



BROOKDALE COMMUNITY COLLEGE

Nineteenth Annual

NJ State Drive-In Conference

\*Advising Opens Doors to Opportunities\*

Wednesday, June 15, 2011

Hosted by Brookdale Community College

Sponsored by

**NACADA**



Nineteenth Annual  
New Jersey Advisors Conference

Advising Opens Doors to Opportunity

Wednesday, June 15, 2011

Brookdale Community College  
Lincroft, NJ

- 8:30 – 9:30: Registration/Continental Breakfast  
*Navesink II and III* (upstairs)
- 9:30-9:45: Welcome/Opening Remarks  
*Navesink II and III* (upstairs)  
Meghan Ingstrup, Conference Co-Chair  
Todd Siben, New Jersey State Representative  
Region 2 Board of the National Academic Advising  
Association (NACADA)  
Paula Dollarhide, Chair  
Region 2 Board of the National Academic Advising  
Association (NACADA)
- 10:00 – 11:00: Concurrent Session I (Refer to attached program)
- 11:00 – 11:15: Break
- 11:15 – 12:15: Concurrent Session II (Refer to attached program)
- 12:30-1:45: Lunch/Keynote  
*Navesink II and III* (upstairs)  
Introductions: Karen Archambault, Conference Co-Chair  
Dr. William Toms, Interim President  
Brookdale Community College  
Keynote Speaker: Dr. Larry Nespoli, President  
NJ Council of County Colleges
- 2:00 – 3:00: Concurrent Session III

Keynote Speaker:            Dr. Lawrence A. Nespoli  
   President, NJ Council of County Colleges

Dr. Lawrence A. Nespoli is president of the New Jersey Council of County Colleges. Having served in a number of campus and state-level positions in Maryland and Pennsylvania, Dr. Nespoli brings to the Council a diverse background in higher education, especially in the community college sector. His articles have been published extensively in the area of state legislative and finance trends in higher education.

As chief executive officer, Dr. Nespoli administers the independent organization that functions as the statewide advocate for New Jersey's 19 community colleges. The Council joins the leadership of campus trustees and presidents, and serves as the official voice of the community college sector.

Prior to joining the Council in July 1990, Dr. Nespoli served as associate executive director for the Maryland State Board for Community Colleges. In that position, he served as chief legislative officer for the Maryland community college system and also directed the public relations activities for the state board.

Before that, Dr. Nespoli was executive assistant to the president, and director of research, planning and funding for Howard Community College in Columbia, Maryland.

Dr. Nespoli directed a national research project funded by the Ford Foundation at Penn State and taught at both the community college and university levels.

Dr. Nespoli, a native of Pennsylvania, received his doctorate in education from Penn State in 1979. He received his master's degree in philosophy from Catholic University in Washington, D.C., and undergraduate degrees in mathematics and philosophy from Bucknell University.

He resides with his wife and two children in Hopewell, New Jersey.

# Nineteenth Annual New Jersey Advisors Conference

## Advising Opens Doors to Opportunities

### **PROGRAM**

#### **10:00 – 11:00: Concurrent Session I**

##### **Opportunities and Obstacles for Transfer Students: A Broad Perspective**

Location: Navesink I (upstairs)

Thomas J. Grites (Richard Stockton College) & Karen Archambault (Brookdale Community College)

This program will highlight a wide range of legislative, financial, and programmatic efforts and conditions that are currently underway and/or being proposed. The presenters are authors for a forthcoming NACADA monograph on transfer students and will highlight the research being done to be presented in the publication. Some of these efforts do provide new opportunities for transfer students, but others create more obstacles to the transfer process. The presenters will attempt to relate how some of the national trends and programs could impact what happens to the transfer process in New Jersey. There will be ample opportunity for discussion of several of the key issues.

##### **Underprepared, but Unaware: Using Developmental Advising Strategies with Academically At-Risk Students**

Location: Twin Lights I (downstairs)

Amy Pelak (La Salle University)

As more and more students are attending higher education institutions, they often arrive underprepared for college-level expectations and coursework. They may have weak study skills, underdeveloped knowledge in one or more subject areas, and/or low levels of persistence. However, for many, college will be the first time that their academic struggles result in poor grades, academic warnings, and possible probation. It is critical that advisors be prepared to work with this population of students, who is increasingly unaware of how to improve their educational readiness, skills, and commitment. The presentation will incorporate ideas of social justice, emphasizing equal access and opportunity to each student within the advising setting.

