Spring Forward:
Advising in the Age of Technology

March 20th-23rd
Georgia Institute of Technology
Georgia Tech

Welcomes NACADA Region IV Conference Participants
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Region IV Conference 2010

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Greetings:

As Mayor of Atlanta, it is my pleasure to welcome the National Academic Advisors Association (NACADA) as you host your 2010 Region IV Conference & 4th International Conference on Personal Tutoring and Academic Advising.

For years, the NACADA has been a strong partner to academic institutions, helping to further quality academic advising initiatives in higher education since its inception. The 2010 Region IV Conference is an occasion for administrators, faculty members, counselors and others to come together, network and actively exchange ideas in a profound way. The City of Atlanta appreciates your invaluable contributions to the educational experiences of students throughout the country and celebrates you for your hard work and dedication to helping them succeed.

While in our city, we encourage first time visitors to explore the many attractions Atlanta has to offer including: the Martin L. King Jr. Center, the Apex Museum, Underground Atlanta, the Georgia Aquarium, the World of Coca-Cola, CNN Center, Centennial Olympic Park, Woodruff Arts Center, Atlanta Botanical Garden, Children’s Museum of Atlanta and many more! We invite you to share in our southern hospitality, sample cuisine at our many fine restaurants and enjoy the rich and diverse heritage of our city.

On behalf of the people of Atlanta, I extend best wishes to you for a memorable and remarkable occasion!

Sincerely,

Kasim Reed
Mayor
March 21, 2010

NACADA Members:

Welcome to the Georgia Institute of Technology. Established in 1885, Georgia Tech is a talented and diverse community of learners and scholars located in the dynamic city of Atlanta. Members of the Tech community are united by a commitment to intellectual vigor and excellence, and engaged together in the discovery of knowledge in the classroom, in the research lab, and in community outreach. Our goal is to define and model the technological research university of the twenty-first century.

Long renowned as one of the nation’s best engineering schools, Georgia Tech also offers a wide range of outstanding academic programs in architecture, computing, liberal arts, management, and the sciences—all of which are infused with a unique technological perspective that increases their relevance in today’s world.

At Georgia Tech, we value the efforts made by our academic advisors to guide our students through their rigorous coursework. Each day, you have the opportunity to shape the educational experience of your students and propel them on their eventual career path. The work you do is vital to the success of your students as well as your college or university.

I hope you will take full advantage of this opportunity to interact with and learn from your colleagues, and that you will enjoy your time at Georgia Tech and in the city of Atlanta.

Sincerely,

G. P. "Bud" Peterson
President
Greetings, Region IV!

What an incredible opportunity it is to be here in the great state of Georgia, at The Georgia Institute of Technology! The Regional Steering Committee and I are excited that you have chosen to spend this time with your colleagues being refreshed and inspired to motivate your students in new and creative ways.

I would like to congratulate the Conference Host Committee. They have been nothing short of outstanding! Their long hours and enthusiastic work are truly appreciated. Again, kudos and congratulations!

It is my sincere hope that you will have a memorable experience at this year's Regional Conference. I look forward to seeing you all during the festivities!

Yours in service,

Douglas K. Waddell, Sr.
Region IV Chair
A Message from Kathy Earwood

Region IV Conference Chair

Dear NACADA Region IV Attendees:

Welcome to the 2010 Region IV Conference and 4th annual International Conference on Personal Tutoring and Academic Advising at Georgia Tech. This year’s conference, “Spring Forward: Advising in the Age of Technology,” will be outstanding.

The Conference committee has worked relentlessly this past year to ensure a quality conference, and I am grateful to them. I’m so excited about every single aspect and session that is planned from Sunday to Tuesday—from the reception, the entertainment, and the high-caliber concurrent sessions, to the appearance of our the keynote speaker, Dr. Erroll B. Davis, and the opportunity to network with colleagues from across the globe. How exciting that we getting to have this much fun at our Regional Conference! The conference is packing a lot for everyone in just a few days!

Many of you participated in the extracurricular activities prior to the beginning of the Region conference. I trust that participants in the Research Symposium found their 24 hour exploration into scholarly research on advising productive and those attending the pre-conference sessions were equally satisfied. These activities were lead by top researchers in NACADA. We are fortunate to have so many outstanding individuals in Region IV.

Planning a conference takes a lot of effort from many people and this one is no different. I am extremely privileged for being able to work with a terrific group of folks that helped me: my committee. I am grateful to all of them for they worked very hard, and I owe them more than I can every repay. For this I say, a very heartfelt “thank you” to each of them. I want to thank Georgia Tech and President Bud Peterson for supporting NACADA and allowing us to be on the beautiful GT campus, and for Chancellor Davis. I appreciate the Steering Committee’s help, and the support from the NACADA Executive Office, especially Diane Matteson. Last but not least, I am indebted to our outgoing Region Chair, and a dear friend, Doug Waddell. His guidance this past year has been invaluable.

In closing, I appreciate the opportunity for being this year’s conference chair.

Kathy Earwood
2010 Conference Chair
Region IV Steering Committee

2010

Doug K. Waddell, Sr.
Region IV Chair
Florida State University

Joan Williams
Alabama State Representative
University of North Alabama

Kathy Earwood
Conference Chair
Budget Liaison
Georgia Institute of Technology

Ellen Murkison
Georgia State Representative
Georgia Southern University

Samara Massey
Communications Chair
University of Alabama-Birmingham

Kathleen Smith
Florida State Representative
Florida State University

Kyle Ellis
Regional Division Representative
University of Mississippi

Rachel Singleton
Mississippi State Representative
Mississippi State University

Courisse Knight
Caribbean Representative
St. George’s University–School of Medicine

Conference Planning Committee Coordinators
Brian Buckwald (Georgia State University)
Cathy Dunnahoo (Georgia Institute of Technology)
Paul Fincannon (Georgia Institute of Technology)
Karen Houston (Georgia Institute of Technology)
Jennifer Leavy (Georgia Institute of Technology)
Katie Raczynski (Georgia Institute of Technology)
JC Reilly (Georgia Institute of Technology)
Carrie Shepler (Georgia Institute of Technology)
Jan Westbrook (Georgia Institute of Technology)
Special Thanks

gracias...merci...danke...спасибо...どうもありがとう

The NACADA Region IV Conference would like to extend special thanks to the following organizations for their generous sponsorship and assistance:

The

Georgia Tech College of Computing
Office of Outreach, Enrollment, & Community

for

their donation to the Research Symposium
Special Thanks

gracias...merci...danke...спасибо...どうもありがとう

The NACADA Region IV Conference would like to extend special thanks to the following organizations for their generous sponsorship and assistance:

PEARSON
Education

Improve Student Retention!

GradesFirst

Student Retention Intervention System
Advisors are now empowered to impact retention like never before. From enhanced early alert and attendance tracking to appointment scheduling and Facebook integration, GradesFirst is a leader in student retention solutions.

REGISTER TO WIN Samsung HDTV to be given away on Tuesday at the close of the conference. Forms available at the GradesFirst booth and during the Technology in Advising session mentioned below.

Benefits for Advisors?
- Centralized student advising info.
- Integrated appointment scheduling.
- Fast and easy communications.
- Enhanced early alert system.
- Integrated tutor management.
- 100% web based.

