

Thursday, October 19
School Spirit Day

7:00 a.m.–5:00 p.m.
Westin-2nd floor foyer
Conference Registration

7:00 a.m.–5:00 p.m.
Convention Center-2nd floor foyer
Hospitality/Information Desk/
Volunteer Central

7:30–8:30 a.m.
Convention Center-Sagamore Ballroom
Commission/Interest Group Fair
Full Buffet Breakfast (included in registration fee)
Come join the NACADA Commission and Interest Group Chairs for breakfast! This is an opportunity for participants to meet each other in an informal setting, visit with several commissions and interest groups who will be set up at individual tables with materials concerning their goals and ongoing work, and enjoy breakfast.

8:00 a.m.–12:15 p.m.
1:30–5:00 p.m.
Convention Center-2nd floor foyer
Exhibits

We encourage you to visit the Exhibits. See page 6 for a list of Exhibitors registered as of September 5.

7:30 a.m.–6:00 p.m.
Convention Center-2nd floor foyer
Cyber Café

8:45–9:45 a.m. Sessions

Concurrent 1 **8:45–9:45 a.m.**
Convention Center-204
Orientation for First-Time Attendees and New NACADA Members

This session is a repeat of the Orientation given on Wednesday, October 18th. The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of their membership, including professional development opportunities, quality publications, and additional networking opportunities. Also, new conference attendees will be given a “roadmap” for getting the most out of the national conference and understanding the special and unique aspects of the conference. The session will be interactive with multiple opportunities for participants to network, learn, and meet new friends and colleagues.

NACADA Leaders

Commission Meeting 2 **8:45–9:45 a.m.**
Westin-State Room

Advising Adult Learners

This year’s Adult Learner Commission meeting will focus on planning at two different levels. The first will be to re-visit 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.

Teri Farr, Illinois State University

Commission Meeting 3 **8:45–9:45 a.m.**
Westin-Council

Small Colleges & Universities

Interested in talking with colleagues from small colleges and universities about issues of mutual concern? Wonder how other schools are handling advising, assessment, registration, accreditation, degree audits, or orientations? Often those who advise at small colleges and universities are the only persons on their campus who do “what they do”—and often “what they do” involves multiple tasks. Take some time to connect with others who work in this setting at this informal interest group meeting. If you’re a member of the Small Colleges and Universities e-mail list, you can suggest topics of interest through the list. If not, consider joining the e-mail list (check the NACADA web-site for details), bring your ideas to the meeting, becoming a member of the steering committee, or simply e-mailing me at wvanduse@regis.edu. We will also be welcoming the new Small Colleges and Universities chair at our session. See you there!

Bill Van Dusen, Regis University

Interest Group 4 **8:45–9:45 a.m.**
Westin-Congress I-II

Probation/Dismissal/Reinstatement Issues

Working with students in academic difficulty is often a challenging yet rewarding experience. Sharing our PDR-related concerns, issues, and ideas can be an important way to enhance our effectiveness in working with this population of students. Round table discussion groups will be formed based on topics of interest to participants, and groups will share a summary of their discussions. Don’t miss this opportunity to network, share, and learn!

Karen Reynolds, Michigan State University

Interest Group 5 **8:45–9:45 a.m.**
Westin-Cabinet

Potential Interest Group: Appreciative Advising

Appreciative Advising was adapted from David Cooperrider's Appreciative Inquiry model. Appreciative Advising searches for the best that our students have to offer. It involves the practice of asking unconditionally positive questions that strengthen our students' capacity to apprehend, anticipate, and heighten their positive potential to impact the world. The advisor's questions allow students draw on positive peak experiences from their past to guide limitless future goals and provocative action plans.

If you enjoy working with strengths-based, positive programs than this interest group is for you. The interest group is committed to the distribution of information relating to the both the theory and practice of Appreciative Advising. Appreciative Advising has been used successfully at several institutions to improve the retention of probation students and internal transfers in competitive major programs.

Scott Amundsen, Eastern Kentucky University

Concurrent 6 **8:45–9:45 a.m.**
Westin-Grand IV

Light the Way! Engage Students in the Advising Process Early

Best of Region 9

From the time transfer students are admitted, they anxiously wait to hear from the campus, wondering what comes next. In this presentation, learn about the development, implementation, and evaluation of a successful program that introduces students to the advising model, graduation requirements and semester scheduling long before their first semester begins. Students are mailed a unique packet of information, along with an invitation to attend informative group advising workshops. Feedback from students highlighting the success and improvements made to the program will be presented. Recommendations on how your institution might implement a similar program will be shared. All participants will receive copies of actual materials such as the Pre-Advising Guide, Island Compass Workbook and information regarding the content of the interactive group workshop.

Sue Saunders, California State University Channel Islands

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 7 **8:45–9:45 a.m.**
Convention Center-206

Reach Out and Touch Each Student with an Interactive Online Orientation

Participants in this session will have the opportunity to discuss the how, when, what, where and who of developing and implementing an online orientation as well as view and participate in the orientation. The orientation captures the students' interests about college life by providing the needed general information on academics, student services, student activities, and more in a convenient, user-friendly setting. The orientation gives the students easy access to over 75

valuable links, such as the academic departments, bookstore, library, athletics, clubs, free tutoring, etc. The students are able to spend as much time as they wish in pursuing areas of interests in the orientation and use their one-on-one advising sessions with an Academic Advisor to obtain relative information to their specific goals.

Zina Gardner, Richland College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 8 **8:45–9:45 a.m.**
Convention Center-208

Learning Disabilities: Creating a Crossroad for Students with this Hidden Disability

There has been an increase in students who are entering higher education with hidden disabilities, either with a formal diagnosis or to be diagnosed at their current university. Therefore, students with disabilities should be a component when addressing diversity on college campuses. There must be a collaborative effort between academic advisors and campus resources in order to bridge this learning gap. Explore the implications that advisors face when working with students with a learning disability. This exploration will include: defining a learning disability, discussing the characteristics of students with learning disabilities and how they impact the advising process, discussing advisor's fears and concerns when advising this student population, and where and how to utilize campus resources to facilitate success for the learning disabled student.

Karen Wold, Carrie Mulvaney, University of Illinois

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 9 **8:45–9:45 a.m.**
Westin-Chamber

2006 Graduate/Professional Student Advising Survey Results

This workshop presents the results of the 2006 NACADA survey of the Graduate/Professional Student Advising Commission membership. The survey includes a wide range of questions pertaining to both organizational and professional subjects affecting professional advisors in graduate affairs. After presenting the results and our preliminary analysis, we will put forward several scenarios for answering the needs of our membership. The workshop will end with a general discussion during which feedback on results and future plans will be gathered from the commission leadership. The results of this workshop will provide the basis for future commission business.

