Table of Contents

Commission and Interest Group Key
Conference at a Glance
Hotel Conference Map
Welcome
Keynote Speakers
Pre-Conference Sessions
Poster Presentations
Concurrent Sessions - Monday Morning
Lunch and Keynote Address
Concurrent Sessions - Monday Afternoon
State Meetings
Concurrent Sessions - Tuesday Morning
Closing Session
2017 NACADA Region 7 Award Winners
Region 7 Recipients of NACADA National Awards
NACADA Region 7 Steering Committee
NACADA Region 7 Conference Planning Committee

Commission and Interest Group Key

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advising Administration (C)</td>
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<td>2</td>
<td>Advising Adult Learners (C)</td>
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<td>3</td>
<td>Advising and Academic Coaching (IG)</td>
</tr>
<tr>
<td>4</td>
<td>Advising at Historically Black Colleges/Univ. (IG)</td>
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<tr>
<td>5</td>
<td>Advising Education Majors (C)</td>
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<td>6</td>
<td>Advising First-Year Students (IG)</td>
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<td>7</td>
<td>Advising Graduate and Professional Students (C)</td>
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<td>8</td>
<td>Advising High Achieving Students (C)</td>
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<td>9</td>
<td>Advising Students with Disabilities (C)</td>
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<td>Advising Transfer Students (C)</td>
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<td>12</td>
<td>Appreciative Advising (IG)</td>
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<td>13</td>
<td>Assessment of Advising (C)</td>
</tr>
<tr>
<td>14</td>
<td>Career Advising (IG)</td>
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<td>15</td>
<td>Distance Education Advising (C)</td>
</tr>
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<td>Doctoral Students (IG)</td>
</tr>
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<td>Faculty Advising (C)</td>
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<td>First-Generation College Student Advising (IG)</td>
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<td>High School to College Advising (IG)</td>
</tr>
<tr>
<td>21</td>
<td>Large Universities (IG)</td>
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<td>22</td>
<td>LGBTQQA Advising and Advocacy (C)</td>
</tr>
<tr>
<td>23</td>
<td>Liberal Arts Advisors (C)</td>
</tr>
<tr>
<td>24</td>
<td>Multicultural Concerns (C)</td>
</tr>
<tr>
<td>25</td>
<td>New Advising Professionals (IG)</td>
</tr>
<tr>
<td>26</td>
<td>Pre-Law Advising (IG)</td>
</tr>
<tr>
<td>27</td>
<td>Probation/Dismissal/Reinstatement Issues (IG)</td>
</tr>
<tr>
<td>28</td>
<td>Science, Technology, Engineering &amp; Math Advising (C)</td>
</tr>
<tr>
<td>29</td>
<td>Small Colleges and Universities (C)</td>
</tr>
<tr>
<td>30</td>
<td>Technology in Advising (C)</td>
</tr>
<tr>
<td>31</td>
<td>Theory, Philosophy, &amp; History of Advising (C)</td>
</tr>
<tr>
<td>32</td>
<td>Two-Year Colleges (C)</td>
</tr>
<tr>
<td>33</td>
<td>Undecided and Exploratory Students (C)</td>
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C = Commission  IG = Interest Group
### Conference at a Glance

**Sunday, February 26, 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00am - 8:00pm</td>
<td>Registration table will be open</td>
<td>International Foyer</td>
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<tr>
<td>9:45am - 4:00pm</td>
<td>Pre-conference Sessions</td>
<td>Russell</td>
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<tr>
<td>9:45am - 11:45am</td>
<td>Applying Coaching and Growth Mindset Techniques at College</td>
<td>Remington</td>
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<tr>
<td>10:00am - 2:30pm</td>
<td>SAFE ZONE: Creating an inclusive environment for LGBTQ+ Students</td>
<td>Russell</td>
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<tr>
<td>12:00pm - 2:00 pm</td>
<td>Advising Syllabus: We’ve created one and so can you!</td>
<td>Foyers</td>
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<tr>
<td>2:15pm - 4:15pm</td>
<td>Case by Case: How Advisors Can Support Students During Difficult Times</td>
<td>Russell</td>
</tr>
<tr>
<td>12:00pm - 6:00pm</td>
<td>Exhibitor Hours</td>
<td>Foyers</td>
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<tr>
<td>4:00pm - 5:00pm</td>
<td>First Time Attendees Session</td>
<td>First Time Ballroom</td>
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<tr>
<td>6:00pm - 7:30pm</td>
<td>The Opening Night Ceremony with Keynote Speaker Brody Broshears,</td>
<td>International</td>
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<td></td>
<td>Southern Indiana University</td>
<td>Ballroom</td>
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<tr>
<td>7:30pm - 10:00pm</td>
<td>Poster Session and Hors D’oeuvres Reception</td>
<td>International</td>
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<td>Ballroom</td>
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**Monday, February 27, 2017**

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>7:00am - 6:30pm</td>
<td>Registration table will be open</td>
<td>International Foyer</td>
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<tr>
<td>7:30am - 4:30pm</td>
<td>Exhibitor Hours</td>
<td>Foyers</td>
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<tr>
<td>8:00 - 9:00am</td>
<td>Concurrent Session 1</td>
<td>Foyers</td>
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<tr>
<td></td>
<td>Strategies for Success for Students on the Edge of Success</td>
<td>Gliozzo</td>
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<td></td>
<td>&quot;Standing at the Crossroads&quot;: Early Alert Program Advising Students</td>
<td>Manchester</td>
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<td>in Need</td>
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<td></td>
<td>Moving Beyond the Pursuit of Happiness: Making Meaning of Our Work</td>
<td>Russell</td>
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<td></td>
<td>in the Advising Profession Discussion Hour</td>
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<td></td>
<td>TGIIF - Thank Goodness I’m Trained: A Team Approach to Advisor</td>
<td>Dover</td>
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<td></td>
<td>Training</td>
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<td></td>
<td>Best of Missouri: Academic Recovery Program: What we learned our</td>
<td>Woodward</td>
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<td></td>
<td>first semester</td>
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<td></td>
<td>Building Momentum to Completion: A Case Management Advising Model</td>
<td>Coventry</td>
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<td>This Presentation is Lit: Advising in the Era of Popular Culture</td>
<td>Buckingham</td>
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<td>Stand By Me: Creating Successful Pathways When Advising Students on</td>
<td>Remington</td>
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<td>Academic Probation</td>
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<td></td>
<td>EXHIBITOR PRESENTATION: Helping Students Declare Their Major</td>
<td>Westminster</td>
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<td></td>
<td>Improves Advising, Retention, and Graduation Rates</td>
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<tr>
<td>9:15 - 10:15am</td>
<td>Concurrent Session 2</td>
<td>Manchester</td>
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<td>Connecting OUR Students from Community College to University;</td>
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<td>Bridging the Transition Gap</td>
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<td>Blazing the BSU Trail; Pioneering a New Perception of a Bachelor</td>
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<td>General Studies Degree</td>
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<td>Oh, No! It’s Just Got Real: Innovative Ways to Begin Tough</td>
<td>Buckingham</td>
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<td>Conversations</td>
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<td>The Road-Trip of Advising</td>
<td>Coventry</td>
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<td>Advising First-Time Freshmen Through the Crossroads</td>
<td>Gliozzo</td>
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<td>Just Sit Right Back and You’ll Hear a Tale</td>
<td>Remington</td>
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<td>Facilitating Academic Success for Students with Mental Health</td>
<td>Woodward</td>
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<td></td>
<td>Disorders</td>
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<td>Predictive Analytics on a Budget</td>
<td>Russell</td>
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<td>EXHIBITOR PRESENTATION: Leveraging Technology to Increase Student</td>
<td>Westminster</td>
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<td>Readiness, Persistence &amp; Completion</td>
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**Time** | **Event**                                                                                                                                                                                                 | **Location** |
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<tr>
<td>10:30am - 11:30am</td>
<td>Concurrent Session 3</td>
<td>Russell</td>
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<tr>
<td>11:45am - 1:45pm</td>
<td>Luncheon with Keynote Speaker Charlie Nutt, Executive Director of NACADA</td>
<td>Westminster</td>
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<td>2:00pm - 3:00pm</td>
<td>Concurrent Session 4</td>
<td>Dover</td>
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<tr>
<td>3:15pm - 4:15pm</td>
<td>Concurrent Session 5</td>
<td>Remington</td>
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<tr>
<td>4:30pm - 5:30pm</td>
<td>State Meetings</td>
<td>Buckingham</td>
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<tr>
<td>5:30pm - 8:00pm</td>
<td>Dinner on Your Own</td>
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*The Conference Committee will be providing Shuttle Buses to the Cherry Street District and Blue Dome District from the host hotel. The buses will run from 5:45pm – 10:00pm on a 30 minute rotation. There are plenty of restaurants and pubs in these districts. Please ask one of the committee members for recommendations on eating establishments. See page 6 for the Monday evening bus schedule.*

**NOTE:** All conference attendees staying in the host hotel will have breakfast included with their room rate.
Monday Evening Bus Schedule

Bus #1 5:45pm - 7:45pm to and from Cherry Street District
7:45pm - 9:45pm to and from Blue Dome District

Bus #2 6:00pm - midnight to and from Blue Dome District

Bus #3 6:00pm - 10:00pm to and from Cherry Street District
Patrons will be on their own after midnight. All buses will end routes at the hotel.

