Strengthening Our Advising Reach

SOAR

NACADA REGION IV

April 12–14, 2015
Auburn, AL
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<td>UNICON®</td>
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<td>5</td>
<td>Auburn University</td>
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<td>6</td>
<td>College of Liberal Arts</td>
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<td>7</td>
<td>Raymond J. Harbert College of Business</td>
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<td>Kognito</td>
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*Program designed by:

AUBURN UNIVERSITY

COLLEGE OF ARCHITECTURE,
DESIGN AND CONSTRUCTION*
On behalf of NACADA: The Global Community for Academic Advising’s Executive Office, I am pleased to welcome you to Auburn! The Hotel at Auburn University is a beautiful location for our region meeting. And on a personal note, the weather in Alabama is so much nicer than Kansas this time of year! I’m thrilled to be the Executive Office rep. in attendance!

The 2015 Conference Co-Chairs, Nicole Gaillard and Jonathan Hallford, have planned an outstanding program. I personally know the many hours of planning it takes to put together the many facets of such a conference. My hat is off to them. Well done...and thank you!

What a great theme, SOAR: Strengthening our Advising Reach. From reaching out to your students, to co-workers, to NACADA members in your region, to NACADA members around the world, we are all in this together. My hope is each of you will make connections at this conference and gain useful information to take home with you. Please seek out Kyle Ellis, the board rep. in attendance, or myself, throughout the conference and let us know how we can make NACADA a better fit for you.

NACADA takes great pride in being a friendly organization that welcomes members’ involvement. I hope you will seek out opportunities to be involved with the association. If this is your first NACADA conference, welcome! To those of you who have attended in the past, welcome back! We have a lot to learn from each other!

Sincerely,

RHONDA BAKER
NACADA Assistant Director
Welcome to the 2015 NACADA Region IV Conference in Auburn, Alabama! On behalf of the NACADA Board of Directors, I would like to thank you for taking this opportunity to engage in professional development with academic advisors, faculty, and administrators from across the region. I would also like to thank Auburn University for serving as conference host and the wonderful conference committee who did a tremendous job in planning this year's regional conference.

I am excited for the upcoming preconference workshops, keynote speaker, engaging concurrent sessions, and the endless opportunities for networking this conference will provide. Our conference theme, SOAR - Strengthening Our Advising Reach, will be well addressed throughout the conference. It is my sincere hope that you will make valuable connections with your colleagues and learn relevant information to take home with you. I encourage you to attend your state meetings, as they offer excellent information and networking opportunities on the local level.

NACADA takes great pride in being a friendly organization that welcomes and thrives on member involvement. That involvement can be on the state, region, or national level. Additionally, through NACADA's Commission and Interest Groups, members can get involved with area-specific initiatives. Please feel free to contact your Region IV leaders or any member of the Board of Directors for ways to get involved.

To first time NACADA attendees, we are thrilled you are joining us! Please attend the "Welcome to NACADA Orientation" on Sunday afternoon. As previously mentioned, NACADA is a friendly group, so do not hesitate in meeting new advising colleagues who can help you make the most out of your NACADA experience. Those of you who have attended previous NACADA Conferences, we welcome you back! We look forward to meeting and working with you here in Auburn and in the future.

Finally, over the past year the Board of Directors has been busy working on three key initiatives under President JP Regaldo's Strategic Plan. Those three initiatives include: Leadership, Research/Scholarly Inquiry, and Diversity/Inclusivity. We are excited about where we are currently and where we hope to be in the next three years.

Please let us know how we can help make this an outstanding conference experience for you.

Sincerely,

**Kyle Ellis, Ph.D.**
WELCOME

from the Region 4 Chair

Region 4 Colleagues and Attendees:

Welcome to the 31st National Academic Advising Association (NACADA) Region 4 Conference. On behalf of your Region 4 Steering Committee, I am excited and pleased to welcome you to Auburn, Alabama, "The Loveliest City on The Plains". My utmost appreciation to the Conference Committee, for your dedication and enthusiasm in hosting our regional conference. To the 2015 Region Conference Co-Chairs, Nicole Gaillard and Jonathan Hallford, great work on leading an excellent team which created a top-notch pre-conference program, a dynamic keynote speaker, engaging concurrent sessions, and interactive poster sessions.

If this is your first NACADA Conference I offer you a special welcome to Region 4. During the conference, please introduce yourself to not only me, but also the Region 4 Steering Committee, the 2015 Conference Co-Chairs or their committee and let us know how the conference is meeting your expectations. Please plan to attend your designated State Meetings to network with colleagues in your state who face the same challenges and accomplishments as you.

I believe you are in for a fantastic conference, so relax, connect (or reconnect) with colleagues and immerse yourself into learning and sharing with your fellow practitioners, Together let’s continue "Strengthening Our Advising Reach"!

JOSHUA “JJ” JOHNSON
Region 4 Chair

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WELCOME

from the Auburn University President

Dear NACADA Regional Conference Participants:

Welcome to Auburn! We are honored you are here as you exchange ideas in an effort to continually improve the academic advising experience.

We encourage you to take advantage of the community of participants with similar backgrounds supporting and impacting student advising. You have the chance to grow this community across the southeastern region, so we hope you take advantage of the resources and networking opportunities available during the conference. We share your commitment to advising and look forward to a productive event.

Thank you for the work you do on behalf of students,

Sincerely,

JAY GOGUE
President
Welcome to the 2015 NACADA Region 4 Conference in Auburn, Alabama! We are thrilled to offer you an opportunity to visit our home; The Loveliest Village on the Plains and participate in impactful professional development and networking opportunities.

The theme for this year’s conference is “SOAR: Strengthening Our Advising Reach”. We choose the theme of SOAR in honor of our Eagle “War Eagle VII” and also in hopes of learning new ways to strengthen our student impact through advising, and to assist our students in reaching new heights in their academics.

We are packing as much as possible into the next three days! Get your appetites ready, for the opening reception as we will showcase some local cuisine favorites. Auburn students will be providing the entertainment during the opening reception and awards luncheon and a special guest will be visiting us from the Auburn University Raptor Center to help close the conference and give us a visual reminder to SOAR. You are also sure to enjoy our keynote for the awards luncheon, Dr. Larry Wil. He is a Professor and Associate Dean Emeritus from our own College of Sciences and Mathematics and has been long- time supporter and advocate for Academic Advisors and the students they serve.

Lastly, we would like to offer a HUGE thank you to our incredible conference team, our Region 4 Chair, and the NACADA Office in Manhattan, Kansas. This conference would not be a success without all of the people that have pitched in over the last 6 months.

If you need any assistance during your stay, please visit the hospitality desk in the pre-function foyer or just grab an Auburn person (you won’t be able to miss us) we are happy to help. Again, we are glad to have you on “the Plains”.

Your 2015 NACADA Region 4 Conference Chairs

NICOLE GAillard AND JONATHAN HALLFORD
War Eagle!
NACADA REGION 4 LEADERSHIP

Region Chair
Joshua Johnson, University of Central Florida

Region Conference Co-Chairs 2015
Jonathan Halford, Auburn University
Nicole Gaillard, Auburn University

NACADA REGION 4 STEERING COMMITTEE

Florida Liaison
Craig McGill,
Florida International University

Communication Coordinator
Vicki Mann,
Mississippi State University

Georgia Liaison
Brad Blitz,
Georgia State University

Mentoring Coordinator
Kathy Earwood,
Kennesaw State University

Alabama Liaison
Jonathan Halford,
Auburn University

Awards Coordinator
Hazel Hooker,
Florida International University

Mississippi Liaison
Dana Berry,
University of Southern Mississippi

Caribbean Representative
Courisse Knight,
St. George’s University

NACADA LEADERSHIP IN ATTENDANCE

Dr. Kyle Ellis, Board of Directors, University of Mississippi
Rhonda Baker, Executive Office, Assistant Director of Annual and International Conferences
ABOUT NACADA

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

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

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

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

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

NACADA Mission
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.
### 2014 NATIONAL NACADA REGION 4 AWARD WINNERS

**OUTSTANDING ADVISING AWARD - Primary Advising Role**

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie (Missy) Hadaway</td>
<td>Mississippi State University</td>
<td>Certificate of Merit</td>
</tr>
<tr>
<td>Katie Lackey</td>
<td>Auburn University</td>
<td>Winner</td>
</tr>
<tr>
<td>Nicholas Mrozinske</td>
<td>University of Florida</td>
<td>Winner</td>
</tr>
<tr>
<td>Susan Packa</td>
<td>University of Alabama at Birmingham</td>
<td>Winner</td>
</tr>
<tr>
<td>Gail Raymond</td>
<td>University of Central Florida</td>
<td>Winner</td>
</tr>
<tr>
<td>Kimberly Simpson</td>
<td>Georgia Southern University</td>
<td>Certificate of Merit</td>
</tr>
<tr>
<td>Aileen Taylor</td>
<td>Georgia State University</td>
<td>Certificate of Merit</td>
</tr>
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**OUTSTANDING ADVISING AWARD - Faculty Academic Advising**

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<thead>
<tr>
<th>Name</th>
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<th>Award</th>
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</thead>
<tbody>
<tr>
<td>Alison Chapman</td>
<td>University of Alabama at Birmingham</td>
<td>Winner</td>
</tr>
<tr>
<td>Bill Elmore</td>
<td>Mississippi State University</td>
<td>Winner</td>
</tr>
<tr>
<td>Marcye Hampton</td>
<td>University of Central Florida</td>
<td>Winner</td>
</tr>
<tr>
<td>Kerri Scott</td>
<td>University of Mississippi</td>
<td>Winner</td>
</tr>
<tr>
<td>Kathryn West</td>
<td>Auburn University</td>
<td>Winner</td>
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**OUTSTANDING NEW ADVISING AWARD - Primary Advising Role**

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Jennifer Farnham</td>
<td>University of Alabama at Birmingham</td>
<td>Certificate of Merit</td>
</tr>
<tr>
<td>David Oglethorpe</td>
<td>University of Central Florida</td>
<td>Winner</td>
</tr>
<tr>
<td>Brenda Richardson</td>
<td>Georgia Southern University</td>
<td>Certificate of Merit</td>
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<tr>
<td>Miranda Santos</td>
<td>University of Florida</td>
<td>Winner</td>
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**OUTSTANDING ADVISING AWARD - Academic Advising Administrator**

