

Saturday, October 8

7:30–8:30 a.m.
Bally's Event Center
Continental Breakfast

7:30–11:30 a.m.
Outside Palace 1-Casino Level
Conference Registration

7:30–11:30 a.m.
Grand Salon
Internet Café

8:00–11:30 a.m.
Grand Salon
Exhibits

8:00–11:30 a.m.
Grand Salon
Hospitality/Information Desk/
Volunteer Central

8:45–9:45 a.m. Sessions

Concurrent 257 8:45–9:45 a.m.
Palace 4-5

STAMPED (Stressed, Tech-Savvy, Achieving, Multi-Tasking, Protected, Entitled, and Diverse): Adapting to the Needs of Today's Millennial College Students

Best of Region 6

This fun and interactive session will explore new ways to provide advising for today's millennial students. This STAMPED generation is putting unique demands on our advising systems. Together, we will look back at what the research has shown during the first five years of the millennium; and then share ideas for adapting our current advising methods to match these students' complex and various needs. How do we use technology to provide "mass specialization" to meet each student's special circumstances? How do we respond to students whose high levels of confidence often match their high levels of stress? How should we capitalize on their close connections to their "helicopter" parents?

Les Opatz, Natalie Prestwich, University of Minnesota
Presentation based on: Research

Concurrent 258 8:45–9:45 a.m.
Palace 6-7

Training + Mentoring = Effective Advising: A Winning Combination

Training and mentoring are relevant in all work settings. It is difficult for a new coworker to perform at a high level if the office mission/vision, overarching goals, and knowledge specific to the job are not shared in a strategic fashion. In academic advising, quality training contributes to effective, efficient, and equitable advising practices.

This presentation will focus on components of new advisor training, including the impact training has on student development and office morale, the process for creating an individualized and comprehensive training program, strategies for adapting training for a variety of advising settings, possibilities for ongoing mentoring after initial training is completed, and ways to reflect on and adapt the training program by way of formative evaluation.

Alisha Kuckartz, Ginger Borden, Purdue University
Presentation based on: Models/Applications

Concurrent 259 8:45–9:45 a.m.
Bronze 2

From the Locker Room to the Classroom: Best Practices for Using the Transferable Talents of Student Athletes to Enhance Academic Success

Commission Sponsored: Advising Student Athletes

Research suggests that student-athletes are more likely to enter college more academically under-prepared than other students. This fact, coupled with the built-in stress factors inherent to the student-athletes' dual role, calls for significant intervention in some cases for athletes to succeed. As advisors, we are in a wonderful position to provide support and guidance.

This interactive presentation, delivered by two former college athletes turned academic advisors, will highlight the difficulties faced by many student-athletes in achieving academically and offer practical tips and suggestions to help them use such transferable skills as dedication, commitment and "coach ability" in the student role. We will conclude with an open discussion about advising concerns for student-athletes.

Bill Elliott, George Budelis, Harford Community College
Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 260 8:45–9:45 a.m.
Skyview 3

Stop the Constant Spinning! Win the Jackpot to Understanding the Issues Advisors Face when Working with Students with Psychiatric Disabilities

Commission Sponsored: Advising Students with Disabilities

Advising or teaching students with psychiatric disabilities can be fraught with misunderstanding and difficulty. Research has not yet come to grips with the experiences, joys, challenges, sorrows and successes specific to college advisors when working with these students. Recently, a team of college psychologists and advisors joined forces to investigate these very issues. In this session the results of a study of the training and experiences of college advisors working with students with psychological disabilities will be presented. We will explore the insights provided by the advisors and how these can contribute to "best practices" when working with students with emotional disabilities.

Julie Preece, Norman Roberts, Mark Beecher, Phil Rash, Daniel Wille
Brigham Young University
Presentation based on: Research

Concurrent 261
Skyview 1

8:45–9:45 a.m.

A Gamble worth Taking: Retaining the Adult GED Graduate in Higher Education

American higher education is at a crossroads. Demographic and economic changes have affected post-secondary education immensely during the last 20 years. In the demographic area, the number of traditionally-aged (18-year-old) undergraduate students have decreased during the last two decades. The non-traditional adult student population has increased in number 40% during the last 15 years. One large component of this non-traditional student population is the adult GED graduate. In 2002, over 450,000 people earned a GED diploma. It is estimated that nearly 45% of these GED graduates entered post-secondary education. This is of major importance to all institutions of higher education, especially during these difficult economic times. The session will discuss the personal and academic characteristics of the GED graduate in higher education, the barriers they face, and some possible institutional responses for improving the retention of these students.

Gene Helton, Kent State University
Presentation based on: Research

Concurrent 262
Las Vegas Ballroom 2

8:45–9:45 a.m.

Learning Communities: Active Advising toward Student Orientation and Connectivity

As more students come the way of higher education, more courses are being developed to meet diverse demands of both individuals and departmental programs. Even experienced upper-class students sometimes get bogged down in the multiplicity of the choices available to them as they try to stay on track to a timely graduation. With this in mind, the task of assisting incoming freshman in choosing a beginning point can be daunting. Providing linked courses that grow into learning communities as the semester advances is a solid approach to giving the new student a positive orientation to university life and its expectations.

Rebecca Crawford, Brian Chantry
Brigham Young University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 263
Bronze 1

8:45–9:45 a.m.

Don't Gamble on Your Commitment: Overcoming Burnout by Igniting Passion

Do you want to fall in love with your job all over again? In this session, you will learn what it takes to ignite the passion necessary to overcome advisor burnout. Four advisors with over 50 years of combined experience will explain what it takes to overcome burnout in a very brief formal presentation followed by descriptive story telling and dynamic discussion. If you came to Vegas to renew your spirit and your commitment to what you do, you won't want to miss this session.

Shad Sorenson, Paula Tibbitts, Marilyn Mansfield, Tandi MacDonald
Utah Valley State College
Presentation based on: Personal Growth as an Advisor

Concurrent 264
Bronze 3

8:45–9:45 a.m.

Winning with Pride: Advising LGBT-Identified Students

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

Winning with Pride: Advising LGBT-identified students For many gay, lesbian, bisexual and/or transgendered (LGBT) students college is a time when they continue the coming out process. Coming out allows students to 'raise the curtain' revealing a more holistic sense of self. During this time students may act as though they are on center stage, exploring their character development and deciding whether they are starring in a drama, a comedy or a soap opera. This interactive presentation will teach professionals how to encourage students to strive towards singularity (balancing integrity and belonging). We will provide participants with vignettes of actual situations to discuss possible courses of action. This exercise will encourage dialogue thereby creating new knowledge and deeper understanding of singularity amongst participants.

Cari Moorhead, University of New Hampshire
Presentation based on: Research

Concurrent 265
Chablis Room (Paris Hotel)

8:45–9:45 a.m.

First-Year Advisement: Changing the Advisement Culture on Campus

Ensuring that first year students are successful during the transition from high school to college requires a transformation of the college culture. The State University of New York at Oswego has tackled this challenge by implementing the First Year Advisement Program by connecting new students to the campus, a faculty member, and a peer advisor before they even attend their first classes.