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<tr>
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<tr>
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<td>8:00am - 9:00am</td>
<td>Concurrent Session 6</td>
<td>Remington</td>
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<td>Best of Arkansas: &quot;MAKE A PLAN&quot;: Ozarka College Student Services Career Planning Workbook</td>
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<td>Helping High-Achieving Students Discover Their OWN Path</td>
<td>Dover</td>
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<td>Tales from the cube: Creating a virtual advising space</td>
<td>Manchester</td>
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<td>Strategizing a Competency Based University System Advising Professional Development Program</td>
<td>Russell</td>
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<td>Creating a SAFE ZONE for your LGBTQ+ students</td>
<td>Buckingham</td>
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<td>Sexual Violence: Preparing Advisors to Respond and Advocate</td>
<td>Woodward</td>
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<td></td>
<td>The 8-Week Exploration Class: Successfully teaching students how to choose a major (or at least feel better about it)</td>
<td>Coventry</td>
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<td>EXHIBITOR PRESENTATION: CLEP TURNS 50!</td>
<td>Westminster</td>
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<tr>
<td>9:15am - 10:15am</td>
<td>Concurrent Session 7</td>
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<td>Beat of Kansas: Xie, Ye and It: Finding the Language to Advise Trans* Students</td>
<td>Manchester</td>
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<td></td>
<td>The Intersection of Advising and Assessment</td>
<td>Remington</td>
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<td></td>
<td>Navigating through...New Advisor Orientation</td>
<td>Woodward</td>
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<td>Responding to the MLA’s 2014 Report on Doctoral Study: How One Ph. D Program Considers Reform within a Context of Academic Culture</td>
<td>Dover</td>
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<td>The Struggle is Real: How to Survive and Thrive in Times of Professional Stress</td>
<td>Buckingham</td>
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<td>De-Escalation and Conflict Resolution: Please Stop Yelling at Me!</td>
<td>Coventry</td>
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<td>Crossroads as a Professional: Determining Your Level of Involvement in the Scholarship of Advising</td>
<td>Russell</td>
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<td>EXHIBITOR PRESENTATION: Student Success Coaching</td>
<td>Westminster</td>
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<tr>
<td>10:30am - 11:30am</td>
<td>Concurrent Session 8</td>
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<td>There's No Time! There’s Never Any Time…or Money—Student Recruitment on a Tight Schedule and a Shoestring Budget</td>
<td>Woodward</td>
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<td></td>
<td>Utilizing Effective Evaluation to Create Impact</td>
<td>Coventry</td>
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<td></td>
<td>Advisors are Cool</td>
<td>Dover</td>
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<td></td>
<td>Advising Through Natural Disasters, Crises</td>
<td>Manchester</td>
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<td></td>
<td>Rising Voices: Empowering Latino(a) Through Academic Advising</td>
<td>Remington</td>
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<td>Striking it Rich with Data: A Look at How to Leverage Graduation Surveys within Advising Offices</td>
<td>Russell</td>
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<td>The Real World Advising: Servicing Adult Learners</td>
<td>Buckingham</td>
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<tr>
<td></td>
<td>EXHIBITOR PRESENTATION: Insights Into Successful CLEP Prep and Testing</td>
<td>Westminster</td>
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<tr>
<td>11:45am - 12:15pm</td>
<td>Closing Session</td>
<td>International Ballroom</td>
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Welcome from NACADA Region 7 Chair

Welcome to the 2017 NACADA Region 7 Conference!

Thank you for taking the time to join us here at the “Crossroads of Advising!” I think you will enjoy this amazing opportunity to share ideas, learn best practices, and network with some of the finest advising professionals in the world! The theme for this year’s conference certainly encapsulates the importance of “where we are” in the academic advising profession right now, as well as the pivotal importance that advising plays in our students’ lives (and “where they are going,” so to speak). Your NACADA colleagues have come from coast to coast (and even coasts on the other side of the planet!) just to further their connections in the academic advising profession with Region 7’s best and brightest! Much like the Historic Route 66 highway, academic advising intertwines, interconnects, and enhances the journey... Of students, institutions, administrators, and advisors alike! This year’s conference committee has put together a wonderful and enriching program for you to hone your skills and enhance your professional journey... All so that you can continue to positively impact the higher education landscape at your home institutions and shape the roads ahead! We truly hope that you enjoy the conference, our lovely host city, and the opportunity to network with your fellow advising colleagues!

If there is anything that the conference committee or I can do to help make your conference experience more enjoyable, please do not hesitate to ask... And if you see a member of our awesome conference committee, one of our incredible co-chairs (Mark Nelson & Kristal Soderstrom Junkens), a NACADA Leader, or any of our wonderful volunteers, please take a moment to say THANK YOU for everything that they’ve done to make this event, and this organization, a success! It is truly a privilege to have the opportunity to share this journey along the “Crossroads of Advising” with so many amazing people in Region 7!

Sam Murdock, NACADA Region 7 Chair

Welcome from the Conference Co-Chairs

Greetings, Salutations and Welcome to Tulsa!

It is with great enthusiasm and joy that we welcome you to the 2017 NACADA Region 7 Conference at the beautiful DoubleTree by Hilton Downtown Tulsa. Our committee has worked extremely hard in preparation of your arrival for this magnificent event! We are honored to have over 400 attendees at this year’s event. We are also eager to host 132 presenters who will lead 77 poster, pre-conference and concurrent sessions. This conference would not be what it is without our peers and colleagues’ willingness to share their research and practices.

Our conference theme, “Crossroads to Advising” celebrates the historic Route 66 highway which covers 2,677 miles of the state of Oklahoma. The old highway connected the “Windy City” of Chicago, Illinois to Los Angeles, California. Despite its popularity, Route 66 began to see a decline in travelers following the signing of the Interstate Highway Act of 1956 by President Dwight D. Eisenhower. Despite the decline of the highway’s usage, Route 66 continued to serve a special place in our hearts through music, literature and folklore.

The goal of this year’s planning committee was to restore the luster of our profession through sharing our expertise, promoting the creation and implementation of diverse ideas and deliberation of progressive thought. One can only imagine how many dreams, new beginnings, vacations and adventures were had on good old Route 66. Our goal, as chairpersons, was to provide the most exciting and energetic conference where old acquaintances reconnect, new bonds were rooted and all in attendance walked away having learned something new about their profession.

We are so delighted in your commitment to the Global Community for Academic Advising, the investment in your professional growth and your support of Region 7. Welcome to Tulsa!

Kristal Soderstrom Junkens and Mark S. Nelson, 2017 Region 7 Conference Co-Chairpersons

Keynote Speakers

Brody Broshears

Since October 2014, Michael "Brody" Broshears has served as the Assistant Vice President for Academic Success at the University of Southern Indiana (USI). In this role, he oversees University Division and the four newly developed advising centers within the undergraduate colleges. Prior to this most recent appointment Brody had served as the Director of University Division at USI since October, 2007. Before joining USI, Brody created and then directed, the newly formed Academic Advising Center for undecided students at Northern Illinois University from 2004-2007. He also spent six years as an academic advisor at the University of Northern Iowa. Brody is an active member of the National Academic Advising Association and is serving a three-year term on the NACADA Board. Prior to that, Brody completed a two-year term on the NACADA Council as Regional Division Representative (2014-2016). He has also served a two-year term as Region Chair (2011-2013) for Region Five. Brody has presented at numerous regional and annual conferences on topics including advising administration, happiness/meaning making and the advising profession, advising systems, the needs of undecided students, and peer advising programs.

Brody has spent his entire professional career helping students make the most of their college experience. Honesty, openness to diversity, and collaboration are important in all that he does. He views his primary role in this profession as that of an educator with an ethical responsibility to improve the lives of those around him. Brody received a bachelor's degree in political science at Indiana University and a master's degree in college student personnel services from Miami University. He lives in Evansville, Indiana, with his wife Catherine, two daughters, Payton and Macy, two dogs, Brooke and Johnny, and two cats, Judy and Tolbert. Follow him on Twitter at @brodybroshears.

Dr. Charlie L. Nutt

Dr. Charlie Nutt, a NACADA member since 1991, joined Kansas State University and the NACADA Executive Office in 2002 as Associate Director and Assistant Professor in the College of Education and was made Executive Director in 2007. Charlie served in various leadership roles in the Association before coming to work full-time for Executive Office. He has served on the faculty of the NACADA Summer Institute, Academic Advising Administrator's Institute, and Assessment of Advising Institute. As Executive Director of NACADA, Charlie is responsible for coordinating the work of the Executive Office staff as well as working with the various NACADA units on professional development issues, external relations for the Association, and our international initiatives.
Pre-Conference Sessions

Sunday, February 26 - 9:45 AM - 4:00 PM

9:45am-11:45am - Russell Room

Applying Coaching and Growth Mindset Techniques at College (3, 12)
Marlin Blankenship - Chahta Foundation
Michael Seaman - Oklahoma State University
Hannah Blackwell - University of Oklahoma

Coaching and Growth Mindset methodologies equip university staff with tools capable of empowering their students, developing critical thinking skills, boosts self-efficacy and, we believe, increases resiliency. Beginning with the foundational models and practices used by coaching practitioners, the workshop will introduce the latest research currently shaping coaching’s effect in higher education. Taking an interactive approach, a live demonstration will highlight the techniques used in coaching (active listening, powerful questioning, and way of being) and growth/benefit mindset interventions among relevant populations to illustrate the utility of coaching. Finally, the workshop participants will be asked to break into groups and begin using these techniques with their peers.

10:00am - 2:30pm (break included) - Remington Room

SAFE ZONE: Creating an inclusive environment for LGBTQ+ Students (22, 24)
Matthew Scott and Ren Adams - Ozarks Technical Community College
Krista Moncado - Gay and Lesbian Center of the Ozarks

This interactive 4-hour session covers the basics of how to be an ally and/or safe person for LGBTQ+ students and employees. Participants will explore many topics including: common vocabulary, gender identity, sexual identity, trans* awareness, and practical steps for being an ally. This session includes an hour-long panel discussion which allows participants to hear the real-life experiences of LGBTQ+ panelists through a Q&A format.

12:00pm - 2:00pm - Russell Room

Advising Syllabus: We've created one and so can you! (11, 13)
Beth Stuewe, Sarah Buchanan, and Zac Malcolm - Kansas State University

Kansas State University is in its pilot phase of using its newly-created academic advising syllabus. During this session, we will discuss how we did it (history, development, and implementation), share our syllabus with you, and allow time for you or a group from your institution to start brainstorming a syllabus for your campus.

Sunday 2:15pm - 4:15pm - Russell Room

Case by Case: How Advisors Can Support Students During Difficult Times (26, 12)
Emily Kaufman Baumann - Texas A&M University

As academic advisors, students come to us with a variety of issues. Even when such issues are not explicitly academic in nature, they have the potential to affect students’ academic success and personal wellbeing. In this interactive session, participants will use case studies to explore how advisors can assist students with both academic and personal issues, focusing on strategies that can help students “in the moment” as well as proactive ways advisors can help students before issues arise. This presentation is appropriate for new advisors or for any advisor that wishes to learn more about basic counseling skills, student coping mechanisms, and appreciative advising.

