

Thursday, October 7
School Spirit Day

7:00 a.m.–5:00 p.m.
East Lobby-2nd Floor
Conference Registration

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

7:30–8:30 a.m.
Ballroom-3rd Floor
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.–4:30 p.m.
East Lobby-2nd Floor
Exhibits

We encourage you to visit the Exhibits. See page 7 for a list of Exhibitors registered as of August 15.

7:30 a.m.–6:00 p.m.
East Lobby-2nd Floor
Internet Café

8:45–9:45 a.m. Sessions

Concurrent 1 **8:45–9:45 a.m.**
Room 230

Orientation for New Attendees: Thursday

This orientation is a repeat of the orientation session offered on Wednesday. The purpose of this session 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 session 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.

Missy Parker, Ruth Darling
University of Tennessee-Knoxville
Charlie Nutt, NACADA Executive Office

Commission Meeting 2 **8:45–9:45 a.m.**
Room 268

Two-Year Colleges

This session will serve as a time for interaction with the Chair and as a time for two-year colleges advisers, administrators, and colleagues to share goals, best practices, and to solicit ideas for solutions to problems that may be encountered on your campuses. This session will also serve to update the commission on the goals and plans of NACADA. This session will provide an opportunity for members and friends of Two-Year Colleges to network. Bring your ideas and questions to share with colleagues.

Dianne Castor, Coastal Georgia Community College

Commission Meeting 3 **8:45–9:45 a.m.**
Room 266

Small Colleges and Universities

Interested in talking with colleagues from small colleges and universities about issues of mutual concern? Wonder how other schools are handling advising, assessment, registration, accreditation, degree-audit...? Often those who advise at small colleges and universities are the only persons on their campus who do “what they do”-and often “what they do” involves wearing many hats. Take some time to connect with other multiple-hat-wearers at this informal interest group meeting. If you’re a member of the Small Colleges and Universities e-mail list, you can suggest topics of interest through the list; if not, consider joining the e-mail list (check the NACADA web-site for details), bring your ideas to the meeting, or e-mail Mreynolds@Hope.edu See you there!

Maura Reynolds, Hope College

Concurrent 4 **8:45–9:45 a.m.**
Room 213

It’s Not a Problem, It’s an Opportunity!

The time is right for implementing a paradigm shift in how academic advising is delivered on our campus. A variety of factors have led to this more receptive environment. We will review a unique process that combines preparation of the institutional self study for re-accreditation and the development and implementation of the institution’s strategic plan. Changing the campus culture with respect to advising is an ongoing process. Beginning in the fall 2003, University funding enabled us to develop a developmental advising model for our undeclared first-year students. Funding for 2004-2005 will enable us to work with academic departments across campus to develop and implement academic advising models for first-year students. These initiatives will be discussed, and the plan for implementing a comprehensive campus-wide faculty academic advisor development program will be presented.

Bruce Norris, Nancy Allen
West Chester University of Pennsylvania
Presentation based on: Models/Applications

Interest Group Meeting 5 8:45–9:45 a.m.
Room 267

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 2004-2005.

Marion Schwartz, Penn State University
Iona Black, Yale University
Victoria McGillin, Wheaton College

Concurrent 6 8:45–9:45 a.m.
Room 210

Can Advisors Build Bridges with Students with Emotional Disabilities?

Commission Sponsored: Advising Students with Disabilities

With more students with emotional disabilities attending institutions of higher education than ever before, it is imperative that advisors and faculty alike understand how to best meet the numerous and diverse needs of these students. Studies conducted by the presenters suggest that while students with emotional disabilities value their relationships with faculty and advisors, the emotional disabilities may adversely affect these same relationships, as well as the students' academic performance. Through an examination of the presenters' studies, case law, and the literature, the presentation will explore ways advisors can positively impact students with emotional disabilities. Specific concerns advisors may have when working with students with emotional disabilities will be elicited and discussed.

Julie Preece, *Mark Beecher*, *Norman Roberts*
Brigham Young University
Presentation based on: Research

Concurrent 7 8:45–9:45 a.m.
Room 206

Transfer Students: From Dazed and Confused, to Dedicated and Comfortable! Bridging the Gap in No Time Flat

Commission Sponsored: Advising Transfer Students

Why do transfer students seem so clueless? They're older, but sometimes resemble first-year students. They don't seek help early enough. When you discover the mess they're in, it takes three times longer to fix their problems than it would have if they had taken advantage of advising from the start. This session showcases a model for engaging transfer students both before they enter the university and well into their

first year. Anyone who advises transfer students in a university setting will pick up some practical tips and creative ways to connect with this very vulnerable group.

Linda Law, *Elizabeth Crockett*, Clemson University
Presentation based on: Models/Applications
Best suited for institutional size: over 10,000

Concurrent 8 8:45–9:45 a.m.
Room 205

Models for Change

Learning theory teaches us that having a place or space to put information in memory systems aids in storage, retrieval and ability to transform knowledge towards use and application. Models, that is, schematic descriptions of theory, system or phenomenon are helpful in representing academic advising concepts for both academic advisors and students we serve. Traditional models are 'plans of study' and 'career development models'. Such models represent constants, change or both.

The presenters will first discuss models: their components, simple and complex, and their adaptability for learning, understanding and representing change. They will demonstrate both traditional and creative models that have proved useful in academic and career advising.

Finally, individually and as a group, we will work towards empowering attendees to create and develop their own models for self and student use.

Muriel Keller, *Meredith Graham*, Purdue University
Presentation based on: Theory

Concurrent 9 8:45–9:45 a.m.
Room 204

Bridging Gaps: Connecting Campus Groups through an Integrated Training Program

Today's academic advisors are required to retain and disseminate an incredible amount of information. An on-going, cross-campus training and professional development program can help advisors feel confident providing a multifaceted service to students. This presentation will describe an advisor training and development program that utilizes expertise from across campus to support advisors' ever expanding roles. Two committees dovetail their efforts to provide this development at a large, public university for both new and veteran advisors. Examples of training topics and insights for those wishing to establish a training and development program will be shared.

Mark Vegter, *Wendi Whitman*, *Teri Farr*, *Anjie Almeda*
Illinois State University
Presentation based on: Models/Applications

Interest Group Meeting 10 8:45–9:45 a.m.
Room 241

First-Generation College Student Advising

Research continually suggests that First-Generation College Students are at a definite disadvantage. They are less likely to have taken College Prep courses or college entrance exams. They are more likely to be required to take remedial classes, more likely to work full time once they get to college. They are more likely to come from low income families,

have lower educational expectations and receive less support from their families with the application process.

First-generation students are much less likely to attain a degree from their initial college than students whose parents completed college. They face pressure from their families to “make us proud”; they often straddle two cultures.

Obviously, these first-generation students need the help of a good advisor. Join this Interest Group as we study ways of addressing the issues surrounding first-generation students.

Ila Schauer, Prairie View A&M University

Discussion 11 **8:45–9:45 a.m.** **Room 262**

Summer Bridgen’ in the Bayou

This discussion will share the highlights from the Summer Bridge 2004 program at Northwestern State University of Louisiana (NSU). This session will review NSU’s strategies in recruiting, organizing, and implementing a successful program with a limited budget, paying careful attention to students who require developmental education. The presenters will share how they obtained support from both campus administration and faculty and the session will also discuss the successes and challenges of this program (now in its fourth summer), and its impact on retention at NSU. Participants will be given relevant handouts.

