On behalf of the conference planning committee, Welcome to beautiful Covington, KY!

Covington boasts a rich history and is home to one end of the John A. Roebling suspension bridge that spans the Ohio river. When it opened in 1866, it was the longest suspension bridge in the world. Later, the Brooklyn Bridge would be patterned after it. Today it is used by cars and pedestrians alike and is an important connection between Kentucky and Ohio.

As advisors, we often find ourselves needing to create connections outside our offices. Whether partnering with another department at our institutions, colleagues from NACADA, or the community around us, we are stronger when we build these bridges to create a network of connections to aid our students in their success.

We are fortunate to have a professional organization that allows us the opportunity to connect with other advisors in our states, regions, nationally, and globally. NACADA thrives on building these partnerships among its members. I hope you'll meet new colleagues at this conference and feel more connected to the global advising world when you return home.

I would like to extend a personal thank you to the planning committee (see below), the Region 3 Chair (Regina Artis), and the Kentucky Liaison (Suanne Early) whose commitment and hard work made this conference possible.

We’re thrilled to host you and hope you enjoy Covington!

**Wendy Schindler**

Gateway Community & Technical College
Region 3 Conference Chair, 2015

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**2015 Region 3 Conference Planning Committee**

Shellie Baker  
Josh Brittingham  
Christy Freadreacea  
Colleen Heneghan  

Octavia Lawrence  
Stephanie Lynch  
Amy Pieper  
Chris Rickels  

Krissie Sanborn  
Jessica Staten  
Rees Storm  
Felicia Toliver
SILENT AUCTION & DINNER CLUBS

Silent Auction to Benefit Kicks for Kids

Kicks for Kids is a charitable organization dedicated to leveling the playing field for children in the Cincinnati/Northern Kentucky area who are challenged, physically or mentally, or who could not otherwise afford new chances and new experiences. We offer unique and exciting programs designed to build confidence and self-esteem to children referred to us by their school, community organization or social care agency. Kicks For Kids aims to provide children at-risk with positive role models, to foster and encourage belief in themselves, and the knowledge that they are cherished and worthy of respect. Kicks For Kids provides memories that will last a lifetime, through positive influences and self-discovery.

Our silent auction will kick off at the opening reception and run through the start of lunch on Tuesday, when we'll announce the winners. If you win, please pick up your item and drop off your donation by the end of breakfast on Wednesday. Thanks for supporting a great cause!

Tuesday Night Dinner Clubs

Consider joining one of our Tuesday night dinner clubs! Stop by the hospitality table to sign up for your choice of some of the best restaurants that NKY has to offer! This is a great time to get to know fellow colleagues from across the region and beyond. We picked out some amazing restaurants and are looking forward to sharing our favorites.

Need transportation? Check out the Southbank Shuttle! We have route maps at the hospitality desk and two ride tokens were included when you checked in!
Keynote Speaker—Dr. G. Edward Hughes

G. Edward Hughes is president and chief executive officer of Gateway Community and Technical College. Previously, he served as president of Hazard Community College and as dean of academic and student affairs at North Country Community College in Saranac Lake, N.Y. He has served on the Executive Committee of the President’s Leadership Academy of the American Association of Community Colleges (AACC) and the AACC International Education Commission. He is past president of the Southern Association of Community, Junior and Technical Colleges and the Community Colleges of Appalachia. He serves on the board of Leadership Kentucky, the Board of Visitors at Catawba College (NC), and the Advisory Board of the Northern Kentucky Area Health Education Center, and is Chairman of the Urban Learning Center Partners Board. Dr. Hughes has a bachelor of arts degree from Catawba College, Salisbury, N.C.; a master of arts degree from Middle Tennessee State University; and a Ph.D. from Southern Illinois University. He holds an Honorary Doctorate of Human Letters from Catawba College.

Region 3 Award Winners

**Outstanding Advising Award - Primary Role**
Erin Gonzales, The University of Texas, Arlington
Anthony (Tony) Robinson, University of Louisville
Michael Pirrman, University of Kentucky
Jill Anderson, North Carolina State University
Dennis Soberl, University of North Carolina, Chapel Hill

**Outstanding New Advising Award - Primary Role**
Kimberlee Nelson, University of North Carolina, Chapel Hill

**Outstanding Advising Award – Administrator**
Lauren Brown, North Carolina State University

**Outstanding Advising Award – Faculty**
Randel Price, Christian Brothers University
Linda Williams, North Carolina State University
John F. Richardson, University of Louisville
Gregory Gangi, University of North Carolina, Chapel Hill

**Outstanding New Advising Award – Faculty**
Cheryl Cass, North Carolina State University
Monday, 4/13/2015

12:30pm - 2:30pm

P1 - Saying "Yes" to Saying "No": Why Being Able to Deliver the Negative Matters
Shari Coffey, University of Cincinnati
Gretchen Hart, University of Cincinnati
Room - Riverview I

Does the thought of having to deliver negative information to a student tie your stomach in knots? Do you avoid confrontation or refer people to others to avoid uncomfortable conversations? While pushing off some of these encounters may be a relief in the short term, consider the long-term impact this action has on your advising and your professional development. This interactive session focuses on the necessity of tackling negative communication to advance your staff, your students and yourself. Participants will learn the benefits to themselves and to students in being able to tackle what can be perceived as negative communications. This is a highly regarded skill by supervisors as it demonstrates the increased competency, independence and confidence of the advisor.

2:45pm - 4:45pm

P2 - Nuts and Bolts: Your Survey Tool Kit
Christy Freadreaea Brady, University of Kentucky
Suann Early, University of Kentucky
Room - Riverview II

In tight financial times it is imperative to clearly demonstrate the value and efficacy of advising programming. Quality data can help you accentuate strengths and target areas for improvement. Surveys, pre-tests, and post-tests are effective assessment tools and can be easy and inexpensive ways to gather valuable information. Without staff dedicated to this purpose, it can be difficult to know where to begin. Designed for newcomers as well as more experienced survey users, this interactive workshop will guide participants through the nuts and bolts of survey implementation from identifying a survey population to interpreting results. Join us as we examine multiple survey applications, survey development techniques, and styles of assessment results to help you get excellent data for your situation.

