

Friday, October 7

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

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

7:00 a.m.
Platinum Room
Choir Practice

7:15–8:15 a.m.
**Bally's Event Center & Outside Las Vegas
Ballrooms**
Continental Breakfast

7:30–8:15 a.m.
Bronze 3
**Breakfast for New Advisors with NACADA's
Presidents**
NACADA President Eric White and President-Elect Jo Anne Huber invite all those who have been advising three or fewer years to join them and other NACADA leaders for a Continental Breakfast. It will be a chance for new advisors (professional, faculty, or peer), to meet and join in the discussion on how NACADA can support new advising professionals in their careers and in their work with students. Chairs of the potential New Advising Professionals Interest Group will also be in attendance to meet all participants. Fill your breakfast plate in the Bally's Event Center and take it over to the Bronze 3 room to join in this discussion.

7:30–8:15 a.m.
Exhibitor Presentations
Breakfast will be served in two locations. For those presentations in the Gold, Platinum, Bronze, or the Palace rooms, the Bally's Event Center will be the closer location for you to fill your plate. For those presentations in the Las Vegas Ballrooms, breakfast will be served in the foyer, outside the rooms. We encourage you to take your breakfast into the Exhibitor Presentations. Please dispose of any breakfast items you bring into a room.

ACT, Inc.
Bronze 4
ACT, an independent, not-for-profit organization, provides research, information, and program management services in the broad areas of education planning, career planning, and workforce development—nationally and internationally. All ACT programs and services have one guiding purpose: to help people achieve education and career goals by providing information for life's transitions.

American Institute for Foreign Study

Bronze 2
One of the leading study abroad providers, AIFS offers the highest quality academic programs at renowned universities at more than 20 locations around the world. More than one million people from over 500 colleges and universities have participated in AIFS programs. Internships and scholarships are available.

AustraLearn: North American Center for Australian and New Zealand Universities Las Vegas 7

AustraLearn is a non-profit organization specializing in education abroad at 28 universities in Australia and New Zealand. In addition to semester, year and full-degree programs, students may participate in short courses or high quality internships. Students receive individualized pre-departure counseling, unique on-site Program Introductions and 24 hour in-country support staff.

Blue Eon Solutions Las Vegas 4

Produces interactive, easy-to-use software to track advisement services and students in counseling centers and computer labs.

British Council USA Las Vegas 3

The British Council is the United Kingdom's international organization for educational opportunities and cultural relations. We offer impartial advice on opportunities to study in the UK, either with a study abroad program or for a full degree.

The College Board Palace 6-7

"CLEP": A Winning Bet for You and Your Students". The College Board's mission is to connect students to college success and opportunity. With a strong focus on access and equity, programs such as CLEP® exhibit our dedication to helping your students "connect to college success."

DegreeWorks from SunGard Bi-Tech, Inc. Bronze 1

DegreeWorks is a powerful set of tools designed to operate through the Web and to interact with any student information system. Its features include real time advising capabilities; a "what if" planning mode; transfer articulation; unlimited advisor note capabilities; exception processing; and ad hoc reporting tools for analysis of aggregate student advice for curricular planning and institutional research.

"I Got Into College, Now What?" published by Kendall/Hunt Publishing Co. Las Vegas 6

Looking for a textbook that will revolutionize your acade-

mic planning or career development class? Searching for novel activities to engage students in exploring majors and careers? This new activities-based textbook offers planning interventions that can be implemented in courses, workshops, or one-on-one advising sessions.

Noel-Levitz

Las Vegas 1

Noel-Levitz offers customized solutions in student retention, recruitment, and institutional effectiveness, providing consultation services, retention tools, predictive modeling, financial aid services, communications, Web site development, and market research.

Premier-A School Specialty Company

Las Vegas 5

Premier has over twenty years of experience producing quality planners. Over one million College and University students across North America use our planners annually. Many customization options are available. Ask about Premier Planner Online, included with all Premier planners!

Redrock Software Corporation

Palace 3

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

SARS Software Products, Inc.

Palace 4-5

SARS Software Products, Inc. offers interrelated software programs with Datatel, PeopleSoft and SunGard SCT interfaces that meet the needs of student service sites. Schedule appointments (SARS-GRID), send out automatic reminders (SARS-CALL), provide students self-service access (SARS-TRAK), create/coordinate staff schedules (SARS-PLAN), allow students web access to appointments (e-SARS), and track staff time (SARS-STAF).

SR-PS, Inc.

Gold

We are a small consulting firm specializing in technology solutions and policy for higher education. We have worked with academic advising, disability services, counseling, records and registration, admissions, financial aid, and judicial offices at more than 30 Colleges and Universities.

University of the Arts London

Las Vegas 2

We are the largest specialist art and design university in Europe. Our courses span every discipline of fashion, fine art, communication, media, design and performing arts. Our lecturers are working professionals, and lead the world's art and design industries.

7:30 a.m.–12:30 p.m.

1:30–4:30 p.m.

Grand Salon

Exhibits

7:30 a.m.–6:00 p.m.

Grand Salon

Internet Café

8:30–9:45 a.m.

Bally's Event Center

General Session

Presiding

Heather Howard and Rimi Marwah
University of Nevada-Las Vegas
2005 National Conference Co-chairs

NACADA Choir, Seventh Annual Performance

Conductor: *Linda Gillingham*, Central Michigan University

Remarks and Introductions

by *Eric White*, The Pennsylvania State University
NACADA President

Remarks

by *Jo Anne Huber*, University of Texas-Austin
Incoming NACADA President

Introduction of Keynote Speaker

Heather Howard and Rimi Marwah
University of Nevada-Las Vegas

Plenary Address

Robert M. Sherfield
Community College of Southern Nevada



Dr. Sherfield will focus on how high quality advising can create an atmosphere of success for students. Whether faculty, peer or full-time, advisors have a unique opportunity to help students understand the value of becoming engaged in their own educational experience.

