RAISING THE BARN
Collaborating for Student Success
from application to graduation
Welcome from the Conference Co-Chairs

We are excited to welcome you to the 29th annual NACADA Region 2 Conference in Lancaster, Pennsylvania. To paraphrase an old adage, it takes a region to run a conference, and we are tremendously lucky to have the tireless energy and talent of many colleagues from the states of Region 2. The conference committee has worked very hard to ensure excellence in all aspects of the conference and provide you with an opportunity to connect, focus, and recharge professionally and personally.

The conference theme, "Raising the Barn—Collaborating for Student Success" was chosen to reflect our location in the heart of Pennsylvania Amish country, as well as to consider the impact of advising on student success and the importance of collaborating with colleagues across and between campuses.

We are excited to have Donald Doran present the keynote address at our luncheon. Mr. Doran is the Vice President for Student Affairs at Ocean County College. His topic, "Beyond College Completion; the Foundation of Career/Life Success—substantive Student Advising," is sure to enlighten and inform your professional practice.

We also welcome NACADA President Joanne Damminga from Delaware Technical Community College and Diane Matteson from the NACADA Executive Office. Representatives from both the Executive Office and the Board will be available at the "A Conversation with NACADA leadership" session on Thursday at 2:45 in the Federal Room. We encourage you to attend that session or speak with them during the conference about your participation in and connection to NACADA.

We want to thank Art Esposito, Region 2 Chair, for his support and leadership. Additionally, thanks to the staff at the Lancaster Marriott and to the NACADA Executive Office Staff, particularly Diane Matteson, for their assistance with all the nuts and bolts of the conference.

We encourage you to use the conference as an opportunity to meet and connect with other advisors. We challenge you to expand your network by meeting five new colleagues in the next two days and stay in touch with them after the conference. The conference committee wants to meet you too! Please feel free to approach any of the conference committee with questions or comments; you'll find our smiling faces on page 4 of this program.

Our best wishes for a very successful conference experience,

Susan Fread
Calley Stevens Taylor

Region 2 NACADA Conference | Lancaster, PA
Meet your 2014 Conference Planning Committee

Conference Co-Chair
Susan Fred
Lehigh Carbon Community College

Conference Co-Chair
Calley Stevens Taylor
Cedar Crest College

Exhibits/Vendors Chair
Ashley Fry
Gwynedd Mercy University

Proposals Chair
Tammy Spevak
Penn State Hazleton

Program Chair
Terri Baker
In transition, formerly Drexel University

Evaluations Chair
Tracey Rudnick
Reading Area Community College

Hospitality Chair
Nichelle Hunt
Lehigh Carbon Community College

Technology Co-Chair
Christopher Kirchhof
University or Pittsburgh

Registration Chair
Monica Cottrell
Lehigh Carbon Community College

Technology Co-Chair
Adam Yellen
Montclair State University

Keynote Speaker

Student advising is receiving increased attention at colleges and universities as more states and the federal government begin to consider student success as criteria for a portion of funding to schools. Mr. Doran's keynote address, Beyond College Completion, the Foundation of Career/Life Success-Substantive Student Advising, will examine the importance of student advising throughout all segments of the campus as part of an integrated and collaborative approach to student engagement and success. The importance of reaching the student and not just teaching and advising will be highlighted. Worthwhile advising experiences do more than assist students with course selection; they serve as the cornerstone of academic, career and life planning which guides the student's decision-making with courage, commitment and conviction, the key ingredients of the successful meaningful life.

Mr. Doran has more than 30 years of experience in higher education designing and developing many student development and support services which emphasize student engagement and commitment as the foundation to academic, career and life success. Presently he serves as the Chair of the college's Strategic Planning and Budgeting Council, a collaborative, interdepartmental approach to institutional planning and budgeting. He also chairs the college's Institutional Marketing/Recruitment Council. He works closely with Academic Affairs in the implementation of the Colleges' First-Year Experience program. Additionally, Mr. Doran has served as consultant to Management Resources Associates a management appraisal and vocational assessment company. He developed many of the vocational assessment services and programs offered by the company to individual clients. Mr. Doran has presented numerous workshops, papers and seminars relating values, interests, abilities/aptitudes and personality to academic planning, job satisfaction, and career development.

Stop by the hospitality table for more information on what's going on in Lancaster!

Not Pictured: Volunteer Chair Debbie Hettinger, Reading Area Community College

Region 2 NACADA Conference | Lancaster, PA
General Information

Conference Evaluations
Our presenters would very much appreciate your feedback on each session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Session evaluations are also used to select the "Best of Region" award. Presenters: Check the Volunteer/Evaluation table for copies of your evaluations one hour after your session has concluded. An Overall Conference evaluation will be emailed to all participants after the conference. We value your input, which will enable next year's planning committee to develop a successful 2015 Region 2 Conference. Be on the lookout for a session you think qualifies as the "Best of Region." The conference planning committee will present this honor to the presenter(s) whose session receives the most votes. The winner(s) will be given a stipend to attend and present the "Best of Region 2" presentation at the 2014 annual NACADA conference in Minneapolis, MN this October. You will be emailed a ballot Friday morning and the winner will be announced at brunch on Friday.

Session Handouts
There are tables in the registration area for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout. Some session handouts are also available electronically on nacadaregion2.blogspot.com

Hospitality and Information Center/Evaluations/Volunteer Central
The hospitality table will be open: Wednesday, 10:30am – 6:30pm and Thursday, 7:30am – 6:30pm. Participants are encouraged to visit the tables located in the foyer Friday on the second level for information about where to eat and what to do after conference hours. Volunteers are eager to assist you during the conference. Dinner group signups will be available if you'd like to join others for Thursday evening.

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

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

New NACADA Publications
Advising resources are available for sale or to order. Visit the Information Center to browse NACADA monographs and products.

NACADA Leadership Opportunities
Whether you are a new or seasoned advisor, association involvement is an excellent step toward becoming successful in the profession. On Thursday, March 20th, we encourage you to attend "Writing for NACADA" at 9:30am, "A Conversation with NACADA Leadership & Executive Office Representative" at 2:45pm, and your state meeting at 4:00pm.

NACADA Member Career Services
Members who are seeking a new position or advancement in higher education are encouraged to bring several copies of their resume to the conference. Employers interested in posting available positions at the conference need to bring several copies of the position descriptions. Binders of job positions and resumes will be available at the Hospitality and Information Center table during the conference.

Thank You to Our Exhibitors

We would like to thank our exhibitors for their support. Please plan to visit the exhibit tables on the 2nd level, by the Registration area.

EBI MAP-Works
The Catalyst for Continuous Improvement
Special thanks to EBI MAP-Works for sponsoring State Meeting snacks on Thursday!

JumpCourse
Help your students graduate on time - have them test for credit. Make sure they are prepared to pass and get credit. JumpCourse offers adaptive learning courses that will ensure they pass. We guarantee it. Our adaptive learning platform was recently recognized by the Bill and Melinda Gates Foundation.

