Monday, April 28
2:00-4:00 pm  Pre-Conference Workshops
4:00-5:00 pm  New Member Session: Meet with NACADA Leadership
5:00-6:30 pm  Welcome and Keynote
6:30-9:30 pm  Opening Reception

Join us for the Opening Reception!
We are excited to offer a full Italian Buffet dinner, one of WVU’s Jazz Ensembles and an Artisan Fair. The dinner includes: Antipasto platter, Caesar salad with homemade croutons, rolls with butter, sauteed fresh zucchini, pasta bar with spaghetti and penne pasta with marinara sauce and pesto cream sauce, chicken cacciatore, tiramisu, cannolis, canned soft drinks, sweetened iced tea and iced water.

Directions to Touchdown Terrace for Opening Reception:
1. Turn left onto Don Knotts Blvd. Get in left lane (not turning) after second light to continue straight. After third light get into the left lane and continue straight, turning slightly left onto Beechurst Avenue.
2. Continue on Beechurst, take next right onto Campus Drive. (Steeple hill) Turns into Stewart Street then Willowdale Road. Stay straight. (About 1.3 miles)
3. You will pass the Stadium on your left. Turn left onto Medical Center Drive at the traffic light.
4. Park near the North gate in area C7. Enter the stadium gates near the ticket booth and enter the glass doors for the reception.

*There will be a cash bar at the reception so please take advantage of the bus shuttles we are providing.

Two Morgantown buses will be looping back and forth from the hotel to the reception.
Please wear your conference ID so the driver knows you are with our group.

Tuesday, April 29
7:00-8:30 am  Breakfast
8:45-9:45 am  Concurrent Session 1
10:00-11:00 am  Concurrent Session 2
11:15-12:15 pm  Concurrent Session 3
12:30-2:00 pm  Lunch and Presentation of Awards
2:15-3:15 pm  Concurrent Session 4
3:30-4:30 pm  Concurrent Session 5
4:35 pm-5:35 pm  State Meetings*

*State Meetings:
Kentucky - Room C
North Carolina - Room GH
South Carolina - Room F
Tennessee - Room Waterfront
West Virginia - Room AB

Wednesday, April 30
7:00-8:30 am  Breakfast
8:00-9:00 am  Poster Session
9:15-10:15 am  Concurrent Session 6
10:30-11:30 am  Concurrent Session 7
11:30 am  Lunch and Best of Region

Welcome to Morgantown, WV!!

In 2013, Morgantown ranked #7 on Kiplinger’s 10 Great Places to Live. It is a city that has something for everyone, offering a host of cultural activities, from Broadway shows to art exhibitions. Outdoor recreation is abundant as many locals head to the Mon River Rail-Trail to run or bike, or drive 13 miles to Cooper’s Rock State Forest for 50 miles of hiking trails. Insider tip: worth the drive to see the overlook!

NACADA provides great opportunities to learn new advising strategies, reconnect with friends, and share with colleagues, old and new. We hope that many of you will walk away re-energized and with a new “tool” to assist in helping the students that we serve meet success. To do so, we encourage you to choose sessions of interest or even ones that you find intriguing. We are excited to overlap the poster session with breakfast this year, which will allow participants the time to explore innovative areas of advising.

We would like to personally thank many of our NACADA family for their help in making this year’s conference a huge success. We are overwhelmed with joy by the number of attendees traveling north this year. We would also like to thank our WVU sponsors and donors, who also contributed to the success of this conference.

We hope that you enjoy your stay in Morgantown and gain new insightful information at the conference!

Sincerely,
Tara A. Brooks, West Virginia University
Jennifer Jones, West Virginia University

TARA A. BROOKS

JENNIFER JONES
KEYNOTE SPEAKER

Dr. Eric R. White earned his undergraduate degree in history from Rutgers University and his masters and doctorate in counseling psychology from the University of Pennsylvania. He joined The Pennsylvania State University in 1970 as a psychological counselor at the Brandywine Campus. Moving to University Park in 1975 as Coordinator of the Freshman Testing, Counseling and Advising Program, White was named Director of the Division of Undergraduate Studies in 1986, Executive Director in 1999, and also Associate Dean for Advising in 2006. He retired in 2012 with emeritus status.

Active in the National Academic Advising Association (NACADA), White has served as the multiuniversity representative, chair of the Placement Committee and the Commission on Standards and Ethics in Advising, treasurer, and as a member of the Board of Directors from 2002 to 2005. He was president of NACADA in 2004-2005 and of the Association of Deans and Directors of University Colleges and Undergraduate Studies in 1993.

He is an Affiliate Assistant Professor of Education at Penn State, author of monograph chapters, journal articles, and co-editor of “Teaching Through Advising: A Faculty Perspective” (1995), a monograph of the Jossey-Bass New Directions for Teaching and Learning Series, “Teaching from Mentoring” (2001), another Jossey-Bass New Directions monograph, and “Academic Advising: New Insights for Teaching and Learning in the First Year.”

He has also written a chapter for the NACADA/Jossey-Bass publication Academic Advising: A Comprehensive Handbook and co-authored a chapter on technology in Faculty Advising Examined.

White is the 2002 recipient of NACADA’s Virginia N. Gordon Award for Excellence in the Field of Advising and Penn State’s Administrative Excellence award in 2005.