Rhonda Mandel, Kathy Evans, Michelle Bandla
SUNY-Oswego
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal experience needed

Concurrent 266 **8:45–9:45 a.m.**
Las Vegas Ballroom 4

Reinstatement: Programs, Policies and Practice

Reinstatement from academic suspension or dismissal is one of the most demanding advising interventions. Readmission requires upholding institution regulations while supporting student success. Detailed documentation and clear expectations result in more uniform and rational decisions, based on institution policy, advisor experience, and useful precedent. Advisors from five different institutions will present detailed and well-documented reinstatement models that provide a structured approach to readmission decision-making and are applicable to a wide variety of students and settings. The presenters will provide samples of advising forms and performance agreements and discuss advising strategies and alternatives for students who are not readmitted.

Catherine Murphy, University of Houston
Pat Mason-Browne, University of Iowa
Chris Maroldo

Indiana University-Purdue University Indianapolis
Susan Fread, Lehigh Carbon Community College
Victoria Dehlborn, Washington State University
Presentation based on: Models/Applications

Concurrent 267 **8:45–9:45 a.m.**
Las Vegas Ballroom 7

An Oasis or a Mirage? Effective Advising for Graduate Students in Distance Learning Programs

Commission Sponsored: Advising Graduate & Professional Students

While the distance learning format has been used widely to bring master's degree programs to residents of communities far from the nearest university, this convenience creates a unique set of challenges for the academic advisor. The presenters of this program will discuss the needs of off-campus graduate students and several strategies for advising and empowering them. The presenters will also provide a rubric for helping "home campus" constituencies identify specific program issues before embarking on their off-campus journey.

Miranda Sloan, *Susan Hurley*
University of South Florida-Lakeland
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 268 **8:45–9:45 a.m.**
Palace 3

Beating the Odds: Increasing Probationary Students' Academic Success with an Innovative "Re-orientation" Program

Commission Sponsored: Two-Year Colleges

This session will introduce participants to a twice award-winning*probationary student "re-orientation" program designed to facilitate academic success. The two-hour, small group "re-orientation," based on collaborative/problem-based learning strategies engaged students in a small

group counseling discussion on the factors leading to their poor academic performance; readiness, motivation, and commitment for college; understanding institutional expectations; balancing personal, academic, and social commitments; and connecting with students and faculty. With nearly 35% of first-semester freshmen attending a large community college ending on probation, and compared to control group students, those participating in the orientation were retained, persisted, made greater academic gains, and overcame probation to a significantly higher degree. Orientation content, methods, and evaluation protocols will be shared. (*2004 Exemplary Practice Award, National Council on Student Development; 2005 Exemplary Program Award, California Community Colleges Board of Governors).

Esau Tovar, Santa Monica College
Merril Simon, California State University-Northridge
Presentation based on: Models/Applications

Concurrent 269 **8:45–9:45 a.m.**
Bordeaux Room (Paris Hotel)

Transfer Shock: Why is a Term Forty Years Old Still Relevant?

Commission Sponsored: Advising Transfer Students

The phrase "transfer shock" dates to J. R. Hills' "Transfer shock: The Academic Performance of the Junior College Transfer" (1965). Given that the phenomenon was clearly observed forty years ago, why haven't institutions of higher education been more effective in minimizing the problem? One impediment is the common belief that a high degree of course transferability alone indicates a successful transfer. In this session, a panel of experts discusses the causes for, and solutions to transfer shock, beyond the point of admission and the basics of course acceptance. By developing services for transfer students that parallel those most institutions have for direct-entry students, the panel believes that transfer shock can become an antiquated concept.

Troy Holaday, Ball State University
Jeanne Takeda, Florida Atlantic University
Karen Thurmond, University of Memphis
Charlene Stinard, University of Central Florida
Presentation based on: Models/Applications

Concurrent 270 **8:45–9:45 a.m.**
Pacific Ballroom

"You're the Advisor, Advise Me": Encouraging Student Independence.

Current trends indicate the advising profession is faced with the tremendous challenge of providing effective guidance and services for a newly emerging generation of college students. With changing advising expectations, advisors are also faced with the daunting task of preparing the same population for entry into life beyond the classroom. This session will present different strategies for fostering student initiative and decision-making needed for academic success and for transitioning into life after college. We will explore advising models, along with changing trends in both student and advisor expectations for the advising process. Session attendees will gain an insight for effective strategies for meeting student expectations, while also ensuring student satisfaction with the advising process.

Reggie Tolbert, *Melissa Matevia*, University of Florida
Presentation based on: Models/Applications

Concurrent 271 **8:45–9:45 a.m.**
Gold

**Databases, Logistics and Program Assessment:
No Longer Just for Generals**

Several trends are changing the practice of academic advising, the increasing reliance on, and need for assessment, the maturation of academic advising as a profession, the realization of its importance to a student's retention and persistence, and the changing picture of what a traditional student is. These trends along with the primary demand of providing quality academic advisement are forcing us all to do more with less. If this sounds familiar, then join us as we look at the theory behind assessment and logistics, which are quickly becoming essential skills for the academic advisor, and explore several case studies where data driven technology has helped saved time and money while at the same time putting the emphasis back on students and advising.

Patricia Whelan, Southern Connecticut State University
Marilyn Bergen, Gateway Community College
Richard Riccardi, Southern Connecticut State University
Steve Robillard, SR-PS

Presentation based on: Models/Applications

Concurrent 272 **8:45–9:45 a.m.**
Las Vegas Ballroom 3

**Academic and Career Advising in Residence:
Taking it to the House**

This presentation describes the Academic and Career Advising in Residence (ACAR) Program at the University of Miami. A program jointly offered through the Division of Student Affairs and the Office of the Vice Provost for Undergraduate Academic Affairs, the ACAR program provides academic advising and career counseling in a residential college setting. The program is currently centered in two predominantly freshman-housed buildings, thus data and strategies of advising reflect work done with this population.

The focuses of this presentation are to share with the advising community the benefits and challenges associated with moving academic advising into the housing setting, illustrate how the program has established itself within the university hierarchy and plans for future directions.

Vivechkanand Chunoo, *Alison Grewe*, University of Miami

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 273 **8:45–9:45 a.m.**
Loire Room (Paris Hotel)

**DISCOVERY!: The Jackpot in Decision
Making!**

Students appear more eager to roll the dice or draw from a hat when choosing a major than investing time in making an invested decision. They swoop through the advising office on Mach 10 with their hair on fire and expect a life plan to appear at the snap of their fingers. The reality is that students focus on the destination (the final decision) generally alary when they need to focus on the journey (learning the process). Let ACTT show you a decision-making process designed to help students understand the process for making informed and invested decisions. Let us show you a new

way to utilize the Holland Code, Myers-Briggs and other assessment tools. We think you will find that DISCOVERY! is not just for kids!

Deb Conrad, *DaNay Phelps*, Texas Tech University
Presentation based on: Models/Applications

Concurrent 274 **8:45–9:45 a.m.**
Bronze 4

**A Sure Bet to Crossing Over to Success:
Bridging the GAP between High Schools and
Universities**

Ever wonder why it's hard for freshmen to make the transition from high school to college life? Why do first generation students seem to leave college after the first year? Do you have questions in your mind on why it's hard to get minority students retention rates at a national level high? Well, so do we! In this presentation, we will share a pilot program that the College of Liberal Arts at Auburn University has developed by connecting with local and surrounding county high schools. This program encourages principals, high school counselors and students to get on board in preparing for the college transition by utilizing university resources. This model will be an additional aid for the academic advisor, administrator and other campus resources to understand the minority and first generation college students before the students arrive for orientation.

