

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,

Multidimensional Retention Questionnaire, and others. The PASS takes place during seven weeks of the spring semester and provides the student with assessment feedback, targeted study skills training, and enhanced academic advising, all designed to increase retention for the at-risk population. This “hands-on” session will include a sample student profile, learning agreement, get out of academic jeopardy free card, certificate of completion, and goal setting guidelines. We will also discuss our retention results for the past two years.

Jack Truschel, Germain Francois
East Stroudsburg University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Poster Session 503

Dealing Your Students a Winning Hand with Your Freshman Seminar

Many advisors struggle to connect with their students. A good way to make this connection is through participation in freshman seminar. By taking an active role through presentations, activities and one-on-one meetings with students, advisors will develop better relationships with their students.

This seminar will focus on a variety of presentation topics such as scholarship advice, learning styles and internships. We will also suggest ways for advisors to bond with their students. Retention results of our institution will be discussed. We will also talk about our institution’s student evaluations of advisor participation in freshman seminar.

Carrie Roath, Lora Timmons, Robert Morris College
Presentation based on: Models/Applications

Poster Session 504

A Comparison of Master’s Student and Faculty Expectations for the Faculty-Student Advising Experience

Have you ever felt that faculty advisors and their advisees might be looking for different things from the advising relationship? Though there are many studies that look at the undergraduate advisee/advisor relationship, very little research in the area of advising has been done with graduate students. Graduate nursing students and the nursing faculty who serve as their academic advisors were asked what they felt was important in the advising relationship. This study utilized a survey instrument developed through adaptations of published instruments and asked identical questions of both groups. Data analysis identified and compared the advising expectations held by master’s nursing students to the expectations held by the nursing faculty members who advise them.

Ahnalee Brincks, University of Miami
Presentation based on: Research

Poster Session 505

An Exemplary Exploratory Program—Eighteen Years and Going Strong

The key elements involved in the eighteen year old Exploratory Program will be showcased including a web page, videos on majors/minors, an Improve My Performance

program designed to help students raise low GPAs, volunteer advisers and summer training of these advisers. Statistics on the program, content of the summer training program for all advisers, the process of working with low GPA students, the recruitment of volunteer advisers and initiative of establishing a campus-wide advisory committee will be available for those attendees wanting to establish or enhance a similar program. Finally the newly developed first year seminar for exploratory students and resident hall living-learning initiative will be featured. The main goal of the poster session is the sharing and exchange of the exploratory programs development and success.

Michelle White, Ralph Anttonen, Millersville University
Presentation based on: Models/Applications

Poster Session 506

Fingerprinting 101: A Solution that Really Works!

After trying several unsatisfactory approaches to getting our teacher education majors fingerprinted (as required by law prior to their certification), we devised a system that has worked smoothly for over four years. This “Do It Yourself” approach not only guarantees higher quality fingerprints than we were obtaining from either city or campus police departments, it is also far more accessible and accommodating to our students. We are able to successfully collect and process over one thousand sets of prints a year using this approach. This presentation will reveal who does the fingerprinting, where to obtain the necessary supplies, and how to best schedule students for printing.

Linda Gresham, Linda Ray, Kathryn Burnett
Auburn University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Poster Session 507

Using the Internet to Advise University Students at Distant Locations

Many institutions of higher education are finding new avenues in which to attract students. The establishment of Internet course delivery and distant educational sites is becoming more prevalent as universities seek new enrollment opportunities. With these new types of educational delivery systems comes the challenge of how to provide appropriate and enriching faculty advising to students at distant sites. With students geographically distributed, the traditional model of advising is no longer appropriate. Telementoring is one way to connect with college students who are located miles away from the main campus. This poster presentation shares pilot-study results of distant advising-mentoring of students by faculty members in a college of education.

Gaye Luna, Catherine Medina, Northern Arizona University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 508

Diverse and Changing Advising Structures at the University of Hawaii

Each campus of the University of Hawaii system employs different advising models and is in search of the structure most suitable for its student population. Although most of its community colleges have centralized advising centers staffed by professional advisors, the largest of them recently disbanded its advising center and placed advisors under academic units. Another two-year campus has just decided to experiment with a faculty advising program facilitated by professional advisors. While one of the two four-year campuses has an advising coordinator who oversees the entire campus, the other campus lets autonomous academic units take charge of advising. This presentation will not only look at various models at work but discuss repercussions of having and not having a central advising office.

Chizuko Allen, University of Hawaii-Manoa
Presentation based on: Models/Applications

Poster Session 509

What's My Style?

This session will present participants with awareness of one's own learning style. Multiple intelligences will be explored using various assessments and websites. The goal of the session is to provide instructors and advisors with the tools to evaluate students and encourage teaching and to the various learning styles. This objective will be met through audience participation, discussion, and handouts.

In this session, the participants will learn a definition of multiple intelligences and learning styles; become aware of one's own learning styles; and develop methodologies for reaching learners utilizing this theory.

Betsy Langness, Pamela Larkin, Millie Stivers
 KCTCS-Jefferson Community and Technical Colleges
Presentation based on: Research

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Poster Session 510

Engaging Alumni in Departmental Advising Opportunities

Departmental advisors looking for assistance with career advising for their students should consider developing a list of former students interested in talking to undergraduates about career opportunities. In particular, those in the liberal arts can utilize the varied careers of former students to demonstrate potential career opportunities as undergraduates begin to formulate their search for a vocation after college. My department began a Former Student Advisory Board in 1998. This alumni organization has contributed to departmental scholarships and our department's "Career Day." Former students take time off to come and speak to

current students and attempt to answer that famous question "What can I do with a Political Science degree?" Both groups enjoy and appreciate the interaction.

Michael Balog, Texas A&M University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal experience needed

Poster Session 511

Doubling Down on Diversity: Strategies for Increasing Diversity in Nursing Programs

As the U.S. struggles to find solutions to the current nursing shortage, one strategy to address the emerging crisis continues to surface. Nursing schools need to strengthen their efforts to attract more minority students. Despite their small numbers, minority nurses are significant contributors to health care services in this country and leaders in the development of models of care that address the unique needs of minority populations. Auburn University School of Nursing has made a commitment to increasing diversity in their program. This presentation will detail the strategies implemented at our school over the past three years. Advisors in other fields will also be able to draw ideas from the overall model.

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

Poster Session 512

Happy Students: Implications for Retention

Recruitment, fund raising, budgeting cutting, prayer; universities everywhere are looking for new ways to meet fiscal demands. Recently, there has been a shift in focus from these activities to student retention. Strategies are being designed to improve the experience that students receive, thereby reducing drop-out rates and transfers. A number of studies have examined the relationship between dimensions of student satisfaction and student persistence. These studies suggest that there is likely to be a positive relationship between how happy a student is and the likelihood that a student stays in school. Another factor that affects whether a student stays in school is GPA. Students who do not perform well are less likely to persist. This study examines the relationship between student happiness and other factors such as GPA that are likely to affect student retention.

Susan Barnett, Scott Roach, Northwestern State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Poster Session 513

Ensuring Web Accessibility for all Students—A Campus-Wide Initiative

As the population of students with disabilities continues to increase colleges and universities are faced with proactively providing accessible information systems for online offerings. Providing barrier free Web sites is not just a courtesy but a law. Many colleges and universities are redesigning

and customizing their WEB sites. These sites are increasingly becoming environments for all facets of the university including advising. Technology accessibility is no longer just the issues of Disability Services Offices or Information Technology Divisions. This presentation will provide updates on how one university is creating policies and suggestions for accessible information systems for online offerings that involve all campus offices and divisions.

Margaret Turner, University of North Carolina-Wilmington
Presentation based on: Models/Applications

Poster Session 514

Can Anyone Out There Help Me? Transition Student Support at a Large Institution

Today's college students face numerous challenges. To address some challenges, UCF launched an innovative new advising program in fall 2004 designed to support over 1,000 students in "transition" (i.e., undeclared, major-changers). Transition Advising within the Office of Transfer and Transition Services is envisioned as a one-stop resource center addressing the advising support needs of many "at risk" students, in effect increasing their retention by helping them navigate a large university bureaucracy.

This presentation will focus on the development, growth, modes of advising, university-wide collaborations, and future plans for better assisting students in the transition stage of their college careers. Materials will be provided to share data and encourage attendees to discuss how a similar program could be developed at their campuses.

Robert Snow, Charlene Stinard, DeLaine Priest, Mark Poisel
University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Poster Session 515

CSI: Career Search Investigators

Looking for cutting-edge methods to assist undecided majors? Become a career-solving advisor by helping your students discover clues and unravel truths with a little old-fashioned detective work. Come and see how undecided majors were recently serviced at a Majors/Minors Fair at the University of Oklahoma.