P3 - Creating Connections that Bridge First Generation Students to their Advisor
Matthew Deffendall, University of Kentucky
Martina Martin, University of Kentucky
Kelsey Carew, University of Kentucky
Room - Riverview I

First Generation College Students (FGCS) come to campus without the same connections as their peers and unsure how to build their own bridge to graduation. Join our team of advisors as we share how you can create connections with your FGCS. We will dissect the efforts of a four year research university to create a campus wide initiative to support the needs of FGCS. Participants will engage the panelists in a discussion and leave with a template of advising FGCS as well as a personal advising statement for engaging FGCS. You will learn to help FGCS get off the bridge to nowhere and build a bridge to success.

4:45pm - 5:45pm

P4 - NACADA Orientation for First-Time Conference Attendees
Janet Spence, University of Louisville
Maxine Coffey, Kansas State University
Regina Artis, North Carolina A&T State University
Room - Riverview II

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this Region conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.
The benefits of an effective social media presence have been widely documented in recent years. These benefits include building rapport with students, educating students about policies & procedures, and communicating information regarding events and important deadlines. The first step in creating an effective social media presence is often the hardest: Building an audience of students that follow your account. A social media account can have very engaging content, but little to no impact without an audience of student followers. Using @UNCAAdvising’s #DotfForTheHill campaign as a case study, this presentation will provide participants with practical steps for creating a social media campaign to increase their office’s number of student followers that is unique to their institution. Additionally, we will identify some #TweetingTips to retain student followers.

### CC2 - Meeting Students Where They Are, Not Where They Should Be

Jessica Dean, Clemson University  
Joey Thames, Clemson University  
**Room - Riverview I**

What separates the competent from the influential as it relates to advising? We often discuss the importance of building rapport with our advisees; however, we rarely stop to define rapport, how it is unique to each student, and how it is nurtured over time. Many of today’s students have expressed wanting more than prescriptive guidance; instead, they prefer relational advisors, who actively tailor their interactions to them. This roundtable discussion aims to bring together academic and professional advisors to explore strategies they employ to understand and adapt their advising style to a student’s background, personality, and needs.

### CC3 - Strengthening Campus Connections: Collaboration to Increase Space and Programming

Kelsey Axe, University of North Carolina at Chapel Hill  
Emily Gomez, University of North Carolina at Chapel Hill  
**Room - Riverview II**

When space and resources are scarce, universities seek to collaborate with campus partners to maximize efforts when working with an increasing student population. UNC-Chapel Hill’s Academic Advising Program (AAP), University Career Services (UCS) and the Department of Housing and Residential Education (DHRE) increased collaboration to better serve the growing student body; the Hardin Hub was established within a south campus residence hall and houses academic advisors and career counselors. Increased programming is one of the greatest impacts of the Hardin Hub; UCS and AAP’s collaboration for major exploration and registration workshops within residence halls resulted in increased workshop attendance without adding strain to advisors. Collaborating to share space and programming efforts has maximized advisors/counselors’ time while reaching a greater number of students in a time when student caseloads are growing.

### CC4 - The Surprising Truth about What Motivates Advisors

Krista Loken, University of Tennessee  
Jacob Roberts, University of Tennessee  
**Room - Madison I**

Everyone has a job to make money, but that can’t be the only reason. There are internal and external factors that motivate us to go to work. Understanding what drives us allows us to recognize the motivations behind advisors actions and routines. With this knowledge, you will be empowered to become more successful at home, work, and school. The presenters, using interactive methods and examples from the New York Times Best Seller ‘Drive,’ are excited to share the secret behind what motivates us. Understanding the three elements of motivation—autonomy, mastery, and purpose—allows us to appreciate positive aspects of work and to make changes so we can better serve the students we advise. Familiarity with the book is not required.

### CC5 - HELP! The Dryer Ate my Clothes: Advising students in a Pre-Health Living Learning Community

Megan Roberts, East Tennessee State University  
**Room - Madison II**

The Pre-Health Living Learning Community (PHLLC) is for our strongest, most committed students pursuing careers in health care, whether in medicine, nursing, physical therapy, pharmacy, veterinary medicine, dental hygiene, or any other of the many health professions programs offered at East Tennessee State University (ETSU). This community allows budding health professionals to grow by encouraging personal and intellectual development. The PHLLC offers opportunities to develop as a whole person--academically, socially, culturally, and professionally--through social gatherings, study groups, tutoring sessions, group enrollment in selected health discipline prerequisite courses, and residential life with like-minded individuals. In this presentation, you will learn about some best practices for working with high-achieving pre-health college students in an academic and residential setting.
CC6 - Expanding Opportunities for Academic Advisors: Engineering a Master Advisor Program for Academic Advisors
Melody McMillan, Northern Kentucky University
Joshua Brittingham, Northern Kentucky University
Brian Kremer, Northern Kentucky University
Amy Racke, Northern Kentucky University
Shane Talbott, Northern Kentucky University
Rebecca Walker, Northern Kentucky
Room - Covington I

Are you looking to implement or increase internal professional development opportunities for the academic advisors on your campus? Do you have a Master Advisor Program in place but are interested in scaling the program for seasoned academic advisors? This presentation will review how Northern Kentucky University built and re-engineered their Master Advisor Program in an effort to expand opportunities and enhance academic advising at the university. The components of the tiered Master Advisor Program will be addressed and participants will have the chance to begin identifying ways they could increase professional development opportunities for advisors on their campus.

