CS – 1	**Advising Hispanic Pre-Law Students in a World Where Minority Students are the Majority** **Marcia Valenzuela, Craig McGill, Rosa Ore - Florida International University** <u>**Room: Johnson**</u> The number of law school applicants is at a national thirty-year low, due to "soaring tuition, crushing student debt and diminishing prospects of lucrative employment…" (Bronner, 2013). However, although the number of Caucasian law school applicants has dropped significantly in from 2010 to 2012, the number of Hispanic applicants has remained stable (LSAC, 2013). As advisors working in popular pre-law majors at the largest Hispanic-Serving institution in the nation, we considered the reasons for large numbers of Hispanic pre-law students. We will use the Social Ecological Model (U.S. Department of Health & Human Services, NIH, 2005) as a framework, which affords an understanding of the multiple levels of influence on student behavior that leads to "foreclosure" and discuss how advising models can teach students to make competent career choices. **Track(s): Multicultural Concerns, First-Generation College Students Advising**
CS – 2	**Military to Academia: Resources for a successful transition.** **Andrea Young - Auburn University** <u>**Room: Pulaski**</u> The student veteran population continues to increase each year. This unique student population poses distinct challenges. This interactive presentation will include information relevant to advising student veterans. Through this presentation, advisors will be able to better serve this population by increasing transition services and resources. Advisors will be provided with a copy of a thorough advising guide, ideas for transitional services, contact information for off-campus support and the opportunity to collaborate with colleagues. This will allow institution to better serve this population and thus, creating the environment for student veterans to seamlessly transition and integrate into college life, pursue academic success and graduate in a timely matter. **Track(s): Advising Military Students & Dependents**
CS – 3	**Bringing It Home: Academic Advising in Residential Settings** **Jennifer Macias - University of Miami** <u>**Room: Forsyth**</u> Two initiatives at UM bring academic advising to students' front doors, literally. Academic and Career Advisors in Residence and Academic Fellows offer proactive and accessible academic advising to first year students living on campus. A team of professional advisors and student staff members provide academic support and programming in residence to promote success and enhance the first year experience. This session will provide an explanation of these initiatives, address challenges and opportunities, and offer suggestions for adaptation at diverse institutions. Learn about our system of advising in residence and discuss ideas to improve, expand, and adapt this model to meet the needs of students. **Track(s): Advising First-Year Students, Advising High Achieving Students**
CS – 4	**Calling all Academic Advisers….. IMPROVe Your Skills!** **Oscar Diaz, Elaine Hodge - Florida International University** <u>**Room: Franklin**</u> Have you ever been asked to create something using only what was readily available? As academic advisors, we constantly find ourselves in situations that require us to think on our feet; finding the need to become creative quickly and make something out of nothing. That's what we call IMPROV! According to Wrench and Punyanunt-Carter, humor has been linked to effective interpersonal communication. In addition, learners who regarded their advisors positively tended to progress more rapidly than those who did not (Wrench & Punyanunt-Carter, 2008). This interactive presentation will include humorous improvisational tips that will help you in your daily advising activities and interactions. These techniques have been associated with increases in confidence, presentation skills, audience participation, listening skills, and critical thinking. **Track(s): Advising and Academic Coaching, New Advising Professionals**

CS - 5	**25 Minutes to a Major: Promoting Autonomy With Students Facing a Major-Change Situation** **Megan Schwab, Samuel Lloyd - Florida State University** <u>Room: Savannah D</u> Ideally we could spend a series of meetings with our students, helping them to explore and decide on a major. Realistically, once they leave our office we may never see them again. So how do we make the most of these 25 minutes? In this session we'll introduce techniques and open-ended questions that help students take ownership in their major exploration, and start building a realistic timeline to decide their path. **Track(s): Undecided & Exploratory**
CS – 6	**Academic Advising Professional Development: A Case Study and Assessment** **Trudi Gaines - University of West Florida** <u>Room: Savannah E</u> Over the course of the last four years, efforts were undertaken to implement professional development of an academic advising staff for education majors at a medium-sized, regional, public university. Using the many NACADA membership opportunities available, a regular program of professional development is now ongoing. Concurrently, students served by the staff have been asked to complete an online questionnaire about their advising experiences. This questionnaire is made available 2-3 times during the course of an academic year. Results over the course of the four year period show improvement in questionnaire items that address professionalism and other aspects of the academic advising experience that would contribute to a positive student experience. **Track(s): Advisor Training & Development, Assessment of Advising**
CS – 7	**Liking, Tweeting, and Advising: "And that's all we've got to say about that"** **Ryan Soule, Brian Foster - Florida State University** <u>Room: Oglethorpe A/B</u> In today's technology age, students have access to immediate information at their fingertips. This is most evident through social media platforms and online content. Students personalize their online experience in order to obtain the information that matters to them in a concise manner. This presents an opportunity for university academic advising departments to use these mediums to promote their brand. Advising First, Florida State University's professional advising team, is promoting its brand through Facebook, Twitter, and an online blog, as well as effective use of its website. This interactive presentation will address Advising First's social media and online strategies and their implementation, with an emphasis on best practices for presenting content. **Track(s): Technology in Advising, Advising Administration**
CS – 8	**FIU Fostering Panther Pride: How Universities can Provide a Support Network to Foster and Homeless Students** **Brittany Janes, Janie Valdez - Florida International University** <u>Room: Savannah D</u> The Fostering Panther Pride program at Florida International University (FIU) was launched to provide comprehensive support services to foster and homeless students on campus. The initiative includes a foster care advisory board, developing a mentor program, providing resources and support to at-risk students, and hiring a success coach to manage the program. Presenter will offer insights into proactively advising foster students, including building campus-wide and community based support networks. **Track(s): Advising and Academic Coaching, Multicultural Concerns**
CS – 9	**To Include or Not to Include: How to Effectively Work with Parents as an Advisor** **Rebecca Cofer, Vanessa Harris - Abraham Baldwin Agricultural College, University of New Mexico** <u>Room: Oglethorpe A/B</u> The parents and families of advisees are becoming increasingly active in all aspects of the student's college career. This session will not only investigate the reasons why this change is occurring, but will also offer clear, concrete tips for attendees when interacting with families. The session's presenters come from two very different institutions, which take different approaches to working with parents. Through research and their own institutions' practices, the presenters will offer attendees real tips to use parents