See the session!
Technology in Advising: Closing the Loop on Student Retention
Monday, March 22nd
10:00 AM
NACADA Region IV Conference

sales@gradesfirst.com  •  800.745.5180
www.gradesfirst.com
Welcome to Georgia Tech

Welcome to Georgia Tech, one of the premier technological institutes in the United States. Located in Atlanta, Tech is an exciting campus in one of the most vibrant and dynamic cities in the nation. For your convenience, we have provided both a walking and a driving path for your self-guided tour. Soon after you begin, you will realize that this map does not include a comprehensive list of every building on campus. However, we have listed enough of our facilities to give you a strong foundation in familiarization with Georgia Tech.

**Numerical listing of campus landmarks**

1. Industrial Engineering Complex, C3  
2. Habersham Building, A3  
3. Health Sciences Building, B3  
4. Campus Recreation Center, E3  
5. Manufacturing Related Disciplines Complex II, C2  
6. West Campus Residences Halls, B2  
7. Manufacturing Research Center (MARC), C3  
8. 8th Street Apartments, B2  
9. Manufacturing Related Disciplines Complex I, C2  
10. Howey Physics Building, D2  
11. Biotechnology Complex, E3  
12. Emerson Building, D2  
13. College of Computing, D2  
14. Mason Civil Engineering Building, D2  
15. Petit Microelectronics Research Center, D3  
16. Van Leer Electrical/Computer Engineering Building, D3  
17. Klaus Advanced Computing Building, E2  
18. College of Architecture, E3  
19. Rich Building, E3  
20. Russell Chandler Baseball Stadium, E2  
21. Bill Moore Tennis Center, E2  
22. Alexander Memorial Coliseum, F2  
23. O'Keefe Gym, G2  
24. Barnes & Noble @ Georgia Tech Bookstore, H2  
25. College of Management, F2  
26. Greek House, F2, F3  
27. East Campus Residence Halls, G2  
28. Edge Interdisciplinary Athletics Center, G1  
29. Freshman Experience Residence Halls, H4  
30. Robert Allman Faculty House, F1  
31. Wardlaw Center, G4  
32. Bobby Dodd Stadium/Grant Field, G4  
33. Bill Moore Student Success Center (Admissions), F4  
34. Carnegie Building, F4  
35. Administration Building, "Tech Tower," F4  
36. Daniel P. Swain Building, E4  
37. Montgomery Knight Aerospace Engineering Bldg., G4  
38. John Saylor Coon Building (Psychology), D4  
39. Chapin Building (OMED: Educational Services), E4  
40. Skiles Classroom Building, D4  
41. Library and Information Center, E3  
42. Student Center Commons, D4  
43. Kaiser Campus Cafeteria/Georgia Tech Plaza, D3  
44. Wren Student Center, C3  
45. Fasi Center for the Arts, C3  
46. Smithgall Student Services Building, C3  
47. Boggs Building, C3  
48. North Avenue Apartments, B3

**Welcome to Georgia Tech Map**

**Driving Tour**

- **GOING SOUTH on I-75/85:**  
  - Exit at ZARR (North Avenue)  
  - Turn right onto North Avenue  
  - Cross over Techwood Drive

- **GOING NORTH on I-75/85:**  
  - Exit at KLAUS (West Peachtree/Spring Street)  
  - Cross over Peachtree Street  
  - Turn left onto West Peachtree  
  - Turn left onto North Ave.

**Walking Tour**

Once you are on North Avenue and have crossed Techwood Drive, proceed to Cherry Street and turn right. Take a left onto Fasi Drive and proceed to the Student Center parking lot on the right.

**Driving Tour**

- When you exit the Student Center parking lot, turn right onto Fasi Drive and begin your tour. We suggest that you follow our established paths. However, our numbering system should help you identify each building or group of buildings regardless of your starting point. In addition, the corresponding descriptions that follow should help you understand the role each building or group of buildings plays in sustaining the life and spirit of the Tech community.
no text available
From Regency Hotel or Midtown MARTA Station TO Klaus Building Conference Facility (Blue Line):

1. Exit to 10th Street and walk east to Fowler Street.
2. Take a left onto Fowler Street and head south to 5th St.
3. Take a right onto 5th Street and head east.
4. The Klaus Building Conference Facility is straight ahead.

Alternative Route (Purple Line):

1. Exit to W. Peachtree St. and head south to 5th St.
2. Take a right on 5th St. and head east.
3. The Klaus Building Conference Facility is straight ahead.
Take MARTA rail (www.itsmarta.com) to the Midtown station. The Tech Trolley picks up at the Peachtree Pl. exit according to the schedule below. The conference is being held in the Klaus Computing Building on Ferst Dr. To walk (0.9mi), walk south on W.Peachtree and turn right onto 5th St. (5th Turns into Ferst)

Saturday
10:00AM - 6:30PM
One Trolley on the route. Service is approximately 30 minutes between Trolleys.

Last Trolley leaves Midtown Station at 6:00PM.

Sunday
3:00PM - 9:45PM
One Trolley on the route. Service is approximately 30 minutes between Trolleys.

Last Trolley leaves Midtown Station at 9:30PM.

Monday – Friday
5:45 AM - 7:30 AM
One Trolley on the route. Service is approximately 33 minutes.

7:30 AM - 7:55 AM
Two Trolleys on the route. Service is approximately 22 minutes between Trolleys.

7:55 AM - 7:15 PM
Three Trolleys on the route. Service is approximately 11 minutes minutes between Trolleys.

7:15 PM - 9:15 PM
Two Trolleys on the route. Service is approximately 22 minutes between Trolleys.

9:15 PM - 11:20 PM
One Trolley on the route. Service is approximately 33 minutes between Trolleys.

Last Trolley leaves Midtown Station at 11:10 PM.
By car: To reach Georgia Tech, exit I-75/I-85 at either the North Ave. or 10th St. exit and head west. Directions for on campus parking can be found below. The conference is in the Klaus Building, 266 Ferst Dr., Atlanta, GA 30330 http://gtalumni.org/map/index.php?id=153

On Campus Parking Information:

The Student Center Visitor Lot is located adjacent to the Student Center.

Fees $0.75 per half hour with a $10 maximum ($20 for lost ticket)

Directions from North Avenue Turn onto Cherry Street and then left onto Ferst Drive.
The visitor’s parking lot is adjacent to the Student Center.

Directions from 10th Street Turn into campus on Hemphill Avenue. At the fork, bear right onto Ferst Drive and continue to the visitor lot adjacent to the Student Center.

Operating Procedures

The Area 3 Visitor Lot is located west of the Student Center Deck, across Ferst Drive from the Student Health Center.

Fees $0.75 per half hour with a $10 maximum ($20 for lost ticket)

Directions from North Avenue Take a right onto Tech Parkway, turn right onto Regents Drive, turn right onto Ferst Drive, turn left into Area 3 Visitor Lot.

Directions from 10th Street Turn into campus on Hemphill Avenue. At the fork, bear right onto Ferst Drive and continue to the visitor lot across the street from the Student Health Center.

The State Street Visitor Lot is located on Ferst Drive, between Hemphill and State Street.

