

Thursday, October 6
School Spirit Day

7:00 a.m.–5:00 p.m.
Casino Level-Outside Palace 1
Conference Registration

7:00 a.m.–5:00 p.m.
Grand Salon
**Hospitality/Information Desk/
Volunteer Central**

7:30–8:30 a.m.
Bally's Event Center
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 with materials concerning their goals and ongoing work, and enjoy breakfast.

7:30 a.m.–4:30 p.m.
Grand Salon
Exhibits

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

7:30 a.m.–6:00 p.m.
Grand Salon
Internet Café

8:45–9:45 a.m. Sessions

Concurrent 1 **8:45–9:45 a.m.**
Skyview 5-6
Orientation for First-Time Attendees and New NACADA Members

This session is a repeat of the Orientation given on Wednesday, October 5th. The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of their membership, including professional development opportunities, quality publications, and additional networking opportunities. Also, new conference attendees will be given a "roadmap" for getting the most out of the national conference and understanding the special and unique aspects of the conference. The session will be interactive with multiple opportunities for participants to network, learn, and meet new friends and colleagues.

NACADA Leaders

Concurrent 2 **8:45–9:45 a.m.**
Bronze 3

A Conversation with Joe Martin

This follow-up session provides an opportunity for informal interaction with Dr. Martin.

Joe Martin, RealWorld University

Commission Meeting 3 **8:45–9:45 a.m.**
Palace 6-7

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 discussions related to business schools which include: faculty advising, advising technology, helping probationary students, AACSB issues, and advising assessment as well as to generate new topics of interest. Come meet, discuss issues, and contribute to the commission. This is a great time to share techniques and information on advising business majors.

Karen Boston, University of Arkansas

Commission Meeting 4 **8:45–9:45 a.m.**
Bordeaux Room (Paris Hotel)

Small Colleges & 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 audits, or orientations? 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 multiple tasks. Take some time to connect with others who work in this setting 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, becoming a member of the steering committee, or simply e-mailing me at wvanduse@regis.edu. See you there!

Bill Van Dusen, Regis University

Interest Group Meeting 5 **8:45–9:45 a.m.**
Loire Room (Paris Hotel)

Advising Fine Arts Students

Talented and diverse Fine Arts students can provide thought provoking experiences and think outside the box most of the time. Advising these students can be a challenge at times, especially for those who do not interact with such students on a regular basis. This interest group will provide information and support to other professionals working with fine art students in all types of institutions. Discussion will range from sharing advising strategies, programs, and resources to conversations on career options, student development, student health issues and retention activities. Whether you advise fine arts students occasionally or daily, the group is interested in learning more about your experiences and sharing ours.

Mutlu Citim-Kepic, University of Florida

Interest Group Meeting 6 8:45–9:45 a.m.
Chablis Room (Paris Hotel)

Theory & 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 theoretical perspective. Discussion at this meeting will center principally on the upcoming special issue (Fall 2005) of the NACADA Journal to be devoted to theory and philosophy of academic advising. Other issues of concern to members of the interest group will also be welcomed.

Peter Hagen, Richard Stockton College of New Jersey

Concurrent 7 8:45–9:45 a.m.
Palace 3

Step Up to the Podium: Presenting at a Professional Conference

Best of Region 7

Has your supervisor been asking you to give formal presentations? Does your college or university want you to be more visible at NACADA regional and national conferences? As advisors, we need to be willing to discover and fine-tune our public presentation skills.

This session will introduce participants to planning a professional presentation by formulating clear objectives, creating program abstracts and using a design matrix. We will emphasize the use of various visual aids, such as PowerPoint, overheads and flipcharts. The need for using “openers” and “closers”, providing useful handouts and keeping your audience’s attention will also be addressed.

Whether you are a novice or an experienced presenter, this training session will provide you with new ideas and tips for stepping up to the podium.

Laura Cullen, University of Oklahoma

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 8 8:45–9:45 a.m.
Skyview 4

Advising Students with Disabilities (SWD): Tips for the Non-DSS Advisor

Commission Sponsored: Advising Students with Disabilities

National statistics reveal that nine percent of students in higher education today have a disability, and that number is growing steadily. Advisors not typically involved in determining disability accommodations (non-disability support services professionals) need assistance in planning for the success of their advisees with disabilities. Attend this session for tips on current disability law as applied to advising, a description of disability categories including planning for success, special issues for athletes with disabilities, a discussion of technical standards and their implications for advisement, and suggestions for building bridges with your DSS office.

Becky Osborne, Danville Area Community College

Presentation based on: Models/Applications

Concurrent 9 8:45–9:45 a.m.
Las Vegas Ballroom 5

Advising Roulette: Anticipating and Preventing Dangerous Student Confrontations

All institutions review the academic progress of their students and then make decisions concerning their continued enrollment. From the students’ perspective, much can be at stake when they perform unsatisfactorily: financial aid, loans, and scholarships; perceived career options; and student housing and resident status. From the institutions’ perspective, much can also be at stake when considering such students’ continued enrollment: equity for all students; academic integrity and reputation; and even accreditation. Academic advisors often find themselves in the middle of a difficult and emotionally charged situation, as they try to help their students understand and accept realistic options while working within the confines of academic policies. We will examine recent cases of violent student attacks and discuss possible ways to anticipate and prevent them.

Walter Rankin, Doris Bitler, Donna Fox

George Mason University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 10 8:45–9:45 a.m.
Pacific Ballroom

Advising Millennials: The Good, The Bad, and The Parents

Millennial students have some characteristics that test our roles as advisors. Advisors try to teach students decision-making skills and to take responsibility for their own academic career, yet millennial students are accustomed to being told what to do and are often most comfortable in that role. Many students of this generation do not have experience making important decisions on their own. Working with students of the millennial generation (and oftentimes their parents) is a challenging reality for most academic advisors. This session will look at characteristics of millennial students and discuss how these characteristics affect advising practice. The session will address issues of student-decision making, student responsibility, and ways to involve parents appropriately in the academic advising process. Ample time will be available for discussion.

Jeannine Kranzow, Saint Leo University

Presentation based on: Research

Target Audiences-this session is best suited for:

Attendees level of advising: Less experienced

Concurrent 11 8:45–9:45 a.m.
Gold

Planning a Successful Recruitment & Retention Strategy

Do you want to hit the “Jackpot” in Retention and Recruitment? Come learn about effective programs that have proven successful in the College of Human Services! Our Summer Bridge and Peer Advising Programs have

averaged a 70% overall retention rate! In addition, we have recently implemented a “Student Success Program”, which is tailored to advising “at risk” students.

Lynne Cody, Rebecca Barela, David Veira
Arizona State University-West
Presentation based on: Models/Applications

Concurrent 12 8:45–9:45 a.m. Skyview 1

Forget the Slots: Take your Change with You

The only constant in life is “change” and change can be challenging. The Chinese characters for change include the symbols for both danger and opportunity (Seita and Waechter). Change is occurring daily in higher education and as campus leaders, advising administrators have the opportunity to be proactive and to embrace change. This presentation will discuss leadership philosophies, assessing needs, building support for change, and initiating change. The presenter will share information and participants will be encouraged to engage in discussion. At the conclusion of this presentation participants will be able to identify key strategies to facilitate change at their home campuses. They will develop a plan to implement one significant change on campus when they return from the conference.

