NACADA Region 3
2016 Mid-South Regional Conference

*I Think I Can: Encouraging Student and Professional Motivation*

April 20-22, 2016
Chattanooga Marriot Downtown and Convention Center
See you next year in Raleigh, North Carolina!
April 19-21, 2017

Carrie McLean & Jennifer McLamb
North Carolina State University
2017 Conference Co-Chairs
Hello and welcome to the 2016 Region 3 conference! I'm excited about this year’s conference because it represents two things that I appreciate the most about NACADA and professional development conferences: the opportunity to meet and collaborate with new people; and the incredible motivational value of participating in professional development events. I’m fortunate to have had a wonderful committee and the strong support of the University of Tennessee, Chattanooga. You’re in a great city surrounded by fantastic people. Enjoy and make the most of it.

Sincerely,
Jeff Elliott
University of Tennessee, Knoxville
2016 Region 3 Conference Chair

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### 2016 Conference Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Jeff Elliott</td>
<td>Conference Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Kirsten Pitcock</td>
<td>Programming Co-Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Julie Longmire</td>
<td>Programming Co-Chair</td>
<td>Tennessee Technological University</td>
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<tr>
<td>Jessica Staten</td>
<td>Programming Co-Chair</td>
<td>Wonder Woman University</td>
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<tr>
<td>Jenny Ludwig</td>
<td>Enrollment and Sponsorship Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Elizabeth Johnson</td>
<td>Hospitality Co-Chair</td>
<td>University of Tennessee, Chattanooga</td>
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<tr>
<td>Nicole Brown</td>
<td>Hospitality Co-Chair</td>
<td>University of Tennessee, Chattanooga</td>
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<tr>
<td>Melissa Irvin</td>
<td>Registration Chair</td>
<td>Tennessee Technological University</td>
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<tr>
<td>Sara Harp</td>
<td>Volunteers Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Jessica Greene</td>
<td>Social Media Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Luke Garton</td>
<td>Charity Drive Chair</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Jennifer Jones</td>
<td>Planning and Consultation</td>
<td>Fairmont State University</td>
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<tr>
<td>Wendy Schindler</td>
<td>Planning and Consultation</td>
<td>Gateway Community and Technical College</td>
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## Conference Overview

CC = Convention Center  
MH = Marriott Hotel

### Wednesday, April 20, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:00 pm – 6:00 pm</td>
<td>Registration &amp; Hospitality Desk Open</td>
<td>Meeting Room 2 (CC)</td>
</tr>
<tr>
<td>12:30 pm – 4:15 pm</td>
<td>Pre-Conference Workshops</td>
<td>Marriott Hotel</td>
</tr>
<tr>
<td>6:00 pm – 7:30 pm</td>
<td>Opening Session: Welcome &amp; Keynote</td>
<td>Ballroom E/F/G (CC)</td>
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<tr>
<td>7:30 pm – 9:30 pm</td>
<td>Welcome Reception</td>
<td>Ballroom E/F/G (CC)</td>
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### Thursday, April 21, 2016

<table>
<thead>
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<th>Location</th>
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<tbody>
<tr>
<td>7:30 am – 4:30 pm</td>
<td>Registration &amp; Hospitality Desk Open</td>
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</tr>
<tr>
<td>7:30 am – 8:30 am</td>
<td>Continental Breakfast</td>
<td>Ballroom E/F/G (CC)</td>
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<tr>
<td>8:30 am – 9:30 am</td>
<td>Concurrent Session #1</td>
<td>Various Locations (pp. 10-11)</td>
</tr>
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<td>9:45 am – 10:45 am</td>
<td>Concurrent Session #2</td>
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<td>11:00 am – 12:00 pm</td>
<td>Concurrent Session #3</td>
<td>Various Locations (pp. 14-15)</td>
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<td>12:15 pm – 1:45 pm</td>
<td>Lunch and Awards</td>
<td>Ballroom E/F/G (CC)</td>
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<tr>
<td>2:00 pm – 3:00 pm</td>
<td>Concurrent Session #4</td>
<td>Various Locations (pp. 16-17)</td>
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<td>3:15 pm – 4:15 pm</td>
<td>Poster Sessions/Ice Cream Social</td>
<td>North Rotunda (CC)</td>
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<tr>
<td>4:30 pm – 5:30 pm</td>
<td>State Meetings</td>
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<td></td>
<td>Kentucky</td>
<td>Meeting Room 10 (CC)</td>
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<td>North Carolina</td>
<td>Plaza Ballroom B (MH)</td>
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<td>South Carolina</td>
<td>Plaza Ballroom A (MH)</td>
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<td>Tennessee</td>
<td>Plaza Ballroom C (MH)</td>
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<td></td>
<td>West Virginia</td>
<td>Meeting Room 9 (CC)</td>
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### Friday, April 22, 2016

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<tr>
<td>7:00 am – 1:30 pm</td>
<td>Luggage Depot</td>
<td>Meeting Room 2 (CC)</td>
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<tr>
<td>7:30 am – 8:30 am</td>
<td>Continental Breakfast</td>
<td>Ballroom E/F/G (CC)</td>
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<tr>
<td>8:30 am – 9:30 am</td>
<td>Concurrent Session #5</td>
<td>Various Locations (pp. 20-21)</td>
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<td>9:45 am – 10:45 am</td>
<td>Concurrent Session #6</td>
<td>Various Locations (pp. 22-23)</td>
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<td>11:00 am – 12:00 pm</td>
<td>Concurrent Session #7</td>
<td>Various Locations (pp. 24-25)</td>
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<tr>
<td>12:15 pm – 1:30 pm</td>
<td>Closing Session &amp; Best of Region</td>
<td>Ballroom E/F/G (CC)</td>
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(Lunch will be on your own.)
WELCOME
Region 3 Chair

Get ready to enjoy the 2016 NACADA Region 3 conference and the city of Chattanooga! The conference theme is “I Think I Can: Encouraging Student and Professional Motivation.” This conference came together thanks to many months of hard work by Jeff Elliott and his conference team. They exemplify the can-do spirit of volunteers that is a strength of NACADA. Now it is our turn to show what we can do.

Let’s make the most of this opportunity to recharge, to learn, to connect, and to motivate each other. When else do we have a chance to talk with folks who really “get” what we do, the challenges faced, and the rewards reaped? Take time to attend sessions, meet new people, share concerns and suggestions. Allow yourself to be motivated and be motivating. Activate your can-do spirit and plan to try out a new idea, empower your students, and promote advising and advisors when you return to your campus.

