



Welcome from the Chair



Hello everyone! I proudly welcome you to enjoy our annual Pre-Convention Newsletter and look forward to meeting a lot of you at the 2009 Metro DC Convention. During the convention, ACPA celebrates its

85th anniversary and it will kick off at the opening session on Sunday, March 29. As you start preparing for your travels to the convention, I encourage you attend our Commission-sponsored programs, our Roundtable, and our Open Business Meeting/Awards event. In addition, we have compiled programs of interest for commuter and adult learner professionals. I also encourage you to take advantage of the self assessment survey and the online convention program schedule to match your professional interests and to assist in managing your time during the convention.

We hope this e-Newsletter will be fun and assist you in having a wonderful conference experience!

Leslie Perkins
Chair,

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Sustainable in Metro DC

From the ACPA Convention website: The upcoming ACPA Convention provides us with opportunities to demonstrate our individual commitments to sustainability. The following suggestions, developed by the [ACPA Sustainability Task Force](#), will help us limit our environmental impact at the 2009 Metro DC Convention.

- Avoid purchasing travel size toiletries; instead, purchase reusable travel size containers
- Carpool to the airport with other colleagues from your institution, or institutions in the area
- Bring your own conference bag
- Reuse your towels/bed linens in the hotel
- Limit the length of your showers in the hotel
- Turn off your lights and air conditioning before you leave the hotel room
- Unplug electronics in your hotel room such as cell phone chargers and laptops
- Eat at local establishments that are known for purchasing organic and local foods or eat at minority-owned franchises
- Purchase fair trade coffee
- If you choose to leave the convention center, walk and avoid taxi cabs
- Encourage your commission and state/international delegation not to purchase "giveaways" and to limit their paper handouts
- Don't take more food than what you are going to eat at receptions
- If you are presenting at the convention, do not bring handouts – collect e-mail addresses for people who would like the handouts or post the materials on your Web site



Metro 101: Be Sustainable and Use Public Transit

Leslie Perkins, The Art Institute of Washington

As professionals who are used to working with commuter students, the Commission for Commuter Students and Adult Learners would be remiss if we didn't assist our members in being a commuter in the Metro DC area.

The Washington Metropolitan Area Transit Authority (WMATA or commonly referred to as Metro) is the second largest transit system in the United States and has the 5th largest bus network in the United States. It serves the suburban Maryland counties of Prince George's and Montgomery, D. C. and the Northern Virginia counties of Fairfax, Arlington, and Loudon. It also serves the Northern Virginia cities of Falls Church, Fairfax, and Alexandria.

Metro saw its record ridership during the recent Presidential Inauguration in which the public was continually encouraged to take public transportation everywhere. With the typical traffic jams and rush hours in the Metro DC area, public transit is an effective method of travel. You can be sustainable and save money all at one time!

Riding and Paying For Metro

To ride Metrorail, each person needs a fare card or pass. All Metrorail passes are gate-activated. A fare card or pass cannot be shared with another person. Fare cards are available at fare vending machines in Metrorail stations, which are in every station. Small bills are recommended. There are no change machines in stations and fare card machines provide only up to \$5 in change (in coins). Both Metrobus and Metrorail accept SmarTrip® cards, which are permanent, rechargeable fare cards. Similar to credit cards, plastic SmarTrip cards are embedded with a computer chip that keeps track of the value of the card. Discounts are received by using SmarTrip cards on Metrobus.

Metrorail's Color Lines

Metrorail has 5 color coded train lines--

1. Green Line (Branch Avenue to Greenbelt)
2. Red Line (Glenmont to Shady Grove),
3. Orange Line (New Carrollton to Vienna/Fairfax-GMU)
4. Blue Line (Franconia-Springfield to Largo Town Center)
5. Yellow Line (Huntington to Fort Totten)

To figure out which direction on the color coded Metrorail lines to take, decide on where you're looking to travel to. For example, the National Gaylord is closest to the Southern Avenue station on the Green Line. If you plan to visit the Verizon Center at the Gallery-Place Chinatown Station, you would travel on the Green Line toward Greenbelt train.

The color-coded train lines intersect at various points, making it possible for passengers to change trains and travel anywhere on the system. The color coded train lines of Metrorail intersect at 8 major transfer stations:

1. Gallery Place-Chinatown
2. L'Enfant Plaza
3. Stadium Armory
4. Fort Totten
5. Metro Center
6. Rosslyn
7. Pentagon
8. King Street

Transfer stations are denoted on Metrorail maps by large circles. In order to travel from one color line train to the next, exiting at a



transfer station is necessary. For example, the National Gaylord is closest to the Southern Avenue station on the Green Line. If you plan to visit the Pentagon, you would first travel on the Green Line toward Greenbelt train and get off at transfer station L'Enfant Plaza. At the transfer station L'Enfant Plaza, you would then board the Yellow Line toward Huntington in order to reach the Pentagon.

Metrobuses offer another great way to get to places in the Metro DC area. The Metro system Route Map, accessible from the Metro website, shows you all the bus routes in Maryland, DC, and Virginia. Metro DC area attractions tend to list if they are accessible via Metro bus.