Jeremy Thomas, Steve Hicks, Chris Maggio
Northwestern State University

Presentation based on: Models/Applications

Best suited for institutional size: between 5,000–10,000

Concurrent 12 **8:45–9:45 a.m.** **Room 203**

Building an Advising Structure for a Large Freshman Population

Does your institution face the challenge of trying to advise a large number of freshmen with limited resources? Innovative advising strategies have been developed by First Year Advising and Exploration at the University of Central Florida in providing support to approximately 5,500 freshmen, with a staff of 12 professional advisors successfully “connecting” with 80% of this population. This interactive presentation will explore the building of an effective advising support program as reflected by gains in freshman academic performance and positive student ratings of the services provided. Participants will learn more about the advising initiatives used by FYAE and relevant data to illustrate our success. Group interaction will occur to create a blue print on advising contact strategies to implement with the freshman population on our campuses.

Robert Snow, Mark Allen Poisel
University of Central Florida

Presentation based on: Models/Applications

Best suited for Institutional size: over 10,000

Concurrent 13 **8:45–9:45 a.m.** **Room 263**

What Does an Exploratory/Undecided Student Schedule? A Systematic Approach for the First Semester

This session will demonstrate a systematic process used to identify critical courses necessary to meet the goals of an exploratory schedule. A method of categorizing individual students based on their expressed interests and other personal characteristics will be demonstrated. By relating the student category to information about critical courses, course schedules can be systematically developed which are relevant to the individual student and can facilitate the student’s informed decision making. These methods of analyzing and categorizing are transferable to all institutions.

Case studies will give participants the opportunity to apply these methods. Handouts will detail how the system applies to a variety of majors and individual students. Discussion will encourage attendees to relate this system to their own institutions.

Ruth Hussey, Marie Lindhorst, Penn State University

Presentation based on: Models/Applications

Discussion 14 **8:45–9:45 a.m.** **Room 264**

Pre-Veterinary Advising: The Next James and Jane Herriotts

Most advisors who deal with pre-vet students are not veterinarians, and are often overwhelmed trying to keep up with changing pre-professional requirements. This update will overview trends in admission requirements and procedures; demographics of the profession; tips on how to prepare students for interviews; and ethical dilemmas involved in pre-professional advising. What courses are the best science electives for preparing pre-veterinary students? What about students wanting to apply to an international veterinary school? What advice do you provide to a disabled student?

How much will new veterinarians earn versus debt load? Learn the facts from myths in pre-veterinary advising from two veterinarians/advisors from a large university and small college.

Roberta Dwyer, University of Kentucky

Dianne Hellwig, Berea College

Presentation based on: Models/Applications

Discussion 15 **8:45–9:45 a.m.** **Room 235**

Beyond “The Need to Know”: FERPA, Mental Health and other Ethical Considerations in Higher Education

According to Family Education Rights and Privacy Act (FERPA) unless a student gives notice of an intention to harm herself or others, her parents have no “need to know” that she is in dire need of intervention. Everyday, academic professionals are faced with a rising rate of mental health issues. Threats of legal actions by parents of students who, without notice, commit suicide are reasons enough for student and academic affairs professionals to pause and strategize. Higher education must shift its mode from reactive to preventive.

This discussion will look at how to balance the competing interests of these at-risk students, concerned parents, legal implication and ethical considerations of “the need to know” clause of FERPA in advising.

Moji Olaniyan, Greg Smith, University of Wisconsin-Madison
Presentation based on: Theory

Concurrent 16 **8:45–9:45 a.m.** **Room 207**

Student Motivation—Applying the ARCS Model to Academic Advising

Dr. John Keller, Florida State University, synthesized existing research on psychological motivation and created what is known as the ARCS model (Keller, 1987). ARCS stands for Attention, Relevance, Confidence, and Satisfaction.

This presentation will discuss, in a fun and informative way, how the ARCS model may be used to motivate students in advising situations. From the viewpoint that advising is teaching, specific suggestions and ideas will be presented along with the opportunity for further discussion about how to best apply each portion of the ARCS model.

Wade Oliver, Utah State University
Presentation based on: Theory

Discussion 17 **8:45–9:45 a.m.** **Room 300**

Listening to Adult Learners

Commission Sponsored: Advising Graduate and Professional Students

Adult learners articulate well their needs and often demand that institutions provide the services they need. This discussion will provide an opportunity for you to share with others who work with adult learners what you have learned by listening to their requests and their demands and how you have met their needs.

A brief introduction of what researchers and advisors have learned from listening to adult learners will be followed by open discussion. Participants should come prepared to share their success stories as well as their issues of concern experienced while advising adult learners. In this format, participants will strengthen their networking ties to others working with adult learners and will gain some new insights about adult learners and how other institutions are working to meet their needs.

Carol Ann Baily, Middle Tennessee State University
Presentation based on: Models/Applications

Concurrent 18 **8:45–9:45 a.m.** **Room 302**

Implementing a Promotion System for Professional Advisors

Commission Sponsored: Advising Administration and Advisor Training & Development

It's 1994. Advisors at Auburn are glorified clerks, keeping track of requirements and paperwork. Advancement opportunities are rare. A few advising administrators with a dream begin work on a promotion system to reward advisors for advanced education, professional development, creative projects, and service to the university. These administrators

develop and implement the Academic Advising Career Ladder, closely modeled after faculty tenure and promotion requirements.

Now it's 2004. The Career Ladder has been in place for several years. Advisors, individual units, and the university are reaping the many rewards of the career ladder and its impact on advising. Bring your questions and learn about the development, implementation, requirements, procedures, pitfalls, and benefits of the system from an administrator who built the ladder and an advisor who climbed up.

Beth Yarbrough, Rebekah Pindzola, Lawrence Wit
Auburn University
Presentation based on: Models/Applications

Concurrent 19 **8:45–9:45 a.m.** **Room 202**

Using a Campus Portal to Enhance Advising

Commission Sponsored: Technology in Advising

Portals are becoming more widely used by institutions as they reach out to their students, staff, and faculty. But on many campuses, portals are not created with advisors in mind as primary users. This presentation will demonstrate a portal that was deliberately modified to assist advisors. Its capabilities include the ability to look up a list of advisees and obtain their pin and a pin numbers, send targeted emails to groups of advisees, enable threaded discussions among advisees, easily access student records, checks holds on advisees, and maintain an anecdotal record of the advising session(s).

Faye Vowell, Phillip Farren, Roland Shook
Western New Mexico University
Presentation based on: Models/Applications

Concurrent 20 **8:45–9:45 a.m.** **Room 261**

When Support Gets Personal

This presentation will utilize a training program recently implemented at MIT as a springboard for discussing the development of faculty and staff skills for working with students in stressful and even “crisis-mode” situations. The seven-week MIT series, When Support Gets Personal, reviews the student support resources available at MIT, how these resources work together to assist students, and perhaps most importantly, what a faculty/advisor/administrator's role can be in working with a student in difficulty. The training addresses what symptoms or “red flags” a student in distress may exhibit, strategies for making effective referrals, and the appropriate student services to suggest in a variety of situations.

Examples of relevant instances of student distress include mental health issues, alcohol/substance use and abuse, physical and learning disabilities, international/intercultural identities and contributing factors thereto.