Suzanne Trump, University of the Sciences in Philadelphia
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Attendees level of advising: More experienced

Concurrent 13 8:45–9:45 a.m. Palace 4-5

Career Theory in Advising: An Advisor’s Best Bet

Advisors are guides and need roadmaps, just as any other guide. Students come to advisors needing direction in choosing academic programs, identifying career paths and formulating life goals. Referring to career theory for advising practice increases an advisor’s confidence in determining appropriate courses of action. Using several theoretical filters for viewing student concerns, promotes a broader perspective and deeper understanding of the issues. The goals of this session are to equip advisors with a multi-theoretical framework and effective action strategies for use with advisees. An interactive format, incorporating case examples, will allow for practice and discussion among the participants. All advisors, regardless of expertise, will benefit from the opportunity to expand their theoretical knowledge base. Session participants will receive practice materials, with sources for further inquiry.

Dorothy Nelson, Southeastern Louisiana University
Presentation based on: Theory

Concurrent 14 8:45–9:45 a.m. Pacific Ballroom

Jump Start Your Semester

Where are they? What are they waiting for? When students who are eligible for advisement and registration wait until the last minute, they face reduced course selection and less than desirable schedules. Meanwhile, their faculty advisor and staff “pit crew” face empty offices and cancelled courses.

Find out how one campus initiated a fun, clever, and successful program to “jump start” students for early advisement, registration and FAFSA filing. Discover the tools used to spark interest and participation; marketing, Academic and Student Services collaboration, technology, and of course prizes! Adapt the tools used to your institution as you rev up students’ engines for early registration! This presentation, appropriate for any level of experience, will combine information sharing, discussion and Vegas-style fun!

Kathy Baxter, Elizabeth Baxter, Monroe Community College
Presentation based on: Models/Applications

Concurrent 15 8:45–9:45 a.m. Las Vegas Ballroom 1

Draw to an Inside Straight: Getting the Information You Need to Be an Academic Success

Commission Sponsored: Advising Education Majors

The question is: “What’s your major?” The answer is: “Education!” Too often, students don’t know what they really want or how best to attain it. We must ask the right questions and give the right information to ensure students have knowledge of requirements and resources to achieve their goals.

The Academic Advising Center in the College of Education at Tennessee Technological University provides timely, accurate information to enable freshmen, sophomore and incoming transfer students to make wise academic choices. Role-plays and handouts that can be modified to fit any campus will be utilized to demonstrate how this advising team “deals the straight” facts about requirements, challenges and support systems to our students.

Beth Mannle, Costella Bridgeman, John Pigg, Jan Casey, Demetria Mells

Tennessee Technological University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 16 8:45–9:45 a.m. Skyview 3

What Students Say about Advising: Findings and Lessons from the National Survey of Student Engagement (NSSE)

Commission Sponsored: Assessment of Advising

After five full administrations, the National Survey of Student Engagement (NSSE) has surveyed over 620,000 students at over 850 different institutions. Relying on results from the survey that relate to academic advising as well as lessons

learned from institutions that have used NSSE to help inform advising improvement efforts, session facilitators will lead an interactive presentation that will address student and institutional differences in how much student ratings of how often they seek out advising, their sense of the advising environment on campus, and their overall rating of the academic advising at their institution. In addition, based on information presented in this session, the facilitators will lead a discussion of how participants can become wise consumers of assessment data.

Thomas Nelson Laird, Robert Gonyea, Michael Schwarz, Julie Williams

Indiana University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 17 **8:45–9:45 a.m.**

Las Vegas Ballroom 3

A New Perspective to Advising

Commission Sponsored: Engineering and Science Advising
Circles of Learning for Entering Students (CircLES) is a program designed to assist entering science and engineering students at The University of Texas at El Paso (UTEP) in their transition to the University. The program's goals are to improve academic performance and retention rates in science and engineering through various new approaches in advising. The CircLES advising approach consist of an outlook as a service and a teaching component. The service component includes individual and group advising sessions which focus on course selection, registration and institutional policies. The teaching component includes research modules, math review sessions, and learning communities. These innovative approaches have had a positive impact on student performance and retention rates. Many aspects of this model are being accepted and implemented by other academic programs on the UTEP campus.

Sanjeev Chopra, Angelica Pineda, Gabriela Garcia
University of Texas-El Paso

Presentation based on: Models/Applications

Concurrent 18 **8:45–9:45 a.m.**

Las Vegas Ballroom 6

Distance Learning Opportunities for Traditional Students

Distance education is becoming increasingly popular. While it is widely agreed that distance education can provide opportunities for students who cannot attend classes in the traditional classroom, what is the role of distance education courses for traditional students? Advisors must be prepared to discuss distance education opportunities with their constituents and to help them make the best decision for their individual needs. Advisors who work with distance education students have been forced to find alternatives to the traditional face-to-face approach to academic advising. Is it appropriate to offer these non-traditional modes of delivery to traditional students? This program will provide an opportunity for advisors to discuss how innovations in distance education and academic advising techniques are being utilized by traditional students and their advisors.

Margaret Steele, Patricia Gardner, Ohio State University

Presentation based on: Models/Applications

Concurrent 19

8:45–9:45 a.m.

Bronze 1

Moving to a Totally New Advising Information System-Be a Player, Not an Observer

Commission Sponsored: Technology in Advising

Is your school anticipating a change to a totally new computerized Student Information System? Thinking about how you can fit it into your advising system? Learn how University College (UC), an academic advising center at Indiana University - Purdue University, became an active participant instead of a bystander when Indiana University transitioned from a home-grown system to PeopleSoft.

University College participated in the planning, testing, and development of the new system. By supplying team members and input to the development and training process, UC saw that advisors had a voice in the final outcome. While still not perfect, a more advisor-friendly system was the result.

Larry Hill, Cathy Buyarski, Yvonne Render

Indiana University-Purdue University Indianapolis

Presentation based on: Models/Applications

Concurrent 20

8:45–9:45 a.m.

Platinum Room

Appreciative Advising: A New Paradigm in Advising At-risk Students

Building upon Cooperrider's Appreciative Inquiry theory, UNC-Greensboro's Student Academic Services has developed an Appreciative Advising (AA) model for advising at-risk college students, which has resulted in higher retention rates and greater academic success among students in academic jeopardy. Involving a commitment to working within the Appreciative Inquiry paradigm in developing and implementing interventions for at-risk students, the AA model emphasizes the systematic and consistent employment of the Appreciative Interview in working with individual students, along with a carefully planned feedback system that assures that the program is responsive to student needs. In this presentation, the concept of "Appreciative Advising" is introduced, the use of appreciative advising with students who are academically at-risk is demonstrated, and methods for evaluating and evidencing the impact of Appreciative Advising are described.

