

GEAUX HIGHER

Louisiana State University Higher Education Administration



**SPRING
2020
ISSUE**



FIERCE FOR THE FUTURE

The mission of the College of Human Sciences & Education is to advance cognitive, social, emotional, communicative, and physical development across the lifespan through programs in Education, Human Resource Education and Workforce Development, Kinesiology, Library and Information Science, Social Work, and the University Laboratory School. Through teaching, research, and service, the college plays a significant role in addressing the complex human issues and policy decisions facing Louisiana, the nation, and the world.

The LSU Higher Education Administration program prepares practitioner-scholars for rewarding careers in higher education. The program offers a traditional and online Master of Arts and doctoral degree. The curriculum helps candidates develop the leadership vision, higher education knowledge, and management skills needed to assume leadership positions across a broad spectrum of higher education fields—including (but not exclusive to) recruiting, admissions, orientation, financial aid, counseling, Greek affairs, student activities, academic support services, student athlete support services, career planning and placement, and faculty.

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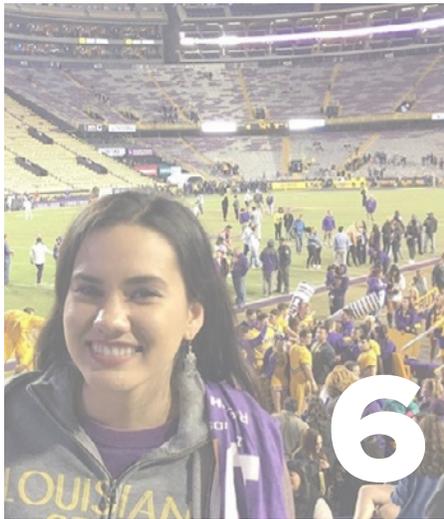
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WELCOME From the Dea



**DEAN, COLLEGE OF
HUMAN SCIENCES AND EDUCATION**

Roland Mitchell, PhD

E.B. "Ted" Robert Endowed Professor

Welcome to the LSU Higher Education program: the largest, most diverse, and arguably most engaged graduate program in the College of Human Sciences & Education. Our unwavering mission is to educate students who are dedicated to improving quality of human life across the lifespan. By joining us in these aims, you will learn from world-class educators including executive-level university administrators, law and retention specialists, and student affairs professionals. The value added to joining the Higher Education Administration program is the opportunity to engage our well-respected network of alumni who are sitting presidents, tenured faculty, education policy experts, endowed professors, and university research center directors, all committed to making an impact on our state, nation, and world.

Geaux Tigers,

Roland Mitchell
Dean, College of
Human Sciences
and Education

n and Director



DIRECTOR, SCHOOL OF EDUCATION

F. Neil Mathews, PhD

Director, Olinde Endowed Professor

The LSU School of Education's Higher Education graduate program has been meeting students' educational needs since the early 1990s. The program was the first in Louisiana with full enrollment, and it has increased diversity among its students and faculty as it has grown. Over the years, additional degree specializations have been developed within the MA and PhD in Higher Education. For example, the MA program has expanded to include online courses and services a broader range of students who previously lacked access to a high-quality Higher Education graduate program. It caters to an increasing student population with diverse needs and varied career goals.

I invite you to read this edition of the *Geaux Higher* publication to learn more about our graduates, faculty accomplishments, sponsored events, and research currently underway. We are proud of our ambitious program and believe that our students and faculty have a bright future meeting the needs of the higher education community through their teaching, research, and service. LSU's Higher Education program is helping shape the future of higher education in Louisiana, throughout the nation, and world. I personally wish you well if you are an LSU Higher Education graduate and, if not, I hope to see you on campus soon.

Geaux Tigers,

F. Neil Mathews
Director, School of Education

CALLIN' BATON ROUGE?

Important dates and information for prospective HEA Students

1 Choose a Program.

The Higher Education Administration department at LSU offers three degree programs:

- Master of Arts (MA) in Education with an emphasis in Higher Education & Student Affairs (HESA)
- Online Master of Arts in Education with a Specialization in Higher Education Administration
- PhD in Educational Leadership & Research: Higher Education Administration

2 Write down the application deadline.

The Higher Education Administration programs at LSU admit for fall semester only.

- The application deadline for HEA's fall 2020 programs is April 1, 2020.
- It is also possible to take up to 6 credits of non-matriculating coursework, should prospective students wish to familiarize themselves with program rigor prior to the fall semester in which they intend to enroll.

3 Submit application materials.

For unconditional graduate admission, the Graduate School has a universal requirements:

- A Bachelor's degree from an accredited U.S. institution or the equivalent from a foreign institution.
- A grade point average (GPA) of at least 3.00 (A = 4.0) on all undergraduate work (or in the final 60 credit hours) and any graduate work already completed.

For the HEA MA and PhD programs, you will need:

- Official undergraduate transcript(s), three letters of recommendation.
- PhD applicants also need to submit a scholarly writing sample and GRE scores.

For MA Students ONLY: As of fall 2019, the Graduate School has gone Test Optional!

- You may still opt to submit your GRE/GMAT scores, but it is not required.

4 Transferring from another program?

- Students who wish to transfer to our programs may transfer up to 12 credits from an accredited institution.
- Per the LSU Graduate School handbook, course credits from another program can only come from classes where letter grades (i.e., A, B, B+) were earned; pass/fail course credits will not count.

5 Who to contact for further info:

On-Campus MA and PhD Higher Education Administration Programs:

- Joy Blanchard, PhD, Program Director: hea@lsu.edu

Online MA in Higher Education Program:

- Paul Manthei, PhD Program Director: pmanthei@lsu.edu

For general LSU School of Education queries:

- Joy Blanchard, PhD, Program Director: jlblanchard@lsu.edu
- For SOE Assistantships (Preference given to doctoral students): Lois Stewart, Graduate Administrative Program Specialist: lstewart@lsu.edu

For general Graduate School queries

- Admissions: gradadmission@lsu.edu
- Student Services: gradsvcs@lsu.edu

6 Connect with HEA!



facebook.com/LSUHESPA



[@lsu_hespa](https://www.instagram.com/lsu_hespa)





Dr. Chen: Big Research in Baton Rouge

Yu “April” Chen, PhD, currently serves as a Co-Principal Investigator of two multi-million dollar federal grants from the National Science Foundation and U.S. Department of Education.

Dr. Chen first arrived at LSU as a new assistant professor in 2017; in the short time since, she has been tapped to serve as a Co-Principal Investigator on community-based research projects that together have obtained \$5 million in federal grant funding. Dr. Chen’s work thus far on these projects closely reflects an ever-evolving passion for the college pipeline, STEM education, and the greater Louisiana community that she now calls home with her family.

The massive research effort—which, broadly, aims to develop computer science curriculums at the middle school and high school levels in East Baton Rouge (and, now, extending to four rural parishes in the state)—was first initiated by LSU Department of Physics & Astronomy Associate Professor, Juana Moreno. Dr. Moreno soon partnered with Dr. Chen to integrate large-scale, empirical education research into the project, while fulfilling a shared goal of expanding STEM education in the state.

“It has been a great opportunity, because I have always been passionate about pursuing a National Science Foundation (NSF) grant myself, and with these national grants, you need to build up step by step towards a goal,” said Chen. The NSF grant, specifically, is a research collaboration between interdisciplinary researchers at LSU and the East Baton Rouge School District. The LSU team is charged with developing, implementing, and assessing computer science curricula over a three-year span, along with teacher workshops to train on best practices when implementing curricula for student success. Dr. Chen’s major role in the project is to lead the research component of the project; she collects student data from within the classroom, as well as student data available from the school district. From there, Chen’s team conducts data analyses—both quantitative and qualitative in nature—to ensure that the curriculum is making a positive impact on the middle school and high school students.

