

# 2016 REGION 4 CONFERENCE

## The Magic of Advising: A Roller Coaster Worth Riding



**March 16 - 18, 2016**

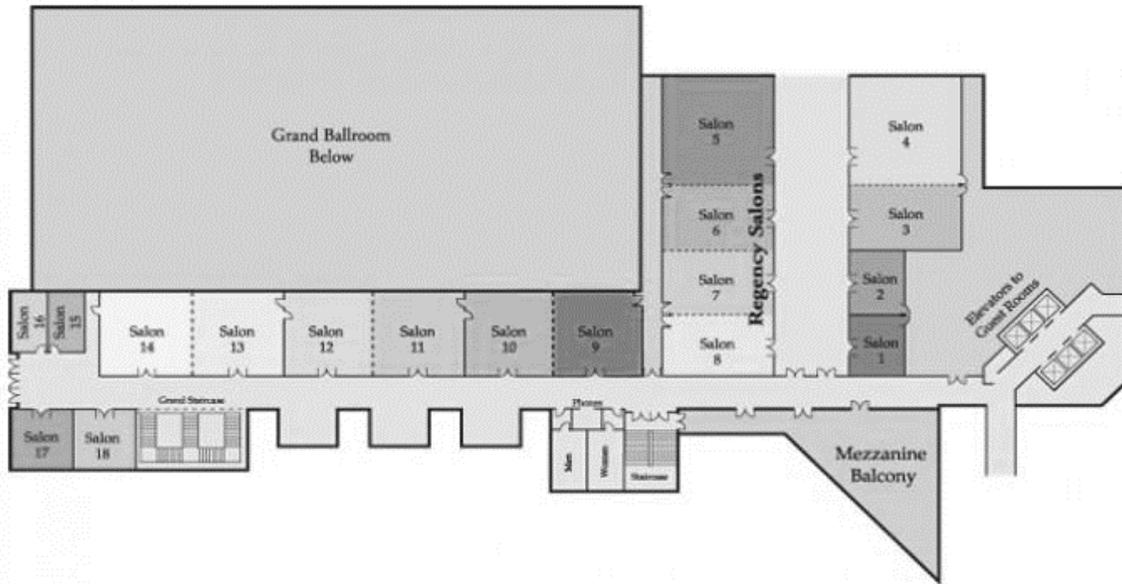
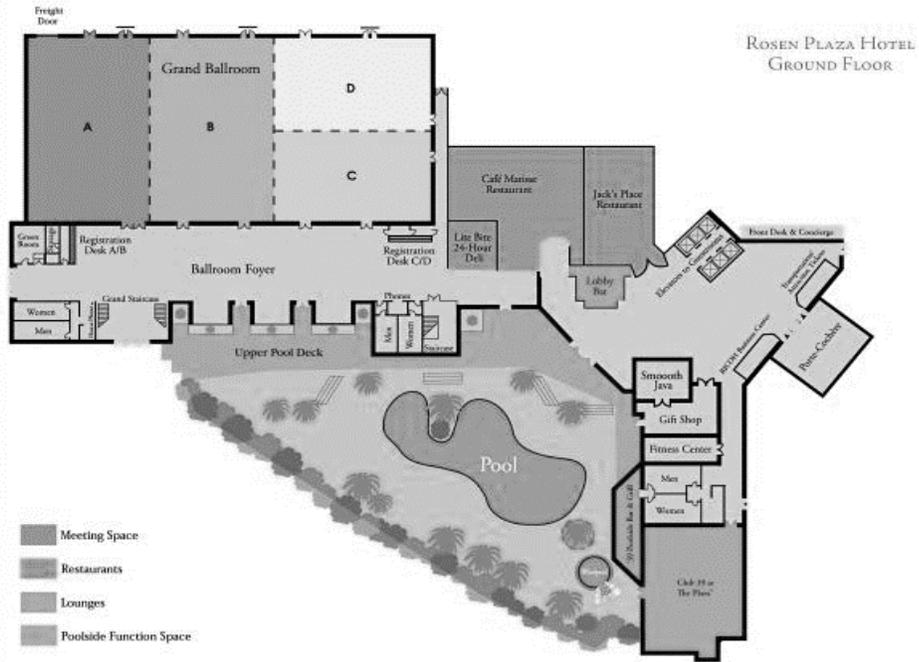
Rosen Plaza Hotel  
Orlando, Florida

**NACADA**

The Global Community for Academic Advising

Hosted by: University of Central Florida

# Rosen Plaza Hotel



## Exhibitor Tables



Flexible Learning



End-to-end Advising

advisestream

holistic advising: empowered students

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## Welcome from NACADA's Board of Directors



On behalf of the NACADA Board of Directors, I am honored to welcome you to Region 4's conference, "The Magic of Advising: A Roller Coaster Worth Riding." Whether you are from Alabama, the Caribbean, Florida, Georgia, Mississippi, Puerto Rico, another state or from another part of the world, I am very excited about the opportunity to learn, explore and network with you over the next couple of days.

You may have read NACADA President, David Spight's article in *Academic Advising Today* (December 2015) where he challenged this year's Board of Directors to focus its attention on engagement. He suggested four areas of focus this year: 1) getting engaged in this profession, 2) get involved in the association, 3) become a scholar-practitioner, and 4) learn another approach. Your attendance at the Region 4 conference is meeting most of these goals. At this conference you will become more engaged in the advising profession as you network with colleagues across the region, you will have opportunities to get involved in the association by volunteering at this conference, or by learning how to get involved in NACADA. If you are presenting at the conference you are scholar, and when you are attending sessions, you are enhancing your practitioner skills. And, of course, this conference gives everyone the opportunity to learn another approach.

The Board of Directors is working to implement ways the members of the association can meet these four challenges by developing Q&A web events on specific topics. I hope you will look for them and fully participate in the events.

Let's hold on to our seats and fully experience the ride on the conference coaster! I hope you enjoy the conference by learning, exploring and networking!

Sincerely,

**Janet M. Spence**  
University of Louisville

## Welcome from NACADA's Assistant Director

On behalf of NACADA: The Global Community for Academic Advising's Executive Office, I am pleased to welcome you to the Southeast Region 4 Conference, with the appropriate theme of *The Magic of Advising: A Roller Coaster Worth Riding!* Although I do not plan to ride any actual roller coasters this trip, the theme is appropriate not only for the profession of advising, but also for planning conferences! Hats off to those in Region 4 who have done both of these duties this year!

Rita Simpson and her dedicated conference committee, along with the support of Joshua Johnson, the Region 4 Chair, and the many presenters will combine their talents to provide an excellent learning opportunity for you. I know how many details it takes to make a conference successful, and appreciate the many sacrifices made to provide this service. It is amazing to witness firsthand the dedication and generous sharing of ideas, time and creativity by the leaders and members of your great region!

NACADA's Mission is to "promote student success by advancing the field of advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership". Every facet of the Region 4 conference helps us advance this mission, and those who participate touch the lives of thousands of students and their families because of what is learned here and put into practice back at home.

NACADA takes great pride in being a friendly organization that welcomes members' involvement. Janet Spence, who is representing the NACADA Board and I hope you seek out opportunities to be involved with the association. We would like to know how we can make NACADA work for you. If this is your first NACADA conference, welcome! To those of you who have attended in the past, welcome back! We have a lot to learn from each other!

Sincerely,  
**Diane Matteson**  
Kansas State University

## Welcome from NACADA's Region 4 Chair



Region 4 Colleagues and Attendees!

Welcome to the 32<sup>nd</sup> National Academic Advising Association (NACADA) Region 4 Conference. On behalf of your Region 4 Steering Committee, I am excited and pleased to welcome you to my city and home institution of Orlando, FL "The City Beautiful". A huge thanks you and congratulations to the 2016 Conference Committee, for your dedication and enthusiasm in hosting our regional conference. To the 2016 Region Conference Chair, Rita Simpson, great work on leading an excellent team which created a top-notch pre-conference program, a dynamic keynote speaker, engaging concurrent sessions, and interactive poster sessions.

If this is your first NACADA Conference I offer you a special welcome to Region 4. During the conference, please introduce yourself to not only me, but also the Region 4 Steering Committee, the 2016 Conference Chair or their committee and let us know how the conference is meeting your expectations. Please plan to attend your designated State Meetings to network with colleagues in your state who face the same challenges and accomplishments as you.

I believe you are in for a fantastic conference, so relax, connect (or reconnect) with colleagues and immerse yourself into learning and sharing with your fellow practitioners. Together let's enjoy this "*Rollercoaster Worth Riding!*"

*Joshua "JJ" Johnson*

*NACADA Region 4 Chair (2014 – 2016)*

## Welcome from Vice President of Student Development and Enrollment Services, University of Central Florida



Greetings!

On behalf of the University of Central Florida (UCF), I want to welcome you to the 2016 National Academic Advising Association (NACADA) Region 4 Conference. We are honored to host this conference and we hope that you will use this opportunity to network and learn more about the City of Orlando and UCF.

This year's conference theme – *The Magic of Advising: A Roller Coaster Worth Riding* – reminds us of the important role academic advising plays in the educational development of students. Your participation in this conference is a reflection of your dedication to higher education and illustrates your commitment to student success.

As we strive to increase the number of students earning a college degree, we must redouble our efforts to expand opportunities for more students to enroll and succeed in college and in life. This conference provides an excellent opportunity for you to learn more about key advising issues related to students' progression throughout their academic career.

At UCF, we are focused on high-quality academic advising. We are using predictive analytics to help students achieve success inside and outside of our classrooms and research facilities. I invite you to learn more about UCF's innovative approach to academic advising and student engagement.

Best wishes on a successful conference experience. Let's get to work!

Sincerely,

**Maribeth Ehasz, Ph.D.**

A handwritten signature in cursive script that reads "Maribeth Ehasz".

## Welcome from Region 4 Conference Chair



On behalf of the 2016 Region 4 conference committee, "Welcome to the 2016 NACADA Region 4 Conference in Orlando, Florida"! As the 2<sup>nd</sup> largest university in Florida, we are thrilled to offer you an opportunity to visit our home; one of the greatest tourist destinations in the world.

Our theme "*The Magic of Advising: A Roller Coaster Worth Riding*" could not have a more suitable backdrop for our time together. We are looking forward to forging new relationships, strengthening existing ties, robust learning, and recognizing individuals who have contributed to our success.

Throughout the next three days there will be rich programming, targeted matchmaking and an abundance of networking opportunities. The numerous workshop sessions will encompass topics that focus on academic growth and leverage the extensive industry expertise that we have in our region.