I know we can do it!
Suanne H. Early
University of Kentucky
Region 3 Chair

Region 3 Steering Committee

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<tr>
<th>Name</th>
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<tr>
<td>Suanne Early</td>
<td>Chair, Region 3</td>
<td>University of Kentucky</td>
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<tr>
<td>Regina Artis</td>
<td>Past Region Chair</td>
<td>North Carolina A&amp;T University</td>
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<tr>
<td>Jeff Elliott</td>
<td>2016 Conference Chair &amp; Tennessee Liaison</td>
<td>University of Tennessee, Knoxville</td>
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<tr>
<td>Kristin Goodenow</td>
<td>South Carolina Liaison</td>
<td>Clemson University</td>
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<tr>
<td>Brianna (Nikki) Loy</td>
<td>West Virginia Liaison</td>
<td>West Virginia University</td>
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<tr>
<td>Roxanna McGraw</td>
<td>North Carolina Liaison</td>
<td>Johnston Community College</td>
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<tr>
<td>Carrie McLean</td>
<td>2017 Conference Co-Chair</td>
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<td>Rachel Quick</td>
<td>Kentucky Liaison</td>
<td>University of Louisville</td>
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<tr>
<td>Wendy Schindler</td>
<td>2015 Conference Chair</td>
<td>Gateway Community and Technical College</td>
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<tr>
<td>Jessica Staten</td>
<td>Awards Coordinator</td>
<td>Wonder Woman University</td>
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KEYNOTE SPEAKER

Dr. Kathleen Shea Smith is the Associate Provost for Academic Advising at the University of Oklahoma. In this role, she is responsible for overseeing advising services to ensure that each individual student is on a pathway to academic fulfillment, degree completion, and career success. Prior to her arrival to Norman, Kathleen lived in Tallahassee, Florida where she was a member of the advising community at Florida State University and rose through the ranks from Graduate Assistant to Director of Advising First, the network of 60 academic advisors and college life coaches at the institution. During her time at Florida State, the university saw an increase in retention from 85% to 93%. High quality advising was a driving force behind this gain and Kathleen spearheaded several initiatives that attracted national attention including the Advising First Center for Exploratory Students which received the National Academic Advising Association’s Outstanding Program Award. She is a leader in the association having served as the Chair of the Commission for Undecided and Exploratory Students, the Co-Chair of the Advising and Academic Coaching Interest Group, and an active member of the Research Committee which presented her with the outstanding dissertation award for her study examining the relationship between students’ perceptions of advising and their enrollment behavior. She has a Bachelor’s degree in Psychology from Kenyon College, a Master’s Degree from Temple University and a doctorate in Higher Education from Florida State. Kathleen believes in fostering educational climates that encourage students to explore and discover their authentic selves, excel academically, and create lives founded on their own truths and definitions of success.
Wednesday, April 20, 2016

P1. Inspired by Just In Time Professional Development
Plaza Ballroom A (Marriott Hotel)  12:30 pm – 3:30 pm

  Presenter: Karen Thurmond  
  Institution: University of Memphis

Participate in a fun and active workshop to begin developing your own advisor training programs. Develop and define essential skills for academic advising and draft an advisor self-assessment checklist. A rubric for advisor self-assessment will be introduced and explored. Participants will practice developing learning modules for advisor development based on essential skills. Throughout the workshop the presenter’s experiences in academic advising will be shared to validate the experience of participants. Come prepared to work AND have some fun!

P2. The Student Success Professional: Integrating Student Development Models into Academic Advising for Student Success
Plaza Ballroom B (Marriott Hotel)  12:30 pm – 3:30 pm

  Presenters: Theresa Hitchcock, Charles Delp  
  Institution: University of Louisville

While there is much discussion and literature on student affairs and academic advising as separate areas, there is less widely distributed knowledge on the marriage of the two sides of the university toward the overarching goal of student success. Using existing literature on student development theories and academic advising approaches, as well as proffering new ideas of their own, the presenters will explore the intersection of student affairs and academic advising for student success. The multiple functional areas of higher education can be analyzed in terms of how their differences sometimes require similar or complementing skills learned by student success professionals who understand higher education not in a vacuum but in an integrated context.
P3. Promoting Academic Confidence and Success through Academic/Student Affairs Collaboration in First Year Experiences
Plaza Ballroom C (Marriott Hotel) 12:30 pm – 2:30 pm

Presenters: Peggy Whaley, Cindy Clemson, Barbara Cobb, Ben Stinnett
Institution: Murray State University

Over the past two years, we have piloted student success discipline-specific “Transitions” courses in which academic and student affairs personnel collaborate as partner instructors. Faculty from a myriad of academic programs, who are assigned to teach their disciplines’ “Transitions” course, were paired with student affairs volunteers. Faculty delivered discipline-specific content and general university information and student affairs instructors delivered content on strategic learning, resiliency, managing college life, and other student success content. Survey results show that students benefited from this collaboration, reporting increased confidence in their ability to succeed in academics. This presentation will outline ways to create a collaborative model for a student success course, including perspectives from faculty, student affairs professionals, and students.

East/West Room (Marriott Hotel) 12:30 pm – 2:30 pm

Presenters: Carrie McLean, Kim Outing
Institution: North Carolina State University

This workshop will be an interactive discussion and activity session designed to help participants conceptualize and become more aware of the impact of bias and implicit associations in workplace decision-making. Facilitators will share leadership and management strategies that help eliminate and/or minimize the likelihood that bias and implicit association will impact the daily decision-making and morale of the workplace. Participants will have the opportunity to review case-studies and apply management strategies and best practices in organizational decision-making.
Wednesday, April 20, 2016  

**P5. Proactive Advising: Using Data to Find Students in Need Instead of Waiting for Them to Find You**  
**Plaza Ballroom C (Marriott Hotel)**  
2:45 pm – 4:45 pm  

*Presenter:* Melissa Irvin  
*Institution:* Tennessee Tech University  

As advisors, we often spent the bulk of our time working with students after they show signs they will not be successful. With explosion of student success technology, advisors have increased access to data to evaluate a student’s likelihood of success. In this session, we will examine strategies to assist advisors with using data who are not data experts or comfortable with statistics. Activities will include exploring academic information (curriculum requirements, DFW rates, etc.) that can help identify students before becoming academically at-risk. The workshop will share examples of proactive outreach from different institutional types and give attendees the opportunity to conceptualize programs for their own institution.

**P6. Cultivating Communities of Practice for the Next Generation of America**  
**East/West Room (Marriott Hotel)**  
2:45 pm – 4:45 pm  

*Presenters:* Amanda Pelon, Gail Pack  
*Institution:* University of North Carolina Greensboro  

Join us in exploring how communities of practice can be used to support the professionalization of academic advising. We will also present a model for how we have used communities of practice in an advising center within an academic unit. Methodologies for advisor training and professional development will be presented as well as an advising internship program that produces the next generation of profession-ready advisors.