Dr. Chen’s work on \$4 million Department of Education (DoE) grant further indicates her ability to conduct research focused on all levels of a student’s education. The DoE grant focuses largely on high school students, again a computer science project that intends to foster stronger pathways to postsecondary education. Dr. Chen’s team has proposed a new, alternative course for 9th grade students that would highlight computational thinking—not strictly computer science, but the type of thinking that is often required for success in computer science majors—while also incorporating some math concepts to make STEM continuously more accessible for all student populations.

“Altogether, it creates a pathway—from middle school to high school students—and we have the intention to perpetually have more well-prepared students able to participate in dual-credits in high school,” said Chen. “And this way, we are building up students’ sustainable aspirations towards computer science majors.”

ASSISTANT PROFESSOR OF HIGHER EDUCATION ADMINISTRATION

Yu “April” Chen, PhD

Research Interests: Community college student success; International students in U.S. postsecondary institutions; STEM pathways for underrepresented and disadvantaged students.

Courses Taught: College Students in U.S.; Student Development Theory; The Community College.

Dr. Clayton: Bridging Research and Practice to Advance Institutional Goals

Ashley Clayton, PhD, utilizes assessment practice, research, and course curriculum to prioritize college access and student retention at LSU—all while engaging a diverse community of stakeholders.

Dr. Ashley Clayton has dedicated her professional and scholarly career to that of advancing postsecondary outcomes for underserved populations, and has longstanding experience with retention initiatives at land-grant institutions. Her work at LSU has been no different.

In the 2018-19 academic year, Dr. Clayton—along with colleague Dr. Jennifer Baumgartner (Associate Professor in the School of Education)—received \$5,000 in grant funding from the College of Human Sciences and Education Dean’s Fund for Strategic IMPACTs. The grant funding went toward four diverse, yet strategically aligned assessment initiatives, including an indirect measures survey that was disseminated to all CHSE students in March 2019. From the survey results, Dr. Clayton and her team were able to assess (and address) myriad perceptions of diverse student experiences in CHSE, including: their transition to the College, their overall satisfaction with CHSE, concerns about returning or graduating, and desired areas for greater support.

Dr. Clayton did not stop there, however; in addition to the survey, she and Dr. Baumgartner facilitated discussions and training experiences for CHSE faculty to actively engage in student retention work. In the spring, Dr. Clayton also held a number of CHSE student success workshops, which helped provide critical resources to targeted student populations.

The momentum to directly assist in postsecondary student success has continued in the 2019-20 year—Dr. Clayton’s College Access and Choice course for Fall 2019 earned official university recognition as a service learning course, which itself has been identified in research as a high impact practice (HIP) of student retention. The course curriculum engages graduate students in research on underserved populations in higher education, and subsequently bridges scholarship and practice through service learning work. To meet the service learning requirement, students completed in LCAAM Training (*read more on p. 22*), participated in #WhyApply Day (*read more on p. 33*), and served a minimum of 15 hours with a community partner, such as the Louisiana Office of Student Financial Assistance (LOFSA) or Baton Rouge Youth Coalition.

“It is important that LSU graduate students assist high school students in the college-going process, in addition to learning about theory and research surrounding the subject matter,” said Dr. Clayton. “This class is truly research/theory to practice. We spent a lot of time de-briefing their service learning experiences and connecting it back to the readings.”

Dr. Clayton has continued develop a network of invested practitioner/scholars to actively aid in college access and retention initiatives at LSU, and in the Baton Rouge community—and she is just getting started.



ASSISTANT PROFESSOR OF HIGHER EDUCATION ADMINISTRATION

Jo Ellen Levy Yates Endowed Professor

Ashley Clayton, PhD

Research Interests: College

advising; college access and choice; retention and success; underserved students.

Courses Taught: Finance in Higher Education; Assessment & Evaluation in Higher Education; Leadership in Higher Education; College Access & Choice; College Student Retention & Success.



Dr. Blanchard: Ranking Campus Safety #1

In her current research, “Substance Use, Sexual Violence, and the Culture Surrounding College Sports: What the Clery Act Tells Us,” Joy Blanchard, PhD, examines the legal difficulties that emerge during campus Title IX investigative processes at big-time athletic institutions.

Dr. Blanchard’s latest research venture first emerged from a newspaper infographic and a lunchtime conversation with a former colleague at Florida International University.

“The Wall Street Journal had published an annual article called ‘The Grid of Shame,’” she said, “where they basically take the athletic success of a university versus their off-the-field scandals, and rank them.” The grid’s metrics—which, among others, include team personnel arrests, athlete academic performance, and athletic department subsidies—struck a particular chord with Dr. Blanchard, a scholar of higher education law whose research has previously included equity issues in intercollegiate athletics.

“I had done research on student athletes committing sexual violence, as well as alcohol and student well-being, but I had never bridged them,” said Dr. Blanchard. “So my thinking was: just the notion of athletic culture on a campus gives some schools a ‘party school’ reputation. I wanted to understand the impact of these two cultures together.”

From that initial idea broached over lunch, a collaborative and extensive research venture began. Dr. Blanchard and her co-PI collected Clery data, which publishes annual crime statistics on college campuses, and analyzed it according to the divisional standings (D1, D2, or D3) that university athletic teams compete in. The findings have already provided considerable insights.

“There were significant statistical findings that schools at the highest [divisional] level of play will have more reported sexual violence and alcohol infractions,” said Dr. Blanchard. “And what is interesting as well is that Clery doesn’t cover everything. Not only does it not cover anything off-campus, but there is also a lot of systemic non-reporting, so we provided evidence that the culture that surrounds big-time sports can contribute to some of these other problems.”

Thus far, Dr. Blanchard has presented these research findings at notable conferences, including the Association for the Study of Higher Education (ASHE) conference this November. The next piece that she has begun is a conceptual piece on the way Title IX is currently enforced, with particular focus on its legal limitations as an operative solution to sexual violence issues on college campuses.

“One, it is not how the law was intended; it was written to be a gender equity law,” she said. “And two, I’m just not convinced that it is getting at the problem. And I want to get to the root of the problem. So the more I look at the legal issues surrounding Title IX enforcement, the preparation of those who enforce it, the due process lawsuits that are being brought up by the accused...I just think that time, effort, and money could be better spent in reducing sexual violence, which we all want.” And, in bridging research to practice on equity in education, Dr. Blanchard also hopes to develop curricula on consent and sexual safety within the K-12 pipeline—once again, a proactive effort to improve campus safety for years to come.

ASSOCIATE PROFESSOR OF HIGHER EDUCATION ADMINISTRATION

Joy Blanchard, PhD

Research Interests: Higher education law; Equity issues in college sports; Title IX and campus safety.

Courses Taught: Higher Education Law; Policy & Politics in Higher Education; Contemporary Issues in Higher Education; Equity Issues in Intercollegiate Athletics.

Dr. Mitchell: My Journey to Dean

From faculty to administrator: Roland Mitchell, PhD, speaks candidly about his journey to become Dean of LSU's College of Human Sciences and Education.

