

Friday, October 20

7:00 a.m.–5:00 p.m.

Westin-2nd floor foyer

Conference Registration

7:00 a.m.–5:00 p.m.

Convention Cntr-2nd floor foyer

Hospitality/Information Desk/

Volunteer Central

7:00 a.m.

Convention Cntr-201

Choir Warm-up

7:30–8:45 a.m.

Convention Cntr-Sagamore Ballroom

Poster Session and Full Buffet Breakfast

(included in registration fee)

All Posters are presented at the same time. Participants are encouraged to take advantage of the buffet breakfast and visit each of the Poster Sessions, gather material, and discuss the presentations one-on-one with the presenters. Also, see what opportunities are available at the NACADA committees and NACADA Journal tables.

Poster Session 502

First-Year Student Guide: A Tool for the Advising Process

The overall experience of a first-year student is essential to their college success. It is critical that all new students are provided an overview of the key components necessary to assist in their transition to college and their first-year experience. We believe this improves student retention. How better to do this than by providing a first-year student guide.

This poster presentation will showcase examples of a first-year student guide, as well as highlight how to incorporate this information into the advising process. We have developed a guide outlining registration and advising, important dates and deadlines, as well as a wealth of information regarding key resources on campus. This first-year student guide concept can be adapted to meet the needs of advisors in any academic setting.

Rebecca Klaus, University of Wisconsin-Whitewater

Presentation based on: Models/Applications

Poster Session 503

Computer-Assisted Student Schedule Construction

Many academic advisors are faced with the arduous task of constructing an optimal student class schedule. Using a printed list of courses to manually construct a student's schedule can be very time-consuming and is simply no longer practical. A web-based software solution to this problem has been written by NACADA member, Garry Spencer. This program uses several user-specified criteria, such as course numbers, campus locations, day or evening classes,

days of the week, student work schedule, etc., to create a list of workable schedules which can then be sorted by fewest days, shortest length, etc. The advisor and the student can then easily view these schedules in order to pick the best one.

Garry Spencer, Southwest Tennessee Community College

Presentation based on: Models/Applications

Poster Session 504

Bridging the Gap: Building Relationships between Freshmen Students and Academic Advisors

The relationship between students and academic advisors is important for a successful transition to the college environment. In an effort to strengthen this relationship, academic advisors at the Warrington College of Business Administration began teaching freshmen seminar courses in 2004 that are specifically designed to meet the needs of business students and create the foundation for a long-lasting relationship between advisors and advisees. The purpose of this presentation is to demonstrate a link between the seminar and the ways in which students utilize academic advising services. Data on the academic advising experience of freshman will be presented and comparisons will be made between students enrolled in the seminar and those who were not. Relevant research will be presented to put the data into context.

Erica Byrnes, Josh Funderburke, University of Florida

Presentation based on: Research

Poster Session 505

Adapting Course Management Software to Connect Advisors, Advisees and Administrators

This poster presentation will highlight how one institution has adapted its course management system (ANGEL) to facilitate communication among and access to academic advising resources for all individual, departmental and college-wide advising groups. The presentation will showcase ways in which we link our course management system with our administrative information system to enhance academic advising.

Charles Haberle, Carol Crafts, Providence College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 506

“Finding Your Way” an Innovative Freshman Seminar

It is generally believed that freshman undeclared students have an especially difficult time acclimating to university life. The University of Delaware Advisement Center recognized the need to provide comprehensive guidance for these students in a comfortable classroom setting and designed a course to meet these needs. Univ 167 “Finding Your Way” is a unique one-credit Freshman Seminar offered to first semester undeclared students to fulfill the university-wide First Year Experience requirement instituted in 2006. The class is taught by professional advisors and features hands-

on activities, speakers and out of classroom assignments. During this 15 week course, students have many experiences and assignments which assist them in understanding university policies and programs, give them opportunities for self-evaluation as they adjust to the university and explore majors and help them to succeed at the university.

Courtney McGinnis, Sandra Baker, University Of Delaware
Presentation based on: Models/Applications

Poster Session 507

Preparing Students for their First Academic Advising Experience

For most students coming to college, academic advising is a new phenomenon. How are students taught what to expect and how to prepare for their advising sessions? Before students attend academic orientation at Penn State, they are exposed to this new learning environment via an online tutorial, introducing them to new academic terminology and requirements. Students also complete an online survey that asks typical questions advisors would/will ask, i.e. "What majors are you interested in and why? What extracurricular activities are you interested in and why?" This poster will describe the preparation students receive before and during their first academic advising experience. Handouts will include materials that are used to prepare students for their academic orientation program at Penn State. Online resources will also be included.

Terry Musser, Wesley Lipschultz, Weldon Sams
Penn State University

Presentation based on: Models/Applications

Poster Session 508

Addressing the Needs of Rural Areas: An Examination of Strategies and Challenges in Advising and Recruiting Pre-service Teachers

There is currently a strong demand for highly qualified and culturally diversified teachers in education, particularly in rural areas. If pre-service teachers are recruited from rural areas, the likelihood of them becoming successful teachers in their community increases. This calls for a change in advising and recruitment practices. A study was conducted to examine the strategies and challenges in recruiting pre-service teachers from rural areas to the College of Education, University of Hawaii at Manoa. This session will review the findings of the study and discuss implications for effective advising and recruitment. Small group discussions will be conducted to share successful strategies and challenges at home institutions.

Niki Libarios, Helen Hasegawa, Di Xu, C.M. Lucas
University of Hawaii-Manoa

Zhang Hongmei, University of West Florida

Presentation based on: Research

Poster Session 509

A Holistic Exploratory Program—Twenty Years and Thriving

The holistic elements involved in the 20-year-old Exploratory Program will be showcased including a web page, videos on majors/minors, an Improve My Performance program designed to help students raise low GPAs, volunteer advisers, and summer training of these advisers. Recruitment of

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

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

Poster Session 510

Majors Fair: A Diverse Advising Model for a Diverse World

College students change their majors for a variety of reasons. Some lack the knowledge about major requirements and career opportunities often resulting in bad choices. Prairie View A&M University organizes an annual campus-wide Majors Fair to help students who are undecided, undeclared, or uncertain of their current major decision to make informed choices. The outcome has been proclaimed an overwhelming success by faculty and students. The Majors' Fair is an event that allows all students a chance to "face-to-face" with faculty. Students learn of major options through interacting with the University's College and department representatives to discuss degree requirements and career opportunities.

This poster session will share our approach, successes and offer the NACADA attendees the opportunity to discuss strategies for this type of event.

Fred Bragg, Jocelyn Whiting, Prairie View A&M University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Poster Session 511

Peer Connections: A Benefit to Students, Advisors, and the Campus Community

Peer advisor programs are an effective alternative to meeting student needs as advising loads increase and resources remain constant. Implementing an intentional peer advisor program allows professional advisers to focus on new initiatives, while promoting professional development and mentoring opportunities for student leaders. Participants will receive tools for starting their own peer program, including critical hiring and training components, peer programming ideas, and the evaluation and coaching process.

Emily Nanette Rank, University of Central Florida
Presentation based on: Models/Applications

Poster Session 512

Advising through Programming: Engineering Freshman Transition Program

Retaining engineering freshmen continues to be an issue of concern as attrition rates remain at 43% nationally. Recently, it has been concluded in several studies that academic success the freshmen year is critical for retaining engineering students. A new programmatic solution utilizing peer mentoring, math and chemistry review courses, and an engi-

neering design project will be introduced and results will be reviewed and discussed. This program's early results are showing positive results in retention.