as a resource for student success. The session will begin with a quick activity and then proceed to a historical discussion of the changing role of families in higher education. Come learn how to work with, not against, parents for student success!
Track(s): High School to College Advising, Advising Administration

CS – 10	**From Academic Crisis to Success: Resilience in the Face of Failure.** **Danyele Martin, Kristen Karpinski, Anne Elsea, Mycla Baker - Florida State University** <u>Room: Savannah E</u> Advising professionals meet with students who have come to an academic crossroad. Students may encounter issues of identity regarding longstanding dreams and aspirations. What happens when goals are diverted due to lack of ability, aptitude, or competition? An advisor's ability to feel compassion toward students may help redirect students from experiences of failure to healing. Self-compassion may be facilitated by effective questioning, moving students from feelings of "I am a failure" to "I have failed" (Park et al, 2007). We will explore the concept of how self-compassion leads to objective self-perception of ability and openness to new possibilities. Our goal is to provide advisors and coaches with the knowledge and tools necessary to guide students through academic crisis. **Track(s): Advising and Academic Coaching**
CS – 11	**Developing Your Personal Advising Philosophy.** **Heather Ammons, Tiffany Labon - University of Alabama** <u>Room: Forsyth</u> What guides how you advise students? Why are you in this profession and what value do you attribute to your students paths to higher education? This session will focus on the development of a personal advising philosophy – what establishes your core beliefs as an advisor and guides how you interact with your students and colleagues. Whether you are a new advisor in this profession or you are several years in, this session can renew your focus. The presentation will begin as lecture in format to illuminate what an advising philosophy is, what it may consist of, and why it is important to develop. Once the basic principles are discussed the facilitators will guide participants through stages to begin uncovering and compiling their own advising philosophy. **Track(s): Theory & Philosophy of Advising, Advisor Training & Development**
CS – 12	**Creating a "sweet" experience: Strategies, case studies, and best practices for new advisor training and development.** **Mark Duslak, Andrew Smith - University of South Florida** <u>Room: Pulaski</u> Many can recall the impact of one's own training and development program (or lack thereof) during his/her nascent years as an academic advisor. This presentation will share current scholarly research alongside the presenters' own experiences relevant to training and developing new academic advisors. Participants will understand the components of effective new advisor training and development programs and will be invited to share their experiences. The presentation will conclude with participants collaboratively creating a framework for new advisor training and development tapered to the needs of their own sites. This presentation is appropriate for advisors and directors, both seasoned and new, across a spectrum of advising programs. **Track(s): New Advising Professionals, Advisor Training & Development**
CS – 13	**"Choosing a Major is Like a Box of Whitman's Chocolates!"** **Tracey Foster, Stacey Sandeford-Lyons, Dymilah Hewitt - Johnson C. Smith University** <u>Room: Franklin</u> Like the traditional Whitman's Sampler, Advisors have a "map" that can guide students to choose their majors. Advisors should provide a "map" to Undecided students that includes interactive programs, creates opportunities for assessments, and builds relationships with departments so students will have opportunities to participate in meaningful activities that will allow them to explore majors. Offering Major Exploration Orientation courses, Major Speed Dating activities with upperclassmen students, a Majors Fair, and a variety of skills, interest, and preference assessments will give students opportunities to discover the majors in which they will be successful and happy. Presenters will discuss how to