During your stay, we also encourage you to take advantage of the scenery; theme parks, attractions, Point Orlando, and more. Visit the NACADA Region 4 website to view all the great deals that we have secured for you.

We look forward to spending this time with you. If we can be of assistance, please visit our information desk located in the Ballroom Foyer.

Rita Simpson  
2016 Region 4 Conference Chair  
*"Go Knights"*

## NACADA Region 4 Leadership



*Region Chair*  
Joshua "JJ" Johnson  
University of Central Florida



*2016 Region 4 Conference Chair*  
Rita Simpson  
University of Central Florida

## NACADA Region 4 State/Area Liaisons & Coordinators



*Alabama Liaison*  
Jonathan Hallford  
Auburn University



*Caribbean Liaison*  
Courisse Knight  
St. George's University



*Florida Liaison*  
Helen Gonzalez  
Florida International University



*Georgia Liaison*  
Jonathan Hallford  
Georgia State University



*Mississippi Liaison*  
Dana Berry  
University of Southern Mississippi



*Communications Coordinator*  
Vicki Mann  
Mississippi State University



*Awards Coordinator*  
Hazel Hooker  
Florida International University



*Mentoring Program Coordinator*  
Kathy Earwood  
Kennesaw State University

## NACADA Leadership in Attendance

Janet Spence  
NACADA Board of Directors, University of Louisville

Diane Matteson  
NACADA Regional Division, Assistant Director NACADA

## About NACADA

The **National Academic Advising Association (NACADA)** is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

**NACADA** promotes and supports quality academic advising in institutions of higher education to enhance the educational development of student. **NACADA** provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. **NACADA** also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

**NACADA** evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members representing higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

### NACADA Vision

Recognizing that effective academic advising is at the core of student success, **NACADA** aspires to be the premier global association for the development and dissemination of innovative theory, research and practice of academic advising in higher education.

### NACADA Mission

**NACADA** promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

### NACADA Strategic Goals

- Expand and communicate the scholarship of academic advising.
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators.
- Promote the role of effective academic advising in student success to college and university decision makers.
- Create an inclusive environment within the Association that promotes diversity.
- Develop and sustain effective association leadership.
- Engage in ongoing assessment of all facets of the Association.
- Pursue innovative technology tools and resources to support the Association.

## 2015 National NACADA Region 4 Award Winners

### *Outstanding Advising Award - Primary Advising Role*

Nicole	Gaillard	Auburn University	Certificate of Merit
Rebecca	Morales	University of Central Florida	Winner
Kristen	Norris	Georgia Institute of Technology	Certificate of Merit
Andrea	Pound	University of Alabama at Birmingham	Winner
JoAnne	White	Georgia Southern University	Certificate of Merit

### *Outstanding Advising Award - Faculty Academic Advising*

Cathy	Grace	University of Mississippi	Certificate of Merit
Edward	Mondor	Georgia Southern University	Winner
Enid	Steinbart	Georgia Institute of Technology	Certificate of Merit

### *Outstanding New Advising Award - Primary Advising Role*

Tyna	Adams	University of Alabama at Birmingham	Winner
Anna	Burchett	Auburn University	Winner

### *Outstanding Advising Award - Academic Advising Administrator*

Susan	Hubbard	Auburn University	Winner
Autumn	Mueller	University of South Florida	Winner

### *Outstanding Advising Program Award*

Karen	Cox	University of Central Florida	Certificate of Merit
DeLandra	Hunter	Clayton State University	Winner

### *Advising Technology Innovation Award*

Jennifer	Sumner	University of Central Florida	Certificate of Merit
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### *Assessment Institute Scholarship*

Kathy	Earwood	Kennesaw State University	Winner
Jennifer	Littell	Florida Gulf Coast University	Winner
Ahmad	Sims	Palm Beach Atlantic University	Winner
Laura	Yocco	Georgia Southern University	Winner

## 2015 NACADA Regional Award Winners - Region 4

<u><i>Name</i></u>	<u><i>Institution</i></u>	<u><i>Award</i></u>
Janie Valde's	Florida International University	Region 4 - Joyce Jackson Service Award
Paul M. Patterson	Auburn University	Region 4 - Excellence in Advising - Advising Administration
Myrian V. Herlle	Florida International University	Region 4 - Excellence in Advising - Advising Program
Frances O. McDavid	Mississippi State University	Region 4 - Excellence in Advising - Faculty Role
Adrienne Yuen	Florida International University	Region 4 - Excellence in Advising - New Advisor
Robin H. Martin	Auburn University	Region 4 - Excellence in Advising - Primary Role
Andrea L. Lee	State College of Florida, Manatee- Sarasota	Region 4 Grant - Region 4 Conference
Sade' L. Tramble	Georgia State University	Region 4 Grant - Region 4 Conference
D'Evelyn Wymore	Florida State University	Region 4 Student Travel Grant - Region 4 Conference
Pamela W. Derrick	University of Alabama	Best of State - AL
Samantha Spiers	Florida State University	Best of State - FL
Brad Blitz	Georgia State University	Best of State - GA
Tammy Coleman	Mississippi State University	Best of State - MS

## NACADA Region 4 Conference Planning Committee

<i>Site Selection,</i>	Joshua Johnson, University of Central Florida
<i>Program Planning &amp;</i>	Rita Simpson, University of Central Florida
<i>Budget Co-Chairs</i>	
<i>Proposals &amp; Evaluation Chairs</i>	Jenna Nobili, University of Central Florida Waheeda Illasarie, University of Central Florida
<i>Exhibitor Chair</i>	Simone Teel, University of Central Florida
<i>Fund Raising &amp; Donations</i>	Tammie Nadeau, University of Central Florida
<i>Registration &amp; Volunteer Chair</i>	Vanessa Cogswell, University of Central Florida
<i>Hospitality Chair</i>	Joe Sarrubbo, Valencia College

## Conference Keynote Speaker

*Dr. Elizabeth A. Dooley*

Vice Provost for Teaching and Learning & Dean, College of Undergraduate Studies  
University of Central Florida



Dr. Elizabeth A. Dooley serves as the Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies. Dooley leads the new Teaching and Learning division within Academic Affairs, which serves as the incubator for new ideas and innovations in teaching and learning. Additionally, Dooley oversees the Faculty Center for Teaching and Learning, Interdisciplinary Studies, and leads the College of Undergraduate Studies as the Dean overseeing areas including: Undergraduate Research, Experiential Learning, Academic Advancement Programs (RAMP/McNair), EXCEL, Pre-Health and Pre-Law Advising, Quality Enhancement Program, Academic Services. She works closely with UCF's involvement in academia consortia and alliances, including the University Innovation Alliance, the Florida Consortium of Metropolitan Research Universities, and the UCF Downtown initiatives.

Previous to her current position, Dooley was at West Virginia University, where she served as the associate provost for undergraduate academic affairs. While there, she also was founding dean for WVU's University College, an undergraduate student success and academic unit. As a faculty member and department chair in WVU's College of Human Resources and Education, she was instrumental in launching the first online programs for graduate elementary and secondary education programs. She was also co-founder of a state-wide educational outreach program for high school aged students. In addition, Dr. Dooley frequently collaborated with school districts on the delivery of professional development workshops on topics such as Effective Teaching in Inclusive Classroom Settings and Diversity and Inclusion in Education for university faculty members and public school teacher. Dr. Dooley is known as a mentor, impactful leader, teacher educator and an advocate for meaningful and impactful change.

# General Information

## Session Evaluation

Our Presenters would very much appreciate your feedback on each session you attend. There are

<b>3 Ways To Complete Your Evaluation</b>		
<b>QR Code</b>	<b>Web</b>	<b>Paper</b>
	<a href="http://bit.ly/1XVUknl">http://bit.ly/1XVUknl</a>	
<b>How to download a QR Code Reader to your Mobile Device</b>		
1) Open your mobile app store (App Store, Google Play, Windows Marketplace, etc.)		
2) Search for QR code readers.		
3) Download the QR code reader to your phone, open it and you are ready to go.		
You will need to open your downloaded QR code reader each time you want to decode a QR code.		

Session evaluations are also used to select the “Best of Region” award. **Presenters:** results emailed by March 25<sup>th</sup>. Check the Volunteer/Evaluation Table for copies of your evaluations one hour after your session has concluded. An Overall Conference evaluation will be emailed to all participants after the conference. We value your input which will enable next year’s planning committee to develop a successful 2017 Region Conference. Be on the lookout for a session you think qualifies as the “Best of Region”.

## Best of Region

The conference planning committee will present this honor to the presenter(s) whose session receives the most votes. The winner will be given a registration stipend to cover registration to attend and present the “Best of Region 4” presentation at the 2016 Annual NACADA conference in Atlanta Georgia this October. The winner will be announced Friday afternoon at the closing session.

## Session Handouts

Session Handouts will be distributed by session presenters if they choose to do so. Extra handouts will be available at the NACADA Registration Desk. **Presenters:** Be sure to include your name and the title of your presentation on the handout.

## Hospitality and Information Center

Hospitality information will be available at the Registration Desk. The Registration Desk will be staffed from 12:00PM to 6:00PM on Wednesday, 7:30AM to 6:00PM on Thursday, and 7:30AM to 9:00AM on Friday. Information about restaurants and evening entertainment options will be included in your conference bags and on the Region 4 NACADA website.

## NEW NACADA PUBLICATIONS

NACADA publications and advising materials will be available at the NACADA Table located next the Registration Desk. It will remain open throughout the conference, closing before the opening reception on Wednesday, before the State meetings on Thursday, and at noon on Friday.

