The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA) promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

**Vision:** NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

**NACADA Mission and Strategic Goals:**

- Address the academic advising needs of higher education globally
- Advance the body of knowledge of academic advising
- Champion the educational role of academic advising to enhance student learning and development in a diverse world
- Educate university and college decision makers about the role of quality academic advising in higher education
- Ensure the effectiveness of the NACADA organization

**Kansas State University**
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
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Fax: (785) 532-7732
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Region 2  Leadership

Region Chair
Paula Dollarhide
Richard Stockton College of New Jersey

Conference Co-Chair
Karen Lewis Law
University of Maryland

Awards Chair
Hilleary Himes
The Pennsylvania State University

Membership Coordinator
Allen Taylor
West Chester University of Pennsylvania

Mentor Coordinator
Bruce Norris
West Chester University of Pennsylvania

Site Selection Liaison
Richard Brungard
The Pennsylvania State University

Delaware State Liaison
Frances Rogers
Delaware State University

Conference Co-Chair
Keonna Feaster
University of Maryland

District of Columbia Liaison
Nicole Houle
Georgetown University

Maryland Liaison
Dana Louise Baker
Montgomery College-Rockville Campus

New Jersey Liaison
Todd Siben
Thomas Edison State College

Pennsylvania East Liaison
Joanne Conlon
West Chester University

Pennsylvania West Liaison
Sean Bridgen
The Pennsylvania State University, New Kensington Campus

Virginia Liaison
JoAnn O. Credle
Northern Virginia Community College

We would also like to welcome our official NACADA guests:
Maxine Coffey- Associate Director of NACADA
Joanne Damminger- NACADA Board of Directors
Welcome from the Conference Planning Co-Chairs

Welcome to Annapolis!

The Conference Planning Committee joins us in welcoming you to the 27th Annual Mid-Atlantic Regional Conference. The increase in technology options, change in student demographics, and limited resources have presented unique challenges to academic advisors. We hope that through your participation in concurrent sessions, review of posters and exhibits, and discussions with colleagues you will return to your institution with tips and ideas for Sailing Into the Future of Advising.

We are thrilled to have Dr. Thomas Grites, from the The Richard Stockton College of New Jersey, as the keynote speaker for the luncheon. His well-crafted message will provide us with keen insight into the policy and overall changes higher education institutions must make to meet the needs of an ever-changing student population.

You should also keep track of the sessions you enjoyed so that you may vote for the “Best of Region” award after the conference. The winner of the “Best of Region” award will represent our region at the National Conference in Nashville this fall.

This conference is a great opportunity for you to network with colleagues from all across the region. Attend the welcome session, luncheon, and common reading session. Sign up to attend one of the dinner groups and pick up information at the hospitality table. Make the most of your time in this beautiful and historic location.

Thank you to the Conference Planning Committee, proposal readers, hotel staff, Region 2 Steering Committee, and conference volunteers for their dedication, loyalty, and support. We also sincerely appreciate the guidance and assistance of our Region Chair Paula Dollarhide, Diane Matteson, and all of the staff at the Executive Office.

Enjoy!

Karen Lewis Law  Keonna Feaster
Karen Lewis Law
Conference Co-Chairs

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Supply the best tool on the market. Authored by first-year instructors and course developers, these textbooks address common transition themes in an engaging way.

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Read the NACADA Region 2 Blog: http://nacadaregion2.blogspot.com/
Read the NACADA Blog: http://nacada.wordpress.com/
Follow NACADA on Twitter: http://twitter.com/#!nacada
View NACADA Flickr Photos: http://www.flickr.com/photos/nacada
Conference Planning Committee

Conference Co-Chair
Karen Lewis Law
University of Maryland

Conference Co-Chair
Keonna Feaster
University of Maryland

Evaluations Chair
Terita Jackson
Anne Arundel Community College

Registration Chair
Johnika Dreher
Prince George's Community College

Exhibitors/Vendors/Ads Chair
Kathie Sindt
John Hopkins University

Technology Co-Chair
Jamin Bartolomeo
Montgomery College,
Takoma Park/Silver Spring Campus

Hospitality Co-Chair
Kate Bruffett
John Hopkins University

Technology Co-Chair
Tim Kirkner
Montgomery College,
Rockville Campus

NACCC Co-Chair
Marcus Peanort
Montgomery College,
Rockville Campus

Technology Co-Chair
Julie Levinson
Montgomery College,
Rockville Campus

Program/Scheduling Chair
Paul Hunter
Frederick Community College

Volunteer Chair
Megan Forbes
University of Maryland

Proposals/NBCC Accreditation Chair
Adaire Parker
University of Maryland
## Region 2 Award Winners

<table>
<thead>
<tr>
<th>Award Recipient</th>
<th>Award Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Waters</td>
<td>Excellence in Advising: Administrator</td>
</tr>
</tbody>
</table>
| Assistant Dean, Advising Transfer Programs  
Old Dominion University          |                                                          |
| Matthew C. Rupert                | Excellence in Advising: Advisor Primary Role            |
| Academic Advisor                 |                                                          |
| The Pennsylvania State University |                                                          |
| Dr. Thomas Socha                 | Excellence in Advising: Faculty                         |
| Graduate Program Director        |                                                          |
| Old Dominion University          |                                                          |
| Rashidah N. Andrews              | Excellence in Advising: New Advisor                     |
| Principal Academic Advisor       |                                                          |
| Temple University                |                                                          |
| Cynthia Pascal                   | Jeff Gardner Memorial Scholarship for Professional Development (2011) |
| Coordinator of Academic Advising & Retention  
Northern Virginia Community College |                                                          |
| Charlotte Cuss                   | Region 2 Student Travel Grant Award                     |
| Rowan University                  |                                                          |
| Bethany Cornett                  | Region 2 Student Travel Grant Award                     |
| Old Dominion University          |                                                          |
| Noah Jacobs                      | Region 2 Student Travel Grant Award                     |
| University of Maryland College Park |                                                        |
| Ashley Klug                      | Region 2 Student Travel Grant Award                     |
| Drexel University                |                                                          |
| Elizabeth Kociolek                | Region 2 Student Travel Grant Award                     |
| Old Dominion University          |                                                          |
| Joli McTerrell                   | Region 2 Student Travel Grant Award                     |
| Rowan University                  |                                                          |
| Joan Miller                      | Region 2 Student Travel Grant Award                     |
| Penn State University            |                                                          |
| Tara Snyder                      | Region 2 Student Travel Grant Award                     |
| Bloomsburg University            |                                                          |
| Sara Spear                       | Region 2 Student Travel Grant Award                     |
| Rutgers University               |                                                          |

Recipients of NACADA regional awards will be recognized at the luncheon on Thursday, March 22, 12:15 p.m. – 2:00 p.m.
Keynote Speaker

Dr. Thomas Grites has served as Director of Academic Advising, Interim Director of Teacher Education, Interim Dean of Social and Behavioral Sciences, Assistant to the Vice President for Academic Affairs, and currently as Assistant to the Provost in his 30-plus years at the Richard Stockton College of New Jersey. He has responsibilities for academic Orientation programming, First-Year Experience efforts, transfer student initiatives, and is the liaison to the Division of Student Affairs. He also teaches regularly, most recently piloting a seminar course for new transfer students. He was one of the founding members of NACADA and served as its President for two terms. He currently serves as a Senior Editor of the *NACADA Journal*.

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Attend Your State Meeting!

Your participation in NACADA is what makes it a great organization. BUT we want to hear more from you. Please attend your state meetings on Thursday at 4:30. This is a great time to network, relax, hear what is going on in the region and nationally. If you attend, we want you to have:

**Dinner on us!!!**

Each state will give away a $75 gift card for dinner.

You must be present to win!
General Information

Conference Evaluations
Individual Session evaluation forms will be distributed and collected in each session by a volunteer. Presenters may pick up copies of their evaluations at the evaluations booth in the Main Concourse, shortly following their presentation.

An Overall Conference evaluation form will be available to complete online after the conference. Watch your email for the link to the evaluation URL. We value your input! The evaluations will be reviewed, enabling next year’s planning committee to develop a successful 2013 Region 2 Conference.

Session Handouts
There are tables in the registration area for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

Conference Etiquette
Here are some things we all know, but friendly reminders are in order at a conference of this size:

- Do not talk while a speaker is at the podium.
- Turn off cell phones or set them on vibrate during sessions.
- Do not answer a cell call while in a session; leave the room if you must do so.
- Do not go from room to room picking up handouts before the presenters begin their sessions.
- Sit in the back of the room if you plan to leave a session early.
- If you enter a session early, move to a seat away from the door to save seats for late arrivals.
- If you enter a session late or leave early, be mindful that the door does not slam behind you.
- Introduce yourself to someone in each session or while waiting in line for an event; not only will you make a new contact, you may learn something.

Hospitality and Information Center/Evaluations/Volunteer Central
We are fortunate to have two tables located in the Main Concourse where participants can ask questions about choices of where to eat and what to do after conference hours. There will be volunteers eager to assist you during the conference. Dinner group signups will be available if you’d like to join others for an evening.

The Hospitality/Information/Evaluation/Volunteer Central will be open:
Wednesday, 3:00 p.m. – 6:00 p.m.; Thursday, 7:00 a.m. – 5:45 p.m., and Friday, 7:00 a.m. – 11:30 a.m.

