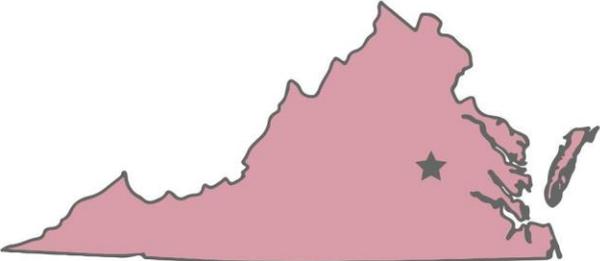


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RICHI
ING **THE ADVISING**
EXPERIENCE **2015**

Research, Innovation, and Collaboration in Helping Students Succeed

NACADA Region 2 Conference • March 18 - 20, 2015 • Richmond, VA





The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a **Consulting and Speaker Service**, an **Awards Program**, and funding for **Research** related to academic advising.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision:

Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Strategic Goals:

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association

Welcome from the Conference Co-Chairs

We are thrilled to welcome you to the 30th annual NACADA Region 2 Conference in Richmond, Virginia!

The conference theme this year is, “EnRICHing Advising: Research, Innovation, and Collaboration in Helping Students Succeed.” While reflecting on the core values of NACADA, we chose this theme in an effort to encourage advisors to utilize current research as they engage in best practices. Additionally, we hope to inspire greater collaboration as we seek to better serve our students and help them become successful.

We are very excited to have Sandra Waters present the keynote address at our luncheon this year. Ms. Waters currently serves as the Executive Director for Advising and Transfer Programs at Old Dominion University. She has held several leadership roles in NACADA and is currently serving as a Board Member. Sandy is also an accomplished artist and has combined her two passions- advising and painting- into her topic, “The Fine Art of Advising.” It is sure to be entertaining, fun, and continue the conference theme of *enRICHment!*

We want to thank Melinda Anderson, Region 2 Chair, for her support, encouragement, and leadership. Additionally, we want to thank the staff at the Richmond Omni Hotel 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 “enRICH” your own advising practices this year. Consider the latest research as you assess how you can better serve your students. Develop an innovative new program or outreach effort based on ideas you learn about from your colleagues at other institutions. Network with your fellow *#NACADAFamily* advisors and engage in future collaborations together- co-present at the next NACADA conference or perhaps you might co-author a piece for *Academic Advising Today* or the *NACADA Journal!*

Our best wishes for a very successful conference experience,



Edna Renee Macbeth



Morgan Morrison

2015 Region 2
Conference Planning Committee



Edna Renee Macbeth
Conference Co-Chair
Virginia Commonwealth
University



Morgan Morrison
Conference Co-Chair
Old Dominion University



Jackie Nicholson
Evaluations Chair
Norfolk State University



Ashlyn Anderson
Exhibits Chair
Virginia Commonwealth
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Shajuana I. Payne
Hospitality Co-Chair
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Kemper Steele
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Virginia Commonwealth
University



Ashley Racine
Volunteers Co-Chair
Bon Secours School of Nursing



Jose Ramos
Volunteers Co-Chair
Old Dominion University

Keynote Speaker: **Sandy M. Waters**



Keynote Address:
The Fine Art of Advising

Sandra M. Waters, Executive Director of Advising and Transfer Programs at Old Dominion University, Norfolk, VA, has been a NACADA member since 1991. She joined ODU in 1983, serving in a variety of roles.

She is currently a member of the NACADA Board of Directors and has held leadership roles in Region 2, including chair (2006-08) and the 2005 conference chair, as well as actively involved the Emerging Leaders Program as a mentor, advisory board member, and chair (2010-12). She is also a current member of the NACADA Webinar Advisory Board and the Publications Advisory Board.

Subscribing wholeheartedly to NACADA's Core Values, Sandy's advising philosophy embraces the concepts of involving others and being responsible to those she advises. This philosophy directs her work at ODU as the person who coordinates the undergraduate advising program. With a split advising model (professional and faculty), communication is the key to success at ODU. She serves as a member of the University's Student Success Committee and is chair of the Excellence in Advising Commission, in addition to leading other initiatives geared toward student success. She also facilitates the Master Advisor Program to educate ODU's advisors.

Connect with your Colleagues!

Your participation in NACADA at the state, region and national level is vital to its success. We encourage you to connect with your colleagues throughout the conference at various receptions and networking opportunities offered.

Please plan to attend receptions, your state meeting and other hospitality events during the region conference. If you attend your state meeting you will be eligible for:
DINNER ON US!

Each state will give away \$50 gift cards for dinner. You must be present to win.

General Information

Conference Evaluations

Please remember to complete evaluation after each session. Our presenters 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 registration table for copies of your evaluations once 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 Region 2 conference. The “Best of Region 2” award is an honor bestowed upon the best conference session and presenter(s). The winner(s) will be given a stipend to attend to present the “Best of Region 2” at the annual NACADA conference in Las Vegas, NV in October 2015. You will be emailed a survey on Friday morning of the conference in which you may cast your vote for this award.

Session Handouts

There are tables in the registration area for presenters to leave extra handouts from their sessions.

Hospitality and Information Center/Evaluations/Volunteer Central

Participants are encouraged to check out the tables to discover more about our amazing host city from dining options to great places to visit after the conference. Volunteers are always welcome so please come by to find out how to get involved. The tables will be open during the following times: Wednesday, 11 a.m. to 5 p.m., Thursday, 7:30 am - 6pm, and Friday 7:30 am - 10:30 a.m. Dinner group sign-ups will be available if you would like to connect with others on Thursday night.

NACADA Publications

Advising resources are available for sale or to order. Visit the information center to browse NACADA monographs and products.

NACADA Cares

A penny war is a program held at the Region 2 conference in order to collect monies for charities that are located in each state/commonwealth/district in Region 2. Please support by donating. The winner will be announced at the brunch on the final day of the conference.

Exhibitors

We would like to thank our exhibitors for their support - Cranium, AdviseStream, and Ruffalo Novelle-Levitz. Please visit their tables during the conference. The conference committee would like to thank the following local businesses and organizations for their support and donations: Blanchard's Coffee, Colonial Williamsburg, Richmond Children's Museum and Richmond Tourism.

Exhibitors

We want to thank the exhibitors who have come to connect with our Region 2 members. Please take some time to visit their tables during the conference.



Cranium Cafe is an online advising platform that democratizes personal student support by offering the in-office experience to off-campus students. This FERPA compliant platform integrates directly into advising web pages and requires no downloads or special logins.

To learn more, visit www.craniumcafe.com.

Advise Stream, Inc.

The AdviseStream cloud-based software platform builds community, encourages collaboration, and streamlines processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, designing their co-curricular experiences, and translate achievements into e-folio and résumé formats. To find out how AdviseStream helps students become successful through holistic, sustained advising, please visit: <http://www.advisestream.com>

Ruffalo Noel Levitz – A Trusted Partner for Enrollment and Student Success

Ruffalo Noel Levitz offers customized solutions in student success and retention, recruitment, and strategic planning for enrollment. Our retention tools and consulting services help campuses assess students, intervene early, and remove barriers to persistence. Visit our website (www.noellelevitz.com) or blog (<http://blog.noellelevitz.com>).

Thank you to our advertisers who have helped to sponsor our event.

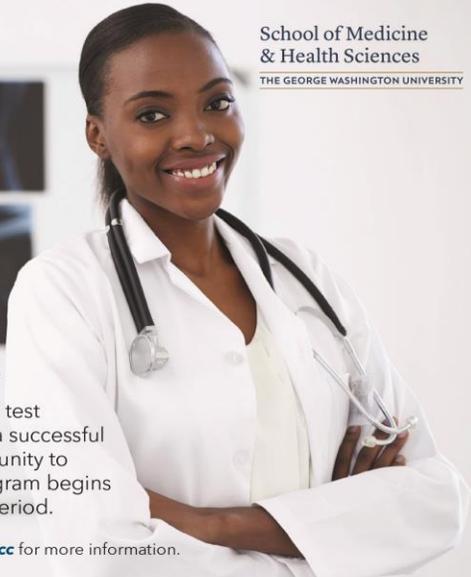
Fulfilling Your Dream to Become a Physician Begins at GW!

The George Washington University School of Medicine and Health Sciences now offers a **Post-baccalaureate Pre-medicine Certificate Program** for career-changers who are interested in going to medical school but need to take necessary prerequisite courses.

Designed to provide the foundational coursework, standardized test preparation, and access to real-world experience necessary for a successful medical school application, this program offers a unique opportunity to begin a new and rewarding career path. The 35-credit hour program begins each summer and is designed to be completed in a 12-month period.

See where GW can take you! Visit smhs.gwu.edu/post-bacc for more information.

