“Paws to Practice:” Adapting an Animal-Assisted Therapy Program to Decrease Anxiety and Increase Confidence in Conversational Speech for International Students

Presenters:

**Jen-Mai Wong**, Fashion Institute of Technology

Abstract:

As animal-assisted therapy events have become more popular across college campuses, the question arises as to how best to utilize such programming in increasingly effective and innovative ways. This poster program presents the results of a novel and collaborative outreach program targeted primarily for international students at the Fashion Institute of Technology campus. Its aim was to help decrease international students' anxiety and increase their confidence in practicing conversational English within an animal-assisted therapy language exchange session. Assessment outcomes of this pilot program are presented, along with ideas for ongoing programmatic development and future campus partnerships.

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A Pathway To the Professoriate: Successful Collaboration and the Role Of Faculty and Administrators On Student Success

Presenters:

**Andrew Martinez**, PhD Candidate

Abstract:

How can universities support students from underrepresented backgrounds to pursue careers in academia? This session draws from findings of a longitudinal study implemented at HSIs focused on preparing undergraduate to pursue doctorate degrees in the humanities. Our project addresses the programmatic interventions that are best suited to support effective pathways to the professoriate. We emphasize the role that student affairs professionals can have in this endeavor and highlight examples of successful collaboration between faculty and administrators mentioned in our study.
**A Reflective Topical Autobiography: Understanding the Lived Experience of a Black Woman Administrator in a Multicultural Center**

**Presenters:**

**Erica Campbell**, PhD Student/Graduate Research Assistant, The University of Alabama

**Abstract:**

Black women administrators play a significant role in influencing the lives of college students, specifically students of color. However, working in a multicultural center can contribute to the often challenging role of being a Black woman and their experience as student affairs professional at a predominantly white institution (PWI). Therefore, this study aims to illuminate the experiences of Black women who work in multicultural student programs and services and how the expected and hidden roles of a MSPS administrator can influence a Black woman’s experience at a higher education institution.

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**Advancing Navy STEM Workforce through Education and Research**

**Presenters:**

**Theresa Garcia**, Assistant Dean for Student Affairs, San Diego State University

**Abstract:**

The presenter will share information and provide data regarding the San Diego State University (SDSU) Advancing Navy STEM Workforce through Education and Research (ANSWER) program (funded by the Office of Naval Research) that is designed to improve the recruitment, retention, and graduation of a diverse and qualified STEM workforce through the strategic nested integration of four proven education interventions in collaboration with local community colleges and the Naval Information Warfare Center Pacific (NIWC-Pacific, formerly SSC-Pacific).

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**An Examination of the Inherent Attributes, Characteristics, and External Factors Contributing to the Academic Success of First-generation Students**

**Presenters:**

**Jacqueline Masloff**, Lecturer, Bentley University

**Abstract:**

This study examines the inherent characteristics and external factors that enable first-generation college students to graduate with a baccalaureate degree. Students are motivated to earn a college degree from their desire to improve their social and economic status and find a job and by all the educational opportunities presented to them. These students had an extensive support system of faculty, friends, and advisors to whom they could for guidance in their uncharted new world. They demonstrated persistence, determination, and grit which enabled them to overcome the many obstacles they encountered.
Civic Learning Program Policy Compliance by a State Department of Higher Education

Presenters:

Amy Carmack, Director of Student Success, Salem State University

Abstract:

Since 2010, numerous reports have shown an increasing lack of knowledge surrounding civic learning and college students. To mitigate this growing national problem, the Commonwealth of Massachusetts passed a state-wide Policy on Civic Learning that requires all undergraduate students graduating from a public 2- or 4-year institution be civic-minded upon commencement. This poster presents an evaluation of the Massachusetts Department of Higher Education and its work to meet the policy compliance goal using the Clarke and Estes gap analysis. The poster will include the five findings and a recommended implementation and evaluation plan for a learning program that can be used by other states seeking to create a similar state policy.

Coaching in the Classroom: Incorporating Academic Coaching in a Student Success Seminar

Presenters:

Leilani Harjati, Academic Advisor, University of Hawaii-Manoa

Abstract:

Freshman and sophomore student success seminars provide an excellent opportunity to incorporate academic coaching practice into the classroom. With weekly touchpoints, instructors can help students create personalized plans for major and career exploration, campus engagement, and academic achievement. Through class activities and assignments, students identify personal strengths and barriers all while being part of a supportive seminar team. Students end the semester with concrete tools to support their major and career goals.

