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Graphic Design Major
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flux18

BUILDING BRIDGES

mind the gap



2019

USC-System
Advisors' Educational Conference

Friday, February 15, 2019
Russell House, USC-Columbia

MIND THE G

SCHEDULE

Morning

| | | | |
|---------|-----------------------|---|----------------|
| | 8:00-9:00 AM | Registration & Continental Breakfast | Lobby/Ballroom |
| Page 2 | 9:05-9:15 AM | Welcome <i>Sara McConville & Claire Robinson</i> | Ballroom |
| Page 2 | 9:20-10:20 AM | Keynote <i>Charlie Nutt</i> | Ballroom |
| | 10:30-11:25 AM | Concurrent One <i>Guests may choose one of the following to attend</i> | |
| Page 4 | New Track | Financial Considerations of Academic Decisions | Ballroom |
| Page 4 | Experienced Track | High-Impact Practices that Promote Student Success after Graduation | Room 203 |
| Page 6 | Experienced Track | A Conversation on the Advisors' Role in Experiential Learning | Room 305 |
| Page 6 | Experienced Track | Advising the First Generation College Student: It Matters! | Room 205 |
| Page 6 | Either Track | Filling in the Gaps: Students Who Transfer within the USC-System | Room 303 |
| | 11:30-12:25 PM | Concurrent Two <i>Guests may choose one of the following to attend</i> | |
| Page 8 | New Track | Bridging the Gap Between Course Work & Beyond-the-Classroom Learning | Room 303 |
| Page 8 | New Track | Expectations & Reality: Observations about Change-of-Campus Students | Ballroom |
| Page 10 | Experienced Track | Closing the Gap Between the Curriculum & Co-Curriculum | Room 203 |
| Page 10 | Experienced Track | Coaching Exploratory Students: an Overview of Undergraduate Studies | Room 205 |
| Page 10 | Either Track | Easing the Transition Between a Faculty & Staff Advisor: Round Table | Room 315 |
| | 12:30-1:25 PM | Lunch & Networking <i>Lunch is Provided</i> | Ballroom |

Afternoon

| | | | |
|---------|---------------------|--|----------|
| | 1:30-2:25 PM | Concurrent Three <i>Guests may choose one of the following tracks to attend</i> | |
| Page 12 | Hack Track A | Strategy for Sophmores, Undeclared/Undecided, Relationship Building | Room 303 |
| Page 14 | Hack Track B | ROTC & Veterans, Student-Athletes, International Students | Room 203 |
| Page 16 | Hack Track C | Study Abroad, Major-to-Career, Understanding Minors | Room 305 |
| Page 18 | Hack Track D | Accelerated Study Plans, Placement Tests, On Your Time | Room 315 |
| Page 20 | Hack Track E | Degreeworks, Advisor's Role, Lower & Upper Level Advisement | Room 205 |
| Page 24 | 2:30-3:00 PM | Closing Session <i>Closing thoughts & door prizes</i> | Ballroom |

"WE ONLY HAVE WHAT WE GIVE."

—ISABEL ALLENDE

WELCOME

Sara McConville, M.Ed.

Training Coordinator for Academic Advisors

University Advising Center, Columbia

Welcome to the sixth annual USC-System Advisors' Educational Conference! We are excited to welcome over 200 academic advisors and university colleagues from across all of USC's two and four-year campuses. This year's conference theme, Building Bridges: Mind the Gap, entails a new format of two standard concurrent sessions

and one Hack session aimed at highlighting the most essential information from a breadth of topics. Thank you for attending and enjoy the conference!

KEYNOTE

Dr. Charlie L. Nutt

Executive Director

National Academic Advising Association (NACADA)



Dr. Charlie Nutt, a NACADA member since 1991, joined Kansas State University and the NACADA Executive Office in 2002 as Associate Director and Assistant Professor in the College of Education and was made Executive Director in 2007. Charlie served in various leadership roles in the Association before coming to work full-time for the Executive Office. He has served on the faculty of the NACADA Summer Institute, Academic Advising Administrators' Institute, and Assessment of Advising Institute.

As Executive Director of NACADA, Charlie is responsible for coordinating the work of the Executive Office staff as well as working with the various NACADA units on professional development issues, external relations for the Association and our international initiatives.

