Capitol-izing on Student Success through Academic Advising
March 16, 2016

Greetings:

On behalf of the citizens and residents of Prince George’s County, it is my pleasure to welcome you to the 2016 National Academic Advising Association (NACADA) Region 2 Conference in Prince Georges County. I applaud the members on another successful and productive year of leadership, networking and providing professional resources to expand effective academic programs to our students.

I am pleased to acknowledge the NACADA for your innovative and steadfast efforts that have benefited countless students. Your organization represents dedicated professionals who work tirelessly to help others through your resources and professional knowledge base chart to achieve their educational goals.

Congratulations and best wishes for an enjoyable event.

Sincerely,

Rushern L. Baker, III
County Executive
Table of Contents

NACADA .................................................................................................................. 4
Welcome from the Conference Co-Chairs ......................................................... 5
2016 Region 2 Conference Planning Committee ........................................ 6
General Information ................................................................................................. 8
Special Events........................................................................................................ 9
Schedule at-a-Glance ............................................................................................. 10
Wednesday, March 16 Sessions ........................................................................ 17
Thursday, March 17 Sessions ............................................................................. 19
Friday, March 18 Sessions .................................................................................... 34
Advising Award Winners ...................................................................................... 38
2015 - 2016 Region 2 Steering Committee ..................................................... 39
Conference Building Map ................................................................................... 40
Penny Wars for DC College Access Program ................................................. 42
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.

The National Academic Advising Association 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 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 Strategic Goals

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
Dear 2016 Region 2 Conference Participants,

We are very happy to welcome you to the 31st annual NACADA Region 2 Conference in Hyattsville, Maryland!

The conference theme this year is “Capitol-izing on Student Success through Academic Advising.” While reflecting on the core values of NACADA, we chose this theme in an effort to encourage advisors to reflect and share the best practices taking place within their institution. Additionally, we hope the ideas shared at this conference will strengthen the already strong collaborations taking place across the region as well as foster new partnerships.

We are very excited to have Dr. DeRionne P. Pollard present the keynote address at our luncheon this year. Dr. Pollard currently serves as president of Montgomery College. She recently served on the American Association of Community Colleges’ 21st Century Commission on the Future of Community Colleges and the Commission on Academic, Student, and Community Development. We are very excited to see how Dr. Pollard’s ideas for access to higher education and her own strategic plan for Montgomery College align with this year’s conference theme of Capitol-izing on Student Success through Academic Advising.

We want to thank Dr. Melinda Anderson, Region 2 Chair, for her support, encouragement, and leadership. Additionally, we want to thank the staff at the College Park Marriott Hotel and Conference Center and the NACADA Executive Office Staff, particularly Diane Matteson, for their assistance with all the many details of the conference. Lastly, thank you to our outstanding planning team; they have worked with us over the last year on every inch of this conference.

We encourage you to use the conference as an opportunity to “Capitol-ize” on your own advising practice this year. Consider the latest practices as you assess how you can better serve your students. Take what you learn from this conference and use the information as a way to develop new initiatives or as a way to build on your already existing successes. Network with your fellow NACADA advisors and engage in future collaborations together - co-present at the next NACADA conference or perhaps co-author a piece for Academic Advising Today or the NACADA Journal! Share what you learn over these next few days by posting on social media with the hashtag #CapitolizingOnNACADA.

Our best wishes for a very successful conference experience,

Johnika Dreher
Jonathan May
Stephanie Rasgus
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Johnika Dreher</td>
<td>Conference Co-Chair (MD)</td>
<td>Prince George's Community College</td>
</tr>
<tr>
<td>Jonathan May</td>
<td>Conference Co-Chair (VA)</td>
<td>George Mason University</td>
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<tr>
<td>Stephanie Rasgus</td>
<td>Conference Co-Chair (DC)</td>
<td>The George Washington University</td>
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<tr>
<td>Chandra Holloway</td>
<td>Evaluations Chair</td>
<td>The George Washington University</td>
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<tr>
<td>Marianne Norman</td>
<td>Hospitality Co-Chair</td>
<td>American University</td>
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<tr>
<td>Lauren Wagoner</td>
<td>Hospitality Co-Chair</td>
<td>American University</td>
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<tr>
<td>Brandon Bellamy</td>
<td>Program Co-Chair</td>
<td>Howard Community College</td>
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<tr>
<td>Mary Etienne</td>
<td>Program Co-Chair</td>
<td>Trinity Washington University</td>
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<tr>
<td>Eliza Allison</td>
<td>Proposals Co-Chair</td>
<td>The Washington Center</td>
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# 2016 Region 2 Conference Planning Committee

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<tr>
<th>Name</th>
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<tr>
<td>Amy King</td>
<td>Proposals Co-Chair</td>
<td>The George Washington University</td>
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<tr>
<td>Katie Aimone</td>
<td>Registration Co-Chair</td>
<td>Northern Virginia Community College</td>
</tr>
<tr>
<td>Michele Newman</td>
<td>Registration Co-Chair</td>
<td>American Public University System</td>
</tr>
<tr>
<td>Krystal Andrews</td>
<td>Technology Chair</td>
<td>Bowie State University</td>
</tr>
<tr>
<td>Wayne Adams</td>
<td>Vendors Co-Chair</td>
<td>George Mason University</td>
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<tr>
<td>Marlon Dortch</td>
<td>Vendors Co-Chair</td>
<td>George Mason University</td>
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<tr>
<td>Matthew Le Brasseur</td>
<td>Volunteers Co-Chair</td>
<td>American University</td>
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<tr>
<td>Amma Addo</td>
<td>Volunteers Co-Chair</td>
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General Information

Conference Evaluations
Please remember to complete an evaluation after each session. Our presenters appreciate your feedback on each session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Session evaluations are also used to select the “Best of Region” award. *Presenters: Check the registration table for copies of your evaluations once your session has concluded.*

The “Best of Region 2” award is an honor bestowed upon the best conference session and presenter(s). The winner(s) will be given a stipend to attend the annual NACADA conference in Atlanta, Georgia in October 2016 in order to present the “Best of Region 2” session. To cast your vote for the “Best of Region 2” award, complete the paper ballot (received during check-in) and submit it before leaving the conference.

An overall conference evaluation will be emailed to all participants after the conference. We value your input, which will enable next year’s planning committee to develop a successful Region 2 conference.

Session Handouts
There are tables in the registration area for presenters to leave extra handouts from their sessions.

Hospitality and Information Center/Evaluations/Volunteer Central
Participants are encouraged to check out the tables to discover more about our amazing host city from dining options to great places to visit after the conference. Volunteers are always welcome so please come by to find out how to get involved. The tables will be open during the following times: Wednesday, 11:00AM - 5:00PM, Thursday, 7:30AM - 6.00PM, and Friday 7:30AM - 10:30AM. Dinner group sign ups will be available if you would like to connect with others on Thursday night. The Hospitality Room will be Patuxent Room. Check the schedule for room hours.

NACADA Publications
Advising resources are available for sale or to order. Visit the information center to browse NACADA monographs and products.

NACADA Cares - “Penny Wars”
Penny Wars is a program held at the Region 2 conference in order to collect monies for charities that are located in the region. This year we will be supporting the District of Columbia College Access Program, also known as DC-CAP. Working in partnership with the District of Columbia Public and Public Charter School Systems, DC-CAP provides college counseling and financial assistance to students who might otherwise never have the opportunity to attend or graduate from college. Unique to DC-CAP, students continue to receive support up to 5 years after high school graduation. Please support by donating. The winning state will be announced at the brunch on the final day of the conference.

Gender Inclusive Bathrooms
Located in the Conference Building - Second Level near conference room 2101.

Nursing Room
Located in the Conference Building—Second Level, near room 2105
Keynote Address by DeRionne P. Pollard, Ph.D.

Thursday, March 17 at 12:15PM - 1:30PM

As president of Montgomery College, Dr. DeRionne P. Pollard is committed to empowering students to change their lives and enriching the life of the community. Montgomery College, one of largest undergraduate institutions in the state of Maryland, serves nearly 60,000 credit and noncredit students annually at its three campuses.

Since assuming the leadership of Montgomery College in 2010, Dr. Pollard has spearheaded the development of a new Montgomery College mission and Montgomery College 2020, the institution's strategic plan. Other priorities have included partnering with Montgomery County Public Schools and the Universities of Shady Grove in the creation of Achieving Collegiate Excellence and Success (ACES), a support program designed to help students transition from high school to college completion.

Dr. Pollard is passionate about providing higher education opportunities to all students and seeking innovative ways to increase their success. During 2012, the Montgomery College Board of Trustees voted to take a position in support of the ballot question on the Maryland Dream Act. Dr. Pollard served as a public advocate and vocal supporter for the law, which was passed by the voters of Maryland to provide in-state tuition rates to undocumented college-aged students.

She recently served on the American Association of Community Colleges’ 21st Century Commission on the Future of Community Colleges and the Commission on Academic, Student, and Community Development. Dr. Pollard is a member of the Community College Advisory Panel at the College Board and the Higher Education Research and Development Institute Advisory Board.

Dr. Pollard formerly served as president of Las Positas College in Livermore, California. Her community college career began at College of Lake County (Ill.) as a faculty member in English. Dr. Pollard received her PhD in educational leadership and policy studies in higher education from Loyola University Chicago and her MA and BA in English from Iowa State University.