Dr. Roland Mitchell has served in a stunning array of roles in his fifteen-year tenure at LSU. His journey began when he moved to Louisiana the week of Hurricane Katrina. A challenging time for anyone to move here, much less someone who had no experience with hurricanes. Adding to the adjustment was the fact he was completing his dissertation at the University of Alabama. He would drive to Baton Rouge on Monday morning, hold office hours on Tuesday, teach Tuesday evening, and return to Tuscaloosa on Wednesday to finish his dissertation.

How has he risen from instructor to Dean? Dr. Mitchell credits relationship building and personal connections as his key to success at LSU. He uses this approach in his courses to empower students to foster dialogue on the history of higher education in the U.S., with particular emphasis on perspectives from groups that have not always been allowed to participate. His courses have been driven by a pedagogical strategy to encourage collegial, democratic discussions that draw from diverse personal experiences.

"I'm constantly thinking about: what does it look like if we afford opportunities for a broad and diverse group of folks to participate in the land-grant mission?" said Dr. Mitchell. "How does that impact our university?"

"As Dean, I use the exact same skillset as a faculty member: work with people, build relationships, utilize a flexibility of thought, and also manage conflict head-on and in an objective, mission-driven manner," said Dr. Mitchell. And, while he did note that there are a few aspects of faculty life that he misses - namely, consistent research and writing - his new role as Dean presents an exciting commitment to institutional, state-wide, and national goals.

"The college's mission, improving the quality of life, touches the broader community of Louisiana," Dr. Mitchell said. "Health, opportunities for work, improving schools, curriculum...that's who we are. I want us to own that. I want key policymakers to see us as partners in solving the issues that affect the lives of Louisianans. When we show up in your community things will be better." Higher education, and CHSE, will play a critical role to better Louisiana under the leadership of Dr. Mitchell.

"As it relates to higher education," he said, "we are arguably in a state that needs what we do more than any other state. I'd like for our focus to include LSU's campus, the state, and the programs in the area that better our community. I think about enrollment programs at McKinley High, and our work at the Baton Rouge Youth Coalition. I want us to provide a critical service to the community, and to really tell that story even beyond Louisiana."



DEAN OF CHSE

Roland Mitchell, PhD

Research Interests: College teaching; Race, class, & gender in education; School-to-prison pipeline; Sexual assault on college campuses.

“From day one as an instructor, I took every opportunity that I had to work with students and even the broader Louisiana community, beyond the gates of CHSE and the university. It makes my work feel like it’s not work.”

Helping Students Navigate the College Choice

Process:

The Experiences and Practices of College Advising Professionals in Public High Schools

*An excerpted article by Dr. Ashley Clayton, as published in full in *The Review of Higher Education*, Volume 42, Number 4, Summer 2019, pp. 1401-1429.*

Abstract: *This multiple case study examined the experiences and practices of college advising professionals from several in-school models to help inform future policy on college advising in public high schools. The experiences of the college advising professionals were unique to the college advising initiative and high school context where the professional worked. Overall, the findings of this study indicate that college advising professionals provide substantial college-related resources, believe that the position is necessary, and need additional training.*

Keywords: *college advising, college choice, public high schools*

With an increased emphasis on college attendance and the expansion of institutions of higher education in the past four decades (Jones, 2013), more value has been placed on the role of college advising in our nation's high schools (McDonough, 2005b). Unfortunately, "few staff members have college preparatory responsibilities as their main job, nor is there a regularly identifiable K-12 staff member who is held accountable for graduates' college enrollment" (McDonough, 2005b, p. 69). College advising practices and services differ greatly across public and private schools.

A large-scale survey administered by the National Association for College Admissions Counseling found that public school counselors spend 23% of their time on college counseling, in contrast to private school counselors who spend 55% of their time on this same task (NACAC, 2015). "Notably, while 73 percent of private schools reported that they employed at least one counselor (full- or part-time) whose sole responsibility was to provide college counseling for students, only 30 percent of public institutions had a dedicated college advisor" (NACAC, 2015, p. 24).

Public and private schools also differ in how they ranked the priorities of their counseling departments. Public schools ranked "boosting students' academic achievement" as the most important, yet private schools ranked "educating students about postsecondary options and preparing them for the college admission process" as their top priority (NACAC, 2015). Because they often have smaller counselor-to-student ratios, additional resources devoted to college advising, and high quality practices, private schools have traditionally better assisted students with college aspirations (McDonough, 1997, 2005b; NACAC, 2015; Powell, 1996).

While private schools continue to invest in college advising-related efforts, some public schools are adding similar initiatives. Following the approach of the majority of private schools, certain public high schools and districts have hired specialized staff to specifically assist with college counseling activities. Some high schools have a dedicated college and career center with a staff member who oversees college and career advising (Perna et al., 2008).

Another approach has been to provide students in public schools with college advising services through federally-funded programs, such as Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). In the past decade, several non-profit organizations have developed initiatives to place college advising staff in target high schools to assist students (e.g. College Advising Corps). These new initiatives, that have developed in recent years, are attempting to address the lack of college advising services provided in the public high school sector. It is important to gain a better understanding of these newer in-school college advising initiatives that could potentially be added to increase college-going rates.

Purpose of the Study: This study addresses the gap in the college access and choice literature by examining the role and significance of in-school college advising professionals. The purpose of this multiple case study was to explore the roles and advising strategies of college advising professionals in public high schools from various advising models. **This study has a single, overarching central question: What are the experiences and practices of exemplary college advising professionals in public high schools?**

To further articulate the central question, this study asks questions about the college advising professionals' (a) training and background, (b) experience helping students navigate the college choice process, and (c) program or initiative that funds the position.

Past research has examined the role that traditional school counselors play in the college choice process; however, studying college advising professionals in public schools is a relatively new and understudied area in the literature. It is important to understand the influence that these professionals have on the lives of high school students as they navigate the complex college admissions and enrollment process. Little is known about their day-to-day tasks, why their roles are important, and how they assist students in accessing postsecondary education.

“This study is significant because it adds to the literature on college advising and informs educational policy, training, and practice.”



Literature Review: High school personnel can be influential in providing access to resources and helping students navigate the college application process (Hossler et al., 1999; McDonough, 1997; Stanton-Salazar, 1997).

Helping Students Navigate the College Choice Process: The Experiences and Practices of College Advising Professionals in Public High Schools

McDonough (1997) explains, “Organizational habitus shows how high schools’ organizational cultures are linked to wider socioeconomic status cultures, how social class operates through high schools to shape students’ perceptions of appropriate college choices, thereby affecting patterns of educational attainment” (p. 107). The organization of public high schools and investments in college advising differ greatly across schools (Perna et al., 2008). The majority of public schools have school counselors who provide the college advising services, along with their other duties; whereas, relatively fewer public schools have a staff member who dedicated to college advising (McDonough 2005a, 2005b; Perna et al., 2008).

College Advising Professionals

There are several models of college advising and college access programs in the United States. Researchers have conducted several studies on cohort-based programs, such as Upward Bound, Educational Talent Search, and other pre-college programs. However, there is very limited research on in-school college advising professionals that provide services to all students. Perna et al. (2008) conducted a multiple case study that examined the nature of college counseling initiatives across 15 public high schools.



The study found differences in the number of students per counselor and the availability of college counseling across schools and states. They found that certain public schools had a dedicated staff mem-

ber in a college and career center, but many public schools have resource constraints that limit their college counseling initiatives (Perna et al., 2008). The study recommends, “that structural changes (including changes in federal and state financial aid policies), district policies pertaining to counseling, and relationships with higher education institutions are required to ensure that all students receive sufficient college counseling” (Perna et al., 2008, p. 133).