Jason Jacobson, Massachusetts Institute of Technology
Presentation based on: Models/Applications

Concurrent 21 **8:45–9:45 a.m.**
Room 214

Advising Students with Unrealistic Expectations

One of the more challenging and intractable situations faced by academic advisors is the advising of students with unrealistic expectations. This presentation will center upon three areas: 1) Strategies for effectively communicating with students about their expectations, 2) Techniques for helping students strategize and benchmark and, 3) A checklist of sorts for helping advisors assist students in working through the process of letting go of and moving on from unrealistic expectations.

Participants will be encouraged to contribute ideas and share experiences they have had in this arena. We will also discuss the documentation and resources available to assist student and advisor and provide student scenarios to which we apply the above strategies and resources.

Kimberly Pollauf, University of Toledo
Presentation based on: Models/Applications

Concurrent 22 **8:45–9:45 a.m.**
Room 201

Voices from the Field: Building a Research Agenda for Academic Advising

This session is grounded in the belief that every academic adviser is a potential researcher in the field. Participants will gain an understanding of the state of current academic advising research as well as the importance of building a sound, comprehensive research foundation for the academic advising profession. They will engage in interactive discussion about researchable topics in academic advising and share research questions from their discussions.

Gary Padak, Terry Kuhn, Kent State University
Virginia Gordon, Ohio State University
Rich Robbins, Cornell University
George Steele, Ohio Learning Network
Presentation based on: Research

Concurrent 23 **8:45–9:45 a.m.**
Room 231

Orientation Advising as a Foundation for Assessing Freshman Learning Outcomes

Commission Sponsored: Assessment of Advising and Advising Business Majors

During the summer of 2003, UT's College of Business Advising Center surveyed incoming freshmen during orientation advising to evaluate the effectiveness of the advising presentation. The results of that survey were presented during the 2003 NACADA National Conference. As a follow-up to that initial evaluation, the freshman class was sent a questionnaire during their second semester soliciting more descriptive responses. The goal of this survey is to assess whether the initial knowledge acquired at orientation was retained or if student-learning outcomes are achieved through the ongoing reinforcement process of advising.

Fred Pierce, Tammi Brown, George Drinnon, Laura Trainer
University of Tennessee
Presentation based on: Models/Applications
Best suited for Institutional size: over 10,000

Discussion 24 **8:45–9:45 a.m.**
Room 232

Building Bridges: Experience the Academic Adventure of Students of Color

This "experience" is designed to help equip you with skills to prepare students of color for a lifelong academic adventure. The experiential exercises are designed to help participants identify and prevent preconceived notions regarding students of color and sharpen listening skills in advising sessions, thereby building advisor-student relationships.

Alesia Hill, Yvonne Render, DiAnna Washington
Indiana University-Purdue University Indianapolis
Presentation based on: Theory
Best suited for institutional size: between 5,000–10,000
Target Audience: minimal experience in this area

Concurrent 25 **8:45–9:45 a.m.**
Room 260

Advisors as Helpers; Advisors as Teachers

In 1972 Burns Crookston presented a contrastive paradigm which still informs contemporary advising theory. He contrasted prescriptive and developmental approaches to define advising theory and practice. This session will explore a new contrastive paradigm: advisors as helpers versus advisors as teachers. Like Crookston, we will use this paradigm to compare two types advising.

We will form groups to discuss implications of this paradigm for advising theory and practice. If advising is teaching, how will we think about advising differently? Is there an advising curriculum? Can pedagogical theory and techniques enrich the advising experience? What contributions do faculties make to the advising experience based on their classroom expertise? The groups will come together to share their findings and to refine the definition of advising as teaching based on our insights.

Heidi Koring, Lynchburg College
Presentation based on: Theory

10:00–11:00 a.m. Sessions

Commission Meeting 26 **10:00–11:00 a.m.**
Room 266

Undecided & Exploratory Students

Please come and join your colleagues at the Commission Meeting for the Commission on Advising Undecided/Exploratory Students (CUES). At this meeting we will discuss our goals and plans for the Commission for next year, and your input is very important. You will meet our new Chair for the Commission, who will begin serving for the next two years. Of course, most of all, this provides a time to see your exploratory colleagues, and a forum to discuss strategies, techniques, and programs for helping our students make good decisions about their choice of major. Bring your questions and topics for discussion... and your ideas to share... and this should be one of the highlights of the conference!

Thomas Kenyon, Indiana University

Commission Meeting 27 **10:00–11:00 a.m.**
Room 268

Advisor Training and Development

Are you a commission member or someone who is interested in learning more about our group? If so, please join us as we review our progress toward the goals we set in Dallas and as we establish our priorities for the coming year. We are one of the largest commissions in NACADA and our members bring a wealth of experiences and information to the table, so you can expect a lively conversation and a host of great ideas!

Cole Holmes, University of Texas-Austin

Interest Group Meeting 28 **10:00–11:00 a.m.**
Room 267

Distance Education Advising

The challenge of providers of academic advising via Distance Education is to be able to offer a minimum set of core services related to academic advising. The goal is to assist distance learners in identifying and achieving their maximum educational potential that enables them to reach their educational goals. The institutional philosophy of a distance learning support services program must be to strive to respond to learner needs rather than the learner adjusting to an institution's established organizational structure.

This interest group meeting will provide a forum for discussion of core services that are provided to distance learners and provide an opportunity to network with other professionals who have the responsibility for providing these services.

Tom Kerr, Campus Group International

Interest Group Meeting 29 **10:00–11:00 a.m.**
Room 241

Liberal Arts Advisors

What is a Liberal Arts degree? Is it strictly a classical degree with no relevance in the 21st century? Do our students know how to define the term or even understand the significance of this degree? In a world of technical and professional programs is the Liberal Arts major an elitist with no hope of ever getting a job? As advisors in the Liberal Arts we struggle every day with the misconceptions and myths surrounding the Liberal Arts. We battle with parents, faculty and students that do not see the value of a Liberal Arts curriculum. The Liberal Arts Interest Group is the forum for dialoguing with other advisors in this field. We support, value and believe in the Liberal Arts! Come join with fellow Liberal Arts advisors to discuss the future of Liberal Arts and how we work with our students.

Karen Sullivan-Vance, Oregon State University
Sarah Ann Hones, Southern Oregon University

Concurrent 30 **10:00–11:00 a.m.**
Room 214

Help! I Think That My Professor is an Alien

Best of Region 2

More than a catchy title, this interactive program is designed to help freshman explore possible reasons why they may be struggling with certain professors. Participants will be put

through the actual workshop with presenters stopping to offer suggestions on implementation at your institution. Topics covered in the program include an exploration of the differences between the high school and college experience, and examination of some difficult professor/student situations, and a look at factors other than the professor that make a course difficult. In this session, the presenters will discuss the reasons why the program was developed and will review the program objectives and outline. Materials from the program will be shared.

Ira Mayo, Christine Carter, Rider University
Presentation based on: Models/Applications

Concurrent 31 **10:00–11:00 a.m.**
Room 206

A Question Concerning Advising

Best of Region 3

If we as advisors are to take ownership of our identity and doings, then yes, we ought to be the ones defining who we are and what we do. The tendency is to view and understand advising through the lens of the modern day bureaucratic nature of higher education. This, by no means, ought to be the case exclusively. This presentation addresses an attempt to re-evaluate our understanding of academic advising by investigating the very notion of advising as education. That is, our conceptual understanding on the definition of advising ought to be grounded and thoroughly questioned within the context of the philosophy of education and its impact of the field of advising.