Welcome Reception

Wednesday, March 16th
5:30PM - 7:00PM
Chesapeake Ballroom
Light Appetizers and Cash Bar

Paint Night!

Wednesday, March 16th
8:00-9:30 pm
Patuxent Room @ Marriott
RSVP Required.
Visit the Hospitality Table for more information.
Pub Night

Thursday, March 17th 8:00-10:00 pm
Patuxent Room @ Marriott
Wear your green and come out to celebrate St. Patrick’s Day and do some trivia!
Prizes for trivia!
Light snacks will be provided and drinks can be purchased at the hotel bar!

State Meetings
Thursday, March 17th
4.15 pm—5.15 pm

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<thead>
<tr>
<th>State</th>
<th>Room</th>
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<tbody>
<tr>
<td>Delaware</td>
<td>Room 2110</td>
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<tr>
<td>District of Columbia</td>
<td>Room 2101</td>
</tr>
<tr>
<td>Maryland</td>
<td>Chesapeake Ballroom - A</td>
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<tr>
<td>New Jersey</td>
<td>Room 0105</td>
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<tr>
<td>Pennsylvania</td>
<td>Room 0101</td>
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<td>Virginia</td>
<td>Chesapeake Ballroom - B</td>
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Mentor Reception
(by invitation only)
Thursday, March 17th
5:30PM-6:30PM
Sheppard Gallery

Awards Brunch and Closing Business Meeting
Friday, March 18th
10:30 AM -12PM
Chesapeake Ballroom
Wherever you are, we’ll save you a seat.

Enhance your knowledge and ability to work effectively with college students with an online master’s degree or graduate certificate in academic advising from Kansas State University.

VISIT global.k-state.edu/academic-advising

Travelling alone?
Sign up for a group dinner at the Hospitality Table and join fellow conference attendees at nearby restaurants.

Need a break?
Stop by the Hospitality Room (Patuxent Room) to relax between conference sessions, catch up on email, or have a snack.

See schedule for times
### Schedule-at-a-Glance

#### Wednesday, March 16

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>11:00 AM - 6.30 PM</td>
<td>Conference Registration</td>
<td>Chesapeake Ballroom Foyer</td>
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<tr>
<td>12:00 PM - 5:00 PM</td>
<td>Hospitality Room</td>
<td>Patuxent Room</td>
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<tr>
<td>12:00 - 5:00 PM</td>
<td>Pre-Conference Workshops</td>
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<td></td>
<td>PC1. Making the Shift: An Administrator’s Reflection on Centralizing Advising at the Department Level</td>
<td>Chasen Family Room</td>
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<td>PC2. Creating a Comprehensive Advisor Training Plan</td>
<td>Room 2101</td>
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<td>PC3. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing</td>
<td>Room 2110</td>
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<td>PC4. Advising for Completion: What an Advising Program Can Do</td>
<td>Room 2115</td>
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<td>PC5. Job Search Boot Camp</td>
<td>Chasen Family Room</td>
</tr>
<tr>
<td>5:00 PM - 5:30 PM</td>
<td>First Time Attendee Orientation</td>
<td>Room 2115</td>
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</table>
| 5:30 PM - 7:00 PM | Welcome Reception
Light Appetizers and Cash Bar                                    | Chesapeake Ballroom             |
| 7:00 PM          | Dinner on your Own                                                   |                                 |
| 8:00 PM          | Paint Night (Registration required in advance)                       | Patuxent Room                   |

#### Thursday, March 17

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<tr>
<th>Time</th>
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<tr>
<td>7:00 AM - 5:00 PM</td>
<td>Conference Registration</td>
<td>Chesapeake Ballroom Foyer</td>
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<td>7:00 AM - 8:30 AM</td>
<td>Breakfast Buffet <em>(included in conference fee)</em></td>
<td>Chesapeake Ballroom</td>
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<tr>
<td>7:00 AM - 8:30 AM</td>
<td>Poster Sessions</td>
<td>Chesapeake Ballroom</td>
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<td>8:30 PM - 5:00 PM</td>
<td>Hospitality Room</td>
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<tr>
<td>8:30 AM - 9:30 AM</td>
<td>Concurrent Sessions</td>
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<tr>
<td></td>
<td>C1065. CAP - A Model of Community College Student Success</td>
<td>Room 1105</td>
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<td></td>
<td>C1258. Start-to-Finish: How We Changed Our Advising Framework to Enhance Student-Advisor Relationships</td>
<td>Room 2111</td>
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<td>C1260. Peer Advising – A Creative Approach for First Year Student Success</td>
<td>Room 2101</td>
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## Thursday, March 17

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<tr>
<th>Time</th>
<th>Concurrent Sessions (contd.)</th>
<th>Room</th>
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<tbody>
<tr>
<td>8:30 AM - 9:30 AM</td>
<td>C1304. The Evolution of an Effective Academic Advising Association: Past, Present and Future</td>
<td>Room 0101</td>
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<td>C1310. Meaningful Advising for Students in Transition</td>
<td>Chasen Family Room</td>
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<td></td>
<td>C1320. You Have 53 Unread Messages: Strategies for Student Communication</td>
<td>Room 0105</td>
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<td>C1341. The Votes are In---Creating a Winning Campaign to Help At-Risk Students Succeed</td>
<td>Room 1311</td>
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<td>C1362. Motivational and Aspirational Advising: Paradigms from the Life of an Under-achiever</td>
<td>Room 1312</td>
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<tr>
<td>9:45 AM - 10:45 AM</td>
<td>C1253. The Demise of In Person Academic Advising is Nowhere in Sight</td>
<td>Room 2111</td>
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<td>C1312. Advisors Advising Advisors: Developing an Advising Workshop for New and Returning Advisors</td>
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<td>C1314. Retaining and Graduating First Generation College Students</td>
<td>Potomac Salon 1</td>
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<td>C1318. Capitol-izing on Leadership Development in NACADA-The Emerging Leader Program</td>
<td>Room 1312</td>
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<td>C1322. Stop Hiding Behind the Computer Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills</td>
<td>Room 2101</td>
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<td>C1339. Capitalizing on Group Advising: Transforming a First Year Orientation Course through Faculty/Student Collaboration</td>
<td>Room 1311</td>
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<td>C1343. Let Students Take the Wheel: Using Appreciative Advising to Drive First-Year Students toward Autonomy</td>
<td>Room 1105</td>
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<td>C1360. Big Starfish, Small Pond: How Early Alert Has Enhanced High-Touch Advising at a Start-Up Community College</td>
<td>Room 0105</td>
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<td>C1329. Impact of Implementation of Engagement Index on Advising</td>
<td>Chasen Family Room</td>
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<tr>
<td>11:00 AM - 12:00 PM</td>
<td>C1327. Advising Trans* and Gender Non-Conforming Students</td>
<td>Room 2101</td>
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<td>C1264. Campus Collaborations: Connecting Majors and Careers</td>
<td>Room 1311</td>
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<td>C1286. What do you meme I have an adviser? Speaking the language of social media to increase student engagement</td>
<td>Room 0101</td>
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### Thursday, March 17

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<th>Time</th>
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<tbody>
<tr>
<td>11:00 AM - 12:00 PM</td>
<td><strong>Concurrent Sessions</strong></td>
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<tr>
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<td>C1307. Seasoning the Salad: What Are We Bringing to the Table to Contribute to the Success of Undocumented Students? Room 1105</td>
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<td>C1335. There’s An App For That: Syncing Mobile Applications to Academic Advising Room 1312</td>
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<td>C1346. Advising Students in a Culture of Change: A Roundtable Discussion Potomac Salon 1</td>
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<td>C1347. Opportunities within a Cross-Generational Office: Rising Above the Stigma Room 0105</td>
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<tr>
<td>12:15 PM - 1:30 PM</td>
<td><strong>Lunch (included in conference fee)</strong> NACADA Welcome &amp; Keynote Address Chesapeake Ballroom</td>
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<td>1:45 PM - 2:45 PM</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>C1132. You're Majoring in What!? Advising in the Behavioral and Social Science Disciplines Room 0101</td>
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<td>C1256. From Theory to Practice: Creating a Meaningful Academic Advising Internship Experience Room 0105</td>
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<td>C1257. Choose Your Own Adventure: A Course Selection Guide for First Semester Enrollment Room 2101</td>
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<td>C1294. Transfer Services: A Map to a Better Transfer Student Experience Room 1311</td>
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<td>C1326. A Holistic Advising Model: Fostering Student Success through Recruitment, Retention, and Release Room 2111</td>
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<tr>
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<td>C1350. Giving the Best of You, Getting the Best from Them: How Incorporating Group Advising at Your Institution Improves One-on-One Appointments for both Students and Advisors Room 1312</td>
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<tr>
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<td>C1361. Easing transitions: Using peer mentorship programs to lead the way Room 1105</td>
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<tr>
<td>3:00 PM - 4:00 PM</td>
<td><strong>Concurrent Sessions</strong></td>
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<td>C1033. Diversity! I'm bout that life! &quot;When Multicultural Competence Meets A Real Reality.&quot; Room 0101</td>
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## Schedule-at-a-Glance

