



**NACADA**  
THE GLOBAL COMMUNITY  
FOR ACADEMIC ADVISING



**Rowan College**  
at  
BURLINGTON COUNTY

**New Jersey Drive-In Conference**  
Thursday May 31, 2018

# **PARTNERING FOR STUDENT SUCCESS**



**#NACADAr2**

# Joanne K. Damminger, EdD

## Keynote Speaker



Joanne Damminger is currently an adjunct professor at Wilmington University in the Doctoral Program in Higher Education Leadership and Innovation. She also is an adjunct at Rowan University in the Masters in Higher Education Program, currently teaching “Academic Advising in Higher Education.” She is a member of NACADA’s Academic Advising Consultant and Speaker Service. She is a past President of NACADA: The Global Community for Academic Advising. Joanne previously served the students at Delaware Technical Community College in several positions including Assistant Vice President for Student Affairs before retiring from full-time work very recently (less than 2 months ago).

In her higher education experiences, Joanne has provided leadership for student affairs divisions at two-year and four-year colleges and universities. Her responsibilities have included leading the areas of academic advising; career services; veterans and service members programs; services for students with disabilities; student activities and organizations; athletics; recruitment and admissions; international student services; and new student orientation and other student success programs.

Joanne presents nationally and internationally on topics related to retention, student success and completion, academic advising, career advising, ethics in advising, the first-year experience, and post-traditional students.

Joanne is published most recently in the 2017 publication, “Academic Advising and the First College Year,” “The New Advisor Guidebook: Mastering the Art of Academic Advising (2015),” and the “NACADA Advising Administration Monograph 2011.” She edited and authored a chapter in the “Handbook of Career Advising” (2009) and is also known for various other publications related to career and academic advising.

Joanne earned her Doctorate in Educational Leadership, a Master of Arts Degree in Student Personnel Services, and a Bachelor of Arts Degree in Elementary Education from Rowan University.



# New Jersey Drive-In Conference

8:30 a.m. - 9:00 a.m.      **Check-In and Continental Breakfast**  
*Student Success Center*

9:00 a.m. - 9:15 a.m.      **Welcome and Overview of Day**  
*Student Success Center*

9:15 a.m. - 10:00 a.m.      **Keynote**  
Partnership = People + Collaboration  
*Student Success Center*

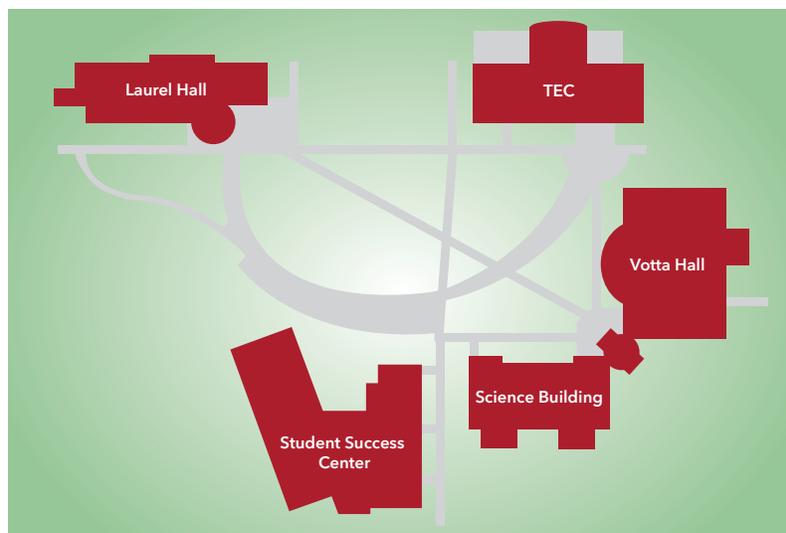
10:15 a.m. - 11:15 a.m.      **Concurrent Session I**  
*See Page 4*