For Your Information:

Volunteer Meetings
Session moderator volunteers must attend the Orientation Meeting at 5:00pm on Sunday in the Russell Room.

Conference Evaluations
Prior to the start of each concurrent session, a session moderator will pass out session evaluations. Please take a moment to complete these short forms so that we can provide valuable feedback to our presenters. Before leaving, please turn your evaluation in to your session moderator.

Best of Region
The Best of Region presentation will be determined by the session evaluations submitted for each concurrent session. The winning presenters will automatically be accepted to present at the national conference in October. Do not forget to turn in your evaluations to support your favorite presenter(s).

School Spirit Day
Monday, February 27 is School Spirit Day. Show your campus pride by wearing a shirt representing your institution.

Cherry Street District
The Cherry Street District features over 20 restaurants and some of Tulsa’s finest local and regional art galleries. A hot spot for decades, Cherry Street features the highest number of locally owned businesses in town. The Cherry Street District is set near downtown in the northern midtown area. Buses will run to and from this area Monday evening (see bus schedule on page 6).

Blue Dome District
The Blue Dome District is one of Tulsa’s most popular entertainment districts. Located at 2nd & Elgin in downtown and anchored by the 1924 Blue Dome building, it offers a great nightlife scene and nice selection of restaurants. The district has a down-to-earth vibe that is very welcoming to both local and visiting guests. As the Blue Dome District has grown, bars and restaurants have been joined by retail shops, fine dining, an art studio, salon, comedy club, and bowling alley. Buses will run to and from this area Monday evening (see bus schedule on page 6).
2017 NACADA Region 7 Conference

Sunday, February 26, 4:00 - 5:00 PM

Remington Room

NACADA Orientation for First-Time Conference Attendees

NACADA Region 7 Leadership

On your campus, you know that the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is highly encouraged! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

Sunday, February 26, 6:00 - 7:30 PM

International Ballroom

The Opening Night Ceremony
Keynote Speaker: Brody Broshears, Southern Indiana University

Introduction of Conference Co-Chairs:
Cristelca Carrizales, Hospitality Chair, University of Oklahoma
Message from the Co-Chairs:
Kristal Soderstrom Junkens and Mark S. Nelson, Oklahoma State University
Region 7 Welcome:
Sam Murdock, Region 7 Chair, Texas A&M University
Introduction of Keynote Speaker:
Kristal Soderstrom Junkens, Conference Co-Chair
Keynote Speaker:
Brody Broshears, Assistant Vice President, Southern Indiana University
Closing Remarks and Announcements

Sunday, February 26, 7:30 - 10:00 PM

International Ballroom

Poster Session & Hors D'oeuvres Reception

Entertainment provided by the NSU Jazz Ensemble

Poster Sessions

Embracing the culture of change: Evolve or Die (15, 11)

Annisa Guerin and Ashleigh Turner - Louisiana State University

Change is hard. Changing the culture of an advising unit can seem like an impossible, daunting task. This can be difficult because the organization's culture is made up of a particular set of goals, roles, procedures, values, attitudes and assumptions. Given that change is here to stay, we are seeking to explore why this transitional shift is difficult for some and effortless for others. We will examine common characteristics, mindsets and behaviors related to this cultural conversion and offer positive solutions to ensure a smooth transition.

Surrounded: Technology Everywhere...Where Do I Start? (11, 30)

Danielle Jolie and JoAnn Chandler - University of Arkansas Fort Smith

We are surrounded by technology all day, every day. Sometimes it can be a little overwhelming when we begin to think how can we use technology to better serve our students, right? Please join us for this open discussion and presentation where we will explore different types of technology and how you can utilize them to create a communication plan to better serve and inform your students while generating a 'following'. Technology discussed will include: social media, emails, presentation software.

Stretched Too Thin: Overcoming Mandatory Advising Roadblocks (33, 6)

Chassidy Cooper - University of Arkansas Little Rock

With no Administrative Assistant, no Graduate Assistant, and caseloads of 525 for each of three full-time advisors, discover how we are able to meet the needs of each student. Our office is a direct resource and referral repository to all academic colleges. We invite you to learn how we have overcome financial and human resource reductions while still producing programs, technology, and creative ways to assist the beginning of our students' academic journey at UALR: from orientation and registration, First Year Experience course, Explore the Majors event, midsemester interventions, AAGS degree dissemination, campus visits, and walk-in advising initiatives. Let us share some of our resources and discuss how some of our practices can be adapted to your institution.

Advising from a Distance: Staying Connected (16, 16)

Josita Baker - Tarleton State University

Distance learners retention rates are up to 20% lower than face to face students for many reasons, but it doesn’t have to be. Finding ways to connect with online students early on is important for their success. This will be an informal session that looks at some of the best practices for connecting and advising students from afar. We will also look at how we can duplicate student services provided to face to face students for our distant learners such as career services so they will feel connected to the university. Although there are some challenges advising distance learners, it’s not that different from advising face to face students. Join me in sharing what has worked and what has not worked at your university.
A Plenotha of Benefits: Retention, Persistence and Monetization of Academic Success Coaching at Oklahoma State University (3, 13)

Mike Seaman and Maria Leatherwood - Oklahoma State University

In 2014, Oklahoma State University’s Learning and Student Success Opportunity Center (LASSO) began its International Coaching Federation based academic success coaching program, along with the university’s largest tutoring center and sole supplemental instruction program. After analyzing two years of utilization and retention data, LASSO has found that academic success coaching benefits both students and the university itself. LASSO academic success coaches utilize an inquiry-based, goal-focused and nonjudgmental approach to help students reach sustainable, achievable solutions. LASSO’s longitudinal research has discovered that coached students have increased retention and persistence rates; thus benefiting students in pursuit of educational goals. The dataset will also be broken down to highlight different demographic groups and value to the university.

Advising First Year Students: Understand Oklahoma’s Math Pathways (28, 4)

Rachel Bates - Redlands Community College
Debra Stuart - Oklahoma State Board of Regents

As part of the Oklahoma Mathematics Success Initiative, the Mathways Task Force recommended establishing statewide meta-majors that would improve student success through the use of multiple math pathways. Characterized by rigorous mathematical content aligned to students’ career and academic goals, math pathways allow students to complete required remediation and college-level mathematics courses simultaneously. This session is designed for group discourse and engagement with attendees. The discussion will establish basic information about the OK Mathematics Success Initiative for those unfamiliar. Discussion between presenters and attendees will focus around the recommendations of the Mathways Task Force and specific areas of action regarding developmental mathematics. Presenters will have a PowerPoint presentation and informational handouts for attendees.

Advisor as Recruiter: Attracting quality students into your program (8, 20)

Wendy Walker, Lisa Acevedo, and Philip Johnson - University of Oklahoma

As part of a broader effort by the University to increase student numbers and retention rates, college advisors were tasked with recruitment of undergraduates. Along with increasing numbers, our goal was to increase the number of well-trained certified teachers committed to remain in Oklahoma. Tapping prior knowledge and experience, Advisors networked with schools and feeder institutions to identify specific prospective student populations, including transfer, non-traditional, veteran, and underrepresented. Multimedia methods, informational sessions, customized flyers and promotional items were used to reach target populations. New strategies were implemented to accomplish recruitment and retention goals including scholarships, funding and aid opportunities, expanding existing programs, technological innovation and integration, and targeted study abroad opportunities. The session offers insight into our methodologies and motivations.

Making Chicken Salad Out of...a Less than Helpful Campus (1, 17)

Ryan Cox - Pulaski Technical College

If you’ve ever been a part of planning, implementing, or expanding a campus-wide advising structure, you know the struggle of getting buy-in from those outside your area. No one wants to take on more responsibilities, and if they do, you probably also fear what will happen when those colleagues are left to their own devices. So what can you do when you feel that your only choice is to do it all yourself? Attendees will discuss how to creatively further their messages and processes on their campus with the use of easily replicated advising templates, various communication pipelines, and accurate but persuasive framing of student needs as well as advising needs.

The Path to Mastery: Mastering the Art of Advising (11, 26)

Sarah Ayres - Oklahoma State University

Mastery of a musical instrument takes years of in depth study and practice, so why are we surprised when mastery of Academic Advising doesn’t happen overnight? New and seasoned advisors can make personal professional development an intentional choice by employing a variety of resources, skills, and attitudes to improve and master the art of advising. Using the NACADA Competencies and the Advisor Development Chart as a guide, this session will explore the various ways that Advisors can learn more about their art, perfect their skill, and perform as a master advisor. Participants will leave this session with specific, practical, achievable goals and techniques to help them become masters of their art.

Recruitment, Transition, Retention: The Life Cycle of a First Year Student (8, 28)

Tanya Sanchez and Sarah Herndon - University of North Texas

Ever feel like working with first-year students is more challenging than herding cattle? Or herding cats?! Recruitment, Transition, Retention: The Life Cycle of a First Year Student will explore how the Math & Science Advising Team at the University of North Texas builds effective and authentic connections to students and their families to promote a smooth transition from high school through the first year of college and beyond. As advisors guide students toward their academic/professional goals, we’re also wrangling with issues of increasingly large cohorts, expectations from administrators, and limited resources. This presentation will include a chronological overview of events and programs that are part of the recruitment, transition, and retention efforts of the advising team as well as retention statistics and plans for future directions of first-year programming.

After the Millenials, then what: Introducing Generation "Z" (11, 3)

Robin Gillespie - University of North Texas

According to some of the most prominent folklore, the Millenial generation has begun its transition from Millennial into the Homeland generation, otherwise coined, "Generation Z." Speculations of this upcoming generation are ongoing, however this presentation will attempt to introduce academic advisors to this new group: Who are they? What are their goals and aspirations? And finally, how will some of our current advising models best serve this population? Will also discuss the findings and reports from Seemiller & Grace’s "Generation Z Goes to College" as well as additional research models. Note: Presentation based on preliminary and theoretic data only.
Concurrent Sessions - Monday Morning

Session 1: Monday, February 27, 8:00 - 9:00 AM

Woodward Room - Session 1

Best of Missouri: Academic Recovery Program: What we learned our first semester (27)
Julie Carman and Natalie Peirce - Central Missouri State University

Did reformatting our probation process improve student success? The Harmon College of Business and Professional Studies at the University of Central Missouri piloted an Academic Recovery Program (ARP) to work with students on academic probation. Before the Spring 2016, advisors were inconsistently handling probationary students. The Harmon College advisors worked to design a program that will help students set obtainable goals. This session will examine the creation and implementation of the Academic Recovery Program, as well as share data collected on the success of the program during its pilot. We will also share our email templates, self-assessment tool, and contract the students signed. Also, we want to ask what works and what doesn’t at other institutions.

