

ADVISING WITH HEART & SOUL

FOR THE
DIGITAL ERA



2017 REGION 4 CONFERENCE
MARCH 29-31
JACKSON CONVENTION COMPLEX

Challenging Minds,
Changing Lives | JSU JACKSON STATE UNIVERSITY

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 **NACADA**
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

Hosted by:
 **JACKSON STATE UNIVERSITY**

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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's 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's 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.

NACADA's 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 facets of the Association.
- Pursue innovative technology tools and resources to support the Association.



March 29, 2017

Greetings,

On behalf of the City of Jackson, it is my absolute pleasure to welcome the NACADA Southeast Region 4, Advising with Heart & Soul for the Digital Era Conference to our great city. The heartbeat of Jackson, Mississippi is made evident through the dedication and diligence that is provided by its citizens, businesses, and organizations. As a city, we are extremely proud of the achievements and goals that are embodied and celebrated through this event, and we commend the National Academic Advising Association for their influential work in the lives of our great city and state.

The City of Jackson is genuinely interested in making sure that all of its citizens have the best possible opportunities to succeed and be enveloped in culturally and morally relevant events. This event is an example of the excellence that is happening within our communities. Your legacy in the city of Jackson does not go without notice. I applaud you for your determination to be catalysts for greatness in this city and around our state.

Please know that the City of Jackson looks forward to seeing the manifestation of your great intentions and the continued success of this amazing experience. If there is any way that we can continue to support your efforts, please feel free to let us know. Again, welcome to the great City of Jackson. We graciously appreciate your service.

Regards,

Tony T. Yarber
Mayor, City of Jackson

NACADA Region 4 Chair (2016-2018)



Region 4 Colleagues and Guests,

Welcome to the 33rd National Academic Advising Association (NACADA) Region 4 Conference. We are excited that you have joined us here in the beautiful city of Jackson, Mississippi.

I want to thank each of you for joining us to delve deeper into the issues facing the field of academic advising. I understand that in this time of tightening institutional budgets and registration related high student traffic, committing to professional development is often a difficult task. I believe you are in for a fantastic and truly valuable experience, a conference filled with opportunities to invigorate your advising with Heart & Soul.

If you are a first time NACADA conference attendee, not yet a member of our association, or attending from out of the region, I would like to offer you a special welcome to Region 4. Please take a moment during your conference experience to engage with one or more of the association's many leaders present, and plan to attend your designated State Meetings to further network with peers who face similar obstacles and opportunities on their campuses.

I am very appreciative of the assistance and support we have received to make this conference possible. Special thanks for making this conference a success goes to F. Janelle Hannah Jefferson, our conference chair, the conference committee members, Jackson State University, Visit Jackson, all conference presenters and sponsors, the Region 4 Steering Committee, Diane Matteson and the NACADA executive office.

I look forward to meeting and speaking with you here in Jackson!

Best,

Brad Blitz

NACADA Region 4 Conference Chair (2017)



F. Janelle Hannah Jefferson
NACADA Mississippi Liaison

Welcome to the City with Soul!

On behalf of the Region 4 Conference Committee, I would like to welcome you to the NACADA Region 4 Conference in Jackson, MS! We are honored, excited, and delighted to host this amazing organization in our great capital city.

Our theme, “Advising with Heart and Soul for the Digital Era” was comprised to speak to the current atmosphere in academic advising in higher education. Over the next few days, we hope that you will relish in the wealth of information and professional development opportunities provided to you on these and other important topics as it relates to academic advisement principles.

I would like to thank Diane Matteson and Bradley Blitz for their guidance, Dr. Marie O’Banner-Jackson and Patricia Sheriff-Taylor for their support, and the entire conference committee for their hard work in helping to make this conference a success.

We look forward to engaging with all of you as we share, collaborate, and design the future of academic advisement. Again, Welcome!

NACADA Region 4 Chair

Bradley Blitz Georgia State University 2016-2018

NACADA Region 4 Conference Chairs

F. Janelle Hannah-Jefferson Jackson State University

Edna Caston Jackson State University

NACADA Region 4 Steering Committee

Florida Liaison	Helen Gonzalez	Florida International University
Georgia Liaison	Heather Thornton	Armstrong State University
Alabama Liaison	Johnathan Hallford	Auburn University
Mississippi Liaison	F. Janelle Hannah Jefferson	Jackson State University
Caribbean Liaison	Courisse Knight	St. George's University
Communication Coordinator	Vicki Mann	Mississippi State University
Mentoring Coordinator	Kathy Earwood	Kennesaw State University
Awards Coordinator	Sade Tramble	Georgia State University
2016 Region 4 Chair	Joshua Jackson	University of Central Florida
2016 Region 4 Conference Chair	Rita Simpson	University of Central Florida
Technology Coordinator	Vacant	Vacant

NACADA Region 4 Conference Planning Committee

Bradley Blitz	Region Chair
F. Janelle Hannah Jefferson	Region Conference Chair/MS Liaison Rep
Edna Caston	Region Conference Co-Chair
Jennifer Scott-Gilmore	Conference Proposal Evaluation & Selection Committee Chair
LaTonya Robinson-Kanonu	Evaluations Chair
Galina Bennett	Food/Catering Chair
Kenya Washington	Programs/Printed Materials Chair
Shandra Thompson	Social Media Chair
Pamala Heard & Edna Caston	Exhibitors/Vendors Co-Chairs
MeShonya Wren-Coleman	Registration Chair
Sonya Webster	Hospitality Chair
Corey Bryant	Technology Chair
Kafond Wilder	Logistics Chair