CC7 - Strategies to Retain College Men
Tourgeé Simpson, Jr., University of Kentucky
Room - Covington II

This session presents research findings that explore the relationships between student-faculty interactions and the retention of college men in science, technology, engineering, and math (STEM) majors to identify best practices to improve retention and increase degree completion among men in STEM. ANOVA and ANCOVA were used to investigate the relationship between student-faculty interaction and retention of undergraduate men in STEM majors. This session will be led by Dr. Tourgeé D. Simpson, Jr., NSE Coordinator

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The CARE Model was designed by Erika Huber to support IUPUI faculty in better preparing students enrolled in their courses. Academic mentors embedded in these courses fulfill a myriad of roles. These include, but are not limited to, identifying underprepared students, assessing need, developing a response plan, and evaluating the student's progress. The benefits of this cost-efficient, peer-driven initiative include decreased DFW rates for courses, better communication to faculty and student support staff regarding student performance level, and serves as a referral system to student support programs.

Advising as Teaching Before The First Day: Helping Students Find FOCUS

College is not High School Part 2. Yet, often, students are expected to change drastically in the 90 days from the end of High School to the beginning of college. If a student is at risk academically, this expectation is all the more challenging and stressful. Yet, academic advisors can address and provide mentorship to alleviate those concerns and the sooner applied the better. This session is about how academic advisors at one institution developed a series of events called FOCUS for at risk students that took place a week before regular classes started and helped students ease into a college transition while finding a mentor, building connections, engaging in a community, and experiencing real academic coursework that helped enable them to find their success at the university.

Gateway2NKU: Building Pathways, Partnerships, and Programs

Bridging the two-year and four-year divide in this NACADA region, the Gateway2NKU dual enrollment partnership between Gateway Community and Technical College and Northern Kentucky University represents a significant milestone in the evolution of Kentucky’s two public institutions in the northern region of the state. Learn how these institutions paved the way for over 200 students in the program’s first year to move down a seamless path between these two institutions. Best practices on building this sort of partnership, lessons learned, and examples of student success will be featured.

Helping Students Connect through Sophomore Step Up

This presentation will focus on the efforts of the College of Arts and Sciences Advising Services’ staff in the planning and implementation of the second annual college sponsored program entitled “Sophomore Step Up.” This program provides second-year students the platform for them to meet faculty in their majors, to connect to their departments and the College, and to continue to explore resources available at the University. This event also serves as a bridge between the College’s Advising Services’ office and the department, as we literally help our second-year students’ transition to their faculty advisor. It is our hope that this yearly convocation will instill in our students a sense of tradition and pride in their education and ownership of their undergraduate academic experience.

Linking Passions to Major Choice: Strategies for Advising Humanities Majors

Whether it is parents, friends, or the media, students are frequently bombarded with negative impressions of the various humanities disciplines (and many are encouraged to shy away from them altogether). But when they finally take the plunge and officially declare that major in English, philosophy, classics, etc., they find themselves on the defensive and constantly being asked, “What are you going to do with that?” We as advisors may not necessarily be able to change societal views, but we can make a lasting impact on the lives of individual students. This presentation will cover the commonly cited strengths and weaknesses of humanities majors and provide practical, hands-on activities and resources to use with this unique population of students.
Janet Spence, University of Louisville
Ruth Darling, University of Tennessee-Knoxville
Maxine Coffey, Kansas State University
Room - Covington I

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

CC14 - Orientation Homework: Building Expectations
Shannon Farrelly, College of Charleston
Wendy Stephens, College of Charleston
Karen Hauschild, College of Charleston
Tom Buchheit, College of Charleston
Room - Covington II

Empowering students to take ownership for their academic experience as soon as they arrive to campus for orientation is a challenge! The Academic Advising and Planning Center’s orientation model evolved from a one-day to a two-day process in 2014. This change was the catalyst to address student anxiety during registration and allow more time to process advising information overnight by completing homework. Bridging day 1 advising and day 2 registration with homework engages students in personalizing their general education requirements and course selection. Homework set expectations for personal responsibility in advising and encourages the utilization of academic resources. Day 1 and day 2 specifics will be examined and examples of homework for first-year and transfer student populations will be provided.

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PO1 - NACADA ELP Program  
Art Farlowe, University of South Carolina

NACADA Emerging Leaders program. The ELP program is an excellent opportunity for emerging leaders to develop leadership strategies within the association. With the assistance of a mentor the emerging leader will be able to meet many other NACADA leaders. If you interested in learning how to become involved in this outstanding program please plan to attend this session.

PO2 - What do you mean there's a problem? Refining our Early Alert System  
Cale Burrell & Margaret Mahlin, University of North Carolina - Asheville

Our original Early Alert system had few midterm grade options and no requirements were placed on students. Later, more midterm alert options were added to clarify faculty concerns and in Spring 2014, we further refined our Early Alert System so that students were required to meet with their faculty member and complete an Early Alert form as documentation. Students receiving multiple alerts must also meet with a OneStop Advisor to determine why the student is struggling across multiple courses. Despite withdrawal restrictions, the semester these requirements were implemented ~16% of students receiving an alert earned A’s or B’s which was almost a 4% increase from the year before.

PO3 - Athlete to Non-Athlete: Advisors Helping Athletes Build the Bridge  
Donna Menke, University of Memphis

College athletes often identify strongly with their role as an athlete. Yet, for most college athletes, the end of their college career marks the end of their athletic career. The transition from athlete to non-athlete can result in feelings of loss and other psycho-somatic symptoms. This transition is often further complicated by the loss of the support network they once had as an athlete. Research has shown that athletes who are more prepared for the end of their sports careers often experience a smoother transition. Through research and real stories of the issues that arise at the end of a sports career, advisors will learn more about the transition process from athlete to non-athlete and strategies they can use to ease this eventual transition.

PO4 - Bridging Academic Services to Support Students Returning from Suspension  
Erin Knaul, Chanelle Johnson, & Brian Dusel, University of South Carolina - Columbia

Students at the University of South Carolina who fail to meet minimum academic requirements for at least two consecutive semesters are mandated by the university to take an eight month leave of suspension. The University of South Carolina’s “Fresh Start” program aims to make the sometimes confusing and stressful transition back to campus as easy as possible. This presentation will focus on how both USC’s Academic Coaching and Engagement and Cross College Advising programs complimentarily aide students who are transitioning back after their period of academic suspension. We will discuss how coaches use the framework of Appreciative Advising to assist students with creating an academic plan that will guide them towards achieving their goals, expand upon how Cross College Advisors help students navigate through potential changes of degree program upon readmission.

