Room 2

2:45 p.m. – 3:45 p.m.  
ET

## BREAKOUT SESSIONS 3 (CONTINUED)

*SFWC*

### **Fundraising 101: Supporting Students Through Philanthropy**

**Presenter(s):** Kasey Linde, Assistant Director; Instructor, MA Program in Athletic Administration, University of Nebraska - Lincoln

Session Room 3

If doing more with less has become your office's mantra, it may be time to consider using philanthropy to fund the critical programs and services students need to thrive. Presenter will review best practices within development offices and how to partner with the fundraising professionals on campus to solicit support from donors

*CTAG*

### **A Quarter Century of Saving Lives and Salvaging Dreams**

**Presenter(s):** Johnny Young, Associate Vice President, Old Dominion University; Tyrone Bledsoe, CEO, SAAB/B2B

Session Room 4

With the increasing number of males of color demographic, the impact to higher education will be palpable. Postsecondary institutions of higher learning have an obligation to partner with key community stakeholders to create initiatives that foster a seamless educational transition into and during college. The dominant narrative about males of color (with emphasis on African American and Latino males) is consumed with messages of failure, challenges and negativity. This population continues to struggle to keep pace with their female and other male peers on key educational outcomes. However, there are a plethora of successful educational pathways and effective promising practices available to shift the narrative and increase the human capital potential of this growing population coupled with enhancing their educational success. Founded in 1990 on the campus of Georgia Southwestern State University, the Student African American Brotherhood (SAAB/B2B) is nationally recognized in providing systems to support young men of color complete post-secondary education. Utilizing a peer cohort culturally sensitive and contemporary programming model, SAAB/B2B builds the aspirations of Black and Brown men via peer mentoring and role modeling. The presenters will share the history and guiding principles of the program, and its influence on young men of color over the past 30 years.

*APDA*

### **Assessing Student Learning: You Have a Rubric Now What?**

**Presenter(s):** Annemieke Rice, Vice President Campus Strategy, Campus Labs

Session Room 5

Already convinced that you need direct evidence of student learning? Are you bought in to rubrics, but struggling to make learning assessment take off? This session extends the discussion on rubrics from development to use. We'll review the steps to get started, including how to collect student artifacts, structure your assessment, train evaluators, and consider inter-rater reliability. You'll leave with practical knowledge and realistic techniques to get your learning assessment off the ground.

# ASSESSMENT, PERSISTENCE, AND DATA ANALYTICS

## MONDAY, JUNE 29 *EASTERN TIME (ET)*

- |            |   |
|------------|---|
| 12:45 p.m. | Moving From Reactive to Proactive: Using Surveys Collaborations and Urgency           |
| 12:45 p.m. | Leveraging Various Survey Methods to Glean Insights from Student Populations          |
| 2:00 p.m.  | Degree of Difference: What Do Learning Outcomes Say About Higher Education?           |
| 2:00 p.m.  | Speak Logic Model to Me: Tools Used to Elevate Peer Led Programs                      |
| 3:15 p.m.  | The How-To of Predictive Analytics: Interpreting and Communicating Findings Ethically |
| 4:30 p.m.  | Improve Data on Student Engagement and Learning to Achieve Institutional Objectives   |

## TUESDAY, JUNE 30 *EASTERN TIME (ET)*

- |            |   |
|------------|---|
| 11:00 a.m. | Are We Listening? Using Student Stories as a Framework for Persistence                              |
| 11:00 a.m. | Student Affairs Assessment: Where are we and where are we headed?                                   |
| 12:15 p.m. | Uncharted Territory: A Beginner's Guide to Geospatial Analytics for Student Administrators          |
| 12:15 p.m. | Assumptions Expectations & Surprises: Reflections from a Decade of Non-Cognitive Assessment Results |
| 2:15 p.m.  | Mid-term Is Too Late: Spotting and Addressing Academic Issues Earlier                               |

## WEDNESDAY, JULY 1 *EASTERN TIME (ET)*

- |           |  |
|-----------|--|
| 1:30 p.m. | Theory to Practice: Partnering with Students for Co-curricular Assessment      |
| 1:30 p.m. | Roadmapping for Quantitative Communication: Insights Actions & Student Success |
| 2:45 p.m. | Assessing Student Learning: You Have a Rubric Now What?                        |

# CLOSING THE ACHIEVEMENT GAP

## MONDAY, JUNE 29 *EASTERN TIME (ET)*

12:45 p.m.	Getting Faculty on Board: Strategies for Engaging Faculty in Early Alert Systems
3:15 p.m.	Quantity vs. Quality: What Matters to Effective Academic Advising Experiences?
4:30 p.m.	Game Changer: Data-Informed Techniques Proven to Close the Achievement Gap

## TUESDAY, JUNE 30 *EASTERN TIME (ET)*

11:00 a.m.	Building Scholars' Summer Research Weeks Towards Student Transfer Retention and Graduation
12:15 p.m.	Best Practices in Supporting Students Experiencing Homelessness
1:15 p.m.	Building Transfer Initiatives on Campus
1:45 p.m.	Students of Parents With Disabilities
1:45 p.m.	The Influence of Family on Doctoral Student Success
2:15 p.m.	Case Management: A Crucial Key to Student Success
3:30 p.m.	Peer Mentor Program: In-Classroom and Online Integration

