Welcome to Charlotte! With three major NASCAR races on our speed-seeking home turf, this city certainly is an example of life in the fast lane!

On behalf of the planning committee, we are thrilled you are attending the 2012 NACADA Region 3 Conference. The committee has done an outstanding job of organizing the conference and preparing a varied and informative schedule of events. I hope you have an enjoyable time in Charlotte making new friends and renewing old ones.

Just as students can’t make it to the finish line without a pit stop or two, advisors need refueling and tune-ups from time to time as well. I hope you find the next three days full of fuel, so you can race home with new ideas and renewed vigor.

NACADA is a community that thrives by sharing, volunteering, and learning collaboratively. This conference is only possible with the help, guidance, ideas, time, and effort of everyone on the executive planning committee, and I would like to thank them here:

Janet Daniel, Debbie Smith, Cricket Bonnetaud, Sara Potts, Melissa LaMarche, Laiko Quintero, Kelly Moore, Stephanie Jennings, and Jennifer Harkey, UNC Charlotte, Charlotte, NC; Edie Dillé, York Technical College, Rock Hill, SC; Owen Sutkowski, Central Piedmont Community College, Charlotte, NC; Andrea Caldwell, UNC Chapel Hill, Chapel Hill, NC.

Additional thanks go to the many volunteers who helped with the pre-conference planning as readers, fund raisers, recruiters, and a variety of other duties and continued thanks are extended to those who are helping with the actual execution of the conference as we speak.

I hope you have a great conference and enjoy our beautiful city!

Sincerely,

Sue Spaulding, UNC Charlotte
Region 3 Conference Chair

UNC CHARLOTTE PHOTOGRAPHY
# Schedule at a Glance

## Thursday, April 12, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00am-6:30pm</td>
<td>Registration</td>
<td>Promenade</td>
</tr>
<tr>
<td>1:00-2:50pm</td>
<td>Getting Your Crew to the Victory Lap (PC1)</td>
<td>Dunn</td>
</tr>
<tr>
<td></td>
<td>Cultural Insight of Transformational Leadership (PC2)</td>
<td>Graham</td>
</tr>
<tr>
<td>3:00-4:50pm</td>
<td>Before the Green Flag Waves: Pre-registration Advising (PC3)</td>
<td>Johnson</td>
</tr>
<tr>
<td>3:00-4:50pm</td>
<td>Get by with a Little Help from a Friend: Mentoring Adult Students (PC4)</td>
<td>Caldwell</td>
</tr>
<tr>
<td>5:00-6:00pm</td>
<td>First Time Attendees Meeting</td>
<td>Ardrey</td>
</tr>
<tr>
<td>6:15-7:30pm</td>
<td>Opening Session</td>
<td>Carolina</td>
</tr>
<tr>
<td>7:30-10:00pm</td>
<td>Reception</td>
<td>Carolina</td>
</tr>
</tbody>
</table>

## Friday, April 13, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am-4:30pm</td>
<td>Registration</td>
<td>Promenade</td>
</tr>
<tr>
<td>7:30-8:30am</td>
<td>Continental Breakfast</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>The Hokey Pokey of College Parenting... When to Step in and When to Step Out (CC11)</td>
<td>Dunn</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Centralized Advising: A Case Study Approach from the University of North Carolina at Charlotte (CC12)</td>
<td>Graham</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>More Than Just Holds: Taking the Blinders off to See the Value of Academic Advising (CC13)</td>
<td>Graves</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Advising: The Lead Car in the Retention Race (CC14)</td>
<td>Caldwell</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Rebound to Good Academic Standing (CC15)</td>
<td>Ardrey</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Understanding the Cultural Differences of Caribbean and African Students (CC16)</td>
<td>Johnson</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Oh, the Places You Will Go: Career Exploration Course for Undeclared Students (CC21)</td>
<td>Dunn</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Incorporating Academic Coaching and Guided Study Sessions: Creating a Comprehensive Academic Success Program (CC22)</td>
<td>Graves</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Recognizing Differences: It Is Important for Academic Advisors to Understand Their Own Stereotypes and Perceptions of Diversity and the Impact They Have on Student Success (CC23)</td>
<td>Caldwell</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>What To Do When Your Engine Needs a Tune-Up (CC24)</td>
<td>Ardrey</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Racing To Transfer: Rural and Urban Approaches (CC31)</td>
<td>Dunn</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>ECU Exels: First Semester Students Receive Victory Lap (CC32)</td>
<td>Graves</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Destination Graduation: Getting Undecided Students on the Right Track (CC33)</td>
<td>Caldwell</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Keeping Students on the Right Track: Using Readily Available Technology to Help Identify Students Who Could Benefit (CC34)</td>
<td>Ardrey</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Advising Redesign: From an Advising Summit to Heightened Institutional Standards (CC35)</td>
<td>Graham</td>
</tr>
<tr>
<td>12:30-2:00pm</td>
<td>Lunch Buffet</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>2:00-3:00pm</td>
<td>Poster Sessions</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>3:15-4:15pm</td>
<td>Academic and Engagement Plans: Tools for Coaching (CC41)</td>
<td>Dunn</td>
</tr>
<tr>
<td>3:15-4:15pm</td>
<td>Gearing up for Online Advising: Your Map to Success! (CC42)</td>
<td>Graham</td>
</tr>
</tbody>
</table>
### Friday, April 13, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:15-4:15pm</td>
<td>Finish What You Started: Advising Readmitted Students (CC44)</td>
<td>Ardrey</td>
</tr>
<tr>
<td>3:15-4:15pm</td>
<td>Collision Course or a Team Victory? Retention Principles Meet Advising Practice (CC45)</td>
<td>Graves, Johnson</td>
</tr>
<tr>
<td>4:30-5:30pm</td>
<td>Kentucky Graham Room Tennessee Johnson Room North Carolina Ardrey Room West Virginia Dunn Room South Carolina Caldwell Room</td>
<td></td>
</tr>
</tbody>
</table>

