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## Trivia!

Many of the conference and board rooms at the Renaissance Baton Rouge Hotel are named after bodies of water in Louisiana and are named in the Cajun-French dialect, a French-dialect native to the South Louisiana area known as “Acadiana.”

**Bienvenue** – Pronounced “be-AHN-ven-oo,” means “Welcome.”

**Bistineau** – Pronounced “Beast-t-no,” is named after Lake Bistineau, spanning between Webster, Bossier, and Bienville parishes in Northwest Louisiana.

**Des Cannes** – Pronounced “Deh-Cane,” similar to “The Plane,” is named after Bayou Des Cannes, also known as the Bayou of Stalks.

**Des Glaises** – Pronounced “Deh-Glay-shus,” is located in Avoyelles Parish.
## Conference at a Glance

### Thursday, March 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>10:00am-6:00pm</td>
<td>Registration Open</td>
<td>Hotel Lobby</td>
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<tr>
<td>10:00am-6:00pm</td>
<td>Exhibitor Hours</td>
<td>Hotel Lobby</td>
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<tr>
<td>12:00-4:15pm</td>
<td>Pre-Conference Sessions</td>
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<tr>
<td>12:00-2:00pm</td>
<td>Planning Pinterest: A Hands-On Approach to Pinterest Use in Academic Advising</td>
<td>Bienvenue</td>
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<tr>
<td>12:00-2:00pm</td>
<td>SMARTer, Better, Faster, Stronger: A Goal-Setting Workshop</td>
<td>Des Cannes</td>
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<tr>
<td>1:00-4:00pm</td>
<td>Motivational Interviewing in Advising</td>
<td>Des Glaises</td>
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<tr>
<td>2:15-4:15pm</td>
<td>Effective Learning Strategies – An Overview for Advisors</td>
<td>Bistineau</td>
</tr>
<tr>
<td>2:15-4:15pm</td>
<td>A Match Made in the Interview: Revitalizing the Hiring Process to Find Your Perfect New Advisor</td>
<td>Des Cannes</td>
</tr>
<tr>
<td>4:30-5:30pm</td>
<td>NACADA Orientation for First-Time Attendees</td>
<td>Bienvenue</td>
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<tr>
<td>6:00-7:30pm</td>
<td>Welcome, Awards &amp; Keynote</td>
<td>Salon 1 &amp; 2</td>
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<tr>
<td>7:45-8:45pm</td>
<td>Poster Sessions</td>
<td>Salon 3 &amp; 4 Lobby</td>
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<tr>
<td>7:45-10:00pm</td>
<td>Dessert Reception and Networking</td>
<td>Salon 3 &amp; 4</td>
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<tr>
<td>9:00-10:00pm</td>
<td>Region 7 Steering Committee Meeting</td>
<td>Kullman Board Room</td>
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### Friday, March 6 - School Spirit Day

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30am-5:00pm</td>
<td>Registration Open</td>
<td>Hotel Lobby</td>
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<tr>
<td>7:30am-5:00pm</td>
<td>Exhibitor Hours</td>
<td>Hotel Lobby</td>
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<tr>
<td>7:30-8:45am</td>
<td>Breakfast (Continental)</td>
<td>Salon 1 &amp; 2</td>
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<tr>
<td>8:00-8:30am</td>
<td>Volunteer Orientation</td>
<td>Timbalier</td>
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<td>9:00-10:00am</td>
<td>Concurrent Sessions</td>
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<tr>
<td></td>
<td><em>Earning the Right to be Heard: Pursuing Students to Success!</em></td>
<td>Salon 3</td>
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<tr>
<td></td>
<td><em>Which Major? Efforts Implemented at a Large Institution to Assist Sophomores with Major Exploration</em></td>
<td>Salon 4</td>
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<td></td>
<td><em>Advising African-American Males</em></td>
<td>Bienvenue</td>
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<tr>
<td></td>
<td><em>Climbing the Academic Advisors’ Career Ladder: How Much Are You Worth?</em></td>
<td>Des Glaises</td>
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<tr>
<td></td>
<td><em>A Conversation with NACADA Leadership and Executive Office Representatives</em></td>
<td>Bistineau</td>
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<tr>
<td>10:15-11:15am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>Best of Missouri</td>
<td>“Detouring” Around the “Roadblocks” to Academic Success</td>
<td>Salon 3</td>
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<td></td>
<td>Advising the Millennials: LOL or FML?</td>
<td>Salon 4</td>
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<td></td>
<td>Who’s Afraid of the Big, Bad, Parent: Parental Involvement and Advising Success!</td>
<td>Bienvenue</td>
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<td></td>
<td>Lagniappe: Finding “A Little Something Extra” through NACADA’s Emerging Leaders Program</td>
<td>Des Cannes</td>
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<td>Prevent Defense! How Having the Right Conversation with Students can Prevent Academic Probation</td>
<td>Des Glaises</td>
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<td></td>
<td>Increasing Student Motivation and Resourcefulness: Strategies for Success</td>
<td>Bistineau</td>
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**Friday, March 6 - School Spirit Day Continued**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>11:30am-1:15pm</strong></td>
<td>Lunch and Keynote</td>
<td>Salon 1 &amp; 2</td>
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<tr>
<td><strong>1:30-2:30pm</strong></td>
<td>Concurrent Sessions</td>
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<tr>
<td>Best of Oklahoma</td>
<td>Challenges and Opportunities Advising “Generation Me”</td>
<td>Salon 3</td>
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<td>Fishing For Success: A Look at the Partners for the Academic Student Success Program</td>
<td>Salon 4</td>
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<td></td>
<td>Academic Support Programs: The Importance of, and Methods of Assessment</td>
<td>Bienvenue</td>
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<tr>
<td></td>
<td>Motivational Interviewing Theory in Advising</td>
<td>Des Cannes</td>
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<td></td>
<td>ACCESS Adventure for Advising Freshmen</td>
<td>Des Glaises</td>
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<tr>
<td></td>
<td>Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog</td>
<td>Bistineau</td>
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<tr>
<td><strong>2:45-3:45pm</strong></td>
<td>Concurrent Sessions</td>
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<td></td>
<td>Haters Gonna Hate, Transformational Leaders Gonna Motivate...</td>
<td>Salon 3</td>
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<td></td>
<td>What Difference Does it Make? Understanding Diversity in Higher Education</td>
<td>Salon 4</td>
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<td></td>
<td>College Success Initiative (CSI): An Investigation into Helping At-Risk Students Succeed</td>
<td>Bienvenue</td>
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<td>Zero to 6,000 in Three Semesters – How the PACE Advising Center puts the “P” in PACE!</td>
<td>Des Cannes</td>
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<td>Cranium Café: The In-Office Experience with Online Advising</td>
<td>Des Glaises</td>
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<td>With a Little Help from my Friends: Proactive Advising and the Advising Success FAQ</td>
<td>Bistineau</td>
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<tr>
<td><strong>4:00-5:30pm</strong></td>
<td>State Meetings</td>
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<tr>
<td>Texas</td>
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<td>Salon 3</td>
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<td>Kansas</td>
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<td>Salon 4</td>
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<tr>
<td>Louisiana</td>
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<td>Bienvenue</td>
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<td>Missouri</td>
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<td>Des Cannes</td>
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<td>Oklahoma</td>
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<td>Des Glaises</td>
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<tr>
<td>Arkansas</td>
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<td>Bistineau</td>
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<tr>
<td><strong>5:30-8:00pm</strong></td>
<td>Dinner on your own or group sign up at hospitality table</td>
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<tr>
<td><strong>8:00-11:00pm</strong></td>
<td>Meet and Greet</td>
<td>Tallulah Bar - Lobby</td>
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### Saturday, March 7 – Wacky Accessory Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30-8:45am</td>
<td>Breakfast – Cranium Café Giveaway. Must be Present to Win!</td>
<td>Salon 1 &amp; 2</td>
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<tr>
<td>9:00-10:00am</td>
<td>Concurrent Sessions</td>
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<td></td>
<td>Engaging the Campus Community in an Early Academic Alert Initiative</td>
<td>Salon 3</td>
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<td></td>
<td>Strategies for Promoting Student Success and Retention: An Approach</td>
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<td></td>
<td>from the Undergraduate Advising Center</td>
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<td>Collaboration of Academic Advising and Success Coaching: Implementing</td>
<td>Bienvenue</td>
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<td></td>
<td>an Advisor/Coach Model to Serve First Year Students</td>
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<td>The Power of Leadership: Advising toward Autonomy</td>
<td>Des Cannes</td>
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<td></td>
<td>ADHD/ADD: How to Spot Behaviors and Advise/Coach to Success</td>
<td>Des Glaises</td>
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<td></td>
<td>We Are Family! Get Up Everybody and Sing! Keeping Team Morale High</td>
<td>Bistineau</td>
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<td></td>
<td>Within Your Advising Center</td>
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<tr>
<td>10:15-11:15am</td>
<td>Concurrent Sessions</td>
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<td></td>
<td>From Undecided to Career: Collaborations Between Academic and</td>
<td>Salon 3</td>
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<td>Career Advisors</td>
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<td>The Millennial Experience</td>
<td>Bienvenue</td>
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<td>Positive Advising through Freshman Seminar: Helping Students Create</td>
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<td></td>
<td>Their Story</td>
<td>Des Cannes</td>
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<td>“Just Tell me What to do!” Using the Spirit of Motivational Interviewing</td>
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<td>to Support Student and Advisor Autonomy</td>
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<td>Adventures in Major Exploration: Advising Curriculum Development</td>
<td>Des Glaises</td>
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<td>&quot;But… I Want to Help People!&quot; Proactive Advising for Pre-Health</td>
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<td>Professions Students Struggling Academically</td>
<td>Bistineau</td>
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<tr>
<td>11:15am-12:00pm</td>
<td>Closing Session</td>
<td>Salon 1 &amp; 2</td>
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### Commission and Interest Group Key