Scott Amundsen, Bryant Hutson

University of North Carolina-Greensboro

Presentation based on: Models/Applications

Concurrent 21

8:45–9:45 a.m.

Bronze 4

You Can Raise the Perception of Exploring Majors Institution-wide . . . and You Can Bet on It!

All students should explore! Whether students matriculate as declared or undecided, they should be encouraged to explore all academic options available to them . . . and to feel good about it. This is best accomplished when the entire institution (admissions, orientation, advising, career centers, academic departments) supports and sends this message to students. When institution-wide, students hear "it's ok to explore . . . you are encouraged to consider all your acade-

mic options and then put together your academic program," they will be able to more effectively explore and discover what is their best path to follow in college. Exploratory Student Resources has accomplished this institution-wide at Indiana University, and in this session you will find out how you can do it at your institution!

Thomas Kenyon, Indiana University
Presentation based on: Models/Applications

Concurrent 22 **8:45–9:45 a.m.** **Bronze 2**

Advising and the “R” Word: Fear and Loathing of Retention

Would you like some ammunition to use with your dean, provost or department chair in your quest to get greater recognition or resources for advising on your campus? Or, would you rather they stop pestering you about retention and let you focus on student success? This presentation will help you understand the broad context of the real and imagined relationship between effective academic advising and retention.

Curtis Cole, University of Toronto-Scarborough
Presentation based on: Research
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 23 **8:45–9:45 a.m.** **Las Vegas Ballroom 4**

Being a Caucasian American Advisor to Seventy Nationalities: Challenges in Bridging Cultural Differences

Commission Sponsored: Multicultural Concerns and ESL/International Student Advising

Training and experience in multicultural issues often seem inadequate in helping advisors and counselors deal with the reality of advising individuals from the multitude of cultures and nations attending our colleges and universities. In working at a small private university in Hawaii, where 50% of the student body are international students, the presenters initially encountered students from countries and cultures with which they had no previous experience, on a daily basis. The challenge of bridging these differences in helping these diverse individuals with academic achievement, career development and personal issues brought new perspectives and helped develop new competencies. These challenges will be discussed through case studies and perspectives for working with those of different cultures will be discussed.

Barbara Morrell, Maureen Rice, Brigham Young University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 24 **8:45–9:45 a.m.** **Skyview 2**

Bottoms-up: Techniques in Creating an Ongoing, Campus-wide Academic Advisor Training Program.

The format of this presentation will be an interactive discussion that will give to the participants the knowledge and understanding of an on-going, campus-wide advisor training program. The information included will be based on five ACT national surveys (1979, 1983, 1987, 1991, & 1997) and will include the three content areas of academic advising; conceptual, informational, and relational skills. The presenters will give an outline of what should be included in each of the three content areas. Specific examples, learner outcomes, timelines, and assessment will also be given. Upon completion of this presentation, the participants should be able to apply this knowledge to their own academic advisor training program. A PowerPoint summary will be given to each participant.

Susan Barnett, Steven Hicks, Jeremy Thomas, Chris Maggio
Northwestern State University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students

Concurrent 25 **8:45–9:45 a.m.** **Las Vegas Ballroom 2**

A Collaborative Graduate Admission Process

Commission Sponsored: Advising Graduate and Professional Students

How one graduate advising office uses a common database program to streamline the admission process and connect it to its advising needs. An off-the-shelf database application like FileMaker Pro can be used by Graduate Coordinators and similar support staff to efficiently manage data that is first used during the admission cycle and then used in the advising of those graduate students who are subsequently admitted to a program. Attendees will learn how one application can almost eliminate the need for some paper files and provide a quick and easy way to run those reports that are always needed yesterday.

Philip Guerrero, University of Texas
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

10:00–11:00 a.m. Sessions

Commission Meeting 26 **10:00–11:00 a.m.** **Palace 6-7**

Advising Student Athletes

The Commission on Advising Student-Athletes is open to all advisors (including non-Commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community

college, and Canadian institutions) to share their “best practices” in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, providing networking opportunities, and increasing presentations at regional and national NACADA conferences which focus on issues related to advising student-athletes.

Cindy Pavlowski, University of Minnesota

Commission Meeting 27 10:00–11:00 a.m.
Bordeaux Room (Paris Hotel)

ESL & International Student Advising

Recently, ESL/International Student Advising Commission successfully identified a person from NAFSA to work together and share information between two associations. During our commission meeting, we would like to take time to cover: 1) what issues and information we will exchange with NAFSA; 2) identify other professional associations for possible partnership; 3) choose members who are willing to work with possible partnerships; 4) how we are going to share this information with our commission members; and 5) how are we going to get more active members in the commission; and 6) discuss changing the name from ESL commission to English Language Learner (ELL) and International Student Advising Commission.

We would also like to talk about the website project previously proposed for this commission and possibly identify a member who is willing to take on this project.

Lizette Bartholdi, University of Minnesota

Interest Group Meeting 28 10:00–11:00 a.m.
Chablis Room (Paris Hotel)

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.

Adrienne Thunder, University of Wisconsin
Iona Black, Yale University

Interest Group Meeting 29 10:00–11:00 a.m.
Loire Room (Paris Hotel)

Peer Advising & Mentoring

Come join advisors and students who are excited about peer advising and mentoring. Peer advising and mentoring is a vibrant and growing initiative in the academic advising enterprise. Attendance at this meeting will give you the opportunity to meet colleagues who administer peer advising and mentoring programs. Peer advisors attending NACADA are also invited to attend. We will use our time together to share best practices, to set interest group goals for the coming year, and to network with each other. We look forward to seeing you there!

Heidi Koring, Lynchburg College
Lynn Freeman, University of Wisconsin-Oshkosh
Susan Campbell, University of Southern Maine

Concurrent 30 10:00–11:00 a.m.
Skyview 5-6

Parents: Friend or Foe

Best of Region 4

It appears that advisor contact with parents of college students is increasing. For example, at a session at the 2004 NACADA National Conference every advisor in attendance indicated that they have had contact with parents of their advisees. In light of our frequent contact with parents, academic advisors must learn how to effectively handle these encounters. This interactive presentation will include a discussion of strategies used to deal with increasing parental contact including: the appropriate level of contact advisors should have with parents as well as examining how we handle angry parents, FERPA limitations, and our role in educating parents. After a thorough discussion of these issues, a list of resources designed to assist advisors in helping parents will be provided.

Glen Kepic, Brian Cullaty, University of Florida
Presentation based on: Personal Growth as an Advisor

Concurrent 31 10:00–11:00 a.m.
Platinum Room

Introducing Learning Strategies to College Freshmen

Many students enter college from high school and are ill-prepared for the level of academic success that they desire. Most have not developed personal study strategies and the self-discipline necessary to excel. Academic advisors are often the first to discuss this issue with a student. This session will explore ways to get students to openly discuss these issues and to provide the adviser with specific tools to guide the student through some self-discovery. Blooms Taxonomy and the Study Cycle will be incorporated in understanding the levels of learning and the self-discipline needed to reach higher levels of learning. Evaluating personal learning styles and utilizing memory skills are included to offer advisers something tangible to provide the student to put into practice.

