

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

Commission Meeting 180 **2:00–3:00 p.m.**
Palace 6-7

Assessment of Advising

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

Victor Macaruso, University of Wisconsin

Concurrent 181 **2:00–3:00 p.m.**
Las Vegas Ballroom 2

Managing Life's Transitions . . . Your Students' and Your Own

Transitions are part of everyone's lives and advisors spend a great deal of time assisting students with their transitions: entering, experiencing, and leaving college. However, not much energy is invested in assisting faculty and full-time advisors as they experience their own transitions, both personal and professional. Within NACADA, 25% of the members are at the age when they may soon be considering the unique transition to retirement.

This presentation, which will include some participant discussion, will review issues of transition: types, approaches and obstacles to, skills needed to manage, and steps to plan for those anticipated transitions with special emphasis on the transition to retirement.

Participants in this interactive session will receive resources and materials to assist in developing a plan for managing transitions...their students and their own.

Betsy McCalla-Wriggins, Rowan University
Presentation based on: Personal Growth as an Advisor

Concurrent 182 **2:00–3:00 p.m.**
Bronze 4

Hiring Work-Study Students: Is It a Gamble?

With limited budgets many advising centers struggle to staff their front offices with qualified and well-trained student workers. More often than not, reality dictates to us that strong candidates demand more money than we can possibly pay them, while the students we are able to hire require a significant amount of initial oversight. At times, as advisors, we are left to wonder whether or not the sacrifice of time and energy is worth the effort we get in return. Come to a discussion on the benefits and drawbacks of hiring work-study undergraduates at a major metropolitan university. Our presentation will cover fiscal considerations, performance discrepancies, and how to resolve those gaps in efficiency. Attendees will have time for questions and answers following the presentation.

Adam Sikula, Tara Hall, Nancy Torno
University of Nevada-Las Vegas
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 183 **2:00–3:00 p.m.**
Las Vegas Ballroom 3

Join the PAC-Two-Year College Peer Advisor Connection

Commission Sponsored: Two-Year Colleges

Increasing enrollments and budgetary constraints have placed more demands on advisors. Colleges across the nation are searching for new ways to leverage their resources while maintaining quality advising services. Fox Valley Technical College (FVTC) has developed a peer-advising program to provide assistance to advisors as well as offer a peer connection and an additional resource for FVTC students. In this presentation, we will share our model, the interview materials, and our curriculum for a one-credit peer-advisor training course. Through our research, we have found that few two-year colleges have adopted a peer-advising model. Materials from this presentation will provide a base for other two-year colleges to create their own peer advisor program. This presentation is appropriate for all two-year college participants as well as administrators.

Dana Zahorik, Kathy Stockwell, Fox Valley Technical College
Presentation based on: Models/Applications

Concurrent 184 **2:00–3:00 p.m.**
Bronze 1

Body Speaks: The Importance of Body Language

Our bodies send messages even when we are not talking. But we may not realize that people in different parts of the world use their bodies to convey messages differently. A "goodbye" sign in one culture can be interpreted as "come here" in another. Misuse of body language may not only cause a lasting embarrassment but also become a life threat.

This Power Point presentation is to introduce the audience to the different ways people in different cultures use their body parts, from head to toes, to communicate. Advisors will have a better understanding of the global body language. They will become more competent in communicating non-verbally with students from different cultures and be more sensitive to the messages their bodies are sending. Questions and experience sharing from the audience are encouraged and expected.

Kris Rugsaken, Ball State University
Presentation based on: Research

Concurrent 185 **2:00–3:00 p.m.**
Versailles

Choosing a Career is a Major Decision

As advisors, we know it is difficult for students to make a 100% sure bet choice for career or major. What we can do as advisors is to help our students improve their "odds" for a great choice of major or career with good information about themselves and their choices. Helping students to develop a great strategy to make their choices becomes a highly useful endeavor.

In an effort to increase the "odds", we created a "for-credit" class to help students explore possible majors and careers. With data gathered over three years, our program was measured statistically and was found to be highly effective in

helping students to make good decisions about career and/or major. The strategy we created and tools students use to explore will be discussed.

Matt Morano, University of Connecticut
Presentation based on: Models/Applications

Concurrent 186 **2:00–3:00 p.m.** **Skyview 2**

Using Coaching for More Effective Advising

Best of Region 8

Want another effective technique for your advising toolkit? Try Coaching! Coaching is a dynamic, interactive technique that helps people define and reach their goals. Coaching can be used effectively when working with students on various advising issues, from “Should I drop my Chem. class?” to “What should I major in?” In this session, you will learn about coaching, understand when to use it when advising students, and get a chance to practice several simple and effective coaching techniques.

Peg Cheng, University of Washington
Presentation based on: Theory

Concurrent 187 **2:00–3:00 p.m.** **Skyview 3**

From Mission Statement to Evaluation: Improving the Odds for Student and Advisor Success

Commission Sponsored: Advisor Training & Development
Advising programs gamble with the outcomes of the services they deliver every day simply because they operate with no mission statement and do little to ensure that advisees are prepared to make the best use of advisors’ time. Return-on-investment-oriented programs are increasingly pressured to make better use of the limited time spent with advisees.

Professionals from a large college have developed a model that successfully addresses these issues. Judged as a best of region presentation, the model continues to evolve as the campus from which it emerged improves its advising services.

Participants will be able to offer critical response to key facets of any effective advising program: mission statement, advising definition, expectations, faculty involvement, evaluations, etc. Expect to come away understanding how to evaluate the status of your advising program and how to improve your odds for success!

Tim Champardé, Lansing Community College
Presentation based on: Models/Applications

Concurrent 188 **2:00–3:00 p.m.** **Las Vegas Ballroom 5**

Stacking the Deck for a Winning Hand: Understanding the Adult Learner and Increasing Enrollment

Commission Sponsored: Advising Adult Learners

This presentation will focus on the research methods and data used to profile the adult learner and how the resultant strategies attract adult learners to the Rochester Institute of

Technology. Using descriptive techniques, 5 adult learner profiles were constructed. The profiles and demographic information helped the Center for Multidisciplinary Studies (CMS) advisors to identify two target markets: community college and the military. From these results, the CMS advisors have found it more effective to focus on relationship building with community college and military representatives than to market directly to adult learners. The diverse characteristics of the adult learner will be discussed as well as the expanding and unique role of the advisor in the recruiting process.

Sydney Seaver, Michelle Firnstein
Rochester Institute of Technology

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 189 **2:00–3:00 p.m.** **Las Vegas Ballroom 6**

Seeing the Future: Early Career Tracks of Social Science Majors

Commission Sponsored: Liberal Arts Advisors

‘What are you going to do with that?’ is a question commonly posed to social science and liberal arts majors. Although an interesting question, a more important one may be, ‘What do these students really do after graduation?’ To answer this question, 800 recent social science graduates completed a survey examining their early career development. Results provide specific, idiographic data regarding actual careers pursued by recent graduates. This presentation will explore findings related to methods of obtaining employment, the relationship of major to subsequent career choice, significant influences on students’ choices, and finally, the nature of typical, early career positions. Students’ responses also shed light on both helpful and unhelpful advisement services and interventions. Based on these findings, recommendations for advisors will be presented.