Gilcrease Room - Session 1

Strategies for Success for Students on the Edge of Success (27, 32)
Angela Cavazos-Barajas and Dr. Adrianna Sherman - Northwest Vista College

The Student Development (SDEV) 0171, Strategies for Success, course is required for students returning from or petitioning academic dismissal. The curriculum of the course is geared towards self-management strategies such as time and priority management, goal setting, and motivation. The course was piloted in 2008 with a student success rate of over 90% in all classes that semester. The success rate for successful completers has stayed at over 90% with the spring 2016 cohort passing 96% of their classes.

Coventry Room - Session 1

Building Momentum to Completion: A Case Management Advising Model (32, 18)
Katherine Beaumont Doss - Palo Alto College
Blanca Baile-Muniz - Alamo Colleges

This session will provide an overview of the AlamoADVISE Case Management Advising Model within the Alamo Colleges. Attendees will also learn about the use of an advising scorecard and the assessment of student outcomes to improve advising services. Participants will then engage in a discussion of how to improve advising services within their own campus by using data. Finally, an overview of a comprehensive training model will be provided.

Manchester Room - Session 1

"Standing at the Crossroads": Early Alert Program Advising Students in Need (27, 6)
Angela Scoggins and Dr. Sarah Maxwell - University of Texas - Dallas

As the University of Texas at Dallas has experienced rapid growth, it was determined that an effective early alert program was needed to help students before they ended up on probation, dropped or failed a course. Resource Connection was established to provide supplemental support to advisors, staff and faculty who identified a student that was experiencing academic or personal difficulties. Resource Connection provides direct support services to the students including advising, appropriate office referrals and success coaching. This session explains how this type of one stop referral and support program has worked on a medium sized public university.

Dover Room - Session 1

TGIT - Thank Goodness I'm Trained!: A Team Approach to Advisor Training (31)
Christina Fleuriet, Laela Wilson, and Honesty Wintner - Texas State University

Effective advisor training is essential for any advising program. Training new advisors effectively and comprehensively increases advisors' knowledge, accuracy, and confidence. This session highlights a team approach to advisor training, as all current advisors are invested in a portion of the training process. Presenters will discuss the benefits of the team-based approach, training schedules, relevant training materials, organization system, pros and cons of a lengthy training process, and ongoing/ continuous training procedure. This session will also address content components from Habley (2000) and McClellan's (2007) framework for effective training. Participants will be familiarized with creating, implementing, and evaluating a training program. This presentation is appropriate for supervisors and advisors from both two- to four-year institutions.

Remington Room - Session 1

Stand By Me: Creating Successful Pathways When Advising Students on Academic Probation (37, 18)
Terrica Watkins - University of Texas San Antonio

Students on Academic Probation are considered one of the most difficult population of students to advise and engage in successful communication outreach techniques. As a result, this creates a challenge for advisors and students during advising sessions because of personal biases from advisors and the plethora of feelings from the student. This presentation will address different pathways and strategies that advisors must create and demonstrate when advising students on academic probation. Starting with eliminating our own personal biases and stereotypes toward students on Academic Probation, how we communicate our verbal and nonverbal messages, and changing the overall language about Academic Probation. We as advisors must promote self-efficacy and empowerment by standing by our students in their time of need.
Buckingham Room - Session 1

This Presentation is Lit: Advising in the Era of Popular Culture

Robby Sanchez and Jeannette Pacheco - Texas State University

We are exposed to and influenced by Popular Culture on a daily basis. Within Popular Culture, a more specific Youth Culture emerges with each generation. Have you heard the phrase, “Netflix and chill?” Have you heard a student say “that’s lit!” or “that’s my aesthetic.” Do you have Brony students? With most of us being at least one generation removed from our students, it’s normal to question the social norms in the life of a college student. Being able to connect with students on a personal level can form a connection to a student’s academic performance. We will contextualize Youth Culture and review recent fads, lingo, and trends so that we may better understand our traditional students.

Russell Room - Session 1

Moving Beyond the Pursuit of Happiness: Making Meaning of Our Work in the Advising Profession Discussion Hour

Brody Broshears - Southern Indiana University

A conversation with Brody Broshears. This follow-up session provides an opportunity for discussion and interaction with our keynote speaker, Brody Broshears.

Westminster Room - Session 1

EXHIBITOR PRESENTATION: Helping Students Declare Their Major Improves Advising, Retention, and Graduation Rates

Ben Herron - MyMajors.com

The one simple act of assuring that a student is aligned with the right major can improve persistence and student success. More than 80% of students change their major at least once in college. Students self-select a major based on parent or peer pressure or future career trends, but many fail to find the right fit for their academic achievements, interests, and personality. Students in the right major will be more engaged, return sophomore year, and graduate on time. This presentation will discuss how to engage students to find the right major on campus, current advising landscape and caseloads, freshman first year experience, how to capture sub-groups to increase retention and improve completion rates through the use of assessment, and advising techniques to improve the gap between admissions and advising. We will also include an open discussion on the challenges and best practices in helping students discover their degree plan and how advising and other departments can make an impact in student decision making, including institutions in the NACADA Region 7 footprint.

Session 2: Monday, February 27, 9:15 - 10:15 AM

Gilcrease Room - Session 2

Advising First-Time Freshmen Through the Crossroads

Nikki Brown and Brittany Hughes - Fort Hays State University

In this session participants will learn about our ACCESS to Success-Student Success Plan. The Advising, Connections, Circle of Support, Education, and Sense of Self (ACCESS) program was created to address the needs of freshmen students at our institution and aid them in the transition from high school to college. We implemented our program in the fall of 2013 and would like to share our experience with this program in relation to conception, implementation and process and the six touch points that are utilized by both our professional and faculty advisors. As a result of this session, participants will gain knowledge related to: 1) Why do we have this program, 2) Our implementation and process to institutionalize, 3) Each step of the student program, and 4) Feedback from our advisees regarding the program.

Dover Room - Session 2

Blazing the BGS Trail; Pioneering a New Perception of a Bachelor General Studies Degree

Brandie Golleher, Vicki Jennings, and Keith Brown - Texas Woman’s University

Prior to 2009, advisors in the Bachelor of General Studies program at Texas Woman’s University struggled to change the negative perceptions of a multidisciplinary studies degree. Students who had entered the BGS program, were doing so with the purpose of “just completing the degree” without holding value in the degree program nor having clear post-graduation goals. Using proactive advising methods, advisors are changing perceptions of the BGS degree and are promoting innovative ways for students to engage in creating a clear post-graduation plan for themselves, while valuing their degree program. This presentation will elaborate on the process of applying those methods to a multidisciplinary degree program, as well as steps taken to facilitate change in student and university perceptions.

Coventry Room - Session 2

The Road-Trip of Advising

Lindsey Taucher - Saint Edwards University

THE ROAD-TRIP OF ADVISING: Travel our way... get your kicks... now you go... you see... don't forget... won't you get hip... -- Going through the college experience can be much like going on a road-trip. You can choose to plan or not. You can choose to bring companions or not. You can decide what type of a trip you want. You can choose to make stops or not. You can create the pace of the trip. You can determine how you enjoy it. -- This presentation will focus on the undergraduate experience being like a road-trip on Route 66 and how advisors can assist their students in planning, enjoying and reflecting on their college experience to make meaning from their time in higher education.
Russell Room - Session 2

Predictive Analytics on a Budget [29, 6]

Tara Lindahl - University of St. Mary's
Megan Jordan - Donnelly College

Many large universities have adopted software and technology to provide predictive analytics and assist academic advisors with the tools necessary to improve retention rates. While these systems can be extremely helpful, they are often out of reach for smaller institutions with limited budgets. This workshop will share research on what institutions can do, on a limited budget to collect and analyze data and create retention initiatives without spending a lot of money. Participants will also be given an opportunity to share retention strategies used at their own institutions in response to university data. The session learning objectives are: 1. Describe need for predictive analytics in academic advising, 2. Identify challenges to using predictive analytics for small colleges and/or colleges with restricted budgets, 3. Identify tools, resources and processes used by small colleges in order to collect and analyze data, 4. Describe outcomes associated with using predictive analytics.

Woodward Room - Session 2

Facilitating Academic Success for Students with Mental Health Disorders [7, 3]

Susan Calloway - Texas Tech University Health Sciences Center
Rebecca Gilmore - Texas A&M University

According to a recent NAMI survey of college age adolescents with a mental health disorder, over 60% of those surveyed stated they withdrew from college due to mental health issues. With such large numbers of students withdrawing due to mental health issues it would be expected that a process is in place to promote a successful transition to college life thereby increasing student success and graduation rates. However a comprehensive transition plan has been lacking. This presentation will cover the practical aspects of a transition plan, identify aspects of university life that can result in mental health destabilization and actions to take in proactively addressing these factors.

Remington Room - Session 2

Just Sit Right Back and You'll Hear a Tale [31, 12]

Shawn Rose and Megan Pitt - Oklahoma State University

Storytelling represents a core part of our daily jobs as academic advisors, yet the value and power of these stories can be easily overlooked or taken for granted. Whether it be the stories we share with students, with other advisors, or stories that our students tell us, we often advise through stories. This session explores narrative theories and their application through several stories from real advisors and students. Advising narratives will be examined through the lens of student and advisor identities, empathy, and how to better leverage the stories we use in practice.

Manchester Room - Session 2

Connecting OUR Students from Community College to University: Bridging the Transition Gap [30, 11]

Barbara Smith - University of Texas San Antonio
Blanca Balle-Muniz - Alamo Colleges

Have you ever wondered how you could have a more collaborative working relationship with advising partners at another institution? A Texas four year public university and community college have made this a reality through a transfer advising summit. The advising summit was designed to help strengthen the proactive and intentional transfer pathway from the community college to the four year institution through advising services for our students. The summit provides collaborative professional development in advising theory and research; learning of similarities and differences in campus support services; sharing of best practices and the opportunity to network. During this session we will share the successes, challenges as well as some changes that have bridged the transition gap for our students.