2017 NACADA Regional Award Winners-Region 4

<i>Award Recipient</i>	<i>Institution</i>	<i>Award Category</i>
Lisa Shaw	Columbus State University	Excellence in Advising - Advising Administrator
Tiana Solis	Florida International University	Excellence in Advising - Advising Administrator Certificate of Merit
LaShae Roberts	Florida State University	Excellence in Advising - Advising Program
Kasandrea Sereno	University of South Florida	Excellence in Advising - Advisor Primary Role
Rene Alvarez	University of South Florida	Excellence in Advising - Advisor Primary Role Certificate of Merit
Harry Ponder	Auburn University	Excellence in Advising - Faculty
Byunghyun Jang	University of Mississippi	Excellence in Advising - Faculty Certificate of Merit
Daniel Shelnett	University of South Florida	Excellence in Advising - New Advisor
Jennifer Farran	University of Central Florida	Excellence in Advising - New Advisor Certificate of Merit
Jessica Simmons	University of Central Florida	Region 4 Administrators' Institute
Jessica Simmons	University of Central Florida	Region 4 Winter Seminar
Jessica Fasano	University of Central Florida	Region 4 Travel Grant
Javaris Hammond	Florida Atlantic University	Region 4 Travel Grant

2016 National NACADA Region 4 Award Winners

Outstanding Advising Award - Primary Advising Role

Mutlu Citim-Kepic	University of Florida	Winner
Robin Martin	Auburn University	Winner

Outstanding Advising Award - Faculty Advising Role

Frances McDavid	Mississippi State University	Winner
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Outstanding New Advising Award - Primary Advising Role

Meredith Beaupre	University of Florida	Winner
Christina Curley	Georgia Southern University	Winner
Brooke Walker	University of Alabama	Winner

Outstanding Advising Award - Faculty Advising Role

Cristin Gavin	Univ. of Alabama at Birmingham	Winner
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Outstanding Advising Award - Administrator Advising Role

Kyle Ellis	University of Mississippi	Winner
Paul Patterson	Auburn University	Certificate of Merit

3 Ways to Complete Your Evaluation

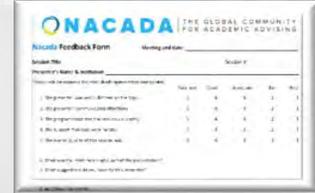
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Web

http://jsu.az1.qualtrics.com/SE/?SID=SV_23JqTFuJeNK7qLP

Paper



How to download and use a QR Code Reader on your Mobile Device

- 1) Open your mobile app store (App Store, Google Play, Windows Marketplace, etc.)
- 2) Search for QR code readers
- 3) Download the QR code reader to your phone, open it and you are ready to download/install the reader on your device.
- 4) You will need to open your downloaded QR code reader each time you want to evaluate a session using the QR code
- 5) Align your mobile device camera over the QR code and the survey should open to the first question.

2017 REGION 4 CONFERENCE AT-A-GLANCE

Wednesday, March 29, 2017

Hilton Garden Inn/King Edward Hotel

1:00 pm – 6:00 pm	Registration/Check-in
2:00 pm – 4:00 pm	Conference Business
5:00 pm – 6:00 pm	New Attendees Orientation
6:00 pm – 8:00 pm	Opening Reception (Brass Band, Cash Bar)

Thursday, March 30, 2017

Jackson Convention Complex

Exhibitors open from 8:00 a.m. - 5:00 p.m.

7:30 am – 8:30 am	Registration/Check In
7:30 am – 8:15 am	Continental Breakfast
8:00 am – 8:45 am	Poster Session
8:45 am – 9:15 am	General Session (Theater)
9:30 am – 10:30 am	Concurrent Session I
10:45 am – 11:45 am	Concurrent Session II
12:00 pm – 2:00 pm	Luncheon/Keynote Speaker/Awards Presentation
2:15 pm – 3:15 pm	Concurrent Session III
3:30 pm – 4:30 pm	Concurrent Session IV
4:45 pm – 5:30 pm	State Meetings

Friday March 31, 2017

Jackson Convention Complex

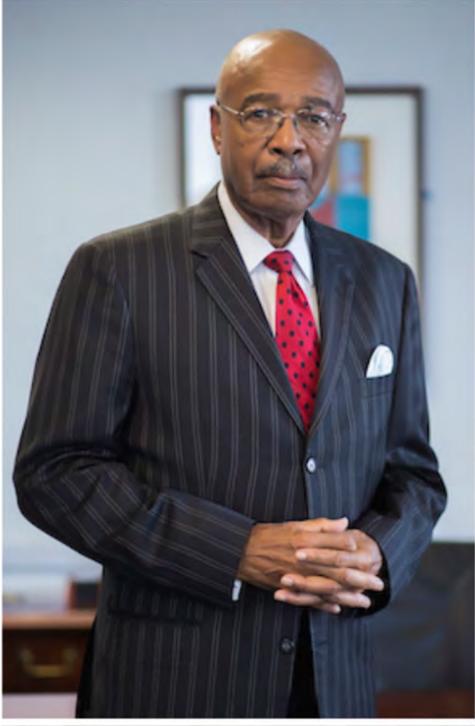
Exhibitors open from 8:00 a.m. – 12:00 noon

7:30 am – 8:30 a.m.	Registration/Check In
7:30 am – 8:20 am	Continental Breakfast
8:30 am – 9:30 am	Concurrent Session V
9:40 am – 10:40 pm	Concurrent Session VI
10:50 pm – 11:50 pm	Concurrent Session VII
12:00 pm – 12:30 pm	Closing Session

CONFERENCE KEYNOTE SPEAKER

Dr. Rod Paige

Interim President, Jackson State University



Dr. Rod Paige, the son of a school principal and a librarian, rose from humble roots in a segregated small town in Mississippi all the way to U.S. Secretary of Education. He assumed the new role of Jackson State University Interim President on November 7, 2016.

From 2001 to 2005, Paige served in George W. Bush’s administration. As the nation’s top educator, he championed student achievement and employed “best of breed” solutions to raise national standards of educational excellence. A member of the Presidential Cabinet, Paige spearheaded the implementation of the historic No Child Left Behind Act, with the goal of reinvigorating America’s education system.