IMPORTANT

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CONCURRENT ONE

10:30-11:25 AM

IMPORTANT

Financial Considerations of Academic Decisions

BALLROOM

PAMELA HAYES | Director of Student Customer Service | Bursar's Office, *Columbia*
NICOLE PRESSLEY | University Bursar | Bursar's Office, *Columbia*

NEW TRACK

Students need to consider the financial implications of their academic related decisions such as adding/dropping courses, changing majors, withdrawing from the University, etc. Representatives from the Bursar's Office will share common academic decisions and the resulting financial consequences. Advisors will gain an understanding

of how to foster student awareness of financial consequences and make appropriate referrals.

The presenters are from the Columbia campus, but the information shared will apply to students on all campuses.

High Impact Practices that Promote Student Success after Graduation

ROOM 203

HELEN POWERS | Director of Integrated Student Success Technology | Student Affairs & Academic Support, *Columbia*
BRANDON CHINN | EAB Representative

EXPERIENCED TRACK

Have you ever wondered what happens to our graduates once they leave USC? Or questioned what kinds of activities lead students to greater success in the post-graduate world? Well... you're not alone; and now we have some answers. The University of South Carolina (USC) was one of five pilot institutions participating in the Outcomes Analytics project. A joint venture

with the Education Advisory Board (EAB), we launched a survey in fall 2017 to approximately 13,000 alumni who graduated with bachelor's degrees between 2012 and 2016. The goal was to derive deeper insights into the post-graduation outcomes of undergraduate students and to identify high impact practices of those identified as "gainfully employed."



A Conversation on the Advisors' Role in Experiential Learning

ROOM 305

DR. IRMA VAN SCOY | Executive Director | USC Connect, *Columbia*
DR. AMBER FALLUCCA | Associate Director | USC Connect, *Columbia*

EXPERIENCED TRACK

This session will address frequently asked questions from advisors related to USC's developing experiential learning initiative (Columbia and Palmetto College campuses). The session will include an update on the standing of the initiative and plans for the future, but will focus primarily on strategies and support needed for advisors as a component of experiential learning at USC.

Advising the First Generation College Student: It Matters!

ROOM 205

SELENA BLAIR | Director | TRIO Student Support Services, *Upstate*

EXPERIENCED TRACK

With the increasing number of first-generation students on our campuses, it is imperative that advisors are intentional about removing barriers and creating an atmosphere that promotes student success, inclusion, and degree completion. Come prepared to get more out of your academic advising sessions with first generation students by gaining a deeper understanding of their unique C's: characteristics, conversations, and challenges. After thought provoking discussion, attendees will leave equipped with increased knowledge and a stronger commitment to providing valuable and necessary services leading to increased retention and graduation rates. The responsibility of advising first generation students shouldn't be taken lightly, because IT MATTERS!

Filling in the Gaps: Students Who Transfer within the USC-System

ROOM 303

ED BLACK | Associate Director of Operations | Office of Undergraduate Admissions, *Columbia*
TERESA FLORENTIN | Senior Assistant Director of Operations | Office of Undergraduate Admissions, *Columbia*
LAUREN ELEAZER | Office of the University Registrar, *Columbia*
ANGELA RYAN | Transfer Credit Specialist | Office of the Registrar, *Aiken*

EITHER TRACK

Students transferring from one of the system campuses to USC-Columbia have many questions during the transfer process. What requirements should I meet to transfer to USC Columbia? What does the admissions process look like? How are credits evaluated and which ones will transfer? What role does my system-campus advisor play? Attendees in this session will have the opportunity to ask these questions and others of a panel of experts from both USC-Columbia and other system campuses. Attendees are encouraged to bring their own experiences and questions to this session.