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Advising Administration (C)</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Advisor Training &amp; Development (C)</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Assessment of Advising (C)</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Health Professions Advising (IG)</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Appreciative Advising (IG)</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Advising Adult Learners (C)</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Advising First-Year Students (IG)</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>First-Generation College Student Advising (IG)</td>
<td>18</td>
</tr>
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<td>9</td>
<td>High School to College Advising (IG)</td>
<td>19</td>
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<tr>
<td>10</td>
<td>Multicultural Concerns (C)</td>
<td>20</td>
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C = Commission
IG = Interest Group
Welcome

Welcome to the NACADA Region 7 Conference,

Colleagues, it is my honor and pleasure to welcome you to the NACADA Region 7 Conference in Baton Rouge, Louisiana. The theme for this year’s conference is *Advising Adventures on the Bayou*. The conference committee has planned a program full of advising adventures including an afternoon of pre-conference sessions, informative concurrent and poster sessions, and two phenomenal keynote speakers. I strongly encourage you to attend your state meeting as this is an excellent opportunity to get to know other colleagues in the advising profession in your state, and to discuss some of the challenges that you all may face at the state level. It is my hope that you make valuable connections with your colleagues, obtain relevant information for you to take back to your institution, and also enjoy your time in Baton Rouge.

To the first time attendees, I’m excited that you have joined us. For those of you who have attended previous NACADA Region 7 conferences, welcome back and I solicit your assistance in welcoming our first time attendees. I encourage you to visit with any of the NACADA leadership team. I look forward to meeting and working with you at the conference and in the future.

The conference committee and I hope that you have an engaging conference experience. We are happy to help in any way that we can.

Enjoy the conference,

Barbara Smith  
Region 7 Chair

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**NACADA Region 7 Service Project**

According to data released in Feeding America’s “2014 Hunger in America” report, nearly two-million adult students attending school full-time have experienced food insecurity, the inability to access enough food for an active, healthy, life. Approximately one-third of those surveyed reported having to make the decision to choose between paying for food, or covering educational expenses, such as tuition or textbooks.

The Louisiana State University Food Pantry was created as a way to assist students facing issues such as financial difficulties and food insecurity. By donating a non-perishable food item or contributing a cash donation to the LSU Food Pantry, you can receive special recognition at the conference, be entered for a chance to win a door prize, and gain valuable information on how to start your own food pantry.

For more information on how to create a food pantry on your campus, please visit [http://www.cufba.org/](http://www.cufba.org/).
Dear Conference Attendees,

Welcome to Baton Rouge! On behalf of the conference planning committee we are delighted to welcome NACADA back to Louisiana for the 2015 NACADA Region 7 Conference, hosted in the beautiful Renaissance Baton Rouge Hotel. This year’s theme, *Advising Adventures on the Bayou*, is about the everyday adventures that we embark on with our students. From making a last-minute change of major, to helping a new transfer student navigate through a new and unfamiliar organization, advisors embrace the spirit of adventure each and every day. In its own way, organizing this conference has been an adventure unto itself. When we were approached by Barbara Smith, Region 7 Chair, to discuss planning this conference, none of us have ever taken on such an enormous task. Now that the conference is here, I think that it is safe to say that we feel like pros and can’t wait to share this journey with you all!

On Thursday, we will start the conference off with several pre-conference workshops followed by our welcome and keynote speaker Katrice A. Albert, Ph. D. One thing that Louisiana is known for Mardi Gras, so we hope that you will join us later this evening for a Mardi Gras-themed dessert reception which will run concurrently with our poster sessions.

Friday will feature a full day of concurrent sessions and state meetings. Lunch will be provided in conjunction with a keynote address by Beverly Brooks Thompson. Our conference hotel is conveniently located between two of Baton Rouge’s liveliest shopping districts, the Mall of Louisiana and Perkins Rowe. Whether you take the complimentary hotel shuttle or embark on a short walk, you’ll find plenty of great shopping, dining and entertainment options. If nightlife is what you’re looking for, ask the hospitality table about shuttles to Baton Rouge’s Downtown area, or to one of our nearby casinos.

Saturday will conclude our concurrent sessions. We hope that you can join us for the closing session where we will announce our Best of Region 7 presentation.

Please refer to this conference program for all information pertaining to the next few days, including concurrent session descriptions, the conference schedule, and information regarding our future conferences. We would like to extend our thanks and gratitude to the conference planning committee for all of their hard work in putting this conference together. Most of all, we would like to thank you for attending. Please let us, or anyone on the conference committee know how we can be of assistance.