## 2016 REGION 4 SCHEDULE AT A GLANCE

### Wednesday, March 16, 2016

*Exhibitors will be open 1:00pm to 8:30pm*

12:00pm - 6:00pm	Registration/Check-In
12:00pm - 5:00pm	Exhibitor Check-In/Set-up
12:30pm - 4:30pm	Conference Business and Regional Planning Meeting (Salon 18)
1:00pm - 3:00pm	Pre-Conference Workshops PC1 & PC2 - \$25 per workshop
3:15pm - 5:15pm	Pre-Conference Workshops PC3, PC4, & PC5 - \$25 per workshop
5:30pm - 6:30pm	Welcome to NACADA Orientation - New Attendees (Salon 13 & 14)
6:30pm - 8:30pm	Opening Reception (Club 39 At The Plaza)

### Thursday, March 17, 2016

*Exhibitors will be open 8:00am - 6:00pm*

7:30am - 8:30am	Registration/Check-In
7:30am - 8:15am	Continental Breakfast (Ballroom A/B)
8:30am - 9:30am	Concurrent Session 1
9:45am - 10:45am	Concurrent Session 2
11:00am - 12:00pm	Concurrent Session 3
12:00pm - 1:45pm	Luncheon/Keynote Speaker/Awards Presentation (Ballroom A/B)
2:00pm - 3:00pm	Concurrent Session 4
3:15pm - 4:15pm	Concurrent Session 5
5:00pm - 6:00pm	Poster Session (Salon 5)
6:00pm - 7:00pm	State Meetings
	Dinner on Your Own

### Friday, March 18, 2016

*Exhibitors will be open 8:00am - 12:00pm*

7:30am - 9:00am	Check-In Information
7:30am - 8:15am	Breakfast (Ballroom A/B)
8:30am - 9:30am	Concurrent Session 6
9:45am - 10:45am	Concurrent Session 7
11:00am - 12:00pm	Concurrent Session 8
12:00pm - 12:30pm	Conference Closing Sessions (Ballroom A)

### **3 Ways To Complete Your Evaluation**

#### **QR Code**



#### **Web**

<http://bit.ly/1XVUknl>

#### **Paper**



#### **How to download a QR Code Reader to your Mobile Device**

- 1) Open your mobile app store (App Store, Google Play, Windows Marketplace, etc.)
  - 2) Search for QR code readers.
  - 3) Download the QR code reader to your phone, open it and you are ready to go.
- You will need to open your downloaded QR code reader each time you want to decode a QR code.

## **2016 Region 4 Detailed Schedule**

### **Wednesday, March 16, 2016- Day One**

#### **Pre-Conference Workshops (\$25 Each)**

1:00pm – 3:00pm	PC1 – Programming: The Thrill Ride to Connection	Salon 10
	PC2 – Beyond Skills: The Intersection of Abilities and Motivation in Academic Advising	Salon 11

#### **PC1 – Programming: The Thrill Ride to Connection (#1534)**

Samantha Howard and Wisley Dorce, *Florida State University*

While a one-on-one relationship with an advisor, coach, or administrator is important, we believe that it only makes up one part of the student experience. At our institution, we have found that providing programming that connects our students to peers, campus resources, and the community has been an excellent way to provide the social and educational engagement that our students crave. The purpose of this interactive session is to (1) understand how different types of programming can affect student retention and college satisfaction; (2) brainstorm and share successful programming events that focus on creating and maintaining purposeful connections with students; (3) develop programming events based on institution-specific values and needs; and (4) provide handouts and takeaways to implement powerful programming events at each institution.

#### **PC2 – Beyond Skills: The Intersection of Abilities and Motivation in Academic Advising (#1506)**

Ashleigh Halter, *Florida Gulf Coast University*

We all know that both job-specific and transferable skills are important to any advising position within higher education. But when are skills not enough? When you aren't motivated to use them, of course! In this presentation, the intersection of skills and motivation will be explored, as well as how to put that knowledge to work. Advisors will engage in a career development activity to identify and reflect upon their own motivated skills, as well the implications their individual skillset and motivation have on their roles, advising teams, and personal work satisfaction. In addition, attendees will be given an effective tool to engage students they advise in skills exploration to apply to their own academic and career success.

Wednesday, March 16, 2016

**Pre-Conference Workshops #2 (\$25 Each)**

3:15pm – 5:15pm	PC3 – Appreciative, Proactive, and Effective: A Collaborative Coaching Model for Organized Meetings, Empowered Students and Increased Retention	Salon 10
	PC4 – The Art of Academic Advising: A Perspective of Peer-to-Peer Relations in a Professional Atmosphere; What Does it mean to be a Peer Advisor in the College of Humanities and Social Sciences?	Salon 11
	PC5 – Paying Attention to Retention	Salon 12
5:30pm – 6:30pm	Welcome to NACADA Orientation – New Attendees	Salon 13 & 14
6:30pm – 8:30pm	Opening Reception / Exhibits Open	Club 39 At The Plaza

**PC3 – Appreciative, Proactive, and Effective: A Collaborative Coaching Model for Organized Meetings, Empowered Students and Increased Retention (#1504)**

Samuel Lloyd and LaShae Roberts, *Florida State University*

Regardless of caseload, student issue or time in the semester, the adviser-student relationship thrives when the approach is organized and personalized. As emerging advising theories become refined in practice, stakeholders are inching closer to uncovering the links between student and institution to improve retention efforts. Florida State University offers College Life Coaching to help increase retention, in which coaches pair elements from appreciative and proactive advising theories with a visual framework to organize the discussion. This model consists of four components: connect, follow up, collaborate, and act. Each component will be explored through formal instruction and interaction within small groups. Attendees will leave with resources and personalized language to incorporate into their own practices.

**PC4 – The Art of Academic Advising: A Perspective of Peer-to-Peer Relations in a Professional Atmosphere; What Does it mean to be a Peer Advisor in the College of Humanities and Social Sciences? (#965)**

Jeremy Hudak, George Kruger III and Stephanie Jordan, *Kennesaw State University*

The presentation will focus on advocating for the efficacy of using Peer Advisors as a means to instruct students on the inner workings of complex degree programs while providing students with the resources necessary to succeed during their tenure at the University. At the forefront of discussion will be five distinct facets of Peer Advising: potential benefits of utilizing Peer Advisors, specific hiring and training qualifications, primary responsibilities of Peer Advisors, day-to-day routines, as well as desired future direction for the program as a whole. Each section will focus on the specific challenges Peer Advisors face while advising students in their major, and minor, specific fields.

**PC5 – Paying Attention to Retention (#1495)**

Christian Demyan and Sarah Henry, *Auburn University*

We live in a society driven by numbers. Let's face it, Higher Education does too. Student retention has become the driving focus to how four year universities are benchmarked. Graduation rates for traditional students and helping our off-campus transfer students succeed has become our main focus. Keeping students on the right path can be challenging at times but we must stay the course. Through this session, attendees will learn helpful technologies and practices that we are presently using to strengthen our retention and graduation rates. Additionally, attendees will have an action plan to back to their home institutions to increase retention.

## Thursday, March 17, 2016 – Day Two

### Concurrent Session #1

8:30am – 9:30pm	CS1 – Hello? It's Me. Or is it really? - FERPA, Student Authentication, and Distance Advising	Salon 5
	CS2 – Loud, Scary, and New: The Roller Coaster Ride of Advising Early Admission Students	Salon 6
	CS3 – Male and Academic Advisor: An Oxymoron? Exploring strategies for recruiting and retaining male academic advisors	Salon 9
	CS4 – Mean Tweets: Overcoming Stereotypes Surrounding Liberal Arts Majors	Salon 10
	CS5 – You have a Friend in Me: Group Advising for the highs and lows	Salon 11
	CS6 – Understanding and Showing Empathy to Today's College Student	Salon 12
	CS7 – The Major Exploration Program (MEP): Integrating Academic Advising and Career Counseling through partnership and programming for first year students	Salon 13
	CS8 – A Practical Approach to Data Driven and Strategic Advising Outreach: 10 Steps to Successful Implementation	Salon 14

#### **CS1 – Hello? It's Me. Or is it really? - FERPA, Student Authentication, and Distance Advising (#1563)**

Stephanie Lahnala and Kaylen Deal, *Columbus State University*

**ROUNDTABLE DISCUSSION:** Hello? It's Me. Or is it really? - FERPA, Student Authentication, and Distance Advising. The PACE Office in the School of Nursing at Columbus State University engages in distance advising for the RN-BSN program, a 100% online Bachelor of Science in Nursing program. Join members of the PACE team in a round table discussion related to issues in distance advising and student identity; FERPA (sharing private information) and student authentication. As distance advising expands, advisors work with students via email, phone, web cam, etc. Issues of authenticating student identification as well as the inclusion of guests in advising appointments through these channels brings forth issues of information sharing related to FERPA. PACE advisors will share examples of these issues in distance advising and lead a discussion in exploring practical solutions.

#### **CS2 – Loud, Scary, and New: The Roller Coaster Ride of Advising Early Admission Students (#1515)**

James Lingo and Rebecca Kroeger, *Florida Gulf Coast University*

Entering college as a 16 year old is a lot like riding your first roller coaster: Anticipating the ups, downs, twists, and turns can be downright scary! Join us as we define the early admission and dual enrollment student population, frame the student development theories relevant to this population, describe an accelerated collegiate experience program at a four-year public university and discuss the challenges presented by high school students in college. We will share best practices and data from our successful program and facilitate a discussion about future ideas and best practices from your institutions to help make the ride enjoyable for everyone.

#### **CS3 – Male and Academic Advisor: An Oxymoron? Exploring strategies for recruiting and retaining male academic advisors (#1428)**

Aaron Petuch and Anthony Iannelli, *University of South Florida*

Did you ever look around the room and wonder why male academic advisors are underrepresented in our field? Did you know that the reasons for this include not only the obvious factors related to income and socialization but also include reasons on the cellular level? We invite you to join us on an exploration to hopefully uncover this mystery and learn strategies for adding more male advisors to your advising team. Moreover, we will present research-based evidence for retaining male academic advisors at your institution.

#### **CS4 – Mean Tweets: Overcoming Stereotypes Surrounding Liberal Arts Majors (#1492)**

Emily Manning, Hannah Recinella and Ashley Enos, *Florida State University*

“What am I going to do with this major?” How many times have advisers heard this question about liberal arts majors? Majors such as English, History and Philosophy are often plagued by misconceptions that create barriers for both advisers and their students. However, research shows that skills built within liberal arts majors are actually the primary abilities employers are looking for in recent graduates. How can we assure students that pursuing their passions in these areas of study can lead to their desired career? Join us for an exciting and interactive look at what the research is saying about job prospects for students in liberal arts majors, as well as testimonials from real-life graduates who are working in a variety of fields.

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#### **CS5 – You have a Friend in Me: Group Advising for the highs and lows (#1496)**

Adrienne Yuen and Hayat Hammad- Garcia, *Florida International University*

We are all aware that an undergraduate academic career can be a rollercoaster ride for students. As advisors, we often serve as the “precaution disclaimer sign” trying to best prepare students for the ride ahead. We developed a small group advising GPA workshop to allow peers to learn from each other and receive accurate information. Attendees will be able to implement group advising sessions targeted to specific populations in their institution, address common concerns in a more efficient manner, and value how these sessions promote a sense of connection amongst students. Group advising sessions provide the opportunity for advisors to reframe students’ perception of negative academic indicators and loss of control into an opportunity for change.