Fees $1.00 per hour

Directions from North Avenue Turn into campus on Techwood Drive. Turn left onto Fifth Street. At the intersection with Fowler Street, Fifth Street becomes Ferst Drive. Continue down Ferst Drive, and the State Street lot will be on the left.

Directions from 10th Street Turn into campus on Hemphill Avenue. At the fork in the road, turn left onto Ferst Drive. The lot will be on the right.
Conference-at-a-Glance
Overview

Sunday, March 21, 2010

11:30—6:00  Registration/Check In
           **continues through Tuesday**
12:30—2:30  Pre Conference Session 1 & 2
2:45—4:45   Pre Conference Session 3
5:00—5:45   Introduction to NACADA
           for First Time Attendees
6:00—8:00   Reception & Entertainment

7:00—12:00  Registration/Check In
3:30—8:45   Breakfast
9:00—9:45   Welcome
10:00—10:45 Grab-'n-Go Snacks
           Session 1
9:30—10:20
11:15—12:15 Session 2
10:30—11:30 Lunch
12:30—2:30  **Keynote Speaker:**
           Chancellor Erroll B. Davis, Jr.
           Board of Regents
           University System of Georgia
           Session 3
11:45—2:30
2:45—3:45   Grab-'n-Go Snacks
3:00         Concurrent Session 4
4:00—5:00   State Meeting
           **Break-out Sessions**
           Alabama
           Georgia
           Florida
           Mississippi
           Visiting States & Countries
           **Dinner on your own**

Klaus 1st Floor
Klaus 1456 and 1447
Klaus 2447
Klaus 1443
Klaus Atrium

Monday, March 22, 2010

Klaus 1st Floor
Student Center Ballroom 3rd Floor
Student Center Ballroom 3rd Floor
Klaus 1443, 1447, 1456, 2443,
2447, and 2456
Klaus 1443, 1447, 1456, 2443,
2447, and 2456
Student Center Ballroom 3rd Floor
Klaus 1443, 1447, 1456, 2443,
2447, and 2456
Klaus 1443, 1447, 1456, 2443,
244, and 24567
CCB Building 16
CCB 53
CCB 16
CCB 17
CCB 32
CCB 17
7:00—9:00  Registration/ Check In
7:00—8:20  Breakfast
8:30—9:30  Concurrent Session 5
9:45—10:45 Concurrent Session 6
10:00      Grab-'n-Go Snacks
11:00—12:00 Concurrent Session 7
12:15—12:45 Business Meeting, Closing, & Door Prizes

Tuesday, March 23, 2010
Klaus 1st Floor
Klaus Atrium
Klaus 1443, 1447, 1456, 2443, 2447, and 2456
Klaus 1443, 1447, 1456, 2443, 2447, and 2456
Klaus 1443, 1447, 1456, 2443, 2447, and 2456
CCB 16

Wed 3/24
Thur 3/25
Fri 3/26
Sat 3/27
Sun 3/28
Conference-at-a-Glance
Session Titles & Presenters
See Specific Pages for Abstract & Details

Sunday, March 21, 2010 (Pre-Conference)

Session One
12:30—2:30
1. Utilizing Social Media as a Means for Student Outreach
   Brian Buckwald, Klaus 1456, p. 25

Session Two
12:30—2:30
1. Building Your Optimus Prime: Transforming Your Work Environment
   Meena Datta, Ireneey Ceasar, & Jennifer Muscadin, Klaus 1447, p. 26

Session Three
2:45—4:45
1. Mining for Diamonds in the Rough
   Betty Stanford & Danielle Lopez, Klaus 2447, p. 27

Monday, March 22, 2010

Session One
10:00—11:00
1. Texting, Twittering, & Blogging: Hybrid Advising
   Martha Madster & Cynthia Armstrong, Klaus 1443, p. 28
2. The Two-to-Four Year Transition
   Susan Herren, Derika Griffin, & Carol Howell, Klaus 1447, p. 28
3. Appreciative Advising & Academic Retention: the STEP Program at UGA
   Stephanie McLeskey, Klaus 1456, p. 29
   NBCC Credit
4. "How to Reach the Mountaintop While Lost in a Valley": An Approach to African American Male Success at the Collegiate Level
   J. Yvette Gardner & Marcia Bouyene-Hamlet, Klaus 2443, p. 29
5. Linguistics Tools for Unbiased Communications
   Melanie Stanis, Klaus 2447, p. 30
6. Student Retention Intervention System
   Ron Dorch, Klaus 2456, p. 31
Conference-at-a-Glance
Session Titles & Presenters
See Specific Pages for Abstract & Details

Monday, March 22, 2010

Session Two
11:15—12:15

1. Marketing Yourself Successfully
   John Dahlrose, Klaus 1443, p. 31
   NBCC Credit

2. Assessment of Advising: Getting (& Keeping) the Ball Rolling
   Gregory Kline, Heidi Metrakoudes-Hewett, Michelle Cook, & Katharine
   Hudgins-Fields, Klaus 1447, p. 31
   NBCC Credit

3. Ready or Not? Here We Come: Advisors in the Classroom
   Annie Turman, Suneetha Manyam, & Beatrice Logan, Klaus 1456, p. 32
   NBCC Credit

4. Learning Communities: Booting Up the Freshman Experience
   Krysta Diehl & Ruthanna Payne, Klaus 2443, p. 32

5. Leeds for Life (L.f.L) Update
   Penny Robinson, Klaus 2447, p. 33
   NBCC Credit

6. Writing for NACADA
   Rich Robbins, Klaus 2456, p. 33

Session Three
2:45—3:45

1. Incentivizing an Academic Retention Program for Probated Students
   Adam Musolino, Klaus 1443, p. 34
   NBCC Credit

2. Assessing Academic Advising in a Department of Communication through a Web-
   Based Student Survey
   John Forde, Klaus 1447, p. 34
   NBCC Credit

3. Advising for Student Success: First-Year Experience and Retention Outreach
   Mindy Ratcliff & Laura Kennedy, Klaus 1456, p. 35
   NBCC Credit

4. Advising: The Teaching/Learning Paradigm
   Nancy Walburn & Holly Radford, Klaus 1456, p. 35
   NBCC Credit

5. Academic Advising for Distance Learning Education: A Best Practices Model for
   Advising Students for Success in Online Courses
   Jewell Rivers, Klaus 2447, p. 36
Conference-at-a-Glance

Session Titles & Presenters
See Specific Pages for Abstract & Details

Monday, March 22, 2010

Session Four
4:00—5:00
1. What Time is the Three O' Clock Parade? Applying "Lessons from the Mouse" to Help Energize Your Advising Style
   Melissa Jones, Wanda Washington, & Kenneth Foote, Klaus 1443, p. 37
2. College in the Fast Lane: The Effects of Acceleration Credit on the Major Selection Process
   Jill Flees, Lynn Hleton, Michele Kiker, & Ashley Sowell, Klaus 1447, p. 37
3. Tutoring International Students: The Importance of Cultural Awareness Training and Support
   Jacqueline Daly, Judith Strawbridge, & Alice McGarvey, Klaus 1456, p. 38
4. Success in Faculty Advising: Priceless!
   Maria Fermin-Ennis, Klaus 2443, p. 38
5. Effective Advisement for Graduate Students
   E. Newton Jackson, Jr., LaTara Osborne-Lamkin, Annette Jackson, & Robert Lyons, Klaus 2447, p. 39
6. What Can Chief College Administrators Do to Support Academic Advising?
   Charlie Nutt, Klaus 2456, p. 39