Marcella Harrison, *Peggy Kirby*, Auburn University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Concurrent 275 **8:45–9:45 a.m.**
Las Vegas Ballroom 1

**Embedded Advising: Integrating Advising,
Class Activities, E-portfolios, and Assessment**

Commission Sponsored: Engineering & Science Advising

This presentation will review and demonstrate the embedded advising strategies that we use in required courses to enhance academic and career development. The modules are designed to support course objectives, assessment, and advising goals through use of e-portfolio pedagogy. Students communicate curricular and extracurricular experiences through this framework. A Web-based support system was employed to guide for the collection, selection, and reflection cycles of student's activities and e-portfolio construction in the Senior Laboratory and the Introductory Laboratory. (See <http://people.clemson.edu/~bstephe>). Program assessment ($n = 1143$) data, using our student self-report assessment survey, suggests effective integration of advising goals with learning goals and outcomes. We will demonstrate how these advising modules and strategies generalized to support the advising component of undergraduate research experiences in our NSF REU summer program.

Benjamin Stephens, Clemson University

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 276
Skyview 2

8:45–9:45 a.m.

On-and-On Anon: A 10-Step Self-Help Program for Advisors Who Talk Too Much

Commission Sponsored: Advisor Training & Development

Academic advising is a form of information giving, and thus is the chosen profession for many who are gifted talkers. But advising also requires discerning, relating, inferring, and empathizing. Bluntly put, many advisors talk so freely, and so enthusiastically, that they compromise their effectiveness. While much information on compulsive talking is available, little has been applied to advising practice. This presentation, which will loosely follow 10 steps toward self-improvement, will be given by three advisors who have taken the first step and admitted they have a problem. We will convey, in a lively interactive format, strategies that will help advisors meter their speech, improve their listening and observation skills, and in the end lead them down the road toward recovery.

Donald Woolston, Rebecca Ryan, Emily Dickmann
University of Wisconsin

Presentation based on: Personal Growth as an Advisor

Concurrent 277
Las Vegas Ballroom 6

8:45–9:45 a.m.

Student Use of Online Advising Resources: Implications for Developmental Advising

Technology has assumed a key role in the academic advising process, but there is little research-based information that reveals how technology facilitates or impedes the achievement of developmental advising goals. This session will present the results of the initial phase of a longitudinal study investigating student use of on-line advising resources at a university that utilizes a faculty-based advising model. The presenters will discuss how students seek and use information available via on-line resources and the consequences of technology for the faculty advisor-advisee relationship. The results should be of interest to both professional and faculty advisors. Participants will be invited to discuss how the findings might inform developmental advising practices at their respective institutions.

Regina Waters, Brigitte Marrs, Valerie Eastman
Drury University

Presentation based on: Research

Concurrent 278
Skyview 5-6

8:45–9:45 a.m.

Advising Prospective Teachers: How Will Research Inform Practice?

Commission Sponsored: Advising Education Majors

This session is a presentation and discussion of research on the advisement of prospective teachers. After reviewing the research, session participants will brainstorm research ideas. The ultimate goal of this session is to build a research agenda, and start research projects, for the Advising Education Majors commission to follow in the future.

Shawn Quilter, Eastern Michigan University

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 279
Las Vegas Ballroom 5

8:45–9:45 a.m.

Integrating Advising into the Curriculum: The First-Year Advisor and the First-Year Student: “Discovering” Together

Commission Sponsored: Advising Administration

This workshop is designed for advising directors and advisors interested in developing new models for incorporating academic advising into the curriculum. It will be of interest to advisors who are new to the profession or their advising centers.

Learn how faculty, administrators, and advisors in Temple University’s College of Liberal Arts collaborate to offer a credit-bearing course, “Discovering the Liberal Arts,” that introduces students to the academic opportunities within the College. The session will focus on the first-year experiences of two advisors who found that teaching the course supplemented their training as advisors and contributed to their professional development.

Sample course syllabi will be shared, along with a description of course methodology and curriculum. A question-and-answer session will follow the presentation.

Stephanie Smith, Owen Schugsta, Temple University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 280
Skyview 4

8:45–9:45 a.m.

Parents! What Research Says about Parental Involvement in the Educational Experience. What Should be the Advisor’s Role?

Student development policy is fairly clear regarding parent involvement during the advising and registration process. Goodness! It only takes one disgruntled parent to make us miserable to the point of considering a new career! Is higher education taking the right tact? What referent power does the family have in our students (NOT what power they should have)? What are ways advisors might respond?

Research presented from one small, private institution clearly showed the positive impact students believe their parents’ had in their successful graduation. A Q Methodological research design, which allows for the subjective expression of meaning, was used to collect and analyze the data. This session is NOT designed to be a session on the legal issues of advising.

Philip Christman, Malone College

Kathleen Paonessa, Kent State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 281
Platinum Room

8:45–9:45 a.m.

Catch Me if You Can: A Dynamic Approach to Second-year Advising

Nationwide, colleges and universities are struggling with both over-enrollment and satisfactory progress concerns. Four thousand of the five thousand students starting at the University of Washington in 2003 were still not in a major at

the beginning of their second year. A review of advising services revealed students in their second year receive the least amount of support. Our new advising program specifically targeted students starting their second year of study, who were not yet in a major, and had no other campus support. This program was developed to connect our target population to services, thus enhancing their success for a timely graduation. Join us to learn more about how we targeted our population, the new methods employed, and the preliminary results.

Laura Avila, Deborah Wiegand, University of Washington

Presentation based on: Research

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal experience needed

10:00–11:00 a.m. Sessions

Concurrent 282 **10:00–11:00 a.m.** **Loire Room (Paris Hotel)**

Past Presidents' Forum—Academic Advising as Teaching: Engaging in a Teaching-learning Relationship with Students

For the past year, a NACADA Task Force has been debating the “concept” of academic advising in an effort to draft a concept statement, or a position statement on academic advising from the Association’s perspective. A great deal of the task force discussion focused on the concern that academic advising, in some cases, has moved away from the central paradigm of teaching and learning. During this interactive session, several Past NACADA Presidents will present their perspective on the role of academic advising in the teaching/learning mission of our institutions and specifically on the following: 1) As advisors, how do we fulfill our role as teachers in a learning/student centered context?; 2) As advisors, what do we need to learn about and from our students?; 3) As advisors, what do we want our students to learn from the advising experience?; and 4) As advisors, how will we assess our advising/learning outcomes?

Ruth Darling, University of Tennessee

Peggy King, Schenectady County Community College

Wes Habley, ACT, Inc.

Mike McCauley, Ball State University

Nancy King, Kennesaw State University

Betsy McCalla-Wriggins, Rowan University

Thomas Grites, Richard Stockton College of New Jersey

Charles Connell, Northern Arizona University

Concurrent 283 **10:00–11:00 a.m.** **Skyview 5-6**

Developing the Next Generation: Graduate Assistants and Advising

Graduate Assistants (GAs) are an integral component of a student advising center staff with roles varying from maintaining a caseload to research to clerical support. The goal of Kent State University’s Student Advising Center is to prepare Graduate Assistants to easily transition into the field of professional advising. This presentation will explore the benefits of utilizing GAs in advising centers, budgeting and recruiting, creating a training program, developing position responsibilities, and incorporating GAs into the office culture. Examples of a position description and training pro-

gram will be shared as well as personal insights from a current GA, a former GA/professional adviser, and the GA supervisor/professional adviser. You will leave with a fresh outlook and resources needed to effectively integrate Graduate Assistants into your office culture.