Visit our website at www.JumpCourse.com
## Schedule At-a-Glance

### Wednesday, March 19, 2014

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:00am-5:00pm</td>
<td>Conference registration</td>
<td>Level 2</td>
</tr>
<tr>
<td>12:00pm-4:30pm</td>
<td>Preconference sessions</td>
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<tr>
<td>12:00pm-2:00pm</td>
<td>PC1. Conducting Academic Advising Research</td>
<td>Commonwealth 2</td>
</tr>
<tr>
<td>12:00pm-2:30pm</td>
<td>PC2. Graduate Student Job Search Boot Camp</td>
<td>Hickory</td>
</tr>
<tr>
<td>1:00pm-4:00pm</td>
<td>PC3. The Completion Agenda: Advising Strategies to Increase Retention Rates and Degree Attainment</td>
<td>Conestoga</td>
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<tr>
<td>2:45pm-4:45pm</td>
<td>PC4. Navigating Your Early Professional Advising Career</td>
<td>Hickory</td>
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<tr>
<td>5:30pm-6:30pm</td>
<td>PC5. NACADA Orientation for First-Time Conference Attendees</td>
<td>Level 3 Foyer</td>
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<tr>
<td>5:30pm-7:00pm</td>
<td>Welcome Reception</td>
<td>Level 3 Foyer</td>
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### Thursday, March 20, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:15am-8:00am</td>
<td>Continental breakfast</td>
<td>Heritage Ballroom</td>
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<tr>
<td>7:15am-8:00am</td>
<td>Poster session</td>
<td>Level 3 Foyer</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P1. Building Interdisciplinary and Collaborative Environments Through Advising</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P2. Advisors: Write Your Song of Success - NACADA's Emerging Leader Program</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P3. Turning Advising Challenges Into Opportunities: The Experience of a Small Multi-Disciplinary College Within a Large University</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P4. Engaging Students Through University partnerships</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P5. Keys to Advising Adult Learners</td>
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<td>7:15am-8:00am</td>
<td>P6. Faculty and Center for Student Success (CSS) Collaboration Works to Enhance First Year Student Success</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P7. Strategic connections: Partnering adult 2nd degree earners with traditional undergraduates to promote student success</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P8. Meeting Them Where They Live: Leveraging the power of peer mentorship to support first-year students</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P9. It Takes a Village - Skills for building collaborations between students, faculty, and academic advisors</td>
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<td>7:15am-8:00am</td>
<td>P10. Pre-service Teacher Candidate Interview with Faculty as part of the professional Advising Process</td>
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<td>7:15am-8:00am</td>
<td>P11. Lessons from the Undergraduate Petition Process: Crafting Life Contingency Plans for Adult Learners</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P12. Collaborative Academic Outreach for at-risk Adult Learners: Constructing a Skill-Activation Micro Course</td>
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<tr>
<td>7:15am-8:00am</td>
<td>P13. Facilitating the Advising Process. What we learned about self directed learning readiness</td>
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**Concurrent sessions**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:15am - 9:15am</td>
<td>C1. Online Advising: Utilizing Group Advising Sessions at a Distance</td>
<td>Commonwealth 1</td>
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<tr>
<td>8:15am - 9:15am</td>
<td>C5. Practices to Address New Demands of International Students</td>
<td>Hickory</td>
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<tr>
<td>8:15am - 9:15am</td>
<td>C7. Developmental Advising: New Student Orientation through Completion</td>
<td>Independence</td>
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<tr>
<td>8:15am - 9:15am</td>
<td>C8. Disarming Advising</td>
<td>Federal</td>
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### Schedule At-a-Glance

**Thursday, March 20, 2014 (continued)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Concurrent Sessions</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:30am-10:30am</td>
<td>Concurrent sessions</td>
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<tr>
<td></td>
<td>C9. Your Happiness Matters: Reaching New Heights through Organizational Health &amp; Employee Well-Being</td>
<td>Commonwealth 1</td>
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<td></td>
<td>C10. Intentional Collaboration to Institute a Career Development Course for Undecided Students</td>
<td>Commonwealth 2</td>
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<td>C11. Technology Outreach: How to get through to students &quot;Oh, I didn’t read that email&quot;</td>
<td>Commonwealth 3</td>
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<td>C12. Mooving On: Collaborating with Seniors to Provide Resources for Post-Graduate Success</td>
<td>Commonwealth 4</td>
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<td></td>
<td>C13. What Our Transfer Students Are Telling Us</td>
<td>Hickory</td>
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<td></td>
<td>C14. They Didn’t Teach this in Grad School: The A, B, C’s of Dealing with Distressed Students</td>
<td>Conestoga</td>
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<td>C15. Engaging Students Who Have Deficient Grades at Mid-Term: A Simple Approach to Academic Improvement Plans</td>
<td>Independence</td>
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<tr>
<td>10:45am-11:45am</td>
<td>Concurrent sessions</td>
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<td>C17. Planting a New Path for Academic Advising</td>
<td>Commonwealth 1</td>
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<td>C18. Academic Advising During New Student Orientation...Are You Just Herding or Providing Direction?</td>
<td>Commonwealth 2</td>
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<td></td>
<td>C19. Advising ADAP: The Intersection of Academic Advising &amp; Financial Aid</td>
<td>Commonwealth 3</td>
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<td>C20. It’s Our Business Too: What Advisors Need to Know about Jobs and Careers in the 21st Century</td>
<td>Commonwealth 4</td>
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<td>C21. Recruiting Students to the Barn: Academic Advisor as Recruiter</td>
<td>Hickory</td>
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<td>C22. Transfers helping Transfers; Creating an Effective Transfer Seminar including Peer Advisement</td>
<td>Conestoga</td>
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<td>C23. Advising Ethics and the Degree Completion Agenda</td>
<td>Independence</td>
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<td>C24. Music to Your Ears: How Your Students Can Go From Backup to Lead Singers</td>
<td>Federal</td>
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<tr>
<td>12:00pm-1:15pm</td>
<td>Lunch</td>
<td>Heritage Ballroom</td>
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**DON'T FORGET TO COMPLETE SESSION EVALUATIONS!**

A special thank you to Reading Area Community College for sponsoring the Region 2 conference evaluations.

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**State Meetings**

- **Delaware**: Independence
- **District of Columbia**: Conestoga
- **Maryland**: Commonwealth 3
- **New Jersey**: Hickory
- **Pennsylvania**: Commonwealth 4
- **Virginia**: Commonwealth 2
Schedule At-a-Glance

Friday, March 21, 2014

7:15am-7:45am Breakfast snacks/coffee
Heritage Ballroom

8:00am-9:00am Concurrent Sessions

C41. Raising the Virtual Roof: Implementing & Managing an Advising Twitter Account
Commonwealth 1

C42. Building an Academic Advisor Network: A Grassroots Approach to Enhance Collaboration and Create Positive Change
Federal

C43. Advising Parents to Empower Students (NBCC)
Commonwealth 3

C44. Beyond Office Hours: Challenges and Benefits of Fostering Student-Faculty Interactions (NBCC)
Commonwealth 4

C45. Losing Your Spark: Preventing Burnout with Mindfulness (NBCC)
Hickory A

C46. Use of e-Portfolios in Student Advising and in Assessing Student Learning Outcomes
Commonwealth 2

C47. First Year Program for Retaining Academically At-Risk (NBCC)
Independence

C48. Advising Our Highest-Risk Students: Beyond Remediation (NBCC)
Hickory B

9:15am-10:15am Concurrent Sessions

C49. Got Purpose?: Empowering Students to go Confidently in the Direction of their Dreams (NBCC)
Commonwealth 1

C50. Parallel Degree Plans for Health Science Majors and Other Competitive Programs (NBCC)
Commonwealth 2

C51. The Truth About Leadership (NBCC)
Hickory A

C52. Combat "Crash and Burn": Collaborating for Student Success (NBCC)
Commonwealth 4

C53. Building Student Success: Establishing a Team-Structured Training Process from the Ground Up
Independence

C54. Academic Resilience and Student Success (NBCC)
Commonwealth 3

C55. Put Out to Pasture? Re-seeding the Wisdom of Seasoned Advisors and Cultivating the Ideas of New Advisors
Hickory B

C56. Adult Swim: Stay Afloat in the Deep End of the Pool - Advising Adult Students (NBCC)
Federal

10:30am-12:00pm Brunch/Awards/Business Meeting
Heritage Ballroom

Thank you for attending the 2014 NACADA Region 2 Conference!

