

This is a preliminary schedule for the Region 3 NACADA 2017 sessions. Though we do not anticipate major changes, we know that there may be changes based on presenter updates or cancellations. The final program will be available at check in. Happy planning!

Pre-Conference Sessions

Wednesday, April 19th 12:30 – 4:30 PM

PC1. Find Your Why: Meaningful Work, Meaningful Life

William Johnson Jr

University of North Carolina at Greensboro

Room: Hanover I

An informal survey in a first-year seminar class found that the greatest fear/challenge for students was picking the right major/knowing that they are in the right major. Research supports this notion, where many students change their major at least once - and some two or more times. We changed our "What Could I Do With My Life?" course so that students would be clear about their major/career/calling in their first semester of college. Participants will engage in the process of determining one's meaningful work – and then shown how this information can be used in a number of different ways.

PC2. Even YOU Can Use Infographics to Create Impactful Communication

Melusian Wright and Megan Van Hook

North Carolina State University

Room: Hanover III

Do you feel like your text-filled emails are being lost in the shuffle? Do your students complain about being inundated with information? Does it seem as though your students are not fully processing the information you email them? Advisors see the impact technology has on the communication styles of our students and as technology changes, so must the way we communicate. Enter....Infographics! During this fully-interactive working session, participants will learn about infographics and then create their very own infographic which can then be used on their campuses. You don't even need to be "technologically savvy" or a "creative genius" beforehand! To fully participate in this session and create an infographic, attendees should bring a laptop computer with Microsoft Powerpoint and an email message they've previously sent to students.

PC3. Reach your Advisor Training Potential

Theresa Hitchcock and Charles Delp

University of Louisville

Room: Capitol

Advisors are on the front lines of student success and most of advisor training and development is focused primarily on achieving these student success goals. A notable result is a pronounced focus on the content of advisor training, not training and development pedagogy. Advisor training can go beyond the information presented to advance advisor training using institutional resources available. Topics included will include: Assessing current advisor training structures, advocating for further advisor training resources, connecting training goals to advising standards, competencies, and

university goals, involving the advising community in its own training to foster a sense of ownership, leveraging campus partnerships appropriately so that expertise is utilized but not overextended, using sound training pedagogy, and assessing advisor training and development programs.

PC4. Job Search Boot Camp

Melinda Anderson

UNC Wilmington

Room: Hanover II

Are you less than a year from finishing your graduate school program or new to the profession? Are you getting ready to enter the job market? Do you want to learn more about how to navigate the nuances associated with a job search? Then our job search boot camp is for you! Come to this pre-conference and learn more about how to prepare for your impending job search. We will offer self-assessments, critique your cover letter and resume, conduct mock interviews and explore other factors to help you conduct a successful job search.

PC5. Strategic Planning for Advising Centers: A Practical Guide

Jessica Quattrucci

University of North Carolina at Greensboro

Room: Willow Oak

Strategic plans are commonplace in higher education, but typically reserved for higher-level administration. Does your advising center have a strategic plan? Are your goals and initiatives formally documented? Do you as an advisor have a role in shaping those goals and initiatives? If the answer is no, you may want to develop your own strategic plan. We can help. In this presentation, we will show you how we developed and are currently maintaining our strategic plan. We will discuss your ideas and advising center needs and how strategic planning can work for you. We will also provide a practical guide to creating your own plan that you can bring back to your institution.

PC6. Safe Zone Training

Renee Wells

North Carolina State University

Room: Governors I

The Safe Zone workshop is designed to prepare participants to understand and address the needs of GLBT students. The curriculum addresses a wide range of information, including identity terms associated with the GLBT community, issues that GLBT students often deal with during the coming out process, concerns that GLBT students face both in and out of the classroom, and ways that allies can create inclusive environments.

PC7. "Using Data: Quantitative Variables to Measure Learning Outcomes and Data-Driven Decision Making"

Brian Peters

North Carolina State University

Room: Governors II

Do you have data from your office that you wish you knew how to analyze effectively? Or do you wish you knew how to collect data to help you make decisions in your advising office? In this session, participants will learn how to collect and analyze data based on questions related to teaching and advising. Participants will learn how one academic advising unit is using quantitative data to assess student learning outcomes and how data can be used to influence policy decisions.

Participants are encouraged to bring a laptop and their own data sets so they can see how their data can be analyzed to make data-driven decisions within their own units. No previous experience in statistics is needed to participate.

PC8. NACADA Orientation for First Time Attendee

Time- 4:45 pm - 5:45 pm

Membership Committee Reps, Board and EO Visitors and Region Leaders

Room: Hanover III

As a new member, you most likely have many questions you want answered: Where do I start? What are those things called “interest groups” and “commissions”? I am only in my first year, can I even get involved? What is the purpose of the regions and what opportunities do they provide?

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. During this session, you will have the opportunity to: 1) Learn about the structure and opportunities of the association; 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. Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story

Concurrent Session I

Thursday, April 20th 8:45 – 9:45 AM

C1. Connect Four: Advising, Teaching, Engaging and Networking, Helping Future Teachers Make the Right Moves

LeAnne Smith and Allison Rankin

UNC-Wilmington

Room: Capital

As advisors, we continually promote opportunities for engagement, but less often get to plan and provide them. The Advising Center within the Watson College of Education, UNC Wilmington, actively merges the functions of advising and student engagement through an education learning community (first-year seminar) and a student leadership program. Together, these initiatives create an integrated understanding of what it takes to be successful as students and as future teachers. This session will explore how freshman education majors leverage their communal living and shared curricular experiences to excel in their tracks of study. We will also demonstrate how this experience, combined with strengths-based advising, positions them to soar academically while becoming authentic ambassadors for the Watson College of Education.

C2. How To Redirect A Dream

Jairo McMican and Alicia Freeman

Durham Tech Community College

Room: Governors I

If you have ever had to advise a student, you may have come upon someone whose academic record does not accurately reflect their goals. You may have encountered: The “future engineer” who placed into basic math; the student who hates science courses but wants to be a “nurse”; or the student who despises writing but wants to work in

the law profession. Many students choose programs of study based on the desires of others or misinformation they have received from sources they trust. Those students develop unrealistic attachments to these goals and don't perform to their academic capabilities. This interactive presentation will focus on the art of redirecting students to more successful outcomes using various strategies and methods.

C3. DACA, Undocumented, and Immigrant Students: Compassion, Action, and Student Advocacy in a Community

Advising Model

Alexander Piñeres and Stefney Simpson

Central Piedmont Community College

Room: Governors II

"DACA, Undocumented, and Immigrant Students: Compassion, Action, and Student Advocacy in a Community Advising Model" will share CPCC's Community Advising Model to address the challenges of a population that represents an important component of our region's demographic changes. We will discuss our initiative to offer traditional campus advising services at a community site where students and families are most comfortable, allowing for connections and trust to be developed. Moreover, we will share the various challenges faced by immigrant students and the intricacies of the various statuses they might possess; including explanations of DACA student status and the ways our advising office supports immigrant students and creates safe spaces. We will share resources of information and support for institutions and students alike, through strategies—testimonials—and insights.

C4. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Wendy Troxel and Ruth Darling

Kansas State University and The University of Tennessee, Knoxville

Room: Hanover I

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.

C5. Advising Generation Z

Karen Hauschild

College of Charleston

Room: Hanover II

Every year we get a year older, and every year students stay the same age. What do we really know about the newest generation on our campuses, Generation Z? How do we cross the generational divide, not only in the workplace but also with the students we serve? This presentation and discussion will explore the generational characteristics and intergenerational relationships we have on our campuses and in our advising centers through large and small group discussion and activities. Join us as we brainstorm strategies for bringing intergenerational understanding and appreciation to forefront of our interpersonal interactions with colleagues and students so that each generation's gifts can be celebrated.

C6. "Barred From The Yard-Missing Minorities and Mental Health"

Linwood Webster

North Carolina State University and UNC Chapel Hill

Room: Hanover III

Opportunity in America continues to be stratified by gender and race. In terms of educational opportunities, they are even more stratified, especially for African American students. Are African American students seemingly "Barred From The Yard"? With the discussion actually starting at the pre-K-12 schoolyards, African American students often encounter a range of barriers that make the educational path into adulthood, especially through a college campus, challenging. Research shows mental health is at times, linked to persistence in the educational pipeline, and academic performance in all levels of education. Since 1996, my administrative work primarily at PWIs has always included a research agenda on race, with reoccurring themes including but not limited to responsibility, accountability, and diversity.