Metro rail and Metrobus Tips:

- Keep your hotel room access card, ATM/Debit cards, and credit cards away from Metro fare cards and SmarTrip cards. Metro fare cards and SmarTrip cards can be demagnetized by these items.
- When traveling to and from locations on the Metro, be sure to place a roundtrip fare amount onto the farecard.
- Have on hand an exact fare or use a SmarTrip card when getting on Metrobuses.
- If you have a Zipcar membership, Zipcars are available within two blocks of most Metrorail stations. You can reserve a car online from a Metrorail station by the hour or for the day.
- There is priority seating on all Metro buses and trains for people with disabilities, pregnant women, and senior citizens.
- If you are in doubt of which bus or train to take, ask a Station Manager or Metro riders. You can also use the trip planner on Metro's website or call the automated trip planner line at (202) 637-7000.
- Metro system maps are located on all trains.
- When riding escalators at Metrorail stations, be sure to stay on the right side to stand and stay on the left side to walk.

During the convention, please feel free to drop by the Hospitality table for assistance with trying to understand Metro or with figuring out how to travel to DC attractions.



A Multicultural Birthday

Imagination Celebration: A Multicultural Birthday Party

Monday, March 30, 2009

6:30pm-8:00pm

Potomac Room

In honor of the many Divisions, Commissions and other groups celebrating anniversaries (birthdays), our theme channels the lighthearted energy of birthday celebrations. Celebrations are as diverse as the people who partake in them - from quinceñeras to bar mitzvahs to Shichi-Go-San - so expect an atmosphere complete with "birthdays cakes" and other surprises.

Fortune-tly you do not have to miss out on the fun!

The Commission's booth will highlight China and their birthday traditions as well as information about the Commission, including some fun fortune cookies!



Stress Free Zone

Relax, Relate, Release

Gaylord National - Potomac 6

Monday March 30, 2009

2:45-5:30pm

The Commission for Commuter Students & Adult Learners and the Commission for Wellness invites you to join us at the "Stress Free Zone". Take a moment out of the hustle and bustle of the convention. Whether you are a "first-time" ACPA Convention participant, new professional or a veteran, this is a great opportunity to relax, reconnect with friends and colleagues and have one on one time with Commission members. Complimentary refreshments and light healthy snacks provided.

Sustainable gifts and Wellness packs for the first 20 participants.

For additional information contact Ramona

Convention Childcare

ACPA is providing a family friendly lounge during the convention that will provide a place for parents to bring children and relax. For attendees needing childcare - the Gaylord National has an arrangement with [White House Nannies, Inc.](#) Attendees can contact White House Nannies, Inc. at 301-654-1242 to make reservations. Costs are: \$15-20 per hour (minimum 4 hour service). In addition, there is a \$65 processing fee to arrange within 48 hours and a \$75 processing fee to arrange if it is less than 48 hours. Contact Gaylord Concierge for more information.





What is COSES?

The National Clearinghouse for Commuter Programs (NCCP) recently partnered with HigherEdResearch.com in the development of the Commuter and Off-Campus Student Experience Survey (COSES). The COSES survey explores the opinions and experiences of commuter and off-campus students, helping institutions better understand their commuter population and the needs that are unique to off-campus students.

As of February 27, 2009, eleven schools had registered for the spring 2009 COSES survey, including Arcadia University, Arizona State University, Delaware Valley College, Dominican University, Philadelphia University, Texas Woman's University, University of Connecticut, University of Maryland-Baltimore County, University of New Haven, University of St. Thomas, and Widener University.

In addition to their own survey results, COSES participants receive comparison data from all other participating schools. Participants also have the ability to customize their survey, download their survey data, and see a summary of open-ended comments.

The COSES survey will be administered again sometime in fall 2009. Make plans to register today! For more information, visit <http://www.higheredresearch.com/coses/info.asp>. More than a Place to Park presentation, or drop by the Commission's table at the Convention Showcase.



ACPA ANNUAL CONVENTION

NEXTGEN

Laura Knudson—University of Minnesota-Twin Cities

The Commission for Commuter Students and Adult Learners is excited to be sponsoring two students for the NextGen Conference! Please say hello to these two up-and-coming student affairs professionals when you see them!

Olivia Ighoyivwi
University of Missouri-Kansas City

Olivia Ighoyivwi is a senior at the University of Missouri-Kansas City. She is pursuing her undergraduate studies, and will graduate with her BBA in Accounting in May, 2009. She has been a part of the Activity Program Council (APC) for two years as a senior events coordinator as well as having been an active member of other organizations on campus including The Bloch School Student Association (BSSA), Phi Beta Delta, Golden Key Honor Society and a member of Beta Alpha Psi. In the past, she has served as a commissioner on the Kansas City Youth Commission and served on the Youth Justice and Education Committee. She enjoys community service and working in the community with the youth to develop a passion for education, thus her interest in working in student affairs with a special interest in Greek Life. As an attendee, she hopes to gain a further understanding of the field of higher education during the Next Gen/ACPA conference. The conference will also provide her opportunities to network with different professionals from diverse backgrounds. She also looks forward to opportunities to learn first hand from educators who have been in the field and their personal experiences through the educational workshops.

Tyree Evans
Delaware State University

Tyree Evans is a sophomore History major at Delaware State University. He enjoys reading African American history, attending inspirational forums, and loves to help create a positive environment on DSU's campus. He's interested in working in student affairs and helping students to become prosperous in every field of positive endeavors they choose to partake in life. From this Next Generation/ACPA conference he hopes to build upon his leadership qualities, expand his knowledge of student affairs, and hopefully land a paid internship or job for the upcoming summer.