This poster session will demonstrate a CSI-themed presentation board that was designed to attract undecided majors at a career fair. The importance of analyzing personal characteristics, using online career inventories, referring to career counseling and utilizing campus departments/faculty will be examined. Explore how you can assist students with overcoming anxieties and guide them toward a manageable decision-making process.

Let us help you earn your CSI badge as you assist students in analyzing evidence, questioning witnesses and discovering the anatomy of a career!

April Maddry, Janel Russell-Pendergraft, Laura Cullen
University of Oklahoma

Presentation based on: Models/Applications

Poster Session 516

Increasing the Odds of Academic Success: Identifying and Assisting Students with Learning Problems

Because of changes in IDEA, many students are arriving at college with inadequate information to determine if they have a learning disability subject to accommodation. Nontraditional students often graduated before efforts to diagnose disabilities were implemented in the public school system. Other students have learning problems and would benefit from assistance but do not have a diagnosable learning disability. The presenter will offer suggestions for identifying and determining assistance that might benefit these students.

Leslie Hemphill, Cloud County Community College
Presentation based on: Research

Poster Session 517

Rolling the Dice for Student Success with Honors and First-Year Science Majors

Historical information in our Freshman Advising Office indicated a lower-division chemistry class for science majors tended to be a 'high risk' course for under-prepared students. In the fall of 2003, a unique partnership between the Life Science Department, two students from the Barrett Honors College, and the Freshmen Advising Office resulted in a pilot program to offer the student's an opportunity for success. Our presentation team will outline the development and implementation of the one-credit course facilitated by the two Honors College peer mentors. In turn, the two Honors students who facilitated the course earned internship hours and developed an instructional handbook for future peer mentors. The goals, rationale, evaluation and results will be presented.

Liz Marini, Cindy Rasmussen
Arizona State University-West
Presentation based on: Models/Applications

Poster Session 518

Staying on Top of the Game: Advising Student Athletes

When it comes to advising student athletes, a sure bet is that academic advising is a different ball game! Who are these players? Can they split their bets between academia and varsity sports? Or is it just a game of roulette? Midwestern State University has a system to ensure all athletes are eligible. Along with the Athletic Department and faculty advisors, the Academic Support Center checks specific requirements student athletes must meet to remain eligible. The number of credit hours taken, the 24-hour rule that includes repeat courses, and progress toward a degree are just a few of the areas that affect the student athlete. This poster session will provide academic advisors with a checklist to help ease the task of advising student athletes.

Amanda Nimetz, SusAnn Key, Naoma Clark
Midwestern State University
Presentation based on: Models/Applications

Poster Session 519

A Hierarchy of Educational Needs: Advising for General Education

We all know about general education, but how exactly do we get students to appreciate it and learn the most from it? Recent studies suggest that advising is more important than curriculum in fulfilling the goals of general education. This session offers an analysis of what advisers need to know, what they need to give their students, what they should ask of their students, and what outcomes they can expect. Based on Maslow's hierarchy of needs, the presenter will suggest what outcomes are foundational, and how others can be built upon them. She will include activities suitable for journaling or classroom assignments. The presenter is writing a short monograph on how to advise students about general education.

Marion Schwartz, Penn State University
Presentation based on: Models/Applications

Poster Session 520

Predictors of Academic Success and Failure in a Pharmacy Professional Program: Implications for Pre-Pharmacy Advisors

With the number of applicants to professional pharmacy programs increasing dramatically over the past few years, the task of selecting students for admission into professional programs has become increasingly difficult. The purpose of this study was to determine which admission criteria at a public professional pharmacy program were significant predictors of academic success and failure. Results revealed that academic predictors of success and failure shared common variables, but there were predictors of success that were not predictors of failure. As a pre-pharmacy advisor, the presenter utilizes these findings in interactions with advisees and will share applicability in regard to realistic expectations and the development of alternate major and career choices. All health profession advisors will find this presentation informative.

Teresa Dellfinis, South Dakota State University
Presentation based on: Research

Poster Session 521

The Apprentice: The First-Year Experience and Business

Many students want their first year experience course to encompass an element of what their discipline is. This presentation is designed to share a first year experience project to introduce students to business. Students are divided into groups and are given a real life business problem. Students are required to adopt management roles and create marketing plan, basic financial statements, and make a presentation using PowerPoint. The students will also be required to complete exercises untraditional first year experience topics such as time management, stress management, and ethics. These topics will be integrated into the project. Integrated topical projects and classes are the latest innovation in business education. The project and teaching notes will be available as well as first year experience learning objectives.

Carole Shook, University of Arkansas
Presentation based on: Models/Applications

Poster Session 522

The Long Road to a Graduate Degree: Obstacles and Interventions

Graduate students often encounter unique and sometimes insurmountable challenges. Indeed, in some programs, less than 50% of students actually complete their degrees. Failure of students to complete their education has a significant impact on major universities and the well-being of students themselves. It is hence imperative to understand the obstacles students face and to provide services that will increase student success. Two hundred and thirty graduate students completed a survey identifying major obstacles to graduation. Significant obstacles identified included family responsibilities, lack of financial resources, and burnout. Proposed interventions include support groups, writing assistance programs, and interventions at the academic program level. Between ten and thirty percent of students surveyed indicated that they would participate in one or more of these services if offered.

Tyler Pedersen, Brigham Young University
Presentation based on: Research
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Poster Session 523

The Ideal Academic Advisor

The academic advisor is a cornerstone of student success in college. A connection with the advisor can result in improved persistence and quality of life for freshmen, especially undeclared majors. This study looked at the characteristics of an ideal advisor using Gough's Adjective Check List. Profiles were developed from their responses to the 300 adjectives, and groups were compared based upon their advising experience. It is clear that students have a preference for certain attributes, and that it does not matter whether they had a trained graduate assistant or a faculty member for advising. Implications for training and hiring advisors are suggested as well as future research and the need for longitudinal study to see how these preferences may change over time.

Cheri Tillman, Valdosta State University
Maxwell Jackson, Argosy University-Sarasota
Presentation based on: Research

Poster Session 524

Transitioning to Academic Majors: Implications for Student Retention & Success

Although attrition rates involve the complex interplay of many variables, academic plans including, but not limited to choice of major have been one of the contributing factors for colleges and universities.

Approximately 25% of incoming degrees seeking students are admitted as undeclared. This student population is either unsure of what they want to major in or clearly do not fully understand their interest and abilities. Therefore this interactive session will discuss the challenges faced by undeclared students and specialized services designed to prepare them for academic departments.

This PowerPoint presentation will also discuss the impact of specialized services to undeclared students on their retention and academic performances.

Mercy Azeke, Brenda Smith, Norfolk State University
Presentation based on: Models/Applications

Poster Session 525

Best Bet-Empowering Faculty Advisors

You've got to love it - there's no money, we're short-staffed, and we're being asked to do more and more each year! The professional academic advisors in the College of Education at the University of Central Florida faced these challenges as many of you are facing them now. We decided to take a gamble-we began the process of empowering our faculty advisors to know more, do more and collaborate with us more. Attendees will engage in an active discussion of how

to begin empowering faculty advisors at their institution to meet the demands of a growing population of students who need advising and mentoring in addition to facilitating the faculty training on existing technologies. A treasure chest of ideas that worked for our advisors will be shared with participants so that they may begin thinking about ways to empower faculty advisors at their institution.

Tina Smilie, Andrea Withington, University of Central Florida
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: more experience needed

Attendees level of advising: more experienced

Poster Session 526

From Undecided to Successful Transfer Student: Helping Students Take the Next Step

The largest population of students at Des Moines Area Community College is undecided or preparing for transfer or both. Choosing a major and a transfer college early in the community college experience is one of the major predictors determining transfer success.

This presentation will examine the comprehensive Career & Transfer Resource Center at DMACC. From class presentations, college fairs and college visits, learn how the advising staff empower students to move from undecided to successful transfer student.

Lois Chopard, Shari McLean-Merten, Amy Wood, Ahmed Agyeman

Des Moines Area Community College
Presentation based on: Models/Applications

Poster Session 527

Betting on Success: Developing a Course for Probationary Students

Students end up on academic probation for numerous reasons, many of which are unrelated to their academic abilities. To retain good students who have ended up on probation, colleges and universities have developed interventions ranging from one-shot workshops to intrusive advising, contracts to mandatory study groups, and credit bearing courses.

Are you considering developing and implementing a course for your probationary students? Just want to explore the possibilities? Not sure where to start? This presentation will provide you with a review of the literature and available texts. You will walk through the process of developing a course proposal, goals, and objectives. You will leave the presentation with the majority of the pieces you would need to develop your own course for probationary students including sample syllabi.