A couple studies have examined the causal effects of college advising on postsecondary outcomes. Avery (2010) found that high-achieving, low-income high school students who were randomly assigned to a college counseling treatment submitted more college applications overall and were more likely to enroll in competitive institutions. Castleman and Goodman (2014) examined the effects of the Bottom Line college advising program by employing a regression-discontinuity design.

They found that the Bottom Line advising program “effectively shifts students’ enrollment away from two-year or discouraged four-year colleges and toward four-year colleges that the organization believes will be more successful at graduating those students” (Castleman & Goodman, 2014, p. 10). These two studies indicate that advising helps students enroll in institutions that are considered more competitive or recommended.

Some college advising initiatives fall under the “coaching” model, in which a college coach or advisor is assigned to a high school to assist students with the college enrollment process (Stephan & Rosenbaum, 2013). The College Advising Corps is one of the largest initiatives of this type and places recent college graduates in high schools to serve as full-time college advisers (College Advising Corps, 2019b). Preliminary findings from a randomized controlled trial in Texas indicated that high school seniors from College Advising Corps schools were more likely to complete an application to a four-year college and ultimately enroll in college, compared to students in control schools. (College Advising Corps, 2019a). Stephan and Rosenbaum (2013) examined the college coach program in Chicago Public Schools, where coaches were not randomly assigned to high schools but were “distributed fairly evenly across high schools in terms of socioeconomic composition, racial composition, and academic achievement” (p. 204). Using a difference-in-difference design, their study found that compared to schools without a college coach, the coached schools had greater gains in college enrollment.

Specifically, schools with the college coach treatment saw increased college enrollment by 1.7 percentage points, increased college applications by 4.7 percentage points, and increased FAFSA completion by 2.6 percentage points compared to non-coached schools (Stephan & Rosenbaum, 2013).

While college advising appears to have positive effects, is relatively little qualitative research that examines the experiences and practices of college advising professionals. Stephan (2013) conducted a qualitative study on the coach program and developed a model from the findings. Stephan (2013) found that relative to traditional counselors, the coaches “advising strategies: (1) changed the social relations around the college enrollment process, which (2) created or enhanced college-related resources that (3) led to an increase in the number of students who completed college actions” (p. 115). Besides this and Perna et al. (2008) studies, there is a relative dearth of scholarship that examines the roles and advising practices of college advising in public high schools. There are a number of studies on school counselors and several quantitative studies on the impact of college advising, but little is known about the experiences and practices of designated college advising professionals from their standpoint.

“This study seeks to fill the gap in the literature by exploring the lived experiences of individuals in a new and growing profession to better inform practice and policy.”

FACULTY BRIEF

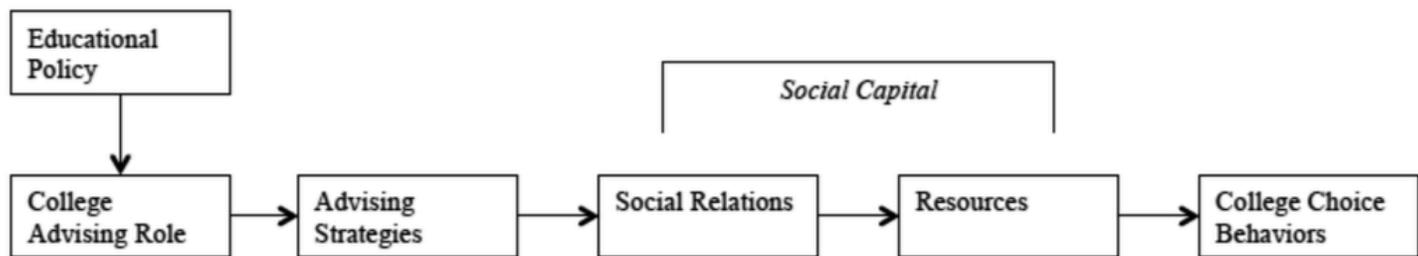


Figure 1. Hypothesized model of how college advising professionals create college-related social capital (adapted from Stephan, 2013).

Conceptual Framework: This study is framed by social capital theory (Bourdieu, 1986; Coleman, 1988). The concept of social capital refers to “relations among persons that facilitate action” (Coleman, 1988, p. S100). In the context of college choice, social capital refers to an individual’s access to social networks that provide high school students with information about and assistance applying to college (Coleman, 1988; Deil-Aman & Turley, 2007; Perna, 2006). Specifically, school social capital (Lin, 2001) encompasses the social connections and networks within schools that students can access to enhance their life outcomes. Lin (2001) explains, “Social capital consists of resources embedded in social relations and social structures, which can be mobilized when an actor wishes to increase the likelihood of success in a purposive action” (p. 24). Because school personnel are significant sources of social capital (Croninger & Lee, 2001), this study examines the practices and role of college advising professionals as a source of school-based social capital.

In a related study, Stephan (2013) described how a college coaching program works, and analyzed the key aspects of the coaches’ advising process.

A conceptual model of how college coaches create social capital emerged from Stephan’s qualitative study: “Based on Bourdieu’s definition, college-related social capital is defined here as resources available through social relations that students can invest to improve their college enrollment outcomes” (p. 115). Similarly, this study examines the role of college advising professionals in public high schools and seeks to understand their unique position.

Figure 1, adapted from Stephan’s (2013) proposed model, illustrates how college advising professionals can change social relations and social capital resources within high schools. The aim of these in-school college advising positions is to ultimately help students navigate the college choice process. Because little is known about these newer advising models, it is important that we first understand the role and advising strategies from the individuals themselves. Educational policy has influenced the development of these professionals with the end goal of impacting college choice behaviors, but little is known about how these positions actually work day-to-day. There is empirical evidence to suggest that college advising impacts college access and choice, however this study seeks to understand the role from the college advising professionals’ perspective.

Research Methods: I chose qualitative research methods for this study because the purpose was to gain an understanding of the role of college advising professionals and how they assist students with the college choice process. A qualitative approach is appropriate because this study aims to hear the voices and explore the professional experiences of staff members whose primary responsibility is to help public high school students enroll in college.

Multiple Case Study

According to Creswell (2013), case study research explores a real-life, bounded system (case) by collecting many forms of qualitative data. A case study approach is appropriate for this study for two primary reasons. First, multiple forms of qualitative data are needed to understand the advising practices and role of the college advising professionals. Second, though the college advising professionals all had the same primary job function, their roles were different based on the program/initiative that funded their position and the high school in which they worked. A multiple case study approach is appropriate for this study because I examined several cases of the same phenomenon: a college advising professional bounded within the high school context advising program/initiative.

Sample

To be eligible for the study, participants had to be public high school staff members whose primary responsibility is assisting students in the college choice process. I used purposeful sampling methods to have a diverse group of college advising professionals who operate under different models.

Depending on the structure of the initiative, I contacted the program director or the school district office and asked for participant recommendations. Particularly, I asked supervisors to identify one or two college advising professionals in their program or district whom they consider to be exemplary examples. Specifically, I asked them to recommend participants who had at least a year of advising experience, and who they felt went “above and beyond” in their positions. It was important to have participants with significant experience who were recommended by a supervisor who knew the quality of their work. By interviewing quality college advising professionals, we are able to learn more about best practices to inform future practice and policy.