Il Young Barrow, University of Louisville
Presentation based on: Theory

Concurrent 32 **10:00–11:00 a.m.**
Room 213

Building a Bridge to Last: Effective Student Advising During Freshman Orientation

Claremont McKenna College traditionally brings in between 250 - 265 incoming freshmen students and a transfer class of 30. The orientation period lasts four days, jammed with not only academic information sessions, but also student life sessions, computer learning sessions - in addition to learning to share a dorm room with a stranger. Over the past eleven years, we have found that well-trained peer sponsors serve as great sources of both academic and campus-life information.

Eleven years of sustained growth in the student sponsor program proves it has been successful. Student surveys show the success of the program has sustained the growth of the program over the past 11 years. The selection process for "peer sponsor" positions is competitive and not all applicants to the program are chosen. Costs to the college are minimal and many participants return in successive years.

Participants will receive a copy of the orientation schedule with sample schedules and an outline of the student sponsors training. Questions and discussion will be encouraged throughout the program.

Cindi Guimond, Claremont McKenna College
Presentation based on: Models/Applications
Best suited for institutional size: less than 5,000

Concurrent 33 **10:00–11:00 a.m.**
Room 230

General Engineering: A Supplemental Instruction Model

Commission Sponsored: Engineering & Science Advisors

The General Engineering Program offers supplemental instruction courses in math, physics and chemistry and are designed to help students improve performance in the corresponding lecture course, by developing better problem-solving skills through cooperative learning. The GE courses meet two times per week and a letter grade is assigned that is based on attendance and participation. The GE sections are led by a graduate Teaching Assistant, and the majority of the class time is spent solving sample problems applicable to the lecture materials. There are no homework assignments or tests in the GE courses and students work on additional sample problems gathered from texts, old tests and non-homework problems. Students are encouraged to work together and to form study groups. Each GE course is designed to augment the related lecture course.

Ana Raley, University of Texas-Austin
Presentation based on: Models/Applications

Concurrent 34 **10:00–11:00 a.m.**
Room 302

Off Road Ventures: Teaching Strategies for Struggling Students

Best of Region 7

When it is your task to create a framework for academically at risk students to bridge the gap between failure and success, what is your plan? How do you help students draft a plan for their future academic success? Midwestern State University offers an innovative three credit hour semester course where students design a blueprint for change. Skills for Success is a framework for linking study skills development with cognitive behavioral changes. This session will detail a challenging course curriculum where the student gains self-knowledge, refines study skills, and experiences change. Participants will be provided a practical approach to prepare students to take control of their learning, draft a plan to manage obstacles and to become the architect of their future.

Naoma Clark, SusAnn Key, Midwestern State University
Presentation based on: Models/Applications
Best suited for institutional size: between 5,000–10,000

Concurrent 35 **10:00–11:00 a.m.**
Room 204

Live, On-Line, at a Time Convenient for You, It's...Your Advisor!

Commission Sponsored: Technology in Advising

Person-to-person meetings during 8 to 5 office hours form the core of advising systems. Our computer-savvy students, however, often want and need advice, information, and access to resources beyond 8 to 5 and via our newest campus technologies—in short, they're looking for help right now and on screen. How can we bridge “real time” and “office time”? Hear how pre-engineering advisors at the University of Wisconsin-Madison conduct “virtual” advising

by using on-line services pioneered by reference librarians. A library director will describe the software, the pre-engineering dean will discuss why we are exploring “live help,” and a pre-engineering advisor will describe the front-of-screen experience—who logs in and what kind of “advising” really takes place. Share your own immediate, on-line advising experiences.

Bonnie Schmidt, Donald Woolston, John Wanserski
University of Wisconsin-Madison
Presentation based on: Models/Applications

Concurrent 36 **10:00–11:00 a.m.**
Room 231

How Advising Tools can be Used to Facilitate Critical Thinking Skills

A holistic-developmental approach to faculty advising uses a wide variety of educational methods, and is a viable teaching format outside the classroom. Faculty advisors can use tools such as the Advising Syllabus and Education Plan to equip students with specific strategies for success. This workshop will examine these tools and demonstrate how they can be used by advisors to help students gain cognitive learning experiences. Students will develop critical thinking, problem-solving, and reflective decision-making skills. Workshop attendees will take home ideas for developing their own Advising Syllabus and Education Plan, thereby enhancing the effectiveness of their advising process and helping their students integrate cognitive and experiential learning.

Virginia Wade, Marymount College, Palos Verdes
Presentation based on: Models/Applications

Discussion 37 **10:00–11:00 a.m.**
Room 235

Should I Stay or Should I Go?

The question on every campus is “how do we retain our students?” This is especially true at community colleges where students face a number of unique challenges. Lehigh Carbon Community College has developed a number of retention strategies and tools to determine why students leave and effective methods for keeping them. In this session, we will share some of our practical tips, tools, resources, and programs that have worked. Through assessment, we have established retention strategies that include an early alert program, group advising models, an exit survey process, and the development of a retention committee. This session will provide participants with information about each of our programs and information we have learned about our students, and what is and is not effective in their retention.

Cindy Markovcy, Susan Fread
Lehigh Carbon Community College
Presentation based on: Models/Applications

**Concurrent 38
Room 300**

10:00–11:00 a.m.

Boosting Student Retention and Lifting Students' Morale

Early registration is common on most university campuses. Two groups of students are potentially jeopardized by early registration, for their continuance is in peril: students who are placed on probation at the end of the current semester and those who will be suspended and must be re-admitted.

Two programs will be presented—one university mandated and the other created by the advising center—which help these students return to good standing. Data indicate that mandatory re-advisement of probationary students and tracking of re-admitted suspended students have proven to not only improve students' GPA's but also raise students' morale and outlook on their academic experiences. Through good advising and access to necessary academic support programs, a substantial number of these students have returned to good standing, thus raising retention.

William Fleming, Wesley Boyd, Sam Houston State University
Presentation based on: Models/Applications

**Concurrent 39
Room 262**

10:00–11:00 a.m.

Post-Baccalaureate Teacher Certification: Advising Implications from a National Survey

Commission Sponsored: Advising Education Majors

This session is a presentation and discussion centered on a national survey of post-baccalaureate teacher certification programs. Based on conversations started at the 2003 NACADA meeting, and based on data collected during 2003-2004, this session will allow education advisors to understand teacher certification in a larger context. Participants will consider how the results impact advising and what can be done to improve advising.

Shawn Quilter, Christine Lancaster, Kimberli Keller, Carl Isaacs
Eastern Michigan University
Presentation based on: Research
Target Audience: minimal experience in this area

**Concurrent 40
Room 260**

10:00–11:00 a.m.