Co-curricular Transcript: Assessment in Action

Presenters:

Allison Grime, Western Michigan University

Abstract:

The presenter will share their experience assessing an institutional wide program, WMU Signature. WMU Signature is a student engagement program designed to assist students in reflecting on their out-of-class experiences, discover a passion, and be recognized for their work on their transcript; it involves 20,000+ students. This assessment focuses on continuous quality improvement by asking critical questions and providing insights for informed decision making.
**College Men and Sense of Belonging**

Presenters:

**Amy Paciej-Woodruff**, Assistant Professor, Marywood University

Abstract:

The researcher will share an overview of a study designed to gain a greater understanding of the sense of belonging of men on their college campus. Additionally, this study seeks to understand if and how concepts and behaviors associated with masculinity come into play as men build meaningful relationships to satisfy the need to belong.

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**Collegiate Recovery Program Benchmark Assessment**

Presenters:

**Hannah Melton**, Texas A&M University

Abstract:

Collegiate Recovery Programs (CRP) are quickly growing throughout higher education in the United States. When starting a CRP, there are many things that must be considered and planned to be successful. This poster will be an overview of the results found from a CRP needs assessment that surveyed nine institutions with CRPs. The surveys main purpose was to understand how CRPs work at various institutions and what is the makeup of their programs.

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**Crafting Innovative Transfer Resources for 2-year and 4-year Institutions**

Presenters:

**Sharee Myricks**, Assistant Director, Passport: Coordinated Programs, Indiana University-Purdue University-Indianapolis; **Amber Huff**, academic advisor, passport office: IUPUI and Ivy Tech coordinated programs, IUPUI & Ivy Tech

Abstract:

Do you frequently work with transfer students? Are you interested in connecting with students, faculty, and staff to provide them with relevant transfer news and materials? The IUPUI-Ivy Tech Coordinated Programs Passport Office has designed, shared, and updated two transfer resources for students, faculty, and staff. Learn about the design and implementation of the Passport Transfer Guide and the Passport Newsletter. Discover how the Passport Office links student development theory and transfer theoretical frameworks to the design and implementation of these resources. Participants will leave with a resource and tips on creating their own inter-institutional newsletter and transfer guide at their institution.
Cross Cultural Mentoring Experiences Between University Students and American Indian Secondary Students

Presenters:

**Greg Heiberger**, Coordinator and Advisor for Pre-Health Professions, South Dakota State University; **Allison Hemmer**, Undergraduate Research Assistant, South Dakota State University; **Devon Riter**, Director, Lower Brule Research

Abstract:

American Indian youth are the one of the least likely demographic groups to matriculate into institutions of higher education and obtain degrees at rates much lower than the national average. An 8-week summer program was created on the Lower Brule Sioux Reservation to engage middle and high school students in community centered research projects throughout the summer. In 2018 and 2019 university students served as mentors, engaging weekly to dialogue on culture, research, college preparation and social/personal issues. Results from a qualitative analysis of these interactions, quantitative analysis of the program outcomes as well as lessons learned by the project director, mentoring director and students will be shared.

Diversity in Students’ Personal Networks: An Egocentric Network Analysis of Diversity’s Role in Student Thriving

Presenters:

**Alyssa Vukelich**, Baylor University; **Rishi Sriram**, Associate Professor, Graduate Program Director, Faculty Steward, Baylor University; **Meg Patterson**, Assistant Professor, Texas A&M University

Abstract:

Racially/ethnically diverse relationships have been linked with numerous positive benefits. The Thriving Quotient is a mechanism for understanding student success from a psychological perspective, and is comprised of five subscales: academic determination, engaged learning, social connectedness, diverse citizenship, and positive perspective. The present research used social network analysis to study how racial/ethnic diversity of students' networks may play a role in students' thriving outcomes. The data from this research shows thriving subscales to be predictive of diversity within student networks.

Does Reflection About Inclusiveness Contribute to Sense of Belonging in Class?

Presenters:

**Stephanie Bondi**, Assistant Professor of Practice, University of Nebraska-Lincoln

Abstract:

This poster explains an inquiry to determine if (a) an instructor sets expectations about creating an inclusive classroom and (b) asks students to reflect on what they notice in class promotes sense of belonging and learning. Three times during the course students were given a worksheet to reflect on what inclusive behaviors they noticed in class. A post, then pre instrument measured sense of belonging and learning.
Ethical Leadership Development in Student Affairs Professionals

Presenters:

Jessica Weise, Graduate Research Assistant, Auburn University Main Campus; Laura Parson, Assistant Professor, Auburn University Main Campus

Abstract:

In this presentation, we argue that a “professional” is an ethical leader; we use a critical theoretical perspective to analyze ethical leadership development in student affairs professionals. First, we explore ethical leadership development literature. Second, we craft a framework defining ethical leadership that promotes equity and diversity. Our framework uses a theoretical foundation to support the development of ethical leaders focused on action and transferability so professionals can ethically lead others toward systemic change.