He is currently a Professor in the Departments of English and Communication at The Community College of Southern Nevada in Las Vegas. He is a nationally recognized educator, writer, and speaker having spent the past 22 years working with faculty development, first-year success programs, student motivation, and retention.

An award-winning educator, Dr. Sherfield was recently named Educator of the Year at the Community College of Southern Nevada. He twice received the Distinguished Teacher of the Year Award from The University of South Carolina at Union and has received numerous other awards and nominations for outstanding classroom instruction and advisement.

Closing Comments /Announcements

Heather Howard and Rimi Marwah
University of Nevada-Las Vegas

Concurrent 126 **10:00–11:00 a.m.**
Bronze 3

A Conversation with Robert Sherfield

This follow-up session provides an opportunity for informal interaction with Mr. Sherfield.

Robert Sherfield, Community College of Southern Nevada

Commission Meeting 127 **10:00–11:00 a.m.**
Bordeaux Room (Paris Hotel)

Advising Students with Disabilities

Students with disabilities present complex challenges to advisors. Legal definitions, court rulings, technological developments and diagnostic documentation are just a few of the issues advisors in this area must consider. The purpose of this commission is to provide advisors with a place where they can share information, strategies and concerns that arise when working with students who have disabilities. Please come ready to share your challenges and successes. A brief period of time at the beginning of the session will be used to address organizational issues for the Commission.

New members and interested advisors are welcome.

Leslie Hemphill, Cloud County Community College

Commission Meeting 128 **10:00–11:00 a.m.**
Palace 6-7

Faculty Advisors

Faculty advisor issues continue to grow in priority in the field of academic advising and this commission reflects the state of the art across North America. The discussion format invites participants to share what is going on in their areas, as well as to build new collaborations with colleagues. One focus of the discussion will be our new Who's Who in Faculty Advising initiative. Come and help us chart the next exciting course for faculty advising!

Kathy Stockwell, Fox Valley Technical College

Interest Group Meeting 129 **10:00–11:00 a.m.**
Loire Room (Paris Hotel)

Probation/Dismissal/Reinstatement Issues

Working with students in academic difficulty is often a challenging yet rewarding experience. Come join our Probation/Dismissal/Reinstatement Issues (PDR) Interest Group meeting as we discuss current issues, explore new directions, and decide how the Interest Group can best meet its members' needs. The meeting will include discussions of the results of a PDR membership survey, status of the Research and Publication Committees, and ideas for future activities, followed by small group discussions of hot topics in PDR issues. With 1800+ members, the PDR Interest Group is a dynamic and active network. Don't miss this opportunity to meet others who work with PDR issues, to voice your ideas, and to help craft the future direction of the Interest Group.

Karen Reynolds, Michigan State University

Potential Interest Group Meeting 130 **10:00–11:00 a.m.**
Chablis Room (Paris Hotel)

New Advising Professionals

A major shift is taking place in the demographics of advisors across the country. As retirements and turnover occur, advising positions are being filled by those with previous experience or training in the area of academic advising. As these individuals become involved in NACADA, there is a need for an interest group in this area to discuss common issues, create professional development opportunities and provide a network for these individuals. During this session, we will discuss the need for this interest group, possible activities and consider future strategies. If you are interested in seeing this interest group become permanent in NACADA, please join us!

Ben Chamberlain, Iowa State University

Nathan Vickers, University of Texas

Concurrent 131 **10:00–11:00 a.m.**
Las Vegas Ballroom 2

The Changing Face of America

Best of Region 10

Cultural competency is an important ingredient in successful academic advising and we are currently experiencing an increase in the number of diverse students on our campuses. This presentation covers the history of immigration, cultural understanding, and place /space in terms of advising multicultural students in a variety of majors. We will discuss various identity formation theories and how we as advisors can utilize this information to better serve our students. This will allow participants to better understand and relate to today's multicultural and diverse students and have a greater appreciation for advising the "total" student and not just the major.

Blane Harding, Colorado State University

Presentation based on: Personal Growth as an Advisor

Concurrent 132 **10:00–11:00 a.m.**
Palace 4-5

Black Students at PWIs: Understanding Stereotype Threat

The presentation will address the issues faced by Black students on predominantly white campuses. The session will also address the concept of stereotype threat and discuss how it is illustrated in Black students. Come learn some interesting perspectives on how students tend to sabotage themselves without being aware of it due to subconscious thoughts about themselves and their ability to succeed in college.

Darrell King, Michigan State University

Presentation based on: Theory

Concurrent 133 **10:00–11:00 a.m.**
Pacific Ballroom

Defining Academic Advising

Conceptualizing Academic Advising

Academic Advising is often conceptualized in terms of prescriptive or developmental. Such an approach constitutes a framework for understanding our roles and responsibilities.

Within these realms there are many varied concepts. For many advisors, the current buzz is "Learning Outcomes". We are being asked what students are able to do, what they value, how they behave, and how their attitudes have changed through academic advising. A sound and authorization concept of advising articulates the principles that characterize our purpose and goals.

NACADA has been at work on how to conceptualize academic advising to address process, pedagogy, content and the outcomes to guide the profession. Join three members of a NACADA Task Force for a presentation and discussion of the importance of an organizational statement of academic advising and its implications for the profession.

Russell Tiberii, Saint Mary's College of California
Thomas Grites, Richard Stockton College of New Jersey
Susan Campbell, University of Southern Maine
Presentation based on: Theory

Concurrent 134 **10:00–11:00 a.m.** **Gold**

To Infinity and Beyond: Working with E-advising

Are you still relying on paper files for students? Are students limited to physical office visits or phone calls/emails for advising? Are you scheduling advising appointments on behalf of the students? Have you ever wondered if there is a better way?