	incorporate activities into the campus calendar and brainstorm ways to adapt events for a variety of uses. **Track(s): Undecided & Exploratory, Advising First-Year Students**
CS – 14	**Do You Understand the Words that are Coming Out of My Mouth?!** **Paul-Arthur Pierre-Louis - Florida Atlantic University** <u>**Room: Johnson**</u> The demographics of a college student are constantly changing, especially in the southern region of the United States. The rise in the number of immigrants to the US, international students, and students with disabilities entering college is leading to more advisors being unprepared to advise students for whom English is a 2nd language, and/or students who have communication barriers. This presentation will provide strategies to advising students when language or speech hinders the communication between advisors and their advisees. This presentation will present the P.R.I.N.T. (Patience, Repeat, Investigate, Notate, Track) approach to advising this specific demographic of students. **Track(s): ESL & International Student Advising, Multicultural Concerns**
CS – 15	**Strategies for Success: Effectiveness of an Early Alert System as an Indicator for Placement into a College Survival Skills Course as an Effort to Increase Retention.** **Kiersten Jarvis, Timothy Moore – University of West Florida** <u>**Room: Savannah D**</u> The University of West Florida's Advising Center addressed the State of Florida's refocus on retention efforts through the use of an early alert system. A new retention effort was developed whereby all freshman who were placed on academic probation were required to meet with their advisor prior to the following semester. In addition, a new course was developed to educate students on probation and the necessary academic skills to succeed in a university environment. We aim to discuss the history and data of the early alert system at UWF as well as its anticipated effect on student persistence when enrolled in the College Survival Skills course. **Track(s): Best of State Award Recipient - Florida**
CS – 16	**Breaking Bad News: A step-by-step method for breaking bad news to student advisees.** **Whitney Webb, Donna Patterson, Kelvin Willingham - University of Mississippi** <u>**Room: Savannah E**</u> Often academic advisors are left with the task of delivering information to students and/or parents that is considered to be "bad news". This scenario may create stress for the advisor who is not trained accordingly; additionally, the recipient of the news may have an adversely negative reaction. Poorly communicated bad news can have a plethora of side effects including feelings of anger, blame, fear, and mistrust. Utilizing an adaptation of the SPIKES method,derived from the medical profession, and appropriate nonverbal communication skills, session attendees will receive hands-on instruction in BBN. Through the use of real-life advising scenarios, participants will study the steps for BBN within the context of reducing stress and having the most positive impact on the advisee. **Track(s): Advisor Training & Development, Advising Education Majors**
CS – 17	**We have SWIRLERs…Do You?** **Kohle Paul, Belinda Mack, Annie Turman, Dominique Waller - Georgia State University** <u>**Room: Pulaski**</u> Does your institution have a large number of students in selective majors like nursing, education and business? Do those same students…withdraw consistently from courses? Exhibit inconsistent academic performance? Repeat courses regularly? Have low GPAs? Have excessive credit hours? Rarely graduate? If you answered yes to these questions then you have SWIRLERs on your campus. Georgia State University (GSU) created the Transition Advisement Office, which includes six Transition Advisors, to help SWIRLERs find their niche at GSU and progress to graduation. This presentation will demonstrate best practices in identifying and advising SWIRLERs, provide preliminary data on SWIRLERs academic progress after meeting with a Transition Advisor, and offer participants the opportunity to discuss the transition advisement process and how it could be used at other institutions.

	Track(s): Advising and Academic Coaching, Advising Business Majors
CS – 18	**"Sometimes There Just Aren't Enough Rocks": How Academic Advisors Can Assist Students with Disabilities in Higher Education** **Shirley Caballero - Florida International University** <u>**Room: Franklin**</u> Much like Forrest Gump, today's college student will experience unique challenges. Academic Advisors are in ideal positions to assist and refer students who encounter academic or personal "rocks" due to a disability. Participants will have the opportunity to learn about some of the hurdles students with disabilities encounter through an interactive activity and thought-provoking discussion. Participants will also learn about federal laws, academic accommodations, disability etiquette, strategies for discussing disability with a student, and how to empower their students to have a successful college career. **Track(s): Advising Students with Disabilities**
CS – 19	**How Do I Dial 9 For An Outside Line?** **Ian Schonberg, Jamie Mcmillan, Tobi Lovelace - Georgia State University** <u>**Room: Johnson**</u> Discover the similarities and differences of both new and experienced academic advisors through open discussion. Explore the expectations that are brought upon the new advisor and the impact the experienced advisor has on the new advisor. Learn what advice may or may not be necessary that new academic advisors should adhere to become a successful, experienced academic advisor. **Track(s): New Advising Professionals, Advisor Training & Development**
CS – 20	**Do you know where your students are? Best Practices, Tips and Tools to Tracking Student Engagement Conversations** **Tina Santoro, Sarah Vielot-Pierre - Nova Southeastern University** <u>**Room: Forsyth**</u> Building a relationship with each student is one of the most important retention tools available to academic advisors. When working with a large student population identifying where your students are can be a challenge. In a day an age where knowing what your student's intentions are, information is vital to the advisor student relationship. Through implementing a system to track student engagement conversations the Office of Academic Advising can increase the number significant student/advisor relationships, assist in identifying unmet student expectations, collect enrollment data, improve retention rates, and positively affect institutional sustainability. **Track(s): Advising Administration, Technology in Advising**
CS – 21	**Advising Greatly: Exploring Vulnerability and Shame Within Academia** **Kathleen Smith, Jenna Howard, Allison Torma, Rolando Torres - Florida State University** <u>**Room: Oglethorpe A/B**</u> Brené Brown took the world by storm with her TEDxHouston talk where she revealed ground-breaking research on the topics of vulnerability and shame. In her book Daring Greatly, Brown further explores these themes stating that when shielded from vulnerability, we become disconnected. She expands this body of thought by discussing disengaged social systems including our own educational environments. Other researchers have demonstrated shame's impact on students linking it to isolation, withdrawal and the inability to adjust to the college environment. In this session we will explore these themes through the lens of whole-hearted living, Brown's antidote for shame. Together we will heed Brown's call to rehumanize higher education by developing advising strategies for authentic engagement where vulnerability thrives and shame is eliminated. **Track(s): Advisor Training & Development, Advising and Academic Coaching**
CS – 22	**The iTeam: "Advisement, Assessment, Transition, and Retention".** **Floressa Jefferson – Jackson State University** <u>**Room: Savannah D**</u> **Track(s): Best of State Award Recipient - Mississippi**
CS – 23	**How Peer Advising Sweetens Up the Freshmen Experience.**