##### **Keeping the Fire Going: Remaining Engaged in Advising**

Location: Twin Lights II (downstairs)

Lynne Orr (William Patterson University)

Considering budget cuts and an increase in enrollment, we are often stretched to our limits. Are you feeling tired and overwhelmed? Keep the door open to opportunities and maintain the spring in your advisor step. Learn about taking care of yourself as a helper. This is your opportunity to consider your health and well-being. In return you will become a more effective and productive advisor. Learn time saving tips, as well as recommendations on dealing with your stress. Whether you are “new” or “old” to advising, share with your colleagues techniques that have worked for you and integrate new possibilities.

## **Understanding Family & Home Community Influence on Student Major Choice**

Location: Fort Hancock (upstairs)

Julie A. Traxler (Rutgers University, New Brunswick)

As our campuses become more diverse, advisors risk failing in our mission as educators if we do not expand our understanding of how students' social contexts affect their academic decision making. This presentation, based on research, will focus on how advisors can engage and understand the influence of students' social contexts, particularly home and family community, to more effectively facilitate major choice. This session will provide a detailed overview of the influence of parents, siblings and the home community, and will offer specific advising strategies for understanding and acknowledging students' family and home communities, including offering peer group advising, including stakeholders in advising, constructing a plan, integrating multiple choices, and identifying allies.

## **Counseling and Financial – “Perfect Together”**

Location: Monmouth Battleground (downstairs)

Stephanie Fitzsimmons & Natalie Fein (Brookdale Community College)

Students receiving financial aid may have additional things to consider when making decisions about their education. Does the Financial Aid Office share policies and procedures with Counselor's and Advisor's? Do Counselor's and Advisor's reach out to the Financial Aid Office before advising a student to Drop a class? Does the Financial Aid Office “advise” students regarding their education, or do they recommend that the student see a Counselor or Advisor? Has the student completed the financial aid process? This session will recommend examples of financial aid policies that should be shared and examples of counseling experiences that have had a positive and negative impact on financial aid students.

## **11:15 – 12:15: Concurrent Session II**

### **I'm here...You're there...Now What? Serving those who Serve**

Location: Navesink I (upstairs)

Todd Siben (Thomas Edison State College)

With approximately 47% of our students connected to the military as active duty, reserves, veterans or spouses, Thomas Edison State College has a history of serving military students, and responding to the needs of that population. These students vary from the 18-22 year olds who are new to the military and higher education, to those who are in mid-career with promotion and relocation issues, to retired veterans with years of service and schooling behind them. Our strength is in assisting these students by phone, e-mail and other avenues. As one key “provider” of education to the military, we remain steadfast in our ability to design programs and services that match for the needs of those who serve.

### **Effective Advising for Adult Online Students**

Location: Twin Lights I (downstairs)

Lisa Michalowicz & Brian Williams (Centenary College)

Based on the special needs of adult and online students, advising this population often requires a different set of tools compared to traditional students. We will examine the needs of the adult and online student: how online requires and increased level of initiative, independence, time management skills, and an understanding that the student has to be the biggest motivator when it comes to academic success. We will

present different tools used to increase opportunities of contact for adult online students: email, live chat, video conferencing, and using CRM systems to track student/advisor interactions. We will facilitate an open discussion regarding the myths associated with online courses and the academic integrity of the online student.

### **Seton Hall University's Summer Scholar Program – a summer bridge success**

Location: Twin Lights II (downstairs)

Robin Cunningham (Seton Hall University)

The Seton Hall Summer Scholar program will be offering its sixth year this July of a “summer bridge program” which enables non-accepted students to earn their admission by taking seven credits and participating in cultural and civic activities for five weeks in the summer. This is a very structured program with rigorous academic standards that has in the first four years proved to attain higher retention rates of persistence into sophomore year than regularly admitted students. Over the last five years the program has evolved into a “first year” program due to the commitment of the staff and the growing sense of community among the students. In our workshop we will share the strategies and philosophy that are the driving forces behind the success of the program

### **The Impact of Learning Communities on Student and Faculty Engagement**

Location: Fort Hancock (upstairs)

M. Beth Boylan & Marlena Frank (Brookdale Community College)

Learning Communities that link content of disparate disciplines have been shown to increase satisfaction and retention for both students and faculty members (Cox, 2004; Shapiro & Levine, 1999; Tinto & Love, 1997). Community college students in particular have benefitted from links between basic skills content courses and first year seminar or college success courses (Engstrom & Tinto, 2008). Further, the quality of the relationship between faculty members, and the model they provide for students, has an impact on the satisfaction students and faculty derive from their learning community experience.