Paige forged his reputation for seeking out and putting in place innovative approaches to systemic academic improvement when he was dean of the College of Education at Texas Southern University (TSU). At TSU, he established the University’s Center for Excellence in Urban Education.

He also has shown a knack for inclusive leadership, first as a school board trustee and then as superintendent of the Houston Independent School District, then the nation’s seventh-largest district. When he was appointed superintendent in 1994, he was the first African-American in the district’s history to serve in that position. In 1999, Paige was named one of the top two educators in the country by the Council of the Great City Schools. Two years later, Paige was honored as National Superintendent of the Year by the American Association of School Administrators.

Following his time as Secretary of Education, Paige served as a Public Policy Fellow at the Woodrow Wilson International Center for Scholars. In 2006, he authored [The War Against Hope](#) and, in 2010, published [The Black-White Achievement Gap: Why Closing it is the Greatest Civil Rights Issue of Our Time](#).

In his relentless quest to improve the quality of education for all students, Paige is an active member of numerous boards, including the Universal Technical Institute (UTI), Thomas B. Fordham Foundation, the American College of Education, Patten University, Strake Foundation, Blue Cure Foundation, Texas Charter Schools Association and the National Council of Economic Education’s Commission on the Skills of the American Workforce, among others.

Paige is the eldest of five siblings. He and his wife, Stephanie Nellons-Paige, have a son and daughter.

THURSDAY, MARCH 30, 2017-DAY ONE
8:00 a.m.- 8:45 a.m.
POSTER SESSION

Poster session presentations will take place on the 2nd floor of the Jackson Convention Complex.

Name	Poster Title
Shane Clark	P1: Identify to Invigorate: How Georgia Southern University Harnessed Students' Self-identification to Reinvigorate a Stale Majors Fair
Stephanie Morawo	P2: Tiger Scheduler-Transforming Registration in the Digital Era
Eileen Snyder	P3: Crossover: Using a Career Lifeline to Advise Exploratory Students toward a Major
Sonya Kopp & Wanda Polnitz	P4: Non-Traditional Students are Everywhere: Shifting the Traditional Mindset with Best Practices for Advising Non-Traditional Students
Stacey Kate Accad & Schanell Hylton	P5: Making the Most of an Accelerated Semester: Providing Students with Options
Gerise Guy	P6: Grade Watchers – Student Driven Intrusive Advising
Locksley Knibbs	P7: Amend Before You Send: Academic Advising FERPA and the Restricted Data Policy
Joycelyn Tucker, Rosalyn Holliday & Sonya Holmes	P8: Charting a Path that Escalates Registration

P1- Title: Identify to Invigorate: How Georgia Southern University Harnessed Students' Self-identification to Reinvigorate a Stale Majors Fair
Shane Clark

Could your Majors Fair use a fresh format? Are you struggling to get students and presenters engaging with each other? Do you want to learn new ways to help both faculty, staff and students get more from the Majors Fair experience?

In this session, Georgia Southern University will review a process of having students self-identify their reasons for attending the Majors Fair to better engage them in targeted exploration that promoted enhanced outcomes for both students and presenters. Attendees will leave with an understanding of how to know when a Majors Fair needs updating, effective strategies for increasing engagement and participation, and some methods of assessing implemented changes.

P2- Title: Tiger Scheduler-Transforming Registration in the Digital Era
Stephanie Morawo

Do you want to revolutionize your advising approach for registration? Do you want to transform the way students register and enhance registration practices at Orientation sessions? Do you want to be able to better accommodate student athletes, non-traditional students, and working students with their registration process? Well here is just what you have been looking for!

This session will give you the steps to implement a digital student scheduling tool that will transform registration at your institution.

P3- Title: Crossover: Using a Career Lifeline to Advise Exploratory Students toward a Major
Eileen Snyder

Academic advisors often find themselves in a position in which they are required to career advise a student in order meet an immediate need or to move a student forward. There is more cross over between the two disciplines than we realize. The Career Lifeline, developed by Robert W. Lent and Ruth E. Fassinger from the University of Maryland, College Park, can be adapted as a tool for exploratory students to work with their academic advisor to identify a major. Workshop participants will be provided a page of paper with a horizontal line in which they will plot important influences and experiences and learn how this information can impact a student's choice of a major.

P4- Title: Non-Traditional Students are Everywhere: Shifting the Traditional Mindset with Best Practices for Advising Non-Traditional Students
Sonya Kopp, Wanda Polnitz

More than 74% of all undergraduate students meet at least one of the seven (7) characteristics of a non-traditional student and are considered non-traditional in one way or another. Non-traditional students often have priorities that are higher on their list than their education and they encounter obstacles that traditional students may not face. Columbia Southern University is a 100% online institution with only 10% of students in the 18-20 age range and 46% military affiliated. We are extremely familiar with non-traditional. This session will offer the presenters' top 10 advising practices for working with non-traditional students along with strategies for training new advisors to work with non-traditional students.

P5- Title: Making the Most of an Accelerated Semester: Providing Students with Options
Stacey Kate Accad, Schanell Hylton

Incoming students increasingly arrive at their collegiate institutions with a fair amount of college credits already completed via AP, IB, AICE, or dual enrollment. For some majors, this can be a benefit. But for others, it can place students in a standstill towards progression in their intended major. Many academic programs are limited access or limited enrollment, which can be a strain on creating a preemptive course plan for the next semester. By the end of this presentation, advisors will consider creative strategies for filling out an academic plan.

P6- Title: Grade Watchers – Student-Driven Intrusive Advising
Gerise Guy

The session will provide administrators and advisors with additional methods of advising to help students take responsibility for their own education. Grade Watcher sessions differ from one-on-one communication in that they are student-driven intrusive advising sessions moderated by a professional representative of the institution.

