2014 Region 4 Conference

Advising:
It's Like a Box of Chocolates

Savannah Marriott Riverfront Hotel
Savannah, GA
April 1-3, 2014
Dear Conference Attendees,

Welcome to the 2014 Region 4 Conference in beautiful Savannah! We are excited to be back in Georgia to celebrate the 30th National Academic Advising Association (NACADA) Region 4 Conference. I want to thank each of you for joining us to delve deeper into the issues of advising. This is a time for rekindling our passion for helping students to achieve their dreams of reaching success through education. Advising is truly like a box of chocolates because with our students, you never know what type of challenge you will have to face, on any given day.

We are very appreciative of all the assistance and support that we have received to make this conference possible. Special thanks for making this conference a success goes to Brad Blitz, Conference Co-Chair; the conference committee members; Armstrong Atlantic State University; the presenters for sharing their information; Region 4 Steering Committee; Diane Matteson and the NACADA Executive Office.

As my time as your region chair draws to an end in October, thank you for giving me the opportunity to lead our region. I am proud that together we are making history in Savannah by having the largest attendance at any Region 4 conference in 30 years.

Joan Williams, Region 4 Chair and Conference Chair
Welcome to the 2014 NACADA Southeast Region IV Conference, and the beautiful and historic city of Savannah, Georgia. Our conference committee has worked tirelessly to prepare an amazing conference experience for you, and their contributions are truly appreciated. Conference sessions highlight the innovative and exceptional work being completed by institutions and individuals, recognized as leaders and pacesetters not only in the southeast, but across the nation. As the largest conference in the region’s history, I hope you take time to immerse yourself into this community, taking time to network and share with both new colleagues and old friends.

I look forward to seeing you all during the conference festivities and hope we are able to make many lasting memories for you.

Brad Blitz
Conference Co-Chair

### Conference Planning Committee

<table>
<thead>
<tr>
<th>NAME</th>
<th>Institution/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Blitz</td>
<td>Georgia State University/Program Chair</td>
</tr>
<tr>
<td>McKenzie Cary</td>
<td>Armstrong Atlantic State University/Hospitality Co-Chair</td>
</tr>
<tr>
<td>Kathy Earwood</td>
<td>Kennesaw State University/Registration Chair</td>
</tr>
<tr>
<td>Chris Hutt</td>
<td>Kennesaw State University/Technology Chair</td>
</tr>
<tr>
<td>Joshua Johnson</td>
<td>University of Central Florida/Awards &amp; Evaluation Chair</td>
</tr>
<tr>
<td>Allison Scott</td>
<td>Armstrong Atlantic State University/Hospitality Co-Chair</td>
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</tbody>
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**Region 4 Steering Committee Members**

**Joan Williams**, Region 4 Chair, University of North Alabama

**Nancy Howell**, Alabama Representative, University of South Alabama

**Courisse Knight**, Caribbean Representative, St. George’s University

**Craig McGill**, Florida Representative, Florida International University

**Brad Blitz**, Georgia Representative, Georgia State University

**Lanna Miller**, Mississippi Representative, Mississippi State University

**Joshua Johnson**, Communications Coordinator, University of Central Florida

**Vicki Mann**, Financial Coordinator, Mississippi State University

**Carolyn Cowthon**, 2013 Conference Co-Chair, University of Southern Mississippi

**Twilla Morgan**, 2013 Conference Co-Chair, University of Southern Mississippi

**Michelle Templeton**, 2013 Conference Co-Chair, University of Southern Mississippi

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**NACADA Leadership in Attendance**

**Kyle Ellis**, Board of Directors, University of Mississippi

**Marsha Miller**, Executive Office, Assistant Director of Resources and Services

**Rhonda Baker**, Executive Office, Assistant Director of Annual and International Conferences
Dave Kelly is a professional servant leadership expert, experienced international student leader and advisor, motivator, and trainer. He is an expert on servant leadership for students and running better campus organizations. Dave’s presentations are high energy, interactive, theatrical, filled with humor, stories, fun, and, most importantly, content rich. He has spoken and trained on more than 200 college and university campuses, is the national coordinator for APCA Serves! and has been a student leader and advisor at the campus, state, and international levels of campus organizations and student government. He has personally performed more than 50,000 hours of community service and has led students to perform more than 2 million hours! He has also recruited more than 10,000 students into campus organizations and has been recognized for his leadership, service, and expertise. He has spoken and conducted training sessions across North America, the Caribbean, and in Europe.
# Conference At-A-Glance

## Tuesday, April 1, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 pm-6:00 pm</td>
<td>Registration/Check-In (Foyer)</td>
</tr>
<tr>
<td>1:00 pm-3:00 pm</td>
<td>Pre-Conference session #1</td>
</tr>
<tr>
<td>3:30 pm-5:30 pm</td>
<td>Pre-Conference session #2</td>
</tr>
<tr>
<td>5:30 pm-6:30 pm</td>
<td>First Time Attendee Orientation (Ballroom A)</td>
</tr>
<tr>
<td>6:30 pm-8:30 pm</td>
<td>Opening Reception and Networking Hour (Ballroom A)</td>
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</table>

## Pre-Conference Session #1

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PC1</td>
<td>Lost in the Numbers: Effectively Advising First-Generation College Students with a Large Advisor-Advisee Ratio</td>
<td>Savannah D</td>
</tr>
<tr>
<td>PC2</td>
<td>Academic Advisor Professional Development Plan</td>
<td>Savannah E</td>
</tr>
<tr>
<td>PC3</td>
<td>Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog</td>
<td>Oglethorpe A/B</td>
</tr>
</tbody>
</table>

## Pre-Conference Session #2

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC4</td>
<td>Like Chocolate and Peanut Butter: Integrating Faculty, Advising and Technology to Increase Student Retention through Early Interventions</td>
<td>Savannah E</td>
</tr>
<tr>
<td>PC5</td>
<td>Peer Outreach Mentoring Program – Building Empowerment through a Coaching Framework in the Era of the &quot;Millennial Student&quot;</td>
<td>Savannah D</td>
</tr>
<tr>
<td>PC6</td>
<td>Professionally Speaking - An Academic Advisor's Personal Philosophy of Education*</td>
<td>Oglethorpe A/B</td>
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</tbody>
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# Concurrent Session #1

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CS1</td>
<td>Advising Hispanic Pre-Law Students in a World Where Minority Students are the Majority</td>
<td>Johnson</td>
</tr>
<tr>
<td>CS2</td>
<td>Military to Academia: Resources for a successful transition</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS3</td>
<td>Bringing It Home: Academic Advising in Residential Settings</td>
<td>Forsyth</td>
</tr>
<tr>
<td>CS4</td>
<td>Calling all Academic Advisers..... IMPROVe Your Skills!</td>
<td>Franklin</td>
</tr>
<tr>
<td>CS5</td>
<td>25 Minutes to a Major: Promoting Autonomy With Students Facing a Major Change Situation</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS6</td>
<td>Academic Advising Professional Development: A Case Study and Assessment</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS7</td>
<td>Liking, Tweeting, and Advising: &quot;And that's all we've got to say about that&quot;</td>
<td>Oglethorpe A/B</td>
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## Wednesday, April 2, 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00 am-12:00 pm</td>
<td>Registration/Check-In (Foyer)</td>
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<tr>
<td>7:30 am-8:30 am</td>
<td>Breakfast (Ballroom A)</td>
</tr>
<tr>
<td>8:45 am-9:45 am</td>
<td>Concurrent Session #1</td>
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## Concurrent Session #2

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS8</td>
<td>FIU Fostering Panther Pride: How Universities can Provide a Support Network to Foster and Homeless Students</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS9</td>
<td>To Include or Not to Include: How to Effectively Work with Parents as an Advisor</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>CS10</td>
<td>From Academic Crisis to Success: Resilience in the Face of Failure</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS11</td>
<td>Developing Your Personal Advising</td>
<td>Forsyth</td>
</tr>
<tr>
<td>CS12</td>
<td>Creating a &quot;sweet&quot; experience: Strategies, case studies, and best practices for new advisor training and development</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS13</td>
<td>Choosing A Major Is Like A Box of Whitman's Chocolates!</td>
<td>Franklin</td>
</tr>
<tr>
<td>CS14</td>
<td>Do You Understand the Words that are Coming Out of My Mouth?!</td>
<td>Johnson</td>
</tr>
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### Concurrent Session #3