**P7. NACADA Orientation for First Time Attendees (Free)**  
**Plaza Ballroom A (Marriott Hotel)**  
4:45 pm – 5:45 pm  

*Presenter:* Suanne Early, University of Kentucky  
*Presenter:* Wendy Stephens, College of Charleston  
*Presenter:* NACADA Leadership  

The purpose of this session is for new NACADA members and first-time conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of membership, including professional development opportunities, quality publications, and additional networking opportunities. The session will be interactive with multiple opportunities for participants to network, learn, and meet new friends and colleagues.
2016 Region 3 Award Winners

Excellence in Advising, Administrator
Tennessee – Stacie H. Grisham, University of Tennessee, Chattanooga
   Kentucky – no nominations
   North Carolina – no nominations
   South Carolina – no nominations
   West Virginia – no nominations

Excellence in Advising, Faculty
Kentucky – Dr. Rhonda Buchanan, University of Louisville
   South Carolina – Dr. John Creed, College of Charleston
   West Virginia – Dr. Ordel Brown, West Virginia University
   North Carolina – no nominations
   Tennessee – no nominations

Excellence in Advising, New Advisor
Kentucky – Katherine N. Rucker, University of Louisville
   South Carolina – Abe Saunders, College of Charleston
   Tennessee – Dr. Brad Baumgardner, Middle Tennessee State University
   West Virginia – Dedra A. Cobb, Fairmont State University
   North Carolina – no nominations

Excellence in Advising, Primary Role
Kentucky – Luke Buckman, University of Louisville
   South Carolina – Dr. Silvia Youssef Hanna, College of Charleston
   Tennessee – Dr. Jana T. Spitzer, University of Tennessee, Knoxville
   North Carolina – no nominations
   West Virginia – no nominations

Harriett Hurt Travel Scholarship
   No nominations
Thursday, April 21, 2016  
8:30 am – 9:30 am

A Conversation with Kathleen Smith  
Meeting Room 7 (Convention Center)  
Presenter:  Dr. Kathleen Smith  
Institution: University of Oklahoma  
Join Kathleen for a follow up conversation to her keynote address.

The Balancing Act: Combining Advising Techniques to Reach Large-Scale Majors  
Meeting Room 8 (Convention Center)  
Presenters: Erica Harper, Meg Newton, Karen Thompson, Jessica Pelfrey  
Institution: Clemson University  
Is your student population on the rise and you are concerned how this will affect advising – particularly for registration? How can you quickly reach large numbers of students while giving them the one-on-one facetime they deserve? This workshop will illustrate one effective model for reaching a larger student population using a combination of contemporary advising techniques. Attendees will also be able to share their best practices and gain insight into frameworks other advising centers across the region implement in their daily work.

Preparation Brings Motivation: Developing a new transfer advising model  
Meeting Room 9 (Convention Center)  
Presenter: Allison Snyder  
Institution: Forsyth Technical Community College  
The transfer process is more than choosing a school. Transfer students must be holistically prepared to successfully matriculate to the four-year institution. Learn how academic advisors at Forsyth Technical Community College introduced a new advising model to prepare students to make a smooth transition to a four-year school. From orientation to graduation, students undergo intentional mandatory advising that is facilitated by a collaboration between institutional administration, professional advisors and faculty. This session is intended to spark ideas and discussion about the advising model at Forsyth Tech and participants’ institutions. Come prepared to talk!

Intrusive to Proactive: Motivating At-Risk Students  
Meeting Room 10 (Convention Center)  
Presenters: Kirsten Pitcock, Jared Johnson, Sara Harp  
Institution: University of Tennessee, Knoxville  
As the focus upon college student retention becomes more integrated into institutional goals, academic advisors are challenged to find innovative and effective means of engaging and motivating students. Our interactive presentation will focus on proactive outreach and communication strategies for at-risk student populations. In this session, we will address the outreach strategies utilized by the College of Arts and Sciences at UT-Knoxville, including email campaigns and phone conversations to targeted student populations. Next, we will discuss communication and motivation techniques including identification of challenges, action step planning, and connection to support networks on campus. Throughout these conversations, participants from other institutions will be encouraged to share their insights and knowledge regarding these strategies. Please join us in sharing ideas regarding this important institutional challenge.
**Thursday, April 21, 2016**  
8:30 am – 9:30 am

**Advising Early College Students in the Liberal Arts Environment: Encouraging Student Persistence & Motivating Faculty Advisors at MHU**  
**Plaza Ballroom A (Marriott Hotel)**  
*Presenters:* Joanna Pierce, Amy Carraux Price, Lisa Wachtman  
*Institution:* Mars Hill University  
The early college phenomenon is changing the face of higher education, particularly at 4-year residential liberal arts institutions. There are 240+ early college programs across the country, with more opening each year; 67+ exist in the state of North Carolina alone. Students who complete an early college degree enter a baccalaureate institution at the junior level, yet they bring with them a set of challenges common to first-year students. For advisors, this presents a unique situation. This presentation examines how we at MHU have been working with local early colleges, early college students, and particularly faculty advisors to help make these students’ transitions smooth and their progress towards degree successful.

**From Hashtags to High Fives: 30 Ways to Promote Student Engagement**  
**Plaza Ballroom B (Marriott Hotel)**  
*Presenters:* Eddie Bobbitt, Bret Hirsch  
*Institution:* University of Louisville  
From Hashtags to High Fives will provide participants with 30 creative ways to promote engagement with their students. New and seasoned advisors alike will receive tips and techniques for making their interactions go beyond the conversation of “what courses should I take” and get to know their students on an individual level. This engaging and thought-provoking session will have these areas of focus: rapport development in appointments, utilization of social media, maximizing communication, and campus partnerships/collaborations.

**They Think They Can Do It All: Working with Deciding Students**  
**Plaza Ballroom C (Marriott Hotel)**  
*Presenters:* Holly Ambler, Christine Anderson  
*Institution:* Appalachian State University  
Our definition of a deciding student is one who is interested in many majors and careers. This deciding student is highly motivated, typically high achieving, and actively deciding instead of passively remaining “undecided” or “undeclared.” In this session, participants will develop a framework for working with the deciding student, share language for talking with this population, and develop strategies for effectively leading them to a realistic academic plan. Attendees will discuss questions to ask, suggestions to make, available tools and resources to use—all with the goal of empowering these students to make decisions that are personally reflective but grounded in research about their specific academic and career interests. A summary will be generated and distributed to participants.

**Advising Issues at Two-Year Colleges: A Commission-Sponsored Round Table**  
**East/West Room (Marriott Hotel)**  
*Presenter:* Marcia Miller-Briner  
*Institution:* Rowan-Cabarrus Community College  
Advising Issues at Two-Year Colleges: A Commission-Sponsored Round Table. There are a number of intricacies that are particularly relevant at two-year colleges. Whether your institution is working to navigate the interaction between academic requirements and financial aid regulations, or implementing guided completion pathways; whether your campus is trying to find the best methods to help your students develop college-level academic skills, or you are struggling to both define and increase retention on your campus; this session is your chance to discuss these topics, or any others you wish proffer, with your two-year college colleagues. Representatives from the Two-Year Colleges Commission will facilitate this roundtable discussion as we crowd-source approaches to making advising all that it could be on your campus.
Thursday, April 21, 2016  
9:45 am - 10:45 am

NACADA Business Commission: Networking  
Meeting Room 7 (Convention Center)  
Presenter: Jeff Elliott  
Institution: University of Tennessee, Knoxville  
Professional networking is a critical skill that can provide great opportunities for advancement, research, or just connecting with people who have similar professional interests. Come to this session for a discussion about networking strategies and suggestions. Attendees will participate in a brief networking exercise, and the session will end by scheduling a networking dinner later that evening. If you want to sharpen your skills, meet new people, or just have dinner with colleagues, come to this session and expand your network.