P7- Title: Amend Before You Send: Academic Advising FERPA and the Restricted Data Policy
Locksley Knibbs

In higher education academic advisors work with sensitive and confidential information relating to their students. However, the advent of technology has placed a high-level of accountability about the things we do in the daily course of our jobs to protect ourselves. We use e-mails as a form of communication and also as a means of documenting information from us to our students and vice versa. The very notes that we take

after meeting with our students (advising notes) are governed by the applicable Family Educational Rights and Privacy Act (FERPA) regulations. This session will examine and provide attendees with the FERPA requirements as it relates to the Restricted Data Policy and limitations in the use of e-mail communication.

P8- Title: Charting a Path that Escalates Registration
Joycelyn Tucker, Rosalyn Holliday, Sonya Holmes

Registration has increased over the past four years at Augusta University. Is this plausible? We look at how this became conceivable during a time of consolidation and name change. This session seeks to explore the trend of registration among students assigned to the Augusta University Academic Advisement Center. It reviews the registration data and looks at the correlation between increased registration over the past four years and the communication tools used to remind students to register. It explores the holistic measures that were incorporated by professional advisors. This session explores the alternative methods used to encourage student registration. In this session we also look at the advising ideology practiced in a pragmatic manner by this group of professional advisors, and the results of such practice.

THURSDAY, MARCH 30, 2017-DAY ONE
9:30 a.m.- 10:30 a.m.
CONCURRENT SESSION I

Room #	Session Title	Moderator
212	S1: The Back of the Bike: International Students and Self-Authorship	Edna Caston
213	S2: Testing and Advising: Partnering for Student Success	Ethel Smith
214	S3: Significant Learning Experiences in Academic Advising	Clarence Lowe
216	S4: Sharing Power and Finding Balance: Advising the Working College Student	Ronald Hicks
217	S5: Academic (Ed)visors-Examining the Philosophy of Advising as Teaching	Josie Latham
218	S6: To Advising and Beyond: Showing Our Superpowers through an Object-Oriented Approach	Parkisha Davis

S1- Title: The Back of the Bike: International Students and Self- Authorship
Timarie Franco

Imagine your advising relationship as two people riding a tandem bike: both working towards a common goal but one is steering and the other is pedaling. This is how Baxter-Margola envisions the advising relationship, and encourages the advisor to climb on the back of the bike. But how do we take the training wheels off for international students and encourage them to take the front seat? We will discuss the international student experience, the challenges the experience with self-authorship, and how we can help them become the author of their own life.

S2- Title: Testing and Advising: Partnering for Student Success
Kent Seaver

Students' educational path has them intersect with the Testing Center throughout their time on campus-- whether that is initial placement testing, proctoring services for classroom exams, PLA exams, state or national certification exams, or graduate school entrance exams. This session will explore how advising can partner with testing professionals in a variety of ways to best support students' academic success.

S3- Title: Significant Learning Experiences in Academic Advising

Eric Light

How will your students be different as a result of what you do as an academic advisor? What long term outcomes do you have for student learning and development? How will you help students get to those outcomes and assess their progress? *Creating Significant Learning Experiences* (Fink, 2013) provides a framework for developing outcomes and assessment as the groundwork towards providing effective learning opportunities. Significant learning opportunities go beyond the simple transfer of knowledge, but instead focus on higher order critical thinking skills that can move advising to the next level.

S4- Title: Sharing Power and Finding Balance: Advising the Working College Student.

Eileen Snyder

Work for college students is fast becoming the new normal. Financial necessity makes working a necessity for undergraduates and knowing how to advise them is both challenging and essential if we want to promote persistence and degree completion. This workshop presentation will explore how the conversation can evolve and serve to build a relationship between the advisor and advisee to share power and find balance when developing a schedule and discussing how to cope with competing demands. We will ask the audience to share information on how each of their institution is working towards developing a campus culture that provides a sense of belonging for working students and what needs to change if institutions of higher learning want to retain and graduate this growing population.

S5- Title: Academic (Ed)visors- Examining the Philosophy of Advising as Teaching

Scott Curley, Trevor Buffy, and Mikaela Shupp

We consider ourselves educators, but do certain advising approaches lead to higher student learning outcomes, holistically? What are we actually teaching our students? How does our role as advisors fit into the institutional mission and vision? How can we foster student development and encourage self-advocacy in the advising process? This presentation will examine the importance of learning outcomes in advisement in an effort to move beyond prescriptive advising, resulting in a richer educational experience for our students. Drawing on our office's new implementation and a variety of pedagogical learner-centered theories, participants will leave this session with an understanding of how to enrich advisement, instill self-directed decision making in students, and create meaningful experiences for both the student and advisor.

S6- Title: To Advising and Beyond: Showing Our Superpowers through an Object-Oriented Approach

Tiana Solis, William Solis, Myrian Herlie, Ruth Suarez, and Tianna Harrison

As advisors we all have and display our super powers but are we sharing them with our students? Are we helping them become a super hero in their own right? Through object-oriented advising, The School of Computing and Information Sciences Advising Center works to shape, empower, and equip the future generation—the future omnipotent superhero—a successful student.

THURSDAY, MARCH 30, 2017-DAY ONE
10:45 a.m.- 11:45 a.m.
CONCURRENT SESSION II

Room #	Session Title	Moderator
212	S7: The Heart & Soul of Advising Leadership: NACADA's Emerging Leaders Program	Venetia Miller
213	S8: Us vs Them: A Positivistic Approach Towards Student Outlooks of Academic Advisors	Jennifer Scott-Gilmore
214	S9: Transitioning toward Potential: A Practical Approach to Academic Remediation	Felicia Russell
216	S10: Your Undecided Students Need a Major Fair!	LaTonya Robinson-Kanonu
217	S11: "I Don't Do Financial Aid!" How Advisors Can Improve Freshman Retention by Advising Against the SAP Trap	Sonya Webster
218	S12: NACADA Orientation for First-Time Conference Attendees	Dr. Sherry Rankin

S7- Title: The Heart & Soul of Advising Leadership: NACADA's Emerging Leader's Program
Craig McGill

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Diversity Committee and ELP are changing the face of NACADA.