REGION 3 AWARD WINNERS

Excellence in Advising - Faculty
Linda R. Williams - North Carolina State University (NC)
Dr. John Varriano – Christian Brothers University (TN)
Dr. Ordell J. Brown - West Virginia University (WV)

Excellence in Advising - Primary Role
Jill S. Anderson - North Carolina State University (NC)
Wendy L. Stephens - College of Charleston (SC)
Jamie W. Stokes - University of Tennessee, Knoxville (TN)
Michael A. Firman - University of Kentucky (KY)
Eric L. Godfrey - West Virginia University (WV)

Excellence in Advising - New Advisor
Jalonda N. Thompson - University of North Carolina at Greensboro (NC)
Dr. Mary S. Trent - College of Charleston (SC)
Luke W. Garton - University of Tennessee, Knoxville (TN)
Michelle L. Poland - West Virginia University (WV)

PRE-CONFERENCE SESSIONS

APRIL 28, 2014

200PM-400PM

Faculty Multicultural Competence & Practices: Lessons for Collaborative Advising
John Sauter Jr., Niagara University
Track: Faculty Advising, Multicultural Concerns
Room: A

Advising professionals can benefit from collaborative faculty relationships. However, graduate higher education and student affairs programs rarely address faculty directly. Lacking such knowledge may complicate an advisor’s ability to work effectively with faculty. This presentation highlights research on the predictors of multicultural competence and multicultural practices among undergraduate faculty. Faculty challenges around diversity and changing student demographics will serve as a backdrop for exploring collaborative approaches to working with faculty. The awareness, knowledge, and skills tripartite model, often associated with multicultural competence, will be applied to faculty collaboration. Insights and implications from the presenter’s research and experiences working closely with faculty for over 16 years will be used to examine best practices for effective faculty collaboration.

Forming Advising Alliances to Enhance Student Learning: A Developmental Advising Model Focusing on Freshmen
Carmen Butler, Meredith Garrett, Andrew Bradshaw, Jessica Herndon, and Cheryl Potter; Gardner-Webb University
Track: Small Colleges & Universities, Advising First-Year Students
Room: H

Collaboration within campus networks is essential to student learning, as well as an effective advising program. Student retention, parent expectations, and student academic needs call for advising teams that go beyond traditional roles of registration and course selection. Today’s effective advisors are advocates, mentors, and teachers. This session will demonstrate a collaborative model that aligns advisors with key areas on campus, such as Freshman Programs, Student Success, and Disability Programs. The importance of these alliances in emphasizing learning style awareness in the first semester will be stressed. Advisors, let’s partner up!

Advisor Training & Development
Stephanie Lynch and Faith Cricraft; University of Kentucky
Track: Probation/Dismissal/Reinstatement Issues, Advising and Academic Coaching
Room: Waterfront

Reviving Your Drive: Methods for Rejuvenating Your Work Soul - This workshop is an exercise to revive, rejuvenate, and get prepared to synergize! Join colleagues in a revivial tour of personal motivators. Roadblocks will be removed and fuel restored as presenters actively engage participants in developing a roadmap for the next year. Unpack last year’s luggage with a co-pilot to make for a smoother journey. Look at postcards from where you’ve been, gain rest for the trip ahead and plan the path for next year. Participants will gain strategies and take-aways for keeping the rejuvenation alive as the road gets bumpy. Take the time to refuel before launching into the synergy of the conference ahead.
C1 - Academic Recovery: Take Two!
Cale Burrell, Karen Cole, Margaret Mahlin, Justin Massey, Marquis McGee, and Jeremy Parrish; University of North Carolina Asheville
Concurrent Session
Track: Probation/Dismissal/Reinstatement Issues, Advising and Academic Coaching
Room: A8
One year after piloting an Academic Recovery Program designed to support and assist students not currently in good academic standing at UNC Asheville, we have adapted and refined our program offerings to be more effective. We have broadened our address to the needs of three different groups of students: those whose only risk factor is a low course completion ratio, those whose cumulative GPA is on target but who struggled in the prior semester, and those whose cumulative and term GPA’s are in the danger zone. The intrusiveness level is dependent on students’ academic situations. Students in Tiers 2 and 3 receive heavier focus and are required to enroll in one one-hour Student Success course designed to foster self-management and accountability along with academic growth.

J Sarneso; University of Pittsburgh at Johnstown
Advising, Undecided & Exploratory
must turn to creative solutions in order to maximize efficiency with dwindling resources. A data/records into a single tool in an effort to view students more holistically, thus efficiency and effectiveness of advisor-student interactions. This session will showcase the develop of an internally developed, interactive advising data system called, My Undeclaredness. The system include: appointment scheduling; advising session record management; data report- tracking with regard to major/career exploration, academic support/probation programs with or without a central advising location will witness how data from multiple data systems are pulled together in one cohesive tool.

r Away: A Discussion of Decentralized Advising
Jean, Lindsey Kovach, Suzanne Price, and Christopher Peel; Clemson University
Round Table Discussion
Track: Advising Administration, Undecided & Exploratory
Room: C
How do students change their majors on campuses with a decentralized advising model? Are they able to get all the information from their current advisor or must they seek information elsewhere? While decentralized models provide students with discipline specific advising services, those who are less sure of their academic paths often can themselves lacking the necessary guidance to make decisions regarding changes of academic programs. This roundtable discussion aims to bring together academic advisors who operate within decentralized models to identify the challenges they face when working with students who are “in between,” “undecided,” or “exploring.” Once identified, presenters will facilitate small group discussions regarding how we can better serve this student population.

