Delaware NACADA Drive-In Sessions

Session 1
1- Building Resilience and Managing Stress: Strategies for Professionals (and Their Students)- Jennie Maslow- University of Delaware
Stress is unavoidable, but resilience is the skill that helps you deal with it! Come learn about the physical and mental foundations of stress and practice proven resilience-building techniques to help you manage it, including deep breathing, progressive relaxation, cognitive reframing, and more. Topics include problem-focused and emotion-focused coping skills, the signs of burnout, time management and priority-setting techniques, the 10 most common cognitive distortions and what to do about them, mindfulness, and the relationship between stress and control. Through a variety of self-assessments and exercises, participants will engage in evidence-based methods for reducing stress and increasing resilience and gain insight into their strengths and areas for growth, as well as tips and strategies for helping their students through tough times.

2- Building Unity in Community- Kay Litman- Reading Area Community College
As Community Colleges, our mission is to provide access and opportunity to all. Our students are diverse and what is needed to be successful varies. This means that all parts of the college community has a role to play in supporting student success. Collaboration can be a powerful tool to increase student success but can be challenging to implement and maintain. We work in silos and we launch well intended initiatives that negatively impact other areas of the college. Reading Area Community College has trending growth in both enrollment and retention due to developing a culture of collaboration. In this engaging session, participants will: • identify the benefits and challenges of collaboration • learn about best practices from a growing institution and • develop a "plan of Unity" that can be applied to their home institution.

3- Nurturing Student Roots: How Faculty Advisors Support First-Gen Students- Dr. Albee Therese Ongsuko Mendoza, Christine M.McDermott, Danielle L. Archambault- Wesley College
This presentation will consist of an overview of the advising process, particularly the faculty advising process, at a small, liberal arts, teaching-focused, minority-serving institution. It will describe first-generation (1G) students and provide real-life scenarios of 1G students. Audience members will have the opportunity to learn about 1G students, faculty advising, as well as engage in discussion to manage student challenges and share strategies to utilize in their home institutions.

4- Advising Future Doctors: Strategies for Success in the Medical School Admissions Process and Beyond
Lisa Cardello, EdS; Ferin Ford, MA; Jeannine Cusick- Rowan University School of Osteopathic Medicine
The medical school admission process, as well as the academic rigor of medical school itself, can be overwhelming for even the most high-achieving students. Advisors in the undergraduate setting have a unique opportunity to assist pre-med students in developing integral skills and habits that will aid them in not only gaining admission into medical school, but also achieving success as a medical student and beyond. Attendees will hear from advisors that work in various facets of the medical school setting, including admissions, academic advising, and career/medical specialty advising. Characteristics of successful medical students as well as common barriers to success in medical school will be discussed. Several case studies will be presented, and suggestions for advisors will be offered.
Session 2
1- Taking it Down a Notch: The Extrovert’s Guide to Advising Students with Different Personality Types- Andrew Garda- West Chester University of Pennsylvania
The session will focus on developing an individual rapport with each student differing by their personality types. Attendees will come to understand how each of their students are different in how they perceive both themselves and other people at the university. Each attendee will reflect on how to utilize their unique multifaceted personalities to create an individualized approach to their advising practice.

2- A Second Chance at Success for Students on Dismissal- Kate Curtis-Gonzalez- Rowan College at Burlington County
Despite a desire to increase college retention and graduation rates throughout the country, numbers have overall remained stagnant. When you add academically failing students to this equation, retention rates drop even lower. During the Fall 2017 term, Rowan College at Burlington County piloted the Academic Contract for Excellence (ACE) Program. This program was designed as a “second chance” for students that were to be dismissed from the college. By the end of the semester, 72% of the students enrolled in the ACE Program completed all required interventions, and finished the term with a 2.0 or higher semester GPA! During this presentation, specific advising interventions will be discussed, and attendees will complete a few activities utilized with students in the ACE workshop.

3- Reach One Teach One: Personalizing proactive CTE grant advisors to ensure student success- Andrew Millin, Shan Bercaw, Melanie DeGardnuer, David Ford, Michelle Pierson- Mercer County Community College
How can you incorporate Perkins Grant priorities to fuel student success? Participants will learn about the shift from using funds to purchase materials to a more personalized approach: partnering with career and technical education (CTE) faculty to develop programming to exceed Perkins Grant objectives. Presenters will discuss a Mercer County Community College academic affairs initiative: recruiting and hiring education specialists to provide CTE advising and coaching to students, and executing collaborative initiatives. Participants will learn about the Perkins team, what they accomplished, and direction to establish and redesign similar positions on their campuses.

Session 3
1- Branching Out: Rooted in Serving our Students- Jackie Martin- Neumann University
Being a professional in the higher education setting is generally an admirable career. Within this setting professional Academic Advisors encounter and need to effectively communicate with colleagues who have different personalities, professional backgrounds, and approaches to best practices. How can we work on shared goals through moments of conflict – whether in personality, professional motives, or institutional politics? The ways in which we move through such moments may impact not just our own professional reputations, but our students’ experiences. Let’s talk about how to navigate the day-to-day of working with others to achieve our shared roots within the profession of Academic Advising: serving our students.

2- Deflecting the Winds of Negativity to Create a Positive Advising Experience for Students and Self- Sherri Johnson- Delaware Technical Community College
Negativity is contagious, no matter how positive the advising role starts for you. The good news is that positivity can also be a contagion you can use as a resource in your advising toolkit. This workshop will look at self-care and self-awareness, as well as evidence-based techniques you can use to deflect negativity in the advising environment. By applying positivity into your life and advising, you will
generate a welcome, inclusive, equitable environment for the students you meet and help change the climate of your school.

3- Early Alerts and Interventions for Student Success- Latoya Watson, Melvin Mendoza, Tommy Fisher-Klein, Stephanie Shupe- University of Delaware
In fall 2017, the Associate in Arts Program piloted early alerts for all first-year students. Early alerts allow for earlier intervention than midterm grades. Faculty submit progress reports in the first three weeks to indicate early signs of poor performance. Unlike midterm grades, faculty provide reasons for poor academic performance. With this information, advisors can discuss available resources and adjustments in habits prior to the administration of major tests and projects. This presentation will discuss the components of a successful early alert system. Presenters will also discuss the challenges of early alert systems, particularly faculty buy-in. Participants will leave the presentation with data on early outcomes, sample documents, and a step-by-step guide.