Session Descriptions

Wednesday 12:00-2:00

Commonwealth 2

PC1. Conducting Academic Advising Research (NBCC eligible)
Janet Schulenberg - Penn State University
Peter Hagen - The Richard Stockton College of New Jersey

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop, facilitated by NACADA Research Committee members, will assist individuals who are considering an advising 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 data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources to help participants take the next steps. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

Wednesday 12:00-2:30

Hickory

PC3. Graduate Student Job Search Boot Camp
Melinda Anderson - Virginia Commonwealth University
Johnika Dreher - Prince George's Community College

Are you less than a year from finishing your graduate school program? Are you getting ready to enter the job market? Do you want to learn more about how to navigate the nuisances associated with a job search? Then our job search boot camp is for you!

Come to this FREE pre-conference and learn more about how to prepare for your impending job search. We will offer self-assessments, critique your cover letter and resume, conduct mock interviews and explore other factors to help you conduct a successful job search.

Wednesday 1:00-4:00

Conestoga

PC4. The Completion Agenda: Advising Strategies to Increase Retention Rates and Degree Attainment (NBCC eligible)
Jose Ramos & George Thompson - Old Dominion University

With the increase in federal and states' focus on degree productivity in an effort to improve student completion rates and reduce students' average time-to-degree, it has become imperative for advisors to actively assist students with maximizing each semester. Old Dominion University launched a "Finish in 4" campaign in spring 2013, and advisors from Enrollment Services and Academic Affairs have partnered to reach the goals of the nation’s Completion Agenda. The team will share the ODU retention and time-to-degree initiatives and ask participants to contribute ideas in the conversation. Attendees will learn about the changing roles of academic advisors at ODU, discuss strategies for implementation of the time-to-degree and retention initiatives, and see the impact on student success.
Concurrent Session Descriptions

Friday, March 21 8:00-9:00

Commonwealth 1
C41. Raising the Virtual Roof: Implementing & Managing an Advising Twitter Account
Julie Trauzer, Rutgers University

Advisors know that we have to ‘meet students where they live’ (#social media), but keeping up with technology can be difficult and time-consuming (#busy advisors large caseloads). We have to invest time and energy in communication efforts that will be effective for students but not burdensome to advisors. This (#interactive) presentation will feature the implementation and growth of an advising office Twitter account, @SAsAdvising, to 985+ followers. The session will include an introduction to institutional Twitter use, key terms, etiquette, and the creation of a Tweet Plan (content, timing, connections). The presenter, who is not a digital native, will share lessons learned from implementation and assessment via student feedback, and will discuss how to convey academic information effectively in 140 characters.

Federal
C42. Building an Academic Advisor Network: A Grassroots Approach to Enhance Collaboration and Create Positive Change
Robert Adams II, Elizabeth Kalinowski, &Erin McSherry - George Mason University

At many higher education institutions, academic advising systems and practitioners can be as varied as the student populations they serve. Information sharing and collaboration between advisors in decentralized environments can be frustrating and poses a risk to providing the optimal experience for students. At George Mason University, enthusiastic advising professionals from all 11 academic colleges created a network to promote communication and collaboration in the advising community and create positive change to strengthen the student advising experience. Attendees will leave this presentation with a set of strategies for creating an active, functional advisor network that centers on fostering a culture of advising excellence, professional development, and student support.

Commonwealth 3
C43. Advising Parents to Empower Students (NBCC eligible)
Jocelyn Tutrani & Gavin Farber - Temple University

Many administrators in higher education have gotten phone calls from frustrated and confused parents. Although most administrators prefer to interact directly with enrolled students, parents play a huge role in our students' success. In an effort to educate parents of first-time freshmen, Temple University academic advisors partnered with Student Affairs to begin building support systems from day one of our students' academic journey. This past summer, sixteen advisors from nine colleges within TU collaborated to create a presentation for parents of first-time freshmen. Topics addressed included: FERPA, Academic Advising, Academic Standing, Academic Cycle, Change of Major, Course Registration, Class Absences, and How YOU (parents) Can Help. The objective of this presentation is to share strategies for implementing parent outreach given limited resources.

Concurrent Session Descriptions

Friday, March 21 8:00-9:00

Commonwealth 4
C44. Beyond Office Hours: Challenges and Benefits of Fostering Student-Faculty Interactions (NBCC eligible)
Aleleen Hernt, Becky Baltich Nelson, & Thomas Hurst - University of Maryland

One way academic advisors assist students in reaching their educational and career goals is to connect them to resources. Faculty can be a beneficial resource, but students oftentimes struggle to form connections with faculty. Advisors are in a unique position which allows them to foster student-faculty relationships; however, this poses significant challenges. In this session, advisors from the University of Maryland School of Engineering will discuss programs used within their departments to encourage connections between students and faculty, and they will lead a discussion about the benefits and challenges of implementing these types of programs. Participants will have access to electronic materials including a faculty mentoring handbook and training worksheets which they may adapt and use at their institutions.

Hickory A
C45. Losing Your Spark: Preventing Burnout with Mindfulness (NBCC eligible)
Leah Jackson & Jennifer Mullen - New Jersey City University

Are you burning the candle at both ends? Are you cranky, fatigued, or losing your zeal for helping students or colleagues? For both new and experienced advisors, you may not readily see the effects of burnout in academic advising. Recognition of early warning signs allows for quick action before real problems occur. Learn proven and easy self-care strategies and techniques that will help recharge your enthusiasm and effectiveness as an advisor.

Commonwealth 2
C46. Use of e-Portfolios in Student Advising and in Assessing Student Learning Outcomes
Evanne Kruger & Diane Holtzman - Richard Stockton College of New Jersey

Often e-portfolios are viewed as tools used solely to assess students' learning outcomes through means other than through standardized tests. Importantly, student e-Portfolios are instrumental in documenting students' attainment of skills and competencies acquired in the workplace and/or through military and internship experiences which often are discussed in advising sessions. Portfolios provide evidence of students' attainments and are excellent documents to use when advising students on workplace or graduate school readiness. This session will discuss how e-Portfolios are used in advising students enrolled in Management Skills within the School of Business and the importance of guiding students during advising in the selection of artifacts that guide students' development of their "persona" in the e-Portfolio. Examples of e-Portfolios will be shown and discussed in terms of student advising.

Independence
C47. First year Program for Retaining Academically At-Risk (NBCC eligible)
Edwina Rozelle - Marywood University

This presentation will be a review of a program developed specifically to assist at-risk undergraduate students who are attending a small private Catholic university. Up to twenty freshmen students are accepted into our program each year with GPAs of at least a 2.25 and SAT scores of 350 for Reading, 350 for Math, and 370 for writing and above. It consists of a one week summer bridge program and then a yearlong follow up with trained advisors. The program is currently in the 3rd academic year and statistics and recommendations will be provided. Our retention rate for these students has increased tremendously from what this type of student typically would do.
Concurrent Session Descriptions
Friday, March 21 8:00-9:00

Hickory B
C48. Advising Our Highest-Risk Students: Beyond Remediation (NBCC eligible)
Thomas Thomas - Wilkes University

Now that we have established the relationship between advising and student success, what do we for students who do not respond to what colleges traditionally offer to support success: the caring environment, the study groups, tutoring, study skill workshops and Supplemental Instruction? These highest-risk students present us with our greatest challenge and go beyond referring students for remedial academic work.