Volunteer Opportunities
If you volunteered in advance to help at this year’s conference, check in at Volunteer Central located in the Main Concourse for your assignment and other important information. It’s not too late to volunteer—stop by Volunteer Central for information on how you can become a part of the fun at this year’s conference. It isn’t an all day commitment and it’s a great way to meet people.

Poster Session
We are pleased to offer poster presentations during breakfast on Friday, March 23, 7:45 – 8:45 a.m., in the Mainsail Ballroom. Presenters will have an opportunity to discuss their posters with participants one-on-one or in small groups to facilitate sharing valuable information.
General Information

NACADA Leadership Opportunities
Whether you are a new or seasoned advisor, association involvement is an excellent step toward becoming successful in the profession. You are encouraged to attend "NACADA Listens" in Coastal West on Thursday, March 22, 8:30 – 9:30 a.m. Later the same day, join NACADA leadership to discuss "Writing for NACADA" on Thursday, March 22, 11:00 a.m. – 12:00 p.m. in Harbor North.

NACADA Member Career Services
Looking for a new position or tips on how to successfully conduct a job search? If so, plan to stop by the Volunteer table in the Main Concourse. The table will be staffed on Wednesday, 3:00 – 6:00 p.m.; Thursday, 10:00 a.m. – 3:00 p.m., and Friday, 8:00 – 11:00 a.m.

Members who are seeking a new position or advancement in higher education are encouraged to bring several copies of their resume to the conference. Employers who are interested in posting available positions at the conference need to bring several copies of the position descriptions.

Common Reading Discussion
Friday, March 23, 9:15 a.m. – 10:15 a.m., Lookout Room

The Common Reading dialogue increases conceptual awareness to enhance academic advising practice through scholarship and promotes new opportunities to impact the student experience. Join your colleagues and add your voice to the dialogue!

Continuing Education Units
NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for national Certified Counselors. We adhere to NBCC Continuing Education guidelines. Certification forms may be picked up at the Conference Registration Desk at any time during the conference. Bring your completed, signed form to the Conference Registration Desk for a signature. You will keep the original for your organization and the yellow copy will be sent to NACADA for their records. CEU credit will be awarded as follows:

Preconference Sessions: PC1, PC2, PC3, PC4, PC5, and PC 6- 2 hours; PC7 and PC8- 3 hours
Concurrent Sessions: All sessions (except C4 - NACADA Listens) - 1 hour
Keynote with Tom Grites: 30 minutes
No CEU credit is awarded for the state meetings, the poster session, or the Region 2 business meeting.

New NACADA Publications
Advising resources are available for sale or to order. Visit the NACADA table for more information on NACADA monographs and products.

Vendors:
CandidCareer.com enables students to explore careers, college majors, and companies through informational video interviews.
## Schedule At-a-Glance

### Wednesday, March 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am—5:00pm</td>
<td>Conference Registration</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>12:00—5:00pm</td>
<td><strong>Pre-Conference Workshops:</strong></td>
<td></td>
</tr>
<tr>
<td>12:00—2:00pm</td>
<td>PC1. Ensuring Your Personal Safety In The Advising Office</td>
<td>Mainsail East</td>
</tr>
<tr>
<td>12:00—2:00pm</td>
<td>PC2. Navigation to Success: Harnessing the Wind of Technology to Foster the Role of the Faculty Advisor</td>
<td>Coastal West</td>
</tr>
<tr>
<td>12:00—2:00pm</td>
<td>PC3. Freshman Transition Program: Mapping the Course from Community College to University</td>
<td>Coastal Main</td>
</tr>
<tr>
<td>12:00—2:00pm</td>
<td>PC4. Emotional Intelligence in Academic Advising</td>
<td>Harbour Room</td>
</tr>
<tr>
<td>2:15—4:15pm</td>
<td>PC5. Better Than a Coin Flip: Empowering Thoughtful and Effective Decision Making</td>
<td>Mainsail East</td>
</tr>
<tr>
<td>2:15—4:15pm</td>
<td>PC6. Blogging for Dummies: Advising Blogs as an Educational Platform</td>
<td>Harbour Room</td>
</tr>
<tr>
<td>2:15—5:15pm</td>
<td>PC7. Social Media and Academic Advising: Engaging Students in the Virtual World</td>
<td>Coastal West</td>
</tr>
<tr>
<td>2:15—5:15pm</td>
<td><strong>Welcome Reception</strong></td>
<td>Coastal Main</td>
</tr>
<tr>
<td>5:30—6:45pm</td>
<td><em>Light Appetizers &amp; Cash Bar (1 complimentary drink ticket)</em></td>
<td>Mainsail Main/West</td>
</tr>
<tr>
<td>7:00—8:00pm</td>
<td><strong>Focus Group</strong> (Participants Prearranged)</td>
<td>Coastal Main</td>
</tr>
<tr>
<td>7:00—10:30pm</td>
<td>Dinner On Your Own</td>
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</tbody>
</table>

### Thursday, March 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>7:30am—5:00pm</td>
<td>Conference Registration</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>7:30—8:30am</td>
<td><strong>Continental Breakfast</strong> (included in the conference fee)</td>
<td>Mainsail Main/East</td>
</tr>
<tr>
<td>7:30—8:30am</td>
<td><strong>First Time Attendees Breakfast</strong></td>
<td>Mainsail West</td>
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<tr>
<td>8:30—9:30am</td>
<td><strong>Concurrent Sessions</strong></td>
<td></td>
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<tr>
<td></td>
<td>C01. Collaborating With First Mates: Developing Academic Advisors Through Reflection</td>
<td>Lookout</td>
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<tr>
<td></td>
<td>C02. Navigating with the Same Map</td>
<td>Harbor North</td>
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<tr>
<td></td>
<td>C03. Peer Mentorship from Scratch: A Case Study on Starting a Peer Mentorship Program</td>
<td>Harbor South</td>
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<tr>
<td></td>
<td>C04. NACADA Listens</td>
<td>Coastal West</td>
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<td></td>
<td>C05. Supervision... Sigh... Who’s Got Time?</td>
<td>Coastal Main</td>
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<td></td>
<td>C06. Advising as Teaching: What’s Your Pedagogy?</td>
<td>Coastal East</td>
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<tr>
<td></td>
<td>C07. iPlug (iPads Users Group): A Round Table Discussion on Technology Aided Advising</td>
<td>Windward</td>
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<tr>
<td></td>
<td>C08. Environments Speak: What is Yours Saying?</td>
<td>Leeward</td>
</tr>
<tr>
<td>9:45—10:45am</td>
<td><strong>Concurrent Sessions</strong></td>
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<tr>
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<td>C09. &quot;No&quot; is Not Always Spelt &quot;N-O&quot;</td>
<td>Lookout</td>
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<tr>
<td></td>
<td>C10. Diversifying STEM: Retaining Underrepresented Students in Science, Technology, Engineering, and Math</td>
<td>Harbor North</td>
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<tr>
<td></td>
<td>C11. Virtual Connection: Using an Online Course to Engage Commuter Students</td>
<td>Coastal West</td>
</tr>
<tr>
<td></td>
<td>C12. More Than Just Holds: Taking the Blinders Off to See the Value of Academic Advising</td>
<td>Coastal Main</td>
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<tr>
<td></td>
<td>C13. Navigating Uncharted Territory: Changing the Culture of Academic Advising</td>
<td>Coastal East</td>
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<tr>
<td></td>
<td>C14. Navigating Through Uncharted Waters: Building a Freshman Advising Program at an Upper Division University</td>
<td>Windward</td>
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<tr>
<td></td>
<td>C15. Student Advising Priorities: Do You Know What They Are?</td>
<td>Leeward</td>
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<tr>
<td></td>
<td>C16. Retaining Students in Academic Difficulty: Mason’s Academic Intervention Program</td>
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</table>