### Thursday, March 17

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<tr>
<td><strong>3:00 PM - 4:00 PM</strong></td>
<td>Concurrent Sessions</td>
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<tr>
<td>C1153. A Conversation with NACADA Leaders</td>
<td>Chasen Family Room</td>
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<td>C1297. Just What The Doctor Ordered: Considerations in Health Professions Advising</td>
<td>Room 0105</td>
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<td>C1344. Academic Advising for international students: Developing collaboration, support and success at a large research university</td>
<td>Room 2110</td>
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<td>C1122. Transforming the College Experience: Creating an Engaging Transfer Student Culture</td>
<td>Room 1105</td>
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<td>C1333. Kickin’ it Old School: Building In-Person Social Networks within Advising</td>
<td>Room 2101</td>
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<td>C1336. Turning It Around: Academic Coaching as a Tool for Undeclared Students on Academic Probation</td>
<td>Room 1312</td>
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<td>C1337. Call to Arms: Best Practices for Advising the Next Generation of Makers</td>
<td>Potomac Salon 1</td>
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<tr>
<td><strong>4:15 PM - 5:15 PM</strong></td>
<td>State Meetings</td>
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<td>Delaware</td>
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<td><strong>5:30 PM - 6:30 PM</strong></td>
<td>Mentor Reception <em>(By invitation only)</em></td>
<td>Sheppard Gallery</td>
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<tr>
<td><strong>5:30 PM - 8:00 PM</strong></td>
<td>Dinner on Your Own</td>
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<td><strong>8:00 PM - 10:00 PM</strong></td>
<td>Trivia Night - Hospitality Reception</td>
<td>Patuxent Room</td>
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<td>C1046. Building Advising Bridges to Support Student Transitions</td>
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<td>C1281. The Future is Now! Advising Students to Success in an Asynchronous Distance Learning Environment</td>
<td>Room 1311</td>
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<td>C1342. Campaigning for Success: How Predictive Analytics and Targeted Outreach Can Help Students to Elect Success</td>
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<td>C1305. The Road Less Traveled: Helping Students Connect the Dots among Purposeful Academic Choices, Personal Values, and their Futures</td>
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<td>C1348. Mentoring Beyond the First Year</td>
<td>Room 2101</td>
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<td>C1358. Dream Makers, not Breakers: Advising Sophomore Students IN and OUT of Majors</td>
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<td>C1367. Fostering Grit and Resilience Through Advising</td>
<td>Chasen Family Room</td>
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<td>9:15 AM - 10:15 AM</td>
<td>Concurrent Sessions</td>
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<td>C1267. It's Complicated: Racial/ethnic minority students describe how their experiences impact their academic success and retention</td>
<td>Potomac Salon 1</td>
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<td>C1293. Capitol-ize on Your Success: Find A Mentor</td>
<td>Room 2111</td>
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<td>C1321. Virtual Transfer Advisor: Meeting the Transfer Needs of Community College Students</td>
<td>Room 1105</td>
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<td>C1323. It's Not You; It’s Meme: Utilizing Current Cultural and Technological Elements to Engage Students and Enhance Success</td>
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<td>C1370. Longitudinal Assessment of Retention Programming</td>
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<td>C1363. Moving Through: Student Outreach Strategies &amp; Transition</td>
<td>Chasen Family Room</td>
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<td>10:30 AM - 12:00 PM</td>
<td>Brunch <em>(included in conference fee)</em></td>
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Wednesday, March 16 Sessions

At a Glance

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<td>11:00 AM - 6:30 PM</td>
<td>Conference Registration</td>
<td>Chesapeake Ballroom Foyer</td>
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<td>12:00 PM - 5:00 PM</td>
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<td>12:00 PM - 5:00 PM</td>
<td>Pre-Conference Workshops</td>
<td>Patuxent Room</td>
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<td>5:00 PM - 5:30 PM</td>
<td>First Time Attendee Orientation</td>
<td>Room 2115</td>
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| 5:30 PM - 7:00 PM   | Welcome Reception
                   | Light Appetizers and Cash Bar                 | Chesapeake Ballroom |
| 7:00 PM            | Dinner on your Own                            |                   |
| 8:00 PM            | Paint Night (Registration required in Advance) | Patuxent Room      |

Pre-Conference Workshop Descriptions

PC1. Making the Shift: An Administrator’s Reflection on Centralizing Advising at the Department Level
Time: 12:00pm-2:00pm; Location: Chasen Family Room
Presenter: Kim Flournoy DiJoseph, Virginia Commonwealth University

The purpose of this presentation is to discuss the unforeseen opportunities and challenges associated with the development, implementation, and administration of a department-level comprehensive Office of Student Success. Within one year, the Office of Student Success for the Virginia Commonwealth University School of Social Work shifted all undergraduate and graduate advising from faculty to dedicated Student Success Advisors, centralized recruitment and retention strategies, and became the umbrella office for student engagement and supports. The presenter shares lessons learned and facilitates a dialogue focused on strategies for actualizing the organizational culture change necessary to truly integrate centralized advising into the departmental landscape.

PC2. Creating a Comprehensive Advisor Training Plan
Time: 12:00pm-2:00pm; Location: Room 2101
Presenter: Justin Monday and Katie Wells, Virginia Polytechnic and State University

Based on annual advising surveys, students in the Pamplin College of Business at Virginia Tech expressed moderate satisfaction with their overall advising experience. As such, we undertook the massive task of restructuring our advising model from a shared structure to a centralized structure. This restructuring required increasing our personnel from three professional advisors to twelve.

As the training for the shared structure was primarily on-the-job, the transition to Centralized Advising required the creation of a comprehensive Advisor Training Plan. This training plan incorporated four focus areas: subject matter instruction, university tours/presentations, case studies, and advisor shadowing.

We will provide our program chronology from inception to training plan construction and implementation, while considering resources and future needs.
Wednesday, March 16 Sessions

PC3. Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Time: 2:15pm-4:15pm; Location: Room 2110
Presenter: Tom Grites, Stockton University

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.

PC4. Advising for Completion: What an Advising Program Can Do
Time: 2:15pm-4:15pm; Location: Room 2115
Presenter: Rory McElwee, Rowan University; Bob Bullard, Rowan University

Academic advising programs and individual advisors are uniquely positioned to provide proactive intervention to mitigate certain risk factors in all stages of degree completion. In the context of the national completion agenda and institutional policies that support completion, this presentation will explore causes of later-stage attrition and specific steps that academic advisors can take to keep students progressing to graduation, including benchmark degree audits (e.g., at 90 credits at 4-year institutions), later-stage major changes, messaging regarding the relation of credits per term and time to degree and cost, and outreach to students who have not registered for the next term. Program development at Rowan University will be used to provide supportive data and best practices for advising programs and campus collaborations.

PC5. Job Search Boot Camp
Time: 2:15pm-4:15pm; Location: Chasen Family Room
Presenter: Melinda Anderson, University of North Carolina at Wilmington; Nina Buchanan, University of Delaware

Are you less than a year from finishing your graduate school program? 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 FREE 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.

First Time Attendees Orientation
Time: 5:00pm-6:00pm; Location: 2115
Presenter: Melinda Anderson, Maxine Coffey, Sandy Waters
Thursday, March 17 Sessions

**At a Glance**

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<td>4:15 PM - 5:15 PM</td>
<td>Mentor Reception <em>(By invitation only)</em></td>
<td>Sheppard Gallery</td>
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<td>Dinner on Your Own</td>
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<td>8:00 PM - 10:00 PM</td>
<td>Trivia Night - Hospitality Reception</td>
<td>Patuxent Room</td>
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**Poster Session Descriptions**

**P967. Transforming Transfer: Enriching First Semester Transfer Experiences**
Presenter: Lenora Thorbjornsen, Old Dominion University

With an ever increasing focus on student retention and degree completion advisors across the nation are finding it necessary to develop new strategies to engage students in their education and develop a stronger campus community. Of specific concern are populations with historically low levels of engagement; transfer students often report feelings of disconnectedness and confused during their first semester(s) on a new campus. This presentation will place focus on the current standards for best practice and new strategies for transfer student specific advising interventions. A discussion of current research and program design will be presented along with strategies for implementing social media in the advising process.
P967. Transforming Transfer: Enriching First Semester Transfer Experiences
Presenter: Lenora Thorbjornsen, Old Dominion University

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P1250. Creating the Constant: Developing Meaning in Academic Advising Relationships
George Marshall Jr., Bridgewater College

Our student population is looking for meaning to be created in their experiences. In creating meaning, we are creating a consistency with the student, which is essential in developing a trusting relationship. Students may have only one constant relationship in their college career; their Academic Advisor. The Academic Advisors role in higher education will be that of intentional individualized relationships focused on developing trust with students as well as with campus resources. How do we create this consistent meaningful relationship? In this poster presentation, we will discuss best practices in developing the important role of the Academic Advisor being the “The Constant”.

P1261. Monument~al Assessment of Peer Advising!
Kimberly DuVall, Nicole Fox and Megan Mischinski, James Madison University

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.

Re-enrollment process, how the process is coordinated across multiple offices, and how online tools facilitate the process that helps students receive appropriate and timely decisions.
Thursday, March 17 Sessions

P1262. When should a student return after dismissal? The reinstatement process at the University of Maryland
Paulanne Walker and Peter DeCrenscenzo, University of Maryland, College Park

Reenrollment is required of any University of Maryland student who takes time off or was academically dismissed from the university. The Student Success Office (SSO) coordinates the application process by preparing application materials for review by the Faculty Petition Board (FPB). Using an online worksheet system SSO is able to enter in relevant information regarding the student’s record so that an informed decision can be made by the FPB. There are a variety of decisions, including completing credits at another institution or time away, that a student can receive. In this session, participants will learn about how UMD incorporates advising practices in the reenrollment process, how the process is coordinated across multiple offices, and how online tools facilitate the process that helps students receive appropriate and timely decisions.