School of Medicine & Health Sciences
THE GEORGE WASHINGTON UNIVERSITY



POST-BACCALAUREATE PRE-MEDICINE PROGRAM

Gain an Edge in Personalized Medicine with a BS in Pharmaceutical Sciences

Gain a competitive edge in the changing field of health care with a Bachelor of Science in Health Sciences (BSHS) degree in Pharmaceutical Sciences from the George Washington University School of Medicine and Health Sciences (SMHS).

Designed to educate future pharmacists, scientists, physicians, policy makers, and health professionals, the BSHS in Pharmaceutical Sciences program offers innovative, lab-based coursework that integrates basic and clinical sciences, emphasizes both research and practical skills, and educates students on the ethical and health policy issues related to drug development and patient care.

See where GW can take you!

School of Medicine & Health Sciences
THE GEORGE WASHINGTON UNIVERSITY

Visit smhs.gwu.edu/pharmsci for more information.



Schedule At-a-Glance

Wednesday, March 18

Time	Session	Location
11:00 AM - 5:00 PM	Conference Registration	James River Foyer
12:00 - 5:00 PM	Pre-Conference Workshops	
12:00 - 2:00 PM	PC1. Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog	Shenandoah J
12:00 - 2:00 PM	PC2. Job Search Boot Camp	Potomac G
2:00 - 5:00 PM	PC3. Survey Research Methods for Advisors	Shenandoah H
2:00 - 5:00 PM	PC4. Speeding Towards an enRICHed advising experience with Google Drive	Potomac E & F
5:30 - 6:00 PM	First Time Attendee Orientation	Magnolia Room
5:30 - 6:45 PM	Welcome Reception <i>Light Appetizers and Cash Bar (1 complimentary drink ticket)</i>	James River Foyer
7:00 PM	Dinner on Your Own	

Thursday, March 19

Time	Session	Location
7:00 AM - 5:00 PM	Conference Registration	James River Foyer
7:30 - 8:30 AM	Breakfast Buffet (included in conference fee)	James River Ballroom CD
7:30 - 8:30 AM	Poster Sessions	James River Foyer
PS1	Integrating Study Abroad Effectively in the Academic Experience	
PS2	Who's My Advisor Anyway? : Assigning Advisor Caseloads by Special Populations	
PS3	Exploring the Value of Collaboration in Order to Enhance the Retention and Engagement of Cultural Minority Students within Science Technology Engineer and Math (STEM) fields at Predominately White Institutions (PWIs)	
PS4	Moving through the Math Sequence: Counselor Session in MA 82 Program	
PS5	Maximizing Efficiency in Transfer Student Advising	
PS6	Enriching the Peer Advising Experience Through Assessment!	
PS7	Enriching Academic Advising: Peer Advising "Tech Wizards" Unite!	
PS8	Pre-Registration for New Student Orientation: A How To Guide	
PS9	Academic Advising: The Key to Increasing Retention Among Students with Anxiety Disorders	
PS10	Help! I Need Somebody...Assisting Students in Danger of Suspension	
PS11	Student Ambassadors: Enriching the advising experience	
PS12	Evolution of the MLS Advising and Registration System: Adaptation and Enrichment Aided by Technology	
PS13	Weaving Wellness Into Academic Advising: Tools and Techniques for Success	
PS14	Beyond Breathing into a Brown Paper Bag: Helping Your Students Overcome Test Anxiety	
PS15	90-Day Academic Challenge: A Goal-setting Strategy to Improve First-Year Student Success	
PS16	Collaborating for Student Success: A Case Study of the Dynamic Role of Academic Advising in the VCU Acceleration Program	
PS17	Multicultural Experiences with Intercultural Programs on Campus for Your Advisees	
PS18	Storytelling and Study Abroad: Helping returned students process their experiences	

Schedule At-a-Glance

Thursday, March 19 (continued)		
7:30 - 8:30 AM	Poster Sessions (continued)	
PS19	Evolve: Advising the Mind, Body, and Spirit	
PS20	The Impact of Academic Advising on the Success of Undecided Students	
PS21	Doing More with Less. How to Maintain Developmental Advising with a Large Caseload	
8:30 - 9:30 AM	Concurrent Sessions	
C1	BAM! POW! ZAP!: New Advisor Superhero Utility Belt Workshop	James River A
C2	The Mature Advisor; Still Advising After all these Years	James River B
C3	Show Me the "Way": Understanding the culture of Chinese international students to better advise on course selection and beyond	Rappahannock
C4	Assessment & Academic Advising: Plan for Success!	Shenandoah J
C5	Mapping the Institution: Advising Efforts Across Campus	Shenandoah H
C6	Cultivating Success & Support for Distance Learners	Roanoke
C7	Back on Track: Helping warning and probation students succeed through self-analysis and reflection	Potomac G
C8	Deconstructing and Reframing the Advising Experience	Potomac E & F
9:45 - 10:45 AM	Concurrent Sessions	
C9	The Perks of Being Proactive: Planning Ahead Can Increase Student Success and Improve Job Satisfaction	James River A
C10	Good Students Can Be Even Better!	James River B
C11	Supporting Retention of First-Year Transgender Students	Rappahannock
C12	Unlocking the Wealth: Empowering your Student to go from Backup to Lead Singer	Shenandoah J
C13	Advising as Teaching: Assessing Student Learning Outcomes	Shenandoah H
C14	Advising Collaborations: Using Living Learning Communities for First-Year Experiences	Roanoke
C15	Women Thriving, Not Just Surviving	Potomac G
C16	Major Commitment: Developing an "Intro to the Major" Course	Potomac E & F
11:00AM - 12:00PM	Concurrent Sessions	
C17	Think About It: Advisors' Philosophical Assumptions Matter	Rappahannock
C18	Creating a Successful Transition: Life as a New Academic Advisor	Shenandoah J
C19	The Overlooked Student: Creating Ways to Help Transfer Students Succeed	Shenandoah H
C20	Field of Dreams: If You Plan it, They Will Come. Or, Will They?	Roanoke
C21	Technology-based Tactics for Optimizing Advising	Potomac G
C22	Can't I be Black and smart?: Strategies for advising high-achieving Black women	Potomac E & F
12:15 - 1:30 PM	Lunch (included in conference fee) NACADA Welcome Keynote Address	James River Ballroom
1:45 - 2:45 PM	Concurrent Sessions	
C23	Enriching Our Practice and Profession Through Research	Rappahannock
C24	Making Student Success Richer: Strategies That Pay Off For Students	Shenandoah J
C25	Professional Development Matters for Academic Advisors	Shenandoah H
C26	Staying the Course: Advising Strategies to Increase Retention for First Generation College Students	Roanoke
C27	Enhancing Transfer Advising: The Partnering of Two and Four Year Colleges to Ensure Transfer Student Success	Potomac G

Schedule At-a-Glance

Thursday, March 19 (continued)		
1:45 - 2:45 PM	Concurrent Sessions	
C28	The Impact of Transition Theory and Student Barriers on Practical Advising Matters	Potomac E & F
3:00 - 4:00 PM	Concurrent Sessions	
C29	Advising as Narrative: Co-constructing the Bildungsroman	James River A
C30	Pursuing the Advising Ideal While Living in the Real World	James River B
C31	Distance Advising and Telecommuting: Strategies for Making the Connections	Rappahannock
C32	Developing a Program to Help Students Make a U-Turn in Their Academics	Shenandoah J
C33	Enriching the Advising Experience for Latino/a Students	Shenandoah H
C34	Advising Students through Minors and Certificates: Can it lead to best practices in advising of all students?	Roanoke
C35	The Design and Implementation of a Peer Advising Program	Potomac G
C36	Earning a Doctorate: If I Only Knew Then What I Know Now	Potomac E & F
4:15 - 5:15 PM	State Meetings Delaware District of Columbia Maryland New Jersey Pennsylvania Virginia	Potomac E & F Rappahannock Shenandoah J Roanoke Shenandoah H Potomac G
5:30 - 6:30 PM	Mentor Reception (By invitation only)	The Atrium (2nd Floor)
5:30 - 8:00 PM	Dinner on Your Own	
8:00 - 10:00 PM	Hospitality Reception <i>Light Appetizers and Cash Bar</i>	Magnolia Room
Friday, March 20		
Time	Session	Location
8:00 - 10:30 AM	Conference Registration	James River Foyer
8:00 - 9:00 AM	Concurrent Sessions	
C37	At the Intersection of our Identities and Transfer	James River A
C38	Retaining African American Males in College: Hands up! Stop. Wait, do I belong here?	James River B
C39	Cranium Cafe: The in-office experience with online advising	Rappahannock
C40	Advising Students in Crisis	Shenandoah J
C41	Do Students Who Complete a Minor Enrich Their Degree?	Shenandoah H
C42	VCU Health Sciences Academy: Creating a pipeline from high school to the health professions	Roanoke
C43	Predict, Plan, Graduate!	Potomac G
C44	Is Customer Service a Socially Just Approach to Academic Advising?	Potomac E & F
9:15 - 10:15 AM	Concurrent Sessions	
C45	Confronting Cultural Alertness: Impact of cultural immersion experience on strengthening cultural competency	James River A
C46	What Should a First-Year Advising Course Do?	James River B
C47	Integrated Values-Driven Advising for International Students	Rappahannock