*Streaming online—see NACADA website*
### Thursday, March 22 (continued)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am–12:00pm</td>
<td><strong>Concurrent Sessions</strong></td>
<td></td>
</tr>
<tr>
<td>C17</td>
<td>Transforming the Transfer Experience: A Multi-Tiered Approach</td>
<td>Lookout</td>
</tr>
<tr>
<td>C18</td>
<td>Writing for NACADA</td>
<td>Harbor North</td>
</tr>
<tr>
<td>C19</td>
<td>Cultivating an Appreciation for the Liberal Arts Among Engineering Students: A Faculty Advisor Approach</td>
<td>Harbor South</td>
</tr>
<tr>
<td>C20</td>
<td>Advising is Not a Profession... Or Is It?</td>
<td>Coastal West</td>
</tr>
<tr>
<td>C21</td>
<td>Career Advising: Navigating Students Beyond the Shores of College</td>
<td>Coastal Main</td>
</tr>
<tr>
<td>C22</td>
<td>Advising and Academic Support: A Model of Collaboration for Student Success</td>
<td>Coastal East</td>
</tr>
<tr>
<td>C23</td>
<td>Retention 101: Student Outcomes and University Benchmarks</td>
<td>Windward</td>
</tr>
<tr>
<td>C24</td>
<td>Meeting the Challenge: Academic Advising and the American Graduation Initiative³</td>
<td>Leeward</td>
</tr>
<tr>
<td>12:15–2:00pm</td>
<td><strong>Lunch</strong> (included in conference fee)</td>
<td>Mainsail (Main/W/E)</td>
</tr>
<tr>
<td></td>
<td><strong>NACADA Welcome</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Keynote Address</strong></td>
<td></td>
</tr>
<tr>
<td>2:30–3:30pm</td>
<td><strong>Concurrent Sessions</strong></td>
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</tr>
<tr>
<td>C25</td>
<td>Advising in an Interdisciplinary Major: Lessons Learned During our 10 Year Voyage</td>
<td>Lookout</td>
</tr>
<tr>
<td>C26</td>
<td>Academic-Level Advising: What Do Freshmen, Sophomores, Juniors, and Seniors Need to Know?</td>
<td>Harbor North</td>
</tr>
<tr>
<td>C27</td>
<td>Discovering the major: An Online Advising Course</td>
<td>Harbor South</td>
</tr>
<tr>
<td>C28</td>
<td>Theory and Philosophy of Advising: What is the State of the Art?</td>
<td>Coastal West</td>
</tr>
<tr>
<td>C29</td>
<td>Oh Snap- I Snap: Information in a Snap Videos and the Use of Technology in Advising</td>
<td>Coastal Main</td>
</tr>
<tr>
<td>C30</td>
<td>The (Not So) Little Program that Could: Leading At-Risk Students Down the Pathway to College Completion</td>
<td>Coastal East</td>
</tr>
<tr>
<td>C31</td>
<td>Women Thriving! Not Just Surviving a Career in Higher Education</td>
<td>Windward</td>
</tr>
<tr>
<td>C32</td>
<td>The Role of Storytelling in Academic Advising: In the Words of an Exploratory Student⁴</td>
<td>Leeward</td>
</tr>
<tr>
<td>3:45–4:45pm</td>
<td><strong>Concurrent Sessions</strong></td>
<td></td>
</tr>
<tr>
<td>C33</td>
<td>Advising and Learner Success-Student Success and Engagement at a Distance: A Given!</td>
<td>Lookout</td>
</tr>
<tr>
<td>C34</td>
<td>Navigating the Ocean of Major Confusion</td>
<td>Harbor North</td>
</tr>
<tr>
<td>C35</td>
<td>Charting an Efficient Course: Advisors Helping Students to Transfer</td>
<td>Harbor South</td>
</tr>
<tr>
<td>C36</td>
<td>Advising A(SAP): When Timely Financial Aid Issues Affect Academic Advising</td>
<td>Coastal West</td>
</tr>
<tr>
<td>C37</td>
<td>Beyond Color, Beyond Name: Perspectives on Historically Black Colleges and Universities for Transfer Students</td>
<td>Coastal Main</td>
</tr>
<tr>
<td>C38</td>
<td>Mapping Success: Developing and Implementing a Student Educational Plan</td>
<td>Coastal East</td>
</tr>
<tr>
<td>C39</td>
<td>Virtual Life Preserver: An On-Line Course Providing Students on Suspension Strategies to Achieve Academic Success</td>
<td>Windward</td>
</tr>
<tr>
<td>C40</td>
<td>Intelligent Internneting or: How I Learned to Stop Excessive Emailing and Love the Blog⁴</td>
<td>Leeward</td>
</tr>
<tr>
<td>5:00–5:30pm</td>
<td><strong>State Meetings</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delaware: Harbor North</td>
<td>New Jersey: Coastal West</td>
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<tr>
<td></td>
<td>District of Columbia: Harbor South</td>
<td>Pennsylvania: Coastal East</td>
</tr>
<tr>
<td></td>
<td>Maryland: Coastal Main</td>
<td>Virginia: Leeward</td>
</tr>
<tr>
<td>5:30–6:30pm</td>
<td><strong>First Generation Interest Group Meeting</strong></td>
<td>Windward</td>
</tr>
<tr>
<td>5:30–6:30pm</td>
<td><strong>Mentor Reception</strong></td>
<td>Ports of Call Restaurant</td>
</tr>
<tr>
<td>7:00–10:30pm</td>
<td><strong>Dinner On Your Own</strong></td>
<td>Suite 282</td>
</tr>
<tr>
<td>8:00pm</td>
<td><strong>Game Night</strong></td>
<td></td>
</tr>
</tbody>
</table>

³Streaming online—see NACADA website

2012 Region 2 NACADA Conference • Annapolis, MD
## Schedule At-a-Glance

**Friday, March 23**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-11:00am</td>
<td><strong>Registration &amp; Evaluations</strong></td>
<td>Registration Desk</td>
</tr>
<tr>
<td>7:30-8:30am</td>
<td><strong>Continental Breakfast</strong> (included in the conference fee)</td>
<td>Mainsail (Main/West/East)</td>
</tr>
<tr>
<td>7:45-8:45am</td>
<td><strong>Poster Sessions</strong></td>
<td>Mainsail (Main/West/East)</td>
</tr>
<tr>
<td>PS1</td>
<td>Advising on the Selection of a Minor, Certificate, or Certification: The Real Value of Degree Additives</td>
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<td>PS2</td>
<td>Building Morale Without Breaking Your Budget</td>
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<td>PS3</td>
<td>Catching Students Before They Abandon Ship: Advising Probation Students at-a-Distance</td>
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<td>PS4</td>
<td>Grammar Goofs and You...or Grammar, Goofs, and You?</td>
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<td>PS5</td>
<td>Initiatives to Support Student Success for Distance Learners</td>
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<td>PS6</td>
<td>Keeping Them Upwind: How One University Keeps High-Achieving Students Engaged</td>
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<td>PS7</td>
<td>Motivational Factors for High-Achieving Student-Athletes</td>
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<td>PS8</td>
<td>One-Way Street of Workshops and Remedial Classes: Other Paths to Take When Advising Probationary Students</td>
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<td>9:15-10:15am</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>C41</td>
<td>Common Reading Discussion</td>
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<td>C42</td>
<td>Entering the Dialogue: Student Perspectives of Faculty Advising at a Four-Year Institution</td>
<td>Harbor North</td>
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<td>C43</td>
<td>Career Transitions In Academic Advising</td>
<td>Harbor South</td>
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<td>C44</td>
<td>Effective Co-Curricular Programming for High-Achieving Students</td>
<td>Coastal West</td>
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<td>C45</td>
<td>Learning to Navigate College: Towson University's S3 Program</td>
<td>Coastal Main</td>
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<td>C46</td>
<td>How to Set Student Internships Sailing: Technique and Strategies for Internship Promotion and Advising</td>
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<td>C47</td>
<td>YouTube Advising FAQs</td>
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<td>C48</td>
<td>Transfer: Navigating to Degree Completion</td>
<td>Leeward</td>
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<td>10:30-11:30am</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>C49</td>
<td>Small, Medium, Big: Mixing Individual and Group Advising</td>
<td>Harbor North</td>
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<td>C50</td>
<td>&quot;Toeing the Line&quot;: A Retention Program for Struggling Students</td>
<td>Harbor South</td>
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<td>C51</td>
<td>Want to Reach First-Semester Students? Use Peer Leaders</td>
<td>Coastal West</td>
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<td>C52</td>
<td>Clicking on Success: Teaching the Wired Generation to Use Online Advising Resources</td>
<td>Coastal Main</td>
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<td>C53</td>
<td>Navigating the Seas of Degree Completion: Advising the 21st Century Latino Student</td>
<td>Coastal East</td>
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<td>C54</td>
<td>Finding Their Element: Advising Through a First-Year Transition Course</td>
<td>Leeward</td>
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<td>11:30-12:30PM</td>
<td><strong>Region 2 Business Meeting</strong></td>
<td>Coastal West</td>
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Session Descriptions

Wednesday, March 21
Preconference Sessions

12:00—2:00

PC01
Ensuring Your Personal Safety in the Advising Office
Steven Stolar, Cumberland County College

This program will review a checklist of safety items that most often go unattended to in advising offices. We will examine good practices for maximizing the safety and security of you and your staff during working hours on campus. Issues like college-wide policy statements, office layout of furniture, medical emergencies, aberrant student behavior and the like will be explored. This is a relatively new area of inquiry often left to the campus security department to attend to. Our position is that one cannot be too safe at work. There are preparations one can implement to be prepared for campus emergencies.

PC02
Navigation to Success: Harnessing the Wind of Technology to Foster the Role of the Faculty Advisor
Rosa Zagari-Marinzoli and James Slizewski, The College of New Jersey

The role of the faculty advisor can be a challenge if the institution does not have a centralized advising office. This presentation will highlight the steps that the Assistant Dean in the School of Humanities and Social Sciences has taken to bring Advising Transformation to the faculty advisors in her School. The co-presenter, a Senior Business Analyst for Academic Advising, will highlight the contributions that PAWS, the new Student Administration system, brought to the transformation of Academic Advising. Both presenters will show that the advising restructuring could not have occurred without the new technology implementation. The new advising model, like a lighthouse, provides guidance to advisors and advisees and enables students to chart their own course toward academic success.