Paul Ivey, Louisiana State University
Presentation based on: Personal Growth As An Advisor

Concurrent 32 Skyview 2

10:00–11:00 a.m.

Stacking the Deck for First-Year Success

Commission Sponsored: Undecided/Exploratory Students

At Penn State Behrend, we've developed a relatively sure bet for ensuring academic success and retention for a large number of our incoming exploratory students. This presentation will delineate how both the Director of Student Affairs and the College's head of advising returned to the classroom to teach a first year seminar which concentrated on providing connective success links, as well as course content for the students. Enrollees began their journey together at orientation, lived in close proximity in the same residence hall, took at least two classes together, and had the same academic advisor and mentor. Did it work? Did they persist? How well? What outcomes did we see from this connection, and what will we revise for next year?

Michael Chiteman, Penn State University-Behrend College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 33 Skyview 4

10:00–11:00 a.m.

Place a Sure Professional Bet when Working with Students with Emotional Disabilities

Commission Sponsored: Advising Students with Disabilities

There is an increasing number of students with emotional disabilities attending our colleges and universities. Since emotional disabilities so often affect the students academic experience and lead these students to have the highest drop out rate of any other disability group, advising these students can sometimes be a gamble. This presentation will provide a hands-on approach to working with and advising students with emotional disabilities, based on the results of research, case law, and personal experience. The presenters, two academic advisers and two licensed psychologists, will share tips and a detailed handout on recognizing the signs and symptoms experienced by students who may have an emotional disability, tips on how to interact with students with emotional disabilities, and lists of possible and appropriate accommodations that an advisor or faculty member can utilize.

Julie Preece, Mark Beecher, Norman Roberts, Phil Rash

Brigham Young University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 34 Las Vegas Ballroom 3

10:00–11:00 a.m.

Transfer Advising-Improving your Odds

The challenges that students face in selecting courses that transfer from community colleges to four year schools are enormous. Add to that, the problems of keeping advisors up to date on the changes at state universities and that good transfer information is hard to find. At Montgomery College we developed a "Transfer Studies" certificate that helps students select transferable courses. The certificate encour-

ages students to develop an academic plan that ensures transferability of coursework that is taken at the community college. The simplicity of this option also makes it easy for the advisors to focus on goal setting and transfer options. Participants will be exposed to the challenges that motivated the development of the certificate as well as the advising strategies used to focus transfer students and help them establish academic goals.

Joan Hawkins, Tim Kirkner, Montgomery College

Presentation based on: Models/Applications

Concurrent 35 Bronze 4

10:00–11:00 a.m.

Using Learning Theories to Guide the Design of Web-Based Materials

While we all use the Internet, as educators we may have thought little about how its unique hypertext and multimedia capabilities can add value to the teaching role we serve. In this concurrent session, we will introduce participants to some of the learning theories we use to guide the design of our advising Web sites - the theories of Ausubel, Gagne & Briggs, Bloom, Bruner, Tesser & Wedman, Reigeluth & Merrill, and Vygotsky. Using a live Web tutorial we have incorporated into our academic orientation program (www.psu.edu/ftcap/tutorial/), we will demonstrate how these theories can be used to build sites that capitalize on the uniqueness of hypertext media and go beyond being repositories of static information to enhance student learning.

Wesley Lipschultz, Terry Musser, Penn State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 36 Bronze 2

10:00–11:00 a.m.

Building a Student Success Model through Academic Persistence

The College of Education and Health Professions Advising Center, seeing the need to address students who fell below the 2.00 GPA, has developed an academic mentoring program to address students who are in the high risk population. We will share how this mentoring program was developed through a building block process. The pilot and building block process will be discussed in detail. We will explain the database, student agreements, student contact, "student story" form, student resources, goal setting, workshops, and projected GPA tool. We will also share how we applied information about "Predicting and Addressing Academic Difficulty" based on the model from Truman State University. We will discuss our retention results from the past two terms and how we plan to apply our standard "ideal" term.

Gloria Flores, Marla Kendrick, University of Arkansas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 37 **10:00–11:00 a.m.**
Bronze 3

Cashing in on Professional Development with the K-State/NACADA Graduate Certificate in Academic Advising

Have you dreamed about taking courses in the K-State/NACADA Certificate Program? Are you in the program but want to know more? Please join two Graduate Certificate alumni as we explain this exciting program. Get information on the courses and instructors, hear tips on being successful in a distance education program, and learn specifics on working with Blackboard. Let us show you how to balance the program with all the other responsibilities you currently have and get hints on working with KSU from a distance. One of the presenters has successfully garnered scholarships to cover tuition for all five courses in the Certificate Program. Find out where you can find funding so you too can cash in on this exciting opportunity.

Amy Korthank Gabaldon, University of Iowa
Nancy Torno, University of Nevada-Las Vegas
Presentation based on: Personal Growth as an Advisor

Concurrent 38 **10:00–11:00 a.m.**
Palace 3

Academic Advising Administration Strategies: Utilizing Systematic Assessment to Improve Strategic Management and Quality Services

Commission Sponsored: Assessment of Advising

This presentation will highlight the innovative measures academic advising administrators and advisors can utilize in planning, developing, and implementing a balanced scorecard technique to enhance the provision of quality academic advising, student services, and strategic management. The presentation will demonstrate how benchmarking and balanced scorecard techniques can be tailored to an academic environment transforming advising and student services, clarifying vision and management strategies, and developing and communicating strategic initiatives impacting the quality of student services.

Helen Hill, Tara McNealy, University of Central Florida
Presentation based on: Models/Applications

Concurrent 39 **10:00–11:00 a.m.**
Skyview 3

Rolling the Dice and Taking a Chance: Advising the Have-Nots in a Have-Lots World

Commission Sponsored: Multicultural Concerns

This program presents the problems imbedded in advising an underrepresented group of students who are financially and academically under prepared for college. These students must compete with “traditional” students who are both financially (middle -to - higher-class) and academically (ranked in the top quarter of their class) advantaged. The presenter hopes to provide a comprehensive picture of the challenges facing advisement to a unique college population, and some practical strategies for serving this group. New strategies may emerge through the audience’s participation in a proactive discussion question and answer session.

Donna Dettman, Nazareth College of Rochester
Presentation based on: Personal Growth as an Advisor

Concurrent 40 **10:00–11:00 a.m.**
Palace 4-5

Helping Students Deal a Winning Hand When They are Not Playing with a Full Deck

Many good developmental advisors start advising by asking the student about educational/career/life goals. “Where are you heading?” becomes the starting point for developing educational plans to get students to their goal. But what happens when the student responds to the “Where are you heading?” question with “I dunno...I just wanna get my basics...”? This session will examine ways of incorporating developmental advising strategies into advising with an advisor-as-teacher approach that incorporates career decision-making, allows for the development of an “advising curriculum”, and engages the student as an active participant in the process. Examples of real life situations will be used to examine the benefits of such an approach for both the student and the advisor.