Creating Great Advisors from Great Faculty: Lessons from the SUNY Oswego First-Year Advisement Program

Commission Sponsored: Faculty Advisors

Studies have shown that faculty are often unprepared and unmotivated to become good advisors. Often, their training is non-existent and rewards negligible. When SUNY Oswego developed its First Year Advisement Program, it sought to help faculty become good advisors by supplying training and developing reward systems that indicate good advisement is an institutional priority. Advisement tools were explored to create common frames of reference for advisors and advisees. Finally, a peer advisor component was added to help in areas of advisement where advisors were uncomfortable, with scheduling interviews, and with working with faculty to view students in their totality. Assessment indicates more student satisfaction, greater faculty knowledge and participation, and a higher overall valuing of advisement.

Rhonda Mandel, Kathleen Evans, Michelle Bandla, T. Mark Morey
State University of New York-Oswego
Presentation based on: Models/Applications
Best suited for institutional size: between 5,000–10,000
Target Audience: minimal experience in this area

**Discussion 41
Room 232**

10:00–11:00 a.m.

Minority Recruitment in Humanities Graduate Programs Revisited

This interactive round-table discussion will focus on an exchange of ideas and information with colleagues from both Graduate/Professional Schools and Undergraduate programs. Some of the issues that will be discussed will be: 1) Methods of identifying potential graduate/professional school minority applicants early in their undergrad college careers. 2) The value of a graduate/professional school education to undergrad students and the students' communities. 3) The lack of information among minority undergraduate students about graduate/professional school education and about applying to programs. 4) Graduate/professional school recruitment programs now in existence.

Susan Corbin, Virginia Hueske, Dana Woolf
University of Texas-Austin
Presentation based on: Models/Applications

**Concurrent 42
Room 203**

10:00–11:00 a.m.

Polishing the Academic Prism: A Collaborative Advisement Approach for Student Success and Retention

Getting first-year students to think about academic planning, let alone getting through the first semester, is often difficult. This is often compounded when a student sees more than one advisor or faculty member for counsel, as communication often breaks down.

For the past two years, Bronx Community College has worked collaboratively with a neighboring institution to develop advisement software that encourages students to

engage in long-range academic planning. It tracks communication between advisors and faculty, and provides a comprehensive online advisement portrait for all students, thereby increasing quality of service and retention.

Penny Bloom, Michael Roggow, Isabel Mirsky
Bronx Community College

Paul Kreuzer, City University of New York-Lehman College

Presentation based on: Models/Applications

Best suited for institutional size: between 5,000–10,000

Target Audience: more experience in this area

Concurrent 43 **10:00–11:00 a.m.** **Room 207**

Assessing an Advising Program at a Small College

Commission Sponsored: Small Colleges & Universities

The assessment of academic advising should be a conscious, deliberate process, one where the practitioner reflects upon existing goals and objectives and focuses on learning outcomes. This workshop will review a model of assessment utilized to assess the academic advising program at a small liberal arts college. The model makes a conscious attempt to bridge institutional mission and goals with departmental priorities and individual practice. The assessment sought input on the awareness, perceptions, and practices of faculty in advising students prior to the declaration of major, how to better understand the awareness, perceptions, and use of academic advising services, and how similar institutions engage students and faculty in the advising process. This session will present the results of this inquiry and the implications for academic advising programs.

David Verrier, Franklin & Marshall College

Presentation based on: Models/Applications

Best suited for Institutional size: between 1,200–5,000

Concurrent 44 **10:00–11:00 a.m.** **Room 210**

Blooming Where You're Planted: Managing Your Job and Your Values

Commission Sponsored: Lesbian, Gay, Bisexual, Transgendered & Allies Concerns

This presentation will examine how advisors can thrive in an environment in which their values are incongruent with their institution's culture. Often it isn't feasible to "just leave"; the solution is thriving where you are planted even if the soil is inhospitable. Individuals in these situations face challenges to their self-esteem, sense of humor, and spirit.

At this session, we will discuss strategies for thriving by developing a support system, learning about institutional change, and creating a course of action to handle value differences. We will also offer staff development exercises focusing on building awareness, identifying personal value systems, and discussing how values can affect advising. Using group discussion and case studies, we will create strategies for surviving and thriving as a professional.

Jennifer Joslin, Darcie Davis-Gage, University of Iowa

Presentation based on: Models/Applications

Discussion 45

10:00–11:00 a.m.

Room 264

Architecting a Newly Merged Advising Center

With changes and budget reductions in higher education across the country, advising services have been affected in various ways. One example of streamlining services was a merger of two advising offices and a retention office into the Center for Advising and Student Achievement at Colorado State University. This session will discuss the challenges involved in creating a New Advising Center, including how the reorganization was implemented, successes and struggles after the re-structuring occurred, and recommended strategies for reorganization efforts on other campuses. Small group discussions will gather ideas and experiences from participants that have also gone through mergers or are anticipating organizational changes in the future. A summation of the ideas and strategies generated during this discussion will be posted on the NACADA website for future review.

Gaye DiGregorio, Colorado State University

Presentation based on: Models/Applications

Best suited for institutional size: over 10,000

Discussion 46

10:00–11:00 a.m.

Room 205

Don't Just Plan An Event, Plan Something Spectacular!

So you want to plan a Workshop or a Majors Fair. Perhaps this is your first foray into event planning, or maybe you are an experienced event coordinator who is looking for a new and innovative way to roll out the red carpet and set your event apart from the rest. This session answers many event planning questions, including everything from "why are you planning this event in the first place?" to "what strategies will alleviate event planning stress?". From preparation to assessment, sample timelines to budgets, eye-catching themes to inter-office collaboration, and tried-and-true ideas to fresh new concepts, get the tools you need to successfully plan the next spectacular event on your campus.

Kristen Lindsay, Ellen Nagy, University of Toledo

Presentation based on: Models/Applications

Concurrent 47

10:00–11:00 a.m.

Room 261

Academic Probation: Bridging the Chasm for Student Success

Students on academic probation (AP) face significant risk for continued poor performance and the majority of those students eventually leave college without graduating. The data at the conclusion of this two-year study indicates that students who participate in the Academic Recovery Program during the semester while on academic probation showed significant increases in their semester grade point averages and the trend continued in subsequent semesters. Additionally, the one-year retention rate of these students more than doubled that of students on AP who did not participate in the program. These results show that the wide performance gap between students on AP and those in good academic standing can be significantly reduced through planned intervention and the investment of modest resources.

Herbert Bruce, Lynchburg College

Presentation based on: Models/Applications

Discussion 48 **10:00–11:00 a.m.**
Room 263

Internal Transfers—A Realism Roundtable

Northeastern University recently created an Internal Transfer Program to increase retention of the numerous students who change majors each term. The position was given little direction, with each college able to determine its level of involvement with the program and little (any?) authority to enforce regulations or change policy.

Once hired, the new Internal Transfer Advisor discovered a world of interesting things—nonexistent “policy”, random enforcement, students falling through the cracks. In the year since its inception, progress has been made but much more needs to be done.

Do you struggle with undecided students, changing majors or the internal transfer process at your institution? If so, please join in what is sure to be an interesting exchange of ideas. Bring your frustrations, successes, questions and answers for a realistic discussion of internal transfer issues.

Susan Kolls, Northeastern University
Presentation based on: Models/Applications

Concurrent 49 **10:00–11:00 a.m.**
Room 202

Advisors Building Bridges for New Students through Orientation, First Weekend, and Learning Communities

Sometimes advisors feel restricted by their institutional role as they strive to facilitate students’ transition into college. However it is possible to involve advisors in a variety of roles which enhance new students’ experience. In this session we will describe how advisors participated in the development of the First Year Experience at Wright State University through their leadership in Orientation, First Weekend, and Learning Communities. Advisor involvement in these programs led to an increase in the quantity of advising contacts for new students and greater collaboration between Academic Affairs and Student Services. Both students and advisors have benefited. Regardless of their institutional size or advising model, session participants will be inspired to reexamine the advisor’s role in the first year experience.