Tyler Pedersen, Matt Ashton, Brigham Young University
Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 190 **2:00–3:00 p.m.** **Palace 3**

Easily Distracted-Frequently Misunderstood: A Novice’s Personal Guide to Life with AD/HD

It is estimated that between 10 and 15% of the population in the western world experience the daily frustrations (and triumphs) associated with Attention Deficit/Hyperactivity Disorder. Explore the basic facts (and myths) of AD/HD including the symptoms, testing and diagnosis, treatment options, and methods for managing work, school, relationships and day-to-day life in this informative, candid, and lively discussion.

This honest, intimate, down-to-earth account of one individual’s personal journey through life, work, and school while managing AD/HD will hopefully inform, amuse, and inspire anyone who works with, lives with, teaches, advises, or

loves someone living with AD/HD. A plethora of resources for education and assistance exist for those interested in learning more about this phenomenon. Join in the discovery process!

Cole Holmes, University of Texas

Presentation based on: Personal Growth as an Advisor

Concurrent 191 **2:00–3:00 p.m.** **Gold**

Using Peer Leaders in First-Year Seminar and Learning Community Cluster Initiative: Peer Leaders Deal You a Good Hand

This dynamic and interactive multi-media presentation will show how best practices for improving academic advising and first year transition efforts have been successfully integrated into the Peer Leader component of the institution's FYRST Seminar and Learning Community Clusters (FYRST/LCC). The FYRST/LCC program is honored with a national retention award for improving student learning and success. Integral to this effort, seminar faculty and peer leaders are genuine collaborative partners in providing student transition services. Presentation highlights will include faculty and peer leader development, program development, and assessment measures. Qualitative and quantitative student learning outcomes show meaningful results impacting the expansion of the peer leader program to all FYRST/LCC students. Program development and assessment materials will be shared.

Jessamine Montero, Connie Laughner

Slippery Rock University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 192 **2:00–3:00 p.m.** **Palace 4-5**

Advising for Study Abroad Curriculum Integration

In the 1990s the University of Minnesota began a pilot project to test new ways to integrate study abroad into the curricula. With the assistance of two grants, the Learning Abroad Center has been working with academic advisers to develop collaborative and innovative advising practices and materials to support study abroad with all undergraduate majors. We developed models for training advisers on study abroad, incorporating the study abroad message in communications with students, and assisting students to plan academically for study abroad.

This session will share the practices that have worked at Minnesota. It will provide tools and concrete activities that may better enable advisers to assist students on their own campus to prepare academically for a study abroad experience and incorporate it into their degree plan.

Jodi Malmgren, Jim Galvin, University of Minnesota

Presentation based on: Models/Applications

Concurrent 193 **2:00–3:00 p.m.** **Las Vegas Ballroom 1**

In the Middle Ground: Advising Students when Home & School Cultures Clash

This presentation will highlight particular ways in which academic advisors can facilitate student achievement and persistence when students are in academic difficulty and are having trouble successfully negotiating between conflicting expectations between home and school regarding the value of individuation. These practices emerged from common themes across a study of 20 students' experiences coping with such conflict who were also participants in a developmental advising program designed to help them navigate through such conflict, clarify their values, and enhance their academic achievement. Research findings from survey, interview, and advising session data will be presented and exemplified using evocative quotations from participants. Findings will be used to specify advising practices that should be most likely to help such students.

Jane Pizzolato, University of Pittsburg

Marc Johnston, Michael Saxvik, Karen Reynolds

Michigan State University

Presentation based on: Research

Concurrent 194 **2:00–3:00 p.m.** **Skyview 1**

"Where Do I Begin?" Building an Academic Advising Budget

Commission Sponsored: Advising Administration

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

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

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

Gary Cooper, University of Minnesota

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 195 **2:00–3:00 p.m.** **Skyview 5-6**

Faculty Advisors: Developing a Dynamic Delivery System

Commission Sponsored: Faculty Advisors

Faculty are the most important resources of a dynamic advising program. Too often they are given tasks and responsibilities for which they have little or no preparation. In acknowledging that effective advising styles may differ among disciplines, advising programs can develop strong

advising teams by providing basic support systems of campus resources for faculty advisors. Descriptions of faculty mentoring each other and sharing techniques that have worked in their academic departments will be shared. Additionally, specific resources that engage and support faculty in a dynamic advising system should include partnering with colleagues from Career and Counseling Centers to address unique challenges of working with “exploring” and at-risk students.

Participants will be invited to share from their experience as a basis for a broader discussion.

Shirley King, Dickinson 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

Attendees level of advising: more experienced

Concurrent 196 2:00–3:00 p.m. Pacific Ballroom

When a New Major Becomes a Full House

We developed this program with the intent to engage all NACADA members who want to learn about, discuss, and share the successes and tribulations advisors face when recruiting, advising, and administering for new academic programs. The presenters, representing two different health-related majors, will discuss the differences between the challenges of working with a limited-enrollment honors major and a general degree with gargantuan enrollment goals.

What are the difficulties when you do not have any alumni? How are crucial cross-campus and community connections made so that your students will have a rich experience? What role faculty play? How do you evaluate the new major’s effectiveness? Join us and explore answers to these questions, as we reflect “When a New Major Becomes a Full House.”

Lori Martensen, Andy Zircher, Ohio 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 197 2:00–3:00 p.m. Chablis Room (Paris Hotel) Advising Millennials

Increasingly, advisors at University of Southern Maine have found themselves meeting not only with their advisees, but also with those students’ family members. Student affairs personnel report the same phenomenon for areas of student life outside the academics. How are these changes impacting advisors’ work and students’ college experience? Have new advising strategies surfaced at institutions across the nation? Can advisors still expect one-on-one meetings with advisees, or should they increasingly expect family members to participate in the sessions? Are students comfortable in this situation? How does family member presence affect the advising relationship?

Mark Menezes, Yvonne Souliere

University of Southern Maine

Presentation based on: Research

Concurrent 198 2:00–3:00 p.m. Skyview 4

Enhancing the College Experience—Odds are on UK Study Abroad

Last year, over 31,000 US students chose to study abroad in the UK, making it the number one destination for US students abroad. Universities across the UK offer a wide variety of programs and support for these students. This session, Enhancing the College Experience-Odds are on UK Study Abroad, will offer advisors information and advice on study abroad, including the basics of UK higher education, the types of programs available, examples of successful programs in a variety of subject areas, how to prepare the student for departure and the experience in the UK, on-site support and credit issues.