Sincerely,

Andrea Jones, Co-Chair

Anthony Oster, Co-Chair

Brandon Parker, Co-Chair
**Dinner on Your own or Group Sign up**
Friday night dinner will be on your own. Group sign-ups for dinner are located at the hospitality table. If you are interested in joining a group, please sign up by Friday, March 6th at 5:00 pm.

**Volunteer Meetings**
Session moderator volunteers must attend the Orientation Meeting from 8:00-8:30 am on Friday, March 6th in the Timbalier meeting room on the second floor.

**Conference Evaluations**
Prior to the start of each concurrent session, your session moderator will pass out session evaluations. Please take a moment to complete these short forms so that we can provide valuable feedback to our presenters. Before leaving, please turn your evaluation in to your session moderator.

**Best of Region**
The Best of Region presentation will be determined by the session evaluations submitted for each concurrent session. The winning presenters will automatically be accepted to present at the national conference in October. Do not forget to turn in your evaluations to support your favorite presenter(s)!

**Dessert Reception & Poster Presentations**
Please join us for a Dessert Reception Thursday evening from 7:45-10:00 pm in the Salon 3 & 4 ballrooms.

**Meet and Greet**
Join us Friday evening from 8:00-11:00 pm in the Tallulah Bar for an informal chance to get to know your advising colleagues in a relaxed setting. We look forward to seeing you there!

**School Spirit Day**
Friday, March 6th is School Spirit Day. Show your campus pride by wearing a shirt representing your institution.

**Wacky Accessory Day**
Got a pair of socks with tacos on them? Feel the urge to wear a towel as a cape and call yourself “NACADA Man?” You’re in luck! Saturday, March 7th is Wacky Accessory Day. We’re only here until noon, so let’s have some fun during the last two sessions! Don’t have anything to wear? The Mall of Louisiana and Perkins Rowe are just minutes away and on the hotel shuttle route.

**State Meetings**
The state meetings will be from 4:00-5:30 pm on Friday, March 6th. See the “Conference at a Glance” for room locations.

**Continuing Education Units**
National Board Certified Counselor (NBCC) monitoring forms are available at the registration table. If you are a NBCC seeking CEU credit, you must fill out the NBCC monitoring form and secure a signature from a NACADA Region 7 designee at the registration table. You should submit the original form to your appropriate organization.

In addition, certain content sessions have been approved for CEU credit by the Louisiana Counseling Association and Louisiana State Board of Social Work Examiners. These sessions are identified with ☑ by their title. To receive credit for these sessions, please complete the CEU Verification Form in your conference materials and return this form to the registration table. CEU certificates for these approved sessions will be e-mailed after the conference.
The path to advanced leadership and upward mobility in higher education has subtle nuances and fine distinctions that higher education professionals must learn and master. Most of us start our careers in higher education with the same level of intelligence, education, and drive; yet only a few reach top administrative roles. In our ever-evolving professional narratives, there are fundamental, intentional, and bold strategies we must consider in order to be a considered a game changer. This keynote session will explore the powerful leadership lessons learned in the advancement process, as well as offer interesting, humorous, and thoughtful insights and anecdotes on how to best navigate the political landscapes, unwritten rules, social mores and customs on your path to leadership.

**Katrine A. Albert, Ph. D.**

Dr. Katrice A. Albert is the Vice President for Equity and Diversity of the University of Minnesota System. She is responsible for leading the efforts across five campuses to reach the University of Minnesota’s most ambitious diversity goals. Some of her strategic priorities include: Recruiting and retaining underrepresented faculty and students; Addressing issues of climate for diverse individuals and communities; and creating and enhancing strategic partnerships both within and outside of the University. Albert has served as the Co-Chair of the 2013 Community Fund Drive, the University of Minnesota’s annual charitable giving campaign, and is also a member of both the Campus Climate Working Group and the Multicultural Outreach Executive Committee, which reviews current efforts and practices around student of color recruitment and outreach.

Prior to joining the University of Minnesota, Albert served as Vice Provost for Equity, Diversity & Community Outreach at Louisiana State University (LSU). As LSU’s Chief Diversity Officer since 2005, she was responsible for developing and implementing strategic initiatives and policies aimed at cultivating a campus environment that embraces difference, sustains inclusion, and enhances institutional access and equity. In addition, she has also served as an adjunct faculty member in the LSU College of Human Sciences and Education’s Department of Educational Theory, Policy & Practice where she taught the graduate course, “Multicultural Counseling.” She serves on the editorial board of the *Journal of Civic Engagement and Scholarship*, and her works have been published in the *Journal of Counseling Psychology* and the *Journal of Counseling and Development*. She is the co-editor of two volumes — *Trayvon Martin, Race, and American Justice: Writing Wrong* (2014) and *Racial Battle Fatigue in Higher Education: Exposing the Myth of Post-Racial America* (2015).

Dr. Albert completed her doctoral degree in Counseling Psychology at Auburn University. Her clinical internship was completed at Boston Medical School’s Center for Multicultural Training in Psychology. She earned her Master of Science degree in Counseling Psychology from the University of Southern Mississippi. She graduated magna cum laude from Xavier University of Louisiana with a Bachelor of Science degree in Psychology.

She is a native of New Roads, Louisiana in Pointe Coupeé Parish.
Confessions of a Recovering Student Life Administrator

Beverly Brooks Thompson spent close to two decades on Louisiana State University's campus working in the areas of Student Life, Career Services, student programming and leadership development and capital campaign fundraising. After leaving LSU she worked for the oldest fundraising firm in the United States as Executive Counsel with organizations across the country who were raising $100 Million or more wanting to better their organizations with philanthropic support. Today she is the President and Chief Development Officer for the Foundation for Woman's, a supporting philanthropic organization that supports Woman's Hospital, the only freestanding, independent women’s and infant’s hospital in the country. A student of leadership from personal experience, trials and tribulations, and academic research, Thompson will share her experience, hope and strength with stories and anecdotes from leaders she has been fortunate to work with in her career.

Beverly Brooks Thompson, CFRE
President & Chief Development Officer
Foundation for Woman’s

Beverly Brooks Thompson, CFRE is the President and Chief Development Officer at the Foundation for Woman’s in Baton Rouge, Louisiana. In this role, she oversees the Foundation’s major gifts program, planned giving program, annual giving program, grants funding, endowment development, donor relations and special events such as the Women’s Victory Open, Bust Breast Cancer, Woman’s Half Marathon, etc. in support of Woman’s Hospital.

Prior to Woman’s, Thompson served as vice president and executive counsel for Pursuant Ketchum. In that role Thompson was a national consultant working with some of the most prestigious non-profit organizations and boards in the country where she brought experience in campaign development, implementation and management for programs that exceed goals of $500 million to the Pursuant Ketchum team. Thompson’s clients included such prestigious organizations as The Pratt Institute in Brooklyn, NY, Arizona State University Sun Devil Athletics, The Carnegie Museum’s Science Center, Magee-Womens Research Institute, Sigma Nu National Fraternity, University of Louisiana at Lafayette, et.al.