11:30 a.m. - 12:30 p.m.      **Concurrent Session II**  
*See Page 5*

12:30 p.m. - 1:30 p.m.      **Lunch**  
*Student Success Center*

1:45 p.m. - 2:45 p.m.      **Concurrent Session III**  
*See Page 6*

2:45 p.m.      **Closing**  
*Student Success Center*



# Concurrent Session I

## 10:15 a.m. – 11:15 a.m.



### **Academic Failure is Not the End of the Road: Helping Students Come Back From an Academic Setback**

*Stephanie Ramsey, City College of New York*

#### **Student Success Center 138**

Academic Advisors do an excellent job providing academic and personal support to guide students through our academic programs, as well as the course selection process. We help students clarify their academic and professional goals as we advise them in issues regarding majors and related career choices. We also provide them with accurate information about educational options, requirements, policies and procedures. But how well do we teach them how to be resilient when facing academic failure? How well have Advisors guided failing students through the learning process? What do we do when a student comes to us and admits that he/she is struggling in one or more of his/her classes? Do we simply tell them to study harder? Do we refer them to tutoring? This session will explain why Advisors must delve deeper to find out what the student's learning process is in order to help them overcome academic failure. If the Advisor doesn't know how the student prepares for class/exams, the advisor can only provide limited guidance. Attendees will leave the session knowing and understanding how Bloom's Taxonomy, the Study Cycle and Intense Study Sessions impact student performance and how to incorporate these topics into their advising sessions. Attendees can then return to their campus and begin to help students learn to adapt their thinking and their study processes.

### **Creating Partnerships for Transfer Student Success**

*Anthony Urmey, Monmouth University*

*Jennifer Shendock, Monmouth University*

#### **Votta 131**

Recently under new leadership, Monmouth University's Office of Transfer and Undeclared Services recognized the opportunity to improve the experience of the (approximately) 30% of undergraduates who identify as transfer students. This presentation aims to explore the development of campus partnerships to ensure transfer student success and satisfaction. Topics of discussion will mirror the office's goals to provide a seamless transition into the university, encourage students to become active participants in their education as they work towards timely graduation, career preparation, and developing a sense of community among transfer students.

### **Advising International Students: What To Know**

*Jennifer L. Martin, Rowan College at Burlington County*

#### **Votta 225**

This presentation will help attendees better understand the academic regulations to which international students must adhere in order to maintain their visas. This presentation will also assist academic advisors in better understanding the many cultural issues that international students face when attending an American institution of higher education, such as culture shock and differences in academic norms. Lastly, this presentation will help attendees remain mindful of contemporary political issues that many of today's international students face which affect academic success and retention rates.

### **Modern College: Highlighting Partnerships from the Mercer County Community College Health Professions Division**

*Nichol Killian, Mercer County Community College*

*Andrew Millin, Mercer County Community College*

*Lisa Shave, Mercer County Community College*

#### **Votta 148**

The top two goals of the Mercer County Community College 2016-2021 Strategic Plan are to ensure student success and expand innovative partnerships. Faculty and staff in the Health Professions Division, one of three academic divisions, have been working to accomplish these goals. Examples include collaboration with success coaches from the Innovation Online Education and Student Success Division to promote retention in courses, and development of prior learning assessment agreements with the Lifelong Learning Division to create alternative credit completion pathways. These examples and more will be shared in this concurrent session by two academic program coordinators and a success coach.

### **Stories from Business School Students on Academic Probation: A Grounded Theory Research**

*Alyssa LaPatriello, Rutgers University - Newark*

#### **TEC 215**

This presentation details the benefits of conducting grounded theory research on 30 business school students placed on academic probation. The benefits we obtained include expanded collaboration with business school advisors, intriguing findings with operational implications, affirmation of our advising model choice, and confirmation that impactful research is possible given stringent budget and staffing constraints. This research can benefit presentation attendees by providing new insights into a population that can be challenging to support.

### **To Self-Disclose or Not to Self-Disclose**

*Natalie Fein, Community College of Philadelphia*

*Meghan Ingstrup, Rutgers University - New Brunswick*

#### **Votta 144**

Mutual trust and respect are cornerstones of a successful advisor-student partnership. As advisors we often wonder how we can establish this relationship with our students in the brief time we spend with them. This presentation will explore one such way: Self-disclosure. Through a discussion of best practices and examples, discover how powerful appropriate self-disclosure can be in building partnerships with your students. Learn what self-disclosure is, how it differs from "sharing", and how it can build rapport, normalize behavior, reduce embarrassment, and provide hope.

### **Working Together to Advise for Student Success in Developmental Math**

*M. Bridget White, Kean University*

#### **TEC 217**

Description of Kean University General Education Math program structure and student advisement from testing to learning success! This presentation with outline successful changes in our placement testing pre-advisement, course delivery and faculty advisement housed in our General Education program. The highlight of our approach is associated with and 20 % improvement in developmental math pass rate.

# Concurrent Session II

11:30 a.m. – 12:30 p.m.



## Advising and the First Year Seminar: Leveraging a Captive Audience to Meet Advising Objectives

Amanda Carcione, Montclair State University  
Laura Manresa, Ocean County College  
Sabrina Mathues, Brookdale Community College  
Donna Rogalski, NJ Center for Student Success

### Votta 131

This interactive session will champion the potential of a First Year Seminars (FYS) and Academic Advising partnership by discussing how advisors and FYS faculty can best collaborate to improve student outcomes in both FYS and advising domains. The presenters draw on leadership experiences within the statewide Guided Pathways movement, the presenters' own professional backgrounds, as well as participants' experiences, to discuss applications and implications across multiple postsecondary settings.