P1266. “TECH WIZARDS” CAPITOL~IZE ON SOCIAL MEDIA FOR PEER ADVISING
Kimberly DuVall, Allison Piotrowski and Kathryn Tousley, James Madison University

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.

P1287. Instructions Included: the D.I.Y. Student Success Kit
Carlos Avent and Belinda Prattis, Walden University

Though used in the business world for some time now, one-on-one coaching is a relatively new tool for student engagement in academia, especially for adult online learners. By not focusing solely on academics, Walden University’s Student Success Coaches are able to provide a holistic support paradigm for this population, serving to help students become self-sufficient critical thinkers. Each institution’s respective coaching team will have different strategic objectives, but building a successful student coaching team from the ground up starts with the same essential components. This presentation seeks to identify the crucial fundamental resources for creating, implementing, and sustaining a student success coaching model for non-traditional distance learners.

P1306. Student Success Programming for At Risk Students
Matthew Smith, Virginia Commonwealth University

Investigating ways to raise your GPA? Have you heard about VCU STRIDE? STRIDE is a community based program spanning 7 weeks which focuses on positively reinforcing student’s academic accomplishments. This program develops pre-existing skills to further enhance student success. STRIDE students are exposed to advanced learning methods which facilitate progressive thinking. Through mindfulness, positive reinforcement, and community students will experience a transformation and expansion of their skills into “power tools”. STRIDE centers on building confidence and encourages ways to celebrate academic accomplishments.
Thursday, March 17 Sessions

P1319. Attribution Theory: Reframing Students' Career Path
Janine Warnas, Temple University

Using the Attribution Theory, academic advisors and career coaches can assist students in identifying and understanding their attributions for success or failure. By changing students’ perceptions (attributions) through reframing and retraining students’ perceptions (attributions) can determine the amount of effort that they will expend in future career activities such as using university resources, designing a career portfolio, and securing a meaningful career path.

P1359. First-Generation Student Academic Advising Experiences
Elizabeth Kalinowski Ohrt, George Mason University

First-generation students comprise 24% of the college student population in the United States (Engle & Tinto, 2010). However, between 1992 and 2000 only 25% of first-generation students completed a bachelor’s degree compared to 68% of their peers (Chen, 2005). In the fall of 2014 three rising seniors were interviewed regarding their academic advising experiences at a regional, Research I, university. Students were asked about whom they received academic advising from, their perceptions of advising, and how they navigated the policies and procedures of the university. Four distinct themes emerged from the interviews including establishing trusting relationships, demonstrating knowledge, demonstration of caring, and the strong impact of support programs. A review of findings and suggestions for practice will be offered.

P1299. A Unique Peer Advising Practicum at Work
Kimberly DuVall, Old Dominion University

The Psychology Peer Advising practicum experience at James Madison University is unique in its design and practice. Student advisors are required to give a two-year commitment to the program, including one full year of training, produce products to be used by both students and faculty members, and present on topics relevant to current advising issues in exchange for class credit. Peer advisors in this practicum experience gain transferable skills such as communication, active listening, leadership, research, collaboration, marketing, presentation, and professionalism, through continuous mentoring relationships as well as within a classroom experience. This best practices presentation will demonstrate the adaptability of this type of program to other institutional settings.

Concurrent Session Descriptions

C1065. CAP - A Model of Community College Student Success
Time: 8:30 AM – 9:30 AM; Location: 1105
Presenter: Jill Nagiel, Anne Arundel Community College

In the Teacher Education program at Anne Arundel Community College, we have found that our students are most successful when they have a structured plan for degree completion. By developing a clear academic pathway - and providing intentional support throughout the program – our aim is to recruit, engage, retain, and help students navigate the transfer process. Find out how we support our students with an emphasis on Connecting, Advising & Planning (CAP).
C1258. Start-to-Finish: How We Changed Our Advising Framework to Enhance Student-Advisor Relationships  
Time: 8:30 AM – 9:30 AM; Location: 2111  
Presenter: Jennifer Clevenger and Katie Wells, Virginia Polytechnic Institute and State University

Our students were only moderately satisfied with Split Model academic advising. We undertook the massive task of restructuring our advising model by changing the framework from a shared structure to a centralized structure. Early results have shown that the move from a Split Model to a Self-Contained Model has been successful. We used a phase-in approach to change our advising model and will share our timeline. We will discuss the keys to our success, particularly hiring and training professional advisors. We will also discuss the benefits and challenges in changing advising frameworks, and provide satisfaction and statistical data. There will be time for questions and answers to help others who may be interested in exploring a similar advising change.

C1260. Peer Advising – A Creative Approach for First Year Student Success  
Time: 8:30 AM – 9:30 AM; Location: 2101  
Presenter: Anne Leibig, Neumann University

“Decades of good research has determined that the single greatest influence on college student decision making during the college years is the influence of other students” (Newton & Ender, 2010, p. xii). This session will focus on a “high touch” Peer Advising program, developed for a first year seminar class, with a goal of increasing student success and retention. This interactive presentation will share methods the Peer Advising Coordinator uses to teach the Peer Advisors how to “teach” the seminar students the tools for becoming successful college students. In 2013 and 2014 this pilot program resulted in a 12.5% increase in retention when compared to a similar cohort from 2012.

C1304. The Evolution of an Effective Academic Advising Association: Past, Present and Future  
Time: 8:30 AM – 9:30 AM; Location: 0101  
Presenter: Sherri Watson, Catherine Moss, and Keith Krepcho, Old Dominion University

It is essential that academic advisors have successful professional development associations to flourish within the field. In order to effectively help students succeed, advisors must hone and develop their skill set regularly. This presentation will examine Old Dominion University’s Academic Advising Association (ODAN) from its establishment in 2009 until present -day. We will explore the successes and challenges with creating a NACADA allied association, how we support student success through advisor self-care and where we anticipate to be in the future. This presentation will create a collaborative space and we invite attendees from other institutions to attend and share ideas and input regarding their experiences with creating an allied association on campus.
Thursday, March 17 Sessions

C1310. Meaningful Advising for Students in Transition
Time: 8:30 AM – 9:30 AM; Location: Chasen Family Room
Presenter: Erica Kalinowski, The College of New Jersey

“You’ve been dismissed from your major.” Although it’s a sentence that no college student ever envisions hearing, the reality is that each semester there are students who fail to meet minimum retention standards of their academic departments and are therefore faced with the challenge of finding new programs, sometimes rather quickly and often with great resistance. As a college who operates without a centralized advising office, students in transition can be left feeling unsupported. At The College of New Jersey, the Center for Student Success provides continual outreach and guidance for these students with the goal of transitioning to their intended program as smoothly as possible. During this session, we will explore current strategies that TCNJ uses for transitional students and accompanying challenges.

C1320. You Have 53 Unread Messages: Strategies for Student Communication
Time: 8:30 AM – 9:30 AM; Location: 0105
Presenter: Matt Sinclair, Karen Sones and Ben Whitesell, The Pennsylvania State University

The digital age of communication is upon us. One would think that with the myriad of platforms and devices available that it would be easy to share information with students. The unfortunate reality is that this is not always the case. Why do students expect information made available to them, but then not pay attention to it? As social media platforms become more available and diverse, how is it best to reach out to students? What defines a successful communication effort? This roundtable discussion will include prior research, data distribution, and discussion about the strategies for successful student communication.

C1341. The Votes are In---Creating a Winning Campaign to Help At-Risk Students Succeed
Time: 8:30 AM – 9:30 AM; Location: 1311
Presenter: Jackie Gabrielian and Elizabeth Scarbrough, Towson University

"The Votes are In---Creating a Winning Campaign to Help At-Risk Students Succeed" will demonstrate a proven successful program that helps take students from suspension to graduation. Now in it's fifth year at Towson University, this collaborative effort between the Academic Advising Center and the Academic Achievement Center utilizes one-on-one intrusive advising, online learning modules and academic coaching to create student success. Statistics related to good academic standing, graduation rates, and return on investment will be presented to highlight the program's overall success rate.

C1362. Motivational and Aspirational Advising: Paradigms from the Life of an Underachiever
Time: 8:30 AM – 9:30 AM; Location: 1312
Presenter: Forrest Pritchett, Seton Hall University

Academic advisers must achieve competencies in academic advising that address the "heart and soul" of advisees. Traditional techniques and resources are not intended to "ignite the passion and fire" within an advisee, particularly, one who comes from a first generation, or inner city or a low income background and an underachieving background? The use of a story of how other individuals moved beyond the ordinary to become extraordinary may be the key to open up an extraordinary conversation on achievement for the present and into the future. A veteran advisor will share a story of a college student's story that resembles or is a foretelling of the modern day story of "Forrest Gump".
C1253. The Demise of In Person Academic Advising is Nowhere in Sight
Time: 9:45 AM – 10:45 AM; Location: 2111
Presenter: Janice Stapley, Monmouth University

Research, funded by NACADA, revealed that whether they are commuters or live on campus, most college students prefer to meet in person with their advisors and use email for making appointments or asking quick questions. The 50% of the sample who meet with someone besides their assigned advisor usually chose the alternate because they were given more individual attention or had a relationship with that person. Advisors will gain insight from questionnaire and interview data that will be shared and will learn about applying Arnett’s Emerging Adulthood Theory (focused on those who are 18-29 years old) to advising. Suggestions for enhancing rapport and relationship building, even for those with large caseloads, will be offered within a group discussion.