Thompson successfully served as the Director for Forever LSU: The Campaign for Louisiana State University, supporting the three adjoining campuses of LSU. Raising over $798 million toward a $750 million goal, the Forever LSU campaign has stood out as a paradigm for success in higher education campaigns. She has been nominated for various awards at LSU and within the community. Programs under her direction have received national awards and recognition at CASE, APAP, NASPA, Advertising Federation and the Public Relations Association of Louisiana. Thompson has been licensed as a Certified Fundraising Executive.

A two-time alumna of Louisiana State University, Thompson is currently pursuing her Ph. D. at LSU in Human Resource Development specializing in Organizational Leadership. This Texas native and her husband Corky have a combined family of three sons and a daughter who are proud to call Louisiana home.
Planning Pinterest: A Hands-On Approach to Pinterest Use in Academic Advising

Maggie Gilchrest & Devin McCain, Texas Tech University 12:00-2:00

As advisors we continue to break new ground on student engagement to facilitate innovative opportunities that help our students achieve success. Utilizing Pinterest in academic advising practices creates a new opportunity for student engagement through visual and contextual learning and creativity. Whether employing Pinterest at the on-set of academic orientation, or using it in one-on-one advising appointments, Pinterest can be the tool that provides an outlet for students who need to be engaged in a new way. To help advisors become effective in using this technology, this presentation is designed to be a hands-on, “how-to” approach to using Pinterest in academic advising. Together, participants will craft Pinterest pages, boards, and pins for their departments. Bring your technology!

SMARTer, Better, Faster, Stronger: A Goal-Setting Workshop

Jaimie Haider, Texas State University 12:00-2:00

While advisors often use the SMART Goals framework when assisting students with setting goals, when creating goals for advising centers, and even setting goals for our own personal and professional development, education scholars have established other methods of goal-setting which more fully address their specific criteria for “goal setting in an educational context.” Scholarship points to the MAPS Method of goal-setting as being more rigorous, holistic, and positive. Students’ commitment to goals is linked to the clarity of the goal-setting process. During this presentation, I will synthesize my scholarly research to provide advisors with steps and exercises to implement the MAPS Method of goal-setting with their students, in their advising offices, and for their own professional development.

Motivational Interviewing in Advising

Robert Pettay, Kansas State University 1:00-4:00

Motivational Interviewing (MI) is an approach designed to initiate behavior change based on intrinsic motivation. Motivational Interviewing is defined as “a client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence (Miller & Rollnick, 2002, p. 25). MI has been demonstrated to be an effective approach for behavior change and is a promising technique for use in academic advising. This workshop will focus on the use of MI in the advising setting and will include information on MI, discussion, video demonstration, and activities related to the use of MI in advising. Objectives include increasing familiarity with MI and MI principles, understanding principles of behavior change, understanding the role of open-ended questioning and reflection in advising, and guidelines for applying MI in the advising setting.
Effective Learning Strategies: An Overview for Advisors 7, 13
Carsten Holm, University of Kansas 2:15-4:15 Bistineau

There’s a saying among teachers that “teaching without learning is just talk.” What, then, is studying without learning? Advisors are aware that some students simply do not invest the time needed to succeed in their classes, but many students struggle despite putting considerable effort into their studies. Sometimes, they are just doing it wrong. This presentation provides advisors with an introduction to what cognitive scientists have identified as the most effective learning strategies—and some popular but ineffective ones. By examining general learning principles, research in cognitive science, and case stories illustrating common student problems, the presentation will help advisors identify and address students’ misconceptions about studying and learning as well as provide them with concrete tools to guide students to success.

A Match Made in the Interview: Revitalizing the Hiring Process to Find Your Perfect New Advisor 1, 2
Lindsay Stadter, Claudia Trevino, Angelica Barrera, 2:15-4:15 Des Cannes
Staci Strauch, & Jaimie Haider, Texas State University

Advisors are busy, so when a colleague leaves, often the goal is to get someone hired right away. But when the hiring process becomes rote and unexamined, it’s easy to realize the people we hire might be nice but aren’t “the one.” By reexamining our hiring and interviewing processes and beginning with the end in mind, we can boost our chances of finding that perfect fit. By thinking about what qualities we hope to find in a hiring match, we can work backwards, ask questions that measure the qualities we desire, and hire great candidates. We recommend bringing an office teammate with you to start putting this new framework into practice during the workshop.

Thursday, March 5, 4:30-5:30 PM

NACADA Orientation for First-Time Conference Attendees
Barbara Smith, NACADA Region 7 Chair Bienvenue
Rhonda Baker, NACADA Executive Office
Nathan Vickers, NACADA Board Representative

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.

Thursday, March 5, 6:00-7:30 PM

Welcome Session, Region 7 Awards, Keynote Address ✨
Katrice A. Albert, Ph.D., Keynote Address Salon 1 & 2
Barbara Smith, NACADA Region 7 Chair
Andrea Jones, Region 7 Conference Co-Chair
Anthony Oster, Region 7 Conference Co-Chair
Brandon Parker, Region 7 Conference Co-Chair
Sculpting for Student Success: An Integrative Model for Academic and Career Advising

Ragh Singh, University of Missouri

The vision in the integrative model of academic and career advising is “to support students’ development, prepare them for the future, empower them to manage career options in a changing world and become contributing members of society” (McCalla-Wriggins, Hughey, Damminger, & Nelson, 2009, p. 297) Thus, through the lens of Gordon’s (2006) 3-I process (Inquire, Inform, Integrate), advisors in the School of Natural Resources will highlight the academic and career advising adapting practices that the Department of Parks, Recreation and Tourism has been involved in. The presentation will focus on the historical evolution of academic and career advising, to the more current perspective of bridging these two areas together via Virginia Gordon’s 3-I process.

Think Like an RD: Applying Residence Life Skills to Enhance Academic Advising Practice

Margaret Garry & Jeanette Pacheco, Texas State University

As academic advisors, we are primarily concerned with helping students with aspects of self-actualization. Is their coursework allowing them to think critically and be creative? Are they moving toward career or graduate school plans that will help them to be their best selves? Though first year students are certainly focused on these questions, they are also navigating new college terrain, fraught with concerns about being safe in their new spaces or belonging in a new community. Our colleagues in Residence Life deal with helping students meet these needs. The goal of this presentation is to help advisors understand the resources available to students through residence life or housing, and to give them the awareness to bridge the gap and make appropriate referrals to students.

Promoting Majors Leading to Careers in High Demand Fields Using Social Media

Brandi Disberger, Kansas State University

Have you been “tagged?” Learn about our low cost, high result marketing campaign. How can we “sell” majors that are sought after by employers in high demand fields? Students see a narrow view of possible careers are simply not aware of majors that are experiencing critical shortages. After experiencing decreased enrollment in education majors as a whole, most specifically in agricultural education, we started utilizing social media resources to create a branding program to market agricultural education at Kansas State University. Since the program began two years ago, we have experienced a 35% increase in new student enrollment in target areas. These strategies could be used to recruit students to any major of study or institution.
Audacious Adventures in Advising: How the TWU College of Health Science Prepares Students to Succeed  

Janelle Davis, Kim Taylor, & C. David Infante, Texas Woman’s University

Health Science majors are a bold, exciting bunch and our TWU College of Health Science is intentional in preparing them for success on our campus and beyond as they apply for graduate school, enter the workforce, and explore new horizons. Our presentation will discuss and show ideas you can use to help students build relationships, create community, navigate the online program, and how to encourage faculty interaction in your programs. Our FTIC advisor, Health Studies, and Kinesiology advisors will discuss their programs.