Jeff City, University of Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: less experienced

Poster Session 513

Speed Rating: A Hands-On Activity to Engage Undeclared Students in the Career Exploration Process

Speed Rating is a hands-on career exploration activity designed to identify a student's Holland code by having them review and rate personality profiles created by our staff. The profiles describe the Holland themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. In this presentation, the rationale in developing the activity for 400+first-year undeclared students will be reviewed. The presenters will share the materials developed for this activity, student feedback, and preliminary results of a research study that compares the student's Speed Rating results to a more conventional interest inventory.

Linda Lantaff, Beth Graham Stumpf, Kutztown University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 514

From the Ground Up: Building an Advising Technology Platform

As the opportunities to infuse advising with technology grow, advising offices struggle with delivering information while maintaining an essential personal association with students. This presentation will approach this issue via a discussion focused on lessons learned while developing an advising technology program. The presentation will largely focus on best practices in the areas of web development, interactive applications, office productivity tools, database development and interactive communication tools. In particular, the presentation will overview collaborative strategies used, paying particular attention to the importance and centrality of student input, collaborative development and continual assessment. In addition to the above, the program will demonstrate interactive tools developed by Harpur College Academic Advising. Current issues, trends and research in technology development will be discussed in a comparative manner.

Thomas Hanford, Binghamton University

Presentation based on: Models/Applications

Poster Session 515

Multicultural Overnight Experience for Parents and Students: A Collaborative Effort

How do we help multicultural students feel more connected to campus? How do we help parents understand the beginning college experience? What should multicultural students know before they begin classes in the fall? How do we uti-

lize campus resources to accomplish this program? These questions were posed as we planned the Multicultural Overnight Experience (MOE). We were able to design and execute an overnight experience for both parents and students in a residence hall while working with various campus departments to deliver vital information. We would like to share our experience of planning and provide insight on collaborating with existing resources to benefit the students.

Zenephia Evans, Lisa Chambers, Purdue University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 516

The Penn State Adviser: Not the What but the How

Complied by experienced faculty and professional advisers, The Penn State Adviser is the third edition of a monograph that won the 2001 NACADA publication award. Advisers need more than rulebooks but may not have ways to acquire the knowledge that comes from experience of the institution and of students. The more the University and the student body change, the more advisers need to use judgment, discretion, and wisdom in their advising. The monograph starts with an exercise in self-reflection and a snapshot of students, moves through chapters on how to advise, and ends with advising practices. After reading it, a new adviser will have a good sense of the professional standard for advising. Handouts give the monograph's contents and information on how to acquire copies.

Brent Hurley, Joyce Buck, Penn State University

Presentation based on: Personal Growth as an Advisor

Poster Session 517

Academic Advising and College Sports: Reclaiming the Academic Priority

The pressures to succeed academically and athletically are enormous for college athletes. The pressure comes from themselves as well parents, peers, and coaches. College athletes perform the difficult task of balancing time between academics and athletics. The questions of balancing a demanding schedule including practice, games, academics, socialization, amongst others are consistent when discussing college sports. The researcher demonstrates through existing literature and empirical research that equal access to education and academic advising is guaranteed by locating all athletic advising in academic units outside of athletic departments. This session highlights college athletic reform efforts, such as The Drake Group, the Knight Commission, and the Coalition on Intercollegiate Athletics concerning restructuring athletic academic advisement for college athletes.

Jason Lanter, Miami University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 518

Sneak Preview: A Glimpse of Diverse Advising

SNEAK PREVIEW at Prairie View A&M University (PVAMU) is an innovative marketing and recruitment tool that introduces a diverse group (grades 6-12) of perspective students to the HBCU environment. SNEAK PREVIEW is a hands-on look at the higher education experience that provides participants with a view of possible majors and related career options, information about pre-college classes that help prepare them for college, scholarship and financial aid requirements, admission and enrollment guides, and student organizations that support personal/social development.

SNEAK PREVIEW is an actual campus tour that provides a glimpse of diverse advising. It is planned and implemented by the Professional Advisors in University College, the team that facilitates enrollment of new students. University College is the physical embodiment of Prairie View A&M University's commitment to its freshmen.

Kimberly Walker-White, Rosena Noel-Barrs, Vernon Bland, Perry Holmes

Prairie View A&M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of advising experience: more experienced

Poster Session 519

Institutional Vision and Academic Advising: The Diffusion of Innovation

A university or college's conception of the kinds of educated human beings it is attempting to cultivate can be found in its vision statement. Whether, how and to what extent that institutional vision can be transformed into action by advising supervisors—that is, used to guide an institution's general approach to students and advocate the adoption of one type of advising structure, approach, or delivery system over another—is the focus of the proposed presentation. Findings from a content analysis of a nation-wide sample of vision statements from NACADA-membership institutions will be reported and the key components that constitute effective vision statements will be isolated, defined and discussed. Ways in which this information can be used by advising supervisors to evaluate their own institution's vision statement and/or their advising office's vision statement will be presented.

Amy Dalessandro, Cleveland State University

Presentation based on: Research

Poster Session 521

Multi-vitamins! Peer Mentoring in a Multicultural, Multi-ethnic World.

Striving to be a more inclusive and diverse institution, approximately 30% of the student population at the University of Central Florida is comprised of students from a multicultural background. In order to meet the growing needs of a diverse freshman population, the Student Academic Resource Center incorporated a Peer Mentor Program to assist with meeting growing advising loads. Peer Mentors go through doses of training to strengthen their communication and rapport building skills to effectively work with a diverse student population. As a direct result of inten-

tional programming, collaboration with clubs/organizations, facilitating academic success workshops, targeted e-mails, and individual advising; the Peer Mentors are able to nurture the transition process freshmen experience during the first year of college.

Abby Riggerbach, 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

Poster Session 522

Diversifying Technology: Academic Advising Assessment Online

Do you find that your institution attempts to create a diverse student population, yet hasn't made the same effort at diversifying other areas of student services? If so, then join us for a discussion about moving your advising assessment online! In recent years, the College of Health & Human Services at the University of North Carolina at Charlotte has diversified its advising assessment by evolving from a paper-based to an internet-based assessment instrument. By utilizing Survey Share®, we have discovered a method to more effectively reach our student population, increase the response rate, gather realistic, practical feedback from the students, and minimize costs and labor. The students and their needs are more diverse than ever – is it time you diversify your assessment effort? Let's talk about it!

John Sugg, Jr., Gerald Herbert

University of North Carolina-Charlotte

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 523

“Moving on to the Majors:” A Switch-Hitting Majors Fair Implemented at Two Campuses

“Moving on to the Majors” is a majors fair that boasts a highly creative implementation of a baseball theme to introduce students to potential majors, minors, and student services in a festive and informative format. The theme was first implemented at Towson University, a public metropolitan university with more than 13,500 undergraduate students. It was most recently adopted and adapted at Loyola College in Maryland, a private Jesuit college with about 3500 undergraduate students. Successful at two different institutions, “Moving on to the Majors” demonstrates effective teamwork on the part of administrators, faculty, staff, and student leaders. This session will compare and contrast the implementation of the fair at both institutions, and share the concepts and innovations that contributed to its success from “both sides of the plate.”