PC03
Freshman Transition Program: Mapping the Course from Community College to University
John McKusick, Towson University
Ann Gamble, Community College of Baltimore County

The Freshman Transition Program (FTP) is a unique partnership between the Community College of Baltimore County and Towson University that provides a clear and supportive pathway for students to prepare for admission and success at the University. In the last several years, Towson’s admissions standards have increased while the University continues to grow. Students capable of succeeding at Towson have been denied admission. Now in its fourth year, FTP enrollment has increased fivefold and the model has worked to the benefit of both institutions, while providing access to more students. This presentation will outline the development of the program, describe key components of the academic system and student experience, and identify elements of FTP potentially useful to other institutions. Cap: 20, as requested by presenters.

PC04
Emotional Intelligence in Academic Advising
Jeffrey McClellan, Frostburg State University

Over the past couple of decades, increased attention has been given to the role of emotions in effective decision making, relationship, and leadership processes. Thus we are becoming increasingly aware of the importance of emotional intelligence. In this presentation, we will explore the role of emotional intelligence in academic advising by examining both the intrapersonal and interpersonal competencies and processes that accompany emotional intelligence. This will be accomplished in a fun and educational way that incorporates discussion and active learning to assist participants to understand how to draw upon and improve their own innate emotional intelligence.

*All preconference sessions are approved for 2 hours of NBCC credit.
Session Descriptions

Wednesday, March 21
Preconference Sessions

2:15—4:15*

PC05
Better Than a Coin Flip: Empowering Thoughtful & Effective Decision Making
Blake Mackesy, Wilkes University

Academic and career decision making are critical and complex tasks facing students at various points in college. Effective decision making entails much more than flipping a coin. It requires self-understanding and the integration of large amounts of information. Academic advising is uniquely positioned to facilitate successful decision making. But which advising model or approach works best and why? A 2011 NACADA Research Grant funded this empirical study comparing first-year undecided students receiving Appreciative Advising to those receiving Career Advising. The presentation includes an overview of the advising models, the individual and course-based advising interventions, an analysis of the findings/results, and future implications and directions for research. Practical tips and strategies will be emphasized while participants are empowered to develop their own passion for research.

PC06
Blogging for Dummies: Advising Blogs as an Educational Platform
Sarah Orem and Heather Patterson, James Madison University

This workshop will provide an introduction to blogging and its application for advising, including hands-on time and support to create a blog. The presenters have collaborated on content development for their 2011-2012 first-year advising blog, and have experimented with different platforms to identify unique benefits and challenges. The presenters will share their narrative of implementing an advising blog for managing their advising load, and streamlining communication with students, technologies, and campus partners. Since a portion of the workshop will be dedicated to providing time and support for participants to create a blog, participants will need to bring a personal laptop with Wi-Fi capability. Participants must bring a computer with Wi-Fi capability to create a blog during the session.

2:15-5:15*

PC07
Social Media and Academic Advising: Engaging Students in the Virtual World
Cynthia Pascal, Northern Virginia Community College

Academic Advising programs are successful in promoting students’ academic and social engagement, while improving retention efforts at colleges and universities. As social media becomes an effective form of communication for students, it is essential that advising programs incorporate this technology in its programs. Competitive schools use forms of social media such as Facebook, Twitter, YouTube, and blogs to enhance student development and growth. This presentation will help participants understand, identify, and integrate social media into their college advising programs to enhance student engagement.

PC08
Becoming an Advisor: An Overview of Advising Practice and Research for the New Professional
Karen Archambault, Brookdale Community College; Sean Bridgen, Penn State New Kensington; Julie Traxler, Rutgers University

Academic advising has consistently been demonstrated as a contributor to student success and persistence in college, but new student affairs practitioners and graduate students often lack exposure to academic advising as a career choice. This preconference session will provide an overview of advising as a discipline, providing perspectives on how advising links both academic and student affairs’ tasks. The session will include an overview on advising theories and styles and encourage participants to consider ways to develop their professional paths and personal advising styles. The presenters will provide an overview of their own career paths, professional development and research and offer insights about careers in advising.

*All preconference sessions are approved for 2 hours of NBCC credits.
Session Descriptions

Thursday, March 22
Concurrent Sessions

8:30—9:30am*

*All concurrent sessions, except C4-NACADA Listens, are approved for 1 hour of NBCC credit.

C01
Collaborating with First Mates: Developing Academic Advisers through Reflection
Allison Torres, Meredith Chaney, and Terry Musser, The Pennsylvania State University

Advisers must balance the needs of students against time to grow in their professional practice. After discussing an article on reflection, the presenters decided to employ reflective practices together. The collaborative advising project began. Once we established learning objectives, collaborative strategies, and ground rules, we then discussed best practices, reviewed case studies, and observed one another’s advising. Finally, we discussed the positive and encouraging results. We then helped our colleagues form small, collaborative, “mixed-experience” groups, giving them freedom to set goals and agendas. Goals, concerns, group decisions, and outcomes will be presented and attendees will participate in collaborative groups. By participating, attendees will learn the advantages of collaboration and reflection, conditions that make it possible, and advantages for individuals and advising units.

C02
Navigating with the Same Map
Calley Taylor, Reading Area Community College

Information changes at an incredible rate on college campuses and it can be quite a challenge to keep advisors all headed in the right direction. At Reading Area Community College, we developed a blog to keep advisors in Enrollment Services current on information. Our blog has resulted in a stronger team environment that allows us to hold each other accountable, encourages our advisors to share new, valuable information they learn with each other on a consistent basis, and ensures accurate information is given to students. Through this interactive presentation, you’ll hear how we selected blogging as the best tool for us and learn how to set up your own blog for staff or students. After all, when everyone navigates from the same map, we all get to our destination!

C03
Peer Mentorship from Scratch: A Case Study on Starting a Peer Mentorship Program
Jeff Birou and Jennifer Matthews, Drexel University

As advising professionals, we strive for ways to better educate ourselves and increase the services we offer to our students. After assessing our resources, we felt that we were lacking in one crucial area: peer-to-peer interaction. We hoped to fill this gap by creating a mentor program that recruited high-achieving students to assist us with student engagement. Aimed primarily at incoming freshmen adjusting to college life, our program is designed to help by providing students with additional resources, support and information. In this presentation, we will discuss how we started our Peer Mentor Program and the steps we have taken to reach our goals. Challenges and best practices to starting a mentorship program will also be discussed in an open forum environment.

C04
NACADA Listens
Maxine Coffey, Kansas State University
Joanne Damminger, Salem Community College

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.
Session Descriptions

Thursday, March 22
Concurrent Sessions
8:30—9:30am

C05
Supervision... Sigh... Who’s Got Time?
Sarah Clarkson, Juniata College

In this session, the presenter will confront supervision — as greatly satisfying and hugely frustrating. Among the many important tasks advisors face every day is the absolute necessity to supervise well and appropriately and to, hopefully, BE supervised well. After a brief period of introduction with best practices for supervisors and what those being supervised have a right to ask for, a number of questions will be addressed through discussion of case studies and supervision scenarios. Supervision is something that every one of us has to consider in our jobs, in our job descriptions, and as we go forth to seek new work or hire new employees. We will all benefit from encouragement, tips, strategies, and words to live by.

C06
Advising as Teaching: What’s Your Pedagogy?
Heather Patterson and Sarah Oren, James Madison University

Professional dialogue has addressed the benefits of utilizing an advising syllabus in our practice, but what’s the pedagogy framing the syllabus? Utilizing an instructional development approach to shape the advising curriculum helps create a learning-focused advising as teaching approach. This session will help you envision your pedagogy, specifically for first-year students, by using an instructional design model that is influenced by developmental advising, relevant student development theories, generational characteristics, and university/department learning goals and objectives for advising. Presenters will share how to utilize an instructional development approach to strengthen (or begin) your advising as teaching pedagogy, including their personal year-long, weekly lesson plans for first-year advisees. Overall, this session will help you become a more intentional, pro-active, and learning-focused advisor.

C07
iPug (iPad Users Group): A Round Table Discussion on Technology Aided Advising
Amanda Kennedy, Amber Huffman, and JoAnn Schrass, University of Mary Washington

With the world at our finger tips, advancements in the way we advise students is just a download away. Tablets and cloud software are emerging technologies that have solidified their place in higher education. Institutions are now faced with challenges of usage and procurement of software for an asset that is anything but fixed. Based on a successful focus group held at the University of Mary Washington we invite colleagues to join in the collaborative discussion on tablet applications: from purchasing to practical use in the office place. Be prepared to hear about best practices, new and exciting “apps” and some of the challenges colleagues have faced with purchasing. BYOT—Bring your own tablet!

C08
Environments Speak: What is Yours Saying?
Joan Miller, Pennsylvania State University

Physical and constructed environments influence the people that inhabit them, thus their intentional design can impact behaviors and attitudes. Advising environments also convey powerful nonverbal messages that influence the learning of students in those settings (Strange & Banning, 2001). Can these environments be designed to tip the scales in favor of student learning and development? This session will briefly examine ecological/environmental theory and its application to the practice of advising. An environmental audit will be introduced as a tool to scrutinize one’s advising environment, and a personal application and outcomes of an audit will be presented. Time will be provided for thoughtful application and discussion among participants to ruminate on how their own advising environments may be enhanced.
Thursday, March 22
Concurrent Sessions
9:45—10:45am

C09
“No” is Not Always Spelt “N-o”  
Jun Qiao, Temple University

As advisors, we are givers by nature. We advise. We help. We care. While this is a valuable quality, sometimes we have to say “no” to our students. We certainly have ample reasons and feel responsible to do so. Yet our advisees may feel uncomfortable or disappointed. Often times, when principles meet desires, there would be conflicts, arguments, frustrations, and embarrassment—actually for both sides. To encourage and assist our students to progress towards their academic goals, can we find ways not to say “No”, or do it in some less discouraging way? Let us try that by analyzing: Psychological effects, Reasons for us to say No, Reasons for us not to say No, and ways for us to say an encouraging “No”.