Johanna Pionke, Kent State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 528

Fishing for Solutions: Improving Developmental Advising through Technology

According to the developmental advising model, teaching students to take ownership of their academic goals is necessary in preparing them for long-term academic and professional success. With the use of technology, such as on-line program planning, students are better equipped to monitor their academic progress and reach their goals. However, technology can sometimes be overwhelming for students. Therefore, it becomes crucial to create user-friendly tools to assist them and teach them how to "fish." In our presentation, Fishing for Solutions, we will show evidence that technology can improve the developmental advising model. Through the implementation of new technological tools and applications, students and advisors can have an improved relationship and lead the students towards their ultimate goal of graduation.

Monica Ruiz, Cesar Garcia, University of Texas-San Antonio
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 529

Probation Advising Innovation: Developing Campus-wide Partnerships to Cash in on Academic Success

Looking for new and innovative strategies to strengthen or build your institutions academic probation program? Get motivated, inspired and learn how tapping into existing resources can jump-start or re-create your academic probation program to increase student retention. Through the development of campus partnerships and utilization of technology this presentation will highlight how the University of Central Florida has reduced the percentage of first time in college student's placed on academic probation in six years from 21.6% to 11%. You will be encouraged to share current practices at your institution, so make sure you are ready to chat. You will leave with lots of tips including marketing strategies, incentive plans, and technology ideas that any institution can re-create.

Edwanna Andrews, DeLaine Priest
University of Central Florida

Presentation based on: Models/Applications

Poster Session 530

The Impact of Service Learning on First-Year Student Development: A Powerful Advising Tool

N.C. State's First Year College (FYC), a comprehensive first-year academic advising/freshman seminar program, has partnered for the past three years with N.C. State's Center for Student Leadership, Ethics, and Public Service (CSLEPS) to engage first-year students in service-learning through an alternative spring break trip to the Navajo nation in Tuba City, Arizona. This session will review how first year students have been recruited, advised, mentored, and developed through the experience. Student's written remarks and photos will tell the story of their experiences and self-development through their week of tutoring Native-American elementary school children. Handouts of the model will be made available.

Christopher Chafin, North Carolina State University

Presentation based on: Models/Applications

Poster Session 531

Creating the "Professional" Faculty Advisor: A Resource for Undecided Students

In existence for the last six years, the Core Advisor Program at Suffolk University is designed to address the advising needs of the undecided/exploratory student. Selected faculty members in the College of Arts and Sciences are trained to be "generic" advisors for the open major population. These faculty play a prominent role in new student orientations, while also carrying an open major caseload during the academic year. Originally conceived as a retention tool, this program has evolved into a force behind other interdisciplinary initiatives in the College.

This presentation will give an overview of the genesis and development of the program, a summary of its periodic assessments, and a discussion of theoretical precepts which are utilized to guide faculty into their role as cross-disciplinary advisors.

David Gallant, Suffolk University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Poster Session 532

It Takes a Village to Educate a Student: The Advisors and Professors Collaborating for Student Success

Advisors lay the groundwork for students' success; then professors build on that groundwork by setting the standard in educating our students. Sometimes the advisor and professor are two different people or the same person wearing two different hats. Advising serves as the foundation for continued education of each individual student. It is the professors' job to build on the foundation that the advisor has laid.

If it takes a village to educate a student; then advisors and professors must collaborate as a team which includes a willing student.

This poster presentation will highlight how one professional advisor wears both hats. NACADA participants will have the opportunity to discuss the dual importance of advising and teaching the same students.

Doris Morgan-Bloom, Prairie View A&M University

Presentation based on: Personal Growth as an Advisor

Poster Session 533

Scholarship Students Need Help Too: Keeping First-Year Scholarship Students on Track and Learning

Freshmen scholarship students are not normally considered at-risk. Many of these students have taken AP or dual-credit courses and have made an impact in their community. However, it is this record of academic and social success that can lead the freshman scholarship student to unrealistic expectations and a dismal performance that results in academic probation and the loss of scholarships. This poster presentation will explain an effective first-year retention program known as the Scholar Support Program or SSP. This program has utilized the approach of developmental advising with components like the College Success Seminar, to raise the first year retention rate for these high-achieving students and help them develop the ability to make realistic and informed academic and career choices.

Ricardo Guzman, University of Texas-San Antonio

Presentation based on: Models/Applications

Poster Session 534

A Values-Based Assessment of Undergraduate Achievement: Development of the Higher Educational Values Inventory (HEVI)

Students bring to college a value system that can affect their level of academic achievement and persistence. The goal of this project was to develop a self-report inventory that measures individual differences in the perceived value of higher education. The Higher Education Values Inventory(HEVI) surveys students' educational attitudes, beliefs, and behaviors in five domains: family expectations, scholastic focus, achievement value, general education value, and achievement obstacles. In a series of studies, we describe the development of the HEVI and report the results of initial reliability studies and factor analyses. HEVI subtest scores accounted for 35.9% of the variance in freshman grades. Practical implications and directions for future research are provided.

David Richard, Rollins College

Vickie Luttrell, Drury University

Presentation based on: Research

Poster Session 535

Stacking the Cards for Student Success

Retention is a serious issue confronting universities today. Academic advisors play a crucial role in retention efforts by providing students with positive academic integration. The Retention Advisement Initiative (R.A.I.) at Prairie View A&M University was developed to support advising with a focus on increasing the freshmen to sophomore year retention rate.

"Stacking the deck" for student success, Prairie View A&M's University College provides a "neighborhood" climate.

This poster presentation will highlight for the NACADA participants our success stories and programs which help students succeed both socially and academically. We strive to create a sense that the University cares about student success through retention activities and implementation strategies at the University College at PVAMU. It will be a benefit as you seek to provide retention activities at your institution.

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

Presentation based on: Models/Applications

Poster Session 536

Major Mania: It's a Major Event!

Major Mania is an event designed to inform all current undergraduate BGSU students who are undecided about a major or minor area of study, about campus-wide academic programs and career-related information. Faculty members, academic advisors, current students, and Career Center staff are available to address student inquiries about degree programs. The best way to make a good decision is to be informed of all the options. Major Mania gives students the opportunity to review those choices - providing them with valuable information to help with declaring a major and researching related career fields, all in a festive atmosphere. Door prizes, popcorn, and other freebies are given away throughout the day. This poster session will illustrate the fun and informative nature of Major Mania, providing information that could be helpful if you are planning a major fair.

Mary Lynn Pozniak, Tom Gorman

Bowling Green State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 537

Acing the Gamble for Advisors and Students: From Graduation to Careers

In today's market, students have increasingly expressed concerns about their career opportunities and the expert edge they need to compete following graduation. With a five year retrospective view on what works, University Advisement Centers have collaborated with Career Placement Services to provide greater preparation for post-graduate career opportunities, allowing students to engage in an integrated process of academic and career strategies planning. As a result, there has been a synchronization of career projects such as Career/Majors Fairs, teaching of a Career Transition course, online recruiting strategies, coordination of advertising and a sharing of resources. Our display will include information on the Career Transitions course, and how to successfully formulate collaborative career efforts between advisors and career placement centers to facilitate student's successful career opportunities.

Maureen Rice, Barbara Morrell, Brigham Young University

Presentation based on: Models/Applications

Poster Session 538

Corporate Mentors: Bridging the Gap Between College and Career

This presentation will examine the demographics, logistics and administration necessary to organize and manage a successful corporate mentoring program. The Cox School

has a knowledge base developed over more than twelve years of running such a program; one that has evolved into a junior/senior level experience that enhances the learning process and provides a glimpse of real world career path for our students. We will demonstrate how a properly structured program, with features unique to the particular school and community, can evolve into a differentiator that aids in recruiting students to the university.

Patricia Kriska, William Byerly

Southern Methodist University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 539

ACES: Stacking the Deck for Success of Students Returning from Academic Suspension

"You have been suspended." It's a statement that students dread when opening up that letter at the end of a less-than-productive academic year. But readmission from suspension can be an equally intimidating and overwhelming time.

At Old Dominion University, students readmitted after suspension are empowered and encouraged to achieve their academic potential. The Academic Continuance Experience for Success (ACES) program, a mandatory readmission workshop, prepares readmitted students for the challenge of a "fresh start". The workshop educates students about university policies; helps them identify cause(s) of their academic difficulty; and, determine solutions to overcome these difficulties.

The session will highlight experimental research that measures the effectiveness of the ACES program. A blueprint for development of this program will be provided to conference participants.