	Karen Donno, Laura Brill - University of Miami Room: Franklin It can be extremely difficult for freshmen to transition from high school to college. Feelings of home sickness, insecurity, and confusion can consume the first few weeks. This is where the Peer Advising Program plays an integral part in the freshmen experience. The mission of the UM School of Business Peer Advising Program is to instill a sense of belonging among freshmen even before they set foot onto campus. This program not only benefits freshmen students, it also increases retention rates, provides upperclassmen with leadership opportunities, and supports the Academic Advisors with comprehensive pre-advising. In this session, we will present our Peer Advising Program model which can be adapted to your institution. **Track(s): Peer Advising & Mentoring, Advising Business Majors**
CS – 24	**Academic Advisors' Roles in Helping Bullied Students** **Erin Neal, Joseph Jones – Florida State University, Mercer University** Room: Pulaski The bullying epidemic in schools has reached staggering new heights, and colleges and universities are not immune to the effects. Students often find, or hope to find, institutions of higher education to be more open-minded and accepting of different backgrounds, cultures, ideals, and lifestyles. Unfortunately this is not always the case, and students find themselves struggling personally and, as a consequence, academically. Academic advisors can help identify at-risk students and provide a safe place for students to turn to throughout their college careers. Effects of bulling, warning signs, and strategies for helping students overcome aggressors will be discussed. **Track(s): Lesbian, Gay, Bisexual, Transgendered & Allies, Advisor Training & Development**
CS – 25	**The Academic Advisor's Role in Career Readiness: Not just another handout** **Katie Turman, Erin Straszewski - Florida State University** Room: Savannah E With questions about the worth of a college education and the disappointing employment (and under-employment) of recent college graduates, institutions across the country are feeling the pressure to prepare their students to become "career ready." Academic advisors are also feeling this pressure, but often report feeling unsure or inadequate about advising students on careers. Why are we feeling this way, and what is the academic advisor's role in career readiness? How do we work confidently preparing students without giving them just another boring handout? Join us for this interactive presentation where we will discuss issues surrounding the academic advisor's role in career readiness and share strategies for helping students develop a career plan, starting with freshmen and sophomore populations. **Track(s): Advisor Training & Development,**
CS – 26	**Encouraging Self-Determination by Asking Curious Questions—A Coaching Perspective** **Lyn Sperry, Debra Berigow, Ruth Wilmot - Landmark College** Room: Oglethorpe A/B The focus of this interactive presentation is to introduce the coaching skill of asking curious questions and to invite participants to practice this skill as a way to enhance their advising work with students and to encourage student success. Advisors can be powerful collaborators with students, supporting them to improve their self-determination and self-management skills. To that end, this presentation will offer theory on self-determination and instruction and practice in the technique of asking powerful questions and eliciting goals with intention. The three presenters are Professional Certified Coaches at Landmark College and have recently begun part-time advising. They would like to share some of what they find useful from their coaching experience in their advising work. **Track(s): Advisor Training & Development, Advising and Academic Coaching**
CS – 27	**The ELP Program: Here's What You're Gonna Get.** **Laura Mooney, Craig McGill – Florida Atlantic University, Florida International University** Room: Johnson

	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! **Track(s): Advisor Training & Development, New Advising Professionals**
CS – 28	**An Exploration of Potential Factors Affecting Student Withdrawal of Freshmen Studies and Undecided/Exploratory Students at a Historically Black College and University.** **Charlene Howard, Demetriss Locke - Florida A&M University** <u>Room: Forsyth</u> The purpose of this study was to examine the factors that affect undergraduate students withdrawing from courses and identifying the reasons students for the withdrawal. Data from students who recently withdrew from individual courses were collected using qualitative and quantitative methods which included individual interviews, questionnaire and focus groups. The findings and the results of the analysis should aid in gaining a better understanding to the reasons students withdraw and the classes associated with the withdrawal. The results should also be used to foster institutional action by creating special initiatives to encourage students aimed at keeping students enrolled and engaged in courses. **Track(s): Undecided & Exploratory, Advising First-Year Students**
CS – 29	**Best of Alabama** **Billy Howard – University of Alabama** **SESSION CANCELLED!**
CS – 30	**Create an Illuminating Webinar for Students in your Discipline** **Nicole Lynch, Elaine Bryan - Georgia Perimeter College** <u>Room: Pulaski</u> Faculty advising is like a box of chocolates. You never know the exact tools each student will need to make successful academic choices. The purpose of this presentation is to demonstrate how to advise students using a faculty led webinar. This creative model is appealing to students and may be adapted to a variety of institutions and disciplines. Participants will learn how to conduct a discipline webinar for advising students. Examples of presentation content include: engagement strategies; guiding students toward identifying academic/career goals; and student feedback. Attendees will leave the session with take home tools and a webinar template to be adapted for use at their institutions. Faculty advisors from both two and four year colleges will benefit from this presentation. **Track(s): Faculty Advising**
CS – 31	**Instinctive Advising: A Fluid, Simplistic, and High Impact Approach to Everyday Meetings.** **Genna Boyd, Eric Crosier - Florida State University** <u>Room: Savannah D</u> The range of topics discussed with students has the potential to be vast. Instinctive advising allows advisors to pull from years of life experiences; everything one has ever known, experienced, and/or learned to seemingly engage with students on the most natural, apparently unconscious or automatic level. This session will provide attendees with an easy to use, workable framework for application during everyday meetings. Following the framework and applying very simple success coaching techniques can achieve maximum impact in assessing where a student is and what steps need to be taken in specified areas to ensure continued academic persistence and success. Attendees will leave