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#### **CS6 – Understanding and Showing Empathy to Today’s College Student (#1529)**

David Hinshaw and Suzanne Hunter, *Auburn University*

Understanding and empathizing with students can be very difficult at times. So many times a student does something and we just want to throw up our hands and write them off as childish, irresponsible or entitled. What we often forget is that students have reasons for the things that they say and do. Much of our trouble relating to students stems from the fact that we do not understand the thought process of this generation or the unique challenges that they face. Join us as we explore why the contemporary college student thinks and acts the way that they do as well as some solutions and tips for how to relate to them.

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#### **CS7 – The Major Exploration Program (MEP): Integrating Academic Advising and Career Counseling through partnership and programming for first year students (#1535)**

Emily Rank, Angela Neri and Tiana Tucker, *University of Central Florida*

Come learn about a program designed to facilitate the major/career decision-making process for first year students. This exploring program was created as a result of the undeniable reasons to integrate career and academic advising and to foster student success through partnership. Career and Academic Advisors are uniquely positioned to assist students in making wise academic and career decisions; decisions that can impact the rest of their lives. Participants will learn how to create a successful partnership between Career Counselors and Academic Advisors, successful programs for undecided/exploring students, and strategies for overcoming challenges in partnership.

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#### **CS8 – A Practical Approach to Data Driven and Strategic Advising Outreach: 10 Steps to Successful Implementation. (#1556) Brad Blitz, *Georgia State University***

**BEST IN STATE** (Georgia): Georgia State University, recognized by the New America Foundation as a “Next Generation University” and a model of higher education reform, has transformed its culture to one in which academic advising and student success initiatives are data driven. Advisors use a predicative analytics progression system to develop clear and accelerated pathways to graduation by identifying barriers and obstacles to milestone progression markers, and a master population dashboard which allows advisors to review dynamic visual analytics to support strategic and targeted outreach and communication. Utilizing these tools places the advisor in a proactive position to address the student’s progress to completion. Participants will increase their understanding of how high-tech, high-touch solutions can impact success, and how to develop and implement high-impact initiatives on their own campuses.

Thursday, March 17, 2016

Concurrent Session #2

9:45am – 10:45am	CS 9 – Quality vs. Concern for Online Students: The Limitations of Online Resources Such as Counseling Services	Salon 5
	CS10 – Conquering Colossus”: Advising Success for Provisionally Admitted, Co-Enrolled and Transitioning Students	Salon 6
	CS11 – Derailed: Coping with the Woes of Readmits through Advisement	Salon 9
	CS12 – Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing	Salon 10
	CS13 – Work Hard, Play Hard: Integrating Social Engagement within the Advising Community	Salon 11
	CS14 – Enhancing Student Relationships: A Counseling Advising Approach	Salon 12
	CS15 – Successfully Advising Students from Pre-Professional to Professional Programs	Salon 13
	CS16 – The challenges of advising at-risk students	Salon 14

**CS9 – Quality vs. Concern for Online Students: The Limitations of Online Resources Such as Counseling Services** (#1543) Rosa Ore and Joselyn Naranjo, *Florida International University*

**ROUNDTABLE DISCUSSION:** As the quality of online advising improves at major academic institutions, the question becomes, “Are they also concerned with the student’s state of mind?” Research shows that the number of students with mental health problems attending college is on the rise. Since online Advisors are not mental health counselors, are the resources available to online students enough to meet the need of those experiencing stress, anxiety and societal pressures? This session’s goal is to have an in-depth discussion of the limited resources available to online students experiencing mental health problems, share their institutions’ best practices and propose solutions for a growing issue for online advisors. Ultimately, ideas shared will serve as a proposal for the online advising commission to further develop and add to their online advising models.

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**CS10 – “Conquering Colossus”: Advising Success for Provisionally Admitted, Co-Enrolled and Transitioning Students** (#1487) Brittany Hensley and Allison Maderia, *Texas A&M University*

Think about a typical day in your advising office. Do you see the same type of student all day, or do you have multiple types of students coming to your office? Your students may all want to know the answer to the same question, but is your answer the same to each and every one? Most likely not. In Transition Academic Programs at Texas A&M University, we successfully juggle the task of advising provisionally admitted and co-enrolled students who seek full admission, as well as students who are fully admitted seeking a new major. In our presentation, we will explore advising strategies and high-impact practices that will help these vastly different types of students become more resilient.

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**CS11 – Derailed: Coping with the Woes of Readmits through Advisement** (#1507) Danielle Bostick, Jennifer Youmans and Veena Shankar, *Georgia Southern University*

**PANEL DISCUSSION:** A stereotypical university student begins college right after high school. However, most universities must cater to a varied demographic. What happens when students do not match the ideal image of a traditional student? Who assists students to get back on track? In this panel discussion, three academic advisors will relate their experiences in serving readmit students including a profile of these students, the process of helping students find or rediscover the program that fits them best, and the continuing challenges they face combining their personal and academic lives. We will discuss the difficulties that arise in advisement for both rigidly structured on-campus programs as well as flexible distance learning programs that sometimes lack a tangible connection between students and their campus.

### **CS12 – Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing (#1015)**

Craig McGill and Janie Valdes, *Florida International 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.

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### **CS13 – Work Hard, Play Hard: Integrating Social Engagement within the Advising Community (#1423)**

Samantha Spiers, Nancy Minev and Lynn Helton, *Florida State University*

**BEST IN STATE (Florida):** Are you making work your playground? In a world of high rosters and run-on peak seasons, just as we preach self-care to our students, we must return the favor to ourselves. In an effort to create an enjoyable work environment and build group cohesion, Florida State University's Advising First program created a collaborative task force group, The FUN Committee, to organize activities that enhance employee morale and encourage a positive team environment. Join us for this interactive presentation highlighting the work of the FUN Committee. Learn how we recharge our advisors throughout the semester, and prepare to leave feeling refreshed and eager to make work fun!

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### **CS14 – Enhancing Student Relationships: A Counseling Advising Approach (#1493)**

Danielle Aming and Jena Smith, *University of Central Florida*

First Year Advising and Exploration utilizes the appreciative advising model to work with the over six thousand first time in college students admitted to the University of Central Florida each year. The purpose of this presentation is to showcase how incorporating introductory counseling skills could enhance certain stages of the Appreciate Advising model in order to create a more impactful advising experience for students. This presentation will argue that the disarm and discover phases specifically could be strengthened with the use of introductory counseling skills in advising sessions.

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### **CS15 – Successfully Advising Students from Pre-Professional to Professional Programs (#1514)**

Regina Conradi and Daniel McCoy, *Auburn University*

Pre-professional programs are prevalent on many college campuses nationwide. There are pre-professional programs for almost every career track, from pre-medicine to pre-architecture. These pre-professional programs are not majors themselves, they are directional paths of study that prepare students to apply for professional programs. Although each professional program is different, the rigor and demand within these programs is alike. We will examine the different types of students and discuss best practices for advising these students successfully throughout their time at the university.

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### **CS16 – The challenges of advising at-risk students (#1566)**

Locksley Knibbs, Keiana Desmore and Christina Jordan, *Florida Gulf Coast University*

Academic advising is an important component of every college and university setting. It involves the establishment of a long-term relationship with students. Professional academic advisors are deemed problem-solvers, mediators, petitioners, advocates, counselors and the list goes on. Despite all of the terms used to refer to academic advisors we face daunting challenges. One of those significant challenges includes advising at-risk students. Some student groups identified as at risk include those who are (a) ethnic minorities, (b) academically disadvantaged, (c) disabled, (d) of low socioeconomic status, and (e) probationary students. This presentation will review the most effective advising models for supporting at-risk students. The three traditional advising strategy models most commonly used when advising students will be explored to determine best fit for at-risk students.

## Thursday, March 17, 2016

### Concurrent Session #3

11:00am – 12:00pm	CS17 – Let's Collaborate! Speed Networking for Advisors	Salon 5
	CS18 – It's a Small World After All: Engaging students through learning communities	Salon 6
	CS19 – Optimizing student performance and increasing matriculation through student club involvement and mentoring	Salon 9
	CS20 – Techniques and Approaches to Advising Students in Distress	Salon 10
	CS21 – Readmission Readiness and the Successful Return Following Dismissal: Can You Plan For It? Can You Assess It?	Salon 11
	CS22 – From Transactional to Transformational – Developing a Holistic Advising Team Approach	Salon 12
	CS23 – Going the Distance: Advising Online Graduate Students Toward Success	Salon 13
	CS24 – Getting Results by Getting Personal	Salon 14

#### **CS17 – Let's Collaborate! Speed Networking for Advisors (#1527)**

Maureen Cox, *University of Florida*

**ROUNDTABLE DISCUSSION:** Increased advising loads? 15-minute appointments? New program initiatives? How can we work smarter, not harder? We know if we collaborate with each other we can be more effective and efficient but who has the time to find out what new, innovative programs each of our colleges and universities are doing! So, let's Speed Network! This interactive session will give participants the opportunity to meet advisors from other universities and colleges to briefly discuss your advising strategies and programs through Speed Networking. Speed networking is a round-robin approach used by businesses for years to help them meet multiple business contacts in a short period of time. Come and join this fun, innovative way to meet fellow advisors and start talking about collaboration and more!

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#### **CS18 – It's a Small World After All: Engaging students through learning communities (#1324)**

Tyler Pede, *Kennesaw State University*

Navigating your first year of college can be scary. Surrounding yourself with other students who have the same interests and goals can help pave the way for smooth sailing. Learning communities, groupings of classes tied together with themes, are an excellent way to create student success. Come discover the benefits of learning communities such as boosting retention and improving overall student experience! Discussion will also include how to start creating learning communities at your institutions.

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#### **CS19 – Optimizing student performance and increasing matriculation through student club involvement and mentoring (#1564)**

Natalie Stickney and Sean Stickney, *Georgia Perimeter College*

Learn how three faculty advisors from both suburban and urban institutions near the metro Atlanta area utilized student run clubs to informally advise and mentor students to achieve their optimal academic performance and motivation for academic matriculation. The presenters will discuss how their specific involvement within the Exercise and Health Science, Military Outreach, Martial Arts, and Physical Education and Allied Careers in Health Clubs evolved into an opportunity to mentor and advise students. The presentation will include student testimonials and provide attendees with strategies they can use at their institutions to become more actively involved in student clubs and organizations.

### **CS20 – Techniques and Approaches to Advising Students in Distress (#1524)**

Anna Vest and Jamie Chmiel, *University of South Florida*

Counseling Centers on campuses across the nation are reporting an increase in the number of students expressing feelings of anxiety and stress, depression, and a sense of isolation. As Academic Advisors, it is imperative that we understand student distress and have effective tools to advise distressing students. This session will address the potential causes for student distress, how to recognize signs of distress, and highlight valuable techniques and approaches that Advisors can use to help students better cope with the everyday stressors of college life. Participants will be provided with ready-to-use materials for advising students in distress.