Jeanne Fraker, Doug Saul, Pamela Wallace-Stroble
Wright State University

Discussion 50 **10:00–11:00 a.m.**
Room 201

The Millennial Connection: Advisors Creating Change for the New Generation

The Millennial Connection: Advisors Creating Change for the New Generation. Student characteristics have changed dramatically over the past three years, and these changes impact some of the basic principles of advising. Advisors must recognize the impact and reshape the advising system in which they work. At the University of Alabama at Birmingham, we have made changes that affect the delivery of our advising services and have ongoing discussion about the consequences of these differences. During this session, we will present the changes made at UAB based on the

characteristics of this generation of students, the differences from the previous generation, and the impact of these characteristics on the basic principles of advising. Participants will have an opportunity to discuss ways in which they can address these issues at their own institutions.

Sharon Jacobsen, Jessica Smith
University of Alabama-Birmingham
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.**
Room 268

Advising Students with Disabilities

Students with disabilities present complex challenges to advisors. Legal definitions, court rulings, technological developments and diagnostic documentation are just a few of the issues advisors in this area must consider. The purpose of this commission is to provide advisors with a place where they can share information, strategies and concerns that arise when working with students who have disabilities. Please come ready to share your challenges and successes. New members and interested advisors are welcome.

Leslie Hemphill, Cloud County Community College

Commission Meeting 52 **11:15 a.m.–12:15 p.m.**
Room 266

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 commission meeting will include mini chat sessions facilitated by the commission membership. The issues identified for discussion include faculty advising, advising technology, helping probationary students, AACSB issues, and advising assessment. 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

Karen Boston, University of Arkansas-Fayetteville

Interest Group Meeting 53 **11:15 a.m.–12:15 p.m.**
Room 241

Health Professions Advising

Health professions advisors today must address the big picture of health care in America and what the students must be concerned with as we prepare them to enter the health care fields. Solid academic preparation is important and exposure to health care and experience in local settings is essential.

How can we assist students to get a realistic perspective on caring for the uninsured, the homeless or the elderly? What interpersonal skills should the student bring to these situations? How can we assist them in developing the self assurance, competence, and the commitment needed to enter the study of medicine, public health, nursing, dentistry, physical therapy and allied health fields to prepare for healing the sick? What about early health education through community outreach? These are some of the issues we want to discuss

and exchange ideas about that are applicable whether the advisor is dealing with students from a large or small college and whether the community is rural or urban and across cultures.

Ruby Mason, Stanford University

Interest Group Meeting 54 11:15 a.m.–12:15 p.m. Room 267

Native American & Tribal College

NACADA's Native American and Tribal College Interest Group (NATCIG) is intended to bring together both Native and non-Native American students, advisors, faculty and other student service personnel. The forum is designed to address the needs of Native American students, transfer students from tribal colleges and to engage the greater advising community in Native American educational issues. The group will encourage presentations at local, regional and national conferences, support Native American research and scholarship, and act as a resource for educational professionals working with Native American students.

*Mark Bellcourt, University of Minnesota-Twin Cities
Adrienne Thunder, University of Wisconsin-Madison*

Discussion 55 11:15 a.m.–12:15 p.m. Room 202

Bridging Troubled Waters: Probationary Student Interventions from Coast to Coast

Trying to bridge the gap with your students on academic probation? Need an infusion of new ideas? This interactive session will allow you to ask questions and get detailed information on several different intervention programs at the same time. Cross the bridge to academic success with our panel of experienced advisers representing institutions across the nation as they highlight their intervention programs...everything from individualized advising to mentoring programs, graded classes, and more! Discuss your current intervention programs and network with others working with this challenging population in order to enhance what you are already doing or gain ideas for developing new intervention programs at your home institution.

*Johanna Pionke, Kent State University
Ann Coppernoll Farni, Iowa State University
Jennifer Austin, University of North Carolina-Greensboro
Sandy Pitocchi, Johnson and Wales University
Karen Reynolds, Michigan State University
Marie Dahleh, University of California-Santa Barbara
Presentation based on: Models/Applications*

Concurrent 56 11:15 a.m.–12:15 p.m. Room 207

Designing an Interactive Web Site for Undecided Students

Commission Sponsored: Technology in Advising and Undecided/Exploratory Students

At Stockton College, 14% of our students are undecided about their major. Our undecided students are frequently advised by faculty who lack sufficient time to help them through the decision-making process. To bridge this gap, the author created an online workbook format to guide students in choosing a major. The Web site has since been incorpo-

rated as an important advising tool at our school. This workshop will detail how a needs analysis was conducted using student questionnaires, faculty focus groups and administrative interviews. It will show how sound instructional design principles were employed in the site. The four-part decision making process in which the student responds via a journaling process will be highlighted. Participants are urged to bring questions about how to design their own projects.

*Paula Dollarhide, Richard Stockton College of New Jersey
Presentation based on: Models/Applications
Target Audience: minimal experience in this area*

Concurrent 57 11:15 a.m.–12:15 p.m. Room 203

How the Fish Ate the Cheese: Navigating the Rough Seas of Change in an A-Mazing Way

Join us as we share fun, creative, motivational models practiced in our advising offices to bridge change.

Using the principles in Spencer Johnson's #1 Best Seller "Who Moved My Cheese?" the advising office in the College of Education embraced change to effectively respond to the needs of their students, programs and administration. Are you more like 'Sniff', 'Scurry', 'Hem' or 'Haw'?

Using the principles in the international bestseller *Fish* by Stephen Lundin, John Christensen, and Harry Paul, the West Campus Advising Center learned how to use the concepts of Play, Make Their Day, Be There, and Choose Your Attitude to 'think and swim outside the fish-bowl' as we responded to the advising needs of our students and campus.

*Cynthia Rasmussen, Arizona State University West
Tom Avants, Arizona State University
Russell Watley, Arizona State University West
Presentation based on: Models/Applications*

Concurrent 58 11:15 a.m.–12:15 p.m. Room 204

League For Innovation Recognizes Santa Fe Community College's Online Degree Audit with National Award...What's the Hubbub?

Commission Sponsored: Two-year Colleges

Santa Fe Community College has developed an online degree audit that has simplified the communication of college degree requirements to the student. Our audit shows graduation requirements, courses completed, courses needed, and state university transfer requirements. Incorporated in the audit is a registration component that takes the guess work out of designing a non-conflicting schedule. While our audit was developed for students to access from a computer anywhere, it has proven beneficial to on campus advisement sessions. The audit ensures that advisors and students are on the same page. Every on campus advisement session becomes a teaching session that has proven to be a valuable resource to our community that is Santa Fe CC.