Dick Vallandingham, Coastal Georgia Community College
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Attendees level of advising: Less experienced

Concurrent 41 **10:00–11:00 a.m.**
Las Vegas Ballroom 2

No More “Nobody Told Me”: Using Technology to Create a Student-Centered Advising System

Commission Sponsored: Advising Administration and Technology in Advising

How to bridge the great divide? Temple University has found a solution to unifying advising across the university. A group of advisors and computing specialists succeeded in designing a client-server advising database that stores all file notes as well as information on decisions related to various aspects of advising such as academic standing, readmission, and student petitions. The database facilitates electronic sharing of advising records amongst advisors in different locales.

Now the database is being taken to the next level-through a direct connection to our students. Student Advising Session Reports, an e-history of advising sessions, are being created and sent directly into students’ web-based records.

In addition to a demonstration of the advising database, the presenters will describe a year-long study of the implementation of the Student Advising Session Reports-from inception through execution.

Kristen diNovi, Ruby Singh, Stephanie Smith
Temple University

Presentation based on: Models/Applications

Concurrent 42 **10:00–11:00 a.m.**
Las Vegas Ballroom 5

Stacking the Deck in Favor of our Students: The Importance of Advisor Development

Millennial students come to college campuses at various stages of development and understanding of university processes and procedures. Academic advisors must be well

informed and flexible enough to recognize and adapt to each student's developmental level and help guide them through the maze of academic requirements. This presentation will focus on how the Advisor Development Committee at Illinois State University developed a program utilizing expertise from across campus to encourage both professional development and consistent dissemination of information. We will focus on successes, challenges, evaluative data, and future goals for our program.

Mark Vegter, Anjie Almeda, Teri Farr, Wendi Whitman
Illinois State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 43 **10:00–11:00 a.m.**
Gold

7-7-7 Jackpot! What Risks are Involved when Advising the Study Abroad Student?

As an academic advisor, faculty member or administrator, we will encounter students that are interested in studying abroad. The first thing that comes to mind is, "What do I do as an Advisor?" The main objective of this presentation is to give you a 1-2-3 step tour guide to use in advising students considering studying abroad. The steps are as follow:

- 1) Identify the student needs and expectations;
- 2) Picking the right program;
- and 3) Working effectively with campus departments.

Often times we think to ourselves, well how many hours can the student take, who evaluates the courses, who approves the coursework, how is the student covered medically, financial aid and disciplinary matters? These are many of the questions we hope that we are able to provide and that others will share as we journey to our course of destination.

Nick Conrad, Edge Hill College of Higher Education
Robert Karcher, John D. Raines, Auburn University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Concurrent 44 **10:00–11:00 a.m.**
Bronze 1

Say What? Translating What Advisors and Students are Trying to Say

As advisors, we may know what to say, but do we know what our students hear or understand? Similarly, do we advisors always correctly discern what our students are telling us? For example, when a student says "I don't want to overload myself in my first semester," what is really being communicated? This discussion session will present an advisor training method based on analyzing what we say, and what students might hear; likewise, it will analyze what students frequently say, and what an advisor might in turn infer. Throughout, the focus will be on improving interpersonal advising communication. Short videos, photos of advisors at work, humor and spirited discussion of the possible interpretations will all be featured.

Rebecca Ryan, Donald Woolston, University of Wisconsin
Presentation based on: Personal Growth as an Advisor

Concurrent 45 **10:00–11:00 a.m.**
Las Vegas Ballroom 7

Improving Your Odds: Outreaches with Outcome

Freshmen...where are you? No longer can a university rely solely on the traditional 30-minute office appointment to reach all students. Learn how advisors can connect with various populations and meet their individual needs. The First Year Advising and Exploration office at the University of Central Florida will share the outreach programs that have been developed and how effective the programs were on a large campus. Participants will come away with resources and ideas which could make their university an outstanding success in outreach programming.

Amy Buford, Beth Strohane, University of Central Florida
Presentation based on: Models/Applications

Concurrent 46 **10:00–11:00 a.m.**
Las Vegas Ballroom 1

The Truth behind the Major Selection Process: Students Reflect on Their Journeys

Commission Sponsored: Undecided/Exploratory Students

Current research examining the major selection process demonstrates that students often struggle with this important decision. To better understand the contributing factors that influence major choice, Advising First at Florida State University conducted a qualitative research study. Lower division students who had changed their major were interviewed and the key factors shaping this process were examined. To determine the effects of academic advising in relation to other primary factors, students were asked to discuss how academic advising influenced their decision. This presentation will take you into the lives of students who underwent major changes, and will conclude with specific ways advisors can help students become fully engaged in building the foundation for their future.

Kathleen Smith, Brad Brock, Adrian Husband
Florida State University

Presentation based on: Research



Golf courses are plentiful around Las Vegas.

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

**The Sparkling Energy of Individual Talent:
Great Strengths-Based Activities**

Join us to participate in some powerful, meaningful, and fun activities that focus an individual on his/her talents. Since every student has natural talents that s/he brings to any situation, these activities link the classroom, counseling/advising, and service functions in a seamless collaboration and transform advising activities into extraordinary teaching/learning encounters. By providing an intensely personal framework for academic decision-making, these activities energize the student as a full partner in academic, career, and educational planning. Participants will interact with instructors and counselors who are using the; Strengths Quest; program, an innovative set of tools for the affirmation, development, and use of talents for student engagement. Each participant will receive a resource book and the opportunity to identify specific personal talents impacting professional performance.

Merrill Deming, Kirsten Colvey, Rick Hogrefe
Crafton Hills College

Presentation based on: Personal Growth as an Advisor

Concurrent 48 **10:00–11:00 a.m.**
Las Vegas Ballroom 4

**Designing Effective Faculty Advisor Training:
A Web-based Model**

Commission Sponsored: Faculty Advisors

Too often advising is a neglected aspect of the work responsibilities of new faculty members. How can faculty learn to be good, effective advisors and fully a part of the retention effort at their institution? This presentation will showcase a unique, grant-funded instructional web site created through a collaboration between faculty and professional advisors at Metropolitan State College of Denver. Components of the site will be demonstrated and other collaborative ventures between faculty and professional advisors will be described. Attendees will have the opportunity to discuss training and collaboration issues at their institution.

Lisa Ransdell, University of Denver
Karen Krupar, Metropolitan State College of Denver

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 49 **10:00–11:00 a.m.**
Las Vegas Ballroom 6

**Fish Out of Water: Advising in Unfamiliar
Territory**

Should someone with a degree in Family Studies work with future business executives? Can a violinist advise nursing students? Of course! You don't have to be an expert in the field in which you advise; it is far more important to be skilled at advising. Even with obstacles to overcome such as learning the lingo and earning faculty respect, there are many advantages to being in unfamiliar territory. Advisors in this situation bring fresh perspectives and new skills to the advising setting, which can positively impact students' acad-

emic success and advising satisfaction. In this session, two advisors explore advantages and challenges of advising in unfamiliar territory and provide strategies for becoming an adept advisor in a foreign discipline.