Tuesday, March 23, 2010

Session Five
8:30—9:30
1. Going the Extra Mile: Utilizing Success Coaching as a Developmental Advising Tool
   Stephanie Lauw, Linda Burns, Sarah Mahler, & Kathleen Smith, Klaus 1443, p. 40
   NBCC Credit
2. A New Look at an Old Idea: Group Advisement
   Mary Coller, Klaus 1447, p. 40
3. How Are Students Spending Their Time?
   Kelly Leach & Ginger Hudson, Klaus 1456, p. 41
   NBCC Credit
4. Interdisciplinary Undergraduate Programs: The Case of the Missing Community
   Jessica Simmons, Klaus 2443, p. 41
5. Connecting the Road Less Traveled: Master Faculty Advisors' Tips for Advising Special Populations
   Tamra Ortgies-Young & Kari Miller, Klaus 2447, p. 42
Session Six
9:45—10:45

1. A Study of Policies and Practices to Help Students on Probation
   Mark May & Mark Daddona, Klaus 1443, p. 43
   NBCC Credit

2. Pioneering Academic Advising in Japan: Analytical Perspectives from the International
   Christian University, Tokyo
   Akiko Horuchi & Sonoko Morikawa, Klaus 1447, p. 43

3. Advisor Training: Think Big
   Amber Feterer & Liz Sproston, Klaus 1456, p. 44

4. Supporting the Transition to College: Using Technology-Based Advising to Bridge
   the Terminology Gap and Reinforce Policies and Procedures
   Janet Kupperman, Klaus 2447, p. 44

5. Peer Mentoring: Fostering Student Success through a Retention Program for Minority
   Engineering Students
   Shirley Barnes & Shirley Scott Harris, Klaus 2443, p. 45

6. A Primer on Conducting Assessment of Academic Advising
   Rich Robbins, Klaus 2456, p. 45

Session Seven
11:00—12:00

1. Lights, Camera, Advising!
   Adam Musolino, Klaus 1443, p. 46
   NBCC Credit

2. Theory Reboot: How Student Development Theory Can Restart Advising
   Holly Radford & Kerri Barnstable, Klaus 1447, p. 46

3. Recognize, Realize, Utilize: New Advisors and Their Unique Skills
   Amy LaRocca, Klaus 1456, p. 47

4. Strategizing Across Campus: Helping Students Meet Their Career Goals
   Ann Blasick & Stephanie Jackson, Klaus 2443, p. 47

5. Get Ready to Work! The Development and Implementation of a Career Focused Peer
   Mentoring Program
   Robert Shields & Lindsey Dedow, Klaus 2447, p. 48
Utilizing Social Media as a Means of Student Outreach

Brian E. Buckwald, Academic Advisor, Department of Sociology
Georgia State University
Klaus 1456

Have you ever tried communicating advising information to your student population through email, postal mailings, or flier? Do you wonder if students read these messages? A large Kaiser Family Foundation study recently concluded the average young American spends significantly more time using internet enabled devices than five years ago.

This workshop will focus on demonstrating the use of Facebook, Twitter, and YouTube as it relates to advising student outreach using real life examples currently in practice in the Georgia State University Department of Sociology. We will focus on how to create, upload, and distribute a simple video podcast in layperson terms. For demonstration, some audience participants will be invited to create a video during the presentation. The presentation is applicable to large and small advising programs.

The objectives of this presentation are to:

- Present recent findings on internet, social media, and mobile device usage in college students.
- Demonstrate in detail the use of Facebook, Twitter, and YouTube as it relates to academic advising student outreach.
- Demonstrate the process for creating an audio and/or video podcast.
- Demonstrate the process for uploading and distributing an audio and/or video podcast.
- Provide recommendations on implementing and maintaining the use of Facebook, Twitter, and YouTube.
Building Your Optimus Prime: Transforming Your Work Environment

Meena Datta, Iceney Ceasar, & Jennifer Muscadin, Advisors, Academic Affairs
University of Central Florida
Klaus 1447

Whether working in a large or small institution, big or small office, full or part-time, one thing is certain, the dynamic relationships and contribution of each individual within a department contribute to its overall success. During this session we will focus on three essential tenets: Leadership, Motivation, and Creativity, which advisors must embody to build a positive work environment. By realizing that each tenet is multifaceted and that each individual is responsible for adding value to their department, participants will leave motivated to explore ways in which they contribute to building a dynamic work environment.

This 2-hour interactive presentation will demonstrate how each individual within a department, regardless of title, is critical to the development on an optimal work environment. To illustrate this, members of this session will identify with their inner transformer, based on the comic book, movie, television, and toy sensation “Transformers.” According to Hasbro transformers are “a diverse collection of intelligent beings. Their mechanical bodies develop many amazing traits—the most astonishing of which is the ability to create a second or alternate form.” Participants are asked to come to the session with an open mind as they will be guided through practical activities based on proven models and research used in different industries such as business, education, and entertainment.

After participants identify their inner transformer, they will discuss how each transformer’s strengths, and sometimes their weaknesses, can benefit the department. We will also discuss how to defeat inner “Deceptions”, which represent self defeating thoughts and attitudes. Participants will leave empowered to build the foundation to their Optimus Prime—optimal work environment. With each advisor, “there’s more than meets the eye.”
Mining for Diamonds in the Rough

Betty Stanford & Danielle Lopez, Academic Specialists
Michigan State University
Klaus 2447

Time to glove up and strap on your hardhats, people! Academic advisors and other faculty and administrators are charged with helping students to understand the need for increased effort, strong academic skills, and the sustained motivation necessary to succeed. However, fulfilling these needs often turns to just providing piecemeal strategies.

A 4-Tier Academic Engagement Rubric—based on Brown and Holtzman’s *Survey of Study Habits and Attitudes*—provides a useful composite profile of attitudes and actions of low to high achieving students. While teaching essential study strategies and self-appraisal skills, case studies using the Rubric and other tools (such as Biblio-Advising and “Study Habits for Academic Excellence”) help us polish those diamonds in the rough.

Come with hardhat on and be ready to use the Rubric and other tools, and to share what works for you. We can work it if we work it together!

Participants will walk away with a collection of tools to extract and polish diamonds in the rough as follows:

- Motivate and encourage self-direction;
- Understand clearly the levels of academic engagement;
- Enhance awareness of the skills and attitudes of highly successful students;
- Understand the learning curve for achieving optimal performance;
- Understand how attitudes, habits, and skills converge to influence progression through college;
- Develop strong self-appraisal skills by learning to monitor their progress;
- Understand Biblio-Advising as a means of supplementing and reinforcing messages that support their college adjustment.
Texting, Twittering, & Blogging: Hybrid Advising

Martha Madster & Cynthia Armstrong
City Colleges of Chicago
Klaus 1443

The usage of technology in the learning experience has become an acceptable means of pedagogy/androgogy. In this age of accessible education 24/7, the natural progression is to offer quality advising via various mediums to insure students' academic success. This session will explore the use of technology at one of the largest urban community college systems, and how plans for an online degree is prompting the integration of increased usage of technology in the advising process.