Lisa Mayes, Old Dominion University

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

Poster Session 540

The Evolution of Advising in a Consumer-Driven Culture

Student recruitment and retention are the keys to making academic success a sure bet in today's competitive learning environment. The rising cost of tuition and increased competition in the educational system has created a new, highly informed student population; their approach to post-secondary education has changed from strictly learners to informed consumers. This session will discuss how the advising role has changed from "information provider" to "salesperson" and its effect on student recruitment and retention.

Tina Williamson, University of Lethbridge

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Attendees level of advising: more experienced

Poster Session 541 **12:15 p.m.–1:45 p.m.**

Using A Web-based Tool for Early Intervention

Advisors play an important role in referring students to campus resources. Our online system allows advisors to refer struggling students to our academic skills center with just a few clicks. Our academic counselors then work on an action plan for the student and meet with them to troubleshoot problem areas and promote study skills (time management, exam preparation, etc.) that foster academic success. Advisors can elect for email notification that the referred student has been to a counseling session. Advisors can also post information on the student's record that might aid the academic counselor with developing the necessary skills. Because the program is also open to faculty for referrals, there is an opportunity to create a unique relationship between student, advisor, faculty and academic counselor.

Marcela Delgado, University of Arizona
Presentation based on: Models/Applications

Poster Session 542

The Impact of Institutional Barriers on Advising Survey Results

Student perception of a university's advising process has become increasingly important. In order to respond appropriately when satisfaction rates are low, one must be able to identify areas in which improvements will yield the greatest marginal benefit. This research project will seek to identify institutional barriers and differences in infrastructure that put downward pressure on satisfaction levels. By comparing a selection of applicable administrative policies, staffing levels, auditing processes, curriculum change policies, and various other rules and regulations, the author will identify institutional barriers that have been erected by colleges with unsatisfactory advising survey results -barriers that do not exist at those schools that enjoy higher advising scores. Research outcomes will be reported in a poster-board format with handouts and a PowerPoint slideshow.

Carol Stivender, University of North Carolina-Charlotte
Presentation based on: Research

Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Poster Session 543

Association of Deans & Directors of University Colleges & Undergraduate Studies

The Association of Deans and Directors of University Colleges and Undergraduate Studies (AD&D) is an organization with the purpose to establish a community of professional colleagues responsible for academic programs and services for undergraduates and to meet annually to exchange information and explore solutions to common problems related to student learning and academic success. The association's annual conference is composed primarily of informal interaction in small groups usually devoted to one topic at a time. Each group has a designated facilitator. This poster session will provide information about AD&D and answer any questions from those who would like to form a University College or similar division or strengthen their current unit.

Since all University Colleges have a vested interest in quality academic advising, NACADA conference participants will find AD&D's goals in harmony with NACADA's aims.

Membership in AD&D is by institution only (\$100 initial fee with a \$25 annual renewal). AD&D has also published the University College and the Student-Centered University which can be accessed at www.bsu.edu/web/adandd/index.html.

Eric White, Penn State University
Dorothy Muller, East Carolina University
Sally Roden, University of Central Arkansas
Presentation based on: Models/Applications

2:00–3:00 p.m. Sessions

Commission Meeting 76 **2:00–3:00 p.m.**
Palace 6-7

Advising Graduate & Professional Students

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

Virginia Hueske, University of Texas

Commission Meeting 77 **2:00–3:00 p.m.**
Bordeaux Room (Paris Hotel)

Two-Year Colleges

This session will be chaired by the Two-Year Colleges Commission Chair and 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

Interest Group Meeting 78 **2:00–3:00 p.m.**
Loire Room (Paris Hotel)

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 79 **2:00–3:00 p.m.** **Chablis Room (Paris Hotel)**

Study Abroad Advising

Study abroad participation is increasing nationally and is ever more integral to the undergraduate degree. Students who study abroad gain valuable skills to support their academic and career plans. Advisers may be called upon to motivate students to study abroad, to discuss study abroad options with interested advisees, to evaluate courses for academic credit, and/or to discuss financing study abroad. These varied needs of students mean that advisers unfamiliar with study abroad and advisers who wish to encourage study abroad among their advisees need knowledge, tools, and resources.

The Study Abroad Interest Group seeks to involve NACADA members to: 1) enhance adviser knowledge of study abroad; 2) share strategies, tools, and materials for advising students interested in study abroad and 3) establish a clear role and leadership for the study abroad interest group within NACADA.

Jodi Malmgren, University of Minnesota

Concurrent 80 **2:00–3:00 p.m.** **Bronze 1**

The Undergraduate Affair-Finding the Passion

Best of Region 1

Money. Security. Good job. Big house. Money. How many times do students answer in absolutes such as these when asked why they want a particular major? What happened to ideas, debate, theory, knowledge, interest-Passion? How do you we talk to students about choosing a major when they are influenced by parents, teachers and guidance counselors to make a “practical” decision, rather than one motivated by their passion? How do we counteract their consumer motivations?

This session will focus on advising students in transition - how appointments are structured and focused - and examine the role of the advisor. We will present case studies, best practices and tools to help students through this decision-making process. We will ignite in advisors the passion to lead students to major fulfillment.

Susan Kolls, Northeastern University
Terri Downing, Franklin Pierce College

Presentation based on: Personal Growth as an Advisor

Concurrent 81 **2:00–3:00 p.m.** **Gold**

Immigration 101: Advising Students through the U.S. Immigration Maze

Commission Sponsored: ESL/International Student Advising

An overview of immigration policies and procedures from birth to citizenship that affect many of our students and their futures will be presented. The questions being discussed include: How are immigrant and refugee students different from International students? What is INS? Does the Patriot

Act directly affect students? What is I-94 besides a U.S. interstate highway? What factors influence students becoming citizens, including minor offenses and working without visas? and What effect does resident status have on financial aid? Employment? Definitions of alien, illegal alien, immigrant, refugee, legal resident, lawful permanent resident, citizen, naturalized citizen will be used in a discussion of how these immigration labels affect students. Tips on supporting and orienting your students through the massive bureaucratic maze of federal immigration policy will be presented.

Kim Roufs, Casey Beaumont
University of Minnesota-Duluth

Presentation based on: Personal Growth as an Advisor

Concurrent 82 **2:00–3:00 p.m.** **Skyview 5-6**

Beating the Odds: Ensuring the Success of New Advising Professionals

How would you describe your experience as a new advisor? Is it a jackpot or a bust? Ever feel like the cards are stacked against you? Turnover, policy changes and many other factors can make working in Academic Advising offices a gamble especially if you lack the support of experienced Advisors on your campus. In this discussion, “old” and “new” advisors will share their successes and challenges in coming into advising positions. Advisors of all experience levels are encouraged to attend the discussion and provide insight as well. If you are a new advisor, or are hiring new advisors, join us for the interactive discussion into common issues faced and some strategies for making successful transitions for the new advising professionals.

Nathan Vickers, University of Texas
Ben Chamberlain, Iowa State University
Charlie Nutt, NACADA/Kansas State University
Micah Martin, Jennifer Austin

University of North Carolina-Greensboro

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of advising experience: less experienced

Concurrent 83 **2:00–3:00 p.m.** **Pacific Ballroom**

Student Motivation: How Much Can We Really Do?

Motivation!? It seems like today everybody is responsible in one way or another to motivate others. Leaders must motivate their followers, parents must motivate their children, and advisors and teachers must motivate their students. But . . . how much can we really do? To what extent can one person actually ‘motivate’ another without force or manipulation. In this presentation, the major theories of motivation will be discussed and a more systemic approach to motivation described wherein advisors function as facilitators for change in their efforts to motivate students. In this presentation you will gain a better understanding of the complexity of your own motivation, the importance of awareness and choice in fostering motivation, and the means whereby change can be facilitated.

Jeffrey McClellan, Utah Valley State College

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 84 **2:00–3:00 p.m.**
Las Vegas Ballroom 2

The Phoenix Plan: Improving the Odds for Academic Recovery

The Phoenix Plan is an intrusive program available to first year students subject to dismissal. Students sign a contract committing to participation in the Plan and quickly gel into powerful support groups where peer interactions largely replace formal instruction. Instructors coach students to develop skills related to goal-setting, accountability, time management and other common areas of concern. Preliminary data show a significant increase in the success of Phoenix students compared to previous retention trends for students on probation. In this session we will present the history, structure and outcomes of the Plan and attendees will receive samples of the contract, syllabus and other materials. The Phoenix Plan is a win-win proposition: students increase their odds for academic success and the university realizes improved retention rates.