Erin Fox, Karen Gilbert

University of North Carolina-Greensboro

Presentation based on: Personal Growth as an Advisor

Concurrent 50 **10:00–11:00 a.m.**
Skyview 1

Advising Students in a Prescribed Program

Commission Sponsored: Engineering and Science Advising

How many times have you heard "students just need to read the catalog" or "students have no course choice in that program, they don't need an advisor"? For those who advise for programs that have little or no choice in the curriculum, there are sometimes questions about the value of advising. It seems that more justification for advising in these programs is necessary. This is particularly true for science and engineering programs—this session's perspective. How best can advisors advise science and engineering students who have little choice in their program? As one of my colleagues notes, an advisor is uniquely qualified to assist students in making meaning of their academic program [including prescribed curricula]! This session will address this issue on a number of levels: convincing (skeptical) administrators of the value of advising in prescribed programs; developing structured advising programs for prescribed curricula; and advising students on an individual basis.

Jill Johnson, University of Guelph

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Attendees level of advising: Less experienced

11:15 a.m.–12:15 p.m. Sessions

Commission Meeting 51 **11:15 a.m.–12:15 p.m.**
Bordeaux Room (Paris Hotel)

**Lesbian, Gay, Bisexual, Transgendered, &
Allies Concerns**

Our commission is committed to: providing assistance to advisors who may work with LGBT students, educating allies to increase their understanding about LGBT concerns, and providing a forum for LGBT advisors to network and receive support from allies. General discussions will occur regarding: 1) services and resources our commission can provide or promote for academic advisors; 2) recognizing individuals for their work and/or support of LGBT students and our commission; and 3) future goals and projects of the commission.

If you are unable to attend this commission meeting and would like additional information, contact

lcarlson@tempest.coedu.usf.edu or go to
www.nacada.ksu.edu/commissions/LGBT/index.html

Lynne Carlson, University of South Florida

Commission Meeting 52 **11:15 a.m.–12:15 p.m.**
Palace 6-7

Technology in Advising

The purpose of NACADA's Technology in Advising Commission is to help academic advisors and administrators understand appropriate uses of technology in higher education and the impact various technologies can have on academic advising. At this commission meeting, a brief report on the commission's projects and services through NACADA will be presented and opportunities for involvement will be discussed. The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses. This exercise has repeatedly helped advisers to network, learn from each other and take back ideas to their own home institutions.

Conference participants who cannot attend this meeting may visit our Web site at www.psu.edu/dus/ncta/ for information about the commission.

Andrea Irby, North Carolina State University

Interest Group Meeting 53 **11:15 a.m.–12:15 p.m.**
Chablis Room (Paris Hotel)

First-Generation College Student Advising

Navigating college life is complicated enough, but imagine trying to find your way alone. First Generation College students often feel that they are alone and awash on the college campus. Since no one in their family has walked this path, they may not know which questions to ask or where to get necessary information.

First-Generation College Students are represented in virtually all areas of NACADA study but are not often studied in detail. What are the issues and challenges that they face? What programs and resources are available to them? How do colleges identify First Generation Students? What research is available on these topics?

In this Interest Group Meeting, we will continue to discuss ways of addressing the issues surrounding First-Generation students as well as our agenda for 2005-2006.

Ila Schauer, Prairie View A&M University
Joe Murray, Miami University-Hamilton Campus



Las Vegas restaurants offer every type of cuisine imaginable.

Interest Group Meeting 54 **11:15 a.m.–12:15 p.m.**
Loire Room (Paris Hotel)

Pre-Law Advising

Law school admissions is a high-stakes game. How can you tip the odds in favor of your students? Put your money on the Pre-law Advising Interest Group! The pre-law advising interest group exists to support all academic advisors who work with pre-law students; whether pre-law advising is your main role or just one of many hats you wear, our interest group can provide you with the most current, most accessible resources and information. At the meeting, you will have the opportunity to learn more about pre-law advising; share "best" practices, advising models, and program plans; and network with other advisors in the pre-law game. Also, we will be making plans for future activities, setting outreach goals and discussing opportunities for further involvement. We look forward to seeing you there!

Julie Givans, Sandra Voller, Arizona State University

Concurrent 55 **11:15 a.m.–12:15 p.m.**
Pacific Ballroom

Total Recall: Mapping the Mind for Maintaining Memory

Best of Region 9

Do you have trouble recalling student's names and faces just hours after you've met with them? Have you ever forgotten to cover a topic while the student is in your office but remember it right after they have left? In this session, we will show you why the brain works the way it does, and teach you techniques and exercises to improve the health of your brain as well as your long-term memory. These methods will require some intellectual effort, but will promise to pay off in the long run, not only for your mental health but in the personal and professional roles you play everyday. Let us help you navigate the way to a new intellectual endeavor!

Kenny Eng, Tiffany Comtois
 University of Southern California

Presentation based on: Personal Growth as an Advisor

Concurrent 56 **11:15 a.m.–12:15 p.m.**
Bronze 3

Sound Bites for Sound Advising

Think back to a time when you asked a pivotal question that caused a student to stop and respond, "Good point. I never thought of that before!" In that moment, you realized you had a wonderful sound bite to remember because that simple question allowed the student to develop a new perspective on his or her motivations, interests, or opportunities. As academic advisors we engage with students on a daily basis and ask the tough questions that encourage them to take responsibility for their academic success. In this discussion you will have the opportunity to join fellow advisors in the sharing of effective sound bites that have helped foster student development.

Christopher Armstrong, Hollie Heintz
 University of Illinois-Urbana-Champaign

Presentation based on: Personal Growth as an Advisor

Concurrent 57 **11:15 a.m.–12:15 p.m.**
Skyview 1

Transfer Student Seminars: A Sure Bet for Academic Success

Commission Sponsored: Advising Transfer Students

Over half of American college students are transfer students, who oftentimes feel overwhelmed by the amount of new information presented to them their first semester. They may not connect to the right student support services, navigating the new environment on their own. At Stockton College, the presenters initiated a series of seminars to aid in the smooth transition of transfer students. They will show how pre-existing courses such as Contemporary American Education and Introduction to Music have been successfully tailored for new transfer students. We will reference the latest research from the NACADA monograph, *Advising Transfer Students: Issues and Strategies*, plus share examples of assignments and anecdotal data. We will demonstrate how you can easily incorporate these advising strategies and community building activities into your curriculum.

Thomas Grites, Paula Dollarhide
Richard Stockton College of New Jersey
T. Mark Morey, SUNY-Oswego
Presentation based on: Models/Applications

Concurrent 58 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 4

Faculty Advisor Recognition and Rewards: Learn the Very Basics before Trying to Hit the Jackpot

Are your faculty adequately rewarded and recognized for advising students? Learn the very basics of rewards and recognition so you can help support faculty advisors' efforts to make students' academic success a sure bet. Through presentations and discussions, learn what is out there on this topic, both inside and outside of academe, and tweak it to suit your institution's needs.

