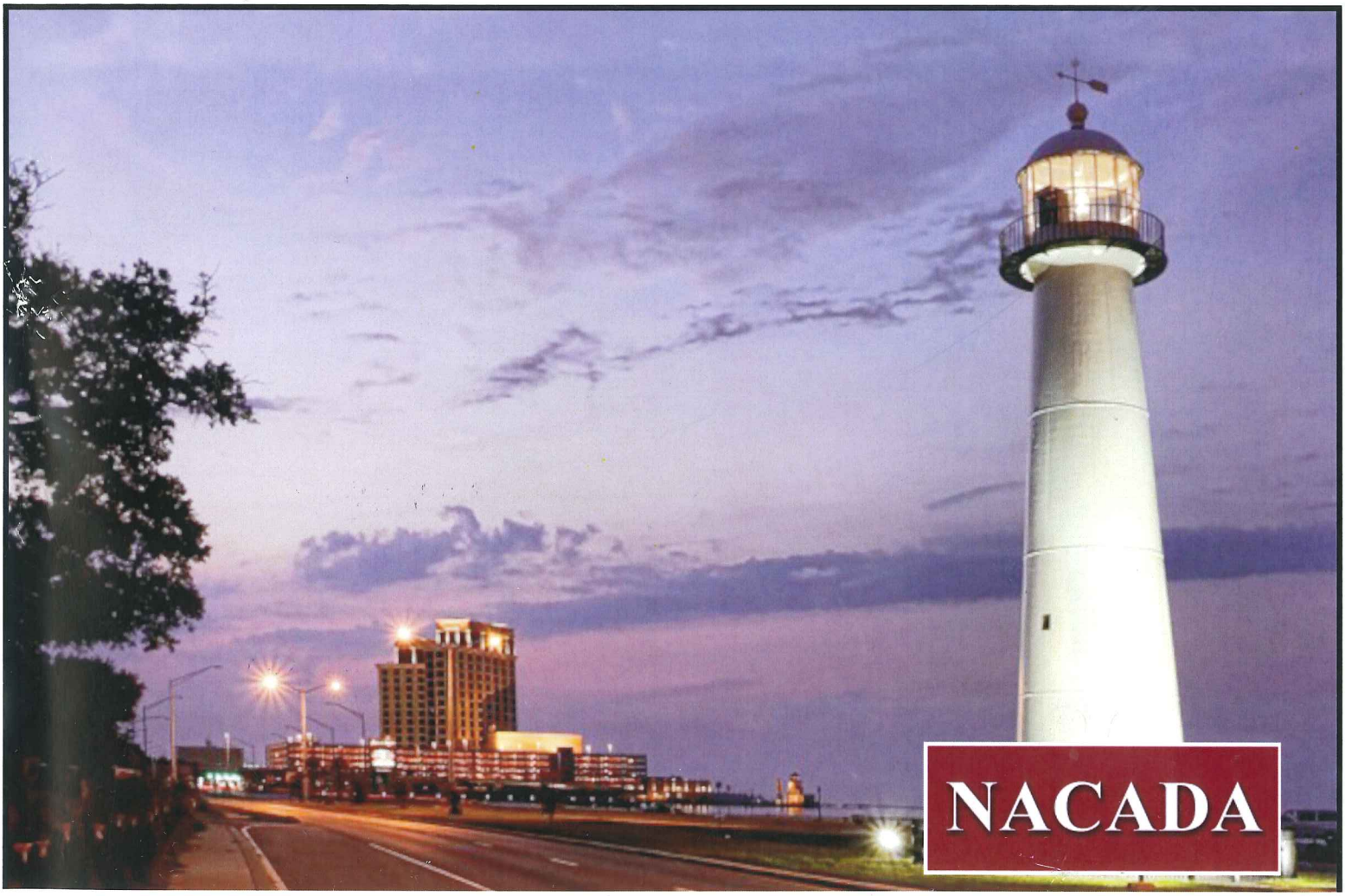
Lighting the Way to Academic Advisement

National Academic Advising Association
2013 Region 4 Conference
March 3-5, 2013

Beau Rivage Resort and Casino
Biloxi, MS



From the Region Chair

Greetings Region 4 Attendees.

Welcome to Biloxi, Mississippi and the 29th NACADA Region 4 Conference!

On behalf of the Region 4 Steering Committee, I welcome you to Mississippi's Gulf Coast: The Playground of The South. The Conference Committee has planned an exceptional three-day conference in hopes that you will continue "***Lighting the Way to Academic Advisement***" for your students.

Whether your focus is Undecided Majors, Advising Administration, Distance Education, Technology, Advising and Academic Coaching, or another of over two dozen Commissions and Interest Groups, we hope to present sessions that will train, inform, and challenge you in your advising role.

For our first time attendees, welcome to NACADA and the Region 4 advising family. My hope is that you find Region 4 very welcoming and hospitable. I look forward to meeting and interacting with each of you at the First Time Attendees Session and throughout the conference. I encourage you to take advantage of the various networking opportunities, to share and learn best practices, and to have a pleasant and enjoyable conference experience.

To our returning attendees, welcome back! I am very pleased and excited to see you! I hope this conference is filled with reconnecting with colleagues, sharing stories, and most importantly re-energizing our advising batteries!

A special thank you and congratulations to the 2013 Co-Chairs and Conference Committee. Your tireless efforts are noticed and appreciated. Co-Chairs, Carolyn Cawthon, Twillia Morgan, and Michelle Templeton, and their team - affectionately known as the "Biloxi Belles (and Beau)" - have graciously spent countless hours developing a program complete with exciting entertainment and informative pre-conference and concurrent sessions! If you encounter any member of the host committee, please thank them for their time and effort.

In the interest of a greener conference, we are introducing electronic versions of primary materials, making them available in both Adobe Acrobat and Kindle format. Attendees with laptops can make use of the Acrobat edition; attendees with smartphones and tablets are encouraged to download the free Kindle app and edition of the material. Additionally, many presenters have already posted their session materials on the NACADA website for download before or during the conference. Thank you again for attending and being a part our innovative region.

Joan Williams, Region 4 Chair

Conference Co-Chairs

Carolyn Cawthon, Michelle Templeton, Twillia Morgan

Conference Committee

Exhibitors
Carolyn Cawthon, Twillia Morgan, Michelle Templeton

Favors
Linda Jordan, Mandy Nace, Twillia Morgan

Hospitality
Marjorie Newsome, Patti Papania, Janeal McKee, Michelle Fleming

Keynote / Awards
Joshua Johnson, Joan Williams

Menu
Dana Berry, Gennifer Hicks, Tiffany Kersten, Michelle Fleming

Poster
Marie Baker, Michelle Fleming

Program
Carolyn Cawthon, Eric Hatcher, Twillia Morgan, Michelle Templeton

Promotions
Carolyn Cawthon, Twillia Morgan, Michelle Templeton

Proposals
Carolyn Cawthon, Eric Hatcher, Twillia Morgan, Michelle Templeton

Evaluations
Mandy Nace

Registration
Dana Berry, Anita Hobgood, Linda Jordan, Lori Brommer

Technology / Media
Eric Hatcher

Volunteers
Mandy Nace, Robin Johnson

Region 4 Steering Committee Members

Joan Williams, Region 4 Chair, University of North Alabama
Rachel Singleton, Region 4 Past Chair, Mississippi State University
Nancy Howell, Alabama Representative, University of South Alabama
Courisse Knight, Caribbean Representative, St. George's University
Craig McGill, Florida Representative, Florida International University
Erin Weston, Georgia Representative, Georgia College & State University
Lanna Miller, Mississippi Representative, Mississippi State University
Joshua Johnson, Communication Coordinator, University of Central Florida
Vicki Mann, Financial Coordinator, Mississippi State University
Samantha Nelson, Leadership Program Coordinator, Calhoun Community College

Carolyn Cawthon, 2013 Conference Co-Chair, University of Southern Mississippi
Twillia Morgan, 2013 Conference Co-Chair, University of Southern Mississippi
Michelle Templeton, 2013 Conference Co-Chair, University of Southern Mississippi

José Rodriguez, 2012 Conference Co-Chair, Florida International University
Lourdes Acevedo, 2012 Conference Co-Chair, Florida International University

NACADA Leadership in Attendance

Charlie Nutt, NACADA National Director, Kansas State University
Kyle Ellis, NACADA Executive Office, University of Mississippi
Joan Williams, Region 4 Chair, University of North Alabama

Best of State Winners

Jennifer Blalock
Alabama

Leigh Ann Hussey
Mississippi

Erin Weston
Georgia

NACADA Region 4 Award Recipients

Excellence in Advising - Advising Administration
Robert Stephens, University of Central Florida