PO5 - Reducing Depression, Anxiety, and Stress in Graduate Medical School Students  
Hector Arroyo, Western University of Health Sciences  
Andree Entezari, Alyssa Flynn, Ivette Olave, Alicia Quash, Kayla Rinker, & Anna Ruiz, Indiana University Purdue University Indianapolis

Graduate medical school is a stressful environment. Adult learners face academic, financial, interpersonal, and time management challenges. Mindfulness-Based Stress Reduction (MBSR) has been documented as having a beneficial effect on stress-related concerns. This study utilized an 8-week MBSR-based intervention on 2 separate medical school Master’s program cohorts in 2014 and 2015. Students were administered a pre- and post- test of the Depression; Anxiety; and Stress Scale (DASS). When comparing the means of the pre-and post-tests DASS results, there was a reported decrease perception of depression, anxiety, and/or stress. Overall, the MBSR intervention had a positive impact on both cohorts. Providing support by introducing positive coping strategies allows students to improve their overall mental health and possibly increase academic performance.

PO6 - Contemplative Practices in Academic Advising  
Jennifer Jones, Fairmont State University  
Julien Nguyen, West Virginia University

Join us as we explore the benefits of contemplative practices in the field of academic advising. We have information ranging from a broad overview of contemplative practices to practical ways of incorporating these concepts into self-care, academic advising, and student engagement. We will explain and practice, if wanted and time permits, some of our favorite contemplative practices (meditation, mindful listening, etc.) to use professionally. Handouts available include a copy of the Tree of Contemplative Practices (The Center for Contemplative Mind in Society) and a Beginners Resource Guide.
PO7 - The Value of a Student Art Exhibition for an Advising Office
Mary Trent, College of Charleston

Is student creativity valued in your advising office? Would your office benefit from an exhibition of student art on its walls? My presentation will explore the many high-impact practices of an open-admission student art exhibition and how similar programs may benefit other advising offices. I will discuss how the exhibition offers diverse learning experiences and positive first-year interactions with college personnel. I will also share information about the exhibition’s background and evolution. The session will finish with an interactive brainstorming session about how different advising offices might start their own art exhibition programs. Slides of student work will accompany the presentation.

PO8 - Increasing Satisfaction: A Quantitative Assessment of A Research Institution’s Advising Services
Megan Klebba & Samantha Sullivan, Vanderbilt University

In 2009, the College of Arts and Science at a large, highly selective, research institution in the South made the switch from a decentralized faculty advising model to a centralized office with full-time advisors, allowing for a unique opportunity to assess satisfaction levels with advising before and after the office was established, both within the college and compared to the institution’s other undergraduate colleges. Presenters of Increasing Satisfaction: A Quantitative Assessment of A Research Institution’s Advising Services will discuss the results of this study, which found that students were more satisfied with the centralized model, by providing tables detailing the data analysis, descriptions of the diverse advising models, and information regarding the potential causes of the difference in satisfaction levels within this institutional culture.

PO9 - G-School Project: Guiding Students through the Graduate School Pipeline
Roshanda Breeden & Melusian Wright, North Carolina State University

Many students report that preparing for graduate study is a confusing process to navigate independently. The process can be especially difficult for multicultural students who don’t always have role models they relate to. Compounding this issue is a lack of faculty members that can understand this population’s experiences. The G-School Project initiative has helped solve both problems by educating diverse populations about the graduate school pipeline and engaging faculty members from historically underrepresented groups. It has given faculty the opportunity to realize and develop untapped potential in students who had been historically overlooked. Not only did students gain access to graduate school resources, but we were given opportunities to increase the recruitment, retention and engagement of current and future faculty members.

PO10 - "Contracting" SARS: Reflections on Adopting an Online Scheduling System
Steve Barth, University of South Carolina

At the University of South Carolina–Columbia, academic advising is the responsibility of the individual colleges that comprise the university. Some students, particularly new students and those who change their major, have trouble accessing and navigating the advising services of their college or school. To address this issue, the university adopted a universal online scheduling software system (SARS-GRID). This transition requires advising offices to carefully plan how to structure their services since making your calendar available online necessitates a thoughtful articulation of an office’s goals. This presentation will describe USC-Columbia’s process for adopting this system campus-wide, as well as discuss examples of how the inherent reflective process has aided the attempts to create a more unified advising environment.

PO11 - Advising National Student Exchange Scholars
Tourgéé Simpson, Jr., University of Kentucky

The National Student Exchange (NSE) is a not-for-profit, tuition-reciprocal consortium that provides affordable study away opportunities for students enrolled at 200 member universities in the United States, Canada, Guam, Puerto Rico, and the U.S. Virgin Islands. The session will describe the program and membership considerations. You will learn why more than 100,000 students have taken advantage of this opportunity and how it can be used as a tool for retention. We will review advising strategy (e.g., costs, program structure, obligations, resources) available to every member campus. Additionally, participants will learn how NSE enhances academic engagement, career readiness, and personal development. Both those with and without experience with NSE are welcome. This session will be led by Dr. Tourgéé D. Simpson, Jr., NSE Coordinator.