Mentoring Program

The Commission is pleased to introduce the new Mentoring Program!

The program seeks to provide a forum for professionals to gain more information about professional and educational opportunities related to Commuter Students and Adult Learners. Mentor positions are open to all Commission members, and mentees who are not commission members will be encouraged to join. The Mentoring Program will provide professionals at all levels with informal mentoring and networking opportunities.

Additional information will be available at the Convention. Please see our display at the Showcase and stop by the Stress-Free Zone for information and an interest card. Information will also be available on the Commission website.

That was great! Now what? Extending Your Conference Experience

Jeannette M. Passmore

Conferences are a great opportunity to refresh our knowledge, reinvigorate our professional enthusiasm, and network with other professionals. Current methods of conference participation provide us with an abundance of great ideas, best practices, case studies and responses, and a limited amount of time to process these ideas and connect with other professionals. We leave conferences with great new ideas and strategies for implementing them. However, following through with those plans can fall victim to our daily routine. Online networks are a great way to extend the conference experience. We can store documents, share results, and stretch our budgets.



How can we keep that conference vibe going? One option is the intentional use of social media and technology based forums. Technology will not replace in-person conferencing, but it does provide an opportunity to continue to encourage and support our colleagues. During a conference we attend sessions, network, exchange ideas, and have discussions. These activities can be enhanced by continuing the conversations online.

Why would I want to spend time using social media and technology for post-conference networking? Daily routines often do not allow time for connecting with colleagues via the phone or in person. Email, Facebook, Twitter, discussion boards, and blogging are excellent tools for sharing ideas and outcomes. A session presenter who provides a blog or discussion board for the session participants and other interested parties is extending the impact a session can have. Offering a single location or key word to bring together professionals gives everyone an opportunity to share their implementation plans, ask questions, and discuss the various outcomes.

There are various forums for connecting with other professionals. This article will cover email, Google Groups, Facebook, LinkedIn and Twitter. Begin with all of the business cards you have collected. Enter all of the information in to your contact manager as soon as possible. As you enter each contact take a moment to send an email. The mails do not all need to be completely unique, but be genuine in your reply. A simple "was great to meet you" begins to establish a post-conference connection. If you have promised to send an article, or item of interest, include it with your email and if you would like to increase the odds of a response prompt the reader with a "call to action" by requesting something specific.

Make connections between others if you are able. For example, if you spoke to Sam and Chris and they both indicated that they were working on an academic advising website send an email to Chris asking if he had met Sam, and an email to Sam asking if you could introduce her to someone working on a similar project. This is an excellent technique for the care and feeding of your network which includes the following steps: know what your colleagues are working on, think creatively about how to help, make meaningful introductions, follow up, and keep your network informed about what you are working on.

What should I do with a Google Group or Facebook Group? If you are a session presenter consider setting-up a Google Group for your session and including the URL in your handouts. The group is an additional place to store and share your handouts and any additional references you feel are valuable. Provide conversation starting questions or topics within the discussion forums. If there was an item of particular interest that you were not able to cover in full use the forum to continue your session. Ask the participants to share plans for implementation of projects that have been inspired by your session and information on how those projects are progressing. Sharing the information provides a form of accountability and encourages participants to follow through.



LinkedIn and Twitter are additional ways to connect with your expanding network. LinkedIn offers a way to connect with other professionals world-wide. These connections allow for introductions to additional professionals and a place for collaboration and discussion to assist with meeting goals and gathering new information. Twitter is a real-time connection tool with a much less formal feel to it than LinkedIn. Twitter is a great way to broadcast your successes or quick questions to a large network and receive rapid responses from your connections that are online at that time.

Using all of these technology options for post-conference follow-up can be overwhelming and distracting. Choose one or two networking tools that will work for your communication style and carefully cultivate your network. Remember that reciprocity is essential and it is as important to share your own outcomes and resources as it is to view others. Make connections and interweave your network. Uplifting members of your network and making connections for them assures that you will make a positive impression and receive the same benefits.

Announcing Our New

Gerry Panelo

We are pleased to announce that Gerry Panelo has been elected as the Chair-Elect for the Commission for Commuter Students and Adult Learners!

Gerry Panelo is the Director of Student Affairs at Carnegie Mellon Silicon Valley, a 100% commuter and adult learner graduate campus in California. Gerry got her start in student affairs in housing and residence life, starting at her undergrad at the University of California, Davis and as a professional at Holy Names University. She found her passion in working with commuter and adult learner student issues while a graduate student at the University of Maryland, immersing herself in commuter student research and as a graduate assistant in Commuter Affairs. Since graduate school, she worked on commuter-centered initiatives at Eastern Michigan University and as a student affairs generalist at the San Francisco Art Institute. She looks forward to continuing her work with the Directorate in her new role as Chair-Elect and is excited to work with wonderful colleagues who share her passion for commuter and adult student issues.

