We are grateful to the School of Journalism and Mass Communications for paying for the production and printing of this program!
On behalf of the co-chairs and conference planning committee, welcome to Greenville, South Carolina!

Main Street Greenville is home to over 100 restaurants, a thriving art community and the scenic Reedy Falls. What was once an unsettled region, Reedy Falls brought life to those in the area. As professionals in the field of academic advising, we give life and hope to our students in the flow of their academic experiences. For many of us, we are the one constant for our students. We see them as prospective students, walk them through important academic decisions and congratulate them as they exit our institutions as college graduates.

Similarly, NACADA offers many of those same benefits to its members. For many of us, our conferences are a time to re-visit existing friendships, meet new people and collaborate with colleagues. We also hope that many of you will experience something new this year. We encourage you to attend a session you might not otherwise attend, spend some time at our poster session or introduce yourself to someone new.

We would like to personally thank many of our NACADA family for help with this year’s conference.

We hope you have a great conference and enjoy all Greenville has to offer!

Sincerely,

Chris Huebner, University of South Carolina

Robert Stuessy, Midlands Technical College

Region 3 Conference Co-Chairs

CHRIS HUEBNER

ROBERT STUESSY
Ryan D. Padgett is the interim director of administration and the senior analyst for co-curricular assessment and research for the Division of Student Affairs at Northern Kentucky University. In this position, Padgett is responsible for division wide assessment, research, and strategic planning, serves as the liaison for the division on institutional and cross-divisional assessment collaborations and activities, and provides research, data, methodological, and survey support to the division. Prior to this role, he was the assistant director of research, grants, and assessment at the National Resource Center for The First-Year Experience and Students in Transition, where he facilitated a number of national surveys and oversaw research collaborations and grant opportunities between the National Resource Center and the higher education community and across the University of South Carolina campus. He has published multiple manuscripts on college impact, research methodology, and the first-year experience in national journals and book chapters, including 2009 National Survey of First-Year Seminars: Ongoing Efforts to Support Students in Transition; 2011 National Survey of Senior Capstone Experiences: Institutional-Level Data on the Culminating Experience; Journal of College Student Development; Journal of Higher Education; and New Directions for Institutional Research. Padgett also serves on the editorial board of the Sociology of Education Journal and the Journal of The First-Year Experience & Students in Transition.

This symbol denotes sessions that have been approved for continuing education credit by the National Board of Certified Counselors (NBCC). This organization approves certain professional development activities (such as sessions at our conferences) for continuing education units for counselors.

Attend our poster session! There will be a great representation of posters being presented following our lunch and award ceremony. Please use this time to grab some coffee and experience some great scholarly and insightful contributions to this year’s conference.
(P1) - Building an Advising Team, and the Care and Feeding of Faculty Academic Advisors
Room: Dogwood
Time: 1:00 – 2:50pm
Presenters:
Barbara Cobb – Murray State University

In a blended advising program at a mid-sized (10K undergraduate) Midwestern public university, we have devised our “STAR” advising, or “Five Points of Academic Advising,” model, an academic advising philosophy adapted from Appreciative Advising that is more palatable to our over 300 faculty academic advisors and that reinforces the needs of our diverse student population and the importance of addressing not only scheduling, but also academic program development, strategies for persistence and success, and career and professional planning, in a student-centered advising environment. Results from a survey of academic advising student satisfaction will be shared, along with training modules that bring together faculty academic advisors and support providers, building bridges for campus-wide academic advising success through a teamwork approach.

(P2) - Increasing the Success of At-Risk Students Through Holistic Advising
Room: Gardenia
Time: 1:00 – 2:50pm
Presenters:
Adele Earls – Gaston College
Dr. Kim Van Wie – Gaston College
Joyce Crumpton – Gaston College

Worried about the retention of your students? Looking for new ways to reach your at-risk students? In just over 3 years, Gaston College, a 2 year community college, has increased the retention of its at-risk students by 25%. Through the development and implementation of an innovative holistic advising model, Success Counselors reach out to students in developmental and college study skills classes and help them discover tools for success! Conference participants will learn how a successful holistic advising model was conceptualized, designed, and implemented at Gaston College, and how they can develop a similar holistic advising program at their own institution. We'll share data, challenges, successes, and specific outcomes. Receive copies of intervention guidelines to take back with you!

(P3) - Signs of Progress: Simple Foundations that Lead to Success in Selective Majors
Room: Redbud A, B
Time: 3:00 – 4:50pm
Presenters:
Casey Shadix – University of Kentucky

Students need to have intention behind their academic goals and performance. Signs of Progress will take a critical look at student motivation for acquiring admission to selective programs in colleges and universities. From the lens of academic advising, this session will explore necessary student development and readiness for pursuing admission to selective undergraduate majors and graduate/professional school. Using Edward Deci and Richard Ryan’s Self-Determination Theory (1985, 2000), the presenter will frame components of student development needed to foster an environment of success.
(P4) - Steps for Retaining and Progressing African-American Males
Room: Magnolia
Time: 3:00 – 4:50pm
Presenters:
Said Sewell – Kent State University
Tommy Vance – University of Akron

While African-American males are enrolling in institutions of higher learning, they are not staying. It is like a revolving door. Why? This session examines the cultural differences that often hinder the academic success of first generation, low-income, African-American males. In addition, it will equip you with 5 steps to assist you in not only reaching African-American males but also retaining them onto graduation.