C7. Here they Come: Supporting the Transitions of Early College High School Students

Jenny Adams

University of North Carolina Wilmington

Room: Willow Oak

Early College High School initiatives, which combine up to two years of college coursework in a small, high school environment, are a growing trend. Despite the numerous advantages of these programs, they can also create challenges for students and the campuses working with them. Join colleagues for an engaging discussion about this unique student population. What are the developmental, academic, and transitional characteristics and needs of these students, especially as they enter four-year colleges and universities? How can we best serve students and set them up for success as they enter into and move through our institutions? Participants will share their experiences with this diverse student population and their campus initiatives related to serving this group.

C8. Building an Early Registration Process

Zackary Underwood and Dr. Don Presnell

University of North Carolina Wilmington

Room: Magnolia I

Creating an Early Registration Process is an opportunity to engage with incoming students and families before Orientation. Through Early Registration, students gain a foundation in curriculum, academic policies, the registration system, and begin to register for courses for their first semester. Early Registration is an advising tool that supports transition, retention, and communication with new students. This workshop will help participants create a plan for early registration for any college or university through instructivism and constructivism. A main focus of the workshop will be maximizing the benefits of early registration, collaborating with campus offices, and designing a timeline for implementation.

C9. Flipping the Script: A Proactive Approach to Students Services

Sarah Hoffarth and Rachel Pleasants McDonnell

Central Carolina Community College

Room: Magnolia II

Traditional approaches to student support involve addressing student needs as they arise. Success coaching is a proactive intervention using "just in time" data to increase student retention and completion. Central Carolina Community College has already seen positive impacts utilizing this "flipped" approach, but proving that this intervention

positively impacts student retention and completion is only possible through a randomized controlled trial. Through “First in the World”, we are testing the impact of the intervention at 10 North Carolina community colleges. Come learn about how success coaching works, how you can improve your student support practice.

Concurrent Session 2

Thursday, April 20th 10:00 – 11:00 AM

C10. Bridging the Gap for Students at Risk: A Data-Driven Case Management Approach

Janina DeHart, Jenny Stewart, Annie McCord and W. David Scales

Western Carolina University

Room: Capital

As academic advisors, we are tasked with working with a variety of student populations including those who are considered at risk. This population comes with a varied set of circumstances and challenges. The Academic Success Program at Western Carolina University is a bridge program model for conditionally admitted students with retention rates that currently rival those of the university's general freshman population. Over the past five years, advisors have become an integral part of the support system that is created for these students during their first year on campus. This presentation will present key data points, types of instruments used to collect data, and the importance of longitudinal data analysis to inform the development of case management interventions and co-curricular programming.

C11. The Head & The Heart, The Look & The Parts: A Beginner's Guide to Supporting LGBTQ Students

Wendy Schindler

Gateway Community & Technical College

Room: Governors I

As advisors, students often come to us with issues that go well beyond the classroom. Educating ourselves in diversity issues such as sexual orientation and gender identity makes us better equipped to support our students. For those unfamiliar, LGBTQ can look like a word that spell-check can't interpret. Or maybe you know what the “L” and the “G” stand for, but quickly feel lost when trying to decipher the rest of the letters. Knowing where to start might seem daunting. This presentation will explore the basic terminology and concepts regarding Gender (the head), Sex (the parts), Gender [removed]the look), and Sexual Orientation (the heart) especially as it relates to our LGBTQ students and colleagues.

C12. A Passport to Student Global Success: Successfully Incorporating Education Abroad into Academic Advising

Yuchun Schmidt and Katerine Kovar

Middle Tennessee State University

Room: Governors II

Nowadays students are facing competition on a global platform and global competencies are a requirement for success. Education Abroad Programs (EA Programs) not only provide opportunities for students' global engagements but also boost students' marketability. This presentation explores some useful and tested strategies for connecting students' majors and minors with specific departmental-level assessed and approved EA Programs to capitalize on students' interest in education abroad and to support retention, improved academic performance and matriculation rates. In this session, we will examine how to successfully incorporate EA Programs into academic advising to encourage and support students' participation in EA programs and help them reach their potential.

C13. Have a Vision for Change? Be Inspired By Our Success Story

Tina Proctor and Janice Koppenhaver

Appalachian State University

Room: Hanover I

Have a vision you'd like to implement? It can be difficult to convince others that change is often necessary. Using input from students, faculty and staff our college developed an advising model currently unique to our university as we paired professional advisors with faculty mentors to create an inspiring advising team. Our college Office of Advising and Academic Support has quickly become integral to the success of our student body, with at least 92% of the students we advise registering properly and soaring student satisfaction rates. This session is designed to give you practical information regarding how to introduce a new model to skeptics, how to assess a program so you can best share your story, and how to hire and train professional advisors.

C14. The Advisor Academy: From Theory to Practice

Donna Burton

North Carolina State University

Room: Hanover II

In June, 2013, North Carolina State University began offering the Advisor Academy, a two-day intensive workshop focused on the conceptual, relational, and information aspects of advising at the University. Since that time, more than 130 primary role advisors, faculty advisors, advising support personnel, and advising administrators have completed the program. One faculty member said: "I have encouraged faculty colleagues in [our] Program to participate in the Academy and other ADI programs. We have all found that the programs...enable advisors to enhance their informational and relational skills." This session will show how the Academy was developed and how, on the second day of the workshop, participants are able to synthesize their learning through a simulated advising appointment.

C15. Strength-Based Learning-Using Non-Cognitive Strengths to Help Conditionally Admitted Students to Reach Their Potential

Stacey Sandeford-Lyons and George Bugges III

Johnson C. Smith University

Room: Hanover III

Students with a low high school GPA or low standardized test scores may think that college is not an option for them, and overlook college as a path to full potential and goal attainment. High school GPAs and test scores, however, do not tell the whole story. The Academic Center for Excellence (ACE) is an academic advising unit serving underprepared students admitted to the university based on non-cognitive strengths rather than traditional measures. Drawing work from Dr. William Sedlacek (1993), and the principles of Appreciative Advising (Bloom, Hutson & He, 2008), ACE advisors employ a comprehensive approach to help students to transition to campus life, identify and develop non-cognitive strengths, set goals, and persist in their studies.

C16. Advising Tools for Your Teaching Toolkit

Andrea Atkin and Lauren Taylor

North Carolina State University

Room: Oak Forest

Advisors are not usually trained as teachers, but they're often called to teach transition courses, lead workshops on academic topics, or lead group advising sessions. Advising skills can be transferable to the classroom, and are particularly applicable to student directed learning. Just as teachers scaffold their instruction to the individual needs of their

students, advisors must scaffold their approach to their advisees based on their individual needs. We will present definitions of learner-centered teaching and advising, demonstrate application of these skills in a classroom setting and then give participants the opportunity to practice these skills. Participants will also have time to develop a lesson plan for their own classroom that incorporates these skills. Participants should expect an active, engaging and collaborative workshop.

C17. THE COLORFULNESS OF ACADEMIC PROBATION: How Intentional Outreach and Intrusive Counseling Facilitates Success for At-Risk Students

Kweneshia Price and Jason Ashe

North Carolina Central University

Room: Willow Oak

This interactive presentation highlights techniques employed by Academic Counselors serving at-risk students at North Carolina Central University. Students transitioning from high school to college face daunting challenges. These challenges are particularly acute for learners developing non-cognitive skills needed to buttress collegiate scholarship and holistic intellect. Several strategies are utilized including self-empowerment sessions, scheduling one on one professor meetings, assessments, and mandating regular tutoring and advisor appointments. These practices redirect and propel students in a direction of achieving academic, personal, and social growth. We aim to have engaging dialogue about our intrusive practices, common approaches utilized by other institutions, and the correlation between intrusive outreach and retention. Research and program design will also be addressed.