The challenge (and perhaps frustration) these students represent compels us to expand our understanding of the experiences they bring and to use this awareness to mine for additional methods of intervention. This session will take another look at some of the emotional and cultural obstacles facing these students and participants will explore potential ways to intervene to better assist their academic achievement.

Friday, March 21 9:15-10:15

Concurrent Session Descriptions
Friday, March 21 9:15-10:15

Commonwealth 1
C49. Got Purpose?: Empowering Students to Go Confidently in the Direction of their Dreams (NBCC eligible)
Jennifer Sholtis, Kristie Kalvin, & Katelyn Perry - Penn State University

What is your life purpose? Have you recently explored your HOW and WHY in terms of where you are in life and where you want to be, personally and professionally? Through “Purpose Work” a group of advisers at Penn State have discovered that they can talk more comfortably with students about personal, academic and life choices that will enable students to pursue with confidence what they care about in an enlightened and engaged way. In this presentation, participants will learn what purpose work is, will do some purpose work through guided activities, will discuss how these activities and ideas can be used with students and will reflect on what this approach might mean to them personally.

Commonwealth 2
C50. Parallel Degree Plans for Health Science Majors and Other Competitive Programs (NBCC eligible)
Janice Hawkins, Leanne White, & Katherine Ferrara - Old Dominion University

More than 75,000 qualified applicants were denied admission to nursing programs last year (AACN, 2012). In consideration of limited enrollments in nursing and other health science programs, students seeking admission to these and other competitive majors need to develop alternative educational degree plans. This presentation will focus on our work with nursing majors but the lessons learned can be applied to other competitive majors both in and outside of health sciences disciplines. Academic advisors must be prepared to assist students with parallel planning to promote student retention, academic progression and graduation rates. Strategies include parallel plans for enrollment in other majors as well as completion of programs at other institutions. The purpose of this presentation is to cultivate ideas for parallel planning for health science and other competitive majors. Presenters will also share one success story of a collaborative concurrent enrollment program between a community college system and a four-year institution to increase graduation rates of health science majors.

Hickory A
C51. The Truth About Leadership (NBCC eligible)
Kristen Sylvester - The George Washington University

As advising professionals, we all have a responsibility to provide good leadership to our students, toward fellow advisors, and with colleagues across campus. This begins by having a solid understanding about what effective leadership looks like, which behaviors exemplify positive leadership, and a willingness to look inward. Conference participants will learn about findings that experts James Kouzes and Barry Posner have compiled in their book, “The Truth About Leadership” which the presenter will summarize, about their more than 30 years of research on the topic. Through discussion and reflection, guests will have an opportunity to explore their own strengths and areas for growth as a leader, as well as develop ideas and strategies for employing effective leadership back in their campuses, offices, and communities.

Commonwealth 4
C52. Combat "Crash and Burn": Collaborating for Student Success (NBCC eligible)
Trudi Kessler Tedjeske, Linda Boetcher, Elizabeth Springuel & Andrew Bove - Villanova University

What causes highly capable students to "crash and burn" in college, and how can advisors help them regain their academic footing and complete their degree? In this session, advising professionals from Villanova University will discuss the challenges of working with students who fall into the "at-risk" category despite their history of academic success. First, we will discuss methods used by advisors and administrators to identify at-risk students. We will then discuss the ways that we collaborate with faculty, University support professionals, and parents to help students regroup and achieve their academic potential. We will present case studies for discussion and invite feedback from audience members on how they deal with similar cases at their institutions.

Independence
C53. Building Student Success: Establishing a Team-Structured Training process from the Ground Up
Jeanie Saunders & Paige Kappler - Liberty University

Student success begins with well-grounded advisors who have a firm foundation in academic policies and procedures as well as program requirements. However, there’s no rule that says training has to be boring! Training presents an opportunity to create a fun atmosphere of shared leadership and camaraderie. In fact, a well-planned training program and manual that builds up first-class advisors starting their first day on the job may contribute to a higher retention of advisors as well as students. Participants will be able to: 1. Implement or enhance a creative training process. 2. Utilize techniques for incorporating advisor leadership roles. 3. Explore the benefits of team building and professional development to acclimate and retain academic advisors.

Commonwealth 3
C54. Academic Resilience and Student Success (NBCC eligible)
Margaret Mbiondo - Millersville University

Today’s students possess a wide array of characteristics that distinguish them as having a higher risk of academic outcomes than their peers. The higher education arena is faced with the challenging realities of advising students to maximize their collegiate experience and to succeed both academically and socially. Embedded in every individual is a certain degree of resilience which can produce positive outcomes. Academic resilience describes the possibility of success in college among students who are at risk of academic failure because of personal and social circumstances. Based on the results of a study that was conducted in 2010, the aim of this presentation is to show how timely intervention strategies that include academic resilience framework line to lead to successful outcomes.
Concurrent Session Descriptions

Friday, March 21 9:15-10:15

Hickory B

C55. Put Out to Pasture? Re-seeding the Wisdom of Seasoned Advisors and Cultivating the Ideas of New Advisors
Elizabeth Brown, Karen Sones, Suzanne Bennett & Greg Nolan - Pennsylvania State University

Are you an experienced adviser who feels as if any day now you will be put out to pasture with all of the other old goats? As advisers who have seen the transition from the old school, traditional advising to the more student-centric, professional advising of today, do you wonder how you can possibly keep up with new colleagues who are fresh out of the barn? Join us for a lively discussion of ideas for advising approaches or initiatives to support students that will reinvigorate an old passion of advising through the enthusiasm of new-hires as well as pump up a new advising career by tapping into the wisdom of advisers past.

Federal

C56. Adult Swim: Stay Afloat in the Deep End of the Pool - Advising Adult Students (NBCC eligible)
Adrienne Jones & Michael Tyler - Walden University

"Advisors must have knowledge of adult development theories and understand the unique challenges adult learners face." (Harding & Miller, 2010)  Adult Swim will introduce and affirm the need for an adult style of learning by examining current adult learning theories. We will also identify some of the current characteristics of our adult swimmers. We will explore the implications and the impact of adult learning theory on policies and procedures with the intent to transform our perspectives, approaches and thinking. Lastly, utilizing group think and a roundtable discussion format, we will share ideas of best practices. As advisors, we must influence, support and facilitate academia’s understanding of this growing student population. Come on in, the water’s fine!

SAVE THE DATE

30th Annual NACADA Region 2 Conference

March 18-20, 2015

Richmond Omni Hotel
Richmond, Virginia
**Schedule At-a-Glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
<th>Location</th>
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<tr>
<td>7:15am-7:45am</td>
<td>Breakfast snacks/coffee</td>
<td>Heritage Ballroom</td>
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<td>8:00am-9:00am</td>
<td>Concurrent Sessions</td>
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<td>10:30am-12:00pm</td>
<td>Brunch/Awards/Business Meeting</td>
<td>Heritage Ballroom</td>
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**Commonwealth 2**

**PC1. Conducting Academic Advising Research (NBCC eligible)**  
Janet Schulenberg - Penn State University  
Peter Hagen - The Richard Stockton College of New Jersey

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop, facilitated by NACADA Research Committee members, will assist individuals who are considering an advising 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 data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources to help participants take the next steps. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

**Commonwealth 3**

**PC3. Graduate Student Job Search Boot Camp**  
Melinda Anderson - Virginia Commonwealth University  
Johnika Dreher - Prince George’s Community College

Are you less than a year from finishing your graduate school program? Are you getting ready to enter the job market? Do you want to learn more about how to navigate the nuisances associated with a job search? Then our job search boot camp is for you!