S8- Title: Us Vs Them: A Positivistic Approach Towards Student Outlooks of Academic Advisors.
Eric Papa

Academic advisors interact with students on a daily basis. Within this interaction there is an attempt to build rapport, a sense of understanding, and a shared experience revolving around higher education problems or concerns. This session looks at two different questions: first, how does the student view the academic advisor (e.g., a liaison, a peer, an authority figure, adversary, etc.); second, do students often exhibit signs of an us versus them mentality within the advising session? If so, how does an academic advisor deescalate the situation and continue to build rapport with the student? If not, what kind of outlook has the student demonstrated towards the University setting?

S9- Title: Transitioning toward Potential: A Practical Approach to Academic Remediation
Amber Oderinde, Courtney Lewellen

Navigating the landscape of a student's academic probation status can be challenging for both the student and their academic advisor. With increasing importance being placed on retention while enrollment numbers are drastically decreasing, assisting probationary students in resolving their academic status has never been so important. Through this presentation, a practical model of developmental advising for probationary students will be provided which can be quickly implemented and adapted to any discipline, program, or level of student, without the need for budgetary support or immense administrative oversight. The model consists of an initial assessment of the student based on the four S's identified in Schlossberg's Transition theory, and progressive

follow-up meetings to that focus on further development of support systems and adopting effective coping strategies.

S10-Title: Your Undecided Students Need a Major Fair!

Dan Roberts

Connecting undecided students with a major program of study is essential to their retention and overall success at your institution. Undecided students are a population that is often under served, even though these students generally require more outreach and resources to ensure their success. A Major Fair, like a Career Fair, provides the undecided student a chance to explore multiple major areas of interest in a fun no-pressure environment, because selecting a major shouldn't be daunting. Let us share our tips, tricks, and lessons learned from developing and executing successful Major Fairs at The University of Alabama at Birmingham. You'll leave this presentation with the tools you need to develop, execute, and assess your own inaugural Major Fair.

S11- Title: "I Don't Do Financial Aid!" How Advisors Can Improve Freshman Retention by Advising Against the SAP Trap

Grace Fleming, Audra Taylor

Do your academic advisors speak to every first-year student within the first two weeks of class about the sixty-seven percent rule? If not, you may be losing students to the SAP Trap, a ticking time bomb that leads to the loss of financial aid for freshmen! Up to 46 percent of first-year students lose financial assistance after the second semester due to Standards of Academic Progress (SAP). Academic advisors can use a simple math calculation and strategic intervention tactics to prevent this devastating and unexpected outcome. Academic advisors don't have to know a thing about financial aid packages to prevent the SAP Trap. It's all academic!

S12- Title: "NACADA Orientation for First-Time Conference Attendees

Membership Committee Liaison, NACADA Board Members, EO Rep & Region Chair

In this session, you will be introduced to NACADA – The Global Community for Academic Advising. This orientation is designed to provide guidance to new members as they begin their journey - learn how membership benefits you and how you can make the most of your "first year experience" in NACADA. You will have the opportunity to: 1) Learn about the structure and opportunities of the association and your region; 2) Develop ideas for resources and networking to help you both personally and professionally in academic advising; and 3) Listen to colleagues share their stories and connect with other new members to the association.

THURSDAY, MARCH 30, 2017-DAY ONE
2:15 p.m.- 3:15 p.m.
CONCURRENT SESSION III

Room #	Session Title	Moderator
212	S13: ¡Si, se puede! Empowering Latino Students for Success	Lekesha Tubbs
213	S14: My World, Your World, Our World: Cultural Awareness in Advising	Shandra Thompson
214	S15: Early Alert	Ethel Smith
216	S16: High Touch Faculty Mentoring - Creating A System Which Works	Ronald Hicks
217	S17: #EQntheDigitalEra	Galina Bennett
218	S18: Conversations with NACADA Leadership: Core Values Review: Round Two	F. Janelle Hannah Jefferson

S13- Title: ¡Si, se puede! Empowering Latino Students for Success
Sabrina Smith, Kelsie Patton, Caitlin Tidwell, Dawn Matthews

Si, se puede is a common phrase used in the Hispanic culture to describe the notion that “Yes, it can be done”, even through hardships. The 2010 US Census expects Latinos to represent 21% of the population by 2025 and with this, universities should expect peaks in Latino enrollment. Retention and completion are a challenge, as Latinos are more likely to be part-time students (Contreras et. al, 2015). Through differences in culture, community and expectations of college experiences, we will have an interactive discussion on the role advisors can take. This presentation will evaluate existing policies and provide strategies that any advisor can utilize in supporting students to be successful and say together: “¡Si, se puede!”

S14- Title: My World, Your World, Our World: Cultural Awareness in Advising
Nancy Ciudad-Simmons

Some of our advisees come from different parts of the world as international students or traditional students who pay in-state tuition. They have been raised perceiving and seeing the world through the filter of their own culture, traditions, and beliefs. They try to assimilate to the American way of life and to understand how the American higher education system works, but are very confused in some situations because they only know what they have seen before they came to live here and that lack of information is accentuated if they are the first ones in their families to go to college. Discussion, tips, and examples to enhance our cultural awareness and intercultural communication skills will be shared with the attendees.

S15- Title: Early Alert
Fredrika Cowley

Early Alert Student Outcomes and the Impact of a Personal Touch: With an increased focus on student retention and graduation, colleges and universities have been tasked with implementing effective ways to support student success. Now, more than ever, it is important that struggling/at-risk students are identified early in an effort to provide interventions in a timely manner. To address this issue, many colleges and universities have implemented some sort of Early Alert/ Intervention system. Going from a system where there was little to no follow-up or feedback, to including a personal touch and closing the feedback loop, this presentation will reveal the results of a new Early Alert/Intervention process piloted at the University of Memphis.