College advising professionals who participated in the study signed a consent form, received a \$30 gift card, and were asked to provide materials, documents, and resources that they use for college advising. For confidentiality purposes, participants selected their own pseudonym, and the names of schools and districts are omitted. Seven college advising professionals from five different counties across two states in the southeast region participated in the study. These participants were from the three different college advising models:

- 1 *College Advising Corps*
- 2 **GEAR UP**
- 3 *School District*

Data Collection: I collected multiple sources of data to further inform the research question and to gain a clear understanding of the cases (Creswell, 2013; Stake, 1995; Yin, 2014). As the primary researcher, I conducted all interviews, collected data, and took field notes. The primary mode of data collection was one-on-one semi-structured interviews with each participant lasting approximately 45 minutes. The interview protocol included questions about their training, career path, and role with assisting students. The interviews were audio recorded and conducted during May-November 2015. Six of the seven interviews took place at the high schools, and one interview took place off-site in a private conference room. I conducted site visits at all seven high schools to gain an understanding of the college advising space and school environment. Six of the seven participants provided documents, including information about the college advising initiative and college-related resources available to students. Additionally, I gathered electronic information from the schools' websites and U.S. Department of Education.

Data Analysis: For the data analysis, I pored through the data and worked from the "ground up" (Yin, 2014). First, all interviews were transcribed verbatim. I organized the data and read through the transcripts to get an understanding of the interview content and documents as recommended for qualitative data analysis (Creswell, 2013; Yin, 2014). I used open-coding to initially code each interview transcript and to develop a preliminary codebook. Next, I conducted a second round of axial coding to further develop the codebook. Using the finalized codebook, I recoded the transcripts with the final codes and categories.

After all coding was completed, each participant was first analyzed as an individual case. I actively examined and re-examined the multiple sources of data to deepen my understanding of each case individually, and themes within each case were identified during the analysis (Creswell, 2013; Stake, 2006). Second, I conducted a cross-case analysis to compare all of the cases and to identify emerging themes. I went through the codebook, grouped codes and categories, and recorded preliminary themes. Through this process of grouping codes together, I was able to reflect back on the transcripts and interview questions to determine the major themes in the data.

Findings: The experiences and practices of the college advising professionals in this study were unique to the program/initiative and high school context where they worked. After conducting the cross-case analysis, I identified four themes in the data:

- 1 *Myriad of Services Provided*
- 2 *Context of high school shapes work*
- 3 *Belief that the Position is essential*
- 4 *More Training Necessary*

These four themes address the research questions of this study and represent the key findings across the experiences and practices of college advising professionals. Further, the themes are arranged in the order that addresses the broad practices of their positions to the more individual aspects of their role and training.

Myriad of Services Provided

The participants provided numerous college advising services and used inventive strategies to connect with students. The college advising professionals all worked with students one-on-one in their office or center. Students could set up individual appointments in advance, but they would often stop by without an appointment. The college advising professionals facilitated classroom presentations, workshops, college admission representative visits, parent nights, and college tours. The classroom presentations allowed them to reach a larger group of students and were often targeted toward a specific grade level.

“The college advising professionals also stayed after school to work with students on college applications and financial aid. Additionally, the college advising professionals often stayed after school to host parent nights. They tried to find a balance between taking students out of class and working with them after school.”

College advising professionals provided assistance with admissions requirements and college options. The college advising professionals also used a variety of methods to share information with students. Traditional methods of disseminating information such as handouts, newsletters, paper mailings, and school announcements were utilized. However, they were creative in reaching the younger generation and often used electronic methods, such as social media, text messaging, and voicemail services. Several of the schools had a web portal that allowed students to sign-up for college visits and utilize other college-related resources.



Context of High School Shapes Work

The context of the high school and community significantly shaped the approach and focus of the college advising professionals. Each case was bounded by the high school

and the structure of the program/initiative that funded their position. Though participants worked for the same programs or districts, their job often varied based on the demographics of the student population or the culture at the school.

The college advising professionals often had a period of adjustment where they had to take time to understand the school context. Many of the college advising professionals work in low-income schools, and students often faced financial barriers to college. Several of the schools actually provided free lunch to all students. The community in which the high school is located often shaped the students' college and career aspirations. The parental involvement in the college choice process also varied across schools. Depending on the type and level of parental involvement, advisers often tailored services to best meet the needs of their students.

Belief that the Position is Essential

The college advising professionals expressed that there is a significant need for these types of positions. All of the participants worked with admissions representatives to schedule high school visits. [The participants] expressed that they have the time and training to adequately assist students with college advising. They often discussed how the school counselors were not able to assist students in college advising in the ways that their position allowed.

FACULTY BRIEF

Many discussed how school counselors did not have that same training or time to assist students with college in addition to their numerous responsibilities. There was a deep-rooted belief that their work was important and should be funded. Notably, the participants in this study felt that their position was important and that they were able to provide essential college advising services that would otherwise not be available.

More Training Necessary

The college advising professionals all had different educational backgrounds, and only one had a master's degree. There was also variation in the amount and types of training that college advising professionals received. The College Advising Corps program provided five to six weeks of summer training prior to advisers starting in their positions, whereas GEAR UP provided less formal training as coordinators began at different times. The College and Career Center Specialists have monthly training meetings during which they collaborate and share ideas. Overall, the participants discussed the importance of training and how many aspects of their position were learned on-the-job. The college advising professionals expressed that more training could be provided, especially in the area of financial aid. The participants expressed the importance of informal training. Many college advising professionals had past experiences in advising or in positions where they worked with youth. The participants indicated that many aspects of their profession were learned on-the-job. The college advising professionals also discussed the importance of learning from their colleagues in the field.

Discussion and Implications: This study begins a new and important dialogue about the experiences and practices of college advising professionals in public high schools. The findings suggest that college advising professionals provide substantial resources to students that can increase college access. Aligned with social capital theory (Bourdieu, 1986; Coleman, 1988), college advising professionals appear to provide an important source of school-based social capital (Lin, 2001) for high school students. This position adds to students' social network and may potentially enhance their college enrollment outcomes by providing information and assistance in the college choice process.

For low-income students and other underserved populations who often attend schools where college advising services are less available (McDonough, 1997, 2005a), embedding a college advising staff member within the structure of high school would likely increase a student's social capital. Prior studies have examined traditional school counselors and the impact of college advising, but this study is unique in that it examines the experiences and practices of specialized college advising professionals. These findings have important implications for practice, training and education, and policy.

Future Research: More research needs to be conducted to understand in-school models where college advising professionals serve all students. Future work could focus solely on one program to gain a better understanding of their structure and practices. Future qualitative research should also examine the students' experiences working with college advising professionals.

**Read more of this article in
*The Review of Higher Education!***

FIERCE BEYOND THE CLASSROOM:

HEA FACULTY FUN FACTS!



DR. BLANCHARD

Dr. Blanchard is involved in campus activities far beyond that of the classroom; a staunch proponent of self-care, Dr. Blanchard **teaches multiple spin classes** at the LSU University Recreation Center (UREC) during the week!

DR. CHEN

LSU home football games have become one of Dr. Chen's favorite family traditions in Baton Rouge. Every Saturday that the Tigers play at home, the entire Chen family **tandem bikes** on the levee trail adjacent to campus and spends the day tailgating with the LSU community!



DR. CLAYTON

Dr. Clayton has volunteered as a college mentor at the **Baton Rouge Youth Coalition** for three years, and meets weekly with a college-going high school senior. Her mentees are currently enrolled at University of Louisiana-Lafayette and Grambling State University!



College Access, in Research

Brittani Williams—Financial aid and Career Development Specialist in the Field Outreach Division for the Louisiana Office of Student Financial Assistance (LOFSA), and alumna of the on-campus HESA master’s program—pens a reflection on her graduate school experience, and how a partnership with Dr. Clayton’s College Access & Choice class helped make Louisiana College and Access Month a resounding success.