Jill Grob, Catherine Zublin, Weber State University
Presentation based on: Research

Concurrent 59 **11:15 a.m.–12:15 p.m.**
Palace 3

Hedging Your Bets: Common Effective Advising Practices Among Three Institutions

The literature suggests the effectiveness of specific models and modes of advising, certain advising practices, and certain retention initiatives. This session offers examples and discussion of effective advising practices common to three very different institutions: a mid-sized open-enrollment university, a smaller qualified enrollment university, and a large and highly selective Ivy League university. While the level of student academic preparedness as well as various other factors may differ among students at these institutions, and the resources available to put into advising practices also differs among institutions, common effective practices are present at these institutions. As such, these practices are likely generalized to other institutions as well.

Pamela Erickson, Washburn University
Rich Robbins, Cornell University
Caroline Fox, Fort Hays State University
Presentation based on: Models/Applications

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

Using a Career Exploration GPS to Create a Personal Trail Map

Commission Sponsored: Liberal Arts Advisors

How do you get liberal art and social science students to begin thinking about careers with a one-time presentation? One-time presentations need to contain an entire semester worth of material and convince students to begin the preparation process immediately. Too much information can cause student overload, yet you want to take advantage of the one-time opportunity.

One solution assists students in creating their own career trail map by using a GPS that lets them know where they are in relation to where they want to go. You will leave this session with the ability to help students identify values and strengths, evaluate their current situation (GPS), and create a plan of action (map).

David Waddell, Shane Jorgenson, Brigham Young University
Presentation based on: Models/Applications

Concurrent 61 **11:15 a.m.–12:15 p.m.**
Bronze 1

Mentoring: A Win-Win Strategy for a Teaching/Learning Community

Mentoring has proven to be an appropriate intervention strategy to increase first year student retention and improve student academic performance. In this presentation, we shall illustrate the success of our two mentoring programs used at our institution; a standard model and its collaborative version. We will use short video vignettes to illustrate our quantitative analysis. We would also like to discuss with our participants the affect of mentoring on mentors themselves: student mentors and faculty mentors. Taped interviews will provide qualitative evidence of the affect. Additionally, we will explore a wide scope of mentoring benefits affecting students and faculty, thus enriching the social capital of the whole institution by fostering a learner-centered community.

Barbara Niewitecka, Geri Salinitri, University of Windsor
Presentation based on: Models/Applications

Concurrent 62 **11:15 a.m.–12:15 p.m.**
Skyview 4

Redefining Advising Practices with the "Feedforward" Process

Commission Sponsored: Engineering and Science Advising

Conventional wisdom dictates that advisors provide students with feedback on performance to help them achieve better performance in the future. One fundamental drawback about feedback is that it examines what has already occurred, not what can occur. Feedforward is suggestions for the future. Learn to use "feedforward" in your advising practice. Learn to teach "feedforward" to peer advisors. Learn the reasons "feedforward" is available tool. See it used on video. Practice the process in an exercise and see first hand how beneficial it can be. "Feedforward" is especially suited to high achieving students. They have a positive self-image, and they will respond better to ideas that will

help them achieve their goals rather than ignore or reject negative feedback, because it doesn't match their view of themselves.

Robert Teehan, Eastern Michigan University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 63 **11:15 a.m.–12:15 p.m.**
Palace 4-5

A Fish Out of Water: Challenges and Successes in Working with Adult Learners

Commission Sponsored: Advising Adult Learners

Up to your waders in adult learners? Sometimes the challenges of being a small school of fish (non-traditional college) in a big pond (traditional university) can seem like swimming upstream. Operating an adult-oriented program doesn't mean you're up the creek without a paddle. Although no program is without snags, we untangled many lines (obstacles) by utilizing our tackle box of successful strategies and services to meet our students' needs. Come boating with us! Outride choppy waters, learn how our services were improved by using the right bait (approaches), catch (retain) more learners, and net the necessary life preservers so that your non-traditional programming stays well above water.

Anglers (advisors), grab your rods and reels and let's go fishing!

Lisa Youretz, John Fenelon, Marquette University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 64 **11:15 a.m.–12:15 p.m.**
Bronze 4

We Built It-They Came-We Need Additions

Two advisors, with no prior experience in building, conducting and expanding a probation program, modified a model to measure and assess probation performance. The population for this model was probation students from a comprehensive, public university with a population of 10,000.

Advisor time allocation for the one-on-one intrusive intervention was greater than expected. Knowing that studies confirm intrusive intervention increases the performance of probation students, the advisors were unwilling to compromise the individual intervention sessions. The only alternative was to "spread the love" with other departmental advisors. The concern was that the increased load upon recruited advisors would diminish morale within the department.

The two advisors will share the program expansion model, including the trials, tribulations, sacrifices and celebrations.

Renee Rowland, Sandy James

University of Southern Indiana

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 65 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 6

Taking AIM: Turning Academic Probation into a Winning Hand

"You got to know when to hold'em, know when to fold'em" (Kenny Rogers): the dilemma of advising students on the verge of suspension. To help students who are tired of gambling with their academic futures, an advisor at Appalachian State University created the Academic Improvement Module (AIM). Now in its third year, AIM is a graded, semester-long, "academic boot camp" for motivated probation students. Come hear why AIM was created, how it helps students turn a losing hand into a winner, what the course covers, and what the future holds. Find out the four "aces" of AIM. Listen to quantitative and qualitative evaluations of the program, including student and advisor comments, then break into small group discussions on modifying AIM for your institution's use.

Dawn Bare, Marc McCachren, Appalachian State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 66 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 5

Study Skills: From Remediation to Enrichment

Study Skills: From Remediation to Enrichment outlines the development and implementation of a six session study skills series. Taught by students for students, this presentation will cover the selection and training of student facilitators, modules and materials covered in each session, assessment instruments, as well as empirical data collected with over 2,000 participants. Additionally we have adopted this model for non traditional students and highly motivated students.

Attendees will be able to adopt or amend any of these models to fit the needs of his/her institution.

Bernice Strauss, Glenn Sanford, Dina Flores-Mejorado

Sam Houston State University

Presentation based on: Models/Applications

Concurrent 67 **11:15 a.m.–12:15 p.m.**
Skyview 3

Issues and Resources for Advising Students with Disabilities

Commission Sponsored: Advising Students with Disabilities

How much do advisors really need to know about working with students with disabilities?

Many academic advisors subscribe to a developmental advising model which encourages them to meet the student at the point of his/her need. For students with disabilities, this can require advisors to add some new skills. The presenters, one from academic advising and the other from services for students with disabilities, will present topics and resources that will better prepare an advisor to work with students with disabilities. Academic advisors and those who work with students with disabilities are often separated by distance and organizational structure. The resulting chasm

can produce confusion for the students who use these services. A model for cooperative service delivery will be presented. Come prepared to discuss.