PO12 - Empowering Students and Advisors from Start to Finish: The Assigned Advising Model at Bluegrass Community and Technical College (KCTCS)
Yasemin Congleton, Bluegrass Community and Technical College

A request was made by advisors to develop a process allowing a better relationships with students prompted BCTC to design an assigned advising model. This model brought some challenges which included 1) seven campuses and not all of the programs being offered at each campus and 2) students being able to change their program plans online at anytime. This session will demonstrate the assigned advising model used at BCTC, challenges we face and our process in dealing with these challenges. We will also share our newly developed “My Academic Plan (MAP)” that is used to empower students in learning how to map out their academic goals along with their advisor.
CC15 - Where are the Folders? Our process of creating a paperless workflow to manage incoming students under a total intake model.
Andrew Bradshaw, Gardner-Webb University
Carmen Butler, Gardner-Webb University
Room - Kentucky Room

Paperless document management systems, using document imaging, are becoming increasingly common in higher education. We are a small, private institution that prides itself on the ability to provide attentive and individualized advising. We wanted to embrace technology in a way that would enhance our advising philosophy and better serve our students, while streamlining workflow. This presentation will describe how our university adjusted our advising process and workflow to accommodate the change to a paperless system. Issues discussed will include: the use of student self-service BANNER for advising form completion, the use of Internet Native Banner to create a workflow/tracking process for new students, the value of collaboration with other institutional areas, and how pre-existing processes can be adjusted to better fit a paperless structure.

CC16 - Creating a Culture of Advising and Meaningful Connection between Student Services and Academic Affairs through a Centralized Advising Model
Britney Cowan, Davidson County Community College
Matt Huntanar, Davidson County Community College
Nancy Bringman, Davidson County Community College
Mandy Allison, Davidson County Community College
Kendra Willson, Davidson County Community College
Room - Riverview I

At Davidson County Community College (DCCC), a culture of advising and meaningful connection between student services and academic affairs has emerged from the implementation of a centralized advising model. In 2012, DCCC transitioned from a faculty advising model to the use of professional advisors. The increased interaction between enrollment services, academic advisors, faculty, and academic deans has resulted in a campus culture that provides a seamless and transparent transition for students from entry to completion. This presentation will be beneficial for advisors and administrators considering the implementation of a centralized advising model, and individuals searching for creative solutions to strengthen the connection between student services and academic affairs on their campus.

CC17 - A Work In Progress – An Update on our Advising Assessment Journey
Jana Spitzer, University of Tennessee
Laura Stetler, University of Tennessee
Room - Riverview II

In 2013, 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. At last year’s NACADA Region III conference, we presented on the process we undertook to develop an intentional assessment strategy. We now have student data from two semesters which have enabled us to further refine our evaluation model. The purpose of this presentation is to give the attendees an update of our assessment planning process and the continued efforts we are making to obtain and constructively use the student data we receive. We will provide a synopsis of the data we have obtained within the past year and address obstacles we have faced along the way.

CC18 - From Good to Great: Bridging Students to Leadership Roles
Rees Storm, Northern Kentucky University
Rebecca Walker, Northern Kentucky University
Room - Madison I

In this interactive session, we will share examples of how the College of Informatics Advising Center at Northern Kentucky University has created programs to develop students professionally, and in so, doing created paraprofessional student partners who assist in building bridges to their peers and the wider community. We’ve based these programs on Marcia Baxter Magolda’s Learning Partnerships Model.

Participants can expect a brief overview of the Learning Partnerships Model, first-hand accounts from students through a panel discussion, and an activity to identify and exchange ideas about programs to bring back to home institutions – ranging from easy to implement to resource intensive. The students will share how their involvement has benefited their educational experience and enhanced their attachment to the institution.
**CC19 - Advising Students in Selective Admissions Programs: Going Beyond Prescriptive Advising**  
Shane Talbott, Northern Kentucky University  
Room - Madison II

Often times the advising of students in selective admissions programs can become rather prescriptive. This session will illustrate how utilizing the Appreciative Advising Model builds bridges for students to connect to their advisor, their major and the university to foster student success and retention.

**CC20 - Infusing Academics in Freshmen Orientation Courses**  
Kelli Hefner, Christian Brothers University  
Shelby Roberts, Christian Brothers University  
Room - Covington I

In the summer of 2012, the Faculty Assembly of Christian Brothers University, based on information provided by the Dean of Academic Services, convened a committee to address an increase in the attrition of students. The committee decided to change ORIN 100, an eight week first-year orientation course that focused on the social integration of first-year students, to CBU 101, a 16-week orientation that included both social and academic components. The presenter will show the changes that were made, how faculty/academics were infused into the syllabus, and how student leaders supported this change. The end result has been an increase in first to second year retention, increase in the number of FYS on Dean's list, and a decrease of FYS on academic probation.

**CC21 - Caught in the in between. Beyond the enthusiasm of a new advisor but not quite yet to retirement. Finding the motivation to be a good, yet “seasoned” advisor.**  
Art Farlowe, University of South Carolina  
Micky Ward, Clemson University  
Room - Kentucky Room

You aren't a fresh faced young professional ready to take on the world? But, you aren't counting the days until retirement and have decided that the problems of tomorrow are not yours. You are somewhere in between. So are we! We care about our students, our work but we have "been there and seen that" with so many other things. How do we stay motivated in this brave new world, navigate the often political world of higher education? How do we find our place in Nacada at this stage of our careers? Come to this round table and take part in a discussion on how to stay motivated, happy and rewarded in the "in between" period.

**NOTES**
CC22 - Why Some Late Registrants Are Academically Successful
Ben Littlepage, Murray State University
Room - Kentucky Room

Late registration is widely accepted as an attrition-prone practice with short-sighted institutional gains. Yet, some late registrants are academically successful and overcome obstacles early in the term. The presenter will discuss findings from a Fall 2012 study at a rural community college that found a relationship between academic goal commitment and late registrant academic success. Attendees will discuss how late registration is handled on their campuses and how personnel can support late registrants early in the term to overcome obstacles associated with registration latency.

CC23 - Using Student Networks to Promote & Enhance Academic Advising
Carol Wilson, Wofford College
Room - Riverview I

At Wofford College, students’ individual and collective voices are essential in promoting academic advising and academic support services. When a sorority president invites an advisor to speak about managing exam stress and a coach gives a defensive lineman an opportunity after 6 AM practice to talk about how he’s improved his academic performance, students encourage other students to meet with advisors and to access academic support services. At our small liberal arts college of 1600, students contribute to formal presentations, and they promote advising through casual conversation. Through examples and discussion, this session will suggest practical ways that advisors can capitalize on student networks of interaction and communication to increase the visibility and impact of advising services.