Come to this FREE pre-conference and learn more about how to prepare for your impending job search. We will offer self-assessments, critique your cover letter and resume, conduct mock interviews and explore other factors to help you conduct a successful job search.

**Commonwealth 4**

**PC4. The Completion Agenda: Advising Strategies to Increase Retention Rates and Degree Attainment (NBCC eligible)**  
Jose Ramos & George Thompson - Old Dominion University

With the increase in federal and states' focus on degree productivity in an effort to improve student completion rates and reduce students' average time-to-degree, it has become imperative for advisors to actively assist students with maximizing each semester. Old Dominion University launched a “Finish in 4” campaign in spring 2013, and advisors from Enrollment Services and Academic Affairs have partnered to reach the goals of the nation’s Completion Agenda. The team will share the ODU retention and time-to-degree initiatives and ask participants to contribute ideas in the conversation. Attendees will learn about the changing roles of academic advisors at ODU, discuss strategies for implementation of the time-to-degree and retention initiatives, and see the impact on student success.

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**Thank you for attending the 2014 NACADA Region 2 Conference!**
Session Descriptions

Wednesday, March 19 2:45-4:45

Hickory
PCS. Navigating Your Early Professional Advising Career
Jenine Buchanan - University of Delaware

This session, intended for professional advisors with fewer than 3 years of advising experience, is designed to help you set career goals and develop a plan to reach them. Participants will network with other new advisors, identify areas for personal development, and learn about career opportunities within academic advising and related fields in student affairs.

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Wednesday, March 19 5:30-6:30

Hickory
PCS. NACADA Orientation for First-Time Conference Attendees
NACADA

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 member of the NACADA leadership, and learn about the exciting association of which you are now a part.

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Concurrent Session Descriptions

Thursday, March 20 8:15—9:15

Commonwealth 1
C1. Online Advising: Utilizing Group Advising Sessions at a Distance (NBCC eligible)
Sherrie Clark, Holli Fergus, & Melissa Freeman - American Public University System

Are you curious about how it would be hold a group advising session for students that you are not able to see? Are you currently an online academic advisor with insight to share? Join us for a roundtable discussion on the challenges and successes of group advising sessions for distance learners. The presenters and participants will share their experiences with group advising sessions and in hopes of learning new information to apply to their institutions while collaborating with fellow advising colleagues. This roundtable discussion will incorporate our ideas on virtual group advising sessions. Come away with a new found confidence on how to work with distance learners via group advising sessions!

Commonwealth 2
C2. Barn Remodeling, Interior Decoration, and Maintenance: How to Implement Post Conference Ideas at Your Institution
Adaire Parker—University of Maryland, College Park
Johnika Dreher—Prince George’s Community College

Professional development like remodeling your home can get expensive. You have to analyze priority and budget to dedicate to the project. Yet, professional development like remodeling, are necessary evils to keeping your institution in top shape. Professional development is sought to share or creatively borrow a promising unique idea. We all come across unique ideas at conferences but sometimes it’s difficult to assess how the idea can fit your priority and budget. Step out of your rut of being the average conference attendee who shows up, learns a lot yet does not capitalize on a promising practice. Attend this interactive session to obtain a step-by-step process for maximizing your conference attendance and outline the keys to a post-conference implementation plan.

Commonwealth 3
C3. Raising the Bar: Collaborating for Advisor Success Online
Cindy Rudy & Julia Glover - Penn State University

Penn State’s World Campus is expected to grow to 45,000 students by 2020. This growth will require hiring new advisors as well as onboarding and developing staff in remote locations. Our onboarding program, which we introduced at the NACADA Regional conference in 2013, utilizes the NACADA components for adviser training. It is now an online training program that prepares new advisors in a consistent manner but allows them the opportunity to learn and develop skills at their own pace. Regardless of whether your campus setting is virtual or traditional, advisors work with students, utilize resources and collaborate with team members in an online world. Learn how to develop advisors who are confident with skills, knowledge and online resources right from the start.

Commonwealth 4
C4. Earning a Doctorate Degree and Working Full-time: Running Around like a Chicken with it’s Head...
Catherine Moss - Old Dominion University
Fai Howard - Virginia Commonwealth University

Just like raising the barn, earning a doctorate requires the right tools, assistance, knowledge, and guidance. In this session, we will discuss motivation for pursuing a doctorate degree, types of programs, common challenges experienced, and strategies for successful degree completion. Those at any stage in the doctoral journey are welcome to join us and share your experiences! We hope participants will take away ideas for how to “keep your head on” when balancing work, life, and a doctoral program.

Join us at the
Welcome Reception
Wednesday 5:30-7:00pm
Level 3 Foyer

Region 2 NACADA Conference | Lancaster, PA
Concurrent Session Descriptions

Thursday, March 20 8:15—9:15

Hickory
C5. Practices to Address new Demands of International Students (NBCC eligible)
Rachael Switalski & Sheri Shaw - Drexel University

As enrollment of international students rise, new challenges emerge within undergraduate advising. Traditional advising methods and approaches prove unsuccessful for the special population; additionally, there are new developments arising for advisors to overcome. At Drexel University, new programming such as Near Peers, upper-level international students peer class coaches, re-envisioned first year experiences, advisor integration within classes, and supplemental sections have proven to yield institutional success. Advising leadership is key in identifying where international students face difficulty and helping the university identify strategies and practices to facilitate the work of advisors with students. Specific practices are discussed in the context of meeting the needs of a globally diverse student body. This shift in practices results in an enriched and integrated learning environment.

Conestoga
C6. Doing the Math: A Case Study of how Intrusive Advisement and Inter-Departmental Collaboration Overcame an Institutional Barrier to Success
Marvin Mack, Patrice Davis, & Martin Weissman - Essex County College

Developmental math, and math in general, can be one of several “killer courses” within your institution. Providing positive alternatives and creating intrusive advisement opportunities around these courses can improve student success and graduation rates. This presentation provides a case study on how the collaboration between the Math Department, Academic Affairs, Advisement & Student Success produced a new mathematical roadmap for ECC students, including: Institutional guidelines for mathematics advisement, an institutional process for improving initial course placements; opportunities to test out of developmental coursework mid-sequence; and options for students whose failure to attempt or complete their math sequence is prohibiting them from graduating (graduation math).

Independence
C7. Developmental Advising: New Student Orientation through Completion (NBCC eligible)
Elizabeth Kirby & Debbie Sanford - Frederick Community College

This session will examine the strategy utilized by the Counseling and Advising Office at Frederick Community College. When a student walks into their first Counseling and Advising session it can become overwhelming on what to get done in a limited amount of time and limited resources. This session will show how to apply aspects of student developmental theory to a new student’s first advising appointment to include goal setting, course selection, identifying resources, and establishing a plan to reach the student’s goals. We will examine our process and share examples on how to implement developmental advising into your advising appointments. In addition, we will facilitate a discussion on similar approaches from other campuses.