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### **CS21 – Readmission Readiness and the Successful Return Following Dismissal: Can You Plan For It? Can You Assess It? (#1526)**

Layla Archer, Dena Ford, and Mary Rente, *University of Central Florida*

How do you know when a student is ready to return after academic dismissal, or a probationary period? Can you anticipate their success? Should readmission decisions for these students be based on program specific benchmarks or should any student be able to roll the dice to try to graduate? The presentation will highlight how effective readmission processes take a holistic approach to determining readiness to return. This approach considers a student's academic history, performance road blocks, career exploration and goals in relation to program specific benchmarks. This session will equip advisors with the tools needed to develop and evaluate a strategic, results-driven readmission process for students attempting to return after dismissal. Discussion and participation opportunities are included.

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### **CS22 – From Transactional to Transformational – Developing a Holistic Advising Team Approach (#1530)**

Jessica Rebstock and Ashleigh Halter, *Florida Gulf Coast University*

This session will discuss how an advising team within a four-year public state institution has implemented a transformational approach to advising. We will discuss the common misconceptions of advising, factors that affect student success, common challenges advisors face, and how we instituted a system to help proactively combat each of these. Session attendees will receive sample documents and information related to: topics to address during advising meetings, sample questions to ask students, worksheets and resources provided to students and more!

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### **CS23 – Going the Distance: Advising Online Graduate Students Toward Success (#1541)**

Chasity Manning and Nicole Walberg, *University of West Florida*

Online graduate programs are growing rapidly as professionals are returning to academics to move forward in their careers and increase their earning potential. The needs, wants, and experiences of graduate students enrolled in online programs often differ from those of undergraduate students as well as those of graduate students enrolled in face-to-face programs. Little research exists on this specific population, yet advisors working with graduate students enrolled in online programs need to know how to meet the needs of this growing and unique population. Presenters work with their advisees beginning with the admission process, often developing relationships with students prior to admission. Each presenter has several years of experience working with adult graduate students enrolled in online programs and uses a variety of advising techniques to attend to their advisees.

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### **CS24 – Getting Results by Getting Personal! (#1551)**

Pamela Derrick and Larry Bowen, *University of Alabama*

**BEST IN STATE (Alabama):** There are few secrets in a residence hall but these buildings hold a great amount of information that can help advisors guide students through the freshman year and beyond. The University of Alabama's Parker Adams Living-Learning Program supports students through academic advising and personal interaction. The familiarity that these students share creates a culture of openness and accountability. Program advisors are able to utilize this environment to help students make the connection between their academic success and personal actions. This session is designed for advisors who are seeking ways to integrate advising into the residence halls. Program features, success rates, and management issues will be presented. Participants will work in groups to explore opportunities for providing residential advising services on their own campuses.

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Thursday, March 17, 2016

Concurrent Session #4

2:00pm – 3:00pm	CS25 – Do You Believe in Magic?: NACADA's Emerging Leader Program	Salon 5
	CS26 – Outside Ivory Towers: Collegiate Advising for High School Students	Salon 6
	CS27 – Team CCGA: It's A Small World	Salon 9
	CS28 – A Parent and Family Guide to Academic Advising	Salon 10
	CS29 – Advisor Time: Who's Got the Monkey?"	Salon 11
	CS30 – Integrating Student and Academic Affairs Advising Approaches	Salon 12
	CS31 – A "Special" Approach to Advising Special Populations	Salon 13
	CS32 – I Got It from NACADA: Incorporating Life Coaching Techniques into an Advisor's Toolbox	Salon 14

**CS25 – Do You Believe in Magic?: NACADA's Emerging Leader Program (#1433)**

Craig McGill, *Florida International University*

**ROUNDTABLE DISCUSSION:** Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's leadership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can experience the magic of mentoring and/or mentorship.

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**CS26 – Outside Ivory Towers: Collegiate Advising for High School Students (#1501)**

Jenna Howard, Korey Lowry, Rolando Torres and D'evelyn Wymore, *Florida State University*

"Wish I'd known that in high school", "I had no idea what to expect starting college" – statements Academic Advisors commonly hear advising First Time in College students. Getting acceleration credits that match post-secondary general-education requirements or major selection largely eludes high schoolers. What role could we advisors play in supporting, informing and preparing high schoolers' planning for college programs? What should students know prior to their college matriculation? How can we help high schools bridge the gap. What are some obstacles and solutions? Affecting student success, retention and completion goes outside our offices and into the very heart of high schools. In this session, we will explore these issues and discuss possibilities.

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**CS27 – Team CCGA: It's A Small World (#1374)**

Patricia Morris and Brenda Taylor, *College of Coastal Georgia*

Academic Services, Student Services and Faculty have come together to target student RPG with a team approach. The Academic Improvement Workshop targets all students whose GPA is below 2.0. The workshop provides supplemental instruction in study skills, habits and attitudes necessary for student success. It is flexible, mandatory, and no credit. Since the program's inception, there is a growing student perception that the institution is serious about academic performance. Students who participate continue to use student resources and are more likely to get help if they begin to struggle again. The critical measure of success is to increase the progression and retention of these students in subsequent semesters. The evidence so far shows that this improvement workshop is helping CCGA students succeed.

### **CS28 – A Parent and Family Guide to Academic Advising (#1451)**

Stephen O'Connell, *University of Central Florida*

Parent and family interest in the well-being of their student is important, and it is vital that an institution explains the important role of academic advising and building partnerships with the family of these students. The University of Central Florida provides a presentation and discussion for parents during the FTIC two-day orientation to explain how academic advising is facilitated at the institution and how parents can be part of the process and support for student success. Information on the University structure of academic advising is provided for family members on the morning of the first day of orientation.

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### **CS29 – "Advisor Time: Who's Got the Monkey?" (#1494)**

Deena Newman, *Darton State College*

In 1974 the Harvard Business Review published an article by William Oneken, Jr. and Donald L. Wass titled "Management Time: Who's Got the Monkey?" Although this piece was written to help managers free up their time by effectively delegating control to their subordinates, academic advisors, especially those at access institutions, can use these principles from the business world to help them be more effective. Because we advise unprepared students, first-generation students, and adult learners, it is easy to take on students' problems and try to solve them. Participants will examine ways to establish partnerships with students, empower students to make decisions, and guide them to take control of their own educational future.

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### **CS30 – Integrating Student and Academic Affairs Advising Approaches (#1516)**

Sophie Spratley, *University of Florida* and Maura McCool Cheatham, *University of South Florida*

Advising is central to the higher education mission of teaching and learning. Using a developmental advising model can help connect advisors and faculty, allowing them to strengthen the advising process. This interactive session will offer best practices for advisors when collaborating with faculty for student advising. The program provides background on developmental advising, reviews the importance of the student affairs and academic affairs collaboration in advising, and provides participants the opportunity to share their own personal advising philosophies.

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### **CS31 – A "Special" Approach to Advising Special Populations (#1522)**

Rebecca Kroeger and Allison Bacigalupi, *Florida Gulf Coast University*

What do you get when you mix honors program students, summer bridge program students, dual-enrolled/early admit high school students, undeclared students, and super seniors? We weren't sure either! This presentation will describe a unique approach to advising special population students at a four year public institution. Join us as we address the specific needs of our students, the administrative and procedural challenges our office has faced, how our office fits into the larger campus advising community, and the intentional advising activities and methods we have used to help our students be successful. We will also highlight the benefits of a special population advising office in the context of performance based funding and the completion agenda. Come prepared to share ideas and best practices.

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### **CS32 – I Got It from NACADA: Incorporating Life Coaching Techniques into an Advisor's Toolbox (#1569)**

Nicole Leonard, *Georgia Tech*

Have you every walked away from a NACADA workshop, presentation or poster session energized by the information you just received? This session will focus on a recent personal NACADA "eureka" moment – my introduction to coaching. Participants will explore the similarities between advising and coaching, receive a brief introduction to Co-Active coaching concepts that focus on fulfillment (discovering unique values) & balance (developing new perspectives), and develop personal methods of integration that focus on their student populations.

Thursday, March 17, 2016

**Concurrent Session #5**

3:15pm – 4:15pm	CS33 – Demystifying Online Advising	Salon 5
	CS34 – A Conversation with NACADA Leaders	Salon 6
	CS35 – DAMAGE CONTROL- Send in the FIXER!	Salon 9
	CS36 – Navigating Exploratory Land With the Help of Peer Mentors	Salon 10
	CS37 – It's Not You, It's Me: Tips To Effectively Break Up With Your Major	Salon 11
	CS38 – I didn't get in! Now what?	Salon 12
	CS39 – Do I Belong Here?: Assisting First-Generation Students with Ethnic Backgrounds Discover Their Sense of Belonging through Academic Advising and Coaching	Salon 13
	CS40 – Professional Advisers Front and Center Stage	Salon 14

**CS33 – Demystifying Online Advising (#1422)**

Lindsey Byrd, *University of West Florida* and Meredith Beaupre, *University of Florida*

**ROUNDTABLE DISCUSSION:** Eleven percent of degree-seeking students attending Title IV institutions are taking exclusively online courses and an additional 15% are taking at least one online course (NCES, 2012). Increasingly, universities are introducing online degree options and utilizing online classroom formats to better accommodate student schedules, thereby increasing enrollment numbers. For some advisors, online advising is daunting. How can an advisor advise effectively online students? How do you keep track of your student population and provide accurate information and resources in a timely manner? How do you balance your day between the phone calls, emails, and advising appointments? Whether you have answers to these questions or want answers to these questions, come participate in the roundtable discussion focusing on the challenges of advising online students.

**CS34 – A Conversation with NACADA Leaders (#1158)**

Janet Spence, *NACADA Board Member*, Diane Matteson, *NACADA Executive Office* and Joshua Johnson, *NACADA Region 4 Chair*

This session is designed for our leaders to provide information about the association to our members as well as for participants to ask questions about the association, including how to become involved and learn about leadership opportunities. In addition, this year's session will be an opportunity to discuss and make suggested revisions to the NACADA Core Values, and to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

**CS35 – DAMAGE CONTROL- Send in the FIXER! (#1499)**

Ashley Duprat and Nina Leonard, *University of Central Florida*

Academic advisors take on the trusted role of consultant. That role includes assisting students with reaching educational goals through academic planning. However, mistakes happen. Often, students are frantically looking for ways to offset or minimize the damaging effects of academic roadblocks and accidents. What happens when there is a change in plans and an advisor's role shifts from consulting to crisis management? This presentation will discuss advising strategies used to assist students after academic setbacks. The advising strategies include: Interactive Online Modules, Intervention Advisement Holds, and Self-Assessments of Academic Performance. This interactive presentation will also provide attendees with tools for helping students with accomplishing pre-established goals by identifying alternative routes.