C4 - Meeting the Advising Needs of the Second-Year Student
Catherine Preston; University of Tennessee, Knoxville
Concurrent Session
Track: Assessment of Advising, Advisor Training & Development
Room: F
Strategies to Enhance the Success of the Second-Year Student - This presentation will focus on the concerted efforts of the College of Arts and Sciences Advising Services staff at the University of Tennessee, Knoxville in working with the second-year student and meeting their specific advising needs. Assessment data from the previous year will be provided. We will also include examples of how we communicate to our various student populations; address the need for targeted information and resources on our website; work with our advising staff, and even faculty advisors in the department, to develop successful advising techniques; and assist second-year students in the transition to their major.

Meredith Garrett, Andrew Bradshaw, Carmen Butler, Dee Pettis, and Claire Torrence; Gardner-Webb University
Concurrent Session
Track: Small Colleges & Universities, Advising First-Year Students
Room: Waterfront
This presentation will discuss how the shared-total intake model of academic advising has allowed our advisors to deliver intentional advising sessions in hopes of better understanding the developmental needs of our advisees while enhancing their academic performance, which can provide an optimal advising experience. It is our hope that our presentation will help representatives from your institutions determine what model of advising best suits your institutional mission, culture, demographics, and budget. The overall outline of our presentation will include the initial registration process for new incoming students; implementation of group advising sessions, such as interpreting degree evaluations and creating a four year academic plans; and defining advisor and advisee responsibilities.

C6 - Rural Dimensions of Student Academic and Career Advising
Jennifer Steele; West Virginia University
Concurrent Session
Track: Appreciative Advising, First-Generation College Students Advising
Room: Wharf
The out-migration of young people presents a serious challenge for many rural communities. Some research suggests that local actors often encourage the “best and brightest” to leave for college, with only vague hopes for their return. Others suggest that the role of higher education in steering students toward urban-based careers has been over-stated. In this session, I summarize literature on the experiences of college students from rural areas and identify advising implications for those who wish to return post-graduation. First, I address the residential preferences and expectations of rural college students and effects on their retention. Next, I assess the potential for sensitivity to rural/urban dimensions in academic and career advising to contribute to student success. Finally, I explore implementation strategies.
C7 - Parents as Partners: A Practical Approach for Changing the Conversation and Engaging Parents in Student Success
Janina DeHart; Western Carolina University
Concurrent Session
Track: Advising and Academic Coaching, High School to College Advising
Room: AB

The transition to college can often be as challenging for parents to navigate as it is for their students. Many times, advisors are in the position of assisting parents with this transition by explaining institutional policies and procedures. These situations can provide a powerful opportunity for advisors to establish expectations and set the tone for future conversations with parents while engaging them as partners in their student’s success. This session will focus on using practical, positive and proactive techniques which can be adapted for use in a variety of formats, such as orientation sessions, parent workshops, or individual conversations.

C10 - Advising in a World Decentralized: Creating Synergy in a Campus Siloed
Sandra Smith and Chanela Johnson; University of South Carolina
Concurrent Session
Track: Theory & Philosophy of Advising, Large Universities
Room: F

Advisors can be found throughout a university campus and more specifically in various colleges and schools. Many academic advisors are isolated within their academic hubs and know little about other colleges or schools on campus. The academic disconnect between colleges causes an academic disconnect for our students. How can we bridge the gap? Simple! By building intra-campus relationships, we create a dynamic network of resources, knowledge, and synergy that greatly benefits and best supports our students. Join us as we share our advising experiences from a world decentralized and discuss our victories and challenges. We invite you to share your experiences in order to engage in a meaningful dialogue regarding advising in a decentralized environment.

C11 - I Want to be a CSI: Considering the Source of Student Career Aspirations
Jeff Elliot and Jessica Bowers; University of Tennessee, Knoxville
Concurrent Session
Track: Undecided & Exploratory, Advisor Training & Development
Room: Waterfront

Do you encounter students with career aspirations of becoming a crime scene investigator or a forensic scientist? Do you often discover these students envision a career that does not truly exist the way they see it? In this session, we will discuss the definition of the term “forensics,” what it means to students, and what it means for advisors. We will provide a Field Kit of resources and advising tools to help students explore their career concept by beginning at the source – the show or character that inspired them. Further, we will discuss advising techniques related to the forensics field and expand the discussion to include strategies for a variety of academic and career advising challenges.

C12 - Everybody Needs Somebody. I’m Talking to You
Aimee Sricht; Ayo Agunbiade, Justin Rae, and Victoria Silvestri; North Carolina State University
Concurrent Session
Track: Advisor Training & Development, New Advising Professionals
Room: Wharf

Academic advisors come from a wide variety of professions, backgrounds, and disciplines. In the First Year College at NCSU, our advisors have diverse skill sets. This diversity makes our staff function as a cohesive unit. Each new advisor completes the transition process into our unit by completing an extensive orientation that enables their integration into the staff, the curriculum, our advising model, and the institution. The synergy that is developed through this process promotes an effective teaching and advising environment for students, incorporating our advising staff and other campus partnerships. This combination allows our students to get a holistic and developmental advising experience. This presentation will provide ideas, strategies, and examples to put into practice at your university.
C13 - Working With Students in Competitive Majors: The Importance of a "Parallel Plan"
Margaret Metcalf and Kellie Guyton; East Carolina University
Concurrent Session
Track: Health Professions Advising, Appreciative Advising
Room: AB
Do you work with students in a competitive major? How do you help students who are not accepted into their program of choice? In response to student concerns regarding what they should do if not admitted to their first-choice program, nursing advisors at East Carolina University have implemented a pro-active approach to advising intended nursing students to help them develop a strong 'parallel plan' before they apply to the nursing major. Our advising model, programming, and collaboration with advisors across campus are set up to help our students develop a back-up plan in case they are not accepted to the nursing major. Discover how we help our students find success while they pursue a competitive degree program.