The Little Training That Could: Creating a Student Training Program that Leads to Professionalism, Proficiency, and a Positive Student Perspective  
Meeting Room 8 (Convention Center)  
Presenter: Alexis Ward  
Institution: Virginia Tech  
The concept of having peer mentors or student ambassadors is not new. There is significant literature to support the value of utilizing students to connect to other students and how this can positively affect their academic journey. However, do we know how to train students to help other students be successful? In this session, attendees will learn how to develop a training program for a student ambassador group– focusing on the exact steps and take home examples, including training agendas, goals, and activities.

From Audition to Diploma: Practices and Procedures to Retain and Graduate Fine Arts Students  
Meeting Room 9 (Convention Center)  
Presenters: Brad Baumgardner, Matthew Hibdon  
Institution: Middle Tennessee State University  
Alas for those that never sing, but die with all their music in them. -Oliver Wendell Holmes  
After the audition is passed or the portfolio is approved, fine arts students are presented with significant challenges on the path to graduation. Highly regimented programs of study, prior proficiency, and extensive outside of classroom commitments are but a few of the common features of these degrees. What simple steps can we take to help more students successfully confront the challenges of these degree paths while taking advantage of the opportunities that they afford? This session evaluates a case study of the campaigns, interventions, and logistical procedures used to increase the graduation and retention rate of music majors and investigates ideas for applying these practices in a wider context across other disciplines.

A Little Goes a Long Way: Implementing Proactive Advising Initiatives to Motivate Students to Foresee Challenges and Achieve Change  
Meeting Room 10 (Convention Center)  
Presenter: Joanna Eglinton  
Institution: North Carolina State University  
With an increasing need for proactive advising, how do academic advisors implement this model with limited time and resources? Proactive advising is intensive, intentional, and developmental. Though it can be challenging, incorporating proactive (intrusive) advising can occur throughout your work in small ways to produce big results. This presentation will expose participants to initiatives implemented by an advising team at a large public institution. The session will encourage participants to think broadly about ways they can connect more frequently and intentionally with their own students. Walk away with ideas and strategies to help students establish relationships with campus partners, take ownership of their education, and create plans for overcoming obstacles.
Building a Collaborative Advising Infrastructure by Leveraging Campus and Community Partnerships
Plaza Ballroom A (Marriott Hotel)

Presenters: Carrie McLean, Liz Moran, Donna Burton
Institution: North Carolina State University

The goal of this session is to share the strategies and resources that were employed to build a campus-wide Advising Collaborative at a large decentralized university. Advising administrators will discuss internal and external partnerships that were established, strategies used to build buy-in from the campus and surrounding community, change management tips, and resourcing challenges and gains. Particular focus will be given to building sustainable advising infrastructure that fosters student success and supports the continuous improvement of services. The model used to build the Advising Collaborative will be shared. Session participants will be given the opportunity to offer advice and discuss additional strategies and models that have fostered student success at their own institutions.

A Conversation with NACADA Leaders
Plaza Ballroom B (Marriott Hotel)

Presenter: Janet Spence, NACADA Board Member, University of Louisville
Presenter: Suanne Early, NACADA Region 3 Chair, University of Kentucky
Presenter: Rhonda Baker, NACADA Executive Office

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.

The Art and Science of Health Professions Advising: Cultivating Communication and Maintaining Engagement in a Changing, Student-Driven Culture
Plaza Ballroom C (Marriott Hotel)

Presenters: Jessica Bowers, Rebecca Coulter
Institution: University of Virginia

Do you feel like you’re falling behind in the art and science of gaining your students interests? Is it difficult to control the advising messages among your students? Is it feasible for you to conduct individual health professions advising with the entire pre-health population? This session will review communication and collaboration tools utilized to engage a large population of pre-health students in a changing, student-driven communication culture. Attendees will learn about initiatives employed at the University of Virginia and identify adaptable tools for use at their individual institutions.

Personalizing Conversations to Motivate Students
East/West Room (Marriott Hotel)

Presenters: Christopher Shuping, Emilie Aslinger
Institution: University of Tennessee, Knoxville

As advisors, we are often busy with student meetings, projects, and other miscellaneous tasks. Student meetings can become predictable and prescriptive as a result. There are many obstacles to ensuring each meeting is personalized, but it is important to overcome them. Each student has unique needs and interests, and it would be a disservice to leave them unacknowledged. What strategies can we employ to treat them holistically? During this roundtable discussion we will present our strategies on how to personalize advising appointments, as well as use this time for attendees to share their own.
Thursday, April 21, 2016
11:00 am – 12:00 pm

Campus-Wide Connections: Building an Advising Community
Meeting Room 7 (Convention Center)

Presenters: Stacie Grisham, Elizabeth Johnson, Yancy Freeman
Institution: The University of Tennessee at Chattanooga

One struggle advising practitioners may face is a lack of consistency, communication, and unity across various university advising programs. In our efforts to improve advising, an Advisors’ Council was created to address these issues. Since its inception, the Advisors’ Council has established uniform expectations for all advisors, developed an advisor training program, advocated for important policy changes, and launched our first advising assessment process. This presentation will explain the development of our Advisors’ Council, the process and results from our advising assessment efforts, and provide an overview of current initiatives. Attendees will learn about the opportunities and challenges experienced by our institution, the knowledge of how to create a campus-wide advising community, how to address anticipated challenges, and ideas of improvements that could be implemented on a variety of campuses.

Bridging the Gap: Leveraging Technology to Connect with Transfer Students
Meeting Room 8 (Convention Center)

Presenters: Nikki Glenos, Kimberlee Nelson
Institution: University of North Carolina at Chapel Hill

Transfer students face many challenges in the timeframe between receiving official acceptance to their new institutions and beginning their first semester. The UNC-Chapel Hill Academic Advising Program has developed a model of advising transfer students prior to their arrival on campus through various technological mediums. Participants will walk away from this session with concrete implementation strategies and examples of various technologies, such as webinars, virtual modules, and Skype advising. Along with each advising mode, we will discuss the obstacles we encountered in employing each technology, the benefits and outcomes for students, faculty, and advisors, and the assessment about their use and effectiveness.

24/7 On-Demand Student Advising: The EVE and eQuad Virtual Advising Centers
Meeting Room 9 (Convention Center)

Presenters: Lorraine Powers, Wake Technical Community College
Presenter: Leora Waldner, Troy University
Presenter: Dayna McDaniel, Troy University

Is it possible to provide 24/7 student advising? Here, two higher education institutions team up to demonstrate how course management systems (CMS) can serve as a virtual advising center at the Department level. These advising platforms—as simple to build as an online class—serve as an extraordinary resource for students, providing on-demand access to orientations, program requirements, registration guidance, and advising webinars. Benefiting online and in-class students alike, these platforms equip an entire department with powerful tools to promote advising excellence and improve retention and completion rates.

