NACADA: The Global Community for Academic Advising

Northeast Region One

30th Annual Conference

March 19–21, 2014

Newport, Rhode Island

Greetings Region One Conference Participants!

Welcome to Newport! On behalf of the Region One Conference and Steering Committee, please let me welcome you to our 30th Annual NACADA Region One Conference. Newport is a great host city offering a beautiful backdrop of history and style, as we celebrate thirty years of academic advising in our region.

The theme of this year's conference is *Advising Goes Electric*, and I truly believe the programs, sessions and keynotes being offered over the next three days will stimulate our interest in advising and leave us energized ready to return to campus. The Program Committee led by Mara Sidman, Jennifer Keen-Crouse and Wanda Reyes-Dawes have worked hard to showcase best practices, innovating advising techniques and opportunities to come together and share. With a potential record breaking attendance, this year's conference is guaranteed to have something for everyone. So get plugged in and join the party.

A sincere thank you goes out to the Conference Committee, led by Autumn Grant and Jennifer Fath, who have done an incredible job pulling together our 30th Annual NACADA Region One Conference. They have truly stepped it up by recruiting wonderful committee members and ensuring an educational and memorable conference. Please take time to thank them during the conference for their leadership and commitment to NACADA and our region. We are lucky to have them and the entire Conference Committee. THANK YOU!

As a participant, I encourage you to stay 'plugged in' at the conference. Take time to review the sessions and attend as many as you can. A lot of work has gone into each session to showcase campus efforts to *electrify advising*, so fill those seats. As first time participants, I encourage you to join in the conversation. Don't sit back and watch, be a part of our conference. Ask questions, attend sessions and don't be afraid to come up to me or anyone on the conference committee and introduce yourself. For returning participants, reach out to new faces by sitting next to someone new at a meal or in a session. Introduce yourself and share your experiences at NACADA. Remember you were a first timer once!

I look forward to meeting you all during the conference and know you will return to your campus feeling energized as a person and an advisor. Together we can make a difference with our students because we are not doing it alone, we are all plugged into the greatest organization around-NACADA!

Rodney Mondor, University of Southern Maine
NACADA Region One Chair

2014 Region One Conference Committee

Conference Co-Chairs
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Autumn Grant—Northeastern University

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Jane Hanna – Johnson and Wales and University

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Wanda Reyes-Dawes —Manchester Community College
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Research Symposium Onsite Coordinator
Rodney Mondor — University of Southern Maine

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Caroline Phillips—Fisher College

Esther Owen— John Jay College of Criminal Justice

Gail Stubbs—University of Massachusetts Boston

Henrietta Genfi—Bentley University

Iona Black—Yale University

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Michael Mastrella—SUNY Schenectady County Community College

Shoshona Kalfon— Concordia University

Stephen Pepper—Massachusetts Institute of Technology

Steve Viveiros — Bristol Community College

Terri Downing

Tracy Mendham—Franklin Pierce University

Whitney Jorns—Northeastern University

NACADA REGION ONE 2014 CONFERENCE-AT-A-GLANCE

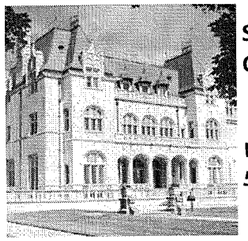
Wednesday, March 19th			
Time		Program Title	Location
8:00am-10:00am		Pre-conference Registration	Registration Desk
8:00am-4:00pm		Conference Registration	Registration Desk
	Pre-conference Workshops		
10:00am—12:00pm	PC1	Plug In: Introduction to Developmental Advising and Learning	Freedom
9:00am —12:00pm	PC2	Subterranean Staff Meeting Blues	Weatherly
12:00pm -1:15pm		Lunch on your own	
12:15pm-1:15pm	PC3	Introduction to NACADA (First Time Attendee Orientation) Preregistration required. Includes lunch	Atrium
1:30pm-2:30pm	Session 1		
	1.1	Don't Delay: Advising the College Procrastinator Before It's Too Late	Freedom
	1.2	Teamwork Makes the Dream Work: A Case Management Approach To Advising	Enterprise
	1.3	Incoming Transfer Seminar: Getting Them Off On the Right Foot	Columbia
✓	1.4	The Power of Reflective Writing in Academic Advising	Newport
	1.5	A Peer Mentor Program for Visual Art Students	Courageous
	1.6	Beyond the Greatest Hits: Articulating Student Achievement through Storytelling	Stars & Stripes
	1.7	The Same Old Song... "Not Academic Enough"	Weatherly
2:45pm-3:45pm	Session 2		
	2.1	Integrating Peer Advising into First Year Experience Course	Weatherly
	2.2	PACT: Creating a Culture of Collaboration and Student Success	Middletown
	2.3	Developing Proactive Support Initiatives for At-Risk Students	Courageous
	2.4	Top the Charts: Be Invested in Your Students' Success	Stars & Stripes
✓	2.5	They Are Talking—Are We Listening? International Students on Campus	Newport
	2.6	Defining and Defending Success: Dilemmas in Probation Programing	Enterprise
	2.7	Increasing Grade Voltage from D's to A's	Freedom
	2.8	SkillsFest: It's Not About the Job Title	Columbia
4:00pm-5:00pm	Session 3		
✓	3.1	If I'd Only Known Then What I Know Now: Advice for New Advising Professionals, and The People Who Support Them—Roundtable	Newport
	3.2	Online Orientation: Conception, Creation, Implementation, Assessment and Revision	Stars & Stripes
	3.3	Re-charging the Sophomore Year Through Learning Communities	Freedom
	3.4	The Advising Ensemble: Perfecting Practice	Enterprise
	3.5	Affirming the Advising Dean's Role in Assessment	Middletown
	3.6	Don't Take My Word for It: Using a Peer Advisor Voice in the Classroom	Weatherly
	3.7	What's In Your Database? Using Existing Data to Identify At-Risk Students Earlier and Understand The Stop Out Student Better	Columbia
	3.8	Community College Advising Gets the Works	Courageous
5:30pm-7:30pm		Welcome Reception at Salve Regina University's Ochre Court Mansion	
7:30pm		Dinner on your own	
Thursday, March 20th			
7:30am-11:45am		Conference Registration and Evaluations	Registration Desk
7:30am-9:00am		Continental Breakfast (included in conference fee)	Foyer
7:30am-9:00am		Academic Advising Excellence Awards Program with Welcome from the National Office & Region Update	Grand Ballroom
9:15am-10:15am	Session 4		
	4.1	Go Your Own Way: Utilizing Advisors' Unique Talents and Backgrounds —Roundtable	Newport
	4.2	Making the Switch: From Graduate Student to New Professional	Stars & Stripes
	4.3	Center Your Center: How Creating an Operational Calendar Can Improve Communication and Organization for your Advising Center	Enterprise
	4.4	An Increasing Student Population: Veterans	Columbia
	4.5	Academic Advisor Training and Development in Three-Part Harmony	Courageous
	4.6	Did they Just Say That? Responding to Students in Crisis	Weatherly
	4.7	It Takes an Orchestra: How You Can Fine-Tune All of the Instruments Necessary to Develop Programming for Exploratory Students	Freedom
	4.8	Conversation with NACADA Leadership	Middletown
Thursday, March 20th			
10:30am-11:30am	Session 5		
	5.1	Learning Communities in a Community College Setting—Roundtable	Newport
	5.2	Money Blues	Freedom
	5.3	Conducting Academic Advising Research	Enterprise

NACADA REGION ONE 2014 CONFERENCE-AT-A-GLANCE

Thursday, March 20th (continued)			
10:30am-11:30am	Session 5 (continued)		
	5.4	Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog	Middletown
	5.5	Peers Got Talent	Stars & Stripes
	5.6	Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-Centered Counseling	Courageous
	5.7	Communication, Connection, and Collaboration: Learning to Liaise with Academic Affairs	Columbia
	5.8	New Advisor Training that Sings-Along	Weatherly
11:45am-1:00pm		Lunch (Included in conference fee) and keynote address by Dr. Mim Runey	Grand Ballroom
1:00pm—4:00pm		Conference Registration and Evaluations	Registration Desk
1:00pm-2:00pm	Poster Presentations		
	P.1	On Key or Falling Flat? A Perspective on Advising Models	East Foyer
	P.2	Having Treble Tuning Your Mission? Staccato Around!	
	P.3	Who's the New Person? Understanding and Supporting New Advisors	
	P.4	New Rhythms in Advising - Innovative Advising Practices	
	P.5	Making the Connection: Advising and Curriculum for At-Risk Students	
	P.6	Mapping Our Curriculum	
	P.7	Jazzing Up Your Orientation Presentations	
	P.8	Online Orientation Creation: Utilizing your institution's current course management system (CMS)	
	P.9	The Double Helical Shape of Academic Advising	
	P.10	Tips to Writing a 'Glowing' Session Proposal	
2:15pm-3:15pm	Session 6		
	6.1	Capstones to Caps and Gowns: Advising Seniors — Roundtable	Newport
	6.2	There's a Set List for That: Using a Syllabus to Guide Students	Weatherly
	6.3	We Keep the Beat with a Five-Armed Drummer	Columbia
	6.4	Finding The Melody: Unified Messaging for New Student Orientation	Enterprise
	6.5	Jump, Start the Second Semester	Stars & Stripes
	6.6	Conversation with the Keynote, Dr. Mim Runey	Middletown
	6.7	It Takes 2 (Credits) To Make A Thing Go Right	Freedom
	6.8	A Platform for Connection: Digital Communication Strategies for Outcome-based Advising	Courageous
3:30pm-4:10pm		UnConference Session 1	All Meeting Rooms
4:15pm-4:55pm		UnConference Session 2	All Meeting Rooms
5:00pm-6:00pm		Region One Steering Committee Meeting	Newport
6:30pm		Dinner on your own. Graduate students will gather for group dinner at Buskers	
Friday, March 21st			
7:30am-10:30am		Conference Registration and Evaluations	Registration Desk
8:00am-9:00am	Session 7		
✓	7.1	The Economic Divide: How Attending an Affluent Institution Impacts the Lived Experiences for "High Need" Students	Courageous
	7.2	LEEP: Transitioning from a Faculty-centered to an Integrated Advising Model	Stars & Stripes
	7.3	School Daze: Surviving and Thriving in the First Year of College	Freedom
	7.4	Take the Lead: NACADA's Emerging Leader Program	Newport
	7.5	Positivity Works! Boosting your Resilience and Job Satisfaction	Weatherly
	7.6	Stony Brook BRIDGES the Gap	Enterprise
	7.7	Refining Your Advising Approach to Yield Exceptional Student Data - Vendor Presentation	Columbia
	7.8	Writing a Session Proposal that Shines!	Middletown
9:15am-10:15am	Session 8		
	8.1	Advising and Coaching to Help Students Understand the College Rhythm and Stay on Beat	Stars & Stripes
	8.2	Gathering the Best Solo Acts Around Campus to Form a Sound New Approach	Freedom
	8.3	Using Motivational Interviewing to Support Student Success	Enterprise
	8.4	Why Are There Still So Few Women in Science? Mentoring Undergraduate Women	Courageous
	8.5	The Things We've Learned: Graduate Internships in Advising	Weatherly
	8.6	Community College Success: Rethinking the Model	Columbia
11:00am-12:15pm		Brunch *(included in conference fee): Closing Keynote and State Basket Give-aways*	Grand Ballroom
12:45pm-1:45pm		Open Planning Meeting for 2015 Conference: Please join us	Middletown

Special Events

Welcome Reception



Salve Regina University
Ochre Court Mansion

Wednesday, March 19, 2014
5:30—7:30pm

Built in 1892, Ochre Court is the second largest mansion in Newport, RI. We hope you will enjoy visiting one of Newport's finest historic mansions!
Please join your fellow colleagues at NACADA Region One 2014 Conference Opening Reception
****PLEASE NOTE: DUE TO LIMITED PARKING AT SALVE REGINA UNIVERSITY, KINDLY REFRAIN FROM BRINGING YOUR VEHICLE UNLESS ABSOLUTELY NECESSARY. SUFFICIENT TRANSPORTATION IS AVAILABLE.****

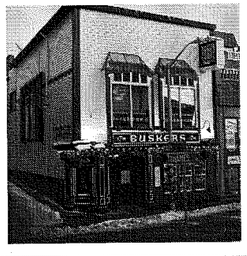
Opening Keynote

Mim L. Runey
President, Johnson & Wales University, Providence Campus

Thursday, March 20, 2014
12:15pm –1:15pm
Grand Ballroom

Mim L. Runey has a long history with Johnson & Wales University going back to 1989. Over the years she advanced to various leadership positions and on July 1, 2011 became president of the Providence Campus and chief operating officer. As Johnson & Wales anticipated its 100th anniversary in 2014, Dr. Runey led the university into a new strategic planning initiative, 2017: The Centennial Plan that will solidify the university's status as an innovative leader whose education is recognized as an effective 21st century model of higher education. She holds a bachelor's degree in English from Clemson University and a doctorate in law and policy from Northeastern University.