Jeanne Fraker, Joyce Howes, John Rogers
 Wright State University
Presentation based on: Models/Applications

Concurrent 85 **2:00–3:00 p.m.**
Las Vegas Ballroom 1

Sure Bet Advising: Tailoring Technology to Enhance Personalized Academic Advising

See how technology is used to increase the odds of quality advising. An Excelsior College software engineer and two advisors will present a multi-faceted and convenient web-based model. The model integrates emails, status reports, degree audits, a course search database, the on-line bookstore and our course library into a personalized web page for each student. This model enables students to take ownership for their education and feel more connected to faculty, staff, and other students. Simultaneously, advisors have more time to conduct developmental advising, interact with students and provide accurate and timely information. Come and see how this user-friendly model is creating a win-win environment for students and advisors and how it can for you too!

Brenda Hardy, Sean McMullan, Spero Zoulas
 Excelsior College
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 86 **2:00–3:00 p.m.**
Platinum Room

Exploring Science-Related Majors with a Web-Based Interactive Application

Information offered by college/university publications does not provide systematic approaches to the description of majors. It is difficult for students and advisers to compare majors and for students to explore majors by relating their interests/abilities to these majors. One hundred ten (110) science related majors were analyzed across 8 common curricular dimensions (required credits in biology, chemistry, mathematics, physics and the number of credits of required coursework that have biology, chemistry, mathematics,

physics as prerequisites). These analyses resulted in web-based advising applications that provide students with lists of majors that are congruent with the student's stated interests/abilities.

This presentation will discuss the analysis of the majors and demonstrate the web-based application. Time will be provided for attendees' questions and possible adaptation at other institutions.

Ruth Hussey, James Levin, Penn State University
Presentation based on: Models/Applications

Concurrent 87 **2:00–3:00 p.m.**
Bronze 2

Making Learning Connections: Advising, Career Planning, and Learning Pattern Assessment

This interactive presentation describes a first-year learning community program for undeclared students and the techniques used to assist community members in becoming intentional learners. During structured monthly meetings community members explore themselves, majors, and careers. An important component of students' self-exploration is their completion of the Learning Connections Inventory to assess how they learn. Students' awareness of learning patterns helps them to use their minds with intention in and out of the classroom. All participants will receive materials about the Learning Connections Inventory and other self-exploration tools. Handouts will be provided that will assist in understanding the strategies of the Let Me Learn Process and how it can support students in making informed academic and career related choices.

Joanne Damminger, Betsy McCalla Wriggins
 Rowan University

Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed
Attendees level of advising: more experienced

Concurrent 88 **2:00–3:00 p.m.**
Skyview 2

More Bang for your Buck: How a Small Rural College is Becoming a Household Name

Commission Sponsored: Small Colleges & Universities

Colleges in rural regions of the United States are faced with the challenge of providing an invaluable service to communities that are sometimes isolated from higher educational opportunities. The transition from junior college to undergraduate degree to graduate degree is fast becoming a household franchise in a rural region on the Texas-Mexico border. A unique marketing plan and people playing the dual role of advisor and recruiter helped Rio Grande College become a household name. This session will provide participants with ideas for giving the community of students "more bang for their buck."

Daniel Ayala, Randa Schell, Jessica Nunez, Yazmin Santiago
 Sul Ross State University Rio Grande College
Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students
Level of experience in subject matter: minimal experience needed

Concurrent 89 **2:00–3:00 p.m.**
Las Vegas Ballroom 7

Advising Single Parent Students: Helping Them Beat the Odds

Commission Sponsored: Advising Adult Learners

Imagine juggling four children, an absent abusive spouse, little or no money and twelve credits of nursing prerequisites. Single-parents who are trying to educate themselves while rearing families alone are growing in numbers. They face overwhelming, and often unique, problems that decrease their chances for success. This presentation will address many of the issues that single-parents face and will present information and ideas that will prove beneficial to advisors who work with this expanding population. Attendees should gain a greater empathy for the single-parent student; learn how to better advise them; and leave with ideas for resources.

Nancy Plagge, Marilyn Mansfield, Utah Valley State College
Presentation based on: Personal Growth as an Advisor

Concurrent 90 **2:00–3:00 p.m.**
Las Vegas Ballroom 5

Hitting the Jackpot...The Second Time Around

Commission Sponsored: Advising Education Majors

In a time when job requirements are rising, job growth declining, and low professional turnover, why are a number of adults returning to college to earn teacher certification in post-baccalaureate programs? At this session, the presenters will share their research findings on why adults change their career to teaching, what are their concerns, what makes a successful transition, and what types of alternative certification programs exist. In addition, it will discuss implications for advisors. Are these adults hitting the career jackpot the second time around, or are they gambling against the odds?

David Tindall, Paul Battle, Oakland University
Presentation based on: Research

Target Audiences-this session is best suited for:
Attendees level of advising: more experienced

Concurrent 91 **2:00–3:00 p.m.**
Las Vegas Ballroom 4

What is the Relationship between Student Satisfaction with Academic Advising and Different Academic Advising Organizational Models in a Multiversity

What is the relationship between student satisfaction with academic advising and different academic advising organizational models in a multiversity setting? Are students more satisfied with one academic advising organizational model compared to others? Are students more/less satisfied with Dual Model, Faculty-Only Model, Satellite Model, Self-Contained Model, Split Model, Supplemental Model, or Total-Intake Model? This presentation will include dissertation results that compared student satisfaction between seven academic advising organizational models (Habley) at a Research 1 University. A PowerPoint presentation will also

provide information on conducting cognitive interviews, development of the Academic Advising Survey, data analysis, and student responses to different models of academic advising.

Tom Avants, Arizona State University
Presentation based on: Research

Concurrent 92 **2:00–3:00 p.m.**
Bronze 3

Measuring Advisor Success: An Attitude of Service

Academic advisors are constantly faced with situations that require the utmost skill, tact and, diplomacy. How we choose to respond to these situations is directly linked to the choices we make regarding our attitude. An individual with a proper attitude sees and finds opportunities while others may not.

This presentation will discuss, in a fun way, how having an attitude of service is linked with advisor success in both advising students and professional development. Examples will be shared of advisor success as well as a number of suggestions to help us fine-tune our attitude and create a winning situation for the student, advisor and the institution.

Wade Oliver, Utah State University
Presentation based on: Personal Growth as an Advisor

Concurrent 93 **2:00–3:00 p.m.**
Skyview 4

The ABC's of AACSB: The Role of Advising in an Accreditation Visit

Commission Sponsored: Advising Business Majors

Whether your business school is preparing for its first accreditation visitor will be planning a reaffirmation visit, the advisor's role has become more integral to the accreditation process. New AACSB guidelines implemented in 2003 require attention to staff sufficiency, student support, and retention. Business schools must demonstrate their ability to provide advising and support services to their students in a way consistent with their mission. This session will highlight the new guidelines and provide helpful tools to prepare you for the visit.

Susan Wells, University of Michigan-Dearborn
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 94 **2:00–3:00 p.m.**
Skyview 3

Assessment: A Tool of Progress or Oppression?

Commission Sponsored: Assessment of Advising

Assessment is lauded in higher education as a method for progress and improvement. Funding, program appraisals, performance evaluations, and other activities are frequently tied to empirical outcomes measured through assessment tools. In academe, we have embraced assessment as a positive force for change without taking a critical look at the philosophical origins and negative implications of the assessment movement.

This presentation will illustrate the common, supportive rationales for assessment in higher education, along with negative aspects. The theoretical foundations of the movement, from scientific management (Taylorism) to Weberian rationalization will be addressed, along with relationship between assessment and capitalism (e.g. the application of a manufacturing production model to higher education). Essentially, this presentation will provide a philosophical, theoretical basis for dialogue that uniquely presents both negative and positive implications of the assessment movement.

Marc Rhorer, Florida Atlantic University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Attendees level of advising: more experienced

Concurrent 95 2:00–3:00 p.m. Las Vegas Ballroom 6

Peer Advising and Gender: Something to Consider when Wagering on a Program?

Recognizing that many students may be overwhelmed by the college experience, an institution may wager resources to develop a peer advising program—a wager that includes consideration of peer advisor recruitment, selection, training and monitoring. Another element that may need to be considered in the stakes of peer advising is the role gender may play in student disclosure and peer advising response. Two peer advisors have, in analyzing the nature of students' written disclosures and of their written responses, explored the role gender played in the give-and-take of the peer advising. The presentation will provide background on peer advising, the design of the exploration, and an opportunity to discuss the implication of the data in the development and delivery of peer advising.