(P5) NACADA Orientation
Room: Dogwood
Time: 3:00 – 4:00pm
Presenters
Charlie Nutt – Executive Director, NACADA
Art Farlowe – University of South Carolina
Kyle Ellis - University of Mississippi
Pam Stephens – Fairmont State University

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA orientation is REQUIRED! Come meet other new members and existing NACADA leadership.

The Group Advising Classroom: Steering the Current of Students Towards Success
Scott Vaughn, Frannie Miller
East Tennessee State University
Room: Studio 220 NOMA B,C

Advisors can feel swept away in a fast and overflowing current of students, especially during peak registration weeks. This session will provide innovative strategies for conducting a group advising class that assists students with all aspects of registration, including requirements, deadlines, and system knowledge as well as relationship building and strategic planning. The presentation will show how students who attend a group advising class will leave the session with a feeling of satisfaction and a strong sense of personal attention and interaction. If this sounds impossible, then this session is for you! Come participate in a re-created group session and see the results of the pre and post assessment that was given to over 400 students. Seeing is believing.
Concurrent Sessions
May 15, 2013

Come Grow with Us: Collaborations Between Supplemental Education and Retention
Brittany Wagner, WesleyAnne Watkins
Western Kentucky University
Room: Regency D, E

Western Kentucky University’s (WKU) Best Expectation Programs, a retention initiative for academically at risk students, utilizes a unique relationship with supplemental education initiatives within The Learning Center. Being housed within the same department, the Academic Advising & Retention Center has fostered a collaborative approach to providing exceptional resources to the students of WKU. Supplemental education initiatives are an integral component of our Best Expectation Programs’ student requirements. During our presentation we will highlight the components of supplemental education and retention programs and their individual correlations on student success by utilizing Institutional Research. Through our own observations and student feedback, it is our goal to show the applicable components of our departmental model to other universities within our region.

(Roundtable) Student Perception and Response to Messages from Instructors and Advisors in an Early Alert System: Is There a Difference and is it Worth the Effort?
Lisa Rogerson, Sharilyn Steadman
East Carolina University
Room: Think Tank @NOMA

Early Alert systems are utilized by colleges and universities nation-wide to enhance student success and retention, based on research indicating student connection and empowerment and fostering community through engaging advisors and support services early in the academic process. Participants will leave this session with insight into the student’s perspective of an early alert system and how feedback from the instructor and advisor is valued and acted upon. The underlying purpose for early alert systems is student benefit/support; thus, such awareness will be beneficial when considering the investment of time and finances associated with effectively utilizing this student success strategy. Join us for valuable insight!

Their Lives in Film: First Year Students Tell All
Barbara Boyette, Chad Phillips
Guilford College
Room: Regency F

"Filming the Personal Narrative," a FYE 101 academic course, has been taught for the past 3 years and culminates with students producing individual documentaries of themselves. From the 44 films produced over the past 3 years, the conference presenters have culled out several themes that shed light on what developmental, personal, social, and academic issues take center stage for today’s first-year students. Appropriate film clips will be shown, presenters will offer themes and suggestions for advising practices, and a conversation will be generated on what to do with this information.

A “Re-Orienting” Process: Setting the Stage for Student Success Through Learner Centered Orientation
Bradford Wingo, Wendy Cox
University of North Carolina
Room: Regency G

Most student affairs professionals realize that the advising process starts long before the first day of class. The orientation process, in particular, plays a vital role in setting the “advising stage” for a successful college experience. This session overviews utilizing a multi-stage orientation model to improve student learning outcomes and transition experiences. By creating new synergy between learner-centered ideologies and technology driven delivery, the UNC Eshelman School of Pharmacy re-visioned orientation to embrace intentional student engagement while also requiring students to take full ownership of their orienting experience. New approaches to orientation - such as structuring sessions to mirror professional conferences and the use of dynamic learning management systems for the “pre-loading” of orientation experiences - will also be discussed.
CONCURRENT SESSIONS
MAY 15, 2013

Advising & Beyond: Building Bridges Across Campus to Promote Student Success
Dr. Donna Gough, Denver Malcolm, Dr. Tara Saracina, Dr. Patrick Steams, Dr. Mary Williams
Claflin University
Room: Regency H

Claflin University faculty, students and staff have formed partnerships across campus to promote key student success initiatives, including Academic Advising, the first-year Panther STEPS QEP, the Early Alert Program, and the University Retention Plan. This panel will 1) provide an overview of the background and planning process undertaken to begin this type of initiative; 2) discuss the changing role of advising from different perspectives across campus, 3) discuss the importance of the First Year Experience QEP, Panther STEPS, 4) discuss the impact of the Early Alert Program on academic advising and at risk students, and 5) discuss the development of a University Retention Plan to ensure that goals are met and programs are sustainable.