Mark Lee, Loyola College in Maryland

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 524

Creating a Foundation Inside Out

Students seek the help of academic advisors for academic support and guidance. Day after day, students present us with many issues and concerns regarding their adjustment to college life. As we attempt to provide answers for their concerns, do we ever take the time to question the not-so-obvious? Do we pause and encourage reflection from the inside out? This session will focus on addressing diversity from the inside out. Be encouraged to analyze and, perhaps, to improve the way you advise your diverse student body. Come and share stories of obstacles and accomplishments regarding diversity and advisement at your institution. Together, we will discover ways to build a successful and solid foundation inside our circle of advisors to carry out to our many students, creating a foundation inside out.

Kay Pertillo, Clayton State University

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: more experience needed

Level of advising experience: more experienced

Poster Session 525

Celebrating Old Dominion University's "Best and Brightest" New Teachers

The Mid-Atlantic Regional Teachers Project (MARTP) established the designation of Meritorious New Teacher Candidate (MNTC) to recognize highly qualified new teachers when they graduate from their respective University approved teacher education programs. The Mid-Atlantic Regional Teachers Project (MARTP) is a collaboration formed in 1998 of six Mid-Atlantic states - Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania, and Virginia - whose issues include regional reciprocity, but not limited to mobility and equitable hiring practices throughout the region. In 2004, four of the MARTP states (Delaware, District of Columbia, Maryland, and Virginia) piloted the Meritorious New Teacher Candidate (MNTC) designation. The Meritorious New Teacher Candidate (MNTC) designation is awarded to exceptional new teachers with regional recognition and reciprocity among the four states throughout their teaching careers; thereby, removing barriers to teacher mobility in the Mid-Atlantic Region.

Arminda Israel, Nola Nicholson, Old Dominion University

Presentation based on: Research

Poster Session 526

Answering Diverse E-mail: Clearly, Concisely and Consistently

Diversity is wonderful - until your e-mail inbox is full of messages from senders with varying levels of experience and communication skills. E-mail messages are often plagued with sloppy grammar, poor spelling, and bad manners - and that's just from our colleagues! In addition to trying to decipher vague or incomplete questions, we are also expected to provide thorough and fool proof answers in a friendly and

approachable manner. How do we respond effectively without having to resort to lengthy answers or no answer at all? In this session, we will explore examples of e-mail messages to identify what makes e-mail effective and efficient. The presenter will share her experiences with e-mail and provide case studies for the audience to evaluate and create a response.

Liza Lagman Sperl, Wayne State University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 527

Learning from Failure: The Teachable Moments when Things Go Wrong

Good and caring advisors (or frustrated and frazzled advisors) and good and committed students sometimes fail -- however failure might be defined/understood. There is a diversity of reasons behind academic and advising failures. As tough and unpleasant as failure can be, it is also a learning opportunity that shouldn't be squandered. Without focusing too much on the negative, it is worth considering how advisors define failure, how students define failure, and what the benefits of failure can be for all parties. This poster session will share the results of information gathering that shows how each group (advisors and students) defines failure, and will show the various factors that each group believes contributes to "failure." The most important session objective is to get viewers/participants to think anew about failure so they can see the opportunities it can represent.

Sarah May Clarkson, Juniata College

Presentation based on: Personal Growth as an Advisor

Poster Session 528

Keeping Black Identity Center: Advising for the Cultural Development of Students

Participation in Black Studies increased Black student persistence and performance by having an effect on their racial identity development. Student responses on "The Black Ideology Scale" and in focus groups, found: Students who enrolled in Black Studies courses felt less pressure to focus on extraneous issues (e.g., "stereotype threat", meeting expectations rooted in White cultural norms, values, and behaviors) and were able to focus on their work and improve their academic performance. Engaging students through their curriculum selection has an impact not only on student persistence, but student development, which is more essential for Black students on a majority White campus than their White counterparts. Advising is that bridge to connect students to a liberatory curriculum to enhance their intellectual and interpersonal development.

Tomarra Adams, University of Louisville

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Poster Session 529

International Service Learning Programs: How Participation Affects Student Commitment to the Goal of Earning a College Degree

An analysis of both college student engagement and service learning research reveals a significant overlap in the goals and outcomes of these two types of programming. The similarities suggest that service learning may be a viable strategy for improving student engagement. Ample research explains the myriad social/interpersonal and academic benefits of service learning programs, but little research considers how service learning programs impact student academic and social integration as such service programs relate to students' commitment to the institution and, ultimately, persistence at the institution. Initial results of a qualitative and quantitative study on University of Louisville's International Service Learning Program will be presented.

Christy Metzger, University of Louisville

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

7:30 a.m.–6:00 p.m.

Convention Cntr-2nd floor foyer

Cyber Café

8:00 a.m.–12:15 p.m.

1:30–4:30 p.m.

Convention Cntr-2nd floor foyer

Exhibits

8:45–10:00 a.m.

Convention Cntr-Sagamore Ballroom

General Session

Presiding

Alan Welch, Purdue University
2006 National Conference Chair

NACADA Choir, Eighth Annual Performance

Conductor: *Linda Gillingham*, Central Michigan University

Remarks and Introductions

by *Jo Anne Huber*, University of Texas
NACADA President

Remarks

by *Susan Campbell*, University of Southern Maine
Incoming NACADA President

2007 National Conference Promotion

by *Stacy Woycheck*, University of Maryland
2007 National Conference Chair

See next page for
Keynote Address



Friday a.m.



The Indianapolis Arts Garden, connected to Circle Centre mall and suspended over a busy downtown intersection, is a venue for a variety of free performing arts productions.

Introduction of Keynote Speaker*Sue Aufderheide, Purdue University***Plenary Address**

*Donald E. Thompson, Acting Assistant Director of Education and Human Resources
National Science Foundation*

Thompson brings campus experience combined with an inside view of policies in Washington, to help us articulate important insights to our

students. He has worked in higher education and government for more than twenty-five years. He has earned wide respect for his work in urban education administration and evaluation methodology. As a national and international consultant, he has assisted both public and private sectors in refining systemic approaches to planning and program operations, establishing comprehensive human resource policies, and developing education policies and practices. He has provided guidance on systems evaluation and community planning to some of the nation's largest foundations.

In 2005 he was named Acting Assistant Director of the National Science Foundation (NSF) with responsibility for the agency's Education and Human Resources (EHR) Directorate and its extensive portfolio of programs to improve the teaching and learning of science, technology, engineering, and mathematics (STEM). He manages a \$900+ million budget supporting 28 national and international programs with a staff of approximately 150. As a member of NSF's senior leadership, he is charged with developing the programs and activities that build the nation's human capital in science and engineering. Thompson previously served as Deputy Assistant Director of EHR and as Division Director for Human Resource Development in the EHR Directorate.

As a tenured professor of Urban Studies and Education, and a member of the graduate faculty at the University of Michigan's Flint and Ann Arbor campuses, he taught courses in the fields of sociolinguistics, urban education and statistics. Additionally, he served as the University's Director for the Division of Health, Education and Social Professions. He developed and directed the Office of Projects for Urban and Regional Affairs (PURA) which focused on evaluation and assessment of local municipalities and building capacity in urban settings.

At Western Michigan University, Dr. Thompson served in numerous capacities including Dean of the College of Education, Associate Vice-President for Academic Affairs and Vice President for Research and Dean of the Graduate College. Dr. Thompson led the dramatic growth of research and graduate studies that catapulted the university to be ranked as one of the nation's Doctoral Extensive Research Universities. Additionally, he worked to put in place a 347-acre business technology research park.