As Chair-Elect, Gerry will spend the next year training and being mentored by our current Chair Leslie Perkins. She officially takes over as Chair at the Commission Business Meeting at the

New Directorate Members

Stephanie Zuniga

Stephanie Zuniga currently serves as Assistant Coordinator of the Office of Adult, Graduate, Off-Campus Student Services at Texas A&M University. In this role, she manages several events such as Aggieland Market, the largest vendor fair on campus designed to connect all students, faculty and staff to the Bryan/College Station community. In addition, she also serves as the advisor to Off Campus Aggies, a student organization dedicated to representing the off campus students and enhancing the off campus students' collegiate experience. She received her BS in Organizational Communications from Ball State University and is currently seeking her Masters Degree in Educational Human Resource Development at Texas A&M University.

Amy Downey

Amy Downey currently serves as the Director of Commuter and Residence Life at Immaculata University in Southeastern Pennsylvania. Amy has been in the Higher Education field for 8 years, with her prior experience primarily in Residence Life. In taking on the new challenge at Immaculata University, Amy has found that the needs of our commuter students are just as great as the residents – something she took for granted in the past. In her time at IU she has been the driving force behind re-establishing the Commuter Council, creating a Commuter lounge for the students, and hosting the first ever Commuter Car Show specifically aimed at the Commuter population. While serving on the Directorate, Amy hopes to be able to gather more ideas from colleagues about best practices at all institutions, and

New Directorate Members

Chalen P. Jackson Rice

Chalen P. Jackson Rice is pleased to serve ACPA and the Commission for Commuter Students & Adult Learners as a new member of the Directorate. Currently, she is the Commuter Services Coordinator at University of Houston in Houston, TX and works with on campus and community partners to provide programs, services, and resources for commuter and nontraditional students. A proud alumna, she received her Bachelors of Science in Sociology and Masters of Education in Higher Education Administration & Supervision with University of Houston. Chalen is delighted to be a part of the Directorate and contribute what she can to further the efforts

Melissa Mahan

Melissa Mahan and her husband Don have two children. Sara, 18 and Austin, 20 currently attend Oklahoma State University. Ms. Mahan graduated from Poteau High School and received her bachelor of business administration from Northeastern State University and master of science in business management from Southern Nazarene University. Currently, Melissa is a doctoral candidate in Occupational Education at Oklahoma State University where she will fulfill her requirements in spring 2009.

Ms. Mahan worked in the business field for a number of years as an accountant and company controller. Ms. Mahan entered higher education five years ago as the Associate Dean of Student Affairs at Northeastern State University at Broken Arrow. Ms. Mahan is responsible for the administration of the student affairs department as well as student leadership development. Ms. Mahan is most proud of the establishment of DELTA Leadership Academy, a leadership program designed to be the training ground for students who wish to explore personal leadership. DELTA is a personal leadership program customized for the commuter student and adult learner which aids students in personal development.

Ms. Mahan holds membership in numerous professional state and national organizations and speaks around the country on leadership development for the adult learner. Ms. Mahan served as a member of the Broken Arrow City Council, Golf Authority board and serves on committees with several local organizations. She is an active board member for the Margaret Hudson Pro-

Directorate

Please feel free to contact your directorate members with any questions, suggestions, or concerns!

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Commission Sponsored Programs 2009

Moral Courage: Leadership From the Inside Out

Monday, March 30, 2009

8:45 AM - 10:00 AM

Gaylord National, Chesapeake 5

Many universities have leadership development programs for adult learners. However, few address personal leadership or the philosophy of moral courage. Moral courage is a philosophical and psychological foundation of personal leadership and is the core foundation that Diverse Educational Leadership Training Academy (DELTA) uses to teach personal leadership at the Northeastern State University. This presentation provides an overview of the critical perceptions of DELTA graduates and gives practical applications on how to incorporate moral courage into your leadership curriculum.

Melissa Mahan—Northeastern State University

Serving Adult Learners: Models for Effective Practice

Monday, March 30, 2009

8:45 AM - 10:00 AM

Gaylord National, National Harbor 11

This program will identify issues affecting the rapidly expanding population of adult learners or non-traditional students and describe programs and practices at large, small, public, private, two-year, and four-year institutions that are effective in addressing those issues within various functional areas of student affairs (e.g., admissions, orientation, financial aid, academic advising, learning assistance, career services, counseling, student and family housing). Participants will be encouraged to share their own experiences with, or suggestions for, effective practice in serving adult learners.

Carolyn Pabner — Bowling Green State University

Jeanette Passmore— Tiffin University

John Garland— Alabama State University

More Than a Place to Park: Successful Programs for Commuters

Monday, March 30, 2009

11:45 AM - 1:00 PM

Gaylord National, Chesapeake 11 & 12

This program will be an interactive presentation consisting of a five-minute introduction from the Director of the National Clearinghouse for Commuter Programs; three 15-20 minute presentations of imaginative commuter programs and courageous adult learner practices from the Commission on Commuter Students and Adult Learners. Following the presentations there will be 15-20 minutes for questions and critique of programs and ideas presented.

Jessica Edonick— Drexel University

Laura Knudson — University of Minnesota-Twin Cities.

Katie Munsch — National Clearinghouse for Commuter Programs, University of Maryland, College Park.

Lisa Novack — University of Minnesota-Twin Cities.