### **CS36 – Navigating Exploratory Land With the Help of Peer Mentors (#1500)**

Jessica Franchi-Alfaro, Giovanna Tello and Charminta Brown, *Florida International University*

Florida International University's Discover Your Major course assists students with self-exploration and career planning, while also assessing their interests and skills for the identification of an appropriate major. The Office of First Year Programs utilizes Peer Mentors in each Discover Your Major course to forge peer relationships that can facilitate the major selection process from a student's point of view and link them to campus or community resources. This interactive session will focus on strategic and proactive ways to develop a Peer Mentor model within an exploratory course offering at your institution. Best practices related to exploratory advising and how they are integrated into the teaching and learning model through the use of a Peer Mentor will also be discussed.

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### **CS37 – It's Not You, It's Me: Tips To Effectively Break Up With Your Major (#1503)**

Jill Flees and Katie Grissom, *Florida State University*

Have you ever advised a student who was experiencing difficulty connecting with their major but refused to explore other options? As institutions enact policies and procedures which discourage major changing, students are prematurely committing to unattainable plans. What responsibility do advisors have in initiating the major exploration process when we know the current major is not the correct fit? In this interactive presentation, we will explore the internal and external obstacles students encounter in the major declaration process. We will also discuss strategic effective questioning and other advising strategies for helping students discover the right major with confidence.

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### **CS38 – I didn't get in! Now what? (#1536)**

Brenda Gaynor, Brendan Bevins and Silvia Guerrero, *Florida Gulf Coast University*

Most pre-health advisors face the reality of answering this question far too often. In this presentation, meet an advising trio from Florida Gulf Coast University (FGCU) who bring balance to limited access nursing advising. Advising for these programs can be both challenging and rewarding. Academic Advisors are tasked with developing realistic expectations when advising students for admission to Limited Access Programs. This presentation will examine the importance of providing complete and realistic advice to students intending to apply to limited access nursing programs. It will share the FGCU perspective and approach to advising these students. Find out how to guide your students through the obstacle course known as limited program admission.

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### **CS39 – Do I Belong Here?: Assisting First-Generation Students with Ethnic Backgrounds Discover Their Sense of Belonging through Academic Advising and Coaching (#1554)**

Paul-Arthur Pierre-Louis, *Kennesaw State University*

With the changing demographic in students attending college, many first-generation students with ethnic backgrounds find it difficult to find their sense of belonging at their college. Due to this change, students are hesitant to speak to advisors or coaches regarding their collegiate experience. This presentation will provide academic advisors and academic coaches with best practice techniques to help this population of students discover their a sense of belonging in college.

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### **CS40 – Professional Advisers Front and Center Stage (#2016)**

Elizabeth Dooley, *University of Central Florida*

Meet the keynote speaker and hear about how professional advisors at a research high university helped to create a 'culture of the care'.

Thursday, March 17, 2016

**POSTER Session**

5:00pm –6:00pm	PO1 – Transitioning Transfer Students in a Competitive Major: “A Whole New World”	Salon 5
	PO2 – Guide to Advising Assessment for Non-Administrators	
	PO3 – Theory to Practice: Graduate STEM Student Advising & Faculty Relationships	
	PO4 – Major Exploration: A Parade of Possibilities	
	PO5 – Significant Learning Experiences in Academic Advising	
	PO6 – The Magical way to connect with your advisees through peer mentorship and student groups; as an advising Initiative	
	PO7 – It’s All in the Delivery: Preparing Students for Good and Bad News	
	PO8 – FAMU’s Interdisciplinary Studies Programs: An Approach to Proactive Advising for the Development of T-shaped Professionals	
	PO9 – May the force be with you! Helping future teachers become Jedi’s in certification	
	PO10 – How Are You Doing? The Distracting D in Academic Advising	
	PO11 – Relationship-Building with First Generation and Low-Income Students: A TRiO Approach	
	PO12 – NACADA Involvement: Commission and Interest Groups	

**PO1 – Transitioning Transfer Students in a Competitive Major: “A Whole New World” (#1303)**

Stephanie Wood, *Auburn University*

Managing the transition from one institution to another and trying to stay competitive in an application major can at times feel like “A Whole New World”. Advisors from community colleges and four-year institutions alike can learn how to provide a supportive environment for these students by using methodical steps from initiation of program interest on into the student’s first semester in order to increase student retention. This presentation will focus on methods used and effects they have had on transfer students in applying to a professional program. Come collaborate and walk away with ideas to implement a successful transition for your transfer students.

**PO2 – Guide to Advising Assessment for Non-Administrators (#1518)**

Danielle Clarke and Heather Ammons, *University of Alabama*

Have you ever wondered what your students are learning from their advising sessions with you? Or thought about what impact a new policy or procedure has on the students at your institution? Assessing academic advising does not have to start with administrators. You can develop and implement an assessment plan in your office to help improve the advising experience for students and staff. In this session, the facilitators will use our own real-life triumphs and challenges to help you get the assessment conversation started with your coworkers and administrators and to develop a plan for moving forward. We will offer tons of helpful hints from how to balance assessment with your other duties to finding resources and tools to help.

### **PO3 – Theory to Practice: Graduate STEM Student Advising & Faculty Relationships (#1520)**

Brittany Sheehy and Christina Nelson, *University of South Florida*

Research surrounding the success of doctoral level students' supports the notion that the department has the greatest responsibility to their success. Support a student receives from the department, lab, and the dissertation advisor have shown to have an impact on degree progression and graduate experience satisfaction. The session will review research on STEM graduate students and how they relate to the institution, department, lab, and dissertation advisor through theory. This session will help advisors better understand these relationships and certain support mechanisms. Participants will learn how STEM graduate students experience graduate education and how to support these students as advisors and administrators.

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### **PO4 – Major Exploration: A Parade of Possibilities (#1538)**

George Buggs III, Stacey Sandeford-Lyons and Lucinda Blue, *Johnson C. Smith University*

Choosing a major is one of the most exciting and sometimes agonizing decisions that students face. Sifting through the many possibilities, on top of adjusting to campus life, can make the decision seem even more daunting. Advisors at Johnson C. Smith University (JCSU) employ a three-pronged approach to supporting first-year, conditionally admitted students through the major exploration process—an exploration of self, including interests, skills and abilities, an exploration of majors offered at JCSU, and an exploration of careers that are supported by student interests, skills and abilities. This presentation will share the advising and major exploration philosophy embraced by JCSU advisors to support student success, and the collaborative strategies employed to support students through the major exploration process.

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### **PO5 – Significant Learning Experience in Academic Advising (#1539)**

Eric Light, *University of South Alabama*

This presentation will focus on taking the principles of Creating Significant Learning Experiences "(Fink, 2013)" and applying them to Academic Advising. The CAS Standards state, "Programs must contribute to student learning and development" outcomes. To increase learning toward those outcomes professionals should focus on developing significant learning objectives with a clear understanding of how a student will be different as a result of academic advising, then design intentional activities to engage students in significant learning opportunities towards those objectives. Significant learning opportunities go beyond the simple transfer of knowledge, but instead focus on higher order critical thinking skills. This will lead to assessment of student learning in relation to the activities in which they were engaged and the learning objectives that were developed.

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### **PO6 – The Magical way to connect with your advisees through peer mentorship and student groups; as an advising Initiative (#1545)**

Andrea Green and Tamara Rousseau, *Florida International University*

This presentation will feature an approach to organizing a student group and mentorship program that will be sure to connect advisors with their students within the major. The major specific student group is created to assist with retention and graduation efforts within the major. The participants will understand the magical advantages of using student groups to promote careers, graduate opportunities and advising and retention initiatives.

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### **PO7 – It's All in the Delivery: Preparing Students for Good and Bad News (#1547)**

Daniel McCoy, *Auburn University*

Advisors spend lots of time talking with students about options. For students who have just been accepted into the program of their choice, sharing these different options with them can be an exciting but stressful time. For struggling students, presenting other options as possibilities for future success can help them stay positive. In any situation, the delivery of information is an important factor in maintaining a positive rapport with students. This presentation will focus on various practices in delivering favorable and unfavorable outcomes to students and preparing those students for future success. Examples will be given from the resources available at Auburn University for students seeking additional direction and how those can translate to any institution.

**PO8 – FAMU’s Interdisciplinary Studies Programs: An Approach to Proactive Advising for the Development of T-shaped Professionals (#1567)**

Merlin Langley, *Florida A&M University*

A review of the college completion rates indicates that both two and four year colleges are reporting slips in graduation rates across all categories of students. Just 53 percent of students who entered college in the fall of 2009 had earned a degree by May 2015 (NSCHRC, 2015). In Florida, the Board of Governors have implemented the Performance Based Funding Model to address issues related to increased enrollment but below expected college graduation rates. Florida A&M University institutional response to the above issues resulted in the implementation of the BS/BA degrees in Interdisciplinary Studies (IS). The poster will highlight the role proactive advising in developing T shaped professionals, programmatic trends, undergraduate student responses, and institutional challenges related to this novel and alternative approach to higher education.

**PO9 – May the force be with you! Helping future teachers become Jedi’s in certification (#1568)**

Maria Rosado, Cynthia Perez and Alina Dominguez, *Florida International University*

Do you advise future teachers? Are you looking for ways to assist your students in meeting Florida teacher certification requirements? With most Florida moving toward more rigorous teacher certification requirements, many Education advisors are scrambling to find ways to assist their students in meeting these requirements. During this presentation, participants will acquire the tools necessary to create programs and partnerships with other departments on their campus that result in their students becoming certification Jedi’s.

**PO10 – How Are You Doing? The Distracting D in Academic Advising (#1427)**

Jessie Tyson, *Auburn University*

Given my role as an academic advisor, I understand student’s discussions with disabilities and students who yet did not realize they need to document their disability. My own visual impairment, difficulties and struggles throughout my entire academic career also helps me recognize these students when they are unaware of the disability themselves. These can be first year freshmen, off campus transfers, athletes, returning students and students in academic jeopardy. We as advisors all have some stressors in handling the sessions when trouble students comes into our office. I would like to offer some tips for you as an advisor for 1. Recognizing students in your office; 2. How to help them feel comfortable letting down their guard; 3. How to help the students as their academic advisor.