Excellence in Advising - New Advisor
LeAnn Anderson, University of North Florida

Travel Grant - 2013 Region 4 Conference
Dr. Catherine S. Bynum, Georgia Perimeter College

Excellence in Advising - Advising Program
Eric Cuevas, Georgia Perimeter College

Excellence in Advising - Primary Role
Walter Maldonado, Florida International University

Travel Grant - 2013 Region 4 Conference
Jennifer A. L. Box, East MS Community College

Excellence in Advising - Faculty Role
Dr. Jason Hoeksema, University of Mississippi

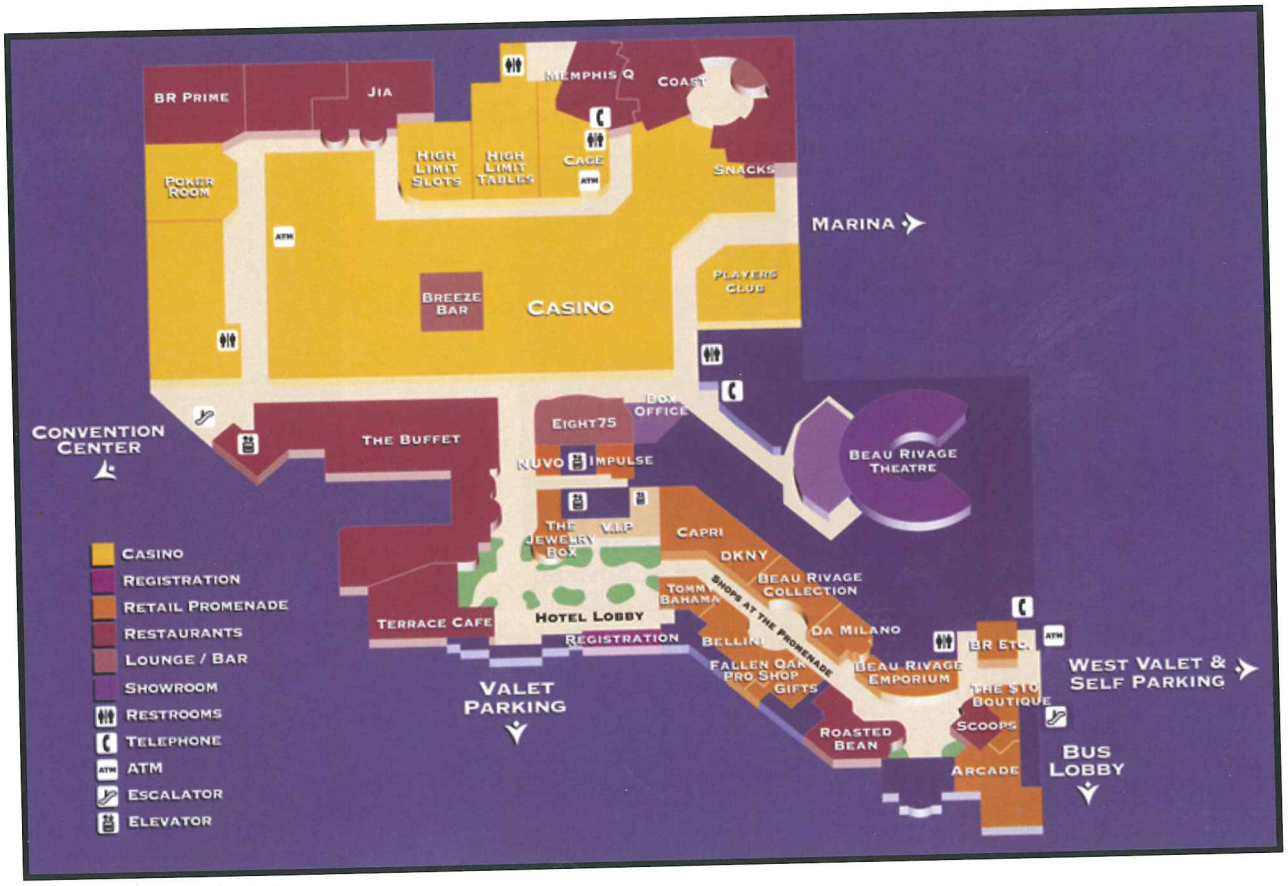
Travel Grant - 2013 Region 4 Conference
Nancy Byers, University of Southern Mississippi

Beau Rivage Resort and Casino

The Beau Rivage Resort and Casino offers a multitude of on-site dining, shopping, and entertainment opportunities.

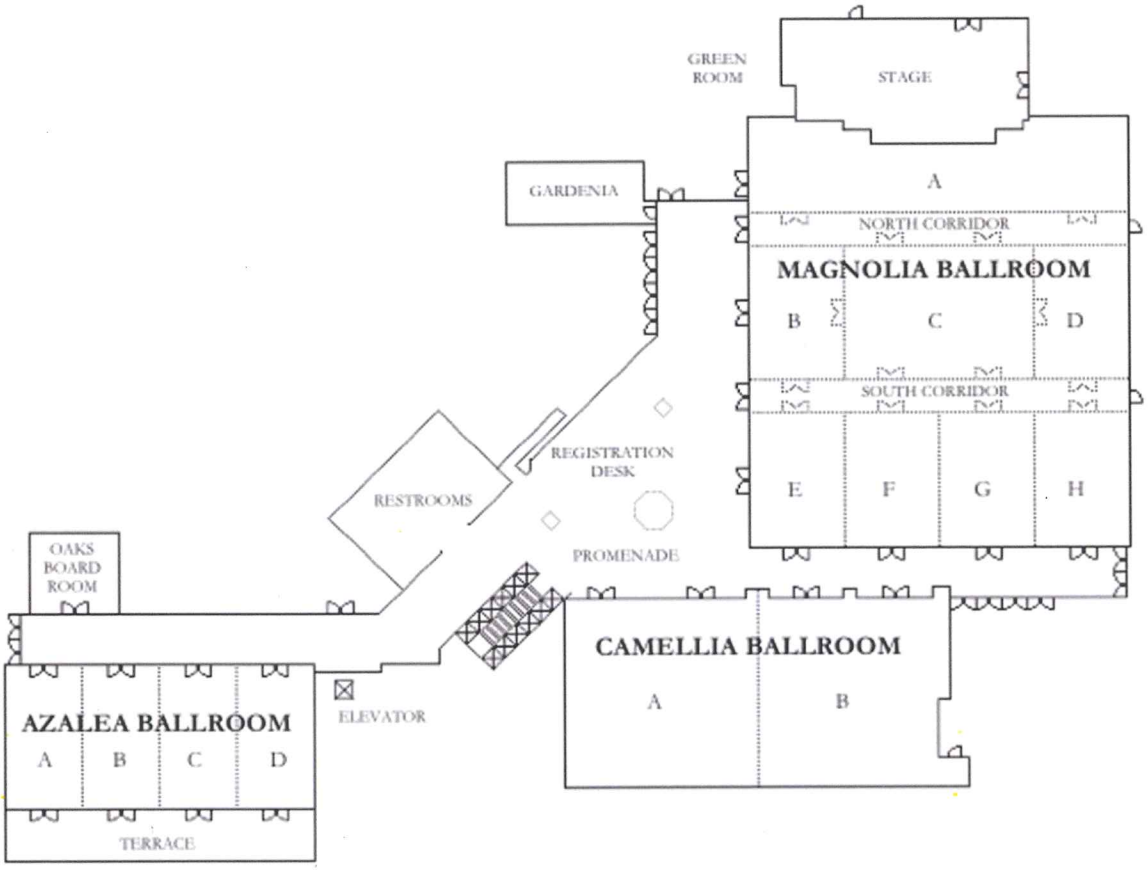
Fine dining is available at BR Prime (steakhouse) and Jia (pan-Asian); reservations suggested for both. Casual dining can be found at Memphis Q, Stalla (Italian), the Coast Restaurant, The Buffet, or the Terrace Café (open 24 hours). Quick bites can be found at Scoops, the Roasted Bean, or at the Pool Bar & Café. Details regarding menus and hours of operation are available online at http://beaurivage.com/restaurants/

For those interested in pampering, the Beau Rivage hosts a full service spa and salon, as well as an outdoor pool and heated Jacuzzi.



Beau Rivage Convention Center

All conference events, sessions, activities, etc. will be held in the Convention Center located off of the casino floor.



Preconference Sessions (including State meetings) will be held on Sunday, March 3, 2013 in Azalea A/B, Azalea C, Azalea D, Magnolia E, Magnolia F, Magnolia G, and Magnolia H.