C18. Advising in Organized Anarchies: A Garbage Can Model of Academic Advising

Matthew Hibdon

Middle Tennessee State University

Room: Magnolia I

“How am I supposed to decide what class to take? I thought my advisor was supposed to tell me exactly what to do...” Do students ever struggle to make decisions about their academic journeys during your advising appointments? With the various internal and external forces that shape our institutions of higher education, it is miraculous that systems exist in which students can make choices about their academic paths and follow those paths to graduation. Come explore the challenges, answers, stakeholders, and matriculation moments that swirl around the proverbial garbage can of decision making for college students. Learn how to identify factors that can contribute to or inhibit student retention and success each term.

C19. Building a Bridge for Transfer Students

Lori Johnson and Hannah King

West Kentucky Community & Technical College

Room: Magnolia II

In 2012, the Kentucky Community Technical College System KCTCS undertook a comprehensive re-examination of transfer advising. The improvement of collaborative relationships with four-year partners and the development of transfer advising pathways were the recurring themes that emerged from the study. Come discover the tremendous partnership that was created between Western Kentucky University and several KCTCS colleges. Session participants will be introduced to practical ways to improve seamless transfer from associate to baccalaureate degree programs both from the two year perspective and the four year perspective. Topics will focus on collaborative relationships between community colleges and four-year institutions, the creation of Joint Admission programs, the development of Associate in Applied Science transfer pathways, specifically designed transfer scholarships, and much more!

Concurrent Session 3

Thursday, April 20th 11:15 AM – 12:15 PM

C20. The Writer's Block and The Runner's Wall

Rishard Wedderburn, Sarah Miller and Lorraina Halls-Taylor

Shaw University

Room: Capital

Do you know the obstacles of minority students in higher education? Is it more than what meets the eye? Discover the challenges of minority success through an experiential perspective provided through students' accounts. Experience a successful recovery program designed to defeat failure, which is applicable to any student who may experience situational disturbances. Through this session, participants will be better equipped to address the underlying factors of minority academic struggles. You will have a foundation to begin or enhance your recovery program.

C21. Proactive Approaches for Advising Transfer Students

Jill Anderson and Dana Thomas

North Carolina State University

Room: Governors I

Proactive Approaches for Advising Transfer Students. A growing number of transfer students are being admitted to NC State University. In the Department of Biological Sciences, transfer students struggle in ways unique to them. Transfer students have historically been advised like native students, with no designated transfer student advisor, no special advising attention, and no orientation course designed for their particular needs. In Fall 2015, we implemented a more proactive advising model for transfer students. In Spring 2016 we began offering a new orientation course designed for transfer students. This presentation will present the outcomes of the first 3 terms of our new approaches to advising transfer students in our Department. It will also share information about a transfer student peer mentoring program that began in Fall 2016.

C22. Advisors in Transition: Managing Stressful Doctoral work and Academic Advising Responsibilities

Zackary Underwood and Keryn Vickers

University of North Carolina Wilmington

Room: Governors II

Advisors are accustomed to working with students who are overwhelmed with classes and transitioning into a college or university. However, academic advisors may also experience advising stress and transitions as a doctoral student. This presentation will outline the advantages and disadvantages involved with continuing education in doctoral programs as an academic advisor. Topics that will be covered include being advised as an advisor, developing as a practitioner both practically and theoretically, managing deadlines, becoming a researcher, identity development, and more. Participants will learn how to analyze the positives and negatives of advising and working towards a doctorate degree from two advisors who are in their dissertation stages for an Ed.D. and a Ph.D.

C23. The Millennial Advisor: Being an April Ludgate in a Room of Ron Swansons

Madeline Anderson and Erica Harper

Clemson University

Room: Hanover I

Do you identify as a #millennial? Have you thought about how societal perceptions of this generation translate into your role on a college campus? If you answered “yes” to one or both of those questions, join a young academic advisor and a soon-to-be new professional in this interactive presentation as we unpack what it means to be a “Millennial Advisor”. This pop-culture inspired session will encourage a discussion on the perspectives of young professionals, as well as provide an opportunity to explore individual potential within the workplace. Through shared dialogue, attendees will be able to reflect on their experiences and develop strategies to navigate working alongside varying generations.

C24. Advising 2020: Transactional to Transformational!

Ruth Darling

The University of Tennessee, Knoxville

Room: Hanover II

As the University engaged in an extensive refresh of its strategic plan, it became apparent that academic advising was perceived as being central to student success. The Provost charged the Directors of college advising programs to develop an advising strategic plan that would not only improve advising but would transform advising at the institution. The goals of this presentation are to examine the advising strategic planning process, to share how a new university model of advising was created, and to review the strategy developed to address consistent student-to-advisor ratios across colleges and dramatically increase the number of professional advisors. The participants will leave the session with an understanding of how one university strategically focused on academic advising and empowered the advising community to develop and implement a plan for transformation.

C25. Avoiding Advisor Burnout: A Mindfulness Approach

Bethanie Campbell and Bob Gibbard

Appalachian State University

Room: Hanover III

One doesn't need to look far for evidence of the negative impact that stress can have on individual health and professional success. Scientific Journals, reports in popular media, and anecdotal evidence shared across interpersonal networks all demonstrate both the breadth and seriousness of stress in everyday life. Academic advisors often deal with a range of stressors which can include student expectations, ever-increasing job responsibilities, and changing university policies. These stressors can lead to advisor burnout, decrease not only the job effectiveness, but the overall health of advisors. However, there is hope! Developing an understanding of stress and workplace stressors, exploring best practices in combating this stress at an individual and community level, and focusing on practical implementation of this knowledge may help academic advisors reduce stress and decrease burnout.

C26. Conversations with NACADA

NACADA Board, Executive Office Reps and Region Leaders

Room: Oak Forest

This session is designed for our leaders to provide information about the association to all conference participants. A portion of 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.

C27. Continued Inspiration for High Demand Majors

Vikki Bernotski and Natalie Bernardina

The University of Tennessee at Chattanooga

Room: Willow Oak

Advisors in Education and Health and Human Services will be discussing how they keep their students motivated to meet entrance requirements for programs, graduate schools and state or national licensure exams. This presentation will be part lecture and part group case study analysis.

C28. The Role of the Faculty Adviser for Humanities Majors in a Large University

Susan Navey-Davis and William Kimler

North Carolina State University

Room: Magnolia I

Faculty advisers play an important role in Humanities departments in a large university. As planners and decision makers for programming, they have access to current and future advising information that can help a student plan well ahead. A faculty member who completed a similar disciplinary program brings relevant experience to the advising relationship. Faculty advisers may connect students with colleagues who can assist with opportunities beyond the classroom and after graduation. The faculty adviser is uniquely qualified to advise students entering the program at different stages. The presenters, faculty advisers with many years of experience, will share information about the unique contributions of faculty advisers in two Humanities departments and will include time for questions and discussion.

C29. Reinventing Academic Coaching with Life Design in Mind

William Johnson Jr.

University of North Carolina at Greensboro

Room: Magnolia II

As colleges and universities invest more dollars into more sophisticated registration and degree-monitoring technology, advisors will become extinct. Advisors need to stop being servants to the institution, solely to enforce degree completion; it's time to be seen as an integral part of the learning mission of institutions, just as valued as faculty. The Life Design Program was instituted at UNC-Greensboro to inspire students to be self-experts, encourage them to become self-directed learners, and embody beliefs that embrace the entrepreneurial spirit. This session will describe the Program, as well as data-driven impact on retention and graduation rates and student learning outcomes.

Concurrent Session 4

Thursday, April 20th 2:15 – 3:15 PM

C30. Why I Shoot Nerf Darts at Lou: Reducing Stress and Fostering Conviviality in Advising

Kristy Lally, Louis DesChamps and Benjamin Sparger

Central Piedmont Community College

Room: Capital

Anyone in Advising can tell you how frustrating and stressful our profession can be, especially during peak advising times. We will be discussing the informal practices we undertake to help combat that stress while simultaneously fostering trust and friendship between the advisors in our First Year Advising Office. This positive practice also benefits our students. Our spirit of camaraderie creates a welcoming atmosphere to which students respond favorably, establishing an environment conducive to the six phases of appreciative advising. This will be a casual, research-supported discussion and attendees' participation will factor largely into the session. Our aim is to inspire individuals to incorporate their own team building practices befitting a wide arrange of office dynamics.