Written by Brittani Williams, MA

Louisiana College Application and Access Month (LCAAM) is an initiative that my division hosts in conjunction with the American College Application Counsel (ACAC) which now resides in ACT’s Equity of Access Division. The focus of LCAAM is to engage and motivate high school seniors to complete college, career, and military applications—with assistance from trained individuals—to ensure that they have a thought-out plan and are able to make the best postsecondary choice possible.

LCAAM is held during the month of October each year. When we opened up volunteer opportunities to our postsecondary partners this year, Dr. Ashley Clayton—who is serving in her second year as a member of our coordinating committee (comprised of postsecondary and college access stakeholders statewide)—formulated a plan to host an LCAAM volunteer training as part of her College Access course. The course recently gained official university designation as a service learning course (as reported on p. 9).



Brittani Williams (right) and Kayla Gros (left)—MA alumni and current employees at the Louisiana Office of Student Financial Assistance (LOFSA)—partnered with Dr. Ashley Clayton in September to facilitate a volunteer training for LCAAM (Louisiana College Application and Access Month).

On September 16, Kayla [Gros] and I visited Dr. Clayton’s College Access & Choice class and conducted the training that is mandatory for all of our volunteers. The attendees included interested students and Higher Education Student and Professional Association (HESPA) members. Dr. Clayton’s students have since volunteered countless hours and have been a huge help in facilitating other LCAAM events—and more college access outreach initiatives that we host.

and Practice

where it all began...



Brittani Williams graduated from the on-campus HESA MA program in 2018, but has already set a goal to pursue a doctoral degree; she intends to further her knowledge of student support and college access.

Earning my Master of Arts in Higher Education from LSU changed my life. I am a married mother of three, and when I started the program, I worked full time in the financial aid office and pursued my degree full time. Needless to say, the hardest part was time management—and yet, I persisted, and I am better for it.

My current direct supervisor, Dr. Tireka Cobb—then just one of my first professors—taught my research methods course during my first semester of the program. As a fledgling college access professional, I sought volunteer opportunities with GEAR UP (Gaining Earlier Awareness and Readiness for Undergraduate Programs), a program also hosted by the Field Outreach Division in LOFSA's office. To make a long story short—Dr. Cobb hired me, in the middle of my program. Prior to this position, my professional experience was solely on the higher education side; now I feel that I am a practitioner with roles that span both K-12 and higher education. This has been incredibly eye-opening as a practitioner and scholar.

GRAD SCHOOL FAVORITES

A few of my favorite professors from the Higher Education curriculum were Dr. Arbuthnot, Dr. Curry, Dr. Clayton, and Dr. Poole—they all encouraged me so powerfully to work hard and do my best, after graduation and continuing to this day. They all encourage me to keep pushing to be a warrior for equity and access!

Two of my favorite classes, and another favorite professor, were taught by Dr. Blanchard. One favorite was Higher Education Law—a specific topic that I remember learning about in class and then subsequently working on at LOSFA (and with a few of my cohort members) was FERPA! Dr. Blanchard's law class challenged me in my writing and critical knowledge. Student Development Theory, however, was my overall favorite; I loved this class because I could put my practical work into terms of scholarly theory. I felt as if learning theories made everything I did at work make sense—my favorite remains Schlossburg's Transition Theory, because of the 4 S's that guide the theory (Situation, Self, Support, Strategy). I consistently use this theory to guide my support and strategy of the college-going process, based on every student that we get to work with, to help them plan, access, and alleviate anxieties in their college choices.

THE PLACES WE

HEA alumni work at institutions all over the nation



JAMES ZIMMERMAN
Hall Director, University of Nevada-Reno



CHRIS GIFFORD
Dixie State University,
St. George, Utah



DANIELLE FORD
Assistant Director of
Sorority & Fraternity Life,
University of Texas at Arlington



CRYSTAL MCENTIRE
Hall Director, New Mexico
State University



TREVOR MCCRAY
PhD Student,
University of Texas at Arlington



EMILY KILBURG
Hall Director, Southern
Methodist University

*These are just a few
of the institutions
where recent
graduates have
found employment!*

RASHAD BIGHAM
Enrollment and Completion
Advisor,
Texas Southern University

EMILY JACOBSEN
Assistant Director,
Alpha Chi Omega Sorority
Indianapolis, IN



FALLAN FRANK
Paul Robeson Cultural
Center
Program Coordinator,
Pennsylvania State



JOLIE DUDLEY
Career Success
Coach, Fullstack
Academy of Code,
New York, NY

DERWIN HILL
Programming Coordinator,
Eastern Connecticut
State University



ASHANTY COX
Academic Services
Assistant, Athletics,
University of Kentucky



AUSTIN DIXON
Academic Advisor,
Craven Community
College, NC



MARLA EBERT
Career Consultant,
University of Georgia



MATT DEAN
PhD Student,
University of Georgia



CIERRA BURNETT
Leadership Coordinator,
University of Tennessee-
Knoxville



ALYSSA FRANCK
Hall Director, University of
Tennessee-Knoxville



GIANNA LIANTONIO
Career Consultant,
Loyola University-NOLA



ALYSSA GRYB
Fraternity & Sorority Life
Coordinator,
University of West Florida



EMILY STEPHENS
Hall Director,
University of Alabama



HEA TAKES ASHE:

Doctoral students Anna Bartel and Kimberly Rogers Davis represented LSU at the annual Association for the Study of Higher Education (ASHE) conference in November. From prestigious graduate policy seminars, to paper presentations, and even a 5K fun run, Bartel and Davis demonstrated how to take full advantage of the conference experience.

Anna Bartel and Kimberly Rogers Davis are at different stages of their PhD journeys. Bartel has finished the requisite program coursework and is now deep in the dissertation process, while simultaneously working full-time as the Assistant Vice Provost for Academic Programs and Support Services in LSU's Office of Academic Affairs. Davis is a second-year PhD student who balances full-time coursework with a position as the Graduate Assistant for Title IX.

For both Bartel and Davis, however, the annual Association for the Study of Higher Education (ASHE) conference—this year, held in Portland, Oregon—served as a critically important opportunity to further their professional, personal, and scholarly goals.

The two students were also selected as the sole representatives from LSU to attend ASHE's prestigious Graduate Student Policy Seminar, which the organization describes as a graduate student-only opportunity "to interact with researchers and policymakers who are knowledgeable about critical public policy issues related to higher education."



Prior to attending the conference, Bartel and Davis spoke about their respective hopes for their time at ASHE.

Bartel, whose research spans finance and federal and state policy in higher education, was focused on building strong connections in the academic world.

"This is a great opportunity for me, as I am in the process of applying for assistant professor positions around the nation," said Bartel. "ASHE is a great place to market yourself, as many reps from these universities are there to specifically scout for these positions."

Davis had similar goals to that of Bartel's: "Like Anna, I eventually want to be a faculty member. While I am still a few years away from the job search, I am looking forward to doing some networking and attending sessions to learn more about the latest research initiatives in higher education."

Both students also had high hopes for the Graduate Policy Seminar, which this year was hosted by Dr. Andre Perry, of the Brookings Institute, and which eventually served as one of Bartel's most transformative conference moments.