The Welcome Address and Reception on Sunday, March 3 will be held on the Pavilion overlooking the Gulf of Mexico (with a rain site of Magnolia Ballroom A-D). The Pavilion can be reached by taking the hotel elevators to the second floor pool and spa.

Concurrent Sessions on Monday, March 4 and Tuesday, March 5 will be held in Camellia A, Azalea C, Azalea D, Magnolia E, Magnolia F, Magnolia G, and Magnolia H.

The Keynote Lunch with Dr. Frances Lucas on Monday, March 4 will be held in the Magnolia Ballroom (A-D).

At-A-Glance - Sunday, March 3

Social Media (Azalea A/B) - 9.00am - 11.30am; 1.30pm - 4.00pm
Steering Committee Meeting (The Buffet) - 11.30am - 12.30pm
Preconference Workshops (Various) - 12.15pm - 2.15pm; 2.30pm - 4.30pm

At-A-Glance - Monday, March 4

Continental Breakfast (Magnolia A-D) - 8.00am - 9.00am

Concurrent Sessions - 9.00am - 10.15am

Camelia A	A Conversation with NACADA Leadership and Executive Office Representative	Executive Office Representative; Region and other NACADA Leaders
Azalea C	Supporting First Year Students with Accelerated Credit	Alicia Cobb; Kristen Karpinski; DeOnte Brown
Azalea D	Orientation Just for Transfer Students: Exposing Transfer Shock	Dena Ford; Lee Anne Kirkpatrick
Magnolia E	Growing Gains (and Pains) in a 100% Online Environment: Prescriptive to Developmental Advising Through a Variety of Methods	Sonya Kopp; Julianne Klein
Magnolia F	Best of Mississippi: Financial Aid: The Elephant in the Room	Leigh Ann Hussey
Magnolia G	Disabling the Enabler: Are You the Enabler?	Cathrine Bynum
Magnolia H	Technology and Advising: Student Preference and Utilization	Trudi Gaines

Break - 10.15am - 10.30am

Concurrent Sessions - 10.30am - 11.45am

Camelia A	They Don't Know What They Don't Know...A Comprehensive Advising Strategy For First Generation Community College	Leslie Tomlinson; Ann Lyndon; Chenee McRae
Azalea C	Digging Deeper: A Guide to Facilitating Personal Conversation and Self-Discourse with At-Risk Students	Kristina Phillips; Beth Whittington; Mariana Rangel; Bridget Hester
Azalea D	Explore All the Possibilities for Your Schedule	Debby Hill; Mike Ayers
Magnolia E	Best of Alabama: Advising Perceptions: How Advisors Contribute to Institutional Completion and Transfer Success Rates Through Intentional Advising and Educational Planning	Jennifer Blalock
Magnolia F	Student to CEO: Holistically Empowering Students through Coaching	John Keenan; Lucas Martorana; Jen Santoro; Katherine Hibbard; Kacey Lovingood
Magnolia G	Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, books and blogs	Charlie Nutt
Magnolia H	Effective and Efficient Communication to Illuminate the Path for Students	Tina Gottesman

Poster Sessions
Monday, March 4 - 11.45am - 12.15pm

Promenade	Igniting the Fuse of Learning for Non-Traditional Students: Advising Online	Kate DeMellier; Marcie Westover; Amy Goodrich
Promenade	Retaining Online Students	Ashley Cancienne; David Emond; Michelle Conway
Promenade	"I need help, but I don't know how to ask." - Providing Resources for Second Language Learners	Melanie Stanis; Lucero Carvajal
Promenade	Advising Developmental Students: Changing University Advising One Student at a Time	Gina Claywell
Promenade	Peer Advisor Program: Building a Bridge to Student Success	Kim Parker
Promenade	Success = More Scholarships for More Students	Jocelyn Vickers; Charria Campbell
Promenade	Am I In The Right Place? The Career Portfolio Assignment and Aligning Student Interest for Academic Success	LaTanya White

Keynote Lunch (Magnolia A-D) - 12.15pm - 2.00pm

Concurrent Sessions - 2.15pm - 3.30pm

Camellia A	How Can You Be a Beacon of Light if Your Bulb is Burned Out?	Anne Young; Christina Jordan
Azalea C	Sharing Knowledge, Discovering Partnerships, and Building Retention: It's All Academic	Georgia Wessinger; Patricia Morris
Azalea D	Filling the "God-Shaped" Hole: Talking to Students About Their Faith	Chanelle Johnson; Linda Burns; Erin Straszewski
Magnolia E	Exploring Perceptions of Academic Dishonesty	Kristina Allemand
Magnolia F	Lighting the Path for Student Success: How to Motivate like a Sport Coach	Abby Rhodes; John Keenan; Jordan Perry; Danyele Martin
Magnolia G	A Leading Light for Advisors - NACADA's Emerging Leader Program	Rebecca Cofer; Kyle Ellis
Magnolia H	Best of Georgia: Pinteresting Uses of Technology for Student Success	Erin Weston

Break - 3.30pm - 3.45pm

Concurrent Sessions - 3.45pm - 5.00pm

Camellia A	For Better or Worse? Exploring Romantic Relationships and the Effect on Student Decision-Making, Satisfaction, and Retention	Alicia Cobb; Samantha Clayton
Azalea C	An Advisor's Role in Orientation	Samantha DeVilbiss; Jamie Gallo
Azalea D	Advising, A Visual Art or A Natural Disaster?	Caterina Gulli Ventura
Magnolia E	My Pleasure To Serve: Exceptional Academic Advising That Will Leave Your Advisee Singing For More!	Joshua Johnson
Magnolia F	From Coach to Advisor and Advisor to Coach: An Integrated Approach to Supporting Students	Genna Boyd; Eric Crosier
Magnolia G	Creating an Academic Advising Certification Program: The Hows and Whys	Mavis Jarrell; Peggy Delmas; Nancy Howell
Magnolia H	Advising is Not a Profession . . . Or is it? (Results Presentation)	Anna Adams

At-A-Glance: Tuesday, March 5

Continental Breakfast (Magnolia A-D) - 8.00am - 9.00am

Concurrent Sessions - 9.00am - 10.15am

Azalea C	First-Year Advising - Cultivating First-Year Diamonds in the Rough	Marcia Bouyea-Hamlet; Erica Jackson; Jerryal Pettigrew; DeLandra Hunter
Azalea D	Students in the Creative Arts: Merging Scholarship, Talent, and Practical Issues	Anthonia Adadevoh
Magnolia E	I Want to Do What You Do: Advising Students on Careers in Higher Education	Peggy Delmas; Josh Wooden
Magnolia F	The Invisible Middle Child: Helping Students Overcome the "Sophomore Slump" and Declare a Major with Confidence	Tanya Perry; Katie Turman; Nikki Raimondi; Melissa Ludlam
Magnolia G	Navigating to Success - Peer Mentors and Student Success	Leslie Butler; Aaryn Purvis; Amy Townsend
Magnolia H	The Right Tools for the Right Success	John Brittian; Lindsey Fifield; Wes Kirkbride

Break - 10.15am - 10.30am

Concurrent Sessions - 10.30am - 11.45am

Azalea C	Help Me Help You! Deconstructing the Help-Seeking Behavior of First-Generation Minority College Students	Louis Macias
Azalea D	Building and Sustaining a Partnership between a Two-Year College and a Historically Black University	Fran Scott
Magnolia E	"Advising 2.0": Incorporating Online with Face-to-Face Advising	Tony Ammeter; Rebecca Baker; Melanie Hall; Stephanie Crosbie
Magnolia F	Uniting Your Campus in "Major" Ways for Your Students	Adam Musolino
Magnolia G	(Seeking) Best Practices in Academic Advising of Developmental Students	Madison Humann
Magnolia H	Tweet This	Ryan Harrison; Selena Haggins; Marsha Semelfort

Closing and Wrap Up - 11.45am - 12.15pm

"On Your Way Out" Break - 12.15pm - 12.30pm

Keynote Lunch – Dr. Frances Lucas

Dr. Frances Lucas is Vice President and Campus Executive Officer for The University of Southern Mississippi Gulf Coast. Dr. Lucas joined the Southern Miss leadership team in July 2010, and is responsible for the Gulf Park campus in Long Beach and the five teaching and/or research sites across the Mississippi Gulf Coast.

At age 29, Lucas was the youngest vice president for Student Affairs in the country. She now has over thirty years of executive experience at six institutions, including Millsaps College, Emory University, Baldwin-Wallace College, Mississippi State University, the University of Alabama, and The University of Southern Mississippi.

