

Commission Meeting 176 2:00–3:00 p.m. Westin-Council

ESL & International Student Advising

The purpose of our Commission meeting is to introduce attendees to the goals of the ESL/International Student Advising Commission. We will try to identify the current needs and expectations of participants. The Commissioner will give a brief update of the goals achieved during the 2005-2006 year. Our discussion will focus on selecting ideas or additional changes to the ESL/International Student Commission webpage. We will also talk about the development of a marketing brochure and choose members who would be willing to come up with a marketing plan. The commissioner will lead the discussion about possible activities, discussion or issues that need to be addressed via the list-serv. We will talk about being involved not only at the Commission level but at the regional and national levels. The most important goal of this meeting will be to develop the Commission's goals for the 2006-2007 academic years.

Aura Rios Erickson, Shoreline Community College

Commission Meeting 177 2:00–3:00 p.m. Westin-State Room

Liberal Arts Advisors

This is the second year of our existence. Join us in maintaining the positive momentum that was communicated both verbally and in writing by those that participated in last years meeting and have kept in touch via email. This upcoming meeting will be a time for the membership to establish our agenda as Liberal Arts advisors. We need to stay conversant with the changing institutional realities that impact our abilities to promote a better understanding of the value of the Liberal Arts among our students, faculty, and other stakeholders. See You There!

E. Timothy Moore, Kent State University

Interest Group 178 2:00–3:00 p.m. Westin-Congress I-II

First-Generation College Student Advising

You want diversity? Just try defining what a First-Generation College Student looks like. Some are 18; many are in their 30's. They are high achievers, they are returning after raising their children, they are tired of dead-end jobs, they are fresh out of high school and away from home for the first time. Being the first in the family to do anything is a heady, exciting, scary proposition; but entering the confusing arena of a college education is a complex venture best not undertaken alone. One thing is clear—these students need the help of a good advisor. Come join the First-Generation College Student Interest as we explore the issues and answers best suited for these students. One plan of action we will explore is the “Comprehensive Retention Framework.” What's that? Come see!

Ila Schauer, Prairie View A&M University

Joe Murray, Miami University-Hamilton

Interest Group 179 2:00–3:00 p.m. Westin-Cabinet

Native American & Tribal College

NACADA's Native American and Tribal College Interest Group (NATCIG) is intended to bring together both Native and non-Native American students, advisors, faculty and other student service personnel. The forum is designed to address the needs of Native American students, transfer students from tribal colleges and to engage the greater advising community in Native American educational issues. The group will encourage presentations at local, regional and national conferences, support Native American research and scholarship, and act as a resource for educational professionals working with Native American students.

Adrienne Thunder, University of Wisconsin

Iona Black, Yale University

Concurrent 180 2:00–3:00 p.m. Westin-Grand V

Variety is the Spice of Life: A Comprehensive Support Program for Undeclared Students

The Office of Undeclared Students at Shippensburg University accounts for approximately 1/3 of the regularly admitted first-year students. This fact represents a significant challenge to the university especially in relation to enrollment management, resource allocation, and the publicly perceived value of 4-year graduation rates. In the past decade, many retention initiatives developed within the School of Academic Programs and Services, which houses the Office of Undeclared Students, have helped stimulate a 10% increase in the university's 4-year graduation rate. Likewise, over the same period, 4-year graduation rates for undeclared students have increased 8%. Learn about the myriad strategies used to assist undeclared students as they move from the Office of Undeclared Students into their selected major.

David Henriques, Shippensburg University

Presentation based on: Models/Applications

Concurrent 181 2:00–3:00 p.m. Westin-Grand I

Creating an Academic Advising Guide for Families of New Students

This session will describe the process of developing an academic advising guide for families of new students and how the development of such a document can assist in addressing the needs of millennial students and their helicopter parents.

Alison Hoff

Indiana University Purdue University Fort Wayne

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 182 **2:00–3:00 p.m.**
Westin-Chamber

Measuring Advisor Success—An Attitude of Service

Academic advisors are constantly faced with situations that require the utmost skill, tact and, diplomacy. How we choose to respond to these situations is directly linked to the choices we make regarding our attitude. An individual with a proper attitude sees and finds opportunities while others may not. This presentation will discuss, in a fun way, how having an attitude of service is linked with both advisor and student success. Examples will be shared as well as a number of suggestions to help us fine-tune our attitude and create a winning situation for the student, advisor and the institution.

Wade Oliver, Utah State University

Presentation based on: Personal Growth as an Advisor

Concurrent 183 **2:00–3:00 p.m.**
Convention Center-212

The Learning Partnerships Model and Advising Toward Self-Authorship

Academic advising uses student development theory as a grounding, but this theory does not offer options for how to help students develop. The Learning Partnerships Model explains how to engage students in dialogue to create their own reality and achieve self-authorship. Advisors in interdisciplinary programs already engage in dialogue similar to LPM to help students create a curriculum. In this presentation, I will review the LPM, describe some of the dialogue that occurs within advising for interdisciplinary programs that mirrors the LPM, and present a description of advising dialogue that can be fostered to aid student development. Participants will be introduced to a preliminary model of action that can inform their advising practice and will have the opportunity to discuss the model and the examples of action provided.