Experiences and Perceptions of Students Facing Food Insecurity at Missouri State University

Presenters:

Elayna Coleman, Graduate Student, Missouri State University

Abstract:

Scholarship related to food insecurity among college students is growing, but qualitative research is limited. In this poster session, the presenter will share findings from an original qualitative study conducted in spring 2019. The purpose of this study was to describe the experiences of students facing food insecurity. Key findings relate to the impact of food insecurity on wellbeing and social implications of food insecurity. The target audience is practitioners seeking to address food insecurity or deepen understanding of the issue.

Impact of Motivation and Self-Regulation to Support Student Online Learning Experiences

Presenters:

Nasser Razek, Assistant Professor, University of Akron Main Campus; I-Chun Tsai, Associate Professor, The University of Akron

Abstract:

Aiming to explore the impact of students' learning motivation and self-regulation on their online learning experiences. The relationship among students' learning motivation, self-regulation, and online learning stratification is examined and analyzed via the structure equation modeling analysis (SEM) to identify the factors influencing effective online teaching and learning. The interview data and Students' log data collected in triangulated with the survey data verified the impact of student motivation and self-regulation on their actual learning trajectory in online learning environments.
**Intrusive Advising: An Approach to Enhancing STEM-success in Students At a Small Liberal Arts School**

Presenters:

**Elizabeth Sanchez**, Title V STEM Internships & Advising Coordinator, Whittier College

Abstract:

As a small liberal arts school with a low student to faculty ratio, Whittier College prides itself on being able to provide students with one-on-one attention. In this presentation, the presenter will share how collaborating with STEM faculty by employing an intrusive advising approach enabled students to strengthen their view of themselves as scientists and doubled student participation in internships and research opportunities from one year to the next.

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**Measuring the Impact of a Mental Health First Aid Program on University Faculty and Staff**

Presenters:

**Concha Prieto**, University of South Florida-Main Campus

Abstract:

Mental health problems are prevalent and increasing among U.S. college students which can lead to unhealthy behaviors that can impede student success. To counter this growing public health issue, the University of South Florida implemented Mental Health First Aid (MHFA) training focusing on faculty and staff. Findings from this research will show impact of MHFA on attitudes, social beliefs, self-efficacy, knowledge and skills, cues to action, and behavior, as well as determine how the impact of MHFA differs by demographic characteristics.

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**Pedagogical Practices and Teaching Strategies for Constructing Inclusive Learning Environments**

Presenters:

**Paige Haber-Curran**, Associate Professor, Texas State University; **Shannon Dean**, Assistant Professor, Texas State University

Abstract:

Critical and engaged pedagogy encompasses reciprocal spaces in which teachers and students value, empower, and challenge one another. Little is known about the pedagogies and strategies used to create inclusive, creative, and critical spaces where students' thinking is challenged and co-construction of knowledge occurs. Presenters will share student-centered pedagogical strategies for developing inclusive environments from a qualitative research study involving six faculty from student affairs and higher education graduate programs.

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**Perspectives and Skills Developed By Student Affairs Professionals Abroad**

Presenters:

**Patty Witkowsky**, , University of Colorado-Colorado Springs; **Nicole Ferguson**, Doctoral Student, University of Colorado Colorado Springs; **Lester Knotts**, Doctoral student, University of Colorado Colorado Springs; **Mona Shaker**, Doctoral student, University of Colorado Colorado Springs; 

Abstract:
Emerging from a worldwide study of U.S.-trained student affairs professionals with higher education experience abroad, this poster presents perspectives and skills developed through work abroad, including the perspectives and critical skills that can contribute to higher education internationalization, support of international students in the U.S., and intercultural issues in higher education. Professionals will learn about the outcomes of working abroad and hiring authorities will learn the benefits of hiring candidates with international experience.

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**Project Outreach FAMILIA: Strengthening the Latinx Educational Pipeline**

**Presenters:**

- **Javier Ramirez**, University of Oklahoma Norman Campus; **Carlos Rubio Regalado**, undergraduate student, University of Oklahoma Norman Campus; **Cesar Pardo**, undergraduate student, University of Oklahoma Norman Campus; **Diana Prieto**, graduate student, University of Oklahoma Norman Campus; **Riley McGill**, undergraduate student, University of Oklahoma Norman Campus.

**Abstract:**

As a recently designated Hispanic Serving Institution, The University of Arizona has the opportunity to address Hispanic students' disproportionate access to higher education. To better serve Hispanic students, UA submitted a proposal to the U.S. Department of Education's Title V, Part A grant funding. This poster utilizes a case study method approach that focuses on UA's location in Pima County, AZ, and draws on Latina/o Critical Theory as a framework. Listed strategies positively target the pipeline in a tailored, holistic approach.

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**Re-Imagining the Role of Student Government in Promoting Democratic Citizenship on U.S. College Campuses**

**Presenters:**

- **Bill Fox**, Dean of Students, Denison University.