S16- Title: High Touch Faculty Mentoring - Creating A System Which Works

Louise Jones

Our institution has found that although our faculty is expert in their subject matter, the level of recognition of and expertise in modern educational andragogy and faculty mentoring techniques are understandably varied. In order to generate a consistent quality and evidence-based approach to our faculty mentoring program, we have developed training for faculty in how to mentor and support at-risk medical students in developing the most efficient, evidence-based learning approaches, testing strategies and high-stakes test preparation. In order to do this, we are leveraging our learning analytics, online tools, and interprofessional collaborative teams as well as brain-based learning principles, metacognition, and resilience training to introduce a successful, specifically targeted high-touch mentor system for our identified early intervention program.

S17- Title: #EQntheDigitalEra

Olivia Jones, Andrea Holliday

As we navigate through our busy daily routines, the Digital Era has clogged our schedules with the increasing need to stay connected with our students through various resources. Reliance on technological communication is rapidly decreasing the desire for face-to-face interactions. As these non-traditional types of advising are becoming more common, it is important to identify, and interpret emotional cues that would normally be visible during a traditional advising session. During this round table discussion, we will utilize theological background with case studies to practice identifying emotional cues through nontraditional methods. Participants will learn how to use these methods to transform their advising relationships from prescriptive advising towards developmental advising for both traditional and online students.

S18- Title: Conversations with NACADA Leadership: Core Values Review: Round Two

Charlie Nutt

We want your input and questions! Visit with NACADA Leaders regarding current initiatives and programs. This year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA Institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

THURSDAY, MARCH 30, 2017-DAY ONE
3:30 p.m.- 4:30 p.m.
CONCURRENT SESSION IV

Room #	Session Title	Moderator
212	S19: Bad Advisor - Urban Legend, Disgruntled Entitlement Student or...?	Kenya Washington
213	S20: Advising in an Era of Instant Gratification	LaTonya Robinon-Kanonu
214	S21: More than Tissues: Advising, Mental Health, and Best Practices	Felicia Russell
216	S22: It's Not You, It's Me: Implicit Bias in Academic Advising	Kafond Wilder
217	S23: Harnessing Digital Technologies to Design an Integrative Advising Curriculum	Corey Bryant
218	S24: "Please Help Me Find...Myself!" Assisting Students in Their Journey to Self-Discovery	Shandra Thompson

S19- Title: Bad Advisor - Urban Legend, Disgruntled Entitlement Student or...?

Frank Orifici

You've been there. A glance at the degree audit indicates a lack of logic and focus in terms of direction and enrollment choices.

"Did you see your advisor often?"

"Not really...advisement in the ___ department is terrible. Last time, he made me feel ashamed..."

The bad advisor is ubiquitous. But at least you know that wasn't you. You work with a cadre of advising professionals, the majority of whom care a great deal about the students and about how well they do their jobs. Extrapolating from counseling theory and heuristics, this presentation examines the potential for inferential bias in advising. Advisors will examine their preconceptions, and explore why we must become more attuned to the need to look beyond intuition.

S20- Title: Advising in an Era of Instant Gratification

Samantha Patente, Olivia Jones, Stacy Ramsey

The digital age is positive in many ways, but it is undeniable that our technological advances have affected us individually, as well as a society. With Internet literally at our fingertips, we are more connected than ever. This connectivity has created an era of instant gratification, where we have 24/7 access to people and things all over the world with the click of a button. How has this era of instant gratification changed the way students and university staff interact? How do we manage student expectations? Is there a way to set boundaries while still providing exceptional customer service? This session seeks to assist attendees in identifying their own experiences, as well as plan effective ways to communicate with students who may not be willing to wait.

S21- Title: More than Tissues: Advising, Mental Health, and Best Practices

Alicia Weaver, Delilah Thomas, Kenneth Range

Mental health plays a critical element in students' success during their college years. Research shows that 25% of students will have a mental health issue, and 40% of this population do not seek counseling services. Given the prevalence of mental health issues in the college population, advisors must balance their role as a support network for the students while acknowledging that they are not mental health professionals. As their "person" on campus, students confide their concerns and fears, and we do our best to assist. Recognizing that advisors are not long-term mental health care providers, how do we support the student in their time of need while managing

our roles as confidant and mandatory reporter?

S22- Title: It’s Not You, It’s Me: Implicit Bias in Academic Advising
Angela Romero-Shih, Stephanie Aluko

“Know thyself” wrote the philosopher Socrates. He encouraged introspection as a way for people to identify and challenge their internal biases. Implicit biases are the relatively unconscious judgments we make about people. These biases are grounded in our social experiences and are developed by direct and indirect messages from the media. The guidance an academic advisor often influences students’ choices academically, and can have long-term effects on their vocation of choice. When implicit bias is at work, well-meant advising can have strong effects on the student. Through intentional effort, academic advisors can take steps to root out, examine and combat stereotypical thinking so that every student is treated in accordance with their true needs as individuals within a cultural context.

S23- Title: Harnessing Digital Technologies to Design an Integrative Advising Curriculum
Shannon Perry, Crystal Cooper

Academic advisors are embracing their crucial role in helping higher education institutions achieve their educational missions as emerging advising technologies threaten to reinforce prescriptive ways of interacting with students. This presentation will demonstrate how one advising program at a large state university experimented with using digital technologies to design holistic, learning-centered advising instruction. We explore how advisors can implement diverse technologies in the context of an integrative, growth-oriented advising curriculum. Differentiated advising curricula, digital learning portfolios, learning management systems, and social media will be discussed as part of this interactive presentation. Participants will engage in discussion about current practices as well as design goals involving the use of digital technology to enhance personal advising programs.

S24- Title: “Please Help Me Find...Myself!” Assisting Students in Their Journey to Self-Discovery
Rolando Torres, Hannah Byrd

We’ve all met with students who don’t know what they want to do as well as students who do know but are just not pursuing it. Some of the most powerful moments in our interactions with these students can be assisting them in “finding themselves”. In this interactive workshop, we will explore how to empower students to confidently know themselves and their vision for their lives by first reviewing some student development theory and research and then practicing exercises and skills that can assist students in navigating their self-discovery. Finally, we will brainstorm resources to enhance students’ self-discovery so that we are all more equipped to assist students in their journey.