Jamie McClintock, Michigan State University

Presentation based on: Theory

Concurrent 184 **2:00–3:00 p.m.**
Westin-Grand IV

Diversifying the Exploration Process: Using “Dating Techniques” to Find Your Perfect Major

Commission Sponsored: Undecided/Exploratory Students

In order to excite undecided students about exploring majors, UCF presents an innovative orientation presentation likened to the dating process. By using popular dating techniques as a backdrop, students are introduced to the resources, tools, and options available to them in finding their perfect major “match”. The presentation used at orientation sessions will be explained to the audience with time given for participants to share their ideas with regards to working with undecided students.

Iceny Ceasar, Rex Roberts, University of Central Florida

Presentation based on: Models/Applications

Concurrent 185 **2:00–3:00 p.m.**
Convention Center-211

Road to Excellence: How a Historically Black College and University (HBCU) Tour Enhances Retention at a Community College

This session will provide a brief overview of the development, organization, and implementation of taking students on a Historically Black College and University (HBCU) Tour. We will discuss the importance of touring HBCU's and how it impacts students at the community college level, along with providing cultural reinforcement. Presenters will highlight the details of funding, expenses, trip itinerary, application process, and materials used. The session will explain how this opportunity benefits under represented, first generation, and transfer students. Participants will be provided with examples and handouts that can be used to develop a similar program on their campus. Time will be allocated to discuss budgeting along with some practical and creative ways for funding.

Kristina Henderson, Julia Willis, 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 186 **2:00–3:00 p.m.**
Convention Center-210

Gray Matter and Gray Hairs: The Experiences of Older Adults Returning to College

Gray Matter and Gray Hairs: The Experiences of Older Adults Returning to College. Mature, dignified, competent and calmly assured may well describe many aging adults, but these descriptors may find themselves challenged a soldier adults slide into classrooms with students twenty to thirty years younger. The presentation reports on the current influx of older adults and considers the social, psychological, and intellectual challenges they may experience as they return to the college campus to pursue their undergraduate degree. With data collected from their institution, including a sampling of older adult students' observations, the presenters bring the face of reality and humanity to the students' experience. Along with the breadth of literature and data presented, session attendees will have an opportunity to consider the implications of advising older adult students.

Norman Roberts, Ronald Chapman, Douglas Bell

Brigham Young University

Presentation based on: Research

Concurrent 187 **2:00–3:00 p.m.**
Convention Center-209

A Conversation with George Kuh

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

George Kuh, Indiana University-Bloomington

Concurrent 188 **2:00–3:00 p.m.**
Convention Center-202

Diversifying Honors

Have you or your college's honors program thought about how to increase the number of high-ability students in your program? How about specifically focusing on underrepresented students within your honors program? Statistically, students from underrepresented groups are not well-represented within college honors programs. How can we as advisors, counselors and administrators assist in combating this situation? If you are interested in discussing this topic in further detail, this session should be of assistance in your efforts towards diversifying your program. At Indiana University, the Hutton Honors College is working to gain a better overall representation of all high-ability students by addressing this issue, and I will be discussing what steps I have taken in this process. Handouts and the time for audience discussion and participation will be included.

Richelle Brown, Indiana University

Presentation based on: Models/Applications

Concurrent 189 **2:00–3:00 p.m.**
Convention Center-204

**Faculty Perceptions of Student Engagement:
A Comparative Examination across Advising
Models**

Commission Sponsored: Faculty Advisors

Now in its fourth year, the Faculty Survey of Student Engagement (FSSE) sheds new light on faculty perceptions of student involvement on college campuses across the United States. FSSE is administered on an annual basis to faculty at select institutions where students complete the National Survey of Student Engagement (NSSE). So far, more than 50,000 faculty members at over 350 institutions have completed FSSE. In this session, FSSE staff will provide a general overview of the instrument, present advising-related results categorized by the type of advising structure, and discuss how academic advisors can make use of this information when working with students.

Susan Johnson, Michael Schwarz, Indiana University

Presentation based on: Research

Concurrent 190 **2:00–3:00 p.m.**
Convention Center-207

**Developing an Original Advisor Evaluation:
From Conception to Implementation**

How satisfied are you with the current method of evaluating individual advisors on your campus? Faculty and staff at North Central College asked themselves this same question a few years ago and determined that the current assessment tool was antiquated, ineffective, and not meeting the needs of the college. Thus, the task of writing a new, original, online advisor evaluation was charged to the staff of the Advising Center. After two years and multiple drafts, meetings, feedback sessions, and focus groups, the new evaluation was introduced during priority registration in spring,

2006. The goal of this session is to share these experiences with other advisors interested in undertaking a similar project on their campuses in the hopes that they can learn and benefit from this process.

Scott Gabbert, Mary Jean Lynch, North Central College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 191 **2:00–3:00 p.m.**
Westin-Capitol III

The 8th Bad Advising Habit: Oblivion!

Avoid the dark shadows of Oblivion! The terrain has many dark regions: unrecognized habits; ineffective communication; uninspired personal/career enrichment; ignorance of campus politics—basically living and working in a rut. This workshop will help any advisor escape Oblivion by asking the important question: What have you done for yourself lately? The core activity of advising—providing support and encouragement—puts advisors at risk of challenging our reserves and blunting our perceptive powers. We run the risk of becoming too comfortable in our roles—thinking we know it all because we have all the answers (memorized!). This comprehensive workshop will focus on advising talents and strengths, among other aspects of development, in a way that will refresh and renew even the most veteran advisor.