**PO11 – Relationship-Building with First Generation and Low-Income Students: A TRiO Approach (#2018)**

Rita Simpson, Jennifer Carbon, and Lauren Murray-Lemon, *University of Central Florida*

This poster presentation will highlight the importance of relationship building with first generation and low income college students from a TRiO perspective. The Federal TRIO Programs (TRIO) are outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. We will discuss the specific needs of first generation and low income students, how student support staff can address those needs, and the barriers that may hinder students’ ability to successfully connect to campus resources.

**PO12 – NACADA Involvement: Commission and Interest Groups**

Are you interested in NACADA leaderships, writing for NACADA, and getting involved with NACADA. Find out ways of getting connected with NACADA.

**Thursday, March 17, 2016**

***State Meetings***

6:00pm – 7:00pm	Florida / The Caribbean	Salon 9 & 10
	Alabama	Salon 11
	Georgia	Salon 12
	Mississippi	Salon 13

## Friday, March 18, 2016 – Day Three

### Concurrent Session #6

8:30am – 9:30am	CS41 – Are Millennials Piloting Helicopter Parents? How Advisors Can Bring Them in for a Landing	Salon 5
	CS42 – The Roller Coaster Ride of Summer Bridge Programs: Getting a “Step Ahead” of the Curve	Salon 6
	CS43 – Innovations in advising models- The Board of Advisors, a Team-Based Approach	Salon 9
	CS44 – Preparation, Transition, & Progression: A three step model towards achieving transfer student engagement & success	Salon 10
	CS45 – Igniting the Flame: Advisor Resilience and Burnout Prevention	Salon 11
	CS46 – The Wizarding World of Technology: Thrills of Advising Student-Athletes	Salon 12
	CS47 – Growing From Within: The Use of Self-Assessment and Role-Playing	Salon 13
	CS48 – Let Me Google That With You... Helping Students Become Self-Reliant	Salon 14
	CS49 – UCF Veteran's Transfer Orientation Program (#1509)	Salon 18

#### **CS41 – Are Millennials Piloting Helicopter Parents? How Advisors Can Bring Them in for a Landing (#1490)**

Jonathan Hallford and Stephanie Wood, *Auburn University*

**ROUNDTABLE DISCUSSION:** With the Millennial generation, Helicopter Parents are a package deal. Love them or Hate them advisors must learn to appease them. Like the Chicken vs. the egg, this session will contemplate which came first; the Millennial or the Helicopter Parent and how to work with both. This session will start with a brief discussion of generation theory and history of parental involvement in higher education. Attendees will have the opportunity share their views and work in groups consisting of attendees with opposing views to discover best practices in advising both Millennials and Helicopter Parents.

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#### **CS42 – The Roller Coaster Ride of Summer Bridge Programs: Getting a “Step Ahead” of the Curve (#1521)**

Allison Bacigalupi, *Florida Gulf Coast University*

This session will discuss how a public, four-year institution has instituted a successful summer bridge program for incoming first-time-in-college (FTIC) students (many of whom are first-generation-in-college), and how the success of this program has been dependent on the organization, collaboration, and purposeful integration of student services across departments and divisions. Also, as state legislation and student demographics have changed over time, the program has transformed to best serve these transitioning students, and to provide for their retention and persistence to graduation. These program changes, and the best practices that have been discovered throughout the program development process, will be shared with participants. Data supporting the program’s success will also be shared.

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#### **CS43 – Innovations in advising models- The Board of Advisors, a Team-Based Approach (#1532)**

Jennifer Cannady, Elizabeth Henry, Machamma Quinichett and Mathavi Strasburger, *Agnes Scott College*

Agnes Scott College’s SUMMIT reimagines liberal arts education. A fundamental component of SUMMIT is the transformation of the faculty-based advising system to a team-based model. This distinctive approach provides students continuity through a professional advisor for all four years with the benefits of a faculty advisor for expertise in the major. Supplemented by a Peer Advisor and a Career Mentor, the team supports students at all stages of their academic journey. This presentation will explore the Board model and focus on the process of transformation from the faculty-based to team model. We will also review assessment data on from the pilot in 2014-15 academic year and full launch in 2015.

**CS44 – Preparation, Transition, & Progression: A three step model towards achieving transfer student engagement & success (#1508)**

Jason Dodge, Sharisse Kenney and Beth Ganz, *University of Central Florida*

The Council for the Advancement of Standards in Higher Education (CAS) states that, in order to achieve their mission, “Transfer Student Programs and Services must exhibit a commitment to the transfer pathway, contribute to students’ progression and timely completion of educational goals, and prepare students for their careers, citizenship, and lives.” By establishing curricular, co-curricular, and advising partnerships throughout the University, we have been able to create, and continue to advance, a holistic model that supports transfer students’ early preparation, smooth transition, and progression towards graduation. Throughout this presentation, the presenters will highlight our programs and services as well as assist attendees in identifying key stakeholders at their own institution who may assist them in creating a similar model that supports the unique needs of their transfer population.

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**CS45 – Igniting the Flame: Advisor Resilience and Burnout Prevention (#1519)**

Sandi Dedrick, Dawn Matthews, Caroline Cox and Melanie Presnell, *Florida State University*

Being an advisor can be a fulfilling and rewarding profession. But, as with many helping professions, it can also lead to stress and languor. These occurrences can lead to high turnaround in the field and can percolate various aspects of the student experience and institutional productivity. What can individuals, departments, and colleges do to contest these seemingly inevitable challenges? This presentation will identify common causes of advisor fatigue and offer strategies for first year and seasoned advisors to use in combating burnout. Institutional research and advisor testimonials will be used to identify ways to improve retention among advisors.

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**CS46 – The Wizarding World of Technology: Thrills of Advising Student-Athletes (#1385)**

Helen Gonzalez and Maria Rosado, *Florida International University*

Student-athletes are a distinct population who face unique challenges on a daily basis that the average student does not. They must meet academic requirements from the NCAA while keeping up with rigorous practice and competition schedules. Florida International University (FIU) has introduced technological tools to help student-athletes better communicate with their academic advisors. Consequently, advisors have better access to student-athletes and their academic progress, as well as, increased communication between departmental and student-athlete coordinators. In order to simplify and expedite the NCAA eligibility certification process, FIU has developed user-friendly e-forms that have improved accuracy and accountability between the advisors and certifying officers. This presentation will showcase the various methods and tools FIU uses to help student-athletes academically succeed off the field.

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**CS47 – Growing From Within: The Use of Self-Assessment and Role-Playing (#1531)**

Nancy Ciudad-Simmons and Cara Kelly, *Georgia Gwinnett College*

Knowing who you are, what you want and facing everything with the correct tools to have a good outcome should be a constant in our students’ lives, but some of them not being able to define themselves, see their futures as a blurry path to nowhere, leading them to the abandonment of their goals. In this presentation, we will demonstrate how academic advisors can give students the tools to have insight in who they are and how to handle challenges. We will share the three sequential steps for them to grow from within: self-assessment, matching resources with our students’ needs, and role-playing to help them grow. Our ultimate objective should be for them to develop self-awareness as a crucial mind tool.

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**CS48 – Let Me Google That With You... Helping Students Become Self-Reliant (#1498)**

Catherine Morgan, *Kennsaw State University*

Being the next step for many students after acceptance to the university, students often call and wander into our office feeling confused and overwhelmed. One of our department’s responsibilities is to explain the many different resources available to the students as well as how to navigate the university’s online resources. To do so, we must triage situations, create information packets, and most importantly explain policies and procedures thoroughly and patiently. The end goal is to teach students how to find these answers on their own so that next time they feel confident and self-reliant.

**CS49 – UCF Veteran's Transfer Orientation Program (#1509)**

Lorine Cisch-Taylor and Joshua "JJ" Johnson, *University of Central Florida*

The goal of the UCF Veterans Academic Resource Center (VARC) New Student Orientation session is to introduce new student veterans to the services, resources, benefits, and staff of the VARC, and to their responsibilities as student veteran at UCF. For the past two years, the program has successfully connected individuals to the VARC; connected the incoming student veterans with other current students, faculty, and staff who are veterans; and promoted the successful transition to the nation's second largest public university. During the same time period, there has been a 53% increase in the use of advising services and a decrease in the percent of student veterans on academic probation from 10% to 4.8%.

Friday, March 18, 2016

Concurrent Session #7

9:45am – 10:45am	CS50 – Outside the Realm of Traditional Academic Advising	Salon 5
	CS51 – Building Foundations for International First-Year Student Success: A Comprehensive Advising Model	Salon 6
	CS52 – Ahhh!! Excess Credit Surcharge!	Salon 9
	CS53 – Identity and Special Interest Advising: Supporting High Achieving, International, and Multicultural Groups Using Student Commonalities and Flexible Advising Strategies	Salon 10
	CS54 – #BlackGirlMagic: The Role of Advisors in Supporting the Successes of Black Women	Salon 11
	CS55 – Illuminating advisor identity through collaborative autoethnographic research	Salon 12
	CS56 – Beyond satisfaction, more than a survey: Assessment to practice	Salon 13
	CS57 – The Best-Laid Plans: A Theoretical Framework for Advising Students through Unexpected Setbacks	Salon 14

**CS50 – Outside the Realm of Traditional Academic Advising (#1528)**

Suzanne Hunter and David Hinshaw, *Auburn University*

**ROUNDTABLE DISCUSSION:** What is the role of an advisor in today's academic landscape? How can we think outside of the box and provide advising and supplemental support for our students that goes beyond the traditional advisor role? This session will take a look at what the Auburn University Honors College is doing to support its students outside of traditional advising. We will focus on registration how-to sessions, late night advising and peer study nights. Through these programs we were able to take our advising beyond the traditional role to provide our students with extra tools and opportunities in order to promote greater student success. These practices can be applied to any type of academic advising office and catered to your department's specific needs.

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**CS51 – Building Foundations for International First-Year Student Success: A Comprehensive Advising Model (#1544)**

Olga Bedoya-Arturo and Jesse Sunski, *University of Central Florida*

The Global UCF office at the University of Central Florida works with international students conditionally admitted to UCF providing support services during their freshman year to help these international students to successfully transition to their second year. During their first year these students face considerable transitioning challenges such as the understanding of the American Higher Education System, the evolving of their English Language skills, the socialization with domestic students and other international students, and the understanding of the complex university system. The advising model used in the program looks for increase the student's academic engagement, the social integration, and their cultural association with their new environment. The presentation will focused on the academic advising model used to prepare first-year international students for progression to their second year at UCF.