Integrating Graduate Assistants and Interns into Beneficial Roles for Academic Advising Centers  

Jeanette Pacheco, Georgeann Calzada, & Kristopher Infante, Texas State University

In today’s competitive job market not all graduate assistantships and internships are providing students with transferable skills. How are we giving our students relevant experience by filing papers and making copies? The PACE Advising Center at Texas State University has created a streamlined process to incorporate applicable work experience for graduate assistants and interns, specifically those wanting to enter into the field of higher education, in ways that will allow them to become more professionally marketable. This presentation will elaborate on ways to utilize graduate assistants and interns in the professional world while providing an academically relevant learning experience. Learn how a direct-experience learning model can better maximize benefits for your advising center as well as graduate assistants and interns!

The Academic Advising Compass: Navigating and Educating our Students in Uncertain Waters  

Brandy Barksdale, The University of Texas at San Antonio

The first-year college student today leaves one parental figure for another: their academic advisor. These students feel they are not prepared to make academic, career, and personal decisions without advisor affirmation. They reach out to academic advisors to navigate their way by asking questions like, What classes should I take?, When should I take them?, Are my goals realistic?, or What should I major in? Although, advisors say “we will advise but you must decide,” students seek final approval of their decisions. Rather than giving students the answer, advisors give them the tools to find the answer themselves. Using Developmental Advising strategies (Crookston, 1972; O’Banion, 1972), best practices, and P.I.E.R. techniques, advisors can empower students to steer their ship in the right direction through the bayou.
Earning the Right to be Heard: Pursuing Students to Success! 7,13

Katie Bonner, University of Mary Hardin-Baylor

Advisors often expect students to heed our advice and “expert opinion” without earning the right to be heard. Students are not given a chance to decide for themselves whether or not we are worth listening to— we just expect it. The University of Mary Hardin-Baylor’s Center for Academic Excellence (CAE) has developed an intentional and intrusive advising plan for conditionally admitted students (Opportunity Students). Through deliberate and strategic interactions, our students are pursued and encouraged to engage in a relationship with us, and this has ultimately led to student persistence. Opportunity Student retention has increased 10% over the past 4 years and is currently only 3% less than regularly admitted students.

Which Major? Efforts Implemented at a Large Institution to Assist Sophomores with Major Exploration 12,17

Jessica Luhn & Catarina Dominguez, Texas State University

Ran out of core classes and still stuck on choosing a major? What classes are next? Career exploration can be overwhelming. When students exhaust core classes, they must quickly decide on a major where personal issues often impede their overall decision-making. This presentation focuses on two successful initiatives targeting exploratory/undecided majors: 1) a Sophomore Outreach Program, targeting major-seeking sophomores, and comprised of specialized advising appointments; and, 2) a Career & Major Exploration class, engaging students in self-assessment, major research, and career exploration. Both initiatives are designed to help students create action plans—ultimately toward declaring a major. After outlining these initiatives, there will be an open discussion of other programs that support undecided students.

Advising African-American Males 6,7

Terrance McClain, Texas State University

Institutions must understand the African-American male rather than create generalizations of success for this particular type of student. African-American male students hold dispositions to interacting with others. As advisors, we must become aware of these dispositions when working with African-American males that we might be able to create a safe and welcoming environment for these students while retaining them through our practice as professionals.
Improving Self-Awareness and Self-Knowledge: A Cognitive Information Processing Approach to Career Decision-Making

Jordan Ryan & Ali Luempert, Texas Tech University

When sorting through career options, undecided students often start with questions such as, “What major will guarantee me a job after college?” or “What jobs pay the most money right now?” In each of these cases, the students are trying to increase their “occupational knowledge” so that they can make an informed career decision. But before students can begin sorting through their career options, they must increase their own self-knowledge to ensure that their career choices are congruent with their values, interests, and skills. The Cognitive Information Processing approach to career decision-making helps students improve their self-awareness and analyze how they are making decisions. Come learn how you can use CIP to help students make informed career decisions.

Climbing the Academic Advisors' Career Ladder: How Much Are You Worth?

William Fleming & Wesley Boyd, Sam Houston State University

The academic advising profession has become a very honorable profession. However, the status of academic advisors may not be high as it should be in many institutions. The demands on advisors are many and advisors need to have titles and job descriptions which describe their talents and characters. A well-defined career ladder gives advisors opportunities to advance both professionally and monetarily. This session presents a look at demands put on advisors, characteristics expected of advisors, comparison of salaries of advisors nationwide, and finally, a career ladder model based on academic titles which parallel those used by the faculty, giving advisors prestige and importance within the academic community.

A Conversation with NACADA Leadership and Executive Office Representatives

Barbara Smith, NACADA Region 7 Chair
Rhonda Baker, NACADA Executive Office
Nathan Vickers, NACADA Board Representative

This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.
“Detouring” Around the “Roadblocks” to Academic Success

Karmen Brewer & Brittany Lescano, Missouri State University

Why do students leave an institution? How can we keep them from leaving? Understanding why students decide to leave an institution is a key factor in learning how to improve retention rates. “The Challenge Program,” launched by the Business Advisement Center at Missouri State University in Fall 2013, is an intervention program created for at-risk students that assesses the causes of why these students drop out and establishes a success plan for each individual student that helps them reach their destination of success, GRADUATION! This session will outline research, statistics from our study, lessons learned, and success stories. Learn how YOU as an advisor can help retain at-risk students in your programs.

Advising the Millennials: LOL or FML?

Mara Morhouse & Brent Upham, Southern Methodist University

Were you born between 1980 and 2000? Are you predominantly advising students born between the same years? If you can answer “yes” to these questions, then you and your advisees are both part of “Generation Y,” AKA, “The Millennials.” Advising students who are close in age, interest and culture is a delight. However, at times it can also be a hindrance to the pursuit of professionalism. Join us for a roundtable discussion regarding best practices for maintaining professionalism while connecting to advisees within the same generation. All generations are welcome; we can learn from those who have gone before us!

Who's Afraid of the Big, Bad, Parent: Parental Involvement and Advising Success!

Vince Hernandez & Sherrice King, Texas A&M University

Will Smith once said, “Parents just don't understand.” As advisors we empower students in the decision making process which hopefully leads to success inside and outside the classroom. However, some parents can be hands-on with their child's college experience. This can lead advisors to working with overbearing and/or irate parents. In this presentation, we will explore how parental involvement can help and hinder the student’s individual development. We will also discuss methods to utilize when working with an aggressive parent, as well as the importance of talking with parents about the advisor's role during a student's undergraduate career. Finally, we will invite audience members to share how they would handle various scenarios when working with an overly-involved parent.
Lagniappe: Finding “A Little Something Extra” through NACADA’s Emerging Leaders Program²

Patricia Griffin, Fort Hays State University
Autumn Parker, University of Arkansas
Mary Honore Tucker, University of Memphis

Are you interested in adding a little something extra to your NACADA experience but not sure where to begin? Are you overwhelmed by your options? Do you want to gain valuable expertise from existing NACADA members? Do you have a lot to offer others? If you answered yes, then NACADA's Emerging Leaders Program may be for you! The Emerging Leaders 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. Region 7 has had 12 mentors and 11 leaders since the programs start. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved.