Rebecca Ryan, Donald Woolston, University of Wisconsin

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 192 **2:00–3:00 p.m.**
Convention Center-208

**Diverse Strategies for Empowering Advisors to
Meet Today's Advising Challenges**

This session will address successful strategies for meeting the diverse needs of today's students and advisors. Varied delivery systems and creative publications are essential in providing faculty advisors with up-to-date information given the demands on their time and location. Both faculty and staff advisors benefit from development sessions on communication strategies. Students increasingly need not only factual information on registering for classes but also career guidance.

And, for online learners, this may need to include online advising. Materials will be shared as well as development session agendas, descriptions of early alert systems and honor's interventions, use of the academic and career planning center and specific strategies for recruiting faculty and staff as freshman advisors.

Judith Grimes, Rosalie Guyer

Missouri Western State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 193 **2:00–3:00 p.m.**
Westin-Grand III

Rockin' the Halls: Building a Better Residence Hall-Based Advising System

In the fall of 1990, freshman advisors at Indiana University Bloomington embarked on a brave new adventure in residence hall-based advising. Seeking to increase the visibility and accessibility of advising services, University Division advisors established permanent offices in the residence halls and committed themselves to bringing academic services to students where they live. Fifteen years later, the adventure continues and we have developed a time-tested, practice-based model for providing residence hall-based advising for first year students. In this session, I will discuss the advantages of residence hall-based advising for first year students and the essential elements of the advising model that we have developed. I also will attempt to suggest ways other scan profit from the insights we have gained along the way.

Mark Hurley, Indiana University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 194 **2:00–3:00 p.m.**
Westin-Capitol II

Communicating the Story of an Academic Advising Program

Do you struggle to have administrators and faculty understand what your advising program entails? Have you tried your best to explain the value of academic advising but feel others still don't understand? Professional academic advisors and an associate dean will share the process which resulted in the creation of a thematic and strategic overview of their advising program. By analyzing the components of their program, the presenters were able to interpret the complex story of academic advising in ways informative and of interest to faculty and administrators. The authors will present PowerPoint slides, discuss the process and data used to create the story, and assess the benefits of the project. Participants will have the opportunity to utilize one of the tools and begin constructing their own story.

Gail Stepina, Pamela Bishop, James Wible

University of New Hampshire

Presentation based on: Models/Applications

Concurrent 195 **2:00–3:00 p.m.**
Convention Center-201

C.O.N.F.U.S.E.D., (Collaboration, Options, Needy, Future, Undeclared, Stressed, Energized, Diverse) but Motivated!

Choosing a major is a daunting task, and often this decision is even tougher for students who are interested in rigorous majors. The fear of rejection, the pressure of maintaining a high GPA, and the fear of having to "back into" a second choice major all weigh heavy on students' hearts. To help students through the major selection process, South Dakota State University utilizes a collaborative advising model. This model works extremely well for those undecided students who are interested in High-Achieving majors, such as

Nursing and Pharmacy. The presenters will discuss the techniques they use to guide students through the academic and admission requirements of the majors, and how they advise some students back into an Undecided program

Kyrsten Zimmerman, Christy Osborne

South Dakota State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 196 **2:00–3:00 p.m.**
Westin-Capitol I

Empowering Struggling Students for Success

Moving from a reactive to a proactive approach?

Incorporating vocational discernment into advising—especially with struggling students? Implementing strategies that help students on academic probation succeed? Planning to provide learning resources to the maximum number of students? Lynchburg College has a model that anticipates needs of incoming students and addresses these through a comprehensive orientation program; courses assisting students to explore majors and careers; a pro-active way of identifying and working with the most at-risk students; peer-led tutoring services and, for students on academic probation, a successful academic recovery program. Participants will learn how best theories translate into best practices for advising, orientation and tutoring. Strategies incorporating career planning and vocational discernment will be shared. Finally, participants will develop plans for implementing programs fostering student success.

Mari Normyle, Jessica Baldwin, Herbert Bruce, Beverly Reid
Lynchburg College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 197 **2:00–3:00 p.m.**
Convention Center-203

Student Use of Online Advising Resources: Implications for the Advisor-Advisee Relationship

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

Regina Waters, Valerie Eastman, Brigitte Marrs
Drury University

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 198 **2:00–3:00 p.m.**
Convention Center-205

Movin' On Up: Career Advancement in Higher Education

Ever thought about becoming a Director? How about Dean? Come find out what it would take for you to take your higher education profession to the next level. This session will equip advisors with a practical, purposeful model for landing their dream job. Participants will learn how to select a long range professional goal, identify the required qualifications, and then create a plan to prepare for the promotion. Whether you are new to advising or experienced in the field, come learn how to move on up in higher education.

Todd Norris, Indiana University South Bend
Sherry Haehl, Southwestern College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 199 **2:00–3:00 p.m.**
Westin-Grand II

The Customized World of Motivation and Student Diversity: Black, White, and Gray

We all know what motivation is . . . right? But, can we describe it in such away that a dictionary would want to use our definition? Being practitioners and not lexicographers, can we simply and clearly articulate our description to students, parents, or colleagues? How can we help students with motivation, if we clearly do not understand? As society becomes more complex, the challenge of academic advisors is to help as many diverse students, as our schedules allow. This presentation will focus on the three reasoning factors that compose the foundations of motivation. It will also investigate the attributes that diverse individuals possess that affect the motivational processes. This session will be informational, as well as promote self-awareness with regard to these issues.