C31. Inform, Challenge, Inspire, Encourage: An Advisor's Toolbox for Motivation and Satisfaction

Janina DeHart, Jenny Stewart and Carson Williams

Western Carolina University

Room: Governors I

As members of a helping profession, advisors are often faced with burnout among our students, our colleagues, and within our own practice. How do we ensure we are taking care of ourselves, so that we are able to best serve our students and assist them in pursuing their dreams while maintaining positive working relationships with our colleagues? During this highly interactive session, participants will engage in a dream-building activity utilizing goal-setting strategies to reinforce positive affirmation and increase self-efficacy which can be used with colleagues or students upon return to their home campuses. This session is appropriate for advisors or advising administrators at any stage of their career at either two-year or four-year institutions.

C32. Developing Cultural Competency: Integrating Diversity into Your First Year Course

Amanda Beller and Jordan McMican

North Carolina State University

Room: Governors II

Colleges and universities have an obligation to develop students who can thrive in the dynamic and diverse world we live in. This presentation will include an overview of how diversity is incorporated in our first year seminar course and program. In our model we reach students where they are and lead them through identity development and the cultural competency spectrum. Participants will engage in brainstorming about how they can integrate diversity into their first year course curriculum. Implications for integrating diversity into your first year seminar and best practices will be discussed.

C33. Inspiring Advisors to Reach Their Potential Through an Advisor Professional Development Institute

Elena Payne-Wiens, Debbie Smith and Charles Houck

University of North Carolina at Charlotte

Room: Hanover I

UNC Charlotte is a large public university with a decentralized academic advising structure, including faculty advisors and full-time professional advisors. University leadership identified a need to strengthen a common culture of academic advising on campus, along with the professional development opportunities, relationships, and resources required to sustain this common culture. Thus, the Advisor Institute was proposed! The Advisor Institute includes a New Advisor Orientation, an enhanced professional development series, online training modules, and the Advisor Institute Mentoring program. Come learn about innovative ways to improve collaboration and professional development within a large, decentralized advising context. Participants will also have an opportunity to discuss advisor professional development on their campuses, share ideas, and make connections.

C34. ACC Champions: Implementing Academic and Career Coaching (ACC) so Everyone Wins!

Suzanne Jasmine and Kim Howard

UNC Charlotte

Room: Hanover II

Have you fallen into a rut of transactional advising? Would you like to incorporate career development into your student meetings but don't know how? Come learn how the business advising office at UNC Charlotte implemented a proactive coaching strategy that efficiently integrates academic advising and career coaching practices into student meetings. Hear how we have collaborated with our career center and changed our approach to appointments as an office. In this session, participants will be introduced to specific strategies and tools to help them get started with their own career conversations to help students reach their full academic and career potential.

C35. Online Advisor Training- Strategies for Success

Scott Byington

Central Carolina Community College

Room: Hanover III

Many advisors do not have time to attend face-to-face trainings while trying to effectively work with students. However, advisors do need to have a core understanding of advising practice at their institution and to be proficient in necessary advising techniques. While this training was developed primarily for new faculty advisors, Central Carolina Community College offers a model for delivering content and engaging advisors at all experience levels. Successful strategies will be shared and encountered challenges will be addressed. This round table will offer ample time for participants to explore the efficacy of online advisor training, pose questions, and receive feedback on their own or other online training programs.

C36. Discussing the Importance of Advisor Wellness

Victoria Silvestri and Meggie Metcalf

North Carolina State University

Room: Oak Forest

As advisors, we teach students about the importance of managing stress and time and help connect them with resources on campus, but we often do not take our own advice. A lack of focus on personal wellness can make it hard to handle tasks, time and students. Being able to develop healthy habits and manage stress in a positive way can not only create a culture of wellness for staff but also allow us to serve as role models for students. We will facilitate an interactive discussion regarding workplace stress and its impact on productivity, happiness and overall health. We will share the approach of our department's new wellness committee, tips for identifying resources, and challenge you to enhance your personal wellness.

C37. Art of Advising: Why are Soft Skills so Hard?

Mary-Charles Horn and Lora Wical

University of North Carolina at Chapel Hill

Room: Willow Oak

Conceptual, informational and relational components are essential in an effective advisor training program. Conceptual and informational components are addressed through training on advising theory, academic programs, policies and campus resources. The relational component addresses, "the skills an advisor needs to communicate the essential information from the other two components to the student" (Ford, 2007). These soft skills are subjective and difficult to

assess. We will discuss their importance in recruiting, growth through onboarding and ongoing professional development, and the challenge of assessing their use and effectiveness.

C38. Applying Chickering's Vectors to First-Year Advising Practice

Carol Wilson

Wofford College

Room: Magnolia I

Transitioning into college and encountering increased responsibility for their own learning and growth, traditionally-aged students also navigate the initial stages of Chickering's 7 Vectors of psycho-social development. As new college students develop competence, learn to manage their emotions, and move through autonomy to interdependence, they can lay a strong foundation for academic success. Since students' movements through these vectors are individual, advisors' understanding these stages fosters effective understanding of and communication with students in the first year. This session offers an applied exploration of Arthur Chickering's first 3 Vectors of Development as an appropriate theoretical foundation for exploratory or general education advising practice. Although this session holds value for advisors of undergraduates, it focuses on first-year students.

C39. Experimenting for Success: Implementing a Portfolio System in an Academic Success Course

Cari Allyn Brooks and Matthew Kirk

Clemson University

Room: Magnolia II

Clemson University offers a for-credit academic success course for students on academic probation. This year the teaching team revised the course work, moving from a collection of tests and assignments to a cohesive portfolio of exhibits in which students test ideas taught in the course. The portfolio is meant to create deeper investment on the part of students by requiring more meaningful coursework, providing formative feedback, building in warning systems for struggling students, and fostering academic self-efficacy and self-regulated learning. In this session, two instructors will share their experiences with the first semester using the portfolio, discuss revisions being made for the next term, and share tips on starting a portfolio system in a student success course.

Concurrent Session 5

Thursday, April 20th 3:30 – 4:30 PM

C40. Speed Networking: Where New NACADA Members Meet

Heather Lyerly and Maria Crockett

North Carolina State University

Room: Capital

Meeting people and networking at a professional conference can be a very intimidating process! How do you go about making connections that will last beyond the three days of food, folks, fun, and of course, first rate sessions and speaker? There isn't one guaranteed way to network, but come learn and get to know a diverse group of NACADA veterans who have once been where you are now and are looking forward to meeting you. Learn helpful hints on how to effectively network AND increase your own network...at record speed! Participation is limited to the first 20 attendees that arrive.

C41. “Oh, the places you’ll go:” Coaching Students Towards Unleashing Their Talents

Rebecca Woskoff

North Carolina State University

Room: Governors I

Coaching through the lens of strengths can transform the college experience by empowering students to discover their talents in a world that often focuses on their weaknesses. Through this session, we will reflect upon the unique but different talents of others and explore a coaching approach to guide students towards discovery, awareness, and appreciation of their talents. Utilization of this approach will be the first step in exploring with students how to begin leveraging their strengths within the college arena to overcome challenges and find great success for their future.

C42. Elon 101: The First-Year Academic Advising Seminar

Brandy Propst and Victoria Thompson

Elon University

Room: Governors II

Elon 101 is first-year seminar course with a foundation in holistic academic advising at Elon University. Elon 101 instructors are full-time teaching faculty and full-time staff members from various academic and student life departments across campus who serve as academic advisors to 15-17 first-year students enrolled in their class until students are ready to declare. This session will discuss the role of Elon 101 in advising first-year students and the importance of the program to the overall first-year experience and beyond at Elon. Presenters will highlight components of the course to include advising curriculum, advisor training/faculty development, peer support, cross-divisional partnerships and assessment. Presenters will also facilitate a discussion with attendees about best practices and challenges of creating a first-year seminar course centered on advising and possible implications for multiple institutional types.