If you answered yes, our presentation on our E-advising system will show you that the future is here! We moved from a paper based advising system to one that is meeting the demands of both the advisors and the students using an electronic medium, including live chat. The presenters will give a brief explanation of the system and provide a demonstration of the system's capabilities. This topic has received the highest reviews the past three conferences and has been commission sponsored. Come see the future today!

Lauren Wass, Maria Corrale
Florida International University
Presentation based on: Models/Applications

Concurrent 135 **10:00–11:00 a.m.** **Las Vegas Ballroom 5**

Extreme Makeover: Advising Edition

This presentation will review the make-over of Academic Advising Services at a mid-size transfer institution in Canada. We will take a look at the old foundation, the introduction of a new blue-print and give examples of how we are 'breaking down the walls' across the institution. We'll also take a look at the re-vamped structure! There will be a presentation followed by a brief discussion to share 'make-over' tips and ideas.

Sally Burgess, Andrea Williamson, Mount Royal College
Presentation based on: Models/Applications

Concurrent 136 **10:00–11:00 a.m.** **Skyview 2**

Poetry and the Advisor-Creating an Oasis

The lights, the noise, the spinning wheels and clicking coins. The theory, the debate, the challenges of academic advising. Need to take a break from it all?

Join a poet-advisor for a relaxing poetry reading. Listening to poetry is one way to unwind from the stresses and stories that we encounter during atypical day, week or hour of advising.

Don't like poetry? Come anyway and perhaps you will discover that you are a secret poetry fan, or perhaps that your life is full of poetry. If you've never been to a poetry reading this is a rare treat for an academic conference. Come and listen, sift poetry, re-connect with yourself and discover the poetry that surrounds us all, and can sustain and enrich us.

Susan Kolls, Northeastern University
Presentation based on: Personal Growth as an Advisor

Concurrent 137 **10:00–11:00 a.m.** **Skyview 5-6**

Are Parents the Wild Card? Parents and Academic Advising

College is one of the most difficult transitions made in life for students. It can also be difficult as a parent. While many parents are paying the majority of the bills, they are prevented from accessing student records and information. Parents are becoming increasingly anxious regarding their student's performance. They often want to become part of their college experience, beginning with advising. This session will compare and contrast the generational characteristics of these "helicopter parents" and college students based on current literature and discuss the role of parents in higher education from a developmental perspective. Help or hindrance? Can common ground be found? Presenters will challenge and assist participants to develop strategies to serve the needs of today's parents through use of case studies and current best practices

Stacy Woycheck, University of Maryland-Baltimore County
Martha Deep, Kent State University
Presentation based on: Theory

Concurrent 138 **10:00–11:00 a.m.** **Las Vegas Ballroom 4**

Freshmen Business Connections (FBC): Revisiting the First-Year Student

Commission Sponsored: Advising Business Majors

Freshmen Business Connections (F.B.C.) is a retention program associated with the first year experience at the University of Arkansas and the Sam M. Walton College of Business. This session was presented at the National NACADA conference in Ottawa, Canada and will include the foundations for the program along with new initiatives and developments since 2001. They include implementation of a first year program, budget, selection and training of faculty, and challenges. Assessment will include a five-year retention and graduation study.

Karen Boston, University of Arkansas
Presentation based on: Models/Applications

Concurrent 139 **10:00–11:00 a.m.**
Platinum Room

Graduate in Four Years-Guaranteed!
A Discussion about the Graduation Guarantee Program at Utah State University

The purpose of the Graduation Guarantee Program is to facilitate, through contract between participating students and Utah State University, the goal of graduating in the least amount of time possible.

Utah State University ensures that students who agree to and follow the program's provisions will graduate on time. If the University does not meet its part of the contract, then the tuition for any additional terms will be paid by Utah State University.

This presentation will outline the Graduation Guarantee Program at Utah State University from inception to the present. It will answer questions such as; Why was the program started? How has the program benefited students? and How has the program benefited the University?

Wade Oliver, Utah State University
Presentation based on: Models/Applications

Concurrent 140 **10:00–11:00 a.m.**
Skyview 3

Using Teamworks to Achieve Your Dreams!

I want to do more in my life, but where do I start . . . I have goals and dreams, but I'm afraid I'll fail . . . Do any of these statements sound like things you've heard from your students? Are they statements that you say to yourself? This session will provide you with a beginning step toward accomplishing more in life. Participants will be engaged in an "Idea Workshop"—an exercise where participants will exchange ideas to get started on goal or a dream. Think big, dream big . . . and then put your plan into action! Warning: This is a highly interactive session; participants will be strongly encouraged to be involved! At the end of the session, the presenter will provide participants with additional suggestions, tips, and resources to implement in their own setting.

William Johnson, College of New Jersey
Patricia Griffin, Fort Hays State University
Presentation based on: Personal Growth as an Advisor

Concurrent 141 **10:00–11:00 a.m.**
Las Vegas Ballroom 7

Focusing on the Task at Hand-An Advisor's Adventure In Concentration & Selective Awareness

Are you required to multi-task regularly? This workshop focuses on concentration-emphasizing "selective awareness" based upon Dr. Robert Nideffer's theory. A sports psychologist, he is well known for his work with Olympic athletes. In this workshop, his theories will be applied to the workday of a busy advisor. This will be accomplished through a short, interactive lecture, exercises to examine your own awareness preferences, concentration calisthenics, and some fun with a quiz testing your concentration skills. You will leave with ideas to increase efficiency in your

workday and a better understanding of your own and others' focusing preferences. Your responses will be encouraged throughout.