Closing Comments /Announcements*Alan Welch, Purdue University***10:15–11:15 a.m. Sessions****Commission Meeting 126 10:15–11:15 a.m.
Westin-Council****Advising Graduate & Professional Students**

We invite all new and continuing commission members (professional and faculty) to attend this meeting. We will address current issues and concerns in graduate and professional advising, including *best practices*, preliminary results of the commission 2006 survey, advisor training, commission organization, networking, etc.

*Kati Markowitz, University of California-Berkeley***Commission Meeting 127 10:15–11:15 a.m.
Westin-State Room****Two-Year Colleges**

This session will be chaired by the Two-Year Colleges Commission Chair and will serve as a time for interaction with the Chair and as a time for two-year colleges advisers, administrators, and colleagues to share goals, best practices, and to solicit ideas for solutions to problems that may be encountered on your campuses. This session will also serve to update the commission on the goals and plans of NACADA. This session will provide an opportunity for members and friends of Two-Year Colleges to network. Bring your ideas and questions to share with colleagues.

*Peggy Jordan, Oklahoma City Community College***Interest Group 128 10:15–11:15 a.m.
Westin-Congress I-II****High School to College Advising**

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

*Dennis Bothel, Ohio University-Chillicothe***Interest Group 129 10:15–11:15 a.m.
Westin-Cabinet****Pre-Law Advising**

Each student has different reasons for applying to law school and different goals for using his or her law degree. How can you help your students explore their varying interests and submit strong applications? The Pre-law Advising Interest Group is here to help! The pre-law advising interest group exists to support all academic advisors who work with pre-law students; whether pre-law advising is your main role or just one of many hats you wear, our interest group can

provide you with the most current, most accessible resources and information. At the meeting, you will have the opportunity to learn more about pre-law advising; share “best” practices, advising models, and program plans; and network with other pre-law advisors. Also, we will be making plans for future activities, setting outreach goals and discussing opportunities for further involvement. Wendy Rohleder-Sook is our new Interest Group chair; if you cannot make it to this meeting you may reach Wendy via email at wrohled@ku.edu with any questions or ideas. We look forward to seeing you there!*

Julie Givens, Arizona State University-Tempe

Concurrent 130 **10:15–11:15 a.m.** **Westin-Grand IV**

Drawing Conclusions through an Interactive Online Advising Training Manual

Best of Region 3

As faculty advisors and professional advisors we play the role of sleuths solving problems and finding connections for our advisees. With so much information regarding various academic programs and policies on our campuses it can be a challenge for both new and veteran advisors. The internet can play a vital role in deciphering a plethora of advising information that is constantly changing. In this session, we will demonstrate through use of the internet, how to develop an online faculty advising manual. The presenter will demonstrate an online advising quiz to participants. After the online quiz has been completed, a database will be illustrated to show how accountability can be utilized for institutional support.

Carla Hatfield, Mark Templeton, Barbara Hensley
Middle Tennessee State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of advising experience: More experienced

Concurrent 131 **10:15–11:15 a.m.** **Convention Center-211**

A Conversation with Donald Thompson

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

Donald Thompson, National Science Foundation

Concurrent 132 **10:15–11:15 a.m.** **Convention Center-205**

Assessment, Fast Food-Style!

Assessment!!! Do you cringe at the thought? Have you been charged with creating a plan for assessment at your institution? “Assessment, Fast Food-Style” will present the convenient, cost-effective strategies employed by the College of Education Center for Student and Professional Services at Texas State University-San Marcos to create a comprehensive assessment of academic advising services. The Center’s assessment plan incorporates advisor portfolios, student learning outcomes based on CAS standards, a college-specific electronic assessment instrument, as well as university-wide assessments. Attendees will leave the ses-

sion able to identify specific advisor and student standards to be assessed at their own institutions, as well as various low-cost means to implement assessment of academic advising.

Antoinette Curl, Texas State University-San Marcos

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 133 **10:15–11:15 a.m.** **Westin-Grand III**

What is Postmodernism? Does it Affect my Advising?

Our students’ world is “multi.” Our institutional structures (academic divisions, instructional delivery, graduation requirements, academic calendars, etc) often don’t keep pace with this world. Our conversation will be guided by the realities we face: expectations and attitudes of today’s students, appropriate uses (abuses?) of technology and information, the press to embrace multiple world views, and the confounding effects of postmodernism on “modern” institutions. A reading list will be provided. This session is designed to be highly interactive.

Virginia Reese, University of Michigan

Judith Goetz, Penn State University

Presentation based on: Research

Concurrent 134 **10:15–11:15 a.m.** **Convention Center-204**

Advisors, Start Your Engines! Creating Workshops for the Transitioning Student’s Academic Journey

During Freshman Welcome Week, BSU offers a Freshman Transition Workshop to assist the new freshmen in adjusting to college. Session participants will work in small groups and through discussion and interaction will be guided in collectively developing a Freshman Transition Workshop program. Participants can take their plan back to their institution to pursue the development of the program within their own university settings. In addition, the presenters look forward to gaining information and feedback to enhance and further develop the workshop program presented at Ball State University. The presenters also intend to offer an on-going discussion with other advisors to share ideas and experiences that will improve student success by creating a smooth transition from high school to college.

Karen Spangler, Ann Lee, David Owens

Ball State University

Presentation based on: Models/Applications

Concurrent 135 **10:15–11:15 a.m.** **Convention Center-203**

Advising for Success in a Diverse World: The Importance of Foreign Language Study

Commission Sponsored: Liberal Arts Advisors

As global boundaries decrease and the impact of situations in foreign countries increasingly affects our daily lives, learning languages has become a priority in today’s world. The study of foreign language empowers students to deal with the diversity of the world’s cultures and gives them essential

skills to succeed in the world—academically, personally, and in their careers. We will showcase the rich offerings in languages available at Brigham Young University to non-BYU students. A video of interviews with students and faculty participating in language programs on campus and worldwide will illustrate the diverse opportunities provided by foreign language study.

Paula Landon, Christi Burningham

Brigham Young University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 136 **10:15–11:15 a.m.** **Convention Center-201**

The Student You've Met But May Not Know

Commission Sponsored: Advising Students with Disabilities

It is increasingly likely that you'll encounter students with a diagnosed or undiagnosed mental health disorder. This presentation will focus on mood disorders including bipolar I, bipolar II, and major depression. The features, prevalence, treatment options, and how to support students with these illnesses will be offered. These students might be known to you for missing class, having poor academic standing, constantly dropping courses, appearing overly sensitive, or telling you they are a failure. It isn't important that we know their diagnosis but that we have a basic understanding of these disorders and awareness that these students seek our counsel. Being an advisor provides you with the unique opportunity to support these students and open the door to their success.

Jeffrey Herman, Lehigh Carbon Community College

Presentation based on: Personal Growth as an Advisor

Concurrent 137 **10:15–11:15 a.m.** **Convention Center-209**

Diversify your Advising Tool Kit. Add Game and Internet Addiction

Academic advisors need to add identification of Internet and Game playing addiction to the "Advising Tool Kit!" Indicators are that one in eight internet users and game players become addicted. Therefore, the challenges for advisors are diverse: To recognize advisee's internet or game playing addiction and to assist in the development in strategies to help ensure academic and life success. The results of research utilizing a pre/post questionnaire assessment correlated with semester grades will be presented. Participants will learn the warning signs for internet and game addiction, take the Gaming Addiction Screening Questionnaire developed by the presenter, and discuss intervention strategies for advisees.