Federal
C8. Disarming Advising (NBCC eligible)
Amanda Neuber & Ruth Ost - Temple University

As advisors, it is important to recognize what obstacles we inadvertently and unconsciously create for our students to hurdle. If our goal is to advise students developmentally, how do we create an open atmosphere where students feel comfortable telling us what they really need to tell us? One such approach is utilizing the “disarm” phase of the Appreciative Advising Model. What does it mean to disarm? How can it help to reinvigorate our advising, and how do we do it? Join us to find out! Attendees will learn more about the disarm phase of Appreciative Advising, share best practices, and walk away with specific strategies to break down walls in advising.

Concurrent Session Descriptions

Thursday, March 20 9:30-10:30

Commonwealth 1
C9. Your Happiness Matters: Reaching New Heights through Organizational Health & Employee Well-Being (NBCC eligible)
Annika Adams - Walden University

Did you know that people who experience significant amounts of positive emotion are more productive, more creative, and make better decisions? Research shows there are numerous benefits of positive emotion. By focusing on employee well-being and creating positive work environments, organizations can gain competitive advantage. This session explores theoretical frameworks associated with organizational health and well-being. Major topics include career well-being, financial well-being, and physical well-being. Themes of positive emotion are threaded throughout the session. Participants will gain tips for increasing workplace positivity, and well-being techniques that can be applied for personal and professional development. This will be accomplished through personal reflection, group discussion, and the presentation of research and theory related to organizational health and well-being.

Commonwealth 2
C10. Intentional Collaboration to Institute a Career Development Course for Undecided Students (NBCC eligible)
Joanne Conlon & Linda Hanna - West Chester University

Helping undecided students move through the career exploration process can be a challenge when attempting to conduct activities as part of advisement appointments. Come to this session to learn how we developed and implemented a career exploration course for the Pre-Major student. High impact practices, various assessments, the True Colors™ Model personality assessment will be reviewed. Results from the course evaluations and lessons learned will be shared.

Commonwealth 3
C11. Technology Outreach: How to get through to students “Oh, I didn’t read that email”
Keesa Bond & Anar Khandvala - Temple University

The College of Liberal Arts at Temple University realized that email overload was causing students to ignore critical information. This seminar outlines steps taken by the CLA Advising Center to enhance student communication. This presentation will cover three broad initiatives: Targeted Individualization: Reports and analysis lead to “individualized” emails that stand apart. Enhanced Student Knowledge Resulting in Decreased Advisor Time: Time-consuming group advising sessions were mitigated using technological approaches. Using University available resources (cost-free), the Center developed an orientation video and designed a Blackboard course to convey relevant policy/procedure knowledge for students changing their program. Student Self-Assessment: A Blackboard program for probationary students requires them to review their academic progress and barriers to success.

Commonwealth 4
C12. Mooving On: Collaborating with Seniors to Provide Resources for Post-Graduate Success (NBCC eligible)
Karen Sones, Julie Willits, & Kristie Kalvin - Penn State

Are your graduating seniors stampeding out of college without a clear sense of direction? Do you feel they are exiting college with less support than when they entered? How can we, as advisers, ease their transition from undergrad to post-graduate life as they search for greener pastures? Learn how an advising team in Liberal Arts has collabora-
Concurrent Session Descriptions

Thursday, March 20 9:30-10:30

Hickory
C13. What Our Transfer Students Are Telling Us (NBCC eligible)
Michelle White & Margaret Mbindyo - Millersville University

Following a recent dramatic growth of transfer students at our university, we conducted a comprehensive survey to learn more about this population in May 2013. In addition, focus group sessions were administered over luncheon receptions at the same time. Based on the results of the survey, the university has initiated various programs that aim to streamline services for transfer students. A transfer working group was formed, annual assessment plans are underway, and an improved transfer website is being created. This presentation will be sharing these initiatives and providing insights for preparing transfer students before enrolling, streamlining transfer orientation, sharing the concerns of transfer students and highlighting the importance of interdepartmental collaboration in serving transfer students. Challenges and successes will be addressed.

Conestoga
C14. They Didn’t Teach this in Grad School: The A, B, C’s of Dealing with Distressed Students (NBCC eligible)
Mary (Aggie) Harrell-Sparks & Dana Baker - Montgomery College

Advisors often find themselves dealing with distressed students; yet few college programs prepare them for this challenge. Is the student down or depressed? Is she high on life, high on drugs, or high in a manic state? Is it important to advising? Participants will learn to identify the signs of some of the major challenges and how they present in advising sessions. They will learn what to avoid and strategies to follow in order to establish a relationship that fosters student success. Participants will actively engage in case studies that will challenge them to apply what they have learned. This session is geared to new advisors and those employed by colleges with limited mental health resources.

Independence
C15. Engaging Students Who Have Deficient Grades at Mid-Term: A Simple Approach to Academic Improvement Plans (NBCC eligible)
Chris Cummings - Mansfield University

Included within the session will be a presentation of a recently developed instrument, protocol, and assessment method aimed at addressing mid-term deficiencies with a significant caseload of students at Mansfield University. With an emphasis on being simple, the Game Plan method is grounded in advising best practices and actively engages students in an attempt to improve their final grades. Further, the process requires that students meet with course instructors, briefly reflect on their situation, set personal goals, discuss campus resources, and create a written plan— all of which is covered in two, one-half hour meetings per advisee. The session will also address how this method can be used for assessment.

Federal
Tom Grites & Peter Hagen - The Richard Stockton College of New Jersey
NACADA Executive Office

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session will describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.

Concurrent Session Descriptions

Thursday, March 20 10:45-11:45

C17. Planting a New Path for Academic Advising
Melissa Rakes & Robert Bates - Delaware Technical Community College

A few years ago, academic advising at Delaware Technical Community College was described as little more than a support system for registration and enrollment. However, Delaware Tech envisioned a model where advisors served as guides, answered student questions, removed barriers to success, clarified educational and professional goals, identified additional support and learning opportunities, and helped students adjust to and navigate college life. In this session, attendees will learn how the college integrated advising into the teaching and learning experience through the following strategies: Enhancing collaboration between instruction and student affairs; expanding the number of staff providing academic advising; communicating the purpose and importance of academic advising; and using technology into advising. Evaluating advising policies. Creating advisor training. Establishing advising learning outcomes. Assessing academic advising.

Commonwealth 2
C18. Academic Advising During New Student Orientation...Are You Just Herding or Providing Direction? (NBCC eligible)
Marlena McOlethlin Lester & Natasha Smith - Virginia Tech

This presentation will explore how two professional advisors at Virginia Tech developed a proactive orientation advising process to fully engage the 1,400 new freshmen that enter their department each fall. You will learn how to provide direction to the controlled chaos we often refer to as new student orientation. We will analyze the tools used prior, during, and after orientation; demonstrate the importance of a collaborative approach; examine the price associated with developing a large scale process; and discuss the evaluation of the program from a student and advisor perspective. Topics covered will include: email communication, pre-orientation form, orientation website, pre/post orientation checklists, personnel, batch registration, and the advising/registration process.

Commonwealth 3
C19. Advising ASAP: The Intersection of Academic Advising and Financial Aid
Jeffrey Birou & Rosemary Kelly - Drexel University

As academic advisors, we do not always feel comfortable discussing financial aid policies with our students. However, with changes to the Higher Education Opportunity Act (HEOA) and financial aid eligibility requirements, timely intrusive advising has become crucial in retention and student success efforts. In this presentation, we will review changes to the federal Satisfactory Academic Progress (SAP) policy and how these changes necessitate urgent and developmental advising. We will share strategies from our institution on how to discuss SAP and its implications on persistence with students.