Renee Stowell, British Council USA

Vincenzo Raimo, University of Nottingham

Mel MacCarthy, London Metropolitan University

Julie Ramsay, University of Glasgow

Steve Berridge, University of Westminster

Presentation based on: Research

Concurrent 199 2:00–3:00 p.m. Platinum Room

Peer Advising: Recognizing the Potential of our Most Valuable Resource

Commission Sponsored: Advising Business Majors

For more than a decade, the McCombs School of Business at the University of Texas at Austin has cultivated a successful partnership with enthusiastic student leaders to provide advising services to a growing student population. The Peer Advisor program in the McCombs School of Business is a winning tradition that benefits current and prospective students, the professional advising staff, and the peer advisors themselves.

This session will explore the mission behind our program, define the roles and responsibilities of the Peer Advisors, outline the recruitment and selection process, and examine the orientation, training, and development of our student advisors. If you are considering a Peer Advisor program on your campus, you won’t want to miss this informative and enlightening presentation.

Cindy Bippert, Andrea Chytil, University of Texas

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 200 2:00–3:00 p.m. Las Vegas Ballroom 7

A College Success Course for First-Year Student Athletes

Commission Sponsored: Advising Student Athletes

At the University of Central Florida, the College of Education provides freshmen the opportunity to take a class which will assist them in making a good transition from high school to college. In the Department of Academic Services for Student Athletes, advisors teach this course to the student athletes where we provide many of the skills needed for this population to be successful in their first year of college. Topics include the following: time management, diversity,

test taking, learning styles, professional ways to interact with faculty and staff, career development, NCAA Rules and Regulations and many more.

Michelle Wiley, Gannon University

Sarah Hill, University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 201 **2:00–3:00 p.m.** **Las Vegas Ballroom 4**

Reduce the Odds-An Innovative Client Database

Mission statement, student outcomes, assessment—sound familiar? George Mason University’s School of Management created a client database to help determine if our identified student outcomes are addressed in appointments and what percentages of students seen have accomplished these outcomes.

Due to resource constraints we have changed to a predominately walk-in advising format. This format necessitated an easily accessible, paperless note system to be used by six advisors and three career counselors. The system uses easy check boxes that have been categorized into our stated developmental domains. During implementation an advisor training guide was created to facilitate standardized use.

Today’s presentation will cover the development of this database and the accompanying advisor training guide. We will also discuss how easily this tool can be transferred to other systems.

Pamela Allen, Susan Stone, Martha Martin

George Mason University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 202 **2:00–3:00 p.m.** **Bronze 2**

What about the Parents?

Little attention has been paid to how advisors work with and view parents of college students during the advising process. Parents, for better or worse, are a part of the equation. But how involved should parents be? What (if anything) do parents need to know about the advising process? What do parents want to know about the advising process? Should parents influence what you do as an advisor?

This presentation will be a practical and philosophical discussion about the roles advisors play with the parents of their students. Our goal is to challenge current lines of thought and develop a broader philosophical perspective on this topic. This presentation will include a discussion of the issues, a viewing of ASU’s Freshman Orientation PowerPoint and ample opportunity for audience interaction.

Douglas Doser, John Coughlin, Scott Thorpe

Arizona 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 203 **2:00–3:00 p.m.** **Loire Room (Paris Hotel)**

Synergistic Retention: Collaborative Advising for the Win-Win-Win Situation

According to Stephen Covey, highly effective people avoid compromise and invite synergy. Where compromise requires that each party sacrifice some of their needs for one agreed upon outcome, synergy has no such requirement. Rather synergy demands the creation of new possibilities. Ultimately, everybody wins. Logically, the same must apply to effective institutions and advising. Students have needs that must be met, as do advising units and the institution at large.

This session will present a model approach to how advising units can effectively serve the retention needs of their students, department, and institution through the use of collaborative advising. Two advising programs for students on probation will be presented. Rationale, program structure, solicitation of advisers, and student outcomes will be addressed. Benefits to students, advisers and departmental units will be discussed. Any adviser looking for the win-win-win situation can benefit from this session.

Erica Anderson, Rutgers State University-New Brunswick

Presentation based on: Models/Applications

Concurrent 204 **2:00–3:00 p.m.** **Bronze 3**

They Can’t Win if You Don’t Play: Why Undecided Students Need Advisors Who Gamble

Want to learn how to gamble? Was your training simply “we have undecided students, and you help them choose a major?” This presentation will encourage gambling for the sake of our undecided advisees. Increase your students’ winnings by learning or brushing up on the models and training that were never explained, or have been forgotten; profit from knowing advisors’ myths that prevent us from taking a risk. Learn your “role” in the exploration process and take your chance to “roll” the advising dice to help your students win. The more you roll the dice, the less of a gamble each advising session becomes. This session is for new advisors, and those new to advising undecided students.

David Spight, Vonya Baldrige, University of Texas

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

3:15–4:15 p.m. Sessions

Commission Meeting 205 **3:15–4:15 p.m.** **Palace 6-7**

Advising Adult Learners

This year’s Adult Learner Commission meeting will focus on planning at two different levels. The first will be to address the needs of our commission members by discussing how we can best assist each other in advising adult learners on a daily basis. The primary means to do this is through daily communication and so we will discuss how to use email and

the list serve more efficiently and proactively. The second topic will be to do some big picture thinking about projects the commission can take on to develop resources to be shared with commission members. These projects would require some research, writing and categorization and would be added to our commission web site. Please join us in generating ideas to be carried out in the next year and over the next several years.

Don Sebera, Ohio University

Commission Meeting 206 **3:15–4:15 p.m.**
Bordeaux Room (Paris Hotel)

Multicultural Concerns

The Multicultural Concerns Commission meeting is open to anyone interested in discussing issues related to diversity. Participants will have the opportunity to share examples of both challenges and successes in working with diverse student populations. We will also work on developing goals and initiatives for the Commission for the coming year.

Tina McNamara, Marquette University

Concurrent 207 **3:15–4:15 p.m.**
Bronze 4

Distance Students Strike it Rich: Successfully Advising Distance Learning Students and Students Who Seek Services at a Distance

With a dramatic increase in distance learning education, and heavy traffic making it difficult to just “drop by” campus, many students at Montgomery College, located in the metropolitan Washington, D.C. area, are using web-based services for everything from A (academic advising) to Z (zillions of e-mails). Participants will view a variety of web services, to include online transfer resources, course selection, and program information; gain tips on how to develop interesting, helpful, and accessible web pages; learn how a distance counselor supports online learners; and how a course on student success can be successful in an online format. Administrative issues, such as how to make the case for a full-time distance counselor, will be discussed.

Karen Roseberry, Anita Crawley, Tom Price
Montgomery College

Presentation based on: Models/Applications

Concurrent 208 **3:15–4:15 p.m.**
Las Vegas Ballroom 7

The Role of Academic Advising in Transforming the First-Year Experience

Commission Sponsored: Small Colleges & Universities

New students face a variety of transitional issues when they arrive at college. At Rollins College, a rigorous liberal arts institution, academic advisors have been instrumental in transforming our first year program, Rollins Explorations. Presenters will highlight the innovations instituted by academic advisors for first year students: web-assisted summer individualized registration, redesigned orientation week with parents-as-advisors sessions and individualized student advising sessions, an on-line academic warning system

generating campus-wide channels of communication, academic planning and time management sessions for first year seminar classes, the Major-Minor Fair, and special academic probation programs to support struggling students. Data will be presented on the success of these initiatives.