Melissa Mentzer, Katherine Horner, Leslie Monaco

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 284 **10:00–11:00 a.m.** **Bronze 2**

2003 NCAA Academic Standards: More of the Same?

Commission Sponsored: Advising Student Athletes

Researchers have identified college student-athletes as a distinct population with unique developmental and academic needs. The National Collegiate Athletic Association (NCAA), governing unit of high profile collegiate athletic institutions, demonstrated their concern over repeated academic abuses and low graduation rates of Division I student-athletes by enacting in 2003, the most far-reaching academic reform in years.

This presentation will review issues surrounding academic progress of “at-risk” student-athletes under the 2003 NCAA Academic Standards. Such issues as academic under preparedness of this special student population and required critical changes in academic advising will be reviewed. Examining NCAA standards that increase required eligibility units while decreasing remedial units under prepared freshmen athletes use to meet first-year requirements demand that we create policies, new training programs and “best practices” for student-athlete advisors.

Gayle Fenton, Sandra Shirley

California State University-Long Beach

Presentation based on: Research

Concurrent 285 **10:00–11:00 a.m.** **Palace 4-5**

Peer Power: Six Easy Steps to Creating a Peer Advising Team that Enhances Student Engagement, Retention, and Advising Services

This presentation will highlight the innovative measures academic advising divisions can utilize in planning, developing, and implementing a comprehensive peer advising program to enhance student engagement, retention, and student services. The presentation will demonstrate how the University of Central Florida’s College of Business Peer Advising Team, highlighted in the NACADA Peer Advising Monograph as an Exemplary Practice, utilizes peer advisors as well as the recruitment and selection process, training program, assessment and evaluation process, innovative practices, and development of a comprehensive communication strategy.

Tara McNealy, Helen Hill, University of Central Florida

Presentation based on: Models/Applications

Concurrent 286 Pacific Ballroom

10:00–11:00 a.m.

Psssst....Want A Hot Tip? Stack Your Deck to Win!

Commission Sponsored: Two-Year Colleges

Students who have had marginal success in high school or who are entering academia as nontraditional students often find their skills are lacking and their knowledge of educational resources is limited. This presentation will examine a stacked approach of repackaging the old stand-by college success lecture series into a layered approach that reaches from home to campus by acquainting students with on-campus resources and providing connectivity to what is available through postcard mailings, “Hot Tip” workshops and total campus involvement. It reinforces college success strategies and increases the perception of a responsive and supportive campus climate. Students’ knowledge of resources combined with “hot tips” for achievement and a positive environment help provide a deck stacked in their favor for success and therefore retention...a winning combination!

Kim Bloomstrom, Connie Fuess

Matanuska-Susitna College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 287 Skyview 1

10:00–11:00 a.m.

Prelaw Basics for All Advisors

With record numbers of students applying to law schools in recent years, advisors are more likely than ever to encounter students wanting information on how to prepare for, and apply to, law school. Many colleges and universities do not have a designated prelaw advisor, leaving faculty and staff advisors to work with these students, sometimes with little or no training. Fortunately, the basics of prelaw advising are not hard to learn, and there are a number of good resources

available. In this session, four experienced Prelaw advisors will provide a basic overview of law school preparation and the application process, and will discuss resources for further information and training. With this information you can help your students improve their odds of “hitting the admissions jackpot”.

Amy Urbanek, John Nilsson, University of Utah

Julie Givans, 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 288 Bronze 1

10:00–11:00 a.m.

Don’t Gamble on Your Career Experience

The objective of this presentation is to educate advisors on the importance of career experience such as internships and how to evaluate student readiness. We will review multiple definitions of career experience from the National Society for Experiential Education, how to prepare students for career experience; including assessing student readiness, and how to successfully manage career experience once students are working with an employer. Participants

will be provided with tools developed by UNLV to assist students. The presenters have a unique blend of experience to share with the audience. One presenter is the Employer and Outreach Coordinator, who serves as our Internship Coordinator and the other presenter is a Career Development Counselor with a background in advising undeclared students.

Keri Russell, Amanda Cox, University of Nevada-Las Vegas

Presentation based on: Models/Applications

Concurrent 289 Platinum Room

10:00–11:00 a.m.

Improving the Odds: Strengthening Advising Services for New Transfer Students

Commission Sponsored: Small Colleges & Universities

Attention advisors from small, private colleges! Do your transfer students get lost in the shuffle? Are you looking for effective strategies to improve the odds that transfer students will successfully transition to your institution? Are you concerned about the retention rates of your transfer students? Are you trying to get faculty more invested in establishing strong connections with new transfers? If you answered yes to any of these, then this session is for you. Transfer students comprise a significant portion of the population of many small, private colleges. Session features practical tools for student workshops, advising guidebooks [take home a sample], and steps toward stronger faculty involvement. Ample time for sharing your ideas and success stories!

Bonnie Peticara, Janis Williams, Elmhurst College

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 290 Las Vegas Ballroom 1

10:00–11:00 a.m.

First-Generation College Students are Talking: Are You Listening?

Effective academic advisors help their students find their voice - and then listen to what they need to say. The PEGASUS staff will present the original purpose & structure, program enhancements, and implications for change for a First Generation College (FGC) student mentoring program for first-year students from the perspective of student contributions and evaluations.

In this instructive and interactive session, we will discuss how to shape programs and services for FGC and First-year students based on the students’ critical evaluation.

Participants will receive a blue-print for a FGC First-year program that encourages critical-thinking and decision-making opportunities for students that begin with their initial contact and continue through their first year. Presenters and participants will discuss successful strategies that initiate and improve a FGC first-year transition program.

Matthew Niziol, Ryan Scheckel, Jodi Gonzalez

Texas Tech University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 291 **10:00–11:00 a.m.**
Las Vegas Ballroom 6

Graduate Advising: Centralized vs. Decentralized Models and How do they Work

Commission Sponsored: Advising Graduate & Professional Students

Several graduate programs in the biological sciences across the University of California system follow different organizational templates to provide services to graduate students. Each of these models has strength and weaknesses, and the panel of graduate student advisors from Riverside, Irvine and Berkeley will present the basic models and discuss the advantages and disadvantages they encounter in their own work as well as their assessment of the models' impact on their stake-holders: faculty, students, and administration. The workshop will end with an open discussion allowing attendees to share their experiences and suggestions for improving graduate student advising on our campuses.

Kati Markowitz, University of California-Berkeley
Kathy Redd, University of California-Riverside
Kimberly McKinney, University of California-Irvine
Eileen Bell, University of California-Berkeley

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 292 **10:00–11:00 a.m.**
Gold

A Career Program for Fine Arts Majors without asking “Would You like Fries with that?”

Commission Sponsored: Liberal Arts Advisors

At our large College of Music we have decided to be proactive in helping our majors plan for life after their degree. Our goal was to open students' eyes to the many different directions their degree could take them. Our solution was to plan a yearly career night specifically for Fine Arts majors. This allows our students to hear from many professionals in the field, as well as career planning specialists and university programs. By thinking outside the box, our topics and titles (which we will share) helped faculty to eagerly participate and the positive buzz encouraged student participation.

This presentation will help attendees start or enhance a similar program for other schools or unique majors.