Michael Jackson, *Denise Binkley*, Oklahoma City University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of advising experience: Less experienced

Panel 200 **2:00–3:00 p.m.**
Convention Center-206

Are Specialized Transition Programs Needed for Special Student Populations

Successful transition into college is a challenge for most students. Too often programs of support are implemented without sufficient information about the characteristics of the students or an understanding of the students' needs. This panel will feature representatives from two unique programs. One program has targeted a specific student population (the visually impaired) and developed support programs for the needs of these students; whereas the other program has been used to serve various student populations simultaneously (i.e. science freshmen, student-athletes, and special admits) by identifying the common needs of students and developing appropriate instruction and support. The presenters will highlight the methods used to identify the

student needs, the ways in which the programs were designed to address these targeted needs and the outcomes of the programs. Presenters will also discuss similarities in approach to very different student populations.

Terri Forsbach-Rothman, *Dana Forsbach*

Monmouth University

Michael Randle, *Steven Branz*, San Jose State University

Moderator: *Nancy Walburn*

University of Alabama-Birmingham

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

3:15–4:15 p.m. Sessions

Commission Meeting 201 **3:15–4:15 p.m.**
Westin-Council

Advising Education Majors

Join us for the Advising Education Majors Commission meeting. We will recognize our Award Winners attending the meeting, including our Service to Commission Award recipient. Conference presenters will also be recognized. You will have the opportunity to join one of the Commission Committees and become more involved. Small group discussion will focus on when we utilize the different approaches to advising. See you there!

Lee Kem, Murray State University

Commission Meeting 202 **3:15–4:15 p.m.**
Westin-State Room

Technology in Advising

The purpose of NACADA's Technology in Advising Commission is to help academic advisors and administrators understand appropriate uses of technology in higher education and the impact various technologies can have on academic advising. At this commission meeting, a brief report on the commission's projects and services through NACADA will be presented and opportunities for involvement will be discussed. The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses. This exercise has repeatedly helped advisers to network, learn from each other and take back ideas to their own home institutions.

Conference participants who cannot attend this meeting may visit our Web site at www.nacada.ksu.edu/Commissions/C14/index.htm for information about the commission.

Renee Babcock, University of Texas

Concurrent 203 **3:15–4:15 p.m.**
Westin-Grand IV

It's All Fun & Games Until Someone Gets Trained

Best of Region 1

"Trained – (adj.) shaped or conditioned or disciplined by undergoing a course of study." Does this definition sound about as exciting as the advisor development sessions you attend and present? Join us for a discussion about how

advisor development sessions can be fun, interactive and still informative. Participants will leave the session with a packet of ideas that they can immediately implement in their next development session. These fun ideas are useful for working with faculty, staff and/or student advisors – everyone wants to have a little fun with professional development! Participants should also bring their fun and creative ideas to share with the rest of the group. Join us in learning how to add some excitement to your training agendas because we all learn better when the material is presented in an interesting and engaging way.

Terri Downing, Franklin Pierce College
Susan Kolls, Northeastern University
Presentation based on: Theory

Concurrent 204 **3:15–4:15 p.m.** **Westin-Grand I**

Crossroads of Learning: Academic and Social Development in Living-Learning Communities

Indianapolis, as a focal point for many of the major transportation arteries in the United States, is known as the Crossroads of America. In the realm of higher education, living-learning communities may likewise be viewed as crossroads: central foci inviting the convergence of academic and social development. In this highly interactive presentation, we will explore the theoretical context of the development of living-learning communities, and present the results of a phenomenological research study expounding the specific components that student participants find most beneficial. Additionally, session participants will explore the potential roles of academic advising in the meaningful delivery of highly integrated academic and social programming for diverse student populations.

Greg Nuttle, Eric Harper, University of Nevada-Reno
Presentation based on: Research

Concurrent 205 **3:15–4:15 p.m.** **Westin-Capitol I**

Impacting First-Year Student Persistence: Departmental Orientation & Advising Can Make a Difference!

Commission Sponsored: Advising Business Majors

In this session, we will look at research completed at Portland State University in the School of Business on first year student retention. Longitudinal results from a one credit orientation course will be presented, along with research and theory related to student persistence and retention. We will examine the role that academic advising plays in retention. We will conclude the session with a group discussion on methods for involving departmental advisors in more first-year student experiences. Historically, departmental advising resources have been allocated to upper-division students despite research on student retention consistently proving that first year, first generation, and underrepresented students are at the highest risk for dropout.

Brett McFarlane, Portland State University
Presentation based on: Research

Target Audiences-this session is best suited for:

- Institutional size:** Over 10,000 students
- Level of experience in subject matter:** minimal experience needed

Concurrent 206 **3:15–4:15 p.m.** **Convention Center-205**

Academic Recovery Program: Reaching and Involving Students on Probation

Students enter academic probation for diverse reasons. Do you believe that your probation students are getting personalized attention or are reflecting on how they ended up on probation? This past year we decided to formalize our intrusive advising approach by instituting a mandatory program for students new to probation. These students complete a learning contract which requires them to reflect on how they ended up on probation, take some accountability for their actions and learn about appropriate resources. A unique aspect of this program is that it involves collaborations between offices and between two regional campuses. Come find out how we reach out to some of our at-risk students, make a program work at two different campuses, and assess and adjust.