Kati Markowitz, University of California-Berkeley

Judith Goetz, Penn State University

Presentation based on: Research

Concurrent 10 **8:45–9:45 a.m.**
Westin-Grand V

Student Motivation-Applying the ARCS Model to Academic Advising

Dr. John Keller, Florida State University, synthesized existing research on psychological motivation and created what is known as the ARCS instructional model (Keller, 1987). ARCS stands for Attention, Relevance, Confidence, and Satisfaction.

This presentation will discuss, in a fun and informative way, how the ARCS model may be used to motivate students in advising situations. From the viewpoint that advising is teaching, specific suggestions and ideas will be presented along with the opportunity for further discussion about how to best apply each portion of the ARCS model.

Wade Oliver, Utah State University
Presentation based on: Research

Concurrent 11 **8:45–9:45 a.m.**
Convention Center-205

The Digital Melting Pot: How Students Use the Internet and How We Can Too!

Today's students are frequently turning to the internet for their entertainment, education, and socialization. Indeed, many students feel more confident about their digital personas than they do about their physical ones. How can we utilize this powerful medium without appearing to be "intruding" on our students' turf?

This presentation will look at some successes and failures of taking advising functions online and examine the potential dangers and rewards. The session will provide a basic tutorial on some popular online tools and services and engage participants to brainstorm possible strategies for their use. Examples will be shared to demonstrate how one campus has struggled with motivating both students and advisors to actively participate and overcome their misgivings.

Samuel Murdock, Texas A&M University
Presentation based on: Models/Applications

Concurrent 12 **8:45–9:45 a.m.**
Westin-Grand III

Holistic Activities for the Exploring (Undecided) Student in the Classroom

In this interactive session, participants will learn holistic exercises that will empower exploring (undecided) students in making their major, career, and life decisions. This workshop will include useful, fun, and creative ways that are easy to integrate and/or adapt into any college classroom, particularly in University 101. It will emphasize self discovery, goal planning, decision making and information about academic direction.

Sue Schmid, Shannon Haick, Pace University
Presentation based on: Models/Applications

Concurrent 13 **8:45–9:45 a.m.**
Convention Center-211

Increasing Diversity by Preparing Advisors to Prepare Students for Study Abroad Experiences

Before advising and assisting study abroad students, advisors must understand the differences between U.S. education and comparable experiences abroad. European higher education is undergoing a significant transformation to enhance "transparency" (transferability). U.S. institutions should capitalize on these initiatives to enhance study abroad opportunities and increase diversity on our campuses. This workshop will detail similarities and differences among transfer credit practices, explain the European transformation, focus on assisting undergraduates plan for study abroad experiences, and illustrate how advisors can work with faculty to determine course/credit equivalencies. The workshop will chronicle one institution's successful attempt to automate course equivalencies with European and Australian institutions, and provide a foundation for understanding study abroad advising efforts.

Michael McCauley, Troy Holaday, Ball 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 14 **8:45–9:45 a.m.**
Westin-Grand I

Faculty Advisors: What Do They Really Want?

Commission Sponsored: Faculty Advisors

If faculty are the primary advisors on your campus and research demonstrates that students benefit from a strong connection with at least one faculty member, why do so many faculty members continue to neglect their advising role? Trying to address this issue, advisor training was offered to faculty but the result was stiff resistance. The consequence was a desire to understand the needs and preferences of faculty advisors and to improve collaboration between the central advising office and the faculty. A survey of faculty preferences, expectations, and comfort levels with advisor training and advising activities was developed, distributed and assessed by the presenters. The results of this assessment will be reviewed, discussed, and applied with feedback from participants.

Melissa Mentzer, Ashland University
Mark Rehfuß, Regent University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 15 **8:45–9:45 a.m.**
Convention Center-207

Revving Up Your Staff for the Long Race

As we constantly face the pressure of "doing more for less," are we utilizing all "8 cylinders" when it comes to our staffs? Do they feel appreciated? Are their efforts being shadowed by outside elements? Are we providing the needed professional development? Are our staff members motivated to excel or just "get by?"

In all the hustle in bustle of getting it all done, supervisors tend to over look issues around our staff in hopes that we will get to it later. Unfortunately, good intentions do not provide the “revving” your staff needs and deserves. Now is the time to invest in the future of your staff. Take out a life insurance policy that will motivate your staff to not only succeed, but excel.

Rodney Mondor, University of Southern Maine
Presentation based on: Personal Growth as an Advisor

Concurrent 16 **8:45–9:45 a.m.** **Westin-Capitol I**

Wascally Wabbit: Reaching the Angry Student in an Advisement Setting

Students may arrive at the advisement session with issues that present as anger and oppositional behavior. This greatly reduces the effectiveness and advisement benefit for the student. Using a protocol based on an understanding of the basic psycho/social needs of students, the advisor may quickly re-frame the session in a way that addresses the students’ current affective state and greatly enhances the effectiveness of the session. This workshop is presented with humor and a positive, light-hearted approach.

Mark White, Brigham Young University
Presentation based on: Theory

Concurrent 17 **8:45–9:45 a.m.** **Convention Center-201**

Making Sure First-Generation Students Don’t Finish Last!

Students are faced with many challenges and obstacles once they begin college. Those students whose parents did not attend college, also known as First Generation Students, are more than twice as likely to not return for their second year. They enter college less academically prepared, tend to come from lower socioeconomic backgrounds, and face greater challenges in their acclimation to college life. This program will describe how through grant funding, a private university has been able to implement an enhanced academic advisement and preparedness program for these students. The session will also give examples of successful initiatives that have been implemented towards improving retention.

Kelly Austin, University of Pittsburgh-Johnstown
Heather Kenney, Embry-Riddle Aeronautical University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: less experienced

Concurrent 18 **8:45–9:45 a.m.** **Westin-Capitol III**

AQ Intervention for Assessing & Counseling Students of Color

Learn about the power of the Affective Domain (emotion or feeling as distinguished from cognition, thought or action). Participants have the chance to see that the Affective Domain is just as important as the Cognitive Domain. They will see how the Affective domain is critically vital for retention of students, especially for Students of Color. The utilization of Affective Constructs in the assessment and

counseling of students are presented, including the administration and review of the Murphy Inventory, which measures: 1) Self-Concept, 2) Locus of Control, 3) Need-Achievement (drive-expectation), 4) Stimulation-Seeking (curiosity), and 5) Attitude (positive-negative). Assess and evaluate your own AQ (affective quotient) and learn how to use this exciting tool to support Students of Color. This session should benefit faculty/staff who is concerned about the realistic retention of Students of Color.

Robert Murphy, Johnson County Community College
Presentation based on: Research

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

Concurrent 19 **8:45–9:45 a.m.** **Convention Center-203**

Advising and Career Services: Forging a Partnership to Enhance Employability of Graduating Students

Commission Sponsored: Advising Business Majors

Academic Advising and Career Services should be a natural fit at institutions of higher education, yet that partnership is not always an established one as often they have different reporting structures. This session will present an initiative that was implemented by Undergraduate Business Advising (Reporting to the Dean of Business) and Business Career Services (Reporting to Career Services housed under Academic Affairs) to determine how the two groups could collaborate to provide more informed and comprehensive service to the students they serve.