Lee Kem, Murray State University

Presentation based on: Research

Concurrent 138 **10:15–11:15 a.m.** **Westin-Grand V**

Personality Type and Student Success in High Tech Classes

Commission Sponsored: Technology in Advising

Have you ever wondered about all the uses for the personality tests you give your students each year? Traditionally we use the results of tests such as the Myers-Briggs Type Indicator to help guide our students towards potential majors and careers but there are other things we can use that information for. Students entering our institutions now are part of the Millennial generation, especially known for using technology in all aspects of their lives. Some of these students, however, get lost in the new high-tech campuses because they are simply not naturally adept at using technology. We will present research showing how students' MBTI types can potentially be used to help predict which will excel in high-technology environments while others may need more help.

Lauren Brown, Donna Burton

North Carolina State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 139 **10:15–11:15 a.m.** **Convention Center-212**

Diverse Backgrounds and Diverse Needs: Early Interventions for International Students Facing Academic Problems

Commission Sponsored: ESL/International Student Advising

International students bring with them a diversity of backgrounds that are culturally enriching to a campus' students, advisors and faculty; however, they may also bring with them a diversity of needs that, if left unattended may result in substantial academic difficulties. This conference session provides a general overview of the breadth of problems that international students may face, specific data regarding the issues faced by the international students at Brigham Young University and the application of an intervention to assist students who experience academic difficulties. The session not only provides information regarding one particular institution's intervention but a forum for discussing interventions by advising colleagues.

Norman Roberts, David Shwalb, Brigham Young University

Presentation based on: Research

Concurrent 140 **10:15–11:15 a.m.** **Convention Center-207**

Advising Students Worldwide with E-advising

Are you still relying on paper files for students? Are students limited to physical office visits or phone calls/emails for advising? Are you scheduling advising appointments on behalf of the students? Are you advising students from all over the world? Have you ever wondered if there is a better way? If you answered yes, our presentation on our E-advising system will show you that the future is here! We moved from a paper based advising system to one that is meeting

the demands of both the advisors and the students using an electronic medium, including live chat. The presenters will give a brief explanation of the system and provide a demonstration of the system's capabilities. This topic has received the highest reviews the past four conferences and has been commission sponsored. Come see the future today!

Maria Corrales, Claudia Bonilla
Florida International University
Presentation based on: Models/Applications

Concurrent 141 **10:15-11:15 a.m.**
Westin-Chamber

College to College Transition: The Transfer Student Seminar

Commission Sponsored: Small Colleges & Universities

While starting at a new college can often seem a bit confusing, many transfer students arrive with the notion that they have already done this before. It is a myth that transfers already know everything that they need to know. In fact, transfer students often struggle on their own with rules and regulations, academics, and campus culture. At Spring Hill College, in order to help transfer students integrate into the campus community and to address low retention, a transfer seminar course was designed and implemented. This session will review transfer student needs, explain the Transfer Seminar course, and look at outcomes over a five year period.

Anna Gaw, Ashley Dunklin, Spring Hill 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 142 **10:15–11:15 a.m.**
Convention Center-206

Taking it back from NACADA: Creating Advising Awareness on Campus

So you went to an outstanding national conference, obtained great ideas and are wondering what to do with them? Not sure how to implement advising strategies that you learned about at the conference? Oakland University advisers share how they went to the 2004 NACADA Conference and returned home to create a highly successful "Advising Week". From "Fast Food Advising" in the student center to "Academia Mania" in the residence halls to golf carts on the lawn, advisers diversify their efforts to create an awareness of academic advising. They will share all they learned and how they turned it into an annual advising week event. This presentation will provide you with the framework to create an academic advising week at your institution.

Paul Battle, Tricia Westergaard, Kim Schultz
Oakland University
Presentation based on: Personal Growth as an Advisor

Concurrent 143 **10:15–11:15 a.m.**
Westin-Grand II

Intrusive or Intruding? How One College Examined Its Practices Advising Students in Academic Difficulty

While the intrusive advising philosophy calls for using intensive and proactive outreach methods to promote academic success, some may question whether such practices are more intruding than they are beneficial. At the University of Maryland's College of Behavioral and Social Sciences, advisors used applied research to better understand the needs and experiences of students in academic difficulty, and to examine whether intrusive advising initiatives affected their academic performance. This presentation will offer participants insight into the roles that research and assessment play among the diverse tools available to advisors. Participants will also discuss how the implications of these findings suggest best advising practices and challenge our assumptions about advising strategies and outcomes.

Rosalyn Anderson-Howell, Mike Passarella George
University of Maryland
Presentation based on: Research

Concurrent 144 **10:15–11:15 a.m.**
Westin-Capitol III

The POE Model: An Innovative Approach for Undeclared Advising

In our work with undeclared or undecided students, exploration plays a key role in the process of determining a path for selecting a major amidst the wide range of diverse options. In this program, the P.O.E. Model (the process of elimination) will demonstrate how to allow students to consider all the alternatives. Along with a guide for advisors to work through this method, students connect with a variety of resources extending beyond the boundaries of campus. This session will provide an outline for implementing this approach, a discussion for the development of a guide for your unique advising area and some awareness of the various resources both on and off campus for utilization by students. The presentation will also include some initial feedback on its use in the Academic Achievement Center.

Steven Viveiros, Bridgewater State College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students

Concurrent 145 **10:15–11:15 a.m.**
Convention Center-210

Advising Students toward a Greater Appreciation for Diversity

Among the student outcomes outlined in the CAS standards for academic advising programs is a greater appreciation for diversity. Students enter college with varying levels of appreciation for diversity, and cultivating this appreciation through academic advising requires a better understanding of students' unique backgrounds. Using data collected from entering first-year students at approximately 70 four-year institutions, this presentation will explore 1) the extent to which a student's appreciation for diversity differs by background characteristics and previous experiences, and 2) the

relationship between a student's appreciation for diversity and his or her experiences with diverse others and ideas during college. The implications of these findings for academic advising will be discussed, and case studies will be used to elicit audience discussion of advising techniques to increase diversity appreciation.

Ty Cruce, Julie Williams, John Moore, Indiana University
Presentation based on: Research

Concurrent 146 **10:15–11:15 a.m.**
Westin-Capitol II

Pit Stops without Penalties: Preparing First-Year Students for Success

Commission Sponsored: Engineering & Science Advising
The Meyerhoff Scholarship Program model of Summer Bridge creates an environment that enables students to successfully transition into college through an intense academic "boot camp" that stretches students' ability, challenges ineffective habits, and reveals the necessity of collaborations. Through this process, scholars recognize the value of utilizing support networks offered by peers, staff, faculty and institutional resources. Summer Bridge is a particularly optimal time for students to experience collegiate demands and learn from their mistakes without lasting penalties. The resulting effort reflects nearly a 95% retention and graduation rate, well above the national and institutional trends in the sciences. In this presentation we will discuss the components of the model and their incorporation of diverse advising practices, model evolution and suggestions for adaptation.