Paying It Forward: The Cost (Savings) and Benefits of Graduate Student Advisors
Meeting Room 10 (Convention Center)

Presenters: Suzanne Jasmine, Stacey Marcus, Jordan Peterson
Institution: Clemson University

With the adage “doing more with less” constantly in our minds, academic advising offices may benefit by tapping into the talented, eager to learn, and affordable resources that are graduate students. Universities in NACADA Region 3 offer a range of graduate programs that require students to gain field experience, and we can help identify those programs at your institution or a nearby institution. Many graduate students have an interest in academic advising and can contribute to advising offices while gaining knowledge and hands-on experience. We as educators should take an interest in training future advisors, so come learn about, discuss, and brainstorm ways to incorporate graduate students in the various aspects of our work.
Thursday, April 21, 2016 11:00 am – 12:00 pm

Extra Mile Advising: Coaching Former Students across the Finish Line
Plaza Ballroom A (Marriott Hotel)
  **Presenters:** Ashley Coffer, Jimmi Lampley
  **Institution:** University of Memphis

The Finish Line program at the University of Memphis assists former students who left the institution just shy of graduating as they return to complete their bachelor’s degrees. Academic advisors are a hallmark of the program, utilizing intrusive advising and academic coaching to recruit, retain, and graduate students. Advisors walk alongside students from initial inquiry to graduation, and will discuss how the program works and what strategies they use. Finish Line meets a great need at the University of Memphis, and it could be replicated at other universities; it’s a win-win for the student and the institution. In just three years, 172 students have graduated through Finish Line.

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Plaza Ballroom B (Marriott Hotel)
  **Presenter:** Donna Menke, University of Memphis
  **Presenter:** Ruth Darling, University of Tennessee, Knoxville
  **Presenter:** NACADA EO Representative

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. This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Improving Advising Emails: A Business Writing Approach
Plaza Ballroom C (Marriott Hotel)
  **Presenter:** Carol Wilson
  **Institution:** Wofford College

With limited attention spans for even important email messages, students may misread or ignore notes, or open them too late to act upon time-sensitive information. In this session, advisors will explore a business-writing model for email communication offering ways to (1) address audience needs and preferences and (2) write directly for general and specific purposes. Practical topics covered will include organizing paragraphs and structuring sentences for clarity and conciseness, crafting gender inclusive messages, and using subject lines effectively. Our focus will be on email exclusively; however, many of the practices explored will transfer to other writing contexts.

I Think I Can Find the Right Major: Guiding Undecided and Redeciding Students
East/West Room (Marriott Hotel)
  **Presenters:** Margaret Metcalf, Kimberly Cole, Michelle Koehler
  **Institution:** North Carolina State University

Students often choose their major based on familiarity, discussions with family and friends, or its career prospects, as opposed to drawing upon their skills, interests, and values. Through the Exploratory Studies and Academic Advising Services program models at NCSU, undecided and redeciding students apply what they learn about themselves to discover a best fit major as advisors introduce unfamiliar majors and encourage career exploration. Through this interactive session, participants will review case studies, share resources and strategies, as well as discuss best practices in working with this unique population.
Thursday, April 21, 2016  2:00 pm – 3:00 pm

A Conversation about Pre-Law Advising
Meeting Room 7 (Convention Center)
Presenter: Michelle Parsons
Institution: Belmont University

Much like Pre-Health, students on a Pre-Law path will find there is no specific required major. Unlike Pre-Health, though, there is also no specified set of prerequisite courses, and that means students interested in law school may have many questions about how to become a competitive candidate (and be sure that law school is right for them). Come visit with Michelle Parsons from Belmont College of Law in Nashville, TN and get answers to questions about course and major choices, extracurricular experience, and the factors that make a strong application.

Using Appreciative Advising to Enable FTIC Students to Dream Big and Follow those Dreams
Meeting Room 8 (Convention Center)
Presenters: S. Amy Riebold, Ojay Johnson
Institution: Central Piedmont Community College

First time in College Students often struggle with transition from high school to college as well as balancing their parents’ expectations with finding their own path and dreams. Appreciative advising enables a student to have a go-to person as well as encourages self-reliance and self-advocacy. This hands-on workshop will give ways to make appreciative advising a part of all types of advising sessions. This session will include a short video as well as handouts and an interactive activity.

Academic Librarians Advising Undecided Students: Theory and Practical Application
Meeting Room 9 (Convention Center)
Presenters: Judy Williams, Claire Wiley
Institution: Belmont University

Advising undecided students is a challenging and rewarding task. At our institution, faculty librarians advise this population and find their experiences and skills dealing with novice researchers aid them in being effective academic advisors. Both undecided students and novice researchers seek to problem-solve by finding new information. Librarians who are familiar with needs and stages of the research process are well-suited to help students navigate the array of possibilities for majors and careers. Drawing on Carol Kuhlthau’s model of the Information Search Process (ISP), we will demonstrate parallels between the needs of novice researchers and undecided students. We will explore the benefits of the librarian-advisor model, and advocate for the use of the ISP for advisors working with undecided students.

'I know I'm late, but I still think I can.' - Working with Students Who Register Last Minute
Meeting Room 10 (Convention Center)
Presenters: Jana Spitzer, Jamia Stokes, Laura Stetler
Institution: University of Tennessee, Knoxville

Advising a student in April who is admitted for the fall semester tends to be a relatively straightforward task. But, what about the student who does not get admitted or who is unable to attend orientation until just before classes begin? How do these late-registrants fare? The purpose of this session is to provide demographic information (i.e. gender, race, GPA) and persistence data for students who attended a late orientation in the College of Education, Health & Human Sciences at UT-Knoxville for the previous academic year. Students in this subset were tracked for 1-2 terms after their initial enrollment to consider their performance and persistence at the university. Our session will conclude with the presentation of and discussion about several potential interventions designed to specifically target this population.
Thursday, April 21, 2016  2:00 pm – 3:00 pm

You’re Not from Around Here, Are You?” Effectively Communicating with International Students
Plaza Ballroom A (Marriott Hotel)
Best of Tennessee Awardees
Presenters: Julie Galloway, Ahmed Abounassif, Melissa Creek
Institution: Tennessee Tech University
What do you do when the student in front of you doesn’t speak your language, doesn’t understand your culture, and is waiting expectantly for you to help them? Don’t panic – run straight to our session! TTU academic advisors in Business and Engineering will share our experiences in developing an understanding of non-American cultures, with emphasis on Middle Eastern and Asian cultures. We will share practical applications that can reduce frustration and create a more positive interaction for both advisor and student.