Cheri Butler, Les Ridingin, University of Texas-Arlington
Presentation based on: Models/Applications

Concurrent 20 **8:45–9:45 a.m.** **Convention Center-210**

Similarities and Differences in Academic Motivation at Three Distinct College Configurations

The presentation describes the results of research study that examined academic motivation of first-year students at a 4-year residential university, a 4-year commuter university, or a two-year private college. Over 2,000 participants completed a motivation instrument that measured learning goal orientation, performance goal orientation, and self-regulation. Descriptive comparisons across schools revealed minor differences in the three components of academic motivation. Results of three OLS regression analyses suggest that gender differences in learning goal orientation/self-regulation and age differences in learning goal orientation account for variation within and across school configurations. Implications for using achievement data to inform advising decisions and recommendations for future research will be discussed. The presentation will allow for ample debate on the impact of labels and motivation myths on academic advising.

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

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 21 **8:45–9:45 a.m.**
Westin-Capitol II

The Life of an Outcomes-Based Advising Survey

Commission Sponsored: Assessment of Advising

The presentation will focus on the development, refinement and delivery of an outcomes-based advising survey at a large Community College. Discussion will include outcomes-based question development, delivery methods including both online and paper-based surveys, and how the results affected advising practices. Participants will learn how to create an outcomes-based survey rather than a satisfaction-based survey, and better understand how survey results can drive improvements in the survey itself.

Stephanie Rose, Deb Humphreville, Judy Pelletier, Judy Larwill

College of DuPage

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: less experienced

Concurrent 22 **8:45–9:45 a.m.**
Convention Center-202

Emerging Communication Technologies for Academic Advising: Finding Technology that Transforms

Academic advisors are increasing modes of interaction that rely more on telecommunications technologies as well as face to face. Our students and our colleagues use these technologies in various aspects of their lives, but many advisors would be hesitant to employ these same useful technologies in their work. Advisors may need a way to evaluate effectiveness of these tools for the work of academic advising. In this session we will propose a rubric to evaluate the strengths and weaknesses of various technology tools in the context of academic advising. Presenters will demonstrate aspects of selected communication/knowledge management tools in order to explain the rubric. Participants will be provided simple tools for evaluation such as a checklist.

*Karen Thurmond, University of Memphis
George Steele, Ohio Learning Network*

Presentation based on: Theory

Concurrent 23 **8:45–9:45 a.m.**
Convention Center-209

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/referrals, and co-curricular activities within the residential complex. 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, Juanel Sippio, Shandon Neal
Prairie View A&M University

Presentation based on: Models/Applications

Concurrent 24 **8:45–9:45 a.m.**
Convention Center-212

Diverse Methods to Increase Graduation Success Rates

Students apply for graduation under the assumption that they have met all degree completion requirements. The academic advisor may have the responsibility of informing the student if a problem exists. This presentation will explore diverse initiatives used to increase graduation success rates. At the College of Health and Public Affairs, an application review process has been developed to assist more than 2000 students annually to graduate from the college. Attendees will gain knowledge of the proactive steps taken from the time of student application through diverse situations and hurdles that students encounter towards degree completion. The presenters will share case studies and statistics as examples of the success of this program. Participants will be asked to share best practices on other campuses to facilitate graduation processing.

Gail Raymond, Mercedes Vega, University of Central Florida

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 25 **8:45–9:45 a.m.**
Westin-Grand II

The Process of Selecting a Major: A Study of Exploratory Honors Students

This study will present the results of a qualitative research that focused on how Exploratory Honors Students at a four-year public university selected their academic majors. Participants will engage in an interactive teaching strategy to activate their schema about selecting an academic major, and they will examine the steps used in conducting a qualitative research study. In addition, each participant will analyze and categorize a piece of data from this research study. The session will conclude with a small group discussion of the implications of the results for academic advising practice, theory building, and future research.

*Gary Padak, Gene Helton, Joan Iacobacci,
Jessie Carduner, Jamie Reynolds, Casey Davids*
Kent State University

Presentation based on: Research

Commission Meeting 26 10:00–11:00 a.m. Westin-State Room

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

Commission Meeting 27 10:00–11:00 a.m. Westin-Council

Faculty Advising

Faculty advisor issues continue to grow in priority in the field of academic advising, and this commission reflects the state of the art across North America. The discussion format invites participants to share what is going on in their areas, to get feedback about issues facing them on their campuses, to build new collaborations with colleagues, and to help determine future action items for the Commission. Other topics will include our Who's Who Among Faculty Advisors web page and ways to generate discussion using the listserv. Don't miss this opportunity to meet your fellow faculty advisors and to help craft the future direction of the Commission.

Kathy Stockwell, Fox Valley Technical College

Interest Group 28 10:00–11:00 a.m. Westin-Congress I-II

Distance Education Advising—Orientation Programs for Distance Transfer Students

Most colleges and universities host elaborate orientation programs for incoming freshman students. Transfer students, particularly those learning at a distance, usually are not provided with this benefit. The goal of this interest group meeting is to look at innovative orientation programs for distance students. What are the most vital components of these programs? Do students receive academic credit for participating in the orientation? Have these programs proven beneficial to increasing student resilience? Can the orientation programs for students at a distance be used to benefit transfer students on campus as well?

Interest group members whose institutions provide this service to distance transfer students are encouraged to discuss their orientation programs and bring (print) information to share with the group.

Bobbi Thomas, Washington State University

Interest Group 29 10:00–11:00 a.m. Westin-Cabinet

Study Abroad Advising

Did you know? The U.S. Senate unanimously declared 2006 as the “Year of Study Abroad.” The Study Abroad Advising Interest Group seeks to support academic advisers in their work with students before, during, and after an education abroad experience.

The Study Abroad Advising Interest Group seeks to involve NACADA members to: 1) enhance adviser knowledge of study abroad and work, intern, and volunteer abroad options; 2) build adviser interest in learning how they can promote and prepare students for education abroad; 3) share strategies, tools, and materials for advising students interested in education abroad; 4) share strategies and successes regarding curriculum integration and course equivalencies; 5) develop information exchange and partnerships with other professional organizations committed to advancing advising and education abroad agendas (e.g., NAFSA, the Forum); 6) support re-entry advising for students; and 7) promote research, publication, and conference presentations

Join us at the Interest Group meeting to network and discuss education abroad advising “hot topics” on our campuses.

Jodi Malmgren, University of Minnesota

Concurrent 30 10:00–11:00 a.m. Westin-Grand V

Breaking Bad News to Students: Delivery is Key

Best of Region 4

Many times advisors are not sure how to tell a student he/she may not be ready for graduate school, or might want to consider something outside of pre-med (because the student failed biology for the 3rd time). Delivering bad news can be difficult. Should one blurt out the bad news with no regard to the student's developmental needs and abilities? Should one avoid telling the student anything that will harm his/her feelings? We will look at communication theory and effective communication behaviors to help us understand how to deliver bad news to students. Also, we will be role playing different scenarios to help cement effective communication behaviors . . . and have some fun!