## Can We Talk: Addressing Mental Health on Campus

Nicholas LaTorre, Rowan College at Burlington County

### Votta 225

Currently, mental health is discussed more than ever on college campuses and TV shows like 13 Reasons Why acknowledge such concerns. However, suicide rates have increased more than 200% in the last 50 years for those age 15-24 and the emotional health for college freshmen is at its lowest in 25 years. This presentation will continue the conversation on campus mental illness and provide insight for the non-mental health professional working with students every day. We will actively diagnose language, review current trends, and explore ways to break the stigma and silence for those that often do not feel they have a voice.

## Cross-Campus Partners: Allies in Student Success

Erica Kalinowski, The College of New Jersey

### TEC 217

Whether working with specific populations, majors or programs, advising professionals rely heavily on our cross-campus partnerships to support students. Advising doesn't happen in a silo, and when students are experiencing challenges in their academics and beyond, a holistic team approach is often the formula that works best. TCNJ's Center for Student Success provides supplemental academic advising and coaching to our entire campus and are regularly connecting with key support offices to foster academic and personal perseverance. In this presentation, we will touch on some of the ways in which we work together- with both formal processes and soft hand-offs, and allow for time for the group to share their collaborative efforts with their favorite allies.

## Defining Our Partnership Responsibilities

Thomas J. Grites, Stockton University  
Peter L. Hagen, Stockton University

### Student Success Center 138

This program will examine the contexts in which we strive to meet the elements of the conference theme - partnerships and student success. Who establishes these partnerships? Who implements them? How are they defined? By whom? What responsibilities do academic advisors have in these efforts?

## The Real Mid-Level Advisors of NACADA: Partners in #HorizontalBranding

Gavin Farber, Temple University

### Votta 148

In a competitive profession like higher education, the climb to the top can be difficult. When promotions are unavailable to mid-level professionals, it can be challenging for them to feel appreciated in their role. In reality, when a vertical path is unavailable at an institution, it could be horizontal movements that afford the best opportunities for aiding in professional branding. Join the conversation to learn how you can forge a rich, rewarding career independent of the conventional "climbing the ladder" approach. Review new strategies to overcome your struggles and conquer your career path!

## The Successful Student Transition to College: Including the Family Support Team in the Process!

Robert Bullard, Rowan University  
Sean Hendricks, Rowan University  
Julia Beth Rey, Rowan University

### Votta 222

This session will share best practices with how Rowan University embraces the family. Many parents have traveled on field trips, participated in classroom parties, fundraised, and decorated for dances. In a time of social media, email, and network systems, parents have had instant access to academic records; communication in K-12 flows easily and steadily. However, as their child enters college, this communication becomes limited. FERPA regulations and college policies put control and flow of information into the student's hand. How does the family support their student when information is limited? Working as a team, the University, student, and parents can best support students to become empowered and self-sufficient adults.

## It Takes a Village to Advise the Whole Student! (Roundtable)

Thomas Bieber, Monmouth University  
Janice C Stapley, Monmouth University

### Votta 144

We will conduct a workshop beginning with an example of how we collaborate across many offices at our university to best advise student-athletes as whole people. After our introduction, we will facilitate several breakout groups designed to have participants brainstorm about: 1 the different aspects of a student they need to understand to capture the whole person, 2 the offices with which they need to increase communication and collaboration to best serve students, 3 participants' perception of priority registration practices at their school, 4 their current and proposed practices for referring students with mental health issues.



# Concurrent Session III

1:45 p.m. – 2:45 p.m.

## **A Solution for the Decline in the Liberal Arts: Digital Literacy through Certificates of Undergraduate Study (CUGS)**

*Kimberly Poolos, Rowan University  
Michael Schillo, Rowan University*

**Votta 144**

With the increasing importance of technology in the workforce, Liberal Arts students may feel “under confident” in their major’s marketability. Rowan University offers Certificates of Undergraduate Study (CUGS), less intensive than a minor, which allows students to take concentrated coursework in an area of study. The Computer Science Department offers 4 distinct CUGS, open to all majors, which allows students to gain technical skills and hone their analytical skills. With each CUGS requiring only 4 courses, Liberal Arts students have the flexibility to gain a competitive edge and increase the marketability of their degree by enhancing their technical skill set.