Commonwealth 4
C20. It's Our Business Too: What Advisors Need to Know about Jobs and Careers in the 21st Century (NBCC eligible)
Chryst Cunningham & Paula Dollarhide - The Richard Stockton College of New Jersey

Students graduating today can expect to have between 5-7 major career changes in their lifetimes. In this difficult job environment, all units—not just the career center—must share responsibility in student success after college. Advisors typically refer students to the career center but they should also understand the complex world of job and career search. A career counselor will partner with an academic advisor to share what is needed in the 21st century job search. Learn how collaboration can help students identify their own skills, target resumes, and develop their personal brand in the workplace. Different case studies will be presented, and attendees will leave with practical tips and resources.
Concurrent Session Descriptions

Thursday, March 20 10:45 -11:45

Hickory
C21. Recruiting Students to the Barn: Academic Advisor as Recruiter
Nicole Hollywood & Aileen Hentz - University of Maryland

Once you raise the barn, how do you get them to come? A good recruitment program has to include breadth and depth. Academic advisors can actually serve as one of the most effective recruiting resources— we have access to student groups, a commitment to our program’s success and a finger on the pulse of the student and program needs. Advisors can utilize this information to best present their program to interested constituents. The presenters will share HOW and WHO an established program recruits, challenges that they have faced related to serving as recruiters and lead a discussion about best practices.

Conestoga
C22. Transfers Helping Transfers; Creating an Effective Transfer Seminar Including Peer Advisement (NBCC eligible)
Chris Kirschf - University of Pittsburgh

Transfer students are often the neglected population on a college campus. Many schools create extensive first-year experience orientations and courses for freshmen, but many transfer students will hear, “Here’s your schedule and a map. Good luck.” This presentation will explore the Swanson School of Engineering, University of Pittsburgh’s development of a transfer seminar experience. You will see how they identified transfer student needs, created a semester-long seminar program for transfer students, and integrated peer advisement into the transfer experience. Ongoing challenges and student feedback to taking a transfer seminar will also be explored. This presentation is geared towards fellow advisors and administrators looking to create or improve upon your own programming for transfer students.

Independence
C23. Advising Ethics and the Degree Completion Agenda (NBCC eligible)
Marc Lowenstein - The Richard Stockton College of New Jersey
Tom Grites - The Richard Stockton College of New Jersey

As employees, advisors are obligated to support institutional policies. As advisors, they are obligated to promote students’ learning. Both obligations are affirmed in the “Ethical Foundations” chapter of NACADA’s 2008 Advising Handbook. External constituencies are pushing institutions to increase graduation rates and decrease time-to-degree. In responding, institutions may identify advisors as people who can encourage students to take full course loads and make decisions calculated to get them to graduation expeditiously. But if advisors serve in this way, they may be ignoring their other obligation, to maximize students’ learning. In this interactive session the presenters will explain why this situation raises an ethical dilemma for advisors; participants will discuss how individual advisors and the profession as a whole should confront the challenge.

Federal
C24. Music to Your Ears: How Your Student Can Go From Backup to Lead Singer (NBCC eligible)
Deborah Sheffield, Caroline Murphy, & Jenny Gordon-Nesnijk - William Paterson University

This interactive session will explore the appropriate role a counselor might take when answering the common questions: “What if a college student’s career goals or abilities are in stark contrast with a parent/guardian’s desire for their student? How can we encourage the student to find their voice with loved ones? How do we serve the best interests of the student without overstepping our boundaries?” The presenters will integrate Family Systems Theory, Chickyering, and Erikson to explore the topic in detail. Techniques used to engage the audience will be role playing, personal anecdotes, and tested strategies counselors use with college students. Finally, the new band will play its first hit song!

Commonwealth 1
C25. Advising High-Risk Students Into, Around and Out of Challenging and Restricted Majors (NBCC eligible)
Mary Beth Mullen - Wilkes University

What do you do with the engineering student who places into College Algebra as a first math class? Wilkes students, 50% of whom are first-generation college students, are allowed to parallel any major or select any non-restricted major. Many dream of pursuing a career for which they are not prepared often leading to an academic catastrophe. We identify high-risk students and use examples which explore how we help students meet challenges and recognize their abilities so they can move forward towards new, exciting and attainable goals. Our technique is based upon mixing intrusive and appreciative advising as we disarm the student and develop back-up plans. We are helped with Wilkes’ new policy of “grade forgiveness”.

Commonwealth 2
C26. Rolling Out the Red Carpet: The College Experience Before Classes Begin
Melissa Rakes & Cara Stanard - Delaware Technical Community College

The college experience begins well before the student attends his/her first day of class. How do we maximize the time before the semester begins to make sure students are starting on the right foot? This year, Delaware Technical Community College introduced a comprehensive Front Door Experience (FDE) program designed to prepare new students for success. In this session, participants will learn how Delaware Tech created a curriculum for the FDE and intentionally designed communications, activities, and services to meet the intended learning outcomes. Now, each segment of the FDE builds on, reinforces, and complements one another. Delaware Tech will share how they created this program, preliminary results, and lessons learned during the first year.

Commonwealth 3
C27. The Military Mystique: Understanding and Effectively Serving Military and Veteran Students (NBCC eligible)
Tiffany Putnam & Terri Dees - Tidewater Community College

The US military will face force reductions within the next 4 years. According to the Department of Defense’s 2014 Defense Budget, the Army and Marine Corps’ active force will be reduced by nearly 100,000 personnel. Of those getting out, “73% of service members plan to use their educational benefit” (“VA Announces One Millionth G.I. Bill Beneficiary,” 2013). This transition will be a challenge for many colleges and universities, therefore, training advisors and other staff to better meet the needs of this group will enhance student success, “from application to graduation”. This presentation will provide an overview of military life and the unique challenges faced by this population, as well as provide participants with a better understanding of service strategies that can be implemented to efficiently and effectively serve this group.

Commonwealth 4
C28. Academic Advising, Skills Development, and the Adult Student (NBCC eligible)
Nancy Allen - Immaculata University

In a weak economy, pundits and politicians ask, “is a college education worth it?” Adult students return to college with previous work experience and college credits, but, often, are unaware of the breadth of their skills development. This presentation will provide academic advisors with strategies to enable adult students to relate skills developed in academic disciplines and skills needed in our 21st century knowledge economy to their own narratives. Data from The National Association of Colleges and Employers (2012) and Daniel Goleman’s work on emotional intelligence will be explored. Three case studies will be presented: the undecided student; the Liberal Arts major; and the Business major.
Concurrent Session Descriptions

Thursday, March 20 1:30-2:30

Hickory

C29. Collaborating Across Paradigms: Using Coaching and Advising Techniques to Help Students Develop an Optimum Level of Academic Performance (NBCC eligible)
Kelly McKenzie & Jack Trusel - East Stroudsburg University

Do you want to help each individual student reach and exceed their academic potential despite academic setbacks? To assist students in achieving their academic potential, we developed a coaching method for academic advising that is based on positive psychology, cognitive behavioralism and solution-focused therapy. The objective of this method of advising is to motivate students to reach and exceed their academic potential. This presentation will explain the development of the coaching method for advising at East Stroudsburg University of Pennsylvania, including the four-session guide developed for academic coaches, the techniques used during coaching sessions (metacognition tools, deep questioning, and uncovering academic myths and stories), as well as the ongoing development of coaching methods that meet the needs of specific student populations.