IMPORTANT

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CONCURRENT TWO

11:30-12:25 PM

Bridging the Gap Between Course Work & Beyond-the-Classroom Learning: The Advisors' Role

ROOM 303

DR. NINA MORENO | Associate Professor | Languages, Literatures, & Cultures, *Columbia*
DR. CHARLIE PIERCE | Associate Professor | Civil & Environmental Engineering, *Columbia*
DR. AMBER FALLUCCA | Associate Director | USC Connect, *Columbia*
BILLY QUINLAN | Advisor | USC Connect, *Columbia*

NEW TRACK

This session will feature a panel of experienced advisors who will share their strategies on talking with advisees about:

- (1) How within and beyond-the-classroom-learning work together to build skills for the future;
- (2) The student's plans and options for engaging beyond the classroom; and
- (3) How advisors can help students begin to articulate their learning and the connections between within and beyond-the-classroom experiences.

A brief introduction will provide the context of USC's goals for all undergraduates to engage in experiential and integrative learning and the resources available to advisors (i.e., USC Connect Opportunity Database, Recommendations by Major, etc.).

Transitions. Expectations & Reality: Observations about Change of Campus Students & Advising

BALLROOM

ART FARLOWE | Senior Academic Advisor | College of Information & Communications, *Columbia*
JANIS LEAPHART | Undergraduate Student Services Coordinator | Department of Political Science, *Columbia*

NEW TRACK

One of the most challenging issues for advisors is assisting students who come to us from other campuses. This session will focus on the specific challenges faced by advisors and students when they transition from one USC system campus to USC-Columbia. The target audience for this session are new academic advisors and system campus advisors. We have asked students who have made

this transition to tell us about their experiences. This session will include both written input as well as session participation from students who have experienced this transition, and we welcome comments and feedback from participants during this session.

IMPORTANT



Closing the Gap Between the Curriculum & Co-Curriculum

ROOM 203

DR. PAM BOWERS | Associate Vice President, Planning, Assessment, & Innovation | Student Affairs & Academic Support, *Columbia*
BOB ASKINS | Program Manager, Planning, Assessment, & Innovation | Student Affairs & Academic Support, *Columbia*

EXPERIENCED TRACK

What students do in college—within and beyond the classroom—matters for their persistence and success. Beginning this semester, new students (and their advisors) can access student records of courses and programs (credit and non-credit) designated as Experiential Learning Opportunities. Students and Advisors can also access records of student engagement in co-curricular programs on topics

including: exploratory advising, career development, wellness, community service, tutoring, supplemental instruction, academic coaching, job fairs, student organizations, student leadership roles, and many more! In this session, we'll show you what's included in these records, the purpose for making them accessible, and how you can access your students' records.

Coaching Exploratory Students: an Overview of Undergraduate Studies

ROOM 205

ALEXANDRA SCOVEL, M.ED. | Academic Coach & Undergraduate Studies Advisor | University Advising Center, *Columbia*
DR. CLAIRE ROBINSON | Director | University Advising Center, *Columbia*

EXPERIENCED TRACK

Every year, hundreds of students are dismissed from their major and/or decide to opt-in to an “undeclared” status within USC Columbia’s Undergraduate Studies program. These undeclared students are advised by an Academic Coach who guides major exploration, identifies student strengths, shares resources, and outlines a comprehensive academic plan. In this session, the

past, current, and future state of Undergraduate Studies will be discussed along with data to reveal major migration patterns in and out of undeclared status. Resources and strategies will be shared describing how Academic Coaches provide students holistic advising support to ensure transition into a new major in a timely manner.

Easing the Transition Between a Faculty & Staff Advisor: Round Table

ROOM 315

DR. AMANDA P. ZEIGLER | Director of Undergraduate Studies | Department of Biological Sciences, *Columbia*
AVETTE BROWN | Undergraduate Office Coordinator | Department of Biological Sciences, *Columbia*
MANA HEWITT | Senior Instructor & Studio Art Undergraduate Director | School of Visual Art & Design, *Columbia*
REBECCA BOYD | Undergraduate Student Services Coordinator | School of Visual Art & Design, *Columbia*
LUCI LUCAS | First-Year Advisor | School of Visual Art & Design, *Columbia*

EITHER TRACK

Universities across the country have seen an increase in the professionalization of academic advising with many universities shifting advising responsibilities from faculty members to professional staff. However, faculty advisors play a crucial role in preparing students for major-specific courses, graduate-level degrees, and/or a career in their chosen

field. This session, featuring a panel of professional staff and faculty advisors, will discuss strategies for easing the student’s transition from a professional staff advisor to a faculty advisor and how departments can engage faculty members in their advising process. Attendees are encouraged to bring their own experiences and questions to this session.