Mitsue Wiggs, Keith Harmon, Taifa Hibbert
University of Maryland Baltimore County
Presentation based on: Models/Applications

Concurrent 147 **10:15–11:15 a.m.**
Convention Center-202

Faculty as Professional Advisors: A New System at Northwestern University

The College of Arts and Sciences at Northwestern University restructured the faculty advising system in response to student feedback. Students expressed a need for faculty advisors who could more readily help them integrate their major requirements with breadth requirements, study abroad experiences, additional majors, and pre-professional planning. In response, an advising center has been established composed of lecturer faculty. These carefully selected and trained advisers spend the majority of their time on academic advising of undergraduates, but as faculty are also involved in activities such as teaching and scholarly work. We will describe the process by which this new system was implemented, how it compliments the work of other faculty and staff advisors, and the value it has for students.

Laura Panko, Sheila Donohue, Mark Sheldon
Northwestern University
Presentation based on: Models/Applications

Concurrent 148 **10:15–11:15 a.m.**
Westin-Grand I

Bridging the Gap: Creating an Advising System for Distance Learners

Utah State University found itself in need of restructuring its distance education business program. This created an exciting and challenging advising gap. A blueprint for the bridge to a new program, a new set of requirements, and a new advising structure was created. This construction project met its share of rainy days that delayed progress but with dedication, hard work, and a willing crew, an advising system was developed that bridged the gap. We will share the pitfalls and triumphs we have experienced as we created and implemented the advising blueprint that has led to a successful and accredited Distance Education Business program.

Joslyn Heiniger, Ruth Harrison, Utah 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 149 **10:15–11:15 a.m.**
Westin-Capitol I

Three Ways to Think About Transfer/Transition

Commission Sponsored: Advising Transfer Students
Advisors from the University of Central Florida, University of Washington, and Arizona State University will discuss successful transfer/transition programs. These universities collaborate with community colleges in an array of outreach programs that assist diverse student populations. Some programs are specifically directed to the needs of minority students, students with disabilities, exploratory/undeclared students, and transfer/transition students. Some programs address issues of major preparation, transfer/transition planning, student success classes, orientation, retention efforts, alliance programs, and working with academic advising resources. Each university will provide demographic information regarding their respective student populations and the colleges they serve, and describe their successful advising interventions for transitioning students.

Tom Avants, Arizona State University
Charlene Stinard, University of Central Florida
Clay Schwenn, University of Washington
Presentation based on: Models/Applications

Panel 150 **10:15–11:15 a.m.**
Convention Center-208

Working with High Achieving Students: Who They Are and What They Need

This panel presentation focuses on the characteristics and needs of high achieving students and the designing of an honors course for such students. After describing student characteristics, the panel will consider how to help students transition from performing at the top of their high school class to functioning well among many good students, including coping with less-than-perfect outcomes. Specific considerations include underrepresented student cohorts in honors programs as well as factors involved in designing an honors

course such as setting expectations, integrating different disciplines, and introducing research into the course. NACADA Advising High Achieving Students Interest Group members will serve as panelists. Anyone who works with this cohort of students will find the information provided not only informative but useful in day-to-day interactions with high achievers.

Rich Robbins, Cornell University
Marion Schwartz, Penn State University
Richelle Brown, Indiana University
Moderator: *Iona Black*, Yale University
Presentation based on: Models/Applications

11:30 a.m.–12:30 p.m. Sessions

**Commission Meeting 151 11:30 a.m.–12:30 p.m.
Westin-Council**

Advising Business Majors

The commission's goal is to provide a forum for exchange of information among business advisors, and to support our members' presentations at national and regional conferences. The commission meeting will include discussions related to business schools which include: faculty advising, advising technology, helping probationary students, AACSB issues, and advising assessment as well as to generate new topics of interest. Come meet, discuss issues, and contribute to the commission. This is a great time to share techniques and information on advising business majors.

Bill Johnson, College of William & Mary

**Commission Meeting 152 11:30 a.m.–12:30 p.m.
Westin-State Room**

Undecided & Exploratory Students

The purpose of the Undecided and Exploratory Students Commission is to promote the advancement and improvement of academic advising of undecided and exploratory college students. At this meeting we will share program strategies, techniques and resources we utilize at our institutions. This will also be an opportunity to network with your undecided/exploratory colleagues, learn from their experiences and develop our goals for the upcoming year.

Beth Higgins, University of Southern Maine

**Interest Group 153 11:30 a.m.–12:30 p.m.
Westin-Congress I-II**

Peer Advising & Mentoring

The Peer Advising Interest group will gather to celebrate successes and plan new initiatives. To celebrate our successes, members will be encouraged to share their program's greatest success in the past academic year with colleagues from other institutions so we can learn from each other's best practices. For a new initiative, let's look at our web page. What resources can we post there that would be of most help to support our colleagues, especially those developing new peer advising programs?

Heidi Koring, Lynchburg College
Lynn Freeman, University of Wisconsin-Oshkosh
Susan Campbell, University of Southern Maine

**Interest Group 154 11:30 a.m.–12:30 p.m.
Westin-Cabinet**

Theory & Philosophy of Advising

The Theory and Philosophy Interest Group is concerned with fostering the study of the theory and philosophy of academic advising without officially sanctioning any one theoretical perspective. Discussion at this meeting will center principally on our progress toward Commission status. Other issues of concern to members of the interest group will also be welcomed.

Peter Hagen, Richard Stockton College of New Jersey

**Concurrent 155 11:30 a.m.–12:30 p.m.
Convention Center-206**

The Total Package: Freshman Advising and Retention for a New Generation

Best of Region 10

Freshmen need support from both Student Affairs and Academic Affairs to succeed. Oftentimes these divisions do not intersect to build a seamless support system for students. Increasing pressure is placed on academic advisors to create unique retention programs, along with traditional individual contact with students to connect with the new millennium generation. This added responsibility can be overwhelming or daunting at best. Freshmen also request rapid, timely and multiple bursts of information. The New College of Interdisciplinary Arts and Sciences at Arizona State University's West Campus will review their "Freshmen Package" created this year. "The Freshmen Package" describes: collaborative efforts across campus, strategies of communication and the technology used to reach students/parents in a creative and effective method. An interactive group discussion with participants will include sharing innovative programs and tackling challenges from other institutions.

Anne Suzuki, Michael Allen Johnson, Elaine Rostad
Arizona State University-West Campus
Presentation based on: Models/Applications



Enjoy a truly remarkable face-to-face encounter with the dolphins at the Indianapolis Zoo.

Concurrent 156 **11:30 a.m.–12:30 p.m.**
Convention Center-212

Involvement in NACADA: Contributing to the Association's Diversity

Whether you are a new or seasoned advisor, involvement in NACADA is an excellent step toward becoming successful in the profession. NACADA offers a variety of opportunities for involvement that include, but are not limited to, elected leadership positions. Consider volunteering for various regional and commission activities and steering committees; serving on national committees; making a conference presentation; writing for the NACADA Newsletter, Journal, or Clearing House; or signing up for the NACADA Consultants Bureau. NACADA encourages involvement from our diverse membership in all areas of the association. This panel features Board and Division members who will explain the range of options for involvement in NACADA, how they became involved, and how NACADA activities contributed to success in their careers.