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>CS15</td>
<td>Best of Florida: Strategies for Success: Effectiveness of an Early Alert System as an Indicator for Placement Into a College Survival Skills Course as an Effort to Increase Retention</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS16</td>
<td>Breaking Bad News: A step-by-step method for breaking bad news to student advisors</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS17</td>
<td>We have SWIRLERS...Do You?</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS18</td>
<td>&quot;Sometimes There Just Aren't Enough Rocks&quot;: How Academic Advisors Can Assist Students with Disabilities in Higher Education</td>
<td>Franklin</td>
</tr>
<tr>
<td>CS19</td>
<td>How Do I Dial 9 For An Outside Line</td>
<td>Johnson</td>
</tr>
<tr>
<td>CS20</td>
<td>Do you know where your students are? Best Practices, Tips, and Tools to Tracking Student Engagement Conversations</td>
<td>Forsyth</td>
</tr>
<tr>
<td>CS21</td>
<td>Advising Greatly: Exploring Vulnerability and Shame Within Academia</td>
<td>Oglethorpe A/B</td>
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</table>

### Luncheon/Keynote Speaker/Awards Presentation
(2:15 pm-3:15 pm)

**Title:** 
Luncheon/Keynote Speaker/Awards Presentation (Ballroom A&B)

### Concurrent Session #4

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>CS22</td>
<td>Best of Mississippi: The iTeam: &quot;Advisement, Assessment, Transition, and Retention&quot;.</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS23</td>
<td>How Peer Advising Sweetens Up the Freshmen Experience</td>
<td>Franklin</td>
</tr>
<tr>
<td>CS24</td>
<td>Academic Advisors’ Roles in Helping Bullied Students</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS25</td>
<td>The Academic Advisor’s Role in Career Readiness: Not just another handout</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS26</td>
<td>Encouraging Self-Determination by Asking Curious Questions-- A Coaching Approach</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>CS27</td>
<td>The ELP Program: Here's What You're Gonna Get</td>
<td>Johnson</td>
</tr>
<tr>
<td>CS28</td>
<td>An Exploration of Potential Factors Affecting Student Withdrawal of Freshmen Studies and Undecided/Exploratory Students at a Historically Black College and University</td>
<td>Forsyth</td>
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### State Meetings

<table>
<thead>
<tr>
<th>State</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>Florida</td>
<td>Savannah D</td>
</tr>
<tr>
<td>Georgia</td>
<td>Savannah E</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Pulaski</td>
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### Thursday, April 3, 2014

**Breakfast (Ballroom A)**

**Concurrent Session #6**

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
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</thead>
<tbody>
<tr>
<td>CS36</td>
<td>How Do I Get Involved?: The Successes of a First-Generation Student Organization</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>CS37</td>
<td>&quot;Are their needs different?&quot; The struggles and triumphs of a Graduate</td>
<td>Forsyth</td>
</tr>
<tr>
<td>CS38</td>
<td>Advisor Power-up: Using Lessons from the Start-up World to Empower Yourself, Get Noticed, and Get Ahead</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS39</td>
<td>Parents: Friend or Foe to Academic Advising?</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS40</td>
<td>Career Readiness, The Next Frontier: The Role of Advisor and Coach in the Development of a Student’s Career</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS41</td>
<td>Utilizing Blackboard to Improve Advising</td>
<td>Franklin</td>
</tr>
<tr>
<td>EX01</td>
<td>Exhibitor - University of Florida: Flexible Learning</td>
<td>Johnson</td>
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</table>

**Concurrent Session #7**

<table>
<thead>
<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>CS42</td>
<td>Create the perfect box of chocolates... Build an Online Community</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS43</td>
<td>Advising on the Go</td>
<td>Savannah E</td>
</tr>
<tr>
<td>CS44</td>
<td>Trophies are Good, Diplomas are Better! Understanding what student-athletes need on the path to academic success.</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>CS45</td>
<td>Striving for Success: Improving the Appeal Process for Students on Academic Suspension</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS46</td>
<td>Help avoid the culture shock! Host an academic expectations workshop to U.S. classrooms for international students.</td>
<td>Franklin</td>
</tr>
<tr>
<td>EX02</td>
<td>Exhibitor – GradesFirst</td>
<td>Johnson</td>
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**Thursday, April 3, 2014**

**Concurrent Session #8**

<table>
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<tr>
<th>Concurrent Session #</th>
<th>Title</th>
<th>Room</th>
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<tbody>
<tr>
<td>CS47</td>
<td>Orientation and Advising: What is the Connection?</td>
<td>Oglethorpe A/B</td>
</tr>
<tr>
<td>CS48</td>
<td>Peer Mentoring that Supports First-Year Advising</td>
<td>Pulaski</td>
</tr>
<tr>
<td>CS49</td>
<td>Helping Pre- Health Students Choose New Majors: Nougat isn’t for Everyone</td>
<td>Savannah D</td>
</tr>
<tr>
<td>CS50</td>
<td>Technology is as Technology Does: A Case Study of Using Technology in Academic Advising</td>
<td>Savannah E</td>
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</tbody>
</table>

**Conference Closing Meeting (Plaza)**
Pre-Conference Workshops

PC1
Room: Savannah D  TIME: 1:00-3:00 PM
TITLE: Lost in the Numbers: Effectively Advising First-Generation College Students with a Large Advisor-Advisee Ratio.  **NBCC Credit**
PRESENTER: David Oglethorpe - University of Central Florida
Historically, large colleges and universities have struggled with maintaining a low advisor-to-advisee ratio. Historically, first-generation college students greatly benefit from deliberate and attentive advising relationships. With students attending colleges and universities as the first in their family at a growing rate, how can large colleges and universities offer more personalized and intentional advising to a growing population that is most in need?
At the University of Central Florida, the Office of First Year Advising and Exploration (FYAE) annually advises an incoming FTIC class of approximately 6,000 students, more than 1,000 of whom are first-generation students. In order to provide effective advising services for first-generation students, the First Knights Advising Program was created as an all-encompassing pilot initiative that helps increase both cultural capital and institutional knowledge.
Track(s): First-Generation College Students Advising, Large Universities

PC2
Room: Savannah E  TIME: 1:00-3:00 PM
TITLE: Academic Advisor Professional Development Plan  **NBCC Credit**
PRESENTERS: Stephen Anderson, Mariela Campuzano, Hugo Jimenez, April Lewis, Jacky Negret, Monica Roca, Miguel Sahagon - Florida International University
The purpose of the workshop is to assist participants in developing a professional development plan for academic advisors. The theoretical foundation is based on the Components of Academic Advising, NACADA Core Values, and a belief in professional development of academic advisors and contribution to best practices. To that end, participants will learn how to identify goals for their professional development plan, identify resources and develop learning opportunities, establish professional development units, develop e-portfolios and e-profiles, conduct quantitative and qualitative evaluation of advisor learning outcomes, develop recognition and reward systems, and conduct formative and summative assessment of the professional development plan. The workshop will be highly interactive with participants engaged in 'hands on' learning via e-portfolios and e-profiles, discussion, work groups, feedback, and questions and answers. Track(s): Advisor Training & Development, Assessment of Advising

PC3
Room: Oglethorpe A/B  TIME: 1:00-3:00 PM
PRESENTERS: Melissa Johnson, Marsha Miller - University of Florida, NACADA Executive Office
There are many opportunities to write for NACADA. Articles authored by the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session will describe the purpose, content, writing guidelines and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog.
Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.
Track(s): Advisor Training & Development

PC4
Room: Savannah E  TIME: 3:30-5:30 PM
TITLE: Like Chocolate and Peanut Butter: Integrating Faculty, Advising and Technology to Increase Student Retention through Early Interventions  **NBCC Credit**
PRESENTERS: Stacy Jarvis-Mejia, Kellie Woodle - University of North Florida
Does everyone work together on your campus? Do faculty contact you early in the semester to refer struggling students or are you frustrated working with students late in the semester when there’s little to no hope left for academic improvement? Explore how we took our underutilized early academic alert system to the next level by collaborating with multiple departments on campus to create a web based faculty friendly alert system which increased our referrals by over 100%. Learn how you can improve student success and persistence through early advisor interventions when faculty, staff and students all come together.
Track(s): Technology in Advising, Advising and Academic Coaching