IMPORTANT

CONCURRENT THREE

1:30-2:25 PM

Hack Track A

ROOM 303

Creating a Strategy for Sophomores

JAN SMOAK | Director of Scholar Programs | South Carolina Honors College, *Columbia*
TIM SMITH | Scholar Programs Coordinator | South Carolina Honors College, *Columbia*

EXPERIENCED TRACK

Sophomore year can be challenging for students, and high-achieving students are no exception. Strategy Sessions are a way to give second-year students more detailed attention and empowers them to look ahead at the rest of their college career and beyond. These meetings can assist students in bridging the gap between

years, summers, and after graduation. The Top Scholars Program at USC schedules individual, one-hour appointments with each sophomore. The context will be within the high-achieving student population but would be beneficial to any student population.

Undeclared vs. Undecided

TRAVIS GARDNER | Academic Advisor for Undeclared Students | College of Arts & Sciences, *Columbia*

EXPERIENCED TRACK

The predominant literature of the 80's and 90's characterized undecided students as a population at higher risk of attrition than their declared counterparts. This sentiment has largely persisted through recent decades, as almost no new data was being generated. Fortunately, research efforts have been renewed

within recent years and data suggest that undecided students actually benefit from waiting to declare a major. In this session, we will discuss these findings, their implications, and possible explanations for the data.

Relationship Building: Crossing the Bridge to Students through Programming

RACHEL ACOSTA | Academic Advisor | College of Information & Communications, *Columbia*
GINA POLIZZI | Student Services Manager | College of Information & Communications, *Columbia*

NEW TRACK

New and returning students are excited to attend USC at the start of every semester. Their enthusiasm for school has resurfaced and your student programming should capitalize on that. The College of Information and Communications has translated students' needs into a semester-long programming blitz. Here, we help students transition into college and reintroduce their available university

resources while being mindful of important campus dates and deadlines. Using faculty as part of our arsenal, presenters will share information about how the CIC advising team strategically designed and scheduled programming to meet students the right information when they needed it.

IMPORTANT

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Hack Track B

ROOM 203

ROTC & Veterans

CHRIS MOBLEY | Associate Registrar for Veterans Enrollment Services | Veterans Services & the University Registrar, *Columbia*
BARRY HALE | Recruiting Officer | Army ROTC, *Columbia*
CLINT HUNDLEY GS | Human Resource Administrator | Army ROTC, *Columbia*

EITHER TRACK

This session will bring representatives from Student Veteran Services and ROTC programs at USC to discuss their students, services, and academic requirements. Advisors will gain a greater understanding of each of these student populations and their unique academic needs as it relates to advising.

Building Bridges on Sand: The Student-Athlete Advising Experience

BRIDGETT TABOR | Assistant Director of Athletic Academics | Athletics, *Columbia*
PAUL STOLTZFUS | Executive Director of Athletic Academics | Athletics, *Columbia*
ROCHELLE ROBINSON | Associate Director of Athletic Academics | Athletics, *Columbia*

NEW TRACK

Student-athletes are a special population of students at the University who deal with time constraints, travel commitments, NCAA regulations, and other student-related factors. In this session, we will explore how successful communication between the on-campus advisor and athletic academic advisor from pre-enrollment through graduation helps build knowledge in

the areas of NCAA eligibility, degree requirements, and career planning. This session will provide new advisors with a general foundation of how to utilize relationship building to enhance the student experience and foster retention while actively collaborating in a dynamic, unique partnership with students, athletic advisors, staff, faculty, and the campus community.

Bridging the Communication Gap when Advising International Students

DR. SHERRY WARREN | Academic Director | International Accelerator Program, *Columbia*
RAY KNIGHT | Assistant Academic Director of Undergraduate Studies | International Accelerator Program, *Columbia*

EXPERIENCED TRACK

With increased diversity comes a need for having larger arsenal of methodologies for meeting the needs of undergraduate students during advising appointments. The session will provide attendees with a broad look at the different cultures they may encounter and the course-success-related challenges typically seen in students

from each. Attendees will also learn strategies for preventing miscommunication and determining whether students have understood your advice. The session will provide helpful tips on bringing needs and intentions to light and ensuring that students are directed to helpful campus resources when necessary.