Laurie Beck, University of Nevada-Reno
Presentation based on: Personal Growth as an Advisor

Concurrent 142 **10:00–11:00 a.m.**
Bronze 4

The Glamour and Glitz of Guaranteed Graduation

Can a university really guarantee graduation in four years? Freshman students, parents and state legislators are expecting colleges to educate students in a four-year time period. The University of Central Florida Grad On Track (GOT) program assures students graduation in four years. GOT students agree to a pre-determined four-year program of study; in return, the University guarantees access to the classes, needed to graduate in that program of study. The program is designed for students who plan to attend the university full-time for four years, and whose eligible major of study is determined from the point of admission to the program. This presentation will discuss the merits and challenges of implementing a collaborative program for a freshman population.

Mark Poisel, *DeLaine Priest*, *Stephen O'Connell*
University of Central Florida
Presentation based on: Models/Applications

Concurrent 143 **10:00–11:00 a.m.**
Las Vegas Ballroom 3

Turning the Tables: Helping Doctoral Students of Academic Advising Hit the Jackpot

Commission Sponsored: Advising Graduate & Professional Students

This presentation is an opportunity to understand the challenges that manifest themselves at different phases of doctoral study for academic advising. Geared to current doctoral students or those considering doctoral study, insight from presenters and participants will be shared to address quandaries and develop strategies for success. A listserv will be established to facilitate ongoing discussion and provide a support network for doctoral students of academic advising.

Sarah Naylor, University of North Carolina
Rebecca Olive-Taylor, Elon University
Bryant Hutson, University of North Carolina-Greensboro
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 144 **10:00–11:00 a.m.**
Bronze 1

Are They Just Stories?

Do you tell stories to your students during the advising session? Why do you tell those stories? From where do your stories come? Are you conscious that you tell stories? What about stories from students? Do you strive to get the student's story? What stories do they tell and why?

This presentation is based on a continuing research project about the prevalence and importance of narratives in the academic advising world. Several academic advisors were interviewed in an effort to uncover the stories that surround them. The stories exchanged between an advisor and student serve to build the relationship and trust, thus, enhancing the communication and the advisor's ability to aid the student better. Come ready to share stories you offer to students and stories that students have shared with you.

Shelly Gehrke, University of Texas

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 145

10:00–11:00 a.m.

Palace 3

Save our Sophomores! The Evolution of a Sophomore Support Program

Commission Sponsored: Undecided/Exploratory Students

The issues related to the “sophomore slump” are well documented within the literature. This program will highlight one small college's efforts at addressing the unique challenges and issues faced by today's sophomores. The use of a weekly program series, staff mentors and an academic course will all be discussed. Other printed resources developed and/or used by the presenter while working with sophomore students - especially those that are undecided—will also be presented. Attendees will be encouraged to share information regarding programs, materials and advising techniques found to be successful.

Michael Covert, Transylvania University

Presentation based on: Models/Applications

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 146

10:00–11:00 a.m.

Las Vegas Ballroom 1

When Does Two Plus Two Hit the Jackpot? When It Creates a Partnership between a Four-Year University and Local Community Colleges

How do you grow a university to a desired number when the state legislature institutes an enrollment cap for freshmen? Simple, you reach out to the community colleges around you by offering to deliver a quality teacher education program on their site.

Tennessee Technological University was recently faced with that challenge and The College of Education Advising Center on main campus played a critical role in developing partnerships with those two-year schools. Successful advising strategies have been developed and utilized to help produce a winning hand for all concerned.

Beth Mannle, Costella Bridgeman, Jan Casey, Demetria Mells

Tennessee Technological University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 147

10:00–11:00 a.m.

Skyview 1

The First-Year College: Ten years of Academic Success!

The First Year College at North Carolina State University was created in 1995. Nationally, it was one of the first academic programs of its kind to employ an intensive academic advising model and bridge the academic/student affairs gap at a large public, research university. How has it fared? This session will review FYC's historical precursors, its mission and model, and its ongoing evolution in providing services to 700+ “undecided” students per year. Successes and challenges will be noted and assessment results in the areas of student development & learning, advising, teaching, and co-curricular program efforts will be shared. Ideas for what the next ten years might hold will conclude the session, which will invite audience questions and feedback.

Christopher Chafin, Carrie McLean

North Carolina State University

Presentation based on: Models/Applications

Concurrent 148

10:00–11:00 a.m.

Bronze 2

LGBT Safe Zones: Best Practices

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

Many colleges and universities now provide sensitivity training for faculty and administrators in responding affirmatively to the needs of LGBT people. These training programs are often called ‘safe zones’, as they invite people who complete such programs to demonstrate their support through the display of stickers, buttons and other identifiers. How can programs like ‘Safe Zones’ reinforce our efforts to communicate accessibility and support to LGBT students? We intend for this discussion to be a forum for conference delegates to share stories and experiences in using ‘Safe Zones’ as a tool to reinforce efforts to create a safe and welcoming campus culture. Topics for discussion will hopefully include program development, political considerations, frequently asked questions and helpful resources.

Cari Moorhead, University of New Hampshire

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 149

10:00–11:00 a.m.

Las Vegas Ballroom 6

Winning with Peer Mentors

Commission Sponsored: Advising Transfer Students

“Winning with Peer Mentors” shares the experiences of a successful peer advising program, begun in an effort to address the needs of 6,000 new transfers a year into a growing metropolitan university. Because they are transfers themselves, Peer Mentors have experienced and survived the first crucial semester of transfer shock, are sensitive to the needs and concerns of transfer students, and offer the personal touch often missing in an institution of 43,000 students. Designed to be an interactive program, discussions will generate new ways to think about the roles students

might play in student learning, in providing quality services, and in assisting transfer students as they connect to a new campus community.