PC5
Room: Savannah D  TIME: 3:30-5:30 PM
TITLE: Peer Outreach Mentoring Program – Building Empowerment through a Coaching Framework in the Era of the 'Millennial Student'.  **NBCC Credit**
PRESENTER: Vanessa Cogswell - University of Central Florida
Trouble connecting to and empowering the "Millennial Student"? This presentation will provide information in maximizing positive results through a mentoring program utilizing a coaching framework. Hear it directly from a former Division I Head Coach that believes building positive relationships with students as individuals, providing opportunities to grow and learn from one another, and forcing students out of their comfort zone is essential. In the age of the "Millennial Student", where information is at their fingertips and instant gratification is an expectation, returning to the basics or as coaches often call it, the fundamentals, is paramount. Through discussion, reflection, and activities, participants will understand how the coaching framework can empower our future leaders.
Track(s): Peer Advising & Mentoring, Advising and Academic Coaching
Wednesday, April 2nd

7:00 am-12:00 pm  Registration/Check-In (Foyer)
7:30 am-8:30 am  Breakfast (Ballroom A)

Concurrent Sessions 8:45-9:45 am

CS1  Room: Johnson  TIME: 8:45-9:45 AM
TITLE: Advising Hispanic Pre-Law Students in a World Where Minority Students are the Majority. **NBCC Credit**
PRESENTERS: Marci Valenzuela, Craig McGill, Rosa Ore - Florida International University

The number of law school applicants is at a national thirty-year low, due to "soaring tuition, crushing student debt and diminishing prospects of lucrative employment..." (Bronner, 2013). However, although the number of Caucasian law school applicants has dropped significantly in from 2010 to 2012, the number of Hispanic applicants has remained stable (LSAC, 2013). As advisors working in popular pre-law majors at the largest Hispanic-Serving institution in the nation, we considered the reasons for large numbers of Hispanic pre-law students. We will use the Social Ecological Model (U.S. Department of Health & Human Services, NIH, 2005) as a framework, which affords an understanding of the multiple levels of influence on student behavior that leads to "foreclosure" and discuss how advising models can teach students to make competent career choices.

Track(s): Multicultural Concerns, First-Generation College Students Advising

CS2  Room: Pulaski  TIME: 8:45-9:45 AM
TITLE: Military to Academia: Resources for a successful transition. **NBCC Credit**
PRESENTER: Andrea Young - Auburn University

The student veteran population continues to increase each year. This unique student population poses distinct challenges. This interactive presentation will include information relevant to advising student veterans. Through this presentation, advisors will be able to better serve this population by increasing transition services and resources. Advisors will be provided with a copy of a thorough advising guide, ideas for transitional services, contact information for off-campus support and the opportunity to collaborate with colleagues. This will allow institution to better serve this population and thus, creating the environment for student veterans to seamlessly transition and integrate into college life, pursue academic success and graduate in a timely manner.

Track(s): Advising Military Students & Dependents

CS3  Room: Forsyth  TIME: 8:45-9:45 AM
TITLE: Bringing It Home: Academic Advising in Residential Settings **NBCC Credit**
PRESENTER: Jennifer Macias - University of Miami

The student veteran population continues to increase each year. This unique student population poses distinct challenges. This interactive presentation will include information relevant to advising student veterans. Through this presentation, advisors will be able to better serve this population by increasing transition services and resources. Advisors will be provided with a copy of a thorough advising guide, ideas for transitional services, contact information for off-campus support and the opportunity to collaborate with colleagues. This will allow institution to better serve this population and thus, creating the environment for student veterans to seamlessly transition and integrate into college life, pursue academic success and graduate in a timely manner.

Track(s): Advising Military Students & Dependents

CS4  Room: Franklin  TIME: 8:45-9:45 AM
TITLE: Calling all Academic Advisers..... IMPROVE Your Skills! **NBCC Credit**
PRESENTERS: Oscar Diaz, Elaine Hodge - Florida International University

Have you ever been asked to create something using only what was readily available? As academic advisors, we constantly find ourselves in situations that require us to think on our feet; finding the need to become creative quickly and make something out of nothing. That's what we call IMPROV! According to Wrench and Punyanunt-Carter, humor has been linked to effective interpersonal communication. In addition, learners who regarded their advisors positively tended to progress more rapidly than those who did not (Wrench & Punyanunt-Carter, 2008). This interactive presentation will include humorous improvisational tips that will help you in your daily advising activities and interactions. These techniques have been associated with increases in confidence, presentation skills, audience participation, listening skills, and critical thinking.

Track(s): Advising and Academic Coaching, New Advising Professionals
CS5
Room: Savannah D  
TIME: 8:45-9:45 AM  
TITLE: 25 Minutes to a Major: Promoting Autonomy With Students Facing a Major-Change Situation
**NBCC Credit**
PRESENTERS: Megan Schwab, Samuel Lloyd - Florida State University

Ideally we could spend a series of meetings with our students, helping them to explore and decide on a major. Realistically, once they leave our office we may never see them again. So how do we make the most of those 25 minutes? In this session we’ll introduce techniques and open-ended questions that help students take ownership in their major exploration, and start building a realistic timeline to decide their path.

Track(s): Undecided & Exploratory

CS6
Room: Savannah E  
TIME: 8:45-9:45 AM  
TITLE: Academic Advising Professional Development: A Case Study and Assessment
**NBCC Credit**
PRESENTER: Trudi Gaines - University of West Florida

Over the course of the last four years, efforts were undertaken to implement professional development of an academic advising staff for education majors at a medium-sized, regional, public university. Using the many NASADA membership opportunities available, a regular program of professional development is now ongoing. Concurrently, students served by the staff have been asked to complete an online questionnaire about their advising experiences. This questionnaire is made available 2-3 times during the course of an academic year. Results over the course of the four year period show improvement in questionnaire items that address professionalism and other aspects of the academic advising experience that would contribute to a positive student experience.

Track(s): Advisor Training & Development, Assessment of Advising

CS7
Room: Oglethorpe A/B  
TIME: 8:45-9:45 AM  
TITLE: Liking, Tweeting, and Advising: “And that's all we've got to say about that”
**NBCC Credit**
PRESENTERS: Ryan Soule, Brian Foster - Florida State University

In today’s technology age, students have access to immediate information at their fingertips. This is most evident through social media platforms and online content. Students personalize their online experience in order to obtain the information that matters to them in a concise manner. This presents an opportunity for university academic advising departments to use these mediums to promote their brand. Advising First, Florida State University’s professional advising team, is promoting its brand through Facebook, Twitter, and an online blog, as well as effective use of its website. This interactive presentation will address Advising First’s social media and online strategies and their implementation, with an emphasis on best practices for presenting content.

Track(s): Technology in Advising, Advising Administration

Concurrent Sessions 10:00-11:00 am

CS8
Room: Savannah D  
TIME: 10:00-11:00 AM  
TITLE: FIU Fostering Panther Pride: How Universities can Provide a Support Network to Foster and Homeless Students
**NBCC Credit**
PRESENTERS: Brittany Janes, Janie Valdes - Florida International University

The Fostering Panther Pride program at Florida International University (FIU) was launched to provide comprehensive support services to foster and homeless students on campus. The initiative includes a foster care advisory board, developing a mentor program, providing resources and support to at-risk students, and hiring a success coach to manage the program. Presenter will offer insights into proactively advising foster students, including building campus-wide and community based support networks.

Track(s): Advising and Academic Coaching, Multicultural Concerns

CS9
Room: Oglethorpe A/B  
TIME: 10:00-11:00 AM  
TITLE: To Include or Not to Include: How to Effectively Work with Parents as an Advisor
**NBCC Credit**
PRESENTERS: Rebecca Cofer, Vanessa Harris - Abraham Baldwin Agricultural College, University of New Mexico

The parents and families of advisees are becoming increasingly active in all aspects of the student’s college career. This session will not only investigate the reasons why this change is occurring, but will also offer clear, concrete tips for attendees when interacting with families. The session’s presenters come from two very different institutions, which take different approaches to working with parents. Through research and their own institutions’ practices, the presenters will offer attendees real tips to use parents as a resource for student success. The session will begin with a quick activity and then proceed to a historical discussion of the changing role of families in higher education. Come learn how to work with, not against, parents for student success!