Track: Distance Education Advising, Technology in Advising

The Two-to-Four Year Transition

Susan Herren
Auburn University;
Derika Griffin & Carol Howell
Southern Union State Community College
Klaus 1447

Beginning college at a two-year school often has major advantages in easing the transition from high school to college. However, the second transition from the two-year to the four-year school can be overwhelming. In this presentation we will describe how two colleges work in tandem using the Alabama Statewide Transfer & Articulation Reporting System (STARS), to help students transition from the junior to the senior institution. We will discuss the history of STARS, how one two-year college uses STARS to advise students, the admission process to the four-year school, and how one college within the four-year school uses STARS to articulate required course work. Finally, we will open the floor for discussion about other methods of transitioning students from two-year to four-year schools.

Track: Two-Year Colleges, Large Universities
Appreciative Advising & Academic Retention: The STEP Program at UGA

Stephanie McLeskey
University of Georgia
Klaus 1456

This presentation will describe the STEP (Steps Toward Educational Progress) program of the Franklin College of Arts and Sciences at the University of Georgia. The STEP program, for students who are on academic probation, intentionally uses appreciative advising practices as a means to help students develop their strengths in order to recognize and overcome the obstacles they are facing in their academic careers. Students enrolled in the program attend appointments in which they assess their current situation, discuss goals for the future, and create a personalized plan designed to help them get back on track. The presentation will include an overview of the program, samples of documents and resources, methods for follow-up with students, and strategies for program implementation and assessment.

Track: Probation/Dismissal/Reinstatement Issues, Appreciative Advising

NBCC Credit

"How to Reach the Mountaintop While Lost in a Valley": An Approach to African American Male Success at the Collegiate Level

J. Yvette Gardner & Marcia Bouyea-Hamlet
Clayton State
Klaus 2443

The African-American Male Initiative is aimed at enhancing retention efforts for the first-year first generation African-American male students. The goals of the initiative are to address challenges impacting the black male with college matriculation, retention, and "work readiness" upon graduation. In Fall 2008, Clayton State University began its AAMI program focusing on the retention of African American male students, including focus groups that discussed topics such as "The Age of Obama," a Meet and Greet Social with African American male faculty, and various other events. As of Fall 2009, a cohort of 30 African American male first-year students will be tracked during their participation in a piloted course titled "Black Men Revealed."

Track: First-Generation College Students Advising, Multicultural Concerns
Monday, March 22nd
Session One, 10:00-11:00

Linguistics Tools for Unbiased Communications

Melanie Stanis
Florida Gulf Coast University
Klaus 2447

Would you like to improve your communication skills? Do you work with a diverse group of students? This presentation will provide a two-part analysis of advisor-student interaction through the lens of linguistic theory. Native speakers process grammar at the subconscious level; this eye-opening presentation will heighten awareness and provide tools to avoid unintentional bias in communication. Participants will learn about language and gender from a structural perspective and be introduced to dialectology and language variation. Additionally, participants will be encouraged to discuss thought-provoking questions, such as: Is American English grammatically sexist? Do I speak a dialect? Do I make assumptions when speaking with a student who has a dialect different from mine?

Track: New Advising Professionals, Multicultural Concerns

Student Retention Intervention System

Ron Dortch
Grades First
Klaus 2456

GradesFirst is a Student Retention Intervention System that works to maximize advising’s impact on student success. With easy-to-use enhanced early alert and attendance tracking to tutor management and appointment scheduling, schools will be able to identify at-risk students early within the semester. As a result, advisors and counselors can offer timely intervention via email, text messaging, Facebook, and mobile devices to improve student success. An iPod will be given away during the session.

Track: Technology in Advising
Marketing Yourself Successfully

John Dahlrose  
*Florida State University*  
*Klaus 1443*

This presentation is a guide to preparing an action plan for the most important product in the world: you! There will never be another product like you because you are unique. You have certain traits, strengths, abilities, and intelligence that can be channeled into a product advantage that prepares you as the brand to achieve your career and life goals! What you might not have right now is a plan—a plan for success as defined by you. This presentation will help you develop a roadmap to your success. The message of this presentation is to prune your weaknesses, expand upon your strengths, tower with your passion, and continue to add to your knowledge and skills to stay ahead of the competition.

*Track: Advising and Academic Coaching, Advisor Training & Development*

*NBCC Credit*

Assessment of Advising: Getting (& Keeping) the Ball Rolling

Gregory Kline, Heidi Metrakoudes-Hewett, Michelle Cook, & Katherine Hudgins Field  
*University of Georgia*  
*Klaus 1447*

In this session, we will review the basics of establishing an assessment process, as well as discuss some of our own tips and tricks for improving an existing assessment program. We will lead the audience through an interactive assessment exercise, involving an outcome-mapping activity, the development of measurement tools, and the creation of a report template based on our work. Throughout the presentation, we will share our experiences with developing our own assessment program. Our presentation will be valuable to advisors of all levels of experience with assessment.

*Track: Assessment of Advising*

*NBCC Credit*
Ready or Not? Here We Come: Advisors in the Classroom

Annie Turman, Suneetha Manyam, & Beatrice Logan
Georgia State University
Klaus 1456

GSU offers a freshman orientation course designed to ease the transition to college while concomitantly teaching successful self-management, academic decision-making skills, and accountability for their decisions. In the past five years, the course was enhanced to incorporate a comprehensive advisement component created through the collaborative effort of faculty and advisors. It provides a centralized approach to advising students in the classroom, which ensures that students become better informed, establish better rapport with advisors, and develop better self-advocacy in the first year and beyond. Evaluations conducted by the Office of Institutional Research show program participants have higher grade point averages and persistence rates. This workshop will describe this intrusive advising approach, advisement curriculum, program evaluation, and answer questions.

Track: Advising First-Year Students, Appreciative Advising

NBCC Credit

Learning Communities: Booting Up the Freshman Experience

Krysta Diehl & Ruthanna Payne
Auburn University
Klaus 2443

Interested in finding out more about Learning Communities? Auburn University has a successful and growing program of freshman Learning Communities which are college- or theme-based. Research has shown that students who participate in a Learning Community persist at a higher rate and experience more satisfaction with their educational experience. In this workshop you'll get an opportunity to hear what our students have to say about their experiences and we'll offer practical and valuable information for implementing or enhancing Learning Communities at your school. We'll discuss organization strategies, class size, the use of peer instructors, course selection, marketing ideas, and living-learning and community service options.

Track: Advising First-Year Students, Undecided & Exploratory
Leeds for Life (LfL) Update

Penny Robinson  
University of Leeds  
Klaus 2447

Phase 2 of LfL, an interactive website for Leeds students, was launched in September 2009. It now incorporates a section supporting the University's Personal Tutoring Model, with webforms which students complete and submit electronically before tutorial meetings, helping to structure discussion. It includes a Living CV which students update, retain online and develop throughout their program. Students wishing to use their skills and enthusiasm to foster their own personal development, while benefitting others, may also apply for LfL grants. The current education agenda recognizes that “learning to learn” and self-reflection are key to personal, educational and professional development. LfL offers a structure for students to engage with these important themes. The session concentrates on the personal tutoring aspect of LfL, and encourages active discussion and sharing good practice.