STEM Living Learning Communities: Building Stronger Student-Advisor Relationships and Enhancing Student Success
Plaza Ballroom B (Marriott Hotel)
Presenters: Sarah Exner, Kim Sherman Kerns, Olivia Sailor
Institution: University of Louisville
The Speed School of Engineering and University Honors Program both have unique living learning communities (LLCs) for their high achieving student populations. Through various opportunities in programming, tutoring, mentoring, and linked courses, students are able to grow academically, socially, and professionally. Each LLC is facilitated by advisors who take on dual roles of program coordinators and academic advisors for the students who live in these communities. This unique structure allows academic advisors to build stronger relationships with their students outside of strictly academics, as well as tailor LLC activities towards their specific population’s needs. Participants will learn both small and large-scale ways to incorporate their support of students into student affairs within their unit and on their campus.

Integrating Peer Support and Advising for At-Risk Students
Plaza Ballroom C (Marriott Hotel)
Presenters: Janina DeHart, Jenny Steward, Annie McCord, Brittni Pemleton, Brynna Tremblay
Institution: Western Carolina University
In today’s higher education budgetary climate where campus units are constantly asked to do less with more, student support professionals must find ways to best support many different populations of students. This presentation will explore the integration of peer support into the advising process for both first-year students and for mentors in the Academic Success Program (ASP). ASP is a conditional admission program that has been in existence at Western Carolina University for over 20 years. Assessment data for this program reveals significant positive outcomes for both the mentors and the program members. This presentation will provide insight into key considerations, such as budgets, campus partnerships, and program structure.

Building a Culture of Improvement: An Interactive Session on Assessment, Evaluation, and Research
East/West Room (Marriott Hotel)
Presenters: Alexander Waldie, Ayo Agunbiade
Institution: North Carolina State University
Practice makes perfect, but which practice? Many times, even the most seasoned practitioners get tripped up over the differences between assessment, evaluation and research. With easy to follow definitions, clear visual illustrations, and thoughtful discussion, you will walk away from this interactive presentation with a stronger understanding of these concepts and how they apply to our work in advising. This session will provide you with a foundation to grasp the differences between assessment, evaluation and research, and the role they play in building a culture of improvement in advising programs.
Thursday, April 21, 2016
3:15 pm – 4:15 pm
Poster Sessions & Ice Cream Social

Effects of Intentional Professional Socialization on Faculty and Students’ Advising Experiences
North Rotunda (Convention Center)
Presenter: Sally Hunter
Institution: University of Tennessee, Knoxville
This presentation will discuss one academic department’s recent efforts intended to socialize undergraduate students regarding proper preparation for a one-on-one advising appointment with a faculty member. Students at our institution are advised by a professional staff advisor while completing the first 60 hours of university coursework, then transition to being advised by a departmental faculty member until graduation. Preliminary findings will be presented, demonstrating the ways in which intentional professional socialization efforts, such as a Group Advising Session, have affected the advising experiences of students and faculty. The presenter invites conference participants to help brainstorm what topics should be included in a Group Advising Session, especially those that relate to advising non-traditional students and students from diverse backgrounds.

eVising eVolution: Taking Faculty Advising to the Next Level!
North Rotunda (Convention Center)
Presenter(s): Marny Rhodes, Diane Albahrawy
Institution: Wake Technical Community College
Come see our poster info-graphic on how we are using Blackboard to pro-actively advise students in the Business Administration department at Wake Technical Community College. Discover a way to reach your advisees easier, faster and more effectively with tools you probably already use!

Building Better Connections with First Year Students
North Rotunda (Convention Center)
Presenter: Angela Google
Institution: The University of Tennessee, Chattanooga
Advising students with four appointments during their first year has yielded great success. Entering freshmen now have a professional advisor with whom they meet at least twice each semester of the first college year. The advisor works with the students to identify problem areas and monitor student progress. Together the student and advisor develop strategies. Our retention, GPA, and probation data indicate the four-touch advising model is achieving the desired outcome: higher student retention and greater student success.
Thursday, April 21, 2016
3:15 pm - 4:15 pm

Poster Sessions & Ice Cream Social

Parallel Plan: One way to Overcome Obstacles in Degree Progression Programs
North Rotunda (Convention Center)
Presenters: ZaMyra Dow-Shaw, T’Kara Richardson
Institution: University of South Carolina, Columbia

For new students who choose a selective degree program such as nursing, progression requirements, including GPA, may prevent them from pursuing their first-choice major. The Nursing major has limited clinical seats, and not all will be admitted to the Upper Division. To proactively address the alternative major situation students may face, the College of Nursing created a Parallel Plan form for Pre-Nursing students. A Parallel Plan is a plan of action created by the student to help them transition to another major at the University in the event they aren’t accepted into the Upper Division program. In collaboration with the University Advising Center and the Career Center, students are able to develop an alternative plan that will reduce obstacles and create a clear academic pathway to graduation.

I Think I Can Develop an Advising Resource for Four-Year Graduation
North Rotunda (Convention Center)
Presenters: Elizabeth Johnson, Kayla McAuliffe
Institution: University of Tennessee, Chattanooga

Clear Paths for Advising (CPAs) are suggested 8-semester plans of study for every degree program at The University of Tennessee at Chattanooga, which include required courses for each program and graduation and degree requirements. Before we developed CPAs, we had no accurate advising tool to show students how to progress through each degree program in four years, taking into account prerequisites and course offerings by semester. This presentation will explain how we collaborated with the Records Office and Academic Departments to develop CPAs and how we use them during the advising process to motivate students towards graduation. Attendees will learn how to develop a similar advising tool on their campus and how to utilize them throughout the advising process.

Academic Success and the Student-Athlete Online Course

A NACADA/NCAA Event

Summer 2016 Course
Dates: June 6 - July 31, 2016
Price: $195 (before May 20, 2016)
$245 (after May 20, 2016)
2016 Region 3 Conference I Think I Can: Encouraging Student and Professional Motivation

Friday, April 22, 2016 8:30 am – 9:30 am

Turn “thinking you can” into “knowing you can:” How to Power Through an Interview
Meeting Room 8 (Convention Center)

Presenters: Amy Kish, Aimee Stright
Institution: North Carolina State University

You're sitting outside your first job interview. You're sweating. You begin to question why you are there. Your mouth is dry... and then you hear your name called. Finding the right motivation for an interview can be challenging. Motivation can stem from confidence and having the right preparation can make all of the difference. Come to this session to see how two Advisors created and implemented an assignment for students in their first-year seminar to learn professional skills, tools and approaches for succeeding in an interview. This presentation will provide ideas, strategies and examples to put into practice at your university.

#IThinkICan: Developing a Dynamic Peer Mentor Team through Recruitment and Training
Meeting Room 9 (Convention Center)

Presenter: Michelle Henderson, University of Louisville
Presenter: Meagan West, University of Tennessee, Knoxville

Utilizing peer mentors on your campus can be beneficial in many ways, not only in the delivery of advising services, but in the development of students as paraprofessionals. Creating and sustaining a successful program requires creative collaboration from all parties, from coordinators to students. Especially important components include effective recruitment practices and a thorough training program. Throughout this interactive session, participants will learn about effective recruitment and training techniques from an established peer advising program at the University of Louisville, discuss strategies for building strong, cohesive team dynamics, and leave with a peer advising training tool kit to take back to their own campuses.