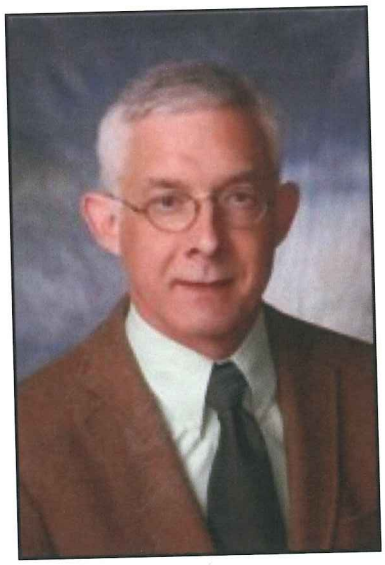
A 1978 graduate of Mississippi State University with a degree in communications, Frances Lucas earned her master's and doctoral degrees from the University of Alabama in 1980 and 1986, respectively. Lucas also has teaching experience as an assistant professor at three of the institutions.

In addition, Lucas has served in leadership positions in numerous professional and civic organizations including the American College Educators' Women's Commission, the Associated Colleges of the South, the Mississippi Women's Forum and the Jackson Medical Education District Board. Her honors include the National Ideal Delta Gamma Award (2008), Mississippi Women's Network Association Woman of the Year (2008), the All American Football Association Outstanding College President Award (2005), and Mississippi Business Journal's Business Woman of the Year (2003). She was named to the board of directors of the National Association of Independent Colleges and Universities and holds a position in the Annapolis Group, a consortium of college president. During her leadership at Southern Miss Gulf, the Gulf Coast campus has seen remarkable growth in facilities, which have also increased enrollments and offerings.

Social Media Workshop - Dave Davies and Fei Xue

Twitter, Facebook, and other social media offer educational institutions a versatile platform for reaching students. This workshop will walk you through the ins and outs of navigating social media to enable you and your organization to improve communications with your publics. The sessions will be appropriate for beginners and advanced social media users.

Azalea A/B (9.00a – 11.30a; 1.30p – 4.00p) Buffett Lunch included in preconference registration fee.



Dr. David R. Davies has served as dean of the Southern Miss Honors College since 2007 but most of all likes to think of himself as a "recovering journalist." He worked for 10 years in Arkansas media, most recently the Arkansas Gazette, before joining the ranks of academia. He's worked at Southern Miss since 1991, starting out as adviser to the Student Printz and serving stints as chair of the Department of Journalism, interim director of the School of Mass Communication and Journalism, and associate dean of the College of Arts & Letters. He holds a PhD from the University of Alabama. He continues to teach in Mass Communication and Journalism and is working on his third book, an analysis of press coverage of race for Northwestern University Press.

Dr. Fei Xue is an Associate Professor of Advertising and Coordinator of the School of Mass Communication & Journalism Graduate Program. He joined The University of Southern Mississippi in the fall of 2004. He received his doctorate in mass communication from The University of Alabama and his master's degree in mass communication and bachelor's in journalism from Huazhong University of Science and Technology in China. He teaches undergraduate and graduate courses in advertising, digital media, mass communication theories, and content analysis.

Pre-Conference Workshops

Session P3: Advising is Not a Profession . . . Or is it? (Focus Group) (TP)
Presenter: Anna Adams, University of Utah
March 3, 2013, 2.30p - 4.30p (Pre-Conference)
Room: Magnolia F
Is academic advising a profession? What skills can advisors learn on the job, which cannot? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and journal articles will be utilized to guide the discussion. Additionally, the presenters plan to utilize this feedback to further their research relating to academic advising as an occupation. Participants will be instrumental in the continued investigation of this topic.

Session P7: FUSE into the Right Major - Creating an Interactive Orientation Presentation to Introduce New Freshmen to the Major Exploration Process (1Y, UN)
Presenters: Synne-Claire Jones; Kellie Woodle, University of North Florida
March 3, 2013, 2.30p - 4.30p (Pre-Conference)
Room: Magnolia H
Freshman frequently enter college without adequate information about the major selection process. Reluctant to explore multiple majors and careers, they focus on basic requirements without seriously considering whether a selected major truly fits their interest, personality or academic skill. Consequently, they take courses unnecessarily and delay progress toward four-year graduation. ACE introduced interactive mandatory major exploration sessions to introduce students to the process in a fun, exciting manner. Our Summer 2012 session assessment tool revealed over 90% of all respondents agreed that the presentation helped them better understand major exploration and begin it sooner. Discover our techniques that engage students and the online tools created for individual follow-up. We also hope you will share your experiences advising students who are prematurely decided on the wrong major or undecided.

Session P8: Orientation for First Time Attendees and New Members (NP)
Presenter: Charlie Nutt, Kansas State University / NACADA
March 3, 2013, 4.30p - 5.00p (Pre-Conference)
Room: Magnolia H
The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a "roadmap" for getting the most out of the annual conference. Participants are encouraged to bring their conference program with them to the session.

State Meetings

S1: Alabama
Nancy Howell (University of South Alabama)
Sunday, March 3, 5.00p - 5.30p
Room: Magnolia E

S2: Florida / Caribbean
Craig McGill (Florida International University)
Courisse Knight (St. George's University)
Sunday, March 3, 5.00p - 5.30p
Room: Magnolia F

S3: Georgia
Erin Weston (Georgia College and State University)
Sunday, March 3, 5.00p - 5.30p
Room: Magnolia G

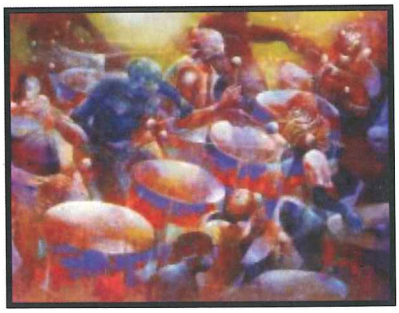
S4: Mississippi
Lanna Miller (Mississippi State University)
Sunday, March 3, 5.00p - 5.30p
Room: Magnolia H

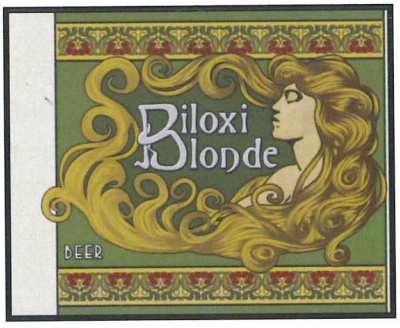
Welcome Address and Reception

Sunday, March 3, 6.00pm - 8.30pm

Enjoy a time of friendship and fellowship while listening to the Steel Pan Orchestra of The University of Southern Mississippi. The orchestra's appearance is sponsored by the College of Arts and Letters.

For those with a taste for ale, Biloxi Blonde (brewed exclusively for the Beau Rivage Resort and Casino by Lazy Magnolia Brewing Company of Kiln, MS) will be available. Wine and non-alcoholic drinks will also be served. Attendees will receive one ticket for a free alcoholic drink; additional beer and wine will be available from a cash bar.





My Conference Schedule

Sunday, March 3	
4.30p - 5.00p	First Time Attendees (Magnolia H)
5.00p - 5.30p	State Meetings
5.30p - 6.00p	Social Break
6.00p - 8.30p	Welcome Address and Reception (The Pavilion)
Monday, March 4	
8.00a - 9.00a	Continental Breakfast (Magnolia A-D)
9.00a - 10.15a	
10.15a - 10.30a	Break
10.30a - 11.45a	
11.45a - 12.15p	Poster Sessions (The Promenade)
12.15p - 2.00p	Keynote Lunch (Magnolia A-D)
2.00p - 2.15p	Break
2.15p - 3.30p	
3.30p - 3.45p	Break
3.45p - 5.00p	
Tuesday, March 5	
8.00a - 9.00a	Continental Breakfast (Magnolia A-D)
9.00a - 10.15a	
10.15a - 10.30a	Break
10.30a - 11.45a	
11.45a - 12.15p	Closing and Wrap Up

NACADA
The Global Community for Academic Advising

NACADA Resources—15% Discount

NACADA 2013 Regional Conference registrants may receive a 15% discount by entering ***2013REG*** in your NACADA store shopping cart under the heading "Promotion Code" for each item ordered. This discount is available on select NACADA resources (includes monographs, books-P10 & P12, DVDs & CDs; excludes pocket guides, book-P08, Family Guides, packages, & shipping charges). Click on "**Re-Calc**" to assure that you receive the discount before clicking "Place My Order."

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Authorized by: Charlie Nutt, Executive Director

Expires: **June 14, 2013**

Not redeemable for cash.