Charlie Nutt
Executive Director, NACADA
Room: Studio 220 NOMA B,C

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, dvd-cds, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Making the Most of Millennial Students: Honors Peer Advising for the Overlooked
Dana Irvin, Miriam Bernard
Clemson University
Room: Regency D, E

Today’s millennial students share many values and behaviors that may not always be met by standard advising practices, causing departments to re-examine and revamp their programs and practices. In addition to presenting challenges, the millennial generation possesses many characteristics that can be helpful to academic affairs programs if recognized and utilized appropriately. This presentation will offer ideas on how to expose these capabilities and exploit them to tackle another common challenge: support programs for sophomores. You will learn about an innovative peer-mentoring program – its inception, results, and challenges – and come away with ideas for implementing your own. Join us, and learn ways to utilize your students as resources while creating a more supportive environment for second year students.
(RoundTable) Connecting the Bridge between Advisors and Students from Small Counties; the Adjustment to a Large University
Trinesha Taylor-Wellmann
Western Kentucky University
Room: Think Tank @NOMA

Students from small counties must make additional adjustments to a large college/university. Students from small counties are accustomed to having the same teacher for most of their educational career. How do these students prevent becoming lost in a large campus community? Making a connection with their advisor, the use of communication theory can bridge the adjustment for small county students and assist them in developing the skills to academically succeed on a large campus. With communication theories a connection will be established with the student and the university. The communication theories will assist the advisor in getting the student adjusted to college life and ultimately higher education success.

Growing Ahead of the Flow: The Advisors Bridge the Gap with Early Academic Intervention
Steven Asby, John Trifilo, Kelly Willetts, Diane Majewski, Jayne Geissler
East Carolina University
Room: Regency F

East Carolina University employs an aggressive early academic alert system that connects faculty, students and academic advisors. During fall 2012, faculty sent over 29,000 email notifications to students regarding their academic performance. Academic advisors automatically received copies of these notices. At the conclusion of the semester, surveys and focus groups comprised of faculty advisors and professional advisors assessed the early alert process and effectiveness. In this session, we will share our early alert process, results of our research, provide successful advising strategies, and facilitate a discussion on early academic intervention strategies.

Growing Students Professional Academic and Social Networks: Bridging the Gap Between Social Media and Student Success
Jordan McHican, Amy Wilson, Amanda Beller
North Carolina State University
Room: Regency G

This presentation will include an overview of how social media was incorporated in three First Year College Advisors’ classes and advising initiatives. Through a first year seminar course, Facebook, Twitter and LinkedIn accounts were utilized to bridge the channels of communication with advisees. Participants will engage in activities and real-life scenarios which will leave them equipped with the best practices for incorporating technology in both instruction and advising. Implications for privacy protection will be discussed. #Seeyouthere!

TRACS: Supporting Students Step by Step
Rachel Wike, Belinda Petricek, Jenny Stewart
Western Carolina University
Room: Regency H

Have you ever taken a step back from something and asked, “Why do we do it this way?” In 2009, WCU’s College of Education and Allied Professions took a step back to explore transitioning from a university advising center to a centralized major-based advising model that would support students from recruitment to professional development. Teacher Recruitment, Advising, and Career Support (TRACS) was born.

The TRACS mission is simple... build relationships during the recruitment process that will grow during pre-service preparation and will continue to flourish through the professional development of career educators. This presentation will share and the journey of TRACS; past, present and future and the unique ways that TRACS accomplishes our mission including our living and learning community and our teacher symposium.
**State Meetings:**

Kentucky  
Room: Studio 220 NOMA B,C  

North Carolina  
Room: Regency D, E  

South Carolina  
Room: Regency F  

Tennessee  
Room: Regency G  

West Virginia  
Room: Regency H  

**Poster Session**
See pages 16-18 for detailed description  

**Prefunction Area**

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**Advisors Growing Professionally- NACADA's Emerging Leader Program**

Art Farlowe  
University of South Carolina  
Room: Studio 220 NOMA B,C

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? 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 membership. 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 get involved to "grow with the flow".

**Tick-Tock! Seniors on the Clock**

Elizabeth Cox, Elizabeth Shuster, Charlotte Waterhouse, Lara Wind  
University of North Carolina  
Room: Regency D, E

Budget cuts and increasing populations can strain any college's resources to provide enough space for incoming students. At UNC-Chapel Hill, measures have been taken to reduce the amount of time undergraduates may enroll in the university to keep admission accessible. Students may also have self-imposed limits, based on financial aid or other family obligations. In this presentation, we will examine the effect of such policies on graduation rates, graduation timelines, the number of students able to finish double majors and/or minors, transfer-student needs, and summer enrollment levels. Participants will be able to understand the issues many institutions face during enrollment crunches and what that means for the advising experience.