Track: Advising in Interdisciplinary Programs, Advising First-Year Students

NBCC Credit

Writing for NACADA

Rich Robbins  
Bucknell University  
Klaus 2456

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-DVD-CDs, and brochures, 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 and Monographs. Whatever your interests in professional writing, this session offered by the editor of the NACADA Journal will help you understand the various writing opportunities within NACADA.
Incentivizing an Academic Retention Program for Probated Students

Adam Musolino
Florida Gulf Coast University
Klaus 1443

Helping students on probation to help themselves offers diverse challenges. Aligning a process that encourages students to actively embrace university resources to empower success presents constraints. However, through partnering with our advising community, registrar, and our Center for Academic Achievement, FGCU has devised a model to incentivize student participation in a mandatory Academic Retention Program (ARP). In offering a variety of mechanisms to satiate the requirements of our ARP we have provided a widely accessible vehicle for students to gain program compliance. The touchstone to facilitating participation in the ARP is the outcome of an unrestricted portal for future registration. Students may find themselves motivated initially by registration access; however, as they participate in ARP activities, they begin to assert value to resources available to aid their success.

Track: Probation/Dismissal/Reinstatement Issues, Advising and Academic Coaching

NBCC Credit

Assessing Academic Advising in a Department of Communication through a Web-Based Student Survey

John Forde
Mississippi State University
Won Best of MAM Award
Klaus 1447

Faculty advising is one of the most important roles and often one of the least evaluated. Major goals of a departmental advising survey were to determine student perceptions, identify and potentially recognize outstanding advising, and establish if overall problems existed that could be addressed at a departmental or individual level. Major results indicated that most advisors did an effective job of developing relationships with advisees and relaying course selection information. However, students responded that advisors discussed other important topics of internships, careers, and graduate school at a much lower rate. The study reviews recommendations for related departmental measures.

Track: Assessment of Advising, Advising Administration

NBCC Credit
Advising for Student Success: First-Year Experience and Retention Outreach

Mindy Ratcliff & Laura Kennedy
Savannah College of Art and Design
Klaus 1456

Moving from reactive academic advisors to proactive “student success advisors,” our department has created a holistic approach to guiding students through their undergraduate experience. Beginning in the first-year experience classroom, students develop strong relationships with their advisors. These relationships make the students more comfortable and responsive to intrusive advising practices as well as their own role in the advising process. Discover what happens when you take the adviser out of the office and into the realm of freshman students, and realize how effective it is to develop strong relationships with students and parents from day one. Participants will find that the focus is on improving advising and retention through expanding the role of the advisor, thus experiencing a more effective intrusive advising model. This information can benefit advisors at any level of experience.

Track: Advising First-Year Students, Undecided & Exploratory

Advising: The Teaching/Learning Paradigm

Nancy Walburn & Holly Radford
University of Alabama at Birmingham
Klaus 1456

Academic advising when viewed in the context of a teaching/learning paradigm becomes a process for integrating a student more fully into the university’s learning culture while supporting the development of the student’s potential. This presentation will encourage advisors to reframe their work with students to a context of teaching and learning. Background content to support the development of an advising curriculum with student learning outcomes as well as specific pedagogical principals and tools will be presented. The session will also include a small group dialogue in which audience members can discuss the integration of this teaching/learning approach.

Track: Theory & Philosophy of Advising, Advisor Training & Development

NBCC Credit
Academic Advising for Distance Learning Education: A Best Practices Model for Advising Students for Success in Online Courses

Jewrell Rivers
Abraham Baldwin Agricultural College
Klaus 2447

While online courses provide students with the convenience and flexibility that they desire, these courses often have higher failure rates. Students often lack the technical skills to successfully navigate through an online course and effectively use basic web tools. Moreover, students may be deficient in personal skills and characteristics necessary for successful completion of online courses. This presentation will familiarize academic advisors with the crucial role they can play in facilitating the success of students in online courses. Academic advisors will be presented with a "best practices model" for providing support for students enrolled in online courses. This presentation will be highly interactive, utilizing assessment tools, small groups discussions, and case scenarios to meet its learning objectives.

Track: Distance Education Advising, Technology in Advising
What Time is the Three O’Clock Parade? Applying “Lessons from the Mouse” to Help Energize Your Advising Style

Melissa Jones, Wanda Washington, & Kenneth Foote
University of Florida
Klaus 1443

Are you finding yourself in the advising doldrums? Feeling like you’ve put your advising into cruise control and are just going through the motions? Come join us as we discuss how you can incorporate Walt Disney World’s secrets of customer service success into your advising. Learn techniques to use with your students, coworkers, and yourself to help turn ordinary interactions into extraordinary ones. We invite you to “Be Our Guest” at this session and find out how three veteran advisors have learned that sometimes it’s a good thing to think of academic advising as being a Mickey Mouse profession!

Track: Advisor Training & Development

College in the Fast Lane: The Effects of Acceleration Credit on the Major Selection Process

Jill Flees, Lynn Hleton, Michele Kiker, & Ashley Sowell
Florida State University
Klaus 1447

Dear Student: Want to cross that college degree finish-line a year or two earlier? Trying to stretch your tuition dollars further? Desperate to jump-start general education requirements and move straight into major specific coursework? These are just a few of the many compelling marketing techniques high school students hear, motivating them to participate in various opportunities to earn accelerated credit. Using research results that examine the effects of accelerated credit on the major selection process, we will review the positive and negative aspects of participating in such programs from the students’ perspective. With high achieving students at the wheel, come along for the ride and discover what we can do as advisors to help these students safely navigate their expedition.

Track: Advising High Achieving Students, High School to College Advising
Monday, March 22nd
Session Four, 4:00-5:00

Tutoring International Students: The Importance of Cultural Awareness Training and Support

Jacqueline Daly, Judith Strawbridge, & Alice McGarvey
Royal College of Surgeons in Ireland
Klaus 1456

Because students from over 60 different countries study at RCSI, the aim of this research was to assess the impact cultural background may have on student education and college experience. Focus groups comprising of students from various cultural backgrounds were selected from different stages of the medical course. Training in workshop format was designed based on the outcomes of the focus groups. Students indicated that cultural issues—language barriers, a reluctance to take part in group project work, asking for help, and the impact of exam failure—affected their academic success. The presentation will discuss how the cultural background of an international student can affect college experience as well as identify a number of ways which tutors and educational institutes can better support these students.

Track: Multicultural Concerns, ESL & International Student Advising

Success in Faculty Advising: Priceless!

Maria Fermin-Ennis
Gordon College
Klaus 2443

Teaching is a lot easier than advising students. Teaching entails mastery of a subject which interests you, whereas advising defies total mastery despite the interest. Yet, it is advising that plays a major role in promoting retention and graduation. The guidance that students receive provides the impetus for success. To assist other faculty advisors, especially beginners, in the performance of their advising duties, this session will share advising methods that has worked very well at Gordon College, an open-admission two-year college south of Atlanta, Georgia. Handling of student concerns regarding academic success, future goals, career indecision, attainment of childhood dreams, etc... will be discussed. The audience will also be asked to provide suggestions on how to handle students’ unrealistic dreams and expectations. A lively discussion should ensue from this topic.