C14 - Bumping the Lamp: Strategies for Providing Excellent Customer Service in Academic Advising
Julie Lawson; North Carolina State University
Concurrent Session
Track: Advisor Training & Development, Advising and Academic Coaching
Room: GH
Bumping the Lamp: Strategies for Providing Excellent Customer Service in Academic Advising is a presentation geared towards both new and veteran academic advisors. We will spend time discussing general best customer service practices and how those techniques apply within the academic advising world. There is no denying that advising college students is a difficult task, so this presentation will focus on how we as professionals continue to provide superior customer service to our most difficult customers. What are ways that we can “bump the lamp” in our daily interactions with both students, as well as other staff members? Participants should plan to leave this session feeling inspired to return to their campus with a renewed energy for providing outstanding service each and every day.

C15 - Gamecock Gateway: Creating Smooth Transitions
Emily Longshore; University of South Carolina
Round Table Discussion
Track: Advising Transfer Students, New Advising Professionals
Room: C
The transfer process for transfer students is often complicated and messy. How can we, as academic advisors, create smoother transitions for students from a community college/technical school to a four-year university? Join us for a look at a successful transfer initiative program between a technical college and a four-year university. We will discuss some of best practices for assisting students transitioning from two- to four-year institutions that have emerged from this innovative program.

A Conversation with NACADA Leadership and Executive Office Representatives
Leigh Cunningham and Janet Spence; NACADA Executive Officer and NACADA Board Member
Concurrent Session
Track: Advisor Training & Development
Room: F
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.

C16 - Bringing the Office to the Classroom: Academic Advising in Elon 101
Jason Springer and Maggie Sheridan; Elon University
Concurrent Session
Track: Advising First-Year Students, Advising Administration
Room: Waterfront
All too often, registration proves a stressful time for students, generating unnecessary anxiety and frustration. Furthermore, because many students approach the process with apprehension or a lack of real urgency, several encounter unfortunate consequences in the form of closed courses, unsatisfied pre-requisites, misunderstood general education requirements, or worse yet -- too few hours to graduate. To avoid such consequences, over 98% of incoming students take Elon 101, a one credit-hour seminar course that utilizes “instructors-as-advisors” to integrate academic advising with other academic orientation elements. This presentation will offer a brief history of Elon 101, as well as tips for developing and implementing similar programs at other institutions. Join us as we strive to make academic advising more accessible!

C17 - A Departmental Advising Model: Fostering Connectedness and Partnership Between Professional and Faculty Advisors
Ashleigh Powers, Shanna Pendergrast, Luke Garton, and Liam Hysjulien; University of Tennessee
Panel Discussion
Track: Theory & Philosophy of Advising, Faculty Advising
Room: Wharf
The College of Arts and Sciences (A&S) at the University of Tennessee, Knoxville employs a shared professional/faculty advising model under which first and second year students are centrally advised by professional advisors, and advanced majors are advised by a faculty member in their major department. Recently, A&S has sought to enhance integration between these professional and faculty advisors by imbedding dedicated professional advisors within several departments. These on-site "departmental advisors" offer connected, proactive (intrusive) advising for the departments' early majors, as well as supplemental support for faculty advisors and advanced majors. This presentation introduces UT's departmental advising model and offers commentary on the diverse ways the role of departmental advisors has evolved on our campus and could be adapted for use at other institutions.
C18 - Got the Message? Using Social Media Infographics to Create Impactful Communication
Melusian Wright and Megan Van Hook; North Carolina State University
Concurrent Session
Track: Technology in Advising, Advising Business Majors
Room: AB
Are your messages to students being lost in the shuffle? Are your students not utilizing their available resources? Do your students complain about being inundated with information? Advisors see the impact technology has on the communication styles of our students every day, and as technology changes, so must the way we communicate. Our presentation will explore the challenges and opportunities to engage students through technology in advising. Participants will learn how advisors in one large business school have been able to incorporate technology into advising and utilize new means of communication with students and administrators. Through multimedia, discussion and personal examples, participants will explore how advisors can use technology to create purposeful and impactful communication with students.

C19 - Advising Large Populations Effectively
Lauren Brown and Jennifer McLamb; North Carolina State University
Concurrent Session
Track: Appreciative Advising
Room: GH
The popular phrase “doing more with less” can be a challenge, but if done thoughtfully, can lead to successful services for our students. Over the past six years, the Poole College of Management at NC State University has developed, implemented, and improved a professional advising model for a large student population. We each advise over 450 students; however, we have found a way to assist our students during registration, advising, and beyond. The presenters will share information about different aspects of the program, such as group and individual advising, peer advising, effective communication, orientation course advising, and setting clear advisor/advisee expectations. Attendees will leave with tangible examples from our program, as well as ideas for how to integrate some of the ideas into their own programs.