C10
Diversifying STEM: Retaining Underrepresented Students in Science, Technology, Engineering, and Math  
Briana Chang, Temple University

First-generation, low-income, and minority students are historically underrepresented in Science, Technology, Engineering, and Math (STEM) fields. In an effort to diversify and support access to STEM careers, Temple University’s Russell Conwell Center has developed a holistic advising approach that targets this population for retention within their STEM majors. An outgrowth of the established Student Support Services program (SSS, a federally funded TRIO program), SSS-STEM is a multistep program that addresses the many barriers to success that these students face. This presentation will explain the structural development of the SSS-STEM program and describe the multiple supports currently in place to promote student success in STEM. Program assessments and data will also be discussed as determinants of progress thus far. Finally, current challenges to program implementation and future steps will be addressed.

C11
Virtual Connections: Using an Online Course to Engage Commuter Students  
Edna Renee Macbeth, Virginia Commonwealth University

One of the best ways to retain students is to connect them to their college or university and to the advising that happens there. It can be a struggle to do this with commuter students, especially when their schedules do not allow them to take elective first year experience courses. In the fall of 2011, the University College at Virginia Commonwealth tried to address that problem by offering an online version of their Introduction to the University course to commuter students, specifically designed to help connect students to the campus and its resources. This session will explore the features of that course and general techniques that advisors at other institutions can try to engage students without the benefit of a face-to-face classroom experience.

C12
More Than Just Holds: Taking the Blinders Off to See the Value of Academic Advising  
Kimberly Bellamy and Jelisa Sinn-Braswell, Old Dominion University

Do you typically see a bulk of your advisees during registration time? Do you often feel students just want the answers given to them? Do you get requests to give them a list of appropriate majors and courses to decrease the amount of visits? If you answered yes to any of these questions, this session is for you. Participants will learn how to illustrate and express the benefits of academic advising to their students by first hearing from the presenters on their experiences and then engaging in discussion. The presentation will focus on applying intrusive and appreciative advising methods. Move away from being just another thing on the to-do list during mid-terms to being one of the main priorities throughout the year.
Thursday, March 22
Concurrent Sessions
9:45—10:45am

C13
Navigating Uncharted Territory: Changing the Culture of Academic Advising
Paula Dollarhide and Peter Hagen, Richard Stockton College of New Jersey

Four years ago, we determined that a chief goal of our advising unit was to raise the level of discourse about advising at Stockton College. Beginning with a new mission statement and the development of a college-wide advising council, we sought to educate faculty on the advising as teaching model, research on the theory and philosophy of advising, best practices, and a recognition and reward program for quality advising through the Provost's office. The first year of the reward effort ran into rough waters, but has since emerged as a research and professional development award that may be the first ever of its kind nationally. Come with your questions and learn about our voyage as we work towards improvement of faculty advising on our campus.

C14
Navigating Through Unchartered Waters: Building a Freshman Advising Program at an Upper Division University
Rhonda Stokes, Robin Gunkel, and Theresa Davis, University of Baltimore

What are the benefits of having an office dedicated solely to advising freshmen? How does a university go from advising upper level adults to supporting traditional age freshmen? What can an office dedicated to advising freshmen tell us about the experience of transforming an upper level university into a four-year institution with a new and emergent freshman culture? How are ongoing relationships with students and colleagues built? These questions and more will be addressed by advisors from the Office of Freshman Advising. Freshman only advisors will discuss how one office has helped support the change and growth of a university by serving a new student population.

C15
Student Advising Priorities: Do you know what they are?
Joanne Conlon and Tom Seifried, West Chester University

For the last four years, we have asked new first-year undeclared students about their priorities for their new advising relationship. Students' perceptions of the components of this relationship have changed over this time. Come to this presentation to explore students' priorities and faculty's perspective on those student priorities. Join the discussion to identify implications for your advising practice.

C16
Retaining Students in Academic Difficulty: Mason's Academic Intervention Program
Aysha Puhl and Jon May, George Mason University

Retention strategies and initiatives have become an integral part of the role of academic advisors as institutions across the nation evaluate and assess ways to successfully retain students. Join presenters as they discuss one tool implemented at George Mason University to aid student retention by addressing the needs of students in academic difficulty. Presenters will explain the creation of the Academic Intervention Program utilizing Camtasia interactive videos, self-assessment tools for students, and advisor/student contracts. This presentation will focus on the overall process and outcome data from the first semester of implementation and encourage participants to share tips and tools utilized on their campuses to aid in the retention of students in academic difficulty.
Session Descriptions

Thursday, March 22
Concurrent Sessions

11:00am—12:00pm

C17
Transforming the Transfer Experience: A Multi-Tiered Approach
Emily Bogunovich and Noelle Palladino, Drexel University

During the last two years, Drexel University’s College of Engineering retooled the services offered to first-year transfer students needing assistance in adjusting to a fast-paced, rigorous program. Advisors assessed the needs of new transfer students through surveys, and offered a new course, Transfer 101, in order to address these needs. This presentation highlights the creation, production, and assessment of the course and other services that resulted from various advising assessments.

C18
Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books and Blogs
Leigh Shaffer, West Chester University
Maxine Coffey, National Academic Advising Association
Peter Hagen, The Richard Stockton College of New Jersey
Thomas Grites, The Richard Stockton College of New Jersey

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.

C19
Cultivating an Appreciation for the Liberal Arts Among Engineering Students: A Faculty Advisor Approach
Joan Kowalski and Sean Bridgen, Penn State University, New Kensington Campus

Although their curriculum contains a liberal arts component, engineering students follow a very prescribed curriculum. Moreover, engineering students don’t necessarily appreciate the rich and depth that the liberal arts can add to their academic experience. Oftentimes, they perceive that they do not have the time or inclination to explore academic interests outside of their discipline. By blending a learning-centered advising model with classroom projects, advisers of engineers can help their students to understand how the lessons they can learn in the liberal arts can help them to become better engineers.

C20
Advising is Not a Profession—Or Is It?
Joshua Larson, University of Utah

Is academic advising a profession? What skills can advisors learn on the job, which cannot? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and journal articles will be utilized to guide the discussion. Additionally, the presenters plan to utilize this feedback to further their research relating to perceptions of academic advisors. Participants of this presentation will be instrumental in the continued investigation of this topic.
Session Descriptions

Thursday, March 22
Concurrent Sessions
11:00am—12:00pm

C21
Career Advising: Navigating Students Beyond the Shores of College.
Janine Warnas, Temple University

Within the "volatile, uncertain, complex, and ambiguous (VUCA) environment", graduating students need to be able to adapt their approach to the job market. They can no longer anticipate a traditional career path even when they have pursued a professional degree such as education. Academic Advising units must become more proactive in addressing these issues early and often prior to graduation. We will briefly review the current career environment and discuss human capital and credentialing as components of academic and career advising. Encouraging students to make intentional decisions regarding internships, minors, and electives to increase not only their intellectual experiences, but their opportunities to manage projects and demonstrate their abilities to learn and to adapt will be discussed.

C22
Advising and Academic Support: A Model of Collaboration for Student Success
Blake Mackesy and Thomas Thomas, Wilkes University

When Wilkes University lost support for the summer bridge program for high-risk students, Advising Services joined with the Academic Support programs to create a comprehensive program of support fully integrated into the academic semester. Participants will explore the content of a course that introduces students to essential elements of success, such as self-image, goal-setting, and decision-making. Although this 3-credit course is the central vehicle for providing support, it is the role of Advising Services to develop the foundations, facilitate vital communication and create the interventions that result in increased student success. Emphasis will be placed on the role of advisors in registration, orientation and the Early Alert. Evidence will be presented demonstrating that retention and academic performance have surpassed that of the summer program.

C23
Retention 101: Student Outcomes & University Benchmarks
LaMont Rouse, Cedar Crest College

The purpose of this seminar is to provide an overview of the concept of retention and the multiple ways it can be measured. This seminar will cover several factors related to retention including special populations, early indicators of student success and the growing gender performance gap. All institutions should be studying and monitoring their retention patterns, and they must often consider the impact of their institution's mission on retention. In addition, best practices for increasing retention at the college, program and course level will be covered.

C24
Meeting the Challenge: Academic Advising and The American Graduation Initiative
Marcus Peanort, Montgomery College
Lucille Adkins, Community College of Allegheny County
Natalie Sanchez, Howard Community College

In 2009, President Obama announced his plan to revitalize community colleges through The American Graduation Initiative, placing a spotlight on these institutions across the nation. This initiative seeks to bolster the U.S. economy by providing additional resources dedicated to two-year institutions, and calls for 5 million more community college graduates by the year 2020. Even more so, community colleges will be held increasingly accountable, not only for providing access, but ensuring completion as well. Academic advising offices assist students in persisting through their educational programs toward completion, so what impact will this initiative have on our services? Engage in a discussion with other advising professionals about The American Graduation Initiative and what our institutions are doing to meet this challenge.
Thursday, March 22
Concurrent Sessions

2:30—3:30pm

C25
Advising in an Interdisciplinary Major: Lessons Learned during our 10 Year Voyage
Bruce Norris, West Chester University of Pennsylvania

A look back at the first 10 years of an individualized interdisciplinary major, the advising and administrative challenges encountered and what is planned for the future. Preliminary assessment findings will be reported and discussed.