C43. Partnering to Support Student-Athletes’ Academic Success

Spencer Welborn and Andrea Caldwell

University of North Carolina at Chapel Hill

Room: Hanover I

Colleges and universities are often faced with the challenge of balancing the academic and athletic success of their student-athletes. The Academic Advising Program at the University of North Carolina at Chapel Hill (UNC-CH) received an institutional charge to develop a comprehensive advising experience for all student-athletes. Student-athletes are expected to have a meaningful academic advising interaction during each semester of their undergraduate career. The purpose of this session is to share how we redefined our advising approach to better support student-athletes, to enhance the training of academic advisors and academic counselors, and to expand multi-unit communication. Insights on how to effectively manage institutional change, develop campus collaborations, and strategically improve the quality of academic advising for this sub-population will also be provided.

C44. Reinforcing the Potential for Success: Utilizing Growth Mindset and Locus of Control with At-Risk Student Populations

Jared Johnson and Ashleigh Powers

University of Tennessee

Room: Hanover II

Many of our most vulnerable students see their ability to learn as a fixed, predetermined construct, largely outside their control. This orientation toward learning can leave students feeling paralyzed in the face of challenge, helpless to impact

their own educational outcomes. Our presentation will focus on two psychological approaches, growth mindset “Dweck 2016” and locus of control “Rotter 1966”, which can be applied to motivate and empower these at-risk students. We will discuss how the College of Arts and Sciences at UT-Knoxville is drawing on our understanding of these theories to inform advising appointments with probation students. We provide a toolkit of related strategies that participants can take back to their own institutions.

C45. Entry/Connection: Empowering Minority Males Through Strategic Partnerships

Kelvin Thompson and Ojay Johnson
Central Piedmont Community College

Room: Hanover III

Minority males begin college with great aspirations, but many never attain their goals. Successful college initiatives don't just happen. College departments must be intentional in their effort to close the achievement gaps. Critical in student retention efforts are the processes that college departments implement to establish progressive staff-student relationships. In an effort to address the achievement gaps among minority males, the Academic Advising office at CCCC has formed collaborative cross-college partnerships to better ensure that minority males receive support throughout the four phases of college: entry, connection, progression and completion. This session will help participants evaluate their college's initial intake and student contact, introduce strategies that empower minority males, introduce cross-college collaborative processes, and discuss the impact of creating student success seminars.

C46. Inspiring Students with One-Hour-Credit Special Topic Workshops; Mid-Semester Success Story

Tammy Keylon
Tennessee Tech University

Room: Oak Forest

Each semester as the deadline to drop classes approaches, advisors across campuses all over the United States are faced with students who are in a dilemma. Students often need to drop a class, but doing so will put them below full-time hours threatening their financial aid. Advisors are challenged to help students maintain full-time status in order to remain in good standing at the university. In the past, our University offered very few courses starting mid-semester. Understanding this student need, the College of Interdisciplinary Studies started exploring the possibility of developing workshops that would satisfy the credits needed to remain full-time but also give the student important information they will be able to use as a student and beyond.

C47. Connect. Engage. Succeed.

Gwendolynne Grace and Michael Eure
Wake Technical Community College

Room: Willow Oak

With the national focus squarely on retention and completion, and the recognition that engagement is linked to student success, postsecondary institutions are actively integrating strategies that promote engagement on their campuses. Our interactive presentation will focus on the efforts of Student Success Coaches at Wake Tech Community College to increase retention and graduation rates of low income students. Central to the work of the Student Success Coaches, is the goal of helping students to overcome barriers by helping them navigate the institution and engage with available resources and services, specifically those related to financial literacy and developing a career plan. In this session, we will share our strategies, practices, and insights, and facilitate discussion around the common goal of increasing student engagement. Please join the conversation and share your ideas.

C48. "From the hogpen to Harvard - My Grit, my Grind, my Climb"

Linwood Webster

North Carolina State University and UNC Chapel Hill

Room: Magnolia I

Having worked in higher education for over 20 years, the last 13 years as an Academic Advisor at UNC Chapel Hill, the presentation consists of a personal and professional narrative that spans from growing up in poverty in rural N.C. to being selected as a candidate into the highly coveted and selective Harvard University Administrative Fellowship Program. My presentation includes presenting information and insight highlighting the awareness and preparedness needed for success during the pre-college, college, and post-college processes and stages. As a low-income, disadvantaged, at-risk in grades K-12, first-generation college student, I will discuss the challenges, strategies, and successes involved in going "From the hogpen to Harvard- My Grit, My Grind, My Climb.

C49. Duke Peer Advising: Empowering Our Peers to Create Their Own Academic Narratives

Rachael Murphey-Brown, Mera Liccione, Katie Taylor, Carolina Isaza and Cole Wicker

Duke University

Room: Magnolia II

Participants will be able to identify the role of the Peer Advisor in the Academic Advising Network at Duke University; identify our assessment protocols; identify best practices for high impact, high touch, diverse student-centered programming; and hear directly from Duke Peer Advisors about why they choose to be Peer Advisors and how they 'empower their peers to create their own academic narratives.' We will present a short video and slides that illustrate peer advising at Duke, our assessment tools and data, and the flyers we use to promote programming by Peer Advisors. In conclusion, we will present an advising scenario that highlights how Peer Advisors normalize help seeking behaviors among their peers.

Concurrent Session 6

Friday, April 21st 8:45 – 9:45 AM

C50. Using Questions Effectively in Advising Meetings

Carol Wilson

Wofford College

Room: Capital

In advising pedagogy, well-crafted questions offer advisors and students alike the opportunity for clear communication, trust-building, and thoughtful decision-making. In this session, participants will explore ways to sequence advising meetings with questions that open conversation. They will also assess and draft questions for clarity and respect, to couch the advisor as a resource in the students' choices and success. Participants will discuss ways to hear unspoken questions in students' sometimes cryptic statements and to avoid asking questions that are limiting or unintentionally off-putting. Our goal will be to consider ways to ask the questions that allow our students the best opportunities to learn.

C51. Hiring the Right Advisors to Help Your Students Reach Their Potential

Lauren Brown

North Carolina State University

Room: Governors I

One of the hardest parts of an advising administrator's job is posting open positions and ensuring they are filled with the best advisors for their particular environment. With our busy schedules, getting trapped in a cycle of repeating past hiring processes is common. However, not evaluating your processes for hiring new advisors leads to a lack of "fit" which in turn can lead to future problems. This presentation will discuss how one advising office revamped their hiring process to utilize a multi-tiered rubric-based system to hire the best advisors to complement the team. Participants will learn about the challenges and successes of this process as well as identify how new ideas can be implemented on their own campuses.

C52. An Advisor Training Program for Advisors to Reach Their Potential

Elizabeth Johnson, Mary Beth Rayner and Marjorie Whiteside

University of Tennessee at Chattanooga

Room: Governors II

Does your campus advising process work? Could it be better? By implementing a training available campus-wide, the advisors at UTC are excelling in their role and providing the best possible support to students. This presentation will provide an in-depth overview of the training curriculum designed to meet the needs of new and seasoned advisors while meeting increasing demand for training. Objectives of the curriculum and assessment will be explained through use of curriculum mapping. The utilization of different delivery methods (in-person (classroom and computer lab), online, resource videos) will be explained. Participants will be invited to share their own successes and challenges with advisor training on their campus. Current challenges and future directions will be addressed.

C53. Using Your Entire Arsenal Instead of a Silver Bullet

Hannah King, David Powers and Chelsea Martin

Western Kentucky University - Owensboro

Room: Hanover I

When recruiting and retaining transfer students, there are many approaches that see success. Utilizing services such as academic advising, career advising, experiential learning and leadership development programming, WKU Owensboro's regional campus has created a model of Enrollment Management that assists students in establishing a career path beginning at the point of recruitment and admissions and carrying through to graduation and employment.

C54. Organizing Advising: Creating an Advisor Training Website

Zackary Underwood and Keryn Vickers

University of North Carolina Wilmington

Room: Hanover II

Academic advising involves complex knowledge of curriculum, scenarios, and even unwritten rules. Keeping track of all information and procedures/processes is nearly impossible, but is vital to keep all advisors informed, maintain historical processes, and operate efficiently. To organize all information, a centralized advising office at the University of North Carolina Wilmington created an Advisor Training website. An Advisor Training Website gives new advisors a starting point and serves as a constant point of reference for current advisors. Participants will learn about the process of creating an advisor training website, including where to start, who should be involved, possible hurdles, and advantages to documenting how we function as advisors.