Concurrent Sessions: Monday, March 4 - 9.00am - 10.15am

Session 410: A Conversation with NACADA Leadership and Executive Office Representative (TD, AA)
Presenters: Executive Office Representative; Region and other NACADA Leaders
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Camellia A
This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Session 411: Supporting First Year Students with Accelerated Credit (1Y, HS)
Presenters: Alicia Cobb; Kristen Karpinski; DeOnte Brown, Florida State University
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Azalea C
A plethora of first year students are coming into college with accelerated credit, which include credits earned by Advanced Placement, Dual Enrollment, or the International Baccalaureate program. Advisors and coaches on our campus have found challenges when working with this student population. Administrators across Florida State University conducted an investigative research study to explore the major satisfaction, academic performance, and social adjustment of students who have a high amount of accelerated credit. This session will share the results of the study, share what students suggest administrators should do when working with those who come in with a high amount of accelerated credit, and provide space for advisors and coaches to brainstorm how to better support students coming in with accelerated credit.

Session 412: Orientation Just for Transfer Students: Exposing Transfer Shock (TS, LU)
Presenters: Dena Ford; Lee Anne Kirkpatrick, University of Central Florida
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Azalea D
The "Transfer Shock" phenomenon is well known to transfer student advisors. However, what happens when "Transfer Shock" is addressed head-on with the new transfer students themselves? The College of Sciences (COS) and several other colleges at the University of Central Florida (UCF), wanted to find out. Some colleges, including COS, designed an orientation class or workshop centered around avoiding the pitfalls of "Transfer Shock", exposing students to the realities and possible effects of changing institutions, e.g. a possible GPA dip and culture shock. In this presentation we will break down the College of Sciences' Transfer Student Orientation structure into three sections: 1) Pre-Orientation Outreach, 2) Orientation Day, and 3) Post-Orientation Outreach. Techniques and best practices in current use will also be discussed.

Concurrent Sessions: Monday, March 4 - 9.00am - 10.15am

Session 413: Growing Gains (and Pains) in a 100% Online Environment: Prescriptive to Developmental Advising Through a Variety of Methods (DE, TP)
Presenters: Sonya Kopp; Julianne Klein, Columbia Southern University
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia E
In two and a half years, Columbia Southern University's advising staff has grown by more than 300 percent. Moving from a student-to-advisor ratio of greater than 3,000 over two years ago to approximately 1,400 by January 2013 will represent a dramatic shift in advisor availability and response to students. This presentation will track CSU's advising staff's journey of growth from seven to 24 advisors; moving from a student load where prescriptive advising was typically the only option to learning when and how to implement developmental advising; and putting appropriate tools and processes in place to ensure that we are providing the best service to our students in our 100% online environment.

Session 414: Best of Mississippi: Financial Aid: The Elephant in the Room (AC, 2Y)
Presenter: Leigh Ann Hussey, Mississippi Gulf Coast Community College
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia F
Yes, financial aid is that elephant in the room. No one really wants to talk about it, but it is impossible to overlook. This session will inform you of the ever-changing rules and regulations, how to address them in advising, and how they could impact course selection. The session will conclude with a question and answer session.

Session 415: Disabling the Enabler: Are You the Enabler? (TD, SC)
Presenter: Cathrine Bynum, Georgia Perimeter College
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia G
As we continue to empower our students and offer an array of advising techniques, we tend to venture into "The Enabler Phase." The term "enabler" is used in the academic arena as one associated with evolution. Conversely, when we enter the "Enabler Phase," we tend to create a co-dependent relationship with our students. As we evolve in this ever-changing society, we must equip our students with the essential skills needed to effectively compete in a global economy. This session will focus on a presentation and an interactive discussion pertaining to how advisors have become enablers and providing techniques that will engage the student and disable the enabler.

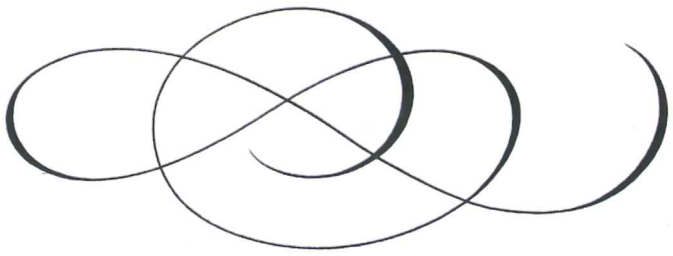
Session 416: Technology and Advising: Student Preference and Utilization (TA)
Presenter: Trudi Gaines, University of West Florida
March 4, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia H
When both time and financial resources are limited, we have to be selective about how we use the technology we currently have at our disposal and whether or not we should expend our monies on new technologies that may seem flashy and attractive, but that actually only contribute to technology fatigue. It is important to obtain feedback from the students whom the academic advising staff serves in order to effectively make such decisions. Toward that end, results of a student survey on technology preferences and utilization in academic advising at a large department of a public university will be presented and discussed.

Concurrent Sessions: Monday, March 4 - 10.30am - 11.45am

Session 420: They Don't Know What They Don't Know . . . A Comprehensive Advising Strategy For First Generation Community College (2Y, FG)
Presenters: Leslie Tomlinson; Ann Lyndon; Chenee McRae, Northwest-Shoals Community College
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Camellia A
First generation community college students have no one at home who has navigated the higher education system, so how can advisors educate and assist these students when they "don't know what they don't know?" Student Support Services at Northwest-Shoals Community College has developed a comprehensive advising strategy designed to help first generation community college students navigate this new world of higher education. The advising strategies include: Academic Advising, Career Advising, Transfer Advising, Financial Aid Advising and Personal Economic Literacy Education, and Etiquette Training in the Digital Age. Join for a presentation of our strategy and a discussion of best practices in first generation college student advising.

Session 421: Digging Deeper: A Guide to Facilitating Personal Conversation and Self-Discourse with At-Risk Students (TD, NP)
Presenters: Kristina Phillips; Beth Whittington; Mariana Rangel; Bridget Hester, University of Mississippi
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Azalea C
Students struggle academically for a variety of reasons including unpreparedness, lack of motivation, financial difficulties, and transitioning to college life. Academic advisors play a vital role in influencing the experience of at-risk students. A trusting relationship between academic advisors and at-risk students can have a positive impact on the students' motivation to succeed. The goal of this presentation is to provide academic advisors with tools to explore at-risk students' struggles at a deeper level. There are a variety of skills that can be used to accomplish this goal. Addressed in this presentation are: first impressions, creating an inviting atmosphere, motivational interviewing, body language and posture, and engaging conversations.

Session 422: Explore All the Possibilities for Your Schedule (TA, AA)
Presenters: Debby Hill, University of Southern Mississippi; **Mike Ayers**, College Scheduler
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Azalea D
Students struggle with finding the perfect schedule to balance with their busy lives. At the same time, administrators struggle with determining what courses students want and when to offer them without conflicting with other courses. Southern Miss recently implemented College Scheduler with their student information system and found where students are excited about exploring ALL of their options in generating that PERFECT schedule. Administrators can see how much students are using College Scheduler and see trends in student selections. Come see in this demo how easy a student or an advisor can generate ALL the possible schedules for students while collecting course demand analysis at the same time.



Concurrent Sessions: Monday, March 4 - 10.30am - 11.45am

Session 423: Best of Alabama: Advising Perceptions: How Advisors Contribute to Institutional Completion and Transfer Success Rates Through Intentional Advising and Educational Planning (2Y)
Presenter: Jennifer Blalock, Nova Southeastern University
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia E
This presentation will consider the role of community college advisors and their professional potential, reviewing advising models, techniques and job responsibilities, to contribute to institutional completion and transfer success rates through intentional advising and educational planning. Current advising models, completion and transfer support initiatives, and emerging trends in the field will be presented, discussed, and provided as resources for implementation at home advising institution.

Session 424: Student to CEO: Holistically Empowering Students through Coaching (AC, 1Y)
Presenters: John Keenan; Lucas Martorana; Jen Santoro; Katherine Hibbard; Kacey Lovingood, Florida State University
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia F
This presentation will introduce mainstream coaching disciplines: Life, Executive, and Academic; and consist of a discussion of the Florida State University Success Coaching's experiences and results from its first five years. We will share quantitative data, such as retention and graduation rates, as well as informational narrative from open-ended surveys. Additionally, participants will learn applicable coaching methods to create a proactive atmosphere in their environments. Our aim is to create a bridge between building life skills for students in college by mimicking the same opportunities that some of the most successful people in the world have also received. Finally, we will also stimulate discussion about Success Coaching's future in higher education.

Session 425: Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, books and blogs (AA, FA)
Presenter: Charlie Nutt, Kansas State University / NACADA
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia G
There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, dvd/cds, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Session 426: Effective and Efficient Communication to Illuminate the Path for Students (HP, TA)
Presenter: Tina Gottesman, Auburn University
March 4, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia H
As a departmental advisor, are you looking for ways to save time but still communicate important information to students? Through the use of improved email practices, group advising, handouts, social media, technology, and an orientation class in a learning community, the Department of Kinesiology at Auburn University is informing students in more effective and efficient ways. Learn ways that you can make your appointments more individualized, yet provide all students with more beneficial information. Come learn from your peers and share your own ideas!