Joe Murray, Miami University-Hamilton
Tonia Hyllengren, Susan Brown
 Miami University-Middletown
Chris Klefeker, Miami University-Hamilton
Presentation based on: Models/Applications

Concurrent 207 **3:15–4:15 p.m.** **Westin-Cabinet**

Get MAD! Mentoring, Advising and Diversity

How can faculty advisors impact student persistence on a large campus with a diverse student body? This session will share the decentralized faculty advising model used in the College of Humanities at California State University, Northridge, while illuminating the principles of a learning-centered model incorporating mentoring, developmental advising, faculty development, student access and assessment on which the advising model is based. Participants will receive a summary of this advising model to use in designing their home campus programs in addition to training materials for the development of mentoring skills.

Florence Thompson, Gordon Nakagawa, Gina Masequesmay
 California State University- Northridge
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

- Level of experience in subject matter:** more experienced needed
- Level of advising experience:** More experienced

Concurrent 208 3:15–4:15 p.m.
Convention Center-202

When Hope and Fear Collide: The Non-Threatening Approach to Affinity Diagrams

This could be your workshop for a miracle. Don't let assessment or creation of affinity diagrams scare you. The complexity of an ever evolving higher education permeates every part of our institutions. It has become increasingly important that everyone develop the competence to better meet institutional needs. This session will provide you with an non-threatening approach to creating an affinity diagram you can take back to your institution to implement or reaffirm your assessment goals.

Patricia Griffin, Caroline Fox, Fort Hays State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experienced needed

Level of advising experience: More experienced

Concurrent 209 3:15–4:15 p.m.
Convention Center-211

So Different, yet Almost the Same: Strategies to Support Academically Diverse First-Year Students

One look at their transcripts sets them apart. One look and you know that this student is struggling and might finish his/her first year placed on an academic probation. Next to him stands a student whose high school record was never blemished by a single B. You might rarely see either in your office. You might think that the latter student will fly with high colors through his/her first year and the former may not seek help until he/she is in trouble. After watching video featuring interviews with first year students, we shall discuss with participants the differences and similarities in transition to university of high and low achieving students. Participants will plan intervention and support strategies for both categories of students.

Barbara Niewitecka, Geri Salintri, University of Windsor

Presentation based on: Models/Applications

Concurrent 210 3:15–4:15 p.m.
Convention Center-209

Advising as Teaching in a Diverse World: Constructing Learning Objectives for the First Year of Advising

The objective of this presentation is to clarify some of the benefits of the advising as teaching model, specifically the development of learning objectives. The presentation will focus on how to construct effective learning objectives with the goal of assisting all students in their transition to higher education and in becoming well informed and self-directed learners. Developing learning goals also helps advisors plan well focused and effective meetings and communications with students. Among other topics, this presentation will deal with the selection and ordering of learning objectives and how to tailor them to specific student populations, as well as suggestions concerning how to teach these skills in the context of an advising relationship. A discussion will follow the presentation.

Holly Martin, University of Notre Dame

Presentation based on: Models/Applications

Concurrent 211 3:15–4:15 p.m.
Convention Center-203

NACADA Goals for Advising: Are We Meeting Them?

In 1980 NACADA worked with CAS to set goals for academic advising, however little research has been done regarding their efficacy. A series of national studies on advising has been conducted by ACT, and the last five surveys have included a section for assessing the goals for advising. As only one survey was completed for each institution surveyed, however, responses may not have been reliable in describing the totality of advising. A more accurate picture of how well the goals are being met may come from those who are actually involved in advising. This research investigated the self-reported perceptions of how well staff advisors, faculty advisors, and students believed the NACADA goals for academic advising were being met on a public university campus.

Jennifer Wyatt, Appalachian State University

Presentation based on: Research

Concurrent 212 3:15–4:15 p.m.
Westin-Grand V

Helping Students Find Academic Direction: The Academic Advising Syllabus

Are your students all over the MAP? Do they need direction in their academic pursuits? Kent State University Stark Campus has developed a Master Advising Plan (MAP) and Advising Agreement to help students find their way. Many advising units struggle to get the recognition that advising is an educational activity. Each university course has a syllabus to help students know the expectations, learning objectives, course content, important information, and deadlines. Since advising is a learning and teaching process, an academic advising syllabus provides this type of information to help students navigate the university and develop as students and individuals. This session will discuss current research on advising as teaching, introduce our process of creating an advising syllabus and agreement, and allow time for questions and discussion.

Tamie Eynon, Heather Klein, Tim Gray

Kent State University-Stark Campus

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 213 3:15–4:15 p.m.
Convention Center-212

Collaborative Advising: The Key to a Successful Transfer

Commission Sponsored: Advising Transfer Students

To transfer successfully from a 2-year to a 4-year institution, students need advising services that bring together information and resources from both their home college and their future school. The University of Utah and Salt Lake Community College (SLCC) have teamed up to develop a program that has helped hundreds of students move successfully between our two schools. The key to our success is that we bring information and services to the students; we don't expect the students to come to us. In this presentation,

advisors from the U of U and SLCC will describe our collaborative program and share resources and strategies that have worked well for us.

Terese Pratt, University of Utah
Sue Besser, Salt Lake Community College
Amanda Hatton, University of Utah
Presentation based on: Models/Applications

Concurrent 214 **3:15–4:15 p.m.** **Westin-Grand III**

Help I'm a New Advising Administrator: What Do I Do Now?