	with a natural, holistic approach ready for implementation when they return to their respective campuses. **Track(s): First-Generation College Students, Multicultural Concerns**
CS - 32	**Transformative Advising: Utilizing Academic Obstacles as Opportunities for Student Empowerment and Scholarly Success.** **John Long, Luis Bohorquez - Florida International University** <u>**Room: Savannah E**</u> When high GPA requirements or limited access to undergraduate majors make it challenging or impossible for a student to pursue a certain path, a difficult conversation with an academic advisor usually occurs. Transformative Advising, adopting core components from Transformative Mediation used in conflict resolution, is both a theoretical model as well as a set of learnable skills and strategies that can not only make such conversations easier, but can also produce positive short and long-term outcomes for both student and advisor. Core values identification, skillset recognition, and personal empowerment strategies are Transformative Advising tools employed to get students into the major in which they have the highest likelihood of success—improving institutional retention and graduation rates, in turn. **Track(s): Appreciative Advising, Health Professions Advising**
CS – 33	**Exploring the Mental Health Obstacle Course: Solutions for Advising Students with Mental Health Disorders.** **Gabrielle Johnson, Fran Scott - Florida A&M University** <u>**Room: Oglethorpe A/B**</u> Mental disorders are prevalent among college students and appear to be increasing in number. Is there a direct correlation between the mental health and academic performance? Academic advisors find that mental health challenges impede student progression and matriculation. Advisors collaborate with the university counseling center to identify early warning signs of distress, offer guidance to students with academic issues and use effective communication techniques to refer students to the appropriate campus resources. Finally, advisors discuss ways for helping students overcome these barriers, make progress, and achieve their educational goals. **Track(s): Advising Students with Disabilities, Appreciative Advising**
CS – 34	**The Last Seat at the Table Regarding Student Success Should not Be Academic Advisors!** **Allison Scott, McKenzie Cary - Armstrong Atlantic State University** <u>**Room: Forsyth**</u> As Pascarella and Terenzini pointed out in their book, How College Affects Students, students who are the happiest and the most successful academically have developed a solid relationship with an academic advisor, a faculty member or an administrator. Academic advisors are at the forefront of student issues and concerns within the university. Yet, too often, we are left out of the conversation on student success. To that end, this presentation will explore some examples from our own institution and how our Professional Academic Advisors have reached out to members of our campus community to get a seat at the table. Participants will leave with practical ways to collaborate and support student success and retention. **Track(s): Advisor Training & Development, Theory & Philosophy of Advising**
CS – 35	**Advisor/Counselor influence assisting the average (or below) student to become a better student in a college or university environment.** **Clifton Brown, PhD - Florida A & M University** <u>**Room: Franklin**</u> This session will discuss the history and perceptions of Black Americans and other minorities in the US education system and subsequent behaviors, attitudes, values, traditions and policies that have created a system of challenges that impedes minority student ability to navigate within the ladders of success in an academic environment. Academic advisors and counselors will engage in the understanding of the history of past cultural changes in human behavior that (include the language, thoughts, communications, actions, customs, beliefs, and the racial, ethnic and religious institutions

	that) affected their participation in society in general and in academe in particular. Consequently, understanding the difficulties of minority as well as other lower income or first time in higher education student necessitates a greater sensitivity to their limited understanding of the behaviors that are required to be successful within academe. Ultimately participants will understand the importance of integrating their understanding of other cultures to identify the gaps minority and lower income or first time in higher education students are having and the impact on their success to create a greater present and future. **Track(s): Advisor Training & Development, Multicultural Concerns**
PO – 1	**Faculty and Student Perceptions of Academic Counseling Services at an Academic Health Science Center.** **Natalie Gaughf, Dara Williams - University of Mississippi Medical Center** Students are presented with a plethora of obstacles having the potential to impact their ability to learn and perform within the confines of an academic setting. The current presentation is based on a preliminary examination of the perceptions of faculty and students related to academic counseling services at an academic health science center. Results of the study suggest that both faculty and students perceived academic counseling services as highly beneficial, however both groups voiced a lack of knowledge regarding access and utilization of these services. Future suggestions for decreasing this discrepancy are highlighted, as well as the implications for these findings when applied to the provision of academic support services within other institutional settings. **Track(s): Health Professions Advising, Advising Graduate & Professional Students**
PO – 2	**What Have I Gotten Myself Into?: Tips for New Advisors** **Tiffany Labon, Heather Ammons - University of Alabama** Have you ever wondered over the course of learning the advising profession, "What have I gotten myself into?" With over five years of experience, we have too and have lived to tell the tale and want to pass on our experiences to new advisors. This presentation will give new professionals the opportunity to gain insights and perspectives on the field of advising. The facilitators will walk the participants through the value of coming to know their institution, the profession of advising, finding a work-life balance, and finding their growth opportunities while working with students and colleagues. Participants will also have the opportunity to share insights that they have gathered over their career. **Track(s): New Advising Professionals, Advisor Training & Development**
PO – 3	**A Successful Student Conference: You never know what you are going to get until you build it!** **Andrea Green, Hayat Hammad-Garcia, Tamara Rousseau, Gali Milbauer –** **Florida International University** A student conference should provide guidance to help students add value to their degree within a popular major. Assessing career options within a student's major or a pre-professional program can become perplexing for students. The focus of the psychology student conference is to provide direction and guidance for psychology majors with regard to research opportunities, employment and post graduate programs. This presentation will feature an approach to organizing a student conference that will accommodate a high number of participants. Strategies to boost and track attendance will be introduced in addition to utilizing campus resources to improve the overall quality of the conference. Moreover, a formal approach to logistical planning will be presented. Participants will have a grasp of how to organize, facilitate and implement a successful student conference. **Track(s): Liberal Arts Advisors, Large Universities**
PO – 4	**Advising Students in Troubled Waters** **Christian Demyan – Auburn University** International students, off-campus transfers, varsity athletes, returning students, and students in