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Elizabeth Yarbrough</td>
<td>Auburn University</td>
<td>Certificate of Merit</td>
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**ADVISING TECHNOLOGY INNOVATION AWARD**

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<th>Name</th>
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<tbody>
<tr>
<td>Edward Latorre</td>
<td>University of Florida</td>
<td>Winner</td>
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2015 NACADA REGIONAL AWARD WINNERS - REGION 4

JOYCE C. JACKSON SERVICE AWARD
TBA

EXCELLENCE IN ADVISING – ADVISING PROGRAM
Karen M. Cox, University of Central Florida

EXCELLENCE IN ADVISING – ADVISING ADMINISTRATION
Dr. Susan S. Hubbard, Auburn University

EXCELLENCE IN ADVISING – FACULTY ROLE
Dr. Salli Vargis, Georgia Perimeter College

EXCELLENCE IN ADVISING – NEW ADVISOR
Anna Burchett, Auburn University

EXCELLENCE IN ADVISING – PRIMARY ROLE
Rebecca Morales, University of Central Florida

REGION 4 STUDENT TRAVEL GRANT – REGION 4 CONFERENCE
Tonell S. Jones, University of Mississippi

REGION 4 GRANT – REGION 4 CONFERENCE
Brian Powell, Georgia Perimeter College
Steven G. Benton, Georgia Perimeter College

BEST OF STATE – FLORIDA
Dr. Clifton Brown, Florida A&M University

BEST OF STATE – GEORGIA
Dr. Gerri Wolfe, University of Georgia
Summer Ienuso, Georgia Institute of Technology

NACADA REGION 4 CONFERENCE PLANNING COMMITTEE

CHAIRS
Nicole Gaillard, Auburn University
Jonathan Hallford, Auburn University

MARKETING
Christian Demyan, Auburn University

PROPOSALS/SCHEDULE
Jodie Kinney, Auburn University

HOSPITALITY/REGISTRATION
Lori McLean, Auburn University

PROGRAM
Anna Burchett, Auburn University

EVALUATIONS/VOLUNTEER
Beth Ann Mabrey, Auburn University
KEYNOTE SPEAKER - DR. LAWRENCE WIT, PH.D

Professor and Associate Dean Emeritus
College of Sciences and Mathematics, Auburn University

A native of Chicago, IL, Dr. Lawrence C. Wit was awarded degrees from Wheaton College and Western Illinois University, and received his Ph.D. from the University of Missouri. He began his long and storied teaching career at Auburn University in 1976 and quickly became an iconic campus figure. A perennial favorite among Auburn students, Dr. Wit shared not only his knowledge of physiology, but imparted life lessons to generations of students. Recognized by his peers and students alike, he received numerous accolades throughout his tenure, including the Outstanding Faculty Award, the Dean's Award for Teaching Excellence, Mortar Board Favorite Educator, the Alumni Association Undergraduate Teaching Excellence Award, Tri-Beta Favorite Teacher, Alpha Epsilon Eta's Professor of the Year, NACADA's Outstanding Advising Administrator, and the Panhellenic Council's Outstanding Professor.

In his work as Associate Dean for Academics, Dr. Wit was instrumental in the development of Auburn's promotion system for advisors. He helped create an atmosphere of respect and support for advising that continues today. He was a fierce advocate for the needs of students and advisors, and strongly believed that those needs can be met, without sacrificing the standards of the university. Dr. Wit has played an integral role in the personal and professional lives of so many people and is fondly remembered by many as "the best teacher I ever had." His legacy continues with a professorship and two scholarships established in his honor.

Although retired from Auburn University, Dr. Wit maintains his contact with students as the current academic director for Auburn University's Rural Medicine Program. In the fall he will begin teaching courses at the new campus of Edward Via College of Osteopathic Medicine (VCOM) located in Auburn, AL. He is the proud father of three adult children, all Auburn alumni.
SPECIAL EVENTS

OPENING RECEPTION: Sunday, April 12th 6:30-8:30 pm
War Eagle and welcome to Auburn, AL! The planning committee invites you to kick start your NACADA regional conference with a little fun on the plains. Take this opportunity to network with other conference participants, connect with old friends and meet new ones as you listen to the beautiful sounds of pianist Sara Caitlin Godwin. Sara Caitlin is an Auburn University Junior majoring in Fitness, Conditioning, and Performance in the School of Kinesiology. Her goal is to attend graduate school for Athletic Training. She is an Auburn native who loves all sports, especially Auburn football. Sara Caitlin has played the piano since she was four years old! Hors d’oeuvres will be available during the opening reception. Cash bar made possible by YouScience.

5K RUN AROUND AUBURN UNIVERSITY
Please join us for a leisurely 5K run around the Auburn University’s campus Tuesday morning, April 14th. We will be meeting in front of the College Street library entrance at 7 am.

LUNCHEON ENTERTAINMENT: Monday, April 13th
Music during the awards luncheon will be provided by the Auburn University Woodwind Quintet. The Auburn University Woodwind Quintet consists of five undergraduate students: Brenna Seymour, flute (senior music performance and public relations); Andie Spencer, oboe (junior music performance); Amanda Harris, clarinet (senior music performance); Rory Greer, bassoon (freshman music performance and chemical engineering); and Adam Eichelkraut, horn (senior computer science). These students have been performing together as a quintet for the past two years, during which time they have been invited to perform for various campus events. They have performed for the National Association of Schools of Music accreditation visitors, Board of Trustees meetings, AU Honor Band recitals, Fine Arts Week activities, and university awards programs. In addition, they have performed for the Auburn public schools and other community events.

SCHOOL SPIRIT DAY
Represent your institution by wearing an item of clothing with your school’s logo on Monday, April 13th. Join the fun and see how many schools are represented!

RAPTOR CENTER DEMONSTRATION
Representatives from the Southeastern Raptor Center will conduct an educational program using non-releasable raptors after the conference closing session. Live owls, a hawk, falcon, vulture and one of Auburn’s eagles will be presented along with interesting facts about these birds of prey. Hundreds of injured, ill and orphaned raptors arrive at the Center annually, and many are able to be released back into the wild. If the birds’ injuries render them non-releasable, they often enter educational facilities. As educational ambassadors, the Southeastern Raptor Center’s birds visit tens of thousands of students annually and will be available today for up-close learning and viewing.

CONNECT WITH US ON SOCIAL MEDIA
#NACADASoars
#15NACADAr4
GENERAL INFO

CONFERENCE EVALUATIONS
Our presenters would very much appreciate your feedback on each session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Session evaluations are also used to select the “Best of Region” award. Presenters: Check the Volunteer/Evaluation Table for copies of your evaluations one hour after your session has concluded. An Overall Conference evaluation will be mailed to all participants after the conference. We value your input which will enable next year’s planning committee to develop a successful 2016 Region 4 Conference. Be on the lookout for a session you think qualifies as the “Best of Region.”

BEST OF REGION
The conference planning committee will present this honor to the presenter(s) whose session receives the most votes. The winner(s) will be given a registration stipend to cover registration to attend and present the “Best of Region 4” presentation at the 2015 annual NACADA conference in Las Vegas, Nevada this October. The winner will be announced Tuesday afternoon at the closing session.

SESSION HANDOUTS
Session Handouts will be distributed by session presenters if they choose to do so. Extra handouts will be available at the NACADA/Information Tables in the Pre-Conference foyer. Presenters: Be sure to include your name and the title of your presentation on the handout. Once the conference concludes we will send out access to Dropbox for electronic hand-outs.

HOSPITALITY AND INFORMATION CENTER
Hospitality information will be available at the Information Table in the Pre-Conference Foyer. The table will be staffed from 12:00pm–6:00pm on Sunday and 8:00am–6:00pm on Monday. Information about restaurant and evening entertainment options will be included in your conference bags.

VOLUNTEER OPPORTUNITIES
Volunteers will check in at the Registration Table. Once registration has closed, volunteers will check in at the Information Table. If you wish to volunteer during the conference, check in at the Information Table and the conference staff will match you up with an opportunity.

NEW NACADA PUBLICATIONS
NACADA publications and advising materials will be available at the NACADA Table located next to the Information Table in the Pre-Conference Foyer. It will remain open throughout the conference, closing before the opening reception on Sunday, before the State meetings on Monday and at noon on Tuesday.

NACADA MEMBER CAREER SERVICES
Job postings will be available in a binder at the NACADA/Information Tables. There will be no central collection of resumes or CV at the conference. It is the job seeker’s responsibility to pursue any employment opportunity of interest, on their own.
## 2015 Region 4 Schedule At A Glance

*All times are in Central Standard Time*

### Sunday, April 12, 2015
*Exhibitors will be open 6:00pm - 8:30pm*

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>12:00 pm</td>
<td>Registration/Check-in</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Conference Business and Regional Planning Meeting</td>
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<tr>
<td>1:00 pm</td>
<td>Pre-Conference Workshops PC1, PC2, &amp; PC3 - $25 per workshop</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Pre-Conference Workshops PC4 &amp; PC5 - $25 per workshop</td>
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<tr>
<td>4:30 pm</td>
<td>A Conversation with NACADA Leadership</td>
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<tr>
<td>5:30 pm</td>
<td>PC 6 - First Time Attendee Orientation (Free)</td>
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<tr>
<td>6:30 pm</td>
<td>Opening Reception (Ballroom B)</td>
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### Monday, April 13, 2015
*Exhibitors will be open 8:00am - 6:00pm*

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<tr>
<td>7:45 am</td>
<td>Registration/Check-In</td>
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<tr>
<td>7:45 am</td>
<td>Continental Breakfast (Ballroom A)</td>
</tr>
<tr>
<td>8:45 am</td>
<td>Concurrent Session #1</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Concurrent Session #2</td>
</tr>
<tr>
<td>11:15 am</td>
<td>Concurrent Session #3</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Luncheon/Keynote Speaker/Awards Presentation (Ballroom A)</td>
</tr>
<tr>
<td>2:15 pm</td>
<td>Concurrent Session #4</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Concurrent Session #5</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>Poster Session (Meeting Room H)</td>
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<tr>
<td>5:30 pm</td>
<td>State Meetings</td>
</tr>
<tr>
<td></td>
<td>Dinner on Your Own</td>
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### Tuesday, April 14, 2015
*Exhibitors will be open 8:00am - 12:00pm*

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast (Ballroom A)</td>
</tr>
<tr>
<td>8:30 am</td>
<td>Concurrent Session #6</td>
</tr>
<tr>
<td>9:45 am</td>
<td>Concurrent Session #7</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Concurrent Session #8</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Conference Closing Session (Auditorium)</td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
</tr>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1:00 pm - 3:00 pm</td>
<td>PC1 - Advising Airlines Flight 101: “Survival Techniques for Reaching Students before an Academic Crash”</td>
</tr>
<tr>
<td></td>
<td>PC2 - Strengthening Our Advising Reach: Reaching More Students through Group Advising</td>
</tr>
<tr>
<td></td>
<td>PC3 - Inno-vising</td>
</tr>
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</table>

**PC1 - Advising Airlines Flight 101: “Survival Techniques for Reaching Students before an Academic Crash”**

Seminar Room/Sunday, April 12/1:00 pm - 3:00 pm (CT)
Tanya McIntyre and Nikki Holland, Columbia Southern University

Reaching out to students is a critical step in making sure students are aware of all parameters that affect the successful completion of their courses. Online advising presents unique challenges in the absence of face-to-face communication with students. Studies have shown that students have increasingly enrolled in online courses due to the lack of time available to attend school more traditionally. This forces many academic institutions to align accordingly to the increasing demand for online accessibility to courses as well as develop a strategic plan for success for those students. These survival resources are designed to keep communication at the forefront of Advising and has proven to help keep students on course to degree completion and has helped to avoid an academic crash!