CC24 - Proactive Advising for Transfer Students: Creating Connections Before They Transfer
Margaret Metcalf, East Carolina University
Bonnie Lancaster, East Carolina University
Laura Jones, East Carolina University
Room - Riverview II

Transfer student populations are growing. However, some students are more prepared than others to face the transfer process. It is important for students, especially those pursuing competitive majors, to approach the transfer process with as much advanced knowledge as possible. Nursing advisors at East Carolina University use a proactive advising model to reach prospective transfer students BEFORE they arrive at our institution. We will highlight some of our initiatives to help prospective students (unofficial transcript reviews, information sessions, outreach visits, social media, etc.) and hope to gain insight from what other institutions are doing as well.

CC25 - Adventures in Assessment
Melody McMillan, Northern Kentucky University
Room - Madison I

We’ve all been in at least one conversation where assessment has been addressed. It is important to know what is working and what isn’t so we can continue to improve services in an effort to increase student success. Many of us are familiar with the CAS standards, the necessity of mission and vision statements for a unit, and the importance of student learning outcomes. Yet, the question still remains: how do we actually begin to measure the effectiveness of an advising center? The theories related to assessment are well known, but applying that theory… well that can be more challenging. This presentation will reveal the “nuts and bolts” of how one advising center developed, implemented, and executed an assessment plan to track and measure effectiveness.

CC26 - Forging New Frontiers in Transfer Student Registration Advising
Melusian Wright, North Carolina State University
Room - Madison II

How many times have your transfer students complained about the registration advising process? In the Poole College of Management at NC State University, we have created an approach that allows a seamless integration of online registration advising and orientation. Our students can complete the online registration process within days of being admitted to the university. This allows them to spend their time at orientation interacting in a more relaxed atmosphere as they are already knowledgeable about their degree plan and have registered for classes. This new approach allows them to engage authentically with our staff during orientation so they are ready to start the semester with a better understanding of what our University has to offer them.
CC27 - A Conversation with NACADA Leadership
Janet Spence, University of Louisville
Maxine Coffey, Kansas State University
Regina Artis, North Carolina A&T State University
Room - Covington I

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.

CC28 - Affordable Paperless Advising: Developing an Electronic Student File System
Samantha Bates, Tennessee Technological University
Deborah Allen, Tennessee Technological University
Room - Covington II

Are you considering a paperless advising data system but have a limited budget? Advisors at Tennessee Tech College of Arts and Sciences Student Success Center recently began the process of putting student records online utilizing OneNote software, a shared network drive, and a scanner. Our advisors will show how we converted paper files including curricula completion checklists, as well as advising notes and forms. Advisors will discuss advantages of this software’s flexibility, simultaneous access, and ability to instantly update files. Building on our success, we expanded our conversion and began sharing stored student files with departments not using our system. This session is geared toward anyone exploring a flexible online advising data system. Previous knowledge of OneNote is not required.

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STATE MEETINGS * 4:30pm-5:30pm

Kentucky - Kentucky Room
Tennessee – Riverview I
West Virginia – Riverview II
North Carolina – Madison I
South Carolina – Madison II
CC29 - Obesity Stigma on Campus
Christy Freadreaeae Brady, University of Kentucky
Room - Kentucky Room

As advisors we pride ourselves on creating welcoming environments in which our students feel safe and supported, and we feel distressed when our students encounter unwelcoming spaces on campus. While media regularly reminds us of the health risks associated with obesity, little attention is paid to the social ramifications of being obese. This presentation will use peer-reviewed social science research to explore the ways in which obesity related stigma manifests on a college campus, and the ways in which it may be impacting the success of our students. Participants will leave the session with a better understanding of the social implications of obesity, armed with knowledge about how to prevent obesity related discrimination and how to help students respond to it if they encounter it.

CC30 - Bridges to Successful Degree Completion: Recruiting Former Seniors
Debra Smith, UNC Charlotte
Room - Riverview I

This presentation will highlight UNC Charlotte's graduation completion program, the 49er Finish program, designed to focus specifically on seniors who left college with a passing grade point average and who were only a few courses shy of earning their degrees. The 49er Finish Program is creative in its approach to recruiting, marketing and advising reentry students and it “bridges the path” to graduation after begin away from school for a year or longer and in many cases, a number of years. While a retention program in higher education is not unique, the 49er Finish graduation program has distinctive and profound features to actively address the needs of a very important population.

CC31 - The Nontraditional Way to Finish Your Degree
Jeannie Smith, Tennessee Technological University
Tammy Keylon, Tennessee Technological University
Room - Riverview II

Non-traditional students are fast becoming the new tradition among universities across the country. Therefore, higher education prognosticators suggest that effective universities must target this age group in order to compete in the new normal.

The College of Interdisciplinary Studies is providing an accessible and effective pathway for non-traditional and stop-out students to complete a bachelor’s degree through cohort programs and online classes. In so doing, providing these students with an efficient and effective way to complete a bachelor's degree, TTU accomplishes this by offering programs that fit the working adult student's schedule. Such as, the 2+2 cohort program that offers evening classes for face-to-face instruction in the classroom, and online courses offered in collaboration with ROCC for students who prefer online classes.

CC32 - Creating Connections in Advising...Even Online!
Julie Lawson, North Carolina State University
Megan Van Hook, North Carolina State University
Room - Madison I

In today’s world of tight budgets, advisors know the meaning of “doing more with less.” In this regard, our students are balancing academics with many outside of the classroom commitments. Through assessing our junior registration advising process, we realized the need for an online option for this student population. Our challenge was how to create an interactive learning experience for juniors, mirroring an in-person advising experience, through an online advising model. In this presentation you will learn how one business school with a student population of 2,500 was able to utilize technology to assist with advising while still creating meaningful connections with students. We will also explore how technology can help advisors and students “work smarter, not harder” when navigating the advising process.