C20 - Creating “Wild and Wonderful” Connections Between Alumnus and Undergraduates
Nikki Loy and Andrea Weber; West Virginia University
Round Table Discussion
Track: Liberal Arts Advisors
Room: C
Liberal Arts students tend to be very familiar with that popular question, “What are you going to do with THAT degree?” Many soon-to-be graduates find it difficult to prepare for what lies ahead beyond graduation. Connecting alumni with undergraduates through social media and involvement in and out of the classroom help students see their opportunities more clearly. Alumni both near and far are able to interact and inspire students simply and efficiently. Attendees will be active participants in this roundtable session. We hope all will leave this session with a better understanding of how to connect students and alumni with the goal of promoting networking and mentoring relationships. This session is appropriate for all college advisors.

C21 - Partnering for Progress: Developing Cross-Campus Collaborations for Student Success
Torry Reynolds and Dane Peterson; Central Carolina Community College
Concurrent Session
Track: Advising and Academic Coaching, Advising First-Year Students
Room: F
When the going gets tough, the tough start collaborating. Breaking down the proverbial silos of higher education may not always be easy, but someone has got to do it! During this session, participants explore the development of an intentional cross campus network of advisors, faculty, and administrators built upon an evidence-based intervention model and the underpinning of intrusive advising, appreciative advising, and student development theories. Participants will leave the session with best practices for developing partnerships to initiate effective academic and interpersonal interventions for students.

C22 - Is the Customer Really Always Right in Advising?
Kristen Goodenow; Clemson University
Concurrent Session
Track: Theory & Philosophy of Advising, Appreciative Advising
Room: Waterfront
We have all heard the old adage “the customer is always right.” But how does this apply to our roles as professional academic advisors in college campuses? Advisors enforce policies and procedures and work with students who may not be able to enter the major of their choice due to a variety of reasons. Participants will explore the idea of customer service through examining the traits and characteristics of the “millenial” generation’s views related to information and services, the philosophies behind “customer service” and how it applies to our roles as academic advisors. Through exploration of current literature and research, barriers to customer service will be presented and participants will begin to generate positive solutions to reaching our customers’ (students, faculty, or family members’) needs within our roles as professional advisors.

C23 - “Recalibrate Your Compass” - The Evolution of a Program
Kristan Blanton; Western Carolina University
Concurrent Session
Track: Small Colleges & Universities
Room: Wharf
Students need to be reminded multiple times about tools and tips to help them succeed in higher education. As advisors, we must come up with creative ways to get students’ attention and help them retain this important information. We try emails, newsletters, social network, and of course, programs outside of the office. This presentation will be about the progression of one program - “Recalibrate Your Compass” - over the span of four years and how we reached out to offices across our campus, Student Affairs and Academic Affairs. By involving more offices in our efforts, we were able to increase student participation numbers from 50 to over 400.
C24 - Student Ambassadors: Creating the Perfect Partnership
Christy Fredareaca and Zach Fuqua; University of Kentucky
Concurrent Session
Track: Peer Advising & Mentoring, Advising First-Year Students
Room: AB
Student ambassadors can further the mission of an advising unit and help other students realize their goals while at the same time reaping the rewards of participating in a formal campus activity. Based on a survey of 5 academic colleges housed in one large public institution, this presentation examines several successful student ambassador program models. Study findings address ambassador recruitment, program incentives, ways to utilize student ambassadors, and program budgets. Attendees will learn best practices for creating or augmenting a student ambassador program and will be invited to share feedback and their own experiences.

C25 - Meet and Repeat: Speed Networking
Justin Roe, Tory Silvestri, and Ayo Agunbiade; North Carolina State University
Round Table Discussion
Track: New Advising Professionals, Advising Administration
Room: GH
Speed Networking is an opportunity for academic advising professionals (both new and seasoned) to come together in a timed “speed dating” set up. This will allow conversation pertaining to the field of advising by means of intentional pairing. In an effort to have participants maximize their networking experience, these interactions will consistently rotate to allow as much interaction as possible. Facilitators will have prepared questions for the start of each new connection to support flow of conversation. Speed Networking will allow attendees to not only make connections but also discuss new ideas to use within their advising role at their respective university. Remember to bring your business cards!

C26 - Using Social Media to Create Meaningful Partnerships
Aimee Stright; North Carolina State University
Round Table Discussion
Track: Technology in Advising, Advising First-Year Students
Room: C
Attitudes about using social media in the classroom have changed throughout the past twenty years; professors tend to use a wide variety of different tools to enhance their courses. But... how much is too much? Which types of social media are the most helpful to the students in your classroom? Although there is no uniform answer, finding a meaningful way to talk to your students about this challenge is essential. The right forms of technology can enhance your students’ knowledge while applying it in a different medium. This discussion will allow participants to provide ideas, strategies and examples for individuals interested in implementing social media with their students.

C27 - Paving a Clear Path Toward a Career in Healthcare: Increasing Retention Efforts Through an Exploratory Pre-Health Course
Stacey Philbrick; East Tennessee State University
Concurrent Session
Track: Health Professions Advising, Advising High Achieving Students
Room: Waterfront
PREH 1530 – Health Professions Exploration Seminar was created to provide interdisciplinary exposure regarding available careers in healthcare. The course intends to assist students in making an informed decision regarding their future career and the education necessary to pursue that path. The course faculty is comprised of academic advisors from various health-related disciplines at East Tennessee State University. In this session, participants will learn the course’s history and how it has evolved, review course content, and discuss assessment tools used to evaluate student retention. Participants will leave with ideas for implementation of a similar course at their institution.