Carol Pollard, Al Pollard, Becky King
University of North Texas

Presentation based on: Models/Applications

Concurrent 293 **10:00–11:00 a.m.**
Las Vegas Ballroom 5

Advising Students in Academic Jeopardy: A Program Strategy to Improve Student Success Rates

Surviving the transition from high school to college can be a very precarious journey, and for many students, can take a toll on their academic performance. Students who fall below a 2.0 grade point average are at great risk for failing out of college thus, making early intervention critical. This presentation will help academic advisors become better prepared

to identify, assess, and devise plans for working with these “at risk” students. In addition, the use of academic contracting and reality based goal setting will be discussed. This presentation will include a power point presentation, assessments, worksheets, informational handouts and a question and answer period.

Barbara Miccio, Fernando Perez
East Stroudsburg 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 294 **10:00–11:00 a.m.**
Las Vegas Ballroom 2

Understanding Learning Patterns: Raising the Odds for Academic Success

To better comprehend the academic challenges faced by our students, we must understand the learning process of students, faculty and ourselves. Through use of a valid and reliable instrument, we can identify four basic learning patterns that influence the way we process and respond to the world around us. We all have similar learning patterns but how we use them is totally unique. Sequential, precise, technical, confluent: which processing pattern does your mind use first? Which do you avoid? How does this affect your interaction with advisees? How does it affect faculty teaching styles and student success? This session will increase awareness of learning patterns, which will enable us to assist advisees in understanding their professors and improving performance on individual and team assignments.

Carol Eigenbrot, Gloria Spinella, Jeffrey Margolis, Patricia Alexy-Stoll
Rowan University

Presentation based on: Personal Growth as an Advisor

Concurrent 295 **10:00–11:00 a.m.**
Skyview 2

Parents and Family: Why should “THEY” be involved in Higher Education

Parents and Family: Why should “THEY” be involved in Higher Education? What influence can mom, dad and family have on the academic achievement of “little Junior and Precious Penelope”? What do parents and family want to know that will impact student academic achievement? What do students want parents and family to know that will impact student academic success? This session will blend feedback gathered from students and from parents and family during SPICE sessions (Students Parents In Collaborative Education). The gathered feedback will reveal information parents and family want to know in order to better support the academic careers of their sons and daughters; along with revealing, “needs” that students shared as wanting from parents and family that would be supportive. The SPICE Parent/Family notebook is a guide towards quality academic support; along with, the Student Folder both of which will be shared during this session.

Pamela Jones, Martha Deep, Kent State University
Presentation based on: Models/Applications

Concurrent 296
Skyview 3

10:00–11:00 a.m.

Student Advising Reports: A Practical Feedback Tool for use in Student Advising

This session introduces the Student Advising Report (SAR) as a mechanism for providing students with formative feedback on expectations for college, academic progress, and the use of educational resources. The session will describe the development, history, and potential of the SAR, which is based on the College Student Experiences Questionnaire (CSEQ) and College Student Expectations Questionnaire. The Student Advising Report provides a snapshot of a student's individual results on either the CSEQ or CSXQ alongside a comparison of peer results on the same survey questions. An academic advisor can then use the instrument to highlight areas of strength and weakness for the student to contemplate and further inform the student-advisor relationship.

Julie Williams, Robert Gonyea, Indiana University
Presentation based on: Models/Applications

Concurrent 297 **10:00–11:00 a.m.**
Chablis Room (Paris Hotel)

Advising Others on the Road to Career Satisfaction and Success? Where are You on Your Professional and Personal Path?

This session is designed for advisors to take an inventory of their own professional goals and to assist them with mapping a plan to meet those goals. We will discuss goals at all levels such as taking on additional departmental responsibilities, developing training skills by making presentations at a new student orientation or professional conferences. We will also review career promotion goals along with long term career objectives. This session will assist attendees to step away for a moment from their traditional role helping others and allow them to focus on a discussion of their own aspirations with other professionals.

Jon Delany, Northern Arizona University
Presentation based on: Personal Growth as an Advisor

Concurrent 298 **10:00–11:00 a.m.**
Las Vegas Ballroom 7

Student Engagement and Advising: Faculty Perceptions and Practices

Commission Sponsored: Faculty Advisors

Now entering its third year, the Faculty Survey of Student Engagement (FSSE) sheds new light on faculty perceptions of student involvement on college campuses across the United States. FSSE is administered on an annual basis to faculty at select institutions where students complete the National Survey of Student Engagement (NSSE). So far, more than 30,000 faculty members at over 150 institutions have completed FSSE. In this session, FSSE staff will provide a general overview of the instrument, present advising-related results, and provide suggestions of how academic advisors can make use of this information when working with students.

Michael Schwarz, Thomas Nelson Laird, Indiana University
Presentation based on: Research

Concurrent 299
Las Vegas Ballroom 4

10:00–11:00 a.m.

Advising Business Majors: Maximizing the Payoffs Towards Academic Success

The College of Business (COB) academic advising team at Texas A&M University–Corpus Christi will discuss how we revamped our services to assist our students in achieving academic success. As a “handful of aces”, the key to increasing payoffs has been the implementation of a new advising model supported by students, faculty, and administration. This lecture format with a question and answer session will highlight specific topics including the revision of our mission statement, redefinition of our goals and objectives, student retention and our quest for continuous advising program improvement through comprehensive assessment.

Adolfo Benavides, Alberto Royo, Katharine Fischer, Liz Palacios
Texas A&M University-Corpus Christi
Presentation based on: Models/Applications

Concurrent 300 **10:00–11:00 a.m.**
Bronze 3

Gen Y Gender: Advising During the Growing Gender Shift

Gen Y students (born between 1979 and 1994) currently dominate colleges and universities. Additionally, the gender shift in this generation's enrollment statistics continues as universities report growing numbers of female students. Do advisors have the tools to advise this burgeoning female student population? Are male students becoming an under represented category? Can gender be a critical part of the advising conversation without raising legal issues? What do we need to know about today's women in the world of work to ensure that we are giving current advice, not writing scripts based on dated feminist views? As we consider the data, let's explore together what we might do to better advise students in Gen Y Gender Bulge.

Susan Leigh, Paula Hanley, DePaul University
Presentation based on: Research

Concurrent 301 **10:00–11:00 a.m.**
Bronze 4

“Know When to Hold ‘Em”’: Creating a Caring Community through the Women's Mentoring Network

Commission Sponsored: Advising Adult Learners

Nontraditional women college students come from diverse backgrounds and have various expectations of what they will experience during college. Returning adult women in particular rely heavily upon a support network to assist them with the transition to college. Without an active support network, many women leave higher education never to return. At Illinois State University, a group of women who themselves were nontraditional students, volunteer their time to assist returning women with the transition and to provide resource and referral information. This presentation will describe the history of the program, how it was conceived

and implemented, how it has evolved and changed over the last two years, how the program operates, programming we have provided and our goals for the future.

Teri Farr, Illinois State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 302 **10:00–11:00 a.m.** **Las Vegas Ballroom 3**

Dispositions: A Winning Approach

College and university Schools of Education are seeking ways to graduate the best possible teachers. Students are evaluated on grade point average and some type of entrance and exit exam. Some Education programs are now utilizing Disposition assessments to measure characteristics such as attitude, commitment, and responsibility as an additional way of evaluating future educators. This program will explore the background of Dispositions, current practices, assessment strategies, and implications for advisors. Attendees will: Gain and expand their knowledge of Dispositions; Explore the need for and uses of dispositions in Education programs; Network with other advisors to discuss experiences, campus histories, challenges and opportunities related to Dispositions; Explore advisor roles in Disposition assessment and retention or dismissal of students; Discuss current and future practices related to Dispositions.

