

Friday, October 3 School Spirit Day

7:00 a.m.–5:00 p.m.
2nd Floor-Outside Live Oak
Conference Registration

7:00 a.m.–5:00 p.m.
2nd Floor-Guest Bridge
Hospitality/Information Desk/Volunteer Central

7:30–8:30 a.m.
Lone Star Ballroom
Commission/Interest Group Fair

Continental Breakfast (included in registration fee)
Come join the NACADA Commission and Interest Group Chairs for breakfast! This is an opportunity for participants to meet each other in an informal setting, visit with several commissions and interest groups who will be set up at individual tables to provide materials concerning their goals and ongoing work, and enjoy breakfast.

7:30 a.m.–2:00 p.m.
Lone Star Ballroom Foyer
Exhibits/Publications Display

We encourage you to visit the Exhibits and Publication Display area. See page 2 for details on the Publications Display and pages 6–7 for an Exhibitor list.

7:30 a.m.–6:00 p.m.
Lone Star Ballroom Foyer
Internet Café

8:45–9:45 a.m. Sessions

Concurrent 1 **8:45–9:45 a.m.**
State Room 3

Orientation for New Attendees

This workshop is offered on Thursday, 3:15–4:15 p.m. and again on Friday, 8:45–9:45 a.m. The purpose of this workshop is to provide the participants with an overview of NACADA as well as the benefits of their membership including the professional development opportunities, quality publications, and professional networking opportunities. In addition, the workshop also provides new conference attendees with a “road map” for getting the most out of this national conference and understanding the special and unique aspects of this conference. The workshop will be interactive with opportunities to meet other participants, ask questions, make connections, and gain some first hand advice from long-time NACADA members and board members. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio to the session. (Although no fee is assessed for this workshop, pre-registration is required.)

Ruth Darling, Missy Parker, University of Tennessee
Presentation based on: models/applications

Concurrent 2 **8:45–9:45 a.m.**
Lone Star Ballroom A3

A Conversation with Richard Light

This follow-up session provides an opportunity for informal interaction with our keynote speaker. Tim Champardé will facilitate the discussion, which will focus on Dr. Light’s most recent book, *Making the Most of College: Students Speak Their Minds*.

Richard Light, Harvard University

Commission Meeting 3 **8:45–9:45 a.m.**
Press Club

Commission Meeting: Two-Year Colleges

Two-Year Colleges, the Next Generation!

Deep in the heart of Texas, let’s celebrate the heart of advising—Two Year Colleges!

As advisors, we welcome a new generation of students each semester. Generation Y is now entering our colleges as generation X progresses through their transfer institutions. As we embark on a new year of advising here in the commission, we welcome those of you who are new to advising, new to Two-Year Colleges, new to this commission, or just renewing your focus on advising! We also begin our next generation for this commission with new leadership. Dianne Castor, Coordinator of the Advising Center at Coastal Georgia Community College, official becomes our new chair at this conference, and we are thrilled to join her as we begin our work together.

Come join your Two-Year College colleagues. Let’s talk about where we are going, and where else we want to go. Bring an example or two of your best ideas—and plan on some “best practices” sharing.

Rusty Fox, Tarrant County College
Presentation based on: models/applications

Commission Meeting 4 **8:45–9:45 a.m.**
City View 3

Commission Meeting: Multicultural Concerns

The Multicultural Concerns Commission meeting provides a networking opportunity for advisors of color and for those whose primary commitment is working with students of color. The meeting provides an opportunity for commission members to identify issues which affect students and advisors of color, and institutions/programs which serve these populations.

Brian Stanley, Saint Mary’s College of California
Presentation based on: models/applications

Interest Group 5 **8:45–9:45 a.m.**
Pearl 5

Interest Group Meeting: Advising High Achieving Students

The Advising High Achieving Students interest group meets to identify ongoing important advising issues for advisors of high achieving students and to encourage and develop NACADA conversations, presentations and publications for advisors of these students.

The focus of the Advising High Achieving Students Interest group session is for participants to exchange information about issues related to Advising High Achieving Students at their respective institutions, to preview conference sessions sponsored by the Interest group, to discuss the plans for the interest group and to determine the agenda for the interest group for 2003–2004.

Victoria McGillin, Wheaton College
Marion Schwartz, Penn State University
Iona Black, Yale University
Presentation based on: models/applications

Concurrent 6 8:45–9:45 a.m. State Room 1

Building the Network of Understanding Students with Emotional Disabilities— What Role does the Advisor Play?

Commission Sponsored: Advising Students with Disabilities
 Recent research revealed that 37 % of young adults between ages of 15 to 24 years have some form of an emotional disability. For professionals in higher education, advising these students may present challenges, as they consider questions regarding appropriate accommodations and support. To more fully understand the concerns and experiences of students with emotional disabilities, three colleagues conducted a recent study in a large private undergraduate university. Students with emotional disabilities were surveyed on their overall experiences attending college, and asked to comment specifically on their advisement experiences at the university. The results of this study, a review of disability law, as it affects advisement professionals, will be presented to provide a greater understanding and knowledge required when working with students with emotional disabilities.

Julie E. Preece, Mark E. Beecher, Norman L. Roberts, Paul Byrd, Linda Stevens
 Brigham Young University
Presentation based on: research
Target Audiences—this session is best suited for:
 Institutional size: not relevant
 Level of experience in subject matter: not applicable
 Level of advising experience: new or experienced advisors

Discussion 7 8:45–9:45 a.m. Pearl 4

Advising and Retention of Engineering and Science Majors—What’s the Connection?

Commission Sponsored: Engineering & Science Advisors
 “I chose engineering because I’m good at math and science, I can get a good job and make a lot of money.” “This isn’t what I thought it was going to be.” “I don’t like the classes.” “I need chemistry for forensic science?” Sound familiar? With budget cuts and student consumerism, retaining recruited students is a big issue on many of our campuses. Helping students feel connected to the campus community has been discussed at prior conferences as an important element to retention. Advisors play a critical role in providing that relationship between student and campus.

This roundtable discussion provides a forum for participants to ask questions, discuss challenges, and share both successful and unsuccessful initiatives related to retaining students.

Nancy J. Schneider, University of Iowa
Don Woolston, University of Wisconsin-Madison
Presentation based on: models/applications

Concurrent 8 8:45–9:45 a.m. San Antonio Ballroom B

Using Advising Surveys for Accountability Purposes

Advising programs should be held accountable for the services they provide. Accountability demands can come from both external and internal sources. This session demonstrates how one college of education used advising surveys for both unit accreditation and program improvement. A model for continuous assessment is considered.

Shawn Quilter, Laura Katunich, Eastern Michigan University
Presentation based on: models/applications
Target Audiences—this session is best suited for:
 Institutional size: not relevant
 Level of experience in subject matter: minimal experience needed
 Level of advising experience: new or experienced advisors

Concurrent 9 8:45–9:45 a.m. State Room 2

Left Brain, Right Brain and All that Stuff in the Middle

This presentation will address an intrusive, holistic advising structure developed to address retention issues. The cohort is that of second term freshmen on academic warning and probationary students beyond freshmen level, some at the point of academic dismissal. Critical areas addressed include connecting left brained engineering-wanna-bees with the realities of the right brain real world, as well as, issues arising from academic denial, absence of maturity and/or questions of ability.

It incorporates the student in conjunction with an advisor developing strategically planned sets of venues coupled with self-evaluations, encompassing the total student, one-on-one invasive advising and intervention techniques.

The student’s progress is monitored throughout the term and the ultimate goal is that of academic and personal development, growth and acceptance of responsibilities.

Ella Derricks, Carol Brooks, Kettering University
Presentation based on: models/applications
Target Audiences—this session is best suited for:
 Institutional size: between 1,200–5,000 students
 Level of experience in subject matter: not applicable
 Level of advising experience: new or experienced advisors

Concurrent 10 **8:45–9:45 a.m.**
Houston Ballroom C

Making Smart Choices: Advising Students into Learning Communities

Lip service and personal endorsement are two of the most effective methods of advertising. However, advisors can't sell learning communities if they don't understand their value and effectiveness in enhancing student learning. The purpose of this concurrent session is to define learning communities and demonstrate how students become more engaged in their education when they connect with students, faculty, and curriculum in a learning community. Once advisors have a clear understanding about the enriching environments of learning communities, they can begin to help students make smart choices and register for learning communities.

Randy E. Jedele, Julie A. Simanski, Eden F. Pearson
Des Moines Area Community College
Presentation based on: models/applications

Discussion 11 **8:45–9:45 a.m.**
Houston Ballroom B

Financing an Advising Center by Using Student Advising Fees

Developing an effective and comprehensive advising program is crucial to meeting the goals of retention and recruitment. Creating an advising center and centralizing advising activities is a means to accomplish these goals. With state budgets being cut, financing has become difficult. However, establishing an advising fee, paid by students, is an effective means to accomplish adequate financing. The procedure of establishing the fee is not complex but is somewhat tricky; various constituencies must be convinced of a center's necessity in order for the proposed fee to be accepted. Beginning with students then working through administrating personnel and ultimately to the Board of Regents, the necessity for the advising fee must be clearly articulated and, particularly with students, the rationale must be sound.

William P. Fleming, Cathy E. Ellis, Wesley E. Boyd
Sam Houston State University
Presentation based on: models/applications
Target Audiences—this session is best suited for:
Institutional size: not relevant
Level of experience in subject matter: not applicable
Level of advising experience: new or experienced advisors

Discussion 12 **8:45–9:45 a.m.**
City View 8

Get a Life: Having a Personal Life in a College Town

Is it possible to have a personal life in a college town? This seems to be a common question among new graduates and other professionals who are concerned with maintaining personal freedom while upholding ethical principles. The lines are fairly clear when discussing your own advisees; however, are the lines still as clear when you have no professional ties with a particular student? Issues ranging from participating in organizations with students as equals to personal relationships will be covered. This interactive discus-

sion will use actual case studies to examine situations faced by some professionals in order to facilitate discussion and inspire reflection on the ethics of having a personal life in a college town.

Jennifer E. Donahoe, Meredith L. Graham
Purdue University

Presentation based on: models/applications
Target Audiences—this session is best suited for:
Institutional size: not relevant
Level of experience in subject matter: not applicable
Level of advising experience: new or experienced advisors

Discussion 13 **8:45–9:45 a.m.**
State Room 4

Video Advising: Motivations, Processes and Expectations

An exploration into the use of Video advising from a college office to our student and faculty/staff Advisors throughout Kent State's eight campus system and our affiliates with the Ohio Learning network. We wish to access and facilitate video communication processes that will enable advising for our students in majors, minors and degree requirements such as their Liberal Education or General requirements.

The changing nature of current student realities, i.e. employment, families, non-traditional concerns and time or travel limitations prevent students at our regional campuses from visiting the college office. This technological approach is an attempt to minimize this problem. We will discuss and demonstrate the equipment and the procedures involved, and our results thus far, including possible technical and logistical concerns to be aware of.

E. Timothy Moore, Kent State University
George Steele, Ohio Learning Network
Thomas McNeal, Kent State University
Presentation based on: models/applications

Concurrent 14 **8:45–9:45 a.m.**
Houston Ballroom A

What is the Relationship between Student Satisfaction with Academic Advising and Different Academic Advising Delivery Systems in a Multiversity Setting?

Are students more satisfied with one academic advising delivery system compared to others? Are students more/less satisfied with Faculty-Only Model, Satellite Model, Supplementary Model, Split Model, Dual Model, Total Intake Model or Self-Contained Model? This presentation will include dissertation results that compared student satisfaction between seven academic advising organizational models (Habley) at a Research I university. A PowerPoint presentation will also provide information on conducting cognitive interviews, development of the Academic Advising Survey, data analysis, and student responses to different models of academic advising.

Tom Avants, Arizona State University
Presentation based on: research
Target Audiences—this session is best suited for:
Institutional size: not relevant
Level of advising experience: new or experienced advisors

Discussion 15 8:45–9:45 a.m.

San Antonio Ballroom A

Faculty and Professional Advisor Collaborations: Partnerships for Student Success

Commission Sponsored: Faculty Advisors

Because teaching often crosses over into advising and vice versa, it only seems natural that faculty and professional advisors work together to promote student success.

Realizing the potential this type of collaboration has to impact students, an Assistant Professor of Psychology and the Coordinator of Academic Advising at NSU have partnered to intertwine teaching and advising. The impact of this collaboration has been far-reaching—not only have students reaped the benefits, but other faculty and advisors have benefited, as well.

This session will focus on the specifics of the collaboration (particularly how advising is used in the classroom) and how to implement a similar partnership on other campuses. Relevant materials will be distributed and attendees will be encouraged to share their own ideas and success stories.

Susan Barnett, Christie Anderson
Northwestern State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 16 8:45–9:45 a.m.

Lone Star Ballroom A4

Exploring Psychosocial Development and Preference for Advising Styles

If the developmental advising model is one that advisors should embrace, then there can be a conflict of expectations between developmentally oriented advisors and students who expect or prefer the prescriptive approach. This conflict may be damaging to the advisor-advisee relationship. The first step toward resolution of this conflict will be to identify the underlying psychological constructs that lead students to prefer the prescriptive advising model. The current study addressed this issue by administering the Student Developmental Task and Lifestyle Assessment “Winston, Miller, & Cooper, 1999” and the Academic Advising Inventory “Winston & Sandor, 1984” to 187 undergraduate students. Regression analysis was performed to determine if, and to what degree, a relationship exists between levels of psychosocial development and preference for advising styles and satisfaction with advising.

Susan B. Weir, Oklahoma State University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 17 8:45–9:45 a.m.

City View 7

Collaborative Advising for Undeclared Transfer Students

In “Collaborative Advising for Undeclared Transfer Students,” the Office of Transfer Services at the University of Central Florida presents an overview of the collaborative programs and services created to ensure that undeclared transfer students are academically prepared, have a smooth transition, and make appropriate progress toward graduation. Through intensive intervention, advisors from two university offices provide pre-admission advising, Web-based information and resources, orientation advising programs, and referral services. Success of the programs is reflected in the percentage of students who declare a major by the end of their first semester at the University.

Charlene A. Stinard, Mark Allen A. Poisel, William Blank
University of Central Florida

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 18 8:45–9:45 a.m.

Seminar Theater

Examining Academic Advising Challenges: The Undecided Student

This presentation will profile entering first-year students who have not decided on their major program of study. Attempts will be made to examine why twenty-five percent of students who are entering college are undecided about their major program of study. Emphasis will be on some of the challenges and opportunities faced by the undecided student population as well as the faculty and professional advisors who advise and work with them to insure that they declare the right major. Consideration will be given to some of the most effective advising models, including their outcomes relative to student persistence /retention, performance and overall success will be reviewed and discussed.

Mercy O. Azeke, Robin Marable, Brenda M. Smith
Norfolk State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 19 8:45–9:45 a.m.

Lone Star Ballroom A2

Transfer and Advising: How Do They Relate?

Preparing to transfer can be challenging for the advisor and the student. The focus of this presentation is to facilitate the sharing of information between attendees in order to identify best practices as they relate to advising and the transfer process. The session will include information from a survey conducted at one institution, which shows evidence of under utilization of available resources and lack of knowledge of resources for transfer planning. Information from the survey

will be shared along with specific examples and handouts. Attendees will interact to share conflicts as well as to share instances of best practices as they relate to the advising practices of transfer students.

Marsha Mwilambwe, Jess Ray, Illinois State University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 20 **8:45–9:45 a.m.** **Austin Ballroom 1**

“If You Build It They Will Come”—Building a Foundation for Collaboration with Students on Academic Probation

Building programs for students on academic probation can be problematic. There is no single approach to helping all students return to good standing. Multiple approaches are required. Decisions about the best information to help the particular student, to establish contact, and to conduct the advising session are critical factors.

This session will highlight how one campus moved from its passive approach to probation students to an aggressive collaborative approach. Findings based on an action research model, an explanation of the development of advisor intervention, and subsequent modifications over a two year period will be shared. Participants will be given examples of forms and contact session check sheets, along with opportunities to dialogue with presenters and other participants.

Sandy J. James, Terri A. Godfrey

University of Southern Indiana

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Discussion 21 **8:45–9:45 a.m.** **Austin Ballroom 3**

Probation Advising and Beyond: Integrating Technology in Advising for Probation Students

Creating and implementing an effective freshman academic probation program can be a difficult task. Come get Motivated, Inspired and Learn about an effective Probation Intervention Program created by the first year academic advisors at the University of Central Florida. This presentation will offer institutions the opportunity to learn how to be proactive in connecting with probation students, by incorporating technology to enhance advising services.

Edwanna Andrews, DeLaine Priest

University of Central Florida

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 22 **8:45–9:45 a.m.** **Remington**

Minority Recruitment in Humanities Graduate Programs: Past and Future Challenges

Commission Sponsored: Advising Graduate and Professional Students

How can we increase the pool of underrepresented minority students for graduate programs admission in the Humanities? This interactive roundtable discussion will focus on understanding what qualities Humanities graduate programs seek, what programs applicants expect to find, and particularly, how to increase the size of the pool. Undergraduate advisers in Humanities programs from all institutions are invited to attend. We will work together to address some of the challenges inherent in effectively advising undergraduates who aspire to attend graduate an/or professional schools.

Virginia Hueske, Susan Corbin, University of Texas-Austin

Presentation based on: models/applications

Concurrent 23 **8:45–9:45 a.m.** **Austin Ballroom 2**

Using Stories to Reflect on Calling

The mission of EVOKE, a Lilly Endowment-funded initiative, is “to encourage, support, and challenge the people of Loyola to be true to their personal callings.” EVOKE has adopted one theologian’s definition of calling as “the place where your deep gladness and the world’s deep hunger meet.”

To help students reflect on their own callings and life decisions, EVOKE regularly gathers people to share their stories. Through the life journeys of faculty, staff, and peers, students learn important lessons about dealing with obstacles and making decisions. Faculty and staff find their inspiration and commitment renewed. Engaging in each other’s stories challenges and encourages all.

The presenter will describe various story sharing venues, discuss the effects of these experiences, and offer ideas for future applications of this highly adaptable model.

Mary Taylor-Johnson, Loyola University Chicago

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 24 **8:45–9:45 a.m.** **Lone Star Ballroom A1**

Academic Advising 411

Academic Advising 411 is an informative theory based workshop primarily for new comers to the field of academic advising. This interactive session will utilize a developmental advising theoretical framework as it’s foundation. In addition to the knowledge gained from the presenters, participants will have the opportunity to move from theory to practical application with the assistance of their colleagues. Veterans seeking a refresher course in advising can also benefit from this session.

Skip Crownhart, Metropolitan State College-Denver

Drey Kharem, Penn State University

Presentation based on: theory

Concurrent 25 City View 6

8:45–9:45 a.m.

Faculty Commitment to Advising: Identifying Differences in Perceptions, Attitudes, and Practices

This session features a discussion and presentation of findings from a 2003 faculty survey on their perceptions, attitudes, and practices related to undergraduate and graduate student advising. Based on the results of a quantitative survey distributed to nearly 1000 tenure and tenure track faculty at a large Division I research institution, the presenters will describe faculty members' perceptions towards formal and informal students advisement and how these perceptions might relate to actual time spent working with students. The presenters will also offer insight as to whether there are differences in levels of participation in advising activities based on academic rank and/or discipline. The session will be of interest to faculty and administrators who work with faculty as part of their advising models.

Kristan M. Venegas, Vicente Lechuga

University of Southern California

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

10:00–11:00 a.m. Sessions

Commission Meeting 26 Pearl 4

10:00–11:00 a.m.

Commission Meeting: Advising Transfer Students

This commission meeting will include: 1) an update on federal and state credit transfer discussions, 2) presentation of the first "Service to Commission" Award, 3) discussion of how the Commission and NACADA might better serve transfer advisors, 4) an opportunity to share strategies for meeting the advising needs of transfer students. Come with your ideas and suggestions. Anyone interested discussing transfer issues and meeting other transfer advisors is welcome!

Betsy L. West, University of Wisconsin System

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Commission Meeting 27 City View 3

10:00–11:00 a.m.

Commission Meeting: Engineering and Science Advising

Often times when we talk about the advising we do, it is in the context of our academic disciplines. If you are an advisor or administrator working with science and/or engineering (including computer science) students, this commission will be of great interest to you. It is a group of eclectic, engaging and energetic individuals very willing to share information and explore solutions in a particularly challenging field of advising. Bring ideas, issues, and proposals for future collab-

oration. You will leave with more ideas and resources, some solutions, and new friends who will prove to be valuable connections in the future. We look forward to meeting you!

Jill Johnson, University of Guelph

Presentation based on: models/applications

Interest Group 28 Pearl 5

10:00–11:00 a.m.

Interest Group Meeting: High School to College Advising

This interest group explores the connection between high school counselors and college academic advisors in relation to present and future college students. This interest group meeting will provide a forum for discussing current programs, which connect current high school students with college academic advisers; programs connecting high school counselors with their former students; possible turf issues between college admissions office and college advising units when dealing with high school students; and creative ways to bring college academic advisers and high school together to provide students a seamless transition between high school and college.

Dennis R. Bothel, Ohio University-Chillicothe

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 29 Press Club

10:00–11:00 a.m.

Graduate Science Programs and Professional School Minority Recruitment

This interactive roundtable discussion will focus on understanding what graduate science programs and professional programs at large research universities seek in potential candidates for admission. In addition, we will specifically discuss how to increase the pool of underrepresented minority students pursuing graduate and professional degrees. Undergraduate advisors in science programs from all institutions are specifically invited to attend. We will work together to address some of the challenges inherent in effectively advising undergraduates who aspire to attend graduate and/or professional schools, as well as brainstorm about possible initiatives to help students make the transition being an undergraduate student to a graduate and/or professional student.

Kati S. Markowitz, University of California-Berkeley

Jennifer L. Bloom, University of Illinois-Urbana-Champaign

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Discussion 30 10:00–11:00 a.m. San Antonio Ballroom B

Retention Strategies: A Discussion of Current Practices for Educational Leaders

This discussion is an opportunity for leaders of higher education to generate ideas for change in the recruitment and retention of students and to share in successful experiences. The presenter will introduce the topic with a brief discussion of enrollment management stressing the importance of a holistic approach that contains efforts to retain students and not only efforts to recruit students. A presentation will include data from the literature but will focus on the findings generated by the presenter's research. The questions raised for discussion include the following: Is retention an important goal for institutions? Which strategies are universities adopting to achieve their retention goals? Is the retention of students an institutional-wide effort?

Michelle D. Brown, Florida Atlantic University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 31 10:00–11:00 a.m. Remington

Legal Self-defense for the Academic Advisor

The increasing complexity of the modern university confronts students on numerous fronts. The prudent student seeks assistance from a knowledgeable source. This source is usually the student's academic advisor. While the responsibility of assisting students with academic concerns is nothing new to the academic advisor, the contemporary students inhabiting college campuses today are different. They have grown up in an increasingly litigious society and are consequently more apt to seek redress from the judicial system for damages real or perceived. This presentation will prepare the academic advisor to operate effectively while protecting themselves from becoming embroiled in controversy and potential litigation. The presenters will offer preventive strategies for the academic advisor's use in avoiding these types of situations.

Steve E. Robinson, University of Alabama

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 32 10:00–11:00 a.m. City View 6

A Winter Advising Program for Students Who are on Probation or have been Dismissed from Education Programs

This presentation details the first run-through of a model of an advising program for students who are on probation or have been dismissed from the College of Education at our university. Over a three-week period between the fall and spring semesters, 200 education students were contacted, including 54 who were being dismissed from the program.

The Winter Advising Program has been created to address the problem of students formerly in good standing being dismissed from the college because of higher state standards. This presentation will detail the steps taken in initiating the program and data from the program. The presenters will invite feedback from the audience.

Thomas C. Stewart, Kathleen A. Hartman

Kutztown University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 33 10:00–11:00 a.m. Austin Ballroom 2

Building Stronger Networks for Sanity-Self-care for the Advisement or University Professional.

Each year the demands on advisors and other university professionals grow. With limited time, limited budgets, and limited hours in the day, the college professional is often left with limited energy, limited health and limited patience. In this experiential workshop we will relax, relax, relax, this is the Calgon of workshops! Come share, and learn strategies of relaxation, meditation and self care. Dress down, bring your pillow and come enjoy. The only limitations will be to your stress!

Julie E. Preece, Michael L. Maughan, Linda T. Stevens

Brigham Young University

Presentation based on: theory

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 34 10:00–11:00 a.m. Lonestar Ballroom A1

It's Time to ACT!: Helping Students Get Back to Good Standing

Would you like to know how to reduce the amount of time students spend on academic probation, thus improving retention at your institution? This interactive session provides advisors with the tools to start a successful program for students on academic probation. We will share our challenges and successes with the ACT Program (Academic Choices and Transitions), including faculty mentors, contracts, developmental advising and study skills. Join us to explore what advisors can do to help struggling students through grade recovery, in addition to improving their self-confidence and responsibility. Participants will have the opportunity to engage in some of the activities used with students and to discuss other ways to help students make better academic choices as they transition to academic success.

Tricia L. Martino, Jaci DeClue

Southern Illinois University-Edwardsville

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 35 10:00–11:00 a.m. Lone Star Ballroom A3

They Don't Have to Eat Bugs! So What's so Hard about Surviving the First Year?

Best of Region 1

Many challenges face incoming first-year students. Some home grown: high school size, SATs, first-generation student, financial status. Some college born: second choice school, didn't qualify for major, roommate, finances. Some both: homesickness, divorce, grandparent dies. There are experiences that offset the negative, but how does the combination impact persistence? What in a student's background that makes them better able to cope, or less able? How do you get faculty, peer mentors and advisor's to think about factors that impact first year students?

Experience this training exercise where participants first: determine their student's level of persistence, then walk a student through a year of positive and negative impacts and finally determine their student's level of success.

Join me for lively discussion, debate and laughs as participants assume a student role and play a game of chance to see what can happen during a student's first year of college.

Susan M. Kolls, Northeastern University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 36 10:00–11:00 a.m. Austin Ballroom 1

Using Holland Codes with Undecided Students

The purpose of the presentation is to provide advisors with an understanding of the role of the Holland code in regard to an undecided student's academic choices. Purdue's Undergraduate Studies Program (USP) utilizes Holland's model to begin the process of academic and vocational exploration. The student's match between personality and environmental fit becomes an integral piece of the student-advisor relationship in regards to determining academic and career choices. USP advisors have administered the Self-Directed Search and the Strong Interest Inventory, to its students since 1996. The results from these interest inventories provide a framework for discussion based upon academic major selection, retention, and graduation rate. The presentation will address the trends recorded at Purdue University since 1996 and share some of the successes and limitations of Holland's model.

Susan K. Aufderheide, Purdue University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Discussion 37 10:00–11:00 a.m. Seminar Theater

Consumer-oriented Students: How Do You Get Their Attention?!

Commission Sponsored: Two-year Colleges

Do your students read their catalogs or know what catalog they are following? Do they need to be reminded of important dates? Do they remember when they are supposed to register? In the College of Business at Illinois State University our high advisement loads of over 500 students per advisor make it necessary to encourage students to take an active role in their academics whether they want to or not! You will walk away with real solutions and new ideas to get the message through to your students so they can be successful and you can keep your sanity! Join us for colorful discussion and creative solutions you can take back with you to help you get results at your institution!

Kathy Schmidt, Angie Stoltzenburg, Illinois State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 5,000-10,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 38 10:00–11:00 a.m. City View 7

An Orientation Course for the Adult Student

Commission Sponsored: Adult Learners

Most orientation programs have been designed to address the needs of traditional age college students. However, academic advisors at Barry University in Miami, Florida, have successfully developed, piloted and implemented a college level credit course specifically designed for adult learners as they begin/continue their college experience. Students develop positive attitudes about themselves and the learning process, while acquiring skills essential for academic growth and personal development. The course includes study skills, time management, learning styles, college classroom environment, career planning and the opportunity to develop a peer support network, as well as an overview of university academic policies and procedures.

Mitch McBee, Marie Ange Levasseur, Nancy A. Albrecht
Barry University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 39 10:00–11:00 a.m. State Room 1

IOVP Model: Method to Your Major

The IOVP model is a developmental approach to academic advising designed to increase retention and success for first-year undecided/exploratory students. The model utilizes an advising policy and a four-step process that guide the student through major selection, career exploration, and retention. The policy itself is designed to connect them with resources on campus and support the major exploration

process to retain students the next year. The presenter will discuss the developmental academic advising model and advising policy as well as implications for implementation at other academic institutions.

Donna L. Malaski, Oakland University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 40 **10:00–11:00 a.m.** **State Room 3**

Designing Service Learning Courses

Today's students are actively seeking out opportunities to integrate their civic involvement with traditional classroom education. This session is designed to chronicle the creation of a service-learning course. We will guide you through our review of the literature and explain the rationale behind our course design and proposed syllabus. As a college that focuses on the world of health, our students demand unique and diverse experiences in preparation for graduate study and employment. We will be sharing resources and examples from other institutions as well as general insights and observations of challenges facing those interested in implementing service-learning.

Kristi Bloom, Carol Firkins, Ryan Gower

University of Illinois-Urbana-Champaign

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 41 **10:00–11:00 a.m.** **San Antonio Ballroom A**

Web-based Level I Survival Course: The Easy Way!

With over 1000 first year Science students, and only one first year advisor, we needed a more effective form of communication to help students survive their experiences in the bewildering world of University. In this power point presentation, we will acquaint you with our new WebCT pilot project, designed to expose all our students to the survival skills necessary for academic success. Eight individual, interactive modules, in a weekly progression, led the students through: orientation to campus, library resources, study habits, time management, stress management, getting to know your professor, academic integrity and career resources. We will describe how we developed the course, what the students thought of the course, and what our plans are for the future.

Lynn A. Macintyre, Rita Campbell, McMaster University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 42 **10:00–11:00 a.m.**

Houston Ballroom C

Professional Portfolios: Encouraging and Supporting Advisor Success

Commission Sponsored: Advisor Training & Development

The portfolio is a powerful tool that honors personal and professional history, celebrates present accomplishments and encourages one's hopes and dreams. This session will provide participants with information on the development and implementation of advisor portfolios. It will focus on the power of portfolios as a tool for both fostering professional growth and shaping priorities and culture in an advising unit. The use of portfolios in relation to advisor training and performance assessment will also be discussed. Through the presentation of the purposes and content, as well as the process used to develop and implement portfolios, participants will gain information and discuss developing a portfolio program for their campus. Examples of actual portfolios will be available for viewing.

Debbie Grew, Indiana Univ Purdue Univ-Indianapolis

Presentation based on: models/applications

Concurrent 43 **10:00–11:00 a.m.**

Houston Ballroom A

Developing an Advising Program Based on Faculty and Student Perceptions

In the School of Business at TCNJ, the advising structure was considered "broken." Faculty believed that students did not feel a meeting with their advisor was important; students believed that faculty did not place much value on establishing advising relationships with students. However, without any "useful" information, how can students and faculty get "on the same page" in order to understand the benefits of the advising process?

In order to "fix" the structure, an informal survey was given to first identify "advising perceptions"—perceptions that would help identify areas that were found to be most important to students and faculty. This presentation will go over the result of the survey, specific issues found pertinent in addressing these needs, and the advising structure that was created.

William H. Johnson, College of New Jersey

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 44 **10:00–11:00 a.m.**

Austin Ballroom 3

Spartan Success: An Inexpensive Way to Connect Students to your Institution Using Interactive Technology

Commission Sponsored: Technology in Advising

Looking for an exciting and inexpensive way to reach out to your new freshman and transfer students?

Spartan Success is a series of eight web-mails designed to ease new students' transition into the campus community. Topics areas include campus resources, study skills, social involvement, learning styles, academic advising, motivation,

internships and summer jobs, and stress management. Interactive quizzes and relevant links are included in each unit. Examples of the web-mails will be provided and the necessary technology will be discussed.

Cindra Kamphoff, Scott Amundsen

University of North Carolina-Greensboro

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 45 **10:00–11:00 a.m.** **State Room 4**

Creating Effective Advising Portfolios

Commission Sponsored: Faculty Advisors and Advising Administration

The current economic climate is causing all institutions to examine carefully the value gained from expenditures on programs and on people who work in these programs. Advising is not exempt from this scrutiny. Calls for accountability often result in the gathering of numbers or statistics, but numbers can not tell the whole story. Increasingly portfolios are being used to provide a richer picture of the impact of an advising program or an individual advisor.

This session will present recent best practices in the creation of advising portfolios including tips on how to organize the portfolio, what to include in it, and how the portfolio may be evaluated. It will share an example of a portfolio and a scoring rubric. A bibliography will also be provided.

Faye N. Vowell, Phillip Farren, Roland Shook

Western New Mexico University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 46 **10:00–11:00 a.m.** **Lone Star Ballroom A2**

Academic Advising and Academic Integrity: Not One without the Other

Commission Sponsored: Small Colleges & Universities

NACADA has a set of core values for academic advising that have much in common with those of the Center for Academic Integrity (CAI): honesty, trust, fairness, respect, and responsibility. Learn how to make each academic advising experience an academic integrity one as well. Attendees will develop and examine their own definitions for each term, how to apply both NACADA's and CAI's values in their work, share personal examples, and discuss case studies. The need for advisors to be whole—integral and collaborative—and focused on the enterprise, has never been greater.

Sarah May Clarkson, Juniata College

Presentation based on: models/applications

Concurrent 47 **10:00–11:00 a.m.** **Houston Ballroom B**

Ethical Advising and Readmission of the Probation Student

The increased demand on institutions to retain students has contributed to an increasing number of probation students whose dismissals are waived or readmitted following a permanent dismissal. This has placed an ethical dilemma on institutions to identify realistic recommendations to students and departments. We evaluated the academic history and academic progress following readmission for these students to determine a future course of action when working with students on probation. We will share these results including a process for identifying students who are likely to succeed if readmitted as well as an evaluation of their academic progress. Participants will leave with data on students who are "readmitted" and information about developing a Readmission Review Committee.

Robyn Hook, Brooke A. Bloemker

University of Texas-Arlington

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 48 **10:00–11:00 a.m.** **State Room 2**

The Use of Technology in Academic Advising: Finding Balance

Technology has been increasingly used to facilitate the advising process, to aid both students and advisors. This presentation will discuss the role of academic advising and what part technology can play in that role and if the fundamental nature of academic advising is enhanced or harmed by technology. Examples from two research universities will be used. A set of criteria for evaluating the use of technology and a model for use of technology in advising are presented.

Christian K. Anderson, Penn State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 5,000–10,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 50 **10:00–11:00 a.m.**
Lone Star Ballroom A4

Assisting Probationary Students through Advising, Counseling, and Teaching

The presenters will provide information on the strategies and techniques used to assist students on academic probation at Southeastern Louisiana University. Discussion will include the theoretical perspective used, topics and problems most frequently encountered with such students, and surveys used to assess each student's academic needs. Statistics will also be presented from a four-semester study on the impact that such a program has on students who are required to participate, as compared to those who are not.

Dorothy E. Burton, Edward T. Nelson
Southeastern Louisiana

Presentation based on: models/applications

11:15 a.m.–12:15 p.m. Sessions

Commission Meeting 51 **11:15 a.m.–12:15 p.m.**
City View 3

Commission Meeting: Advising Business Majors

The commission's goal is to provide a forum for exchange of information among business advisors, and to support our members' presentations at national and regional conferences. The interest groups have been re-organized to include: Dealing with an oversubscribed program, MBA & Graduate Programs, Career and Internship Advising, AACSB and Accreditation Concerns, Web Development and Advising, Developing a Support Network of Business Advisors, Encouraging Publication of Material Useful to Business Advisors, Research on Advising Business Students, and Brainstorming Future Programming at Regional and National Conferences. Come meet, discuss issues, and contribute to the commission where members can talk shop. This is a great time to share techniques and information on advising business majors.

Ronda C. Barnett, Texas State

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Commission Meeting 52 **11:15 a.m.–12:15 p.m.**
Pearl 4

Commission Meeting: Advising Student Athletes

The Commission on Advising Student-Athletes is open to all advisors (including non-Commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to general professional advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community college, and Canadian institutions) to share their "best practices" in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, increasing presentations at regional and national NACADA conferences which focus on issues related to advising student-athletes, and providing networking opportunities for young professionals and seasoned veterans in the field.

Michelle Roppeau, University of California, Davis

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Interest Group 53 **11:15 a.m.–12:15 p.m.**
Pearl 5

Interest Group Meeting: Liberal Arts Advisors

Do your students ever ask you what a Liberal Arts Degree is? How do you respond? Are you even sure what this broad term really means? Do you wonder how we can help our students compete in the technical world? Are we preparing them for the jobs of the future? How do we help them to understand the advantages of the degree itself? If you have asked yourself any of these questions and wish to dialogue with others, you should consider joining the Liberal Arts Interest Group. This Interest Group was formed because of the growing number of advisors interested in information that can help them advise students in the Liberal Arts. None of us have all the answers, but as a community of learners we can do great things! Come join us on the trail to discover where the Liberal Arts are going and what we can do to prepare our students and ourselves for the future.

Sarah C. Handspike, Michigan State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 54 11:15 a.m.–12:15 p.m. City View 8

No Child Left Behind-Implications for Advisors

The No Child Left Behind Act of 2001 presents significant implications for colleges of education as well as the nation's public schools. Colleges with teacher preparation programs should get involved in a nationwide recruitment campaign that includes public service initiatives to recruit teachers. NCLBA also provides for school/ college partnerships. Future teachers must improve student achievement. The legislation also provides for remedies for schools designated as underperforming.

This discussion session will focus on NCLBA implications for education advisors in addressing three critical questions: Should colleges alter admissions standards for teacher education candidates? Should advisors attempt to weed out students who don't measure up to new federal standards for "highly qualified" or "exemplary" teachers? Is there a need for procedural adjustments regarding how prospective teachers are recruited?

Jeffrey A. Margolis, Gloria Spinella, Rowan University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 55 11:15 a.m.–12:15 p.m. State Room 4

Advisor Certification: An Update

Commission Sponsored: Advisor Training & Development

This program will provide an update on the progress being made toward awarding advisor certificates of excellence. It will introduce the concept of advisor certification, the suggested competencies that advisor would be required to meet to receive a certificate, and suggested methods for fulfilling the criteria for each competency. The results from the Web survey of NACADA members concerning the competencies will be summarized. After a brief presentation by the members of the Advisor Certification Committee, participants will be asked for their reactions and suggestions.

Virginia N. Gordon, Ohio State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Concurrent 56 11:15 a.m.–12:15 p.m. Austin Ballroom 2

Rising from the Ashes: Budgetary Woes Catalyze Productive Changes

In the midst of an on-going budgetary crisis, University of Idaho reallocated resources to create a Center for Academic Advising. Although most academic advising is handled through academic departments, the new Center serves as a clearinghouse for advising information, assists

students in locating their academic advisors, delivers training programs, and provides Bachelor of General Studies advising for freshmen and sophomores. Reporting directly to the Registrar, the CAA is in a unique position to use existing technology and infrastructure to support advising.

This session will focus on how and why the university's first Center for Academic Advising evolved and the steps taken to address advising needs. A question and answer session will provide participants with ideas to take back to their own institutions for discussion.

Reta Pikowsky, Benjamin Evans, Cyndi L. Lewis
University of Idaho

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 57 11:15 a.m.–12:15 p.m. Remington

Academic Interventions for Student Success—What Works for You?

The advising model in the University of Minnesota's General College (GC) includes assessment of student academic risk factors at Orientation, academic alerts sent out by faculty when students experience academic difficulty, and two mid-semester academic reports sent to both adviser and student for each student in GC classes. Probation students are required to meet with their assigned adviser early in their probation semester. Advisers use information from Orientation, academic reports, and probation review to engage students with academic interventions whenever signs of academic difficulty arise. In our session, we will outline our model and share intervention materials. Our hope is to share information but also have participants share what has worked with students in their settings.

Lizette M. Bartholdi, Mark Bellcourt, Mary Ellen Shaw, Carole Broad, University of Minnesota

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 58 11:15 a.m.–12:15 p.m. Lone Star Ballroom A4

Outcomes Assessment: A Process You and Your Staff Will Enjoy

Best of Region 10

Few advising centers have attempted the process of outcomes assessment because it appears intimidating. However, it is important to have data indicating that academic advising impacts the overall success of a student in Higher Education. This workshop will demonstrate how to use a fun team approach to start an outcomes assessment process at your advising center. We will begin with an introduction about outcomes assessment and then discuss different activities your office can do to facilitate the creation of a mission statement and identifying expected outcomes.

Everyone will depart the presentation with a team model for initiating outcomes assessment for an academic advisement center. Whether you are a beginner or a seasoned professional you are sure to get something from this workshop!

Sharon A. Aiken-Wisniewski, Leslie Park, University of Utah

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 59 **11:15 a.m.–12:15 p.m.** **Lone Star Ballroom A1**

The Road to Graduate School Starts with Just One Test: How to Create and Present a Seminar about Graduate School Admissions Tests to Ease Your Students' Anxieties

The terms GRE, MCAT and LSAT don't sound too scary but students often stress out over these exams. Advisors are often the first ones to discuss career plans with students and we're the one's they come to for information, support and encouragement. We'll discuss how to plan and execute a successful seminar (on little to no budget) to help students learn more about these tests and get over their jitters.

Grettie L. Bondy, Johnnie-Margaret McConnell

University of Oklahoma

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 60 **11:15 a.m.–12:15 p.m.** **Austin Ballroom 1**

Got Math? Mastering the Requirement Without Mastering the Subject

Commission Sponsored: Engineering & Science Advisors

Do you have difficulty guiding students through some general requirements, because you don't feel confident in your understanding of all the options? Or are you the advisor others turn to, and refer students to, because you have the best grasp of a particular discipline?

Come see one method for dealing with the challenges of a broad-based curriculum. We will use an advisors guide to a "quantitative literacy" requirement as our model. The creation and evolution of the guide will be explained, and participants will have the chance to see how advisors use the guide. Participants will also see the version of the guide adapted for direct student use, and consider how the various incarnations of the guide could be adapted for other types of requirements.

Carrie Muir, University of Colorado

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 61 **11:15 a.m.–12:15 p.m.** **Houston Ballroom A**

Academic Success is not all about Academics: Taking an Holistic Approach To Advising

Students experience a tremendous amount of stress due to uncertainties, responsibilities, changes, and challenges they face in their college experience. Academic advisors play a crucial role in the academic success of their students. They can be very instrumental in assessing the stressors and roadblocks their students face and can begin to introduce ways in which students can get past these roadblocks and achieve academic success. This presentation is designed to help advisors become more aware of the importance of the physical, intellectual, emotional, social, and spiritual adjustment of the college student and how it impacts on student retention. A holistic approach to advising students will be emphasized.

Assessment forms, handouts, and PowerPoint will be used in conjunction with this presentation.

Barbara L. Miccio, East Stroudsburg University

Presentation based on: theory

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 62 **11:15 a.m.–12:15 p.m.** **State Room 3**

"Why Can't I if I'm Paying for it?"; Using Developmental Advising to Modify Students' Consumer Approach to Higher Education

Students often view academic advisers as customer service representatives. Many students have a 'consumer' mentality believing that because they pay tuition, they are entitled to not follow sound academic advice nor subscribe to University guidelines and policies. Developmental academic advising requires a level of student-adviser interaction that may not support the University's goal of increasing efficiency or the student's desire to obtain service. Student success frequently depends on significant, often inefficient time investment in the advising process. Advisers have the responsibility to modify students' perspectives so they become active learners in the educational process rather than mere consumers of a product. We will discuss, and identify key strategies in working with students to change their perspective.

Barbara A. Miller, Michael Gershe, Curtis Good,

Katherine K. Horner

Kent State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 63 11:15 a.m.–12:15 p.m. Seminar Theater

You've Got Mail! Early Intervention through Cyberspace

Commission Sponsored: Small Colleges & Universities

Even at a small college, connecting students with academic difficulty to campus resources can be challenging. By intervening early and teaching the tools necessary for success, however, students are often able to refocus, gain insight into their current behaviors, and address the areas of concern.

Rollins College previously used two systems for early intervention: Early Warning reports and Midterm "Unsatisfactoriness". These systems were merged into one on-line Academic Warning system that not only connects the student and professor, but also the faculty advisor and student resource center, forming campus-wide channels of communication.

Basing the system on-line has streamlined the process into a user-friendly format, which has increased faculty participation by 33%, raised the total number of warning reports by 245%, and improved the quality of feedback to students.

Jessica Williams, Amy Zawatsky, Rollins College

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 1,200–5,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 64 11:15 a.m.–12:15 p.m. Lone Star Ballroom A2

Strength in Numbers: Exploring the Potential of Group Advising

Most advisors feel that one-on-one advising appointments are preferable to group advising. Yet, in some situations, group advising may be a more effective method. The shared experience of a group session can be a helpful initial intervention for undeclared students. Through their interactions with the other students, they learn that they are not alone in their confusions about a major, career direction and choosing courses.

This presentation will explore one advising program's recent move to group advising for summer orientation. The presenters will discuss their rationale for the switch, their methodology, and how they expect their program may evolve.

Participants will receive an overview of the benefits and challenges of a group advising model and some ideas for integrating group advising into their own programs.

Stephanie Hamington, Kerry Kincanon

Oregon State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 65 11:15 a.m.–12:15 p.m. Press Club

Towards an Integrated Academic Resource Center

This workshop will provide an opportunity for participants to consider changes and improvements in the delivery of academic advising, career services and disability services through an integrated delivery system. The facilitator will present one successful model for such a "one-stop shop," a Center for Academic and Career Development at a small to mid-sized university. Through presentation and discussion, participants will consider the dynamics on staff morale and performance when changing to an integrated model, factors essential to successful change, potential costs and benefits of an integrated model, and obstacles to and successes of an integrated delivery model.

Jo Y. Calhoun, University of Denver

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 1,200–5,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Discussion 66 11:15 a.m.–12:15 p.m. Houston Ballroom C

Targeted Programming for Liberal Arts Students

As a continuation of the dialogue on best practices for advising undecided/undeclared students, and liberal arts students, we want to enliven the conversation with a discussion about programs for targeted audiences. Utilizing a group interactive format, we will begin by showing brief video clips from our Career Link and Sophomore Connection videos, and samples from our previous targeted programming. We will then open the discussion to address the following issues: what does targeted programming mean? How do we define specific group needs? How can Career Services and Academic Advising best collaborate?, and other issues that come up in the conversation. We will facilitate a discussion of successful programs, and end with generating ideas for new programs for targeted groups.

Susan J. Doyle, Carmela M. Brown, University of Michigan

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 67 11:15 a.m.–12:15 p.m. San Antonio Ballroom B

Value Exploration and Decision-making for Undecided Students

Commission Sponsored: Undecided/Exploratory Students

Undecided students have benefited from exploring the not so simple relationship between values and the decision making process. In this presentation, advisors from Brigham Young University's Advisement Center will present five types of values: foundational, implementational, competing, espoused, and actual.

Five worksheets designed to help students understand the relationship between values and decision making will also be

explored in small groups. Attendees' feedback will be used to improve the worksheets and advising students. In addition, the forum discussion may enhance the theoretical framework for discussing values in relation to decision making.

Patrick T. Slowinski, Kerry Hammock, Alberto Puertas
Brigham Young University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: experienced advisors

Concurrent 68 **11:15 a.m.–12:15 p.m.** **Houston Ballroom B**

Advice that Matters: What do Students Hear and Remember?

Advisors may wonder what, if anything, students remember from advising sessions. “Moving In, Moving Through, and Moving On” (Lynch) provides a conceptual framework to guide the work of advising services and individual advisors (Chickering). This session shares the continuing findings of the presenter who queried former advisees about what they remember from his advising sessions with them: 1) as the opening session orientation presenter over 20+ years—as they moved into college; 2) as an academic advisor for 27 years—as they moved through college; 3) from a 1998 commencement address he delivered—as they prepared to move on from college.

The presentation considers why students find meaning from advising and how advising programs and individual advisors can focus their advising to address students' primary questions, needs, and concerns.

Tom Brown, Thomas Brown & Associates

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 69 **11:15 a.m.–12:15 p.m.** **City View 6**

Meeting the Needs of Adult Learners in an Online Environment

Commission Sponsored: Adult Learners

As more and more institutions of higher education are offering online courses, it becomes important to look at the other services offered to these students. This session will provide an overview of the ways we can serve students in online environments.

Participants in this session will get a glimpse of three different perspectives on distance education—as an administrator, instructor, and student. This session will look at how we can provide orientation, academic support, academic advising, library services, test monitoring, online bookstore ordering, and career development and placement to these adults who are juggling work, family, and college.

Carol Ann Baily, Middle Tennessee State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 70 **11:15 a.m.–12:15 p.m.** **City View 7**

Innovation, Opportunity, Worksheet, Advising: A New Approach to Working with Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Students

Commission Sponsored: Advisor Training & Development and LGBTQA

How do you help staff work with LGBTQ students after diversity training ends? At our Advising Center, we create advising worksheets for different majors. By putting LGBTQ information into a worksheet format, advisors and students receive relevant information about courses, University policies, and listings of campus and community resources.

Participants will learn more than just new ways of presenting LGBTQ resource information. Discussion will focus on different formats for presenting the material and different training strategies for use with colleagues. Trainers and administrators will find this information builds on past trainings on diversity education. Advisors who work with diverse populations will find this resource-based worksheet easy to adapt as they build networks for success.

Jennifer E. Joslin, University of Iowa

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 71 **11:15 a.m.–12:15 p.m.** **Austin Ballroom 3**

Online Academic Advising: Tools for Empowering Advisors and Students

Commission Sponsored: Advising Transfer Students

The Internet is integrated into students' daily communication and educational experiences. Recent research reports significant increases in the number of colleges providing online access to student transcripts and other academic information (Green, 2002). These types of services can empower students with valuable information to help in their decision-making process about occupational choices, changing majors, and transferring between institutions.

This presentation will provide an overview and live web demonstration of Florida's academic advising website - FACTS.org. Functions of the web site include access to transcripts, degree audits, transfer requirements, and academic and financial aid status checks. These academic advising functions not only serve to empower students, but also serve to support advisors and other administrators as they work to provide factual and time-relevant data to increasing numbers of advisees.

Debra L. Dukes, University of South Florida

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 72 11:15 a.m.–12:15 p.m. Lone Star Ballroom A3

We Started an Advising Network, UCAN Too!

We advisors at a large, metropolitan, research university came together and formed an advising network, the University Counselors Advisors Network, or UCAN, for the purpose of sharing information and skill-building. Members of our organization come from all three campuses of our larger university system. We will share how we did it, from gaining administrative support, to writing by-laws, creating programs, etc. In this presentation, we'll share the nuts and bolts of putting such a network together, what we've learned along the way, what we do, and what we hope for in the future.

Lynne Williams Bell, Carol J. Pollard, Julie Kirkland
University of North Texas

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Discussion 73 11:15 a.m.–12:15 p.m. State Room 1

First-generation College (FGC) Students Find a Home

Commission Sponsored: Multicultural Concerns

First Generation College (FGC) students typically lack a support system of college graduates and have little foundation for expectations in their transition to college. Thus, FGC students experience a degree and depth of transition issues that are unique. The Advising Center at Texas Tech (ACTT) developed a student-centered academic program focused on the unique academic, physical, and emotional needs of FGC students including a sense of home. Students are empowered with decision-making and critical-thinking skills from the initial contact through their first year. Relationship and trust building opportunities are presented during each student interaction. Through directed interventions and support services, ACTT provides support for FGC students to integrate the two cultures of home and college that are often experienced as insurmountable obstacles during the first year.

Albert Buitron, Elizabeth Teagan, DaNay Phelps, Ryan D. Scheckel, Jane Truett, Texas Tech University

Presentation based on: theory

Concurrent 74 11:15 a.m.–12:15 p.m. San Antonio Ballroom A

Academic Standing Policies: Adjuncts to Student Advisement and Facilitators of Student Success

Academic standing policies and procedures can be valuable tools to guide students through the academic experience and increase their probability for success, rather than merely a means to punish students for academic difficulties. This presentation reviews the evolution of a university's academic policies and procedures and discusses their facilitation of student success, recognizing advisement's role in promoting student success and the movement of an

Academic Standards Committee from enforcement to student, faculty and administration collaboration. Data suggests how academic suspension or dismissal policies play role in shaping students' academic success. Cases studies will be discussed. Opportunity is provided for participants to discuss the role of academic standing in relation to academic success and suggest further improvements.

Norman L. Roberts, Ronald K. Chapman
Brigham Young University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Concurrent 75 11:15 a.m.–12:15 p.m. State Room 2

The Effortless Transfer Experience

Florida state universities are in a competitive post-secondary marketplace. This competition has created aggressive admission standards. And, in order for Florida community college students to meet university admission deadlines and requirements, community colleges have created unique approaches to inform their students of university program offerings, policies, services, common prerequisite requirements, and Associate in Arts articulation and transfer rights. This session will provide the basics of the creation, design, and maintenance of a community college/university transfer center.

Elizabeth R. Johnson, Rebecca Ellis
Hillsborough Community College

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 1,200–5,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

12:15–1:45 p.m.

Lone Star Ballroom

Poster Session and Lunch

(Included in registration fee)

All Posters are presented at the same time. Participants are encouraged to take advantage of the buffet luncheon and visit each of the Poster Sessions, gather material, and discuss the presentations one-on-one with the presenters. Also, see what opportunities are available at the NACADA committees and *NACADA Journal* tables.

Poster Session 500

Taking Advising Home: Advising in the Residence Halls

The literature on developmental advising shows that contact between students and their Advisors, and student involvement on campus promotes satisfaction and improves retention. To enhance our students' experience, the Franklin College employs ten Advisors in four residence hall advising centers, serving approximately 2000 students. Developmental programming is included, along with advising and schedule planning.

One residence operates within the Residential College model, with live-in Residential Dean and an Advisor-in-Residence, while the other three offer on-site advising, programming, and coordinated efforts with Housing, other Student Affairs offices and the Division of Academic Enhancement.

This presentation will include information about both residential formats and the developmental programming. The presenters will discuss the history of the Franklin College's residence hall initiative, its successes and challenges, an overview of the programming and networking involved, and plans for the future.

Leigh L. Holland, Michelle Garfield, University of Georgia
Presentation based on: models/applications

Poster Session 501

Creative Staffing: Using Shared Advisors to Maximize Student Success

Outstanding Program Award Winner

Any centralized advising office for all new students runs the risk of becoming isolated and out-of-touch with degree-granting units. However, through the use of creative staffing and professional development strategies advisors can receive the information and knowledge they need to provide the best possible advising to students. In addition, students have smooth transition from the advising center to their degree school.

In this program, half of the University College advisors hold shared positions in which they work 20 hours per week in an academic school and 20 hours per week in University College. For academic programs in which no shared advising position exists, a formal liaison has been appointed. This strategy of sharing both human and fiscal resources has supported the growth of programs and services addressing the needs of new students in a manner which integrally involves each of the degree-granting schools. This staffing model has proven to be so effective with degree-granting schools that it has been expanded to include shared advising positions with campus services.

Lisa Ruch, Indiana Univ Purdue Univ-Indianapolis

Poster Session 502

The “Ins” and “Outs” of Advising: An Integrated Approach to Advising

The “INS” and “OUTS” of Advising: An Integrated Approach to Advising. One advisor and 550+ students: Is this possible? The presentation will focus on how this can be accomplished. The Advising Center focuses on the IN (recruitment) freshmen orientation, advising, remediation, retention, and

the OUT (admission to teacher education). The concept centers around a multifaceted approach to an advising program with limited personnel and resources. Ideas are applicable to other advising programs.

Lee Kem, Murray State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 503

Electronic Teaching Portfolio: Documenting Teaching Performance and Reflection

There is a national trend toward documenting teaching performance and student's reflective thinking about their learning through a teaching portfolio. The School of Education at The University of South Dakota endorses a performance-based approach in the preparation of teachers. The portfolio is a means to measure the performance of students in teacher education on a set of professional teaching standards adopted for elementary, secondary, and special education certification programs. The developmental portfolio presents progress over time on each of the standards. The goal is for a student to achieve proficiency in each standard by graduation. Teacher education students may also use their completed portfolios to attain student teaching placements and to assist in seeking future employment in the schools.

A time for sharing, questions, and discussion will follow the presentation.

Marlys A. Boschee, Linda Reetz, University of South Dakota

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 504

UPAS (Undergraduate Personal Academic Scheduler): An Interactive Web-based Academic Schedule Builder Tool

The Undergraduate Personal Academic Scheduler (UPAS), developed by University of Iowa's Department of Biological Sciences, was developed to help students, whether they are freshman or seniors, plan out the academic future of their undergraduate careers. Not only does it provide all information about each major programmed into UPAS in one location; it works interactively to help students plan what individual courses they need to take and when.

Currently, you need to organize information from many sources to create academic schedules. This process needs to be updated every semester. We wanted to provide a program that would combine the expertise of a knowledgeable undergraduate advisor and information available from the Registrar's office, to streamline and simplify this process. UPAS is our on-line interactive answer.

Amy Korthank Gabaldon, University of Iowa

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 505

The Penn State Adviser: It's Not the Rules

Institutions provide academic advisers with policies and expect them to apply the rules knowledgeably. However, advising is more than applying rules. It's teaching students to make the most of their educational opportunities, matching their goals and abilities with institutional offerings. The authors offer guidance about the principles that most of us learn through experience or the mentoring of colleagues. Particularly helpful for new faculty advisers, topics include what to expect in an advising conference, how to use technology effectively, how to work with students at various stages in their educations, how to refer, how to keep records, and how to act ethically in the advising situation. At this poster session, authors will answer questions about its content and development. The monograph won the 2001 NACADA Publication Award.

Marion Schwartz, Joyce Buck, Eric White
Penn State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 507

Engaging Alumni in Departmental Advising Opportunities

Departmental advisors looking for assistance with career advising for their students should consider developing a list of former students interested in talking to undergraduates about career opportunities. In particular, those in the liberal arts can utilize the varied careers of former students to demonstrate potential career opportunities as undergraduates begin to formulate their search for a vocation after college.

My department began a Former Student Advisory Board in 1998. This alumni organization has contributed to departmental scholarships and our department's "Career Day." The Advisory Board has a subcommittee on "Careers and Internships." Former students take time off to come and speak to current students and attempt to answer that famous question "What can I do with a Political Science degree?" Our undergraduates enjoy and appreciate the information shared.

Michael G. Balog, Texas A&M University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 509

A Campus-wide Majors' Fair: Networking to Close the Knowledge Gaps

College students change their major for a variety of reasons. Lack of knowledge about major requirements and job potential often results in an unsuitable match between the student's reality and departmental expectation. The University College professional advisors at Prairie View A&M University organized the First Annual campus-wide Majors' and Minors' Fair to help close these gaps and allow students to network with faculty and staff. With all Colleges and most Departments represented the fair was proclaimed an unparalleled success. One unexpected bonus we observed was that University staff and faculty were able to network and discuss their own knowledge gaps. Our poster session will give NACADA participants the opportunity to discuss strategies and options for this type of event.

Ila Schauer, Jocelyn Whiting, Fred Bragg
Prairie View A&M University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 510

An Example of Data Analysis Used to Determine Important Factors when Advising for Math and English General Education Courses.

Useful assessment of general education courses is one important tool of a successful approach to advising. This article describes two methods for evaluating the affect general education math and english courses are having on students. One procedure involves examining the grade distribution for students enrolled in math and english general education courses who have successfully passed prior general education courses. The second method describes how a logistic regression procedure is used to determine what factors influence the successful completion of math and english general education courses. Both of these methods produce results of interest to advisors. Both of these methods can be updated yearly.

Charles S. Todd, University of Montana-Montana Tech

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 511

Effects of the Career-planning Group Counseling for College Students with Multipotentiality

The purpose of this study was to develop Career-Planning Program for the college students with multipotentiality, and to evaluate effects of program. The program designed to solve career-indecision problems of multipotentiality, and consisted of two sessions of training in identity exploration, two sessions of training in value-based decision making, and an additional two sessions of training in goal-setting for career planning. Both the CP Group and the Waitlist Control(WL) Group were given pre- and posttreatment assessment on career certainty, career decision-making self-efficacy, and vocational identity. The results showed that at the posttreatment assessment and the 3 month follow-up assessment, the CP Group reported significantly higher degree of career certainty, career decision-making self-efficacy, vocational identity and career exploration activity compared to the WL Group. The discussion focuses on implications for distinctive career-guidance on multipotential students, limitations of the study, and directions for the future research.

Eunjin Lee, Kyungsun Doh, Yonsei University
Presentation based on: research

Poster Session 512

The Effects of Academic Advising on Academic Achievement and Major Declaration

This study examined the effects of academic advising on the academic achievement and major declaration of first-year students for the last 2 years in Korea. The data regarding the frequency of advising contacts, GPA, and the state of major declaration at the end of the second semester were collected from the database of University College. The results showed that the frequency of contacts with academic advisors is increasing year after year, and it is positively correlated with the student's GPA and the improvement of GPA. The more contacts, the higher GPA and the more improvement. Moreover, students who had more contacts with their advisors tended to declare their major earlier. The implications of these findings will be more discussed.

Won-kyung Lee, Eun-kyung Kim, Yonsei University
Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: between 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience:

Poster Session 513

A Comparison of Three First-year Advising Models: Perceptions of Advisors and Adjustment to College

The current study compared three first-year academic advising models in the Psychology Department of a mid-size public university. Some students only interacted with their advisors in a formal advising setting, while the other students interacted with their advisors in either an Introductory Psychology or Gateway to Psychology course. A total of 40 freshmen advisees completed a series of ques-

tionnaires at the end of the fall semester following registration for spring classes. Students completed parallel questionnaires about their faculty and peer advisors and questionnaires designed to measure sense of community and college adjustment. A series of ANOVAs were conducted, in which advising model and number of meetings with advisors were related to the measured constructs. Implications for developmental advising will be discussed.

Virginia R. Gregg, Gary Klatsky, Mark Morey, Renee Bostaph, SUNY-Oswego

Presentation based on: research

Poster Session 514

Partnership and Collaboration: A Win-Win Approach to the Transfer Process

This presentation focuses on how two-year and four-year schools work in partnership to advise students towards a seamless transfer of their academic credits. A model partnership program between CCCCD and UNT will be included.

Myra W. Hafer, University of North Texas
Leslie Cannon, Norma Johnson

Collin County Community College District

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 515

New Directions for Measuring College Student Development

New Directions for Measuring Student Development The Student Developmental Task and Lifestyle Assessment “Winston, Miller, & Cooper, 1999” is based on Chickering’s “1969, 1993” theories of college student development and has been widely used in academic advising research. It is a lengthy instrument that measures development across multiple dimensions. Most of these dimensions, however, are correlated with each other. In an effort to begin to create a more parsimonious instrument, it is helpful to analyze the underlying structural dimensions of the SDTLA. Factor analysis was utilized in this study to identify the main sources of variance within the tasks and subtasks. Three factors were identified and were named Goal Actualization, Personal Expression, and Academic Autonomy. These factors may help advisors to begin to conceptualize student development along new dimensions.

Susan B. Weir, Oklahoma State University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 516

Faculty Advising: Going From “Just Doing It” to “Just Doing It Right”

Academic advising by the faculty is often considered a low priority. It is not that the faculty place a low priority on academic advising, more often it due to limited resources and time. Additionally, if the faculty member is working on

tenure, advising is not a variable on the tenure checklist. However, there is a way that academic advising can be incorporated into the classroom. A project has been developed to meet the objectives and goals of academic advising; to prepare the students to graduate from college and then to either apply to graduate school or seek employment. The name of this project is the Atta Boy/Atta Girl Portfolio.

Susan Barnett, Northwestern State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 517

Teacher Education Students' Satisfaction with Academic Advising Services

Data-based reports have become the tool used to justify the need for student affairs and central advising units in academic colleges. This presentation will focus on teacher education students' satisfaction with academic advising services at the University of Central Florida. Presenters will share the results of a recent survey conducted by the College of Education, Office of Student Services and archival data collected by the institution's Office of Operational Excellence to determine students' overall satisfaction with student services and other instructional and student support services.

Gloria Laureano, Tina M. Smilie

University of Central Florida

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 518

Business Majors Abroad: Academic Advising for Study Abroad for Business Students

This session outlines a model of study abroad academic advising at the University of Minnesota, Twin Cities that is based on a developmental advising approach and that creates partnerships between the study abroad office and academic units and advisers. The model draws upon the expertise of both study abroad and academic advisers to help students find the right study abroad program and plan academically for study abroad. Particular emphasis is placed on the success of the model for business students, but advisers in other fields will also be able to draw ideas from the overall model. Presenters will also give practical advice on what to know about an institution's study abroad policies and programs so advisers can encourage study abroad with confidence.

Jodi L. Malmgren, Laurie L. Slaght, University of Minnesota

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 519

Faculty/Advisor Partnership for Academic Early Warning System

Looking for an innovative model to decrease the high percentage of unofficial withdrawals in your college each quarter? This presentation will outline the Early Warning System model recently piloted in the College of Arts & Sciences at the University of Cincinnati. This EWS model is a partnership between faculty and academic advisors to identify attendance and performance problems early each quarter and then intervene. The college recognizes that early detection of academic difficulties will increase the college's ability to offer the student access to the appropriate assistance and support systems. Example interventions will also be outlined.

Paula W. Breslin, University of Cincinnati

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 520

The ACADV Network: The Listserv for Academic Advisors

The ACADV Network is a private electronic network dedicated to academic advisors. ACADV has become an important advising tool for many of its members. Members of the Network do not need to possess a vast array of computer skills, but should have a little knowledge of using E-mail on their campus. Membership is limited to professional academic advisors, advising administrators, and faculty members who have academic advising responsibilities. This poster session will provide conference attendees a chance to ask questions regarding the Network; a handout will be available provides information on the ACADV web site and some of the special features available on the listserv. ACADV welcomes new members; consider being a part of "the network that seems like a conference every day!"

William H. Johnson, College of New Jersey

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 521

Advisement Handbooks: A Texas-size Idea to Beef Up Student Use!

Looking for a unique way to beef up your advisement handbook while increasing student use at the same time? We developed a plan to collapse our undergraduate advisement handbook into a customized daily planner that students can use to stay organized and informed all at the same time. The outcome is a successful "Undergraduate Handbook and Daily Planner" that compliments our advising website. We no longer hear students say, "I lost my advisement handbook"

because it's now part of the daily planner they use each day. You'll walk away with step by step instructions to adopt this idea including ways to use it in your freshman seminar, collaborating with others to save money and much more!

*Kimberly A. Yackoski, Kristine Ritz, University of Delaware
Valerie McEvoy, Premier, A School Specialty Company*

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 522

From Super Star to Chorus Girl—Helping First Semester Fine Arts Students Transition from High School to College

The sudden drop off in activity that most high achieving theater and dance majors encounter their first semester of college can result in serious doubts about pursuing an education in the arts. Yet, if steps are taken to address students' fears, they are more likely to remain in the program, eventually developing a more mature understanding of the fine arts, and their own place within that world.

The Department of Theater and Dance at the University of Texas at Austin has made a commitment to assessing and addressing the special needs of first semester students. This session will detail the strategies implemented over the past three years to increase retention and enrich the first year experience.

Kristin L. Henn, University of Texas-Austin

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

Poster Session 523

What Affects First Semester Performance?

A successful first semester at college positively influences students to continue their education. When new students meet with advisors to decide the first semester coursework, admissions data that advisors use to help students choose their classes only provide a partial picture of the student's college-level preparedness. Students with the same background and coursework may not reach the same success level because of other influencing factors.

To determine those factors, we conducted surveys on what new engineering students are experiencing. By correlating survey data with the students' admissions and fall 2002 academic data, we hope to provide advisors with additional guidance for helping new students choose their courses. Additionally, we hope to discover what we, as advisors, can do to improve student opportunity for success while transitioning to college.

Brenda Kutz, Iowa State University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Level of advising experience: experienced advisors

Poster Session 524

Undergraduate Psychology Students' Perceptions of Academic Advising at a Small Liberal Arts College

Six hundred and ninety undergraduate psychology majors responded to a 13-item questionnaire to determine advising needs and satisfaction with current practices. They were asked to compare their experiences with psychology department advisors to those in other departments or at other schools. When various academic advising models were illustrated, students were asked to mark the model that best represents their experiences. Open-ended questions divided into three sections. Data were analyzed using chi-square analysis and descriptive statistics. The students' major concerns were advisor availability, styles of advising, and advisors' knowledge and skills. They were satisfied with advisor availability and specialty, but advising was not perceived as contributing to academic success or career planning and did not foster involvement in departmental activities. Research into advisors' attitudes and how they relate to students' is indicated.

Karen A. Jackson, Carrie Williamson, Tim A. Casey

Texas Woman's University

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: between 1,200–5,000 students

Level of experience in subject matter: more experience needed

Level of advising experience: new advisors

Poster Session 525

Academic Advisors' Perceptions of Group Dynamics in the Workplace: A View from the Other Side

This presentation will focus on Phase II of the NACADA 2002 web-based survey which will be replicated for administration to non-managerial advising professionals. Results from the NACADA 2002 survey will be compared and contrasted with 2003 survey data to determine whether differences exist among administrative and non-administrative academic advising professionals in terms of perceptions about that their current workplace environment. In addition, a list of best practices related to each variable measured: group cooperation, communication styles, morale, and commitment to unit goals will be provided. A copy of the survey instruments along with data compiled from both groups will be made available to workshop participants. The presenters invite participants to ideas and experiences in their respective place setting.

Catherine D. Joseph, Heidi M. Carty

University of California-San Diego

Presentation based on: research

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of advising experience: new or experienced advisors

Poster Session 526

Working Collaboratively for the Success of Reinstated Students

This session highlights the development and application of a successful method for streamlining the dismissal/reinstatement process for Exploratory students at a large public university. The academic dean and advisers work collaboratively to review and respond to each student's situation in a holistic, objective, and timely way thus benefiting both the student and the university. Students receive constructive feedback, whether they are dismissed or are approved or denied reinstatement.

Participants will gain an understanding of the development and implementation of this process and the intervention program created for reinstated students. The presenter will detail the advisers' role in the process and networks formed between departments to support reinstated students' academic success. Detailed handouts and interactive discussion will assist participants in refining or developing similar programs at their campuses.

Johanna E. Pionke, Kent State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: between 5,000–10,000 students

Level of experience in subject matter: not applicable

Level of advising experience: new or experienced advisors

Poster Session 527

Warren College Academic Success Workshop Series: An Innovative Model Designed for New and Continuing Students

With a rapidly increasing student population at UCSD, students are dependent on the use of technology to conduct both day-to-day business with the university and, more importantly, the quarterly required on-line advising and course enrollment. Warren College has designed an advising workshop model that benefits new freshman and transfer students early in their academic career at UCSD. In addition, all students are afforded the opportunity to meet and dialogue with faculty and other professionals as they prepare for careers in their post baccalaureate years. This Academic Success Workshop Series enables students to identify advising tools and appropriate campus resources early in their educational careers. Information packets along with evaluation results will be made available to all participants.

Elaine J. Blankenship, Nancy Gilson

University of California-San Diego

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: minimal experience needed

Level of advising experience: new or experienced advisors

2:00–3:00 p.m. Sessions

Commission Meeting 76 2:00–3:00 p.m. Pearl 4

Commission Meeting: Advising Graduate and Professional Students

We invite new and continuing commission members (professional and faculty) to attend this meeting. We will address current issues and concerns in graduate and professional advising, including preparing undergraduates and adults for post-baccalaureate education.

Virginia L. Hueske, University of Texas-Austin

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: not applicable

Commission Meeting 77 2:00–3:00 p.m. City View 3

Commission Meeting: Advisor Training and Development

We encourage commission members and those who are interested in the commission or in issues relating to advisor training and development to attend our meeting. At this meeting we will welcome our new commission chair, Cole Holmes, review the goals and objectives of the commission and develop goals for the coming year. In addition, we will update members concerning NACADA's recent progress in developing standards for advisor training and development certification and the publication of the NACADA monograph on advisor training.

Heidi Koring, Lynchburg College

Presentation based on: models/applications

Interest Group 78 2:00–3:00 p.m. Pearl 5

Interest Group Meeting: Advising Education Majors

At the 1999 NACADA Conference, the Advising Education Majors interest group meeting had a great response. It was decided at the meeting that we needed much more time to discuss all of the issues in advising education majors. This workshop will include four segments: 1) we will include input from the participants regarding the similarities of advising approaches at each program. In the 1999 meeting we discovered the differences in all of our programs, in this interactive workshop we will identify our commonalities; 2) a discussion of the recruiting and admissions functions of advisors. We will also discuss how we conduct orientations, and sessions; 3) a discussion of retention and graduation. We hope to discover successful programs and advising practices; and 4) we will include an open roundtable discussion.

We hope to discover: 1) successful education advising programs, 2) ways of improving our advising services, 3) effective evaluation tools, and 4) ways of dealing with the ever changing world of teacher education.

Karleen M. Edwards, Hofstra University

Lee Kem, Murray State University

Presentation based on: models/applications

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of experience in subject matter: more experience needed

Level of advising experience: experienced advisors