I Think Therefore I Am
Meeting Room 10 (Convention Center)

Presenter: Angela Google
Institution: University Of Tennessee, Chattanooga

Addressing the needs of freshmen on academic probation can be challenging but not impossible. By equipping these students with the tools they need to elevate their mind, advisors can provide these students with a mindset conducive to academic success. To aid in this process, we offer a one credit hour academic probation course titled MINDSET: Soaring to New Heights. This course was adapted from Virginia Commonwealth University (VCU) and modified to fit the needs of our freshmen. During this presentation, we will analyze each area of transformation that makes up the word MINDSET: Motivation, Initiative, Navigation, Direction, Study Skills, Expectations and Time Management. We will also analyze data that supports the success of this course including increases in cumulative GPAs, higher student retention and more.
Motivating African American Students To Graduation
Plaza Ballroom A (Marriott Hotel)

**Presenters:** Lorneth Peters, Loretia Duncan  
**Institution:** Austin Peay State University

The U.S. Department of Education data shows that only 4% of African American high school graduates interested in college are college ready in all subjects. African Americans who are admitted to universities and not college ready will face eminent obstacles. How can we keep these students motivated upon receiving college admittance? During this presentation, actionable steps will be discussed with advisers and faculty members across the nation, in hopes of renewing America’s commitment to post-secondary opportunities for underrepresented groups such as African American students.

Universal Design in Advising: Strategies for Increasing Motivation in Students with Disabilities
Plaza Ballroom B (Marriott Hotel)

**Presenter:** Cindy Clemson  
**Institution:** Murray State University

This session will focus on current best practices in working with college students with disabilities. Although the number of college students with disabilities has increased dramatically over the last decade, the percent of these students graduating from college remains low. Participants will: (1) gain an understanding of the Americans with Disabilities Act (ADAAA); (2) learn about who are the current students on campuses with a disability; (3) discover new strategies to assist them in advising college students who have disabilities; and (4) learn how to empower and motivate their current advisees who have disabilities by participating in a question and answer period at the end of the session.

Integrating Best Practices to Improve the Success of Students Having Academic Difficulty
Plaza Ballroom C (Marriott Hotel)

**Presenter:** Jamie Boggs  
**Institution:** Berea College

It can be challenging to provide sufficient support and advising for students experiencing academic difficulty, and puzzling when our best efforts do not produce successful results. The stakes increase when these students are first-generation or come from low-income backgrounds, bringing with them a new set of obstacles. The staff of Berea College’s TRiO Student Support Services program has integrated a combination of effective strategies to assist this population of students in returning to good academic standing and persisting toward graduation. Participants will leave this session with tangible ideas for utilizing peer-mentoring programs within the classroom and practices for combining the advising experience with course assignments, faculty partnerships, and instructional support to meet student needs.

Lessons from a Careers in Psychology course: Teaching Students to See—and Articulate—the Value in Their Liberal Arts Degree
East/West Room (Marriott Hotel)

**Presenter:** Ashleigh Powers  
**Institution:** The University of Tennessee, Knoxville

A growing number of state and nationally elected officials have publicly questioned the relevance of (and funding for) liberal arts majors. At the University of Tennessee, we are addressing these concerns for our psychology majors by providing an upper level Careers in Psychology class that is geared toward demonstrating the versatility of the major as a component of a broader liberal arts degree. The course gives our students the tools, direction and confidence they need to make the most of their time at Tennessee and ultimately to articulate the value of their degree for potential employers. I will share information about overarching course philosophies, learning outcomes, and assignments. I will also talk about ways to adapt what we’ve learned for use in the traditional one-on-one advising session.
Friday, April 22, 2016  
9:45 am - 10:45 am

The Transfer Student Experience in Orientation, Advising, and Transition
Meeting Room 8 (Convention Center)

Presenters: Matthew Price, Matthew Little
Institution: University of North Alabama

This session will focus on the unique issues surrounding orientation advising for transfer students within a regional Master’s institution. This presentation will address the current research on institutional first-years student and institutional profiles and discuss the idea that the difficulty with advising transfer students is that they do not fit either profile. The presentation will highlight the unique paths that transfer student take before they enroll in a 4-year university, and how this uniqueness causes advising challenges during Orientation. This session will suggest strategies that allow for a fuller initial transfer student experience and highlight the ways in which a university can continue to work with transfer students to successfully transition them into their institution.

Students with a One-Track Mind – Initiatives to Advise Prospective Nursing Students
Meeting Room 9 (Convention Center)

Presenters: Courtney Shaffer, Jenna Russell
Institution: University of Tennessee, Knoxville

The Student Services Office in the College of Nursing at the University of Tennessee is charged with the recruitment, admission and advising of 600 undergraduate and 150 graduate students. In a time when academic advisors are charged with more, but have less time and fewer resources, our small office has created ways to deliver high quality customer service and advising to applicants and their families in a group setting. Learn about the development of a series of informational/advising sessions, including our transition to a flipped model of advising, using examples of session components and assessment. We will also discuss ideas for future implementation with current student populations and how you can use this strategy with your advisees.

I Think I Can Add Career Advising
Meeting Room 10 (Convention Center)

Presenter: Donna Menke
Institution: University of Memphis

Advisors are often overworked and feel that they can’t possibly add career advising to their list of tasks. However, career advising can be more seamless than you might think. In this age of accountability and calls to graduate students “on time” career advising is also an important skill to master. By incorporating career advising into our work we not only help our institutions meet their overall goals, we may find our work more rewarding. Best of all, our students gain a positive college experience. This presentation demonstrates what career advising is and isn’t and provides tips to incorporate career advising into our work. Discussion and case studies will be used to practice career advising using a variety of academic advising and coaching models.
Academic Advisors and the GI Bill: What’s My Role?
Plaza Ballroom A (Marriott Hotel)
Presenter: Elizabeth Cranford
Institution: University of North Carolina at Greensboro
America’s student veteran population is growing. This influx of students brings challenges for students and advisors as each student learns to navigate the higher educational system and career development. Most military-affiliated students (active duty, veterans, and dependents) are using the GI Bill Education Benefits which can be difficult to navigate as they differ from student to student, have an expiration date, and are federally regulated. Therefore, it is imperative that our students make informed career choices and educational decisions swiftly to avoid benefit exhaustion before program completion (CAEL, 2013). This presentation will seek to give advisors another tool for their tool belt: awareness of resources for our military-affiliated student population.

Reverse Degree on a Budget
Plaza Ballroom B (Marriott Hotel)
Presenter: Wes Partin
Institution: University of Louisville
Students should be rewarded for their handwork, even if that work results in a degree from another institution. The purpose of this presentation is to provide a model for establishing, and implementing a reverse degree program between 2-year community colleges and partnering 4-year institutions. This presentation will cover national data, setup procedures, implementation timelines, and desired outcomes. A step-by-step listing of all procedures will be shared with the audience, along with two years of data collected from the program. All of this work was completed without receiving additional dollars from either campus, and incorporated into existing workflows. You’ll spend more money on the coffee you’ll drink while counting the extra degrees produced from your new program than you will on the program itself.