THURSDAY, MARCH 30 2017-DAY ONE
4:45 p.m.- 5:30 p.m. State Meetings

Room #	State
212	Caribbean
213	Puerto Rico
214	Alabama
216	Florida
217	Georgia
218	Mississippi

FRIDAY, MARCH 31, 2017-DAY TWO

8:30 a.m.- 9:30 a.m.

CONCURRENT SESSION V

Room #	Session Title	Moderator
212	S25: Building Resiliency in Adult Learners: Advising Strategies that Work with Veterans	Kafond Wilder
213	S26: The Nitty Gritty: Developing Grit in Today's Students	Ethel Smith
214	S27: Helping the Hearts and Souls of Homeless Students - A University's Move Toward Student Success	Parkisha Davis
216	S28: Raising Value as a Professional: Determining your Level of Involvement in the Scholarship of Advising	Jennifer Scott-Gilmore
217	S29: Title: Using Appreciative Advising to Design an Advising Treatment Plan for Medical Students	Josie Latham
218	S30: A Model for Coaching College Students with Serious Mental Health Conditions	Venetia Miller

S25- Title: Building Resiliency in Adult Learners: Advising Strategies that Work with Veterans
Glenn Worthington

Returning to school as an adult learner can be challenging for anyone, and especially challenging for active duty members of our Armed Forces and veterans. This presentation will create a higher awareness about strategies that enhance academic resiliency in adult learners who have served or are currently serving our country. Session attendees will be able to articulate and apply best practices that enhance resiliency and promote retention of military or prior service students in higher education degree programs. A variety of interactive instructional techniques will be used to reinforce key learning points. Session attendees will also be linked to a network promoting resiliency in higher education for veterans and others who may benefit.

S26- Title: The Nitty Gritty: Developing Grit in Today's Students
Jessica Fasano, Jacob Lawhon

Many incoming students face challenges with overcoming adversity, immediate gratification, and developing independence. The incorporation of teaching the characteristics of grit within a developmental advising model helps bridge the gap between major pending students and career readiness. This presentation discusses the integration of techniques that build grit to provide an approach of challenge and support within the advising model. This session argues that the integration leads to student success in the campus community and in their future careers. Additionally, this session suggests that incorporating grit in developmental advising such as the Appreciative Advising model can lead students to self-advocacy and autonomy. During this session, advising professionals will discuss strategies used to build resiliency with today's students.

S27- Title: Helping the Hearts and Souls of Homeless Students - A University's Move Toward Student Success
Lisa Shaw

This session will provide participants with a working definition of homeless students and their unique physical, academic and socio-emotional needs. Participants will be invited to engage in a loss simulation and identify feelings associated with loss of basic necessities. As a larger group, participants will hear scenarios of actual homeless students and identify support services necessary for student success. Finally, participants will discuss five characteristics that make a campus program strong in student success and begin to make their own plan for

moving forward with networking and cross campus support.

S28- Title: Raising Value as a Professional: Determining your Level of Involvement in the Scholarship of Advising
Wendy Troxel

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective “Involvement in Research” framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

S29- Title: Using Appreciative Advising to Design an Advising Treatment Plan for Medical Students
Makayla Merritt, Elizabeth McClain

This research examines current practices of medical student advising in osteopathic medical school, and explores potential application of Appreciative Advising in this setting. Current advising practices of osteopathic medical schools in the United States, as well as student perceptions of their advising needs were examined. Results were compared for differences for students’ perceptions and compared on variables gender, age, ethnicity, and previous education level. A third component of this research was qualitative that included individual interviews with leaders in Appreciative Advising research to explore their views about the potential application of this model in medical schools.

S30- Title: A Model for Coaching College Students with Serious Mental Health Conditions
Courtney Joly-Lowdermilk, Paul Cherchia

In this session, we will provide an overview of a college coaching model for supporting students living with a serious mental health condition that builds the academic and wellness skills, supports, health, and resiliency integral to academic success. Attendees will learn and practice coaching tools and strategies and discuss how coaching can be adapted to meet the needs of various higher education environments.

FRIDAY, MARCH 31, 2017-DAY TWO
9:40 p.m.- 10:40 p.m.
CONCURRENT SESSION VI

Room #	Session Title	Moderator
212	S31: Implementing Developmental, High-Touch Advising for First Time in College Students	Clarence Lowe
213	S32: Title: Minority Academic Advising Matters	Sonya Webster
214	S33: Getting to the Heart of a Major is Good for the Soul	Ronald Hicks
216	S34: The Importance of Black Male Leadership in Urban America: Advising in a Digital Era	Corey Bryant
217	S35: TUNING BACK IN: The 8 Most Common Mistakes Students Make when Returning from Academic Suspension	Shandra Thompson
218	S36: Implementing Advising Tools to Support Student Success (Commercial)	Edna Caston

S31- Title: Implementing Developmental, High-Touch Advising for First Time in College Students
Ney Arias, Christina Badali, Serina Bolinsky

This presentation will examine a developmental, high-touch advising model implemented by a mid-size university. An overview of the advising model for first-time college students at Florida Gulf Coast University will be provided, consisting of a developmental group advising requirement, one appointment with an academic advisor, and a formal process of transitioning students from lower- to upper-level advising. The approach taken toward working with students who have not transitioned as a result of being undeclared, or not on good academic standing, will be discussed. The outcomes of this model will be shared, along with methods of assessment and evaluation.

S32- Title: Minority Academic Advising Matters
Locksley Knibbs

Academic advising is an important function performed by professional and faculty advisors in the form of service to numerous individuals. Academic advising is done with the aim of assisting students to make successful progress over periods of time in guiding their pathway from matriculation to graduation. The goal of a successful academic advising program should not be built on the premise of increasing retention, decreasing dropout rates or to improve/increase graduation rate, but instead should be based on the idea of creating and building relationships and forming bonds with students in order for them to get the most out of their education. This session will provide attendees with tools that can be used to develop academic advising strategies specifically geared towards minority populations.