Concurrent Sessions: Monday, March 4 - 2.15pm - 3.30pm

Session 430: How Can You Be a Beacon of Light if Your Bulb is Burned Out? (TD, AS)
Presenters: Anne Young; Christina Jordan, Florida Gulf Coast University
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Camellia A
Be a beacon of light by changing your bulb. Studies in several professions have demonstrated the impacts of stress on health and wellness: physically, emotionally, and interpersonally. Stress affects the ability to self-regulate, which then affects areas such as job and role functioning. As Academic Advisors are faced with a number of work-related stressors, advisor resiliency when facing stressors and ability to self-regulate in reaction to stress will impact the quality of their advising. The importance of developing and learning coping strategies for optimal wellness and to promote resilience are the focus of this presentation. Examples of mindfulness techniques, simple exercises and cognitive tools will be discussed and practiced during the presentation.

Session 431: Sharing Knowledge, Discovering Partnerships, and Building Retention: It's All Academic (1Y, FG)
Presenters: Georgia Wessinger; Patricia Morris, College of Coastal Georgia
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Azalea C
Learn how to retain students using an Intrusive Advising Model by way of collaboration with Academic Services. With budget cuts and limited resources, learn tips on how to use resources on campus along with grant-funded programming that has made a difference in our students' academic success.

Session 432: Filling the "God-Shaped" Hole: Talking to Students About Their Faith (EL, TP)
Presenters: Chanelle Johnson; Linda Burns; Erin Straszewski, Florida State University
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Azalea D
A holistic/developmental advising model includes the areas of mind, body, and spirit. But, do we really address that spiritual side? Matters of faith are a developmental area for college students and can represent transition and retention issues. This presentation will address the importance of faith in the development of the whole person, discuss why advisors might be hesitant to bring up faith in advising conversations, and introduce laws and policies that affect our dialogue. We'll suggest ideas on how to get the conversation started and guidelines to ensure the discourse is within the scope and ideals of our institutions. Join us to share your experiences and engage in a meaningful dialogue regarding the role of faith-based discussions in academic advising.

Session 433: Exploring Perceptions of Academic Dishonesty (AC, FA)
Presenter: Kristina Allemand, Nicholls State University
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Magnolia E
Academic dishonesty is a vague and elusive concept for many students to comprehend. Is it ok to turn in the same paper to two different classes? Is it acceptable to ask someone who has already taken the same exam about the test questions? This presentation, based on qualitative research at a 4-year institution, will illuminate how students define academic dishonesty, how they develop this definition, and how students apply their definition to specific behaviors. Upon the conclusion of the workshop, participants will be more aware of their own personal definition of academic dishonesty, how to advise faculty in the prevention of academically dishonest behaviors, how students classify academically dishonest behaviors, and how to advise students to correctly determine if a behavior constitutes academic dishonesty.

Concurrent Sessions: Monday, March 4 - 2.15pm - 3.30pm

Session 434: Lighting the Path for Student Success: How to Motivate like a Sport Coach (AC, TD)
Presenters: Abby Rhodes; John Keenan; Jordan Perry; Danyele Martin, Florida State University
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Magnolia F
The topic of student motivation is a common issue for academic advisors. We seek to combine the advising literature with theories and techniques from the field of sport psychology and academic success coaching in order to take an inter-disciplinary approach to increasing student motivation. Our presentation will describe theories of motivation from the advising and sport psychology literature, give practical examples of how to translate sport psychology goal setting methods to advising with students, allow for active participation in a motivational activity, and provide an opportunity for all participants to discuss how they can apply what they have learned to their own advising settings.

Session 435: A Leading Light for Advisors - NACADA's Emerging Leader Program (TD)
Presenters: Rebecca Cofer; Kyle Ellis, Abraham Baldwin Agriculture College
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Magnolia G
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved to be a leading light in NACADA!

Session 436: Best of Georgia: Pinteresting Uses of Technology for Student Success (TA, NP)
Erin Weston, Georgia College & State University
March 4, 2013, 2.15p - 3.30p (Concurrent)
Room: Magnolia H
In a time of shrinking budgets and growing advisee loads many advisors are utilizing free websites, apps and other technology-based tools to help keep our students on a successful path. From help with scheduling to curbing procrastination there are a wealth of free tools available online. Join us for an overview of five such tools that are becoming very popular on our campus, followed by an open discussion of resources that advisors are utilizing across the state.

The Friendship Oak is a 500-year-old southern live oak (*Quercus virginiana*) located on the Gulf Park campus of the University of Southern Mississippi in Long Beach, Mississippi. The Friendship Oak dates from the year 1487, and was a sapling at the time Christopher Columbus first reached the New World. According to legend, those who enter the shade of its branches will remain friends for all their lives.

Concurrent Sessions: Monday, March 4 - 3.45pm - 5.00pm

Session 440: For Better or Worse? Exploring Romantic Relationships and the Effect on Student Decision-Making, Satisfaction, and Retention (AC, EL)
Presenters: Alicia Cobb; Samantha Clayton, Florida State University
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Camellia A
At our institution, we have seen first-hand how romantic relationships directly impact student decision-making regarding involvement on campus and staying at the institution. The purpose of our presentation is to (1) provide an overview of the literature on romantic relationships and their effect on students; 2) showcase examples of how romantic relationships can influence student decision-making, satisfaction and retention; 3) share ideas on how to bring up this topic in a neutral, supportive way with your students; and 4) provide tools to enhance advising and coaching sessions where this topic is discussed. We will also explain the importance of knowing about resources both on campus and in the community for students dealing with challenges in their romantic relationships.

Session 441: An Advisor's Role in Orientation (1Y, HS)
Presenters: Samantha DeVilbiss; Jamie Gallo, Florida Gulf Coast University
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Azalea C
There are many theories that address the transition from high school to college. A recurring theme is the need to meet students where they are developmentally. At Florida Gulf Coast University, the Office of New Student Programs combines orientation and first year advising into one office, providing a developmental and comprehensive program for our first year students. This session is for anyone who works with first year students, is a part of your college's orientation program, or is looking for new ways to assist students in their transitions. We will review the structure of NSP and the advisors' roles in orientation, present survey data speaking to success, connect developmental theory to practice, and explore ways the principles and practices used at FGCU could be amended to other institutions.

Session 442: Advising, A Visual Art or A Natural Disaster? (FS, LA)
Presenter: Caterina Gulli Ventura, University of Southern Mississippi
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Azalea D
Advising, is treatment of the educational activity as a "visual art" plausible or does "aesthetic" presentation cause a "natural disaster" for students? The objective of the discussion is to examine implications of emphases on methodologies, technologies, etc. Are there potential negative consequences, such as, diminishment of the substantive aspects of the learning experience? Do attempts to refine advising actually hinder student progress? One might ask does an attempt to "sculpt" an academic plan provide too "solid" a structure that once implemented precludes students from altering it? Similarly, does the exposure or omission of natural and or artificial lighting, which may be significant components for different types of visual arts, have the potential to enhance or disrupt the ultimate end product of advising?

Concurrent Sessions: Monday, March 4 - 3.45pm - 5.00pm

Session 443: My Pleasure To Serve: Exceptional Academic Advising That Will Leave Your Advisee Singing For More! (TP, NP)
Presenter: Joshua Johnson, University of Central Florida
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Magnolia E
Great Academic Advisors are motivated by a desire to serve others. This presentation proposes to discuss elements of exceptional guest/customer service in the hospitality industry, like Walt Disney World as an example, as a framework with which to create an advising culture where exceptional customer service and superior information empowers students. New Advisors and Graduate Students will learn how these customer service elements translate into sound advising practice and will develop techniques with which to provide exceptional service to students in various circumstances.

Session 444: From Coach to Advisor and Advisor to Coach: An Integrated Approach to Supporting Students (AC, TD)
Presenters: Genna Boyd; Eric Crosier, Florida State University
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Magnolia F
In this interactive session, you will learn how to add holistic coaching techniques to your advising practices. Genna is a new advisor who has been academic success coaching for four years and Eric is an advisor with three years of experience who was recently trained as an academic success coach. Participants will be shown how to build a framework they can use to guide their meetings with students. You will be able to practice these concepts through direct role-play so that in the future, you will be able to apply them in your respective workplaces.