Schedule At-a-Glance

Friday, March 20 (continued)

C48	Serving the Students Who Serve "U.S." - Building a Veterans Task Force on Your Campus to serve the "Next Greatest Generation"	Shenandoah J
C49	Collaborating Across Disciplines: Development and Assessment of Advising Resources	Shenandoah H
C50	Get Your Head Out of the Clouds: Gaining Visibility in the Workplace through Better Branding	Roanoke
C51	Using Brief Counseling in Appreciative Advising: Techniques & Resources for the New Advisor	Potomac G
C52	Advising with Purpose: The Value of Self-Reflection for Students and Advisers	Potomac E & F
C53	A Conversation with NACADA Leadership and Executive Office Representative	Hospitality Suite, 3rd Floor, Room 321
10:30AM - 12:00PM	Brunch (included in conference fee) Awards Business Meeting Closing Remarks	James River Ballroom CD

Wednesday, March 18

Time	Session	Location
11:00 AM - 5:00 PM	Conference Registration	James River Foyer
12:00 - 5:00 PM	Pre-Conference Workshops	Meeting Rooms
5:30 - 6:00 PM	First Time Attendee Orientation	Magnolia Room
5:30 - 6:45 PM	Welcome Reception	James River Foyer
7:00 PM	Dinner on Your Own	

Pre-Conference Workshop Descriptions Wednesday, March 18 12:00 PM – 2:00 PM

PC1. Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog

Presenters: Thomas Grites, The Richard Stockton College of New Jersey, and Jennifer Joslin, Kansas State University

Location: Shenandoah J

There are many opportunities to write for NACADA. Articles authored by advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session describes the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Blog.

Topics to be covered include: 1) Various NACADA venues for publishing member-created works; 2) Purpose, content, writing guidelines, and acceptance process for each publication venue; 3) How participant publication ideas can best be turned into manuscripts for submission to a NACADA publication. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

**Pre-Conference Workshop Descriptions
Wednesday, March 18 12:00 PM – 2:00 PM**

PC2. Job Search Boot Camp

Presenter: Melinda Anderson, Virginia Commonwealth University

Location: Potomac G

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 nuances 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.

**Pre-Conference Workshop Descriptions
Wednesday, March 18 2:00 PM – 5:00 PM**

PC3. Survey Research Methods for Advisors

Presenter: Meredith Dean, Virginia Commonwealth University

Location: Shenandoah H

Are you considering conducting a survey to gather more information about advising? Do you want to know more about how to use survey results? This is the workshop for you! Participants will actively learn about survey research methods while engaging in multiple activities to facilitate learning and put that learning into practice. This workshop examines the whole survey process, from struggling with the decision to conduct a survey (or not to conduct a survey) to the presentation of survey results and using those results in decision-making process.

PC4. Speeding Towards an enRICHed advising experience with Google Drive

Presenters: Lyndsay Durham, John Hendershot, Ben Plache, Virginia Commonwealth University

Location: Potomac E & F

By using technology to streamline processes - thereby making existing forms, paperwork and procedures more user-friendly - engagement and participation becomes part of day-to-day operations rather than an anticipated added burden in a high-volume advising unit. Utilizing existing platforms available at the University such as Google Drive and WordPress, a more robust program was developed to enhance and encourage a participatory and responsive advising culture within departments. Suggestions for implementation will be offered and discussion is encouraged. Participants will leave this workshop with several strategies and tools they can immediately put into practice, including information on Mail Merge, creating effective spreadsheets and forms, and how to use spreadsheets to analyze gathered data.



Welcome Reception 5:30 - 6:30 PM

Location: James River C & D

First Time Attendee Welcome 5:30 - 6:00 PM

Location: Magnolia Room, 1st Floor

Thursday, March 19



Breakfast Buffet

7:30 - 8:30 AM

Location: James River Ballroom CD

Time	Session	Location
11:00 AM - 5:00 PM	Conference Registration	James River Foyer
7:30 - 8:30 AM	Breakfast Buffet (included in conference fee)	James River CD
7:30 - 8:30 AM	Poster Sessions	James River Foyer
8:30 - 9:30 AM	Concurrent Sessions	Meeting Rooms
9:45 - 10:45 AM	Concurrent Sessions	Meeting Rooms
11:00 - 12:00 PM	Concurrent Sessions	Meeting Rooms
12:15 - 1:30 PM	Lunch (included in conference fee) and Keynote Address	James River Ballroom
1:45 - 2:45 PM	Concurrent Sessions	Meeting Rooms
3:00 - 4:00 PM	Concurrent Sessions	Meeting Rooms
4:15 - 5:15 PM	State Meetings	Meeting Rooms
5:30 - 6:30 PM	Mentor Reception (by invitation only)	The Atrium
5:30 - 8:00 PM	Dinner On Your Own	
8:00 - 10:00 PM	Hospitality Reception (Dessert Reception & Cash Bar)	Magnolia Room

Poster Session Information

Thursday, March 19 7:30 - 8:30 AM

PS1. Integrating Study Abroad Effectively in the Academic Experience

Presenters: Laura BonDurant, Ethan Merritt and Jessica Vazquez, American University

PS2. Who's My Advisor Anyway? : Assigning Advisor Caseloads by Special Populations

Presenters: Colby Hepner and Emily Bogunovich, Drexel University

PS3. Exploring the Value of Collaboration in Order to Enhance the Retention and Engagement of Cultural Minority Students within Science Technology Engineer and Math (STEM) fields at Predominately White Institutions (PWIs)

Presenters: Dionne Gordon-Starks and Marisol Rodriquez-Mergenthal, Drexel University

PS4. Moving through the Math Sequence: Counselor Session in MA 82 Program

Presenters: Elizabeth Kirby and Jennifer Moore, Frederick Community College

Poster Session Information
Thursday, March 19 7:30 - 8:30 AM

PS5. Maximizing Efficiency in Transfer Student Advising

Presenters: Ryan DeLany, Ithaca College

PS6. Enriching the Peer Advising Experience Through Assessment!

Presenters: Kimberly DuVall, Devan Weismiller, Amanda Schultz, Megan Mischinski and Nicole Fox, James Madison University

PS7. Enriching Academic Advising: Peer Advising “Tech Wizards” Unite!

Presenters: Kimberly DuVall, Shane Bryant, Nataly Martin, Allison Piotrowski and Kathryn Tousley, James Madison University

PS8. Pre Registration for New Student Orientation: A How To Guide

Presenters: Mandy James, Amy Sarcinella and Melinda Wickman, Virginia Commonwealth University

PS9. Academic Advising: The Key to Increasing Retention Among Students with Anxiety Disorders

Presenters: Janice Stapley and Kerstin Bothner, Monmouth University

PS10. Help! I Need Somebody...Assisting Students in Danger of Suspension

Presenters: Dana Trask and Donna DeHaven, Radford University

PS11. Student Ambassadors: Enriching the advising experience

Presenters: Shannon Porter and Nasim Schwab, Radford University

PS12. Evolution of the MLS Advising and Registration System: Adaptation and Enrichment Aided by Technology

Presenters: Stephanie Serven and Kelly Carr, The George Washington University

PS13. Weaving Wellness Into Academic Advising: Tools and Techniques for Success

Presenters: Christine Gayda-Chelder, The Richard Stockton College of New Jersey

PS14. Beyond Breathing into a Brown Paper Bag: Helping Your Students Overcome Test Anxiety

Presenter: Elizabeth Bambacus, Virginia Commonwealth University

PS15. 90-Day Academic Challenge: A Goal-setting Strategy to Improve First-Year Student Success

Presenter: Elizabeth Bambacus, Virginia Commonwealth University

Poster Session Information
Thursday, March 19 7:30 - 8:30 AM

PS16. Collaborating for Student Success: A Case Study of the Dynamic Role of Academic Advising in the VCU Acceleration Program

Presenters: Erika Dumke, Amy Taloma and Melinda Anderson, Virginia Commonwealth University

PS17. Multicultural Experiences with Intercultural Programs on Campus for Your Advisees

Presenters: Hannah Hahn and Elizabeth Hiatt, Virginia Commonwealth University

PS18. Storytelling and Study Abroad: Helping returned students process their experiences

Presenters: Sarah Carrier and Kelly Chroninger, Virginia Commonwealth University

PS19. Evolve: Advising the Mind, Body, and Spirit

Presenter: M. Christina Rolon and Lorena Laverde, New Jersey City University

PS20. The Impact of Academic Advising on the Success of Undecided Students

Presenter: Blake Mackesy, Wilkes University

PS21. Doing More with Less. How to Maintain Developmental Advising with a Large Caseload

Presenter: Amanda Carcione and Yosayra Eusebio, Montclair State University

Concurrent Session Descriptions
Thursday, March 19 8:30 AM – 9:30 AM

C1. BAM! POW! ZAP!: New Advisor Superhero Utility Belt Workshop

Presenters: Leanna Arnold, Jaclyn VanOrden and Zachary Martin, Temple University

Location: James River A

Navigating life as a new advisor (and superhero) can be a formidable feat and presents a different set of challenges every day. What are the most important characteristics of an effective advisor? How can you build the skills required to confidently help students? What is necessary for everyday success? In this highly interactive roundtable, we will consider these questions and work together to build a New Advisor Superhero Utility Belt with the gadgets and gizmos we need to conquer the challenges we face as advisors. Participants will leave with an idea of the essentials for their personal utility belt and will have the opportunity to foster supportive relationships with superheroes at neighboring institutions.