C26
Academic-Level Advising: What Do Freshmen, Sophomores, Juniors and Seniors Need to Know?
Linda Bradbury, Jennifer Daro, and William DeGarcia, Kean University

What are the academic advising matters of most importance for freshmen, sophomores, juniors or seniors? How do we build on each year’s knowledge and gear support-programming appropriately? Can we proactively help students plan for graduating in four years and assist students in augmenting classroom study with real-world experience to enhance chances of being employed after graduation? To address these questions, academic-level advisement programming was implemented with attention to differing advising needs of student cohorts at each level of academic study. This presentation will explain the development of academic-level programming, its integration into the EEO/EOF Program, ongoing assessment used as changes are implemented, and the academic progress of cohorts. Current challenges and next steps will also be discussed.

C27
Discovering the Major: An Online Advising Course
Katharine Stoddard, Virginia Commonwealth University

The Virginia Commonwealth University, Department of Psychology designed a one credit course in an effort to better support sophomore students in the Psychology major. Come see the creative process behind the scenes and the course as it is delivered. This course does not replace in-person advising, but supplements it. The Learning Objectives covered in the course are: Unique characteristics of the Psychology major, Combine students' unique characteristics with the Psychology major, Potential barriers students may face and strategy development. VCU resources/ opportunities, The nuts and bolts of the Psychology degree, Ways that students may enhance their degree, Career pathways, Graduate school pathways, and Flexible academic plan construction.

C28
Theory and Philosophy of Advising: What is the State of the Art?
Marc Lowenstein, The Richard Stockton College of New Jersey

What is the value of theory in advising? Where do we stand in developing a common theory? Is a “unified” theory desirable, or even possible? Is advising too complex to capture in one theory? How would we judge the value of a proposed theory, or decide which of two theories is the better? Should NACADA endorse an “official” theory of advising? This presentation will not advocate any particular theory of advising, but will propose answers to these questions. The goal is to clarify the way we talk about theory so that those interested in working in this area can proceed with some parameters in mind. The presentation will begin with lecture but leave ample time for discussion.
Thursday, March 22
Concurrent Sessions
2:30—3:30pm

C29
Oh Snap – I.Snap: Information in a Snap Videos and the Use of Technology in Advising
Aysha Puhl and Jade Barricelli, George Mason University

The use of technology in academic advising is not a new trend. Advising offices and departments across the nation have been assessing and evaluating how to incorporate technology into advising. From distance advising to social media, from retention programs such as MapWorks to degree audit programs such as DegreeWorks, technology is everywhere! Join presenters as they discuss how the Academic Advising and Transfer Center utilized technology to transform key advising programs and resources to improve student services including the creation of I.Snap videos, providing students with important academic information in a snap. This presentation will also include an interactive discussion of the pros and cons of using technology in the role of advising and when technology may not be the best tool in advising.

C30
The (Not So) Little Program That Could: Leading At-Risk Students Down the Pathway to College Completion
Kerin Hilker-Balkissoon, Northern Virginia Community College

Pathway to the Baccalaureate is a highly successful, replicable initiative that addresses barriers to college access, success and completion for thousands of at-risk students through an effective collaboration among K-12, community college and university partners in Northern Virginia. Through Pathway’s consortium-based, solution-focused approach, students receive continuous access to an inter-institutional network of student support services designed to address common barriers to higher education and to provide seamless transitions across participating institutions. Services are provided using an intrusive, developmental advising model administered through a one-stop, case management approach. This presentation will review common barriers to college completion for at-risk students, Pathway’s systemic intervention model, strategies for developing similar partnerships in other regions, and lessons learned.

C31
Women Thriving! Not Just Surviving a Career in Higher Education
Sandra Waters, Old Dominion University
Joanne Damminger, Salem Community College
Carol Stevens, Germanna Community College
Paula Dollarhide, The Richard Stockton College

A diverse panel of women in various advising leadership positions will share their experiences in working their way up the academic career ladder. Panelists will present the challenges they faced while deciding to move forward and the choices they had to make to earn their spot in higher education administration. Topics will include decisions about earning advanced degrees, finding personal and professional life balance, raising a family, the value of a mentor, and cultural experiences (age, race, gender, etc.) that impacted their careers. Join this group of dynamic women for an entertaining, enlightening, and supportive session where you can share your story as well.

C32
The Role of Storytelling in Academic Advising: In the Words of an Exploratory Student
Hilleary Himes and Jeffrey Gugino, The Pennsylvania State University

Personal narratives are central to academic advising. Advisors learn about a student’s values, experiences, goals, and strengths through their narrative. Advisors can also retell stories to help other students look at their education in new ways. Examples from students, who began their college education as exploratory, will be shared. It is critical to understand how we interpret these stories. Hermeneutics, the art of interpretation, helps us to understand the role of personal experiences in interpretation. By including stories from current students, this session will provide tools to facilitate storytelling, will examine how advisor experiences impact interpretation, and emphasize the value of incorporating narratives to enrich our practice.
Thursday, March 22
Concurrent Sessions
3:45—4:45pm

C33
Advising and Learner Success-Student Success & Engagement at a Distance: A Given!
*Dawn Coder, The Pennsylvania State University*

Our goal in Advising and Learner Success at Penn State World Campus is to have “100% success, 100% of the time.” We offer opportunities that allow engagement for online distance learners by providing student services from academic advising to career services to technology support. Our unit strives to encompass the entire student experience through our diligence and support! Through our services, we not only empower students to become more successful, we provide opportunities to show students how they can be successful by taking control of their entire educational experience. Our Panel will discuss how one unit supports academic advising in providing services that engage distance learners, communicates with students to increase success rates, and provides resources available from beginning to graduation.

C34
Navigating the Ocean of Major Confusion
*George Thompson and Pamela Cornell, Old Dominion University*
*Aida Bhrane, Old Dominion University*

The “Ocean of Major Confusion” can be intimidating. It’s easy for an exploratory student to get off course since they are unsure of their destination. Participants will learn how advisors use a three step intrusive advising model, which includes a Decision Making workshop that students must complete prior to being advised and selecting a major. Advisors act as the student’s lifeline to prevent students from falling into the treacherous “Ocean of Major Confusion” and being swamped by waves of “unrealistic expectations about majors/careers.” Advisors teach students to master the skills necessary to successfully navigate the “Ocean of Major Confusion.” Participants will see a demonstration of a student going through the process and see how advisors use various interventions and websites.

C35
Charting an Efficient Course: Advisors Helping Students to Transfer
*Tayette Sullivan, Carroll Community College*
*Courtney Topolski, Community College of Baltimore County*
*James Spence, College of Southern Maryland*
*Marsha Mason-Sowell, Frederick Community College*

Do you need assistance learning how to chart the stormy “transfer” waters? Learn how to assist students with navigating the transfer process. Explore how to train advisors to use campus resources such as transfer guides (electronic and paper); state wide websites and programs as well as the 4-year institution web pages. Presenters will demonstrate how to effectively assist students as they journey through the transfer planning process. Examples of efficient tools to use with students will be provided.

C36
Advising A(SAP): When Timely Financial Aid Issues Affect Academic Advising
*Jeffrey Biro and Terri Baker, Drexel University*

As academic advisors, we are not always comfortable discussing financial aid policies with students. However, with recent changes to the Higher Education Opportunity Act (HEOA) and financial aid eligibility requirements, timely advising has become crucial in retention and student success efforts. In this presentation, we will review changes to the federal Satisfactory Academic Progress (SAP) policy and how these changes necessitate urgent and developmental advising. We will also share strategies on how to discuss with students SAP and its implications on persistence, as well as encouraging cross-campus collaboration between advising and financial aid offices. We will also explore self-education methods to build an advising body of knowledge about financial aid policies. Finally, we will facilitate a discussion regarding best practices from other institutions.
Thursday, March 22
Concurrent Sessions
3:45—4:45pm

C37
Beyond Color, Beyond Name: Perspectives on Historically Black Colleges and Universities for Transfer Students
Brandon Bellamy, Prince George’s Community College

Two-year colleges play a major role in post-secondary education in the United States and this role has become more important over the recent years when we examine the rate of tuition increase in four-year institutions in comparison to inflation and economic growth. Historically, students who first enrolled in a community college in many cases are either as prepared or even more prepared to succeed in the four-year environment. However, based upon experience advising students, the thought of attending a HBCU is met in many cases with disgust, despite very competitive academic programs and diverse student bodies. This discussion seeks to gain insight into professional and personal perceptions to help inform practice and support developing of awareness activities.