**Abstract:**

How are Student Government Associations (SGA) staying relevant on college campuses today? In recent years, universities across the country have seen dramatic changes to traditional structures of student governance, including the dissolution of such organizations on some campuses. Just as the national political rhetoric has intensified and mistrust of government has grown, students involved in self-governance activities have experienced similar dynamics locally on their campus. The presenter will document the experience of one campus in halting student government activity and engaging in a re-imagining process to strengthen and modernize the system to respond to current student needs.

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**Students of Size: An Exploratory Case Study on a Hidden Climate**

**Presenters:**

- **Braelin Pantel**, AVP Student Engagement & Wellness/Dean of Students, Metropolitan State University of Denver.

**Abstract:**
Body size is a facet of identity that has been kept hidden within higher education. Findings from recent research on the campus climate for students of size will be shared. Through the words and images of ten women who each identified as a student of size, the otherwise hidden climate will be brought to light. Student affairs practitioners and scholars alike will be compelled to delve further into an exploration of the climate for this population of students and to consider the implications of the climate on the experiences of students of size.

Supporting a Healthy Herd: Developing Certified Health and Wellness Student Organizations

Presenters:

McKenzie McIntyre, Graduate Research Assistant, University of South Florida-Main Campus; Amy Gatto, Director, Center for Transdisciplinary Research in College Health & Well-Being, University of South Florida-Main Campus; Rita DeBate, Associate Vice President of Health & Wellness, University of South Florida-Main Campus

Abstract:
Student involvement and overall wellbeing greatly affect student success, GPA, and retention. At the University of South Florida, focus groups were conducted to produce formative research on the best way to develop Certified Health and Wellness Organizations to meet student needs. Ideally, by participating in this program, student organizations would increase student engagement and foster overall wellness on campus. The findings from this research have guided the development of the program and helped USF create a Healthy Herd.

Training Peer Mentors as Paraprofessionals

Presenters:

Danielle Champagne, Assistant Director - Financial Wellness, University of North Texas; Allison Pawlowski, Graduate Assistant, Student Money Management Center, University of North Texas

Abstract:
As student affairs departments and programs enter each new academic year with a new crop of student workers to support and assist with our programs, we must always remember that we are preparing them for their futures as professionals. Engagement of student workers has a two-fold benefit -- enhancement of the departments' delivery of services and the attainment of transferrable skills gained by the student. The presenters will share a successful model of training and development based in experiential learning that emphasizes the NACE skillsets most in demand.

Understanding First Generation College Students: Mosaics Not Monoliths

Presenters:

Eric Matthews, Notre Dame College

Abstract:
Utilizing three-years of current data related to the creation of a First-Generation Center in a small liberal arts, mission-based college, this poster explores issues related to resiliency, peer mentoring, first-year seminars and
persistence among the freshman cohort. Using logistical regression analysis, the data suggests that the “labeling” of students has an interesting effect on how students perceive what it means to be “first-generation”; and that this perception is in many cases predicated by race/ethnicity.

Using Professional Competencies to Design a Student Affairs Assessment Certificate Program

Presenters:
Helen Mulherin Halasz, Assistant Director, Student Affairs Assessment, Research & Planning, East Carolina University

Abstract:
Using the ACPA/NASPA Professional Competencies (2015), East Carolina University is designing a Student Affairs Assessment Certificate centered on the Assessment, Evaluation, and Research Competency. An assessment certificate design provides an approach to incentivize Professional Competency attainment among student affairs educators. This poster session outlines the AER Professional Competency, summarizes related research, provides a theoretical model for a comprehensive professional development approach, lays out the design process, and reports on the Assessment Certificate program implementation status.

Using Schlossberg’s Transition Theory to Explore International Student Experiences and Coping Strategies in a Practical Training Program

Presenters:
Farah Habli, Saint Louis University-Main Campus

Abstract:
The focus of this dissertation is a study conducted to investigate the experience of international students’ when moving through Optional Practical Training (OPT) and their coping strategies within Schlossberg’s transition theoretical framework. The results are helpful guidelines to create a collaboration among career services, policy makers, student affairs practitioners, international students and employers at higher education institutions.

Women, Authenticity and Higher Education

Presenters:
Susan McNeilly, Senior Assistant Director, New York University

Abstract:
After three women discussed coaching female supervisees who encounter sexism in the workplace, they were curious to see if their experiences were part of a larger structural bias existing in our profession. Female supervisors across the US were invited to share their experiences. Over 230 responded. After presenting results at NASPA19 and publishing their findings, it was apparent that the theme of authenticity in the workplace required close attention. As a result, these women implemented better practices to encourage authenticity for women in their workplace and will share implications for supervision. All genders who supervise women are strongly encouraged to review the poster.