Norman Roberts, David Shwalb, Melissa Waite

Brigham Young University

Presentation based on: Research

Concurrent 96 2:00–3:00 p.m. Palace 4-5

Increase Your Odds: How to Create and Successfully Implement a New Program in an Institution of Higher Education

What are the odds for succeeding in creating and implementing a new advising program in an institution of higher education? Considering budget and time restraints, bureaucracy, politics, changing environments, etc., the odds are usually against you. Exploratory Student Resources at Indiana University is an example of how it can be done! In this session, we will discuss how the program was initially funded with soft money, developed and implemented against constant and changing obstacles, and now exists as a firmly established, highly respected university program funded in the annual budget. It takes a formula of careful planning, patience, perseverance, consistency, wise decision-making, identifying your strengths, weaknesses, supporters and opponents, and collaboration. Learn how you can do it!

Thomas Kenyon, Indiana University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Attendees level of advising: more experienced

Concurrent 97 2:00–3:00 p.m. Bronze 4

What Happens in Vegas, Doesn't Stay in Vegas: Take-home Secrets to Overhauling Your Advising System.

In advising, there are several "sure bets": there will always be more students, more work, less funding, and less time for effective advising. In an attempt to preserve developmental advising and in light of budget cuts, inefficient resources, and increased caseloads, two NACADA award-winning advisors overhauled their advising system, using technology to decrease inefficiencies and make room for more one-on-one student interaction and essential programming. The presentation will outline six of the efficiencies implemented, including strategic web and email communication, an online student appointment system, an online request system, an online advisor assessment system, strategic group advising, and an online internship database. Participants will leave with handouts about specific steps for implementing these efficiencies on their campuses.

Nancy Gimbel, Elizabeth Miller

Georgia Institute of Technology

Presentation based on: Models/Applications

Concurrent 98 2:00–3:00 p.m. Skyview 1

Wise Choices in Academic Advising: A Six-Step Approach to Decision-Making

The Wise-Choice process ("Downing, 2005") is an empowering technique used in the learning environment to encourage college students to make responsible decisions in the face of any challenge. This technique can effectively move from the classroom to the individual or group advising session and serve as a valuable tool for academic advisors to promote autonomy in their advisees and add structure to the advising session. This workshop will provide opportunity to understand each of the six steps of this decision-making model and experience the technique through case study, role-play and discussion.

Carol Gleichsner, Edinboro University of Pennsylvania

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 99 2:00–3:00 p.m. Palace 3

Students Towards Success

The goal of this presentation is to show an intervention program for 2nd semester freshmen in jeopardy of academic probation through a 10-week program.

Baruch College admits about 1,200-1,500 freshmen each Fall semester and about 10% finish their first semester with a GPA of 2.0 or below. For the past two Spring semesters the Center identified first semester freshmen that completed their first semester with a 2.0 GPA or below.

This presentation will show the efforts of the advisement center to provide an intervention program before a student's academic dismissal.

Phillip Hogue, Sharon Ricks, Vilmarie Rosario
Baruch College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 100 **2:00–3:00 p.m.** **Las Vegas Ballroom 3**

A Sure Bet: Facilitating Referrals between Advising and Counseling Services

This program will help advisors and counselors better coordinate the limited helping resources available on their campuses. We truly "Hit the Jackpot" when we optimize our services. The path to optimum academic success for students is best reached when students have helping professionals who can utilize the appropriate services on campus for the issues that students face. Some personal issues demand more help than an advisor should provide. Conversely, students who need help with personal issues in counseling centers may also have concerns about academic issues. An exchange of ideas using case studies will help us examine when students need advising and when they need counseling. Assessing students' needs for personal counseling and/or academic advising will be addressed. Participants will be provided a workbook to help assess and develop the Advising Center/Counseling Center relationship.

W. Kerry Hammock, Jane Lawson, Vaughn Worthen, Karen Evans
Brigham Young University

Presentation based on: Models/Applications

3:15–4:15 p.m. Sessions

Commission Meeting 101 **3:15–4:15 p.m.** **Palace 6-7**

Advising Administration

The purpose of the annual meeting of the Commission on Advising Administration is to provide a forum for the exchange of ideas and practices among advising administrators. In addition, we honor members who have received current-year NACADA awards and recognize those member-presenters who have presentations that are commission-sponsored.

At the meeting we plan to solicit ideas for attaining our goals or for changing goals for the upcoming year. We will also set aside time at the end of the meeting to encourage establishing collegial networks within our particular types of institutions.

Linda Chalmers, University of Texas-San Antonio

Commission Meeting 102 **3:15–4:15 p.m.** **Bordeaux Room (Paris Hotel)**

Undecided & Exploratory Students

The purpose of the Undecided and Exploratory Students Commission is to promote the advancement and improvement of academic advising of undecided and exploratory

college students. At this meeting we will share program strategies, techniques and resources we utilize at our institutions. This will also be an opportunity to network with your undecided/exploratory colleagues and learn from their experiences. We will also review this year's Commission accomplishments and develop our goals for the upcoming year.

Elizabeth Higgins, University of Southern Maine

Interest Group Meeting 103 **3:15–4:15 p.m.** **Loire Room (Paris Hotel)**

Canada

Calling all of our Canadian colleagues! Come and meet with other advisors from or interested in Canadian post-secondary institutions. This is a great opportunity to get together, make some contacts at other Canadian institutions and to chat about advising issues as they relate to advising in Canada.

Jill Johnson, University of Guelph

Interest Group Meeting 104 **3:15–4:15 p.m.** **Chablis Room (Paris Hotel)**

High School to College Advising

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

Dennis Bothel, Ohio University-Chillicothe

Concurrent 105 **3:15–4:15 p.m.** **Bronze 3**

So YOU'RE My Advisor? Sure Bets for Novice and Seasoned Advisors to Relate Effectively with Today's Students

Best of Region 3

Whether it's getting to the starting gate or crossing the finish line, an advisor's ability to connect with students and identify students' needs are two key factors in helping students achieve success. The purpose of our entertaining and interactive presentation is to identify strategies for advisors, young and old, to relate to traditional and non-traditional students. Presenters will share practical ideas on how to overcome perception obstacles that hinder our ability to assist students on their journeys toward successful academic careers. Attendees will be encouraged to share related information found to be successful in their experience. Participants will leave with a better understanding of the unique needs of today's students and practical tips to enhance the advisor-advisee relationship.

Melissa Stordeur, James Porter, Jackie Sidney
University of Louisville

Presentation based on: Personal Growth as an Advisor

Concurrent 106 **3:15–4:15 p.m.**
Las Vegas Ballroom 4

A Winning Hand: Linking Advisement and Academic Assistance

This presentation examines the importance of having an effective link between advisement and academic assistance. In particular, the presenters will discuss the model used in their program: a department that contains both the advising center and all tutoring programs, including Supplemental Instruction. The close link allows for effective delivery of services, particularly for undeclared and jeopardy students who are at risk. The presenters will share research garnered from student retention data and student satisfaction surveys, and they will invite participants to share their own perspectives on these issues.

Thomas Stewart, Eileen Shultz, Vera Brancato
 Kutztown University

Presentation based on: Models/Applications

Concurrent 107 **3:15–4:15 p.m.**
Gold

No Need to Gamble: Resources for Freshman Advisors

In 1999, the University of Utah implemented a campus-wide Freshman Advising Program. Rather than a mandatory advising program, we use the incentive of priority registration to encourage students to seek advising. Each year campus advisors have seen 55-65% of the incoming freshmen class during the month of October. In this session we will discuss programs and resources we have developed for advisors across campus to keep them energized and better prepared to work with this population. Participants will discuss programs for new freshmen at their schools, as well as strategies to bring advisors on board with new advising initiatives on campus.

Martina Stewart, Leslie Park, Pat Reilly, University of Utah

Presentation based on: Models/Applications

Concurrent 108 **3:15–4:15 p.m.**
Palace 4-5

Take the Leap! Developing a Peer Advising Program

This year, the Undergraduate Advising Resource Center (UARC) has developed a new Peer Advising program to address student concerns about advising accessibility, and help make academic success a sure bet. Striving to improve, we realized advisors need more time for developmental advising. However, given the constraints of large advising loads, we needed to find a creative solution that would give us additional time with individual students. At this conference session we intend to cover why we developed the Peer Advising program, the history of its development, where we gleaned information from existing programs, the actual proposal, and the program implementation.

Cindy Fruhwirth, Erin Finnel
 University of Wisconsin-Oshkosh

Presentation based on: Models/Applications

Concurrent 109 **3:15–4:15 p.m.**
Skyview 5-6

First-Year Advising and Freshmen Interest Groups: A Winning Combination!

For six years, the Freshman Interest Group (FIG) program at The University of Texas at Austin has assisted new students in exploring the many educational and co-curricular opportunities available at one of the largest universities in the country. In the McCombs School of Business, FIGs are an innovative and effective retention effort, designed to help students explore and understand academic requirements, majors offered, resources available, and the importance of ongoing, intentional academic advising.