C38
Mapping Success: Developing and Implementing a Student Educational Plan
Melissa Rakes, Paula Mundell, and Leslie Mergner, Delaware Technical Community College

Do you have students who are uncertain about their goals or cannot remember what you told them in the last advisement session? This presentation will demonstrate the electronic Student Educational Plan (SEP) developed and implemented at Delaware Technical Community College as part of the college’s new advisement model, which promotes student retention and graduation. Students and advisors work together to develop a plan that tracks the student’s goals, enrollment considerations, strengths and potential challenges, recommended college resources, and advisement discussions. Developed by college faculty and staff, the SEP is integrated into the college’s self-serve student records system and consolidates advisement information and tools on site. This comprehensive plan streamlines advisement and demonstrates its importance, so both advisors and students focus on student completion.

C39
Virtual Life Preserver: An On-Line Course Providing Students on Suspension Strategies to Achieve Academic Success
Terri Massie-Burrell, Frostburg State University
Kimberly Graham, Latasha Holden, and Elizabeth Scarbrough, Towson University

This presentation informs the audience about a successful intervention that will afford them the opportunity to sail into the future of advising by providing that anchor of support, which is technology to enhance learning and improve retention through graduation. The Academic Achievement Center (learning center) in partnership with the Undergraduate Academic Advising Center (AAC) and Enrollment Management created a pilot program for students on Suspension. With a limited budget and a narrow window of time, the Academic Achievement Center developed an On-Line Suspension course. A small pilot intervention with a cohort of 116 students who accepted our offer to participate in an intrusive advising program that required enrollment in an on-line study strategies course.

C40
Intelligent Internetting or: How I Learned to Stop Excessive Emailing and Love the Blog
Liz Sutton, Catherine Chandler, and Jared Meyer, The George Washington University

An effective online presence improves information distribution, engages students with their program and advisors, and can increase overall satisfaction and retention. But social media tools are useless when you don’t know how to use them. The key to engaging students is simple: make it fun. Social media sites are designed for one thing, and they do it well: social interaction. But how do you have social interaction between a program and a student? And why would you want it in the first place? How can advising be done through social media? This session will teach participants how to harness the power of social media to distribute vital information, build community, and have fun doing it.
Session Descriptions

Friday, March 23
Poster Sessions

7:45—8:45am

PS1
Advising on the Selection of a Minor, Certificate, or Certification: The Real Value of Degree Additives
Amanda Riggs, American Public University System

Many academic institutions allow students to choose from a variety of degree additives, such as minors, certificates, or certifications that help to enhance their educational experience. Despite the popularity of degree additives, are they adding any real value for the student? When we advise on the subject of adding a component to a student's degree, there are several things we need to consider. Will that degree component affect your student's transfer credit? Will it increase the student's marketability when applying for a job? Will your student be permitted to graduate on time? Join American Public University's Academic Advisors in a presentation that will address how you should go about discussing a student's intention to add a minor, certificate, or certification to their undergraduate program.

PS2
Building Morale Without Breaking Your Budget
Rachael Switalski and Jeffrey Brou, Drexel University

Morale in a workplace is correlated to productivity, effectiveness and job commitment (Mishra et al., 1998). It's often challenging for supervisors to promote a positive environment for staff when budgets are being cut and advisors are asked to do more with less. The purpose of this presentation is to provide ideas for cheap and low-cost morale boosters and team building activities that don't have to take up a lot of time, aren't a drain on resources, and can promote professional development as well. We will share examples from our office, such as project management and assignment rotations, and have staff and administrators from other institutions discuss how they maintain morale.

PS3
Catching Students Before They Abandon Ship: Advising Probation Students At-a-Distance
Charissa Skinner and Shere Brown, American Public University System

One of the main factors in student success and retention is the motivation of students to overcome challenges and setbacks. In a distance education setting, motivation and persistence can be undermined by shallow relationships within the learning environment, but they need not be. Join American Public University System's Academic Success Advisors as they discuss outreach strategies and advising techniques they use when working with academic probation students in a distance education setting. Through advising conversations, students can learn how to set goals to move forward to academic success. This presentation will focus on how to initiate and maintain contact at-a-distance with students on academic probation so that their need for support and guidance at a critical juncture in their academic progress is met.

PS4
Grammer Goofs and you...or Grammar, Goofs, and you?
Anna Hawthorne, Virginia Polytechnic Institute & State University

Do you know the difference between "its" and "it's"? Do homophones frustrate you? Don't despair! This interactive presentation will serve as a refresher or a peer tutorial for common grammar goofs and syntax errors. Just as a sailboat must be properly rigged and maintained to ensure smooth sailing from point A to point B, written communications must adhere to basic grammar rules in order to "sail smoothly." As stewards of higher education, we as academic advisors should strive to be proponents of effective and proper written communication. Please feel free to come check your grammar knowledge and/or ask any grammar or spelling questions you may have!
Session Descriptions

Friday, March 23
Poster Sessions
7:45—8:45am

PS5
Initiatives to Support Student Success for Distance Learners
Stephanie Kennedy, Jennifer Cirbus, and Sherrie Harris, American Public University System

Being an advisor in an online environment, we often times rely on students to initiate contact with us. Although this opportunity gives us a chance to review the student’s file, check their academic plan, and review any potential problems, we do not rely on it as our only contact with students. Creating initiatives and opportunities for us to reach out to our students is important in supporting their success because it allows us to make contact with them even when they are not initiating the contact. It allows us to reach students at critical points in their program in order to provide pertinent information, offer various resources, and catch any potential problems. There are several ways our advisors proactively contact students, which our presentation will describe in further detail.

PS6
Keeping Them Upwind: How One University Keeps High-Achieving Students Engaged
Rebecca Cassidy and Deborah Coburn, Georgetown University

Georgetown University actively recruits high achieving students. These are students who are both successful inside of the classroom and highly active outside of the classroom. Consequently, keeping these students engaged at the college level is a challenge for advisors. The McDonough School of Business’ Undergraduate Program Office is committed to developing programs to engage this student population. The McDonough School of Business has developed a series of co-curricular activities and events designed to engage these high-achieving undergraduate business school students. These include areas that integrate curriculum, study abroad, professional development experiences, leadership opportunities and service. Handouts will be provided to participants on McDonough School of Business activities and events that participants can adapt to their student population.

PS7
Motivational Factors for High-Achieving Student-Athletes
Musu Jackson-Buckner and Shawn Fagan, Temple University

In this session, presenters will share data from Temple University's New Student Questionnaire (NSQ) on High-Achieving Student-Athletes at an NCAA Division I Public University and their reported motivational factors. An analysis of current Student-Athlete trends will illustrate associations between academic achievement and student demographics including gender, ethnicity, sport, geographic origin, and family educational background. Presenters will discuss a student-athlete questionnaire designed based on motivational theory to explore Student-Athletes’ self perception of their academic achievement which will further explain the demographic data. Participants will leave the session with a better understanding of this population of Student-Athletes and with ideas to develop strategies for their own campuses to enhance their support for this group.

PS8
One-Way Street of Workshops and Remedial Classes: Other Paths to Take When Advising Probationary Students
Sherrell Hendrix and Aidia Brhane, Old Dominion University

Many students find themselves on academic probation with a lack of understanding as to what they did wrong and what they need to change. This session provides attendees with the tools to go beyond offering study skills workshops and instead incorporate concepts such as positive psychology and the psychology of success into advising sessions, mentoring programs, and courses that are offered to assist students facing academic difficulty. Attendees will leave this session with an understanding of the basic theories of these concepts as well as practical ways in which these concepts can be applied in advising. Five lucky participants will walk away with a copy of the book “Mindset: The Psychology of Success” by Dr. Carol Dweck.
Friday, March 23  
Concurrent Sessions  
9:15—10:15am  

**C41**  
**Common Reading Discussion**  
*Janet Schuienberg and Maren Larson, The Pennsylvania State University*  
In this current economic climate, the importance of a liberally educated citizenry sometimes takes a back seat to other concerns. Students worry about the cost of education and want to ensure future financial security. How do we answer their concerns about pursuing an education that is not obviously aligned with a vocation? What role do academic advisors play in contemporary conversations about higher education? In his article, "The Utility of Liberal Education: Concepts and Arguments for Use in Academic Advising," (NACADA Journal 31(1)), Matthew Rust proposes that academic advisors are uniquely situated to address this issue, and asserts that we have the responsibility to do so. "Academic advisors, standing at the crossroads of the various curricular and cocurricular experiences that make up a student's liberal education, should be prepared to help students recognize the coherence of their education" (Rust, 2011, p. 5). Join your colleagues in revisiting the goals of liberal education as described by Rust and sharing ideas for how academic advisors' voices can contribute to the conversation. Participants who read the article prior to this session will be well-prepared for a rich discussion experience, but all are welcome.

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**C42**  
**Entering the Dialogue: Student Perspectives of Faculty Advising at a Four Year-Institution**  
*Jeffrey McClellan and LeAnna Atkins, Frostburg State University*  
In our work, scholarship, and professional discussions we often overlook the perspective of our primary stakeholder, the students we advise. In this workshop, student perspectives take center stage. Students from a four year university will share their divergent perspectives on the faculty advising they have received. Key questions that will be addressed include: what has been the most valuable aspect of your advising experience? What has been your greatest disappointment? What advice would you give your advisor on how to improve? What do you think you as a student can do to improve your own advising experience? Once students have shared their perspectives on these issues, participants will ask questions and engage in dialogue with the student panel. The workshop will conclude with brainstorming on how to improve advising based on what has been learned.