C2. The Mature Advisor; Still Advising After all these Years

Presenters: Mark Costello and Chuck McNally, Drexel University

Location: James River B

Does it seem that your students are getting younger and younger each year? Do you sometimes feel the older you get that the ability to relate to your students is getting harder? Do you sometimes get funny looks when sharing a story or situation from your college days? How do we make the best use of our wisdom, experience, and wealth of information to keep our young advisees engaged rather than putting them off because we may remind them of their parents? Through the posing of specific questions and anecdotal sharing of stories and situations, this session will provide ways to keep the “mature” advisor/student relationship current and dynamic.

C3. Show Me the “Way”: Understanding the culture of Chinese international students to better advise on course selection and beyond

Presenter: Paul Sulzer, University of Delaware

Location: Rappahannock

This session focuses on Chinese learners and their differences from American learners. Attendees will learn about the broad historical, political, and cultural contexts that have shaped the rapidly changing Chinese education system within the last century. We will also examine how Chinese learning environments nurture the motivations, thinking, affect, and attitudes of Chinese students. The results of a study on the enrollment and performance trends of International students in breadth/gen ed courses at the University of Delaware will be shared. Attendees may walk away with greater insight as to why course selection is difficult for both Chinese advisees and advisors, as well as greater confidence when advising Chinese students on course selection. This session is intended both for the seasoned and neophyte advisor of international students.

C4. Assessment & Academic Advising: Plan for Success!

Presenter: Therese Lovegreen, The College of William & Mary

Location: Shenandoah J

Assessing an academic advising program should generate information that helps you plan and improve students’ learning experience. The purpose of this presentation is to help academic advisors develop a continuous cycle of assessment. Participants should learn to apply basics of the assessment process; create a culture of assessment in an advising unit; identify student-learning outcomes associated with the practice of advising; and use results to improve practice. Mission statements, CAS, and NACADA standards play a vital role. The presenter will share experience, resources, and examples. Come prepared to ask questions and discuss your own experience, challenges and success stories. The goal is to provide assistance so you can develop a sophisticated, authentic approach to capturing information on student learning so they can succeed!

C5. Mapping the Institution: Advising Efforts Across Campus

Presenter: Meredith Dean, Virginia Commonwealth University

Location: Shenandoah H

Advising students is not the job of one individual or one office. Advising can take place across campus in multiple locations and with multiple people. In an effort to assess advising at one urban research university in Virginia, we discovered that advising is defined, described, and carried out differently across campuses and units. In this presentation, we examine our institution's context and challenges for advising, explore the multiple pathways and possibilities students can take for advising, map advising efforts at this institution, and describe ways in which these departments and offices can (and do!) work together. This session welcomes discussion and feedback as well as other examples from other institutions.

C6. Cultivating Success & Support for Distance Learners

Presenters: Holli Fergus, Sherrie Clark and Sabrina Baker, American Public University System

Location: Roanoke

Proactive outreach is an important aspect of distance advising. Are you curious to hear how we hold group advising session for students at a distance and in varying levels of their degree program? Would you like to know more about how we are working with faculty to reach out to students who are “missing” from their courses? Join us for a roundtable discussion where we will talk about many proactive outreach initiatives and the challenges and successes of these at a distance. The presenters and participants will share experiences of proactive outreach to learn new information and collaborate with fellow advising colleagues.

C7. Back on Track: Helping warning and probation students succeed through self-analysis and reflection

Presenters: Keesa Bond and Dina Maslennikova, Temple University

Location: Potomac G

Warning and probationary students often require a significantly higher proportion of advisory time than the general student population. Despite best efforts and expert advising, these students too often do not succeed in their long-term academic goals. Looking for new approaches to break this negative cycle, the CLA Advising Center at Temple University implemented ‘Back on Track’, a Blackboard program that requires students on probation or warning (with a GPA less than 2.0) to conduct a self-analysis of contributing academic risk factors prior to course registration. Now in its third iteration, statistical and qualitative analysis have shown favorable results.

Concurrent Session Descriptions
Thursday, March 19 9:45 AM – 10:45 AM

C8. Deconstructing and Reframing the Advising Experience

Presenters: Kristy Haar and Ellen Ridyard, Temple University

Location: Potomac E & F

Through vignettes submitted by real advisors, we will explore the experiences we have every day. In roundtable format colleagues will come together to discuss best practices and examine how we apply theory and advising approaches to even the most unique situations. As a result of blending theory and practice, attendees will leave with a toolbox of strategies to apply to their everyday (and not so everyday) advising experiences.

C9. The Perks of Being Proactive: Planning Ahead Can Increase Student Success and Improve Job Satisfaction

Presenter: R. Dale Smith, Virginia Commonwealth University

Location: James River A

Do you feel like you are constantly putting out student fires, or constantly relaying the same policy details and curriculum requirements? Do you feel like your job as advisor is more about keeping on top of daily minutiae rather than moving toward larger goals? In this presentation, you will hear how one advisor used proactive practices to stop student fires before they happened, and to broaden his work for students in a satisfying, career-furthering manner. You will leave this presentation with knowledge of three proactive practices you can put to use immediately, as well as an assessment tool that will allow you to evaluate advising experiences in order to create your own proactive practices.

C10. Good Students Can Be Even Better!

Presenter: Ruth Aranow, Johns Hopkins University

Location: James River B

Do you want to help your students improve their focus and attention, absolutely necessary for academic success? This session will share a tool used to enhance these during study and test taking. The technology delivers sound binaurally to stimulate the production of beta waves in the brain. A demonstration will be given so that you can judge for yourself. Participants should bring earphones and smart phones or computers. The technology is available free as a Google app or on YouTube so in 2013 the technology was introduced to a segment of the freshman class. The measure of success was the number of students on the Dean's List; the segment significantly outperformed the rest of the class in both the fall and spring semesters. An analysis will be presented.

Concurrent Session Descriptions
Thursday, March 19 9:45 AM – 10:45 AM

C11. Supporting Retention of First-Year Transgender Students

Presenters: Sylvia Lee and Stephanie Dorman, Virginia Commonwealth University

Location: Rappahannock

Colleges and universities are becoming increasingly supportive of LGBTQ issues, but the focus is often on those who identify LGB. To support transgender students and ensure retention in schools, advisors need to learn about, recognize, and understand issues specific to this population. With academic advisors being the first and often only source of institutional support that transgender students see, it is important that we are advocates for them beyond sessions as well. This presentation will provide current research and suggestions for advocacy to help academic advisors work with transgender students and to lower risks of drop-out. This includes the importance of gender neutral and inclusive language, advocating transgender specific issues, and assessing the needs of the institution to become more welcoming for transgender students.

C12. Unlocking the Wealth: Empowering your Student to go from Backup to Lead Singer

Presenters: Deborah Sheffield and Lynne Orr, William Paterson University

Location: Shenandoah J

This interactive session will explore the appropriate role an advisor 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 empower the student to find his or her own voice with loved ones? How do we best serve the interests of the student without overstepping our boundaries?” The presenters will integrate student development theories 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, a hit song will be played to celebrate the lead singer’s wealth of knowledge!

C13. Advising as Teaching: Assessing Student Learning Outcomes

Presenters: S. Brianne Morrison and Katie Hacker, Liberty University

Location: Shenandoah H

How do academic advisors and administrators rest assured that students are learning decision-making and self-efficacy skills through advising meetings rather than treating advisors as a personified Google account? Utilizing assessment measures which are typically present in a traditional classroom may assist in evaluating student learning outcomes. This session will explore and discuss another way advising programs, through traditional academic assessments such as quizzes and/or tests, can evaluate student progress, identify deficiencies and meet said needs. Understanding where students are in their cognitive abilities will assist advisors in meeting student needs developmentally and academically. As a result, advisors are able to promote student satisfaction and student success.