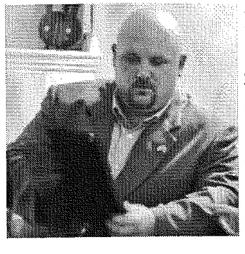
Graduate Student Dinner



Graduate students join us for dinner out in Newport on
Thursday, March 20th
at 6:30pm

Buskers Irish Pub and Restaurant
178 Thames St.
www.buskerspub.com/

Closing Keynote



Patrick Cate
Director of the University Studies Department at Plymouth State University

Friday, March 21, 2014
11:00am —12:15pm
Grand Ballroom

Patrick Cate is the Director of the University Studies Department at Plymouth State University in Plymouth, NH. He holds a BA in Biology from Keene State College and an M.Ed in Educational Counseling from Plymouth State. He is currently pursuing an Ed.D in Higher Education at PSU. He is the creator of the Targeted Advising approach and has worked with a number of institutions and organizations on its use. He has written for NACADA in the clearinghouse, blog, in the "Academic Advising Approaches" book and is currently working on a chapter for an upcoming publication. He won the Best of Region award in 2009 and is currently the NH State Liaison.

HOW TO USE THIS PROGRAM

PC – Pre-conference Workshops

PCWs are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are usually necessary. Workshops are limited to 35 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll in a workshop on-site.

Concurrent Sessions

Most conference sessions are concurrent sessions and so are not given special identification. These sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental and others are theoretical. The format is mainly lecture or workshop with questions and discussion following the presentation.

Round Table Discussions

Roundtables are slightly more informal than other presentations. They are usually limited to short, general commentaries that will stimulate exchange between the audience and the moderators. Issues and ideas related to the field of advising will be broadly stated. Feedback and discourse is expected from those attending the session. It is a medium to introduce ideas, explore thoughts and search for answers to problems.

Panel Discussions

A panel discussion involves a group of presenters who share their personal experiences, philosophies or practices regarding a specific subject. A brief general presentation on the topic is followed by audience questions, feedback, and discourse.

Poster Presentations

Poster presentations are presented in the form of a tabletop exhibit, delivered primarily through the use of visual display and handout materials. Presenters will make brief remarks, share information, and answer questions about the presentation topic.

Program Tracks

Each session description is followed by a parenthetical indication of the Program Track. Program tracks identify the NACADA commission or interest groups that most closely relate to the session topic. Tracks are self-identified by the presenter. A complete list of program tracks is located at the back of this booklet.

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. Those sessions approved for CEU contact hours are indexed in the back of this booklet. Certification forms may be picked up at the Conference Registration Table. The form must be signed by a member of the Conference Planning Committee and returned to the Registration Desk in order to get credit for the sessions you have attended. NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association.

Wednesday, March 19th
Preconference Workshops
Pre-Registration Required

PC 1: Plug In: Introduction to Developmental Advising and Learning — 10:00am –12:00pm

Patrick Cate—Plymouth State University
Freedom

This preconference session is designed for everyone from new advisors who are not as familiar with developmental advising and the field of advising, to anyone who wants to learn about the history, theories and have a chance to practice what we do. The workshop will start by examining an overview of the history of higher education, how advising has been a part of it and how we can use this in our offices. From theories and history to case studies and practice, we will go over the basics of what you need to know to be a well-informed advisor! So come to the session, plug-in and be ready to make some noise!

PC 2: Subterranean Meeting Blues — 9:00am –12:00pm

Susan Kolls—Northeastern University
Weatherly

This workshop is designed to breathe life into meetings held with staff, students or faculty.
It is difficult to devote time to staff development, however, it is essential that we provide low cost opportunities to enhance and support our office performance and objectives. Do you hold regular meetings with your staff? Are these viewed as time for updates, facts and reporting? It is important to capitalize on this face-to-face time with your staff. In this presentation we will examine the purpose of staff meetings and move toward viewing these as professional development opportunities. This will be an active session. Materials will be provided and activities conducted. Participants will leave with creative activities and exercises guaranteed to bring their staff together, improve staff attitude and performance.

PC 3: NACADA Orientation for First-Time Conference Attendees *Pre-Registration Required. Includes Lunch*

Maxine Coffey —NACADA Leadership
Nathan Vickers —NACADA Leadership
Atrium

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

Photograph: Alice Ochs/Getty Images

BOB DYLAN

Bob Dylan's 1963 and 1964 performances had made him popular with the Newport crowd, but on July 25, 1965 Dylan was booed by some fans when he played with backing from Mike Bloomfield on Guitar and others from an electric blues/rock and roll band known as The Paul Butterfield Blues Band while headlining the festival. It is usually said that the reason for the crowd's hostile reception was Dylan's 'abandoning' of the folk orthodoxy, or poor sound quality on the night (or a combination of the two). This incident, Dylan's first live 'plugged-in' set of his professional career, marked the shift in his artistic direction from folk to rock, and had wider implications for both styles of music.

{http://www.newportfolk.org/history}

Wednesday, March 19th

Session 1
1:30—2:30pm

1.1 Don't Delay: Advising the College Procrastinator Before It's Too Late
Brendan Caputo —Molloy College
Freedom

"I'll get to it later." "I work better as it gets closer to the deadline." How many times have you heard a student utter these phrases? While college can be a challenging period for many students to manage their time and their tasks, good organization and execution can be achieved. In this session you will learn why college students choose not to start or complete a task, how to identify chronic procrastinators, and the effects that procrastination has on students academically, physically, and emotionally. Most importantly, you will be able to develop a plan to assist students with their time management and provide them with specific tips on how to stop procrastinating now before it's too late!
Track(s): Advising and Academic Coaching, Advising First-Year Students

1.2 Teamwork Makes the Dream Work: A Case Management Approach To Advising
Melanie Warren—Niagara County Community College
Angela Taibi—Niagara County Community College
Enterprise

Are you searching for an advisement approach for an at-risk population or ideas to enhance your current program? Do you want to increase retention? By utilizing the case management approach to advising, our campus has not only improved attendance, confidence, and motivation, but most importantly student success. By utilizing teamwork and collaborating with faculty and staff, we are bridging the gap and creating a seamless transition for traditional and nontraditional students.
Track(s): Advising First-Year Students, Two-Year Colleges

1.3 Incoming Transfer Seminar: Getting Them Off On the Right Foot
Tamatha Gaumnitz—University of Massachusetts Amherst
Columbia

Many of your institutions may offer a seminar to help first-year students' transition to college. Have you thought about offering a similar seminar for your transfer students? We introduced such a seminar in the fall of 2011, and the program has grown from there. This one-credit, Pass/Fail course covers everything from how to navigate our student information system and how to find student clubs, to exploring majors/minors and internships. While our seminar is designed specifically for undeclared transfer students attending a large university, most of the course would work well for declared students and students at smaller institutions.
Track(s): Advising Transfer Students, Undecided & Exploratory

1.4 The Power of Reflective Writing in Academic Advising
Julia Moffitt—Brandeis University
David Gruber—Brandeis University
Newport

Reflective writing can support an advisee's self-discovery process, add depth to the advising experience across multiple sessions, and give advisees greater agency in the advising relationship. This session focuses on understanding reflective writing as a valuable tool for academic advisors. We will examine methods for using both formal and informal reflective writing, and share techniques to help students use writing to make connections between their academic choices and their aspirations for life after college. The success and challenges of a model that uses writing to work with academically at-risk students will also be shared. Finally, we will discuss and share additional ways to integrate writing into the advising experience.
Track(s): Liberal Arts Advisors, Probation/Dismissal/ Reinstatement Issues

1.5 A Peer Mentor Program for Visual Art Students
Julie Stanwood-Lesley University College of Art & Design
Lisa Crow—Lesley University College of Art & Design
Courageous

Prevent your visual art students from becoming starving art school dropouts!
Peer mentor programs are proven to positively affect retention, especially for first-year students. Visual art students are no exception, but this population encounters unique challenges, including heavier financial and time management stress in a culture of critique and competition.
We will share the development of the peer mentor plan at Lesley University College of Art & Design (LUCAD) and discuss strategies our mentors employ to address visual art student concerns. The presentation will review program strengths and struggles we faced along the way. Participants will be invited to share their wisdom about peer mentor programs and about advising and working in general with students in the visual arts environment.
Track(s): Peer Advising & Mentoring, Advising Fine Arts Students

1.6 Beyond the Greatest Hits: Articulating Student Achievement through Storytelling
Dawn Kline-Ithaca College
Stars & Stripes

Even the strongest students often struggle to speak meaningfully about their achievements and experiences. The focus on transcript and resume building can reduce a student's

college career to a disjointed, bulleted list. The advising relationship is the perfect forum for encouraging students to think about their experiences, both inside and outside of the classroom, in a more holistic manner. This presentation will explore ways in which advisors can help students develop their "story." It will include methods to facilitate brainstorming and the use of a matrix to connect student experiences to the qualifications required for internships, jobs, leadership positions, graduate school, and more. Participants will have the opportunity to complete a role playing exercise.
Track(s): Advisor Training & Development, Undecided & Exploratory

1.7 The Same Old Song... "Not Academic Enough"
Lynn DeRobertis—University of New Haven
Helena Cole—University of New Haven
WEATHERLY

This presentation will highlight the successes, challenges, and lessons learned in designing a success course for students on academic probation. Emphasis will be on how we created faculty senate buy-in for this graduation-credit bearing, graded course, housed in an administrative unit. UNIV 150-Strategies for Success ran as a pilot course for two semesters. When the time came to present the course to the faculty senate, much to our surprise it was denied an approval as a graduation –credit bearing, graded course. "It's not academic enough" and "remedial in nature" were some of the concerns expressed. Presenters will provide an overview of the development and implementation process of this course. Specific strategies on interacting with faculty senate and understanding group dynamics will be offered.
Track(s): Probation/Dismissal/Reinstatement Issues

HOTSPOTS!