## **Advising from the Inside Out**

*Lisa Sanon-Jules, Rutgers University  
Jennifer Trancucci, Rutgers University*

**Votta 131**

The Rutgers University Honors College- New Brunswick was created in 2015 with the goal of recruiting and retaining high achieving students. Our set-up is unique. We operate outside of the five academic/professional schools and we are distinct from each of the school-based honors program. Our model recruits students from all five schools to engage with one another in a unique living-learning community. Our first year students reside in a state of the art building that includes classrooms, offices and common spaces. The goal of the Honors College is to partner for student success. Internally, we operate as a one stop shop with members of Honors College Advising, Admissions and Student Life operating in one space. This program will look at where we have been and where we are going. We will look critically at our strengths and weaknesses and ask for insights from our audience members.

## **Meaning Making in Higher Education; An Interactive Workshop on Partnering with a Purpose**

*Kate Gonzalez, Rowan College at Burlington County  
Dee Royer, Rowan College at Burlington County*

**Student Success Center 138**

Student success is often synonymous with good grades, career preparation, and job readiness. While higher education institutions tend to excel within these areas, research shows that a vast majority of college graduates are unhappy, unfulfilled, and disengaged in their careers. This presentation will be highly interactive and include a personal evaluation of how each participant finds meaning in their own life and career. We will explore ways in which, as higher education professionals, we can advise the Whole Person, and encourage students to begin asking questions related to finding meaning in their own life, personally and professionally.

## **Developing Student Workers - (Roundtable)**

*Adrienne Dahms, Rowan College at Burlington County  
Matthew Vazquez, Rowan College at Burlington County*

**Votta 222**

In this session, we will discuss how our institutions are developing the student workers that we have on campus. These students are not only getting an educational experience, but also a professional one. It is our jobs to provide them with the tools to be successful academically and professionally. We will explore, through a round table discussion, what we are doing to develop the student workers that are working in various positions on our campuses. Through this discussion we will see how different institutions support and professionally develop student workers to prepare them for the career goals they have set for themselves.

## **Improving Access: Expanding Writing Center Capacity to Support Diverse Student Need**

*Amanda Connelly, Ocean County College  
Susan Pagano, Ocean County College  
Sara Revello, Ocean County College*

**TEC 215**

This presentation will describe how the Writing Center at Ocean County College has expanded its capacity to meet the diverse academic needs of students. This includes work done in the Center, such as one-on-one support and programming, and work done outside the Center, both in the classroom and virtually. We will show how these initiatives have a significant, positive impact on student success and retention.

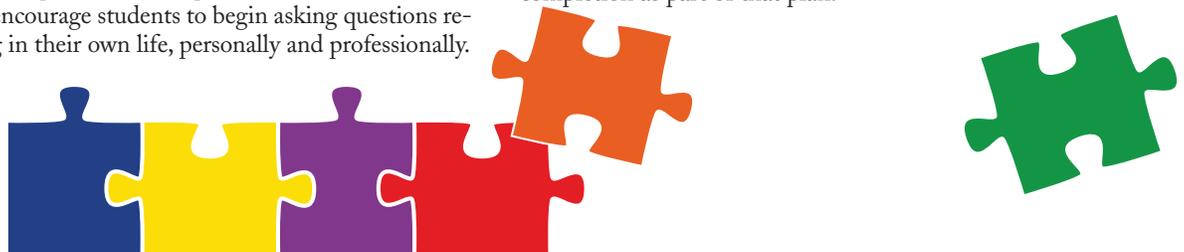
## **Success Coaching: A Collaborative Partnership - (Panel Presentation)**

*Victoria Onori Bowman, Mercer County Community College  
Nichol Killian, Mercer County Community College  
Jehan Mohamed, Mercer County Community College*

**Votta 225**

Using an individualized and intrusive approach, Mercer County Community College Success Coaches view 21st Century students through a holistic lens, providing each student with personalized academic and skills-based learning opportunities. Coaches build relationships with students to help them better understand their pathway to success and achievement of their goals.

Success Coaching involves collaboration, not directives, by offering guidance and support. Through pointed questions, encouraging feedback, and accountability, Coaches engage and empower students to make their own best choices. Students are in charge of their journeys; Success Coaches help guide them toward persistence, retention, and completion as part of that plan.





## About NACADA

**NACADA is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.**

### **NACADA Vision**

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

### **NACADA Mission**

NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

### **Get Involved!**

We're so happy you were able to attend the NJ Drive-In Conference today, and want to encourage you to continue your involvement with NACADA! Check out all of the opportunities for involvement, including joining an advising community, writing for NACADA publications, attending additional professional development, and so much more by going to NACADA's website: [nacada.ksu.edu](http://nacada.ksu.edu).

### **Social Media:**



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