Commission Sponsored Programs 2009

Exploring Degree Completion of African American Transfer Students at PWT's

Monday, March 30, 2009

2:45 PM - 4:00 PM

Gaylord National, Chesapeake 5

Students of color who transfer from community colleges to four-year colleges and universities are often faced with numerous factors which can influence their persistence. Laanan argues "because of transfer students' diverse backgrounds, more research is warranted to better understand the factors that facilitate or impede their educational success" (Laanan, 2001, p 343). This presentation will help participants identify and understand the factors that influence persistence to the baccalaureate degree for African American transfer students who attended a traditionally White institution.

How Do You Define Off-Campus and Commuter Students

Tuesday, March 31, 2009

7:30 AM - 8:30 AM

Gaylord National, Chesapeake L

Do you even know how your institution defines off-campus and/or commuter students? Have you never given it much thought? Are you the only staff member on your campus to work with these populations? This roundtable is designed for individuals who are interested in hearing for the first time, as well as dialoging about how institutions define off-campus and/or commuter students and the importance of having a clear definition for the campus and student community.

Amy Golden Greenland — Arizona State University

Commission for Commuter Students and Adult Learners Open Meeting/Awards

Tuesday, March 31, 2009

2:30 PM - 5:00 PM

Gaylord National, National Harbor 14

The Initial Commute to Campus: Engaging First-Year Off-Campus Students Early

Wednesday, April 1, 2009

8:00 AM - 9:15 AM

Gaylord National, Chesapeake 5

First-year off-campus students encounter unique challenges as they begin college. These students need programs designed for them that will foster their connection to the campus. Using popular theories about the first-year experience and the importance of the first six weeks, as well as an understanding of off-campus students as a group with distinct needs, we will present programs that have been successful with different groups of off-campus students at very different universities.



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Programs of Interest 2009

Ben Goldberg— University of Maryland

Other programs related to Commuter, Transitioning, Adult-Learners, Transfer, and Non-Traditional Students.

Please note they are not sponsored programs by the Commission.

Pre-Convention Workshop # 08 - Imagine Your Future, Have the Courage to Drive It

Saturday, March 28, 2009

9:00 AM - 12:00 PM

Gaylord National, Chesapeake E

The average adult will hold up to 12 different occupations in their post college careers. This interactive session will assist professionals with gaining the necessary tools of self-reflection, assessment, and guidance to develop a strong professional road map with the goal of discovering their next steps, skill development, and passions in work and life.

Pre-Convention Workshop # 10 - The Power of Assessment for Adult and Commuter Students

Saturday, March 28, 2009

9:00 AM - 12:00 PM

Gaylord National, Chesapeake 4

Adult and commuter students may be difficult populations to assess in a systematic way. This pre-conference session will provide basic assessment knowledge and skills, so that professionals have the groundwork to develop coordinated assessment efforts on their own campuses. Participants will take with them learning/program outcomes, assessment questions, and a plan to implement a process.

Stefanie Stefani—Texas A&M University

Darby Roberts—Texas A&M University

ASU Be a Good Neighbor Program and Community Liaison Program

Monday, March 30, 2009

7:30 AM - 8:30 AM

Gaylord National, National Harbor 3

Off-Campus & Commuter Student Services (OCCSS) was created to connect and engage students residing off-campus through programs and services. Arizona State University has 64,000 students with a high student population that resides off-campus. OCCSS provides educational programs and services to ASU students that are aimed at educating students about civic engagement, community awareness, involvement and responsibility, city ordinances and state laws, and being a good neighbor. Our presentation highlights some of our outreach programming and approaches to off-campus student issues.



Programs of Interest 2009

Stephanie Ann Salazar—Arizona State University

Zan Goodwin—Arizona State University

Understanding, Connecting with, and Servicing Your Transfer Students

Monday, March 30, 2009

8:45 AM - 10:00 AM

Gaylord National, Maryland Ballroom 4

The goal of this program is to educate student affairs professionals about the nature of transfer students and discuss how we can better communicate with them, make their transition easier, and develop programs and services to help make them successful.

Christopher L. Hockey—State University of New York at Oswego

Courage to Act: Improving Transfer Services through Blackboard Academic Suite

Monday, March 30, 2009

11:45 AM - 1:00 PM

Gaylord National, Chesapeake 5

Transferring from a community college to a 4-year school can be difficult. This is especially true in Massachusetts where out-dated and confusing transfer policies are often combined with the lack of inadequate information for our students and staff. This informative program will show how the Academic Advising staff at MassBay Community College had the Power to Imagine and the Courage to Act, creating an interactive, efficient, and sustainable website utilizing Blackboard Academic Suite to address student's needs.

Bryan A. Wint—MassBay Community College



Programs of Interest 2009

Advising Student Organizations: Helping You Help Students

Monday, March 30, 2009

1:15 PM - 2:30 PM

Gaylord National, Chesapeake C

Advising students and student groups is a critical aspect of most, if not all, positions within student affairs. Too often, this role is taken for granted and advising becomes only helping students address bureaucratic issues on campus rather than facilitating students' learning and development. This program is designed to discuss advising and the critical role of an adviser. The unique advising needs of special populations such as commuters, fraternities/sororities, and athletes also will be addressed.