C55. Reaching out Through Peers: A Discussion on Peer Advising

Kelsey Axe and Sarah Rowe

University of North Carolina at Chapel Hill

Room: Hanover III

One of the common challenges currently impacting institutions across the country is growing student populations. Offices are being challenged to “do more with less” and balance a growing caseload with limited resources. The growing population at UNC has led to the Academic Advising Program innovating the way it advises students, including the establishment of the Advising Peers Program. This Roundtable Discussion will give an introduction to the Academic Advising Program, an overview of the development of the Advising Peers Program, present programming efforts of the Advising Peers, challenges of our program and our vision for the future. The presenters will then lead a discussion about peer programs, different program structures, and best practices.

C56. Be Proactive: Helping Adult Learners Reach Their Potential

Twaina Harris

Claflin University

Room: Willow Oak

Proactive advising can be an effective advising approach for increasing the academic success of underprepared traditional students through relationship building, regular contact, referrals, and other factors (Cannon, 2013). In this session, the basic tenets of proactive advising for traditional students will be applied to adult learners. Information will be shared about ways the proactive advising process at an HBCU is being used with the institution’s growing adult enrollment in on-ground and online undergraduate programs. Attendees of this session will review cases of situations that are common with adult learners, discuss the needs and challenges that are unique to adult learners, and discover ways to enhance current advising strategies through proactive advising.

C57. Considerations for Supporting International Students through an Orientation Course

Jordan McMican

North Carolina State University

Room: Magnolia I

As our world is becoming more globalized, colleges and universities are seeing an increase in our international student population. International students, like many underrepresented groups, face unique challenges in and out of the classroom. This presentation will allow participants to gain a better understanding of international student's experience as they transition to an american university, and how to support them through a first year orientation course. Participants will discuss real-life classroom scenarios, which will leave them equipped with the best practices for creating an inclusive classroom for this student population. Implications for advising and instruction will be discussed.

C58. The Many Faces of Community College Students: Benefits and Challenges from an Advisor's Perspective.

Wendy Cook, Abby Littlefield and Katie Wicker

Wake Technical Community College

Room: Magnolia II

Did you know there are 1,655 Community Colleges in the United States and 128 in Region Three alone? Advising conferences usually focus on the four year experience, but research shows 42% of students start or attend community college at some point in their higher education experience. This session explores the challenges and joys of advising in a

community college. Through an interactive presentation you will learn more about what it is really like to serve as an advisor in the largest community college in North Carolina. If you are a new professional interested in exploring working in a community college, or if you work with community college transfer students, this session is for you.

Concurrent Session 7

Friday, April 21st 10:00 – 11:00 AM

C59. Engaging Students from the Start: Implementing Online Registration for Your Incoming Class

Shelby Roberts and Justin Bowles

Christian Brothers University

Room: Capital

This presentation will show how a small university moved from first year students registering at summer orientation to an online advising and registration format. The benefits, including real time course load projection and earlier engagement with the freshman class will be examined. Professions advisors will share what it took to accomplish this new strategy for advising and registration. They will discuss how to get buy-in from administrative departments and faculty advisors as well as motivating various departments to assist with implantation. Advice on what worked and what we will do differently in our second year will be given, followed by a Q&A.

C60. A Proactive Approach to Empower Students to Find their Meaningful Work

LeNelle Patrick and Megan Delph

North Carolina State University

Room: Governors I

The session will provide an overview of how to address the most pressing question for college students today – “What should I do with my life?” Academic advisors and coaches work with students to empower them to understand who/what they want to be in life and then create meaningful experiences. The backbone of the Life Design Program at the University of North Carolina at Greensboro is a Meaningful Work statement which is the intersection of values, talents, gifts, interests, and audience to identify work that impacts others in a positive way. The session will focus on how to create a meaningful work statement in coaching and a Career/Calling Exploration poster in a first year seminar course.

C61. The Instrument, The Methods, The Havoc: Creating and Administering a Homegrown University Advising Survey

Meredith Dean

Virginia Commonwealth University

Room: Governors II

In the Spring 2016 semester, advising administrators developed and administered a survey to thousands of students at our institution. We desired an instrument that was particular to our own institution’s structure, vocabulary, and students, and many national surveys did not allow for such customization. In this session, we will examine the process of creating this instrument, getting institutional input and buy-in from multiple units, and disseminating the survey link to thousands of students. We will discuss the response rates, mode of administration, incentives, and possible improvements to the survey process for next year. Finally, preliminary results of the survey will be discussed.

C62. Emissaries of Excellence: How Peer Ambassadors Can Arbitrate Victory in the Advising Office and Beyond

Frannie Miller and Matt Johnson

East Tennessee State University

Room: Hanover I

There are four certitudes in this world: Death, Taxes, Change (of Majors), and ever-expanding advisor responsibilities. While this presentation cannot alter the inevitable, it can offer help for the fourth on the list: advisor overload. How do two academic advisors advise for, recruit, and promote a pre-nursing program that attracts over 1000 students a semester? The answer is not advisor cloning, but a related idea: Peer Ambassadors. This presentation will demonstrate how, at no cost to the university, an advisor created a dynamic Peer Ambassador program in three years and will cover five major areas for creating and sustaining the program. Attend this session to see how a Peer Ambassadors can make any advising program victorious for all!

C63. Cultivating an Appreciative Workplace

Karen Hauschild

College of Charleston

Room: Hanover II

Supervisors and co-workers alike want to feel appreciated for who they are not just what they produce in the workplace. We spend a lot of time and energy thinking about, developing and appreciating our students, but in order for students to receive our personal best, we need to create a culture in our advising centers that honors appreciation. The presenter, using interactive methods and examples from Chapman and White's "Five Languages of Appreciation in the Workplace" and other resources, invites participants to begin an appreciation revolution in their advising centers or on their campus by empowering the people in their organization. Appreciation does not have to be expensive; it just has to be personal. Ideas and best practices will be discussed to take home. Familiarity with the book is not necessary.

C64. The Advisor's Role in Higher Education: Straddling the Line Between Student Affairs and Academic Affairs

Jenny Stewart and Ken Pfaff

Western Carolina University

Room: Hanover III

This highly-interactive discussion seeks to highlight the importance of the advisor's role on campus and the impact we can make by developing partnerships and facilitating collaboration between our faculty and professional staff colleagues. Advisors have a unique role as we straddle the line between Academic Affairs and Student Affairs. The one-on-one nature of our student interactions provides us with the opportunity to gain firsthand knowledge about developmental and academic trends among our student populations. How do we cultivate partnerships in order to address the needs of our students and avoid over-programming? This session will provide a forum for sharing ideas about the role that advisors play in campus collaboration, as well as successes and challenges to developing consensus and assembling strong teams who accomplish goals.

C65. The Walking Dead: What the TWD Taught Us About Academic Advising and Leadership

Matt Crump and Tron Buff

Appalachian State University

Room: Willow Oak

The Walking Dead: What the TWD Taught Us About Academic Advising and Leadership. Having the right leader is crucial for survival, even if you aren't face to face with a zombie! This session will look at the different leadership styles of administrators in relation to TWD characters and help everyone on your team learn how to survive and thrive in a changing, sometimes apocalyptic environment.

C66. Reaching their Potential by Reaching your Potential: Determining your Level of Involvement in the Scholarship of Advising

Wendy Troxel

Kansas State University

Room: Magnolia I

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.

C67. Student Support Night: A Complete Guide to Supporting "Your" Students!

Cari Drew and Angela Davis

Johnston Community College

Room: Magnolia II

Student supporters are essential to student success and can often be overlooked during their student's transition to college. During advising sessions, advisors frequently meet with student supporters along with students in an effort to navigate the tedious task of understanding institutional policies and procedures. This session will demonstrate a proactive approach to engaging and partnering with student supporters early on so they have the opportunity to understand and learn how to best support their students while establishing boundaries during the college life transition.