Session 445: Creating an Academic Advising Certification Program: The Hows and Whys (TD, FA)
Presenters: Mavis Jarrell; Peggy Delmas; Nancy Howell, University of South Alabama
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Magnolia G
How do you improve advising and provide professional development for advisors in our current economic times? This presentation will explore the development and creation of an Academic Advising Certification program at the University of South Alabama designed to serve the needs of both professional and faculty academic advisors. Ways to gain buy-in from administration, faculty, and professional advisors, as well as marketing strategies will be discussed.

Session 446: Advising is Not a Profession . . . Or is it? (Results Presentation) (TP)
Presenter: Anna Adams, University of Utah
March 4, 2013, 3.45p - 5.00p (Concurrent)
Room: Magnolia H
Is academic advising a profession? What skills can advisors learn on the job, which cannot? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and journal articles will be utilized to guide the discussion. Additionally, the presenters plan to utilize this feedback to further their research relating to academic advising as an occupation. Participants will be instrumental in the continued investigation of this topic.

Concurrent Sessions: Tuesday, March 5 - 9.00am - 10.15am

Session 511: First-Year Advising - Cultivating First-Year Diamonds in the Rough (1Y, UN)
Presenters: Marcia Bouyea-Hamlet; Erica Jackson; Jerryal Pettigrew; DeLandra Hunter, Clayton State University
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Azalea C
Put on your shades as Clayton State University shines its way through first-year student success by integrating advising into first-year programs to increase student retention and progression. The university's First-Year Advising and Retention Center makes holistic advising the heart of the first-year experience to help students meet the demands of college life while guiding and supporting their development. This session will focus on how advisors help students discover themselves through a common reading program and service learning projects and introduce a major and career exploration program linked to first-year seminar courses. Presenters will also offer key essential strategies for advisors to cultivate all first-year diamonds in the rough.

Session 512: Students in the Creative Arts: Merging Scholarship, Talent, and Practical Issues (FS, LA)
Presenter: Anthonia Adadevoh, Miles College
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Azalea D
Advising often helps students realize the importance of their major. In the creative arts where students sometimes think their innate talent alone is enough to take them through the academic experience, the first charge to advisors is to make sure the students understand they are in the academic creative/fine arts, where educational training and existing talent must be successfully combined. Secondly, Students must work closely with faculty who will share their knowledge and experience to assist and advise the students in discovering their own creative path and artistic potential. Thirdly, students must be educated on career options and realistic assessment of practical life skills such as money management.

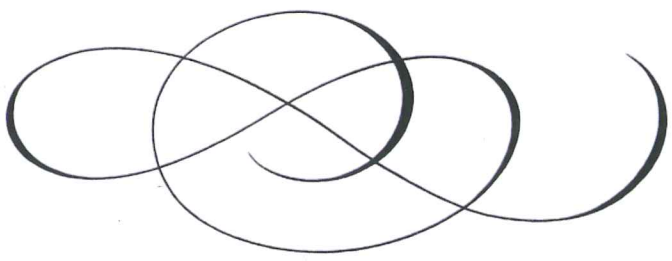
Session 513: I Want to Do What You Do: Advising Students on Careers in Higher Education (UN, TP)
Presenters: Peggy Delmas; Josh Wooden, University of South Alabama
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia E
How many times have you heard an advisee say, "I want to do what you do," or "Dean of Students seems like a pretty cool job!"? Students are often unaware of career opportunities in student affairs and higher education administration. The objective of this presentation is to give advisors resources to assist students interested in higher education careers and to help identify students who might be inclined to consider such careers. The presenters, with backgrounds in career services, academic advising, and higher education graduate programming, have compiled information for attendees about higher education administration/student affairs graduate programs, professional associations, and ways for undergraduates to "test the waters" in university and college work.

Concurrent Sessions: Tuesday, March 5 - 9.00am - 10.15am

Session 514: The Invisible Middle Child: Helping Students Overcome the "Sophomore Slump" and Declare a Major with Confidence (UN)
Presenters: Tanya Perry; Katie Turman; Nikki Raimondi; Melissa Ludlam, Florida State University
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia F
Institutions across the country invest a great deal of resources to provide programs and services aimed at supporting incoming freshmen students. Some arguments suggest that because of the significant amount of attention placed on college transition for first year students, the transition for students to the second year is made more difficult. The Sophomore Slump is a very real phenomenon and is often amplified when sophomore students are still undecided about their major. Join us for this interactive presentation where we will discuss issues surrounding the Sophomore Slump and major selection, review and practice strategies for working with this population and offer real solutions that you can take back to your institutional settings.

Session 515: Navigating to Success - Peer Mentors and Student Success (PA, 2Y)
Presenters: Leslie Butler; Aaryn Purvis; Amy Townsend, Pearl River Community College
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia G
Peer Mentors have touched over 300 students in the course of 2 academic years at Pearl River Community College. This presentation will provide attendees with advice on starting a peer mentoring program, samples of class activities, and data (both quantitative and qualitative) to support the academic achievement of students who have participated in PRCC's peer mentoring program.

Session 516: The Right Tools for the Right Success (TA, AC)
Presenters: John Brittian; Lindsey Fifield; Wes Kirkbride Georgia State University
March 5, 2013, 9.00a - 10.15a (Concurrent)
Room: Magnolia H
In the past year GSU has partnered with the Student Success Collaborative from the Education Advisory Board. This system (branded as GPS by GSU) allows advisors to help positively influence outcomes with at-risk and off-path students. This is achieved through early monitoring and contacting of students predicted to be at-risk due to missing certain predetermined markers that have been flagged as successful degree completion indicators. The system can quickly show advisors what areas the student is struggling, alternative majors, and overall academic progress with the student's current major. Utilizing this system helps place the advisor in a proactive position to not only address the student's progress through their major but identify and potentially remove hurdles in the student's degree completion. This presentation is an advisor's perspective on the GPS system.



Concurrent Sessions: Tuesday, March 5 - 10.30am - 11.45am

Session 521: Help Me Help You! Deconstructing the Help-Seeking Behavior of First-Generation Minority College Students (FG, MC)
Presenter: Louis Macias, Florida State University
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Azalea C
Research has shown that quality academic advising positively impacts the experiences and perceptions of college students. First-generation minority students experience unique challenges in successfully navigating the college environment and thus, from a logical standpoint, stand to benefit the most from quality academic advising. However not only are these students less likely to seek help overall, but they are also less likely to seek help when they need it most. This session will explore this paradox. Participants will learn more about the unique challenges that first-generation and minority college students face, develop a greater understanding of why first-generation minority college students choose not to seek help, and engage in a focused group discussion.

Session 522: Building and Sustaining a Partnership between a Two-Year College and a Historically Black University (TS, TD)
Presenter: Fran Scott, Florida A&M University
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Azalea D
More four-year colleges and universities are undertaking long-term partnerships with community colleges. Come learn how one advisor from a four-year institution collaborated and developed a partnership with a local community college. Second, the advisor draws lessons from the experience about building strong partnerships and collaborating on specific initiatives. Third, the presenter discusses how the partnership may serve as a guide for higher education institutions considering entering or expanding collaborative relations with community colleges. In an effort to share the lessons learned from the university-community college experiences, participants will learn some 'best practices' that have proven to be effective and served both partnerships well.

Session 523: "Advising 2.0": Incorporating Online with Face-to-Face Advising (TP, AP)
Presenters: Tony Ammeter; Rebecca Baker; Melanie Hall; Stephanie Crosbie, University of Mississippi
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia E
Have our students' expectations about face-to-face advising changed? We introduce what we call 'Advising 2.0,' that is, customer service that meets expectations of instantaneous, 24/7, and geographically unlimited advising services. In our session we discuss development and give a demonstration of our Online Advising System. Also, we share how we have changed our philosophy towards advising, for example, we discuss the positive and negative short-term and long-term consequences of students not always coming in for a face-to-face advising session. When you leave this session, you will understand how incorporating an online component into your advising process can increase advising customer service, advise more students with the same advisor headcount, and improve student ownership and understanding of their chosen program of study.

Concurrent Sessions: Tuesday, March 5 - 10.30am - 11.45am

Session 524: Uniting Your Campus in "Major" Ways for Your Students (UN, 1Y)
Presenter: Adam Musolino, Florida Gulf Coast University
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia F
As higher education professionals help students persist toward their degrees it is important to extend resources in intentional and outcome centered ways to increase high touch connectivity. Attendees will gain exposure to a model deployed at Florida Gulf Coast University that provides students with major and career exploration tools through our freshman curricular infusion: Eagle Flight Plan (EFP). Through our EFP program students are resourced to make more informed decisions regarding their major selection and curricular planning. Students become the beneficiaries of "matterness" as professionals throughout our institution embrace them in a culture of care. Attend this presentation and infuse this model into your campus culture and reap the retention dividends resulting from the interconnectivity and student-centeredness this program facilitates!