C1312. Advisors Advising Advisors: Developing an Advising Workshop for New and Returning Advisors
Time: 9:45 AM – 10:45 AM; Location: 0101
Presenter: Annie Laib, Abby Shantzis,and Tracy Chung, University of Maryland, College Park

Advising is a necessity to support students on their paths through college, but it can be frustrating for advisors and students alike when those advisors feel uninformed. In this session, we will discuss our own development and implementation of an interactive faculty advising workshop that refreshes advisors’ memories of best advising practices and introduces new ones. Moreover, we will discuss how our advising workshop is transferable across advising settings. We will incorporate skits, other interactive workshop tools, and small group discussions within the session. Participants will discuss their own advising structures and raise questions about the applicability of advising workshops within their own institutions. We will provide sample resources and handouts to help participants implement their own advising workshops.

C1314. Retaining and Graduating First Generation College Students
Time: 9:45 AM – 10:45 AM; Location: Potomac Salon 1
Presenter: Shornna Berkeley, Catrina Diggs, and Petal Gadsden, Rutgers University

Research on low income, first generation college students found that this population of students is less academically prepared, has less knowledge of financial resources, experience more difficulty adjusting to college, and is more likely to work and hold other responsibilities outside of college (Engle & Tinto, 2008). This workshop will focus on the comprehensive efforts to retain first generation college students from admissions to degree completion at the School of Arts and Sciences Educational Opportunity Fund Program (SAS EOF) at Rutgers University-New Brunswick. The SAS EOF Program offers targeted recruitment initiatives, a summer bridge program, a first year seminar, developmental academic advising, and financial aid counseling to combat barriers to college persistence and graduation of its first generation college students.
Thursday, March 17 Sessions

C1318. Capitol-izing on Leadership Development in NACADA-The Emerging Leader Program
Time: 9:45 AM – 10:45 AM; Location: 1312
Presenter: Kimberly Smith, Virginia Polytechnic Institute and State University; Marcus Peanort, Montgomery College (MD); Sandy Waters, Old Dominion University; Cynthia Pascal, Northern Virginia Community College

Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's leadership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved to become the best leader you can be!

C1322. Stop Hiding Behind the Computer Screen! Using Sophomore Seminar to Equip Students with Real-World Communication Skills
Time: 9:45 AM – 10:45 AM; Location: 2101
Presenter: Amanda Ackerman, Anthony Angelella, Michele Bell, and George Olsen, New Jersey Institute of Technology

Students in the New Jersey Institute of Technology’s College of Computing Sciences have majors in various computing disciplines. Though these students have advanced technical skills, prospective employers have noted that their interpersonal communication skills are often lacking. In response, the college’s academic advisors created a mandatory 1-credit sophomore seminar focusing on communication skills and professional development in preparation for obtaining co-ops and internships in their junior year. In this session, advisors will share their syllabus and an overview of the lessons/assignments administered in this seminar, as well as tips on how you can implement a similar seminar at your institution.

C1339. Capitalizing on Group Advising: Transforming a First Year Orientation Course through Faculty/Student Collaboration
Time: 9:45 AM – 10:45 AM; Location: 1311
Presenter: Rosa Zagari-Marinzoli, Maddie Anthes, and Jenna Krizan, The College of New Jersey

At The College of New Jersey (TCNJ), Open Option freshmen in the School of Humanities and Social Sciences (HSS) take an orientation course. The course aligns with TCNJ’s signature experiences and the HSS Advising Policy.

In this presentation, the presenters, the two co-instructors and a Peer Instructor (an upper level student), will outline the process for developing this team-taught course, the importance given to the Peer Instructors’ role in analyzing and assessing student feedback data, which resulted in substantial modifications since the course’s implementation in 2001.

Copies of the course syllabus and some additional material will be distributed. Attendees will take home adaptable tools to develop a similar course and customize it to specific disciplinary needs.
Thursday, March 17 Sessions

C1343. Let Students Take the Wheel: Using Appreciative Advising to Drive First-Year Students toward Autonomy
Time: 9:45 AM – 10:45 AM; Location: 1105
Presenter: Mary Carmel Etienne, Alecia Duncan-Thomas, Eva Morgan, and Tawanna Terry, Trinity Washington University

How can we support first-year students to make decisions about their college experience? In this session participants will explore ways they can use Appreciative Advising to help first-year students develop autonomy during three key advising activities: registration, orientation, and advising meetings. Appreciative Advising is an approach to advising that emphasizes helping students develop self-awareness and learn to make decisions. It’s based on a practice of asking positive open-ended questions and encourages students to make choices based on their goals and interests. Participants will leave the session with a better understanding of Appreciative Advising, examples of how it’s being implemented in a first-year advising program, and strategies for using the model in their own advising practice.

C1360. Big Starfish, Small Pond: How Early Alert Has Enhanced High-Touch Advising at a Start-Up Community College
Time: 9:45 AM – 10:45 AM; Location: 0105
Presenter: Janine Harris, Patricia Payano, and Danielle Insalaco-Egan, Stella and Charles Guttman Community College

Big Starfish, Small Pond: How Early Alert Has Enhanced High-Touch Advising at a Start-Up Community College Guttman Community College, now in its fourth year, offers a constellation of high-impact practices to support the persistence of 800 students. Proactive, caseload advising is a centerpiece of the model. To enhance advisors’ work and document feedback to students, Starfish Early Alert was implemented at scale in summer 2015. As a result, advisors are virtually "embedded" in students' in-class lives. This session will unpack advising at Guttman and situate students' experiences with Starfish within advising relationships. Participants will learn how Starfish is changing the advising landscape at Guttman, and they will consider the impact of an early warning system on appreciative advising, and will work together to brainstorm taking similar measures at their campuses.

C1329. Impact of Implementation of Engagement Index on Advising
Time: 9:45 AM – 10:45 AM; Location: Chasen Family Room
Presenter: Chuck McNally and Rita Berson, Drexel University

Many universities have academic early warning systems. In the past, our institution’s retention office distributed an early warning report based on midterm grades during the week of the course withdrawal deadline. Most advisors believed this information arrived too late. Our Office of Institutional Research developed a data driven approach called the Engagement Index to track student progress on a week-by-week basis. Instead of just reporting grades at the midterm point, the Engagement Index is recalculated each week giving more up-to-date information. We will examine how the Engagement Index is being implemented by advisors and the impact it has had on our communications and advising meetings with our freshman students. We will also discuss potential pitfalls in implementing this system and give suggestions for future implications.
Thursday, March 17 Sessions

C1327. Advising Trans* and Gender Non-Conforming Students
Time: 11:00 AM – 12:00 PM; Location: 2101
Presenter: JoAnna Raucci, Old Dominion University

Transgender and gender non-conforming identities have gained more visibility in recent years, but these students may not get all the support they need to be successful. Trans* students often have distinctive needs and experiences that could change how academic advisors approach the advising session. This session will explore different ways to advise and support students with trans* identities and how to create safe and affirming environments for those students. We will discuss the statistics surrounding transgender students in higher education and the best methods for providing support for these students to continue to be enrolled and engaged on campus.

C1264. Campus Collaborations: Connecting Majors and Careers
Time: 11:00 AM – 12:00 PM; Location: 1311
Presenter: Amanda Carcione and Adam Mayer, Montclair State University

More often than not advisors and career counselors help transitional students work through the anxiety that surrounds selecting a major or career, or avoiding that choice all together. In this session, Administrators from both Academic Advising and Career Services will facilitate a discussion on methods for helping students understand the nature of the major/career connection and provide concrete approaches for helping students understand the fluidity of selecting a major or career.

C1286. What do you meme I have an adviser? Speaking the language of social media to increase student engagement
Time: 11:00 AM – 12:00 PM; Location: 0101
Presenter: Lyndsay Durham, Virginia Commonwealth University

What do you meme I have an adviser? Speaking the language of social media to increase student engagement
We all experience the frustrations of students not reading our emails. So how do we communicate information that is critical to their success? We have to start speaking their language. By meme, Tweet, Vine, Snap, Post, or skywriter over campus - there are messages students need to see. Together we’ll discuss how some of these communication methods were used in a unit of over 380 forensic science majors at a large urban research university of 32,000 students. Whether using social media or not, participants will leave this session with examples of how the language of social media can be used for immediate implementation.