Track(s): High School to College Advising, Advising Administration

CS10
Room: Savannah E  
TIME: 10:00-11:00 AM  
TITLE: From Academic Crisis to Success: Resilience in the Face of Failure
**NBCC Credit**
PRESENTERS: Danyele Martin, Kristen Karpinski, Anne Elsea, Mycla Baker - Florida State University

Advising professionals meet with students who have come to an academic crossroad. Students may encounter issues of identity regarding longstanding dreams and aspirations. What happens when goals are diverted due to lack of ability, aptitude, or competition? An advisor’s ability to feel compassion toward students may help redirect students from experiences of failure to healing. Self-compassion may be facilitated by effective questioning, moving students from feelings of “I am a failure” to “I have failed” (Park et al., 2007). We will explore the concept of how self-compassion leads to objective self-perception of ability and openness to new possibilities. Our goal is to provide advisors and coaches with the knowledge and tools necessary to guide students through academic crisis. Track(s): Advising and Academic Coaching
CS11
Room: Forsyth    TIME: 10:00-11:00 AM
TITLE: Developing Your Personal Advising Philosophy
**NBCC Credit**
PRESENTERS: Heather Ammons, Tiffany Labon - University of Alabama

What guides how you advise students? Why are you in this profession and what value do you attribute to your students’ paths to higher education? This session will focus on the development of a personal advising philosophy—what establishes your core beliefs as an advisor and guides how you interact with your students and colleagues. Whether you are a new advisor in this profession or you are several years in, this session can renew your focus. The presentation will begin as lecture in format to illuminate what an advising philosophy is, what it may consist of, and why it is important to develop. Once the basic principles are discussed the facilitators will guide participants through stages to begin uncovering and compiling their own advising philosophy.

Track(s): Theory & Philosophy of Advising, Advisor Training & Development

CS12
Room: Pulaski    TIME: 10:00-11:00 AM
TITLE: Creating a “sweat” experience: Strategies, case studies, and best practices for new advisor training and development
**NBCC Credit**
PRESENTERS: Mark Duslak, Andrew Smith - University of South Florida

Many can recall the impact of one’s own training and development program (or lack thereof) during his/her nascent years as an academic advisor. This presentation will share current scholarly research alongside the presenters’ own experiences relevant to training and developing new academic advisors. Participants will understand the components of effective new advisor training and development programs and will be invited to share their experiences. The presentation will conclude with participants collaboratively creating a framework for new advisor training and development tailored to the needs of their own sites. This presentation is appropriate for advisors and directors, both seasoned and new, across a spectrum of advising programs.

Track(s): New Advising Professionals, Advisor Training & Development

CS13
Room: Franklin    TIME: 10:00-11:00 AM
TITLE: “Choosing a Major is Like a Box of Whitman’s Chocolates!”
**NBCC Credit**
PRESENTERS: Tracey Foster, Stacey Sandesford-Lyons, Dymiah Hewitt - Johnson C. Smith University

Like the traditional Whitman’s Sampler, Advisors have a “map” that can guide students to choose their majors. Advisors should provide a “map” to Undecided students that includes interactive programs, creates opportunities for assessments, and builds relationships with departments so students will have opportunities to participate in meaningful activities that will allow them to explore majors. Offering Major Exploration Orientation courses, Major Speed Dating activities with upperclassmen students, a Majors Fair, and a variety of skills, interest, and preference assessments will give students opportunities to discover the majors in which they will be successful and happy. Presenters will discuss how to incorporate activities into the campus calendar and brainstorm ways to adapt events for a variety of uses.

Track(s): Undecided & Exploratory, Advising First-Year Students

CS14
Room: Johnson    TIME: 10:00-11:00 AM
TITLE: Do You Understand the Words That are Coming Out of My Mouth
**NBCC Credit**
PRESENTERS: Paul-Arthur Pierre-Louis - Florida Atlantic University

The demographics of a college student are constantly changing, especially in the southern region of the United States. The rise in the number of immigrants to the US, international students, and students with disabilities entering college is leading to more advisors being unprepared to advise students for whom English is a 2nd language, and/or students who have communication barriers. This presentation will provide strategies to advising students when language or speech hinders the communication between advisors and their advisees. This presentation will present the P.R.I.N.T. (Patience, Repeat, Investigate, Note, Track) approach to advising this specific demographic of students.

Track(s): ESL & International Student Advising, Multicultural Concerns
Concurrent Sessions 11:15-12:15 pm

CS15
Room: Savannah D  
TIME: 11:15-12:15 PM  
TITLE: Strategies for Success: Effectiveness of an Early Alert System as an Indicator for Placement into a College Survival Skills Course as an Effort to Increase Retention  
**NBCC Credit**  
PRESENTERS: Kiersten Jarvis, Timothy Moore - University of West Florida

The University of West Florida’s Advising Center addressed the State of Florida’s refocus on retention efforts through the use of an early alert system. A new retention effort was developed whereby all freshmen who were placed on academic probation were required to meet with their advisor prior to the following semester. In addition, a new course was developed to educate students on probation and the necessary academic skills to succeed in a university environment. We aim to discuss the history and data of the early alert system at UWF as well as its anticipated effect on student persistence when enrolled in the College Survival Skills course.

Track(s): Best of State Award Recipient – Florida

CS16
Room: Savannah E  
TIME: 11:15-12:15 PM  
**NBCC Credit**  
PRESENTERS: Whitney Webb, Donna Patterson, Kelvin Willingham - University of Mississippi

Often academic advisors are left with the task of delivering information to students and/or parents that is considered to be “bad news.” This scenario may create stress for the advisor who is not trained accordingly; additionally, the recipient of the news may have an adversely negative reaction. Poorly communicated bad news can have a plethora of side effects including feelings of anger, blame, fear, and mistrust. Utilizing an adaptation of the SPIRES method, derived from the medical profession, and appropriate nonverbal communication skills, session attendees will receive hands-on instruction in BBN. Through the use of real-life advising scenarios, participants will study the steps for BBN within the context of reducing stress and having the most positive impact on the advisee.

Track(s): Advisor Training & Development, Advising Education Majors

CS17
Room: Pulaski  
TIME: 11:15-12:15 PM  
TITLE: We have SWIRLers...Do You?  
**NBCC Credit**  
PRESENTERS: Kohlie Paul, Belinda Mack, Annie Turman, Dominique Waller - Georgia State University

Does your institution have a large number of students in selective majors like nursing, education and business? Do those same students...withdraw consistently from courses? Exhibit inconsistent academic performance? Repeat courses regularly? Have low GPAs? Have excessive credit hours? Rarely graduate? If you answered yes to these questions then you have SWIRLers on your campus. Georgia State University (GSU) created the Transition Advisement Office, which includes six Transition Advisors, to help SWIRLers find their niche at GSU and progress to graduation. This presentation will demonstrate best practices in identifying and advising SWIRLers, provide preliminary data on SWIRLers academic progress after meeting with a Transition Advisor, and offer participants the opportunity to discuss the transition advisement process and how it could be used at other institutions.

Track(s): Advising and Academic Coaching, Advising Business Majors

CS18
Room: Franklin  
TIME: 11:15-12:15 PM  
TITLE: "Sometimes There Just Aren't Enough Rocks": How Academic Advisors Can Assist Students with Disabilities in Higher Education.  
**NBCC Credit**  
PRESENTER: Shirley Caballero - Florida International University

Much like Forrest Gump, today's college student will experience unique challenges. Academic Advisors are in ideal positions to assist and refer students who encounter academic or personal "rocks" due to a disability. Participants will have the opportunity to learn about some of the hurdles students with disabilities encounter through an interactive activity and thought-provoking discussion. Participants will also learn about federal laws, academic accommodations, disability etiquette, strategies for discussing disability with a student, and how to empower their students to have a successful college career.

Track(s): Advising Students with Disabilities

CS19
Room: Johnson  
TIME: 11:15-12:15 PM  
TITLE: How Do I Dial 9 For An Outside Line?  
**NBCC Credit**  
PRESENTERS: Ian Schonberg, Jamie McMillian, Tobi Lovelace - Georgia State University

Discover the similarities and differences of both new and experienced academic advisors through open discussion. Explore the expectations that are brought upon the new advisor and the impact the experienced advisor has on the new advisor. Learn what advice may or may not be necessary that new academic advisors should adhere to become a successful, experienced academic advisor.