Session 525: (Seeking) Best Practices in Academic Advising of Developmental Students (TD, AC)
Presenter: Madison Humann, Shelton State Community College
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia G
Utilizing the SOAR Institute's advising model, and Dr. Hunter Boylan's best practices in Developmental Education as a guide, this presentation hopes to demonstrate how what many educators would refer to as an intrusive advising philosophy can positively impact developmental students' success, as well as course completion, and student retention in post-secondary institutions. It will discuss the unique needs of developmental students; the preferable attributes of the advisors who serve these students; and the methods that best promote developmental students' overall success. Important issues include: removing the negative stigma from developmental studies, stressing a non-remedial approach to their curriculum, and providing these students with the encouragement, support, and structure that best promotes their success.

Session 526: Tweet This (TA, AC)
Presenters: Ryan Harrison; Selena Haggins; Marsha Semelfort University of South Florida
March 5, 2013, 10.30a - 11.45a (Concurrent)
Room: Magnolia H
Looking back 10 years ago the thought of online social networking sites didn't exist. People communicated the traditional way with phone calls, emails, and hand written letters. Now, fast forward 5 years later and online social sites are viral and contagious. This is especially true for the modern day ever evolving college student. As the sites expand, and integrate in a variety of ways, our students are engaging in longer lengths. Such sites such as Facebook, Twitter, and YouTube are making connections and target audiences easier to obtain. The sites are offering great opportunities to present and promote to just abut everyone at a very low cost. How can we make this work in Higher Education? In Academic Advising? Career Counseling? Student Services? Have you signed in yet?

Poster Sessions

Poster Sessions should be available during the afternoon of March 3; all day March 4; and the morning of March 5. Presenters should be available for questions and/or discussion from 11.45am - 12.15pm on Monday, March 4.

Session PO1: Retaining Online Students (DE)
Presenters: Ashley Cancienne; David Emond; Michelle Conway, Columbia Southern University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
The purpose of our research is to identify ways to improve retention and advising services at online institutions. The academic advisors at Columbia Southern University have conducted our own research and offered insights on student retention. We gathered information from students regarding their expectations and what they like/dislike about our current processes. Based on our findings, we made recommendations to improve CSU's retention and graduation rates. While some of the recommendations are still a work in progress, others have been implemented with positive results. The session will cover the steps CSU has taken to improve retention rates. Attendees will gain ideas on ways to improve retention rates at their own institutions. While our ideas focus on online students, they can also be applied to traditional institutions.

Session PO2: Igniting the Fuse of Learning for Non-Traditional Students: Advising Online (AL, DE)
Presenters: Kate DeMellier; Marcie Westover; Amy Goodrich, Columbia Southern University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
The academic advisor needs to be fluent in the language of the obstacles often placed on the student by their military, occupational, and familial obligations. Academic advisors work with the student toward successful degree completion. Building a partnership with the student is necessary to ensure full student commitment to studies, dedication to learning, and tools to overcome academic adversity (such as probation, course load, degree requirements). CSU has a history of delivering quality distance education opportunities to this student group through a connection with an academic advisor. This presentation will show how a group of 24 academic advisors builds partnerships with non-traditional students. Each of our advisors is assigned to a college and it is with students in that college that they interact on a daily basis. This allows each advisor to gain an increased understanding of the industries in which our students work.

Session PO3: "I need help, but I don't know how to ask." - Providing Resources for Second Language Learners (ES, MC)
Presenters: Melanie Stanis; Lucero Carvajal, Florida Gulf Coast University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
Second language learners face additional challenges when navigating institutional policies in their non-native language. This presentation will generate awareness about the multifaceted issues that arise when assisting multilingual learners. Participants will gain a basic understanding about second language acquisition and the geographical distribution of the world's languages. From that foundation, participants will be invited to generate small-group discussions with a focus on problem solving with real-life scenarios. The presentation will conclude with recommendations for resources both on campus and in the community for a more dedicated approach to meeting the unique needs of multilingual students.

Poster Sessions

Session PO4: Success = More Scholarships for More Students (TD, AC)
Presenters: Jocelyn Vickers; Charria Campbell, Auburn University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
Parents expect institutions to give their child a scholarship just because of their ethnicity, race, or high school GPA, well with the rise of SAT scores, ACT scores, and GPA's, it is harder for underrepresented students to get scholarships. Auburn University and The Office of Diversity and Multicultural Affairs (ODMA) implemented a scholarship program that does not care about your ACT or SAT scores. Through this scholarship program, we have figured out a way to retain and graduate students through mentoring, counseling, tutoring, and success strategies. Auburn University has embraced diversity by implementing this program through the ODMA. This presentation will explain what the PLUS program is and how this program was implemented.

Session PO5: Am I In The Right Place? The Career Portfolio Assignment and Aligning Student Interest for Academic Success (UN, FA)
Presenter: LaTanya White, Florida A&M University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
Administered as a semester-long project for students enrolled in one section of the First Year Experience course at Florida A&M University, the Career Portfolio Assignment demonstrated that even students that have decided majors could still be categorized as 'exploratory'. Sharing best practices, assignment structure and student feedback along with managing student interest outside of the classroom to ensure academic engagement and success are the anticipated outcomes of this proposed session.

Session PO6: Peer Advisor Program: Building a Bridge to Student Success (PA, LU)
Presenter: Kim Parker, Auburn University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
Creating a peer advisor program can serve as an excellent low cost resource to academic affairs offices which is necessary in an era with growing advising workload and limited resources. Allowing peer advisors to handle basic advising questions prior to an advising appointment enhances advising and counseling time by focusing the meeting with professional advisors to individual student needs. Peer advisors do not replace professional advisors. Instead, peer advisors are available to facilitate and aid the advisors. Participants will be able to gather information to create, build, evaluate and maintain a peer-advising program. The Auburn University College of Human Sciences Peer Advising Program will be shared as a model.

Session PO7: Advising Developmental Students: Changing University Advising One Student at a Time (FA, 1Y)
Presenter: Gina Claywell, Murray State University
March 3, 2013; March 4, 2013; March 5, 2013, All Day (Poster)
Room: Promenade
This presentation will reveal the results of a three-year qualitative research project designed to improve academic advising among first-year developmental writers on a regional university campus. This presentation will discuss how and why the project was designed, its results, and simultaneous changes occurring on campus that positively impacted the project. Session attendees will be encouraged to ask questions and to offer insight into other possible solutions for 1) reaching developmental students who already feel disenfranchised by the academic system, and 2) encouraging students and faculty to participate more actively in academic advising.

Sessions by Commission (C) or Interest Group (IG)

Administration of Advising
* Advising Administration (AA) (C): 422, 425
* Advisor Training & Development (TD) (C): 415, 421, 430, 434, 435, 444, 445, 522, 525, PO4
* Assessment of Advising (AS) (C): 430
* Ethics & Legal Issues in Advising (EL) (IG): 432, 440

Advising in Academic Programs I
* Advising Fine Arts Students (FS) (IG): 442, 512

Advising in Academic Programs II
* Health Professions Advising (HP) (IG): 426
* Liberal Arts Advisors (LA) (C): 442, 512

Institutional Type
* Large Universities (LU) (IG): 412, PO6
* Small Colleges and Universities (SC) (C): 415
* Two-Year Colleges (2Y) (C): 414, 420, 423, 515

Advising Specific Populations I
* Advising Adult Learners (AL) (C): PO2
* Advising First-Year Students (1Y) (IG): P7, 411, 424, 431, 441, 511, 524, PO7

Advising Specific Populations II
* Advising Transfer Students (TS) (C): 412, 522
* ESL/International Student Advising (ES) (C): PO3
* First-Generation College Student Advising (FG) (IG): 420, 431, 521

Advising Specific Populations III
* High School to College Advising (HS) (IG): 411, 441
* Multicultural Concerns (MC) (C): 521, PO3
* Undecided/Exploratory Students (UN) (C): P7, 511, 513, 514, 524, PO5

Theory, Practice and Delivery of Advising
* Advising & Academic Coaching (AC) (IG): P5, 414, 424, 433, 434, 440, 444, 516, 525, 526, PO4
* Appreciative Advising (AP) (IG): 523
* Distance Education Advising (DE) (C): 413, PO1, PO2
* Faculty Advising (FA) (C): 425, 433, 445, PO5, PO7
* New Advising Professionals (NP) (IG): P8, 421, 436, 443
* Peer Advising & Mentoring (PA) (C): P5, 515, PO6
* Technology in Advising (TA) (C): 416, 422, 426, 436, 516, 526
* Theory & Philosophy of Advising (TP) (C): P3, 413, 432, 443, 446, 513, 523

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