Rick Moehring, Holly Dressler

Johnson County Community College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 68 **11:15 a.m.–12:15 p.m.** **Skyview 5-6**

A Road Less Traveled: Let Your Heart Decide Your Career

Students have challenges. Pressures to choose a major, graduate in four years, and perform well academically affect all involved in the advising process. So much time is spent on academic success that we lose sight of those things that make students successful in life - the things that they believe in and the activities that make them happy. How do we answer the questions, “what do I want to do with my life?” and “what am I passionate about?” This session will provide advisors with materials and examples that can be used to help students—and possibly themselves—answer these two questions. Participants will be provided with a listing of resources to aid in the process of letting one’s heart decide one’s career.

William Johnson, College of New Jersey

Presentation based on: Models/Applications

Concurrent 69 **11:15 a.m.–12:15 p.m.** **Las Vegas Ballroom 2**

PACE: A Sure Bet for Success

In the 21st century, advisors are being tasked with developing online, interactive tools to guide our millennium students to academic success and career preparedness by achieving attainable semester tasks. Also, accreditation agencies demand universities demonstrate assurances of learning and assess student outcomes.

George Mason University’s School of Management has developed a plan to meet both student and institutional needs by creating SOM PACE Setter (www.som.gmu.edu/pace), our Plan for Academic and Career Excellence. SOM PACE Setter is a unique online training schedule designed to help students reach various developmental milestones as they become winners in the classroom and in the workplace.

Learn about the development of this unique product, the response of students, marketing strategies, assessment opportunities, planned future improvements and discuss ways to adapt this program to your environment.

Susan Stone, George Mason University

Julia Makela, University of Illinois-Urbana-Champaign

Pamela Allen, George Mason University

Presentation based on: Models/Applications

Concurrent 70 **11:15 a.m.–12:15 p.m.** **Las Vegas Ballroom 7**

Powerful Presentations

Whether you are a seasoned presenter or a novice you will gain valuable tools to better connect with your audience. Learn tips and tricks that will make an immediate impact! This interactive session takes you from preparation to evaluation and all the um’s/ah’s in-between.

Al Pollard, University of North Texas

Presentation based on: Personal Growth as an Advisor

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

Narrative Advising: A Hands-On Approach to Effective Change

Changing old habits is a difficult proposition, especially for students who sometimes expect change simply by thinking about it. When reality crashes in, it often focuses around a crisis situation (failed exam, broken relationship, roommate problems, etc.). As college advisors can attest, we are sometimes brought into the crisis.

Narrative Advising is a layman’s counseling technique tailored to the advisor and allows the student to process the crises from different venues including externalization. Externalization can also help students reduce emotional energy and improves objectivity. Rather than focus on the negative, you help the student examine existing positive life events helpful in accessing solutions to the crisis, by utilizing a series of well-defined stages.

This presentation focuses on the nuts and bolts of Narrative Advising with a demonstration of the technique. Participants with knowledge of Narrative Advising are also welcome.

Philip Christman, Malone College

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

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

Improving the Odds in the Registration Lottery

Registration is often a game of chance. Students win seats in popular classes by luck of their registration time, “class-grabbing” software, or instructor whim. Advisors charged with enrollment management are often caught in the middle of competing interests—students who need courses to graduate, faculty who want to add students into their class, curriculum committees that want a progression of academic preparation, and disciplines that want to attract high-performing students, to name a few. In this presentation, we will provide a number of scenarios to stimulate group discussion of these issues. In addition, we will highlight tools recently developed by the University of Texas to address the needs of all players in the registration game.

Renee Babcock, Alice Andrews, University of Texas

Presentation based on: Models/Applications

Concurrent 73 **11:15 a.m.–12:15 p.m.**
Skyview 2

Graduate Programs Minority Recruitment: Example from Bio Sciences

This interactive roundtable discussion will focus on developing understanding of graduate programs' requirements and specific strategies to increase the number of underrepresented minority student in graduate programs at research universities. Specific examples will focus on biological sciences, the presenters' area of expertise, but the topic is relevant to all fields of study. Undergraduate advisors from all institutions are specifically invited to attend. The roundtable hopes to attain a clearer understanding of the constraints in both undergraduate advising and graduate admissions, present criteria for admissions to graduate programs in big research universities, as well as brainstorm about possible initiatives and improvements to already existing programs aimed at minority recruitment. In addition to clarifying and improving communications between graduate and undergraduate advising, we hope to learn from the participants about ways in which different institutions are dealing with the issue of minority recruitments.

Kati Markowitz, University of California-Berkeley
Jennifer Bloom, University of Illinois-Urbana-Champaign
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 74 **11:15 a.m.–12:15 p.m.**
Bronze 2

Playing with a Full Deck: Helping Your Students Build a Self-Portfolio

Self-portfolios capture and showcase important learning experiences throughout a student's academic career. The First Year College at North Carolina State University has begun implementing these portfolios into their first year student courses as a new instructional approach that emphasizes and promotes students' understanding of themselves. A portfolio includes a collection of academic experiences, achievements, self-evaluation and development that is started in the first year, added to and utilized throughout the student's college experience. This presentation will introduce the concept of portfolio development along with tools and techniques for guiding your students through the innovative process.

Shannon Brandt, Lauren Brown
 North Carolina State University
Presentation based on: Models/Applications

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

Academic Success in Community College: Declaring a Major Doesn't Always Increase your Odds

Commission Sponsored: Undecided/Exploratory Students and Two-Year Colleges

The unique population of Undecided students is often thought to display different behaviors than students with a declared major. Some think there may be chances of lower academic performance, or lower levels of persistence. However, a recent 5-year longitudinal study of community college students provides fresh information that will make you think twice before you bet the farm. The purpose of this presentation is to add to our knowledge and understanding of Undecided students, specifically transfer bound community college students.

Monique Sosa Allard, University of Southern California
Presentation based on: Research

12:15–1:45 p.m.
Bally's Event Center

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

Comparing Faculty and Student Evaluations of the First-Year Advising Program

Students are consistently surveyed and queried as to the quality and effectiveness of the advising they receive... but what about faculty? How do they feel they are supported in their advising role and how well do they rate their performance as an advisor?

Faculty advisors of First Year students were asked to evaluate the advising program and assess their advising skills. The results of the faculty self-assessment will be compared to the results of a similar evaluation that asked First Year students to evaluate the advising program and their advisor. Join the discussion of how these results can be used to improve your advising program and how First Year students become engaged in the academic life at your institution.

Jamie Peterson, University of St. Thomas
Presentation based on: Research

Poster Session 502

Bet the PASS Line: Increase Retention and Student Success

The mantra of today's college or university is retention, retention, retention. The first-year second semester student who is in academic jeopardy presents some unique issues. To address these, we developed a Program for Academic Student Success (PASS). This program provides a wide array of student based assessments such as the LASSI,