Jose Rodriguez, Florida International University
Presentation based on: Personal Growth as an Advisor

Concurrent 31 10:00–11:00 a.m. Westin-Capitol II

Outstanding Advising Awards: Tips for Administrators on Putting Together a Successful Nomination Packet

The NACADA Awards Program is an excellent avenue for those in the advising profession to recognize their colleagues. However, some find compiling an advising portfolio very daunting without the assistance of someone familiar with the process. This presentation will go into detail on the successful, systematic approach used at Utah State University (USU) to annually nominate individuals within the various award categories. This approach has been so suc-

cessful that USU advisors are consistently among those who receive an Outstanding Advising Award or Certificate of Merit through NACADA.

John Mortensen, Stephanie Hamblin, Utah State University

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of advising experience: more experienced

Concurrent 32 **10:00–11:00 a.m.** **Westin-Chamber**

Cross-Cultural Advising: Helping Undecided South Asian American Students

South Asians represent a relatively new student population and a new challenge for academic advisors. These first-generation American students, generally 1.5 or second generation from India and Pakistan, receive positive educational messages from their family/home community, but these messages limit major/career choices to professional programs. Effective advising must consider cultural and gender expectations that conflict with an interest-driven focus of academic advising. This session will offer suggestions for effective advising with the diverse South Asian student population. It will include a brief demographic overview, and will focus on the impact of siblings and extended family on students' academic decisions. The session utilizes one advisor's experience and the voices of students from a qualitative research study; participants will be encouraged to share experiences and best practices.

Julie Traxler, Rutgers State University

Presentation based on: Research

Concurrent 33 **10:00–11:00 a.m.** **Convention Center-211**

Frustration? Confusion? Anxiety? Advising the Challenging Student—Ways to Advise the Student with Emotional Problems

Commission Sponsored: Advising Students with Disabilities

As an advisor or faculty member, do you ever wonder what to do when a student reveals that he/she has engaged in self-harm? How do you handle a student who wants an academic adjustment and threatens to have a "nervous breakdown" if you don't help them change a grade? How do you approach the student who writes in a paper that they are planning on killing themselves? On a national survey from 2005, conducted by the presenters, 48% of advisement professionals indicated they found students with these issues on their caseloads. In this session we will discuss "best practice" when working with students with these issues by using case law, research, and video clips. Audience participation is strongly encouraged.

*Norman Roberts, Julie Preece, Phillip Rash, David Shwalb
Brigham Young University*

Presentation based on: Research

Concurrent 34 **10:00–11:00 a.m.** **Convention Center-209**

Lend a Helping Hand When Digging for Goals

Would you like to help others accomplish their goals and dreams? Would you like to accomplish more in your life? This session will provide you with hands-on strategies to help you identify your goals and dreams—and develop a plan to complete them! Participants will take part in exercises to get started toward success! Be warned—this is a HIGHLY interactive session! To best prepare for this session, come with a few ideas of goals and dreams you'd like to accomplish! Once you complete the session, you will not only have ideas to take action towards your goals/dreams, but you will help your colleagues start on their dreams as well! The presenter will also offer strategies how this can be used with your advisees!

Bill Johnson, College of William & Mary

Presentation based on: Personal Growth as an Advisor

Concurrent 35 **10:00–11:00 a.m.** **Westin-Grand II**

The Role of an Academic Advisor in Promoting Integrity in a Diverse World: Are We Living in a Cheating Culture?

Commission Sponsored: ESL/International Student Advising

This presentation focuses on the unique challenges Academic Advisors face in promoting integrity and academic integrity, in particular. Competitiveness, shrinking financial resources and an increasingly diverse student population create a unique situation. When listening to our advisees, it is often difficult to discern between a student's cultural values and a lack of integrity awareness. Does this misunderstanding of a student's cultural values lead to a cheating culture? Do all societies view cheating as wrong or just something everybody does to get ahead? Just because the world has become more diverse, does that mean this diversity has led to a cheating culture? Or have American values changed?

Aura Rios Erickson, Shoreline Community College

Roberta Menicucci, University of New Mexico

Presentation based on: Personal Growth as an Advisor

Concurrent 36 **10:00–11:00 a.m.** **Convention Center-205**

Diversity and Data United

Baffled by how to collect a diversity of data? Perplexed by how to evaluate the effectiveness of advising? Puzzled about how to assist students in becoming responsible for tracking their own progress toward admission to teacher education or other mileposts in the education process? This presentation will focus on the assessment tools developed by a university college of education utilizing Live Text. Included will be a demonstration of how to develop these assessments and collect data. Information will be provided about how one university utilizes these assessments and data to evaluate the effectiveness of the advising center, provide a checklist to determine the readiness of transfer students to begin the education program, enhance the advising process for freshmen, and serve as an introduction to the education program for high school seniors.

Lee Kem, Murray State University

Presentation based on: Models/Applications

Concurrent 37 **10:00-11:00 a.m.**
Convention Center-202

IM 101: An Introduction to the Use of Instant Messaging in Academic Advising

While email currently has a stable presence in academic advising culture, instant messaging (IM) has just recently emerged as an advising possibility. How, if, and when to use IM in advising are timely questions, and this session will assist participants in thinking about possible answers. To do this, we will: 1) Provide an overview of IM technology, software options, and basic features. 2) Highlight examples of how IM is already being used in advising by some institutions. 3) Discuss key issues to be addressed in determining whether or not to incorporate IM into advising (use with all students vs. sub-populations, hours of availability, protocols for documentation, etc.).

Wesley Lipschultz, Terry Musser, Penn State University
Presentation based on: Personal Growth as an Advisor

Concurrent 38 **10:00-11:00 a.m.**
Convention Center-201

Probation and Podcasting: Enhancing Programs to Motivate Students

Commission Sponsored: Technology in Advising

During Fall 2005, a workshop was implemented to address the needs of first year students who were on probation. To reach a diverse number of students and to enhance the support network for these students, we created a Podcast and a Blackboard site to facilitate information flow. These formats are beneficial because students can access information when they want it, students can access information privately, and the electronic formats allow the presenters to track which tools are most often utilized. Attendees will receive information on a motivation workshop for at-risk students; a better understanding of what a Podcast is and how it can be effectively utilized; ideas on creating an electronic site; and data regarding the utilization of these programs, program assessment, and future plans.