Karen Hater, Mae Fitchett, Rollins College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 209 **3:15–4:15 p.m.**
Las Vegas Ballroom 6

Don't Roll the Dice on the Blackjack Table: Tailoring Your Strategy to the Game at Hand

Students often assume that strategies and behaviors enabling them to succeed in high school are applicable to college. Student failure often results from application of strategies not fitting the new environment with which students are engaged. Helping students recognize the need to adopt new strategies and to master institutional information and processes is the goal of many orientation programs and freshman seminar courses.

An institution with many first-generation students and no mandatory orientation program, Emporia State utilizes a campus-produced video game, shipped late in summer, to encourage consideration of transition issues and strategies and make aware of institutional resources and strategies. This presentation discusses production, shows portions, and reports student evaluation. Time for discussion will be provided.

Robert Goltra, Barbara Bleeker, Gerrit Bleeker, Kathy Owens

Emporia State University

Presentation based on: Models/Applications

Level of experience in subject matter: minimal experience needed

Concurrent 211 **3:15–4:15 p.m.**
Skyview 2

A Syllabus for Academic Advising

Commission Sponsored: Assessment of Advising

Academic advising is teaching. Our “teaching” begins with the mission of our college or university and may be proven successful in the “learning” of our students. Through thoughtful and planned assessment, we can connect our teaching and the learning of our students. But how do we communicate with students concerning the goals we have for them? Perhaps they have goals for themselves that we can embrace and enable in the advising conversation. What vehicle can be used to consolidate the mission, values, vision, goals, outcomes, and assessment of academic advising for advisor and student? Other teaching activities on our campuses use the syllabus as a tool to facilitate this process. The session will focus on the use of the Syllabus for Academic Advising to communicate the nature of the advising relationship.

Karen Thurmond, University of Memphis

Charlie Nutt, NACADA/Kansas State University

Presentation based on: Theory

Concurrent 212 **3:15–4:15 p.m.**
Bronze 2

Calling Students' Bluffs

Altered transcripts, forged documentation, twisted facts. Advisors see more than their share of questionable behavior on the part of students. If the expectation exists for higher education institutions to not only facilitate student learning but also personal development, how can advisors make an impact on their advisees' ethical and moral decision-making?

This session will include an introduction of relevant student development literature, real life examples of student bluffs, and an audience discussion to reflect on the ways in which advisors can effectively contribute to students' ethical development. Because this issue should be addressed at all levels of an institution, this theme would be appropriate for all advising professionals.

Kathryn Rex, Sara Mock, University of Florida
Presentation based on: Theory

Concurrent 213 **3:15–4:15 p.m.**
Palace 4-5

Have You Ever Thought About Pursuing a Doctorate?

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

Jennifer Bloom, University of Illinois-Urbana-Champaign
Martha Hemwall, Lawrence University
Presentation based on: Personal Growth as an Advisor

Concurrent 214 **3:15–4:15 p.m.**
Platinum Room

Online Scheduling Software for Student Service Centers: Lessons Learned at San Jose State University

In this session, we will review the problem statement, solution, benefits, and lessons learned of using online scheduling technology at the Business Student Advisement Center (BSAC), College of Business (COB), and San Jose State University (SJSU).

BSAC services ~2500 students/year and provide a variety of services (1:1 advising, academic planning, pre-admission, reinstatement, etc) with limited full and part-time staff members. The director wanted to solve two problems: ensure that students have immediate access to advisors without waiting in long lines and enable students to schedule appointments

at home to help decrease "no-shows". The online system had to be easy to use and convenient for staff and students. Participants are encouraged to ask questions and/or share their experiences.

Bruce Kravitz, San Jose State University
Carol Arakaki, ServiceBuzz Corporation
Presentation based on: Models/Applications

Concurrent 215 **3:15–4:15 p.m.**
Las Vegas Ballroom 5

Parents: Deal 'Em into the Advising Game

Commission Sponsored: Advising Administration

At most institutions, parents and families aren't invited to the table. The term "helicopter" parents is becoming the norm in describing them and a number of schools are offering sessions on "just letting go." But, maybe the game has changed and it is we who need to capitalize on the role parents play in the education process. At two Virginia institutions, families are being included in the education process through on-line resources, designated personnel to talk with the parents, and a quarterly newsletter that keeps them informed. Come learn how these faculty and administrators have learned the art of the deal. They follow FERPA but by keeping the parents in the game they have increased the odds of student success by making parents their allies.

Sandra Waters, Old Dominion University
Steve Lerch, Radford University
Terri Mathews, Old Dominion University
Mike Dunn, Radford University
Presentation based on: Theory

Concurrent 216 **3:15–4:15 p.m.**
Bronze 3

Hedging Your Bets: Planning Alternative Careers to Law

When students are suddenly faced with the reality they may lose by placing all their bets on getting into law school, they require a back-up plan. This presentation will show how the Pre-Law Advising Office and Career Services at the University of Arizona partnered to take pre-law students through a process of self-awareness, reality testing, and career exploration as they consider alternatives to law careers. The session will look at ways advisors can guide students through the possibility of losing their dream career to exploring alternative occupations. Case studies will be shared with participants through small group discussions. Based on findings that show advisors' influence on student choices, the presentation will close with suggestions for advisors to help and support students through this exploration.

Verlaine Walker, Lizzie Schloss, University of Arizona
Presentation based on: Models/Applications

Concurrent 217 **3:15–4:15 p.m.**
Las Vegas Ballroom 3

Building a Different Bridge: Success through a Pre-Freshman Experience

Commission Sponsored: Two-Year Colleges

Colleges have used bridge programs and freshman experience seminars to promote student success. A cooperative effort between our college and two local high school districts resulted in a program combining the two. Students in their final semester of high school are given the opportunity to take the freshman experience course. Strengths-based strategies along with strategic efforts by advisors and faculty to maintain contact with students are used to increase retention, engagement and student success. Join us to learn the benefits of this program and how you can adapt it to fit your needs.

Rick Hogrefe, Merrill Deming, Kirsten Colvey
Crafton Hills College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 218 **3:15–4:15 p.m.**
Las Vegas Ballroom 1

Spartan Success: Advising toward the Jackpot

Is the advising process clear at your institution? Do advisees understand the concept of success and how to attain their goals? Do advisors effectively engage students in conversations about their educational, career, and life goals? At many institutions, advisors and advisees have difficulty creating clear paths to academic success. In our session, we will introduce a developmental advising model for student success that can direct advisees to the jackpot. This model serves as a guide to success throughout students' academic careers and beyond. Benefits to advisors and advisees will be shared, particularly as they relate to the different advising processes at our institution. We will highlight strategies for implementation and allow time for discussion. Come hear how a model like Spartan Success can help your students hit the jackpot.