C28 - Partnerships and Networks for Student Success: Creating an Academic Success Center
Rob Mossack and Brian Mast; Lipscomb University
Concurrent Session
Track: Small Colleges & Universities, Advising and Academic Coaching
Room: Wharf
This generation craves convenience, and universities all across the country have responded by creating “one-stop shopping” for administrative services (paying bills, transcript requests, etc). But what about convenience when it comes to academic support? In the fall of 2012, Lipscomb University created a new Academic Success Center (ASC), a collaborative effort between Retention, Academic Advising & Support Services, Student Advocacy, and Disability Services. Staffs were merged to create a new team and a facility was built to meet the needs of students. This session will look at the process of creating the ASC and its programming and the impact those services are having on student success. Session participants will be encouraged to share their own experiences in creating similar partnerships.
POSTER SESSIONS
APRIL 30, 2014
All Poster Sessions will be held in the hallway in front of the ballrooms.

8:00AM-9:00AM

P1 - If You Feed Them, They Will Come: Lunch and Learn as a Means to Train Faculty Advisors
Kelli Hefner; Christian Brothers University
Track: Faculty Advising, Advisor Training & Development
For institutions who use a faculty advisor model, we have the opportunity to work with chemists, engineers, accountants, philosophers, etc. who excel in their academic field; however, many are assigned an advising load of students and told "Good luck!" As a means to address this, the Office of Academic Services at Christian Brothers University created a "lunch and learn series" that covers five topics over the academic year: the advising syllabus and handbook, advising distressed students, advising students on the autism spectrum, using DegreeWorks in advising, and what good advising looks like.

P2 - "Text Me, I'm Here:" Utilizing High-Tech Strategies to Collaborate with Our 21st Century Student
Betsy Langness and Millie Cunningham; Jefferson Community and Technical College and University of Louisville
Track: Advisor Training & Development, Distance Education Advising
Come see how we are utilizing the latest web-based technologies to assist our students in meeting their goals, as well as high-touch services to ensure successful transitions for students. New content delivery methods for online learning, coupled with advising tracking software provide a seamless, virtual, flexible student support system. Advisor collaboration with faculty is used to monitor student progress with faculty flags, kudos, advisor notes, and online resources. Our presentation will showcase how academic advising for online students is just like face-to-face advising.

P3 - Mixing an Old Classic with a New Favorite: Twitter Photo Scavenger Hunt for Freshman Experience
Sara Pitts; Western Kentucky University
Track: Advising First-Year Students, Technology in Advising
This presentation is designed to show others how I created a photo scavenger hunt on Twitter for my first year experience class. It will describe why I chose to use Twitter, how I started the project, how it was implemented and the completed result. I will share what I found that worked and what didn’t in my two semesters of completing this activity. After this session, participants should have the tools necessary to complete their own scavenger hunt for students on their campus. My hope is that they will walk away with a fresh way to help their students get acclimated to their new environment.

P4 - It Takes a Village: Examining the Collaborative Design and Implementation of an Academic Course
Ryan Sallee; University of Kentucky
Track: Advisor Training & Development, Undecided & Exploratory
Advising is teaching—these words are so true. However, that teaching is not confined just to our offices. More and more, advisors are stepping into the classroom and leading academic courses. Join us for a look at how advisors in one unit collaborated to develop, modify, and implement a major and career exploration course. We will examine steps involved in building, modifying, and teaching courses, including the applicability of those processes to the variety of courses taught by academic advisors. Participants will learn about our course content and see materials used in teaching the class. We will conclude with a rich discussion regarding best practices in developing and teaching courses as an academic advisor.

P5 - Peer Advising: An Assessment of Customer Service
Kimberly DuVall, Emma Hoskins, Amanda Schultz, Devan Weismiller, and Tessa Willklow; James Madison University
Track: Assessment of Advising, Peer Advising & Mentoring
Psychology Peer Advising is a two-year practicum experience in which undergraduate psychology students are trained to advise their peers regarding academics and career decision making. A Qualtrics survey was created to assess the advisees' experience in the Peer Advising office. Advises were asked to sign in and provide their email address, class standing, and reason for visiting the office. The surveys were sent out via email biweekly. Questions on the survey covered topics such as helpfulness regarding long-term academic and career goals, proper referral to other support services on campus, and respectfulness towards advisee. Questions utilized a Likert scale and open-ended responses. Early results have shown positive experiences.

P6 - Serving "Exploratory" Students in the Classroom - Advising and Career Services Collaboration
Eric Godfrey and Mark Shockley; West Virginia University
Track: Undecided & Exploratory; Theory & Philosophy of Advising
With a high number of students undecided or in transition between majors and careers, West Virginia University Undergraduate Advising Services and Career Services centers collaborated on a course: Choosing Majors and Careers. By drawing on their specializations, the two departments designed a comprehensive, hands-on course, providing intervention for exploratory students. How often do we refer students to resources only to find they don't follow through? With a classroom framework and directed practical assignments, students are more motivated. Our three-pronged approach - self, major, career - helps students see the possibilities in identifying majors. Data demonstrate a high percentage of decidedness on a major by time of course completion. Viewers will come away with new ideas for their own courses or for advising students individually or in groups.
P7 - Launching a First-Year, Cross-College Advising Program in Life Sciences
Jill Anderson, Susan Lamb, Pa Nhia Moore, and Erin Seiling; North Carolina State University
Track: Engineering and Science Advising, Advising First-Year Students
The Life Sciences First Year (LSFY) program at NC State University is a brand new partnership between seven undergraduate majors in two colleges. While the LSFY program officially begins in Fall 2014, we have been piloting many components throughout the 2013-14 academic year. Through this presentation, we will share successful components and visions and invite conversation to help improve our program and other programs like it. Discussion will include the proactive advising model we are using, advisor-taught courses, upperclass students as course assistants, and the creation of a new advising team. Please join us if you’d like to learn from our process and provide us with suggestions as to how to improve the LSFY program.