C1307. Seasoning the Salad: What Are We Bringing to the Table to Contribute to the Success of Undocumented Students?
Time: 11:00 AM – 12:00 PM; Location: 1105
Presenter: Shelly Caldwell-Bennett, Montgomery College (MD)

Immigration continues to be a hot button topic in the United States and it impacts communities in various ways including higher education. Undocumented students are a growing population in U.S. Colleges and Universities, adding to the “cultural salad bowl” that makes up our student populations. These students often look to advisors for guidance and information on campus and community resources. This presentation will examine facts and policies regarding undocumented students, discuss student services and resources for students attending community college in the Washington D.C. metropolitan area, and share best practices from the literature and various institutions to help undocumented students achieve their dreams of a college education.
Thursday, March 17 Sessions

C1335. There’s An App For That: Syncing Mobile Applications to Academic Advising
Time: 11:00 AM – 12:00 PM; Location: 1312
Presenter: Madeleine DeBot and Carly Doyle, Temple University

Mobile applications are an omnipresent aspect of college students’ lives. From sharing files with faculty and classmates to sharing photos with friends and family, millennial college students stay informed and connected with their campus and world through mobile devices. This presentation examines research on how millennial college students send and receive information and student perceptions of mobile applications in relation to academic performance. The presenters will share best practices and innovative ideas on how to engage first year college students using popular mobile applications ranging from Instagram to Google Calendar. The audience will learn how to adapt communication and advising practices to changing student needs and preferences. And don’t forget your mobile device! This presentation incorporates interactive mobile activities.

C1346. Advising Students in a Culture of Change: A Roundtable Discussion
Time: 11:00 AM – 12:00 PM; Location: Potomac Salon 1
Presenter: Keith Krepcho, Catherine Moss, and Sherri Watson, Old Dominion University

This Millennial Generation has been characterized by constant cultural shifts in social, political, and technological development that have challenged the way we engage our world, our education and each other. With the pace of change, it can be difficult to ascertain what impact the current environment—institutionally and globally—has on our current student population. As advisors, we need to be aware of these current changes to effectively advise the whole student. In this session, we will facilitate a roundtable discussion about how current cultural shifts impact our advising interactions by sharing case studies and identifying common issues and themes. We will foster conversations about how to recognize references to cultural shifts in advising sessions and develop ideas for practice.

C1347. Opportunities within a Cross-Generational Office: Rising Above the Stigma
Time: 11:00 AM – 12:00 PM; Location: 0105
Presenter: Emily McMordie, Taryn Nichols, and Samantha Wheeler, Villanova University

Despite prior personal and professional experiences, the newest generation of advisors may be confronted with challenges related to the "Millennial" label. Generalizations based on age create an entirely unique set of challenges within cross-generational offices. Join us for an empowering discussion on how to break pre-existing generational stigmata, address concerns of young advisors, and leverage individual strengths within a team to ensure student success.

C1132. You’re Majoring in What!? Advising in the Behavioral and Social Science Disciplines
Time: 1:45 PM – 2:45 PM; Location: 0101
Presenter: Nicole Jackson, Shanna Edinger, and Steven Young, University of Maryland, College Park

Behavioral and social science majors are a unique population given they are not seeking professional degrees with a defined track. What specific advising needs do these students have? What role does career planning play in advising these students? What tools do advisors need to assist students in understanding the myths and realities between short-term and long-term career goals? How can advisors prepare behavioral and social science majors for their postgraduate life? Economics, Psychology, and Criminology & Criminal Justice are three of the top seven majors at the University of Maryland, College Park. Advisors representing these departments will address the aforementioned questions by reviewing strategies and tools that demystify advising social science students.
Thursday, March 17 Sessions

C1256. From Theory to Practice: Creating a Meaningful Academic Advising Internship Experience
Time: 1:45 PM – 2:45 PM; Location: 0105
Presenter: Marcus Peanort, Montgomery College (MD)

Most graduate programs in student affairs and higher education require an internship as part of their degree requirements. Therefore, academic advising internships are a great way for students to get more practical experience in academic advising and introduce budding student affairs professionals to the field! Is your office looking to serve as an internship site? Are you searching for an internship experience? Come learn how to connect theory to practice by creating a meaningful academic advising internship. In this session we will discuss experiential learning theory, the purposes of graduate level internship experiences, how to create and search for an academic advising internship, and the mutual benefits that can be gained from the internship experience.

C1257. Choose Your Own Adventure: A Course Selection Guide for First Semester Enrollment
Time: 1:45 PM – 2:45 PM; Location: 2101
Presenter: Erin Seiling and Susan Lamb, North Carolina State University

Featuring our Enrollment Guide and Incoming Student Survey. The Guide is an interactive course selection tool used by students in the Life Sciences First Year (LSFY) program to select appropriate courses for their first semester. Students choose their appropriate starting point in biology, chemistry and math courses based on placement test scores and transfer credits. Using this guide to select and self-enroll in classes, 90% of incoming LSFY students are correctly enrolled prior to Orientation. The survey allows students to provide demographic information, self-disclose areas of concern, and self-assess their proficiency in first-year competency areas. Advisors use survey data to tailor initial advising appointments, make referrals to campus resources, and to create assignments for the college transition course.

C1294. Transfer Services: A Map to a Better Transfer Student Experience
Time: 1:45 PM – 2:45 PM; Location: 1311
Presenter: Julia Beth Rey, Megan Kately, and Michele Applegate, Rowan University

The experience of transferring to a new college/university is comparable to visiting a foreign country and not speaking the language (Chaskes, 1996). Although there may be an understanding of basic, everyday functions (cars, hotels, streets, food, etc.), a traveler is often left at a disadvantage unless a guide/interpreter is available to assist. Rowan University is at the forefront of providing transfer students with supportive services. This presentation will explain the process Rowan University uses to provide outreach to incoming transfer students. New programming, including a Learning Community for Psychology majors and a Rowan 101: Transfer Success course was piloted during the fall 2015 semester. Results of these programs, current challenges, and next steps will be addressed.
Thursday, March 17 Sessions

C1326. A Holistic Advising Model: Fostering Student Success through Recruitment, Retention, and Release
Time: 1:45 PM – 2:45 PM; Location: 2111
Presenter: Stevara Johnson, Sarah Burton-Everette, Kelly Severo, and Christina Pittman, Virginia Commonwealth University

The VCU School of Social Work’s Office of Student Success has taken an innovative approach to holistically supporting students during their academic journey. This approach infuses academic advisors into three main stages of the student experience: recruitment; retention; and graduation. As a result, students have increased their engagement with their academic advisor, creating a stronger advising relationship that improves the student’s ability to be successful within their academic program. This presentation will highlight the specific initiatives and strategies used by the advisors to engage with students from those early stages of exploration of programs (recruitment), through the challenges associated with completing their curriculum (retention), and finally to the point of graduation and entrance into the profession (release).

C1350. Giving the Best of You, Getting the Best from Them: How Incorporating Group Advising at Your Institution Improves One-on-One Appointments for both Students and Advisors
Time: 1:45 PM – 2:45 PM; Location: 1312
Presenter: Jeannie Saunders and Donna Holland, Liberty University

If you have adopted the NACADA philosophy that, “Advising is Teaching”, why not empower and equip your advisors to “teach” their advisees in a small classroom setting? With growing caseloads, advisors can burn out and lose the passion they once possessed for advising. Group Advising may be the answer. The motivation for group advising is not to merely see students more rapidly, but to provide more quality time with students, sharing valuable information that applies specifically to them and their major. In turn, this allows more time for one-on-one appointments later in the semester. Group Advising offers benefits to students, advisors, and the institution.

C1361. Easing transitions: Using peer mentorship programs to lead the way
Time: 1:45 PM – 2:45 PM; Location: 1105
Presenter: Rachel Hill and Lindsay Freeman, Virginia Commonwealth University

Students often have difficulties during transition periods. During the transition from first to second year, many students not only change advising offices, but also move off campus, experience academic setbacks, start higher level coursework or look for supplementary academic opportunities. One way that students can navigate this transition is by learning from someone who has already successfully traversed it. In this session, we will discuss the mentorship program we introduced last year to assist with this difficult transitional period as well as this year’s expansion to include a student ambassador opportunity for successful mentors. Following a short presentation, participants will discuss mentorship programs at their own institutions whether they’ve already established programs or plan to do so in the future.

C1033. Diversity! I'm bout that life! "When Multicultural Competence Meets A Real Reality."
Time: 3:00 PM – 4:00 PM; Location: 0101
Presenter: Justin Brown, West Chester University

Looking for a fun, high energy and engaging program? Then this is the one for you! The purpose of D.A.P. is to promote diversity and cultural awareness in all aspects of life to students, faculty and staff on a university campus. Come to be open, express, share and truly grow. Love games? Then come on down. The organization has educated staff by inviting a diverse group of people together to participate in activities that not only help them to know each other in small groups but also having discussion topics as a large group.
Thursday, March 17 Sessions

C1153. A Conversation with NACADA Leaders
Time: 3:00 PM – 4:00 PM; Location: Chasen Family Room
Presenter: Melinda Anderson, University of North Carolina Wilmington, Sandra Waters, Old Dominion University; Maxine Coffey, NACADA

This session is designed for our leaders to provide information about the association to our members as well as for participants to ask questions about the association, including how to become involved and learn about leadership opportunities. In addition, this year’s session will be an opportunity discuss and make suggested revisions to the NACADA Core Values, as well as the opportunity to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

C1297. Just What The Doctor Ordered: Considerations in Health Professions Advising
Time: 3:00 PM – 4:00 PM; Location: 0105
Presenter: Henry Lewis, Virginia Commonwealth University

As the health professions continue to grow, there will be a need for college and university advisors to assist in guiding interested students toward successfully entering those professions. In this interactive workshop, new and seasoned advisors of pre-health students will learn and engage in discussions based on professional experiences and the literature, focused on areas such as, the nature of health professions advising, elements of pre-health student culture, cognitive and psychosocial considerations, and the academic and co-curricular factors and professional skills set necessary for students to be competitive for admission into the health professional program of their choice.