FACULTY

PRESENTATIONS AT ASHE

A “Bridge” to College Opportunities: The Role and Advising Strategies of Near-Peer College Advisers

Dr. Ashley Clayton (co-presenter)

Exploring College Transitions of Rural Students in STEM Majors

Dr. Ashley Clayton (co-presenter)

Community College Transfer Students’ Success in Louisiana: The Role of Different Forms of Social Capital

*Dr. Yu Chen (co-presented with
Kimberly Rogers Davis)*

Substance Use, Sexual Violence, and the Culture Surrounding College Sports: What the Clery Act Tells Us

Dr. Joy Blanchard (co-presenter)

Interactive Symposium: Reimagin- ing Critical Issues for College Student-Athletes

*Dr. Joy Blanchard (Organizer and
co-presenter)*

“We learned from Andre Perry from the Brookings Institute about ways to get your research publicized, not just in research journals,” said Bartel, following the conference. Bartel’s ASHE experience was made further valuable through meeting top scholars in her research field, including Robert Toutkoushian from UGA and Robert Kelchen from Seton Hall. Watching Dr. Blanchard and Dr. Clayton present their research on Title IX, student athletes, and rural access to higher education was also incredibly inspirational, according to Bartel.

Davis herself benefitted from presentation experience at the national conference. She and Dr. Chen co-presented a paper presentation on their research: a quantitative analysis on the role of social capital for students who transfer from community colleges to (pseudonym) Louisiana Research University (LRU).

The Graduate Policy Seminar was also a memorable experience for Davis, who has a major research interest in fraternity and sorority life. Davis intends to conduct research related to hazing in student organizations, and used the opportunity to gain exposure to the process of policymaking in higher education.



Pictured: Doctoral student, Anna Bartel (left), faculty member, Dr. Ashley Clayton (center), and doctoral student Kimberly Davis (right), all representing LSU while at the 2019 ASHE conference.

And, of course, there was also time for a bit of fun—Bartel participated in the annual ASHE Dash 5k Run and Walk! Until next year, ASHE!

A Different Type of Summer HEA students **intern** at institutions



Xavier Greaux

Functional Area: Facilities & Maintenance/ Residential Life

Summer Internship Location: Texas Tech University in Lubbock, Texas

Internship Position: ACUHO-I Maintenance & Facilities Intern - University Student Housing

“As the facilities intern, I was able to shadow the different technicians and tradesmen to learn how their skills help to build and maintain vibrant residential life communities. I acted as a liaison between in-hall staff and facility staff so that both units can collaborate and provide students the best experiences possible. My favorite part was attending renovation project meetings, and then performing on-site walkthroughs; seeing how a building can change so much over a few weeks was amazing.”



Lauren Toomey

Functional Area: Orientation and Transition Programs

Research Area: The orientation, transition, and retention experience of first-generation students.

Summer Internship Location: University of Massachusetts-Lowell

Internship Position: ACUHO-I Family Programs Intern

“My role as Family Programs ACUHO-I Intern was to coordinate the parent and family orientation programming for the parents, families, and guests of incoming first-year students. This included confirming the registrations for over 600 guests, sending out communication on behalf of the department to the guests outlining the orientation session, prepping program materials (name tags, gift bags, etc.), training and supervising 10 Family Orientation Leaders who were responsible for leading the parents through programming, and maintaining office hours to answer questions on various mediums from parents, families, and guests.”

School: across the United States



interested in learning even more about the summer internship process? Check out Xavier's article, which details his experiences at Texas Tech, in the [Fall 2019 SWACUHO Newsletter!](#)



“It is hard to choose just one favorite part of the experience. First and foremost, it was incredibly fulfilling to reignite my passion for orientation programs, as my graduate assistantship is not in the field.” - Lauren Toomey

Second, I got to work directly with parents and families, as the First-Year Orientation experience was under the Admissions department. This meant I got to see a different side of orientation programming, rounding out my knowledge of working with both students and families. More specifically, I loved having a co-intern to share office hours, stories, and laughs with. Our supervisor, Phil, got the approval to hire two ACUHO-I interns for the first time this past summer to better handle the workload. My co-intern and I instantly grew close, which brought joy to coming to the office every day. In addition, Phil wanted us to be able to make the most of our short time in Massachusetts, so he would recommend great restaurants, sights, and shops, and would find ways to incorporate team-building experiences at some new locations we hadn't been yet. Because of his wonderful leadership style, the three of us became a strong team, with a solid sense of trust developed between us. This allowed us to lead a summer of successful programming with a strong team of OLs.”



A Different Type of Summer School



Matt also took advantage of travel opportunities while interning in the Midwest; one of those experiences was a weekend trip to Chicago!

Matt Wright

Functional Area: Residential Life

Summer Internship Location: Michigan State University in East Lansing, Michigan

Internship Position: Camps and Conferences Management; Sports Camp Assistant Coordinator

Major Role(s): Managed building occupancy; participated in on-call role for emergencies; supervised and trained a staff of Summer Conference Assistants; oversaw facilities management.

Favorite Part of the Experience: Experiencing a large school in a different region of the US, while making professional connections with Student Affairs professionals. It was also a unique experience working with younger students!



Kelley Robinson

Functional Area: Residential Life

Summer Internship Location: Emory University in Atlanta, GA

Internship Position: ACUHO-I Facilities and Operations Intern

“As an intern for Facilities and Operations, I oversaw projects going on within Residential Life. Some tasks that I worked independently on included overseeing the the management of ordering building signage, and making sure that all emergency equipment was present and noted in the floorplans.”

“My favorite part had to be the people that I met! The Facilities and Operations team was a small team of two assistant directors and the director, and they were all great people. They made sure that we understood everything and helped us to grow in the position.” - Kelley Robinson



Ann-Marie Herod

Functional Area/Research Interest: Diversity and Inclusion; Multicultural Affairs; Rural African American College Students

Summer Internship Location: Cornell University in Ithaca, New York

Internship Position: Prefreshman Summer Program Residence Director

Major Role(s): “As Residence Director, I supervised 21 student staff members and oversaw 200 prefreshman participants. I was extremely attracted to this position because this was an opportunity to help students from minority/underserved populations prepare for college at an Ivy league University. Many times, students of color are not given the adequate resources to prepare them for college, both inside the classroom and outside the class in social settings. I worked on the Residential Life side, but also partnered with their academic programs to ensure that they successfully matriculated into the fall semester. I spent many nights up until after 12am while on call, which was a great experience in handling crisis management situations. I am also thankful for the faculty who I got to work alongside with; a few even mentored me this summer.

Favorite part of the Experience: “My favorite part was participating in the evening programs with our students. We had spa nights, talent shows, and even paint and sip socials. Also, trying out different restaurants in Ithaca was pretty cool.

“I created an amazing bond with the other interns. We really focused on the holistic development of our students.” - Ann-Marie Herod

HESPA GEAUXS

The LSU Higher Education Student and Professional Association, HESPA, has always bridged in-class learning with professional and service-oriented experiences. During the 2019-20 academic year, and led by President Relius Johnson and his executive board peers, HESPA has been more active than ever before, focusing efforts and engagement on everything from self-care to college access. Here are a few of the **fierce** endeavors that HESPA members have accomplished.



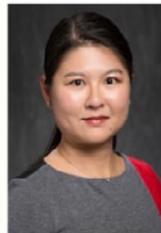
#HESPAHEALTHY

Health and wellness are too often cast aside in the prioritization hierarchy of graduate school. This year, LSU HESPA members vowed to incorporate holistic health into their major initiatives.

In doing so, #HESPAHealthy has flourished: part-social media campaign, part-group bonding opportunity, part-individual accountability resource, HESPA members have increasingly utilized the hashtags #HESPAFit and #HESPAHealthy on Instagram to hold themselves and their peers accountable for engaging in physical exercise during the semester.