Lucy Robbins, Dianna Carter, Sharon Maney, Karen Gilbert, Nancy Bucknall, Janelle Rouse

University of North Carolina-Greensboro

Presentation based on: Models/Applications

Concurrent 219 **3:15–4:15 p.m.**
Skyview 1

Advisor-Initiated Schedule Changes: A Look at a Unique Advising Intervention for Jeopardy Students

Advisors working with jeopardy students seek ways to help them return to good academic standing. We will present one intervention: the advisor-initiated schedule change, which includes reviewing transcripts and schedules between semesters and adding failed courses and dropping others. Participants will learn the background of this intervention and procedures advisors take, discuss how this intervention

fits into advising models and practices, learn the results of a study in which students whose schedules were changed answered survey questions to assess their attitudes towards this intervention and its impact on their GPA's, and learn the impact on students' actual GPA's. Participants will receive the survey and participate in a discussion about other practices used with students needing to repeat courses.

Kathleen Hartman, Brian Wlazelek, Elizabeth Graham, Linda Lantaff

Kutztown University

Presentation based on: Research

Concurrent 220 **3:15–4:15 p.m.**
Skyview 4

Humor in Advising

Is it appropriate to use humor in an advising setting? Can humor provide value to an interaction typically viewed as serious? Are there practical limitations on the use of humor?

While the answer to these questions appears to be "yes", the issue still merits discussion. This session will address the use of humor for advisors. Relevant research will be reviewed, suggestions for implementing humor offered, and boundaries /parameters for usage discussed. Small, non-toxic samples of humor will also be provided. This session will be appropriate for the humor-impaired, as well as for those advisors who have already "crossed the line."

Jeff Gardner

Presentation based on: Personal Growth as an Advisor

Concurrent 221 **3:15–4:15 p.m.**
Palace 3

Summer Bridge Roulette: Completing The Circle of Transition so that Every Student Wins!

Ever notice the stronger you start, the stronger you finish? Summer bridge students start strong at the University of Central Florida Pegasus Success Program. The program is administered to at-risk students during the summer prior to their freshmen year, and assists students in setting and achieving academic goals while bridging the high school-college divide. This presentation will demonstrate the circle of transition, and the importance of strong support. Handouts, slideshow, and website will be used to convey how technology, student involvement, and continuous, intentional support play a vital role in all components of the circle: admissions, orientation, academic support, learning communities, advising and peer mentoring, closing ceremony, and transitioning students to their college, all within the context of a summer bridge start.

Sandra Macaulay, DeLaine Priest

University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 222
Gold

3:15–4:15 p.m.

Automated Wait List and Pre-requisite Check Systems: New Online Programs to Assist in Student Registration at the University of Texas-Austin

Commission Sponsored: Technology in Advising

During registration, students need help with course selection as well as assistance with registration problems: courses are closed or they students do not know if they meet the required pre-requisites.

The University of Texas at Austin has developed an automated system for both waitlist and prerequisite issues. Via the registration system students have access to a waitlist when a course is full. The Pre-Req Check Program, when activated, checks student's pre-requisites as they register for courses. It can be an informer or an enforcer. Our discussion will give participations the opportunity to learn about the historical perspective, the programming process, and actual use results from both systems.

Melva Harbin, Elizabeth Hastings, Michael Kirkendall
University of Texas

Presentation based on: Models/Applications

Concurrent 223
Bronze 1

3:15–4:15 p.m.

Study Abroad: The Sure Bet in Enhancing Academic Success

On today's campuses individuals have been devising creative ways for enhancing the undergraduate academic career. Specifically, colleges and universities recognize the importance of an internationalized curriculum however they have been slow to respond. Therefore, academic advisors can play a critical role in the establishment of study abroad programs that will enhance a student's academic career and lead to their future success. The purpose of this presentation will explore the importance of studying abroad as a means to academic enhancement. In this session, we will provide the essential elements advisors can utilize to create a successful study abroad program. Examples of study abroad programs will be shared with the participants. This session is beneficial to all advisors regardless of their experience level.

Judith Traveis, DeEtta Hanssen, Stephanie Revelli
University of Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 225

3:15–4:15 p.m.

Las Vegas Ballroom 4

New “House Rules”: How Universities are Re-Framing Probation and Dismissal Interventions to “Stack the Deck” in Favor of Academic Success

In much the same way that poker games have “house rules,” colleges and universities have their own rules concerning probation, dismissal, and the strategies they use to help their students recover academically while simultaneously helping their institutions boost retention rates. Recently, however, many educational institutions have begun re-evaluating their cookie-cutter approach to targeting academically at-risk students, recognizing that multiple strategies are necessary to help diverse populations. This presentation will discuss how the advising and academic student affairs component of one large College of Arts and Sciences has created new academic success programs that specifically target the academic needs of individual members of its diverse population.

Elizabeth Hardaway, Michelle Garfield, Tatiana Pirotskaya
University of Georgia

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 226

3:15–4:15 p.m.

Pacific Ballroom

An Advisor's Role in Freshmen Learning Communities

The importance of academic advisors in fostering a community within a selected subgroup of first year freshmen is reviewed and explored. The results of the past year will be used to explore the process of establishing learning communities within a commuter college. This will include the pitfalls and the mistakes made in implementation of the enrichment program. The advisors value and process in fostering this community feeling is discussed in mitigating the lack of identity students exhibit toward their school and their group. First year freshmen tend to feel overwhelmed, alienated and adrift and some of our strategies used to address these issues.

Elaine Cataletto Makak, Faraz Khalid, Marvin Rodriguez
Baruch College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Attendees level of advising: more experienced

Concurrent 227

3:15–4:15 p.m.

Versailles

Want to Start an Allied NACADA Organization?

Have you ever thought about starting a state or campus advising organization? How about organizing an allied NACADA organization? A group of interested advising professionals from Wisconsin met in 1996 and decided to host a conference to see if there was enough interest to start a state organization. Over 100 advising professionals showed up and the Wisconsin Academic Advising Association (WACADA) was formed in 1997!

Three past presidents (one being a charter member) will present information on how WACADA was formed and its current structure which serves over 200 members (public, technical, private colleges/universities). Topics will include its purpose, executive committee makeup, bylaws, annual conference, and membership benefits (newsletter, awards, grants, website, directory, etc.). Copies of WACADA materials will be shared in paper or via website.

Steven Schneider, Fox Valley Technical College
Karen Bowen, University of Wisconsin-Oshkosh
Mary Minson, Marquette University
Presentation based on: Models/Applications

Concurrent 228 **3:15–4:15 p.m.** **Skyview 3**

Helping Undecided Students Hit Their “Major/Career” Jackpot

Best of Region 5

“I don’t have any idea as to what I want to do!!” Ever heard that from one of your students? Purdue’s Undergraduate Studies Program (USP) advisors utilize Holland’s model to begin the process of academic and career exploration with students who are hoping to hit their “major/career” jackpot. The student’s match between personality and environmental fit becomes an integral piece of the student-advisor relationship in regards to determining academic and career choices. USP advisors have administered the Self-Directed Search to its students since 1996. The presentation will address the academic major selection, retention, and graduation rate trends recorded at Purdue University since 1996. Attendees will be encouraged to share their insights as well as some of the successes and limitations they have found using the Holland’s model.