Prevent Defense! How Having the Right Conversation with Students can Prevent Academic Probation⁷,¹¹

Marc Jimenez, Texas State University

The goal of this presentation is to show how having the right conversation with students can decrease academic probation. It’s no secret students on probation are less likely to graduate when compared to students who are on good academic standing. That’s why it’s crucial for academic advisors to try to prevent students from going on probation. Though complete prevention is impossible, advisors can dramatically decrease the number of students placed on probation by building a student’s confidence. The issue is about making sure students feel validated. The late poet Maya Angelou once said, “I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” This presentation is about making sure students feel like they matter.

Increasing Student Motivation and Resourcefulness: Strategies for Success⁸,¹³

Lindsay Boynton, Hardin-Simmons University

College students today are increasingly under-prepared for the demands of college life. Some have even claimed that the millennials are the most sheltered generation in U.S. history. An increase in resources has caused a decrease in resourcefulness and a lack of motivation to persist. Fortunately, there are techniques you can use on your campus which assist in reversing this relationship thus, increasing student motivation. Through reviewing relevant research, videos, and commentary on this topic you will return to your campus equipped with a plan for action.

This session is relevant for any professional who feels frustrated with the seemingly apathetic millennial generation and who hopes to gain a better understanding of how to motivate this unique group.
Friday, March 6, 11:30 AM-1:15 PM

Lunch & Keynote Address

Beverly Brooks Thompson, CFRE

Salon 1 & 2

Friday, March 6, 1:30-2:30 PM

Challenges and Opportunities Advising "Generation Me" 2,14 (Best of Oklahoma)

Kyle Foster & Lindsay Eckert, University of Central Oklahoma

Salon 3

In this presentation, we will draw from the book "Generation Me" by Jean Twenge to describe the generation that have been called Millennials, Generation X, and Generation Y. These students are the most self-confident, narcissistic, and perhaps most cynical generation in the history of America. Half of the presentation will be spent profiling the generation and the remaining half will be used discussing strategies for effectively advising students who are part of this generation and for an open discussion of participants about effective strategies they have employed.

Fishing For Success: A Look at the Partners for Academic Student Success Program 13

Charles Evers & Neil Idais, Texas State University

Salon 4

The College of Applied Arts at Texas State University is committed to helping students on academic probation return to good academic standing. In line with this commitment, the college launched the Partners for Academic Student Success (PASS) program in 2004 in order to connect students to the academic advising center and resources on campus to make positive academic progress. This presentation will present the conclusions drawn from 10 years of data collected from PASS.

Academic Support Programs: The Importance of, and Methods of Assessment 3,13

John Jordan, Sam Houston State University

Bienvenue

Students lack the basic skills that they need to complete their job duties and academic coursework (Green & Forester, 2003; Moore et al., 2010). Formal academic support programs are one of the methods through which educational institutions strive to engage students thereby enhancing these skills (Pascarella & Terenzini, 2005). As these programs develop rapidly, methods of assessment are needed to identify areas of low performance allowing facilitators to address adequately both the needs of the students as well as providing adequate assessment to the institutions that use their limited funds for such endeavors (Schuh, 2009). This session will address assessment methods (e.g., formal assessments, academic performance indicators, student perception) usable by institutions to acquire data for decision-making and program improvement.
Motivational Interviewing Theory in Advising

Sarah Dingus, Texas Tech University

Des Cannes

Every student experiences college differently and it is imperative that advisors have the necessary tools to respond to a student’s individual experience. Advisors working with at-risk students find Motivational Interviewing (MI) strategies particularly useful. MI is a collaborative, goal-oriented method of communication with attention to change. Students need motivation to reach their goals, MI explores their argument for change and helps them to begin the process of understanding how to reach those goals. This session will teach the four main principles of MI (expressing sympathy, supporting self-efficacy, rolling with resistance, and developing discrepancies) as well as reviewing skills, techniques, and strategies that advisors can take back to their campus and use with their students.

ACCESS Adventure for Advising Freshmen

Patricia Griffin & Nikki Brown, Fort Hays State University
Alma Hidalgo & Sara Ouimet, HESA Graduate Students

Des Glaises

The increase in federal and state focus on the success of college freshmen lead our institution to create the ACCESS to Success-Student Success Plan in 2013 with the launch that fall. This program includes the six touch points for new freshmen with their academic advisor during their first year (3 fall and 3 spring). This session will focus on:

1) Description of the ACCESS to Success-Student Success Plan
2) Implementation and process of the program
3) Format of the six touch points throughout the year (by semester)
4) Audience members will have the opportunity to ask questions regarding the program

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

Carol Pollard, University of North Texas
Dorothy Burton Nelson, Southeastern Louisiana University
Leigh Shaffer, West Chester University - Retired

Bistineau

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. During this session participants will learn about: 1) Various NACADA venues for publishing member-created works; 2) Purpose, content, writing guidelines, and acceptance process for each publication venue; 3) How participant publication ideas can best be turned into manuscripts for submission to a NACADA publication.
Haters Gonna Hate, Transformational Leaders Gonna Motivate...  
Trina Gregory, Amber Skinner, & Donna Witt, Texas A&M University  
Salon 3

Have you ever had a student come in your office as a freshman wanting to be a doctor? However, as time went by, their grades proved otherwise. Whether this was the student’s dream or their parents’, advising pre-professional students with lofty goals can be difficult if their grades are not up to par. Instead of being labeled as a “dream crusher (hater),” we would like to introduce a concept of advising that would develop you into a “transformational leader”. The goal of this presentation is for you to leave knowing and understanding that although every student is different, you can advise effectively using techniques from the transformational leadership theory. We will explore this theory through interactive videos, role playing, and group discussions.

What Difference Does it Make? Understanding Diversity in Higher Education  
Jennie Robinson, University of Arkansas System eVersity  
Kyanna Beard, Pulaski Technical College  
Salon 4

Understanding diversity in higher education is not simple. Diversity awareness and the concept of inclusion continue to be significant factors of influence within student services and it is important that they are noticeable in more than a mission statement or student ratio. This session will help participants better understand the definition and breadth of student difference, the importance of looking beyond what we can see, how the role of diversity has impacted higher education over the years and discuss how diversity enriches the educational experience. In addition, the session will address the significance of diversity awareness, uncover the hidden layers of student identity, and offer suggestions for developing a greater appreciation for the value of difference as it applies to academic advising.