Track: Faculty Advising, Two-Year Colleges
Effective Advisement for Graduate Students

E. Newton Jackson, Jr. & LaTara Osborne-Lamkin
University of North Florida;
Annette Jackson
Bowie State University;
& Robert Lyons
Johnson C. Smith University
Klaus 2447

The session is to provide effective and creative strategies to advise and support graduate students during their pursuit and adherence of the graduate process. Experienced graduate faculty members that advise these students in a variety of programs, settings, & institution types will lead this program. Successful strategies for consideration to enhance student matriculation towards graduation will be provided. Research will be identified providing contemporary examples of scholarly perspectives of this student advisement sub-area. Positive examples for advisors to consider regarding graduate students will be illustrated. Some may merit debate while outlining pitfalls and challenges which occur nationwide and are prevalent among graduate students. The intent of this session is to streamline the process of graduate education advisement. Discussion will be encouraged among those in the audience.

Track: Advising Graduate & Professional Students, Doctoral Students

What Can Chief College Administrators Do to Support Academic Advising?

Charlie Nutt, Executive Director,
NACADA
Kansas State University
Klaus 2456

As funding decreases and student enrollment balloons, communicating the value of academic advising and garnering the support of chief campus administrators will become imperative for all of us in higher education. This workshop will provide participants the opportunity to gain valuable knowledge and skills for communicating the link between academic advising and student success. In addition, the participants will hear from a panel of chief college administrators in the state of Georgia about how they are supporting academic advising in these turbulent times and how participants can garner support on their campuses.
Tuesday, March 23rd
Session Five, 8:30-9:30

Going the Extra Mile:
Utilizing Success Coaching as a Developmental Advising Tool

Stephanie Lauw, Linda Burns, Sarah Mahler, & Kathleen Smith
Florida State University
Klaus 1443

Developmental advising is an established method for delivering high quality academic advising. For many advisors, however, developmental advising is understood in theory, yet establishing everyday methods that capture the art of this practice can be challenging given time constraints and large rosters. Success Coaching, a promising new approach within the advising field, is an emerging model that offers the skills needed to deliver more holistic, in-depth, and effective advising. Advising Plus at The Florida State University has delivered Success Coaching to over 2000 undergraduate students with noteworthy results! This session includes 1) an overview of the concepts of Success Coaching compared to traditional advising, 2) an opportunity to practice Success Coaching techniques, and 3) a discussion for implementing Success Coaching on your campus.

Track: Advising and Academic Coaching, Undecided & Exploratory

NBCC Credit

A New Look at an Old Idea:
Group Advisement

Mary Coller
Clayton State University
Klaus 1447

In an age where student needs and university growth is overwhelming advisors, advisement centers are challenged to look at new and old ways to reach students. This presentation will address a unique way of reaching students through group advisement by utilizing other university functions including orientation, class sessions, and student organization meetings.

Track: Small Colleges & Universities, Advising Business Majors
How Are Students Spending Their Time?

Kelly Leach & Ginger Hudson
University of Alabama
Klaus 1456

We have all heard the old adages about spending eight hours per night sleeping and two hours studying outside of class for every hour spent in class. Are students actually doing these things and does this have an impact on their grades? We surveyed students in a freshmen compass course to gather data. Our hope is to share with colleges both our research findings and recommendations on how to help students learn effective time management skills. We also hope to learn strategies from participants that other institutions use to help with time management.

Track: Advising First-Year Students

NBCC Credit

Interdisciplinary Undergraduate Programs: The Case of the Missing Community

Jessica Simmons
University of Central Florida
Klaus 2443

Interdisciplinary undergraduate programs have grown substantially in the past 25 years, outpacing the growth rate of student enrollments. There are many documented benefits of establishing interdisciplinary programs on college campuses. There are also, however, a multitude of challenges that are presented with interdisciplinary programs. One particular challenge faced by the University of Central Florida’s Office of Interdisciplinary Studies (IS) is establishing a sense of community among its undergraduate students enrolled in an interdisciplinary studies degree program. This session will review results of a qualitative research study that led to some themes about developing a sense of community in interdisciplinary programs. This program also highlights the key concepts, strategies, and lessons learned by implementing two common courses for interdisciplinary studies students.

Track: Advising in Interdisciplinary Programs, Large Universities
Connecting the Road Less Traveled: Master Faculty Advisors’ Tips for Advising Special Populations

Tamra Ortgies-Young & Kari Miller
Georgia Perimeter College
Klaus 2447

Georgia Perimeter College is a multi-campus, two-year transfer institution of the University System of Georgia located in metropolitan Atlanta. Our diverse population of 25,000 students requires a special approach to advising. The college responded to this challenge by creating the GPC Master Faculty Advisors to provide training to faculty, serve in leadership capacities, and address the needs of unique student populations. This session will provide insight into lessons learned by the Master Faculty Advisors in their work with special student populations including online, English as a second language, first year experience, study abroad, learning support, athletes, and joint enrollment students. We will provide detailed tips for success with these populations and discuss the intersection of advising best practices for diverse student groups.

Track: Faculty Advising, Two-Year Colleges
A Study of Policies and Practices to Help Students on Probation

Mark May & Mark Daddona
Clayton State College
Klaus 1443

This presentation describes the changes in probation policies and programs, over four years, at a 6,500 student public university. These changes were instituted to help students on probation get back into good academic standing. The presentation provides some insight into the following questions: What are the chances that students on probation will return to good academic standing? How well do midterm grades predict final grades? Does the number of hours that students take while on probation affect their ability to return to good standing? What impact do financial aid policies have on students' ability to stay in school when they have academic difficulties? What can advisors do to convince students on probation to be more strategic as they plan to return to good academic standing?

Track: Probation/Dismissal/Reinstatement Issues, Advisor Training & Development

NBCC Credit

Pioneering Academic Advising in Japan: Analytical Perspectives from the International Christian University, Tokyo

Akiko Horiuchi & Sonoko Morikawa
International Christian University
Klaus 1447

The newly established Academic Planning Center at International Christian University, a small Liberal Arts College in Tokyo, Japan, recorded the data of student visits from the beginning of the opening, when ICU adopted the Major System in April 2008. From the analysis of records of student visits and the summary of contents of consultations, the chronological increase in the awareness of the students toward academic planning was observed. The general trend of major of interest surveyed before the matriculation changed dramatically after one year. The academic advising provided by the Academic Planning Center is believed to be one of the major resources for orienting students to plan their academics. Implementation of careful advising should improve the academic environment and be shared globally.

Track: Liberal Arts Advisors, Small Colleges & Universities
Tuesday, March 23rd
Session Six, 9:45-10:45

Advisor Training: Think Big

Amber Fetner & Liz Sproston
University of Georgia
Klaus 1456

Advisor training at a large university offers a unique set of challenges. Each unit has a different advising model, a different population of advisors, and different requirements and policies. How can an institution meet the development needs of all of these people? Come hear about our centralized Certificate in Academic Advising! Learn why, how, and what we designed to improve the quality and consistency of advising on our campus. If we can do it, you can too!