Commission Sponsored: Advising Administration

Are you a new advising administrator? Have you thought about being an advising administrator some day? Do you have a new administrative position at the same or a new campus? Gain ideas and develop the basis for an action plan for the next year as the presenters discuss their first year(s). Topics covered include planning, evaluation, getting to know staff, how to learn about a new campus, operations, budgeting, dealing with bureaucracy, web sites, and professional development. Learn from the successes and challenges two advising administrators experienced in new administrative positions.

Stephanie Hamington, University of Southern Indiana
Susan Fread, Lehigh Carbon Community College
Presentation based on: Personal Growth as an Advisor

Concurrent 215 **3:15–4:15 p.m.** **Convention Center-204**

Retention through Relationships: Mandatory Advising Makes a Difference

Desperate times call for desperate measures. When the College of Technology at Bowling Green State University experienced three consecutive years of retention problems, the College administration took a hard look at its freshman advising practices and went out on a limb to address the retention crisis. Find out how this College of 1,400 students increased its first-to-second-year retention rates from 67% to 84% in a single year by including mandatory advising as part of its retention strategies. We will share the “nuts and bolts” of implementing mandatory advising, as well as its praises and pitfalls, and share how our three-person advising staff shifted its focus without sacrificing the quality of service to upper-class students or the advisors’ sanity.

Linda Swaisgood, *Sally Johnson*
Bowling Green State University
Presentation based on: Models/Applications

Concurrent 216 **3:15–4:15 p.m.** **Westin-Capitol III**

Helping Students Prepare for a Diverse World

Commission Sponsored: Multicultural Concerns

While advisors adjust to an increasingly diverse student population, they also help students prepare for the diverse world in their future. Students and graduates who are knowledgeable about diversity and who can adapt to changing populations and their needs will be at a significant advantage in the 21st century. This highly participatory session will use case studies to encourage discussion of the bene-

fits and challenges of helping students learn about various aspects of diversity. With everything else that advisors are expected to do, how does this fit? What about students who resist diversity, especially for religious or cultural reasons? Participants will brainstorm ways to assist students in enhancing their educational experiences as well as ways to help students see the connections between academic and out-of-class experiences.

Janet Claus, Illinois State University
Presentation based on: Personal Growth as an Advisor

Concurrent 217 **3:15–4:15 p.m.** **Convention Center-208**

Facilitating Students’ Career Development and Planning: Using Career Theory to Inform and Enhance Advising

Given the number of career options available to students and the complexity of the changing workplace, academic and career advising are increasingly important. Career development theory has an important role in helping advisors understand and gain insight into students’ career and academic planning. Career theory can be an important resource for advisors in developing a framework for effective advising to enhance students’ career development. Being knowledgeable about career theory and its application to advising can facilitate students’ career and academic planning, goal setting, and decision making. In this presentation, career development theories and related career constructs will be discussed and applications presented to inform and enhance advising.

Kenneth Hughey, *Julie Hunt*, Kansas State University
Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 218 **3:15–4:15 p.m.** **Westin-Congress I-II**

Overlooked Populations: An Exploration of Diversity among Academic Probation Students

Over the past three years, surveys and interviews have been conducted with students on academic probation at UNC-Greensboro. Over the course of the study, four distinct groups of students became apparent among the academic probation population: traditional-aged residential students, traditional-aged commuter students, non-traditional part-time commuter students, and non-traditional students who enroll full time and live in communities surrounding campus. The fourth group in particular tends to be overlooked in the literature on student persistence. This presentation describes how these four student populations differ in the reasons they go on academic probation and in their needs as academic probation students. Additionally, recommendations are made for helping these four student populations recover their academic standing.

Bryant Hutson, University of North Carolina
Presentation based on: Research

Concurrent 219 **3:15–4:15 p.m.**
Westin-Grand II

Promoting the Development, Achievement and Persistence of Hispanic/Latino/a College Students: People, Principles, and Programs

This session will focus on identifying the challenges Hispanic/Latino/a students encounter in their quest to enroll and persist in higher education. The presentation will describe specific theory-based programmatic and individual interventions that have proven effective in increasing the development, achievement and persistence of students of color, in general, and Hispanic/Latino/a students, in particular. In addition to providing an overview of theories that are critical to student success, this workshop will provide concrete, tangible strategies that can enable educators and educational institutions to motivate and support Hispanic/Latino/a students to take greater responsibility for their own learning, development, and success.

Tom Brown, Thomas Brown & Associates
Presentation based on: Models/Applications

Concurrent 220 **3:15–4:15 p.m.**
Convention Center-206

Traveling the Successful Path of M.A.P.: Discover Success for Students on Academic Probation

Abstract: Initiated by a program pilot that had a 75% success rate for students on academic probation—several years later, the staff and faculty of the Academic Assistance Center are excited to share the discoveries. The M.A.P. (Managing Academic Possibilities) takes a holistic approach and involves a team of campus resources. Come hear what is working with our students on probation! This presentation will address the holistic approach by defining the philosophy, directing focus to the MAP elements and equip you with tools for your campus. Using the didactic tools of team teaching, group discussion, video clips, door prizes, and more, you will leave empowered and encouraged.