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**CS52 – Ahhh!! Excess Credit Surcharge! (#1502)**

Charminta Brown and April Lewis, *Florida International University*

In 2009 the state of Florida instituted Statute 1009.286, commonly referred to as the "Excess Credit Surcharge." The bill requires universities to add a surcharge to each credit hour taken in excess of the total number of credit hours required to complete the degree being pursued. While the intent of the statute is to encourage students to complete their baccalaureate degree in the "most efficient way possible," the statute can cause serious problems for students who are exploring majors or who change majors later in their college careers. This session will address the current Florida legislation as well as similar legislation in other states and we will explore how it has affected our advising of all students, but especially those classified as exploratory.

**CS53 – Identity and Special Interest Advising: Supporting High Achieving, International, and Multicultural Groups Using Student Commonalities and Flexible Advising Strategies (#1375)**

Maria Verona Garcia, *University of Miami*

What significance does student identity have for advising? In the field of higher education, there is an increasingly urgent need for multicultural and special interest advising. As advisors we can meet this need by developing deeper levels of multicultural understanding. Participation in this workshop will provide you with: 1. Guidance for understanding complex identities for high-need student populations, with positive reinforcement in a strengths-based model 2. Strategies for advising that will work with any student population based on theories of identity development 3. Insight into reflective advising for healthy advisors, students, and campus.

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**CS54 – #BlackGirlMagic: The Role of Advisors in Supporting the Successes of Black Women (#1445)**

Dawn Matthews, Ky'Eshia Penn, Sabrina Smith and Kelsie Patton, *Florida State University*

#BlackGirlMagic represents a movement for supporting, connecting, and uplifting the accomplishments of a historically marginalized population. Black women represent 66% of all baccalaureate degrees awarded to Black students and are a growing percentage of college enrollment across all races and genders. However, the reality is that despite their magic, undergraduate Black women across institutions face a variety of challenges and any institutions lack the resources and support needed to provide a holistic collegiate experience. Advisors play a fundamental role in the experiences of these students and can be influential in supporting their journey through self-discovery and development. This interactive session will explore the challenges and triumphs of Black women and recommend specific strategies that advisors from all backgrounds can utilize to assist these students be successful and discover their magic.

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**CS55 – Illuminating advisor identity through collaborative autoethnographic research (#1511)**

Mark Duslak, *Lake-Sumter State College*, Craig McGill, *Florida International University* and Drew Puroway, *St. Thomas University*

Who are academic advisors? How does 'who you are' impact what you do (and vice versa)? Advising does not occur in a vacuum; an advisor's backgrounds, beliefs, experiences, knowledge, skills, and dispositions season his or her advising practices. Despite advisor professional identity being a critical issue for the field it has not been the subject of much scholarship. To investigate these issues, we engaged in a collaborative autoethnographic study, a method appropriate for lending insight into an advisor's professional identity. In this interactive presentation, participants will learn about the research study, understand the basic tenets of autoethnographic research, and further their ability to engage in reflection to inform future advising practices.

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**CS56 – Beyond satisfaction, more than a survey: Assessment to practice (#1517)**

Heather Ammons and Danielle Clarke, *University of Alabama*

Your students LOVE your office as evidenced by your current assessment measures, but what else can your assessment efforts tell you? What data sources are at your disposal beyond surveys? This session focuses on moving assessment beyond satisfaction surveys to a process that can influence not only the policies and procedures of your office, but also how you advise your students. The facilitators will share how their office assessment initiative, which progressed from a student satisfaction survey to an initiative that now includes multiple measures (surveys, focus groups, and in-house data) in the span of two years, has had a major influence on how the office views advising and the practices within.

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**CS57 – The Best-Laid Plans: A Theoretical Framework for Advising Students through Unexpected Setbacks (#1537)**

Ashleigh Halter, *Florida Gulf Coast University*

It is not uncommon for students to experience setbacks as part of the college experience, but advising them through obstacles that throw their well-laid plans off-track can be challenging. This interactive presentation will engage advisors in the exploration and application of Planned Happenstance Theory in academic advising, as well as the discovery of the benefits this mindset can have in students' future planning. By providing insight into the five skills of Planned Happenstance, advisors will leave with strategies to incorporate the framework into interactions with their students, turning turmoil into academic and career readiness to capitalize on unexpected opportunities.

Friday, March 18, 2016

Concurrent Session #8

11:00am – 12:00pm	CS58 – Vision Book: A New Approach to Relationship Building	Salon 5
	CS59 – Utilizing Mental Health Counselor Interns to Assist with the Academic Identity Crisis: When “Pre-Med” May No Longer Be Realistic	Salon 6
	CS60 – Implementing a Developmental Group Advising Requirement for First Time in College Students	Salon 9
	CS61 – Advising First Year Students Through “The Four Rooms of Change”	Salon 10
	CS62 – Two Advisors Are Better Than One: A Model for Student Success	Salon 11
	CS63 – Step into the Digital Age with Paperless Advising	Salon 12
	CS64 – When Non-Traditional Becomes Traditional and Typical: Shifting the Traditional Mindset with Best Practices for Advising Non-Traditional Students	Salon 13
	CS65 – Advising 24/7: A Charge from Above	Salon 14

**CS58 – Vision Book: A New Approach to Relationship Building (#1418)**

Wendy Anderson and Diana Rowe, *Georgia Gwinnett College*

Trust is the foundation of a good relationship, and is critical to the role of academic advising in fostering student development. The objective of the vision book activity is to give veteran and first time advisors a fresh approach to building relationships with their students. This presentation will describe the vision book activity’s inception and developmental goals, including self-reflection, self-disclosure, and relationship building. It will provide detailed descriptions of the activity, developmental aspects, and benefits to advisors and advisees. Participants will learn how the Student Development Theory and the Relational Component of academic advising ties into this process.

**CS59 – Utilizing Mental Health Counselor Interns to Assist with the Academic Identity Crisis: When “Pre-Med” May No Longer Be Realistic (#1008)**

Dena Ford, *University of Central Florida* and Dustin Baetz, *Rollins College*

Students experience significant pressure to select a healthcare-related major upon entering a four year institution. Academia professionals who possess a counseling skill-set to help students balance pressures of persisting in their academic identity and their over-all well-being in college are in need. Counselors-in-training offer a holistic approach in self-exploration with students who want a career in a helping field. This presentation highlights a successful exploration program with an undergraduate “pre-med” population in the College of Sciences designed by an advisor who is a Licensed Mental Health Counselor, with a focus on those who struggle to maintain the minimum major G.P.A. graduation requirement. This program is specific to our natural sciences majors, though it is not exclusive to “pre-med”. However, we found a “pre-med” identity pattern through this COS Explore program.

**CS60 – Implementing a Developmental Group Advising Requirement for First Time in College Students (#1486)**

Ney Arias, Christina Badali and Serina Bolinsky, *Florida Gulf Coast University*

This presentation will inform other professionals of a pilot required developmental group advising approach taken by a mid-size university within the State University System of Florida, and how this model can be applied at their respective institutions. Attendees will learn about the advising model and structure at Florida Gulf Coast University, the developmental group advising requirement pilot program, and the outcomes of this initiative. An interactive activity will take place for attendees to gain an understanding of how this process influences students. Participants will receive copies of the facilitation guide used to facilitate developmental group advising for their own educational purposes. Attendees will have the opportunity to discuss their experiences, followed by time for questions and answers.

### **CS61 – Advising First Year Students Through "The Four Rooms of Change" (#1380)**

Eileen Snyder and Grace Fleming, *Armstrong State University*

The Four Rooms of Change Theory developed by Claes Janssen is adaptable and applicable to the work of academic advisors. Just as Appreciative Advising has its roots in organizational development as Appreciative Inquiry or (AI) - the Four Rooms of Change Theory is another tool for academic advisors to understand how to assess change readiness in their advisees and help them adjust with strategies that are formulated to each "room." The audience will participate in two interconnected activities and share their understanding and experience as it relates to advising students through changes inherent in college life. Moreover, change is cyclical for all of us and we will discuss how our "sense of self" will make us the true beneficiary of Janssen's theory.

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### **CS62 – Two Advisors Are Better Than One: A Model for Student Success (#1449)**

Lisa Sapp and Elizabeth Noles, *Georgia Southern University*

Providing support for students experiencing academic difficulty is a challenge faced by all advisors. Our advisement model in the College of Business is unique in that it utilizes both a traditional academic advisor and an academic success coach. This best practices presentation will go in to specific detail regarding our advisement model, how we identify this specific population, and our support strategies. Discussion will include our structured system which is a collaborative effort between the academic advisor, the academic success coach, and the student.

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### **CS63 – Step into the Digital Age with Paperless Advising (#1488)**

Melissa Adams, *Auburn University*

Is your advising office tired of shuffling mountains of paper and spending unnecessary time processing paper forms? Come hear how we went from paper to paperless. This session will outline the steps taken to transition to paperless, how to effectively use tablets in a paperless advising office and demonstrate various useful tools for a paperless environment. The goal of this presentation is to help academic advisors identify initiatives and create strategic plans for paperless advising.

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### **CS64 – When Non-Traditional Becomes Traditional and Typical: Shifting the Traditional Mindset with Best Practices for Advising Non-Traditional Students (#1513)**

Sonya Kopp and Wanda Polnitz, *Columbia Southern University*

More than 74% of all undergraduate students meet at least one of the seven (7) characteristics of a non-traditional student and are considered non-traditional in one way or another. Non-traditional students often have priorities that are higher on their list than their education and encounter obstacles that traditional students may not face. Columbia Southern University is a 100% online institution with only 10% of students in the 18-20 age range and 46% military affiliated. We are extremely familiar with non-traditional. This session will offer the presenters' top 10 advising practices for working with non-traditional students along with strategies for training new advisors to work with non-traditional students.

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### **CS65 – Advising 24/7: A Charge from Above (#1523)**

Angelia Green, *Jacksonville State University*

Today's college students embrace a high level of social media and technology skills. Students rely on smart phones, laptops, video games, Facebook, etc. A midsize university located in the Appalachian foothills observed a decline in student's usage of an online advising tool. This online tool assists with registration, advising and student success. It gives students access to advising 24/7 and incorporates all undergraduate degree programs offered at the university. This session will illustrate the marketing strategies used to increase faculty, staff, and students use of this online advising tool.

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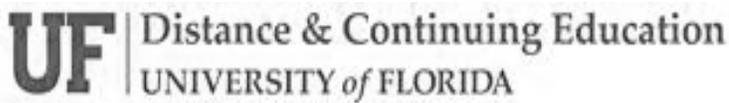
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