C1344. Academic Advising for international students: Developing collaboration, support and success at a large research university
Time: 3:00 PM – 4:00 PM; Location: 2110
Presenter: Nimisha Thakur, Kristie Kalvin and Elizabeth Labrin, The Pennsylvania State University

Over the last 5 years, American higher education institutions have seen a sharp rise in international undergraduate students coming in the country. With this rise, the university resources have primarily focused their efforts on getting the students to campus and helping them navigate the immigration process to study in the United States. However, fewer resources are available to these students concerning their ongoing cultural adaptation and academic success. The College of Liberal Arts at the Pennsylvania State University has developed a creative hybrid advising position to provide this support. This session will illustrate how academic advising offices may take a more proactive role via programming and collaboration across the entire university.

C1122. Transforming the College Experience: Creating an Engaging Transfer Student Culture
Time: 3:00 PM – 4:00 PM; Location: 1105
Presenter: Daniela Cigularova and Tania Alvarez, Old Dominion University

The emphasis on the Completion Agenda and its goal of increasing the number of degrees within the US should stimulate a shift in campus culture inclusive to the unique needs of transfer students. However, transfer students are often neglected in the pursuit of retention initiatives to improve time to degree. This presentation provides an overview of the transfer student population, identifies strategic initiatives, utilization of predictive analytics, articulation agreements and prior learning assessment processes to ensure the success of transfer students at a medium-sized urban public senior institution with strong partnerships with the Virginia Community College System. Colleagues attending this presentation will learn about partnerships and strategies to create a transfer student culture that promotes engagement, retention, and timely graduation.
C1333. Kickin’ it Old School: Building In-Person Social Networks within Advising
Time: 3:00 PM – 4:00 PM; Location: 2101
Presenter: Leanna Arnold, Zach Martin, and Jaclyn VanOrden, Temple University

How many of your 5,000 Facebook friends do you actually know? How many do you regularly engage with IRL (In Real Life)? In today’s world of virtual social networking, the need for creating an in-person community is important. In this interactive session we will discuss how you can begin building comradery among advisors at your institution, both formally and informally. Through a shared love of The Beatles or Beyonce, you will get to know your neighbors and create a tangible action plan for good ol’ fashioned FaceTime and DIY community building. We hope you will join us for this unique opportunity to network with other advising professionals while learning how to encourage engagement with your fellow advisors.

C1336. Turning It Around: Academic Coaching as a Tool for Undeclared Students on Academic Probation
Time: 3:00 PM – 4:00 PM; Location: 1312
Presenter: Dominic Sano-Franchini and Whitley Johnson, Virginia Polytechnic Institute and State University

Like students with declared majors, undecided students face academic eligibility challenges. However, some issues unique to undecided students affect their efforts to return to good standing. To better serve its students, two advisors from an advising unit for undeclared/undeclared students developed and implemented an academic coaching program to help students improve their GPAs, develop time management skills, create, set, and track SMART goals, and enhance their holistic college experiences. This presentation details the development of the program over four semesters, the students we service, explores common themes among those students, and explores possible ways to incentivize academic coaching for students. Lecture format followed by discussion.

C1337. Call to Arms: Best Practices for Advising the Next Generation of Makers
Time: 3:00 PM – 4:00 PM; Location: Potomac Salon 1
Presenter: Marissa Georgiou and Taheerah Entsuah, Temple University

This roundtable discussion seeks to bring together Advising professionals within the visual arts. Specific challenges facing this student population are infrequently discussed outside of individual departments. The pedagogical structure of performance and critique places a great deal of pressure on our students, and often requires special consideration. Managing the stress of personally investing in their work and having that work vigorously assessed can be very taxing. The best path for a student in the arts may not follow the straight line many academic plans do, but rather a course more uniquely structured to fit their artistic practice. This panel will provide a space for arts faculty and advisors to discuss best practices and potential avenues for research.
Friday, March 18 Sessions

At a Glance

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30 AM - 9:00 AM</td>
<td>Conference Registration</td>
<td>Chesapeake Ballroom</td>
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<tr>
<td>8:00 AM - 12:00 PM</td>
<td>Hospitality Room</td>
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<td>8:00 AM - 9:00 AM</td>
<td>Concurrent Sessions</td>
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<td>9:15 AM - 10:15 AM</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:30 AM - 12:00 PM</td>
<td>Brunch <em>(included in conference fee)</em>&lt;br&gt;<strong>Awards, Business Meeting, Closing Remarks</strong></td>
<td>Chesapeake Ballroom</td>
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Concurrent Session Descriptions

**C1046. Building Advising Bridges to Support Student Transitions**
Time: 8:00 AM – 9:00 AM; Location: 1312
Presenter: Krystal Dains, George Mason University

Advising transfer students can be tough work. Many arrive on our campuses expecting to receive ALL of the credits, only to find out that many credits are lost in the transfer. How can advisors work with students from the very beginning of the transfer process to decrease students’ feelings of dissatisfaction? Building Advising Bridges to Support Student Transitions will provide you with the tools you need to create a comprehensive transfer advising process that will increase student satisfaction, aid the transfer advisors at both the community college and the 4-year institution, and simplify the transfer advising process for all involved.

**C1281. The Future is Now! Advising Students to Success in an Asynchronous Distance Learning Environment**
Time: 8:00 AM – 9:00 AM; Location: 1311
Presenter: Sherrie Dennee, American Public University System; Holli Fergus, American Public University System; Janet Athanasiou, American Public University System

Distance learning is an ever growing learning environment as more and more students are seeking to continue their education in an online environment. Can you clearly explain to students the difference between a synchronous and asynchronous learning environment? Do you feel you are equipped to discuss with students what is needed to help students be successful in online learning? Can you have a tough conversation with students to determine if online learning is right for them and they understand the expectations of the online environment? Join us for a presentation that will cover the two different learning environments and the tools, skills, and discussions we have found are needed to help online students be successful.
Friday, March 18 Sessions

C1342. Campaigning for Success: How Predictive Analytics and Targeted Outreach Can Help Students to Elect Success
Time: 8:00 AM – 9:00 AM; Location: 0101
Presenter: Leanne White, Old Dominion University; Erin Colwell, Old Dominion University

This presentation will focus on the use of targeted advising outreach campaigns to intervene with students, who, based on student success markers and predictive analytics, are considered to be academically at risk. The presenters will provide an overview of outreach campaigns that were conducted to target specific student populations in an effort to improve student success and increase retention of at risk students. Presenters will share their experiences and discuss the impact of cross-campus collaborations on their campaigns. Participants will leave with practical strategies to develop their own outreach campaigns, sample campaign materials, and strategies to foster administrative and cross-campus support to ensure campaign success.

C1305. The Road Less Traveled: Helping Students Connect the Dots among Purposeful Academic Choices, Personal Values, and their Futures
Time: 8:00 AM – 9:00 AM; Location: 0105
Presenter: Ashley Dorsey, The Pennsylvania State University; Kristie Kalvin, The Pennsylvania State University; Mia Parise, The Pennsylvania State University

Academic advisers, especially in the Liberal Arts, often encounter students whose career goals focus extensively on extrinsic factors including salary or employment outlook. For many, this one-dimensional outlook causes students to struggle to understand how studying what they love will translate into a career. How can we as advisers help students “connect the dots” between their passions, beliefs, course selection, and career exploration? Learn how a group of advisers facilitated a career workshop to inspire sophomore students to make meaningful curricular choices, enriching their academic journeys both professionally and personally. An overview of theories related to holistic education and spiritual identity, and their relationship to advising learning outcomes, will also be discussed.

C1348. Mentoring Beyond the First Year
Time: 8:00 AM – 9:00 AM; Location: 2101
Presenter: Jamal Johnson, The College of New Jersey

This session will encourage open dialogue to share best practices, successes and areas for improvement with regard to Mentoring Programs and their use through the four-year sequence to graduation. Components of the P.R.I.D.E. Mentoring Program at The College of New Jersey will be highlighted to show how institutional concerns with regard to the retention and persistence to graduation of African American and Latino students have been addressed through a comprehensive programmatic approach which includes mentoring, advising and social engagement.

C1358. Dream Makers, not Breakers: Advising Sophomore Students IN and OUT of Majors
Time: 8:00 AM – 9:00 AM; Location: 2110
Presenter: Catherine Moss, Old Dominion University; JoAnna Raucci, Old Dominion University

Sophomore students are at a critical point in their academic program to solidify their major choice and ensure that their major is achievable and a good fit with their career goals. A delay in changing majors can have adverse consequences, such as increased time to graduation and financial costs. To help students develop a success plan for their major and facilitate a timely major change as needed, we conducted a targeted advising outreach for sophomores. In this session, we will present the results from the advising outreach, review case studies, discuss the barriers for facilitating major transition, and provide advising strategies for approaching the subject of major change with sophomores.
Friday, March 18 Sessions

C1367. Fostering Grit and Resilience Through Advising
Time: 8:00 AM – 9:00 AM; Location: Chasen Family Room
Presenter: Blake Mackesy, Wilkes University

“Mind-set”, grit and resilience are increasingly discussed in the literature as powerful predictors of student success. Unlike some other factors related to retention and persistence, mind-set is malleable and advisers are at the center of creating conditions that foster student engagement. This interactive session will present an overview of the currently literature on mind-set, grit, and reliance and tie these important theoretical concepts directly to academic advising practice. Participants will leave with the knowledge, skills, and tools to immediately impact and improve advising practice and job satisfaction.