Charlene Stinard, University of Central Florida
Presentation based on: Models/Applications

Concurrent 150 **10:00–11:00 a.m.**
Skyview 4

Draw a Royal Flush: Teaching Students to become Academic Kings and Queens by Developing Ace Advisors

Commission Sponsored: Advisor Training & Development

Do you ever wish you could provide your new advisors better training and your continuing advisors professional enhancement? Ever wonder about how to improve your unit's communication and team environment? This presentation is designed for anyone involved or interested in developing other advisors. Our presentation will cover topics such as welcoming new advisors, creating a training binder and schedule, techniques such as shadowing and reverse shadowing, and ideas for "seasonal" on-going training. The session will also highlight our conceptual development program, including what tangible (e.g., portfolios, certificates) and intangible outcomes can be achieved. We will also leave time to discuss additional solutions/ideas used at other institutions. Come to our session and help your team become "ace" advisors.

Ria Hermann, Sandra Voller, Arizona State University
Presentation based on: Models/Applications

Concurrent 151 **10:00–11:00 a.m.**
Versailles

A Winner Every Time: Experiences in the Graduate Certificate in Academic Advising

Starting something new is a gamble. You've heard about the Graduate Certificate in Academic Advising, you've thought about starting it, but something holds you back. That voice in your head has questions. Here's your chance to get answers!

Join us for an interactive discussion group about the certificate program offered through Kansas State University. Your presenters are current certificate students and graduates with a wide range of advising experiences: faculty and professional, community college and university, new and experienced advisors. Come hear about our experience in the program and the difference it has made for us and our colleges. The session will be guided by your questions, so come prepared. We hope our answers relieve your fears and motivate the student within you.

Beth Yarbrough, Auburn University
Kyle Ellis, University of Mississippi
Rick Hogrefe, Crafton Hills College
Jennifer Napierkowski, Northhampton Community College
Presentation based on: Personal Growth as an Advisor

11:15 a.m.–12:15 p.m. Sessions

Commission Meeting 152 **11:15 a.m.–12:15 p.m.**
Bordeaux Room (Paris Hotel)

Engineering & Science Advising

Often times when we talk about the advising we do, it is in the context of our academic disciplines. If you are an advisor or administrator working with science and/or engineering (including computer science) students, this commission will be of great interest to you. It is a group of eclectic, engaging and energetic individuals very willing to share information and explore solutions in a particularly challenging field of advising. Bring ideas, issues, and proposals for future collaboration. You will leave with more ideas and resources, some solutions, and new friends who will prove to be valuable connections in the future. We look forward to meeting you!

Jeanette Sorensen, University of Nevada-Las Vegas

Commission Meeting 153 **11:15 a.m.–12:15 p.m.**
Palace 6-7

Liberal Arts Advisors

As the Liberal Arts Advisors Commission celebrates its first year as a commission it is time to reflect on what we have done this year and to lay the groundwork for the next year. How can the commission serve the needs of Liberal Arts Advisors? What services and direction do we want to go in? Should we start considering a monograph for advising Liberal Arts students? These questions and more will be discussed at the commission meeting. This is an opportunity for you to tell us how we can help you. In addition it is a time to celebrate new leadership, as Tim Moore, will be coming in as Chair after the national conference. Please join us to celebrate the Liberal Arts!

Karen Sullivan-Vance, Western Oregon University

Interest Group Meeting 154 **11:15 a.m.–12:15 p.m.**
Chablis Room (Paris Hotel)

Advising High Achieving Students

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

The focus of the Advising High Achieving Students Interest group session is for participants to review the collaborations we developed through the listserv, to exchange information about issues related to Advising High Achieving Students at their respective institutions, to preview conference sessions sponsored by the Interest group, to discuss the plans for the interest group and to determine the agenda for the interest group for 2005–2006.

Marion Schwartz, Penn State University
Iona Black, Yale University
Victoria McGillin, Texas Woman's University

Interest Group 155 11:15 a.m.–12:15 p.m.
Loire Room (Paris Hotel)

Distance Education Advising

Orientation Programs that Enhance Students' Success as Distance Learners.

A major challenge of academic advising via Distance Education is to be able to provide students with as much information and as many resources as they need to be successful in this challenging academic arena. Toward this goal, a number of institutions have developed or are in the process of developing orientation programs that will enhance student success and retention.

This interest group meeting will provide a forum for institutions to share their orientation programs and strategies for increasing student success at a distance. This session will also provide participants an opportunity to network with other professionals who have the responsibility for providing these services.

Bobbi Thomas, Washington State University

Potential Interest Group Meeting 156 11:15 a.m.–12:15 p.m.
Director's Room

Advising Urban Affairs Majors

The Advising Urban Affairs Majors Interest Group will convene their initial meeting in Las Vegas, Nevada at this year's NACADA National Conference. The agenda will consist of several items intended to collectively identify our major tasks for the upcoming year. First, we will begin with a discussion of the mission statement and purpose of our organization. Next, we will launch into a review of the goals we have established for ourselves and whether or not these targets satisfy the needs of all of our new members. We will then transition into the topic of our objectives, and determine how best to garnish resources and support for Colleges of Urban Affairs across the country. Lastly, we will open the floor up for any news and/or updates pertaining to our creation of this interest group.

Adam Sikula, University of Nevada-Las Vegas

Presentation based on: Models/Applications

Concurrent 157 11:15 a.m.–12:15 p.m.
Skyview 1

Involvement in NACADA: Making Professional Success a Sure Bet

Whether you are a new or seasoned advisor, involvement in NACADA is an excellent step toward becoming successful in the profession. NACADA offers a variety of opportunities for involvement that include, but are not limited to, elected leadership positions. Consider volunteering for various regional and commission steering activities and committees, serving on national committees, writing for the NACADA Newsletter, Journal, or Web resources, or signing up for the NACADA Consultants' Bureau. NACADA encourages involvement from our diverse membership in all areas of the association.

This panel features Board and Division members who will explain the range of options for involvement in NACADA,

how they became involved, and how NACADA activities contributed to success in their careers.