Want to capture and share all the great experiences throughout the conference?
We have created Instagram Hotspots which are designated areas to take pictures with your fellow colleagues to commemorate your conference experience. You will see the Picture Hot Spot sign shown here at several locations at the hotel and off site. We ask you to take a picture and upload it to social media using the #NACADAR1 and #advisinggoeselectric hashtags.

For questions, about finding hotspots, contact Stephanie Fernandez, Communication and Membership Chair at stephanie.fernandez@umb.edu

SESSION 2
2:45 — 3:45PM

2.1 Title: Integrating Peer Advising into First Year Experience Course PANEL SESSION
Jessica Stanwood—Southern New Hampshire University
Zach Richards—Southern New Hampshire University
WEATHERLY

Peer advisors can play an important role in the success of a transition course. Come learn how SNHU integrates peer advisors into their transition class for both first year and transfer students. With an emphasis on relationship building, this session will explore how peer advisors can help bridge the gap between Advising and FYE courses. Participants will hear from peer advisors and instructors at SNHU, as well as have the opportunity to learn from other participants. Whether you already integrate peer advisors into a transition course or want to start a new program, this session will provide some new ideas and opportunities to share.
Track(s): Peer Advising & Mentoring

2.2 PACT: Creating a Culture of Collaboration and Student Success
Bogdana Vladescu—Mercy College
Rajesh Kumar—Mercy College
MIDDLETOWN

In this session the presenters will discuss the Mercy College PACT Program (Personalized Achievement Contract). As a Federally Designated Hispanic Serving College, we have created an innovative program to address the challenges of retention and college completion, especially among low income, minority and first-generation students. This session will review the PACT model and addresses the need for a different approach to advising which involves mentoring and cross training of staff. PACT focuses on five critical areas of student engagement and success: transition to college, academic success, student engagement, career readiness, and financial stability. Participants will leave with strategies for assessing and evaluating their retention and advising initiatives at their institution. Programmatic successes and lessons learned will be shared so that others can incorporate this model at their own institution.
Track(s): Advising Administration, First-Generation College Students Advising

2.3 Developing Proactive Support Initiatives for At-Risk Students
Carolyn Endick—Pace University
Tony Corsitto—Pace University
COURAGOUS

Many students come to college underprepared and unable to handle the demands of a college curriculum, which may put students at risk. How do we help these students who are unable to make the transition successfully? Identifying the specific needs of potential at-risk students has allowed us to create support programs to assist them with their academic progress and goals. We will introduce our program, The Challenge to Achievement at Pace (CAP) Program, which is a comprehensive first-year experience for underprepared and/or underperforming students who are provided with additional support through individualized attention, tutoring and peer mentoring. Together we will look at ways to utilize faculty, staff and upper-class students and we will introduce examples of various proactive initiatives to assist these students early on and ensure their academic success and retention.
Track(s): Advising and Academic Coaching, Peer Advising & Mentoring

2.4 Top the Charts: Be Invested in Your Students' Success
Danielle Dalton-Southern New Hampshire University
Noelle Bourgeois—Southern New Hampshire University
Debra Seidel—Southern New Hampshire University
Angela Hall—Southern New Hampshire University
Helena Iaquinta—Southern New Hampshire University
STARS & STRIPES

Academic advisors who are invested in their work foster their students' success and can become stakeholders in each of their students' educational journeys. This presentation will use three scenarios of pivotal points throughout the lifetime of the student to demonstrate how an "invested" advisor uses holistic coaching, motivation tactics, and best advising practices to help the students arrive at their educational destinations. Takeaways from this presentation will include: favorable conversation techniques that lead to desired student outcomes, an innovative approach to outreach strategies, and how to move past a superficial relationship and build exemplary connections with our students. Join Southern New Hampshire University to explore the power of advisor investment.
Track(s): Advisor Training & Development, Advising and Academic Coaching

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2.5 They Are Talking—Are We Listening? International Students on Campus
Marcy Kraus—University of Rochester
Molly Jolliff—University of Rochester
NEWPORT

At the University of Rochester, a course for international students studying in the U.S. for the first time, titled "U.S. Life: Customs and Practices," provides academic advisors with insight about the compelling and poignant experiences and observations of our international students. The course introduces U.S. culture through class discussions, guest speakers, readings, and field trips; students post and comment on blogs and write reflective essays. We will discuss how this information can be used to embrace our cultural differences, improve cross-cultural advising and communication, and help us support international students as they navigate through their American college experiences. Attendees will receive a copy of the course syllabus and hear students' firsthand accounts of their life in the U.S.
Track(s): ESL & International Student Advising

2.6 Defining and Defending Success: Dilemmas in Probation Programming
Ana Frega—University of Massachusetts Boston
Rachel Puopolo—University of Massachusetts Boston
ENTERPRISE

Some students on probation can achieve good standing in one semester, but others need additional semesters, require a break, or discover life paths outside of college. Advisors may feel confident guiding students through these transitions, knowing they are best for the students. However, it can be harder to know whether they are best for the institution. This session will present the components of UMass Boston's Academic Standing Program, and focus on defining the effectiveness, and defending the success, of intervention programs in light of institutional demands for retention and increased 4-year graduation rates. We will use case studies to discuss measures of success and consider how they meet institutional goals. Attendees will take back tools to redefine success on their campuses.
Track(s): Probation/Dismissal/Reinstatement Issues

Wednesday, March 19th

2.7 Increasing Grade Voltage from D's to A's
Pamela Bishop —University of New Hampshire
FREEDOM

Students often enter college not knowing how to study or the requirements to achieve academic success. Advisors are often the first to recognize these issues. How can advisors help remove stereotypes that bad grades mean a student is not smart, not trying or the student is lazy? How can we help them make academic progress? Comparisons will be made of studying and learning prior to attending college with how they are studying now, as well as changes they might make to achieve academic success. Areas covered include: effective studying, reading, testing and time management. To promote a deeper understanding, dialogue will be encouraged to examine real life examples, and personal philosophies. Participants will be encouraged to share effective strategies from their own practice.
Track(s): Theory & Philosophy of Advising, Advising First-Year Students

2.8 SkillsFest: It's Not About the Job Title
Jim Peacock-Colby College
COLUMBIA

Too many students get frustrated trying to identify a job title when they should be focused on identifying skills they want to use in their career. Undecided students are really open to possibilities; they need help determining their skills. Skills card sorts are great hands-on tools that allow students to sort the skills they want to use and the ones they want to avoid. Now, when they go home, they can answer the question, "What are you going to do after you graduate?" with something like, "I want to use my excellent writing and researching skills in a non-profit setting to help people". We will also briefly look at using ONET and LinkedIn to identify skills.
Track(s): Undecided & Exploratory, Liberal Arts Advisors

SESSION 3
4:00 —5:00PM

3.1 If I'd Only Known Then What I Know Now: Advice for New Advising Professionals, and the People Who Support Them
ROUNDTABLE SESSION
Michelle Jones—Binghamton University
Kori Tompkins—Binghamton University
Stephanie Vlajic —Binghamton University
Jill Seymour—Binghamton University
NEWPORT

Are you new to the advising and looking to grow and develop within your new profession? Or are you a seasoned professional seeking ways to assist and support a new advisor in your office? This interactive roundtable, led by four professional advisors with 4-30+ years of experience, will engage new and experienced professionals in a discussion about the myriad of things we wished we had considered as new advisors. New professionals will be encouraged to ask questions, discuss their challenges and share their successes; while our more seasoned participants will be tapped to offer their advice for making the most of being new! This program will support and guide new advisors as they navigate their professional transition while inspiring and reinvigorating seasoned professionals as they support their new colleagues.
Track(s): New Advising Professionals

3.2 Online Orientation: Conception, Creation, Implementation, Assessment, and Revision
Jay Coggeshall—Northeastern University
STARS & STRIPES

The College of Professional Studies (CPS) at Northeastern University is comprised of well over 7000 students, enrolling almost a thousand new students every 12 weeks. Given that challenge, it is especially important to provide a practical and purposeful online orientation for this diverse student population – many of whom are online, international, and/or working professionals. This presentation will provide insight into the historical development of the CPS online orientation and review recent updates that ensure a timely and robust implementation and increased completion rate, going from <10% completion to 53% this Fall (with 82% starting). Best practices as well as recommendations will be provided, in addition to a review of new changes for future orientations, many of which are the result of student feedback.
Track(s): Advising Graduate & Professional Students, Distance Education Advising

3.3 Re-charging the Sophomore Year Through Learning Communities
Stephanie Fernandez—University of Massachusetts Boston
Joyce Morgan—University of Massachusetts Boston
FREEDOM

The sophomore year can often be referred to as the forgotten or invisible year since many advising and programmatic efforts are geared toward first year students. This session will engage participants in exploring the sophomore year experience, specifically its importance to major, career and identity exploration for sophomore students, and an advisor's role in these explorations. The session will also highlight a learning community, CLA SophoMORE, created by advisors at the University of Massachusetts Boston's College of Liberals Arts to address the issues facing sophomores and provide intentional programing and advising to this population.
Track(s): Advising and Academic Coaching, Liberal Arts Advisors

3.4 Title: The Advising Ensemble: Perfecting Practice
Christina Chandler—Lesley University
Lisa Lombardi—Lesley University
ENTERPRISE

Professional academic advisors play an important role in shaping students' college experiences. Advisors are seated in the center of a complex web of intersecting audiences and offices, filtering information between student and institution. This positioning gives advisors a unique vantage point between the student perspective and the philosophy and context behind institutional policies. Comprised of professional academic advisors from across Lesley University, the Lesley Professional Academic Advisor Committee (LPAAC) was developed to break down institutional silos, establish open communication, provide feedback on university policies, and share best practices in academic advising. In this session, the LPAAC co-chairs and representatives from Lesley University will detail the development and mission of LPAAC. We look forward to sharing the success of this Provost-recognized committee with you!
Track(s): Advisor Training & Development, Assessment of Advising

3.5 Affirming the Dean's Role in Advising Assessment
Pamela Marsh-Williams —University of Massachusetts Amherst
KD Maynard—University of Massachusetts Amherst
MIDDLETOWN

As an academic leader on campus, the academic dean is in a unique position to advocate for programs and services that strengthen the academic advising experience for its students, faculty, staff and/or peer advisors. Learn how deans at our large research university carry out a multi-year, campus-wide advising assessment. Within a college-based advising model, how has the university worked to shape a shared vision and mission for advising? Join the conversation and learn about projected advising objectives across the various collegiate units. Share your assessment strategies designed to learn whether a student actually "gets" the intended outcomes.
Track(s): Assessment of Advising, Advising Administration

Wednesday, March 19th

3.6 Don't Take My Word for It: Using a Peer Advisor Voice in the Classroom
Tonya Blundon—University of Massachusetts Amherst
Seth Landman—University of Massachusetts Amherst
WEATHERLY

Advisors who teach first-year seminars often get stuck between the "good cop, bad cop" roles. How can we get our students to listen to our advice while also maintaining authority in our classrooms? Research indicates that one of the most effective ways to reach students is through other students. Faculty rely on teaching assistants in their classrooms—why can't advisors do the same? In Undergraduate Advising at UMass Amherst, we've expanded our peer advising model. In this presentation, we will share how our Peer TA program grew from two TAs in two classrooms to 13 TAs in 18 classrooms. You'll also hear from one of our seasoned Peer TAs.
Track(s): Peer Advising & Mentoring, Advising First-Year Students

3.7 What's in your database? Using existing data to identify at-risk students earlier and understand the stop-out student better
Richard Finger Jr.—Lehman College
Ann Worth—Lehman College
COLUMBIA

This presentation focuses on the use of readily available data to assist in answering the questions: "Why did they leave?," "Where did they go?," and "How do we get them back?." The presenters in this session will discuss their experiences utilizing simple reporting to better understand why students stop-out.