Buckingham Room - Session 2

Oh, No! Ish Just Got Real: Innovative Ways to Begin Tough Conversations [11, 31]

Jeanette Pacheco and Lauren Fairley - Texas State University

Using Tinto’s Retention Theory, “the sources of student departure are primarily in three specific areas – academic problems, failure to integrate socially and intellectually with the culture of the college or university, or low level of commitment to the college or university.” Two seasoned advisors will take you through strategies to help build confidence in advising sessions when having those meaningful conversations. This session will discuss “MACS” and “The BIG 4”, two techniques they have developed to assist students in finding motivation and persistence through college and on to graduation. Let’s take a proactive approach and discuss innovative techniques to keep our students intellectually stimulated, engaged, and committed.

Westminster Room - Session 2

EXHIBITOR PRESENTATION: Leveraging Technology to Increase Student Readiness, Persistence & Completion

Erica Kennon and Alexandra Pecoraro - Innovative Educators

For many students, attending college can be overwhelming with regard to coursework demands, study strategies, test-taking, and basic knowledge about utilizing campus resources. In addition, there is no doubt that students understand and value technology resources as part of their strategy to complete their academic goals. Thriving colleges and universities have thus turned to online student services to provide practical and relevant online tools and resources, which can significantly increase student preparedness, retention, achievement and success. This workshop will provide insight into these virtual tools and how leveraging technology to provide cost-effective and comprehensive additions to traditional support service delivery can positively impact student success and completion. This session will use data, focus groups, and case studies to highlight the importance of online orientation. We will
demonstrate how to successfully implement our comprehensive online orientation solution, Go2Orientation. Advising Professionals will learn about technology features, necessary requirements (ADA, mobile-friendly), content creation, SSO, implementation, reporting, etc. The presenter will showcase best practices for delivering online student orientation and discuss case studies highlighting its impact on retention. Next, we will explore online customizable tools that can be used as an ongoing solution to promote student success. These tools can easily be integrated into the advising process and will help students learn about Title IX, career options, study skills, money/time management, test-taking, and more. For example, advisors could suggest students watch a video on "How To Choose A Major" before their advising appointment. Students would be more prepared when meeting with the advisor allowing the advisor to ask more personal and specific questions. Colleges need to be more flexible and provide on-demand services instead of requiring students to go to campus. We will begin the session discussing statistics related to our current student population and the rising demand for online support tools. We will then ask Advising Professionals to explain and share what they are currently doing on their campuses to solve issues related to providing 24/7 student support services. Overall, this workshop will provide practical information about online student support services. These online services have the potential to improve student preparedness, persistence, and completion. We will showcase online orientation and online student success workshops, focusing on the numerous ways colleges can utilize technology to "flip" service delivery. Join us to learn several ways to flip your student services model and support students when they need it.

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- Speedy Prep
- EMSI

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Session 3: Monday, February 27, 10:30 - 11:30 AM

Russell Room - Session 3

Poetry at the Crossroads of Advising *(9, 19)*

Jordan Durham - University of Missouri

Poetry at the Crossroads of Advising—Poetics in advising is at the heart of this session. How can we utilize the contemporary poetics of today in handling social justice issues for ourselves and our students? Introducing the work of poets such as the Solmaz Sharif, Danez Smith, Mark Doty, and others, this discussion looks to the words on the page to help assist our understanding of students' lives in a world rife with new and demanding challenges. Thinking about poetry as the sum of what often cannot be said and William Logan's statement of formal poetry being a "dance in chains," this session looks similarly at the advising experience—what are our constrictions? Our liberties? Do we recognize our boundaries when they're unsaid or sitting in front of us?

Gilcrease Room - Session 3

Predictive Analytics: Graduation and Retention Predictive Model and Action Plan *(6, 5)*

Sherry Cox - University of Oklahoma

Increasing student retention and graduation rates is a top priority in Higher Education. Early identification of at risk students for intervention programs or redirection into other degree paths improves retention and graduation rates. Likewise, given the increasing teacher shortage, identifying strong candidates for Teacher Certification programs and graduating prepared future teachers is crucial. Using predictive analytics provides a promising method in the quest to increase student success at universities and colleges. Our predictive analytic model utilizes a machine learning algorithm, gradient boosted machine, to identify strong candidates for Teacher Certification programs as well as predicting graduation and program completion. The presentation covers the current model and findings, how it is used by academic advisors and administrators and future directions.

Westminster Room - Session 3

Distraction, Perfection, and Control: Coping Among First-Year Students at an HBCU *(8, 4)*

Margaret Hill - Lincoln University

Entering college for the first time represents a major transition in the lives of many young people. Several factors, from lack of sleep to socializing to excessive perfectionism, may affect academic performance and successful coping in first-year students. This study examined distractions among students in a freshman University Seminar course at a Historically Black College or University (HBCU). Students differed widely in the number of factors they found distracting as well as in their level of perceived control over those factors. One factor in particular, self-reported perfectionism, was related to mid-semester GPA, although significant gender and racial differences were found. Findings are discussed with regard to successful coping within Schlossberg's Transition Theory framework.
Coventry Room - Session 3

Hear No Evil, See No Evil, Speak No Evil: Addressing Socio-political Trauma in the Workplace (11, 24)

Lauren Fairley and Taylor Jones - Texas State University

During times of political struggle and societal unrest our roles in academic feel simultaneously constricted and yet potentially at their most impactful. While it is hard to know how to best address socio-political traumas like the Orlando mass shooting and chronic system violence that has inspired the Black Lives Matter movement, it is important and crucial to ourselves, our colleagues, and students that we do. Our presentation aims to prepare academic advisors with the skills to manage the equally delicate yet necessary acknowledgement of socio-political trauma in the academic setting to enhance positive work environments, promote socio-cultural understanding, and build team unity.

Remington Room - Session 3

A Unique Program to Facilitate Transfer of STEM Students from a 2-Year to 4-Year Institution (16, 28)

Mary Boudreaux - Baton Rouge Community College

In 2012, Louisiana State University and Baton Rouge Community College entered into an agreement to facilitate transfer for students desiring to complete a bachelor's degree upon completion of their associate degree in engineering. The following year, these institutions partnered in a 2nd generation National Science Foundation STEM Talent Expansion (STEP) grant. This presentation describes the programs that have emerged such as the Engineering Transfer Career Day that welcomes new transfers to LSU and Supplemental Instruction opportunities on both campuses. It will cover in detail its unique advising component that allows the academic advisor to hold office hours on both campuses and help to ease the transfer transition. Information on the successes that are occurring as well as plans for the future will be included.

Dover Room - Session 3

Reconnect to Success: Innovation in Intrusive Advising (10, 33)

Natasha Domaschik - Northshore Technical Community College

To encourage further advancements in academic advising and intervention, this presentation will explore the curriculum and rates of success associated with Reconnect to Success (RTS). RTS was designed in partnership between Southeastern Louisiana University and Northshore Technical Community College as an intervention program meant to address the ever-growing needs of students placed on academic suspension at the university level. The program accommodates those needs with a combination of student success courses, academic counseling, and intrusive advising. This assessment will study student experiences and outcomes of success, as well as the various academic approaches introduced for personal development and self-management, designed to prepare students for academic and personal success as well as to encourage student retention and graduation.

Woodward Room - Session 3

Changing the Water Cooler Conversation: Implementing Conversations Around Diversity, Equity and Inclusion into Office Culture (11, 34)

Katie Bottoff - University of Kansas

In order to be competent when speaking with our students regarding diversity, equity, and inclusion, we must first educate ourselves and engage in dialogue with our peers to expand our knowledge base. This presentation will explain how an academic advising office has taken steps to move forward with changing the office culture through conversations and education on diversity, equity, and inclusion. In addition to best practices from Maura J. Cullen’s book “35 Dumb Things That Well-Intentioned People Say”, participants will have the opportunity to share their own practices and discuss how academic advising offices can utilize these to better engage in conversations with our students.

Lunch and Keynote Address

Monday, February 27, 11:45 AM - 1:45 PM

International Ballroom

Keynote Speaker Charlie Nutt, Executive Director of NACADA

Board of Directors Welcome: Patricia Griffin, Ph. D, Fort Hays State University
Highlighting Tulsa Monday Night events: Allison Tiff, Pre-Conference Chair, Oklahoma State University - Tulsa
Regional Awards and Recognition: Sam Murdock and Bonnie Bustos-Rios, Awards Co-Chairs, Texas A&M University
Reading of NACADA Award Recipients from Region 7
Introduction of Keynote Speaker: Mark S. Nelson, Conference Co-Chair
Keynote Address: Charlie Nutt, Ed. D, NACADA Executive Director, Kansas State University
2018 Conference Welcome and Showcase: Autumn Parker, University of Arkansas – Fayetteville
Door Prizes
Closing Remarks and Announcements

Thank You to Our Big Orange Bus Sponsors:

- Oklahoma State University Office of Institutional Diversity
- Oklahoma State University Graduate College
Concurrent Sessions - Monday Afternoon

Session 4: Monday, February 27, 2:00 - 3:00 PM

Dover Room - Session 4

Charting the Course: 10 Tips for Establishing Campus-Wide Advising Assessment (13)
Ashley Moir and Jaimie Haider - Texas State University

Outcomes assessment can be challenging, especially when it is added on to our other duties. Gaining buy-in from stakeholders can be difficult. Collecting data and implementing results can be time consuming. At our home institution, we have been assessing advising on a macro-level and using the data to implement changes for 10 years. By interviewing assessment experts, sharing historical knowledge, and delving into relevant literature, we will share 10 tips to assist you in creating a campus-wide approach to assessment. Let us help you make assessment of advising a collaborative and feasible opportunity for you and your institution!

Russell Room - Session 4

Intersectionality and Academic Advising (24, 11)
Jessica Camp, Shawon McClellan, and Theresa Lindsay - Texas Woman's University

This session will explore the theory of intersectionality and how it relates to academic advising (Crenshaw, 1991). We will share our professional experiences advising students with complex intersecting identities (race, class, ability, parental status, gender, sexual orientation). We will discuss the multiple dimensions of diversity and ways to utilize developmental advising with a diverse population of individuals (Crookston, 1972; Griggs, 1995; Winston & Sandor, 1984; & Wrench, 2014). This session will encourage advisors to challenge their assumptions about students as a means of avoiding a formulaic approach to advising. We will discuss some of the problems that arise when using a formulaic approach to advising. Finally, we will offer solutions and ideas for engaging with and making meaningful connections that benefit both advisor and student.