**PC2 - Strengthening Our Advising Reach: Reaching More Students through Group Advising**

Governor’s Room/ Sunday, April 12/1:00 pm - 3:00 pm (CT)
Molly Hulsey, Christian Demyan and Stephanie Morawo, Auburn University

How would you like more meaningful advising? Do your students feel like another number? Group advising gives us the opportunity to have more purposeful advising, be better prepared, and extend our reach to more students. Students live in an age of finding answers to their questions at their fingertips. Students have become impatient, not wanting to wait for information; they are looking for instant gratification, a way to get to their destination the fastest. As students have evolved, advising offices have to meet ever-changing needs. As advisors, we want to help; that’s our nature. By advising in a group setting, both parties can benefit. This session will help you see the direct impact group.

**PC3 - Inno-vising**

Terrace Rooms I & II/Sunday, April 12/1:00 pm - 3:00 pm (CT)
Megan Schwab and Misti Steward, Florida State University

Great innovation starts with the search to make meaning, thinking ahead of the curve, continuous striving for improvement, and learning how to fail and bounce back. All of these principles are relevant for our students as they strive for their own stories, but what’s more, they can be directly applied to our own advising practices.

By combining advising techniques that encourage self-reflection and self-authorship with fostering innovation in our own work, we can create even more ways for our students to soar! The first step is to explore ways in which we can innovate our own methods.

This presentation will guide participants through 10 guidelines for innovation, and will include exercises in self-reflection, discussion, and brainstorming techniques to help participants put these principles into action.
Sunday, April 12, 2015

Pre-Conference Workshops #2 ($25 Each)

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 pm - 5:30 pm</td>
<td>PC4 - What's My SUPERvisory Style?</td>
<td>Governor’s Room</td>
</tr>
<tr>
<td>3:30 pm - 5:30 pm</td>
<td>PC5 - Honoring those who have served: Advising our Student Veterans, Active Duty, and National Guard or Reserve Service Members.</td>
<td>Terrace Rooms I &amp; II</td>
</tr>
<tr>
<td>4:30 pm - 5:30 pm</td>
<td>A Conversation with NACADA Leadership</td>
<td>Meeting Room D</td>
</tr>
<tr>
<td>5:30 pm - 6:30 pm</td>
<td>PC6 - First Time Attendee Orientation (Free)</td>
<td>Meeting Room H</td>
</tr>
<tr>
<td>6:30 pm - 8:30 pm</td>
<td>Opening Reception / Exhibits Open, Cash bar made possible by Youscience.</td>
<td>Ballroom B/PreCon Foyer</td>
</tr>
</tbody>
</table>

PC4 - What’s My SUPERvisory Style?
Governor’s Room /Sunday, April 12/3:30 pm - 5:30 pm (CT)
Tamara Bowden, Auburn University and Lauren Kume, Tallahassee Community College

As a supervisor, are you a “Hands-Off Harry,” a “Task-Master Terri” a “People-Person Patti”, or a “Take-Charge Charlie”? This interactive session will assist participants to assess how they supervise in hopes of gaining insight into their innate strengths and how they may tailor them to better acclimate to today’s college environment. Understanding how we supervise and how this may benefit or hinder our program and provided to our students is an essential aspect of positive personal and program growth and goal completion. This session will include an overview of an original supervisory style inventory, including facilitation guidelines and recommendations as well as benefits to its use within the academic advising arena.

PC5 - Honoring those who have served:
Advising our Student Veterans, Active Duty, and National Guard or Reserve Service Members.
Terrace Rooms I & II /Sunday, April 12/3:30 pm - 5:30 pm (CT)
Paul Millard and Victoria Voelkel-Sanders, Georgia State University

Student Veterans, Active Duty, and National Guard or Reserve Service Members (Military Learners) have now become a fixture on college campuses nationwide. These students bring diversity to our campuses, but also present academic advisors with challenges for there are many differences between military and civilian life, and there is an abundance of misinformation and stereotypes surrounding this population. Designed for any advisor, this presentation will debunk those negative stereotypes and provide a background on the potential issues that a Military Learner may face while transitioning, as well as offer steps that advisors can take to support and effectively advise this growing student population.

PC6 - First Time Attendee Orientation (Free)
Meeting Room H /Sunday, April 12/5:30 pm - 6:30 pm (CT)

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.
### 2015 Region 4 Detailed Schedule

*All times are in Central Standard Time*

**Monday, April 13, 2015**

#### Concurrent Session #1

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1</td>
<td>&quot;What can I do with major in...?&quot; A Student Conference as Collaborative Advising Opportunity</td>
<td>Ballroom B - Right</td>
</tr>
<tr>
<td>CS2</td>
<td>The STEM Community</td>
<td>Seminar Room</td>
</tr>
<tr>
<td>CS3</td>
<td>&quot;The 30 Minute Advisor&quot; How to establish the advisor/advisee relationship in 30 minutes or less, utilizing 5 best practices that are engaging and effective.</td>
<td>Governor's Room</td>
</tr>
<tr>
<td>CS4</td>
<td>Academic Advising in the 21st Century - Serving Our Veterans (Round Table)</td>
<td>Ballroom B - Left</td>
</tr>
<tr>
<td>CS5</td>
<td>Re-Defining Global Citizenship: A Guide for Advising and Supporting International Students</td>
<td>Terrace Rooms I &amp; II</td>
</tr>
<tr>
<td>CS6</td>
<td>Advisors: Soaring with the NACADA Emerging Leaders Program</td>
<td>Meeting Room D</td>
</tr>
<tr>
<td>CP1</td>
<td>Appreciative Advising to empower women business students (Commercial Presentation)</td>
<td>Terrace Room III</td>
</tr>
<tr>
<td>CP2</td>
<td>What Motivates me? (Commercial Presentation)</td>
<td>Meeting Room B</td>
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</tbody>
</table>

**CS1 - "What can I do with major in...?" A Student Conference as Collaborative Advising Opportunity**

**Ballroom B - Right / Monday, April 13 / 8:45 am - 9:45 am (CT)**

Andrea Green, Frank Orifici, Gali Milbauer, Tamarra Rousseau,
Michelle Perez and Aarti Mehta-Kroll, Florida International University

"What can I do with a major in...?" Students often study what they love but are unable to connect the dots between their major and what comes after their degree. This workshop will show how a major specific student conference serves as a collaborative advisement opportunity by bringing together multiple stakeholders who can help students discover the many possibilities ahead. Attendees will receive information on the logistics of organizing a student conference using case based theory, how to make such a conference financially sustainable, how to involve faculty and external participants and how to pitch this idea to administrators at your college or university to get their buy in.

**CS2 - The STEM Community**

**Seminar Room/ Monday, April 13 / 8:45 am - 9:45 am (CT)**

Tim Brown and J. Wesley Kirkbridge, Georgia Tech College of Computing

The STEM community: Science, technology, Engineering and mathematics as thought of to be singular pursuits on academia for students. The result of this impression is high stress, student fatigue, and scholarly avoidance. But what happens when a collaborative environment is emphasized? We will explore techniques and resources employed to attract and retain talented students in these fields at a nationally acclaimed research institution.

**CS3 - "The 30 Minute Advisor" How to establish the advisor/advisee relationship in 30 minutes or less, utilizing 5 best practices that are engaging and effective.**

**Governor's Room / Monday, April 13 / 8:45 am - 9:45 am (CT)**

Eileen Snyder, Armstrong State University

How to establish the advisor/advisee relationship in 30 minutes or less; utilizing 5 best practices that are engaging and effective.

It all starts with the initial contact, and that first crucial meeting between advisor and advisee to establish a relationship that is authentic and meaningful. Find out how to seamless transition from one advisee to another and make the greatest impact in the least amount of time.
CS4 - Academic Advising in the 21st Century - Serving Our Veterans (Round Table)
Ballroom B - Left / Monday, April 13/ 8:45 am - 9:45 am (CT)
Michael Fitzgerald, Arlin Robinson, K'yEisha Penn, and Meredith McMackin, Florida State University

In an era of globalization and technological ingenuity, nations across the globe have become far more interconnected. A caveat to this is that U.S. military presence has also increased in other countries. According to the Pentagon Annual Report in 2010, the U.S. has 662 bases in 38 countries. CNN also reports (2011) that there are a few million active duty troops stationed in 150 countries. Fortunately, veterans are eligible to receive educational benefits if they have served on active duty. This presents an interesting dynamic for universities and academic advising staff because veterans have a vastly different perspective than traditional students. Please join us to discuss how we can better serve our student veterans.

CS5 - Re-Defining Global Citizenship: A Guide for Advising and Supporting International Students
Terrace Rooms I & II / Monday, April 13/ 8:45 am - 9:45 am (CT)
Caitlin Tidwell and Brooke Taddonio and Dawn Matthews, Florida State University

When the concept of the “Global Citizen” is discussed, it is frequently in the context of domestic students developing intercultural competencies and exploring other cultures. However, we as advisors should also be aware of how this concept is relevant for international students studying on our campuses. This interactive presentation will discuss the foundations of global citizenship as a critical competency, while outlining the application, admission, and transition process for incoming students. Additionally, we will compare and contrast the currently existing access and support models for international students within a few Region 4 institutions. Our goal will be for administrators and staff to take away ideas and best practices of how to foster global competency for our international student population.