The Power of Data-Informed Success Coaching
Plaza Ballroom C (Marriott Hotel)
Presenters: Sarah Hoffarth, Neil Callahan, Seth Buchanan, Christie Harris, Cris Warner
Institution: Central Carolina Community College
The Carolina Works initiative presents the opportunity to validate the effectiveness of a student intervention strategy at ten colleges across the North Carolina Community College System. This initiative is funded through the Department of Education’s First in the World grant initiative. Proactive success coaching has been proven to remove academic barriers leading to increases in persistence and completion rates (Bettinger & Baker, 2011). This project will introduce proactive Success Coach practice statewide to validate the effectiveness of the intervention on academic outcomes with high-risk students.

ADHD Aware Advising: How Learning about ADHD can Make You a More Effective Advisor for All
East/West Room (Marriott Hotel)
Presenter: Frank Orifici
Institution: Florida International University
Recent studies have estimated that students diagnosed with ADHD as children were one third to one fifth as likely to graduate. Given that a significant proportion of college dropouts are “high expectation” (test scores and/or GPA’s indicate good prospects) it’s likely that a large proportion have ADHD. Good advising and advisor training that keeps this population in mind could have a critical impact upon student success, and the principles and strategies could have a significant impact upon the general population of struggling students as well. This presentation will challenge the participants to decide to define their role and their relationship with their students as they situate themselves along the intrusive – appreciative advising continuum.
Friday, April 22, 2016

11:00 am – 12:00 pm

Enhancing the Success of “Redeciding” Students: Advising Process, Practice, and Principles
Meeting Room 8 (Convention Center)

Presenter: Carrie McLean
Institution: North Carolina State University

Administrators who want to support redeciding students are challenged to do so because the students are often difficult to identify. This leaves redeciders at a higher risk of dropping out. Even when retained, redeciders tend to prolong their time to graduation. The goal of this session will be to identify different types of redeciding students; discuss their personal, academic, and emotional well-being; the impact on college graduation rates and implications for higher education policy. This interactive research-based presentation will emphasize the critical role of enhancing career decision-making self-efficacy to the success of the redeciding student and share a strength-based approach to advising that increases the likelihood that redeciding students will graduate in a timely manner.

But my advisor said...The Importance of Writing Effective Advising Notes
Meeting Room 9 (Convention Center)

Presenters: Theresa Hitchcock, Paul (Eddie) Bobbitt
Institution: University of Louisville

In the current higher education culture, advisors are held accountable for meeting with individual students as well as providing appropriate documentation of those advising sessions. The documentation task can be daunting as advisors balance the need for thorough documentation with the time constraints of large advising loads. This interactive session will include the theoretical, legal and practical aspects of writing effective notes. The presenters will provide case studies to use as examples to develop effective advising notes. The presenters will demonstrate the importance of advising notes for the individual student, the advisor, advising practice and student success. The presenters will lead a discussion of writing effective advising in the participants’ documentation systems.

Full “STEaM” Ahead: Supporting First-Year Student Success in Living-Learning Environments
Meeting Room 10 (Convention Center)

Presenters: Aubrey Baldwin, Erica Harper, Madeline Anderson
Institution: Clemson University

Providing supportive and engaging environments for first-year STEM students is critical to their success. Join us to learn more about how the Residents in Science and Engineering (RiSE) Living-Learning Community partners with the College of Engineering and Science Academic Advising Center at Clemson University. Participants will learn more about how RiSE and Academic Advisors work side-by-side along with other campus partners to creative supportive environments for the first-year STEM student.

Demystifying Research in Academic Advising (DW69)

Online Webinar Presentation
Wednesday, May 18, 2016
1:00 - 2:00 p.m. Central Time

Registration Deadline: Monday, May 16, 2016 (or earlier if our connection limit is reached)
Friday, April 22, 2016

TMI: Managing Student Information Overload
Plaza Ballroom A (Marriott Hotel)

*Presenters:* Paul Millard, Kimberly Howard
*Institution:* University of North Carolina - Charlotte

TMI: Managing Student Information Overload. College students are inundated with information on a daily basis; emails, social media, television, and paper flyers hung around campus. Many suffer from information overload, or “TMI”, and disengage from this constant stream of information, often failing to receive some important messages. In an effort to cut down on mass emails and full student inboxes, the Belk College of Business Undergraduate Advising Center at the University of North Carolina - Charlotte unveiled the use of a blog site and targeted advising campaigns as tools to provide students with timely, appropriate, and intentional information that promote student success. This presentation will discuss the process of streamlining our communication to students and offer offices ways they can restructure their communication to reduce information overload.

Beyond Advising: A Holistic Approach to Student Success
Plaza Ballroom B (Marriott Hotel)

*Presenters:* Jen Zoller, Natalie Oliner
*Institution:* University of Louisville

Looking to enhance your role as an advisor? UofL’s Speed School of Engineering Office of Student Services promotes holistic student success through academic advising and implementing co-curricular programs. The office organization allows advisors to develop lasting relationships with students through a cohort model. It also permits advisors to dedicate 40% of their responsibilities to co-curricular programs. As a result, advisors better understand student needs, lead initiatives to address them, and increase retention. In the last year, advisors have implemented programs related to diversity, leadership, wellness, and equity. After learning about these best practices, take the opportunity to brainstorm student needs at your institution and possible initiatives to address them. Join us for a program proposal workshop and leave with an action plan!

Effective Early Alert System: Connecting Dots and Closing Loops
Plaza Ballroom C (Marriott Hotel)

*Presenters:* Heidi Koring, Angelo Colon, Octavia Davis, Jonathon Fries, Stormi Woltz
*Institution:* Lynchburg College

Lynchburg College has successfully employed an early alert system for over a decade. The alert system has strong faculty buy-in, has documented positive effects on student behavior and persistence, is an instrument for effective referral, and alert data is used to inform decisions for student suspension or continuance. This workshop with a strong interactive component will show participants how to encourage faculty involvement, how to effectively alert students, to document alerts, and how to choose effective follow-up and referrals. Participants will receive samples of alerts, correspondence with faculty and documentation which they are welcome to adapt and use. Through student case studies, they will have the opportunity to triage at-risk students and suggest referrals.

Practical Advising: Helping students Find a Few Path to Graduation. Collaboration=Graduation
East/West Room (Marriott Hotel)

*Presenter:* Mary Brignole, Cyndi Hill
*Institution:* The University of Memphis

Students who struggle with requirements in a major are often unaware that alternative options for degree completion exist, and that by utilizing already completed coursework there may be minimal delay in their graduation date. Successful advising requires willingness for advisors to understand that a student's best path to success may involve changing majors or even colleges within the University. The productive partnership between the Department of Biology and the University College will be presented.
Notes
Notes