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**C43**  
**Career Transitions In Academic Advising**  
*Steven Young, University of Maryland- College Park  
Dr. Kenneth Baron, Director of Academic and Pre-professional Advising, University of Maryland Baltimore County  
Julie Encisco, Senior Advisor, Prince George's Community College  
Cassandra Jones, Director of Academic Advising, Stevenson University  
Loretta Krebs, Academic Advisor, Towson University*  
Are you passionate about academic advising but curious about how the other half advises? This session will examine how to make a successful transition between diverse academic advising roles and environments whether it be moving from a small to large university setting or from advising adult learners to traditional undergraduates. Topics will comprise an analysis of the commonalities and differences between institutional academic advising climates inclusive of adjustment issues, advising technology, protocol and procedures, service delivery to students, transferrable skills, training philosophies, and much more. The presenters will provide examples and insights from their own transitional experiences in academic advising as well as interactive exercises to encourage participant dialogue.
Session Descriptions

Friday, March 23
Concurrent Sessions
9:15—10:15am

C44
Effective Co-Curricular Programming for High-Achieving Students
Amanda Neuber and Ruth Ost, Temple University

High-Achieving students often crave co-curricular programming: outside the classroom activities that enrich and enhance their academic learning experiences. This lively discussion will look at creative and effective programs aimed at serving the needs of HAS. Topics discussed will include living-learning communities, immersion programs, faculty connections, independent research and more. Also addressed will be the potential problem of high-achieving students trying too many things and becoming fragmented, thus, not fully experiencing the developmental benefits of co-curricular programming. Presenters will discuss ways to address and solve this problem. Advisors in attendance will be encouraged to share stories, best practices, and ideas.

C45
Learning to Navigate College: Towson University's S3 Program
Vicki Cohen, Kerica Henlon, Patsy Nwagbaraocha, Towson University

Towson University has been identified by the Education Trust as one of 11 institutions nationwide with little or no disparity in graduation rates between majority and minority student populations. The goal of Support for Student Success (S3), a collaboration between Academic Affairs and Student Affairs, is to maintain high graduation rates for first-generation, low-income students. By identifying and using existing student resources (first-year advising, tutoring, SAGE) and developing a targeted study skills class, Towson's high first-semester retention rates (95 – 99%) include at-risk students. This presentation will examine how students are identified for the program, evaluation and assessment of the program, and retention rates. We will share content of the study skills class taught by an academic advisor and student affairs professional.

C46
How to Set Student Internships Sailing: Techniques and Strategies for Internship Promotion and Advising
Ashley Fry, University of Delaware

We've all had students that come into our offices and say, "Can you find me an internship?" We've also met with individuals who already applied to 30 internships but still want to know if we have any inside connections. As advisors we should be prepared with many methods of internship promotion to best address the varying levels of student needs in seeking guidance in their quests for experiential learning. This session will focus on discussion of methods in place by the presenter and open the floor to sharing of attendees' own techniques. As internships are handled so differently by major, institution, and advisor approach to promotion, those present in this session will benefit from hearing from others' experiences.

C47
YouTube Advising FAQs
Michelle White and Ralph Anttonen, Millersville University

Providing relevant information to advisees is an important role for advisers. Students like to be "entertained" while seeking information. Based on this premise, The Office of Academic Advisement revised our website to provide advisees/advisers with a radical facelift to the Frequently Asked Questions (FAQs) section with a YouTube series. The following year, clips were created explaining the general education curriculum. During the third year, clips were created sharing the perspectives of faculty and students involved in first year seminars for exploratory students. Presenters will discuss planning and execution of these clips. A selection of clips of FAQs, general education curriculum, and perceptions of the faculty and students in first year seminars will be shown. The session will provide challenges of this initiative and a campaign to introduce the clips to advisers.
Session Descriptions

Friday, March 23
Concurrent Sessions

9:15—10:15am

C48
Transfer: Navigating to Degree Completion
Brooke Brown, Old Dominion University
Crystal Anderson, Old Dominion University
Maura Spreen, Tidewater Community College

Many advisors and advising centers have adopted new methods, policies, and procedures for meeting this increase in student needs. This session will feature a model used by advisors at Old Dominion University (VA) and Tidewater Community College, both of which have experienced an explosion of new transfer students in recent year. Participants will learn (1) the value of establishing partnerships between university and community college advisors; (2) how partnerships help students transition from the community college to the university; (3) how partnerships with campus stakeholders are needed to help project enrollments and negotiate articulation agreements; and (4) how technology has helped advisors reach more students. Data on the various transfer student populations served will be shared.

Friday, March 23
Concurrent Sessions

10:30—11:30am

C49
Small, Medium, Big: Mixing Individual and Group Advising
Liz Sutton and Catherine Chandler, The George Washington University

In the University Honors Program at GW, we use three "sizes" of advising: individual appointments, small group meetings of 15-25 students, and the Honors Advising Workshop of 125 students. Why? The information and advice that we provide for our students is of varied specificity and importance – and there is so much of it! One size does not fit all when it comes to advising and information sharing – and group advising can provide teaching opportunities, encourage students to feel comfortable in our space, and build camaraderie among students. This session will explore how we advise, share information with, and teach our students – the presentation room will become our lab for finding the right mixture of advising size and delivery for your home institution.

C50
"Toeing the Line": A Retention Program for Struggling Students
Jason Pelosi, Montclair State University

This session will discuss the development, implementation, and outcomes of Step-Up, an intrusive and appreciative advising program targeted at students with 2.0-2.29 grade point averages and/or have not earned 67% of their attempted credits. While these students are technically in good standing they risk falling on academic probation, delaying their graduation, and losing their federal aid. The results of the program will be reviewed along with plans for its future expansion.
Session Descriptions

Friday, March 23
Concurrent Sessions

10:30—11:30am

C51
Want to Reach First-Semester Students? Use Peer Leaders
Ann Lieberman Colgan and Joanne Conlon, West Chester University

First-year students are often more receptive to their peers than to professional advisors. Peer Leaders model essential study and time-management skills and role-play appropriate interactions with university community members. As essential aides to the advising process, they make referrals, remind first-semester students about important dates, and engage new students with provocative insights about the effort required to succeed in college, providing a valuable resource to students and to their advisors. Assessment indicates that students benefit from Peer Leader interactions and also see their advisors in a timely way, resulting in higher retention rates and lower rates of academic probation, and in more effective use of advising time. The presenters will describe this program and its outcomes and solicit input for further modifications to the Peer Leader role.

C52
Clicking on Success: Teaching the Wired Generation to Use Online Advising Tools
Mark Rohland, Temple University

Overwhelmed with responsibilities, undergraduates often lack time to learn essential curricular information. Yet they frequently neglect online advising tools for learning such information quickly, failing to transfer their tech savvy into academic savvy. Using insights from strengths-based advising theory, this session will present strategies for helping students link online advising tools to their nonacademic technological skills. The session will include scenarios, role-playing, and discussion related to helping students learn that academic tools such as online registration systems resemble tools such as iPods that they have already mastered. Attendees will gain new ideas for bridging the digital divide between advisors and students. Advisors can show the wired generation that tools for academic success are in students’ hands much as their smartphones are.

C53
Navigating the Seas of Degree Completion: Advising the 21st Century Latino Student
Denise Thillet-Castillo and Jose Ramos, Old Dominion University

The U.S. is 9th in the world in college attainment within the 25-34 year old population. In recent years we have seen increased concerns about the decline of college degree attainment of Americans and the need to increase the percentage of Americans who hold high-quality degrees from 40% to 60% by 2020 and beyond in order to remain competitive with the rest of the world to secure America’s economic future. What must the U.S. do to reach this goal? Why is achieving this goal important? How do we achieve this goal? How do we address the degree attainment lower rates of the fastest, biggest and youngest population segment of our nation? What must advisors do?

C54
Finding Their Element: Advising Through a First-Year Transition Course
Kate Kinsinger, Jilliane Bolt, and Kara Borsa, University of Pittsburgh at Johnstown

In a time of diminishing resources and increasing student needs, our first-year transition course has evolved into an effective advising vehicle. Operating from a strengths-based philosophy, the course uses Sir Ken Robinson’s book, “The Element,” as its foundation. The course’s goal is to connect students with their own elements — that place where personal passion meets talent. We will share evalutative data, samples of student work and course materials, designed to prompt students to define strengths to find appropriate majors in a timely fashion. We will share highlights from “The Element Program Series,” which connects students with working professionals, and we will describe the role our peer mentors play in helping first-year students find their elements.
Your feedback and votes are valued!

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Breakout Session Evaluations
Our presenters would very much appreciate your feedback on every session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Session evaluations are also used to award the “Best of Region” award.

Presenters: Check the Registration/Welcome table for copies of your session evaluations once your session has concluded.

Vote for “Best of Region 2”
Be on the lookout for a session you think qualifies as the “Best of Region.” The conference planning committee will present this honor to the presenter(s) whose session receives the most votes. The winner(s) will be given a stipend to attend and present the “Best of Region 2” presentation at the 2012 annual NACADA conference in Nashville, TN this October. You will be emailed a separate survey after the conference in which you may cast your vote.

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