	academic jeopardy all present varying, challenging circumstances. Inherent in an advisor's DNA is the desire to help all students, including the ones who do challenge us. This session will help you create a strategic plan of action for being prepared to work with these students. That plan will help keep their transition on a course designed for smooth sailing when the water gets a little rough. **Track(s): Advising and Academic Coaching, Advising Transfer Students**
PO – 5	**E-Portfolios: Using Technology to Promote Professional Development for Academic Advisors.** **Miguel Sahagun - Florida International University** The purpose of this session is to assist participants in identifying and developing technological tools to support professional development initiatives for academic advisors at their institutions. To that end, participants will learn how to identify professional development opportunities available at their institutions, get ideas on how to create or revamp a website promoting professional development for academic advisors, understand the importance of implementing E-Portfolios and E-Profiles, and finally identify free websites and E-Portfolios platforms to implement at their institutions. This session will be highly interactive with participants engaged in 'hands on' learning, discussion, feedback, and questions and answers. **Track(s): Advisor Training & Development, Technology in Advising**
PO – 6	**Technological "Sweet" Treats** **Christina Henderson, Jennifer Heitman - Columbia Southern** Technology is a critical component in advising online students and developing relationships. As an online institution, Columbia Southern University, seeks diverse methods of infusing technology in the sweet experience of higher learning. The success of any university is largely dependent on satisfying the students' evolving taste. CSU has implemented various forms of technology and social media to enrich the online learning experience, meet students' needs, and increase retention and graduation rates (e.g. Remote Proctor Now, Chat, Adobe Connect, Skype, Adobe Connect, Twitter, Facebook, etc.). The utilization of technology promotes student engagement in a "high tech" world. For learners on the go – we have an app for that! Some of these technological sweets have been implemented, while others are still waiting to be unwrapped. **Track(s): Technology in Advising, Distance Education Advising**
PO – 7	**Distance Advising in the Technological Age** **Lauren Lunk, Kim Crockett, Diana Hair - West Georgia Technical College** The purpose of this session is the share some best practices put in place successfully academically students across 6 campuses and 3 sites in a 7 county service area. We have utlized various forms of technology to reach out to students in a budget friendly and professional manner. This session will share how students are orientated to the college through an online portal, how students are provided a face to face interaction with an advisor without having to travel to another campus, and how to use Microsoft office applications to manage the data flow and increase efficiency and how students in need of additional academic support are identified and provided assistance in conjunction with the Academic Advising Center. **Track(s): Technology in Advising, Two-Year Colleges**
PO – 8	**Operation: Degree Completion** **Deidre Tilley, Sonya Boadu - Columbus State University** The purposes of this study is to identity and assist inactive students that have completed 70 or more hours but have not earned a degree to complete degree requirements. The study is in the beginning phase, as I have received and began to review the students that meet the previously mentioned criteria. The next step will be to contact those students that are within 3o credit hours (2 semesters) within degree completion. Contact will be made via email, physical mail or phone calls to inquiry if the student has completed a degree at another institution. If no degree has been completed, I will offer my assistance with getting readmitted to Columbus State University, advising and getting the student in touch with a financial aid counselor if needed.

	Track(s): Undecided & Exploratory
SM – 1	**State Meeting - Alabama** **Nancy Howell – NACADA State Representative** **Room: Oglethorpe A/B**
SM – 2	**State Meeting - Florida** **Craig McGill – NACADA State Representative** **Room: Savannah D**
SM – 3	**State Meeting - Georgia** **Brad Blitz – NACADA State Representative** **Room: Savannah E**
SM – 4	**State Meeting - Mississippi** **Lanna Miller – NACADA State Representative** **Room: Pulaski**
SM – 5	**State Meeting - Carribean** **Couisse Knight – NACADA Representative** **Room: Forsyth**