Conestoga

C30. Designing a Competency-Based Faculty Advisor Development Program
Terry Musser, Jana Peters & Nancy Dreschel - Penn State University

In 2010, a team of faculty and staff began to design a faculty advisor development program based on advising competencies identified by advisors at the College. This multi-year "Master Adviser" research project was implemented in five stages: 1. Determine competencies necessary for advising effectiveness. 2. Design rubrics for measuring acquisition of competencies. 3. Design training and development for advisors based on competencies. 4. Evaluate outcomes for program improvement. 5. Develop a program for rewarding demonstrated competence. Study procedures and results will be shared and the literature review, advising materials, and assessment instruments will be featured. Participants will share in a discussion of how to mount a similar large-scale project and possible future implications. A complete manual of materials will be provided.

Independence

C31. The year of the Rookie: Gaining Confidence as a New Academic Advisor
Kristin Sowden - James Madison University

Are you the rookie of your advising staff? Are you searching for other "newbies" to connect with on your game? Look no further! This session is designed to help the "rookies" of Region 2 connect with one another on building confidence in their academic advising skillset. Participants will share their current confidence level through introductions and a short sharing activity. Then, participants will collaboratively work in small groups on situations that could potentially challenge a new academic advisor. The session will wrap up with some large group discussion and Q and A. Ultimately, this session will help advisors to meta-cognitively consider their confidence levels and gain feedback on how to handle difficult advising situations with self-assurance and ease.

Federal

C32. Helping Students on Academic Probation to Persist and Succeed (NBCC eligible)
Robert Kurland - Rutgers University

Research has repeatedly shown that students who end up on probation are less likely to be retained and graduate as compared to students who remain in good academic standing. Colleges and universities must offer more effective support services and interventions to help these students succeed and persist towards graduation. Probation does not have to be the end of an academic career. This presentation will discuss the evolution of support services that have been offered to students at the Rutgers – Newark College of Arts and Sciences/University College, with a particular focus on current interventions which include a 1-credit online course that will be required for all probation students to enroll. We will discuss the theory, implementation, and components of the course.

Commonwealth 1

C33. Working Together: Where Academic and Pre-med Advising Meet (NBCC eligible)
Patrick Trujillo & Katie Cruit - Johns Hopkins University

Students today enter higher education with multiple academic and personal goals. One cohort knows their journey to accomplishing these goals will take careful planning, dedication, and strong support: the pre-med student. After a brief overview of pre-med curricular and co-curricular requirements, this presentation will review examples of how the Office of Pre-Professional Programs and Advising and Office of Academic Advising at Johns Hopkins University work together to assist students in achieving their pre-med goals. Attendees will be encouraged to contribute the best practices from their own institutions during a collaborative discussion intended for all to learn better ways to advise our pre-med students.

Commonwealth 2

C34. Mindful Authentic Advising: Will it Help You and Your Students be More Successful? (NBCC eligible)
Joseph Crotzky - Clarion University of Pennsylvania

"To know thyself" is a well-known aphorism that conceptually came from "To thine own self be true". Advising from this position of authenticity may enhance your ability to advise, teach and lead your students to discover their own truth. Improving your emotional intelligence can lead towards authenticity. Mindfulness, the ability to be present and relate directly to what is happening in your life, is gaining in appreciation in society and the academy, primarily for reducing stress and improving resilience. The presentation will include practical experience with mindfulness/meditation exercises, and strategies that you can implement immediately to increase your emotional intelligence, mindfulness, authenticity and success. Perhaps it is time to learn what mindfulness can do for you.
Concurrent Session Descriptions

Thursday, March 20  2:45-3:45

Commonwealth 3

C35. Collaborating to Create a Campus-wide Culture of Academic Advising: Shared Mandatory Advising, Shared Data, and Shared Student Success (NBCC eligible)
Art Esposito, Montclair State University

In 2012, Montclair State University implemented mandatory advising for first year students, mid-term grade reporting, and proactive non-registered student outreach with a collaborative approach featuring departmental advisors and centralized professional advisors utilizing cooperative outreach methods. That same academic year, the University posted the highest Fall-to-Spring First-Year retention percentage recorded in the past 17 years, and increased the Fall-to-Fall First-Year retention by nearly 5%. Participants will learn of the theoretical foundations and components of the created programs, the collaborative aspects connecting professional and departmental advisors, and the proactive advising approaches utilized in support of the programs. The session will conclude with an extensive Q&A session designed to support implementation at participants’ home institutions.

Commonwealth 4

C36. Advising Together: Helping Students Navigate their First Year of College in 2-year/4-year Partnership Programs
Caitlin Duda - Community College of Baltimore County
Robert Karp - Towson University

Are two heads really better than one? Learn how the Community College of Baltimore County (CCBC) and Towson University (TU) have joined forces to increase academic advising support for their “at-risk” Freshman Transition Program students. By embracing partnership and promoting cross institutional/cross-departmental collaborations, CCBC and TU have improved the FTP student experience, streamlined FTP first-year advisor training and support, and re-enforced the idea that there are “strength in numbers”.

Hickory

C37. Legislate, Translate, and Graduate: What does this mean for community colleges?
Brandon Bellamy - Howard Community College
Johnika Dreher, Shelly Caldwell-Bennett, & Maurice Gatling - Prince George’s Community College

Higher Education is in a state of flux through legislative efforts that seek to streamline the K-20 pipeline. Complete College America and similar groups, are pushing to legislate the completion agenda, for better or worse. Learning how to translate legislation into relevant items for students, faculty and staff will ensure that we can support the march to graduation.

Conestoga

C38. Peer Mentoring from the Ground Up
Bradley Pearson - Temple University

The need for peer-mentoring programs is often clear—after all, knowledgeable and caring peers can go a long way in helping students and building community beyond the walls of our advising offices. But the initial obstacles in building a peer mentor program can halt some before they’re off the ground. Through this session, I will share my experience, challenges and strategies developing the Honors Peer Mentor Program at Temple University over the last three years. I will describe crucial elements not only to the startup of my peer mentoring program, but also to its sustainability and continuing evolution. Interested participants might be looking to start their own peer mentoring program, or looking for ideas to revamp an existing one.

Independence

C39. Making Completion Meaningful: An Advisor’s Role in Guiding Student Reflection on Core Competencies (NBCC eligible)
Sabrina Mathues - Ocean County College

This discussion will provide participants a forum to consider their individual roles and the broader role of advising professionals in guiding student reflection on skill development. The national shift in focus from recruitment to retention and completion initiatives will be considered in terms of impact on the productivity measure of advisors. Participants will discuss how to make the most of this push by balancing their response to statistically-driven retention and graduation directives with efforts to increase the meaningfulness of degree completion. Specific strategies to encourage students’ intentional reflection on core competency development and resultant curriculum selection will be addressed.

Federal

C40. A Conversation with NACADA Leadership & Executive Office Representative
Sandra Waters - Old Dominion University
Diane Motteson - NACADA Executive Office

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

Attend Your State Meeting
Thursday, March 20
4:00pm-5:00pm

Your participation in NACADA is what makes it a great organization BUT we want to hear from you! Please attend your state meeting on Thursday at 4:00pm. This is a great time to network, relax and learn about what is going on in the region and nationally.

Snacks sponsored by EBI MAP-Works

Delaware: Independence
District of Columbia: Conestoga
New Jersey: Hickory
Pennsylvania: Commonwealth 4
Virginia: Commonwealth 2

NACADA Region 2
Addressing the academic advising needs of the Mid-Atlantic region
Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia