

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

Interest Group 79 Press Club

2:00–3:00 p.m.

Interest Group Meeting: Assessment of Advising

Created with the intent to serve all NACADA members who want to discuss, learn about, or share expertise on assessment of advising, the Assessment of Advising Interest Group (AAIG) welcomes current AAIG members and anyone interested in assessment to its annual meeting. Join us and hear an update of AAIG projects, participate in an open forum on critical issues in assessment, network with others, and brainstorm strategies to increase NACADA membership participation in assessment activities.

Lynne M. Higa, Michael Kirk-Kuwaye
University of Hawaii-Manoa

Presentation based on: models/applications

Discussion 80 City View 8

2:00–3:00 p.m.

Developing Best Practices: An Advising Techniques Workshop

“Developing Best Practices: An Advising Techniques Workshop” describes and demonstrates best practices techniques used by University of Maryland University College for advising the adult learner and non-traditional student population. The purpose for developing best practices is to assist advisors, faculty and other student administrators in a variety of student advising settings. The development process promotes teamwork among various departments and creates the opportunity to develop innovative solutions and continuity in advising. This process is also a tool for evaluating ongoing changes by utilizing the range of collective skills and experiences from those who work in the area of advisement. During the workshop, participants will break into small groups to develop best practices on the topic of the graduation review process, share their best practices with the whole group, and have the opportunity to evaluate the process.

Linda S. Smelser, Jennifer L. Meech
University of Maryland-University College

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 81 Austin Ballroom 2

2:00–3:00 p.m.

What’s an Advisor to Do? Coping with Job Stressors

Best of Region 4

TRAFFIC, REGISTRATION, STUDENTS, MEETINGS, FACULTY, REPORTS, DEADLINES, BUDGET CONSTRAINTS!!! Are all these things cluttering your mind? Do you feel like, ‘not another student,’ and you haven’t seen your first one for the day? Do you feel overwhelmed, short-tempered, or less productive? Do you find yourself not giving students your best?

You may be experiencing ADVISOR burn out!

Whether you love your work or not, we are all subject to a wide variety of pressures. A life without any stress would be

dull and stagnant. A life with too much of it is depressing and dangerous. This session presents realistic stress reduction techniques to minimize stress in the work environment. Attendees will have an opportunity to discuss and practice selected stress busters that will aid in gaining power over stress and creating a new sense of peace, purpose, and commitment.

Annie H. Turman, Beatrice L. Logan

Georgia State 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

Concurrent 82 State Room 3

2:00–3:00 p.m.

PADACA PRESENTS: A Professional Development Opportunity

PADACA PRESENTS is an open forum for Purdue University Academic Advisors to inform their colleagues about unusual or unique activities/research/programs in their academic units and schools. This format provides an opportunity to try-out a conference presentation and exchange professional focus with the campus-wide advising community. PADACA PRESENTS, in its fourteenth year, is organized through the Professional Development Committee of Purdue Academic Advising Association (PACADA). The event provides an opportunity to teach each other. The presenters will demonstrate how the event is managed, provide a mini-sample PACADA PRESENTS presentation, and discuss implications towards advisor development. Data will be presented to show that the presentation format can be an efficient and effective design for advisor education. Attendees will be requested to explore applications for both small and large educational institutions.

Muriel S. Keller, Jennifer E. Donahoe, 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

Concurrent 83 Houston Ballroom A

2:00–3:00 p.m.

Intervening with Students in Academic Jeopardy between Semesters: One-year Follow-Up

This presentation describes a brief intervention between academic semesters for students in academic jeopardy. Information about administrative concerns, program planning, and outcome assessment will be provided along with assessment results from the past two years. Plans for reducing the project time frame will be presented. Participants will have the opportunity to discuss programs for students in academic jeopardy and practices at their own institutions.

Brian Wlazelek, Terrence Beck
Kutztown University-Pennsylvania

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 84 2:00–3:00 p.m. Lone Star Ballroom A4

Goal-To-Go-Helping First-generation Students Set and Attain Goals for Academic Success

This session will discuss the practice of goal setting, including academic, social, and personal goals, when advising first year, first-generation students. We will explore the importance of helping students set goals and for helping them choose strategies to attain them. We will distribute the list of goals we have designed, discuss its utilization, and share some of the immediate results we have observed since we started using the goal sheets with our advisees.

Robert Goltra, Gerrit Bleeker, Barbara Bleeker
Emporia 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 85 2:00–3:00 p.m. Austin Ballroom 1

Understanding the Undeclared Student

Through a comprehensive analysis of the research, Gordon indicates “Recent research has tried to characterize undeclared students in more specific terms and has attempted to identify subtypes or groups of undecided students with common traits.” The rationale for many of these attempts at grouping the undeclared student is because special treatments or interventions can be designed or offered in order to assist them to become decided. This research has identified personality traits among entering college undeclared and declared students. It has used the 16 PF, the Hardiness Inventory and a survey to answer the question.

Jack H. Truschel, Neal Simson, Germain Francois
East Stroudsburg 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

Concurrent 86 2:00–3:00 p.m. San Antonio Ballroom A

Adult Learners Expo: An Exposition of Degree Programs Designed for Adults

Commission Sponsored: Two-year Colleges

What an exciting time to be an adult student! Fortunately, our non-traditional, community college students at College of DuPage are presented with an increasingly vast selection of non-traditional degree completion programs to which to transfer for their baccalaureate degree. The variety of options, while very advantageous, is also quite daunting. Higher education has taken on a new look since the last time many adults were in school. In an effort to enlighten both themselves and their students, the advising staff at College of DuPage created the Adult Learners Expo, a college fair featuring special and non-traditional college degree programs for adults. This session will explain the develop-

ment and implementation of this very successful event, including handouts, publicity, evaluations and examples of breakout opportunities.

Judy Pelletier, College of DuPage

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 87 2:00–3:00 p.m. Houston Ballroom B

The Personal Touch: An Innovative Approach to Individualizing the Advising Experience

Unquestionably, an advising relationship that is purposefully intimate facilitates a more meaningful experience for students and their advisors. Is it possible to personalize the advisor/student connection on a mega-university campus? Advisors in the McCombs School of Business at the University of Texas at Austin have made it their mission to establish and maintain close, personal advising relationships with their 4,400+ undergraduates, working to dispel the myth that UT-Austin undergrads are treated as “numbers rather than individuals.” In this session, professional advisors from UT’s McCombs School will share their goals, initiatives, and successes in their effort to create an environment where EVERY student knows (s)he matters.

Cole E. Holmes, Cindy Bippert, Sheryll Ehrig-Cox
University of Texas-Austin

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

Discussion 88 2:00–3:00 p.m. Lone Star Ballroom A2

Faculty Orientations to the Advising Role: A Contingency Model of Advising Styles

When it comes to fulfilling advising responsibilities, do faculty advisors see themselves as accountants, guardians, monitors, or mentors? This presentation will highlight a model that attempts to provide insight into this question. Data collected from faculty at four institutions suggest that defining elements of the advising role are the amount of responsibility an advisor must assume for student success and the scope of outcomes that should be achieved as a result of advising meetings. An examination of the interrelatedness of these factors generated a proposed framework that may serve to capture transitions in student development and advisor-advisee relationships. The four advising orientations will be discussed as well as implications of this model for faculty advisor training programs.

Regina K. Waters, Drury 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 89
State Room 2

2:00–3:00 p.m.

Confessions of a Dangerous Mind: A Graduate Admissions Counselor Tells All

You can give your students the competitive edge in graduate and professional school admissions. Through the use of an actual graduate school application, presenters will highlight the details that constitute a competitive application portfolio. Learn about the benefits of the National Science Foundation's Research Experience for Undergraduates program and how to start your own REU program. Then hear the results of the "Sophomore Symposium", a pilot event designed to generate interest in graduate school, sponsored by the Graduate Coordinator Network at the University of Texas at Austin.

Andrew R. Johnson, Lynda K. Gonzales
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

Level of advising experience: new or experienced advisors

Concurrent 90
Remington

2:00–3:00 p.m.

Preparation and the "EquipKit": The Keys to A Successful New Student Orientation

Are you interested in making your new student orientation more meaningful and less overwhelming for students? After determining what students need to know in order to have a more positive experience, our advising staff created an "EquipKit" that we began mailing to students this past fall semester to help them prepare for the big day. All session attendees will receive an EquipKit. We'll examine its contents and discuss its benefits based upon feedback from advisors, students, and orientation staff. We'll also talk about how advisors prepare through the completion of a pre-advising assessment for each student. This information will be useful and adaptable to any size and type of university and can be tailored to fit a variety of budgets.

Lisa K. Ruch, Debbie Grew

Indiana Univ Purdue Univ-Indianapolis

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 91
Seminar Theater

2:00–3:00 p.m.

Designing & Implementing a Centralized Engineering Advising Center: Year Two

The Engineering Advising Center was created in 2001 in order to improve academic advising and student services within UNLV's College of Engineering. The Center was charged with combining four very different faculty-based advising systems into a centralized model that would primarily utilize professional advisors. This presentation will cover topics such as how the staff promoted the advising center to its constituents, fostered faculty involvement, dealt with fiscal and staffing constraints, redesigned the new student orientation program, created a tracking system for pro-

bationary and at-risk students, and began a cycle of self-assessment for the ABET accreditation process. Experiences from the second year of implementing a centralized advising model, as well as the lessons learned, will be shared. A group discussion will follow the presentation.

Jeanette M. Sorensen, Tara M. Hall

University of Nevada-Las Vegas

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 92

2:00–3:00 p.m.

Lone Star Ballroom A1

Let's Get This Show on the Road: Creating a Video to Market Advisement and Promote Student Autonomy

Do your students need some direction? Do they come into your office looking lost? Do they need encouragement to learn how to read their roadmaps (or class schedules)? Maybe advisement isn't even their desired destination; perhaps they took a wrong turn on the way to counseling. Our Advisement Department, along with Media Services, created a humorous video, available in both tape and web-based versions. The video addresses the most common questions students might have regarding advisement. Follow us on our journey, and we will map out a plan so you can create your own video. We promise this session will be a real trip!

Kim L. Keck, Susan J. Olson, Glendale Community College

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 93
State Room 1

2:00–3:00 p.m.

Developing Successful Orientation Advising and Evaluating its Effectiveness

UT's College of Business places great emphasis on advising and encourages students to form a personal relationship with staff and faculty in order to build a positive atmosphere for the student. The foundation for this relationship is established during the initial orientation advising for new students. UT's Business Advising Office is conducting a case study to measure the importance of the orientation advising to academic development. The case study involves surveys conducted during orientation and follow-up surveys distributed to students at later stages. The surveys are designed to gauge the impact of orientation advising and to develop strategies for improving its delivery. By maximizing the amount of interaction with students during orientation, and encouraging contact with our office, we hope to build a culture of success.

Fred A. Pierce III, Laura Trainer, George Drinnon

University of Tennessee

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 94 City View 7

2:00–3:00 p.m.

Building Stronger Networks across Advising Units

Commission Sponsored: Advising Administration

How do you bring greater coherence to advising at a large decentralized university? How do you foster a sense of community, collaboration, and common purpose across traditional boundaries of department, school, and college? One measure we took last year to address these questions was to organize the first university-wide Academic Advising Conference ever held on our campus, on the theme of “Teaching Through Academic Advising: Sharing Effective Practices.” Our presentation will address both the goals and conceptual framework of our conference, and also some practical issues of implementation. This program will be of interest both to administrators and advisors, from large and small institutions alike, and will provide ample opportunity to discuss how to improve communication and establish strong networks among advisors and advising units scattered across your campus.

Philip J. Gorman, Louise Freymann, Chalmers Knight
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 95

2:00–3:00 p.m.

Austin Ballroom 3

Developing and Implementing an Advising Database: If We Can Do It, You Can Too!

This presentation will discuss the needs for a highly effective, multi-faceted, database and student tracking system from the viewpoints of an academic unit and a central-service advising center at the same large, four-year public research institution. This interactive session focuses on the issues of technology, training, funding and operations. We will provide ideas for collaborative development and we will explore the future-how we can continue the best practices through this system development during the transition to an institution-wide student information system acquisition.

Shannon Williams, Louann Schulze

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 96 City View 6

2:00–3:00 p.m.

Beyond Academics: The Secrets of Advising Competitive Pre-Professional Health Applicants

Students applying for admission to pre-professional health programs can be divided into two general categories, competitive applicants and not so competitive applicants. Many academic and non-academic factors contribute to this distinction for an applicant. Academic factors include GPA, standardized test scores, and required/recommended course work completed. Non-academic factors for consideration are shadowing experience, research, leadership, community service, motivations, goals, and letters of recommendation. This session will address how the non-academic factors, along with academic factors play a role in determining the competitiveness of an applicant. Both academic and non-academic factors can vary significantly between pre-professional health areas. This presentation will focus on pre-medical, pre-dental, pre-physician assistant, pre-physical therapy and pre-pharmacy students and how as advisors we can assist these students in becoming competitive applicants.

Sandra J. Quinn, Boise 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 97

2:00–3:00 p.m.

Houston Ballroom C

“Where Do I Begin?” Building an Academic Advising Budget

How complex or simple can this be? Numbers can be intimidating to a first time project manager. This session will offer an opportunity to explore ways to establish, budget, and track expenses; make the case for additional funding; and monitor the costs and projected expenses along the way.

This session consists of two parts. The first half will be a presentation on: the background of budgeting, the definition of budgets, why we have budgets, the different kinds of budgets you will encounter, how you set up and monitor a budget, and how to make the budget case. The second half consists of audience questions, discussion, troubleshooting, and idea sharing.

A set of handouts of articles and budgeting tools will be distributed to all participants in attendance.

Gary M. Cooper, University of Minnesota-Twin Cities

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 98 **2:00–3:00 p.m.**
San Antonio Ballroom B

**Making Something Out of Nothing-Part II:
A Collaborative Model for Academic Advising**

In 1999, the President and Board of Trustees of Bergen Community College accepted a plan that would establish a frame work for academic advising. The pilot program had 314 students and 26 volunteer faculty advisors. The program as now structured is a walk-in Academic Advising Center with 27 faculty advisors who must spend 21 hours a semester in the Advising Center. From July 1 to February 3, the center has serviced 5,688 students. We will explore the changes that have occurred in staffing and program and how technology has been used to service the students more effectively. Training of faculty advisors will also be addressed.

Gene Calderon, Anne Marie Perrone

Bergen Community College

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 99 **2:00–3:00 p.m.**
Lone Star Ballroom A3

**The Power of Academic Advising in Campus
Retention Efforts**

“The Power of Academic Advising in Campus Retention Efforts” will connect research findings on student retention and academic advising, and turn these findings into tangible recommendations for advisors. Topics to be addressed include student academic and social integration into the campus community, the importance of interpersonal relationships to the integration process, and academic advisors as primary facilitators of students’ academic and social development. Relevant empirical research will be presented including a current project linking student perceptions of advising to enrollment behavior. The presentation will conclude with specific actions advisors can take to enhance student integration and help students persist until commencement day.

Kathleen S. Smith, Florida State 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: not applicable

Level of advising experience: new or experienced advisors

Concurrent 100 **2:00–3:00 p.m.**
State Room 4

**Transferring from a Junior College:
Challenges Facing Student Athletes
Entering Division-1 Institutions**

Commission Sponsored: Advising Student Athletes

For many student athletes at the college level, transferring to a Division-I institution is a big step. To ensure that these student athletes continue academic success and maintain eligibility at the Division-I level, it is imperative that these students are properly evaluated and made aware of NCAA rules and regulations. Within this presentation, individuals

from two University of Central Florida Departments (Academic Services for Student Athletes and Transfer Services) will discuss the importance of reviewing the transcripts and eligibility for transfer student athletes, as well as the process that is implemented for transfers at the University of Central Florida.

Michelle M. Stano, Mark Allen A. Poisel

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

3:15–4:15 p.m. Sessions

Commission Meeting 101 **3:15–4:15 p.m.**
Press Club

Commission Meeting: Advising Administration

The purpose of the annual meeting of the Commission on Advising Administration is to provide a forum for sharing ideas and discussing common concerns. At this meeting we will review commission progress toward meeting recent goals and solicit feedback from members. We shall present the Service to the Commission on Advising Administration Award. We shall be discussing all the NACADA initiatives related to professional development for advising administrators. We’ll be soliciting ideas for new projects for the Commission. As always, we encourage interaction to facilitate the development of collegial networks.

Alice G. Reinartz, 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: not applicable

Level of advising experience: new or experienced advisors

Commission Meeting 102 **3:15–4:15 p.m.**
City View 3

Commission Meeting: Faculty Advisors

This year’s FAC meeting promises to be something special as there’s a great deal happening across the continent to report. The FAC chair will briefly highlight this year’s accomplishments and next year’s goals. A collaboration with the Advisor Training Commission will also be explained. The format of the meeting will be interactive, allowing participants to spread the good news about what’s happening in their neck of the woods when it comes to faculty advising.

(So saddle yer hog, Little Darlin and head down to the FAC Ranch for one ho-down of a good time and a whole lotta sunshine!)

Tim A. Champardé, Lansing Community College

Presentation based on: models/applications

Interest Group 103 **3:15–4:15 p.m.**
Pearl 5

**Interest Group Meeting: Theory and
Philosophy of Advising**

The Theory and Philosophy Interest Group is concerned with fostering the study of the theory and philosophy of academic advising without officially sanctioning any one theo-

retical perspective. At this meeting we will be discussing possible projects for the future. Project ideas suggested by attendees will be most welcome. Discussion will also focus on moving toward Commission status.

Peter L. Hagen, Richard Stockton 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

Interest Group 104 3:15–4:15 p.m. Pearl 4

Interest Group Meeting: Pre-Law Advising

What does it mean to be pre-law? What do all these acronyms stand for (LSAT, LSDAS, APLA)? Is there a specific pre-law undergraduate curriculum? What do I, as an advisor, need to know to help students successfully gain entry into law school? This new and exciting interest group is being created to assist those who do pre-law advising. We will discuss ideas for our Interest Group web site and strategies to support each other in our work. Advisors will have the opportunity to learn more about pre-law advising, share “best” practices, and network with other advisors who do the same thing as you. Let’s engage in conversation and exchange ideas. Whether pre-law is all you do, or just one of the many hats you wear, this interest group is for you!

Julie L. Givans, Arizona State University-Main Campus

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 105 3:15–4:15 p.m. Lone Star Ballroom A3

Have You Ever thought about Pursuing a Doctorate?

Have you ever thought about pursuing a doctorate? If so, attend this informative session to learn more about pursuing such a goal. The first half of the session will offer practical information and insights into the distinction between Ed.D and Ph.D degrees, and the definitions of common terms such as qualifying exam, preliminary exam, final defense, and depositing. We will also discuss the 10 stages of doctoral work. The second half will focus on advising individual participants on their particular situations. Whether you are thinking about applying to a doctoral program, or you are already in the middle of your doctoral pursuit, the workshop leaders will provide you with individual advice and suggestions for making the process meaningful as well as quicker and more efficient.

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

Martha K. Hemwall, Lawrence 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 106 3:15–4:15 p.m. State Room 2

Let’s Play A Game

How can I present information in freshmen orientation in a new way? This presentation will discuss group work skills needed for leading small groups. The group will play the game developed by the presenter. The game is a method of presenting necessary information in a fun way to incoming freshmen. By sharing information in a group setting, freshmen will also experience a sense of belonging and connection leading to an increased probability of retention in college. Information and methods are applicable to other settings.

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

Concurrent 107 3:15–4:15 p.m. Houston Ballroom A

How has Technology Shaped the Delivery of Academic Advising on Your Campus? Views from Advisors and Admissions and Registrars’ Staffs

This session will present the results of survey administered to advisors and admissions and registrars’ staffs in four states. The survey was designed to assess the perspectives on technology use and technological needs of these critical groups on campus who provide and influence academic advising services.

In addition, the presenters will show comparisons between this survey’s results and the Technology Commission’s “Technology Use Survey administered nationally last year.

Participants will be asked to offer their perspectives on the findings and the implications for the delivery of advising services, future use of technology, and the role of the advisor.

George E. Steele, Ohio Learning Network

Margaret J. Steele, Ohio State University

Marsha Miller, NACADA Executive Office

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 108 3:15–4:15 p.m. Lone Star Ballroom A4

Radical Revision: Improving Advising and Retention in the Midst of a Budget Crunch

Faced with declining enrollments, dipping retention rates, and a tight budget, one institution looked to a handful of key role players to envision, develop, and introduce campus-wide changes in advising and retention strategies. In one year’s time, two determined employees—a junior professor and a new graduate—began the overhaul of the first-year student advising process; built from scratch a dedicated team of faculty, staff, and student advisors and mentors; and surprised nearly everyone with a double digit increase in retention from the first to the third semester. While the program

continues to self-assess, change, and grow, the advising team has come to acknowledge the 4 P's to their program's success: People, Perspective, Partnerships, and Persistence.

Thom D. Chesney, Pennsylvania College of Technology
Amy Bretthauer, Texas Wesleyan 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 109 **3:15–4:15 p.m.** **Austin Ballroom 2**

Creating Connections through The Mentor: An Online Academic Advising Journal

How would you like to find research articles, opinion pieces, and dialogue relating to academic advising all in one place? The Mentor, an online academic advising journal, provides a forum for the exchange of new ideas and for ongoing discussion about advising issues. A unique learning tool for academic advisers at all levels, The Mentor also allows you to share your knowledge and ideas through a variety of formats including articles, essays, and short responses to a “what-do-you-think” topic presented each month.

This session will be highly interactive, encouraging questions and discussion as the presenters demonstrate the numerous features of this “living journal.” Sample contributions will be shared to show the value of connecting with other academic advisers through reading and/or contributing to The Mentor.

Holly S. Hart, *Diane J. Leos*, 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

Concurrent 110 **3:15–4:15 p.m.** **City View 6**

You Can't Take My Marble

This is an exercise using marbles to demonstrate the importance of accepting yourself and others while explaining why some individuals choose to physically or emotionally hurt or abuse others. The “Marble” symbolizes the traits and qualities an individual is born with. It represents the key to an individual's self-esteem and self-awareness. Once these traits are identified, the marble is a constant reminder that the individual is a special person with distinctive looks, personality, likes and dislikes, values, interests and talents and that no one should make you ashamed of being unique. The “Marble” can be a pathway to be used by an individual to overcome negative self-image and behavior, develop self-confidence, build self-esteem and improve the quality of life for every individual.

Sherry D. Ewart, Arkansas State University Mountain Home

Presentation based on: theory

Target Audiences—this session is best suited for:

Institutional size: not relevant

Level of advising experience: new or experienced advisors

Concurrent 111 **3:15–4:15 p.m.**

Lone Star Ballroom A2

Academic Advising and Freshman Connections: The Challenges of Working with Learning Communities

In 1997, with funding from the Lilly Endowment, Ball State began a learning communities program called Freshman Connections. From the start, this program was meant for almost all freshmen (around 3800) and involved faculty, residence hall directors, and academic advisors. In this presentation, we will look at this program structurally (including the challenges of scheduling several thousand students, with diverse backgrounds and goals, into learning communities), examine the teaching/learning goals from a faculty perspective, and review the role academic advisors have played in the program. We'll consider how we started, what changes we've made (and why), and where we're heading now that the institution has made funding for the program a part of the annual budget.

Michael Haynes, *Cynthia Marini*, *Melinda Messineo*,
Paul Ranieri, Ball 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 112 **3:15–4:15 p.m.**

State Room 3

Academic Probation and Student Accountability

Students encountering academic difficulty rarely use support services. Many attribute their sub-par performances to poor time management and lack of a daily study schedule. Rollins College has a comprehensive academic resource center that provides peer tutoring and writing consulting services, individualized advising support services, and accommodation services for students with learning disabilities.

The Academic Probation Program is a structured program that requires participants to demonstrate a commitment to their academic goals. Students complete a Contract for Academic Success that specifies an individual plan to return to good academic standing. An Academic Progress Journal of their progress is required. Students complete an 8-week Learning Strategies Seminar.

In this session, we will present the requirements of the Academic Probation Program and the tools we use to help students achieve their academic goals.

Mae R. Fitchett, *Karen Hater*, 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

Discussion 113 Houston Ballroom C

3:15–4:15 p.m.

Suiting Up For Effective Communication

The advising office is often “ground control” for students, faculty, and alums. Advisors are challenged to strike the right balance and improve communication between all parties. Keeping everyone on correct flight paths is essential. During this discussion-oriented session we will discuss how to take-off and build these crucial relationships, maintain a working altitude that is comfortable to all of those involved (including you!), and how to make the descent a smooth transition that builds lasting relationships with alums. We will be sharing our experiences building relationships with faculty and students, creating a system that emphasizes interpersonal communication, setting boundaries, and creating ways to stay in contact with recent alums.

We look forward to hearing your challenges and success stories. This session is sure to keep everyone flying high!

Carol Firkins, Kathi Ritten

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

Concurrent 114 State Room 1

3:15–4:15 p.m.

RETAIN: Improving Freshman to Sophomore Year Retention

Freshmen to sophomore year retention is a serious issue confronting universities today. Academic advisors play a crucial role in retention efforts by providing students with positive academic integration. RETAIN (Retention Advising Initiative) at Kent State University was developed to support academic advising with a focus on increasing the freshmen to sophomore year retention rate. RETAIN's focus is to assist students with making a connection to the university by providing information and services. Presenters will highlight the theory and practice of RETAIN, supported by current research and literature. Programs and activities coordinated during the first year of RETAIN will be discussed. Participants will share current retention activities and implementation strategies at their institutions. This interactive session will include presentation, audience participation through small group activities, and handouts.

*Stacy Woycheck, Lawrence Epps, Tamie L. Eynon,
Kathy Juda, Claudia Phipps, Denise Rinn, Julie Wilcox,
Kathy Zarges*

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

Concurrent 115 Remington

3:15–4:15 p.m.

Career Planning for the 21st Century

Students ask the question “What can I do with this degree?” Traditional and nontraditional students enter into college with a dream of obtaining a degree that will lead to a fantastic career with a substantial salary. Many students do not know the process entailed in determining a career. However, if students are given the steps on planning a career, they will be capable of not only answering the question, “What can I do with this degree” but they will also acquire the ability to determine their own life/career goals. This presentation will provide a variety of strategies and steps used by advisors to help students understand the career planning process. The session will also highlight current issues that adult students face in today's changing job market.

Pynthia Caffee, Cheryl Smith, Wayne State 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 116 State Room 4

3:15–4:15 p.m.

New Jersey: Searching for the Illusive Seamless Transfer

Community colleges were established in New Jersey during the 1960's and 1970's. Since that time, there have been various attempts to improve the transfer of both general education and AA or AS degrees in their entirety, to the state's public colleges. NJTransfer, a web-based data information system was implemented two years ago as a tool to accomplish the seamless transfer. However, despite the best efforts of dedicated professionals over the past 50 years, NJ continues to struggle with issues of transfer. What works in your state: common numbering systems, legislated sanctions, governmental interventions? Please attend this session to share your experiences. Discussion will be fostered among participants to shed light on what has worked in their states.

Jean M. Goldstein, Bergen Community College

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: new or experienced advisors

Discussion 117 Austin Ballroom 1

3:15–4:15 p.m.

Empowering Academic Advisors in the Administrative System Decision-making and Implementation Process

As institutions purchase or develop administrative information systems that handle registration, academic records, and perhaps advising functions, advisors and advising administrators are often challenged to work with decisions and systems that have been developed or implemented by others. And just as often advisors express feelings of frustration and exclusion about these decisions and systems that affect their ability to provide quality advising services to their students. But why?

This session will consider how advisors can become more proactive in their campus administrative system decision-making and implementation processes. The facilitator will provide his own perspective on this topic, including the examination of ten useful strategies to guide advisors into the world of the administrative system. Participants will be invited to share their own unique institutional perspectives as well.

Charles J. Haberle, Providence College

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 118 3:15–4:15 p.m. San Antonio Ballroom B

Militant Liberal Arts in the 21st Century

“You say you want a revolution? Well, you know, we all want to change the world.” Liberal Arts advisors unite! We will continue our discussions about supporting the Liberal Arts in our institutions during a time of social and economic upheaval. What are the ethics of this support? How do we continue to advocate the validity of the Humanities in an increasingly technological world? Is Plato dead? Or can we take the stance that not only is he alive, but relevant in the Liberal Arts? Known as the militant Liberal Arts advisors, we take the position that the Liberal Arts are not passé, but the cornerstone of a new revolution in the 21st century.

Karen A. Kvidt, Sarah Ann Hones, 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 119 3:15–4:15 p.m. Seminar Theater

Investigating a Relationship between Grade-point Average and Selection of a Major for Students Leaving Engineering

An analysis of major selection for students leaving engineering indicates a relationship between student grade-point average prior to change of major and student choice of major. Since students should choose a major based on preferences and talents, rather than performance in their former major, this demands further study. Case studies of students leaving engineering will be reviewed to explain this pattern. This study uses a longitudinal database compiled by the Southeastern University and College Coalition for Engineering Education and summarizes the behavior of thousands of students over more than fifteen years. The results at institutions with professional advisors will be compared to those with faculty advisors to determine if this pattern is stronger in the latter case.

Matthew W. Ohland, Linda B. Law, Lib R. Crockett,

Rachel E. Collins, Clemson 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:

Level of advising experience: new or experienced advisors

Concurrent 120 3:15–4:15 p.m. Lone Star Ballroom 1A

Advising the Struggling Student: Helping Students Find Solutions

This presentation is designed to help new advisors guide students through an academic review conference using discussion of various topics as a strategy to explore a variety of issues. Participants will learn how to use these discussions to identify potential problem areas, and to develop techniques through the use of “role playing” to engage the student in problem solving discussions. The ultimate goal of these discussions is to help students identify their own issues and to work together with the advisor to outline solutions. The presenter will provide the participants with research on the effectiveness of counseling when the client perceives ownership of both the issue(s) and remedy.

Linda D. Morgan, University of Tennessee

Presentation based on: research

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: new advisors

Discussion 121 3:15–4:15 p.m. Austin Ballroom 3

Web-based Group Portals: An Open Door for Advising

Web-based group portals, a communications tool increasingly utilized by U.S. colleges and universities, provide advisors with tremendous resources and opportunities. Learn how the use of group portals can enhance communication and create community among advisors and advisees. More than just a place for information, group portals provide bonding opportunities that motivate students and help them connect with the resources they need to be successful. This presentation features a demonstration of how one college is using Campus Pipeline’s group portals to maximize advising.

S. Vinson Burdette, Tri-County Technical College

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 122 3:15–4:15 p.m. San Antonio Ballroom A

Oh Brother, How Art Thou? How One College Meets the Needs of its Freshmen in the Midst of Limited Resources.

The College of Human Sciences at Texas Tech University represents one of the largest of its kind in the United States (2800 students). The office of Academic Advising has a small cadre of advisors who provide services to students from the day they enter the college until they graduate. With increasing enrollment and limited resources, the office of Advisement is using a one-hour freshmen class to assist in retention, career exploration and advisement. Faculty, administrators and students meet with students weekly to discuss issues that include but not limit to leadership, career exploration and advisement.

This presentation will incorporate a power-point presentation and handouts. Participants will be encouraged to share ideas as well.

Erlene McNeill, Ann Bush, Texas Tech 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

Discussion 123

3:15–4:15 p.m.

City View 8

Do We Advise Best when Advising our Best Students? A Roundtable on Ethical Issues for Advisors of High-achieving Students

They are the brightest students on every campus, at every level of selectivity. Advisors of these students face significant ethical demands. How do we handle conflicts between the student's best interests and those of the institution? Do advisors work as hard to retain a student of average talent as they might for a high achieving student? Are advisors of major scholarships and fellowships in danger of working under a quota system? Should honors-caliber students be "sequestered" into their own sections of courses or "seeded" across the average classroom? Whose best interests are served?

The panelists from a flagship state university, a liberal arts college and an Ivy League university will present case studies and engage participants in discussions about the ethical concerns and best personal, advising and organizational responses to these students.

Victoria A. McGillin, Wheaton College

Iona Black, Yale University

Marion Schwartz, 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: more experience needed

Level of advising experience: new or experienced advisors

Discussion 124

3:15–4:15 p.m.

City View 7

Advising for Study Abroad

Study abroad is an academically and personally enriching experience that cannot be duplicated on any campus in the United States or Canada. The student develops skills and attitudes necessary to succeed in our increasingly interdependent world. Therefore colleges and universities in the United States and Canada are being encouraged to develop or expand their study abroad programs. In an effort to help academic advisers participate in the innovation and development of successful study abroad programs, this roundtable discussion will be an opportunity for participants to share study abroad advising program development experiences, and gain insights from others efforts. Discussions will focus on program development successes, as well as difficulties. Participants will gain insights for innovative development or expansion of advising for study abroad.

Daniel T. King, Judy Cordes, 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: more experience needed

Level of advising experience: new or experienced advisors

Concurrent 125

3:15–4:15 p.m.

Houston Ballroom B

Using Assessment to Establish Credibility for Academic Advising

Does your administration want proof that advising makes a difference in retaining students and in student satisfaction with their college experience? Are you interested in measuring progress toward meeting your unit advising goals? Are you struggling with writing an advising assessment plan in preparation for an accreditation visit? If your answer is yes to any of these or if you are just interested in the topic of assessment, you may want to attend this session. This session will present outcomes and process measures used to document progress toward meeting advising goals.

Faye N. Vowell, Phillip Farren

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

4:30–5:45 p.m.

Region Meetings

The regional meeting is our opportunity as colleagues to informally discuss issues and topics that affect our region, network with one another, hear about what's up and coming in our region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. We welcome new and continuing members of our region. Please join us!

Northeast (Region 1)

Lone Star Ballroom A3

CT, ME, MA, NH, NY, RI, VT, Quebec, and Atlantic Provinces

Maura Ivanick, Representative

Mid-Atlantic (Region 2)

Lone Star Ballroom A2

DC, DE, MD, NJ, PA, and VA

Bill Johnson, Representative

Mid-South (Region 3)

San Antonio Ballroom A

KY, NC, SC, TN, and WV

Julie R. Taylor, Representative

Southeast (Region 4)

Austin Ballroom 1

AL, FL, GA, and MS

Glenn Kopic, Representative

Great Lakes (Region 5)

Lone Star Ballroom A1

IL, IN, MI, OH, WI, and Ontario

George Steele, Representative

North Central (Region 6)

State Room 1

IA, NE, ND, SD, MN, Manitoba and Saskatchewan

Kathleen "Kim" Roufs, Representative

South Central (Region 7)

Lone Star Ballroom A4

AR, KS, LA, MO, OK, and TX

Harry Cook, Representative

Northwest (Region 8)

State Room 2

AK, ID, OR, WA, MT, Alberta, and British Columbia

Kay Reddell, Representative

Pacific (Region 9)

Austin Ballroom 3

CA, HI, and NV

Kazi Mamun, Representative

Rocky Mountain (Region 10)

Austin Ballroom 2

AZ, CO, NM, UT, and WY

Sharon Aiken-Wisniewski, Representative

4:30–5:15 p.m.

Exhibitor Presentations

AccuTrack

Seminar Theater

AccuTrack-Advising Center Edition will help you streamline your center's operations. Benefits include visits tracking, appointments scheduling, intake management, session log, assessment, staff work hours tracking, workshop registrations, traffic analysis, and more. Over 40 easy-to-generate reports are included. Drop by for a free 60-day evaluation CD.

Arcadia University Center for Education Abroad

State Room 3

With over thirty-five years experience administering study abroad programs, the Arcadia University Center for Education Abroad offers seventy programs in nine different countries. The majority of these programs are direct enrollment in overseas universities, allowing for maximum flexibility in course choice and curriculum integration.

Nova Southeastern University

San Antonio Ballroom B

Doctoral programs offered at NSU's Fischler Graduate School of Education and Human Services are designed to create leaders at all levels. Programs are tailored to meet the needs of working adults. Potential interest to NACADA members is the Doctor of Education in Higher Education Leadership with focus on Adult Education Leadership, Health Care, Higher Education, Organizational Leadership, Student Services Leadership and Community College Leadership. Learn Online. On-site...Worldwide (www.fgse.nova.edu/leadership)

Redrock Software Corp.

State Room 4

Redrock Software Corporation presents AdvisorTrac software, a powerful tool in maximizing advising center personnel and resources. AdvisorTrac has revolutionized the way many centers operate and serve their students. Optimizing resources can increase student satisfaction and center usage allowing advisors to justify their program's existence and obtain needed funds.

SARS Software Products, Inc.

Houston Ballroom B

SARS Software Products, Inc. offers SARS-SUITE-five interrelated software programs that meet the needs of administrators, counselors, schedulers, and students. Over 70 colleges use our products in a variety of student services sites. Five products are available individually or as a total package: SARS-GRID, SARS-CALL, SARS-TRAK, SARS-PLAN, and e-SARS.

More exhibitor presentations on next page.



StudentSpace

Houston Ballroom C

Designed by Educators for Educators! StudentSpace is an enrollment management and student tracking software that connects to larger administrative software systems such as Banner, PeopleSoft, and Jenzabar. Advising, Assessment, Competency-Based Learning, Early Alert, Retention and other modules focus on college-wide needs and provide software solutions to all levels of users. Since its inception, StudentSpace has gained increasing popularity in community colleges and universities as an easy-to-use and powerful technological tool.

Come by booth #10 and check out our cutting-edge advising tools.

SunGard Bi-Tech

Houston Ballroom A

SunGard Bi-Tech offers a fully integrated collegiate administrative system, from admissions to alumni and development, as well as all financial modules. Student administration software allows web access to administrative data and complete portal capabilities for students, faculty, staff, alumni, and more. Services include conversion, installation, training, and help desk support.

6:00–7:00 p.m.

Lone Star Ballroom

Commission/Interest Group Informal Roundtables

This new event affords an additional opportunity to network with other colleagues interested in specific advising areas. Join these Commissions and Interest Groups for informal topical discussions. Some roundtables will be general conversations about an aspect of advising while others will have specific topics to chat about. A cash bar and snacks will be provided. See Page 4 for a list of topics.

7:00–8:30 p.m.

Choir Practice

Austin Ballroom 3

Those who attend this practice will perform at the Awards Ceremony on Saturday. Come join the fun!



The Dallas Zoo monorail ride through the Wilds of Africa Exhibit provides wildlife excitement for all ages. Credit: Dave Houser/Dallas Convention and Visitors Bureau