Celeste Pardee, University of Arizona
Terri Blevins, Oklahoma State University
Jo Anne Huber, University of Texas
Aura Rios Erickson, Shoreline Community College
Rich Robbins, Cornell University
Ila Schauer, Prairie View A&M University
Kathy Stockwell, Fox Valley Technical College
Presentation based on: Personal Growth as an Advisor

Concurrent 157 **11:30 a.m.–12:30 p.m.**
Westin-Grand II

Using Technology to Manage Advising

Commission Sponsored: Advising Administration

Technology is an essential element in creating an environment that enables Student Support and Advising Services (SSAS) to manage a rapidly increasing student population, track our student population, and encourage students to meet their goals. Technology is used to manage multiple responsibilities, connect with students, document advising contacts, create reports, and refer students to faculty advisors. This presentation offers an overview of the calendar system, website, advising database, and other ways new student academic advisors use technology to equip, empower and encourage students on their pathways to success.

Debra Clarke, *Angie Evans*
Ivy Tech Community College-Fort Wayne
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: Less experienced

Concurrent 158 **11:30 a.m.–12:30 p.m.**
Convention Center-207

Comprehensive Exploratory Advising: Creating High Student Satisfaction

What makes exploratory (undecided) students give advisors an "A" in student satisfaction? Come see! At the University of Cincinnati, the Center for Exploratory Studies has established a method of "exploratory advising" for students that has earned the center a 91% student satisfaction rating and an 81% first-year student retention rate. Despite the fact that

most students indicate that they're, "just frustrated and need some assistance" on their initial intake forms, most also leave the office after advising saying, "I feel so much better now!" So how does this happen? We'll share with you our assessment booklet, review staffing and operational practices, discuss the value of DISCOVER for first-year students, demonstrate internet tools, and overview the range of techniques we use that help students to comfortably make "major" decisions.

Tara Stopfel, *Sherry Spokas*, *Carol Tonge*
University of Cincinnati

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 159 **11:30 a.m.–12:30 p.m.**
Convention Center-202

How Do You Advise Students to be Successful in a Diverse World? Give Them Diverse Learning Opportunities!

"The modern world presents challenges that our graduates must be prepared to meet . . . A narrow education, no matter how deep in its field, will not be sufficient."—Commission of 125, UT Austin. Students participating in the Bridging Disciplines Programs at UT Austin are involved in diverse learning opportunities such as interdisciplinary coursework and research with faculty. These students also complete 'connecting experiences,' which give them opportunities to take part in hands-on research with faculty that directly relates to their interests and courses. In this session, we will discuss the Bridging Disciplines Programs and the positive impact they are having on students. We will also demonstrate the model used to strategically advise and engage students in coursework and 'connecting experiences.'

Patricia Micks, University of Texas
Presentation based on: Models/Applications

Concurrent 160 **11:30 a.m.–12:30 p.m.**
Convention Center-203

Diverse Causes/Common Problems: An Effective Probation Workshop

Commission Sponsored: Two-Year Colleges

One challenging advising situation is working with students on academic probation. They know they are struggling but haven't been able to identify factors impacting on their success. They need assistance but don't take advantage of available services. Our probation workshop gives students the opportunity to self-identify individual factors that impact on their academic success by completing a survey which identifies eight common problems. Students are given the opportunity to utilize support materials based on survey results. The final step is meeting to review their plans for success and register for classes. Students completing this workshop have higher GPA's, are more likely to return to good standing, and more likely to persist. This session will showcase the materials used during these workshops and our results.

Ilona McGogney, Lehigh Carbon Community College
Presentation based on: Models/Applications

Concurrent 161 **11:30 a.m.–12:30 p.m.**
Convention Center-205

What We Did Last Summer: Using the NACADA Summer Institute as a Platform for Institutional Change

In 2005, Oregon State University sent a twelve-member team to the NACADA Summer Institute to define best advising principles that would support diverse advising models across campus. Our week at the institute exceeded our expectations. As a group, we developed into a learning community and initiated important changes for academic advising at OSU. For this presentation, members of OSU's team will share their experience at the Summer Institute and our subsequent efforts to institutionalize the advising vision, mission, values, goals, and outcomes that we developed. We will promote the institute as means to accomplish institutional action plans, and using the documents we produced this past summer, we will show how our specific efforts are shaping quality advising at OSU.

Kerry Kincanon, Louie Bottaro, Kim McAlexander, LeeAnn Baker

Oregon State University

Presentation based on: Models/Applications

Concurrent 162 **11:30 a.m.–12:30 p.m.**
Convention Center-208

Registration before Orientation? Electronically Assisting First-Year Students in Registering for the Right Combination of Classes

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

John Mortensen, Utah State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Concurrent 163 **11:30 a.m.–12:30 p.m.**
Convention Center-204

Teaching Outside the Classroom: The Importance of Effective Academic Advising for University First-Year Students

Effective interpersonal communication in academic advising is essential to success for college students. Student performance and retention are both related to academic advising. The literature addresses the issue of academic advising for first-year students as it relates to communication styles. The review is presented in three parts. Part one characterizes effective interpersonal communication skills essential for

increased motivation, performance, and retention of first-year college students. Part two describes the two most common advising approaches/styles: prescriptive and developmental. Part three explains the Social Exchange Theory that supports the interpersonal communication research. This review of the literature concludes with a summary that highlights the major point and offers suggested further research.

Debbie Huckabee, Indiana State University

Presentation based on: Personal Growth as an Advisor

Concurrent 164 **11:30 a.m.–12:30 p.m.**
Westin-Chamber

Diversity and Retention: A Holistic Approach to Access, Retention and Graduation

Louisiana State University, a Research-Extensive institution with 32,000 students initiated a Summer Bridge Program to foster enrollment, retention and graduation of under-represented students. This Program, entitled the LSU Summer Scholars' Program has had phenomenal success in the retention and graduation of its students. Summer Scholar students have a graduation rate that is 27% higher than all other LSU students. This presentation will describe this model program and provide data on the unique features of the Summer Scholars Program including: the administrative structure, program components, profile of participants, assessment measures, and quantifiable results over a 14-year period.

Carolyn Collins, Louisiana State University

Presentation based on: Models/Applications

Concurrent 165 **11:30 a.m.–12:30 p.m.**
Westin-Grand I

Adjustment to College: Student Diversity and Family Support

It has been argued that the first year of college is the most challenging period of adjustment in a student's life. This presentation will briefly review the scholarly literature regarding students' adjustment to college, including non-academic factors. The results of a study involving a sample of undergraduate students at the University of North Texas (N=382) will be reviewed. Information presented will assist professionals in better understanding the key environmental factors that impact the adjustment of college students who represent diverse backgrounds and experiences. The hope is that such knowledge will lead to developing programs for students and families that improve the quality of the educational experience, which in turn will contribute to university retention and graduation.

Lindsey Moore, University of North Texas

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: Less experienced

Concurrent 166 **11:30 a.m.–12:30 p.m.**
Convention Center-211

Advising in Diverse Majors: Interdisciplinary Programs, or It's Not Your Mother's Liberal Art's Degree!

Working from the conviction that the challenges of an increasingly diverse world call for diversity of study, our institution has cultivated several interdisciplinary studies programs, from the baccalaureate to the Ph.D. level. At each level of study, students work closely with an academic advisor who guides them in customizing their major to suit their individual interests and goals. This presentation will address, among other concepts: The importance and challenges of advising

and providing assistance to undergraduate majors, many of whom are commuter and/or non-traditional students; The importance of distinguishing between interdisciplinary studies and liberal arts; The advisors role in fostering intellectual focus in a freely structured program; And interdisciplinary majors as a means of increasing academic opportunities.