CS6 - Advisors: Soaring with the NACADA Emerging Leaders Program
Meeting Room D / Monday, April 13/ 8:45 am - 9:45 am (CT)
Tamra Ortgies-Young, Georgia Perimeter College, Craig McGill, Florida International University and DeLaine Priest, University of Central Florida

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 to soar with the ELP Program.

CP1 - Appreciative Advising to empower women business students (Commercial Presentation)
Terrace Room III / Monday, April 13/ 8:45 am – 9:45 am (CT)
Catalyst, Inc. - Melissa Forgione, University of Florida and Lauren Daley

Women graduate at high rates from business schools, yet can face significant barriers along the way, even going into their career. In this session, we will discuss the barriers women business students face and how academic advisors can use appreciative advising to empower these students moving through college and into their career.

CP2 - What Motivates Me? (Commercial Presentation)
Meeting Room B / Monday, April 13 / 8:45 am – 9:45 am (CT)
The Culture Works

There’s a new assessment out that fills a hole in the academic advising community. While current assessments focus on testing personality or strengths—certainly important—there has been no real scientific test to assess a person’s passions or motivators—what students love to do. New York Times best-selling authors Adrian Gostick and Chester Elton scientifically answer that question in their new book What Motivates Me and with the Motivators Assessment, built with research from an 850,000-person study. Attend and learn how to effectively guide your student’s education and career path according to what motivates them!
# 2015 Region 4 Detailed Schedule

All times are in Central Standard Time

**Monday, April 13, 2015**

**Concurrent Session #2**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>10:00 am - 11:00 am</td>
<td>CS8 - Mission-based Advising: Enhancing Student Success by Creating Comprehensive Advising Learning Objectives</td>
<td>Ballroom B - Right</td>
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<tr>
<td></td>
<td>CS9 - Advisor/Counselor influence assisting the average (or below) student to become a better student in a college or university environment (Best of State - Florida)</td>
<td>Seminar Room</td>
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<tr>
<td></td>
<td>CS10 - Talkin' 'Bout My Generation: Strengthening our Advising Reach to Millennials</td>
<td>Governor's Room</td>
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<td>CS11 - Creating a Military-Friendly Advising Center: How Collaboration in the Military Support Committee Led to Transformations in the Academic Advising Center</td>
<td>Terrace Rooms I &amp; II</td>
</tr>
<tr>
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<td>CS12 - Winging It: Collaboration &amp; Professional Development through an Advising Association (Round Table)</td>
<td>Ballroom B - Left</td>
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<tr>
<td></td>
<td>CS13 - Soaring to the Highest Level of Advising Services: Auditing Your Advising/Student Services Office</td>
<td>Meeting Room D</td>
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<tr>
<td></td>
<td>CS14 - Approaching McDonald’s Drive Thru Window: Designing A Prior Learning Assessment (PLA) Program to Accelerate Adult Learners Toward Degree Completion</td>
<td>Terrace Room III</td>
</tr>
<tr>
<td></td>
<td>EX2 - Cranium Café: the in-office experience with online advising (Exhibitor Presentation)</td>
<td>Meeting Room B</td>
</tr>
</tbody>
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**CS8 - Mission-based Advising: Enhancing Student Success by Creating Comprehensive Advising Learning Objectives**

Ballroom B - Right/ Monday, April 13/ 10:00 am - 11:00 am (CT)

Justin Burney, University of Georgia - College of Education

Within any University environment, there are a great number of learning opportunities and extracurricular concerns that extend beyond course suggestions. It can be difficult to mention and explain the wide variety of resources available to students within the brief time span of an advising appointment, and even harder to remember to develop and reinforce these opportunities over the span of multiple appointments across large stretches of time. This presentation/discussion will illustrate how the creation of advising learning outcomes, general guidelines that outline the goals and timeline of appointments throughout a student’s academic career, can cultivate and expand the content of advisement such that the relationship and progression between student and advisor builds upon each successive meeting.

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**CS9 - Advisor/Counselor influence assisting the average (or below) student to become a better student in a college or university environment (Best of State - Florida)**

Seminar Room/ Monday, April 13/ 10:00 am - 11:00 am (CT)

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 acadeime in particular.
CS10 - Talkin' ‘Bout My Generation: Strengthening our Advising Reach to Millennials
Governor's Room / Monday, April 13/ 10:00 am - 11:00 am (CT)
Meredith Jones, Auburn University

Where is the line between providing enough helpful information and hand-holding? Why does the student who emailed me at 3 AM expect an answer before I arrive to the office? Why has one of my student leader advisees missed three appointments with me? Have you found yourself asking questions like these? Understanding Millennials and their actions can lead to a better understanding of how to strengthen our advising reach to this generation. In this session, characteristics of the Millennial generation will be discussed, as well as what Millennials are seeking in their advisors. Time will allow for engaging in discussion and collaboration among session participants. The presenter has a unique perspective, as both a Millennial and an academic advisor working with Millennial students.

CS11 - Creating a Military-Friendly Advising Center: How Collaboration in the Military Support Committee Led to Transformations in the Academic Advising Center
Terrace Rooms I & II / Monday, April 13/ 10:00 am - 11:00 am (CT)
Sonya Kopp and Donna Stacey, Columbia Southern University

Columbia Southern University's student population is made up of approximately 52% active duty military, VA, or military-related students. Due to this large military population, University leadership made the decision to establish the Military Support Committee. With the establishment of the Military Support Committee, military specific situations affecting courses and degree progress, such as change of station, deployment, and others, have led to policy changes and special training for CSU personnel including Academic Advisors. This session will look at how those changes and trainings have affected the Academic Advising Center and its military advising practices in our 100% online environment, including no military specific advisors.

CS12 - Winging It: Collaboration & Professional Development through an Advising Association (Round Table)
Ballroom B - Left / Monday, April 13/ 10:00 am - 11:00 am (CT)
Ashley Hodges and Beth Freeman, University of West Georgia

We will gather ideas on training and development for current and new advisors through a moderated roundtable discussion including our perspective as officers of the University of West Georgia Professional Association of Academic Advisors. We will present the idea of having an on-campus advising association as a way to increase collaboration between advisors in Academic and Student Affairs. We will also discuss common struggles for advising associations like proper recognition and training as a group.

CS13 - Soaring to the Highest Level of Advising Services: Auditing Your Advising/Student Services Office
Meeting Room D / Monday, April 13/ 10:00 am - 11:00 am (CT)
Judith Sanders and Pam Hennessey, Auburn University

Everyone believes their office is providing the highest quality advising services for their students; but how do you assess that assumption? Advising audits, conducted by professional peers, can help you identify areas of concern and provide a new perspective. This comprehensive process provides the opportunity for self-assessment as well as input from an external review team. Join us as we discuss the audit process and the role it plays in the assessment of your advising unit.

Attendees will leave the presentation with a framework of the audit process used at Auburn University and best practices to be implemented at their institution. This presentation is appropriate for advisors and administrators from two and four year colleges and universities.

CS14 - Approaching McDonald’s Drive Thru Window: Designing A Prior Learning Assessment (PLA) Program to Accelerate Adult Learners Toward Degree Completion
Terrace Room III / Monday, April 13/ 10:00 am - 11:00 am (CT)
Ahmad Sims, Palm Beach Atlantic University

Adult learners are a special group of our student population with unique needs. Understanding that adult learners return to school in order to quickly finish what they started, universities and colleges must be able to provide unique services and programs that accelerate degree completion for adult learners. Establishing a PLA Program will help adult learners to quickly approach the drive thru, get what they need and reach degree completion.

EX2 - Cranium Café: the in-office experience with online advising (Exhibitor Presentation)
Meeting Room B / Monday, April 13 / 10:00 am - 11:00 am (CT)
Brianna Fullmer, Leslie Brown

Relationships are crucial to a positive advising experience. Online advising with Cranium Café provides that essential human interaction when students can't get to campus.

We'll also discuss how Cranium Café is being used at schools like the Community Colleges of Spokane and show part of a real Cafe advising session.
## 2015 Region 4 Detailed Schedule

*All times are in Central Standard Time*

### Monday, April 13, 2015

**Concurrent Session #3**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
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<td><strong>CS15 - Reinventing the Sophomore Experience</strong></td>
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<tr>
<td>11:15 am</td>
<td><strong>CS16 - Connect, Learn, BreakThru: Virtual STEM eMentoring for Students with Disabilities (Best of State - Georgia)</strong></td>
</tr>
<tr>
<td>11:15 am</td>
<td><strong>CS17 - Managing Mental Health Situations in the Advising Office</strong></td>
</tr>
<tr>
<td>11:15 am</td>
<td><strong>CS18 - Suspension to Success: Re-classifying Students in Academic Trouble</strong></td>
</tr>
<tr>
<td>11:15 am</td>
<td><strong>CS19 - Operation: Academic Success Strategies for creating a veteran-friendly campus (Round Table)</strong></td>
</tr>
<tr>
<td>11:15 am</td>
<td><strong>CS20 - Too Many Students, Not Enough Space: How to Turn a “No” Into Student Driven Action</strong></td>
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<tr>
<td>11:15 am</td>
<td><strong>CS21 - How to Lose Friends and Alienate Faculty: Implementing an Online Retention Solution</strong></td>
</tr>
<tr>
<td>11:15 am</td>
<td><strong>EX3 - AdviseStream (Exhibitor Presentation)</strong></td>
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<tr>
<td>12:15 pm</td>
<td>Ballroom B - Right</td>
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<tr>
<td>12:15 pm</td>
<td>Seminar Room</td>
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<tr>
<td>12:15 pm</td>
<td>Governor’s Room</td>
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<tr>
<td>12:15 pm</td>
<td>Terrace Rooms I &amp; II</td>
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<tr>
<td>12:15 pm</td>
<td>Ballroom B - Left</td>
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<tr>
<td>12:15 pm</td>
<td>Meeting Room D</td>
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<tr>
<td>12:15 pm</td>
<td>Terrace Room III</td>
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<td>12:15 pm</td>
<td>Meeting Room B</td>
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**CS15 - Reinventing the Sophomore Experience**

**Ballroom B - Right / Monday, April 13/ 11:15 am - 12:15 pm (CT)**

Nicholas Mrzinski and Mandi Santos, University of Florida

The "sophomore slump" has taken its place alongside the "freshmen fifteen" as a rite of passage among US college students. While we use these buzzwords to describe a common experience, what exactly do we really understand about the underlying factors of student development in the second year of college? More importantly, how do we as advisors direct our advising and programming to address second year transitions? This presentation will discuss several commonalities of the second year shift and how the College of Liberal Arts and Sciences’ Academic Advising Center developed a program specifically tailored to address the particular experiences of the college sophomore. The fundamentals of our program can be adapted to fit a range of institution and group sizes.