Sarah Keeling, Stephanie Foote
 University of South Carolina Aiken

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 39 **10:00-11:00 a.m.**
Convention Center-203

IowaLink: A Team Approach to Retaining At-risk Students

IowaLink is a year-long academic support program for recruited students who show potential for academic success but who do not meet the standards for regular admission to The University of Iowa. Now in its tenth year, IowaLink is demonstrably successful in preparing and retaining under-prepared students from diverse backgrounds. Created and administered by the Academic Advising Center, the program's success is the direct result of extensive collaboration among academic and student services sectors and exemplifies what Universities can accomplish by using existing University resources creatively and effectively. The presen-

tation will detail the program's structural elements, organizing principles, and demographic and academic data. Participants will receive a wide variety of summary hand-outs. The session is appropriate for anyone wishing to improve retention of at-risk students.

Pat Folsom, Brian Corkery, University of Iowa

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 40 **10:00-11:00 a.m.**
Convention Center-210

Death, Taxes and Training! Maximizing the Inevitable

A never ending activity is training. We constantly train our colleagues, our students and even ourselves. Training can be described as providing maps or directions. Both lead to the goal, but maps show alternative routes and give the opportunities for individualized approaches to the goal. Directions, on the other hand, show only a specific route and do not give resources navigating unexpected detours or changes along the road.

Meaningful training can be thought of as providing a map of possibilities, alternatives and independence. If done well, this style of training will also help avoid boredom, indifference or burnout in the ones doing the training.

This session will detail differences between maps and directions, and will allow participants to share their training experiences.

Jeanette Wong, Azusa Pacific 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

Level of advising experience: less experienced

Concurrent 41 **10:00-11:00 a.m.**
Convention Center-206

Advising First-Year Students into the Future: The Four-Year Plan and Retention Initiatives for Liberal Arts Students

This presentation will focus on the Student Success Initiative undertaken at the University of Maryland during the 2005-06 academic year. It will address strategies used by the Office of Student Affairs in the College of Arts & Humanities to engage 22 different academic departments and 4700+ students in academic planning for a four year tenure. We will examine the techniques used to encourage student planning for student success, and review strategies for utilizing the available resources to put the initiative into practice. Finally, we will examine the successes and challenges we encountered as we created, implemented, and evaluated the initiative during its first year, and consider changes we made for the 2006-07 academic year as a result.

Audran Ward, Paula Nadler, University of Maryland

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 42 **10:00–11:00 a.m.**
Westin-Capitol I

Improving Student Retention through an Academic Recovery Program

The program titled PASS (Program for Academic Student Success) is an intrusive advising system available to first year undeclared students who are on academic warning or probation. Students sign a contract committing them to participate in a 7-week program. The program is prescriptive (customized to provide specific assistance for these particular students) rather than an off of the shelf non-tailored (one size fits all) program. It is also designed to provide the student with a support group, skill development and integration into the academic setting (in support of research completed by Astin, Tinto, Bean etc). Preliminary data indicates that there has been a positive and significant impact on enhancing student retention. In this session, we will present the history, structure and outcomes of the program and attendees will receive samples of the contract, assessment results and other related materials.

Jack Truschel, Beverly Grace-Odeleye
East Stroudsburg University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 43 **10:00–11:00 a.m.**
Convention Center-208

The Adventures of an Early Alert Team at a Liberal Arts College

Commission Sponsored: Small Colleges & Universities

This presentation will describe the implementation of an “Early Alert Team” at a small liberal arts college (Hanover College) in order to assist in retention efforts with first year students. The goal of the team is to act as a “relay station” to connect faculty advisors, student life staff, coaches, classroom professors, etc., in order to better assist students who are otherwise in danger of “falling through the cracks” and not succeeding at Hanover. We will present results from the first year of operation (e.g., retention figures; number & types of students served; success stories; not-so-successful stories; etc.) and invite the audience to share their own experiences.

Stephen Dine Young, Jeff Conner, Katy Lowe Schneider, Ken Prince

Hanover College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 44 **10:00–11:00 a.m.**
Westin-Capitol III

Academic Advisor as Entrepreneur: A Revolutionary Business Model for Advising

Commission Sponsored: Advising Administration

Adopting an entrepreneurial approach to advising is about both a philosophy and an organizational structure that encourages innovation. Our presentation will outline an entrepreneurial philosophy, the characteristics of an entrepreneurial advisor, and the type of incubator organizational

structure that are integral components to fostering change. The presentation will also discuss how we were able to shift to this model from one that was very hierarchical, resistant to change and failing to meet the needs of our students. The last section of our presentation will focus on a number of innovations that this advising model has allowed us to produce in the last two years.

Collette Niland, Teresa D’Urso, Jeff Headtke, Steve Gorrell, Randa Hodges, Ruth Badger, Amy Weisbach
University of Illinois

Presentation based on: Models/Applications

Concurrent 45 **10:00–11:00 a.m.**
Convention Center-207

Freshman Orientation in a Fast-Paced Society—Get ‘Em In and Out, but Give Them What They Need

Today’s students are tough customers; they want everything “yesterday”. We have the daunting task of providing excellent student service, while at the same time meeting their academic needs. With more students than ever, it is a challenge to meet these expectations.

We have found a way to provide quality orientation services to meet the needs of these students. Our _ day One-Stop Sessions for new students, age 19 and under, include testing and assessment, advising, scheduling and online registration, extracurricular programs and support services.

The one-stop sessions have met with rave reviews by students, administrators, and parents. Please join us as we present a lively presentation on all aspects of the One-Stop!

William Elliott, Bonnie Sulzbach
Harford Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 46 **10:00–11:00 a.m.**
Westin-Grand I

Where Rhetoric Meets Reality: “Diversity” in Advising Practice

Despite all the rhetoric on the two separate topics, rarely discussed is the nexus between “diversity” issues and academic advising. How do matters of race and culture play out in the world of academic advising? Toward such a synthesis, we will address diversity/multiculturalism issues that arise in academic advising from several perspectives, including: advising policy related to race and culture; achieving cultural competence; the “hidden organizational chart” for advisors of color; connecting (or not) with students of color; and issues of language/communication style.

A panel (professional advisors and an advising administrator) will lead the discussion. The format will allow for both diversity of viewpoints (probably even disagreement!), and ample interaction. If you are looking for bland, look elsewhere. Bring your questions, concerns, and an open mind.

Donald Woolston, Adrienne Thunder, Cornelius Gilbert, Miguel Rosales
University of Wisconsin

Presentation based on: Personal Growth as an Advisor

Concurrent 47 **10:00–11:00 a.m.**
Convention Center-204

Potential for Academic Success Seminar (PASS): Utilizing Strengths Quest to Change Academic Outcomes for Probation Students

Low performing students, either on probation or returning from dismissal, may observe a significant decrease in their self-esteem and self-efficacy. This decline may then lead to a cycle of continuing poor performance. The Strengths Quest based PASS program attempts to break this powerful self-fulfilling prophecy and encourages students to take responsibility for their academic pitfalls and build a solid foundation for the future. We strive to make students more durable and give them academic resiliency through the use of the Strengths Quest program. In this session we will describe the PASS program and how Strengths Quest is used as an asset in this eight-week course.