Celeste Pardee, University of Arizona
Anita Carter, Wayne State University
Leslie Hemphill, Cloud County Community College
Maura Reynolds, Hope College
Rich Robbins, Cornell University
Beth Isbell Tapley, University of New Mexico
Eric White, Penn State University
Presentation based on: Personal Growth as an Advisor

Concurrent 158 11:15 a.m.–12:15 p.m.
Las Vegas Ballroom 2

Let's Increase American Indian Students' Odds for Academic Success: Advisor Training to Facilitate Understanding of American Indian Students

It is a moral imperative that we take steps to respect the rights of others—those 'other' than ourselves. This session will provide a brief historical perspective on American Indians—and more specifically on the Plains Indians, addressing facts/myths. Participants will take an American Indian Awareness Test, which may allow us to become aware of some gaps in our knowledge of American Indians. Handouts and materials for discussion will include demographics, governmental relationships, contemporary Indian myths/facts as well as the impact that academic advisors may have on increasing American Indian students' odds for academic success. Discussion will center on advisors'/educators' responsibility to promote understanding of the American Indian.

Susan Neste, Angelo 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

Attendees level of advising: less experienced

Concurrent 159 11:15 a.m.–12:15 p.m.
Las Vegas Ballroom 6

Advising At-Risk Students

As educators, advisors work with students through life, educational and career goal exploration, academic program selection and course choices and ultimately the scheduling of classes. However, despite a developmental approach, some students are difficult to retain, and remain high risk due to inadequate academic skills and behaviors. This session will focus on how one institution has restaged the advising program for students by developing a program that has several components including a credited learning strategy course, a decision making course and a motivational course. Working together, advisors and course instructors focus on the persistence and success of these students. The integration of advising and teaching provides the preparation for students seeking to play a serious academic role in their success.

Elizabeth Higgins, Mark Menezes

University of Southern Maine

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Institutional size: Over 10,000 students

Concurrent 160 **11:15 a.m.–12:15 p.m.**
Platinum Room

Advising Hat-titude

Best of Region 2

We have heard about learning and teaching styles, but what color is your hat? Find out how to use the different colored construction hard hats in your Advising Toolbox. The Six Thinking Hats concept, created by Edward De Bono, can be used to redirect thinking, improve communication and solve problems when working with students or colleagues. Academic advisors can use the Six Thinking Hats method to identify with student thinking styles during advising sessions. The advisor will be able to relate to the student's perspective and assist the student in switching hats to see other viewpoints of an issue. As a result of using the hats, a resolution to the issue can be determined. We all have a hat-titude; what color is yours?

Gail Good, Joy Sottile, Jennifer Slusser, Penn State-Altoona
Presentation based on: Theory

Concurrent 161 **11:15 a.m.–12:15 p.m.**
Skyview 3

Reducing Friction, Stress and Burnout in a Busy Advising/Counseling Center

Commission Sponsored: Advising Administration

At St. Louis Community College-Meramec, the period from May through August is a time of high stress as the counselors, advisors, and secretarial staff face the daunting task of assisting 5,000 new and 7,000 returning students register for the fall, as well as the visiting students for the summer. With twenty-six staff members, only one of whom is male, emotions and tempers often flared. The managers of this office faced the challenge of providing a good level of service to students while recognizing the stress that their staff endured every day.

This presentation will involve a brief history of the department, stress in the helping fields, burnout and its effects, and the program that used humor and food to improve relationships. There will be time allotted for discussion and for the exchange of ideas.

Jewel Jacobs, St. Louis Community College-Meramec
Presentation based on: Models/Applications

Concurrent 162 **11:15 a.m.–12:15 p.m.**
Bronze 1

Student Learning Outcomes: The Impact of Counseling/Advisement and Select Student Services Programs on Students' Self-Development

Commission Sponsored: Assessment of Advising

As the number of students attending community colleges continues to rise, we face ever-increasing budgetary constraints while experiencing a demand to serve students' diverse needs without sufficient resources to do so. As we respond to accreditation standards focusing on the assessment of student learning outcomes and of demands for greater accountability, it is imperative that advising and student services programs systematically measure the impact of our services. This presentation will focus on the development and use of a 67-item student services survey measur-

ing the use of college-wide student services and the degree of self-development experienced by students as a result of attending college. Specific contributions to students' self-development (e.g., values, self-management) by counseling/advising and other student services programs will be highlighted.

Esau Tovar, Santa Monica College
Merril Simon, Angel Viramontes
California State University- Northridge
Presentation based on: Research

Concurrent 163 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 3

Maps for Success

First Alert: A program that gives failing students a lifeline and busy professors a way to help their students. A description of the nuts and bolts of a program that grew from 309 referrals the first year to 892 the second, with a success rate of over 70% and an approval rating by faculty of 3.766 on a 4-point scale. Also, Monitored Academic Progress (MAP): Deans send students on scholastic probation to a semester-long program to help them get back on track. MAP has grown from 51 referrals in Fall 2003 to 237 in Fall 2004, and 40.5% have succeeded in getting off probation.

Janet Fair, Denise Katzilierakis
Sam Houston State University
Presentation based on: Models/Applications

Concurrent 164 **11:15 a.m.–12:15 p.m.**
Skyview 5-6

Faculty Advisors Using Data to Increase Retention

The presentation describes a faculty advisor initiative to increase retention at a Two-year college. The process involved implementing a collaborative, intrusive advising approach to intervene with students entering the college at risk of academic failure or experiencing difficulty with the transition to the college. Components of the mixed-method design included collecting, analyzing, and discussing data from pre-matriculation surveys, focus group discussions, advisement logs, and attendance/tardy records. Formative data was available for faculty advisors so that they could monitor and intervene with students who were experiencing academic difficulties early in their college experience. Results from the first-year implementation showed that collaborative, intrusive advising increased faculty advisor communication and has the potential to be an important factor in increasing retention at the college.