IMPORTANT

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Hack Track C

ROOM 305

Checking the Boxes from Major to Career

ERICA ELBERY | Academic Advisor & Internship Coordinator | South Carolina Honors College, *Columbia*
ASHLEY BYRD-WHITE | Assistant Director for Career Education | Career Center, *Columbia*

NEW TRACK

Students often have the “check the box” mentality when it comes to their coursework and building their resume. Often, they just “do” without really thinking about the “why” and “what does it mean”. During academic advising there isn’t a lot of time for career conversations, but it is important to get students thinking about the connection between classroom to

career. This session will provide resources for you to best help your students with intentional career decision making and stimulating connections between their major(s), minor(s), and career. The session will also review specific tools for advisors to use in their work with students and offer suggestions for making effective referrals to campus resources.

It’s never Too Early: Study Abroad Planning in the First Year

LAUREN STEFAN | Academic Advisor | Darla Moore School of Business, *Columbia*
DEON JACOBS | First-Year Advisor | Darla Moore School of Business, *Columbia*

NEW TRACK

First-Year Advisors, what do you know about helping your students plan for study abroad? Are you sharing the correct message about their curriculum? Can you articulate the basic academic regulations for study abroad coursework? Can you identify how the choice of term to study abroad can significantly impact a student’s academic options when studying abroad? Do you know the resources that are available to assist you and to assist your students? Finally, what do upperclassman advisors wish students knew earlier?

Advisors often find that the biggest obstacle for students studying abroad is a lack of proper planning. At the end of the session, attendees will better understand the type of information in which they should become proficient in order to effectively advise first year students on study abroad. Recommendations will also be provided on how to seek out any missing information from your department.

Minor Decisions, Major Implication

KATE BLANTON | Academic Advisor | College of Hospitality, Retail & Sport Management, *Columbia*

EXPERIENCED TRACK

As more students come to campus with dual-enrollment and AP college credit, many students use the additional space in the timeline to add an elective minor. Our role as advisors is to help our students make informed decisions when it comes to selecting a minor that compliments the major instead of supplementing

the major with coursework similar to that already required by that major. Students need to understand how a minor can align with their major in a way that makes them more marketable for a job in their major field.

IMPORTANT

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Hack Track D

ROOM 315

Accelerated Study Plans: Bridges to Graduation in Less than Four Years

SHELLEY DEMPSEY | Director | The Office of On Your Time Initiatives, *Columbia*

JARED JONES | Director of Master of Accountancy Program | Darla Moore School of Business, *Columbia*

DR. MURRAY MITCHELL | Senior Associate Dean | The Graduate School, *Columbia*

NEW TRACK

Join us as presenters from three USC offices discuss how they are helping students earn their undergraduate degrees in less than four years while also getting a head start on a graduate degree. The tools you'll learn can be applied across multiple

disciplines using programs and policies that are readily available on campus. We'll talk about which students are a good fit and how advisors can assist them in the process of timely graduation.

The Essential Information about the Math Placement Test & The Foreign Language Placement Test

DR. DOUGLAS MEADE | Associate Professor | Department of Mathematics, *Columbia*

TIM MCATEER | Senior Instructor & Placement Coordinator | Languages, Literatures, & Cultures, *Columbia*

NEW TRACK

If you get questions about placement testing from students like this: Do I need to take the placement exams and when? Are there any exceptions? What if I am coming from a regional campus? What if I have already started the math or foreign language sequence elsewhere? Join us!

This session that will provide an overview of the Math Placement Test (MPT) and the Foreign Language Placement Test (FLPT), for first-year and transfer students. Both areas will address why placement matters, how exams are administered and how advisors can understand and assist with the process in order to advise appropriately. FAQs, processes, exceptions, and nuances will be discussed.