**RoundTable) Misperceived: Understanding the Introverts Among Us**

Sarah May Clarkson  
Juniata College  
Room: Think Tank @NOMA

Susan Cain is a former corporate lawyer and consultant, and a writer who recently published Quiet: The Power of Introverts in a World That Can't Stop Talking, a fascinating examination of how we have evolved from a culture of character to a culture of personality. The personality type that is often validated and rewarded is the extrovert. This session will consider the introverts among us—advisees, students, co-workers, faculty members, supervisors, and families—as well as acknowledge their gifts and the contributions they make to our organizations. Through review of published work, consideration of assumptions and misperceptions, and discussion of case studies and the many talents that introverts bring to work and school, participants will gain an understanding of, and appreciation for, introverts.
CONCURRENT SESSIONS
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A-B-C's of Riding Waves of Challenge
Amanda Hodges
College of The Albemarle
Room: Regency F

As our student populations become increasingly diverse on a variety of levels, they face challenges on a multitude of levels that threaten their retention and persistence to completion. This presentation will offer attendees a model of helping our students shift their streams of thought to process negative events in such a way that they progress forward and go with the flow. By using research in the areas of Internal Dialogue / Self-Talk, Learned Optimism, and Positive Psychology, attendees will gain a better understanding of these areas and the importance of utilizing positive dialogue when working with our students. Attendees will have the opportunity to practice using the model in a small group setting. This session is applicable to all academic advisors at both 2-year and 4-year institutions.

Paper is Obsolete! The Brave New World of Electronic Advising Records
Linda Albert, Mary Huening
Northern Kentucky University
Room: Regency G

Can you envision an advising office without any paper records, where you access everything you need from a laptop and keep all your forms and notes organized in electronic format? At Norse Advising Center, we have all of our student records imaged to a database that can be accessed by multiple advisors. Students are emailed their advising information following an in-person appointment, and there is no need to print any paper documents. Let us show you how we eliminated paper, and moved from 6000 advising files to zero in three months, while maintaining quality intrusive advising.

Efficiently Addressing Post-registration Concerns Through Group Advising Workshops
Marla Hartwig, Lindsey Kovach
Clemson University
Room: Regency H

"All my classes are closed, now what?" This common question arises after students register for classes and request additional advising appointments. These follow-up meetings often involve discussions about previously answered questions, limited course offerings, or students' plans to change their major. The post-registration workshop at Clemson University was created to reduce multiple advising appointments in a time where appointment demands exceed advisors' availability. A workshop held post-registration could benefit advisors and students by sharing information to increase students' self-efficacy with registration while maximizing advisors' time. This presentation includes an overview of how we established the workshop, inter-office collaborations to assist with enrollment management, challenges and benefits of group advising, the workshop's impact on follow-up student appointments, and opportunity for group discussion.

A Conversation With NACADA Leadership and Executive Office Representative
Charlie Nutt
Executive Director, NACADA
Room: Studio 220 NOMA B,C

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.
Utilizing Undergraduate Interns to Deliver Academic Success Programs to First Year Students: They Can Do More Than Paper Filing and Coffee Runs!
Gretchen Waugaman, Hailey Yagle
Clemson University
Room: Regency D, E

Want to learn more about how an undergraduate student can help deliver academic success services to your students? Come to this presentation and hear how Clemson University's Bridge to Clemson Program has utilized undergraduate interns to provide academic success services such as peer coaching and student success workshops. Also, hear from former interns as they share their experiences, how they promoted academic success to Bridge students, and the knowledge, skills, and abilities they gained from working with first-year students.

(RoundTable) Growing with the Flow: Your First Year as an Advisement Center Director
Stacie Williams
University of South Carolina Aiken
Room: Think Tank @NOMA

Are you starting a new position as the Director of an Academic Success or Advisement Center? Did you just complete (survive!) your first year as a Director? If so, this roundtable discussion will provide you with an opportunity to discuss helpful advice on how to make your first year and following years a success. Share your experiences and learn from others who are also new directors. The presenter will share tips and lead a discussion on ways to establish productive relationships with campus constituencies, encourage student buy-in, promote greater understanding of your department, and build your knowledge base of your new department and institution. You will gain both knowledge and professional contacts through participation in this roundtable.

Advising the Pre-Admitted Transfer Student
Travis Bulluck, Jill Naar, Christina Ragone
East Carolina University
Room: Regency F

Do you want to decrease the "sticker shock" of newly admitted students? Begin the advising process before students complete their college transfer application. This discussion will enlighten you on ways to reach out to potential students. These practices will promote degree programs and departments, as well as clarify myths out the degree requirements for a major. Taking a proactive role in representing your college and department before a student is admitted will increase the value of advising for students once they enter your institution.

Freshmen Over Troubled Waters: An In-Depth Look at an Early Alert System at Western Kentucky University
Christopher Jensen
Western Kentucky University
Room: Regency G

This session focuses on an initiative taken on by the Academic Advising & Retention Center (AARC) at Western Kentucky University (WKU) that addresses first-year students' academic performance within the first five weeks of the semester. The Fifth Week Freshmen Assessment serves as an early alert system that makes students aware of their academic performance, attendance, and need for tutoring or counseling. This assessment boasts a 91% faculty participation rate. AARC has partnered with Housing and Residence Life, University Experience faculty, and university retention programs in order reach more students individually. This session serves to assist other institutions in implementing or refining an early alert system with a high touch model.
Advising Students for Internship Experiences
Gabrielle Morgan, Sheryl Jensen
Campbell University
Room: Regency H

The internship experience has become a crucial part in the development of a student's transition into the working world. The internship seeking process, can be facilitated by academic advising, making it a positive experience for the student and the companies involved. Students are advised during group and individual information sessions and are also provided with an internship handbook. The internship handbook is a vital advising tool informing students regarding the goals and objectives of their internship experience. Professional development activities, including interview skills workshops and resume writing, contribute to a smooth transition into a career. This session will assist in identifying strategies you can employ to advise students about internship experiences on your campus.