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**CS16 - Connect, Learn, BreakThru: Virtual STEM eMentoring for Students with Disabilities (Best of State - Georgia)**

**Seminar Room / Monday, April 13/ 11:15 am - 12:15 pm (CT)**

Gerri Wolfe, Ph.D., Liaison Regent’s Center for Learning Disorders, University of Georgia and Summer Ilenso, Postsecondary Coordinator, Georgia Institute of Technology

Considerable attention has been given to the need for educating a diverse workforce in science, technology, engineering, and mathematics (STEM). Individuals with learning challenges or disabilities are among the most marginalized of these groups and face significant obstacles and barriers to accessing higher education STEM programs. Researchers at the University of Georgia and Georgia Institute of Technology developed BreakThru, an innovative learning environment that combines social networking and virtual communities to encourage students with learning challenges to pursue STEM majors. Academic advisors are on the front line in engaging STEM students and linking them to BreakThru resources. Through BreakThru students have access to virtual mentoring, social networking, academic support, and transition assistance. BreakThru’s model is an innovative approach to teaching and learning which will revolutionize access to learning for students.
CS17 - Managing Mental Health Situations in the Advising Office
Governor’s Room / Monday, April 13 / 11:15 am - 12:15 pm (CT)
Yolanda Fountain, Georgia Perimeter College
Have you ever had a student come to your office for advising and they begin crying hysterically or screaming angry obscenities? This interactive workshop will assist advisors with safely preventing, intervening, and managing mental health situations in the advising office. Participants will develop the knowledge and skills to better recognize students with mental health needs, practice simple yet necessary crisis prevention and de-escalation techniques, and identify collegiate resources that can aid in building collaboration campus-wide to maintain a safe office environment.

CS18 - Suspension to Success: Re-classifying Students in Academic Trouble
Terrace Rooms I & II / Monday, April 13 / 11:15 am - 12:15 pm (CT)
Wendy McMillian and Ginger Hudson, University of Alabama
Working at a university allows opportunity to work with a student population on multiple levels of academic ability and success. The most challenging and rewarding students to work with are those in academic trouble. How do our university and college policies, procedures, and classification of these students affect their success? How can re-evaluating those policies and procedures better retain and successfully graduate these students? In looking at the exceptions to university policy and being more mindful of the relationships, we can effectively re-classify this student population and help them earn their college degree.

CS19 - Operation: Academic Success Strategies for creating a veteran-friendly campus (Round Table)
Ballroom B - Left / Monday, April 13 / 11:15 am - 12:15 pm (CT)
Andrea Young and Sarah Henry, Auburn University
The goal of the presentation is to share models of success for creating a veteran-friendly campus. We will share and discuss models of success from several of the institutions that have been identified as the Best for Vets: Colleges 2015 rankings by the Military Times. Initiatives and strategies will be generated for implementation on any campus. Our goal through this presentation is to help academic advisors identify initiatives and create strategic plans to help their campus become more veteran friendly.

CS20 - Too Many Students, Not Enough Space: How to Turn a “No” Into Student Driven Action
Meeting Room D / Monday, April 13 / 11:15 am - 12:15 pm (CT)
Joy Ginther and Dawn Liverman, University of West Georgia
Do you feel like you spend your day crushing students’ hopes and dreams? Do you struggle to put a positive spin on the inevitable “No” associated with advising a major with a competitive selection process? How do we help these students either become more competitive or choose a different major? Advising students who are interested in majors with competitive admissions can be extremely frustrating for both the student and the advisor. You are not alone! Learn about how Pre-Nursing major advisors at the University of West Georgia have implemented creative tools and techniques to assist with those tough conversations. Developed on the foundation of Schlossberg’s Transition theory, our worksheet helps students to create their own connections between their academic performance and our selective admissions process for Nursing School.

CS21 - How to Lose Friends and Alienate Faculty: Implementing an Online Retention Solution
Terrace Room III / Monday, April 13 / 11:15 am - 12:15 pm (CT)
Danny Gourley, Emily Hall and Michael Richardson, University of West Georgia
Looking to purchase a retention solution? The University of West Georgia shares its best (and worst) practices in the procurement and implementation of a retention product as well as its outcomes. Additional information focuses on how to deploy a retention program to maintain positive relationships with campus partners. After the presentation, participate in a panel-style Q&A to strengthen your knowledge and make your chosen product work for you whether you represent a public or private institution, a two-year college or four-year university. Panel includes Associate Director of the Advising Center, Athletics Academic Coordinator and a Program Analyst for Information Technology Services.

EX3 - AdviseStream (Exhibitor Presentation)
Meeting Room B / Monday, April 13 / 11:15 - 12:15 pm (CT)
Rory O’Keefe, AdviseStream representative
The AdviseStream cloud-based software platform builds community, encourages collaboration, and streamlines processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, designing their co-curricular experiences, and translate achievements into e-folio and resume formats.
### 2015 Region 4 Detailed Schedule

All times are in Central Standard Time

**Monday, April 13, 2015**

**Concurrent Session #4**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15 pm - 3:15 pm</td>
<td><strong>CS22 - Effectively Engaging Students in Academic Crisis</strong></td>
<td>Ballroom B - Right</td>
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<td></td>
<td><strong>CS24 - Using Chickering to Get Ahead</strong></td>
<td>Governor's Room</td>
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<tr>
<td></td>
<td><strong>CS25 - Honors College and Engineering- Yes, You Can Make it Work</strong></td>
<td>Terrace Rooms I &amp; II</td>
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<tr>
<td></td>
<td><strong>CS26 - ERECT Relationships: Multicultural Awareness and Sensitivity Enhancement Training (Round Table)</strong></td>
<td>Ballroom B - Left</td>
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<td><strong>CS27 - Peer Advising a Fantastic Addition to Advising</strong></td>
<td>Meeting Room D</td>
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<td></td>
<td><strong>CS28 - Are You Being Served?</strong></td>
<td>Terrace Room III</td>
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<tr>
<td></td>
<td><strong>EX4 - Kognito (Exhibitor Presentation)</strong></td>
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**CS22 - Effectively Engaging Students in Academic Crisis**

Ballroom B - Right / Monday, April 13 / 2:15 pm - 3:15 pm (CT)

Richard Blake and Ashley Jacobs, University of Florida

Students often enter college with specific goals in mind that can be driven by passion, values and expectations, or come from external forces such as familial and societal pressures. Regardless of the driving force, students may have tunnel vision on their path towards graduation. What happens when this path needs to change? The presentation will focus on the concept of defense mechanisms, identifying when an advising session has drifted away from being beneficial and how to redirect unproductive thought patterns to get the session back on track. Presenters will also discuss a strengths-based approach to challenge students to consider alternatives. Participants will learn how to effectively engage students in academic crisis and will have the opportunity to share experiences and explore presented case studies.

**CS23 - SOARing for Student-Athletes**

Seminar Room / Monday, April 13 / 2:15 pm - 3:15 pm (CT)

Courtney Lewellen, University of South Florida

Many challenges abound in advising student-athletes due to differences in advising approaches and objectives of athletic and major/departmental academic advisors. This presentation on “Strengthening Our Advising Reach” for Student-Athletes will focus on best practices in bridging the gap between athletic and campus major academic advisors, while providing insights to the unique needs of student-athletes in an academic setting and the NCAA requirements that must be adhered to for ultimate academic success.

**CS24 - Using Chickering to Get Ahead**

Governor's Room / Monday, April 13 / 2:15 pm - 3:15 pm (CT)

Rebecca Neal and Erin Weston, Georgia College & State University

We all observe our advisees moving through the vectors of student development but rarely do we turn this same developmental lens on ourselves. Sometimes, it can be hard to develop a professional identity and understand the opportunities available to you as a new professional on a college campus. During this session, new advisors will discover that Chickering’s Theory of Identity Development provides a great blueprint for making strides in your own professional development. In our presentation we will discuss applying Chickering’s seven vectors from building your foundation as an advisor to becoming a mentor and leader within the field.
CS25 - Honors College and Engineering - Yes, You Can Make it Work
Terrace Rooms I & II / Monday, April 13/ 2:15 pm - 3:15 pm (CT)
Karen Clark, Sarah Crim and Molly Jenkins, Auburn University

Do your engineering students find it difficult to get all the Honors credits they need? Do they drop out of the Honors College after only a few semesters? The Auburn University Honors College has developed some new policies to help retain these students and make it easier for them to get the credit hours they need. Let us share with you some of the options we have instituted, and help you see more of your graduates wearing Honors cords at commencement.

CS26 - ERECT Relationships: Multicultural Awareness and Sensitivity Enhancement Training (Round Table)
Ballroom B - Left / Monday, April 13/ 2:15 pm - 3:15 pm (CT)
Rene Alvarez, and Anthony Iannelli, University of South Florida

A professional academic advisor who consciously, or subconsciously neglects to grasp the enormous importance of being able to recognize, and respect the cultural identity of others has failed in achieving their primary mission of ensuring the effective academic progress of their students by stifling personal development, and creating an uninviting environment. There are multiple hindrances preventing academic advisors from harnessing the holistic nature of multicultural awareness and sensitivity. At the individual level, the obstacles are biases, prejudices, and misinformation manifested via discrimination and at the organizational level, they are mono-cultural policies, practices, programs, and structures (Sue, 2001). These problems are ameliorated by the acquisition and effective applicability of multicultural awareness skills that are geared toward positive individual, and institutional transformation. These skills include: RESPECT, EMPATHY and COMMUNICATION (REC).

CS27 - Peer Advising a Fantastic Addition to Advising
Meeting Room D / Monday, April 13/ 2:15 pm - 3:15 pm (CT)
Kathy Earwood, Matt Waller and James Mosely, Kennesaw State University,
W. Kohle Paul, Georgia Perimeter College and Craig McGill, Florida International University

The College of Humanities and Social Services at Kennesaw State University uses the Peer Advising Model to advise students. Come learn why we use peer advisors, how the model works for our community, the strengths and weaknesses to the Peer Advising model, Yes, our Peer Advisors work just as a professional advisor and advises fellow students. Learn the processes for hiring, training and developing these peer advisors to be a great group to learn from in the role of academic advising. We will also show how you save money by utilizing peer advisors on your campus.