C1267. It's Complicated: Racial/ethnic minority students describe how their experiences impact their academic success and retention
Time: 9:15 AM – 10:15 AM; Location: Potomac Salon 1
Presenter: Maya Aduba, Bailey Kier, Ivy Phillips, Rosalyn Anderson-Howell, TC Lloyd and Brandon Clark, University of Maryland, College Park

Data from the University of Maryland Office of Institutional Research, Planning, and Assessment (IRPA) and College of Behavioral and Social Sciences (BSOS) are consistent with higher education research which indicates significant achievement gaps as well as disparities in retention and graduation rates for minority students. In an effort to learn more about the academic experiences of minority students BSOS advisors and staff conducted qualitative and quantitative research to learn about the academic and social experiences of minority students. In this session we present our findings and offer an interactive session on best advising practices advisors and staff can utilize to better facilitate minority student success and a sense of belonging on campus.

C1293. Capitol-ize on Your Success: Find A Mentor
Time: 9:15 AM – 10:15 AM; Location: 2111
Presenter: Gavin Farber, Temple University; Joanne Damminger, Delaware Technical Community College

This presentation will highlight the benefits and challenges of mentoring experienced by a mentor/mentee team who developed their mentoring relationship over a 12-year period. Join the session to hear how this partnership started very informally and grew to a positive formal mentorship. Over the years, both professionals supported each other through personal and professional highs and leaned on each other during challenging times.

C1321. Virtual Transfer Advisor: Meeting the Transfer Needs of Community College Students
Time: 9:15 AM – 10:15 AM; Location: 1105
 Presenter: Amanda Corsi, Delaware County Community College (PA)

This presentation will focus on how the Transfer Office at Delaware County Community College tackled an increased demand for transfer advising services by implementing a web based application which serves as a virtual transfer advisor called TransferCheck. This software was developed for the college and assists current students in smoothly completing and transferring certain associate’s degrees to area four-year colleges and universities by following program to program guides.
Friday, March 18 Sessions

C1323. It’s Not You; It’s Meme: Utilizing Current Cultural and Technological Elements to Engage Students and Enhance Success
Time: 9:15 AM – 10:15 AM; Location: 0101
Presenter: Sherri Watson, Lenora Thorbjornsen, and Tiffany Wiggins, Old Dominion University

In literature, a meme is defined as an element or reflection of culture often represented symbolically or through parody. In the digital age this concept has evolved into a widely popular network of humorous text, images and videos. As our focus shifts towards more personal and targeted engagement efforts, our pedagogy must also move into the virtual sphere and embrace the growing trend of visually based communication. In this presentation we hope to guide you to a basic understanding of the scope of electronic and visual communications in higher education and impart tips and strategies for you to begin, or strengthen, your own outreach efforts.

C1370. Longitudinal Assessment of Retention Programming
Time: 9:15 AM – 10:15 AM; Location: 2111
Presenter: Elizabeth Bartles and Elizabeth Kalinowski Ohrt, George Mason University

This roundtable discussion will focus on longitudinal assessment of retention or advising programs. The facilitators spent the summer of 2015 conducting a longitudinal assessment of two retention programs required for all second semester students below 2.0 after their first-semester in their college at George Mason University. After running into barriers collecting and tracking data, they became interested in talking to regional colleagues about longitudinal assessment projects they are pursuing and the tools they have used to facilitate the process. Conversation will focus on the various longitudinal assessment projects colleagues have participated in, tools and technology used in these projects, barriers to this type of assessment and how to overcome them, and ideas for implementing this type of assessment at your own institution.

C1363. Moving Through: Student Outreach Strategies & Transition
Time: 9:15 AM – 10:15 AM; Location: Chasen Family Room
Presenter: Jennifer Matthews, Drexel University

Moving Through: Student Outreach Strategies & Transition. After our annual advising assessment results indicated a lack of student engagement with advising services, our staff decided that it was time to improve student outreach. During this session we will discuss the importance of student outreach and transition at all levels, from “moving in” to “moving through” to “moving out.” We will share how we retooled our program to include a multifaceted first-year outreach plan that begins prior to arriving on campus and continues through graduation. Furthermore, we will discuss the planning and implementation process, which has significantly increased academic advisor visibility and student engagement through retention programming. Lastly, we will share how the statistics and data have continued to improve based on our multi-pronged approach.
# Advising Award Winners

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<tr>
<th>Award Category</th>
<th>Awardee</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Outstanding Advising Advising Primary Role</td>
<td>Lisa Fleming</td>
<td>Virginia Commonwealth University</td>
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<tr>
<td>Outstanding Advising Faculty Advisor</td>
<td>Dr. Jeffrey Toussaint</td>
<td>Old Dominion University</td>
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<tr>
<td>Outstanding Advising New Advisor</td>
<td>Leanna Arnold</td>
<td>Temple University</td>
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<tr>
<td>Outstanding Advising Advising Administrator</td>
<td>Dr. Kimberly Smith</td>
<td>Virginia Polytechnic Institute and State University</td>
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<tr>
<td>Outstanding Contribution to Scholarship</td>
<td>Dr. Janet Schulenberg</td>
<td>The Pennsylvania State University, University Park</td>
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<tr>
<td>Outstanding Advising Advocate</td>
<td>Diana Gruendler</td>
<td>The Pennsylvania State University, University Park</td>
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## 2015-2016 NACADA National Award Winners

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<tr>
<td>Wesley R. Habley NACADA Summer Institute Scholarship</td>
<td>Mary Carmel Etienne</td>
<td>Trinity Washington University</td>
</tr>
<tr>
<td>Assessment Institute Scholarship</td>
<td>Sara Maday Johnson</td>
<td>Walden University</td>
</tr>
<tr>
<td>Bobbie Flaherty Service to NACADA Award</td>
<td>Joanne Damminger</td>
<td>Delaware Technical Community College – Stanton/Wilmington</td>
</tr>
</tbody>
</table>

## Certificate of Merit Recipients

Region 2 wants to recognize those who were nominated for the following awards to thank them for their hard work and contributions to their institutions and to the advising profession.

<table>
<thead>
<tr>
<th>Award Category</th>
<th>Awardee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Administration</td>
<td>Jane Emery, The Pennsylvania State University, York</td>
</tr>
<tr>
<td>New Advisor</td>
<td>Megan Kately, Rowan University</td>
</tr>
<tr>
<td>Faculty Academic Advising</td>
<td>Lorraine Craven, Slippery Rock University of Pennsylvania</td>
</tr>
<tr>
<td>Academic Advising (Primary Role)</td>
<td>Jeffery Gugino, The Pennsylvania State University</td>
</tr>
</tbody>
</table>
# 2015 - 2016 Region 2 Steering Committee

## Region 2 Chair

Dr. Melinda J. Anderson  
University of North Carolina at Wilmington

<table>
<thead>
<tr>
<th>Board Members</th>
<th>State Liaisons</th>
</tr>
</thead>
</table>
| **Mentor/Membership Chair**  
Dr. Jenine Buchanan  
University of Delaware | **Delaware**  
Sherri Niblett  
Delaware Technical Community College |
| **Communications Chair**  
Amanda Carcione  
Montclair State University | **District of Columbia**  
Cynthia Pascal  
Northern Virginia Community College |
| **Awards Chair**  
Kathy Sadowsky  
Montclair State University | **Maryland**  
Adaire Parker  
University of Maryland, College Park |
| **Site Selection Chair**  
Mark Costello  
Drexel University | **New Jersey**  
Adam Yellen  
Montclair State University |
| **2016 Conference Co-Chair**  
Johnika Dreher  
Prince George’s Community College | **Pennsylvania (East)**  
Mark Costello  
Drexel University |
| **2016 Conference Co-Chair**  
Stephanie Rasgus  
The George Washington University | **Pennsylvania (West)**  
Christopher Kirchof  
University of Pittsburgh |
| **2016 Conference Co-Chair**  
Jonathan May  
George Mason University | **Virginia**  
Karen Watson  
Virginia Polytechnic and State University |
Conference Building Map

Conference Building Main Level
Conference Building Map

Conference Building Second Level

Conference Building Lower Level

Hotel Building Main Level
Penny Wars for DC College Access Program

The goal for Penny Wars is for your state jar to have the most points at the end of the conference. Donate pennies and $1 bills to your state jar and other coins and bills to the other state jars!

Point Breakdown

Pennies- Each penny is worth 1 point. The reason for the name is because only pennies can give your state points.

Nickels, Dimes, Quarters- Cause a loss of points based on monetary value (a Nickel takes 5 points away from the jar, a Dime takes 10 points away from the jar, a Quarter takes 25 points away from the jar).

Paper Bills- Are treated as coin equivalents. $1 gives 1 point to the jar and $5 takes 5 points away from the jar, etc.

At the end of the conference, the state with the most points in their jar will have all proceeds donated to DC College Access Program (DCCAP) in their name!
We hope to see you at the 32nd annual Region 2 Conference in Pittsburgh, Pennsylvania
March 29-31, 2017

Capitol-izing on Student Success through Academic Advising