C14. Advising Collaborations: Using Living Learning Communities for First-Year Experiences

Presenters: Erin Colwell, Adrienne Giles and Tiffany Wiggins, Old Dominion University

Location: Roanoke

Living Learning Communities (LLC's) are used on college campuses nationwide to promote the first year experience. LLC's success hinges on collaboration with many offices across campus, including advising. At Old Dominion University (ODU) advisors play an integral part in the LLC's as they provide coaching, mentoring, and academic support to its participants. This presentation will focus on two LLC's at ODU; the College of Sciences and the Center for Major Exploration (CME). It will address how LLC's promote retention, the advisor's role in helping LLC's function, and how important collaboration across campus is to the success of LLC students. Advisors from Sciences and CME will discuss the logistics of LLC coordination, types of LLC programming, the effectiveness of specific programs and see a mid-year review for both 2014 cohorts.

C15. Women Thriving, Not Just Surviving

Presenter: Melinda Anderson, Virginia Commonwealth University

Location: Potomac G

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

C16. Major Commitment: Developing an "Intro to the Major" Course

Presenter: Tracy Chung, Abigail Shantzis, Aileen Hentz and Chynna Obana, University of Maryland

Location: Potomac E & F

In conjunction with advising, teaching a course that helps students explore their discipline more substantially, understand academic expectations, and connect with additional resources can help advisors empower students with the necessary skills to meet their goals. This session will discuss the development of an "Introduction to the Major" course and will incorporate Chickering and Rieser's 7 Vectors. Also, this session will examine the evolution of an established set of "Intro to the Major" courses. The presenters will describe strategies, assessments, benefits and challenges of these courses. Participants will be asked to work in small groups to discuss possibilities for developing such a course at their own institutions. Presenters will provide start-up materials to help participants plan their own courses.

C17. Think About It: Advisors' Philosophical Assumptions Matter

Presenter: Ann Lieberman Colgan, West Chester University

Location: Rappahannock

Advisors' philosophical assumptions shape their professional demeanor, roles, and assessments of students. Examining philosophical assumptions permits advisors to apply their philosophies mindfully or to determine if adjustments are warranted. Some philosophies offer tools in this work. Martin Buber details the "twofold nature" of humans, which makes us view the world from the perspective of 'I' as part of a dialog. Buber reminds us advisors are in a relationship with advisees, not merely prescribing a course of actions. This presentation provides philosophical foundations for conscious, appreciative advising. Participants will examine underlying assumptions about the purpose of advising and the role of advisors, identify times, circumstances, or settings when it's challenging to see students as unique individuals, and participate in discussion of strategies.

C18. Creating a Successful Transition: Life as a New Academic Advisor

Presenter: Lauren Varboncoeur and CatieJo Bianco, Virginia Tech

Location: Shenandoah J

The first year in any new career can be both trying and exciting. This experience is no different for professionals who are new to the advising field. This presentation will focus on aspects pertinent to new advisors as experienced by two academic advisors with diverse professional experiences. Whether you're new to the profession or supervising those who are, join us to discuss strategies to enhance the transition by utilizing tools, tips, and best practices as successfully adapted by the presenters. Attendees will work in groups to discuss their past, current, or potential challenges as well as options to combat them.

C19. The Overlooked Student: Creating Ways to Help Transfer Students Succeed

Presenter: Kim Morton, Millersville University

Location: Shenandoah J

Many colleges use transfer students to make up for their attrition rates but traditionally have offered little support for the success of incoming transfers. We see them struggle as they encounter transfer shock from unanticipated academic rigor, social isolation, or confusion of the new environment's processes. Slowly we have realized that more intentional support needs to be offered to help transfers transition and succeed. Recently, in a newly created position, I began working at Millersville University with the focus of helping transfers – from recruitment to transition to inclusion. I will share with the audience the programs and activities I have created to support transfer students. Then, I'll turn the discussion and ask the audience to contribute their best practices.

C20. Field of Dreams: If You Plan it, They Will Come. Or, Will They?

Presenters: Kristie Kalvin, Jennifer Sholtis and Matthew Sinclair, The Pennsylvania State University

Location: Roanoke

Programming events can be a great way for advisers, career centers, and other campus resources to engage with the student community, which can enrich their overall experience. The elation that follows a successful event can be very gratifying. However, the deflation that happens when energy has been invested in the creation of a poorly attended event can be extremely defeating. Why are some events more popular than others? As social media platforms become more available and diverse, how is it best to reach out to students and promote events? What defines a successful programming event? This roundtable discussion will involve a group activity and discussion about the joys and perils of student programming.

C21. Technology-based Tactics for Optimizing Advising

Presenters: Patricia Williamson, April Newcomer and Rachel Hall, Radford University

Location: Potomac G

The Pre-Major Advising Center at Radford University has developed and leveraged various technologies to advance its mission of placing students in appropriate majors. Previously, valuable resources were less accessible and our limited appointment time was used inefficiently. To overcome these challenges, we created Advising modules on Desire2Learn for students to complete before appointments to make the best use of our time together. We built the Academic Advising at RU website to help students access all of the resources available to them during appointments and to encourage self-sufficiency. We adopted social media platforms to raise awareness of upcoming opportunities for further exploration of majors, careers, and the campus community. These tactics can be implemented anywhere to optimize the advising experience.

C22. Can't I be Black and smart?: Strategies for advising high-achieving Black women

Presenter: A. Musu Davis, Temple University

Location: Potomac E & F

Undergraduate women of color face a number of obstacles inside and outside the classroom that can impact them academically and socially. Couple this with the pressures of being a high-achiever, and the challenges multiply. As holistic academic advisors, sensitivity to the issues affecting these students can help us advise them in a manner that suits their unique needs. Using findings from a recent qualitative pilot study, participants will learn about the experiences of high-achieving Black undergraduate women inside and outside the classroom, and discuss advising strategies to help this minority population succeed at our institutions and beyond.

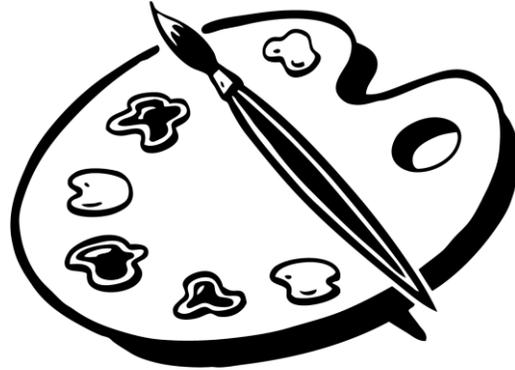
12:15 PM – 1:30 PM

LUNCH (WELCOME/KEYNOTE ADDRESS)

Sandy Waters

The Fine Art of Advising

Location: James River Ballroom



Concurrent Session Descriptions

Thursday, March 19 1:45 PM – 2:45 PM

C23. Enriching Our Practice and Profession Through Research

Presenter: Blake Mackesy, Wilkes University

Location: Rappahannock

Academic advising is a key educational intervention that is uniquely positioned to promote student success, foster satisfaction, and facilitate institutional effectiveness. But, how do we DEMONSTRATE our contribution? To have a well-deserved voice “at the table”, the advising profession must provide evidence of the vital and unique contribution made to the higher education mission. Through active discussion, participants will engage in a dialogue about practitioner research while examining the steps of the research process. The presenter’s NACADA-funded research study (including methods, findings, and recommendations) will illustrate each concept. Participants will consider the impact of advising on student success while discussing the role of research in connecting theory to practice within “the academy”. Participants will leave with a beginning research idea and an understanding of benefits and barriers of conducting research.

C24. Making Student Success Richer: Strategies That Pay Off For Students

Presenters: Denise Berry, Melissa Rakes and Sherri Nibblet, Delaware Technical Community College

Location: Shenandoah J

Ninety percent of colleges and universities offer a first year success course to address the need to engage students; half of colleges mandate the students take the course where the success rates are measured by retention of first-year students. First-year success courses are in place often with other programs such as New Student Orientation and student engagement activities to enhance the student’s college experience and increase sense of belonging. Delaware Tech recently underwent a redesign of its Freshman Seminar success course, in addition to several other success courses, to meet students where they are today. Delaware Tech staff will share their college-wide redesign of success courses and the implementation of mandatory first year seminar for students taking developmental courses.

C25. Professional Development Matters for Academic Advisors

Presenter: Kimberly Smith, Virginia Tech

Location: Shenandoah H

Professional development is one strategy that universities can employ to ensure that advisors continue to strengthen their practice throughout their career. The most effective professional development opportunities engage teams of advisors to focus on facilitating the success of their students. New and continuing advisors juggle an overwhelming number of student issues such as course registration, transitioning from high school to college, first-year experience, changing majors, study skills development, etc. Without intentional professional development opportunities, advisors can develop counterproductive behaviors. The current presentation will invite you to explore your own professional development while also considering best practices. This will be accomplished through reflection, discussion, and the presentation of best practices and research related to the importance of engaging in professional development activities.