NEWPORT FOLK FESTIVAL

Folk music has been a presence in Newport since 1959, when the Newport Folk Festival was founded by George Wein. Backed by board members Pete Seeger, Theodore Bikel, Oscar Brand, and Albert Grossman, the Festival became renowned for introducing a number of performers who went on to become major stars, most notably Joan Baez and Bob Dylan.
Always a step ahead, the Festival cultivated a broad range of folk music, and continues to stretch the boundaries to this day. In the 1960s, there were famous performances by Johnny Cash and Howlin' Wolf, artists usually described as representing country music and blues respectively. The festival was associated with the 1960s Blues Revival, where artists "lost" since the 1940s (e.g. Delta blues singers) were "rediscovered". And in the 80's and 90's, the festival brought in reggae, rock, and indie artists to broaden the Americana landscape.
{http://www.newportfolk.org/history}

Offered from both the undergraduate and graduate perspective, the goal of the presenters is to discuss both the data collection process and the campus wide discussions that follow.
Track(s): Advising Administration, Assessment of Advising

3.8 Community College Advising Gets the Works
Steven Viveiros—Bristol Community College
Dana Behuniak—Bristol Community College
COURAGEOUS

Bristol Community College has gone electric with the creation and implementation of the new First-Year Advising Program. Utilizing structured advising contacts and tools like MAP-Works and DegreeWorks, BCC has established an innovative approach to community college advising. Participants will learn about the process that has led to requiring five intentional advising contacts in the first year of college and discuss some of the challenges and successes of implementing this holistic advising program. Early feedback and evaluations will also be shared, as well as persistence rates for first-year students from Fall to Spring semesters in the program's pilot year.
Track(s): Two-Year Colleges, Advising First-Year Students

THURSDAY, MARCH 20TH

Session 4
9:15—10:15am

4.1 Go Your Own Way: Utilizing Advisors' Unique Talents and Backgrounds ROUNDTABLE SESSION
Katherine Bisang—New York University
Eva Bacevice—New York University
Jacob Long—New York University
Yenifer Romero-Badia—New York University
NEWPORT

As academic advisors, each of us has an agenda (or playlist) based on our institution's mission, but we each give it our own spin! How do we incorporate philosophies to guide our work? How do prior work experiences and/or occupations guide us in our current role? Join our round table discussion facilitated by presenters who come from diverse institutional settings, careers, and work styles, and collaborate to advise students. Advising meetings, early intervention counseling, email correspondence, and course selection are some of the topics that will be addressed in this interactive discussion. Audience members will receive prompts to promote and structure the discussion.
Track(s): Advisor Training & Development, Undecided & Exploratory

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4.2 Making the Switch: From Graduate Student to New Professional PANEL SESSION
Stephanie Fernandez—University of Massachusetts Boston
Christina Hale—University of Massachusetts Boston
Rachel Puopolo—University of Massachusetts Boston
Priya Rawana—University of Massachusetts Boston
Jared Abdirkin—University of Rhode Island
Steven Gianquitti—Lasell College
Jennifer O'Flynn—Northeastern University
STARS & STRIPES

Going from graduate student and new professional has so many facets. This panel will tap into the great wealth of knowledge and experience of our region to support its newer members who are just entering the field. The session is geared specifically toward graduate students and new advisors seeking to connect with professionals who have experienced many of the transition issues they will face in their new roles. Panelists will share their tips on the transition to a professional position, the job search and interview process, what you can do with your degree, and how to navigate your first year on the job. This session will be very interactive with the audience having the opportunity to ask questions of the panel.
Track(s): New Advising Professionals, Advisor Training & Development

4.3 Center Your Center: How Creating an Operational Calendar Can Improve Communication and Organization for your Advising Center
Lynsey Wood—University of Southern Maine
ENTERPRISE

We know how important it is for students to be at the center of our work, but in these economic times we are regularly called upon to do more and more. How can we center ourselves and our advising departments so that our focus truly is on students? One way the University of Southern Maine's Lewiston Auburn College has been successful is in developing an Operational Calendar for our Student Success Center. Initially created as a way to manage our communications with students, additional benefits include organization, accountability, and collaboration. Come join us to learn more about our experience and to start working on your own advising center's operational calendar!
Track(s): Advising Administration, New Advising Professionals

4.4 An Increasing Student Population: Veterans
Susmita Saha—University of Cincinnati
Jack Jonhnson—University of Cincinnati
Matt Wade—Gameplan
COLUMBIA

Veteran students have unique characteristics, obstacles and endeavors that are different from traditional and other non-traditional students. The academic and social integration of these students and achieving a sense of belonging on campus can be a difficult and gradual process. Many veterans return with disabilities and/or psychological issues which further complicate their academic journey. It is reported this population has a high drop-out rate.
The goal of the presentation is to educate advisors on the academic policies of the GI Bill, the transition from a military culture to civilian & campus culture, academic preparation, and advising philosophies needed to retain this population. We will give an overview of the services offered by the University of Cincinnati Veteran Services & Programs office, and lead lively discussions and "What Would You Do?" exercises with participants.
Track(s): Advising Military Students & Dependents

the NEWPORT MUSIC FESTIVAL

NEWPORT MUSIC FESTIVAL

The Newport Music Festival was founded in 1969 as an attempt by the Metropolitan Opera to establish a summer season in Newport, much like the Boston Symphony at Tanglewood. However, outdoor opera is not a natural for Newport—the fog rolled in, the sopranos couldn't sing, and an instrument literally fell apart on stage.

What did happen, however, is that a few far-sighted, creative persons visited Newport's extraordinary mansions and realized the possibility of performing chamber music in the kind of grand rooms for which that music had originally been written. The early Festival utilized many members of the Metropolitan Opera Orchestra and was the forerunner of the Romantic revival, so popular now worldwide.

{http://www.newportmusic.org/200history.htm}

4.5 Academic Advisor Training and Development in Three-Part Harmony
Matthew Howe—Hudson Valley Community College
COURAGEOUS

Come get in tune with a conductor with an ear for the finest in advisor training and development. Hudson Valley Community College under the direction of the Center for Effective Teaching and Instructional Support Services & Retention Unit created the Academic Advising Certificate to provide academic advisors with the resources and opportunities necessary to improve their craft. To earn a certificate, participants complete courses for a total of eighteen hours of training with six hours in each of three topic areas: Foundations of Advising, Advising Special Groups, and Advising Tools and Resources. This program offers academic advisors and other professional members of the College's advising community the opportunity to customize their advising techniques to meet individual advisement responsibilities.
Track(s): Advisor Training & Development, Two-Year Colleges

4.6 Did They Just Say That? Responding to Students in Crisis
Kevin Piskadlo—Stonehill College
Jessica Karner—Stonehill College
WEATHERLY

Advisors who develop strong and trust-filled relationships with advisees often experience more meaningful interactions with them. What happens, though, when a student shares sensitive information in the context of such a relationship? How do we react when we learn about a student's mental illness, abuse, or illegal behavior? What are the next steps? For many of us, training in academic advising has not prepared us for these crises. Questions of confidentiality and legality may arise.
Track(s): Ethics & Legal Issues in Advising, Advisor Training and Development

4.7 It Takes an Orchestra: How You Can Fine-Tune All of the Instruments Necessary to Develop Programming for Exploratory Students
Stephanie Perry—Bryant University
Krystal Ristaino—Bryant University
FREEDOM

Collaboration among administrators is at the heart of what allows us to best support our students through difficult decisions. "What do you want to do with your life?" is asked of students earlier and earlier in their lives. Students feel pressure from parents and peers alike to determine their life's direction. This interactive presentation will introduce a new model designed and implemented to assist Exploratory students. In collaboration with the Career Center, we instituted our MyPath@Bryant (Make Your Passion and Talent Happen @Bryant) program. We will take you through the development process, the first year of implementation, and discuss ways in which we plan to fine tune our instruments for the future.
Track(s): Undecided & Exploratory, Peer Advising & Mentoring

4.8 Conversation with NACADA Leadership
Maxine Coffey —NACADA
Nathan Vickers —NACADA
MIDDLETOWN

This informal discussion will provide a forum for attendees to visit with NACADA Leaders regarding the Association's many initiatives and programs, leadership opportunities, and will give participants an opportunity to provide feedback and ask questions.

Session 5
10:30 –11:30AM

5.1 Learning Communities in a Community College Setting
ROUNDTABLE SESSION
Patricia Payano—Borough of Manhattan Community College
Shahreen Laskar—Borough of Manhattan Community College
Diana Zechowski—Borough of Manhattan Community College
NEWPORT

Are you interested in building a bridge between Student Affairs and Academic Affairs at your institution? The Freshman Learning Academy (FLA) at Borough of Manhattan Community College (BMCC) has provided a way to assist students in building a connection with their advisors, professors, and the college by creating learning communities. FLA incorporates weekly workshops facilitated by advisors, and paired courses in which high impact strategies are utilized. In this session, we will discuss Freshman Learning Academies at BMCC. Through group discussion and other interactive activities, the presenters will showcase the various ways advisors carry out their roles in the communities. We will also share the assessment strategies that will be used to ensure that the program continues to be effective. Participants will have the opportunity to discuss what would be needed to put together a learning community on their campus.
Track(s): Advising First-Year Students, Two-Year Colleges

5.2 Money Blues
Susan Kolls —Northeastern University
Gail Stubbs—University of Massachusetts Boston
FREEDOM

Financial decisions are essential to student success but advisors often shy away from these subjects. Sometimes this happens because advisors are not confident about policy, sometimes it is due to a belief that advising and costs should be separate, and sometimes it is because we trust the conversation will occur elsewhere. Academic decisions have fiscal consequences for students, families, bill-payers, and institutions. This session will help strengthen the understanding of the connection between academics and finances and provide a greater understanding of the fiscal side of academia. Using a participant poll we will determine what the group is doing in the realm of finance. We will use these results to focus our discussions with a goal toward understanding that as advisors we must arm ourselves to help our students be successful financially, as well as academically.
Track(s): Advising Administration, Advisor Training & Development

5.3 Conducting Academic Advising Research
Susan Campbell—University of Southern Maine
ENTERPRISE

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" That "someone" could be you! Come to this workshop with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study.
This workshop, facilitated by NACADA Research Committee members, will help individuals considering an issue to focus their topic and develop a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate approaches for data collection and analysis. Facilitators will identify NACADA support resources and assist participants as they generate a timeline and make a realistic plan to carry out the research process.
This workshop is appropriate for individuals at any level of research experience.

5.4 Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog
Maxine Coffey —NACADA Leaderhip
MIDDLETOWN

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.