Poster Session I

Thursday, April 20th 7:30 – 8:30 AM

PS1. Advisor Training & Development, Assessment of Advising

Sevan Paris and Brian Tucker

University of Tennessee at Chattanooga

Room: TBD

The typical freshman's first semester of college involves an unfamiliar registration process that may create a stressful introduction to university life. Policies and procedures familiar to faculty and staff advisors—such as program requirements, closed classes, course sequencing and co-requisites—often shape a difficult obstacle course for students to navigate. Session participants will walk away knowing the benefits of pre-registration: It is a tool advisors can use to create a smoother transition from high school to college and—as a result—foster a better first-year experience for students, advisors, and academic departments.

PS2. TES- Transforming Evaluation Systems to Speed up Transfer Advising

Shelby Roberts

Christian Brothers University

Room: TBD

Transfer students normally have a lengthy admissions process. This is in part due to the time the transcript evaluation takes. However, transfer students need their evaluations quickly so they can make informed decisions. This poster will show how Christian Brothers University implemented the TES system in order to provide faster evaluations to prospective transfer students. See how TES allowed us to go from a 2-3 week turn-around to an average of a 5 day turn-around on transcript evaluations. This poster will explore the benefits of a streamlined workflow for evaluating transfer credit, will provide tips and tricks about what worked and what didn't, and will outline some unexpected results that TES brought. This budget friendly software has been an asset to the Admissions, Advising, and Registrar's Offices.

PS3. Socialization Increases Self-Efficacy in College Students on the Autism Spectrum

Justin Bowles

Christian Brothers University

Room: TBD

The STARS program (Students Tackling Autism-Related Syndromes) at Christian Brothers University provides opportunities for students on the Autism spectrum to socialize and form valuable relationships with each other and the greater campus community, while building self-esteem. STARS was founded by a parent who wanted her son living with Autism to be a successful college student and is sponsored by a faculty advisor and a professional advisor. Events are coordinated by student leaders and attended by sponsors, students and parents.

PS4. Inspiring Diversity in NACADA: Helping advisors reach their potential through NACADA Leadership

Theresa Hitchcock

University of Louisville

Room: TBD

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.

PS5. Three Points Advising: Combining Academic and Immigration Advising

WesleyAnne Watkins

Western Kentucky University

Room: TBD

International students play an integral part of Western Kentucky University's culture. With roughly 1,400 students enrolled from 80 different countries, International Enrollment Management sought a way to incorporate academic and immigration advising into one position. With the creation of the Academic Advisor for International Students, students are receiving multiple services within one individual. During Three Points Advising: Combining Academic and Immigration Advising, I will discuss the trials and errors of combining immigration and academic advising. Discussion

includes how appreciative advising begins from the foundation of orientation activities and continued throughout the semester to keep our international students engaged and compliant with immigration regulations.

PS6. Enhancing the First Year Experience: Building a Peer Leader Program at a Two Year Institution

Adam Wade and Seth Buchanan

Central Carolina Community College

Room: TBD

Are you considering starting a Peer Leader program at your institution? Are you curious about the benefits of this program in a first-year experience course? Join us as we journey through the process of creating a peer leader program at a two-year institution. Engage with presenters, current student peer leaders, and faculty members involved and discover best practices for creating similar programs on your campus.

PS7. eVising eVolution

Dr. Lorraine Powers, Thomas Ranking and Diane B. Albahrawy

Wake Technical Community College

Room: TBD

eVising eVolution. This session will interactively share our department's online advising tool. This online tool has helped faculty and students become more aware of the importance of advising and critical information students need to become successful. Our students are not required, but are strongly encouraged, to meet with their advisor. Many of our new students do not take the initiative to touch base with their advisors although this service is available, free and highly encouraged. Our goal is to pro-actively reach out to our students with the eVising eVolution (EVE). An online, virtual advising center embedded in students' blackboard accounts. Our goal is to better serve our students by connecting with them early on during their college career and improve student academic success, retention and, ultimately, graduation rate.

PS8. Pop-In, Perk Up & Bounce Out: Engaging Students through Relational Advising

Emily Yttri and Amber Bollinger

Middle Tennessee State University

Room: TBD

Engaging students through the use of non-traditional advising events in a social atmosphere. How well do we know our students? We will share how we have transformed our events to be more inviting and engaging for our students. By establishing personal relationships outside the office, students are more likely to visit us in the office.

PS9. This is YOUR Degree: Developmental Advising in the Virtual World

Tieren Scott

Central Piedmont Community College

Room: TBD

Virtual/Online Advising is not a medium to provide prescriptive advising. At the community college level where many students expect a quick solution through email, chat, and phone, communication should not be linear. This session will focus on becoming an online facilitator and coordinator to aid students in course and career planning. Additionally, attendees should come to discuss how to effectively engage and ensure comprehension through text to

prevent/eliminate back and forth communication with students. We will discuss appropriate modes of communication used to address various student issues and inquiries, and timelines given to students and how to get them to follow them.

PS10. Re-visioning and Creating a Community for Enhancing Student Success

Jacqueline Dozier

University of North Carolina at Greensboro

Room: TBD

The purpose of this presentation is to demonstrate how one School of Education addressed growing student complaints and shrinking state and university budget allocations to create a more comprehensive, responsive service office. Participants will learn how challenges in such an effort may be addressed with little added expense. Additionally, the highlights of planning and implementing such an effort will be shared. Participants will also learn how deliberate merging of key functions can develop into a service that is more effective and strengthens not only the preparation of students in teacher education but also supports the strategic plan of the School of Education and the university as a whole.

PS11. Proposal for an Athlete-Centered Orientation: A Study of Cross-Campus Partnerships

Jessica Greene

University of Tennessee, Knoxville

Room: TBD

Orientation programs tailored for the general population at higher education institutions are deficient in preparing student-athletes for the atypical lifestyle they are asked to lead. Their unconventional collegiate experiences place them into a diverse and unique student population, one which often requires additional resources. One resource for institutions to consider would be a student-athlete centered orientation. The orientation would encompass student-athlete academic support services, improved social support within the student athlete community, and improved psychological support services for student athletes, to name a few. This program has the potential to educate and equip this influential group of student ambassadors with the knowledge and skills needed to advocate for their team, their institution, and their community, both locally and globally.

PS12. Navigating Challenges and Achievements: Creating a Conditional Admission Program at the University of Cincinnati Blue Ash College

Catherine Willoughby and Linsey Koeritz

University of Cincinnati Blue Ash College

Room: TBD

CPAS (College Program for Academic Success) is the University of Cincinnati Blue Ash College's college-wide initiative utilizing a proactive advising model to help increase their successful persistence and retention. This presentation will outline the successes and challenges of the development and implementation of a conditional admission program during its two years. We will provide detailed information regarding the key features of the program; the results of student surveys and focus groups; and a review of the academic results for the first year. Specific tools and strategies will also be shared, such as the advising curriculum and academic progress reports.

PS13. From Academic to Career Ready Advising

Rebecca Hurtgen, Sarah Begley, Kendra Popplewell, Ben Martin, Megan Buthelezi and Laura Burwash

Lindsey Wilson College

Room: TBD

The First Year Experience (FYE) class at Lindsey Wilson College is designed for each Freshman student to confidently and successfully link their academic goals to their career goals. We accomplish this academic to career model through one-on-one advising, the FYE Curriculum, and an interdepartmental early alert intervention. In this presentation, we will discuss how to foster academic goal setting and incorporate career guidance services into advising. Participants will get hand-on experience with the “Do What You Are” personality/career assessment, followed by a question and answer. Participants will leave our presentation with fresh ideas in how to tailor their advising experience.

Poster Session 2

Friday, April 21st 7:30 – 8:30 AM

PS14. Finding Your Fit: Using a First-Year Business Seminar to Determine Right-Fit Major & Increase Early Engagement

Amber Bollinger and Emily Yttri

Middle Tennessee State University

Room: TBD

Many business programs struggle with early engagement and ill-prepared students. We will share our experience designing and implementing a first-year seminar to address these issues.

PS15. Faculty Liaison to Academic Advising: Establishing and Supporting a Blended Advising Model

Alex Davis and Tisha Duncan

Meredith College

Room: TBD

Small colleges have the unique opportunity to tailor advising experiences to students, as well as, to work hand in hand with faculty serving as advisors and mentors. How are students supported at your institution? Are you interested in learning more about how a blended faculty model of advising could work for your campus? If so, join us to learn more about establishing a collaborative advising environment with open communication among faculty and advising staff.

PS16. Relate, Trust, Provide: Reaching True Potential through Peer Advising

Kimberly DuVall, Emily Ingersoll and Elisabeth Burleson

James Madison University

Room: TBD

The Psychology Peer Advising practicum experience at James Madison University is unique in its design and practice. Student advisors make a two-year commitment to the program, produce products to be used by both students and faculty members, and present on topics relevant to current advising topics. Peer Advisors obtain transferable skills such as oral and written communication, active listening, leadership, research, collaboration, marketing, and professionalism, through training and continuous mentoring. This best-practices presentation will demonstrate the adaptability of peer advising to other institutional settings.

PS17. Peer Advisors Using Technology to Help Students Reach Their Potential

Kimberly Duvall, Olivia Kimmel and Jackie Given

James Madison University

Room: TBD

The Psychology Peer Advising practicum experience at James Madison University is a unique program designed to provide advising by students trained in college and departmental academic requirements as well as career and graduate school planning methods. The “Tech Wizards” contribute to this program by providing the psychology department with important information through the use of web-based and social media endeavors and are able to advertise for events, inform students about advising, and monitor the number of individuals their updates have reached. Peer advisors in this practicum experience gain transferable skills through continuous mentoring relationships. This presentation will demonstrate the efficiency of using the web and social media to provide advising information and the adaptability of this practice to other institutional settings.

PS18. Scaffolding the First-Generation Freshman: A comprehensive advising campaign

Riley Finch

Middle Tennessee State University

Room: TBD

The current presentation reviews an advising campaign for first-generation (FG) freshman at the point of academic midterm reports. A sample of 442 FG freshman was identified through search parameters within the Education Advisory Board’s Student Success Collaborative platform. The campaign focuses on Lev Vygotsky’s (1978) “zone of proximal development (ZPD)” theory by applying the ZPD to academic midterms where FG freshman are assessed on their actual level of college understanding. Subsequently, advisors intervene with advising services at midterms to assist with problem solving, college schema construction, and navigation toward student support services. The advisor-advisee interaction allows advisors to critically evaluate the level of potential development for FG freshman. Campaign materials (i.e., pre-advising questionnaire and student support contacts) provided during presentation.

PS19. The Life Sciences First Year Program - Reaching Your Full Potential in the Life Sciences

Pa Moore, Suzy Lamb and Michael Lee

North Carolina State University

Room: TBD

Launched in 2014, the Life Sciences First Year Program was created to challenge students to think critically and creatively about what they are truly interested in studying and how it connects to their personal and professional goals in the life sciences. After the first cohort, we found that 61.9% of students matriculated into a major for which they did not initially express interest. The percentage of students on academic warning have decreased from 6.4% to 3.1% and first year GPA rose from 3.22 to 3.34. Join us to learn about what tools and strategies we have used to guide students and help them reach their full potential in the life sciences.

PS20. From Boring to Brilliant: Taking your advising handbook to the next level

Ciara Marable, Brian Strickland and Demetrice Smith

University of North Carolina-Greensboro

Room: TBD

Have you ever struggled to locate advising materials, information, or instructions needed during an advising session because they were housed in multiple paper files or folders on your computer? Creating a place to store all of this information can be daunting and organizing it can be even more challenging. We will demonstrate how to take the boring out of handbooks to create an effective resource tool that easily and quickly puts the information you need at

your fingertips. With the use of web application tools and organization tips, you can create an interactive handbook that becomes a living document and meets an advising center's needs.

PS21. Online Orientation Advising: Advising as a Teaching and Learning Tool

April Judge and Nadia Clark-Brown

University of North Carolina at Greensboro

Room: TBD

In an environment where we are all expected to do more with less resources, we need to think creatively. To ensure that our students get all necessary information without compromising individual relationships and specialized attention, we created a series of online orientation modules. These modules are required for all new transfer students and strongly recommended to freshmen. This session will explore how combining an online advising orientation component to a traditional advising model can quickly impact student advising learning outcomes and increase advisor/student time in an efficient and cost-effective way. We will demonstrate the steps and practices used to produce an interactive and prescriptive virtual orientation within an academic unit that services over 3,000 students annually.

PS22. Harry Potter goes to Vet School: A Comprehensive Wellness Program for Veterinary Medical Education

Hillary Barter

North Carolina State University

Room: TBD

Research in veterinary medical education has illustrated the challenges students face with respect to mental and emotional wellness, lack of attention to physical health, and limited opportunities to meaningfully engage with person from different backgrounds. In response, the North Carolina State University College of Veterinary Medicine (NCSU-CVM) has adopted a comprehensive wellness program available to all members (e.g., students, faculty, staff, post-graduates, etc.) of the college community. The wellness program is based on a 'house system' learning community model and focuses on achieving five broad outcomes: intellectual growth; mental and emotional wellness; social distance reduction; cultural competence; and physical health.

PS23. Let's Get Connected: Helping Students Reach Their Career Potential with Speed Networking

Nikki Loy and Mary Donato

West Virginia University

Room: TBD

Are your students unsure of how to reach their career potential? Want to help your students make contacts with alumni? Consider speed networking! This presentation will guide you through the Department of Communication Studies at West Virginia University's 2016 speed networking event. This presentation will highlight the recruitment, logistics, implications, and impact of working with alumni, undergraduate students, and graduate students. We hope attendees leave the session with a better understanding of how connecting students with alumni is helpful for students to realize their career opportunities, make valuable professional connections, and practice networking skills in a controlled, hometown environment. Join us in an open discussion on how your advising team can successfully organize a speed networking event.

PS24. Graduate School Exposure Tour: Developing Mutualistic Partnerships Encouraging Learners and Universities to Dream Big and Do Bigger.

T. Leon Lassiter and Kweneshia Price

North Carolina Central University

Room: TBD

HBCUs provide nurturing environments and empowering opportunities. In the second year of this ongoing developmental initiative the Graduate School Exposure Tour connects scholars to graduate programs. Scholars visited universities in Philadelphia and New York City to achieve a more thorough understanding of available educational opportunities. Internships, application fee waivers, and admissions are success indicators. Partnerships established between HBCUs and PWIs provide intentional opportunities targeting scholars to graduate programs. The destination universities benefit from educational, cultural, and experiential capital that HBCU learners bring to the PWIs. HBCUs mutualistically develop a reputation as a higher education incubator fostering the educational actualization of students thereby increasing the likelihood of continuously attracting accomplished and ambitious incoming students.

PS25. Implementing EAB SSC-Campus: From Concept to Implementation

Farrah Ward and Kenya Hinton

Elizabeth City State University

Room: TBD

In June 2015 Elizabeth City State University (ECSU) joined the Education Advisory Board's Student Success Collaborative – Campus (SSC-Campus) and started the journey towards implementing the new platform. ECSU's primary reason for joining the collaborative was to provide faculty and advisors a streamlined method of monitoring students' progress in an effort to improve the academic success and retention rates of students. After working with several units across campus, on March 7, 2016 ECSU launched its own branding of SSC-Campus called E4U (Engaging, Enriching, Empowering, Effective). This presentation is designed to provide campuses interested in SSC-Campus with insight into the implementation process. Information on creating an implementation team, developing a communication plan, and building a training plan will be discussed.

PS26. Assessing Potential Through Peer Advising

Kimberly DuVall, Melissa Manley, Gabrielle Reimann

James Madison University

Room: TBD

The Psychology Peer Advising Practicum program at James Madison University is a unique program designed to provide advising by students trained in college and departmental academic requirements as well as career and graduate school planning methods. Qualtrics surveys have been utilized to assess the effectiveness and efficiency of the in-office services, as well as the usefulness of the departmental events and services offered. Survey questions address long-term academic and career goals helpfulness, proper referral to other support services on campus, and respectfulness towards advisees. Results have shown positive experiences. Future directions in assessment will be discussed to include assessment of the Psychology Peer Advisors' overall practicum experience with pre-test and post-test data measuring both advising knowledge and leadership skills and abilities.