### Saturday, April 14, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am-12:00pm</td>
<td>Registration</td>
<td>Promenade</td>
</tr>
<tr>
<td>7:30-8:30am</td>
<td>Continental Breakfast</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>The Impostor Syndrome: Helping Students to Face Their Fears and Finish Strong (CC51)</td>
<td>Dunn</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Advising Outside of the Box (CC52)</td>
<td>Graham</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>STEPS: A Retention Program Racing Toward Student Success (CC53)</td>
<td>Caldwell</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Academic Advising During New Student Orientation...Putting the Student in the Driver’s Seat (CC54)</td>
<td>Johnson</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>The Three S’s: An Alternative Approach to Counseling and Advising Minority Males (CC55)</td>
<td>Ardrey, Graves</td>
</tr>
<tr>
<td>8:45-9:45am</td>
<td>Selecting, Implementing, and Assessing an Effective Academic Early Alert and Connect System Integrating Academic Advisors (CC56)</td>
<td>Graves, Dunn</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Life in the Fast Lane: Leveraging Technology to Manage the Accelerated Pace of Advising (CC61)</td>
<td>Graham, Ardrey, Caldwell</td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>The Advising Collaborative: Roadmap for Winning the Race (CC62)</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Academic Coaching: Implementation to Effectiveness (CC63)</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>Embracing, Enduring, or Ignoring Undergraduate Faculty Advising (CC64)</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00am</td>
<td>From Advising To Retention: How One Advising Office Evolved To Meet the Needs of Today (CC65)</td>
<td></td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>The ABC’s for the Academic Success of Student-Athletes (CC71)</td>
<td>Dunn</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Not Everyone Starts in the Pole Position: Breaking Down Barriers Caused By Privilege (CC72)</td>
<td>Graham, Caldwell</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Surfing Through Early Registration (CC73)</td>
<td>Graves</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Communicate with Style! Maximize Your Effectiveness as an Academic Advisor! (CC74)</td>
<td>Ardrey</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Ensuring Web Accessibility for ALL Students (CC75)</td>
<td>Johnson</td>
</tr>
<tr>
<td>11:15-12:15pm</td>
<td>Supervising Graduate Assistants 101: Challenging, Supporting, Teaching, Guiding, and a Few Laughs Along the Way (CC76)</td>
<td>Mecklenburg</td>
</tr>
<tr>
<td>12:30-2:00pm</td>
<td>Closing Session and Lunch</td>
<td></td>
</tr>
</tbody>
</table>

---

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

Jason Kilmer, Keynote Address

Dr. Jason Kilmer received his Ph.D. in Clinical Psychology from the University of Washington in 1997 and currently works at the University of Washington in both a student affairs and a research capacity.

Dr. Kilmer is a Research Assistant Professor in Psychiatry and Behavioral Sciences and serves as an investigator on several studies evaluating prevention and intervention efforts for alcohol and drug use by college students. He is also the Assistant Director of Health and Wellness for Alcohol and Other Drug Education in the Division of Student Life, working with different areas across campus (including health, counseling, Greek life, residence life, and athletics) to increase student access to evidence-based approaches.

Dr. Kilmer serves as the Chair of the Washington State College Coalition for Substance Abuse Prevention. He also maintains an appointment as the Substance Abuse Prevention Program Coordinator for Saint Martin’s University. For ten years, he worked as an Addictive Behaviors Specialist in the Counseling Center at The Evergreen State College.

Bryant McMurray

Bryant McMurray, a professor in UNC Charlotte’s American Studies Department, is no stranger to the world of NASCAR. Although McMurray has many passions, including archive photography, American history, and American literature, nothing truly engages him in an animated (or heated) discussion more than talking motorsports and NASCAR!

One of UNC Charlotte’s most popular classes is his originally designed course “Motorsports in the South: NASCAR Past and Present.” In addition to teaching, he has been actively involved with various publications and movies on the subject of motorsports and NASCAR. Included in this lineup are “Cars of the King,” a publication with Sports Publications Inc. and “Unseen Earnhardt” and “Charlotte Motor Speedway” both works with Motor Books International. His experience with movies includes “Dale” and “The Ride of Their Lives;” both films are available on NASCAR Images and Country Music Television. McMurray oversaw NASCAR’S original premier division that was raced outside of North America while working as the North American General Manager in Melbourne, Australia, for the Calder Park Thunderdome Speedway (modeled on a scaled-down version of the Charlotte Motor Speedway).

In addition to his teaching and involvement with promoting motorsports, McMurray has won several first place photography awards, and he has received nationwide acclaim as the National Motorsports Press Association Photographer of the Year.
PRE-CONFERENCE SESSION SUMMARIES

Thursday, April 12, 2012
1:00-2:50pm

Getting Your Crew to the Victory Lap (PC1)
Kimberly Franklin, Michelle Crossley, and Jennah Jones
North Carolina State University
Dunn Room

Have you ever wanted to take yourself out of the race? Feeling tired, overworked, unappreciated, and unable to give all you can to your students? If so, this presentation is for you! We will be exploring some factors that contribute to advisor burnout and ways to utilize your pit crew to boost morale. Attending this fun, interactive, and lively workshop will help novice and experienced advisors learn how to be more balanced through a variety of activities and techniques that are easy enough to practice in your office. Participants will have the opportunity to relax, share, and leave rejuvenated and ready to get back to the track.