College Success Initiative (CSI): An Investigation into Helping At-Risk Students Succeed  
Tanesha Antoine & Sonya Prince, San Jacinto College  
Bienvenue

How do you help a student succeed who cannot successfully complete their college preparatory requirements to make academic progress? This is a challenge faced by many community colleges. Student success for this population cannot be achieved by one department. Instead it takes an innovative approach that includes faculty and staff working toward a common agenda. Learn how San Jacinto College Educational Planning and Counseling Office built a collaborative program with college preparatory faculty to address this issue. The College Success Initiative (CSI) involves a holistic approach to advising with targeted strategies geared toward addressing the individual needs of the students repeating college preparatory classes.
Zero to 6,000 In Three Semesters – How the PACE Advising Center Puts the “P” In PACE! 7,17

Georgeann Calzada & JaCorey Mosely, Texas State University  

It’s hard to imagine that with a freshman population nearing 6,000 students an advising center would be able to personalize each advising appointment, but in this session you’ll be made aware of how PACE – the Personalized Academic and Career Exploration – Center does just that! Hear the interactive methods two PACE Academic Advisors incorporate in order to achieve success in semester goals the advising center sets for their advisors. In collaboration with the student, these PACE advisors work to optimize educational experiences by assisting students from the day they step on campus for New Student Orientation until the completion of their first academic year while simultaneously putting the “P” in PACE.

Cranium Café: The In-Office Experience with Online Advising 15

Leslie Brown, Cranium Café  

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 Café advising session.

With a Little Help from my Friends: Proactive Advising and the Advising Success FAQ 7,16

John Nelson-Hronek, The University of Kansas  

The Undergraduate Advising Center (UAC) at The University of Kansas partners with the Office of First Year Experience and the Office of the University Registrar to proactively encourage students to meet with their advisor as soon as possible. Proactive advising meetings render advisors the opportunity to cultivate rapport with their students and engage in success discourse that transcends the traditional advising dialogue. To help such meetings flow, advisors in the UAC utilize a Success FAQ, which encompasses ten questions that facilitate students in fathoming academic success strategies. This session will explore the efficacy of proactive advising and how the creation of a simple FAQ can aid advisors in leading students toward success.

Friday, March 6, 4:00-5:30 PM

State Meetings

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Engaging the Campus Community in an Early Academic Alert Initiative

Nanette Cheatham & Paul Ivey, Louisiana State University

Engaging an entire campus for student success is a challenging initiative… but appreciated and utilized on our campus! Learn how to establish a dynamic campus-wide early academic alert system and to effectively engage faculty and staff to promote student success, retention and graduation. Information shared will include the referral process and follow-up procedures as well as important lessons learned and wisdom gleaned along the way. Early academic referrals afford the opportunity to promptly inform, encourage, and connect students with appropriate academic advisors and other resources. This early academic alert system may be used on any size campus (2-year/4-year, public/private, large/small) with minimal cost.

Strategies for Promoting Student Success and Retention: An Approach from the Undergraduate Advising Center

LaTisha Davis & John Nelson-Hronek, University of Kansas

This session will cover practices employed by the Undergraduate Advising Center (UAC) at The University of Kansas that help promote student success and retention. Specifically, the utilization of data analytics, timely and effective communications, academic success programming and the augmentation of cross-campus partnerships. This interactive session will expound on the four strategies mentioned above and underline how each particular retention method effectively facilitates the UAC’s push to improve student success and retention and positively impact and interact with students not only during advising meetings, but also outside the conventional advising setting.

Collaboration of Academic Advising and Success Coaching: Implementing an Advisor/Coach Model to Serve First Year Students

Chris Campbell & Marlin Blankenship, Oklahoma State University

This session will focus on a collaboration between advising and success coaching in the Learning and Student Success Opportunity Center (LASSO) at Oklahoma State University. In fall 2014, the LASSO Center initiated a new program in which advisors and success coaches work together to provide students with the needed guidance and resources to become self-reliant. Discussion of the role of advisor and coach will be presented. Particular focus will be given to the interaction between advisor and coach, the roles that each play, and how their communication is key to allowing both to help the student to the fullest.
The Power of Leadership: Advising toward Autonomy

Catherine Nutter, Texas Tech University

Want an adventure? Be the leader you already are. What better journey is there than leading your students to independence and autonomy?

Academic advising presents unique perspectives in studying leadership attributes and application of leadership theory. The advising interaction provides opportunities for advisors to lead, direct, guide, mentor, and influence students. How successful this relationship is can be dependent upon leadership qualities, leadership style, and needs of students.

Let’s talk through the leadership theories – learn or reinforce your knowledge of how your leadership styles and advising practices actually develop your students as leaders.

ADHD/ADD: How to Spot Behaviors and Advise/Coach to Success

Alexandra Kasik & Michelle Oelking, Tulane University

Do you often hear “I can't seem to follow through” or “I feel like I'm not living up to my potential”? As advisors and coaches, we often partner with students to create plans for success—both academic and career. Does it seem like laying out the plan and setting goals isn't enough? Recent research has indicated as few as 5% of ADHD students who enter college end up graduating. Through interactive exploration, discussion and role playing, attendees will leave this session with an understanding of how to spot ADHD/ADD behavior and its impact on the college student. Attendees will also gain knowledge to communicate and work more effectively with ADD’ers. In addition, tips, tools, resources, and recommendations for professional development will be shared.

We Are Family! Get Up Everybody and Sing! Keeping Team Morale High Within Your Advising Center

Georgeann Calzada & Staci Strauch, Texas State University

The honeymoon stage is over and you find your advising team entering a lover’s quarrel. You don’t have to wear a cupid costume in order to bring happiness and fun into the workplace. Come see how academic advisors at the PACE Advising Center at Texas State University incorporate fun motivational activities and events into everyday routines. When advisors incorporate celebration into work life, co-workers can become like family.
From Undecided to Career: Collaborations Between Academic and Career Advisors 2,16

Laela Wilson & Glenda Jurek-Rahe, Texas State University  

Too often students enter academic advising appointments expecting to receive career advice or attend career advising appointments wanting assistance with choosing classes. Instead of being proactive about providing the services students are looking for while they are in our offices, we often refer students to other resources requiring multiple appointments. While referring our students to the proper trained experts within each functional area is considered utilizing best practices, it does not help us meet our students where they are. Join Texas State’s College of Liberal Arts’ team of Academic and Career Advisors to hear best practices regarding making a successful partnership between Academic and Student Affairs. This workshop will provide you with resources to implement at your institutions.

The Millennial Experience 2,13

Jeanette Pacheco & Marc Jimenez, Texas State University  

“The Millennial Experience” will challenge attendees through a choose-your-own-adventure activity where participants will decide if a millennial student leaves home to attend a large university or attends community college, chooses the major they want, takes part in “extracurricular activities”, and ultimately, graduates or drops out of college, etc. This session will require tough conversations around decisions made by millennials on a daily basis, including discussion regarding responsible citizenship, ethics, diversity, and much more. The presentation will provide information on the seven common characteristics of millennial students: Special, Conventional, Team-Oriented, Sheltered, Achieving, Pressured, and Confident. Attendees will gain a better understanding of decisions and problems our millennial students face in college and will realize effects an advisor can have on a student, for better or worse.