*Herschel Johnson, Santa Fe Community College
Presentation based on: Models/Applications*

Concurrent 59 **11:15 a.m.–12:15 p.m.**
Room 235

Development and Testing of a Faculty Advisor Evaluation Instrument

Commission Sponsored: Assessment of Advising and Faculty Advisors

Advising quality is a significant issue on many campuses. This presentation will outline the development and testing of a measure of student satisfaction with faculty advising undertaken at a small university in Wisconsin. It will contain 1) background information about our search for effective methods to evaluate faculty advisors; 2) the process the subcommittee went through to develop items for the instrument; and 3) the results of the initial pilot test and an additional test of the finished measure. Initial results show that the instrument we developed is a useful one. It is easily administered via web survey, internally consistent, and unidimensional. In short, it is a solid measure of one variable: student satisfaction with faculty advising.

Rhonda Sprague, University of Wisconsin-Stevens Point

Presentation based on: Models/Applications

Target Audience: minimal experience in this area

Concurrent 60 **11:15 a.m.–12:15 p.m.**
Room 206

Building Bridges between Teaching and Advising with Course Management Software

Commission Sponsored: Small Colleges & Universities

Many institutions are using Course Management Systems (CMS) such as Blackboard to facilitate student learning. Providence College is no different—utilizing its CMS, ANGEL, in more than 200 courses. However, the College is also using this web-based system to support academic advising in exciting and innovative ways. Faculty and professional advisors use ANGEL to conduct online placement testing, advise special populations, and enhance individual and small group advising.

This presentation will demonstrate how a small liberal arts institution has adopted its CMS to meet its advising needs. Presenters will also provide a brief overview of how some other institutions have used their CMS for advising. Attendees are encouraged to share their own examples of how technology is building bridges between teaching and advising.

Carol Crafts, Charles Haberle, Providence College

Presentation based on: Models/Applications

Target Audience: minimal experience in this area

Concurrent 61 **11:15 a.m.–12:15 p.m.**
Room 302

Academic Success and Cultural Enrichment Project: Advising that Addresses the Needs of First-Generation and Limited English-Speaking Students

This session will help advisors to assist first generation and limited English student populations. This presentation will detail how to create a forum where students can interact, while learning college skills that will aid in building bridges to their academic success and cultural enrichment.

Amanda Owens, Sandy Kijanka

University of Nevada-Las Vegas

Presentation based on: Models/Applications

Concurrent 62 **11:15 a.m.–12:15 p.m.**
Room 261

Education Shadowing: Shining a Light on the Teaching Profession

Commission Sponsored: Education Majors

Gone are the days when schools and colleges of education could count on healthy numbers of students seeking jobs as teachers. Today institutions must actively recruit students into Education while working to combat negative perceptions and media portrayals of teachers and school systems. One effective way to do so is through shadowing opportunities. At the University of Alabama at Birmingham (UAB), the School of Education and Career Services have partnered to provide potential education majors with an opportunity to experience the reality of America's classrooms through the Education Shadowing Program. This program places participants in local schools for an entire day to actively observe UAB student teachers during their internships. Join us to learn how your institution can adopt this effective model of Experiential Learning.

Peggy Delmas, Matt Fifolt, University of Alabama-Birmingham

Presentation based on: Models/Applications

Target Audience: minimal experience in this area

Concurrent 63 **11:15 a.m.–12:15 p.m.**
Room 260

Avoid Putting the Cart before the Horse: Assessing Advisor Needs before Implementing Training

Improving training and resources for faculty advisors is a common goal among advising administrators. However, basing training on assumptions of what faculty need can lead to low attendance at training sessions and to little improvement overall. This session will share an action plan, which was developed at the 2002 NACADA Summer Institute, for improving training and resources for faculty advisors. Among the items that will be shared is a survey, centered on Tom Brown's "Triad for Excellence in Academic Advising," that was developed to assess current advising knowledge and training interest areas. How the survey results were used to implement new training strategies will also be discussed. Attendees are encouraged to share their own strategies for assessing training and resource needs.

Mary Edgette, Pamela Spencer

University of Minnesota-Duluth

Presentation based on: Models/Applications

Concurrent 64 **11:15 a.m.–12:15 p.m.**
Room 231

Beyond Advising: Meeting the Needs of Distance Education Students

Distance education (DE) students are unique; their separation from on-campus life makes access to university student services crucial. The advisor becomes the only link the DE student has to the university and can greatly impact their experience. As a result, advisors must transform themselves into counselors, campus representatives and conflict resolution managers. As more and more students turn to distance education to complete their degree, advisors must learn to adapt to each student's particular needs if the program is to be a success. This presentation shows how at one university is providing DE students academic and student services support. At the presentation's conclusion attendees will be invited to participate in an open discussion on methods and practices.

Lorri Karafa-Guegel, Becky Mobley, University of Houston
Presentation based on: Models/Applications

Concurrent 65 **11:15 a.m.–12:15 p.m.**
Room 210

Bridging the Gap between Industry and the University: Creating a Master's Degree Program Founded on Results-based Learning.

Would you like to learn how to bridge the gap between industry and your university? Learn how UT is creating self-sustaining Executive Master's Degree programs that meet the needs of industry and provide revenue for departments, and the College. Understand the need to assess your market, and then learn how to maneuver through the bureaucratic approval process; and finally, how to launch a new master's degree program that generates revenue for your department and the College.

Catherine Thomas, University of Texas-Austin
Presentation based on: Models/Applications



Located on the Kentucky side of the Ohio River facing Cincinnati, Newport on the Levee is an entertainment and dining district accessible via a \$1.00 shuttle ride from downtown.

Concurrent 66 **11:15 a.m.–12:15 p.m.**
Room 201

Building Rapport with Student Staff Members

The University of Texas at El Paso's Academic Advising Center (AAC) staff consists of both professional and student staff. Peer advisors and reception area staff report to specified professional staff members for supervision and instruction. After focusing on developmental advising for the last several years, we have widened the focus to include building strong relationships between student mentees and their mentors.

The AAC Mentoring Program, implemented at the beginning of the Spring 2004 semester, includes input from the student mentees. It focuses on educational support, strong work habits, organizational skills, priorities, and goal setting.

The PowerPoint presentation will discuss mentoring theory, tips on implementing a mentoring program, and an overview of our program. Participants will receive information that can be customized to meet the needs of their institutions.

Kaay Miller, Ann-Marie Ramos, University of Texas-El Paso
Presentation based on: Theory
Target Audience: minimal experience in this area

Concurrent 67 **11:15 a.m.–12:15 p.m.**
Room 230

White Students as a Minority Group in a Predominantly Black University: Implications for Academic Advising

Commission Sponsored: Multicultural Concerns

An emerging trend in student demographics is the increasing enrollment of white students in predominantly black colleges and universities. The social dynamics this situation presents can have significant implications for effective academic advising, and consequently, for students' success. While much has been written about the experiences of minority students as they navigate predominantly white campuses, not much has been written about the reverse situation. How, for example, do white students, especially incoming first year students, cope with the situation of being a conspicuous minority group in a predominantly black school? Does the increase in cultural diversity as a result of the presence of white students translate into enhanced cultural pluralism on the campuses? These are some of the salient questions this presentation intends to address through a case study of a historically black university.

Allyson Sesay, Shaw University
Presentation based on: Research

Concurrent 68 **11:15 a.m.–12:15 p.m.**
Room 214

Developing a Portfolio for Career and Transfer Planning

Portfolios are becoming popular in today’s professional and educational environment. This presentation will introduce the concept of developing and using portfolios for career and transfer planning. Portfolios are visual alternatives to text-based resumes or college admissions essays. Collection of artifacts used in portfolios will be explained, along with step-by-step portfolio construction (for both paper portfolios and electronic portfolios). Uses in career planning for job interviews will be presented as well as preparing a portfolio to submit to a transfer institution for admissions.