Kenneth Keaton, Jacqueline May, Florida Atlantic University
Presentation based on: Models/Applications

Concurrent 167 **11:30 a.m.–12:30 p.m.**
Westin-Grand III

Diversity in Students—Diverse Challenges to Academic Success

Diverse students bring diverse challenges to academic success. Indicators of academic jeopardy at pre-admissions, midterm, and close-of-semester are critical assessments for advisor intervention. A syllabus for student success that can be adopted by advisors at each level of the institution before the exit interview will be presented. Each of us has experience with students heading for trouble. Therefore, participants will be able to lend their voices to the discussion on Early Alert systems, Student Success Contracts, Parent involvement and other success strategies on their campuses. This session will be an open learning environment.

Matthew Niziol, Texas Tech University
Presentation based on: Models/Applications

Concurrent 168 **11:30 a.m.–12:30 p.m.**
Westin-Capitol I

Look Who's Coming to College

Each generation of college students presents a unique challenge to the skills required of and support provided by an academic advisor. And, as most educators are aware, there is really no longer a shared definition of the typical students. This session is intended to stimulate thought and challenge the generalizations that we sometimes make about our students and their advising needs. Utilizing data from multiple sources, this session will focus on the demographics and diversity, the academic potential, and the goals and attitudes of students in the first year college class of the future. The final segment of the presentation will feature data documenting advising's impact on student retention. The session will close with a dialogue on giving advice that makes a difference in students' lives.

Wes Habley, ACT. Inc.
Presentation based on: Research

Concurrent 169 **11:30 a.m.–12:30 p.m.**
Convention Center-201

A New World of Possibilities: Improving Educational Outcomes through Study Abroad Advising

Many colleges advise students to study abroad to expand their interests, learn second languages, and experience diversity. However some students and advisers continue to believe that study abroad may delay graduation and that it is often inappropriate for at-risk populations. However new statistical data from the University of Minnesota's Curriculum Integration Project indicates that study abroad can improve graduation and retention rates for students, and contribute to greater satisfaction with the overall educational experience. The most pronounced benefits are found with at-risk students. We will examine the statistical data and our interpretations. The partnership between academic and study abroad advisers facilitates coordinated advising from pre-departure to re-entry. This collaboration improves graduation rates. We will conclude with a discussion to share best practices.

Jodi Malmgren, Jim Galvin, University of Minnesota
Presentation based on: Research

Concurrent 170 **11:30 a.m.–12:30 p.m.**
Convention Center-209

More Than a Mission Statement: Integrating Diversity into Your Staff Development Program

Commission Sponsored: Multicultural Concerns
 Interested in incorporating diversity into your staff development program? Come learn how an established advising center improves the cultural competency of its staff. Our session will include three major components: We will discuss our underlying approach to staff development; describe strategies and formats that we use for successful programming; and "put it all together" by providing an example of how we integrate cultural competency programming into our year-round staff development program using the strategies we've outlined above. This session is for advisors, trainers, and administrators interested in varied and creative ideas for improving your staff development program. The presenters have over 10 years of experience directing, planning and implementing the staff development program in the Academic Advising Center at The University of Iowa.

Jennifer Joslin, Maureen Schafer, University of Iowa
Presentation based on: Models/Applications

Concurrent 171 **11:30 a.m.–12:30 p.m.**
Convention Center-210

Transfer Student Seminars: Making Smooth Transitions

Over half of American college students are transfer students, who oftentimes confront a huge amount of new information and change their first semester. They often need help but may not connect to the right student support services. The presenters initiated transfer-only sections of existing courses to help transfer students navigate their new environment. They will show how pre-existing courses such as Contemporary American Education, Professional and Applied Psychology, and Introduction to Music have been

successfully tailored for first-semester transfer students. We will reference the latest research from the NACADA monograph, *Advising Transfer Students: Issues and Strategies* plus provide qualitative and quantitative data. We will demonstrate how you can easily incorporate these advising strategies and community building activities into your curriculum.

Paula Dollarhide, Thomas Grites
Richard Stockton College of New Jersey
T. Mark Morey, SUNY-Oswego
Presentation based on: Models/Applications

Concurrent 172 **11:30 a.m.–12:30 p.m.** **Westin-Capitol III**

Helping Adult Students Define their Goals: Educational Planning at Empire State College

Commission Sponsored: Advising Adult Learners

Adult students sometimes come to the university with expectations of themselves and the fields they wish to enter that need clarification. This presentation will look at ways in which Educational Planning at Empire State College helps students gain an appreciation of the broader goals of a college education, determine their concentration, decide which specific subjects to take, and check their choices with professionals in their areas of interest. We will explore a number of activities that have proved successful in helping Empire State College's adult students define their goals and structure their degree plans. These methods are applicable to a variety of courses for new students and can be used by advisors with both declared and undeclared majors.

Joyce Howland, Empire State College
Presentation based on: Models/Applications

Concurrent 173 **11:30 a.m.–12:30 p.m.** **Westin-Capitol II**

Linking Academic Advisement and Career Development

A collaborative effort on behalf of the Advisor Development Committee and the Career Center at Illinois State University resulted in a Region V grant. This allowed us to begin working on a one day conference designed to assist academic advisors and career development professionals to come together to present sessions designed to assist both groups understand and appreciate the seamless link between academic advising and career development. This presentation will explain the rationale for applying for the grant, how we developed the conference and the sessions that were presented. Moreover, we will explain how our efforts helped us develop a valuable relationship with our colleagues in the Career Center and how reaching out to area colleges, the networking opportunities further assisted with advisor development at Illinois State.

*Teri Farr, Anjie Almeda, Wendi Whitman, Mark Vegter,
Pamela Cooper*
Illinois State University
Presentation based on: Models/Applications

Concurrent 174 **11:30 a.m.–12:30 p.m.** **Westin-Grand IV**

The Sparkling Energy of Individual Talent: Great Strengths-Based Activities

Join us to participate in some powerful, meaningful, and fun activities that focus an individual on his/her talents. Since every student has natural talents that s/he brings to any situation, these activities link the classroom, counseling/advising, and service functions in a seamless collaboration and transform advising activities into extraordinary teaching/learning encounters. By providing an intensely personal framework for academic decision-making, these activities energize the student as a full partner in academic, career, and educational planning. Participants will interact with instructors and counselors who are using the Strengths Quest program, an innovative set of tools for the affirmation, development, and use of talents for student engagement. Each participant will receive a resource book and the opportunity to identify specific personal talents impacting professional performance.

Merrill Deming, Crafton Hills College
Presentation based on: Personal Growth as an Advisor

Panel 175 **11:30 a.m.–12:30 p.m.** **Westin-Grand V**

Effective Intrusive Advising Programs

Intrusive advising has been defined as an "intensive advising intervention" (Heisser and Parette, 2002, p. 75) that serves to increase students' motivation, develop students' decision-making skills, and therefore increase the chance of student success. This panel discussion will describe three separate intrusive advising programs that have been particularly effective. Presenters will share their success stories about their intrusive advising programs focused on three separate populations: at-risk students, freshmen, and transfer students. There will be plenty of time for questions and discussion with the audience at the end of the individual presentations.

Christopher Gregory, LaDonna Bridges
Framingham State College
Barbara Miller, Karen Clement, Kent State University
Linda Hapsmith, University of Alaska Fairbanks
Moderator: *Jennifer Bloom, University of Illinois*
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200-5,000 students

12:30–2:00 p.m. **Lunch on your own**