Katherine L. Sermersheim—Southern Illinois University Carbondale

Don Stansberry—Old Dominion University

Research Poster Session

Monday, March 30, 2009

1:15 PM - 2:30 PM

Gaylord National, Maryland Ballroom C

Administrators' and Faculty Perceptions of Distance Education in Student Affairs

This poster session will highlight research findings from a sequential, mixed-method study of student affairs administrators' (N=754) and faculty (N=69) perceptions of distance education as preparation for employment in student affairs. Preliminary analysis indicates that roughly 80% of both administrators and faculty who participated in this research study have reservations about distance education as preparation for employment in student affairs. A further look at the issues surrounding these reservations and recommendations for future research will be provided.

Chris Charlton—University of Central Arkansas

Behind Closed Doors: Is it an Effective Training Tool?

"Behind Closed Doors" is an experiential learning program that is supposed to put theory into practice, and it has become a staple of resident assistant training programs nationwide. While Behind Closed Doors is used in Housing and Residential Life programs across the country, there is no standard for how the program should operate. This poster presentation tests the effectiveness of Behind Closed Doors and answers the question: Are Resident Assistants better prepared for duty as a result of their participation?

Amber Davis, University of South Florida

Tanyah Barnes—University of South Florida



Programs of Interest 2009

Collective Racial Self-Esteem: Exploring Alternatives for Racial Categories in Research

Collective racial esteem is derived from social identity theory and represents an individual's sense of self-concept related to racial group membership. College impact research typically relies on more reductionistic categorical dimensions of race rather than complex psychological influences. Thus, the purpose of this poster is to examine ways in which collective racial esteem may potentially influence educational gains and the conditional effects of this across racial groups. Results are shared from a pilot study along with recommendations for future research.

Carla Christensen— Loyola University Chicago

Jana Lithgow— Loyola University Chicago

Lydia Roll—Loyola University Chicago

Kate Kryder—Loyola University Chicago

John P. Dugan— Loyola University Chicago

Critical Incidents as Experienced by Student Affairs Professionals of Color

This study explores how student affairs professionals of color make sense of their work environment. Interview participants' reports of critical and memorable incidents in their environment were examined to investigate how individual members within an educational organization make sense of, perceive, create, and manage their environment. The participants identified tragic student deaths and new projects as memorable and critical incidents. Tensions were prevalent in their descriptions of these incidents, demonstrating the participants' experiences of such incidents as complex and multi-faceted.

Yasmine Dominguez-Whithead — University of California - Santa Barbara

Defining the Difference for Under-represented Students in Public Institutions

A majority of first generation, under-represented students begin their college education in two and four year public institutions. This research paper considers the institutional factors (structural, human resource, and cultural) and individual factors (race/ethnicity, income, first generation status, learner academic readiness) that seem to be most relevant to college student retention for first time full-time college students. Longitudinal survey and tracking data and focus group findings are shared with a discussion of implications for Student Affairs practice.

Ariel A. Anderson— University of Maryland - College Park

KerryAnn O'Mara — University of Maryland - College Park

Wendell Hall— University of Maryland - College Park

Carmen Veloria — University of Massachusetts—Amherst

Depression and Perceived Social Support in Young Adults

Suicide and depression in college students have become growing concerns for mental health and student affairs professionals on campus. In this study of young adults, depression and suicide risk is correlated to the individual's perceived social support, both family and peer, and analyzed across gender and racial differences. Findings are discussed in the context of the college campus, encouraging increased communication between student affairs units and campus counseling centers.

Seth T. Christman — University of Miami

Programs of Interest 2009

Design and Implementation of Quantitative Assessment: A Case Study

This poster presentation will outline steps necessary to design and implement an effective assessment of student development in higher education. As graduate students and new professionals, understanding the importance and impact of evaluating quantitative data is necessary to improve upon or change practices within postsecondary education. The presenters will highlight steps taken in an assessment project surrounding student satisfaction at Michigan State University as a case study for effective assessment practices.

Kierra D. Hill— Michigan State University

Karyn E. Rabourn— Michigan State University

Zachary Hull— Michigan State University

Elizabeth Holody— Michigan State University

Future Shock: Welcome to the New World of Study Abroad

Study abroad programs face new challenges and opportunities, including safety concerns, weak currency, use of contractors, and sending students to the East rather than Europe. This presentation reports on a survey of 77 study abroad professionals from both colleges and universities. Findings suggest a change in infrastructure and regulation is sorely needed, including improving quality and standards applied to study abroad opportunities. A conceptual framework is shared for use by study abroad educators to better understand these contemporary issues.

David DiRamio— Auburn University

Jonathan Halford— Auburn University

Knowledge and Perception of Racism Among White Student Leaders

Co-curricular programming is a pertinent component of college student engagement. This session will examine a paper on White student leaders' knowledge and perception of racism at a traditionally White mid-Atlantic institution. Six interviews with engaged student leaders will be offered. Instructive recommendations to improve campus activities will be presented.

Tryan L. McMichens— University of Pennsylvania

Kimberly Truong— University of Pennsylvania

Masculinity, Muscularity, Media: Relationships between Body Image Dissatisfaction and Gay Men

Sociocultural perspectives, muscularity, masculinity and the media offer lenses to support the claim that gay men are more susceptible and have a higher rate of incidence of body dissatisfaction and are therefore at a greater risk for developing disordered eating and eating disorders. I will address the previous four themes with a general discussion of the studies, ending with recommendations for further studies and implications for higher education.