CS – 36	**How Do I Get Involved?: The Successes of a First-Generation Student Organization.** **David Oglethorpe - University of Central Florida** **Room: Oglethorpe A/B** As academic advisors, it can be a challenge to engage students at anything but an academic level. As first-generation college students, it can be a challenge to understand the importance of campus engagement. Through the creation of a student organization for first-generation students, academic advisors can work with students outside of the academic realm, while first-generation students can become more involved on campus. Considering the importance of Kuh's involvement theories and engaging pedagogies, first-generation student organizations can help increase retention and reduce the apprehension of the college experience. The First Knights registered student organization at the University of Central Florida was created to offer an unintimidating, non-threatening involvement opportunity for first-generation students. Additionally, the organization helps transition students into UCF while providing insight and support for already enrolled students. **Track(s): First-Generation College Students, Large Universities**
CS – 37	**"Are their needs different?" The struggles and triumphs of a Graduate Advisor.** **Jasmine McMillan, Ian Schonberg, Tobi Lovelace – Georgia State University** **Room: Forsyth** This discussion is designed to identify common obstacles and challenges of advising graduate students. Through discussion of best practices and story- telling of triumphs, we hope to bring awareness to other institutions of best practices for graduate advisement. Through this presentation we hope to offer solutions to obstacles using a community forum. There will be a discussion of how each institution manages and advises this specialized population of non-traditional students, what their best practices are, and how each institution can use this forum to solve the challenges of graduate advisement. **Track(s): Advising Graduate & Professional Students, Advising Adult Learners**
CS – 38	**Advisor Power-up: Using Lessons from the Startup World to Empower Yourself, Get Noticed, and Get Ahead.** **Melissa Johnson – University of Florida** **Room: Savannah D** In the startup world, entrepreneurs must learn quickly how to adapt to a changing landscape, take

	risks, and invest in and promote themselves. Advisor development, in an increasingly fluid and uncertain world of higher education, should not be any different. Based on lessons learned from a 10-week boot camp for budding entrepreneurs, we will explore how to develop our own value proposition, analyze our market, identify sources of professional development funding, create personal advisory boards, and pitch our elevator and wow statements. Get ready to launch into the startup of you! **Track(s): Advisor Training & Development**
CS – 39	**Parents: Friend or Foe to Academic Advising?** **Jennifer Glenn, Veena Shankar, Kimberly Simpson – Georgia Southern University** <u>**Room: Pulaski**</u> Do you think parents are too involved in their student's academic advisement? Should they be more involved? How often have you found yourself saying something like "wow that was not a helicopter parent that was a lawn-mower parent!"? The relationship parents build with their student's college experience may often begin with academic advising. Their students are in college to get a degree, right? Parents want to make sure their student does in fact get that degree; however, some parents may not know the most appropriate and helpful way to be involved in their student's academic experience. Join us for an interactive presentation as we discuss creative strategies and techniques for actively and appropriately engaging parents in their student's academic advisement experience. **Track(s): New Advising Professionals, Advisor Training & Development**
CS – 40	**Career Readiness, The Next Frontier: The Role of Advisor and Coach in the Development of a Student's Career.** **Misti Steward, Jennifer Santoro - Florida State University** <u>**Room: Savannah E**</u> The role of advisor and coach has expanded to the ever demanding realm of career readiness for the present college student. This presentation will explore where career readiness and higher learning intersect, and specifically the impact advisors and coaches have in this area. Participants will be exposed to the idea that a key component to career readiness is self-awareness, and will receive an overview of significant higher education theories. Most importantly, this presentation will connect the dots of theory to practice and empower participants in the application of these theories, specifically in regards to providing career readiness opportunities for student development. Finally, participants will receive specific coaching techniques that will assist in future conversations with students in regards to career paths and life beyond college. **Track(s): Advising and Academic Coaching, Theory & Philosophy of Advising**
CS – 41	**Using Blackboard to Improve Academic Advising** **Kerri Scott - University of Mississippi** <u>**Room: Franklin**</u> If a class can have an online course site, why can't a faculty advisor have one for advising? Efforts to improve the advising experience of Forensic Chemistry majors at The University of Mississippi resulted in implementation of a Blackboard course site. In addition to curriculum information, the course site provides career, internship, and research resources, as well as improved peer-to-peer interaction. Highlighting the design and development of the course site for the Forensic Chemistry program, this presentation includes the on-going developments and potential for adaptation by other cohorts. **Track(s): Technology in Advising, Faculty Advising**
CS – 42	**Create the perfect box of chocolates… Build an Online Community** **Jennifer Humber - University of Alabama** <u>**Room: Savannah D**</u> As online programs continue to grow, academic advising offices are presented with the challenge of connecting with the growing population through means of new technology and social networks. Advisors must find effective alternatives to face-to-face advising to meet the needs of distance