In this lively and informative presentation, student affairs professionals from the McCombs School will illustrate how active, enthusiastic academic advisor participation in the FIG program has enhanced first year academic advising and influenced the cultivation of meaningful advisor-advisee relationships. Program organization and implementation, curriculum development, and student outcomes will be explored.

Cole Holmes, Lovelys Powell, CeCe Ridder, Yesenia Sanchez
 University of Texas

Presentation based on: Models/Applications

Concurrent 110 **3:15–4:15 p.m.**
Skyview 4

Full Service Student Information and Services: A Collaborative Advising Model

Commission Sponsored: Advising Education Majors

Learn how the College of Education at Grand Valley State University moved from a stand alone advising model to a “one stop” centralized Student Information and Services Center. Presenters include representatives from faculty, graduate and undergraduate advising, clerical, and students who experienced the three year process first hand. The presentation will include practical tips on teaming used in the center, and pitfalls and successes met in the process. Handouts will be provided that include newly developed advising models used in the center.

Douglas Busman, Tom Kruithoff, Tom Owens, Carol McIntyre, Cortney Bracken
 Grand Valley State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 111 **3:15–4:15 p.m.**
Las Vegas Ballroom 3

Advising Student-Athletes: Accountability, Demands and Challenges of Transition in the Aftermath of Academic Reform

Commission Sponsored: Advising Student Athletes

The NCAA’s academic reform movement now has higher standards for transfer and continuing student-athletes to achieve and maintain their athletic eligibility than ever before. Expansion of the initial eligibility sliding scale, reduction of

acceptable remedial courses, an increase in required grade point averages, and a significantly higher rate of progress toward completion of a baccalaureate are the most notable changes. Coupled with the implementation of the required annual Academic Performance Report data, the resulting Academic Progress Rates will publicly congratulate or reprimand member institutions. The schedule of contemporaneous penalties has been set. Academic-athletic advisors should have a clear understanding of the implications. This presentation will identify the new performance standards, address successful interventions and their potential impact.

Karl Mooney, University of Central Florida
Steve McDonnell, Texas A&M University
Evans Roderick, Mount San Antonio College
Jack Rivas, University of California-Santa Barbara
Sandra Meyer, Penn 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 112 **3:15–4:15 p.m.** **Las Vegas Ballroom 2**

Gifted Students and College: A Winning Combination

Gifted Students in College face similar and different challenges from the regular classroom student. As advisors, it is important to recognize and know how to work with the unique needs and challenges presented by gifted students. This presentation is based on research conducted with gifted students and their perceptions of being gifted as elementary, secondary and college students. The insights provided by the gifted students offer valuable information for advisors concerning academics, instructors, goals, and worldviews. Participants will learn about the themes discovered in the research. These include student self-perceptions and the need to fit in but also to be viewed as different. Implications for advising and college will be presented and discussed.

Lee Kem, Murray State University

Presentation based on: Research

Concurrent 113 **3:15–4:15 p.m.** **Bronze 2**

Raising the Bar on Advisor Training

Commission Sponsored: Advisor Training and Development

University College advisors face the daunting task of advising 7000 students in over 180 majors offered at the University; preparing to face this task effectively can be overwhelming to new advisors. Therefore, our Advising Center created a training committee and developed a comprehensive training program to equip new advisors with the knowledge and resources needed to approach their responsibilities with competence and confidence. Highlights of this program include assigning a veteran advisor as a mentor to each new advisor, site visits to every department on campus, online training modules and “quizzes” for advisors to test themselves in a non-threatening environment, and observation followed by supervised advising sessions. If your advisor training program could use a jumpstart or an overhaul, this session is guaranteed to give you some great ideas!

Lisa Ruch, *Debbie Grew*

Indiana University-Purdue University Indianapolis

Presentation based on: Models/Applications

Concurrent 114 **3:15–4:15 p.m.** **Las Vegas Ballroom 6**

Betting on Success: Supporting Students on Academic Probation at Small Schools

Programming efforts supporting students on academic probation are critical in improving retention efforts at your institution. This session will provide needed direction and tools to start a successful program for students on academic probation. We will share our challenges and successes with the Developing Scholars program, including contracts, bi-weekly advising, workshop participation, and faculty support. Join us to explore what small campuses can do to help struggling students through academic probation, including the improvement of self-confidence, responsibility, and increase in students' educational expectations. Participants will receive material that can be used in their own Developing Scholars Program.

Maria Avalos, *Kristi Quiros*, Texas Lutheran University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 115 **3:15–4:15 p.m.** **Bronze 1**

Wellness in the Workplace: The In's and Out's of Stress in the Advising Environment

Wellness in the Workplace: The In's and Out's of Stress in the Advising Environment Stress is an unavoidable consequence of life. As Hans Selye (who coined the term as it is currently used) noted, “Without stress, there would be no life”. However, just as distress can cause disease, it seems plausible that there are good stresses that promote wellness. Stress is not always necessarily harmful. Winning a race or election can be just as stressful as losing, or more so, but may trigger very different biological responses. Increased stress results in increased productivity—up to a point. However, this level differs for each of us. In this workshop, participants will learn how stress affects advising performance, how to manage stress in the advising setting, and how to develop resiliency.

Jennifer Ringel, *Margaret Hansard*, Florida State 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 116 **3:15–4:15 p.m.** **Palace 3**

Understanding & Applying Racial Identity Development Theory: A Critical Skill for Advising Students of Color

Drawing on the work of theorists and practitioners such as Janet Helm (white identity development), Atkinson, Morten and Sue (minority identity development), Beverly Tatum (“Why Are All the Black Kids Sitting Together in the Cafeteria”), and Claude Steele (“racial stigma”), this presentation/discussion considers how identity development manifests itself in academic advising and how understanding racial identity development can enable advisors of various backgrounds to interact and intervene more effectively in support of the academic and social integration of traditional-

aged (18-22 years old) college students of color. The session will provide an introduction to theory and suggest practical applications and strategies for academic advising programming and individual advising initiatives.

Thomas Brown, Thomas Brown & Associates
Presentation based on: Theory

Concurrent 117 **3:15–4:15 p.m.**

Las Vegas Ballroom 1

High Tech and High Touch: A Sure Bet Strategy for Training Advisors to Use Advising Technology

How often have you heard, “Can we just not introduce anything new for awhile?” Change is often overwhelming in our daily lives-especially in the area of technology. This proposal will give an overview of a strategy used to train advisors in using advising technology. It will include a specific example of an advising training session using a campus portal and an instant messaging software. It will model the use of this technology to provide informational, relational and conceptual advising training. Ample time will be given for discussion among participants.

Faye Vowell, Phillip Farren, Roland Shook
Western New Mexico University
Presentation based on: Research

Concurrent 118 **3:15–4:15 p.m.**

Pacific Ballroom

Hitting the Jackpot with Virtual Transfer Orientation: The First Steps in Making Academic Success a Sure Bet.

Commission Sponsored: Advising Transfer Students
Virtual transfer orientation program provides one of the first opportunities for transfer students to be welcomed into their new university community. This session will provide the history and collaboration [pro’s and con’s] between the various institutional departments involved in the creation to implementation of our Virtual Transfer Orientation Program. The presentation will include how academic advising was utilized in this format and a brief presentation of the Virtual Orientation Program with conference participants.

Jeanne Takeda, Kelly Mitchell, Florida Atlantic University
Presentation based on: Models/Applications

Concurrent 119 **3:15–4:15 p.m.**

Skyview 2

E-Learning ain’t Easy: Tips for Advising the Online Student

Commission Sponsored: Technology in Advising
With the growth of online programs across US colleges and universities it is timely to discuss critical factors for success in this academic arena. E-learning is not easy, nor is it simply email. In fact, e-learning courses require writing skills, discipline and self-motivation, technical expertise, and, very often, collaborative, virtual teamwork. Are your students aware of the 50% attrition rate in online courses? Advisors should be well-versed in the pros and cons of advising students to select online coursework. With increased diversity and enrollment of International students. Advisors should

also be aware of cultural differences and how this critical factor affects the retention or attrition of students in online programs of study. The presenter will focus on key assessment tools for determining a student’s e-learning preparedness.

Wendy Overend, Fielding Graduate University
Presentation based on: Research
Target Audiences-this session is best suited for:
Attendees level of advising: more experienced

Concurrent 120 **3:15–4:15 p.m.**

Skyview 3

You Train Dogs, Not Faculty: Partnerships for Meaningful Faculty Advisor Development

To support advisors and address campus advisement issues, we collaborated with faculty to create an interactive, faculty-based advising seminar. The seminar allowed faculty from across disciplines, with a range of experiences, to share insight, challenge each other, and consult on policies and procedures to improve advising.