Track(s): New Advising Professionals, Advisor Training & Development
CS20
Room: Forsyth          TIME: 11:15-12:15 PM
TITLE: Do you know where your students are? Best Practices, Tips and Tools to Tracking Student Engagement Conversations.
**NBCC Credit**
PRESENTERS: Tina Santoro, Sarah Violet-Pierre - Nova Southeastern University

Building a relationship with each student is one of the most important retention tools available to academic advisors. When working with a large student population identifying where your students are can be a challenge. In a day an age where knowing what your student’s intentions are, information is vital to the advisor student relationship. Through implementing a system to track student engagement conversations the Office of Academic Advising can increase the number significant student/advisor relationships, assist in identifying unmet student expectations, collect enrollment data, improve retention rates, and positively affect institutional sustainability.

Track(s): Advising Administration, Technology in Advising

CS21
Room: Oglethorpe A/B  TIME: 11:15-12:15 PM
TITLE: Advising Greatly: Exploring Vulnerability and Shame Within Academia
**NBCC Credit**
PRESENTERS: Kathleen Smith, Jenna Howard, Allison Torna, Rolando Torres - Florida State University

Brené Brown took the world by storm with her TEDxHouston talk where she revealed ground-breaking research on the topics of vulnerability and shame. In her book Daring Greatly, Brown further explores these themes stating that when shielded from vulnerability, we become disconnected. She expands this body of thought by discussing disengaged social systems including our own educational environments. Other researchers have demonstrated shame’s impact on students linking it to isolation, withdrawing and the inability to adjust to the college environment. In this session we will explore these themes through the lens of whole-hearted living, Brown’s antidote for shame. Together we will heed Brown’s call to rehumanize higher education by developing advising strategies for authentic engagement where vulnerability thrives and shame is eliminated.

Track(s): Advisor Training & Development, Advising and Academic Coaching

Concurrent Sessions 2:15-3:15 pm

CS22
Room: Savannah D          TIME: 2:15-3:15 PM
TITLE: The iTeam: "Advisement, Assessment, Transition, and Retention"
**NBCC Credit**
PRESENTER: Floressa Jefferson – Jackson State University

The advisement team in Undergraduate Studies at Jackson State University recognizes that several methods must be utilized to reach the digital native student. The digital native student expects immediacy and the infusion of technology in all arenas. This presentation will focus on the use of the iPAD, its impact on the Appreciative Advising Model, and how the iPAD is used to measure student engagement in the advisement process. Session participants will learn how technology is incorporated to smooth the transition and matriculation of transfer students in real time; and how technology has enhanced cross-disciplinary collaboration and increased student retention and persistence.

Track(s): Best of State Award Recipient – Mississippi

CS23
Room: Franklin          TIME: 2:15-3:15 PM
TITLE: How Peer Advising Sweetens Up the Freshmen Experience
**NBCC Credit**
PRESENTERS: Karen Donno, Laura Brill - University of Miami

It can be extremely difficult for freshmen to transition from high school to college. Feelings of home sickness, insecurity, and confusion can consume the first few weeks. This is where the Peer Advising Program plays an integral part in the freshmen experience. The mission of the UM School of Business Peer Advising Program is to instill a sense of belonging among freshmen even before they set foot onto campus. This program not only benefits freshmen students, it also increases retention rates, provides upperclassmen with leadership opportunities, and supports the Academic Advisors with comprehensive pre-advising. In this session, we will present our Peer Advising Program model which can be adapted to your institution.

Track(s): Peer Advising & Mentoring, Advising Business Majors

Luncheon/Keynote/Awards 12:30-2:00 pm
Savannah Ballroom A&B
CS24  
Room: Pulaski  
TIME: 2:15-3:15 PM  
TITLE: Academic Advisors' Roles in Helping Bullied Students  
**NBCC Credit**  
PRESENTERS: Erin Neal, Joseph Jones – Florida State University, Mercer University  
The bullying epidemic in schools has reached staggering new heights, and colleges and universities are not immune to the effects. Students often find, or hope to find, institutions of higher education to be more open-minded and accepting of different backgrounds, cultures, ideals, and lifestyles. Unfortunately this is not always the case, and students find themselves struggling personally and, as a consequence, academically. Academic advisors can help identify at-risk students and provide a safe place for students to turn to throughout their college careers. Effects of bullying, warning signs, and strategies for helping students overcome aggressors will be discussed.  
Track(s): Lesbian, Gay, Bisexual, Transgendered & Allies, Advisor Training & Development

CS25  
Room: Savannah E  
TIME: 2:15-3:15 PM  
TITLE: The Academic Advisor's Role in Career Readiness: Not Just another handout  
**NBCC Credit**  
PRESENTERS: Katie Turman, Erin Straszewski - Florida State University  
With questions about the worth of a college education and the disappointing employment (and under-employment) of recent college graduates, institutions across the country are feeling the pressure to prepare their students to become “career ready.” Academic advisors are also feeling this pressure, but often report feeling unsure or inadequate about advising students on careers. Why are we feeling this way, and what is the academic advisor’s role in career readiness? How do we work confidently preparing students without giving them just another boring handout? Join us for this interactive presentation where we will discuss issues surrounding the academic advisor’s role in career readiness and share strategies for helping students develop a career plan, starting with freshmen and sophomore populations.  
Track(s): Advisor Training & Development

CS26  
Room: Oglethorpe A/B  
TIME: 2:15-3:15 PM  
TITLE: Encouraging Self-Determination by Asking Curious Questions—A Coaching Perspective  
**NBCC Credit**  
PRESENTERS: Lyn Sperry, Debra Berligow, Ruth Wilmot - Landmark College  
The focus of this interactive presentation is to introduce the coaching skill of asking curious questions and to invite participants to practice this skill in a way to enhance their advising work with students and to encourage student success. Advisors can be powerful collaborators with students, supporting them to improve their self-determination and self-management skills. To that end, this presentation will offer theory on self-determination and instruction and practice in the technique of asking powerful questions and eliciting goals with intention. The three presenters are Professional Certified Coaches at Landmark College and have recently begun part-time advising. They would like to share some of what they find useful from their coaching experience in their advising work.  
Track(s): Advisor Training & Development, Advising and Academic Coaching

CS27  
Room: Johnson  
TIME: 2:15-3:15 PM  
TITLE: The ELP Program: Here's What You're Gonna Get  
PRESENTERS: Laura Mooney, Craig McGill – Florida Atlantic University, Florida International University  
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved!  
Track(s): Advisor Training & Development, New Advising Professionals

CS28  
Room: Forsyth  
TIME: 2:15-3:15 PM  
TITLE: An Exploration of Potential Factors Affecting Student Withdrawal of Freshmen Studies and Undeclared/Exploratory Students at a Historically Black College and University  
**NBCC Credit**  
PRESENTERS: Charlene Howard, Demetriss Locke - Florida A&M University  
The purpose of this study was to examine the factors that affect undergraduate students withdrawing from courses and identifying the reasons students for the withdrawal. Data from students who recently withdrew from individual courses were collected using qualitative and quantitative methods which included individual interviews, questionnaire and focus groups. The findings and the results of the analysis should aid in gaining a better understanding to the reasons students withdraw and the classes associated with the withdrawal. The results should also be used to foster institutional action by creating special initiatives to encourage students aimed at keeping students enrolled and engaged in courses.  
Track(s): Undecided & Exploratory, Advising First-Year Students
Concurrent Sessions 3:30-4:30pm

CS29
Room: Savannah D  TIME: 3:30-4:30 PM
TITLE: Navigating the Underprepared Student
**NBCC Credit**
PRESENTERS: Renee Marks, Jan Rogers – Shelton State Community College

Shelton State Community College’s SOAR Institute (Student Opportunities for Achievement and Resources) was created to address the growing population of underprepared students. The SOAR Institute believes strongly that advising should be included in a developmental program. With that in mind, the navigating component of SOAR was born. SOAR Navigators are more than academic advisors. They are mentors and life-coaches for their students. After intensive training, navigators begin meeting with students on a regular basis, using intrusive advising techniques. Come hear the philosophy of SOAR, practices of Navigators, and stories of students who have participated in the program.

Track(s): Best of State Award Recipient – Alabama

CS30
Room: Johnson  TIME: 3:30-4:30 PM
TITLE: Create an illuminating Webinar for Students in your Discipline
**NBCC Credit**
PRESENTERS: Nicole Lynch, Elaine Bryan - Georgia Perimeter College

Faculty advising is like a box of chocolates. You never know the exact tools each student will need to make successful academic choices. The purpose of this presentation is to demonstrate how to advise students using a faculty led webinar. This creative model is appealing to students and may be adapted to a variety of institutions and disciplines. Participants will learn how to conduct a discipline webinar for advising students. Examples of presentation content include: engagement strategies; guiding students toward identifying academic/career goals; and student feedback. Attendees will leave the session with take home tools and a webinar template to be adapted for use at their institutions. Faculty advisors from both two and four year colleges will benefit from this presentation.