Susan Aufderheide, Purdue University
Presentation based on: Research

Concurrent 229 **3:15–4:15 p.m.** **Skyview 5-6**

Gender Matching and Doctoral Advising: What Works?

Everybody agrees advising is important and is a key component to a student’s successful educational experience. Thus, it stands to reason that the personal characteristics the advisor may share with the students take on special significance. A particularly salient personal characteristic is gender.

In this session, we will explore whether a gender match between an advisor and his or her student matters from the perspective of almost 100 doctoral degree recipients. Come learn from their stories and discover practical recommendations that will assist you in your work with graduate students.

Marla Mamrick, University of South Carolina
Martin Ford, George Mason University
Michelle Maher, University of South Carolina
Presentation based on: Research

Concurrent 230 **3:15–4:15 p.m.** **Las Vegas Ballroom 2**

The Perfect Advisor is a Myth: Training and Information Sharing for Real Advisors

This session will examine the advising information sharing and advisor training program created at Lake Washington Technical College and the best practices of how that program is maintained. Special attention will be paid to strategies used on an Advising level to insure that timely, accurate, and complete information is shared with all students by all advisors. The method of this program is the Blackboard account commonly used for online classes in the WA community and technical college system.

Ruby Hayden, Lake Washington Technical College
Presentation based on: Models/Applications

4:30–5:30 p.m. Sessions

Commission Meeting 231 **4:30–5:30 p.m.** **Palace 6-7**

Advising Transfer Students

The commission meeting will include a review of progress and current goals, long-range planning, a structured opportunity to network with other transfer-focused advisors, and (time permitting) an update on recent national and regional trends in legislating transfer credit.

Troy Holaday, Ball State University

Commission Meeting 232 **4:30–5:30 p.m.** **Bordeaux Room (Paris Hotel)**

Advisor Training & Development

Are you a commission member or someone who is interested in learning more about Advisor Training and Development? If so, please join us as we review our progress toward the goals we set in Cincinnati and as we establish our priorities for the coming year. Learn more about our new “Ask a Colleague” initiative. Meet our new commission chair for 05-06, Kathy Davis! We are one of the largest commissions in NACADA and our members bring a wealth of experiences and information to the table, so you can expect a lively conversation and a host of great ideas!

Cole Holmes, University of Texas

Concurrent 233 **4:30–5:30 p.m.** **Pacific Ballroom**

Increasing the Odds for Student Success: An Electronic Early Warning System Paired with Early Intervention by Academic Advisors

First-year students who gamble that they will be able to coast along with the same minimal effort that they expended during their senior year in high school often sabotage their first semester in college. Seton Hall University’s electronic Early Warning System was created to provide instructors of freshman courses an easy way of alerting both academic advisers and the students themselves that they are in danger of failure. This session will describe the electronic system and the early intervention system by academic advisers to increase the odds that these students can avoid failure.

Agnes Gottlieb, Seton Hall University
Presentation based on: Models/Applications

Concurrent 234 4:30–5:30 p.m.
Las Vegas Ballroom 5

Learning Reconsidered and Advising: Stacking the Deck for Transformational Learning!

The newly produced text “Learning Reconsidered” introduces new ways of understanding student learning and advocates for transformative education through curricular and co-curricular collaboration. The goal of “Learning Reconsidered” is to produce intentional, life-long learners. The framework of this text parallels the ideas of developmental advising in that it places the student at the center of the learning experience. This session will review the background and purpose of the text, demonstrate the link to developmental advising, and provide participants with the opportunity to discuss advising practices and strategies which address the recommended student learning outcomes from the text.

Jennifer McCaul, Grand Valley State University
Presentation based on: Theory

Concurrent 235 4:30–5:30 p.m.
Las Vegas Ballroom 2

Theory Junkies

What is theory? How do advisors use theory in their advising sessions? We believe that theory is a framework from which to hang our practice. We will revisit some standard student development theorists and also introduce the audience to some they might not be familiar with. Case studies and examples will be used. In this interactive presentation audience members will consider how theory can inform their practice. We consider ourselves “Theory Junkies” and hope to share our enthusiasm for student development theory with the audience.

Karen Sullivan-Vance, Western Oregon University
Sarah Ann Hones, Southern Oregon University
Presentation based on: Theory

Concurrent 236 4:30–5:30 p.m.
Las Vegas Ballroom 1

“A Tale of Two Campuses”: Implementing Developmental Advising Centers on Two Distinct Campuses.

To promote first-year success by assisting students with their overall transition, acclimation and integration into the University community, while using a Developmental Advising Model. This Center will pride itself on going the extra mile in making each student know that he or she is an important part of St John’s University. Five years ago it was just a vision today it’s a reality. Come and explore how, not one but, two extremely diverse campuses reached the same vision. This session will explore strategic planning through the implementation of two successful academic centers. Participants looking to begin or enhance a central academic advising center will benefit from this presentation.

*Nancy Kaplan, Kristine Brescio, Irene Monaghan,
Jacqueline Grogan, James Keane*
St. John’s University

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students

Concurrent 237 4:30–5:30 p.m.
Skyview 2

Advising in the Parking Lot, Between the Hedges, and Beyond

Consider that every moment is a potential advising moment, and no single space can or should constrain where advising might occur. Institutions that embrace some level of advisement at all levels within the organization may be better poised to recruit, enroll, and retain students than their peers who do not. Especially in cases of prospective students who may be hesitant to enroll in the first place, creating an inviting and reinforcing environment from their first point of contact is the unmistakable responsibility of every employee. Attendees will hopefully leave with some tools, momentum and inspiration to return to their home institutions and (re)engage peers and superiors alike in the academic advising environment. The presentation will also offer discussion on how-if it’s an uphill battle-senior administration can be engaged in such a process.

Thom Chesney, Collin County Community College
Presentation based on: Personal Growth as an Advisor

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

Concurrent 238 4:30–5:30 p.m.
Loire Room (Paris Hotel)

From Long Shot to Safe Bet: Helping Students Improve Their Odds through an At-Risk and Probation Assistance Program

Almost all academic advisors work with students who struggle academically. This presentation will describe the At-Risk and Probation Assistance Program in the Health Sciences Department at Illinois State University. In this program, the students on academic probation are grouped according to GPA. The focus of the conferences and expectations for participation vary by group. In addition, students who are at risk of being placed on probation as well as those who have been dismissed from the department are included and offered assistance. The presentation will include examples of materials and activities used in the program. Outcome data spanning several semesters will be shared to spark a discussion of best practices in probation assistance at other institutions.