Joshua Smith
Indiana University-Purdue University Indianapolis
Presentation based on: Research

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 165 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 1

Taking Care of the High Rollers: Helping Exploratory Students with Advanced Hours Commit to Majors

As majors are becoming more structured, advisers working with exploratory students are faced with increased pressure to move students into degree-granting programs. When students enter their second year or beyond and are still labeled “exploratory,” advisers and students become frustrated.

The presenters will guide you through a series of steps that moves the responsibility for action back to the student. This is accomplished by providing them with specific options to explore and empowering them to make better decisions earlier. A model of intervention based on the Career Construction of Savickas blended with counseling techniques will be presented, discussed, and applied to case studies. You will leave with the resources needed to assist your students to identify and achieve their goals.

Mark Rehfuss, Regent University

Melissa Mentzer, 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

Concurrent 166 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 5

The 13 Rules of Foreign Credential Evaluation

This session will provide an overview of the tools needed for foreign credential evaluation in the admissions and advising process for all levels of education and all types of institutions. We will look at aspects of grade and credit conversion, what resources and references are useful, how to determine the authenticity of documents and institutions, just to name a few of the ‘13 rules.’ Participants will review credentials from a variety of countries, learning about the important aspects in foreign academic credential evaluation.

LesLee Stedman

AACRAO—International Education Services

Presentation based on: Research



Bally's entrance is classic Las Vegas neon.

Concurrent 167 **11:15 a.m.–12:15 p.m.**
Palace 3

Instant Advising: A Technological Jackpot for Success in Advising Large Caseloads

Commission Sponsored: Technology in Advising

At a large, Research I institution, advising caseloads soar past comprehensible numbers. In an effort to reach our students with timely and accurate information, we decided to implement “Instant Advising” at our school in two of the seven colleges.

This presentation will focus on the latest research, which shows Instant Messaging (IM) as the way many students are communicating with one another. More and more this type of technology is being used to increase productivity in the work place. Why not with students and advising? Ample opportunity during this presentation will be given for discussion about the pros and cons of instant advising.

Kara Lattimer, Therese Lovegreen, Virginia Tech

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 168 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 7

Academic and Faculty Advisors Working Together: A Winning Combination

Commission Sponsored: Faculty Advisors

Does your small college practice faculty-based advising? What role do academic advisors play in the success of such a system? The faculty advisor-advising office relationship at a small college or university can make a pivotal difference for students in their successful progression toward degree completion. How do we strengthen the connection between these two vital links? Session will begin with a brief presentation highlighting the relationship between academic and faculty advisors. Examples of existing advising programs will illustrate the importance of this relationship. Session will then move to an interactive discussion format so that participants can exchange ideas and suggestions, programs, successes - even works in progress. Together we hope to brainstorm about ways to correct and/or improve what doesn't work well. Gather plenty of fresh ideas.

Janis Williams, Bonnie Peticara, Larry Carroll, Gary Wilson, Charlie Goehl

Elmhurst College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200-5,000 students

Concurrent 169 **11:15 a.m.–12:15 p.m.**
Gold

Betting on Mentoring: A Sure Bet for Success!

Think back to how you got to where you are now... were there times when you needed someone to help you? Mentoring assists students in adjusting to college life, reducing anxieties and finding their way through the college maze. Students face obstacles to their academic success from growing up without an appropriate role model to dealing with disabilities. Academic advising and mentoring can work together to support students' academic, social and personal development. At Indiana University, the faculty and

student mentoring program (FASE) matches first year students with a faculty mentor in addition to a student mentor. This session will focus on the development of the whole-student through mentoring, how to develop a successful mentoring relationship, and how mentoring can enhance your students' successes.

Richelle Brown, Indiana University
Presentation based on: Models/Applications

Concurrent 170 **11:15 a.m.–12:15 p.m.** **Versailles**

Fostering Students' Intellectual Development through Academic Advising

Research has shown that most students still think somewhat dualistically when they enter college, and by graduation, they often have not gained much ground. Few college classes are intentionally structured to offer the challenge and support necessary for growth and development, nor is the curriculum structured sequentially to help students think more complexly over time. How can academic advisors help students advance in their intellectual development? How can we create the conditions for growth, helping us produce graduates who can think complexly, understand the construction of knowledge, and be comfortable with ambiguity? This workshop will briefly review the cognitive development theories of Perry (1970), Belenky, Clinchy, Goldberger & Tarule (1986), and King & Kitchener (1994) and discuss the implications of these theories for our daily work as advisors.

Jayne Brownell, University of Michigan
Presentation based on: Theory

Concurrent 171 **11:15 a.m.–12:15 p.m.** **Las Vegas Ballroom 4**

Get Work Done AND Have Fun: Sure Bets for Increasing Advisor Job Satisfaction

Commission Sponsored: Advising Business Majors

Creating a fun, positive work environment is crucial in keeping both advisors and students happy. This presentation explores some creative ways that the Undergraduate Programs Office of the Sam M. Walton College of Business at the University of Arkansas has found to motivate employees and create an enjoyable atmosphere for staff and students while maintaining a professional academic setting. These strategies have resulted in better production, positive attitudes, and increased overall satisfaction among advising and support staff. Many of these ideas can be implemented at any institution with little or no budget. Participants are encouraged to bring ideas that have been successful on their campuses. Increase the odds of a happy staff—find out your office's "fun factor"!

Nancy Bunch, Zeak Naifeh, Autumn Parker
University of Arkansas
Presentation based on: Models/Applications

Concurrent 172 **11:15 a.m.–12:15 p.m.** **Bronze 4**

Odds are High for a Successful Transition for First-Year Students at a Big Ten University

When a first year student is admitted and enrolled at a BIG TEN university, little attention can be paid to small group advising sessions. In reality these sessions can ensure their academic success.