CS28 - Are You Being Served?
Terrrace Room III / Monday, April 13/ 2:15 pm - 3:15 pm (CT)
Tyler Pede, Kennesaw State University

How do you know if your office is providing students with all the information they need to make decisions and be successful in their academic careers? Do the students understand what you have told them? Do they feel more confident in their academic future after a visit to your office? Are you offering the right services for the student populations that visit your office? Are you aware if there areas in which your department is lacking services? Asking the right questions can provide your department with helpful information on services and information that might need to be added, changed, or updated. In this presentation, we will discuss various ways to measure the effectiveness of your department.

EX4 - Kognito (Exhibitor Presentation)
Meeting Room B / Monday, April 13 / 2:15 pm - 3:15 pm (CT)

Kognito is a leader in immersive learning experiences that drive positive change. Kognito's award-winning online and mobile simulations with virtual humans prepare individuals and professionals to effectively manage challenging conversations addressing suicide awareness, veterans on campus, and LGBTQ sensitivity. Kognito is the only company with online simulations listed in the National Registry of Evidence-Based Programs and Practices (NREPP).
## 2015 REGION 4 DETAILED SCHEDULE

*All times are in Central Standard Time*

### Monday, April 13, 2015

**Concurrent Session #5**

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<tr>
<th>Time</th>
<th>Presentation</th>
<th>Room</th>
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<tr>
<td>3:30 pm – 4:30 pm</td>
<td><strong>CS29</strong> - What comes after college? Using Appreciative Advising to help students plan for their future</td>
<td>Ballroom B - Right</td>
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<tr>
<td></td>
<td><strong>CS30</strong> - Creative Activities to help Business Students Establish their Personal Brand</td>
<td>Seminar Room</td>
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<td><strong>CS31</strong> - Sophomore Summit: Majors Matter</td>
<td>Governor’s Room</td>
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<td><strong>CS32</strong> - We are ‘ment’ to assess!! Using assessment from start to finish</td>
<td>Ballroom B - Left</td>
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<td><strong>CS33</strong> - The Freshman 15: Exploring Nutritional and Academic Habits of First-Year Students</td>
<td>Terrace Rooms I &amp; II</td>
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<tr>
<td></td>
<td><strong>CS34</strong> - Designing and implementing sustainable high-impact advising practices to facilitate student success</td>
<td>Meeting Room D</td>
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<tr>
<td></td>
<td><strong>CS35</strong> - Strategies to Increase Recruitment &amp; Retention Through Case-Based &amp; Program-Specific Advising</td>
<td>Terrace Room III</td>
</tr>
<tr>
<td></td>
<td><strong>EX5</strong> - Unicon: How Learning Analytics Informs Student Intervention for Student Success (Exhibitor Presentation)</td>
<td>Meeting Room B</td>
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</table>

**CS29 - What comes after college? Using Appreciative Advising to help students plan for their future**

Ballroom B - Right/ Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Aarti Mehta-Kroll, Florida International University

Appreciative advising is a powerful advising technique that enables students to take charge of their academic journey (Bloom et al. 2013). While going through the six step process of being disarmed, dreaming, discovering, designing, delivering and not settling students uncover what motivates them to succeed and are empowered to leverage this knowledge to achieve their goals. This workshop aims to demonstrate how this interactive advising technique can be used to help students plan for their life after college. It will show advisors how to channel students’ curiosity, or lack thereof, for graduate school or career opportunities by asking them a series of curious questions that will get them to think critically and deeply about their plans for their future (Whitworth et al. 1998).

**CS30 - Creative Activities to help Business Students Establish their Personal Brand**

Seminar Room/ Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Melissa Forjione, University of Florida

Personal branding is seen as something that is essential, as well as unavoidable. Teaching college students about personal branding can be difficult, but is important. This session will allow advisors to understand the importance of branding, ways to establish a personal brand, and creative techniques to help their students discover their personal brand. It will conclude with learning an activity that lets students develop a personal logo to reflect their brand.

**CS31 - Sophomore Summit: Majors Matter**

Governor’s Room/ Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Matt Chenault and Wendy McMillian, University of Alabama

Institutions use resources to help students adjust to college life through a variety of First Year Programs and then prepare juniors/seniors for graduate studies or the world of work. What about first or second-year undecided students with significant amounts of earned hours, especially through AP/IB/dual enrollment credit? The purpose of this session is to examine, explore, and discuss the critical needs and issues that face the first or second-year undecided student with 42 or more earned hours; as well as how to support these students regarding their academic success,
CS32 - We are 'ment' to assess!! Using assessment from start to finish
Ballroom B - Left / Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Daniel Shelnutt, University of South Florida

Using a case study of an assessment given to undergraduate students evaluating the advising in their major, this session will review best practices used from start to finish including Design, preparation, marketing, implementation, and using assessment to modify practices.

CS34 - Designing and implementing sustainable high-impact advising practices to facilitate student success
Meeting Room D / Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Aaron Petuch and Katie Kosmoski, University of South Florida

As advisors, we are confronted with the challenging task of designing and implementing activities that will help our students achieve their goals. High-impact experiences actively engage students, and much research exists regarding types of activities and the importance of their application. However, there is not much guidance concerning the long-term survival of these experiences. In this presentation, you will learn about designing and implementing sustainable high-impact activities and measuring their effectiveness by utilizing an empirical approach.

CS35 - Strategies to Increase Recruitment & Retention Through Case-Based & Program-Specific Advising
Terrace Room III / Monday, April 13/ 3:30 pm - 4:30 pm (CT)
Mollie Rhodes and Cara Good, Palm Beach State College

Under this case-based, program-specific model of advising, students are offered intensive services from a team of 3 advisors dedicated solely to Health Information Programs. The low student to advisor ratio is particularly beneficial in improving recruitment and retention outcomes. Advisors assist with everything from the application process to gaining access to streamlined services at the local workforce board to connect with employment opportunities upon graduation.

Learning Outcomes: Attendees will increase knowledge about best practices related to case-based, program-specific advising & outreach efforts, Attendees will increase understanding of how to implement this model of advising as well as potential recruitment & retention outcomes. Attendees will demonstrate steps to establish a collaborative relationship with their local workforce board.

EX5 - Unicon: How Learning Analytics Informs Student Intervention for Student Success (Exhibitor Presentation)
Meeting Room B / Monday, April 13 / 3:30 pm - 4:30 pm (CT)
Jillian Fenton, Unicon

Impacting student success requires timely information and effective student engagement. This session will provide insight into the learning analytics environment to expose student needs and inform critical student intervention, Participants will also discover a free case management solution for student engagement, Student Success Plan, supported by an IPAS grant.
### 2015 Region 4 Detailed Schedule
All times are in Central Standard Time

**Monday, April 13, 2015**

**Poster Session**

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<th>Time</th>
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| 4:30 pm - 5:30 pm | PO1 - Differences in the Usage of Electronic Resources for Studying: Implications for Advising  
PO2 - Freshman Orientation - Program mapping, block registration and Freshman Learning Communities (FRLC)  
PO3 - I believe in you! Encouraging First Generation College Student Success  
PO4 - College of Business Major Mentor Program  
PO5 - Advising for a Global Future  
PO6 - Conquering the Changing Tide in Academic Advising  
PO7 - What is your Advising Playbook?  
PO8 - Lessons from the Flight Deck: Creating a Successful Path to Professional School  
PO9 - How to Build Effective Relationships with Ethnic and Culturally Diverse Students |

**PO1 - Differences in the Usage of Electronic Resources for Studying: Implications for Advising**
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Penni Foster and Natalie Gaughl and Kevin Jordan, University of Mississippi Medical Center

This study examined differences in electronic study resources among students enrolled in an academic health science center. Students from schools of graduate studies, health related professions, medicine, and nursing completed the Study Behavior Inventory and MANOVA was used to analyze differences. Students in graduate studies and medicine reported using electronic textbooks more often than those in health related professions and nursing. Students in health related professions reported taking electronic notes less often than all others. Students in health related professions reported using electronic flashcards more often than those in graduate studies and medicine. No differences emerged for usage of apps for mobile devices. The importance of student preferences and usage of electronic resources for studying is discussed.

**PO2 - Freshman Orientation - Program mapping, block registration and Freshman Learning Communities (FRLC)**
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Stephanie Lahmala, Columbus State University

The PACE Office (Preceptorship, Advising, and Clinical Experience) in the School of Nursing at Columbus State University has developed a strategy for advising freshman during summer orientation that includes program mapping, block registration, and creation of Freshman Learning Communities (FRLC). Designed to assist pre-nursing students with degree progression, we feel that this strategy can benefit other majors as well. We will provide an overview of our BSN Program Map that promotes progression to graduation in 4 years. We will discuss how the FRLC is incorporated into the program map as well as how targeting specific course blocks benefits student progression. We invite you to join us for a discussion on how program mapping, block registration and FRLC positively impact registration at freshman orientation as well as assist with RGP.

**PO3 - I believe in you! Encouraging First Generation College Student Success**
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
BreAnna McKenzie, Auburn University

Academic advisors play a very important role in a student’s academic success. Learning more about certain populations of at-risk students, such as first generation college students, will only increase your effectiveness as an advisor. The purpose of this presentation is to provide insight to the needs of first generation college students and institutional programs that may aid in the student’s success. This presentation will also highlight effective techniques for academic advisors to assist this specific population of students.
P04 - College of Business Major Mentor Program
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Sherwin E. James, Clayton State University

Effective mentoring facilitates interaction, and guide students into selecting the right major which in turn leads to student success via those constructive mentoring relationships. Creating such relationships requires certain actions from the major mentors such as sharing inputs on how to become a successful student, effective communication, effective study habits, and tips on selecting the appropriate major. The main purpose of this presentation is to explain the developmental process of the Major Mentor Program (MMP) at Clayton State University’s College of Business, Sherwin E. James (Coordinator) will discuss the history of the MMP, and the services it provides. He will also discuss the major mentor selection process, the events the program hosts, and other important topics that impact the success of the Major Mentor Program.

P05 - Advising for a Global Future
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Salli Vargas and George Vargas, Georgia Perimeter College

Advise students to prepare them for the global economy and become active participants in a global society. Students need to have core competencies to become responsible global citizens. With this need in mind, students should be encouraged to participate in different varieties of programs/activities that will enhance their globe competencies. The list includes: 1. Advise and encourage students to participate in short term or long term study abroad programs; 2. Enroll in courses that have international component and earn recognition such as: International Certificate, Asian Studies Certificate, and/or European Union Certificate.

P06 - Conquering the Changing Tide in Academic Advising
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Kathleen Karran-McCoy, Palm Beach State College

The process of change can have profound effects on leaders. Navigating this process requires a delicate balance of skills that when applied effectively can minimize negative outcomes. Change is ever present, but with the challenges of achieving the goals of the Completion Agenda and the state of Florida’s recent legislative reforms in educational development, they have catalyzed change to another level. Attendees will learn leadership strategies to utilize when navigating the change process within advising. This presentation is appropriate for advisors and advising administrators.

P07 - What is your Advising Playbook?
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
BJ Hausman, Florida State College at Jacksonville and Barbara Keener, Capella University

Academic advising has become the fourth "A" for successful student enrollment and completion - accessibility, affordability, accountability, and ADVISING. This presentation will focus on strategies for institutional collaboration directly involving academic advising programs and priorities. Participants will join with the presenter to explore effective practices bringing together offices across the campus, The FSCJ(FL) early orientations, first year seminars, and student success courses model will serve as a "playbook template" The session will also showcase the college's advisors' roles in leading the model's planning, implementation, and evaluation, Dialogue with be encouraged throughout the session and participants can examine customizing and adapting the "FSCJ Playbook" model (to home institutions).

P08 - Lessons from the Flight Deck: Creating a Successful Path to Professional School
Meeting Room H / Monday, April 13/ 4:30 pm - 5:30 pm (CT)
Anna Burchett, Auburn University

It's no surprise that the college years tend to fly by quickly. This is especially true for students interested in professional school. In addition to academics, these students must also establish their pre-health identity through shadowing, volunteering, campus involvement, and leadership. Often postponed, students quickly realize these opportunities should have been pursued their first year, rather than their junior year. This may be especially true for students who transfer from a community college. This session will focus on ways advisors can help their pre-health students begin thinking about achieving their goals proactively, rather than reactively. Come learn how you can help your pre-health majors create a successful flight plan to professional school.

P09 - How to Build Effective Relationships with Ethnic and Culturally Diverse Students
Meeting Room H / Monday, April 13/ 4:30 pm – 5:30 pm (CT)
Talitha R. Gentry, Georgia State University

Have you often struggled to build a connection with a student? Have you ever questioned your abilities to practice cultural sensitivity when advising students? The good news is that you are not only alone, and you are being proactive to develop and maintain an ever-demanding skill set that is needed in today's population of collegiate students. This presentation will overview research, skills, and practices that you can implement immediately in your own work environment, and are appropriate for any worker that would like to be more knowledgeable about cultural diversity!
2015 REGION 4 DETAILED SCHEDULE
All times are in Central Standard Time

Monday, April 13, 2015

State Meetings

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<td>SM3 - Georgia</td>
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<td>SM4 - Mississippi</td>
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Tuesday, April 14, 2015

Concurrent Session #6

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<tr>
<th>Time</th>
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<td>CS37 - Joint Collaboration To Assist At-Risk STEM Students</td>
<td>Seminar Room</td>
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<td>CS38 - Navigating retention: A multifaceted approach using technology and timely intervention outreach</td>
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<td>CS39 - Peer Advising: Soaring to New Heights</td>
<td>Terrace Rooms I &amp; II</td>
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<tr>
<td>8:30 am - 9:30 am</td>
<td>CS40 - Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog</td>
<td>Meeting Room D</td>
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<td>CS41 - I’m a New Advisor, Now What?..... Challenges and Helpful Tips you can use to positively impact and contribute to the team dynamic</td>
<td>Terrace Room III</td>
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<td>CS42 - Online Academic Advising: A Battle for Virtual Engagement with Online Students</td>
<td>Meeting Room H</td>
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<td>CP3 - Tutor Matching Service, How to Support Students in ALL Courses Through Tutoring (Commercial Presentation)</td>
<td>Meeting Room B</td>
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CS36 - "Humans of Auburn" What can we take from popular culture and social media and apply to Appreciative Advising? Making real connections.
Auditorium / Tuesday, April 14/ 8:30 am - 9:30 am (CT)
Jennifer Jackson, Auburn University

How do we build relationships with our students in a fast paced snapshot environment? The objective of this presentation is to show how the techniques used by Brandon Stanton the creator behind “Humans of New York” apply to making meaningful connections with our students. How can we integrate these interviewing techniques into our meetings, creating an environment where they open up and share their story? We can meet them where they are, and move them through the 6 phases of Appreciative Advising and toward Graduation.

CS37 - Joint Collaboration To Assist At-Risk STEM Students
Seminar Room / Tuesday, April 14/ 8:30 am - 9:30 am (CT)
Mayriane Herle, Tiana Solis, Jose Colon, Tianna Harrison, Ruth Suarez and Natasha Wedderburn, Florida International University

Working as an academic advisor in a university that serves more than 50,000 students could be a daunting task. Especially, when there is an urge to increase retention and graduation rates. Thus, an advisor need for new strategies is incumbent. This session presents the Academic Success Initiative (ASI) based on the Intrusive Advising approach. ASI is a joint collaboration between advisors, faculty and students to advise, engage, coach, guide and lead at risk STEM students, in a caring, but well structured environment. We will discuss how students are advised in groups through mandatory workshops and learning activities. In addition, advisors will learn how they can help students acquire the skills and self-efficacy necessary to succeed in the semester and towards on-time graduation.
CS38 - Navigating Retention: A Multifaceted Approach Using Technology and Timely Intervention Outreach
Governor's Room / Tuesday, April 14th, 8:30 am - 9:30 am (CT)
Michelle Wills, Georgia State University

Many institutions of higher education require students to meet with advisors to increase academic success and increase retention. In Georgia State's University Advisement Center, there are three types of mandatory advising which target the following groups: freshman students, new transfer students and students with GPA below 2.0. Georgia State's University Advisement Center takes a multifaceted approach to student outreach and success. Georgia State University has partnered with a student success collaborative, the Education Advisory Board to assist in retaining students until graduation. A holistic approach is used that encompasses advisor outreach and intervention strategies through the use of technology. The presentation will examine how advisors use timely intervention outreach in technology to navigate student success.

CS39 - Peer Advising: Soaring to New Heights
Terrace Rooms I & II / Tuesday, April 14th, 8:30 am - 9:30 am (CT)
Kristin Smith, Auburn University

Do you have a currently existing peer advising program? Have you thought about forming a program for your college? Come hear ideas and best practices of a 10-year-old peer advising program created as an academic advising tool to better serve students. This session is primarily focused on the current practices of one college's peer advising program and will highlight the program's mission, the responsibilities and definition of peer advisors; application, interview, selection and training; effective use of peer advisors; and recently implemented changes to the program. The details of the program are ever-changing as the needs of students are continually evolving. Participants will be encouraged to contribute best practices and ask questions.

Meeting Room D / Tuesday, April 14th, 8:30 am - 9:30 am (CT)
Kyle Ellis, University of Mississippi and W. Kohie Paul, Georgia Perimeter College

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

CS41 - I'm a New Advisor, Now What?... Challenges and Helpful Tips you can use to positively impact and contribute to the team dynamic
Terrace Room III / Tuesday, April 14th, 8:30 am - 9:30 am (CT)
Antwuan Holloway, Kennesaw State University

You are charged with the task of connecting with many students who are uncertain about their academic futures. Everyone wants to come into a new setting, make a connection with new colleagues, and feel a sense of belonging. This session will look at some challenges of being a new advisor, as well as some successful strategies for new advisors. The session will provide information for new advisors as well as for those in positions looking to integrate new advisors to their teams. Participants will also have the opportunity to talk with others in a brainstorming session where you can see what other people may have faced at their institutions.

CS42 - Online Academic Advising: A Battle for Virtual Engagement with Online Students
Meeting Room H / Tuesday, April 14th, 8:30 am - 9:30 am (CT)
Jennifer Heitman and Jacque Snellman, Columbia Southern University

Institutional engagement through webinars via Adobe Connect has been beneficial university-wide. In the absence of face-to-face advising, Columbia Southern University (CSU) uses traditional communication strategies to contact online students. How can we provide a form of advising that engages students? Implementation of Adobe Connect as a virtual advising tool is the answer. Using Adobe Connect, CSU now offers the opportunity for students to attend interactive webinars to develop relationships with members of the institution. Adobe Connect gives Academic Advisors the freedom to engage students using tools such as the Live Chat and Engagement Meter. Through collaboration with other departments and innovative software, these webinars can be successful tools to reach students and enrich the online learning experience at CSU.