Positive Advising through Freshman Seminar: Helping Students Create Their Story 12,16

Mark Nelson, Oklahoma State University  

When I developed the outline for my course, I wanted to step outside the boundaries of “Freshman Orientation topics” like study skills, eating healthy, and time management. I am currently utilizing tools that hopefully challenge freshmen to begin the thought process of who they are as individuals and what it may take to set, obtain and complete their goals. We plan to demonstrate how teaching our students life skills through Positive and Appreciative Advising better serves our students to focus on creating their own collegiate experience and cope with struggles of being a young scholar.
“Just Tell me What to do!” Using the Spirit of Motivational Interviewing to Support Student and Advisor Autonomy 2,16

Karen Hochheiser & Briana Mohan, Tulane University

“Just tell me what to do!” Using the spirit of Motivational Interviewing to support student and advisor autonomy. When we’re in an advising role, we’re often aware of the many needs our students have, and we frequently feel the pressure to solve the issues they bring to us. Motivational Interviewing (MI), as defined by Miller and Rollnick (2013) is “a collaborative conversation style for strengthening a person’s own motivation and commitment to change.” At the core of this approach is the spirit of MI, which emphasizes collaboration and supports autonomy. This interactive presentation will focus on how advisors can use the spirit of MI to guide students to identify their own solutions and take necessary action to address their needs, thus resulting in more interesting and satisfying advising experiences.

Adventures in Major Exploration: Advising Curriculum Development 1,2

Floyd Welsh, Saint Louis University

Given the many formats and models in practice, it can be a challenge to determine your approach with students who are deciding on a major. Recently, the Major Exploration Program at Saint Louis University had the opportunity to develop a new advising curriculum for guiding students towards selecting a degree program. Participants will learn about the theoretical basis, advising strategies, and techniques used to design our advising curriculum. Assessment of the implementation after the first semester will be discussed and how it will impact the further development of the advising curriculum.

"But... I Want to Help People!" Proactive Advising for Pre-Health Professions Students Struggling Academically 4,13

Peter James Ehimika, The University of Texas-Pan American

This presentation will focus on using proactive advising strategies with academically struggling undergraduate students who are majoring in STEM fields for the purpose of matriculating into health professions graduate programs. For presentation purposes, these students will be referred to as “Pre-Health Professions” students. Many institutions hope 100 percent of their pre-health professions applicants will be admitted into graduate programs upon degree completion, but this is not the case. Students not accepted into programs after graduation are often left having to figure out a new plan on their own. This session will discuss proactive (intrusive) advising, a technique developed by Robert Glennan in 1975, and how to apply strategies to aid in discussions we have with this student population.

Saturday, March 7, 11:15-12:00 PM

Closing Session

Barbara Smith, NACADA Region 7 Chair
Andrea Jones, Region 7 Conference Co-Chair
Anthony Oster, Region 7 Conference Co-Chair
Brandon Parker, Region 7 Conference Co-Chair

28
2015 NACADA Region 7 Award Winners

Outstanding Advising Award – Primary Role

Anthony Oster
Louisiana State University

Outstanding Advising Administrator Award

Rebecca Caire
Louisiana State University

Outstanding Advising Award – Faculty Role

Dr. David Peterson
Texas A&M University

NACADA Region 7 Student Scholarship

Stephen K. Foster
University of Central Oklahoma
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Award Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alanna Bitzel</td>
<td>The University of Texas at Austin</td>
<td>Outstanding New Advising Award - Primary Advising Role – Winner</td>
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<tr>
<td>Robby Bowen</td>
<td>Louisiana State University</td>
<td>Outstanding Advising Award – Primary Advising Role – Winner</td>
</tr>
<tr>
<td>Benjamin Burnett</td>
<td>The University of Texas at Austin</td>
<td>Outstanding Advising Program Award – Winner</td>
</tr>
<tr>
<td>Ashley Granger</td>
<td>Louisiana State University</td>
<td>Outstanding New Advising Award - Primary Advising Role – Certificate of Merit</td>
</tr>
<tr>
<td>Carla Griffin</td>
<td>University of Arkansas at Little Rock</td>
<td>Outstanding Advising Award – Primary Advising Role – Certificate of Merit</td>
</tr>
<tr>
<td>Scott Handley</td>
<td>Missouri State University</td>
<td>Outstanding Advising Award – Primary Advising Role – Certificate of Merit</td>
</tr>
<tr>
<td>Linda Mayhew</td>
<td>The University of Texas at Austin</td>
<td>Outstanding Advising Award – Primary Advising Role – Winner</td>
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<tr>
<td>Staci Rogers</td>
<td>Texas Tech University</td>
<td>Outstanding Advising Program Award – Certificate of Merit</td>
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<tr>
<td>Alberto Royo</td>
<td>Texas A&amp;M University - Corpus Christi</td>
<td>Outstanding Advising Award - Primary Advising Role – Certificate of Merit</td>
</tr>
<tr>
<td>Diana Sipes</td>
<td>Texas A&amp;M University - Corpus Christi</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Certificate of Merit</td>
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<tr>
<td>Joshua Smith</td>
<td>Missouri State University</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Winner</td>
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<tr>
<td>Rachelle Stanley</td>
<td>Texas A&amp;M University - Corpus Christi</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Certificate of Merit</td>
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<tr>
<td>Christa Weigel</td>
<td>Fort Hays State University</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Winner</td>
</tr>
<tr>
<td>Tammy Welchert</td>
<td>University of Missouri - Kansas City</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Certificate of Merit</td>
</tr>
</tbody>
</table>
NACADA Region 7 Steering Committee

The South - Central Region consists of the following states: Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas. The Region has one Regional Representative, and each state has a State Liaison to promote NACADA and academic advising within the region and state; please contact any individual on the Steering Committee for more information regarding state and/or regional information.

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Brandon Parker, 2015 Conference Co-Chair, Southern University and A&M College, brandon_parker_00@subr.edu

Advising Adventures on the Bayou
NACADA
Region 7 Conference
Baton Rouge, LA March 5-7, 2015
NACADA Region 7 Conference Planning Committee

Co-Chairs:
Andrea Jones  Louisiana State University
Anthony Oster  Louisiana State University
Brandon Parker  Southern University and A&M College

Proposals:
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Ashley Gray  Louisiana State University

Pre-Conference:
Mary Kay Tessier  Louisiana State University

Evaluations & CEU’s:
Jessica Aslin  Louisiana State University

Promotions and Marketing:
Anthony Oster  Louisiana State University
Brandon Parker  Southern University and A&M College

Hospitality:
Alberta Robertson  Southern University and A&M College

Entertainment:
Brandon Parker  Southern University and A&M College

Registration:
Anissa Addison-Guerin  Southern University and A&M College

Program Scheduling:
Anthony Oster  Louisiana State University

Volunteers:
Ramon Lopez  Louisiana State University

Audio-Visual:
Troy Robertson  Louisiana State University

Exhibits:
Paul Donaldson  Tulane University

Food and Beverage:
Rebecca Caire  Louisiana State University
Melanie Buchmann  Louisiana State University
Kathryn Loveless  Louisiana State University

Donations:
Bridget Robicheaux  Louisiana State University

Events:
Ashley Granger  Louisiana State University
Learn about online advising at our session!

Friday, March 6th
2:45-3:45PM
Des Glaises Room
What Happens in Academic Advising Stays with Students

NACADA’s 39th Annual Conference on Academic Advising
Caesars Palace
Las Vegas, NV—October 4-7, 2015

For more information about NACADA’s Annual Conference, visit the web at:
www.nacada.ksu.edu/Events-Programs/Events/Annual-Conference.aspx

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