## WEDNESDAY, JULY 1 *EASTERN TIME (ET)*

11:00 a.m.	Becoming Student-Ready for Rural Populations: Examining "Urbanormative" Institutional Barriers
1:30 p.m.	Toward a Culturally Relevant Framework for Mentoring Marginalized Students
2:45 p.m.	A Quarter Century of Saving Lives and Salvaging Dreams

# FIRST-GENERATION STUDENT SUCCESS

## MONDAY, JUNE 29 *EASTERN TIME (ET)*

- |            |   |
|------------|---|
| 12:45 p.m. | Increasing Engagement and Retention Through Subject Specific Peer-Mentoring   |
| 12:45 p.m. | Engaging Community College First-gen Students and Providing Academic Support  |
| 12:45 p.m. | Global Learning Without a Passport: Creating First-gen Study Away Trips   |
| 2:00 p.m.  | First Gen Proud: Supporting Successful Transitions to College for First-generation Students                                 |
| 2:00 p.m.  | First-generation as Borderlands: Confronting the Academy  |
| 2:00 p.m.  | Approaches to Assessing First-Generation College Student Success  |
| 3:15 p.m.  | Black First-generation Students Matter  |
| 3:15 p.m.  | Building Holistic Recruitment & Enrollment Strategies for First-gen & Other Underrepresented Students                       |
| 4:30 p.m.  | Addressing Issues and Sharing Best Practices to Promote Inclusion and Belonging for Emerging First-generation Professionals |
| 4:30 p.m.  | It's Not in the Syllabus: Creating an Inclusive Classroom Experience  |
| 4:30 p.m.  | Keeping First-generation Students on a Path To Degree Completion in a Pandemic  |

## TUESDAY, JUNE 30 *EASTERN TIME (ET)*

- |            |  |
|------------|--|
| 11:00 a.m. | Where Are We Now: Supporting First-generation Students Through a National Crisis             |
| 11:00 a.m. | Journey to Empowerment: Promoting the Leadership of Underserved Students in Higher Education |
| 1:15 p.m.  | Engaging with the Center for First-generation Student Success                                |
| 1:15 p.m.  | Learn About the Journal for First-generation Student Success                                 |
| 2:15 p.m.  | Igniting First-gen Family Members as Partners  |
| 2:15 p.m.  | Leveraging Institutional Support for First-Generation College Celebration Day                |
| 2:15 p.m.  | Celebrating First-gen Student Success: Launching a Tri-Alpha First-generation Honor Society  |
| 3:30 p.m.  | Live & Learn: Strategies for Developing a First-generation LLC Class                         |
| 3:30 p.m.  | Exposing the Hidden Curriculum of Graduate School Applications                               |
| 3:30 p.m.  | Building on TRIO: Expanding First-generation Support Within a Decentralized University       |

## WEDNESDAY, JULY 1 *EASTERN TIME (ET)*

- |            |   |
|------------|---|
| 11:00 a.m. | The Nuances of First-generation College Students' Social Class Identity   |
| 11:00 a.m. | Step One: Leverage Data to Inform the Conceptualization, Implementation, and Assessment of First-generation Student Programming |
| 1:30 p.m.  | Centering First-generation Student Voices in Student Success  |
| 1:30 p.m.  | Investing in First-Gen Success: Collaborating with Development to Fund Scholarships and Programs                                |
| 2:45 p.m.  | Success Beyond – Promoting First-generation Student Success from State College to Graduate School                               |
| 2:45 p.m.  | Engaging Family to Bolster the Psychological Well-Being of First-Generation College Student                                     |
| 2:45 p.m.  | #METAS4Life: Development and growth of a peer mentoring program for Latinx Students   |

# STUDENT FINANCIAL WELLNESS

## MONDAY, JUNE 29 *EASTERN TIME (ET)*

12:45 p.m.	Addressing Financial Issues - From Housing & Food Insecurity to Emergency Aid
2:00 p.m.	Black Girl Magic: The Hidden Costs of Being Educated and Successful
3:15 p.m.	Coaching for Financial Empowerment
4:30 p.m.	Scams and Young Adults: Not What You Think

## TUESDAY, JUNE 30 *EASTERN TIME (ET)*

11:00 a.m.	The Leadership Development Program: A Look at Ohio State's Peer Financial Coach Training
12:15 p.m.	Holistic Student Financial Wellness at a Large Community College (Food Market Update)
2:15 p.m.	Financial Wellness of Students with Children
3:30 p.m.	Fostering Financial Self-Efficacy: Key Components of a Peer-Based Financial Badging Program

## WEDNESDAY, JULY 1 *EASTERN TIME (ET)*

11:00 a.m.	Applying Motivational Interviewing Techniques to Your Financial Coaching Practice
1:30 p.m.	Teaching Financial Wellness Rooted in African Tradition and Data
2:45 p.m.	Fundraising 101: Supporting Students Through Philanthropy





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