Growing in Your Career: How to Create an Advisor-Led Training and Professional Development Series
Jill Naar, Stephanie Bailey
East Carolina University
Room: Studio 220 NOMA B,C

Advisors benefit from constant professional development opportunities, but who has time to create effective trainings? East Carolina University utilizes an Advisor Training Committee approach with representation from all advising centers to provide training and professional development opportunities. The committee selects various topics for the year such as New Advisor Training, Networking and Professional Development and members then facilitate the trainings. The purpose of this presentation is to learn how to create an effective system that does not overwhelm advisors. Participants will learn about ECU’s Advisor Training Committee with special focus on its formation, implementation and samples of trainings. This presentation will prepare participants to create an effective training and professional development plan for their own institutions.

#AdviseTech - Syncing Your Advisement System Through Technology Implementation
Whitney Metz
University of South Carolina
Room: Regency D, E

In order to provide student-centered advising it is essential to reach out to students living in a fast-paced technology-driven environment. Meeting students where they are technologically can seem like a daunting task as many people have varying degrees of technological proficiencies. This session will provide insight on how to evaluate your systems current use of technology in advising and how to apply advisement technology to streamline procedures. In just six months' time, in the Undergraduate Division, student appointments were made available based on customized categories, waiting times were reduced and management of student information was expedited resulting in increased operational efficiency. You'll leave with new ideas and information on how to use technology to enhance the advisement experience.

(RoundTable) Caught in the In Between: Beyond the Enthusiasm of a New Advisor, but Not Quite Ready to Retire. Finding the Motivation to be a Good, yet “Seasoned” Advisor
Art Farlowe, University of South Carolina
Micky Ward, Clemson University
Room: Think Tank @NOMA

Aren't a fresh-faced young professional ready to take on the world? Aren't counting the days until retirement and have decided that the problems of tomorrow are not yours. Or are you somewhere in between? So are we! We care about our students, our work but we have "been there and seen that" with so many other things. How do we stay motivated in this brave new world and navigate the often-political world of higher education? How do we find our place in NACADA at this stage of our careers? Come to this round table and take part in a discussion on how to stay motivated, happy and rewarded in the “in between” period.
CONCURRENT SESSIONS
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How to RECRUIT and RETAIN strong students to SUSTAIN your Peer Advising program
Shannon Edward, Lauren Brown, Julie Lawson
North Carolina State University
Room: Regency F

Is your campus struggling with to retain peer advisors? Do both students and administrators value the program? What are the perceived benefits of being a peer advisor? Peer advising programs can vary across institutions, but typically have one thing in common – limited resources. In this interactive session, learn from both staff and current Peer Leaders about how one business school maintains a high level of interest, buy-in, and retention in its Peer Leader program – without monetary compensation. The keys to success are related to 1) identifying advocates and resources; 2) shifting the college’s attitude towards the program; and 3) developing non-monetary benefits of membership. Participants will learn about best practices and explore their school’s political and structural influences and methods to overcome them.

Growing Virtually: Bridging Advising Best Practices to the Digital World
Millie Cunningham, Laura Youngblood
Kentucky Community and Technical College System
Room: Regency G

Come see how we are utilizing the latest web-based technologies to provide students with virtual advising to assist in meeting their educational needs and goals of the digital student. Computer-assisted advising provides convenience, availability (24 hours a day), accessibility (from anywhere in the world), accurate information (instant updates), and consistency for advisor and student. With the implementation of advising tracking software students are provided a seamless, virtual, flexible student support system. Features such as early alerts, faculty flags, kudos, advisor notes, and tutoring resources all work together to ensure student success and progress monitoring. Our presentation will showcase how academic advising for online-only students is just like face-to-face advising, with an ethic of care and focus on student success.

Navigating the Waters Together: Promoting the Success and Retention of Academically At-Risk Students Through Peer Advising
Jennifer Bruner
University of North Carolina at Pembroke
Room: Regency H

In the Spring of 2011 the University of North Carolina at Pembroke successfully implemented its first peer mentoring program aimed specifically towards the retention of academically at-risk students. The Academic Resource Mentoring program (ARMs) utilizes the benefits of peer mentoring to provide early identification and intervention for students who have been placed on academic probation or are returning from academic suspension. An in-depth look at the implementation of the program, including the failures and successes, will be followed by data sets showing the results over multiple semesters. Additional aspects discussed include a component for the online student, a special grant funded summer program, and campus-wide student support services collaboration.
(RoundTable) Collaboration is Key: An Exploration of Maintaining and Progressing Living and Learning Communities
Andrew Edmunds, Aubrey Childress
Clemson University
Room: Think Tank @NOMA

Successful collaborative partnerships drive Living-Learning Community success. This presentation will inform participants on the rationale for Living-Learning Communities. In addition, strategies for fostering and facilitating these relationships and problem solving approaches will be discussed. Come learn how to enhance your advising services by building collaborative partnerships to support Living-Learning Communities.