C26. Staying the Course: Advising Strategies to Increase Retention for First Generation College Students

Presenters: Vivian Shannon-Ramsey and Ceaira Revels, Salisbury University

Location: Roanoke

First generation college students represent a growing number of undergraduates in post-secondary education. This population faces unique challenges related to lack of academic preparedness, limited resources and family support. Academic advising often serves as the primary connection for first-generation students and provides many of the resources they need to achieve academic success. This session will provide an overview of advising strategies that will help this population of students to overcome some of the challenges. The presentation will also give academic advisors evidence based practices to adapt for their own campuses or programs that serve first generation students.

C27. Enhancing Transfer Advising: The Partnering of Two and Four Year Colleges to Ensure Transfer Student Success

Presenters: Kate McDaniel, Regina Adams and Jennifer Jackson, James Madison University

Location: Potomac G

As a community college advisor, have you ever found that information regarding transfer to a four-year institution is frustratingly elusive when you are trying to assist a student? As a college/university advisor, have you ever had to tell a new transfer student that what they completed at the community college will not help them at their new institution, or that it will take them longer than two years to graduate? James Madison University has expanded their transfer advising model (advisors who spend time on community college campuses working with students) to include advisors in three key regions of Virginia. Come hear what JMU is doing to improve the transfer process for VCCS students.

Concurrent Session Descriptions
Thursday, March 19 1:45 PM – 2:45 PM

C28. The Impact of Transition Theory and Student Barriers on Practical Advising Matters

Presenter: Courtney Karmelita, The Pennsylvania State University

Location: Potomac E & F

According to Schlossberg's Transition Theory and Cross's discussion of student barriers, all students are in a state of transition as they pursue higher education and are faced with institutional, situational, and dispositional barriers. It is therefore important for advisers to recognize the needs of students as they face barriers; and transition in, to, and through higher education. Knowledge of Cross's explanation of student barriers and Schlossberg's Transition Theory can help advisers develop a deeper understanding of the transition process and the barriers that students encounter. Through this session advisers will learn about practical applications of these frameworks that can help lessen student distress regarding the experience of transition and challenges accompanying the multiple phases of transition.

Concurrent Session Descriptions
Thursday, March 19 3:00 PM – 4:00 PM

C29. Advising as Narrative: Co-constructing the Bildungsroman

Presenter: Peter Hagen and Richard Trama, The Richard Stockton College of New Jersey

Location: James River A

The presenters maintain that narrative is a crucial component of all advising interactions. We further maintain that advising well—i.e., transcending the mere conveyance of information—requires narrative skill, which, we maintain, can be taught. We suggest that working with advisees is akin to co-constructing a bildungsroman—a story of education or acculturation. We will suggest possible ways in which advisors can focus on the narrative skills they already possess and how they might become more skilled in the use of narrative in advising.

C30. Pursuing the Advising Ideal While Living in the Real World

Presenters: Kathleen Sadowsky, Montclair State University, and Kristin Sowden, James Madison University

Location: James River B

Does it feel like every year, you are doing more with less? You are not alone. Many advisors often feel like their ideal advising practice is compromised by the realities of higher education. Through this session, we will create a space for participants to reflect on how to continue to pursue best practices in advising despite internal and external constraints. We will begin by examining perceptions of the "advising ideal." What is your ideal caseload size? What do you wish you were discussing during your advising appointments? Then, we will discuss the constraints you are facing in your daily practice. Finally, we will brainstorm ideas as to how to create a more in-depth, satisfying advising experiences despite these constraints.

C31. Distance Advising and Telecommuting: Strategies for Making the Connections

Presenter: Marie Lindhorst, The Pennsylvania State University World Campus

Location: Rappahannock

More and more organizations around the world are allowing their employees to work remotely. This includes colleges and universities with online programs. How might advisers work as telecommuters? Patterns of student enrollment and student expectations also raise the question of using technology to advise wherever our students may be. This session will discuss the techniques and technologies that make it possible for almost any adviser to work remotely, and make it possible for any adviser to work with students at a distance.

C32. Developing a Program to Help Students Make a U-Turn in Their Academics

Presenter: Michelle Czamanske, Virginia Tech

Location: Shenandoah J

In an attempt to prevent students from being placed on academic suspension I worked with a student panel to develop a self-assessment evaluation and a corrective action plan called the MSE U-Turn. Once placed on academic warning or probation students are required to complete the MSE U-Turn. The self-assessment portion has the student to evaluate their academic skills, time management, and commitment to their major. Using these self-reported items the area that needs most improvement is highlighted for the corrective action plan (CAP). The CAP has the student outline how he/she will make changes with regards to the self-reported items. Finally the student is required to review the university statement on academic standing and sign a contract agreeing to routine meetings.

C33. Enriching the Advising Experience for Latino/a Students

Presenters: Kristy Valentin and Tania Alvarez, Old Dominion University

Location: Shenandoah H

Research has shown that Latino/a students are the fastest growing minority group of students in America yet only 23.2% of Latino/a students receive a Bachelor's degree (Swail, Cabrera, and Lee, 2004). With a high volume of Hispanic or Latino/a students coming into institutions of higher education but only about a quarter are graduating with a Bachelor's degree, there is an increased focus on understanding, retaining, and assisting. In our presentation you will learn about the numbers and statistics of today's Hispanic and Latino/a population, hear about relevant recent research, review best practices and recommendations, and learn about regional resources to help these students.

C34. Advising Students through Minors and Certificates: Can it lead to best practices in advising of all students?

Presenters: Gavin Farber and Harriet Butterfield, Temple University

Location: Roanoke

At Temple's Fox School of Business, the Center for Undergraduate Advising noticed an increase in non-business students inquiring about minors and certificates. In order to manage large numbers and ensure that students are properly advised, our office developed a minor workshop. This workshop has been beneficial in helping students to make informed decisions about a minor or certificate to enhance their degree program. These students are given the opportunity to get information and resources that can be shared with their academic advisor to incorporate into their academic plan towards graduation.

C35. The Design and Implementation of a Peer Advising Program

Presenter: Loretta Krebs, Towson University

Location: Potomac G

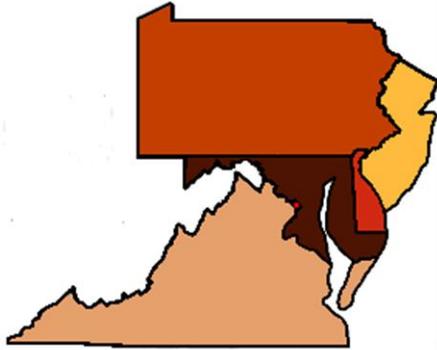
Peer Advising Programs are increasingly common throughout colleges and universities in the United States. Students benefit from the additional layer of advising services delivered in a less formal and student-centered setting and receive accurate academic information from a trained and prepared student advisor. Towson University's SAA program, managed through the Academic Advising Center, has hired over 40 SAAs since 2001 and has become a successful and effective program. If you are interested in starting or strengthening a peer advising program on your campus, this presentation will walk you through the steps of recruiting, hiring, training, and supervising peer advisors. Program objectives, interview strategies, training topics, and job performance evaluations will be covered. Handouts available.

C36. Earning a Doctorate: If I Only Knew Then What I Know Now

Presenter: Fai Howard, Edinboro University

Location: Potomac E & F

Many of us have experienced feeling overwhelmed trying to complete our lengthy To-Do List each day. At times we all have felt out of control and overwhelmed. Earning a doctorate degree at any stage in your career is a unique experience. Your success depends on many factors. Earning a doctorate requires the right tools, assistance, knowledge, and guidance. Please join this panel discussion to gain information about the doctoral journey.



Attend your STATE MEETING!

4:15 PM – 5:15 PM

- | | |
|----------------------|---------------|
| Delaware | Potomac E & F |
| District of Columbia | Rappahannock |
| Maryland | Shenandoah J |
| New Jersey | Roanoke |
| Pennsylvania | Shenandoah H |
| Virginia | Potomac G |

<p>5:30 PM – 6:30 PM</p> <p>MENTOR RECEPTION (by invitation only)</p> <p>Location: The Atrium (2nd Floor)</p>	<p>8:00 PM – 10:00 PM</p> <p>HOSPITALITY DESSERT RECEPTION COME JOIN US FOR SOME SWEETS AND FUN! <i>Light Appetizers & Cash Bar</i></p> <p>Location: Magnolia Room, 1st Floor near the lobby</p>
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Friday, March 20

Time	Session	Location
7:30 - 10:30 AM	Conference Registration	James River Foyer
8:00 - 9:00 AM	Concurrent Sessions	Meeting Rooms
9:15 - 10:15 AM	Concurrent Sessions	Meeting Rooms
10:30 AM - 12:00 PM	Brunch, Awards, and Closing	James River Ballroom CD

Concurrent Session Descriptions
Friday, March 20 8:00 AM – 9:00 AM

C37. At the Intersection of our Identities and Transfer
Presenter: Brandon Bellamy, Howard Community College
Location: James River A

Advisors see students from all minority groups, with or without disabilities, in or out of the closet, socioeconomically oppressed or not. Whether we like it or not, advisors are gatekeepers to the ivory tower. When students are not encouraged to reflect upon their own multiple identities, it is a tacit acceptance societal norms that in themselves can be considered oppressive, divisive or discriminatory. Through developing a culturally relevant advising model, we can give voice to students’ unique perspectives and lived experiences.