Cultural Insight of Transformational Leadership (PC2)
Roxanna McGraw
Johnston Community College
Graham Room

How do we meet the emotional needs of advisors as our colleges and universities struggle through the economic downturn? Presenters will illustrate how they use transformational leadership to create positive change, enhance motivation and morale, and empower team members so they can be at their best to serve students. This workshop will demonstrate how to connect your staff's sense of identity to the mission of the unit and challenge members to take greater ownership. Participants will also learn about leading with mala ma philosophy taken from the teachings of Dr. George Kanakehe, author of Ku Kanaka, and how one particular unit embraces the value of caring, compassion, and stewardship. Participants will walk away with practical applications and cultural insight.

3:00-4:50pm

Before the Green Flag Waves: Pre-registration Advising (PC3)
Clay Harshaw and Michele Kelly
Guilford College
Johnson Room

Long before the race begins, teams must use information they have learned about a race track to prepare their race cars for success in the race. They obtain information from their drivers and teammates during the practice sessions leading up to the race. It is much the same for pre-registering first-year and transfer students. Advisors need information about their new students long before the semester begins. To obtain the needed information from their students, colleges have found creative and cost effective ways to serve their students during pre-registration. One opportunity is the use of cost-effective technology. Schools have developed pre-registration forms and placement exams using cost-effective online technology and software. The purpose of this session is to share successful practices and to brainstorm innovative ways to assist in successful pre-registration efforts.

Get by with a Little Help from a Friend: Mentoring Adult Students (PC4)
Debbie Smith
University of North Carolina-Charlotte
Caldwell Room

Returning to college can be a huge adjustment for adult students, and minor issues sometimes determine a student's lack of success. Peer mentoring programs can assist in making the transition to college much smoother by providing a support system for new and returning nontraditional students. Through active listening and sharing of personal experiences, a mentor can guide and assist new and struggling students achieve their academic goals. This session will provide participants information on developing a peer mentoring program for adult learners, training, recruiting peer mentors, and developing activities and resources to encourage student engagement and benefits.
SESSION SUMMARIES
Friday, April 13, 2012
8:45-9:45am

The Hokey Pokey of College Parenting...When To Step in and When To Step Out (CC11)
Jayne Geissler, Steven Asby, and Dinecia Gates
East Carolina University
Dunn Room

"Helicopter parent? Who, me?! Students are not the only ones who are beginning the journey of a lifetime! As academic advisors, we know parents are also transitioning as they move from high school to college parenting. As parents are becoming more involved in the academic lives of their students, advisors should equip themselves with appropriate tactics to help parents learn when to STEP IN and when to STEP OUT. This session provides a template for higher education professionals on how to educate parents on their new role. The construct of this session places attendees in the role of parents while the presenters will model an actual parent orientation session. Come prepared to join in as a parent, share some stories, learn something new, and have a good time!

Centralized Advising: A Case Study Approach from the University of North Carolina at Charlotte (CC12)
Kristine Hopkins and Daryl Kerr
University of North Carolina-Charlotte
Graham Room

Driven by changes in enrollment, shortages in budget, and shifts in student and faculty culture, the Belk College of Business at UNC Charlotte made a strategic decision to centralize the role of advising. Hear how a weak shared responsibility among faculty and professional staff became the core strength for the college. Creation of paperless advising system and focus on student development methods will also be discussed. This presentation is primarily for advising administrators, experienced advisors, and individuals interested in learning more about centralized advising.

More Than Just Holds: Taking the Blinders Off to See the Value of Academic Advising (CC13)
Kimberly Bellamy and Jelisa Sinn-Bradwell
Old Dominion University
Graves Room

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.

Advising: The Lead Car in the Retention Race (CC14)
Nichole Knutson and Dawn Traynor
University of South Carolina-Columbia
Caldwell Room

On your mark, get set, go! This presentation explains how the University of South Carolina developed and employed a successful Cross Campus Advising program into an existing campus culture of decentralized college advising models. Through the creation of a need-based evaluation, the university identified unmet student need in the area of transitional advising. Combinations of in-house and national data were utilized to produce a proposal for delivery to administration. In this session, you will learn how this evaluation was received at the university, and subsequent outcomes will be presented. Session participants will receive specific examples and practical recommendations for raising retention and graduation rates utilizing a data-informed model at his/her home institution.

Rebound to Good Academic Standing (CC15)
Liz Fitzgerald and Laiko Quintero
University North Carolina-Charlotte
Audrey Room

A comprehensive survey of students on academic probation at UNC Charlotte identified particularly high probation rates among first semester college students. Students understood they were in trouble and identified possible strategies for improvement, but few followed through in seeking out assistance. The 49er Rebound model addresses the multifaceted concerns of first year students on probation. This session highlights our assessment, program, results in improving student retention, and lessons learned in reaching this student population.
**SESSION SUMMARIES**

**Friday, April 13, 2012**

**8:45-9:45am**

**Understanding the Cultural Differences of Caribbean and African Students (CC16)**
Stacey Sandeford-Lyons, Susan Lawson, and Jemayne King
Johnson C. Smith University

**Johnson Room**

Although students from the Caribbean and African countries often have physical features that resemble those of the African American student, it is a mistake to assume that their unique cultural backgrounds do not influence their approach to education and their understanding of the US education systems. Johnson C. Smith University, a historically black university (HBCU), is fortunate to have an increasing number of students from Caribbean and African countries on campus. The presenters, from JSCU, will report their findings of an exploratory qualitative study which focus on the desires, needs, and cultural adjustments of Caribbean and African students at a historically black institution.

**10:00-11:00am**

**Oh, the Places You Will Go: Career Exploration Course for Undeclared Students (CC21)**
Victoria Buchbauer and Emily Gross
Shepard University

**Dunn Room**

Undergraduate students may change their majors upwards of three to five times (Digest of Education Statistics, 2008). Shepherd University developed a career exploration course for undeclared majors. The 14 week course entitled “Oh, the Places You Will Go” assisted these students through an exploration of educational and vocational futures. Students explored various majors, researched careers, and learned how their personal strengths can be best applied to a major while anticipating their career goals. This program will provide an overview of our course including a review our pedagogy, resources, and activities. Preliminary assessment results of the pilot will also be discussed.

**Incorporating Academic Coaching and Guided Study Sessions: Creating a Comprehensive Academic Success Program (CC22)**
Kacie Hutson, Mark Gray, Cindy Ellis, and Gina Garber
Austin Peay State University

**Graves Room**

More than ever, colleges and universities are being charged with increasing student retention and graduation rates. This is especially a challenge in the case of improving the rate of success for at-risk students. Often, these students enter college with academic deficiencies, a lack of study skills and clear educational goals. The purpose of this presentation is to explore how academic coaching and guided study sessions can be incorporated into academic strengthening programs to address these issues. Participants will be encouraged to discuss how they currently address the academic and advising needs of their at-risk students and how they might incorporate the academic coaching and guided study session components into their own programs.

**Recognizing Differences: It Is Important for Academic Advisors to Understand Their Own Stereotypes and Perceptions of Diversity and the Impact They Have on Student Success (CC23)**
Mildred Burch
Western Kentucky University

**Caldwell Room**

The impact of the academic advisors’ perceptions and stereotypes regarding diversity plays a significant role in students’ success. Academic advisors’ perceptions and stereotypes may impede, create barriers, or alienate certain diverse groups of students. Academic advisors need to have a clear understanding of what diversity means and be able to see beyond their own perceptions and stereotypes to help students succeed academically. Academic advisors should ask themselves, “Could I recognize the differences create by diversity and how do I successfully work with these differences to achieve positive academic results?”

**What To Do When Your Engine Needs a Tune-Up (CC24)**
Kristin Goodenow, Micky Ward, and Betsy Knapp
Clemson University

**Audrey Room**

We all know as advisors how to deal effectively with our students. What about your co-workers? Students can sense the positive and (unfortunately) negative energy that may be created in our work environments. To make sure your office is a place students want to come for advice—and you want to come to work each day—this participant-driven, interactive roundtable discussion will walk participants through a series of steps to identify personal strengths and temperaments as well as generate ideas to avoid unnecessary time in the “pit.” Come tune up your engine, so that you can be sure your time and energy stay focused on your student advisees.
SESSION SUMMARIES
Friday, April 13, 2012
11:15-12:15pm

Racing to Transfer: Rural and Urban Approaches (CC31)
Amy Riebold and Helen Bruntly
Central Piedmont Community College/ Hazard Community and Technical College
Dunn Room

Transferring to another college to complete a baccalaureate degree can be a complicated and intimidating process for some students. This workshop will focus on rural and urban approaches that help students win the transfer race. On the rural level, the University Center of the Mountains brings together a range of postsecondary providers to give citizens of southeast Kentucky direct access to four-year postsecondary education. The UCM is a model that may be replicated in other rural areas which are challenged in access to postsecondary opportunities. The urban level will focus on both transfer and reverse transfer students. The presentation will include a PowerPoint as well as time for questions and answers.

ECU Excels: First Semester Students Receive Victory Lap (CC32)
Stephanie Bailey and Jennifer Cabacar
East Carolina University
Graves Room

Academic advisors work diligently to provide resources and programming for students in academic difficulty in efforts to help them succeed and retain them at their institution. But what about students who are excelling? Many institutions are not placing as much emphasis on retaining top performing students. This presentation will outline the efforts at East Carolina University to celebrate achievements of first semester-full time students, freshmen and transfer, who are excelling academically. We will discuss the ECU Excels program in detail outlining its format and spotlighting two different college programs. We will share goals, outcomes, and feedback from student and faculty perspectives. We hope to convey the ease and cost effectiveness of this program and how it can be duplicated at other institutions.

Destination Graduation: Getting Undecided Students on the Right Track (CC33)
Jessica Jordan, Michelle Barbour, Sarah Craiger, and Matt James
Marshall University
Caldwell Room

Do you ever wonder what strategies you can use to guide your undecided students towards an appropriate educational and career path? Our team has noticed a correlation between student success and major declaration. Let us share with you the strategies we have implemented to assist students from prospective status to alumni status; these include academic advising, career development workshops, promotional events, courses that focus on major investigation, and more. We will also explain our follow-up procedures to ensure that our undecided students have successfully found a major and achieved their ultimate destination-GRADUATION!

Keeping Students on the Right Track: Using Readily Available Technology to Help Identify Students Who Could Benefit (CC34)
Steven Shapiro, Barbara Boyette, and Craig Elbacher
Guilford College
Ardrey Room

Early in the race, communication amongst the crew members and the drivers is essential for success. To draw an academic parallel, early alert systems have proven beneficial in identifying students in need of assistance and in communicating with the student success team. In addition to often requiring expensive software, many of these systems require that faculty take the initiative to contact the relevant student support personnel. Though interim grades can be a very useful tool to identify students having academic difficulty, too often students have dug themselves into holes too big to climb out. We will discuss, from the perspectives of both administrators and faculty, our method for gathering and using information about early-semester student performance. Our approach is inexpensive and easily implemented with readily available software.
SESSION SUMMARIES
Friday, April 13, 2012
11:15-12:15pm
Advising Redesign: From an Advising Summit to Heightened Institutional Standards (CC35)
Cynthia Wolf Johnson and Henrietta Thomas
University North Carolina-Charlotte
Graham Room
This presentation is designed to assist advisors, faculty, and administrators interested in making institution-wide improvements to undergraduate academic advising. Presenters will share how a large, public research university took the advice of consultants at an Advising Summit and made significant improvements that have positively impacted students. Recent data show the highest student satisfaction levels within the past 10 years in every category measured, with some categories improving as much as 10%. The institution has heightened standards with consistency in advising mission, intended outcomes, processes, and quality of information through a campus-wide Advising Redesign Team appointed by the Provost. Workshop participants will examine their own institutional cultures, learn from lessons of another university, and make action plans to take back to their campuses.

Lunch Buffet
12:30-2:00pm
Mecklenburg Room
Poster Sessions
2:00-3:00pm
Mecklenburg Room

Silent Auction Benefits Victory Junction
Victory Junction is a North Carolina camp for children with chronic medical conditions and serious illnesses. Founded by Kyle and Pattie Petty in honor of their son Adam, the camp is located in Randleman, NC, with a second location opening soon in Kansas City, KS. Victory Junction offers programs for a range of disease groups and maintains strong relationships with more than thirty partner hospitals. Victory Junction’s mission is to provide life-changing camping experiences that are exciting, fun, and empowering in a safe and medically-sound environment. As a not-for-profit organization, the camp operates solely through the support of generous individuals, groups, and corporations to provide this experience at no charge to children and their families. For more information, visit victoryjunction.org.
SESSION SUMMARIES
Friday, April 13, 2012
3:15-4:15pm

Academic and Engagement Plans: Tools for Coaching (CC41)  
Jaime Shook and Claire Robinson  
University of South Carolina  
Dunn Room

Students arrive on campus with many new academic and social challenges and opportunities. Through reflection and goal-setting, students can identify their interests, motivations, and resources that can help them achieve success. The Academic Centers for Excellence (ACE) Academic Plan and the Student Engagement Plan are two comprehensive resources students use to assess their current habits, reflect on their experiences, and map out a concrete plan for their future collegiate success. Application of these tools within attendees' work will be discussed.

Gearing up for Online Advising: Your Map to Success! (CC42)  
Amanda Chambers and Paula Calahan  
Middle Tennessee State University  
Graham Room

Skype me! What? It’s not as painful as it sounds. Skype and other software applications make it possible to conduct online and distance advising sessions with the click of the mouse. Many of these applications are free and offer instant video and messaging capabilities from anywhere you have an internet connection. With today’s innovative technologies, advisors can economically incorporate these tools into advising to benefit students. This session will help advisors understand the importance of online advising, show them how to get started, list tools needed, and demonstrate how to prepare, conduct, and follow up on online advising sessions.

Putting Alumni in Your Pit Crew: Using Alumni to Steer Liberal Arts Career Decisions (CC43)  
Andrea Weber and Nikki Loy  
West Virginia University  
Caldwell Room

From social networking groups that serve as a virtual Rolodex, to alumni events, panels, and informational interviews with graduates of our program, our current students are embracing networking activities for guidance and vision for the future. Alumni have recently been participating in classroom assignments and out of the classroom events, and this interaction with alumni has been useful in helping some students gain perspective and begin to see more clearly the infinite career lanes that lie before them. Student feedback has repeatedly indicated that these interactions have helped them realize potential opportunities and career fields. In this session, we hope to outline some of our grassroots techniques for increasing alumni involvement.

Finish What You Started: Advising Readmitted Students (CC44)  
Kelly Moore and Cricket Bonnetaud  
University of North Carolina-Charlotte  
Ardaye Room

Does your campus provide a clear path from readmission to registration or does it leave students in the dark? The 49er Finish and 49er Readmit programs recapture undergraduate students who stopped-out of the university. The 49er Finish program assists and recruits undergraduate students close to graduation to return to UNC Charlotte to finish their degree. The 49er Readmit program targets all readmitted students ages twenty-four and older, to provide them with an individualized plan for academic success. This interactive presentation will discuss the formation of both initiatives, identify student barriers to returning to school, programmatic efforts to diminish these barriers, and the cross departmental collaboration required to maintain these outreach efforts.

Collision Course or a Team Victory? Retention Principles Meet Advising Practice (CC45)  
Susan Harrick  
University of Kentucky  
Graves Room

Have you ever received bizarre or unworkable retention directives from inside or outside your advising unit? Does it feel like administrators and advisors are racing in opposite directions to save students and getting nowhere? Do you wonder how best to approach these issues in your advising operation? Though administrative and advisor perspectives can sometimes seem at odds, both groups offer valuable contributions to the retention dialogue. We will discover the benefits of both viewpoints, review factors that successful retention advising practices have in common, and examine case studies from current retention initiatives at a large, 4-year public university. You will leave ready to evaluate current and proposed retention initiatives at your own institution for optimum value, scope, and implementation.
SESSION SUMMARIES
Friday, April 13, 2012
3:15-4:15pm
Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books and Blogs (CC46)
Sarah Keeling
University of South Carolina
Graves Room
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 Clearing House, Monographs/Books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

State Meetings
4:30-5:30pm

<table>
<thead>
<tr>
<th>Kentucky</th>
<th>Graham Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>Ardrey Room</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Caldwell Room</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Johnson Room</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Dunn Room</td>
</tr>
</tbody>
</table>

Saturday, April 14, 2012
8:45-9:45am
The Impostor Syndrome: Helping Students to Face Their Fears and Finish Strong (CC51)
Christy Walker and Andrea Caldwell
University of North Carolina-Chapel Hill
Dunn Room
High achieving students can often mask feelings of fraud and self-doubt commonly known as the impostor syndrome. These feelings may result in anxiety, depression, declining grades, and increased dropout rates. This presentation will detail the characteristics of the impostor syndrome and how it might impact student engagement and persistence from an academic advising and career advising perspective. We will accomplish this through stories of personal reflection, participatory exercises, and discussion of best practices. This presentation is especially helpful to advisers who work with graduate students, transfer students, and students of underrepresented populations.

Advising Outside of the Box (CC52)
Stefani Thachik and Dana Irvin
Clemson University
Graham Room
The current millennial generation of college students share values and behaviors that may not always be met by standard advising practices. In order to advise these students, Clemson University’s Calhoun Honors College has developed a diverse range of advising methods to enhance student learning and development as well as to help build and strengthen the advising relationship. This session will explore methods employed. Examples include: pre-registration kick-offs; contests like Create-A-Course; a four-year professional development plan; peer advising and mentoring; advising in the Honors living-learning community. Presenters will share their successes and lessons learned. Audience members are encouraged to share their experiences as well.
SESSION SUMMARIES
Saturday, April 14, 2012
8:45-9:45am

STEPS: A Retention Program Racing Toward Student Success (CC53)
Kevin Thomas
West Kentucky University
Caldwell Room

The STEPS program at Western Kentucky University provides student support through Peer Intrusive Advising, supplemental education, and several other resources to help students with developmental needs in English and reading. This session will focus on the requirements of such a program, how it relates to student success, and the success found by participating students from 2006 – 2009. The review of this four-year time period will allow for evaluation of success, failures, and future growth opportunities. This session is perfect for any advising administrator or future advising administrator that would like to know more about this proactive retention approach to working with at-risk students at their own institutions.

Academic Advising During New Student Orientation...Putting the Student in the Driver’s Seat (CC54)
Marlena McIlvoin Lester and Natasha Smith
Virginia Tech.
Johnson Room

In the controlled chaos of orientation, students can sometimes feel as if they have no control. We have developed a hands-on learning approach to fully engage students and put them in the driver’s seat. For one department with 1000+ new freshmen this method can seem intimidating; however, with proper collaboration, structure, and the use of technology, this can be an exciting and satisfying experience for the advisor and the student. This presentation will address the various tools and personnel used to effectively advise students and develop their individual schedules before, during, and after orientation. We will analyze the benefits of a collaborative initiative, the price associated with developing a large scale process, and the evaluation of it all!

The Three S’s: An Alternative Approach to Counseling and Advising Minority Males (CC55)
Howard Byrd
Central Piedmont Community College
Ardey Room

The unique challenges that are encountered in counseling and advising minority male students require a non-traditional approach. Institutions that seek to synergize increased enrollment with student success must be proactive in their efforts to unleash the largely untapped potential of this sector of their student population. Counselors and advisors must assist the student in understanding the relationship between education and personal success. The traditional modes of learning are largely ineffective with students who do not have the proper self-concept, self-esteem, and self-worth. Engaging in dialogue and instituting programs that assist in countering negative educational experiences can be a catalyst in realizing positive and measurable results in the minority male population.

Selecting, Implementing, and Assessing an Effective Academic Early Alert and Connect System Integrating Academic Advisors (CC56)
John Trifilo, Jayne Geissler, Steven Asby, and Elizabeth Coghill
East Carolina University
Graves Room

Over 28,000 flag notifications were sent to students in academic difficulty and in good academic standing during fall 2011! How did students react to this “intrusive” early alert system? What did academic advising do with this “proactive system”? Join us to learn more about researching, selecting, implementing, training, AND connecting students to advisors and campus resources via an early alert system. Satisfaction surveys conducted with advisors, students, faculty, and resource areas will be shared. Results – simply amazing!

10:00-11:00am

Life in the Fast Lane: Leveraging Technology to Manage the Accelerated Pace of Advising (CC61)
Ryan Sallee
University of Kentucky
Graves Room

Academic advising is a busy, fast-paced field. The green flag drops the moment we unlock our office doors in the morning, and it is full throttle from that point forward! During this session, we will examine technological strategies to help busy advisors maximize efficiency and productivity while balancing myriad demands. Session participants will have the opportunity to discuss best practices.
SESSION SUMMARIES
Saturday, April 14, 2012
10:00-11:00am
The Advising Collaborative: Roadmap for Winning the Race (CC62)
Lisa Rogerson, Elizabeth Fuller, Jill Naar, Heather Weigand, and Nancy Lile
East Carolina University
Dunn Room
Looking for a way to more effectively and efficiently serve students? Join us to learn how to develop an Advising Collaborative on your campus. An Advising Collaborative links advisors and advising centers on campus through regularly scheduled meetings, professional growth activities, and organized partnerships between advising and other student services organizations. With this structure, students are supported and guided to prevent getting lost in the maze that is higher education. This presentation will outline the development, organization, and benefits of an Advising Collaborative model. Participants will have the opportunity to join the discussion, ask questions, and leave with an understanding of how the Advising Collaborative model operates and enhances the student experience, contributing to recruitment and retention.

Academic Coaching: Implementation to Effectiveness (CC63)
Katie Cartnell and LeNelle Patrick
North Carolina State University
Graham Room
How can you reach out to and expand services for students in academic difficulty when resources are limited? The First Year College at North Carolina State University implemented an Academic Coaching program to support students on academic warning in the fall of 2010. Through revision, this model has proven to be effective in significantly increasing student GPAs through developing and improving regular habits and skills. This presentation will highlight the First Year College’s coaching model, along with assessment results, as a foundation for reaching these at-risk students. In addition, participants will develop coaching skills for working with students in academic difficulty and understand the importance of SMART goal setting. At the end of the session, participants will be encouraged to share their own approaches for working with this population.

Embracing, Enduring, or Ignoring Undergraduate Faculty Advising (CC64)
Johnathan Phillips
Radford University
Arndy Room
Faculty perform a variety of roles, and the role of advisor may be the least appreciated as the literature is very limited regarding faculty advising. This non-experimental study utilized a descriptive survey design to explore the relationship between faculty experience, discipline, and gender and the attitudes, values, and preparation towards advising. All undergraduate faculty advisors (n=316) of a comprehensive university in southeastern United States were invited to complete a web-based survey consisting of 47 attitudinal questions with four-point response scales and three demographic questions. A total of 77 participants (24.37%) completed the survey. The findings indicate statistically significant relationships between the independent variables and specific dependent variables which will be discussed in the presentation.

From Advising To Retention: How One Advising Office Evolved To Meet the Needs of Today (CC65)
Heather Arrington, Becca Soule, and Tyler Henson
Middle Tennessee State University
Caldwell Room
In Tennessee, the funding for higher education institutions has recently changed to a performance-based formula, centered largely on retention and graduation numbers. To meet the metrics of the funding formula, the University College Advising Center (UCAC) at our school has transitioned from simply advising students into the right major and classes to becoming a more retention conscious center. This has been accomplished through adding many new programs that easily fit into the advising process, so that our students are better prepared to persist through to graduation. This session will focus on the programs incorporated into the advising center over the past several years and our plans for the future in a retention-based world.

11:15-12:15pm
The ABC’s for the Academic Success of Student-Athletes (CC71)
Juanita Painter and Ashley Keys
North Carolina Agriculture and Technology
Dunn Room
Some student-athletes matriculate to college with deficiencies. Some are non-qualifiers who need developmental courses to meet the prerequisites for college courses or assistance to transition from high school to college. Matching the students’ needs with available resources is one the most powerful ways to maintain student retention, though follow through on suggested actions can help as well. The Student-Athlete Academic Enhancement Program (SAAEP), a unit within the Center for Academic Excellence (CAE) on the campus of North Carolina Agricultural and Technical State University, matches the students’ needs with available resources and makes referrals when needed. These efforts will aid the student-athletes in becoming confident in their academic abilities. Confident students perform well in school on their way to achieve student retention.
SESSION SUMMARIES
Saturday, April 14, 2012
11:15-12:15pm

Not Everyone Starts in the Pole Position: Breaking Down Barriers Caused by Privilege (CC72)
Wendy Schindler
Gateway Community & Tech College

Graham Room
Academic advisors are so passionate about higher education that we made it our career. It is easy for us to put up unintentional barriers to student success because we forget that we have the privilege of education. We understand higher education terminology, know how to effectively seek out information, and make education a top priority. Many students at an open admission college cannot say the same. This is particularly true of non-traditional students, first generation students, and students of modest socio-economic status. Solving the problem requires recognition that these barriers do exist, a degree of self-awareness to find if we are inadvertently reinforcing the barriers, and a willingness to create necessary tools to bring the barriers down.

Surfing Through Early Registration (CC73)
Zack Underwood
University North Carolina-Wilmington

Caldwell Room
Prospective students (and parents) want instant access to information about degree programs, general education requirements, and course availability. To address their concerns, UNCW offers incoming freshmen the ability to register for courses prior to physically arriving at Orientation. The Early Registration Tutorial shows students how to use the on-line registration system as well as what courses to take in their first semester. This presentation will address how the Early Registration Tutorial developed from an immediate necessity to a process preferred by students, how it impacted orientation and registration processes, and how it has evolved into a great retention/marketing tool for the university.

Communicate with Style! Maximize Your Effectiveness as an Academic Advisor! (CC74)
Scott Myers
West Virginia University

Graves Room
This session will illustrate how the communicator style academic advisors employ during their advising sessions influences whether their advisees consider them to be effective and are satisfied with the advising sessions. In this session, participants will be introduced to the role that effective communication plays in the advisor-advisee relationship. They will then explore the construct of communicator style and its 10 attributes through an assessment of their style and the attributes they frequently use. Discussion then will ensue on how communicator style is linked to perceived advisor effectiveness and advisee satisfaction with both the advisor and the advising sessions. Participants will leave the session with an understanding of how communicating style can enhance their communication relationships with their advisees.

Ensuring Web Accessibility for ALL Students (CC75)
Margaret Turner, Jorja Waybrant, and Aimee Helmus
University North Carolina-Wilmington

Ardrey Room
As the population of students with disabilities continues to increase colleges and universities are faced with proactively providing accessible information systems for online offerings. Providing barrier free Web sites is not just a courtesy but also a law. As early as September of 1996, the US Department of Justice ruled that the Americans with Disabilities Act (ADA) applies to Web pages. Colleges and universities are redesigning and customizing their web sites. These sites are increasingly becoming environments for all facets of the university. Technology accessibility is no longer just an issue for the Disability Services Offices or Information Technology Divisions. This presentation will discuss processes, policies, and suggestions for accessible information systems for online offerings that involve all campus offices and divisions.

Supervising Graduate Assistants 101: Challenging, Supporting, Teaching, Guiding, and a Few Laughs Along the Way (CC76)
Cassandra Everly, John Cote, and Kimberly Yeomans
University of South Carolina

Johnson Room
As advisors our main responsibility is guiding students to ensure a successful academic experience. On top of the many undergraduate students we advise, we also have the added responsibility of supervising graduate students and/or helping to train new advising professionals. Successfully managing a full advising load while being an effective and engaging supervisor is no easy task, and often times, advisors find themselves reaching out for support. This presentation, developed and delivered by graduate students, will cover strategies to develop the most effective supervisory relationship. Presenters will share personal experiences, concerns, and challenges they have during their graduate assistantships and present the conference participants with effective strategies they can take back to their home institutions.
THANK YOU TO ALL OUR SPONSORS!

UNC CHARLOTTE
Enrollment Management

Charlotte Area Education Consortium

UNC CHARLOTTE
Office of Academic Affairs

UNC CHARLOTTE
College of Liberal Arts & Sciences
1 Actor’s Theatre of Charlotte (F7)
650 East Stonewall Street
Box Office:
(704) 342-2251

2 Bank of America Stadium (F4)
800 South Mint Street
(704) 358-7407

3 Bechtler Museum of Modern Art (E5)
420 South Tryon Street
(704) 353-9200

4 Charlotte Convention Center (E6)
501 South College Street
(704) 339-6000

5 Dale F. Halton Theater (D9)
1205 Elizabeth Avenue
Box Office:
(704) 330-6534

6 Discovery Place and IMAX Dome Theater (C5)
301 North Tryon Street
(704) 372-6261

7 EpiCentre (D6)
210 East Trade Street

8 Harvey B. Gantt Center for African-American Arts + Culture (E6)
551 South Tryon Street
(704) 547-3700

9 ImaginOn: The Joe & Joan Martin Center (C6)
300 East Seventh Street
(704) 973-2780

10 Johnson C. Smith University (C1)
100 Beatties Ford Road
(704) 378-1000

11 Johnson & Wales University (D4)
801 West Trade Street
(980) 598-1000

12 Knight Theater (E5)
430 South Tryon Street
(704) 372-1000

13 Levine Museum of the New South (C6)
200 East Seventh Street
(704) 333-1887

14 McColl Center for Visual Art (B6)
721 North Tryon Street
(704) 332-5555

15 McGill Rose Garden (A7)
940 North Davidson Street
(704) 333-6497

16 Metropolitan Midtown (E9)
1225 Baxter Street
(704) 295-7MET

17 Mint Museum Uptown (E5)
500 North Tryon Street
(704) 337-2000

18 NASCAR Hall of Fame (E6)
400 East Martin Luther King Jr. Boulevard
(704) 654-4400

19 Blumenthal Performing Arts (D6)
130 North Tryon Street
(704) 372-1000

20 NC Music Factory (B3)
1000 Seaboard Street
(704) 987-0612

21 Ray’s Splash Planet (C3)
215 North Sycamore Street
(704) 432-4729

22 Settlers’ Cemetery (D5)
West Fifth Street, between Poplar and Church Streets

23 Spirit Square Center for Arts & Education (C6)
345 North College Street
(704) 332-1000

24 The Fillmore Charlotte at NC Music Factory (B3)
1000 Seaboard Street
(704) 987-0612

25 Time Warner Cable Arena (D6)
333 East Trade Street
(704) 688-9000

26 Uptown Amphitheatre at NC Music Factory (B3)
1000 Seaboard Street
(704) 987-0612

27 Vietnam Veteran’s Memorial (D9)
1129 East Third Street
(704) 336-2884

Visitor Info Center (E5)
330 South Tryon Street
(800) 231-4636

Visitor Info Center at Levine Museum of the New South (C6)
200 East Seventh Street
(704) 333-1887

Sculptures on the Square
Corners of Trade and Tryon

TRANSPORTATION
Gold Rush Shuttle
Orange Line — Free
Gold Rush Shuttle
Red Line — Free
For shuttle stop information:
www.RideTarmac.org
or (704) 338-RIDE

Light Rail
The LYNX Blue Line offers fast, quiet, convenient light-rail service to 16 stations between Uptown Charlotte and I-485 at South Boulevard.

Light Rail Stations:
Circles on bus routes are timed to connect with trains at the Blue Line stations, making it easy to get to work, to shopping or wherever you need to be.
Thank You for Attending the NACADA Region 3 Conference! See You in Greenville, SC in 2013!

Growing with the Flow:
Bridging advising strategies and best practices for success

Greenville, South Carolina · May 14-16, 2013

Greenville's Reedy Falls gave life to an unsettled region of Downtown Greenville. As professionals in the field of Academic Advising, we give life and hope to our students in the flow of their academic experience. Join us as we learn from one another to grow our skills and learn best practices in Greenville, May 2013.

NACADA
The Global Community for Academic Advising