Joshua Hobbes— Michigan State University

Parental Education, Academic Support, and Students' Locus of Control

The purpose of this study was to determine if there was a connection between parental education, academic support, and students' locus of control. Previous research has supported the idea of students having less academic support from parents that did not attend college, but it hasn't been compared to students' locus of control. Findings reveal that first-generation students tend to have an external locus of control. These results have implications for future programming aimed towards helping first generation students develop academically.

Melissa A. Ethridge— The University of Tennessee, Knoxville

Laura Ledgerwood— The University of Tennessee—Knoxville

Programs of Interest 2009

S. Paige Phillips—The University of Tennessee—Knoxville

Perceived Social Support in GLB Students: Implications for Counseling Psychology

Perception of social support of GLB college students compared to heterosexual college students was investigated. Participants included 140 college students (43 men, 96 women, one individual did not specify sex: 58 GLB, 82 heterosexual). While statistical significance was not met, effect sizes indicate that some differences may exist. Findings may indicate a shift in how youth view sexual orientation (c.f. Savin-Williams, 2005) and a need for counselors to attend to issues other than social support when working with GLB clients.

Dustin K. Shepler—Ball State University

Predictors of College Adjustment for International and Immigrant Students

Our study examined the role of English language proficiency, acculturation, contact (quantity and quality), daily living issues, and perceived support in the college adjustment of international and immigrant students. Results indicated that daily living issues and perceived support mediated the relationship between language and cultural identification issues and adjustment. In addition, perceived support mediated the relationship between contact and adjustment. These results emphasize the importance of understanding how international students navigate and respond to various aspects of the college institution.

Monica E. Schneider—State University of New York—Geneseo

Hideaki Imai—State University of New York—Geneseo

Lindsay Ciancetta—State University of New York—Geneseo

Ashley Alton—State University of New York—Geneseo

Research to Practice: Recommendations for a U.K. Study Abroad Programme

Study abroad promotes higher grade point measures (Astin, 1993), increased "world-mindedness" (Pascarella & Terrenzini, 1991), and increased self-awareness and self-confidence (Kauffmann & Kuh, 1984; Williams, 2003). This research presents a framework for study abroad pre-departure programmes at a university in the U.K. Interviews, content analysis, and document analysis provide insights into the support needed for students considering and participating in study abroad.

Jason L. Taylor—University of Illinois at Urbana-Champaign

Savannah Heilman—The Ohio State University

Social Perspective-Taking: Constructing an Empirical Measure and Hypothesizing Mediating Effects

Social perspective taking is a critical cognitive skill often tied to moral development. It has also been linked with leadership-related skills such as interdependence and collaboration. This poster presents results from a pilot study attempting to create an instrument to measure social perspective taking for use in the Multi-Institutional Study of Leadership. The poster shares data from this process along with hypotheses that position social perspective taking as a critical mediating variable in the development of socially responsible leadership capacity.

Michèle Mackie—Loyola University Chicago

Lauren Furman—Loyola University Chicago

Sangita Gosalia—Loyola University Chicago

Questions about the Convention? Need help locating a resource?

E-mail a directorate member or post to the Commission Listserv!

Programs of Interest 2009

Justin Bitner—Loyola University Chicago

John P. Dugar—Loyola University Chicago

Student Services at For-Profit Institutions: An Initial Study

As a newly prominent sector of higher education, for-profit colleges and universities have attracted much attention. Yet we know very little about services offered to students at these institutions. This poster session shares the results of a descriptive study that offers an initial look at the array of services offered by four-year regionally accredited for-profit institutions of higher education.

Denise L. Davidson—Bowling Green State University

The Development of a Profeminist Identity in College Men

Existing models of women's feminist identity development fail to explore similar processes among men. This paper proposes a conceptual model to describe the development of a profeminist social identity within college men. It utilizes Helms's model of White identity development and a review of the literature on both college men's and feminist identity development as a guiding framework to describe a positive, nonsexist developmental process in college males.

Matthew Rombach—Loyola University Chicago

Under Construction: A Case Study of Student Self-Governance

Through this poster presentation, I seek to obtain feedback regarding a research project in-progress about student government at a large Research I university. The project explores culture, structure, and human action within an institution as mutually-shaping entities that, when better understood by professionals, can be employed to have a positive impact on student learning and development.

Nicole P. Eramo—University of Virginia

The Courage to Reconcile Student Development with Social Realities

Monday, March 30, 2009

2:45 PM - 4:00 PM

Gaylord National, Chesapeake C

Generational studies, sociological research, demographics, and populist thinking are challenging us to look at student development theory and practice in new ways. Reconciling our cherished theoretical foundations with the complexities of current social realities takes courage. How do our notions and practices fit with our diverse society and concepts such as "Emerging Adulthood," "Arrested Adulthood," "Generation Me," and "Millennials?" This panel program will offer perspectives of three CSP faculty members. Participants will be invited to share their views.

Delight E. Champagne—Springfield College

Michael Coomes—Bowling Green State University

Dea Forney—Western Illinois University

Programs of Interest 2009

Research Paper Session #3

Monday, March 30, 2009

4:15 PM - 5:30 PM

Gaylord National, National Harbor 8

Academic Performance Enhancement: Prescription Stimulant Use in Higher Education

The attention deficit/hyperactivity disorder (ADHD) epidemic and subsequent rise of stimulant medication use poses key challenges for student affairs practitioners looking to understand how students deal with substances that have purported academic benefits in the fiercely competitive environment of college. This session aims to synthesize both the public debate and new and existing research surrounding stimulant medication use, providing valuable information about important ethical, legal, and student development aspects of this emerging student health issue in higher education.