C38. Retaining African American Males in College: Hands up! Stop. Wait, do I belong here?

Presenter: Carlton Goode, Virginia Commonwealth University

Location: James River B

Because of recent media coverage involving African American males killings, many of our young men may view themselves as being marginalized and counterproductive. The perception they have of themselves may play a role in our already declining graduation rate among this population of students. Self-efficacy and self-concept are some predictors for success among our African American males in college. As a result of this presentation, advisors will gain knowledge and understanding of different interventions as it pertains to African American males; recognize best practices in retaining and helping African American males to persist in college. Identify the role of mentoring in the process of student development and summarize different strategies regarding the influence of alumni engagement.

C39. Cranium Cafe: The in-office experience with online advising

Presenter: Leslie Brown, Cranium Café (commercial vendor)

Location: Rappahannock

Relationships are crucial to a positive advising experience. Online advising with Cranium Cafe provides that essential human interaction when students can't get to campus. We'll also discuss how Cranium Cafe is being used at schools like the Community Colleges of Spokane and show part of a real Cafe advising session.

C40. Advising Students in Crisis

Presenter: A. Musu Davis and Amber May, Temple University

Location: Shenandoah J

As academic advisors, we work with students with a variety of needs. But with more students on our campuses struggling with their mental and emotional health, we are bound to encounter some whose personal challenges are beyond our expertise. How do you know when a student in crisis needs more help than you can provide? As a holistic advisor, how involved should you be with students' personal challenges? Where are your ethical and professional boundaries when offering students support? Using case studies for a freshman, a sophomore, and a senior advisee, participants in this session will reflect on those questions in their own advising practice, discuss ways to aid a student in crisis, and consider when it is best to refer students to additional campus resources.

C41. Do Students Who Complete a Minor Enrich Their Degree?

Presenter: John McKusick, Towson University

Location: Roanoke

Some students struggle as much with a decision about choosing a minor (or not) as they do with selecting a major that is a good fit for their values, interests, and goals. This session will provide a brief overview of the current status of academic minors in American higher education, explore considerations for choosing a minor from student viewpoints, and outline the costs and benefits of a minor in terms of academic and career outcomes. There will be time provided for participants to share their experiences and perspectives on how to help students make this important (and perhaps major) decision.

C42. VCU Health Sciences Academy: Creating a pipeline from high school to the health professions

Presenter: Seth Leibowitz, Virginia Commonwealth University

Location: Roanoke

Pre-health students are vulnerable to college drop out because they lack knowledge of the college level, pre-health curriculum and exposure to a variety of career choices. Lack of access to advising in high school negatively impacts persistence because students choose academic pathways that are misaligned with interest, values, and skills. Low persistence rates negatively impacts diversity in the healthcare workforce. Utilizing a team from an academic medical center, HSA offers health career exploration courses to high school students. Courses include exposure to health care workers in different fields, hands-on experiences with medical equipment and technology, and mentoring from undergraduate students. HSA graduates show greater levels of confidence in transitioning to college.

C43. Predict, Plan, Graduate!

Presenters: Leanne White, Janice Hawkins and Sandra Waters, Old Dominion University

Location: Potomac G

This presentation promotes best practices in evidenced based advising, including the use of predictive analytics and parallel degree planning to improve retention and increase graduation rates. For students who do not achieve success in their first choice major, parallel degree planning promotes student retention, decreases time to degree and encourages timely graduation rates. This presentation provides an overview of a first year predictive modeling project, including the process to determine courses that can predict success in a major. This presentation provides practical advice and real world strategies to assist advisors in developing parallel plan strategies, and offers examples of predictive modeling and parallel planning tools that can be adapted for use with competitive and math/science intensive majors.

Concurrent Session Descriptions
Friday, March 20 8:00 AM – 9:00 AM

C44. Is Customer Service a Socially Just Approach to Academic Advising?

Presenter: Shannon Telenko, The Pennsylvania State University

Location: Potomac E & F

This presentation will review what social justice is and how advising theories and approaches may or may not relate to or promote social justice. In particular, it will highlight the proliferation of business models and “customer service” approaches in higher education in recent decades as well as the roots of customer service and why it’s not socially just. Participants will have an opportunity to discuss how we might make our advising style and approaches more socially just as well as how social justice can play a role in the development of a theory of advising.

Concurrent Session Descriptions
Friday, March 20 9:15 AM – 10:15 AM

C45. Confronting Cultural Alertness: Impact of cultural immersion experience on strengthening cultural competency

Presenter: Shajuana Isom-Payne, Virginia Commonwealth University

Location: James River A

This presentation is intended for those who are a beginning academic advisor or for those who want to develop a greater sense of intentionality for their cultural identity awareness and competency as an introduction to the self-reflective process. The presentation will focus on reflection, and exploration of the individual’s experience that will be rooted in a phenomenological approach. A discussion of intentional strategies that can be used in the reflective process and engagement will be presented. Session participants will explore practical strategies for engaging students in interactive exercises that facilitate the awareness of self-exploration and reflection. Concrete activities and resources for how to integrate this process into advising session or the classroom environments will be provided.

C46. What Should a First-Year Advising Course Do?

Presenters: Linda Boettcher and Andrew Bove, Villanova University

Location: James River B

An advising course can be a valuable supplement to the first-year curriculum, but what should such a course include, and why? Most such courses will want to serve a few different purposes—e.g., cultivating the student-advisor relationship, providing an opportunity for students to discuss academic plans, familiarizing students with academic services and policies—but to do so poses a challenge when time and resources are limited. The presentation will address the “what” and the “how” of the first-year advising course on the basis of four years’ experience developing and teaching such a course at Villanova University. We set forth a collaborative model that secures and relies on the participation of several different University offices, programs, and stakeholders.

C47. Integrated Values-Driven Advising for International Students

Presenters: Amber Hill, Hannah Hahn, Shira Schieken and Terry Franson, Virginia Commonwealth University

Location: Rappahannock

U.S. universities invest heavily in recruiting international students, paying less attention to retaining these same students by offering integrated advising that reflects students' values and experiences. Session leaders will share models of and insights into advising international students academically and personally, focusing on values-based programming and assessment. A recent NAFSA survey revealed a disconnect between international students and the institutions who educate them, faculty and staff identifying significantly different concerns than international students. Institutions are becoming better aware of the retention factors of most importance to students and translating those into actionable advising and programming. Participants will discuss how international students are advised at their institutions and collaboratively explore practical solutions to provide effective advising.

C48. Serving the Students Who Serve "U.S." - Building a Veterans Task Force on Your Campus to serve the "Next Greatest Generation"

Presenters: Chuck McNally and Mark Costello, Drexel University

Location: Shenandoah J

With the introduction of the Yellow Ribbon Program and changes in the G.I. bill, opportunities and challenges have emerged on campuses nationwide as many veterans return home to enter college. A campus-wide Veterans Task Force was created using an integrated approach at Drexel University charged with supporting veterans' needs by: establishing seamless transition to campus, and fostering understanding among faculty, staff, and students the unique life experiences of student-veterans.

How do we recognize and assess needs of vets? What student services have proven to be beneficial? Why is advising so crucial for our vets? How do we educate admissions/ faculty/advisors? Why is proper advising needed in the admission process? Learn how Drexel implemented their plan and how your campus can best serve the students that serve "U.S."

C49. Collaborating Across Disciplines: Development and Assessment of Advising Resources

Presenters: Martha Stella and Rosa Zagari-Marinzoli, The College of New Jersey

Location: Shenandoah H

When The College of New Jersey transitioned from a centralized to a distributed faculty advising model, the Schools of Humanities and Social Sciences and Engineering identified the need to redefine the student/advisor relationship. Taking advantage of current technology, advising resources were introduced to aid faculty and students in their newly defined roles. Cooperating with faculty advisors, we developed and implemented school-based advising manuals, policies and resources, with common as well as discipline-specific elements. We also explored assessment strategies to quantify resource use and effectiveness. This presentation will outline the process for developing advising resources and policy, catering to specific disciplinary needs; model implementation to encourage resource use by advisers and students; and present strategies for quantitative assessment of resource effectiveness.