Morgan Jones, University of Texas-Arlington
Presentation based on: Models/Applications

Concurrent 48 **10:00–11:00 a.m.**
Westin-Grand III

“Plan B:” Advising Pre-Professional Students When Their First Plan of Study Derails

When an undergraduate’s “Plan A” derails due to under-preparedness, low grades, or a poor program fit, disheartenment often results. Pre-professional students can be so focused on the goal of being admitted to a given program that they don’t explore the full scope of options available to them until the final hour. A panel from a NACADA Outstanding Advising Program will explore how, through creative advising, we can encourage students to consider “Plan B” earlier in their academic careers and transform indecision into self-insight. Should the student re-apply, consider other paths to the same career, or choose an entirely different career or major? This session’s discussion will consider the diversity of students across the country and across disciplines. What are the mitigating factors?

Natalia Schau, Eric Beckstrom, Indiana University
Presentation based on: Models/Applications



Al fresco dining along Indy's hip and trendy Massachusetts Ave.

Concurrent 49 **10:00–11:00 a.m.**
Convention Center-212

Listening to Lost Voices: MSW Students’ Expectations for the Advising Experience

Commission Sponsored: Advising Graduate & Professional Students

Master’s degree programs are a large and rapidly growing segment of graduate education. To appreciate the role advising plays in graduate student satisfaction and success, advisors should understand the lenses through which graduate students view advising. This presentation will share results from a qualitative case study that includes individual in-depth interviews with incoming master’s of social work students to explore their knowledge of academic advising, preferences for the advising relationship, and expectations for the advising experience. Geared to graduate advisors and graduate advising administrators, findings from the interviews and their implications for advising research and practice will be discussed to assist those who endeavor to provide appropriate and rewarding advising programs for graduate students.

Sarah Naylor, University of North Carolina-Chapel Hill
Joshua Smith
 Indiana University-Purdue University Indianapolis
Presentation based on: Research

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

Panel 50 **10:00–11:00 a.m.**
Westin-Grand IV

Active and Guard and Reserve, Oh My! Creating a Military-Friendly Campus

A student walks into your office in a military uniform and starts using these terms—SOC, AARTS, DANTEs, EArmyU, TA, GI Bill, and college credit for military training. What language is this? How would you respond? The military population tends to be invisible on campus, they often blend in during orientation as a non-traditional student or transfer student. The purpose of this session is to help you identify the military population (and their often neglected military spouses and families) and understand the following: military services and educational benefits, sources of college credit for military training, and special advising considerations when working with military students.

This session will also help you develop a referral sheet for use in advising sessions with military personnel. Armed with information, instead of “Oh My!” you’ll feel confident in advising and providing referrals for this special segment of your student population. Case studies will be used to illustrate different scenarios.

Margaret Kindsvatter, Harford Community College
Deborah Cynar, University of Alaska Fairbanks
 Moderator: *Rex Fodrea*, Purdue University
Presentation based on: Models/Applications

**Commission Meeting 51 11:15 a.m.–12:15 p.m.
Westin-Council**

Advising Students with Disabilities

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

Leslie Hemphill, Cloud County Community College

**Commission Meeting 52 11:15 a.m.–12:15 p.m.
Westin-State Room**

Engineering & Science Advising

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

Jeanette Sorensen, University of Nevada Las Vegas

**Interest Group 53 11:15 a.m.–12:15 p.m.
Westin-Congress I-II**

Advising High Achieving Students

The interest group on advising high-achieving students will discuss ways to attract and serve high-achieving students of diverse backgrounds. Bring to the session examples of effective programs, legal issues, funding and marketing plans, characteristics of your particular population, the services they need, and, perhaps, services that proved unnecessary. The administrators of new programs are eager to hear from those with established programs.

*Marion Schwartz, Penn State University
Iona Black, Yale University*

**Interest Group 54 11:15 a.m.–12:15 p.m.
Westin-Cabinet**

Potential Interest Group: Advising Public & Urban Affairs Majors

The Advising Urban Affairs' Majors Interest Group will convene their annual meeting in Indianapolis, Indiana at the NACADA National Conference. The agenda will consist of several items intended to collectively identify our major tasks for the upcoming year. First, we will begin with a discussion regarding the steps we have taken to increase our membership across the country, and how we might expand upon that

effort in the future. Next, we will launch into a review of the goals we have established for ourselves and whether or not these targets still satisfy the needs of all of our new members. We will then transition into the topic of NACADA article submissions. Lastly, we will open the floor up for any news and/or updates pertaining to the group as a whole.

Adam Sikula, University of Nevada Las Vegas

**Concurrent 55 11:15 a.m.–12:15 p.m.
Westin-Grand V**

Grounding the Helicopters: Rolling with the Challenges Presented by Today's Parents

Best of Region 5

There is much talk among advisors and even in the popular press around the phenomenon of the helicopter parent. Most of this dialogue has tended to focus on the negative aspects that the impact the over-involved parent has on their student's development and in creating difficulty for the student and advisor to fully engage. This presentation will discuss one large advising unit's successful attempts to co-opt the helicopter parent, negate their over-involvement, and make them an ally in the advising process. By utilizing existing programs and technologies that are available in most advising units and with the judicial application of FERPA the helicopter parent can be grounded. Participants will be encouraged to share stories and their own best practices.

Julian Parrott, University of Illinois
Presentation based on: Models/Applications

**Concurrent 56 11:15 a.m.–12:15 p.m.
Convention Center-203**

Managing the Transition to Retirement

Transitions are part of everyone's life and advisors spend a great deal of time assisting students with their transitions: entering, experiencing, and leaving college. However, not much time and 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 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, and steps to plan for those anticipated transitions with special emphasis on retirement.

Participants in the interactive session will receive resources and materials to assist them as they prepare for the unique transition to retirement.

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

**Concurrent 57 11:15 a.m.–12:15 p.m.
Convention Center-202**

Diverse Resources for Advisors Across the Academy: Engaging Advisors with NACADA Resources for Professional Development

Professional development need not be once a year; it can be a daily event over a cup of tea! This session will demonstrate advising resources available to NACADA members that can help engage advisors in ongoing professional

development. NACADA Clearinghouse of Academic Advising Resources will be featured with its tools for advising students, professional development and research. NACADA Services, including position postings and electronic lists, will be examined. The NACADA advisor training and development CDs, "What is Academic Advising" and "Academic Advising Delivery Models" will be previewed. NACADA members will come away from this session with a clear understanding of the resources available for their use.

Marsha Miller, Leigh Cunningham

NACADA/Kansas State University

Presentation based on: Personal Growth as an Advisor

Concurrent 58 11:15 a.m.–12:15 p.m.
Westin-Grand III

Advising and Diversity: What’s Your Lens?

Commission Sponsored: Multicultural Concerns

In his book, *The 10 Lenses*, Mark Williams discusses his research on the perceptual filters we use to view the world. Williams discovered ten filters which he calls lenses. This presentation will help advisors determine what lenses they use, show advisors how they and their advisees are affected by their lenses, and how advisors can improve communication through the recognition of their lens preference. This session will feature group discussion on case studies involving diversity issues that confront academic advisors. Through this discussion, advisors will be provided with methods that they will be able to use to address these issues in their careers.