Kim Ahlgrim, Rebecca Kuhn, Barb Jenista, Deborah Paradis
Cedarville University
Presentation based on: Models/Applications

Concurrent 221 **3:15–4:15 p.m.**
Westin-Capitol II

First-Year Experience (FYE): A Learning Community for Developmental Students at the Community College

Commission Sponsored: Two-Year Colleges

The college's research indicates that the need for college preparatory coursework plays a significant role in determining academic success. Students who complete all preparatory coursework attain success rates similar to non-prep students. FYE was designed to help at-risk freshmen. It emphasizes career development, success strategies and student engagement. Program objectives include completion of all prep classes, declaration of major and participation in campus activities. Students are connected to support services and leadership opportunities. They are recruited at new student orientations. BCC committed to studying performance data by comparing the participant cohort group with

the non-participant control group. Data indicate that FYE students measure higher in grade point average, hours attempted and completed, and retention rates. They have lower percentages of failures, withdraws, and incompletes.

Robert Bullard, Yinka Tella, Frank Kurz
Broward Community College

Presentation based on: Research
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students

Concurrent 222 **3:15–4:15 p.m.**
Convention Center-207

More Than They Bargained For . . . A Service Culture Approach to Advising

In 2005, the Undergraduate Programs/Advising Office of the Hankamer School of Business at Baylor University received its highest score in the Educational Benchmarking, Inc. (EBI) survey of graduating seniors in overall customer service to students. This mark was higher than the average score of the 277 business schools surveyed across the country. Join us in a lively discussion about the service culture methods and philosophies used in Baylor Business, and why the students always get more than they bargained for!

Krista Meek, Hatt Fadal, Julie Corley, Rosanne Fuller, Melanie Smith
Baylor University

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 223 **3:15–4:15 p.m.**
Convention Center-210

Embracing Diversity: From College to Careers—Advising GLBTQ Students.

Gay, Lesbian, Bisexual, Transgender, and Queer students are starting to come out in high school or earlier. They continue in college as out students, eventually joining the workforce. As Academic Advisors, how do we work with students in supporting their desire to be out while balancing the need to assist them in a career search? A search which may have obstacles because of the student's orientation? This session will look at how Academic Advisors and Career Counselors at Illinois State University accomplish this task. In addition to providing insight on how to research and find GLBTQ friendly companies, we will talk about how to approach interviews, resumes, and other pieces of the job search as a GLBTQ student.

Mark Vegter, Pamela Cooper, Illinois State University
Presentation based on: Personal Growth as an Advisor

Concurrent 224 **3:15–4:15 p.m.**
Westin-Chamber

Which Comes First: The Major or the Career?

This presentation will explore the importance of blending academic and career advising within a developmental advising session. Students bring a diversity of issues to the advising table; many times they come without a clear knowledge of either their major or career goals. Which aspect must be addressed first to make the session most effective? How does an advisor go about addressing these issues

together? In this interactive lecture/discussion, participants will be exposed to scenarios, experiences, and research findings that illustrate the interaction between academic and career advising. We will explore strategies to assist students in identifying the major and career choice that best fits their goals. Finally, we will provide resources for participants to begin developing their own personal approach to blending academic and career advising.

Darryl Greeley, LeeAnn Davis, Cynthia Thomas
University of Central Florida
Presentation based on: Personal Growth as an Advisor

Concurrent 225 **3:15–4:15 p.m.** **Convention Center-201**

Yonsei Pre-college Experience: a Comprehensive College Preparation Package for Freshman Students

As an educator, we want new students to have proper skills and knowledge for college life. However, not many are adequately prepared, and too often under prepared. We host many orientations and advising sessions to have them ready. But it is doubtful that a half-day orientation would let students be acquainted with “whole new things.” Yonsei Pre-college Experience is a comprehensive campus-wide college preparation package that allows new students to sample these “whole new things” beforehand. In this program, they are provided with opportunities to attend lectures, classroom discussions, themed activities, academic skill workshops and small group activities with mentors. By participating in this 3-day orientation package, students are exposed to new academic environment in advance. Also they develop a sense of belonging.

Hyunsang Kim, Bong Hwan Han
University College-Yonsei University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

4:30–5:30 p.m. Sessions

Commission Meeting 226 **4:30–5:30 p.m.** **Westin-State Room**

Advising Administration

The annual meeting of the Commission on Advising Administration provides a forum for sharing ideas and practices of interest to advising administrators. We will honor commission members receiving 2006 NACADA awards and recognize the presenters of commission-sponsored conference sessions. Discussion will center on commission goals and strategies to achieve them. Focus will also be on building relationships with colleagues in similar types of institutions. Join us for an hour of relaxed conversation and sharing information. There will also be opportunities to volunteer for commission activities.

Cindy Iten, University of Kentucky

Commission Meeting 227 **4:30–5:30 p.m.** **Westin-Council**

Advising Student Athletes

The Advising Student Athletes Commission is open to all advisors (including non-Commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community college, and Canadian institutions) to share their “best practices” in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, discussing academic reform initiatives, providing networking opportunities, and increasing presentations at regional and national NACADA conferences that focus on issues related to advising student-athletes.

Janice Robinson, Auburn University

Concurrent 228 **4:30–5:30 p.m.** **Westin-Grand IV**

Academic Advising via Online Communication: Bearing the Facts While Avoiding Cyber and Legal Bear Traps

Best of Region 2

Devise strategies for online security to counter the Need for Speed, Just Click It to Me! Receive a Cyber Workbook (free), and a CD that provides three PowerPoint “template” presentations created for academic advisor training for cyber and legal security. Each participant can tailor these PPTs to their particular learning institution. The PowerPoint presentations are 1) Tech Tools, Tech Learning, and Tech Policies, 2) Guardianship of the Human Component in Student Online Academic Advising, and 3) Legal and Cyber Security Issues. Attend to learn more about 1) legal: do you know, or do you think you know, 2) discussion realms: delinquent and guarding electronic vs. in-person communication, and 3) ethical: keeping sound and safe against message receiving, deceiving, and intercepting.