Ross D. Atkins — University of California - Los Angeles

Supporting First-Generation College Students

What role does social support play in the academic success of first year first-generation college students? In this research, 98 students were surveyed and 18 students took part in focus groups at a small-sized, private, four-year university focusing on the areas of family and peer support, adjustment, persistence, and challenges faced by first year first-generation college students. Applications of this research to practice will be discussed.

Molly F. Morin, University of Maryland - College Park

Supporting Returning Veterans: A Look at Unique Students on Campus

Student soldiers who have served in overseas military experiences mature at a faster level than their traditional student counterparts, and make them quite unique compared to traditionally aged college students (Byman, 2007). Using Tinto's 1993 theory on academic and social integration, this presentation looks at creating supportive networks for veterans, seen as both new and transfer students.

Robert Carroll, University of Missouri.

Latino Ethnic Identity Model: Exploring the College and Adult Years

Monday, March 30, 2009

4:15 PM - 5:30 PM

Gaylord National, National Harbor 10

This program will present a new ethnic identity theory that considers the foundational aspects of identity theories (Cross, 1995; Helms, 1995; Marcia, 1993, 2002; Phinney, 1992) along with the tenets of the self-authorship framework (Baxter Magolda, 2001; Kegan, 1994). This model emerged from the data of two studies. The first is a longitudinal study of Latino/a college students at urban universities and the second study is one that involved an open ended on-line survey of adult Latino/as.

Vasti Torres—Indiana University

Evelia Hernandez—Miami University

Christianne Medrano—Indiana University

Programs of Interest 2009

National Institute for the Study of Transfer Students Reception

Monday, March 30, 2009

9:30 PM - 11:00 PM

Gaylord National, National Harbor 13

TransferEdge: Giving Transfer Students a Head Start

Tuesday, March 31, 2009

7:30 AM - 8:30 AM

Gaylord National, Maryland Ballroom 1

Orientation programs have become a foundation amongst higher education institutions. However, not all orientation programs are inclusive of transfer students. SUNY Oswego has provided a separate Orientation for transfer students for the last 10 years. In April of 2008, TransferEdge was created, which provided new transfer students the opportunity to register for classes with the current student cohort. This session will discuss the creation and implementation of the TransferEdge Program as well as the results of the program.

Christopher L. Hockey—State University of New York at Oswego

Special Considerations for Outreach Programming with Nontraditional College Students

Tuesday, March 31, 2009

8:45 AM - 10:00 AM

Gaylord National, Chesapeake 7, 8 & 9

Nontraditional students are one of the fastest growing student populations, yet their unique needs are rarely focused on in counseling centers. It is essential that counseling centers recognize the needs and strengths of this population. With this in mind, counseling centers can develop effective programming to support nontraditional students. Presenters will review relevant literature, provide examples, and invite participants to enhance their skills for working with nontraditional students. Presenters are counselors at an urban university that serves many nontraditional students.

CEU Credit: 1

Dwaine S. Campbell—Wayne State University

Shivaun Nafsu—Wayne State University

Creating a Virtual Coffee House: Successes and Challenges

Tuesday, March 31, 2009

2:45 PM - 4:00 PM

Gaylord National, Maryland Ballroom 1

Distance learning classes and institutions face the challenge of involving students outside of the virtual classroom and the lack of personal interaction has been linked to low retention rates. Although online learners may never meet face-to-face, the virtual world allows them to interact in ways that enhance their academic and social development. This presentation shares the creation of Centura College Online's Virtual Coffee House and will encourage dialogue about enhancing the development of these unique learners.

Programs of Interest 2009

Erin M. Bunton—Old Dominion University

Crystal C. Coombes—Centura College Online

Involving Adult Students

Tuesday, March 31, 2009

2:45 PM - 4:00 PM

Gaylord National, Maryland Ballroom 3

The number of adult learners continues to increase on college campuses. Adult students often manage multiple roles while a student leaving less time for campus involvement. However, involvement has been linked to retention and satisfaction with the college experience (Astin, 1999). This session will present the unique needs and characteristics of adult learners and provide an example of involving adult students. Participants will leave with ideas for developing co-curricular programs or initiatives that increase the involvement their adult learner population.

Patty A. Armfield—University of Northern Colorado

Graziella McCarron—The Catholic University of America

Soldier to Student: Orienting a New Generation of Veterans

Wednesday, April 1, 2009

9:30 AM - 10:45 AM

Gaylord National, Chesapeake 11 & 12

With the recent signing of an expanded GI Bill, many campuses are expecting an influx of veterans as soldiers return from Iraq and Afghanistan. As these men and women come to higher education after their service, there are certain needs that differentiate them from traditional students. Minnesota State University, Mankato has developed a seminar for returning veterans that connects the veterans to each other, provides a support network, and helps them adjust to the campus and educational culture.

Dr. Holly L. Breittkreutz—Minnesota State University, Mankato

See you at the Celebration!

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