	learners. In order to facilitate advising relationships with students enrolled in a distance business undergraduate program, an online Orientation course was developed and required during the students' first semester in the program. Helpful resources will be shared to assist others in enhancing their advising processes. We will discuss implementation of instructional videos, advising emails, Collaborate, Skype, and social media. Program evaluations, along with retention and graduation rates pertaining to this implementation will be shared. **Track(s): Distance Education Advising, Technology in Advising**
CS – 43	**Advising on the Go!!** **Tracy Boothe, Shanta Hutchins - Georgia Institute of Technology** **Room: Savannah E** Do you find it difficult to get students to come in for advisement? Do you find that students often run late to appointments or have to leave early to get to class on time. What about students that are new to the state and the University and have a difficult time navigating the campus? How do we reach these students? Advising on the Go is a great solution to the above listed issues. The goal is to reach students wherever they are. The purpose of Advising on the Go is to create an environment that will maximize your students experience at your institution. We will discuss Group Advising, Skype, and Out of Office Advising options. We will also discuss the benefits and expected limitations to Advising on the Go. **Track(s): Advising Transfer Students, Assessment of Advising**
CS – 44	**Trophies are Great, Diplomas are Better! Understanding what student-athletes need on the path to academic success.** **Tyler Pede - Kennesaw State University** **Room: Oglethorpe A/B** With nearly half a million student-athletes competing across the country, you're bound to advise one. Student-athletes often face additional challenges when balancing academics and sports. Academic advisors can be a student-athlete's biggest ally and supporter. This presentation will provide attendees with insight in the life of a student-athlete, common challenges facing student-athletes, a basic understanding of NCAA compliance and academic requirements for student-athletes, and tips for working with student-athletes. **Track(s): Advising Student Athletes**
CS – 45	**Striving for Success: Improving the Appeal Process for Students on Academic Suspension.** **Alfred Canon, Marian Adomakoh – Georgia Perimeter College** **Room: Pulaski** In 2011, Georgia Perimeter College initiated a new committee structure for reviewing student appeals for early return from academic exclusion. A team of faculty and student affairs advisors, led by advising directors working with learning center colleagues, considers student requests for reenrollment earlier than is otherwise outlined in the academic exclusion policy. This program will explore the appeal process, the committee's role, the academic advisor's role, and student's role, as well as tools that support the appeal process. Registration restrictions and behavioral conditions will be reviewed along with efforts designed to increase student compliance with behavioral conditions and document desired outcomes. Participants will be encouraged to respond to proposed solutions and share their experience with dismissal and reinstatement issues. **Track(s): Probation/Dismissal/Reinstatement Issues, Two-Year Colleges**
CS – 46	**Help avoid the culture shock! Host an academic expectations workshop to U.S. classrooms for international students.** **Deborah Wyatt - University of Alabama** **Room: Franklin** As advisors, we can help boost international students' confidence and satisfaction with a more welcomed approach to our U.S. classroom culture. See how I met the needs of my college's international students by hosting a one-hour workshop that explained an academic syllabus, classroom structure, academic integrity, academic misconduct, and campus resources that helped students to a

	successful beginning. **Track(s): ESL & International Student Advising, First-Generation College Students**
CS – 47	**Orientation and Advising: What is the Connection?** **Barbara Austin, Beth Anslow - Gulf Coast State College** **Room: Oglethorpe A/B** "I wish I would have known then what I know now." That is a quote from a 2nd semester freshman student. Gulf Coast State College decided to address that quote by implementing mandatory orientation for first time in college students. This presentation will outline the process from developing student learning outcomes to the results after one year including the connection to advising. It will also discuss the problems and how those have led to improvements in the orientation program. This will be an interactive session with audience participation. **Track(s): High School to College Advising, Small Colleges & Universities**
CS – 48	**Peer Mentoring that Supports First-Year Advising.** **Darius Thomas, Nikita Haynie - Georgia Southern University, University of West Georgia** **Room: Pulaski** Transitioning into college for first-time freshman students can be overwhelming. These students are unaware of the college experience and the understanding of the college culture. To assist freshman students with these issues, campuses can adopt a peer mentoring model that focuses on cultivating an intentional "out of classroom" relationship. These relationships become supportive and provide freshman students with a sense of belonging to the university. This workshop will share insights on creating an intrusive peer mentoring program that aligns with the current advising model on your campus for first-year students. Learn how peer mentors/advisors can assist in the overall goal of retention and success. **Track(s): Peer Advising & Mentoring**
CS – 49	**Helping Pre-Health Students Choose New Majors: Nougat is not for Everyone** **Anna Kent - Chattanooga State Community College** **Room: Savannah D** Many students start college planning to go into a Healthcare career. The problem is that not all students who want to be an RN or other healthcare professional are accepted into these limited enrollment programs. What then? How do we advise these students? How do we retain them? How do we keep them from dropping out and potentially defaulting on student loans? In this session I will discuss my College's need for a retention plan to target this population and the development of our "Benchmark for Success" retention initiative. I'll share the criteria used to identify students for this initiative, the correspondence sent to them, the support materials developed for advisors and students, and our progress so far. **Track(s): Health Professions Advising, Two-Year Colleges**
CS – 50	**Technology is as Technology Does: A Case Study of Using Technology in Academic Advising.** **Helen Gonzalez, Craig McGill, Kelly Roy - Florida International University** **Room: Savannah E** Although there has been some concern that technology will become too intrusive and change the dynamic of the advising relationship, many agree that technology can and should enhance academic advising (2011 NACADA Survey). Over the past several years, Florida International University has developed Graduation Success Initiative (GSI), a suite of tools to increase retention and graduation rates. The initiative has recently been recognized with the Most Visible Progress award by the Association of Public and Land-Grant Universities. In this presentation, we introduce My_eAdvisor, a tool which enhances student-advisor interactions by allowing students to easily communicate with advisors and schedule appointments, and allow advisors to enter notes and track student progress in critical courses. We will then propose other ways in which technology can be used to improve academic advising. **Track(s): Technology in Advising**