CC33 - Developing Key Competencies for Working with College Students Suffering from Mental Health Conditions
Nikki Glenos, University of North Carolina at Chapel Hill
Room - Madison II

The growing numbers of college students suffering from mental health conditions makes it increasingly more important for academic advisors to develop key competencies for working with these students. Advisors will walk away from this session with strategies for supporting students suffering from mental health conditions and methods to promote help-seeking behaviors. The presentation will cover information on mental health conditions and the relationship to and impact on college students, recognizing signs of students undergoing mental health crises and the role advisors can play, and resources to equip advisors to more effectively serve this population of students.
CC34 - Enhancing Academic Advising: Promoting Student Professionalization through Collaboration
Rebecca Walker, Northern Kentucky University
Jeffrey Fox, Northern Kentucky University
Room - Covington I

Do you have students who only begin to search for full-time employment upon graduation? At times, do you feel that your students fail to take advantage of the opportunity to network while in college? This presentation will expand the scope of academic advising to include career planning as an essential piece in the advising process to offer a more holistic approach to the traditional advising center model. This presentation will explain the development of how the College of Informatics at Northern Kentucky University implemented a series of professional development workshops and intentional programming as an opportunity to prepare students for life beyond college.

CC35 - Learning with International Students and Developing Strategies for Success
Ashley Newsome, University of Tennessee - Knoxville
Sarah Cook, University of Tennessee - Knoxville
Sara Harp, University of Tennessee - Knoxville
Kirsten Pitcock, University of Tennessee - Knoxville
Room - Covington II

There is an increased amount of international students pursuing their educational aspirations in the United States. Although international students are valued contributors and members of campus communities, there are challenges that may hinder their success, such as language barriers, understanding classroom expectations and university policies, and cultural differences. In response to these challenges, the College of Arts and Sciences Advising Services staff at the University of Tennessee, Knoxville has begun researching root causes and corresponding strategies to enhance the success of this population. Advisors will facilitate this round-table discussion in which facilitators and participants will share experiences and develop strategies to enhance the success of this increasing population.

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CC36 - Pathfinders: Enrollment and Retention Program that is Increasing Student Success
Amy Pieper, Northern Kentucky University
Emily Yeatts, Northern Kentucky University
Room - Kentucky Room

In the fall of 2013, Northern Kentucky University launched a new program, Pathfinders, as a strategic initiative to help students be successful in their academic pursuits. The program director and an advisor for the initiative will co-present how Pathfinders is structured and already accomplishing its intent as punctuated by demographic inclusion, retention, and other markers for academic success.

This session will also provide a synopsis on how success is defined as guided by goals and metrics with an analysis of results over the past two years, since the program commenced. The data correlation emphasizes program benefits that pivot out of four core program requirements: study tables, advising meetings, workshops, and a university course.

CC37 - Painless Assessment: Simple Initiatives to Evaluate a Student Success Program
Erin Godly-Reynolds, Wingate University
Alexandra Finley, Wingate University
Annie Yang, Wingate University
Room - Riverview I

In 2010, Wingate University implemented a success coaching program for first year students who were first generation, low income students, as part of a campus-wide retention effort; the program was evaluated predominantly on retention numbers from fall 2010 to fall 2011. With supporting grants, the program has grown in scope, participant/staff size, and responsibilities of coaches; in 2011, success coaches became first year academic advisors. Success coaches will discuss how this program evolved, including the creation of student learning outcomes and one of the retention assessment initiatives advisors and four undergraduate interns are working on during the 2014-2015 school year.

Participants will understand current assessment theory and practices, including how assessment initiatives reflect active changes made in order to facilitate the best and most appropriate services for students.

CC38 - Realistic Advising: A Blended Approach to Modern Advising with Real World Implications
James Thomas, University of Kentucky
Joe Lewis, University of Kentucky
Room - Riverview II

Are some students just not being realistic? Are some students in your office constantly while others constantly no show? Could it be that the advising method in place does not feel realistic to students? This presentation is based on a blended model of advising that incorporates intrusive, prescriptive, and appreciative advising that allows outreach to our very "real" students to ensure that they can pursue their very "real" goals and achieve to their greatest ability. This session will address realistic advising and how the approach it engenders helps each student address needs while also remaining within the scope of their ability. Thus, the approach of "Realistic Advising" to aid all things that are very "real" to our students.

CC39 - Providing Pathways to College and Supporting Success for Rural Students: Two Programmatic Examples
Kimber Lunsford, North Carolina State University
Joanna Eglinton, North Carolina State University
Room - Madison I

Rural students face additional barriers in the college admission process as compared to their urban counterparts, including limited access to standardized test preparation and honors and AP courses. Learn about advising efforts to support rural students including two programs designed to increase rural student access: one targeting high school students’ ACT performance and one targeting the transfer admissions pathway.

This presentation will address the obstacles facing rural students in the higher education landscape and the process of developing and implementing two distinct programs to combat this problem. The growth of each program will be discussed, including challenges, improvements, and outcomes. Participants will have the opportunity to explore their unique institutional context and potential resources to support rural access efforts.
CC40 - From Socialization to Alienation: American films representing the existential angst of the American College Student
Kevin Nolley, Ball State University
Dr. Joseph Armstrong, Ball State University
Room - Madison I

This presentation will examine Hollywood’s view of the American college student in movies from 1960-2000. The presentation will discuss how this film genre helped to mold and reflect public opinion of the workings within the ivory tower—intentionally or unintentionally. Although there are a multitude of movies that reflect the college experience, there is a paucity of research that discusses the phenomenological underpinnings of attitudes toward the meaning, purpose and end of a college education.