CP3 - How to Support Students in All Courses Through Tutoring (Commercial Presentation)
Tutor Matching Service
How to Support Students in All Courses Through Tutoring

The purpose of the session is to discuss a problem faced by academic support centers - the inability to provide academic support for every class offered by the university. One technology-based solution that many institutions around the country have adopted will be introduced and analyzed. The system will be considered in response to the specific needs of the session participants.
### 2015 Region 4 Detailed Schedule

*All times are in Central Standard Time*

**Tuesday, April 14, 2015**

#### Concurrent Session #7

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
</table>
| 9:45 am - 10:45 am | **CS43 - Choose to be Great**  
Wanda Johnson, Georgia College and State University  
A good advisor makes sure the student is aware of the requirements to complete a degree. A great advisor establishes, builds up, and sustains a relationship with the student while helping guide them through the degree program and realize their aspirations.  
The experiences students have with their advisor sets the tone for the experiences they will ultimately have with the institution. It is the difference between a student staying the course or abandoning the journey. In this session, advisors will learn how to help students navigate that journey while becoming great advisors by employing Jim Collins "Good to Great" best practices.  
CS44 - How to motivate the underperforming student? A case study in facilitating improved academic performance for minority freshman and sophomore students.  
Jamie Davis, Florida A&M University  
What are the determinants that influence whether a student succeeds or fails academically? Can an academic advisor circumvent the student's financial difficulties, academic deficits, or an unsuccessful transition to college? Through the process of Proactive Advising (formally known as Intrusive Advising), students were able to navigate through the difficult terrain of improving their grade point averages, increasing their confidence, and enjoying their educational journey. Addressed in this presentation are the actual predicaments our underperforming students endured, the academic advisor’s semester long Proactive Advising strategy, the students’ response to Proactive Advising, and the semester ending results. | Auditorium   |
|               | **CS44 - How to motivate the underperforming student? A case study in facilitating improved academic performance for minority freshman and sophomore students.**  
Jamie Davis, Florida A&M University  
What are the determinants that influence whether a student succeeds or fails academically? Can an academic advisor circumvent the student's financial difficulties, academic deficits, or an unsuccessful transition to college? Through the process of Proactive Advising (formally known as Intrusive Advising), students were able to navigate through the difficult terrain of improving their grade point averages, increasing their confidence, and enjoying their educational journey. Addressed in this presentation are the actual predicaments our underperforming students endured, the academic advisor’s semester long Proactive Advising strategy, the students’ response to Proactive Advising, and the semester ending results. | Seminar Room |
|               | **CS45 - Applying Case Management Practices to Advising to Strengthen Our Academic Reach**  
Terrace Rooms I & II | Governor's Room |
|               | **CS46 - Advising IS Teaching: Tips & Tricks for the Advisor who also Teaches a Course**  
Meeting Room D | Terrace Rooms I & II |
|               | **CS47 - Group Advising for Sophomore Business Students: Reaching the "new" at risk group**  
Terrace Room III | Meeting Room H |
|               | **CS48 - What's in a Name? Rebranding Your Advising Center**  
Meeting Room B | Terrace Room III |
|               | **CS49 - Growing Gains (and Pains) in a 100 Percent Online Environment: Two Years Later or Where We Are Now**  
Meeting Room B | Terrace Room III |
|               | **EX7 - Youscience, Glen McCandless Educational Analyst**  
Exhibitor Presentation) | Terrace Room III |
CS45 - Applying Case Management Practices to Advising to Strengthen Our Academic Reach
Governor's Room / Tuesday, April 14/ 9:45 am - 10:45 am (CT)
Ruthann Spiers (previously Payne) and Mike Lee, Auburn University
We all know the scenario of watching a student leave our office after an advising session only to wonder if they will really follow through with what was discussed. One strategy to strengthen your advising reach is through enhanced case management. The Academic Counseling and Advising Center has worked to enhance our case management efforts through utilizing academic coaches and creative use of technology to increase our follow-up with students. During this session we will describe how we have maximized our efforts by triaging students into different case management levels and utilized our entire staff to execute our plan. Details of the plan will be shared and participants will also be encouraged to share best practices from their programs.

CS46 - Advising IS Teaching: Tips & Tricks for the Advisor who also Teaches a Course
Terrace Rooms I & II / Tuesday, April 14/ 9:45 am - 10:45 am (CT)
Teresa Dize, Kennesaw State University
Are you an advisor who has found yourself teaching an orientation/freshman seminar course? Have you found it difficult to know how to make your course exciting and engaging? Did you know that your experience as an academic advisor makes you a valued instructor? This presentation will look at how to merge NACADA practices within a course's requirements. We will be discussing success (and failures!) that can occur in your classroom and how you can make your particular course more rewarding for you and your students/advisees.

CS47 - Group Advising for Sophomore Business Students: Reaching the “new” at risk group
Meeting Room D / Tuesday, April 14/ 9:45 am - 10:45 am (CT)
Melissa Forjione, University of Florida
With the growing concern over students attending large universities, many schools have established programs to help students acclimate to the transition. Along with this concern is the concern for the “new” at risk group, sophomores. This session will explore how the Heavener School of Business at the University of Florida established Sophomore Group Advising to address both of these concerns. This session will discuss statistics and trends related to sophomores at universities, as well as to business students. The session will then move on to describe Sophomore Group Advising. Speakers will discuss the purpose of Sophomore Group Advising, the content, the structure of the advising sessions, management of the program, and data and assessment of the program.

CS48 - What’s in a Name? Rebranding Your Advising Center
Terrace Room III / Tuesday, April 14/ 9:45 am - 10:45 am (CT)
Chris Hutt and Sarah Matta, Kennesaw State University
Does the name of your advising office help you connect to students? Does it tell your story? Is it engaging? This session examines the reasons to seek a name change for your advising center, how to choose a new name, how to identify advocates on campus and gain institutional buy-in, and what the effects can be both within your office and among your campus partners. Half of the session will be an overview of our process, and half will be spent in small-group discussion. Participants will leave with a list of agenda items and a strategy for creating a more inviting and descriptive name for the advising office.

CS49 - Growing Gains (and Pains) in a 100 Percent Online Environment: Two Years Later or Where We Are Now Center
Meeting Room H / Tuesday, April 14/ 9:45 am - 10:45 am (CT)
Sonja Kopp and Julianne Klein, Columbia Southern University
Since 2013, Columbia Southern University has transitioned from prescriptive advising to a variety of advising methods. In 2010, CSU had seven academic advisors who managed a student load of more than 3,000 students each. Academic advising, under the Office of the Registrar, was strictly prescriptive. In 2013, CSU’s Academic Advising Center was created and staffing was increased. CSU now has 37 advisors who manage 900 students each. Changes in direction enable academic advisors to build relationships with students throughout their program. This presentation will illustrate CSU’s advising center’s growth from prescriptive advising to a variety of advising methods and the tools utilized to facilitate the process in a 100 percent online environment.

EX7 - YouScience, Glen McCandles Educational Analyst (Exhibitor Presentation)
Meeting Room B / Tuesday, April 14 / 9:45 – 10:45 am (CT)
Youscience is revolutionizing the way people plan and prepare to make decisions about their future. Our profile combines aptitude and interest assessments with an education and career mapping process. Available directly to consumers at its website or through select high schools, colleges and independent consultants, Youscience assists individuals discover their path for success. For more information, please visit youscience.com.
## 2015 Region 4 Detailed Schedule

*All times are in Central Standard Time*

Tuesday, April 14, 2015

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**CS50 - “CONNECTing with Students: How Academic Advisors Can Foster Genuine Relationships with Students”**

Auditorium / Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Shirley Caballero, Florida International University

As Academic Advisors, we strive to provide our students with the most up-to-date information, ensure a smooth path to graduation, and achieve their academic and personal goals. The Advisor/Advisee relationship is a balance of encouragement, honesty, and trust. It is easy for us to lose sight of the individual sitting across the table when we have to discuss their GPA, next semester’s courses, an internship, and graduate school applications. To best ADVISE a student, you must know who they are!

Effective advisors understand the importance of creating welcoming environments and developing a relationship with students. This session will focus on enhancing the student-advisor relationship and ways to connect with students beyond the logistical aspects of advising.

**CS51 - Measuring the Magic: Quantifying Developmental Advising**

Seminar Room / Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Kathleen Shae Smith, Jill Flees, and Danyele Martin, Florida State University

Developmental advising has been established as a theoretical model that captures the dimensions of high quality advising. For many advisors, however, developmental advising is understood in theory, yet the art of this practice can be challenging given time constraints and large rosters. Advising First at Florida State University completed a meta-analysis of developmental advising literature and translated this compilation into six tangible elements (Relational, Informational, Goal-Oriented, Holistic, Integrative and Continuous), which capture the depth and breadth of this practice. Advisors are trained, observed, and scored on a tool that measures levels of comprehensive advising effectiveness. Participants in this session will be introduced to this system, will score a simulated advising session, and will share best practices that demonstrate the value of innovative assessment techniques.
CS52 - That large sucking sound - How to stop ADHD from draining your university of future leaders, creators and performance based dollars
Governor's Room/ Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Frank Orifici, Florida International University
What is happening when students with positive indicators of success fail to thrive in college? Recent studies have estimated that college students with ADHD have a 5% - 10% graduation rate. How many of our dropouts have ADHD, and is this an issue that can be addressed through advising and advisor training? Attendees will learn about the latest research on ADHD and the recent recognition (in the newly released DSM 5) that this is a condition that persists well into adulthood, but is often unrecognized and misunderstood as laziness, unreliability and careless inattention to detail. Lastly, they will examine some of their own preconceptions when speaking with underperforming students.

CS53 - Running Like Rabbits to Become Successful Adult Students
Meeting Room D/ Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Ahmad Sims, Palm Beach Atlantic University
Maneuvering through an accelerated program may prove difficult for adults who have been out of the college environment for years or may be first time attendees of college. The key to helping adult students make a successful transition into college is to provide them with a supportive, caring and nurturing environment. This feminist view of student success is the foundation to and framework for adult students reaching degree completion.

CS54 - Not everyone is supposed to be an engineer: Using appreciative advising to guide students to a major that maximizes their potential
Terrace Rooms I & II/ Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Amy Herbert and Angela Thomas, Auburn University at Montgomery
Not everyone is supposed to be an engineer: Using appreciative advising to guide students to a major that maximizes their potential will look at resources advisors should have in their tool kit that are outside of the academic advising department. Such tools should include partnerships with the career center, the interdisciplinary studies department and even the local community college.

CS55 - Faculty Advising Online Students towards Retention and Graduation
Meeting Room H/ Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Nicole Lynch and Elaine Bryan, Georgia Perimeter College
Georgia Perimeter College is a large access institution where most online students have at least one risk factor for not graduating. The goal of this presentation is to connect what we have learned about high-risk online students with effective faculty advising retention strategies. The presenters will detail examples of innovative advising tools that have been successfully implemented by online faculty to include advising webinars, dedicated advisement/career week in online classrooms, and alert systems. Participants will learn how faculty can soar to new levels of advising online students. The take-away strategies presented in this session will prepare faculty to direct high-risk online students towards graduation.

CS56 - Career-group counseling as Academic Advising tool for Foreign-born Latinos: The Newest Adult Learner
Terrace Room III/ Tuesday, April 14/ 11:00 am - 12:00 pm (CT)
Maria Gambuzza, Strayer University
Foreign-born Latinos are the newest student population of many universities in the United States. This population has been formally educated in their country of origins and look at education as a source of validation of their emigration decision. Foreign-born Latinos represent a new immigration wave, which present unique challenges to educational institutions. This new student population requests as much support as any other college student. Perhaps, they need more attention since their needs are not only educational but also emotional. Academic advisors of foreign-born Latino adult learners are co-author of their personal life projects. Career counseling adds value to the level of interaction among advisees and advisors, and support institutional initiative of student engagement and retention.
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