Gilcrease Room - Session 4

All in the Preparation: Developing Great New Advisors (11, 23)
Keely James - Oklahoma State University

Critical to advising success are orientation to 1)content, 2)strategy, 3)technology, and 4)style. Oklahoma State University’s College of Arts and Sciences strives to give every new advisor these tools for success. Hear from an experienced trainer and new advisors how their foundation for advising was built. Intended to benefit both new advisors and supervisors through presentation of methods to develop proficiency and comfort in each of the four key areas followed by discussion of additional methods used and needs perceived. Advisors want to be their best for their students. Let’s help them—it’s all in the preparation!

Westminster Room - Session 4

Examining the Formal Education Environment of Academic Advising (21)
Megan Denney - University of Oklahoma

According to Merriam, Caffarello, & Baumgartner (2007) the formal education environment is comprised of the following characteristics: curriculum driven, well-organized, knowledgeable and caring instructors, participatory and inclusive instructional methods, the presentation of relevant and useful materials, and respect for students as adults and learners. These characteristics are often visible in academic advising; therefore the practice of academic advising can be said to occur within a formal education environment. This presentation will examine academic advising through the lens of formal education, and also explore what students learn through advising and how that learning can occur. Additionally, through discussion of these characteristics, this presentation will seek to further establish academic advisors as educators who contribute greatly to the educational experiences of their students.

Remington Room - Session 4

Empathy and Advising: Integrating Concepts to Enhance the Advising Experience (11, 27)
Robert Pettay - Kansas State University

The concept of advising is derived from the word advice which is defined as offering suggestions about the best course of action to someone. Empathy is defined as the ability to understand and share the feelings of others. An effective advisor is able to integrate these concepts and by being an empathetic listener, work with the student to address and resolve the issues and problems of the student. This session will focus on the habits of empathetic people discussed by Krznaric in his book Empathy. The session will be interactive and objectives include applying the underlying principles of empathy by defining empathy and discussing the importance of empathy, examining the habits of empathetic people, and engaging in empathy based activities.

Woodward Room - Session 4

The GRR in Student Academic Success! (3, 4)
Kimberley Nanez and Michelle Anguiano - Texas A&M University - San Antonio

Academic Success Coaches, under the Student Academic Success Center, are the driving force behind student success at Texas A&M University-San Antonio. The Success Coaches work to provide strategies and tools for success that facilitate gradual release of responsibility; hence, the GRR regarding student success. To get students to the GRR stage, the Success Coaches begin by connecting with the students to build rapport and trust and then put forth efforts to engage the students in activities and strategies that are proactive in nature but also grounded in theory. This presentation will discuss how Success Coaches integrate intentional activities into their sessions using a 5 step process that is currently being folded into the student-coach sessions. Jaguars are getting their growl!
Coventry Room - Session 4

Publish with NACADA: Find Appropriate NACADA Venue for Your Writing *(9)*

Wendy Troxel - Kansas State University

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Woodward Room - Session 5

Academic Coaching: A Crossroads to Retention *(9, 27)*

Shannon Williams - Central Arkansas University
Chassidy Cooper - University of Arkansas Little Rock

Retention is a critical issue on college campuses. Majority of the research on college student retention suggests that meaningful interactions with a member of the college personnel enhances the success and persistence of students (Cox, McIntosh, & Terenzini, 2010; Drake, 2011; Kuh, Kinzie, & Schuh, 2005; Pascarella & Terenzini, 1977). Academic coaching offers rich and meaningful student encounters that move students toward action oriented results (Lifebound, 2013). The evolution and development of academic coaching provide academic advisors with a set of practical tools to bolster retention. This session provides basic training on foundational tools for academic coaching: 1) asking powerful questions, 2) listening, 3) observing, 4) acknowledging, 5) championing and 6) confronting courageously (Lifebound, 2013). Session participants will leave with an understanding of academic coaching and how to coach students.

Dover Room - Session 5

The Four (or more) Year Plan for Future Law School Students *(26, 7)*

Preston Nicholson - Washburn University

The Four (or more) Year Plan for Future Law School Students - every advisor, not just pre-law advisors, play a role in helping students get accepted to law school. This presentation will discuss the active steps freshman, sophomore, junior, and senior-level students can take to prepare themselves for the rigor of a legal education, help them investigate whether law school is right for them, and set themselves apart in the law school admissions process. The presenter, a current Director of Law School Admissions and former pre-law advisor, will pull back the curtain on the law school admissions process and discuss the critical role all advisors play in helping students possibly interested in law school.

Coventry Room - Session 5

Roadmap to the Future: A Pathway to NACADA Leadership *(11)*

Rebecca Hapes - Texas A&M University
Autumn Parker - University of Arkansas
Breanne Flores-Contreras - Texas A&M University Kingsville

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Diversity Committee and ELP are changing the face of NACADA.
Manchester Room - Session 5

Mapping It Out: Social Media Strategy for Higher Education Professionals (10, 11)
Soyla Santos - University of Texas Arlington

Feeling lost when it comes to social media? The truth is that social media can be incredibly overwhelming, but it can also be an incredible tool for making connections. Engaging with this generation of students requires social media outreach and engagement. Whether you’re considering Facebook, Twitter, Snapchat, Instagram or others, a formal strategy provides a foundation for increased student and influencer involvement for new and well-established programs. Learn how to apply social media strategy best practices borrowed from the business world: create a strategy map, discover social media management options, develop a content plan and participate in a live Twitter chat.

Russell Room - Session 5

When Plan A becomes Plan B: Ten Ideas to Help Students Make Major Life Changes (19, 20)
Janelle Davis, Kim Taylor, and Amber Coffee - Texas Woman’s University

Changing majors, giving up on your “dream,” academic work getting in the way of an active social life or work schedule: challenges abound in higher education. This presentation will utilize the experiences of two Health Science Advisors, a Biology Advisor and our Career Consultant who talk with a myriad of students every week. Although there are no easy answers, redefining the ‘dream’, utilizing available resources and prioritizing life choices will be explored to assist students in choosing a new plan.

Buckingham Room - Session 5

Advising Generation Z (6, 33)
Rene Couture, Christopher Cassidy, Suliana Scarborough - Arkansas Tech University

By the end of 2017 most traditionally aged college students will be members of Generation Z (born 1995-2010). This group represents some different needs, anxieties, and goals from the Millennial students before them. They are even closer to their parents, are highly cognizant and worried about tuition and debt, and want exciting majors that lead to highly fulfilling careers. This session explores these topics in relation to how academic advisors can develop more meaningful advising relationships with these students, which the students crave.

Westminster Room - Session 5

“A Conversation with NACADA Leaders” – Core Values Review: Round Two
Charlie Nutt, Executive Director, Jason Norman, Core Values Committee and other NACADA Leaders

This session is designed for our leaders to provide information about the association to our members. This year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA Institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

State Meetings
Monday, February 27, 4:30 - 5:30 PM

Texas: Buckingham Room
Kansas: Russell Room
Missouri: Woodward Room
Oklahoma: Manchester Room
Arkansas: Remington Room
Louisiana: Gilcrease Room

VIAONEHOPE

Tracy Commn
Cause Entrepreneur, viaONEHOPE Wine
785-405-6556
tscamm@gmail.com
viaonehope.com/tracycommn
Concurrent Sessions - Tuesday Morning
Session 6: Tuesday, February 28, 8:00 - 9:00 AM

Remington Room - Session 6
Best of Arkansas: "MAKE A PLAN": Ozarka College Student Services Career Planning Workbook (14, 22)
Kay Adkins and Kendra Smith - Ozarka College

Having clear, realistic career goals is one factor that correlates with a student’s likelihood of persisting to degree/program completion. Yet many students entering college have never thoughtfully and intentionally explored their own interests, skills, and values, or explored how “who they are” can fit into different vocations that could be potentially satisfying. In addition to finding a vocational “fit,” students can benefit from having a detailed and realistic plan to progress from where they are now into the job they want. But how can academic advisors and Career Services professionals work with students to bring about this level of exploration and planning? This workshop will briefly cover some career development theory highlights, how Ozarka College Career Services has applied career development theory to develop program strategies, and some successes and challenges experienced.

Manchester Room - Session 6
Tales from the Cube: Creating a Virtual Advising Space (26, 27)
Bonnie Bustos-Rios and Laura Olivarez - Texas A&M University

What do get you when your advising caseload is a little more than you can handle and your temporary office relocation has caused space constraints to meet academic advising demands? Other than chaos, the above scenario has led to opportunities to develop enhanced academic advising practices through online-mediated advising including on-demand advising videos, virtual real-time advising appointments, interactive large group advising sessions, and distance-student advising. This session will showcase the application of virtual advising techniques used by a large volume first year program advising office and will allow session attendees to engage in small group best practice sharing related to virtual advising use.

Buckingham Room - Session 6
Creating a SAFE ZONE for your LGBTQ+ students (22, 24)
Matthew Scott - Ozarks Technical Community College

A recent study reported that over one-third of our LGBTQ+ students have considered leaving their institution because of the negative climate. We will discuss resources, activities and best practices collected from various institutions across the nation in an effort to help our fellow faculty and staff be more sensitive to the needs of their LGBTQ+ students.

Russell Room - Session 6
Strategizing a Competency Based University System Advising Professional Development Program (11)

Elizabeth Eckelkamp - University of Missouri Saint Louis
Kim McNeely - University of Missouri Kansas City
Rachael Orr - University of Missouri

Are you looking for a way to maximize professional development funding for academic advising on your campus? A committee of advising administrators and advisors from across the UM System proposed the development of advisor training resources and continuing shared professional development events across the system to both contribute to an intentional advisor training and development plan and recognize savings across the system. This comprehensive professional development program provides a consistent framework for advisor training and shared resources across the system. In this session we will explore steps to leverage campus partnerships to improve professional development opportunities on participants’ campuses and provide an opportunity to share strategies and resources that have been successful on participants’ own campuses.