This session will provide a model which includes more in-depth orientation programming, freshman and group advising sessions. This model provides a framework necessary to successfully advise, orientate and retain First-Year students. Participants will also learn how to apply developmental theory and learn how to collaborate with various offices. Examples will be shown detailing this model. Evaluations from students will also be shared, which includes an 85 to 90% satisfaction rate and retention among students. Any advisor can discover how to put the stake into success.

Sara Boggs, Phillip Yang, University of Wisconsin
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

Level of advising experience: less experienced

Concurrent 173 **11:15 a.m.–12:15 p.m.** **Bronze 2**

Winning at Slots! Electronically Assisting First-Year Students in Registering for the Right Combination of Classes

At Utah State University (USU), new students have traditionally not been allowed to register for any classes until they participate in Student Orientation, Advising, and Registration (SOAR), which is held in the summer. However, the administration expressed a desire to allow new students to register in the spring. This was problematic for advisors who are usually busy meeting with current students regarding graduation or registration. This presentation will focus on an early registration process that was developed for new students, which would allow them to register for an advisor-approved cluster of classes prior to participating in orientation and advising.

John Mortensen, Utah State University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 174 **11:15 a.m.–12:15 p.m.** **Skyview 2**

How 'I want my MTV' became 'I want my college degree': Linking Student Responsibility for Academic Advising to Academic Success

This presentation addresses student responsibility for advising and its link to academic success and is suitable for professional and faculty advisors from colleges and universities of any size. Presenters will explain the relationship between the use of consumption metaphors in higher education marketing, by administrators, and in pedagogical theory to the issue of student responsibility for academic advising, will

offer strategies and documents that promote student responsibility in advising, will suggest how professional advisors can use and promote these strategies at their own institutions, will explain how student responsibility for advising can positively influence academic success, and will provide an opportunity for discussion via a question and answer period.

Michele Ramsey, Michael Stella
Penn State Berks-Lehigh Valley College
Presentation based on: Research

Concurrent 175 **11:15 a.m.–12:15 p.m.**
Palace 4-5

Advising Undecided Students About Careers in Health Care

Commission Sponsored: Undecided/Exploratory Students
“I want to be a doctor, but I don’t like science!” Pre-Health advisors will recognize this common refrain. Many students make decisions about a career direction before they assess their interests and skills to determine a major course of study. Students interested in healthcare are no exception. The presenters currently teach a freshman colloquium called, “Exploring Careers in the Health Professions.” From their experience, they will provide information and facilitate discussion about designing a course or workshop series for students interested in healthcare, but undecided about a major or a specific career direction. Because many students think about a career before choosing a major, this presentation is potentially valuable to advisors who work with a wide range of students.

Nancy Stiller, Stephanie Rollins, University of Arizona
Presentation based on: Models/Applications

Concurrent 176 **11:15 a.m.–12:15 p.m.**
Skyview 4

Make It So! Betting on Becoming a More Successful Manager of an Academic Advising Center

Commission Sponsored: Advisor Training & Development
As a manager do you engage or do you enrage? We bet you do both. Two veteran advisors deliver dramatic and humorous-rich lessons on leadership, utilizing and applying principles based on two famous personalities emphasized in nationally recognized books written by Wess Roberts. Find out how your management style fits in the role of Attila the Hun or Jean Luc Picard, on any given day. Whether it is “take charge” management or getting tools for modern leadership, attendees will take away techniques for their own management style giving an eye to management of the future.

Yvette Morales, Ronda Barnett
Texas State University-San Marcos
Presentation based on: Theory

Concurrent 177 **11:15 a.m.–12:15 p.m.**
Pacific Ballroom

Advising & Study Abroad: Winning Results for Our Students

Now more than ever it is essential to establish cooperation and a sharing of information between international program coordinators, academic advisors and our students who

study abroad. The presenters will share their perspectives and provide concrete examples of the ways in which they have been able to form partnerships at their institution. With representatives from an academic department and international programs office, the session will focus on the cooperative roles these parties play in guiding students toward academic success abroad. The presenters will then guide an interactive discussion with audience members to share other challenges and successes involved with working with students before, during and after an international education experience. Useful printed resources will also be distributed.

Mark Gallovic, Beth Glessner-Calkins, Dan Hart
Arizona State University
Presentation based on: Models/Applications

Concurrent 178 **11:15 a.m.–12:15 p.m.**
Bronze 3

Components of Student Satisfaction with Advising-Why Students are Satisfied or Dissatisfied with Advising

Commission Sponsored: Faculty Advisors
Many schools ask alumni about their satisfaction with the college experience, including advising. However, a few questions on advising contained in a much longer survey do not address the sources of satisfaction or dissatisfaction.

This paper reports on a survey of 487 current students. We identify what factors are important to student satisfaction with advising. This provides concrete areas for subsequent action to improve student satisfaction and quality of advising. Chief concerns of students were changes in advisor, a desire for more time spent with the advisor, getting advise on career path and detailed guidance on course selection. Peer advising was valued, with students wanting the program extended beyond the freshman year.

Thomas Lechner, University of Utah
Gay Williams, Barry Friedman, SUNY-Oswego
Presentation based on: Research

12:15–2:00 p.m.
Lunch on your own

2:00–3:00 p.m. Sessions

Commission Meeting 179 **2:00–3:00 p.m.**
Bordeaux Room (Paris Hotel)

Advising Education Majors

Join us for the Advising Education Majors Commission meeting. We will be introducing our new chairperson, recognizing Award Winners attending the meeting, including our Service to Commission Award recipient. We will also be recognizing conference presenters and sharing more exciting/innovative/encouraging advising events of this year and discussing the election of new officers. See you there!

Karleen Edwards, Hofstra University