CC41 - Advising 2.0: Electronic Documentation
Rebekah Richardson, Northern Kentucky University
Room - Covington I

Maybe you are still advising with paper documentation and overflowing file cabinets. Perhaps, you have started moving your checklists and documentation to an online format, but would like some ideas and examples on how this can work without loss of information. This presentation will discuss the Northern Kentucky University College of Informatics Advising Center’s electronic documentation system and our partnership with the IT department to make our checklists and documentation more accessible for both students and employees. Opportunities will be available for participants to interact with each other and share strategies that can be used across institutions.

CC42 - The Return of the Majors Fair
Wendy Stephens, College of Charleston
Karen Hauschild, College of Charleston
Shannon Farrelly, College of Charleston
Room - Covington II

Prior to Fall 2013, the Majors Fair at the College of Charleston was led by a group of students within SGA, which resulted in a limited scope and attention to detail. It was often poorly organized and did not occur regularly. The Academic Advising and Planning Center took administrative leadership for this event and partnered with the Career Center, the Center for Student Learning, and SGA. We had 30 departments and over 260 students participate in our first year and it is growing! Coming from the heels of our second Majors Fair in Fall 2014, we now have additional perspective and assessment about what has made this program successful.

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CC43 - The A Team
Ben Littlepage, Murray State University
Room - Kentucky Room

Is your institution interested in training a group of faculty more extensively who already exhibit a passion for advising? If so, learn how to create your own A Team. Faculty advisors at a small community college participated in a Master Advisor Training program from May 2010 to May 2013. The presenter will discuss what knowledge, skills and reflections were retained and applied by Master Advisor graduates to their advising practices six months after their annual training concluded. Learn about the framework of the training and how the advising practices of Master Advisor graduates changed as a result. Most importantly, attendees will develop the framework needed to launch a faculty advisor training program at their institution.

CC44 - Summer Opportunity for Academically Dismissed Students
Doug Renalds, University of Tennessee
Room - Riverview I

What happens when students academically dismissed at the end of spring term are allowed reinstatement for summer term? Inspired by The University of North Carolina-Asheville’s 2013 NACADA Region 3 presentation and its Academic Recovery Program (ARP), this past summer the University of Tennessee piloted Summer Opportunity for Academic Recovery (SOAR). In this presentation, we will explore planning, implementation, and assessment stages for SOAR, a program that provided a portion of the academically dismissed students an opportunity to compete again and continue enrollment.

CC45 - Advising Students through the "Senior Crisis"
Jennifer McLamb, North Carolina State University
Room - Riverview I

"Can I add on a second major so that I can stay longer?" “What am I going to do with my life?” Mid-life crises have become a bit of a satirical joke in our society, but those of us in higher education recognize the “senior-life crisis” that infiltrates across campuses every semester. So how can we best support students in this transition? Participants will come together to focus on our graduating students in our colleges and universities. We will articulate some common issues with this population and work together to brainstorm best practices in advising our seniors as they transition into the next stage of their life. Participants are encouraged to bring real life examples to share with the group.

CC46 - Creating a Path to Student Involvement: Discover your Niche through INFO-EXPO
Jenny Wagner, Northern Kentucky University
Jeffrey Fox, Northern Kentucky University
Room - Madison I

Do you have students who find it difficult to get involved with student organizations on your campus? Do you find that students sometimes miss out on opportunities to get involved and network with each other? This presentation will discuss a popular event at Northern Kentucky University (NKU) that helps showcase student organizations within the College of Informatics (COI) and promote student involvement and networking (particularly among freshman and new transfer students). Opportunities will be available for participants to interact with each other and share strategies that can be used across institutions.

CC47 - TED: Technology, Education and Design OR Themed, Engaging, Development for Advising Professionals
Rees Storm, Northern Kentucky University
Melody McMillan, Northern Kentucky University
Room - Madison II

Are you looking for inexpensive and engaging ways to provide professional development opportunities for advisors? TED Talks provide a treasure trove of shared, thoughtful experiences to enlighten and discuss. Learn how NKU’s Master Advisor Program “brought” the TED professionals to campus for a series of professional training opportunities at $0 cost. Highlight reels and facilitation guides will be provided.
Monday, April 13
12:00pm – 6:00pm  Hospitality & Registration Desks Open
12:30pm – 4:15pm  Pre-Conference Workshops
4:45pm – 5:45pm  NACADA Orientation for First-Time Conference Attendees
6:00pm – 7:30pm  Opening Session: Welcome and Keynote
7:30pm – 9:30pm  Reception
Join us for a fun reception to mingle with our fellow Region 3 colleagues! Delicious hors d’oeuvres will be served and cash bar available. Check out our silent auction items and bid high for a great cause: Kicks for Kids (see page 1 for details).

Tuesday, April 14
7:30am – 4:30pm  Hospitality & Registration Desks Open
7:30am – 8:30am  Breakfast
Assorted yogurts, pastries, cheeses, granola bars, & whole fruit
8:30am – 9:30am  Concurrent Session 1
9:45am – 10:45am  Concurrent Session 2
11:00am – 12:00pm  Poster Session
12:15pm – 1:45pm  Lunch and Awards
 Sandwich buffet with garden salad and assorted dressings, fresh fruit, Saratoga chips with malt vinegar onion dip, & gourmet cookies
2:00pm – 3:00pm  Concurrent Session 3
3:15pm – 4:15pm  Concurrent Session 4
4:30pm – 5:30pm  State Meetings
Dinner is on your own, so consider joining one of our dinner clubs! Stop by the hospitality table to sign up for your choice of some of the best restaurants that Northern Kentucky has to offer! (see page 1 for details)

Wednesday, April 15
7:30am – 12:00pm  Hospitality & Registration Desks Open
7:30am – 8:30am  Breakfast
Assorted yogurts, pastries, cheeses, granola bars, & whole fruit
8:30am – 9:30am  Concurrent Session 5
9:45am – 10:45am  Concurrent Session 6
11:00am – 12:00pm  Concurrent Session 7
12:15pm – 1:30pm  Lunch and Best of Region
 Boxed lunch sandwiches, tomato cucumber salad, chips, & cookie.