HEA faculty members also played a strong role in shifting the narrative to one where self-care is of *particular importance* while in graduate school. Dr. Blanchard taught a spin class for HESPA members; Dr. Chen (and her husband, a certified athletic trainer and Kinesiology professor at LSU) hosted a full-body workout class; Dr. Clayton invited students to a Zumba class at a local Baton Rouge dance studio. With so much collaborative enthusiasm behind this initiative, this year is shaping up to be the healthiest one yet!

#HESPAHEALTHY



Monday
November, 18
3:30 - 4:30 p.m.
Full Work Out
with the Drs. Chen
UREC (meet in lobby)



#HESPAHEALTHY



Zumba with Dr. Clayton
Tuesday, December 17
7:00 - 8:00 p.m.
SweatBox, 11954 Coursey Blvd
Baton Rouge, LA 70816

One of the best parts of the HESPA health initiative? All HEA faculty members played a role in making it happen!

JOIN DR. BLANCHARD AT HER SPINNING CLASS

OCTOBER 25TH, 2019 @ 2:30PM

Register at <https://www.lsuuniversityrec.com/fitness>

UNIVERSITY RECREATION CENTER

SPONSORED BY: #HESPAHEALTHY

HIGHER.



GEAUX PREAUX!

The second annual Geaux Preaux! event, organized by faculty member, Dr. Ashley Clayton, and master's student, Briana Nelson, provided a major professional development opportunity for all current HEA master's students. The event was sponsored by HESPA and the HEA program, and many HESPA E-Board members volunteered leading up to and during the day under the direction of current president, Relius Johnson.



All participants engaged in a minimum of two mock interviews with 24 LSU employees from various functional areas on campus—Career Services, Residential Life, Athletics, and Institutional Research, to name a few—and polished their interview skills in a realistic setting. In addition to oral feedback, all participating students received a written evaluation of their interview

performance, and an in-depth critique of their respective resumés. The timely value of the Geaux Preaux! extended to both first- and second-year master's students. The mock interviews benefited the first-year cohort as they geared up to apply for competitive summer internships, and students in their final year were equipped by early November with the crucial resources they needed while on the job search.

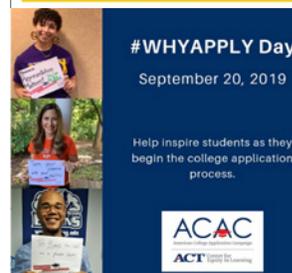


OTHER HESPA EVENTS/INITIATIVES OF 2019-20:

The Tiger Pop-Up Shop: Spearheaded by HESPA Doctoral Student Representative, Sydney Epps, the Tiger Pop-Up Shop served as an on-campus opportunity to donate and access gently worn clothing items. All leftover clothing was donated to the Hammond Women's Shelter in Hammond, LA.

#WhyApply Day: On September 20th, HESPA members engaged in the nationwide social media campaign, #WhyApply, to encourage and inspire graduating high schoolers to apply to postsecondary institutions.

HESPA Study Nights: Monthly study nights in Peabody Hall, with the intent of providing a space for academic productivity and collaboration.



Future Conferences

Association for the Study of Higher Education (ASHE)

2020: New Orleans, Louisiana

Preconference: November 18–19, 2020

Conference: November 19–21, 2020

American Educational Research Association (AERA)

2020: San Francisco, California

Conference: April 17–21, 2020

Association for Institutional Research (AIR)

2020: New Orleans, Louisiana

Annual Forum: May 25–29, 2020

Association for Education Finance and Policy (AEFP)

2020: Fort Worth, Texas

Conference: March 19–21, 2020

Education Law Association (ELA)

2020: Orlando, Florida

November 4–7 (Nov 4 is the pre-conference day), 2020





NASPA: Student Affairs Administrators in Higher Education

2020: Austin, Texas

Conference: March 28—April 1, 2020

2021: Kansas City, Missouri

Conference: March 20—24, 2021

2022: Baltimore, Maryland

Conference: March 19—23, 2022

2023: Boston, Massachusetts

Conference: March 29—April 3, 2023

ACPA: College Student Educators International

2020: Nashville, Tennessee

Conference: March 2—5, 2020

2021: Long Beach, California

Conference: March 14—17, 2021

2022: St. Louis, Missouri

Conference: March 6—9, 2022

SACSA: Southern Association of College Student Affairs

2020: Norfolk, Virginia

Conference: November 7—9, 2020

Showcase your **hard work**

IN THE **BIG EASY**

New Orleans has been selected as the future site of multiple major conferences for higher education research and practice. Tigers, mark your calendars!

Association for Institutional Research (AIR)

Annual Forum: May 25—29, 2020

Association for the Study of Higher Education (ASHE)

Precon: November 18—19, 2020

Conference: November 19—21, 2020

ACPA: College Student Educators International

Conference: March 26—29, 2023

NASPA: Student Affairs Administrators in Higher Education

Conference: March 15—19, 2025

VISITING DAYS 2020

Each year, admitted MA and PhD students are invited to visit campus and have the opportunity to:

- 1** *Learn more about their selected program.*
- 2** *Interact with program faculty, current students, and potential cohort peers.*
- 3** *Interview for graduate assistantships.*
- 4** *Experience the beauty of LSU's flagship campus and the capital city!*



2020 Dates:

Sunday, FEBRUARY 16

Monday, FEBRUARY 17

Airport Options:

Baton Rouge Airport (BTR):

15 minutes from LSU.

Louis Armstrong International Airport

(MSY): 1 hour 15 minutes from LSU.

Contact:

Dr. Joy Blanchard, Program Director:

jlblanchard@lsu.edu

What to Bring:

1. Questions! This opportunity is meant for you to get a fuller picture of program rigor and LSU culture through conversations with campus representatives from a variety of departments.

2. Interview Materials. The Visiting Days interview process encourages business professional attire. We also suggest bringing extra copies of your most recent resume and cover letter!



FIERCE SNAPSHOTS

Captured moments from the 2019-20 academic year.



Second-year MA student, Kelley Robinson, presented her semester-long research project on student belonging and retention patterns for students with undecided majors. The project was conducted as part of Dr. Chen's College Students in the U.S. course.

Amanda Martin, PhD—and Assistant Dean of Recruitment and Student Development in the College of Agriculture—successfully defended her dissertation research alongside co-chairs, Joy Blanchard and Ashley Clayton.



Dr. Clayton made it to every single LSU home game this season, including the National Championship Game in New Orleans—and often brought her family and friends along to cheer on the Tigers! Pictured is Dr. Clayton with her mom and brother inside the renowned Death Valley.



Members of Dr. Godfrey's Foundations of Higher Education enjoyed two engaging and informative class presentations from Dr. Jim Henderson, president of the University of Louisiana System, and Dr. Darica Simon, Upward Bound TRiO Program Director at Baton Rouge Community College,

Third-year doctoral student, Gillian Foss, facilitated a roundtable discussion on student-led protest litigation at the annual Education Law Association conference in Norfolk, VA.



HESPA members kicked off the new school year with a social gathering at Main Event, an entertainment venue that recently opened in the Red Stick! It was one of many monthly social events for the organization, which works to build camaraderie beyond the classroom.

Former LSU System President and university finance scholar, F. King Alexander, attended Dr. Clayton's Higher Ed. Finance course as a guest lecturer on October 9. Dr. Alexander's lecture engaged students in discussions surrounding funding for public higher education.



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