5.5 Peers Got Talent
Jen Keene Crouse —Salem State University
Barbara Tierney—Salem State University
STARS & STRIPES

Now it's your turn to be Howie Mandell and discover your band of Peer Mentors. This educational session will outline how Salem State found what we believe is a Vegas caliber group of students to serve the role of Peer Mentor. From AUDITIONS (i.e. application, job description, eligibility requirements, etc.) to SELECTION (i.e. interview process, etc.), to ELIMINATIONS (i.e. offering feedback opportunities, having hired/not hired/alternates, etc.), to REHEARSAL (i.e. group training, shadowing, meetings, etc.), to our now HEADLINING TOUR (i.e. being on the job, programming, etc.), this session will outline how we got our band together in just a few short months. Attend this session if you're considering a Peer Mentor program or want new ideas about your existing one.
Track(s): Peer Advising & Mentoring, Advising and Academic Coaching

5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
Lisa Hardej—Brandeis University
COURAGEOUS

Richard Light, Vincent Tinto, and many other retention experts assert that students will have a more enriching college

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experience when they make a connection with a faculty or staff member. In advising, we make choices that can help create potentially impactful and lasting relationships with our advisees. From the knick-knacks in our offices to our own comfort with silence, we can create an environment for students to have meaningful conversations. Focusing on person -centered counseling theory this presentation will explore the various ways to recognize genuine engagement with students, utilize office space to elicit higher-level conversations and smoothly integrate referrals into the conversation. Participants will have an opportunity to develop the listening and interviewing skills that are so imperative to interpersonal communication.
Track(s): Theory & Philosophy of Advising, Advisor Training & Development

5.7 Communication, Connection, and Collaboration: Learning to Liaise with Academic Affairs
Justin Rahn—Mohawk Valley Community College
Dawson McDermott—Mohawk Valley Community College
Lewis Kahler—Mohawk Valley Community College
COLUMBIA

Ever wondered how to improve the communication among you and your fellow colleagues in either academics or advising? Maybe thought about how awesome it would be if you learned about changes to graduation requirements before a student showed up in your office or if you knew that the withdrawal process now requires two signatures? Come learn how Mohawk Valley Community College's Academic Advising Center developed, from the bottom up, a liaison system with their five Academic Centers and how they are able to keep on top of the ever-changing academic and advising landscapes. Advisors and administrators will be on hand to talk about the opportunities and challenges they have experienced in communicating, connecting, and collaborating with their student and academic affairs colleagues.
Track(s): Two-Year Colleges, Faculty Advising

5.8 New Advisor Training that Sings-Along
Amy Mei—University of Massachusetts Boston
WEATHERLY

Great news! You have a new member of your advising chorus! Now, how do you make sure your new staff member hits the right notes with advising in a new setting and learns all the information, resources, and secrets to success on your campus? This session will provide an overview of research regarding the importance of advisor training, examples of training used for college-based advisors at a large research university, which is applicable to offices of all sizes; as well as a sample of training materials and a guide to building your own training program for new advisors that will help your new staff members hit all of the right notes.
Track(s): Advisor Training & Development

POSTER PRESENTATIONS
1:00-2:00PM
FOYER

P.1 On Key or Falling Flat? A Perspective on Advising Models
Lianna Scull—LIM College
Jackie Coraggio—LIM College

A student's satisfaction with an institution can be largely influenced by numerous factors; however none are quite like that of an advisor's supportive mentoring role. Over the previous two years our institution (a small, specialized 4-year college) made several major changes to the advising structure utilized at our college. The institution divided the student body into major specific advising caseloads, increased faculty based advising, and assigned professional advising staff to specific academic departments. These changes, as well as various best practices—and common examples—related to advising models will be presented at this poster session. Explored are the questions of which types of advising models best serve our students and our institutions, and why. And, ultimately, what makes a particular advising model "fall flat" or hit the perfect note?
Track(s): Theory & Philosophy of Advising, Small Colleges & Universities

P.2 Having Treble Tuning Your Mission? Staccato Around!
Martha Garing—Excelsior College
Rosemary Malette—Excelsior College
Sarah Mesick—Excelsior College

When was the last time your Academic Advising Mission Statement was updated? During an Excelsior College advisors' retreat, we realized how disconnected ours was from our current advising roles. We needed to better express who we are and update what we believe.
What began as a solo agenda item turned into a collaborative journey, employing many voices in harmony to orchestrate a viable and useful mission statement. As a result, we have effectively redefined our roles and values within the college community; this ultimately benefits our students.
Experience our most recent composition! Regardless of your advising model or institutional type, you will walk away with (1) practical brainstorming ideas, (2) a sample mission statement, and (3) recommendations for using, promoting, and refreshing your own mission statement.
Track(s): Advisor Training & Development, Theory & Philosophy of Advising

P.3 Who's the New Person? Understanding and Supporting New Advisors .
Meghan Cassidy—Wheelock College
David Reed—Wheelock College

To ensure effective advising, it is crucial to understand the transitional issues that new academic advisors face. Through the lens of Schlossberg's transitional theory, this poster presentation will introduce its audience to key issues and challenges that new professionals encounter as they transition from a graduate student to an advising professional. Maybe you have recently started supervising a new advisor, or maybe you are a new professional yourself. Two new academic advising professionals will be present to highlight accomplishments and hot topics they have faced.
Track(s): New Advising Professionals, Advising First-Year Students

P.4 New Rhythms in Advising - Innovative Advising Practices
Kristen Rhyner —University of Massachusetts Lowell
Susan Lemire—University of Massachusetts Lowell
Sheila Riley-Callahan—University of Massachusetts Lowell

The Advising Center at the Centers for Learning (UMass Lowell) would like to share some new initiatives in Advising that we have begun utilizing. These include: SKYPE advising, Advising after Dark, an Academic Intervention Program for dismissed students, and two grant funded programs that support academic advising with special populations: First-Generation college students and minority students in STEM majors. There will be a focus on forward thinking, technology, and student engagement. Stop by this poster session to discuss more about how our advising initiatives came about and to learn more about their implementation on campus.
Track(s): Advising and Academic Coaching, Undecided & Exploratory

P.5 Making the Connection: Advising and Curriculum for At-Risk Students
Lauren DiMartino—Guttman Community College

With a drop-out rate of 89%, first-generation college students are in need of services beyond the offerings of a typical advising office. Guttman Community College, a new college with a large first-generation, low-income population, celebrated a fall-to-fall reenrollment rate of 75% (33% over the national average) and participants in American Needs You (ANY) demonstrate a 98% graduation rate. America Needs You is a non-profit that provides career development, mentorship, and professional networks to enable students to realize their academic and career aspirations. By assimilating experiential, professional and career-focused curriculum into the advising process, first generation college students are able to see the connection from coursework to end goals and are more likely to persist to graduation. Attend this poster session to gain a better understanding of the curriculum and workshops offered by Guttman Community College and through New York Needs You.
Track(s): First-Generation College Students Advising

P.6 Mapping Our Curriculum
Debra Boucher—Mount Wachusett Community College
Craig Elkins—Mount Wachusett Community College
Liza Smith Ph.D—Mount Wachusett Community College

What does an Advising Curriculum look like? This poster presentation will explore the Mount Wachusett Community College advising curriculum from the large overview of the curriculum map. We will break down and outline how individual workshops meet specific modular objectives and combine to create a cohesive, complete curriculum. The advising curriculum intentionally supports students as they transition from exploring relevant information to applying this information to make educated decisions. Finally we will share the essential elements of individual workshops and how they work together to engage students in meaningful teaching and learning activities.
Track(s): Advising Administration

Thursday, March 20th

NEWPORT JAZZ FESTIVAL

Founded in 1954, the Newport Jazz Festival® was the first annual jazz festival in America. It has been host to numerous legendary performances by some of the world's leading established and emerging artists. Referred to as the grandfather of all jazz festivals, the event draws thousands of people from all over the world to Newport, Rhode Island, a city which is famed for its spectacular coastal scenery and awe-inspiring architecture.

Historic moments since its inception include performances by Louis Armstrong, Ella Fitzgerald, Duke Ellington, Thelonious Monk, John Coltrane and Miles Davis.

P.7 Jazzing Up Your Orientation Presentations
Eric Winter —Northeastern University

Whether it's during the summer or at the beginning of the fall or spring, orientation presentations are a great opportunity to set the tone for academic advising at your college or university. So, why do they tend to be so visually dry and verbally boring? From the PowerPoint, to the details, to the overall message, come hear about one advising office's revision of their orientation presentation. Come get inspired to revamp your orientation presentation as you see the before and after, by attending this poster presentation.
Track(s): Advising First-Year Students, Technology in Advising

P.8 Online Orientation Creation: Using your institution's current course management system (CMS)
Rachael Price—State University of New York, College at Oneonta
Eileen McClafferty —State University of New York, College at Oneonta

With the push to help students learn more in a shorter time, online orientations are becoming increasingly popular. Whether offered solely online, or in conjunction with an on-campus orientation, effective delivery of quality information is vital to institutional goals. Learn how using your institution's current course management system (such as ANGEL or Blackboard) can provide you a "free" tool to deliver information, assess learning, and achieve 100% success/ mastery by all students.
Advisors and administrators interested in creating an asynchronous online orientation course are encouraged to attend this poster presentation. All participants will leave with a sample course outline.
Track(s): Technology in Advising, First-Year Students, Distance Education

P.9 The Double Helical Shape of Academic Advising
Dr. Daryl Jones-School of New Resources, The College of New Rochelle
Elena Bront de Avila—School of New Resources, The College of New Rochelle

Starting an ducational journey may be disconcerting at times, but for adult students it is real emotional havoc. Why do African American and Hispanic male students stop attending during the first two semesters? Why do advisors need to call these students numerous times to set up an appointment for academic advising? Advising African American and Hispanic male students is embarking on a double helical dance. This poster presentation will explain the Pilot Project for the new students, the activities developed during the first semester conducive to changing habits of mind, and the ongoing assessment of the project as it develops.
Track(s): Advising First-Year Students, Advising Adult Learners

P.10 Tips to Writing a 'Glowing' Session Proposal
Rodney Mondor —University of Southern Maine

NACADA is successful because we are the 'open source' to advising techniques. We share what we learn and inspire by what we do every day. Conference proposals are key to getting your idea from a thought to a presentation. Sometimes, that process can be a bit overwhelming. See what makes a session proposal "glow." Learn about best practices in writing a session proposal and see examples of proposals that shine. Talk out your idea with a veteran presenter and see how you can take your idea today and turn it into the next conference presentation for NACADA.

SESSION 6
2:15 –3:15PM

6.1 Capstones to Caps and Gowns: Advising Seniors
Natalie Friedman—Barnard College
NEWPORT

What makes the final year of college "special?" Students in their final year are, like first-year students, a special cadre, and they present advisors with particular challenges. They are adjusting to the idea of leaving their school and embarking on the next step of adult life. They have one foot in school and one foot out the door. Seniors face particular stressors — capstone projects, degree requirements, applying for jobs or graduate schools — that merit special kinds of advising. This roundtable discussion will explore the unique needs of our seniors, how the advising process starts in the first year college, and how we, as advisors, can help seniors make their final year less stressful and truly special.
Track(s): Undecided & Exploratory, Advising Administration

6.2 There's a Set List for That: Using a Syllabus to Guide Students
Gail Stubbs—University of Massachusetts Boston
Susan Kolls —Northeastern University
WEATHERLY

Syllabi are required for most classes. When students step foot in the classroom the syllabus provides a clear understanding of what is expected of them and what they can expect from the course. Syllabi provide insight into the philosophy of the instructor, path of the course and concrete information about due dates and office hours. Students should receive the same information from academic advisors. An Advising Syllabus allows advisors to clearly state their advising mission, goals, office philosophy, and detail the expectations of the student and the advisor or staff. In this presentation we will first introduce the idea of a syllabus and provide ways to bring this idea to your campus. We will provide and review sample syllabi from our advising experience, as well as from other campus offices.
Track(s): Advising Administration, Advisor Training & Development

6.3 We Keep the Beat with a Five-Armed Drummer
Sheila Riley-Callahan—University of Massachusetts Lowell
Douglas Cooper—University of Massachusetts Lowell
Jeffrey Danso—University of Massachusetts Lowell
COLUMBIA

Starfish Early Alert software was introduced at UMass Lowell in Sept. 2012 as an administrative tool to gather timely and academically relevant information on students' academic success. Five surveys throughout the semester allow faculty to flag students who are doing well, missing class and/or struggling academically. Our presentation will review: 1) the rationale for utilizing an early alert system, 2) rationale for courses which are tracked, 3) how we reach out to advise students who are flagged, 4) analysis of what we have learned about which students succeed and what advising interventions seem to work best, and 5) improved faculty partnerships.
Track(s): Advising First-Year Students

6.4 Finding The Melody: Unified Messaging for New Student Orientation
KD Maynard—University of Massachusetts at Amherst
Jennifer Kleinman—Lesley University
ENTERPRISE

At our large research university, there are eight schools and colleges within the larger whole. Previously, each approached incoming students with its own messaging regarding essential academic information. In short, there were a lot of harmony lines, but the melody was hard for incoming students to detect. As part of a re-design of our summer orientation for first-year students, advisors and academic deans collaborated to create a universal "Academic Overview" that was presented to all freshmen early in their orientation program. Come hear about the approach we took, the lessons we learned, and be prepared to share your techniques for finding that common melody and teaching it to your students.
Track(s): Large Universities, Advising First-Year Students

6.5 Jump, Start the Second Semester
Lynn DeRobertis—University of New Haven
Joe Frederick — University of New Haven
Helena Cole—University of New Haven
Samantha Mastrobattisto — University of New Haven
STARS & STRIPES

Have you ever dealt student who did not comply with their obligations to meet with their academic success counselors due to feeling embarrassed and/or afraid? In an effort to help students strengthen their academic commitment at the beginning of the term, academic success counselors at University of New Haven offered a Jump Start program. The presenters will share the detailed origin, planning and implementation strategies of this program. We will include examples of our correspondences to students, faculty and staff about the program, our program content and assessment tools. We will also cover our challenges and limitations in interpreting the data from our assessment and evaluation tools.
Track(s): Probation/Dismissal/Reinstatement Issues

6.6 Conversation with the Keynote, Dr. Mim Runey
MIDDLETOWN

6.7 It Takes 2 (Credits) To Make A Thing Go Right
Dominick Varney—University of Maine
FREEDOM

Academic advisors start every year with a new group of first year students in transition. Whether they are undeclared, homesick, excited to get involved, or confused about the washing machine, we are there to support, challenge, and inspire them to be proactive, respectful, and confident. Is a 1 credit class enough? Come learn how UMaine revamped its first year seminar from a 1 credit pass/fail course to a 2 credit graded course. This change doubled the classroom experience, elevated the advisee contact, and positively impacted the students' first year experience. Advising professionals will gain insight on how a twice weekly seminar can improve students' transitions to college; moreover, aid in their successes both academically and emotionally in higher education.
Track(s): High School to College Advising, Undecided & Exploratory

6.8 A Platform for Connection: Digital Communication Strategies for Outcome-based Advising
Erica Caloiero—The University of Vermont
Sara Buscher—The University of Vermont
COURAGEOUS

The digital age provides countless distractions for students striving for academic success: How do we ensure they have the information they need when they need it? Using digital and social media to educate, inform, and involve students is a strategic process. In this presentation, we will describe the online expectations of incoming students and ways to develop strong communication channels that foster community and long-term retention. We'll also share a process for creating a custom platform that connects advising best practices, timely communications, and strategic outcomes as part of a comprehensive advising program. Following the presentation, participants will have an opportunity to ask questions about the topic as it applies to their specific advising concerns.
Track(s): Technology in Advising, Advising First-Year Students

I UnConference. Do You?
NACADA Region One

What is an UnConference?
An UnConference is a designated time, often during a planned conference meeting, for participants to have open discussions, share new ideas, network with like-minded colleagues, learn from peers, brainstorm around certain themes, or build community within the organization. Unlike other planned conference sessions, where presenters submit their topic and abstract months ahead and go through a formal review and acceptance process, the UnConference sessions and topics are driven by the attendees, who bring their own topic ideas to the table without a formal presentation. Sessions are flexible in nature – so flexible that you can come and go from each one as you desire – to get the most out of the program as you would like.

BRING YOUR IDEAS TO AN UNCONFERENCE SESSION
Do you have an item on your to-do list that you don't know how to tackle? Bring it to an UnConference session! Are you struggling with a program in your department and want to make it even better? Bring it to an UnConference session! Some ideas for an UnConference topic may even come to you during another planned session at the Conference. A nugget of an idea you want to brainstorm further, a fact or data set that gets you thinking in a new way, or a desire to hear what others are doing to address shared concerns or problems on their campus. Bring that idea to an UnConference session!

Remember – Region One is vast and mighty – but we all have common issues, thoughts, and interests - if YOU think an idea is worth exploring more during an UnConference session, chances are others will too!

Conference attendees will have the chance to submit their ideas for an UnConference session until noon on Thursday. You can put an idea – or more – into the mix for an UnConference Topic. During lunch on Thursday and at the Poster Session immediately following lunch, we will let all attendees know which topics will be discusses in which meeting room – so that you can plan your afternoon.

UnConference Session 1 3:30—4:10pm

Topic:_____
Room: Weatherly

Topic:_____
Room: Freedom

Topic:_____
Room: Columbia

Topic:_____
Room: Courageous

Topic:_____
Room: Enterprise

Topic:_____
Room: Stars & Stripes

Topic:_____
Room: Newport

Topic:_____
Room: Middletown

UnConference Session 2 4:15—4:55pm

Topic:_____
Room: Weatherly

Topic:_____
Room: Freedom

Topic:_____
Room: Columbia

Topic:_____
Room: Courageous

Topic:_____
Room: Enterprise

Topic:_____
Room: Stars & Stripes

Topic:_____
Room: Newport

Topic:_____
Room: Middletown

Friday, March 21st

Session 7 8:00-9:00am

7.1 The Economic Divide: How Attending an Afluent Institution Impacts the Lived Experiences for "High Need" Students PANEL SESSION
Robert Mack-Tufts University
Courageous

Students with high financial need are more likely to struggle when navigating their transition to college, especially at more affluent institutions where establishing a sense of belonging on campus due to economic disparities may pose a challenge (Berger, 2000; Ostrove & Long, 2007). The purpose of this session will be to explore the lived experiences of "high need" students—their perspectives into the challenges they face confronting both the palpable and covert economic disparities that exist at an affluent institution. Attendees will have the opportunity to engage in candid dialogue with panelists, gaining further insight into how these students believe academic advising professionals may create a more inclusive experience for similar students at their respective institutions, thereby promoting persistence and retention for students from low socio-economic backgrounds.
Track(s): First-Generation College Students Advising, Multicultural Concerns

EBI MAP-Works™
The Catalyst for Continuous Improvement

7.2 LEEP: Transitioning from a Faculty-Centered to an Integrated Advising Model
Kevin McKenna, Ed.D—Clark University
Michelle Bata, Ph.D—Clark University
Stars & Stripes

In 2009 Clark University adopted a plan for the most comprehensive undergraduate curricular change in thirty years, entitled LEEP: Liberal Education and Effective Practice. At Clark, a student's pursuit of liberal education is understood as a developmental and socially situated process that engages students actively in constructing knowledge. One outcome of this approach has been a major developmental change in how academic advising will be provided to undergraduates. While retaining a successful faculty advising model, we have enhanced the model by complementing it with a formal process for expanding academic advising services provided by academic support staff. The LEEP advising model is developmental in nature and designed to meet our students' advising needs across all four years. We will present this new model, discuss the rationale for its implementation, and describe how it is operating thus far.
Track(s): Advising Administration, Small Colleges & Universities

7.3 School Daze: Surviving and Thriving in the First Year of College
Susan Kolls—Northeastern University
Freedom

Many challenges face first-year students. Some are home-grown—high school size, SATs, first-generation student, financial status. Some are college-born—second-choice school, major selection, roommate, finances. Some are — homesickness, divorce, family. There are experiences that offset the negative, but how does the combination impact persistence? What in a student's background makes them better able to cope? How do we get faculty, peer mentors and advisors to think about factors that impact first-year students? This training exercise allows participants to assume the role of a first-year student and takes them through a year of positive and negative impacts. Join me for lively discussion, debate and laughs as we play a game of chance to see what can happen during a student's first year of college.
Track(s): Advisor Training & Development, Advising First-Year Students

7.4 Take the Lead: NACADA's Emerging Leader Program
Ana Frega—University of Massachusetts Boston
Vince Kloskowski—Saint Joseph's College of Maine
Brian Koslowski—Brandeis University
Autumn Grant—Northeastern University
Newport

Are you interested in taking your involvement in NACADA to the next level, but don't know how? Learn how NACADA's Emerging Leader Program helps increase diversity within NACADA's leadership. The program pairs new, emerging

leaders with mentors to help each participant find individual ways in which s/he can contribute to NACADA's global advising community. This session will describe the program and its history, and will explain how and when to apply. Attendees will learn about the diverse array of achievements and experiences of current and previous mentors and emerging leaders, and they will have a chance to discuss their own, individual goals of involvement in NACADA and how to get past perceived obstacles.
Track(s): Advisor Training & Development

7.5 Positivity Works! Boosting your Resilience and Job Satisfaction
Jennifer Tyniec—Plymouth State University
WEATHERLY

Do you have a lot on your plate? Are you feeling worn-down? Overwhelmed? Overworked? Underappreciated? There are many things in life we can't control, but we can control how we respond to them. Positive psychological research has shown that we have the ability to boost our resilience and job satisfaction without waiting for anyone to make things better for us. This presentation is geared to help you learn tips to revitalize yourself and boost your resilience when the going gets tough.
Track(s): New Advising Professionals, Advising Administration

7.6 Stony Brook BRIDGES the Gap
Carolyn Stephenson—Stony Brook University
Ellen Hopkins—Stony Brook University
ENTERPRISE

Academic advisement for probationary students requires creative and innovative strategies each semester. Stony Brook's BRIDGES Program, celebrating its 25th year, trains Academic Peer Advisors as mentors and produces documented improvements in academic performance and retention of struggling students. Peer mentors assist the probationary students with strategies for academic success such as effective study skills and time management. Mentors as well as mentees are profoundly affected by their involvement with this process. This presentation will provide a detailed explanation of the BRIDGES Mentoring Program. Video testimonials from both mentors and mentees will demonstrate how BRIDGES connects an array of unique students at Stony Brook University. The workshop will also present an overview of a model academic peer advising program and resources that can be utilized at participants' home institutions.
Track(s): Peer Advising & Mentoring, Probation/Dismissal/ Reinstatement Issues

7.7 Refining Your Advising Approach to Yield Exceptional Student Data –VENDOR SESSION
Don Fraser Jr —Collegesnapps
Jessica Geier —Collegesnapps
COLUMBIA

As Socrates stated, "Wisdom begins in wonder." Unfortunately, day-to-day advising responsibilities seldom leave time for practitioners to ponder the bigger picture of their positions. Toward that end, this session will examine subtle adjustments advising professionals might consider in an effort to facilitate more actionable student data. In so doing, the presenters will share insight regarding communication strategies, time efficiency, and utilization of technology. The discussion will conclude with an up-close look at advising data from a Fall 2013 Pilot Program using the CollegeSnapps™ mobile platform.

7.8 Writing a Session Proposal that Shines!
Rodney Mondor—University of Southern Maine
MIDDLETOWN

The success of a NACADA Conference is due to contributions of its members; sharing creative ideas, research and assessment reports, and best practices on various topics around advising. As a professional in the field, you have a great deal to share with your colleagues. All it takes is writing a session proposal that shines and represents you and your ideas.
If you have ever thought about presenting but the writing of a proposal overwhelms you, or you have written a proposal in the past but wish it had a bit more "pizzazz," then join us while we explore best practices, helpful tips and share the 'how to' in writing proposals. Bring your sessions ideas and be ready to write!

SESSION 8
9:15—10:15AM

8.1 Advising and Coaching to Help Students Understand the College Rhythm and Stay on Beat
Felecia Edwards—University of New Haven
Tiffany Green—University of New Haven
Aschlee Cole—University of New Haven
STARS & STRIPES

Are your students getting lost in the transition to college? Are they waiting until it's too late to seek support? Well don't wait for them to come to you! The First-Year Success Center uses a proactive communication plan and advising to support students, connect them to appropriate resources, and deliver important institutional information. The presenters will share how they identified critical outreach points, developed a communication plan to assess students' needs, and enlisted their campus community to help them provide early intervention. Participants will leave this session with ideas on how to integrate elements of proactive advising
Track(s): Advising and Academic Coaching, Advising First-Year Students

8.2 Gathering the Best Solo Acts Around Campus to form a Sound New Approach
Jared Abdirkin—The University of Rhode Island
Nancy Sisson—The University of Rhode Island
Kristine Buss—The University of Rhode Island
Deborah Bergner—The University of Rhode Island
Valerianne Trainor—The University of Rhode Island
FREEDOM

At the University of Rhode Island (URI), Academic Advising sought to develop a partnership between crucial first-year stakeholders - Housing and Residential Life and Academic Dean's Offices. Since the inception of this partnership in 2007, Living Learning Communities (LLC) have become a focal point in the foundation of URI student's academic and personal success. Our residence halls are themed on specific majors or exploratory populations, connected to advisors, and staffed with live-in student leaders (Resident Academic Mentors: RAMS) who focus on learning together and building community. Best of all we are using resources already in place in advising, housing, and the dean's offices. Join us as we discuss best practices in developing, implementing and maintaining LLC and learn about effective collaboration to develop or enhance your own LLCs from our unique and creative approaches.
Track(s): Advising First-Year Students, Undecided & Exploratory

8.3 Using Motivational Interviewing to Support Student Success
Jennifer O'Flynn—Northeastern University
ENTERPRISE

Motivational Interviewing (MI) is a "collaborative, person centered form of guiding to elicit and strengthen motivation to change" (Miller & Rollnick, 2009). Using MI can help students change negative behaviors and make important decisions. Advisors implementing MI often struggle between giving the student autonomy and imparting crucial information. A similar dilemma exists for healthcare providers in their work with patients. For healthcare professionals, a solution has been to use a blended form of MI, empowering the patient while still providing necessary advice. In this session we will discuss how to incorporate this form of MI into daily advising, and we will review its benefits to students and its application to appreciative, developmental, and intrusive advising.
Track(s): Advisor Training & Development, Appreciative Advising

8.4 Why Are There Still So Few Women in Science? Mentoring Undergraduate Women
Martha Baker—University of Massachusetts Amherst
COURAGEOUS

This presentation will look at the recent research on women in Science, Technology, Engineering and Math (STEM) fields. Even though more women are entering STEM majors in college, findings have shown that biases still exist and that the number of women in STEM industry and higher education is significantly lower than the number of men.
Initiatives at the University of Massachusetts Amherst to address the issues facing undergraduate women will be discussed including: Focus Group Interviews, Panel Discussions, Lectures, Seminar Course, Survey of students
Track(s): Engineering and Science Advising, Large Universities

8.5 The Things We've Learned: Graduate Internships in Advising
Josh Perry—Binghamton University
Mollie Shapiro—Binghamton University
WEATHERLY

Graduate internships are a great way for young professionals to apply course material, put theory into practice, develop their own advising identity, as well as network for future professional development. They are also a great way for offices already stretched thin to bolster their ranks. However, not all internships are created equal and not all offices understand the educational value of a graduate internship experience. Join us as we share our personal experiences and lead meaningful discussion about the value of internships for graduate students as well as advising offices that participate in graduate advising internships. Graduate students and professionals alike are encouraged to attend and participate the discussion about the merits (and challenges) of graduate advising internships.
Track(s): New Advising Professionals, Liberal Arts Advisors

8.6 Community College Success: Rethinking the Model
Lauren DiMartino—Guttman Community College
Jovanny Suriel —Guttman Community College
COLUMBIA

For many low-income and first-generation students, community college represents a path toward higher education. However, many of these students are underprepared for college, and only 36% of these students complete a degree, either at the original institution or at a school to which they transfer. Guttman Community College was launched in August 2012 with the goal of enhancing student learning and increasing the graduation rate aggressively within three years. Results thus far are encouraging with a fall-to-fall reenrollment rate of 75%, 39% higher than the national average. This presentation will discuss the model employed, including the pre-college program, student success courses, alternatives to remediation, advising model and peer-mentoring program.
Tracks(s): Two Year Colleges, First Generation College Student Advising

Program Listing by Track

Advising Administration

2.2 PACT: Creating a Culture of Collaboration and Student Success
3.5 Affirming the Advising Dean's Role in Assessment
3.7 What's In Your Database? Using Existing Data to Identify At-Risk Students Earlier and Understand the Stop-out Student Better
4.3 Center Your Center: How Creating an Operational Calendar Can Improve Communication and Organization for your Advising Center
5.2 Money Blues
5.3 Conducting Academic Advising Research
6.1 Capstones to Caps and Gowns: Advising Seniors
6.2 There's a Set List for That: Using a Syllabus to Guide Students
7.2 LEEP: Transitioning from a Faculty-centered to an Integrated Advising Model
7.5 Positivity Works! Boosting your Resilience and Job Satisfaction
P.6 Mapping Our Curriculum
PC2 Subterranean Staff Meeting Blues

Advising Adult Learners

P.9 The Double Helical Shape of Academic Advising

Advising and Academic Coaching

1.1 Don't Delay: Advising the College Procrastinator Before It's Too Late
2.3 Developing Proactive Support Initiatives for At-Risk Students
2.4 Top the Charts: Be Invested in Your Students' Success
3.3 Re-charging the Sophomore Year Through Learning Communities
5.5 Peer's Got Talent
8.1 Advising and Coaching to Help Students Understand the College Rhythm and Stay on Beat
P.4 New Rhythms in Advising - Innovative Advising Practices

Advising Fine Arts Students

1.5 A Peer Mentor Program for Visual Art Students

Advising First-Year Students

1.1 Don't Delay: Advising the College Procrastinator Before It's Too Late
1.2 Teamwork Makes the Dream Work: A Case Management Approach To Advising
2.7 Increasing Grade Voltage from D's to A's
3.6 Don't Take My Word for It: Using a Peer Advisor Voice in the Classroom
3.8 Community College Advising Gets the Works
5.1 Learning Communities in a Community College Setting
6.3 We Keep the Beat with a Five-Armed Drummer
6.4 Finding The Melody: Unified Messaging for New Student Orientation
6.8 A Platform for Connection: Digital Communication Strategies for Outcome-based Advising
7.3 School Daze: Surviving and Thriving in the First Year of College
8.1 Advising and Coaching to Help Students Understand the College Rhythm and Stay on Beat
8.2 Gathering the Best Solo Acts Around Campus to form a Sound New Approach
P.3 Who's the New Person? Understanding and Supporting New Advisors
P.7 Jazzing Up Your Orientation Presentations
P.9 The Double Helical Shape of Academic Advising

Advising Graduate & Professional Students

3.2 Online Orientation: Conception, Creation, Implementation, Assessment and Revision

Advising Military Students & Dependents

4.4 An Increasing Student Population: Veterans

Advising Transfer Students

1.3 Incoming Transfer Seminar: Getting Them Off On the Right Foot

Advisor Training & Development

1.6 Beyond the Greatest Hits: Articulating Student Achievement through Storytelling
2.4 Top the Charts: Be Invested in Your Students' Success
3.4 The Advising Ensemble: Perfecting Practice
4.1 Go Your Own Way: Utilizing Advisors' Unique Talents and Backgrounds
4.2 Making the Switch: From Graduate Student to New Professional
4.5 Academic Advisor Training and Development in Three-Part Harmony
5.2 Money Blues
5.3 Conducting Academic Advising Research
5.4 Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog
5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
5.8 New Advisor Training that Sings-Along
6.2 There's a Set List for That: Using a Syllabus to Guide Students
7.3 School Daze: Surviving and Thriving in the First Year of College
7.4 Take the Lead: NACADA's Emerging Leader Program
8.3 Using Motivational Interviewing to Support Student Success
P.2 Having Treble Tuning Your Mission? Staccato Around!
PC2 Subterranean Staff Meeting Blues

Appreciative Advising

8.3 Using Motivational Interviewing to Support Student Success
PC1 Plug In: Introduction to Developmental Advising and Learning

Assessment of Advising

3.4 The Advising Ensemble: Perfecting Practice
3.5 Affirming the Advising Dean's Role in Assessment
3.7 What's In Your Database? Using Existing Data to Identify At-Risk Students Earlier and Understand the Stop-out Student Better

Distance Education Advising

3.2 Online Orientation: Conception, Creation, Implementation, Assessment and Revision

Engineering and Science Advising

8.4 Why Are There Still So Few Women in Science? Mentoring Undergraduate Women

ESL & International Student Advising

2.5 They Are Talking—Are We Listening? International Students on Campus

Ethics & Legal Issues in Advising

4.6 Did they Just Say That? Responding to Students in Crisis

Faculty Advising

5.7 Communication, Connection, and Collaboration: Learning to Liaise with Academic Affairs

First-Generation College Students Advising

2.2 PACT: Creating a Culture of Collaboration and Student Success
7.1 The Economic Divide: How Attending an Afluent Institution Impacts the Lived Experiences for "High Need" Students
8.6 Community College Success: Rethinking the Model
P.5 Making the Connection: Advising and Curriculum for At -Risk Students

High School to College Advising

6.7 It Takes 2 (Credits) To Make A Thing Go Right

History of Academic Advising

PC1 Plug In: Introduction to Developmental Advising and Learning

Large Universities

6.4 Finding The Melody: Unified Messaging for New Student Orientation
8.4 Why Are There Still So Few Women in Science? Mentoring Undergraduate Women

Liberal Arts Advisors

1.4 The Power of Reflective Writing in Academic Advising
2.8 SkillsFest: It's Not About the Job Title
3.3 Re-charging the Sophomore Year Through Learning Communities
8.5 The Things We've Learned: Graduate Internships in Advising

Multicultural Concerns

7.1 The Economic Divide: How Attending an Afluent Institution Impacts the Lived Experiences for "High Need" Students

New Advising Professionals

3.1 If I'd Only Known Then What I Know Now: Advice for New Advising Professionals, and the People Who Support Them
4.2 Making the Switch: From Graduate Student to New Professional
4.3 Center Your Center: How Creating an Operational Calendar Can Improve Communication and Organization for your Advising Center
7.5 Positivity Works! Boosting your Resilience and Job Satisfaction
8.5 The Things We've Learned: Graduate Internships in Advising
P.3 Who's the New Person? Understanding and Supporting New Advisors

Peer Advising & Mentoring

1.5 A Peer Mentor Program for Visual Art Students
2.1 Integrating Peer Advising into First Year Experience Course
2.3 Developing Proactive Support Initiatives for At-Risk Students
3.6 Don't Take My Word for It: Using a Peer Advisor Voice in the Classroom
4.7 It Takes an Orchestra: How You Can Fine-Tune All of The Instruments Necessary to Develop Programming for Exploratory Students
5.5 Peer's Got Talent
7.6 Stony Brook BRIDGES the Gap

Probation/Dismissal/Reinstatement Issues

1.4 The Power of Reflective Writing in Academic Advising
1.7 The Same Old Song... "Not Academic Enough"
2.6 Defining and Defending Success: Dilemmas in Probation Programing
6.5 Jump, Start the Second Semester
7.6 Stony Brook BRIDGES the Gap

Small Colleges & Universities

7.2 LEEP: Transitioning from a Faculty-centered to an Integrated Advising Model
P.1 On Key or Falling Flat? A Perspective on Advising Models

Technology in Advising
- 6.5 Jump, Start the Second Semester
- 6.8 A Platform for Connection: Digital Communication Strategies for Outcome-based Advising
- P.7 Jazzing Up Your Orientation Presentations

Theory & Philosophy of Advising
- 2.7 Increasing Grade Voltage from D's to A's
- 5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
- P.1 On Key or Falling Flat? A Perspective on Advising Models
- P.2 Having Treble Tuning Your Mission? Staccato Around!

Two-Year Colleges
- 1.2 Teamwork Makes the Dream Work: A Case Management Approach To Advising
- 3.8 Community College Advising Gets the Works
- 4.5 Academic Advisor Training and Development in Three-Part Harmony
- 5.1 Learning Communities in a Community College Setting
- 5.7 Communication, Connection, and Collaboration: Learning to Liaise with Academic Affairs
- 8.6 Community College Success: Rethinking the Model

Undecided & Exploratory
- 1.3 Incoming Transfer Seminar: Getting Them Off On the Right Foot
- 1.6 Beyond the Greatest Hits: Articulating Student Achievement through Storytelling
- 2.8 SkillsFest: It's Not About the Job Title
- 4.1 Go Your Own Way: Utilizing Advisors' Unique Talents and Backgrounds
- 4.7 It Takes an Orchestra: How You Can Fine-Tune All of the Instruments Necessary to Develop Programming for Exploratory Students
- 6.1 Capstones to Caps and Gowns: Advising Seniors
- 6.7 It Takes 2 (Credits) To Make A Thing Go Right
- 8.2 Gathering the Best Solo Acts Around Campus to form a Sound New Approach
- P.4 New Rhythms in Advising - Innovative Advising Practices

NATIONAL BOARD CERTIFIED COUNSELOR CREDIT (NBCC) INFORMATION

NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided thought the National Academic Advising Association. NBCC monitoring Forms are available at the Conference Registration Desk.

Appraisal of Individuals
- 5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
- 6.2 There's a Set List for That: Using a Syllabus to Guide Students
- PC1 Plug In: Introduction to Developmental Advising and Learning
- P.1 On Key or Falling Flat? A Perspective on Advising Models
- 1.2 Teamwork Makes the Dream Work: A Case Management Approach To Advising

Counseling Theory
- 5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
- 8.3 Using Motivational Interviewing to Support Student Success
- P.1 On Key or Falling Flat? A Perspective on Advising Models

Group Dynamics: Processing and Counseling
- 3.6 Don't Take My Word for It: Using a Peer Advisor Voice in the Classroom
- 7.6 Stony Brook BRIDGES the Gap
- 1.5 A Peer Mentor Program for Visual Art Students
- 3.3 Re-charging the Sophomore Year Through Learning Communities
- 5.1 Learning Communities in a Community College Setting--Roundtable

The Helping Relationship
- 1.3 Incoming Transfer Seminar: Getting Them Off On the Right Foot
- 4.6 Did they Just Say That? Responding to Students in Crisis
- 5.6 Creating Space for Meaningful Conversations: The Intersection of Academic Advising and Person-centered Counseling
- 2.3 Developing Proactive Support Initiatives for At-Risk Students
- 6.7 It Takes 2 (Credits) To Make A Thing Go Right

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- 6.5 Jump, Start the Second Semester
- 2.7 Increasing Grade Voltage from D's to A's
- 2.5 They Are Talking—Are We Listening? International Students on Campus
- 2.3 Developing Proactive Support Initiatives for At-Risk Students
- 1.1 Don't Delay: Advising the College Procrastinator Before It's Too Late
- 7.1 The Economic Divide: How Attending an Afluent Institution Impacts the Lived Experiences for "High Need" Students

Lifestyle and Career Development
- 2.8 SkillsFest: It's Not About the Job Title
- 8.4 Why Are There Still So Few Women in Science? Mentoring Undergraduate Women
- 4.7 It Takes an Orchestra: How You Can Fine-Tune All of the Instruments Necessary to Develop Programming for Exploratory Students
- 6.1 Capstones to Caps and Gowns: Advising Seniors -- Roundtable
- 7.1 The Economic Divide: How Attending an Afluent Institution Impacts the Lived Experiences for "High Need" Students

Professional Orientation
- 4.5 Academic Advisor Training and Development in Three-Part Harmony
- P.3 Who's the New Person? Understanding and Supporting New Advisors
- PC2 Subterranean Staff Meeting Blues
- 4.8 Conversation with NACADA Leadership
- 7.5 Positivity Works! Boosting your Resilience and Job Satisfaction

Research and Evaluation
- 3.7 What's In Your Database? Using Existing Data to Identify At-Risk Students Earlier and Understand the Stop-out Student Better
- 5.3 Conducting Academic Advising Research

Social and Cultural Foundations
- 4.4 An Increasing Student Population: Veterans
- 2.5 They Are Talking—Are We Listening? International Students on Campus
- 2.2 PACT: Creating a Culture of Collaboration and Student Success
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Newport Blues Café: American, Cajun, Creole	$$$	286 Thames Street
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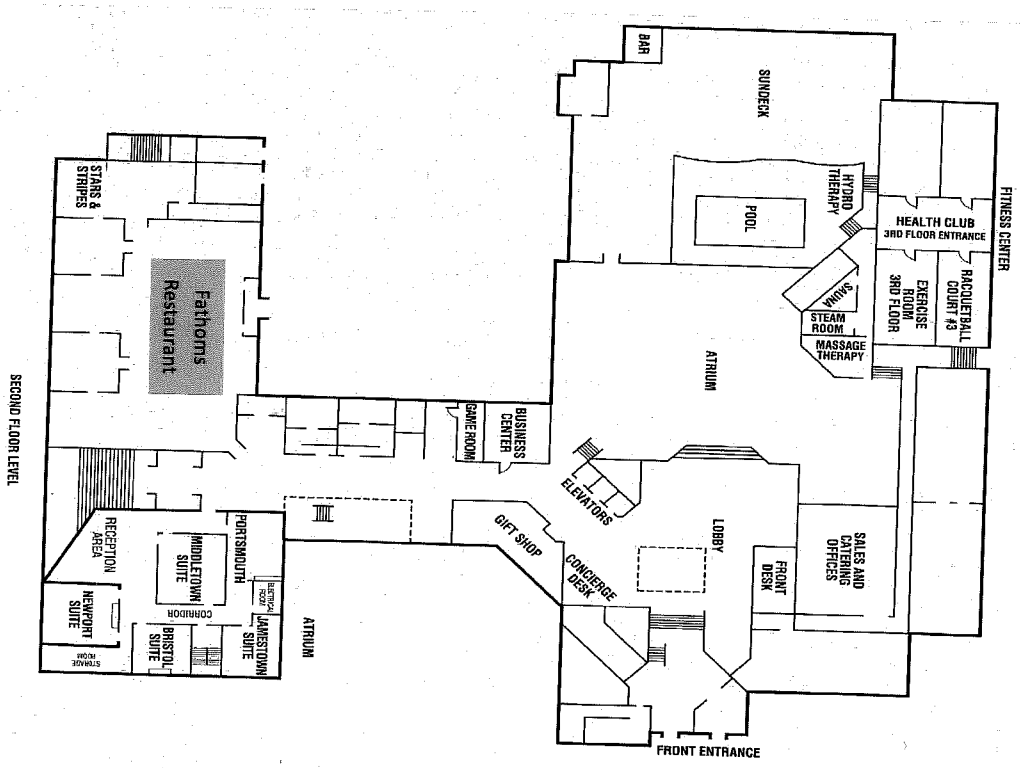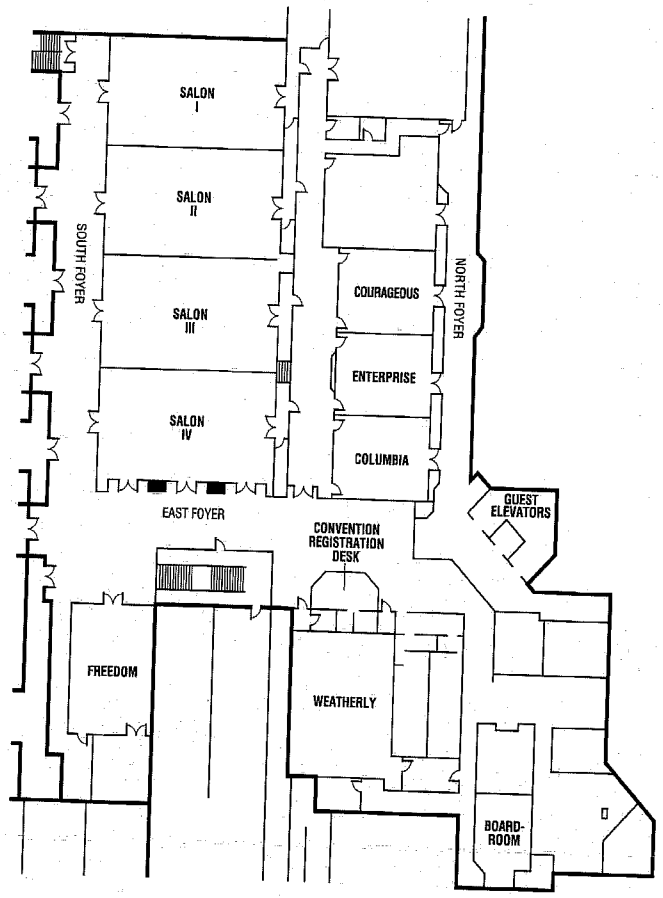
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