P8 - Advising Engineering Students: Understanding Challenges and Needs
Oyemayowa Abioye and Lizzie Santiago; West Virginia University
Attrition is a problem that affects all engineering programs in the USA. Indeed, for every two students that enroll in an engineering program, only one graduates. Attrition is especially high among minorities and underrepresented groups. To tackle the issue of attrition, it is important to understand the reasons for non-persistence; it is also essential to identify the challenges faced by engineering students as well as their academic needs. The study, conducted at a large land grant university in the mid-Atlantic region, used surveys and reflective essays. This presentation will help academic advisors to understand challenges faced by first-time engineering students and will equip them with strategies to support students who feel lost in the engineering academic path.

P9 - Tweet This: Learning from Each Other
Micky Ward and Danielle McFarquar; Clemson University
Track: New Advising Professionals, Advisor Training & Development
Young and "Seasoned": Exploring Advising Through the Ages - From Twitter, Instagram, Facebook, and other forms of social media to the old school ways of talking, listening, and caring, young advisors and more "seasoned" advisors have a lot to learn from each other. We will discuss how we learn from each other almost daily and share ways to open our minds to new ways of learning. The presenters will invite participants to share ways that they have incorporated the new and the old into their daily advising lives.

C29 - Advising Under-Resourced Students
Jennifer McLamb and Roshaunda Breeden; North Carolina State University
Concurrent Session
Track: Multicultural Concerns, First-Generation College Students Advising
Room: AB
Come and join us as we create a common framework of understanding and engaging under-resourced college students on our campuses. Through this interactive presentation, you will partake in activities that will challenge your personal beliefs and values concerning the under-resourced students. The presenters will also provide best practices and concrete resources to help best practices and concrete resources to help you produce an under-resourced friendly environment on your campus.

C30 - Disney Magic: Transforming the Student Experience with World-Class Customer Service
Wendy Schinder; Gateway Community and Technical College
Concurrent Session
Track: Advising First-Year Students
Room: GH
What brings millions of people to Disney World year after year? Mickey Mouse isn't the only reason. Disney's famous attention to customer service turns its many guests into repeat customers. By applying these same customer service techniques at your institution, you can make loyal customers out of your students. Student loyalty is vital to retention, student satisfaction, and every college's bottom line. Led by a former Walt Disney World "cast member," this session will include engaging activities, an interactive lecture, and group discussion to explore practical applications of Disney's world-class customer service in an educational setting. You'll leave armed with skills and tools you can start using now to improve service to students and increase student satisfaction.

C31 - Nursing Living and Learning Village: Lending Extra Support to Freshmen
Kellie Guyton and Margaret Metcalf; East Carolina University
Round Table Discussion
Track: Health Professions Advising, Advising First-Year Students
Room: C
The College of Nursing at East Carolina University has implemented a fun and exciting program for a select group of incoming freshman students who list nursing as their intended major to help them adjust to a college environment and learn more about the nursing profession. The Future Pirate Nurse Living and Learning Village provides members with the opportunity to live together in the same dorm, take cohort classes together, and participate in enrichment activities to foster supportive relationships. Come hear about our living and learning community, why we choose to keep our village small, and specific programs and activities you can implement to help enhance your freshman students' experiences upon entering a university setting, regardless of their major.
C32 - Avenues for Assessing Advising
Lauren Brown and Melusia Wright; North Carolina State University
Concurrent Session
Track: Assessment of Advising
Room: F

Assessment is one of those words you hear everywhere you turn in higher education. We learn about the details of assessment at advising conferences and elsewhere, but it's difficult to put into practice in your own program. Bridging the gap between understanding the assessment cycle and getting relevant feedback back on your advising model can be daunting. With so many things to assess, where do you start? This presentation will give examples of how one business school implemented an assessment plan over a two-year period. The presenters will share how the program went from virtually no assessment of their services to assessing all 2500 students regarding their registration advising experience. This presentation will also discuss ways to effectively present results to colleagues and administrators.

C33 - Fostering Student Success with Partnerships: MTC's New Student Advisement and Orientation
Robert Stuevy, Nina Staggers, Carol Powers, and Donell Butler; Midlands Technical College
Concurrent Session
Track: Advising First-Year Students, Advisor Training & Development
Room: Waterfront

You will gain an understanding of our program's seven-year evolution of academic advising and new student orientation. After a review of the literature and theories, you will gain an understanding of our advising and orientation processes, data, lessons learned from students and partners plus a glimpse of our 2014-2015 student learning outcomes. You will receive a review of materials used in our programs plus a handout of suggestions for implementing and sustaining a similar program with finite resources. Appropriate for university and community college advisors, faculty advisors, Directors and Coordinators of Advisement, Directors and Coordinators of Orientation, First Year Experience and related Student Affairs professionals.