Concurrent Session Descriptions
Friday, March 20 9:15 AM – 10:15 AM

C50. Get Your Head Out of the Clouds: Gaining Visibility in the Workplace through Better Branding

Presenter: Sara Maday Johnson, Walden University

Location: Roanoke

Have you ever wondered why it seems like everyone else is getting to work on the interesting projects? Or are you new to your role and looking to get your name in the mix for new tasks? This session is designed to discover who are you in your role, how your skills match your goals, and what steps you should take to gain greater workplace visibility by branding yourself as an institutional asset. Join us for a participate-at-your-own-rate presentation about coming down to earth and getting involved in your academic advising department.

C51. Using Brief Counseling in Appreciative Advising: Techniques & Resources for the New Advisor

Presenters: Teal Golden and Dakota Bennett, James Madison University

Location: Potomac G

The thought of counseling when advising students may be intimidating to those who do not have a background in counseling. This session will provide the opportunity for new advising professionals to practice brief counseling techniques and learn how it can be incorporated into appreciative advising. Having these counseling skills can provide that “aha” moment for students. Application of these techniques will be practiced and additional resources will be provided to target student’s individual learning styles. From the perspective of a blended office at James Madison University’s Career & Academic Planning, this discussion will provide new advisors with the tools and resources to become the best advisor they can be.

C52. Advising with Purpose: The Value of Self-Reflection for Students and Advisers

Presenters: Jennifer Sholtis and Kristie Kalvin, The Pennsylvania State University

Location: Potomac E & F

What is your purpose in life? Have you explored your HOW and WHY in terms of where you are and where you want to be? As advisers, we believe that we can talk more effectively with students about personal, academic and life choices through engaging in our own “Purpose Work” and reflecting on our life experiences. This may lead to conversations that enable students to confidently pursue their interests, thereby fostering success. We will define “purpose work,” discuss how it can be used with students, and guide participants through activities to consider how this can increase student and adviser satisfaction.

C53. A Conversation with NACADA Leadership and Executive Office Representative

Presenters: Sandy Waters, NACADA Board representative; Jennifer Joslin, Executive Office

Representative; Melinda Anderson, Region 2 Chair

Location: Hospitality Suite, 3rd floor

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.

Brunch, Awards Reception and Closing

10:30 AM -12PM

Location: James River Ballroom CD

Region 2

2014-2015 Outstanding Advising Award Winners

Award Category	Awardee	Institution
Outstanding Advising Advising Primary Role	Tania B. Alvarez	Old Dominion University
Outstanding Advising Faculty Advisor	Dr. Jamie Sutherland	University of Delaware
Outstanding Advising New Advisor	Jill Nagiel	Anne Arundel Community College
Outstanding Advising Advising Administrator	Dr. Melissa Rakes	Delaware Technical Community College
Outstanding Contribution to Scholarship	Hilleary Himes	The Pennsylvania State University
Outstanding Advising Advocate	Dr. Brian K. Payne	Old Dominion University

Certificate of Merit Recipients

Region 2 wants to recognize those who were nominated for the following awards to thank them for their hard work and contributions to their institutions and to the advising profession.

Advising Administration:

Kim Flournoy DiJoseph, Virginia Commonwealth University

Dr. Jamie McClintock Brenner, Pennsylvania State University

Faculty Advisor:

Carolyn Denniker, Garrett College

Advising Primary Role:

A. Musu Davis, Temple University

2014 - 2015 Region 2 Steering Committee

Region 2 Chair
Dr. Melinda J. Anderson
Virginia Commonwealth University

Board Members

State Liaisons

Mentor/Membership Chair
Dr. Jenine Buchanan
University of Delaware

Delaware
Sherri Niblett
Delaware Technical Community College

Communications Chair
Amanda Carcione
Montclair State University

District of Columbia
Cynthia Pascal
Northern Virginia Community College

Awards Chair
Kathy Sadowsky
Montclair State University

Maryland
Vacant

Site Selection Chair
Mark Costello
Drexel University

New Jersey
Vacant

2015 Conference Co-Chair
Edna Renee Macbeth
Virginia Commonwealth University

Pennsylvania (East)
Rachael Switalski, Drexel University
Pennsylvania (West)
Christopher Kirchof, University of Pittsburgh

2015 Conference Co-Chair
Morgan Morrison
Old Dominion University

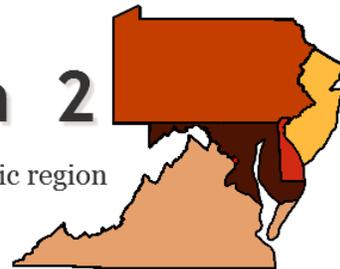
Virginia
Vacant

We hope to see you at the 31st annual Region 2 Conference in College Park, MD, in March 2016



NACADA Region 2

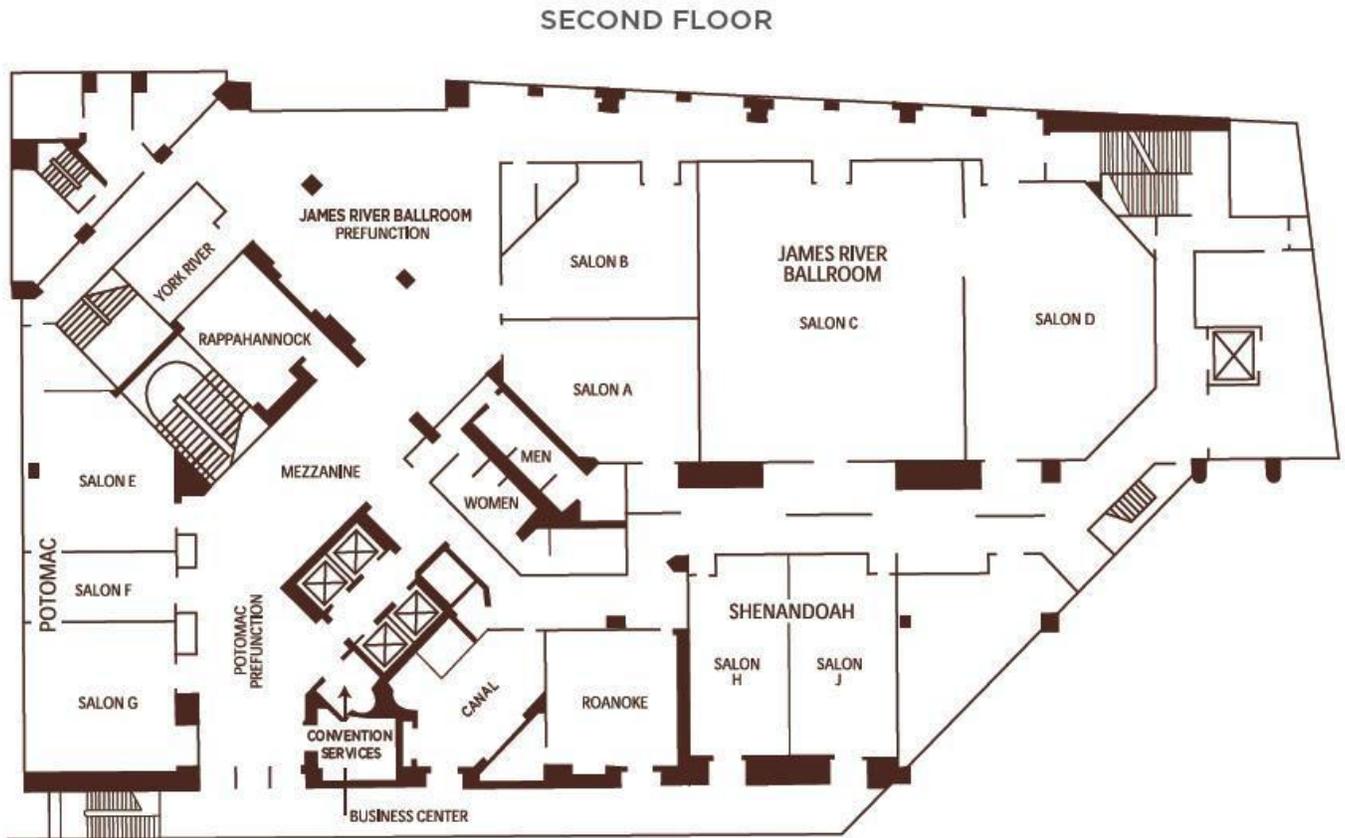
Addressing the academic advising needs of the Mid-Atlantic region
Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, Virginia



or at Nationals in Las Vegas, NV, in October 2015!



Map of Region 2 Conference Room Locations



Please note: The Magnolia Room is located on the first floor near the hotel lobby between the main entrance and the elevators.