### **Praxis and Theory in Study Abroad Advising: Using Appreciative Inquiry as an Advising Tool**

Location: Monmouth Battleground (downstairs)

Janice M. Thomas (Brookdale Community College)

Study abroad programs are continuing to grow on many college and university campuses and remain an important element in campus-wide internationalization efforts. However the decision to study abroad and the subsequent preparation involves a myriad of details not the least of which include credit transfer, financial aid, safety and liability, and a student's overall academic and career goals. The planning details can in fact be as daunting as the prospect of adjusting to a new culture. The theory of Appreciative Inquiry will be used to illustrate how advisors can help students can prepare for a successful study abroad experience.

## **2:00 – 3:00: Concurrent Session III**

### **Advising Lesbian, Gay, Bisexual and Transgender Students at the Community College: A Multicultural Perspective**

Location: Navesink I (upstairs)

Brian Oland & Meghan Ingstrup (Brookdale Community College)

This workshop will provide an overview of advising Lesbian, Gay, Bisexual and Transgender (LGBT) students at the Community College. Issues unique to community college students will be discussed through a multicultural lens. Challenges faced by this population will be explored including, risk factors, homophobia, heterosexism and resource availability. Presenters will emphasize the importance of campus awareness and the availability of resources to the community college student. Information will also be provided regarding national resources.

### **Holistic Advising: Working with Students Who Need Extra Support**

Location: Twin Lights I (downstairs)

Hezal Patel (Seton Hall University)

Advising certain student populations including transfers, sophomores, undeclared, and probation students, can be a challenging experience for advisors. The Academic Success Center at Seton Hall University strives to provide holistic advisement to these students to help them find the path to success. This is done by identifying what their specific needs are, helping them facilitate a connection with various resources on campus, and helping them make a plan to reach their goals. Often times, these are the students who fall through the cracks and go unrecognized, and are likely to stop persisting. By requiring specific advising procedures and providing support, these same students are more likely to be retained. This presentation will introduce some methods used to help these student populations achieve success as well as encourage sharing of other successful methodologies from audience members.

### **Another Door Opens: Transitioning Veterans to Higher Education**

Location: Twin Lights II (downstairs)

Denise Rodak & Justin Jacobs (Montclair State University)

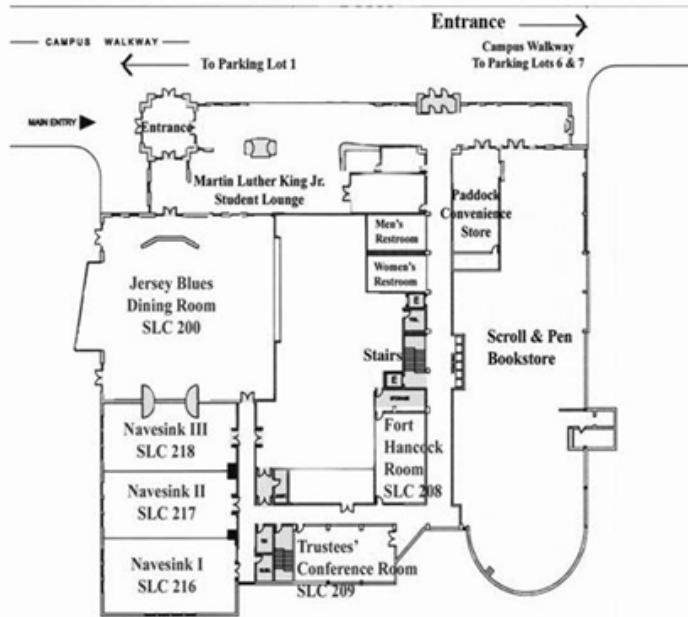
Since the implementation of the Post 9/11 G.I. Bill, colleges and universities have seen significant increases in veteran and military student enrollments. As with any non-traditional student population, institutions of higher education must take the appropriate steps to ensure a smooth transition to the academic environment. Lead by Denise Rodak, coordinator of Veteran and Military Resources and Justin Jacobs, Montclair State University student and United States Veteran, this session will explore the following key areas:

- 1) Strong points of contact in critical areas
- 2) Academic advisement
- 3) Building interdepartmental relationships
- 4) The role of the Student Veterans Association

Session participants will also have an opportunity to share “best practices” used on their campuses to address veteran transition issues.

# Warner Student Life Center

## Upper Level



## Lower Level



# Many thanks

to all those who assisted in the development and implementation of the  
19<sup>th</sup> Annual New Jersey Advisors Conference

Meghan Ingstrup and Karen Archambault, Program Co-Chairs  
Brookdale Community College

Todd Siben, New Jersey State Representative to Region 2 Board/NACADA  
Thomas Edison State College

Paula Dollarhide, Region 2 Chair  
Richard Stockton College

Sarah Schmidt, Registration Coordinator  
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