S33- Title: Getting to the Heart of a Major is Good for the Soul
Teresa Dize, Chris Hutt

Are you frustrated by the indecision of undeclared students? Would you like to explain options for majors at your institution to a broad audience? Do you wish there was a way to have them decide on a major SOONER? Our session will define and explain the steps of a workshop presented with the Career Planning & Development office developed to assist students choose a degree plan. Our workshop can work for you AND your students!

S34- Title: The Importance of Black Male Leadership in Urban America: Advising in a Digital Era
Kafond Wilder, Antonius Caldwell, Elvis Robinson

The African American community is seeing the affluence and accomplishments of black leaders on a national level through mass media and social media. The significance of African American male leadership is important in the urban community. Utilizing technology is essential and can be beneficial for student development. Digital technologies can be used to address challenges students may encounter. Many advising programs are exploring advising technologies for young people to ensure there is somebody in their life who cares about them and can help them visualize a successful future. Without vision for where you're headed, it is easy to lose your way when many young people are faced with overwhelming challenges financially and poor schools.

S35- Title: TUNING BACK IN: The 8 Most Common Mistakes Students Make when Returning from Academic Suspension
Stephanie Morawo, Molly Husley, Lauren Jordan

Want to know how to help suspended students get back on track when they return? Want to know the common mistakes these students make and how to manage their transition back to school? This presentation will not only inform you of the eight most common mistakes these students make but will also equip you with the tools you need to identify, reach out to, and help these students.

S36- Title: Implementing Advising Tools to Support Student Success (Commercial)
Cherie Whipple, Preston Lloyd

Using technology to support your advising sessions can be a game changer for students. Putting technology to work to empower students to chart their course through their time at your institution can ensure a student stays on track to graduate on time, thus saving time, money, and frustration. This session will focus on the implementation of technology at Jackson State University used by faculty, staff, advisors, and students to provide meaningful dialogue around a student's goals and aspirations.

FRIDAY, MARCH 31, 2017-DAY TWO

10:50 a.m.- 11:50 a.m.

CONCURRENT SESSION VII

Room #	Session Title	Moderator
212	S37: Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing NACADA Publications Advisory Board, NACADA Journal Editorial Board	Jennifer Scott-Gilmore
213	S38: Which Fork Do You Use? A 3-Pronged Approach to Intrusive Academic Advising for First-year Students.	LaTonya Robinson-Kanonu
214	S39: Hook, Line, and Sink: Reeling Transfer Students to Success	Lekesha Tubbs
216	S40: Candy Land your Way to Success: Put Your Goals into Visual Actions!	Galina Bennett

S37- Title: Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
NACADA Publications Advisory Board, NACADA Journal Editorial Board

Wendy Troxel

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

S38- Title: Which Fork Do You Use? A 3-Pronged Approach to Intrusive Academic Advising for First-year Students.

Dr. Jennifer Wycoff, Laura Tull

Advisors can greatly impact first-year students through the development of focused and intentional engagement initiatives. Our recently revised Advising Assignment is the conduit for this delivery resulting in the following three pronged approach:

Roadmap to Success

Advisee Rapport Building

Focus Groups and Resilience Survey

This presentation will discuss background on the advising assignment and the 3-pronged approach with sample outcomes and freshmen retention data. Academic advisors can use this approach to help engage first-year students as a component of a first-year experience course. This presentation also contributes to the advising community by integrating an advising principle in the classroom with faculty collaboration. A group discussion will also be included in the presentation.

S39- Title: Hook, Line, and Sink: Reeling Transfer Students to Success

Caroline Cox, Sandi Olson

The role of academic advising for transfer students is an essential resource for students to succeed transferring from one institution to another. Florida State University accepts around 3,000 transfer students a year, with most of the transfers coming from Florida community colleges. According to National Student Clearinghouse Research Center, 46 percent of all students who completed a four-year degree also attended a two-year institution at one time in their academic career. With more students beginning at a two-year community college, the advising process of pre- and post-transfer students becomes crucial. The goal of this presentation is to address the challenges transfer students experience, discuss existing research on this topic, present research conducted by Florida State University advisors, and provide suggested practices moving forward.

S40- Title: Candy Land your Way to Success: Put Your Goals into Visual Actions!

Cara Werner, Camelia Rubalcada

Goal setting is an intricate part of the advising process. As advisors, we mentor students towards reaching their academic, personal and career goals. In this presentation, you will learn an interactive way to link a student's goal to existence. You will be given a brief overview on SMART Goal setting paired with the "Candy Land Your Way to Success Board" activity. This visual activity aids students in action step planning to achieving their goals, progressing towards the goal(s) and, confronting obstacles that may arise. This activity can be used with students in a one-on-one advising session, workshop and online module.

FRIDAY, MARCH 31, 2017-DAY TWO

12:00 p.m.- 12:30 p.m.

CLOSING SESSION

3rd Floor (Theater)	Closing Remarks
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SOCIAL MEDIA

Selfie Contest

During the NACADA 2017 Conference, we will be giving away door prizes to members who participate in the NACADA Selfie Contest..

We will have a “Selfie Station” set up during the sessions, where you will be able to take “selfie” pictures using our custom made conference-themed selfie frame. You will be allotted time during breaks to take pictures with other guests at the conference and to post those pictures to your Twitter accounts

Here's how to enter for a chance to win:

- 1.) Using your cell phone and the NACADA Conference Selfie Frame, take a selfie with another conference attendee, or by yourself.
- 2.) Post that picture to your twitter account, while including the hashtag, #NACADA4atJSU in the post
- 3.) A live Twitter feed will be displayed on the screens inside and throughout conference. The winners will be randomly selected and announced during the conference.

Again, all Twitter posts must include the hashtag

#NACADA4atJSU

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Applications are being accepted until
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