Dover Room - Session 6
Helping High-Achieving Students Discover Their OWN Path (8, 11)
Anne Hedrick - University of Oklahoma

Multipotentiality refers to students who could do many things with high levels of both skill and enjoyment (Greene, 2006). The number of opportunities open to these individuals can often result in the premature selection of a path without exploration (Shaffer & Zalewski, 2011). High-achieving students often feel directed toward appropriate careers, (Colangelo & Kerr, 1990; Greene, 2006) making it difficult to explore other options. A fear of failure drives them to stick with what they know, restricting opportunities for exploration, and more importantly, these students do not learn how to fail (Kerr, 1981). This presentation will present research on the challenges high-achieving students face and discuss strategies through which advisors can help support and guide them toward a major/career path.

Woodward Room - Session 6
Sexual Violence: Preparing Advisors to Respond and Advocate (11)
Rebecca Hapes - Texas A&M University

Advisors are in a position to establish and develop strong personal relationships with students. If student survivors of sexual violence choose to disclose, there is a high probability they will do so to advisors with whom they have built strong relational ties. Therefore, it is important that advisors have an understanding of appropriate measures to take when a student discloses incidents of sexual violence and are mindful of a multitude of considerations during conversations with the student survivor. Another important consideration for those working with student survivors is advisor wellbeing and self-care during and after student disclosure. In this session, we will discuss practical strategies and tools that advising personnel can utilize to best serve students while managing self-care and personal well-being.
Coventry Room - Session 6

The 8-Week Exploration Class: Successfully Teaching Students How to Choose a Major (or at least feel better about it) (33, 3)

Stephen Crynes, Travis Lightsey, and Kelsey Parker - University of Oklahoma

Tired of your undecided/exploratory students taking decision-making short cuts to declaring a major only to make another bad decision? Our 8-week course is designed to hold students accountable through the entire decision-making process of declaring a major. Students are able to narrow their choices to one or two majors. Most importantly, they know how to make a good decision if they need to change in the future. This session, we will share our course content, activities, and evaluations to assist those who are considering their own major exploration course. Participants will engage in some course activities and have opportunity to share their experiences with the group.

Westminster Room - Session 6

EXHIBITOR PRESENTATION: CLEP Turns 50!

Chantel Reynolds - College Board

CLEP is known as a well-established opportunity for students to earn credit for prior learning for the past 50 years. The College Board has some exciting initiatives to share that provide new ways for your students to prepare for CLEP exams, new resources advisors will find useful when working with potential CLEP test takers, and new opportunities for military service members.

Session 7: Tuesday, February 28, 9:15 - 10:15 AM

Manchester Room - Session 7

Best of Kansas: Xie, Ye and It: Finding the Language to Advise Trans* Students (22, 24)

Nick Marshall - Kansas State University

You might know the faces and stories of well-known trans* individuals like Caitlyn Jenner, Jazz Jennings, Chaz Bono, and Laverne Cox. But do you know the faces and stories of trans* students on your campus? During this session we will look at the status of trans* people in both American society and in higher education, and then, through group activities and open discussion, we will dig deeper into the language higher education professionals use when talking to (and talking about) trans* students.

Dover Room - Session 7

Responding to the MLA's 2014 Report on Doctoral Study: How One Ph. D Program Considers Reform within a Context of Academic Culture (7, 18)

Patrick Slattery and Leigh Sparks - University of Arkansas

The presenters have worked together in the past several years to advise English M.A. and Ph.D. students on course work, research goals, and professionalization. Their presentation topic is how academic advisers in the humanities can help their own graduate programs evolve—through revising hiring practices, increasing technology training, allowing for a more flexible dissertation format, etc.—to respond to the Modern Language Association's 2014 recommendations for better preparing doctoral students to face the scarcity of tenure-track positions in the current job market. The presenters use aspects of their own evolving graduate program in English as examples of gradually transitioning department culture and slowly redefining the "narrative of success."

Buckingham Room - Session 7

The Struggle is Real: How to Survive and Thrive in Times of Professional Stress (16, 21)

Rachel Nemets and Margaret Garry - Texas State University

As advisors, we juggle a lot of priorities. We provide our students with the resources they need to make big decisions, take on projects to support our teams, and manage a range of administrative tasks. Handling all these priorities can lead to stress and burnout, which has a negative effect on advisors and students. This session will focus on the application of person-environment interaction theories from the disciplines of psychology and college student development to assist advisors in reframing their perceptions of environments. If you've ever wanted to put the phrase "I reject your reality and substitute my own!" into practice, this is the session for you.
Woodward Room - Session 7
Navigating through...New Advisor Orientation (11)
Ann Pool - Texas A&M University

Early introductions of valued campus resources are vital to an academic advisor's success. This session highlights an approach to new advisor orientation at a decentralized institution in an effort to ensure common and consistent information is being provided to new advisors. This session will cover the creation of our orientation, the new advisor handbook associated with the orientation, the utilization of college representatives in mentorship of new advisors, and historical overview of our university advisor professional development organization, which provides the organizational framework for the individuals to conduct this work. Attendees will leave with low or no-cost ideas that may be implementable upon their return to their home institution.

Russell Room - Session 7
Crossroads as a Professional: Determining Your Level of Involvement in the Scholarship of Advising (11)
Wendy Troxel - Kansas State University

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective “Involvement in Research” framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Westminster Room - Session 7
EXHIBITOR PRESENTATION: Student Success Coaching
Sarah Stout - EMSI Economic Modeling

Here at EMSI we are passionate about the student to employment journey and have been working with community colleges and students for over 15 years using labor market information for data driven institutional and student success. We firmly believe that when students know that their education will lead to a successful and fulfilling career that fits who they are and in demand with employers, those students will engage with their education at a deeper and more effective level. With the understanding of the significance of student engagement with labor market information we created Career Coach, a career pathways software tool that connects current and prospective students to your programs to regional career opportunities resulting in a career vision to help students achieve their dreams and goals. This session will focus on Hostos Community College and Florida State at Jacksonville using Career Coach to engage and advise their students resulting in improved retention and graduation rates. Hostos Community College located in Bronx, New York faced the all too common challenge of confused students struggling to complete their degrees. Located in the poorest congressional district in the US, Hostos didn't have an abundance of advisement resources to spend. Hostos created a bold solution: a success center designed to monitor students from registration to graduation, counseling them on realistic goals and mapping clear paths to those goals. And so the Student Success Coaching Unit was born. Launched in the fall of 2012, coaches and students worked on academic and financial planning and settings goals for career development, a process that utilizes Career Coach. The program immediately blossomed and the innovative coaching unit has helped the college double its retention and graduation rates in a mere 3 years. This tremendous victory helped put Hostos among the top 10 finalists for the prestigious 2015 Aspen Prize for Community College Excellence. "We use Career Coach to help students get a better sense of what's out there and of the options that pique their interest, which will be fruitful." Angela Rios, Hostos Community College. In a bid to boost student engagement and completion, Florida State College at Jacksonville (FSCJ) launched Emsi Career Coach in May 2015. Through using Career Coach, FSCJ helps thousands of students create clear career goals to aim for throughout their education. It's a crucial step that leads students to the career they desire and helps them achieve academic success along the way. FSCJ integrated Career Coach into recruitment, orientation and career advising programs in order to improve student engagement and success.
Career coach engagement has helped and continues to help FSCJ meet its strategic goal of increasing academic degree plan development by 40% annually. Career advising is a major part of Career Coach's role at FSCJ. The tool helps students make pivotal decisions along the way—keeping them on track and focused on a career outcome. “Career Coach helps connect the dots for students,” Rich Turner (Dean of Enrollment Management) adds, "Students are able to see the academic path, expected earnings and job market predictions. It really engages the student in a new way."

Remington Room - Session 7
The Intersection of Advising and Assessment (13, 6)
Ahmad Sims and Charles Hinton - Lincoln University

There is a strong relationship between the advising process and the world of assessment. Academic advising is an intentional and collaborative process between the advisor and their advisee (Drake, 2015). In addition, the term “assessment is any effort to gather, analyze and interpret evidence in order to describe program effectiveness” (Urcraft & Schuh, 1996, p. 18). By using an interactive approach, participants will develop an assessment plan to measure the effectiveness of their advising department, learn the purpose of an advising syllabus and why it is important to assess co-curricular programs.

Coventry Room - Session 7
De-Escaltation and Conflict Resolution: Please Stop Yelling at Me! (11)
Sarah Marshem - Mid America Christian University

Have you ever dealt with someone who became angry? Did you wonder how you should deal with the situation? This presentation is a discussion of tools and techniques to work with escalated students and co-workers. This includes five key words: stability, empathy, listening, updates, and resolution. There is also information on body language and tone, as well as an introduction to active listening, a technique that is used to get to the root of an issue rather than resolving the surface level problem. This will be taught using the Discovery Loop and a discussion about what reflections, open questions, and closed questions are and how to use them.
Woodward Room - Session 8

There's No Time! There's Never Any Time...or Money!—Student Recruitment on a Tight Schedule and a Shoestring Budget (31, 6)

Autumn Parker - University of Arkansas

Do you or your advising colleagues meet with prospective students when they visit campus? Should you? The answer is YES! Advisors are well-versed in college and university information, so they are an obvious choice for disseminating the facts and anecdotes that help guide prospective students through the college selection process. In this presentation we will share examples of recruitment methods used at the Sam M. Walton College of Business at the University of Arkansas and discuss how advisors at both large and small institutions with any budget can integrate effective recruiting practices into their everyday duties to help prospective students gather information and select the institution that is best fit for them.

Buckingham Room - Session 8

The Real World Advising: Servicing Adult Learners (2, 24)

Terrance McClain and Lauren Fairley - Texas State University

Are Advisors ready for the real world of Adult Learners? With an ever-changing world and society, many adults are returning or entering colleges and universities at higher rates and requires advisors to be competent in their service towards them. This presentation seeks to provide advisors with the tools to work with adult learners in the advising atmosphere.