Lee Kem, Murray State University

David Benz, University of Houston-Clear Lake

Susie Maughan, Utah State University

Presentation based on: Models/Applications

Concurrent 303 **10:00–11:00 a.m.** **Bordeaux Room (Paris Hotel)**

Strategies for Building Momentum towards Academic Success: Developing Emotional Intelligence in Students

While intelligence is certainly important in obtaining a college degree, current research has shown that emotional intelligence may be the best predictor of success in life. Emotional Intelligence competencies include the following: self-awareness, managing your emotions, motivating yourself, recognizing emotions in others and managing relationships. Our roles as academic advisors are crucial in the development of these emotional intelligence competencies. In this session, participants will learn the definition of emotional intelligence that will build momentum towards students' academic success. Participants will be encouraged to share their own experiences in helping students achieve academic success and develop emotional intelligence.

Helen Wilson, Wayne State University

Presentation based on: Theory

Concurrent 304 **10:00–11:00 a.m.** **Skyview 4**

153/13: Modern Cafe Experience for the Exploratory Student

153/13 is a coffeehouse experience in which the underlying strategy of this event is to create a day to encourage and

assist students who currently have not declared a college major. It is a collaborative campus wide effort which brings together our undeclared students, with the upper-classmen, staff and faculty on campus who can assist students in discovering the talents and passions and finding a career path that will closely correlate with those talents. This didactic presentation includes extensive handouts, planning guide, photos of the cafe, computer inventories, assessment tools, PowerPoint, door prizes and more. Learn how this experience has been highly successful on our campus. This transformational cafe can be easily implemented at your campus!

Kim Ahlgrim, Cedarville University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 305 **10:00–11:00 a.m.** **Palace 6-7**

Hitting the Jackpot in Advising Interaction: Increasing your Knowledge of Nonverbal Communication

Researchers say that anywhere from 60-93% of communication is derived from nonverbal messages. While actual percentages vary depending on the communication situation, it's easy to see why advisors need to develop a keen awareness of nonverbal communication messages. This session will address and define the different areas of nonverbal communication such as facial, body, tactile, paralanguage, and olfactics and their impact the advising process. "Rules" of nonverbal communication and what happens when those rules are broken will be analyzed. Discussion will be stimulated with activities and film clips. Participants will gain a more detailed understanding and awareness of nonverbal communication and will be able to apply this knowledge when they interact with students.

Jane Varnecky, Oklahoma State University-Tulsa

Alisa Dougless, University of Oklahoma-Tulsa

Presentation based on: Personal Growth as an Advisor

Concurrent 306 **10:00–11:00 a.m.** **Palace 3**

How We Got Our Students Off Academic Probation within One Semester and How You Can Too Using our Proven and Effective Peer Mentoring Programs.

Woodbury University, (L.A. Hispanic Serving Institution, 70 percent first-generation college students) developed two Title V programs: Academic Peer Mentoring (APM) and Freshman Peer Advising (FPA) programs. Studies conducted on both showed impressive outcomes. Statistical assessments showed the average student in the APM program got off academic probation within one semester and into good academic standing. The FPA program paired every freshman with a peer advisor who contacted them weekly, met with them regularly and co-taught Orientation courses-a highly effective early intervention tool for students at risk. We will teach you everything from beginning to end on how to develop these programs yourself that will offer the same proven results.

Julie Oinonen, Woodbury University

Presentation based on: Research

Concurrent 307 **11:15 a.m.–12:15 p.m.**
Palace 3**Basic Steps in Developing a Student Satisfaction Survey**

Systematic evaluation of your academic advising services is important to determine whether the goals of the program and the needs of the students are being met, and also plays a major role in budget requests and program evaluations. This session will consider the basic steps in developing that always popular method of evaluation - the student satisfaction survey. Included will be a discussion of the importance of assessment and evaluation in academic advising, the differences between evaluation and assessment, the outlining of important aspects to consider when developing an evaluation tool or methodology, and some basic strategies for evaluating advising services. Whether for budget purposes, internal assessment, or accreditation purposes, attendees will be familiarized with the basic processes involved in developing and administering an evaluation procedure for their respective academic advising programs.

Rich Robbins, Cornell University
Presentation based on: Models/Applications

Concurrent 308 **11:15 a.m.–12:15 p.m.**
Chablis Room (Paris Hotel)**Linking Academic Advisement Services for At-risk Students to University First-Year Studies**

This interactive presentation will highlight efforts to insure academic success among students with collaboration between a grant-funded program for at-risk students and the university-wide first-year studies division. Innovative and effective practices relating the academic advisement process to admissions, orientation, a first-year seminar course, learning communities, technology, and peer helping will be featured. Multiple methods of assessing relevant outcomes will be explained, including those related to internal and external performance measures derived from strategic enrollment planning theory. The pervasive nature of academic advisement throughout the institution's first-year program, from admissions and orientation through coursework and peer helping, has been shown to positively impact student achievement and persistence. Such assessment results will be shared.

Mark Campbell, Deb Mariacher, Jessamine Montero
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 309 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 5**Winning Counseling Tips for Advisors or When Advising Becomes Counseling**

An increasing number of students are experiencing mental health issues while attending college. The combination of financial issues, personal relationships, meeting expectations, finding a career, academic pressure and an uncertain future are all leading to a student body that may unknowingly turn to their academic advisor for personal counseling.

The main purpose of this presentation is to provide academic advisors with direction and simple success strategies while working with a student that may have mental health counseling needs. We will also discuss when advising becomes counseling and knowing your limitations as an advisor (when to refer). The presentation will also include steps on how to establish the appropriate advisor/student guidelines.

Kevin O'Rorke, Todd Westerfeld
Broward Community College
Presentation based on: Research

Concurrent 310 **11:15 a.m.–12:15 p.m.**
Palace 6-7**Career Development and the Changing Workplace: Implications for Advising**

The workplace and career development assumptions are changing. Understanding and using information regarding the changing workplace and the competencies and knowledge needed to be successful in the future are important to helping students effectively prepare for their future. In addition, there are a variety of factors and assumptions that influence students' career development. Developing an academic and career plan that is relevant and effectively prepares students for the changing workplace is critical. This session will address workplace changes, changing career development assumptions, and implications for advisors as they facilitate students' planning.

Kenneth Hughey, Kansas State University
Presentation based on: Research

Concurrent 311 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 4**Transfer Readiness: Meeting the Challenge****Commission Sponsored: Advising Transfer Students**

"Transfer Readiness" is a new buzzword in higher education. Recent changes in the University of Washington's transfer admission policy emphasize good major preparation as key to a prospective transfer student being "transfer ready." In this presentation, we will outline the outreach program that UW academic advisors have designed, both to help students approach major preparation as a developmental process and to inform both community college students and academic advisors/faculty about the many major options at this institution.

Jason Boyd, Beret Kischner, James Meadows,
Clay Schwenn
University of Washington
Presentation based on: Models/Applications

Concurrent 312 **11:15 a.m.–12:15 p.m.**
Pacific Ballroom

Lost in Translation: Creating Advising Publications in Multiple Languages When You Speak Only English

Commission Sponsored: ESL/International Student Advising

Increasing numbers of non-native English speakers and their families are becoming commonplace in higher education. Research shows many students who are non-native English speakers still speak their native language at home. Thus, it is important to consider development of publications for non-native speakers when the message needs to be presented to the family.

Multi-language publications are a key component of an effective communication strategy for advising offices. This session will present seven steps covering the process from conceptualizing a multi-language publication to distributing it. Learn from our experiences and challenges and insure success with our seven steps. "Lost in Translation" participants will work together to create a new communication piece during the session.

Linda Barrett, University of Wisconsin
Presentation based on: Models/Applications

Concurrent 313 **11:15 a.m.–12:15 p.m.**
Palace 4-5

Predicting Performance of Business Majors: No Longer a Gamble

Commission Sponsored: Advising Business Majors

Predicting who will succeed in a business majors can be a challenge for academic advisors. In this study, we use statistical methods to ascertain which skills are most appropriate for successful achievement in these majors. Several high school and college quantitative and verbal predictors are used to test success in each of the different business majors. Information provided in this session will help advisors who are working with students in selecting an appropriate business major. Audience members will be given the opportunity to ask questions, or to share their experiences and ideas.

Marcia Rollison, Sami Abdel-Salam, University of Delaware
Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 314 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 1

Making the Most of a Second Chance: Examination of Reinstatement Success and Failure

A student reinstated to the university after preliminary dismissal faces an uphill climb in the pursuit of degree completion. Can we as advisors engage students more effectively to better ensure success, or have these students planted themselves in an unmanageable situation? This presentation will examine compiled data on the success and failure rates of students within an exploratory unit. It will invite participants to discuss the types of reinstatement policies that

exist at an assortment of institutions, and whether or not these policies are effective in the pursuit of excellence in education. Qualitative and quantitative data will be presented to illustrate the paths that students can take following reinstatement.

Curtis Good, Kent State University

Presentation based on: Research

Concurrent 315 **11:15 a.m.–12:15 p.m.**
Platinum Room

Science Whiz Kid to Failing College Student: What are the Odds?

Commission Sponsored: Engineering & Science Advising

Each year, advisers see some of the best and the brightest of the freshmen class perform poorly in introductory science classes. These academically seemingly well-prepared, but failing, students are perplexing. Previous research indicates that a variety of variables may contribute to the success of students in the sciences including personality traits, attitudes, and previous academic background. What happens when all known indicators suggest the student will be successful, but instead we find the student performing poorly? After a short literature review on what is known about success in college science, the panelists will present an analysis of how this issue has been examined on their own campuses, review similarities and differences uncovered, and lead a discussion about new strategies to help this population succeed.

Kathie Sindt, Johns Hopkins University

Heather Bisher, Miami University

Carmen Etienne, Oakland University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 316 **11:15 a.m.–12:15 p.m.**
Skyview 2

High Stakes Professional Advising: A Four-Year Model

Millennial students are looking for continued personal contact from their advisors. To become more student centered in delivering advising services, The Smeal College of Business adopted a four-year professional advising model. Students work with the same professional advisor for all four years. When the students enter their major, they are also assigned to a faculty advisor in their field. This allows the faculty-student relationship to focus on career specific issues. The challenge for the professional advisor is to adapt advising strategies to meet students' evolving needs throughout the collegiate experience. Upper-class students face different issues than their first and second year counterparts (i.e. transition to the "real world"). This presentation will present the strategies, challenges and rewards of a four year professional advising model.

Donna Danley Davison, Debby Grow

Penn State University

Presentation based on: Models/Applications

Concurrent 317 **11:15 a.m.–12:15 p.m.**
Bronze 2

University College: A Freshman Neighborhood Built around Effective Advisement

University College (UC) opened in 2000 as a state-of-the-art residential complex housing 1224 freshmen. UC is far more than a set of buildings! It is a comprehensive freshman program that has holistic, intrusive advisement by professional staff at its heart. Each student is assigned to a University College Academic Team (UCAT) that includes approximately 102 students, a Professional Advisor, a Learning Community Manager, two student Community Assistants and a Faculty Fellow. In the UC model we have implemented accessible advisement, academic enhancement, support services/refer- rals, and co-curricular activities within the residential com- plex. Professional Advisors are the glue that holds the UCAT together. The UC model has shown statistical success in improving freshman retention and academic performance. This presentation will share the “what” and the “how” of UC.

Lettie Raab, Prairie View A & M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 318 **11:15 a.m.–12:15 p.m.**
Skyview 5-6

Don't Gamble with Freshman Retention: Strategies for Increasing Retention

The University of Central Florida has implemented retention programs over the past eight years that have increased first year freshman retention from 71% to 84%. The retention strategies include collaborative efforts within Student Development and Enrollment Services and Academic Affairs to implement and assess multiple programs that assist new students in their transition and ultimately increase their reten- tion. This program will highlight the retention strategies used at UCF over the past eight years including innovative acade- mic advising programs for freshman, student success courses, academic support programs, early alert programs in mandatory general education programs, new admission poli- cies, on and off campus housing initiatives, and collaborative course planning with academic affairs.

Mark Poisel, 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 319 **11:15 a.m.–12:15 p.m.**
Gold

Gambling with the Virtual World: Advising in the Internet Age

Students have become increasingly comfortable building “virtual relationships” through Internet forums such as Facebook.com and LiveJournal.com. Consequently, advis- ers must face emerging questions about their role in these virtual communities vis-à-vis the advising relationship. This program explores such as issues as ethical dilemmas, legal ramifications, and positive uses of this powerful tool.

Anna Schmidt, Alexandra Cordero, New York University

Presentation based on: Personal Growth as an Advisor

Concurrent 320 **11:15 a.m.–12:15 p.m.**
Skyview 3

Graduating Undeclared is Not an Option: Assisting 2-year Undecided Students

What is the responsibility of community colleges in assisting undecided students with career and educational planning? How do you prepare an undecided student to transfer? What types of services do they need? This session will offer a comprehensive overview of the Undeclared Option at Monroe Community College, which was designed to meet the career development needs of undecided students. Participants will be provided with ways to examine services at their own institution and learn how to generalize our prac- tices to their campus. Successful strategies that work when advising this population will also be shared.

Sally Barton-Dingee, Monroe Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 321 **11:15 a.m.–12:15 p.m.**
Bronze 3

Establishing an LGBTQ Mentoring Program: Creating a Sense of Community

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

As advisers, we often struggle with finding ways to support our students both as individuals and as members of the communities in which they identify. This is especially true of lesbian, gay, bi, and trans students who often lack out queer adult role models in their lives. The LGBTQ Mentoring Program, established at The University of Chicago in 2001, strives to remedy this by pairing queer undergraduates with queer staff or faculty members who act as sounding boards as students navigate their way through a (mostly) straight world. We have found that, by interacting with LGBTQ fac- ulty or staff members, students acquire a greater sense of community.

In this session, we hope to furnish the tools needed to begin mentoring programs at other institutions.

Kathleen Forde, University of Chicago

Presentation based on: Models/Applications

Concurrent 322 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 7

What Happens in “Greek Student Success” Shouldn't Stay in “Greek Student Success”

Do members of Greek life at your institution find it difficult to balance their academic and Greek commitments? Find out how “Greek Student Success” programming has helped numerous students at the University of Central Florida since the program began in 1999, and see how it can possibly help your institution. The program, through a collaboration of the University of Central Florida's First Year Advising and Exploration office and Office of Greek Affairs, will be intro- duced, and open discussion will allow attendees to share thoughts, concerns, ideas, and more!

Beth Strohane, Iceney Ceasar

University of Central Florida

Presentation based on: Models/Applications

Concurrent 323 **11:15 a.m.–12:15 p.m.**
Bronze 4

Coordinating Disability Services at the College Level: The Engineering Students with Disabilities (ESD) Model

Commission Sponsored: Advising Students with Disabilities
This session will give an overview of the ESD Model used in the College of Engineering at the University of Texas at Austin. The ESD program supports any engineering student registered with the University's Services for Students with Disabilities (SSD) Office in putting their accommodations into action. The advisor who coordinates the ESD program also works with students who are not yet registered or do not qualify for SSD services with utilizing other university resources to meet their academic goals. Advisors will be encouraged to assess how inclusively they advise students with disabilities and at what level they coordinate with their University SSD office. This presentation is appropriate for any advisor since we all deal with students with disabilities.

Ann Permann, Krista Schultz-Hampton, University of Texas

Concurrent 324 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 6

The Graduate Coordinator: Hit the Jackpot and Learn How to become a Valuable Resource for your Students, Faculty, and Graduate Program(s).

Commission Sponsored: Advising Graduate & Professional Students

Change the way students, faculty, and administrators view staff that support graduate education on your campus. Learn how to reevaluate the vital role you play as a Graduate Coordinator in your organization, reinvent yourself, and become a valuable resource in your department. Learn the importance of strong collaborative working relationships and how they can assist you in becoming a valuable asset in your organization.

Catherine Thomas, Barbara Welch, University of Texas
Presentation based on: Models/Applications

Concurrent 325 **11:15 a.m.–12:15 p.m.**
Las Vegas 2

A Learning Community Model at NC State: the FYC Village

This program will highlight the three components of NC State's First Year College's Learning Community: our advising model, First Year Inquiry (FYI) courses, and our new Resident Mentor position. We will discuss our advising model as well as the components of the learning community. We have found that students who participate in our "linked" courses within our learning community have a greater GPA than those who don't participate and have also found that this difference isn't just because students take an FYI course or just because they live together, but rather a combination of both. We will be presenting data on student satisfaction with their college transition as a result of their

participation in this community. This program exists due to the collaboration between First Year College, University Housing and the First Year Inquiry Program.

Karen Hauschild, North Carolina State University
Presentation based on: Models/Applications

Concurrent 326 **11:15 a.m.–12:15 p.m.**
Skyview 1

Teaching as Advising

Can real advising happen in the classroom? Can professional advisors be good classroom teachers too? Advisors in NC State's First Year College work one-on-one with undecided first year students and teach them in a weekly "Intro to University Education" seminar course. This dual role encourages innovative teaching informed by theories of student development and practical advising skills, and gives a strong curricular framework to the advising relationship. This session will address: Designing a curriculum to accomplish advising and learning objectives, balancing the roles of teacher and advisor, and what's in it for the students. Attendees will learn about 1) Program design to integrate teaching and advising; and 2) the personal and practical issues advisors face with these dual roles.

Andrea Atkin, North Carolina State University
Presentation based on: Models/Applications

Concurrent 328 **11:15 a.m.–12:15 p.m.**
Las Vegas Ballroom 3

Developing Community before Classes Start: A Pre-Orientation Program for Underrepresented Populations

Commission Sponsored: Multicultural Concerns

University Orientations are met with a wide range of emotions for first-year students at Colleges and Universities across the country. For underrepresented students this maybe a time in which they are matriculating into a climate that is quite different from the comfort zone that they had developed in high school. This session will look at what Carnegie Mellon has done to create community building through a pre-orientation program called Origins. This program enables students to come in a few days before the university wide orientation and develop community with students of same ethnic backgrounds. We will look at the need for why the program was developed as well as its impact in the five years that it has been conducted.

Ty Walton, Damian Dourado, Carnegie Mellon University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

**Concurrent 329
Bronze 1**

11:15 a.m.–12:15 p.m.

**Sun Devil Hold 'Em: Making the Most of
Freshman Orientation**

Seeking ways to increase retention of information while decreasing anxiety, our University College Advising Team created the Freshman Orientation Workbook. The workbook describes general studies areas in a logical way that teaches students the requirements as they choose their own schedules. Not only do students leave orientation with a fall schedule, but they also leave with the tools needed to build their spring semester schedule. The workbook was so effective that four other colleges adopted the model. See how we modified this workbook to suit the developmental/prescriptive needs of our programs. Regardless of the orientation numbers or focus of the academic unit, the evidence clearly demonstrates greater student/advisor satisfaction with orientation as a whole with this new workbook.

Charles Miller, Sandra Voller, Todd Stricherz
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

Post Conference Workshops

**Post Conference Workshop P35
Gold**

1:00–3:00 p.m.

**Comprehensive Advisor Development: It Will
Not Happen by Chance**

Successful advisor training and development programs are the result of careful planning, implementation and evaluation. The perfect time to begin planning such a program is immediately following the NACADA conference, when ideas are fresh and inspiration abounds. This workshop will allow post-conference attendees to discuss and synthesize thoughts and return home with action plans.

The conference presenters coordinate the Master Advisor Program, which has been recognized as a NACADA "Outstanding Institutional Advising Program" and was included as an "Exemplary Program" in the NACADA Advisor Training Monograph. Participants will experience an active process of sharing ideas, learning about common characteristics of effective programs, and receiving a resource packet of sample programs. Presenters will highlight the importance of including conceptual and relational topics as well as informational ones. Come ready to discuss logistical issues, effective training techniques, building high-level institutional support, developing training materials, and incorporating research into training sessions. Each participant will complete a planning worksheet with ideas and implementation strategies.

*Kathy Davis, Cynthia Fiedler, Susan Martindale,
Harry Cook, AmyMarie Aufdenbrink*
Missouri State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

**Post Conference Workshop P36
Platinum**

1:00–4:00 p.m.

Legal Self Defense for the Academic Advisor

The increasing complexity of the modern university confronts students on numerous fronts. The prudent student seeks assistance from a knowledgeable source. This source is usually an academic advisor. Advisors in turn face the challenge of what can be a dual role: 1) responsibility to the student to provide accurate information as well as appropriate support and 2) responsibility to the institution to follow policies and procedures in working with students. This dual role can prove to be challenging in their practice as advisors juggle the demands of all constituents. Representing the institution to the students and the students to the institution often places the advisor in a precarious position. This tension can lead the advisor into difficult circumstances as he or she attempts to meet the needs of their student clientele. While the responsibility of assisting students with academic concerns is nothing new to the academic advisor, the contemporary students inhabiting college campuses today are different. They have grown up in an increasingly litigious society and consequently are more apt to seek redress from the judicial system for damages real or perceived.

This presentation will prepare academic advisors to operate effectively while protecting themselves from becoming embroiled in controversy and potential litigation. The presenters will offer preventive strategies for the academic advisor's use in avoiding these types of situations. Topics to be covered include: 1) Due process rights; 2) Law of contracts/agency; 3) FERPA; and 4) Recent court cases

The presenters are practitioners in the field of academic advising, not attorneys.

*Steve Robinson, University of Alabama
Susan Epps, East Tennessee State University*
Presentation based on: Research

4:00 p.m.

Conference ends