C34 - Would a College-Based Student Support Center Work for You?
Jenny Stewart, Annie McCord, and Judy Fleming; Western Carolina University
Concurrent Session
Track: Advising Education Majors, Advising Administration
Room: Wharf

In 2009, Western Carolina University's College of Education and Allied Professions began a transition from a faculty advising model to a centralized advising model for our education majors. In this process, we discovered that in order to best serve our students, we needed to provide them with a one-stop shop for student support. Thus, Suite 201 was born. Our team members are in the unique position to develop close, collaborative relationships with faculty in our programs and our university partners across campus. Participants will leave with better insight into a unique student support model, ideas for how to incorporate pieces of the model into their advising centers, and inspiration for holistically promoting student support and success.

C35 - Transfer Orientation: Online, Then In-Person
Jeremy Parrish, Marquis McGee, Justin Massey, Margaret Mahlin, Karen Cole, and Cale Burrell; University of North Carolina Asheville
Concurrent Session
Track: Advising Transfer Students, Technology in Advising
Room: AB

Registration and advisement are among the biggest points of contention between universities and transfer students. UNC Asheville has tried many different models of transfer advisement with varying degrees of success. After submitting their enrollment deposit, transfer students are required to complete an online academic orientation in order to have access to early registration or academic advising. Since most courses at UNC Asheville incorporate Moodle, the orientation takes the form of a Moodle course consisting of short videos and quizzes that hold transfer students accountable for basic knowledge of academic policies and procedures. This model has freed advising staff to concentrate on the details of transfer students' individual situations in face-to-face meetings and acted as a jumping-off point for students who are experienced but have questions.

C36 - Academic Advising and Career Planning: We Go Together Like Chocolate and Peanut Butter
Terri Mando and Carrie Gnozsak; Penn State Erie and The Behrend College
Concurrent Session
Track: Theory & Philosophy of Advising, Advising and Academic Coaching
Room: GH

In Career Advising an Academic Advisor's Guide, Virginia Gordon states "the necessity for integrating academic and career advising is apparent in today's colleges because of the overwhelming number and scope of academic and career choices that students confront and the complexity of the changing work world." Nearly a decade later, the word of work and the definition of academic advising continue to evolve. Through this interactive session, participants will learn how to strengthen the relationship between Academic Advising and Career Development. Utilizing the Academic and Career Planning Center at Penn State Erie as an example of the strength of collaboration, presenters will review research related to and discuss the benefits of an academic and career partnership.

C37 - Learning from Unique Partnerships
Jane Cardi, Beth Lefever, Lauren Stein, and Mike Sekula; West Virginia University
Round Table Discussion
Track: Advisor Training & Development, Advising Education Majors
Room: C

Sometimes unusual sources improve our advising skills: the autistic student, the hard-to-find student, the dedicated faculty member, the busy administrator, the university police, the 89 year old student. These unlikely sources become unique partners in advising. Contributors to this round-table discussion share their stories about unique partners and how they have improved their advising knowledge and skills. They invite members of the audience to share their own stories about unique partners and what they have learned from them.
**CONCURRENT SESSIONS**

**APRIL 30, 2014**

**C38 - “I Love You, But” Broaching Difficult Issues with Students**

Joy Carr; West Virginia University

Round Table Discussion

Track: Advisor Training & Development, New Advising Professionals

Room: F

"I Love You, But" is an opportunity for both seasoned and new advisers to examine several case studies that capture common and difficult student issues. Cases include, among other issues: addressing when a student is not meeting necessary benchmarks for the major, suggesting a student change his or her field of study altogether, advising a student who may be working too many hours, and how to refer a student to other resources. Advisers will share strategies, discover best practices across the region, and develop new tools to help them reframe an issues for students, build scripts and learn delivery skills to deal with certain issues, or craft language that helps get to the heart of the situation.

**C39 - From Advisor to Advising Administrator: Steps to Success**

Lauren Brown; North Carolina State University

Concurrent Session

Track: Advising Administration, Advisor Training & Development

Room: Waterfront

Many advisors have an interest in moving to advising administration, but too frequently the path is not clear. What steps can you take to position yourself to make this move? What are some things to consider when making the transition? What resources are available to ensure success following the transition? This presentation will address the process of moving from an academic advisor to an advising administrator role. The presenter will share personal experiences and participants will get the opportunity to work together to identify support systems and potential challenges on their own campuses. Attendees will leave with the beginnings of a tangible plan for moving forward in their own professional development, as well as a wealth of resources to assist them.

**C40 - Creating a Mission-Centered Assessment Model: Aligning Student Outcomes to Evaluation**

Jamia Stokes, Jana Spitzer, and Laura Stetler; University of Tennessee

Concurrent Session

Track: Assessment of Advising, Large Universities

Room: Wharf

The College of Education, Health, and Human Sciences at the University of Tennessee developed an assessment plan in response to an advising audit prompted by the University Board of Trustees. The advising audit allowed us to assess our current advising program and advisors while taking a fresh look at our mission statement, objectives and goals. The purpose of this presentation is to give the attendees an overview of our assessment planning process and to share tools to help other professionals develop their own model. In this presentation, we will share examples of our revised assessment tools and provide results on our spring assessment launch.
THANK YOU
Special thanks to Jennifer Jones for her tireless efforts towards making this conference a success!

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