Eliminating Gaps in Degree Progression with On Your Time

AMANDA THERRELL | Academics Manager | The Office of On Your Time Initiatives, *Columbia*

HELEN LE | Academic Services Coordinator | The Office of On Your Time Initiatives, *Columbia*

EXPERIENCED TRACK

The Office of On Your Time (OYT) Initiatives is committed to anticipating and eliminating potential gaps in degree progression for USC students. Some of these gaps include limited course availability, scheduling conflicts, and the difficulties of balancing home, school, and work demands. These gaps can be bridged by initiatives that include supplemental course offerings, Winter Session, Accelerated Study Plans, and the Summer Semester. OYT has also bridged gaps and contributed to student success in

the areas of both retention and graduation rates. And finally, OYT assists nondegree students that might need help bridging gaps that will bring them back to degree-seeking programs, and ultimately, to a graduation day and a career. This session will include specific examples of programming, data to support their effectiveness, and an opportunity for participants to share how they, too, are helping their advisees eliminate gaps to on-time graduation.

IMPORTANT

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Hack Track E

ROOM 205

DegreeWorks Planner

DONNA WATSON | Director of Office of Student Services | College of Education, *Columbia*
VALERIA BATES | Academic Advisor | College of Hospitality, Retail, & Sport Management, *Columbia*

NEW TRACK

One-Stop Shop: From Course Planning to Graduation
The focus of this session will be using DegreeWorks efficiently to bridge the gap between advisor and student to increase student responsibility and self-reliance to create a confident, well-prepared student.

Superhero vs. Supervillain: What Role do you Play as Academic Advisors?

SHANNA GRAHAM | Gamecock Guarantee Coordinator | TRIO Programs, *Columbia*
FLOYD COFFEY | Opportunity Scholars Advisor | TRIO Programs, *Columbia*

NEW TRACK

The greatest challenge facing higher education today is arguably the dropping rates of on-time graduation and degree completion. First-generation college students make up almost half (47%) of America's higher-education population. These students average lower college attendance, persistence, and graduation rates than those of their peers from more-educated homes. It behooves institutions to pay close attention to this special population. As a result of this session, participants will learn about the needs of first-generation college students and suggested practices for how to bridge the gap of being a superhero and a villain with respect to academic advisement.

Bridging the Gap Between Lower Level & Upper Level Advisement

KELSEY GRANT | First-Year Academic Advisor | Department of Psychology, *Columbia*
CAITLYN BROCKINGTON | Undergraduate Student Services Program Coordinator | Department of Psychology, *Columbia*

NEW TRACK

This session will cover how to navigate students through their first and second years at Carolina while making them accountable and ready to be more self-reliant in their upper division advising appointments. We want to discuss specific issues we have encountered between the two realms and strategies we have developed to ensure that first/second-year students get the time and help they need while becoming the driving force during their upper division appointments.

IMPORTANT

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THANK YOU

Closing Session

We would like to thank you for attending our 2019 conference.

ADVISORS' EDUCATIONAL CONFERENCE PLANNING COMMITTEE MEMBERS

CLAIRE ROBINSON

Assistant Dean, Undergraduate
Advisement & Director, University
Advising Center
Columbia

SARA MCCONVILLE

Training Coordinator for Academic
Advisors, University Advising Center
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DAWN HILLER

Director of Students,
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SARAH JUSIEWICZ

Advising Coordinator, College of
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Administrative Coordinator,
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LOREN KNAPP

Associate Dean, Academic Affairs &
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SHENEIKA LOFTON

Coordinator of Academic Coaching
& Counseling, Center for Student
Achievement
Aiken

COURTNEY B. CATLEDGE

Director,
BSN Collaborative Program
Lancaster

SUSANNAH WALDROP

Director,
Student Success Center
Upstate



WE WANT YOUR FEEDBACK!

Please remember to complete
the online survey to give us your
feedback on the conference at
sc.edu/advising.

Click on "Advisor Toolbox" and then
"In-Person Training & Events."

The background features several abstract teal shapes. A large, irregular shape on the left contains various geometric patterns like stars, diamonds, and circles. A smaller, teardrop-shaped shape is positioned above it. On the right side, there are smaller teal shapes, including one with a crescent moon and stars, and another with a diamond and star. The overall aesthetic is clean and modern with a focus on organic, flowing forms.

BUILDING BRIDGES

mind the gap