This session will address: challenges of faculty advisor development; involving faculty in seminar planning and facilitation; grounding training in the context of your institution; and creating engaging activities. The session will be structured to encourage innovative thinking, promote sharing of ideas, and provide ways to assess advisors’ needs to develop responsive and meaningful programs.

We will provide the seminar model, activities, and materials and participants will be encouraged to share insight and materials as well.

Carol Van Der Karr, SUNY-Cortland
Presentation based on: Models/Applications

Concurrent 121 **3:15–4:15 p.m.**

Bronze 4

3:1 Odds: A Winning Combination for Student Affairs

Are you ready to roll the dice for change? Take a gamble on us and learn how the University of Central Florida’s College of Education combined three departments into one winning combination- the Office of Student Affairs. Learn how we managed to combine Clinical Experiences (internship office), Minority Programs in Education, and Student Services into a one-stop resource center to provide excellence in service to students and faculty. Attendees will engage in an active discussion on implementing this model at their institutions and will be encouraged to share ideas and experiences of collaborative efforts among their respective departments. In a lean budget year, increase your odds for success by using teamwork, partnering, and sharing resources.

Tina Smilie, Fritzlaine Powell, Carolyn Walker Hopp, Andrea Withington
University of Central Florida
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: Over 10,000 students

Concurrent 122 3:15–4:15 p.m.
Las Vegas Ballroom 7

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

Commission Sponsored: ESL/International Student Advising
This session will help advisors to assist first generation and limited English speaking students' 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.

Sandy Kijanka, Amanda Owens
University of Nevada-Las Vegas
Presentation based on: Models/Applications

Concurrent 123 3:15–4:15 p.m.
Las Vegas Ballroom 5

**Are LGBT Students Really At-Risk? What
Every Advisor Should Know**

**Commission Sponsored: Lesbian, Gay, Bisexual,
Transgendered & Allied Concerns**
A fundamental component of academic advising is providing support for at-risk students. However, some advisors are unfamiliar with the experiences of lesbian, gay, bisexual and transgender (LGBT) students, or may not understand why they would be at-risk. Furthermore, since such students may not self-identify, advisors may not realize that some of their students are LGBT. This session will review research that illustrates the challenges faced by LGBT students (for example, in a recent survey 36percent of LGBT college students reported experiencing harassment within the past year). The presenter will discuss the negative impact these challenges can have on LGBT students? academic success and will provide basic tips for advising these students. Participants will receive numerous resources to assist them in better supporting LGBT students.

Lynn O'Sickey, University of Florida
Presentation based on: Research

Concurrent 124 3:15–4:15 p.m.
Skyview 1

Risky Business: Gambling on the Liberal Arts

Commission Sponsored: Liberal Arts Advisors
When making its fundraising pitch, the School of Business Administration asks recent Business alumni for twice the contribution it requests of graduates of the College of Literature, Science & the Arts. Confronting a tight economic market, LSA undergraduates often express anxiety about the value of a liberal arts education.

This workshop (1) analyzes the mixed messages liberal arts students receive; (2) explores how advisors might help students understand the value of a liberal arts education both in and of itself and as preparation for meaningful, challenging employment; and (3) considers how advisors might collaborate with faculty, the alumni association and the career center to help students "market" themselves in a tight economy without giving short shrift to the core liberal arts values of engaged citizenship and lifelong learning.

Jean Leverich, University of Michigan
Presentation based on: Research
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed
Attendees level of advising: more experienced

Concurrent 125 3:15–4:15 p.m.
Platinum Room

Running the Maze/Walking the Labyrinth

In the city that never sleeps and knows no balance, this session provides a time to pause and reflect. As advisors we are called upon to strike a BALANCE when assisting students as they negotiate the MAZE (campus policies and procedures), and simultaneously navigate the LABYRINTH (developmental tasks). This session uses the metaphor of the MAZE/LABYRINTH to examine student issues and discern appropriate responses. As we work with our students are we simply tour guides in a MAZE, or are we companion travelers within the LABYRINTH? Come prepared to experience the labyrinth through stories, images and music, and to reflect on your individual journey as an advisor.

Tom Gorman, Bowling Green State University
Kathy Cleveland Bull, N-Compass Consulting
Presentation based on: Personal Growth as an Advisor



You can't miss the Luxor Hotel with its sphinx and pyramid.

4:30–5:30 p.m.

Region Meetings

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

Northeast (Region 1)

Skyview 1

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

Susan Campbell, Representative

Mid-Atlantic (Region 2)

Skyview 2

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

Suzanne Trump, Representative

Mid-South (Region 3)

Bronze 1

KY, NC, SC, TN, and WV

Rob Mossack, Representative

Southeast (Region 4)

Bronze 2

AL, FL, GA, and MS

Annie Truman, Representative

Great Lakes (Region 5)

Skyview 5-6

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

Rebecca Ryan, Representative

North Central (Region 6)

Bronze 3

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

Kathleen "Kim" Roufs, Representative

South Central (Region 7)

Skyview 3

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

Patricia Griffin, Representative

Northwest (Region 8)

Bronze 4

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

Sarah Ann Holmes, Representative

Pacific (Region 9)

Gold

CA, HI, and NV

Cindi Guimond and *Selma Reed*, Representatives

Rocky Mountain (Region 10)

Palace 3

AZ, CO, NM, UT, and WY

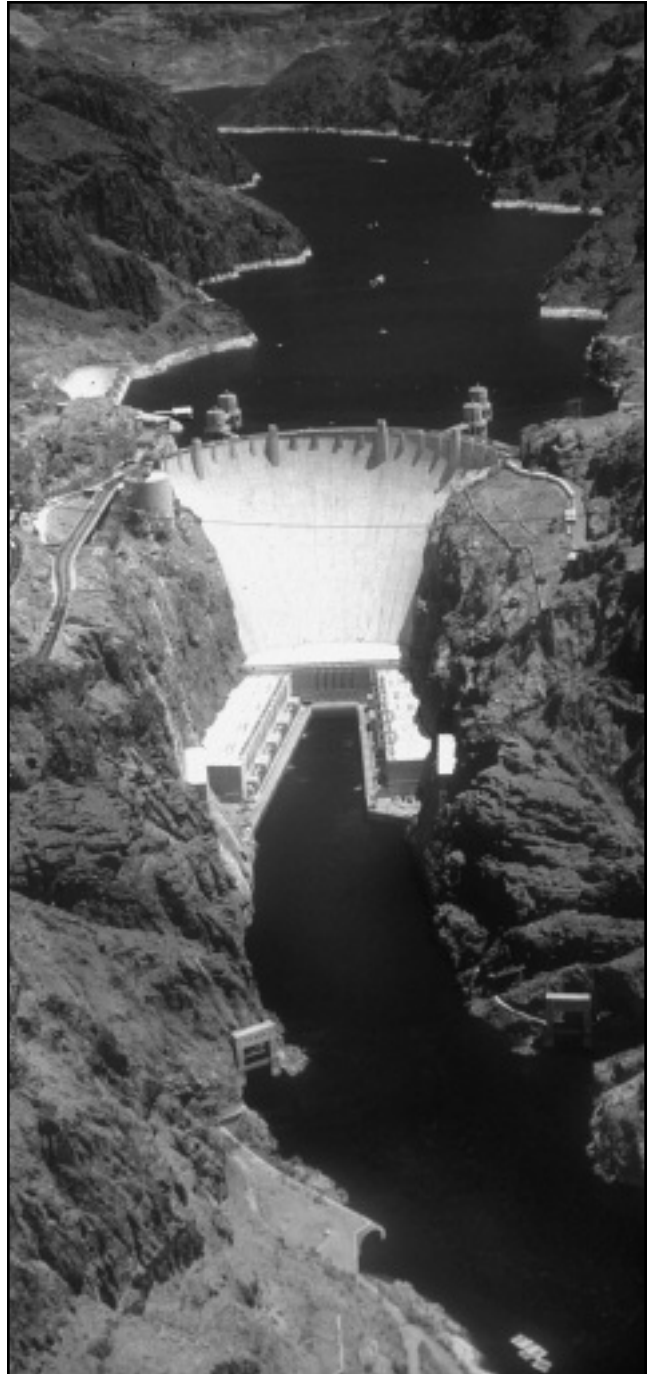
Beth Isbell Tapley, Representative

5:30-7:00 p.m.

Platinum Room

Choir Practice

If you want to perform at the General Session on Friday, please attend this rehearsal. It is the only one we have. Come join the fun!



Fascinating tours of Hoover Dam are available—its only 30 miles away.