Survey Says! Stop Guessing and get the Facts
Suanne Early, Christy Freadreaea
University of Kentucky
Room: Studio 220 @NOMA B,C

How do you bridge the gap between good and better? Information! Quality data can help you accentuate your strengths and target areas for improvement. This presentation provides the ABCs of using surveys in your every day work. Surveys can be an easy and inexpensive way to gather valuable information and feedback. We will examine multiple survey applications, survey development techniques, and assessment results. Specific examples of surveys successfully used for planning and evaluating events, courses, and services will be shared. Tips will be provided for the development of an effective survey and assessment applications will be discussed. This presentation is appropriate for departments/units without a great deal of IT support who are looking for a DIY option.

Coaching the Conversation: A Practical Approach for Engaging Parents in Student Success
Janina DeHart, Venice Mason
Western Carolina University
Room: Regency D, E

The transition to college can often be as challenging for parents to navigate as it is for their students. Many times, advisors are in the position of assisting parents with this transition by explaining institutional policies and procedures. These situations can provide a powerful opportunity for advisors to establish expectations and set the tone for future conversations with parents while engaging them as partners in their student’s success. This session will focus on using practical, positive and proactive techniques that can be adapted for use in a variety of formats, such as orientation sessions, parent workshops, or individual conversations.

Shifting Currents in Advising Practices: How an Advising Center implements Advising Theory within Documentation to Empower Students to Steer the Course of their Academic Experience
Kimberly Taylor, Thomas Buchheit
College of Charleston
Room: Regency F

This presentation demonstrates the evolution of a centralized academic advising program by connecting theoretical advising framework to our everyday advising, new technology, student growth and advocacy, and professional development of advisors. We will show how the evaluation and revisions of one standard academic advising form was a catalyst for the reexamination of how we apply theory to a practice, grounded in developmental advising. The exercise of realigning our practices with a theoretical approach provided the foundation for consistency in advisor’s verbal and written communication. This, in turn, created a framework to empower students to make sound academic decisions and take responsibility for their educational experience.
Dynamics of a Shared Advising Model: Maintaining Consistency Amid Constant Change
Jessica Foley Ripley, Jeffrey Herron, Adarrell Owsley
Bluegrass Community and Technical College
Room: Regency G

In advising, change is the constant. Requirements change. Students change majors. The college makes changes. How do advisors maintain consistency and develop the relationship between professional and faculty advisors in the shared advising model? Recently, Bluegrass Community and Technical College experienced: 6 new advising directors; temporary staff replacing full time staff; increased number of campuses; a new governing system. With these changes, how do we initiate quality advising practices and enhance the shared advising model? Advising must evolve to accommodate the changes. After reviewing past initiatives and efforts to maintain consistency in advising services, we will explore current initiatives intended to raise the status quo and continue quality advising in the face of constant change.

Giving the Students What They Want...A Connection to Their Academic Community
Jill Naar, Joann Ericson
East Carolina University
Room: Regency H

As advising loads increase, the personal connection to students becomes difficult to maintain. Through focused programming, students are given the opportunity to connect with their academic community. The College of Human Ecology at East Carolina University focused on incoming students and conducted a needs assessment during orientation. This presentation will explain the process for providing applicable student programs to build the connection between student and academic community. With 321 incoming students, the seven advisors created, marketed and implemented programs to assist students in finding a place within this large university. Regardless of your university’s size or your number of academic advisors, this session will allow you to determine a path to connect your students to available resources including you!

(RoundTable) Rx for Success Workshop Series: The Winning Prescription for the Competitive Edge
Nancy Lilley, Margaret Metcalf
East Carolina University
Room: Think Tank @NOMA

Are you looking for a way to help your students acquire the “edge” needed to compete in the admission process for highly competitive programs and majors? The RX for Success workshop series was developed and is presented each semester by nursing advisors at East Carolina University (ECU). Learn how to go beyond the typical advisor role, and help your students be successful in achieving their career goals. We will discuss two of our eight programs geared to intended nursing students to help them succeed at ECU, whether or not they remain in the nursing major. RX for College of Nursing Success focuses on utilizing academic resources across campus. RX for NLN PAX Exam Success focuses on test-taking tips and strategies. While our workshops were designed for intended nursing majors, these concepts can be applied to almost any major.

Bridging the Gap: Balancing Student Needs With Advisor Reality
Kristin Goodenow, Christopher Peele
Clemson University
Room: Studio 220 @NOMA B,C

As advisors, we find ourselves with increasing workloads and shrinking resources. Add in students (and sometimes parents) who expect a high level of responsiveness and service and it can be difficult to meet the demands placed on you. This session explores a hybrid model of scheduled appointments and designated drop-in sessions during heavy, designated pre-registration advising period. Further, it will share assessment results to let you know what students really think about each experience as well as the demographics of students who chose scheduled appointments versus drop-in. There will also be anecdotal feedback from the professional advising staff regarding the experience.
From Combat to the Classroom: Understanding our Student Veterans' Unique Needs to Assist their Transition to the Classroom
Shannon Lambert, Anthony Berrios
ITT Technical Institute
Regency D, E

This presentation will focus on understanding the qualities, traits, and backgrounds of our student veterans so that as educators, we can become more aware of their transition issues back into the civilian world and higher education. We will discuss the definitions and symptoms of Post Traumatic Stress Disorder, Traumatic Brain Injury, and physical disabilities, and how they affect veterans in an educational setting. An interactive discussion will be conducted on building a veteran friendly environment through faculty training on handling sensitive topics in the classroom, establishing veteran resource centers and student veteran organizations, and educating all student support staff how to recognize signs and symptoms that veterans may need additional services.