Monica Nucciarone, Pierce College
Presentation based on: Research

Concurrent 69 **11:15 a.m.–12:15 p.m.**
Room 300

Legal Issues in Academic Advising

In what situations can you be held personally liable for your conduct? Is there a liability cushion for an advisor’s mistakes? What types of information about students may be released? Must everything be written down, or may some advice be oral?

Two attorneys will discuss legal issues typically faced by advisors. Participants will receive a handout containing case studies, tips on handling disruptive students, safeguards against negligent advisement, comments on methods for avoiding legal claims, and FERPA requirements.

Mr. Ebert was assistant general counsel for Arizona State University and university attorney for the University of Arizona. His practice emphasized student affairs. Ms. Stevens has been deputy general counsel for Arizona State University for more than fifteen years. She has experience in all areas of college and university law.

Mark Ebert, Arizona State University East
Mary Stevens, Arizona State University
Presentation based on: Research

Discussion 70 **11:15 a.m.–12:15 p.m.**
Room 213

Sacred Gifts: Using the Enneagram as a Tool for Exploring Majors and Careers

The Enneagram is a fascinating and leading-edge personality system that describes nine fundamental types, each with its own set of unique gifts and challenges. Through class discussion, small group work, assessments and reflection, participants will look at their modifications and identify their stumbling blocks. These insights will help participants understand why people behave the way they do and will help them relate and work more effectively with others. The Enneagram will be highlighted as a useful tool for helping students explore majors and careers, improve their relationships, and develop a strategy based on their natural gifts, talents and abilities.

Sharon Ferrett, Humboldt State University
Presentation based on: Theory
Best suited for institutional size: between 5,000–10,000

Concurrent 71 **11:15 a.m.–12:15 p.m.**
Room 263

The ABC’s of Academic Recovery: Attitude, Behavior, Consistency

First-year students on academic probation face an overwhelming task as they try to regain good academic standing. The University of Iowa’s Academic Advising Center offers a course, College Success Seminar, to help probationary students develop the attitudes and behaviors they need to succeed. Our experience teaching the course has given us valuable insights into the advising needs of probationary students.

We will briefly explain why the course focuses on behaviors and attitudes instead of study skills. Our primary purpose is to share our course syllabus and describe how we teach these “behavioral” lessons. We will also present behavioral, retention and student satisfaction data. Participants can use these approaches and materials to improve their advising/instruction of all students, but especially those at risk of dismissal.

Brian Corkery, Patricia Folsom, James McGreevey, Frank Yoder
 University of Iowa
Presentation based on: Models/Applications

Concurrent 72 **11:15 a.m.–12:15 p.m.**
Room 205

Blueprints: Building a Center for Exploratory Studies

Commission Sponsored: Undecided/Exploratory Students

Designing a new resource to singularly assist students in choosing majors can be a tricky architectural feat. Learn how the University of Cincinnati engineered its Center for Exploratory Studies from the ground up. Issues discussed will include institutional context, funding, facilities, staffing, program development, philosophy, collaboration, what we did right, and what we would do differently. Find out what pitfalls, joys, and surprises were associated with the development of the Center. See why we made the “New York Times.” Maybe you can draft a blueprint for your own institution.

Tara Stopfel, University of Cincinnati
Presentation based on: Models/Applications
Best suited for institutional size: over 10,000

Concurrent 73 **11:15 a.m.–12:15 p.m.**
Room 262

Strengths-Based Advising and Academic Success Training

This session introduces an approach to advising and academic support services that begins with an assessment of students' strengths and talents and helps students plan their education from the perspective that the key to academic achievement is found in the full development and application of strengths and talents. Participants will learn: (1) how to assess students' strengths and talents; (2) how to engage students in an educational planning process that emphasizes the full development of strengths and talents; and (3) how to train students to apply their strengths and talents in academics and thereby increase their levels of achievement.

Edward "Chip" Anderson, Azusa Pacific University
Patrice Noel, Clemson University

Presentation based on: Theory

Concurrent 74 **11:15 a.m.–12:15 p.m.**
Room 264

The College Transition Program: Big Brother? Survivor? Fear Factor?: When Reality Hits the First Year!

The College Transition Program (CTP) was developed to aid in the academic success of freshmen accepted in the College of Arts & Sciences with substandard GPAs and tests scores. The CTP provides extensive monitoring of these at-risk students during the freshman year. Using one-on-one sessions, e-mails to faculty, tutoring, and peer mentoring, the program has served as a life-preserver in what can be a "sink or swim" environment.

Sandy Calvert, Ohio Northern University

Presentation based on: Models/Applications

Best suited for institutional size: between 1,200–5,000

Target Audience: minimal experience in this area

Concurrent 75 **11:15 a.m.–12:15 p.m.**
Room 232

Civic Engagement: At Your Service

Wright State University academic advisors face the challenge of enticing and motivating first-year students to participate in civic engagement activities. We will describe a unique learning community seminar that extensively incorporates service-learning. In addition, we will share the results of our Freshman Plunge (fall 2004), which offered all incoming students the opportunity to take part in community service as part of their First Weekend experience.

Carol Keltner, Tonya Mathis, Marsha Henderson, Catherine Queener

Wright State University

Presentation based on: Models/Applications

Best suited for institutional size: over 10,000

Target Audience: minimal experience in this area

12:15–1:45 p.m.
Ballroom-3rd Floor

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 501

ACCESS: An Educational Bridge to College

Prairie View A&M University's ACCESS is a "bridge to college" program designed to improve students' academic performance and assist in their transition from high school to college. ACCESS was recently awarded the top honor in a statewide competition sponsored by the Texas Higher Education Coordinating Board for achievements in the "Closing the Gaps" education plan for Texas.

Begun in 1996 ACCESS has proven to be effective in improving student retention beyond state averages. ACCESS consists of a summer and a freshman year component of intensive, intrusive advisement and intervention. The Freshman component has expanded to a comprehensive First-year program, University College. Come see this award-winning program with well documented research. NACADA participants will be given the opportunity to discuss all aspects of this exciting Bridge program.

Ila Schauer, Juanel Sippio, Prairie View A&M University

Presentation based on: Models/Applications

Poster Session 502

How Do My Credits Transfer? An Innovative Approach for Transfer Students

The University of Cincinnati's Automated Transfer Credit Evaluation Database makes it possible to electronically evaluate transcripts from a growing number of Ohio colleges. This has led to an innovative partnership between the Undergraduate Transfer Center and Academic Departments as the university takes steps to automate a traditionally complex system of transcript evaluation - that takes place upon student application. Information on this project will be available, along with examples of how it has been used to improve recruitment and retention efforts at the institution.

Linda Arnest, Donnie McGovern, University of Cincinnati

Presentation based on: Models/Applications

Poster Session 503

Building the Bridge from College to Career: A Model for Advising Students on How to Get a Life!

College seniors report that questions frequently arise concerning types of jobs available to them in a given major, identifying skills and strengths needed for prospective employers, and executing a successful job search campaign. While most colleges and universities offer career services to assist students with these issues, certain strategies