Dover Room - Session 8

Advisors are Cool (31, 9)

John Nelson-Hronek and Alexis Catanzarite - University of Kansas

Cool as an aesthetic is a conception that remains elusive—indefinable, as it perpetually changes over time, is dependent on context, and is subjective. Despite this ambiguity, when we witness an act of greatness or meet an individual that piques our interest, more often than not, we catalog the interaction in our aesthetic of cool. How one perceives cool plays a pivotal role in one’s decision to engage in conversation and develop rapport with people; therefore, having an understanding of cool is imperative in academic advising. This interactive session will analyze the idea of cool as an aesthetic and explore in the context of advising, what it means to be cool (though everyone is...), and why fathoming this notion is integral to effective academic advising.

Manchester Room - Session 8

Advising Through Natural Disasters, Crises (1, 13)

Joseph Odenwald and Leigh Potts - Louisiana State University

The LSU College of Engineering is home to 4,000 students and supports 2,000 pre-engineering students with a unit staff of five counselors/advisors. In August 2016, in the week before the start of the fall semester, the Baton Rouge area experienced "The Great Flood of 2016." University offices were closed for several days, and students and staff lost their homes and cars. This presentation will demonstrate how advising units can plan for and navigate potential natural disasters and public crises. We will explore how to adjust for staffing issues, cope with the absence of other support units and institutional problems, and aid students in crisis. Particular attention will be given to communication, the use of interim staff, and the need for student crisis funds.

Remington Room - Session 8

Rising Voices: Empowering Latin@s Through Academic Advising (24)

Kristopher Infante - Texas State University

Over the next thirty-five years, the number of Latino@s in college is projected to rise dramatically. To put it in perspective, from 1976 to 2009, the percentage of Latino college students has increased from 3% to 12%. Many of these new voices in higher education are under-prepared to be academically successfully in college. As academic advisors, we have a unique opportunity to assist in the retention of these students by understanding their struggles and lifting them up to be successful. In this presentation, we will look at why Latino@s struggle to enter college, their experience once they are enrolled, and how we as academic advisors can empower our Latino advisees to be successful college students.

Russell Room - Session 8

Striking It Rich with Data: A Look at How to Leverage Graduation Surveys within Advising Offices (13, 15)

Philip Aguinaga, Brittany Barrett, Kelly Ayers, Jaymi Wenzel, and Amanda Johnson - University of North Texas

Surveys are a great tool used in higher education to measure student perception and progress. Since 2014, the College of Merchandising, Hospitality and Tourism Advising Office at the University of North Texas has implemented a survey for our graduating students each semester. We have found the data of this survey useful in identifying best practices in advising and in creating leverage to increase support from college administration. The presentation attendees will learn why we have implemented a graduation survey, see the results of our findings, and learn how implementing their own graduation survey will allow their office to strike it rich with data, too!
Coventry Room - Session 8

Utilizing Effective Evaluation to Create Impact (15, 51)
Beth Isbell, Ryan Peters, and Jennie Lazar - University of Oklahoma

"Feedback can be very powerful. Those who look for and accept it, position themselves to be more competent and capable. Those who resist, reject, or avoid it, doom themselves to the limitations of their own personal insights- which may be right or wrong. But they will never know" (Folkman, 2006). We will focus on this topic through literature and a continued firsthand look at how the University of Oklahoma College of Arts & Sciences utilizes academic advisor and student feedback to create impact within their two-tiered advising system. This interactive presentation and discussion forum will focus on the importance of utilizing different perspectives of feedback to evaluate academic advising programs, the process of developing an evaluation instrument, and ultimately how survey results were applied to create impact within this specific advising system.

Westminster Room - Session 8

EXHIBITOR PRESENTATION: Insights Into Successful CLEP Prep and Testing
Elise Pryor-Harden - SpeedyPrep

SpeedyPrep is an online CLEP preparation service providing students with materials to prepare for 24 CLEP exams. Our courses follow the criteria outlined by the College Board. Experience with our subscribers has given us a glimpse into how, why and when they have chosen to use these exams to earn college credit. SpeedyPrep has had an increase in students asking us for strategies to use CLEP (and DSST) exams in their degree plans. We do not presume to be academic advisors and direct them to their schools for this advice. We have, however, gained insight from subscriber stories who have success with CLEP and other credit by exams. We think that this information can be useful to college advisors and our presentation will address the following: Who our subscribers are, What traits successful exam candidates display, Why they turn to CLEP for credit, What strategies they use to succeed, and When they typically turn to CLEP. Our subscriber base covers the full range of students who are incorporating CLEP exams into their college degree plans: high school students (including homeschoolers), military service people, college students (including first generation), and adult learners. There is no quick, easy way to identify those who will be successful in passing CLEP exams, but we have learned about some of those traits from our subscribers. Our subscribers have shared strategies they have used to pass their exams and we will share what we have learned. In addition to presenting our data, SpeedyPrep will make a brief presentation of how our program works, how it was designed, and why we guarantee our materials. Background: SpeedyPrep has been providing online CLEP preparation for eight years. Mid America Learning purchased SpeedyPrep in 2015. Since acquiring the company, master teachers have been updating our materials to keep them current. We will launch a new website in February 2017. The Enlisted Association of the National Guard of the United States (EANGUS) is an affiliate of SpeedyPrep and we provide their members with discounted SpeedyPrep memberships. Since SpeedyPrep will be speaking on the final morning of the conference, we will keep our presentation on the brief side, so we can hit the playground for recess sooner!
# Region 7 Recipients of NACADA National Awards: Fall 2016

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<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Award Description</th>
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<tr>
<td>John Paul Regalado</td>
<td>Texas A&amp;M University - Corpus Christi</td>
<td>Leading Light Award Winner</td>
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<tr>
<td>Jean Schaeke</td>
<td>University of North Texas</td>
<td>Outstanding Advising Administrator Award Winner</td>
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<td>Janel Russell-Pendergraft</td>
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<td>Outstanding Advising Administrator Award Certificate of Merit</td>
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<td>University of Central Missouri</td>
<td>Outstanding Advising Award - Primary Advising Role Winner</td>
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<td>Louisiana State University</td>
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<td>Outstanding Advising Award - Primary Advising Role Certificate of Merit</td>
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<td>Outstanding Advising Award - Primary Advising Role Certificate of Merit</td>
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<td>Darren E. Weinberg</td>
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<td>Outstanding Advising Award - Primary Advising Role Certificate of Merit</td>
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<td>Outstanding Advising Award - Faculty Academic Advising Winner</td>
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<td>University of Central Missouri</td>
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<td>Phillip G. Harp</td>
<td>Arkansas Tech University</td>
<td>Assessment Institute Scholarship Recipient</td>
</tr>
<tr>
<td>Sarah Howe</td>
<td>Kansas State University</td>
<td>Wesley R. Habley NACADA Summer Institute Scholarship Recipient</td>
</tr>
<tr>
<td>Zachary Pharr</td>
<td>Northwest Arkansas Community College</td>
<td>Wesley R. Habley NACADA Summer Institute Scholarship Recipient</td>
</tr>
<tr>
<td>Marie Cromeett</td>
<td>Baylor University</td>
<td>Graduate Student Regional Conference Scholarship Recipient - National Award</td>
</tr>
<tr>
<td>Brenda K. Kutz</td>
<td>Kansas State University</td>
<td>Graduate Student Regional Conference Scholarship Recipient - National Award</td>
</tr>
<tr>
<td>Jamie L. B. Schweiger</td>
<td>Missouri State University</td>
<td>Graduate Student Regional Conference Scholarship Recipient - National Award</td>
</tr>
</tbody>
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# NACADA Region 7 Steering Committee

The South-Central Region consists of the following states: Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas. The region has one Regional Representative, and each state has a State Liaison to promote NACADA and academic advising within the region and state. Please contact any individual on the Region 7 Steering Committee for more information regarding state or regional academic advising.

Sam Murdock, 2017 NACADA Region 7 Chair
Texas A&M University, murdock@tamu.edu

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Nikki Brown, Kansas Liaison, Kansas Academic Advising Network (KAAN) University of Kansas, n_brown2@kansas.edu

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Robert Pettay, 2016 Conference Co-Chair
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Kristal Soderstrom Junkens, 2017 Conference Co-Chair
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Barbara Smith, Past Region Chair
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Bonnie Bustos-Rios, Communications Coordinator
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42
NACADA Region 7 Conference Planning Committee

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Mark Nelson
Cristal Soderstrom Junkens

Proposals:
Austen Hayko

Preconference:
Allison Tift

Evaluations:
Tami Barrett

Promotions and Marketing:
Francesca Harrell
Shawn Rose

Hospitality:
Cristela Carrizales

Entertainment:
Elizabeth Nunley
Stephanie Miller

Registration:
Tennent Emmons
Sarah Ayres

Volunteers:
Holly Thomas
Lynn Reed

Audio-Visual:
Tosha King
Julia Carlo

Food and Beverage:
Sheri Orr
Maegan Ballard

Awards Co-Chair:
Sam Murdock
Bonnie Bustos-Rios

Oklahoma State University
Northeastern State University

Oklahoma State University

Oklahoma State University-Tulsa

University of Tulsa

University of Oklahoma
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University of Oklahoma
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- Fine-tune an educational plan
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- What It Takes To Be A Successful Student
- Exploring Careers & Choosing A Major
- Mastering The Job Interview
- Writing Resumes & Cover Letters
- Creating Your College Bucket List

Personal Management
- Emotional Intelligence
- Time Management Strategies
- Overcoming Procrastination
- Financial Literacy: Smart Money Skills
- Stress Management Techniques
- Navigating The Financial Aid Process
- How To Develop Cross-Cultural Skills
- Achieving Well-Being, Balance & Success
- Student-Faculty Relationships
- Setting & Accomplishing Realistic Goals
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- "NEW" A Title IX Training For Students

Learning To Learn
- Discover Your Learning Style
- Study Tips & Note-Taking Strategies
- How To Reduce Test Anxiety
- Avoiding Plagiarism
- Learning Strategies
- Test-Taking Strategies
- How To Overcome Math Anxiety
- How To Succeed In Your Math Class
- 10 Habits For College Success
- Difference Between High School & College
- Information Literacy
- Academic Integrity: The Do's & Don’ts

Success Strategies
- Student Veterans: How To Succeed
- Strategies For First Generation Students
- Leading As A Student-Athlete

Online Learning
- 10 Tips For Success
- Effectively Communicating Online
- Staying Motivated & Disciplined
- Online Tests: Strategies For Success

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