Anjie Almeda, Illinois State University
Presentation based on: Models/Applications

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

Concurrent 239 4:30–5:30 p.m.
Gold

Let Banner Be Your Ace in the Hole

Commission Sponsored: Advising Education Majors

This presentation will demonstrate ways that the Banner Student Information System can be integrated into the admission process for teacher education programs. Admission requirements often require multiple grade point average calculations, completion of recommended courses and other designated requirements. The documentation of multiple requirements may come from a variety of data

sources so it can be a challenge to store this information in a central location for key stakeholders.

The Teacher Education Admissions Portal was developed to make greater use of technology. The portal has provided information for admission status, registration, advisement material and generation of reports. It has appropriately used technology to provide helpful information for both the admission and advisement process. This session would be most helpful for gated program participants using Banner.

Virginia Donovan, Donna Hutcheson

Kennesaw State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 240 **4:30–5:30 p.m.** **Versailles**

Assessing Advisor Readiness to Respond to Mental Health Concerns

What is our role, as advisors, in situations that might involve a mental health issue? The first step toward answering this question is to assess advisor readiness in dealing with student mental health problems. The presenters will introduce an assessment tool designed to help advisors self-assess their readiness to begin to respond mental health concerns. The assessment instrument will be used as a foundation to discuss questions such as: What actions should we take when our listening skills don't seem to help and the student continues to have difficulties? What kind of training do advisors require to respond effectively to students with mental health concerns? What are the key issues for advising units as they articulate policy and procedures for responding to mental health concerns? How, specifically, can we collaborate with counseling and other student services units to provide effective service to these students in need of assistance?

Nancy Stiller, Randi Lynn Kent, University of Arizona

Presentation based on: Personal Growth as an Advisor

Concurrent 241 **4:30–5:30 p.m.** **Skyview 1**

On Time, On Target: Providing Pro-active, Data-driven Advising to Target Groups

What data are most relevant to identifying needs for proactive advising and policy making? How can these data be captured and used to greatest effect? We will identify specific sources of data available through campus resources and how such data can be extracted, organized, saved, managed, and used via electronic databases and spread sheets such as FileMaker Pro, ACCESS, EXCEL as well as paper based file systems. We will explore how specifying target groups via data reports has improved effectiveness of advising in our institution specifically in the areas of students declaring a major, recovering from probation and disqualification, retention through graduation and mandatory new student advising.

Nancy Horvath, Linda Taylor, University of Nevada-Reno

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more experience needed

Attendees level of advising: more experienced

Concurrent 242 **4:30–5:30 p.m.** **Chablis Room (Paris Hotel)**

Let It Ride: Collaboration Across University Resources

University of Central Florida admits over 5,000 first-time-in-college students yearly. First Year Transitions, comprising three separate advising offices, assigns an advisor to each new student during their freshman year before transitioning them to the college support office for the rest of their collegiate career. Advising this large a number of students in a short period of time can be challenging.

During this presentation you will learn how one advising office, based out of the student development unit of the university, collaborates with a college's academic support office to provide consistent advising assistance. Participants will gain knowledge of different ways the two units partner on advising programs including orientations, probation, and transition programs. Discussions will include ownership of particular programs, and survey results regarding services provided.

Mariangelly Rente, Paul Viau, University of Central Florida

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 243 **4:30–5:30 p.m.** **Platinum Room**

A Developmental Advising Approach to Academic Success

Effective advising doesn't just take place in the office, it happens through continuing contact during all stages of a student's development throughout their undergraduate career. Due to growing advising loads it is increasingly difficult to meet all students' needs individually. This presentation will describe three programs designed to assist students at various stages of personal, academic, and professional development. Current research will be discussed as a basis for these programs. Quantitative and qualitative results will be shared to demonstrate the value and success of this comprehensive, developmental advising program. The audience will be engaged through discussion and will have the opportunity to participate in a question and answer session. This presentation is appropriate for advisors from any type of institution and within all academic areas.

Arezu Corella, Bethany Johnson, Taylor Robertson

University of Arizona

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 244 **4:30–5:30 p.m.** **Skyview 4**

Parents Gone Wild

Are the parents of your students becoming a part of your academic advising experience? There's nothing to fear; parents can be a solid ally with the goal of academic success for their student. In this session, find out more about parent involvement in college. Beginning with a general overview of

research connected to the millennial college student, the presenters will discuss (1) why parents are so involved with their students, (2) how parents are involved, and (3) how this issue relates to academic advising. In addition, research results about parental involvement and communication at a large research institution will be presented. This session will include time for group discussion about experiences and strategies for academic advisors to work with parents on issues of academic success.

Jeanna Mastrodicasa, Glenn Kepic, University of Florida
Presentation based on: Personal Growth as an Advisor

Concurrent 245 **4:30–5:30 p.m.**
Skyview 5-6

Faculty Advising During Program Discontinuance

In a time of continued financial turbulence and calls for greater accountability, program discontinuance is an increasingly large part of the current higher education landscape. Students enrolled in these targeted programs can experience a sense of loss, anger, and confusion, resulting in an increased need for faculty advisement.

This presentation will investigate students' advising needs as they learn about and move through their academic program's scheduled discontinuance. Twenty graduate students enrolled in a Masters of Education program targeted for discontinuation were interviewed to explore their responses to their program's discontinuance and their changing advising needs. The presentation will address emergent themes in students' interview responses and share strategies for compassionate and effective faculty advising during program discontinuance.

Michelle Maher, University of South Carolina
Presentation based on: Research

Concurrent 246 **4:30–5:30 p.m.**
Las Vegas Ballroom 6

Advising Probation and Suspension Students: It's Worth the Gamble

This session will examine the reinstatement and advising of probation and suspension students at the Academic Advising Center (AAC) at the University of Texas at El Paso (UTEP). There will be a review of the history and evolution of advising high-risk students at the AAC, with a special emphasis on the advisor's expanding role in the reinstatement process. We will look at the structure and effectiveness of the program, as well as the individual needs of the students. Attendees will be asked to engage in a group debate regarding whether or not there should be flexibility in probation and suspension policies and procedures. Participants will be encouraged to share experiences and ideas for helping probation and suspension students achieve long-term academic success.

Patricia Caro, Lupita Salas, University of Texas-El Paso
Presentation based on: Models/Applications

Concurrent 247 **4:30–5:30 p.m.**
Palace 4-5

Addressing the Needs of Non-traditional Latino Students

Commission Sponsored: Advising Adult Learners and ESL/International Student Advising

In the increasingly diverse non-traditional student population, Latinos are becoming more and more prominent. Yet, according to Antonio Flores, president of the Hispanic Association of Colleges and Universities, "Hispanics suffer historically high drop out rates and limited access to a college education." It is, therefore, necessary to understand the unique issues of their cultures in order to help them succeed.

This session will report on Sacred Heart University's Hispanic Adult Achievers Program, a successful cohort program established in 1998 which provides supportive and affordable higher education opportunities for non-traditional Latino students. The report will include the development of the program, advising and retention strategies, and degree completion initiatives. The session will conclude with a question and answer time.