Track(s): Faculty Advising

CS31
Room: Oglethorpe A/B  TIME: 3:30-4:30 PM
TITLE: Instinctive Advising: A Fluid, Simpistic, and High Impact Approach to Everyday Meetings
**NBCC Credit**
PRESENTERS: Genna Boyd, Eric Crosier - Florida State University

The range of topics discussed with students has the potential to be vast. Instinctive advising allows advisors to pull from years of life experiences; everything one has ever known, experienced, and/or learned to seemingly engage with students on the most natural, apparently unconscious or automatic level. This session will provide attendees with an easy to use, workable framework for application during everyday meetings. Following the framework and applying very simple success coaching techniques can achieve maximum impact in assessing where a student is and what steps need to be taken in specified areas to ensure continued academic persistence and success. Attendees will leave with a natural, holistic approach ready for implementation when they return to their respective campuses.

Track(s): First-Generation College Students, Multicultural Concerns

CS32
Room: Savannah E  TIME: 3:30-4:30 PM
TITLE: Transformative Advising: Utilizing Academic Obstacles as Opportunities for Student Empowerment and Scholarly Success
**NBCC Credit**
PRESENTERS: John Long, Luis Bohorquez - Florida International University

When high GPA requirements or limited access to undergraduate majors make it challenging or impossible for a student to pursue a certain path, a difficult conversation with an academic advisor usually occurs. Transformative Advising, adopting core components from Transformative Mediation used in conflict resolution, is both a theoretical model as well as a set of learnable skills and strategies that can not only make such conversations easier, but can also produce positive short and long-term outcomes for both student and advisor. Core values identification, skillset recognition, and personal empowerment strategies are Transformative Advising tools employed to get students into the major in which they have the highest likelihood of success—improving institutional retention and graduation rates, in turn.

Track(s): Appreciative Advising, Health Professions Advising
CS33
Room: Pulaski
TIME: 3:30-4:30 PM
TITLE: Exploring the Mental Health Obstacle Course: Solutions for Advising Students with Mental Health Disorders
**NBCC Credit**
PRESENTERS: Gabrielle Johnson, Fran Scott - Florida A&M University

Mental disorders are prevalent among college students and appear to be increasing in number. Is there a direct correlation between the mental health and academic performance? Academic advisors find that mental health challenges impede student progression and matriculation. Advisors collaborate with the university counseling center to identify early warning signs of distress, offer guidance to students with academic issues and use effective communication techniques to refer students to the appropriate campus resources. Finally, advisors discuss ways for helping students overcome these barriers, make progress, and achieve their educational goals.

Track(s): Advising Students with Disabilities, Appreciative Advising

CS34
Room: Forsyth
TIME: 3:30-4:30 PM
TITLE: The Last Seat at the Table Regarding Student Success should not Be Academic Advisors!
**NBCC Credit**
PRESENTERS: Allison Scott, McKenzie Cary - Armstrong Atlantic State University

As Pascarella and Terenzini pointed out in their book, How College Affects Students, students who are the happiest and the most successful academically have developed a solid relationship with an academic advisor, a faculty member or an administrator. Academic advisors are at the forefront of student issues and concerns within the university. Yet, too often, we are left out of the conversation on student success. To that end, this presentation will explore some examples from our own institution and how our Professional Academic Advisors have reached out to members of our campus community to get a seat at the table. Participants will leave with practical ways to collaborate and support student success and retention.

Track(s): Advisor Training & Development, Theory & Philosophy of Advising

CS35
Room: Franklin
TIME: 3:30-4:30 PM
TITLE: Advisor/Counselor influence assisting the average (or below) student to become a better student in a college or university environment
**NBCC Credit**
PRESENTER: Clifton Brown, PhD - Florida A & M University

This session will discuss the history and perceptions of Black Americans and other minorities in the US education system and subsequent behaviors, attitudes, values, traditions and policies that have created a system of challenges that impedes minority student ability to navigate within the ladders of success in an academic environment. Academic advisors and counselors will engage in the understanding of the history of past cultural changes in human behavior that (include the language, thoughts, communications, actions, customs, beliefs, and the racial, ethnic and religious institutions that) affected their participation in society in general and in academe in particular. Consequently, understanding the difficulties of minority as well as other lower income or first time in higher education student necessitates a greater sensitivity to their limited understanding of the behaviors that are required to be successful within academe. Ultimately participants will understand the importance of integrating their understanding of other cultures to identify the gaps minority and lower income or first time in higher education students are having and the impact on their success to create a greater present and future.

Track(s): Advisor Training & Development, Multicultural Concerns

Poster Sessions 4:30-5:30pm

PO1
TITLE: Faculty and Student Perceptions of Academic Counseling Services at an Academic Health Science Center
PRESENTERS: Natalie Gaugh, Dara Williams - University of Mississippi Medical Center

Students are presented with a plethora of obstacles having the potential to impact their ability to learn and perform within the confines of an academic setting. The current presentation is based on a preliminary examination of the perceptions of faculty and students related to academic counseling services at an academic health science center. Results of the study suggest that both faculty and students perceived academic counseling services as highly beneficial, however both groups voiced a lack of knowledge regarding access and utilization of these services. Future suggestions for decreasing this discrepancy are highlighted, as well as the implications for these findings when applied to the provision of academic support services within other institutional settings.

Track(s): Health Professions Advising, Advising Graduate & Professional Students
PO2

TITLE: What Have I Gotten Myself Into?: Tips for New Advisors

PRESENTERS: Tiffany Labon, Heather Ammons - University of Alabama

Have you ever wondered over the course of learning the advising profession, "What have I gotten myself into?"
With over five years of experience, we have too and have lived to tell the tale and want to pass on our experiences to new advisors.

This presentation will give new professionals the opportunity to gain insights and perspectives on the field of advising. The facilitators will walk the participants through the value of coming to know their institution, the profession of advising, finding a work-life balance, and finding their growth opportunities while working with students and colleagues. Participants will also have the opportunity to share insights that they have gathered over their career.

Track(s): New Advising Professionals, Advisor Training & Development

PO3

TITLE: A Successful Student Conference: You never know what you are going to get until you build it!

PRESENTERS: Andrea Green, Hayat Hammad-Garcia, Tamara Rousseau, Gail Milbauer – Florida International University

A student conference should provide guidance to help students add value to their degree within a popular major. Assessing career options within a student’s major or a pre-professional program can become perplexing for students. The focus of the psychology student conference is to provide direction and guidance for psychology majors with regard to research opportunities, employment and post graduate programs. This presentation will feature an approach to organizing a student conference that will accommodate a high number of participants. Strategies to boost and track attendance will be introduced in addition to utilizing campus resources to improve the overall quality of the conference. Moreover, a formal approach to logistical planning will be presented.

Participants will have a grasp of how to organize, facilitate and implement a successful student conference.

Track(s): Liberal Arts Advisors, Large Universities

PO4

TITLE: Advising Students in Troubled Waters

PRESENTERS: Christian Demy – Auburn University

International students, off-campus transfers, varsity athletes, returning students, and students in academic jeopardy all present varying, challenging circumstances. Inherent in an advisor’s DNA is the desire to help all students, including the ones who do challenge us. This session will help you create a strategic plan of action for being prepared to work with these students. That plan will help keep their transition on a course designed for smooth sailing when the water gets a little rough.

Track(s): Advising and Academic Coaching, Advising Transfer Students

PO5

TITLE: E-Portfolios: Using Technology to Promote Professional Development for Academic Advisors

PRESENTER: Miguel Sahagun - Florida International University

The purpose of this session is to assist participants in identifying and developing technological tools to support professional development initiatives for academic advisors at their institutions. To that end, participants will learn how to identify professional development opportunities available at their institutions, get ideas on how to create or revamp a website promoting professional development for academic advisors, understand the importance of implementing E-Portfolios and E-Profiles, and finally identify free websites and E-Portfolios platforms to implement at their institutions.

This session will be highly interactive with participants engaged in ‘hands on’ learning, discussion, feedback, and questions and answers.