Barbara Austin, Purdue North Central

Presentation based on: Personal Growth as an Advisor

Concurrent 59 11:15 a.m.–12:15 p.m.
Convention Center-208

Does Community Matter for On-line Learners? Community Building and Its Relation to the Retention of Learners in On-line Degree Programs

This presentation will review on-line community building and its relation to student success. The presenter will review the importance of community building in higher education settings in relation to diverse student populations. The presenter will then provide an overview of research conducted on the topic of community building and discuss how this relates to the retention of students in on-line programs. The presenter will discuss how this research relates to on-line community building projects taking place at their institution as well as some of the on-line community building tools that are available.

Becky Copper, Capella University

Presentation based on: Research

Concurrent 60 11:15 a.m.–12:15 p.m.
Westin-Capitol II

Getting to “No”, Staying with “No”

“Getting to ‘No’, Staying with ‘No’” is a practical, interactive workshop about how to effectively say no and stay with no in a difficult situation. A special focus will be given on saying no while at the same time preserving the relationship.

Objectives Include: 1) Increase self-awareness of the many ways you receive “no” and say “no”; 2) Learn to say “no” in ways that attempt to preserve the relationship; and 3) Be prepared to stick with your “no” when it is challenged.

Learning to say no preserves your group’s time, energy, and resources for the things that are critical to the mission of the group. Participants can expect to leave the workshop with a variety of new tools and techniques for saying no and sticking with no when challenged.

Blaine McCormick, Baylor University

Presentation based on: Personal Growth as an Advisor

Concurrent 61 11:15 a.m.–12:15 p.m.
Westin-Capitol III

Development of a University-Wide Advising Plan

Does your college or university have a formal, well defined university-wide academic advising plan? If not, come and learn how a four-year comprehensive, research institution with a decentralized advising model developed a university-wide advising plan. You will learn how to meet the challenges of developing a plan that meets the needs of all units on campus and at the same time avoid the pitfalls that a complex project may encounter. The elements of a university-wide advising plan will be explained in detail and the participants will receive a copy of the actual plan that is being implemented by this institution.

Janet Spence, Betty Hampton, University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: more experienced

Concurrent 62 11:15 a.m.–12:15 p.m.
Convention Center-209

Lost in Translation: Misunderstood Advising Sessions Interpreted

Have you suddenly found yourself in the middle of the Twilight Zone during an advising session? Inevitably in the diverse world of advising, uncomfortable situations arise and advisors must handle the litany of misunderstandings, meanderings, and downright strangeness that some advising sessions incur. This interactive experience will give you the chance to develop and share strategies for coping with some of the most awkward moments in advising. Brace for the unpredictable before it happens, and save yourself the stress and perspiration!

Antoinette Curl, Sheresa Edgington, Roel Martinez,

Kenyon Wilson

Texas State University-San Marcos

Presentation based on: Personal Growth as an Advisor

Concurrent 63 **11:15 a.m.–12:15 p.m.**
Convention Center-204

Intensive Academic Support

This session will describe the components of Intensive Academic support Program. Intensive Academic Support is a program designed to improve the academic standing of students on academic probation and in some cases academic suspension through two key strategies: 1) Intrusive academic advisement and 2) auxiliary programming developed to enhance student confidence and academic awareness. Critical to the Intensive Academic Support Program is a holistic approach that recognizes the power of non-academic issues to negatively impact student academic performance. The presenter will discuss the TSU model as one institution's customized approach to the reality that "a student who fails is not necessarily a failure."

Angela Anderson, Texas Southern 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

Level of advising experience: less experienced

Concurrent 64 **11:15 a.m.–12:15 p.m.**
Convention Center-212

Liberal Arts and the Big Picture: Preparing Students for a Diverse World

Commission Sponsored: Liberal Arts Advisors

How do we guide the liberal arts student in becoming a committed scholar and developing in a socially responsible manner as an ethical citizen engaging in an increasingly diverse world? How can academic advisors assist each student in recognizing the skills learned in a liberal arts education and their practical applications for career and life goals? How do academic advisors participate as partners with students in building a liberal arts education? In this interactive presentation, we will review research on the practical liberal education including: community learning and civic engagement, Liberal Education & America's Promise (LEAP), and global perspectives in liberal education. Join us in the exploration of the big picture as it relates to our academic advising.

Karen Sullivan-Vance, Western Oregon University

Sarah Ann Hones, Southern Oregon University

Presentation based on: Research

Concurrent 65 **11:15 a.m.–12:15 p.m.**
Westin-Capitol I

Diversity in Delivery: Academic Success Workshop

It is a challenge at many colleges and universities for advisors to reach out efficiently and effectively to students having academic difficulty. The University College Advising office at the University of Utah requires that all new probation students attend an Academic Success Workshop. In May2005, the in-person workshop was complemented with an online workshop. This conference session will focus on the process of changing from an in-person to online format.

Discussion will center on the challenges of new technology and revisions. Longitudinal assessment data for the in-person and online workshops will be presented. Attendees are invited to share information that pertains to this important population of students.

Heather Crum, Sandy McLelland, University of Utah

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 66 **11:15 a.m.–12:15 p.m.**
Convention Center-211

The Puzzle of Motivation: How Advisors Can Help

Advisors know that motivation is important for student success, yet it is clear that motivation is a problem for many students. How motivated are students when they enter college? How do students who are on academic probation view the role of motivation? What programs can be offered to students to build or restore motivation? What are some useful tips for advisors to promote motivation? This session will address these issues and more through a review of student surveys, a summary of an advisor survey, videotape clips, and small group work in which advisors can share techniques they have used to motivate students. Welcome to all motivated advisors!!

Seonmi Lee, Cynthia Marini, Jacqueline Harris

Ball State University

Presentation based on: Personal Growth as an Advisor

Concurrent 67 **11:15 a.m.–12:15 p.m.**
Westin-Grand II

Bridging the Gap in Two-Year Colleges: Strategies for Transitioning Non-Native Speakers/English as a Second Language (ESL) into Mainstream Academia.

Commission Sponsored: ESL/International Student Advising

Colleges spend a lot of resources and effort in recruiting students. Nevertheless, the ESL student population tends to find their own ways into the halls of academia. They are a captured audience, however little is done to bridge them into degree programs. Because of economic and acculturation issues, these students tend to not persist. How can we as advisors help facilitate their successful transition from non-credit to credit coursework? What tools are necessary? What are ways in which we can collaborate with other departments to bridge the gap? This presentation will provide an overview of how one community college adopted services to transition this particular population.

Michelle Roman, Adriana Santillan, College of DuPage

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 68 11:15 a.m.–12:15 p.m. Convention Center-205

Online Pre-orientation: One Solution for Advising Diverse Student Populations

How do you feel about advising a student at 2:00 A.M.? Advisors at George Mason University do it in their sleep!