Frances Collazo-Curtis, James Minor
Sacred Heart University
Presentation based on: Models/Applications

Concurrent 248 **4:30–5:30 p.m.**
Bronze 2

Betting on a Long Shot: Working the Odds in Favor of the GLBT Millennial

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

Academic Advisors need to have an understanding of the needs of Millennial students, and be knowledgeable enough to work with those needs. Gay, Lesbian, Bisexual, and Transgender (GLBT) Millennials are no exception and bring in additional developmental and personal challenges for advisors. This presentation will provide some background theory on Millennials, focusing specifically on GLBT students. It will also discuss conclusions which came from a focus group of Illinois State University GLBT students and will review case study examples of current or former GLBT students at Illinois State. Case study examples will include success stories and failures, highlighting the factors which contributed to either. The case studies should also provide concrete examples of the influences that impact Millennials, how coming out impacts those influences, and the role an advisor can play in helping the student.

Mark Vegter, Illinois 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 249

4:30–5:30 p.m.

Bronze 1

“It Ain’t Where Ya From Itz Where Ya At”: Putting the Rhythm, and the Rhyme of Hip Hop in the Reason of Academic Advising

If Academic Advising is teaching, then Academic Advisors are not exempt from the never ending challenge teachers’ encounter: motivating students to engage in the curriculum.

Educators, Advisors, Directors, and hip hop fans; however, are in for a treat because this interactive workshop pushes the boundaries of how hip hop can be used as an educational tool to help us learn more about servicing undergraduates and how to use hip hop as a motivator to prompt students to seek out advising services.

Cornelius Gilbert, University of Wisconsin

Presentation based on: Research

Concurrent 250

4:30–5:30 p.m.

Las Vegas Ballroom 4

The Architecture of Student Services: Our Blueprint for Student Success

Have you ever misplaced your smile? Sometimes the pressures of administrative demands, limited resources, and institutional red tape zap our enthusiasm, making it easy to forget who we serve. Thinking of the student as our client reminds us that advising centers are customer service environments. This presentation provides a how-to manual on building the student-university connection with advisors as customer service liaisons. Using examples from our mid-size institution, we highlight best practices in customer service as tools to communicate with students, assist with conflict resolution, and build developmental advising relationships. Through customer service, we provide a support structure for students, leading to increased customer satisfaction and student retention.

Erin Fox, Camy Sorge

University of North Carolina-Greensboro

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 251

4:30–5:30 p.m.

Las Vegas Ballroom 3

Help Students “Show Their Hand” to Employers

Attendees will experience a hands-on workshop designed to help students identify skills and competencies developed during college and how to demonstrate their competencies on resumes and in interviews. Using a card sort game based on Bill Coplin’s “10 Things Employers Want You to Learn in College”, students label their skills, identify instances that demonstrate their use of those skills, and develop a plan for improving skills or developing new skills required by employers prior to graduation. Skills and competencies in the following areas are considered: personal characteristics and skills, interpersonal and teamwork skills, leadership and problem-

solving skills, computer and technical skills, and research skills. A commitment to an action plan for developing current skills, learning new skills, and practicing discussing those skills is the final result of this workshop.

Jan Ward, George Mason University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 252

4:30–5:30 p.m.

Skyview 3

Winning Strategies: Advising Students in Highly Competitive Majors

You’re sitting in a crowded auditorium on the first day of orientation. The imposing figure at the front of the room says “Look to your left, look to your right, only one of you will be here next year.” This familiar movie scene may be the reality for some programs, but there are other ways to convey this message. As our nursing program has become more competitive, we have developed new strategies for advising that help all students succeed at getting a college degree. During this session, we will present our top five challenges and winning strategies we have developed to overcome these challenges.

Karen Gilbert, Debbie Hancock, Deb Stanford

University of North Carolina-Greensboro

Presentation based on: Models/Applications

Concurrent 253

4:30–5:30 p.m.

Bronze 3

It’s Not Just the Underprepared Students Who need Attention

This roundtable focuses on the needs of the often-forgotten high achieving students entering college. These students come to the college setting with a unique set of needs and characteristics that institutions of higher learning may not be prepared to address. Based on their previous successes, it is often assumed that these students will do well on their own; however, this is not always the case. With all of the special programs and funding for the underprepared students, the high achievers often have nowhere to turn and may be lost for a number of reasons. Characteristics of high achieving students and strategies for working with these students will be discussed. Anyone who works with this cohort of students will find the information provided not only informative but useful in day-to-day interactions with high achievers.

Rich Robbins, Cornell University

Presentation based on: Theory

Concurrent 254

4:30-5:30 p.m.

Las Vegas Ballroom 7

Students in Crisis: Trials, Tribulations, Techniques, Tips and Referrals

Commission Sponsored: Two-Year Colleges

This is a presentation that was developed to present to our faculty due to the increase in mental health problems affecting the student’s behavior in the classroom and to facilitate a collaborative relationship with the faculty at JCCC.

Students are coming to JCCC with an increased volume and range of psychosocial problems and issues affecting learning in the classroom. Members of the Counseling Center staff will discuss current student behavioral trends and interventions for success. The new Counseling Center initiative of the Faculty/Student Referral process will be shared.

Becky Boyd, Casey Buchanan, Alicia Bredehoeft, Holly Dressler

Johnson County Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 255

4:30–5:30 p.m.

Bronze 4

Making the Most of the Information Age: Developing your Advising Website

When college students today have a question they are as likely to use the internet as the telephone or a printed publication to find answers to their questions. A website is an important information piece in the advising puzzle. It can also be an important marketing tool for prospective students.

In this session we will share the steps used to develop one advising website as well as the periodic steps we take to review and update content. We will share tips about web page layout, usability, and etiquette so that end-users can get the most out of the website content.

Cyndi Faircloth, Sara Stout, University of Idaho

Presentation based on: Models/Applications

Concurrent 256

4:30–5:30 p.m.

Palace 3

The Gender Factor in Advising: How Understanding Gender Dynamics Can Help You Hit the Jackpot in Your Advising Relationships

Our jackpot in advising is successful advisor-advisee relationships. Positive, effective advising relationships make academic success for our students a sure bet. Gender is one of the important factors influencing this relationship.

This presentation explores the results of empirical research focused on assessing perceptions and facts about the role gender plays in advising sessions and relationships. Our primary research question is: Do students' perceptions, behaviors, and expectations of advisors differ according to the gender of the advisor?

The objectives of this presentation are to share results of a survey administered to undergraduate students, and discuss ways we can make our advising sessions more successful, based on the information learned from this study.

Kristi Meyer, University of Texas-San Antonio

Presentation based on: Research

5:45–6:15 p.m.

Bronze 4

Annual Business Meeting

Presiding

Eric White, Penn State University
NACADA President

Hear a report on the status of the association and its plans for the future. The business meeting also provides an opportunity for you to express your concerns or ideas for the future of the organization and its services. Get involved! The association needs you.



Catch the free show at Treasure Island Hotel. Performances are every night at 7:00, 8:30, 10:00 and 11:30 p.m.

Friday p.m.