Track(s): Advisor Training & Development, Technology in Advising

PO6

TITLE: Technological "Sweet" Treats

PRESENTER: Christina Henderson, Jennifer Heltman - Columbia Southern University

Technology is a critical component in advising online students and developing relationships. As an online institution, Columbia Southern University, seeks diverse methods of infusing technology in the sweet experience of higher learning. The success of any university is largely dependent on satisfying the students’ evolving taste. CSU has implemented various forms of technology and social media to enrich the online learning experience, meet students’ needs, and increase retention and graduation rates (e.g. Remote Proctor Now, Chat, Adobe Connect, Skype, Adobe Connect, Twitter, Facebook, etc.). The utilization of technology promotes student engagement in a “high tech” world. For learners on the go – we have an app for that! Some of these technological sweets have been implemented, while others are still waiting to be unwrapped.

Track(s): Technology in Advising, Distance Education Advising

PO7

TITLE: Distance Advising in the Technological Age

PRESENTER: Lauren Lunk, Kim Crockett, Diana Hair - West Georgia Technical College

The purpose of this session is the share some best practices put in place successfully academically students across 6 campuses and 3 sites in a U. county service area. We have utilized various forms of technology to reach out to students in a budget friendly and professional manner. This session will share how students are oriented to the college through an online portal, how students are provided a face to face interaction with an advisor without having to travel to another campus, and how to use Microsoft office applications to manage the data flow and increase efficiency and how students in need of additional academic support are identified and provided assistance in conjunction with the Academic Advising Center.

Track(s): Technology in Advising, Two-Year Colleges
PO8
TITLE: Operation: Degree Completion
PRESENTER: Deidre Tilley, Sonya Boadu - Columbus State University

The purposes of this study is to identify and assist inactive students that have completed 70 or more hours but have not earned a degree to complete degree requirements. The study is in the beginning phase, as I have received and began to review the students that meet the previously mentioned criteria. The next step will be to contact those students that are within 30 credit hours (2 semesters) within degree completion. Contact will be made via email, physical mail or phone calls to inquiry if the student has completed a degree at another institution. If no degree has been completed, I will offer my assistance with getting readmitted to Columbus State University, advising and getting the student in touch with a financial aid counselor if needed.

Track(s): Undecided & Exploratory

5:30 pm-6:30 pm  State Meetings

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<tr>
<th>State</th>
<th>Room</th>
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<tbody>
<tr>
<td>SM1 Alabama-Nancy Howell State Rep.</td>
<td>Oglethorpe A/B</td>
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<tr>
<td>SM2 Florida-Craig McGill State Rep.</td>
<td>Savannah D</td>
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<tr>
<td>SM3 Georgia-Brad Blitz State Rep.</td>
<td>Savannah E</td>
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<tr>
<td>SM4 Mississippi-Larena Miller Rep.</td>
<td>Pulaski</td>
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Dinner on Your Own (See Hospitality Table for Dinner Group Sign-up)

Thursday, April 3rd

7:30 am-8:15 pm  Breakfast (Ballroom A)

Concurrent Sessions 8:30-9:30am

CS36
Room: Oglethorpe A/B  TIME: 8:30-9:30 AM
TITLE: How Do I Get Involved?: The Successes of a First-Generation Student Organization
**NBCC Credit**
PRESENTER: David Oglethorpe - University of Central Florida

As academic advisors, it can be a challenge to engage students at anything but an academic level. As first-generation college students, it can be a challenge to understand the importance of campus engagement. Through the creation of a student organization for first-generation students, academic advisors can work with students outside of the academic realm, while first-generation students can become more involved on campus. Considering the importance of Kuh’s involvement theories and engaging pedagogies, first-generation student organizations can help increase retention and reduce the apprehension of the college experience. The First Knights registered student organization at the University of Central Florida was created to offer an unthreatening, non-threatening involvement opportunity for first-generation students. Additionally, the organization helps transition students into UCF while providing insight and support for already enrolled students.

Track(s): First-Generation College Students, Large Universities

CS37
Room: Savannah E  TIME: 8:30-9:30 AM
TITLE: "Are their needs different?" The struggles and triumphs of a Graduate Advisor
**NBCC Credit**
PRESENTERS: Jasmine McMillian, Ian Schonberg, Tobi Lovelace – Georgia State University

This discussion is designed to identify common obstacles and challenges of advising graduate students. Through discussion of best practices and story- telling of triumphs, we hope to bring awareness to other institutions of best practices for graduate advisement. Through this presentation we hope to offer solutions to obstacles using a community forum. There will be a discussion of how each institution manages and advises this specialized population of non-traditional students, what their best practices are, and how each institution can use this forum to solve the challenges of graduate advisement.

Track(s): Advising Graduate & Professional Students, Advising Adult Learners
CS38
Room: Savannah D TIME: 8:30-9:30 AM
TITLE: Advisor Power-up: Using Lessons from the Startup World to Empower Yourself, Get Noticed, and Get Ahead
**NBCC Credit**
PRESENTER: Melissa Johnson – University of Florida

In the startup world, entrepreneurs must learn quickly how to adapt to a changing landscape, take risks, and invest in and promote themselves. Advisor development, in an increasingly fluid and uncertain world of higher education, should not be any different. Based on lessons learned from a 10-week boot camp for budding entrepreneurs, we will explore how to develop our own value proposition, analyze our market, identify sources of professional development funding, create personal advisory boards, and pitch our elevator and wow statements. Get ready to launch into the startup of your life!

Track(s): Advisor Training & Development

CS39
Room: Pulaski TIME: 8:30-9:30 AM
TITLE: Parents: Friend or Foe to Academic Advising?
**NBCC Credit**
PRESENTERS: Jennifer Glenn, Veena Shankar, Kimberly Simpson – Georgia Southern University

Do you think parents are too involved in their student’s academic advisement? Should they be more involved? Have you often found yourself saying something like “wow, that was not a helicopter parent that was a lawn-mower parent”? The relationship parents build with their student’s college experience may often begin with academic advising. Their students are in college to get a degree, right? Parents want to make sure their student does in fact get that degree; however, some parents may not know the most appropriate and helpful way to be involved in their student’s academic experience. Join us for an interactive presentation as we discuss creative strategies and techniques for actively and appropriately engaging parents in their student’s academic advisement experience.

Track(s): New Advising Professionals, Advisor Training & Development

CS40
Room: Savannah E TIME: 8:30-9:30 AM
TITLE: Career Readiness, The Next Frontier: The Role of Advisor and Coach in the Development of a Student’s Career
**NBCC Credit**
PRESENTERS: Misti Steward, Jennifer Santoro - Florida State University

The role of advisor and coach has expanded to the ever demanding realm of career readiness for the present college student. This presentation will explore where career readiness and higher learning intersect, and specifically the impact advisors and coaches have in this area. Participants will be exposed to the idea that a key component to career readiness is self-awareness, and will receive an overview of significant higher education theories. Most importantly, this presentation will connect the dots of theory to practice and empower participants in the application of these theories, specifically in regards to providing career readiness opportunities for student development. Finally, participants will receive specific coaching techniques that will assist in future conversations with students in regards to career paths and life beyond college.

Track(s): Advising and Academic Coaching, Theory & Philosophy of Advising

CS41
Room: Franklin TIME: 8:30-9:30 AM
TITLE: Using Blackboard to Improve Academic Advising
**NBCC Credit**
PRESENTER: Kerri Scott - University of Mississippi

If a class can have an online course site, why can’t a faculty advisor have one for advising? Efforts to improve the advising experience of Forensic Chemistry majors at the University of Mississippi resulted in implementation of a Blackboard course site. In addition to curriculum information, the course site provides career, internship, and research resources, as well as improved peer-to-peer interaction. Highlighting the design and development of the course site for the Forensic Chemistry program, this presentation includes the on-going developments and potential for adaptation by other cohorts.

Track(s): Technology in Advising, Faculty Advising

EX01
Room: Johnson TIME: 8:30-9:30 AM
TITLE: University of Florida: Flexible Learning
PRESENTER: Dominique Easterling, Brian Maarchman

Flexible Learning, once known as University of Florida Correspondence Study, offers for credit, general education courses that meet the math and writing requirements in a flexible online format. The “start now” feature of our innovative online courses for credit provides students with a self-paced online instructional environment while incorporating innovative learning experiences that match the lifestyle and learning preferences of today’s adult learner.
Concurrent Sessions 9:45-10:45am

CS42
Room: Savannah D  
TIME: 9:45-10:45 AM
TITLE: Create the perfect box of chocolates... Build an Online Community
**NBCC Credit**
PRESENTER: Jennifer Humber - University of Alabama

As online programs continue to grow, academic advising offices are presented with the challenge of connecting with the growing population through means of new technology and social networks. Advisors must find effective alternatives to face-to-face advising to meet the needs of distance learners. In order to facilitate advising relationships with students enrolled in a distance business undergraduate program, an online Orientation course was developed and required during the students' first semester in the program. Helpful resources will be shared to assist others in enhancing their advising processes. We will discuss implementation of instructional videos, advising emails, Collaborate, Skype, and social media. Program evaluations, along with retention and graduation rates pertaining to this implementation will be shared.

Track(s): Distance Education Advising, Technology In Advising

CS43
Room: Savannah E  
TIME: 9:45-10:45 AM
TITLE: Advising on the Go!
**NBCC Credit**
PRESENTERS: Tracy Boote, Shanta Hutchins - Georgia Institute of Technology

Do you find it difficult to get students to come in for advisement? Do you find that students often run late to appointments or have to leave early to get to class on time? What about students that are new to the state and the University and have a difficult time navigating the campus? How do we reach these students? Advising on the Go is a great solution to the above listed issues. The goal is to reach students wherever they are. The purpose of Advising on the Go is to create an environment that will maximize your students experience at your institution. We will discuss Group Advising, Skype, and Out of Office Advising options. We will also discuss the benefits and expected limitations to Advising on the Go.

Track(s): Advising Transfer Students, Assessment of Advising

CS44
Room: Oglethorpe A/B  
TIME: 9:45-10:45 AM
TITLE: Trophies are Good, Diplomas are Better! Understanding what student-athletes need on the path to academic success
**NBCC Credit**
PRESENTER: Tyler Pede - Kennesaw State University

With nearly half a million student-athletes competing across the country, you’re bound to advise one. Student-athletes often face additional challenges when balancing academics and sports. Academic advisors can be a student-athlete’s biggest ally and supporter. This presentation will provide attendees with insight in the life of a student-athlete, common challenges facing student-athletes, a basic understanding of NCAA compliance and academic requirements for student-athletes, and tips for working with student-athletes.

Track(s): Advising Student Athletes

CS45
Room: Pulaski  
TIME: 9:45-10:45 AM
TITLE: Striving for Success: Improving the Appeal Process for Students on Academic Suspension
**NBCC Credit**
PRESENTERS: Alfred Canon, Marian Adomah - Georgia Perimeter College

In 2011, Georgia Perimeter College initiated a new committee structure for reviewing student appeals for early return from academic exclusion. A team of faculty and student affairs advisors, led by advising directors working with learning center colleagues, considers student requests for reenrollment earlier than is otherwise outlined in the academic exclusion policy. This program will explore the appeal process, the committee’s role, the academic advisor’s role, and student’s role, as well as tools that support the appeal process. Registration restrictions and behavioral conditions will be reviewed along with efforts designed to increase student compliance with behavioral conditions and document desired outcomes. Participants will be encouraged to respond to proposed solutions and share their experience with dismissal and reinstatement issues.

Track(s): Probation/Dismissal/Reinstatement Issues, Two-Year Colleges

CS46
Room: Franklin  
TIME: 9:45-10:45 AM
TITLE: Help avoid the culture shock! Host an academic expectations workshop to U.S. classrooms for international students
**NBCC Credit**
PRESENTER: Deborah Wyatt - University of Alabama

As advisors, we can help boost international students’ confidence and satisfaction with a more welcomed approach to our U.S. classroom culture. See how I met the needs of my college’s international students by hosting a one-hour workshop that explained an academic syllabus, classroom structure, academic integrity, academic misconduct, and campus resources that helped students to a successful beginning.

Track(s): ESL & International Student Advising, First-Generation College Students
EX02
Room: Johnson  TIME: 9:45-10:45 AM
TITLE:  Exhibitor – GradesFirst Company
PRESENTER: Larry Batts

GradesFirst is a web-based student support system, focused on building the relationships that lead to increased retention and success. As a complete student support solution, we combine Advising Management, Tutoring Management, and Early Alert with powerful Communication and Reporting tools that help keep you productive and connected to your students.

Concurrent Sessions 11:00-12:00pm

CS49
Room: Savannah D  TIME: 11:00-12:00 PM
TITLE: Helping Pre-Health Students Choose New Majors: Naugat is not for Everyone
**NBCC Credit**
PRESENTER: Anna Kent - Chattanooga State Community College

Many students start college planning to go into a Healthcare career. The problem is that not all students who want to be an RN or other healthcare professional are accepted into these limited enrollment programs. What then? How do we advise these students? How do we retain them? How do we keep them from dropping out and potentially defaulting on student loans?

In this session I will discuss my College's need for a retention plan to target this population and the development of our "Benchmark for Success" retention initiative. I'll share the criteria used to identify students for this initiative, the correspondence sent to them, the support materials developed for advisors and students, and our progress so far.

Track(s): Health Professions Advising, Two-Year Colleges

CS50
Room: Savannah E  TIME: 11:00-12:00 PM
TITLE: Technology is as Technology Does: A Case Study of Using Technology in Academic Advising
**NBCC Credit**
PRESENTERS: Helen Gonzales, Craig McGill, Kelly Roy - Florida International University

Although there has been some concern that technology will become too intrusive and change the dynamic of the advising relationship, many agree that technology can and should enhance academic advising (2011 NACADA Survey). Over the past several years, Florida International University has developed Graduation Success Initiative (GSI), a suite of tools to increase retention and graduation rates. The initiative has recently been recognized with the Most Visible Progress award by the Association of Public and Land-Grant Universities. In this presentation, we introduce My_eAdvisor, a tool which enhances student-advisor interactions by allowing students to easily communicate with advisors and schedule appointments, and allow advisors to enter notes and track student progress in critical courses. We will then propose other ways in which technology can be used to improve academic advising.

Track(s): Technology in Advising

CS47
Room: Oglethorpe A/B  TIME: 11:00-12:00 PM
TITLE: Orientation and Advising: What is the Connection?
**NBCC Credit**
PRESENTERS: Barbara Austin, Beth Anslow - Gulf Coast State College

"I wish I would have known then what I know now." That is a quote from a 2nd semester freshman student. Gulf Coast State College decided to address that quote by implementing mandatory orientation for first time in college students. This presentation will outline the process from developing student learning outcomes to the results after one year including the connection to advising. It will also discuss the problems and how those have led to improvements in the orientation program. This will be an interactive session with audience participation.

Track(s): High School to College Advising, Small Colleges & Universities

CS48
Room: Pulaski  TIME: 11:00-12:00 PM
TITLE: Peer Mentoring that Supports First-Year Advising
**NBCC Credit**
PRESENTERS: Darius Thomas, Nikita Haynie - Georgia Southern University, University of West Georgia

Transitioning into college for first-time freshman students can be overwhelming. These students are unaware of the college experience and the understanding of the college culture. To assist freshman students with these issues, campuses can adopt a peer mentoring model that focuses on cultivating an intentional "out of classroom" relationship. These relationships become supportive and provide freshman students with a sense of belonging to the university. This workshop will share insights on creating an intrusive peer mentoring program that aligns with the current advising model on your campus for first-year students. Learn how peer mentors/advisors can assist in the overall goal of retention and success.

Track(s): Peer Advising & Mentoring

CS55
Room: Savannah F  TIME: 12:00-1:00 PM
TITLE: Communication in the Academic Advising Office
**NBCC Credit**
PRESENTERS: Kelly Smith, Jennifer Farrell - University of West Georgia

The Academic Advising Office at University of West Georgia (UGA) uses both traditional and digital means to communicate with students. This presentation will outline the strategies, methods, and student feedback for these methods.

Track(s): Communication in the Academic Advising Office

12:00 pm-12:30 pm  Conference Closing/Door Prizes (Plaza)
Best of Region will be announced along with door prizes given away
Thanks to University Support from:
Armstrong Atlantic State University

Thanks to our Exhibitors:
GradesFirst
JumpCourse

University of Florida: Flexible Learning
Concept of Academic Advising

Curriculum

Pedagogy

Learning Outcomes

NACADA