The advising team at Mason found themselves challenged to meet the diverse needs of incoming students. With a high student/advisor ratio, a complex curriculum and limited time and technology at orientation, advisors were screaming for an alternative advising model. The solution was an online pre-orientation.

Students are now reached within days of choosing Mason. They can review the program, wherever they live, on their own schedule, at their own pace. Every new student can have access to information in advance, resulting in a lighter advising load at orientation. Session topics include design and implementation of effective online programs, assessing outcomes and strategies for success.

Joan Elwood, Pamela Allen, Altreca Stark
George Mason University
Presentation based on: Models/Applications

Concurrent 69 11:15 a.m.–12:15 p.m. Westin-Grand I

From Uncertainty to Confidence: A Roundtable on Exploratory and Major-Changing Students

Commission Sponsored: Undecided/Exploratory Students

A perennial challenge for advising units is providing adequate and appropriate support for exploratory and major-changing students. Although there is considerable research indicating that uncertainty about the choice of major is more the norm than the exception for entering students and may well increase during the first two years, many colleges and universities have adopted policies and procedures that encourage or even force new students to declare a major at matriculation or soon afterward. This session will provide advisors and administrators an opportunity to discuss the structure of services for exploratory and major-changing students on their home campuses and to share practices that have proven effective in providing support for these students. The session will be run as a roundtable discussion.

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

Target Audiences-this session is best suited for:

Level of experience in subject matter: more experience needed

Level of advising experience: more experienced

Concurrent 70 11:15 a.m.–12:15 p.m. Convention Center-207

Supporting Faculty Advisors: A Multifaceted Approach

Improving training and resources for faculty advisors is a common goal among advising administrators; however, the opportunities for providing effective training are often lacking due to limited resources, inadequate time, and perceived low priority. Consequently, staff in Arts and Sciences

Advising Services at The University of Tennessee has implemented several innovative and cost effective approaches to support and to train faculty advisors.

Through this presentation, we will introduce various strategies developed to disseminate University policies and procedures and to discuss best practices in developmental advising to faculty. Further, we will describe approaches employed in advertising and in soliciting faculty interest. Finally, we will discuss maintaining staff momentum in the continuation of these initiatives.

Melissa Parker, Catherine Anderson, Mary Anne Hoskins, Aaron Todd

University of Tennessee

Presentation based on: Models/Applications

Concurrent 71 11:15 a.m.–12:15 p.m. Westin-Chamber

Is It Just Black and White? Working with First-Generation College Students

While College and University enrollment is going up, minority enrollment is dropping nationwide. Studies show that most first-generation college students (First-Geners) are minority students. First-Geners take the initiative to go to college, often without family support, and so take this step alone. Getting the students there and assuring that they stay there are often issues that Colleges and Universities are not equipped to handle. Oftentimes, keeping students motivated rests on the shoulders of their Academic Advisors. This presentation includes an overview of first-generation college student research, statistics, best practices in advising and possible intervention strategies.

Lynne Brister-Cox, Viece Kuykendall

University of North Texas

Presentation based on: Research

Concurrent 72 11:15 a.m.–12:15 p.m. Convention Center-201

Effective Diversity Education: NCBI and Study Circles

The objectives of this program are to familiarize participants with two different but complementary diversity training models that can enhance an inclusive campus climate.

The National Coalition Building Institute (NCBI) has stated that “. . . an effective diversity training program must teach conflict resolution skills; effective listening; how to manage dialogue across group lines and a rationale for creating a welcoming workplace that becomes everyone’s responsibility.”

The mission and vision of Study Circles on Race and Race Relations is to increase the understanding, appreciation, and celebration of different races and cultures throughout campus, and to provide the community with practical recommendations for actions that individuals can take to promote equality.

Benefits, challenges, opportunities, costs, and next steps for establishing and coordinating these programs will be presented.

Roger Callanan, Carrie McLean, Gillian Norton

North Carolina State University

Presentation based on: Personal Growth as an Advisor

Concurrent 73 **11:15 a.m.–12:15 p.m.**
Convention Center-206

Supporting High-Risk Students' Academic Identity Development

By way of two related research presentations, this session will highlight particular ways advisors can facilitate student achievement when students are in academic difficulty. The first presentation is based on a qualitative study of 49 students' developmental patterns in the space between their commitment to move out of academic difficulty and their achievement of academic success. From this presentation we move to a description of program effectiveness—in terms of diverse student outcomes (e.g., GPA, coping, cognitive development, motivation). We evaluate effectiveness by comparing student outcomes for two randomly selected groups: (a) high-risk students participating in a new program designed to promote academic success by recognizing that academic success has multiple dimensions, and (b) high-risk students not participating in this program. Implications for practice and audience discussion will follow.

Jane Pizzolato, University of Pittsburgh
Marc Johnston, Tammy Norman, Liliana Mina
Michigan State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 74 **11:15 a.m.–12:15 p.m.**
Convention Center-210

Honor Society Students Speak Out

Commission Sponsored: Advising Transfer Students

Peer mentors programs and transfer honor societies help enhance the reputation of students and their institutions, through their contributions to academic advising.

Transfers themselves, the student panelists define and articulate the specific needs and concerns of transfer students. By offering insights into the positive aspects of the transfer experience and the challenges faced by transfer students, panelists contribute to our understanding of the diverse groups they represent, their highly varied needs, and some advising approaches that have worked at their institutions.

Students from three organizations will describe their experiences: at a major metropolitan university, a community college, and a state university. Students on the panel will share their experiences as transfer students and members of honor organizations that promote student leadership development while assisting fellow students in the transfer transition.

Charlene Stinard, University of Central Florida
Jeanne Takeda, Florida Atlantic University
Virginia Mihalik, Lehigh Carbon Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Panel 75 **11:15 a.m.–12:15 p.m.**
Westin-Grand IV

Understanding the Needs of Millennial Students

Millennial students present an on going challenge for academic advisors. Who are these students? How do they change how we, as advisors, work and what programs we do? This panel will provide some background theory on millennial students, and will explore special populations within this broader category including, but not exclusively, athletes, GLBTQ, international and undecideds. Specific ideas and tactics about working with millennial students (and their parents) as well as programming for these student populations will be shared. Whether it be simply one on one advising interactions, specific programs such as Orientation (for students and their families), or a particular special student population you are investigating, this session will cover the broad spectrum, yet give practical ideas to help you out.

Mark Vegter, Illinois State University
Stephanie Hamington, University of Southern Indiana
Moderator: *Jill Johnson*, University of Guelph

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: more experienced

12:15–2:00 p.m.
Lunch on your own



Live blues 7 nights a week! Indiana's oldest bar has kept the blues cranking on two stages since 1850 and is still a city favorite. Once a station along the Underground Railroad, the Noodle was a hangout of John Dillinger's and a brick wall in the back still bears bullet holes, remnants left from target practice.