Track: Advisor Training & Development

Supporting the Transition to College: Using Technology-Based Advising to Bridge the Terminology Gap and Reinforce Policies and Procedures

Janet Kupperman
Clark Atlanta University
Klaus 2447

Although students at the presenter’s institution are encouraged to meet with advisors at least three times during each semester, many rely on the advisement appointment connected with preregistration to cover all advising needs. The Registrar provides paper 8.5” x 5.5” forms, including space for nominal registration recommendations. To document comprehensive advisement, we recreated the University form as a Word document, adding information about higher education terms that are likely to be unfamiliar as well as included policies and procedures that are associated with significant student issues. Examples and advantages of using an electronic version of the institution’s Registration form will be discussed, and participants will share and formulate strategies appropriate for their own campuses.

Track: Advising First-Year Students, Technology in Advising
Peer Mentoring: Fostering Student Success through a Retention Program for Minority Engineering Students

Shirley Barnes  
Alabama State University;  
Shirley Scott Harris  
Shelby Center of Engineering Technology  
Klaus 2443

This study was conducted to examine the academic success of minority freshman engineering students’ academic success predicted by ACT scores and measured by the students’ first-term GPAs. Students who do not perform well on standardized tests can be successful in college if support programs can provide an environment that fosters academic success. One such academic support is peer mentoring. Participants will be provided in-depth knowledge of our research findings of academic success that support peer mentoring as a key factor in providing support to minority students. Many of these students lacked pre-college preparation knowledge, came from disadvantaged socioeconomic backgrounds, and graduated from high schools that did not have strong pre-college programs. Participants will be able to utilize information gained from this session to implement programs at their universities. Handouts will be provided.

Track: Engineering and Science Advising, Peer Advising & Mentoring

A Primer on Conducting Assessment for Academic Advising

Rich Robbins  
Bucknell University  
Klaus 2456

This session, presented by a member of the NACADA Assessment Institute faculty, will introduce the processes involved in assessment of academic advising, with focus on the development of student learning outcomes and identification of multiple measures for the assessment of academic advising. Participants will be facilitated through the assessment process, and will identify stakeholders, programmatic and student learning outcomes (including the use of CAS Standards), and outcome measures specific to their respective academic advising programs.

Track: Assessment
Lights, Camera, Advising!

Adam Musolino
Florida Gulf Coast University
Klaus 1443

Follow us on a journey as we appeal to the multimedia sensibilities of the millennial student as we chronicle the script development, student casting, video shooting, and final cut of an advising policy presentation turned screenplay. It's not quite "edutain-ment," but it's close. If you're looking for creative and novel ways to engage your advisees at orientation and help their retention of important policies you'll want to tune in to this memorable presentation.

Track: Advising First-Year Students, Technology in Advising

Theory Reboot: How Student Development Theory Can Restart Advising

Holly Radford & Kerri Barnstable
University of Alabama at Birmingham
Klaus 1447

A comprehensive background of student development theory has long formed the foundation of student affairs, but why not academic affairs? Understanding student development theory as an academic advisor can not only help to strengthen your knowledge on the students you work with every day, but it can also guide in the development of practical examples to be used within academic advising. Presenters will highlight an overview of three main theorists—Chickering, Marcia, and Holland—and their theories, and how they are applicable to the field of academic advising. The presenters will also tie the theoretical knowledge to practical examples (handouts, assessments, and online resources) advisors can use with their students.

Track: Theory & Philosophy of Advising, Undecided & Exploratory

NBCC Credit
Recognize, Realize, Utilize: New Advisors and Their Unique Skills

Amy LaRocca
Georgia Perimeter College
Klaus 1456

Being a new advisor, I have found that my "newness" can be an asset as well as a challenge. The same can be said for most new advisors. New advisors offer a fresh perspective and unique insight into student success. However, being a new advisor comes with its own set of challenges, from learning computer systems to memorizing the course catalogue. This presentation will focus on using new advisors' unique skills effectively. New advisors will learn to apply novel solutions to their most common challenges. Participants will learn to identify unique skills and characteristics specific to new advisors. Veteran advisors and new advisors will learn innovative ways to utilize their skills together in order to enhance student success.

Track: New Advising Professionals, Appreciative Advising

Strategizing Across Campus: Helping Students Meet Their Career Goals

Ann Blasick & Stephanie Jackson
Georgia Institute of Technology
Klaus 2443

Building integrated relationships between academic advisors and the various campus departments that provide career-related services, including Career Centers, Professional Practice, Internship and Co-Op programs, and Counseling Centers, is imperative to best prepare students for their professional careers. During this session, we will examine challenges to effective career planning and advisement and offer solutions that incorporate academic and career planning components. Attendees will find examples from a public four-year university of tools and structures that can work across disciplines to help students meet their career goals.

Track: Advisor Training & Development, Large Universities
Get Ready to Work! The Development and Implementation of a Career Focused Peer Mentoring Program

Robert Shields & Lindsey Dedow
University of Florida
Klaus 2447

This is a presentation and discussion of a Career and Academic Peer Mentoring program implemented by the Warrington College of Business Administration, including training and implementation of a student peer mentor program. Participants will learn what led to the creation of the program, the details of implementing it, the success and obstacles we encountered, and the changes we anticipate making after the program evaluation. Additionally, participants will learn about the financial benefits of the program and the strategic advantages to having exceptional upper-classmen provide fellow students with academic and career advice.

Track: Advising Business Majors
## Southeast REGION 4 2010

### National NACADA Awards Program Recipients

**Recognized at 2009 Annual Conference**

<table>
<thead>
<tr>
<th>Award Recipient</th>
<th>Institution, City, ST</th>
<th>Award Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jermaine T. Jackson</td>
<td>The University of Mississippi, University, MS</td>
<td>Graduate Student Regional Conference Scholarship - Primary Role Category – Winner</td>
</tr>
<tr>
<td>Jessica Broerman</td>
<td>University of Central Florida, Orlando, FL</td>
<td>NACADA Scholarship Winner - $1000</td>
</tr>
<tr>
<td>Terrence Sullivan</td>
<td>Valdosta State University, Valdosta, GA</td>
<td>NACADA Scholarship Winner - $500</td>
</tr>
<tr>
<td>Laura C. Ralston</td>
<td>Georgia Highlands College, Cartersville, GA</td>
<td>Outstanding Advising - Administrator Category - Certificate of Merit</td>
</tr>
<tr>
<td>Jeff Citty</td>
<td>University of Florida, Gainesville, FL</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
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<tr>
<td>Joan Williams</td>
<td>University of North Alabama, Florence, AL</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
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<tr>
<td>Brad Herbert</td>
<td>North Georgia College &amp; State University, Dahlonega, GA</td>
<td>Outstanding Advising - Faculty Category - Certificate of Merit</td>
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<tr>
<td>Cyndi Gundy</td>
<td>University of Central Florida, Orlando, FL</td>
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<td>Florida State University, Tallahassee, FL</td>
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Academic Advising: The Fast Pass to Student Success
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October 3–6, 2010
Hotel Reservation & Conference Registration is now available on the NACADA Web site!

Join colleagues in networking, learning, and sharing of best practices

Let's show our fellow NACADA members that Region 4 knows how to host an awesome Annual Conference! Be sure to volunteer!

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