Building a Faculty and Academic Advisors' Research Collaborative to Support Student Success
Dr. Jayne Geissler, Diane Majewski,
East Carolina University
Regency F

Faculty and advisors at East Carolina University (ECU) joined together to research the effectiveness of ECU's early academic connect and support system (EACS). Under a structured format, fifteen ECU faculty and staff work together to analyze institutional data, implement and assess surveys, and facilitate focus groups to better understand faculty, student, and staff perception of the EACS. This session will be led by the two ECU professionals who created and managed this research collaborative. They will share the process of establishing and managing a research group including: recruitment, selection of team members, organization, partnership building, providing momentum, defining roles, and tips to be productive. This session will provide attendees a template to use for establishing similar structures to research a variety of student support initiatives.

RPM(s): Gearing up for Student Success
Cale Burrell, Karen Cole, Margaret Mahlin, Marquis McGee, Jeremy Parrish
University of North Carolina at Asheville
Room: Regency G

Given the current emphasis on student retention, UNC Asheville has introduced a two-tiered Academic Recovery Program (ARP) for students with cumulative gpas of <2.0. Tier 1 includes all students currently on Academic Warning; Tier 2 students have opted to enroll in the program rather than serve a 1-semester academic suspension and/or lose their financial aid eligibility. The program varies in intrusiveness by tier, but each level serves as a student support system and a means of monitoring student performance throughout the semester. All students are required to access academic services available on campus; Tier 2 students also participate in a special topics course designed to foster academic growth and accountability.

Bridge to Success: An Orientation Event for Exploratory Students
Zach Fuqua, Christy Freadcreacea
University of Kentucky
Room: Regency H

Many freshmen arrive at college eager but lost. An informative and engaging orientation event builds a bridge to student success. During a week-long orientation program at the University of Kentucky, each academic college conducts a welcome event for new students. In this session, we will present a detailed orientation event for exploratory students designed based on feedback from new students at a four-year public university. Our goal is to enable students to confidently begin their growth process in this new environment by building relationships between students and advisors. With an academic focus, panel discussions, faculty lecture, and the leadership of student ambassadors, this orientation event gives students the ability to grow with the flow.
MAP-ing it out: The Major Advisement Program for Undecided Freshman
Steven Asby, Elizabeth Fuller, Heather Weigand, Kelly Willetts
East Carolina University

Research shows that students with an academic "home" are retained at higher rates and graduate sooner than students unsure of their major. As a result of these findings, academic advisors across the nation find themselves constantly searching for ways to facilitate the major exploration process. Academic advisors at East Carolina University (ECU) developed and implemented a new way to educate students on major exploration through the Major Advisement Program (MAP). MAP advisors work to assist students to research majors, explore their interests, and sharpen academic skills through individual meetings and group exploration. As a result, students are more comfortable and confident with their major selection. Join MAP advisors for a look into exploratory programs on your campus and to hear about what others are doing for their undecided populations!

Assessing and Reporting Student Impact
Doug Renolds
University of Tennessee

"Our program is making a difference, but exactly how do we go about measuring that?" This basic question—the essence of our assessment charge—is not easy to answer. We ask it internally as we assign staffing, implement new programs, or reprioritize initiatives. And it’s being asked of us by multiple external sources, often with urgency. The task is made more challenging when our programs target students who are underprepared or underperforming in comparison to other students on campus.

In "Assessing and Reporting Student Impact," we will discuss ways of demonstrating student impact, including the four metrics we used at the University of Tennessee’s Student Success Center as we tackled our 2011-12 annual report. Come share your successful reporting practices and take home fresh assessment ideas for your program.

A New Stream: Creating an Advising Office
Tina Parlier
Appalachian State University

In July, 2010 the College of Health Sciences (CHS) became the first new college created at Appalachian State University in over 30 years. By using existing knowledge of the university policies and procedures, reviewing existing advising models and by taking a few chances, CHS created a student services area that consistently receives praise from students, faculty and administrators.

This presentation will take the audience through that development process sharing lessons learned, the importance of always expressing enthusiasm, the need for contingency plans, and the expectation placed on all CHS Student Services Staff members.

Connecting Peer Mentors to Best Practices in Academic Advising: The Creative Inquiry Model
Mary Von Kaenel, Sherry Dorris
Clemson University

Utilizing the Creative Inquiry model, a team of advisors at Clemson University developed a framework for training students as peer mentors. Using an academic course to train peer mentors is a new approach to developing both the peer mentor (better skills, more prepared, higher motivation, increased self-confidence) as well as providing improved resources to the mentees. As a result of this Cl model, peer mentors are better prepared to facilitate discussions with students about academic programs such as advising, and how to access the academic resources they need (tutoring, supplemental instruction, coaching). Peer mentors promote the advisor-student relationship as a tool for staying on track to graduation.
Paper Files No More
Gail Pack, Lori George, Amanda Pelon
University of North Carolina Greensboro

This presentation will share with the audience how one Undergraduate Students Services Office went from paper advisement folders to electronic advisement folders. We will explore the upfront cost for our office and how other offices might be able to do it with a limited budget. There will be a discussion of technologies used to convert existing files to electronic, paper advisement forms to electronic advisement forms, challenges we faced, and what is next for our office to cut cost and help us run more efficiently. We will have a PowerPoint presentation that will cover our start-up cost, we will demonstrate using PowerPoint and the use of our iPads to demonstrate the technologies we are currently using.

From Engagement to Retention: The WheeTeach Living/Learning Community
Belinda Petricek, Jenny Stewart
Western Carolina University

Improving student retention is an ever-present goal for WCU’s office of Teacher Recruitment, Advising and Career Support (TRACS). Research shows that students engaged on campus, stay on campus. What are the best ways to engage students early and start building those relationships? TRACS sought to find a recipe for increased student success and engagement in the form of a living and learning community model for education majors.

The WheeTeach living/learning community engages freshmen in their first semester in a multi-faceted approach designed to provide the student with a support network made up of fellow education majors, approachable faculty, major-specific advisors and local community members committed to teaching. This presentation invites you to learn about our model, its evolution and our challenges.

Bridging the Gap between Institutional Retention Data and Student Success: What all Advisors Should Know
Jayne Geissler, Jennifer Abbott, Dinecia Gates, Peggy Newsome
East Carolina University

As college student demographics shift and retention efforts are becoming increasingly important, it is vital that academic advisors review every aspect impacting student success. Many factors have been identified that affect attrition including students’ academic preparation, socio-economic background, and level of satisfaction with college experience. However, there is increasing focus on demographic and cultural factors and how they influence student performance, satisfaction, and successful student outcomes. Among these variables, ethnicity and gender have been studied as the graduation gap exists among races and there has been a widening gap between genders. This session focuses on student persistence by gender and ethnicity and provides an overview of retention data that every advisor should know, current research regarding retention factors, and how advisors can use this knowledge to support student success.

Helping freshmen “grow with the flow”: Using Peer Advising to Create a Smooth Registration Advising Process
Shannon Edward, Lauren Brown, Julie Lawson
North Carolina State University

Are you utilizing your peer advising program to its full capacity? Could peer advisors be assisting more during the busy advising season?

Learn from both staff and current students about how one advising office has been able to supplement its “group advising” model and offer one-on-one advising sessions to all freshmen by effectively using peer advisors. NC State’s Poole College of Management “Peer Leaders” serve as paraprofessionals by providing course planning on an individualized level. Three main factors contributing to the success of this peer advisement model are: 1) thorough training of peer advisors; 2) a professional collaborative relationship between advising staff and peer advisors; and 3) ongoing developmental and teambuilding opportunities.
Every Mouse Deserves the Cheese: Helping 21st Century Students Navigate a Maze of Information
Wendy Schindler, Heather Abbott
Gateway Community and Technical College

The 21st century student is accustomed 24/7 information at the tip of their fingers; however, they don’t always have the skills needed to seek out information in the traditional modes of communication of higher education. Our academic advising eCommunity (created in Blackboard) is a way to reach every student at every level, even at 3:00 in the morning! The language is written informally to create an approachable tone and provides multiple modes of delivery including text and video. The eCommunity is easy to replicate and follows the spirit of “doing more with less.” As academic advisors, when we are free from constantly answering the same simple questions, we can provide more productive student interaction.

Crossing the Bridge a Few STEPS at a Time
Brittany Wagner
Western Kentucky University

Research shows that students who have contact with a person within the institution are more likely to return (Heisserer & Parette, 2002). The Success Through Evaluation, Placement, and Support (STEPS) Program at Western Kentucky University is designed to provide academically under-prepared students additional support through required monthly intrusive advising meetings, study hours, mandatory workshops, campus involvement, and an end of the semester reflection paper for qualitative assessment. These monthly intrusive advising appointments offer each student in the program one-on-one time with a professional academic advisor who can assist the student in transitioning into life at the university and address any academic concerns. This presentation will outline placement criteria for the STEPS Program and student expectations while in STEPS.

Growing Retention Through Satisfactory Academic Progress (SAP)
Christopher Jensen
Western Kentucky University

Due to the financial impact Satisfactory Academic Progress policies have on students, advisors often find themselves uncertain when offering assistance to students affected by such a policy. The academic functions of this process at Western Kentucky University (WKU) are currently being housed within the Academic Advising & Retention Center, which has made over 1,500 contacts with students during one academic year with this process. This session is designed to provide advisors with the knowledge and strategies to change the SAP process into a successful retention initiative at their institutions. Participants will also receive tools and resources designed to facilitate intentional interactions with students to hold them accountable for the academic and financial decisions they make while enrolled.
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