Rebecca Sterley, Indiana University of Pennsylvania
Presentation based on: Personal Growth as an Advisor

Concurrent 229 **4:30–5:30 p.m.** **Convention Center-212**

Coming Together as One: Overcoming Individual Interests to Support a University-wide Advising Database System

Two years ago, UNLV Advising was comprised of 11 autonomous centers catering to the needs of their specific colleges. Today things look much different; we still have 11 separate centers however, the interaction and coordination between the units has greatly increased. The major driving force behind this change in institutional culture has been the advent and implementation of a web-based, highly customizable, advising database system. Our presentation will cover the entire process from conceiving the idea to its full integration on our campus. Specifically we will address the following: coming together as a body, evaluating different products,

securing funding, needs assessment, testing, incorporation, and evaluation. Attendees will be able to utilize this concept as a guide for their own technological needs.

Adam Sikula, Stan Miloykov
University of Nevada Las Vegas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 230 **4:30–5:30 p.m.** **Convention Center-203**

The Advisor Who Listens to Students: Applying “Horse Whisperer” Techniques to Advising

Have you seen the movie “The Horse Whisperer” based on the conditioned-response horse training techniques developed by Monty Roberts and other “horse whisperers?” In addition to experience in horse psychology, Roberts has studied human psychology, and applied both to his work with thousands of horses and 47 foster children. Lessons learned from horses, and from Roberts and other “horse whisperers,” can be profoundly useful in developmental advising with students. The presenter, who in addition to coordinating the exploratory program at Indiana University also has experience in training horses, will share with you the many ways in which he applies what works with his horses (Clydesdales and a wild Mustang) to advising students. Come and find out how you can become a “Student Whisperer!”

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

Concurrent 231 **4:30–5:30 p.m.** **Westin-Congress I-II**

Graduate Student Success and Retention

Commission Sponsored: Advising Graduate & Professional Students

The purpose of this presentation is to discuss the factors, specifically the departmental factors and variables, behind student attrition specifically.

Based on a prior study, the following will be discussed: whether students who matriculate with a strong academic preparation are more likely to graduate in both programs than those who have deficiencies in English and mathematics; whether or not student and faculty relationships play a significant role in integrating students into the academic and social life of the institution; and the impact on student retention. The intended outcome is to provide helpful information regarding the development of a strategic proposal for increased student retention. This presentation although specific to one discipline can be applied to various areas of study and groups of students to improve student retention efforts.

Lisa Jackson, Nova Southeastern University
Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 232 **4:30–5:30 p.m.** **Convention Center-205**

Cross-Cultural Advising: Enhancing Advisor and Student Relations through Summer Bridge Programming

As the world of advising continues to evolve around models, research, and student development theories, the need to enhance our advising roles and connect more with summer bridge students throughout their freshmen year is a must, particularly if we want to make a world of difference. Come see how this is being done through the University of Central Florida’s Seizing Opportunities for Achievement and Retention (SOAR) program. This is a unique six-week summer residential program geared towards a select group of at-risk, first-time-in-college students from diverse cultural backgrounds. The presentation will cover innovative program components, best practices, student benefits, institutional commitment, and future challenges. This engaging session will include handouts, down-to-earth discussion, and an opportunity for questions and answers.

Beatrice Peek, Celeste Ferguson
University of Central Florida
Presentation based on: Models/Applications

Concurrent 233 **4:30–5:30 p.m.** **Convention Center-208**

Caught in the Middle: Generation 1.5 Latino Students at a Community College

Generation 1.5 students are a unique population who often fall through the cracks as they pursue postsecondary education. They immigrate to the United States as adolescents and while they learn to speak English quickly, they often do not have the reading and writing skills necessary to be immediately successful in college-level work. Community colleges are usually their colleges of choice but these students do not fit neatly into classes with international students or with under prepared native speakers. This program will share the results of a doctoral dissertation which explored the experiences of nine Generation 1.5 Latino students in academic ESL and developmental English classes at a community college, including suggestions for their assessment, placement and advising.

Betsy Oudenhoven, College of Lake County
Presentation based on: Research

Concurrent 234 **4:30–5:30 p.m.** **Westin-Capitol I**

Transfer Ready 101: A Course to Introduce Community College Students to a Four-Year Institution

Learn how one major research university created a pilot course for community college students to encourage transfer and retention. Gen 101 teaches students the skills necessary for success at the community college and begins the connection to the senior institution. Presenters will share the course syllabus, pre and post inventories, activities, student comments, evaluations and the theory and research used for planning. The presenters are also eager to have advisors

share their experiences with transfer students and the information they would like to have available to students while still at the junior institution.

Kathleen Mandlehr, University of Louisville
Maria Galyon, Jefferson Community and Technical College
Presentation based on: Models/Applications

Concurrent 235 **4:30–5:30 p.m.**
Convention Center-207

A Never-Ending Story: The Plot and Language of Academic Advising

The core of any successful advising session is a productive conversation with the advisee, one that helps to generate ideas, not simply prescribes rules and policies. However, consistently engendering such a rich conversation can often be challenging. Sometimes students don't know what to say; sometimes they simply don't have the words to say it. This presentation will apply the metaphor of "a never-ending story" to advising conversations. By using this rhetorical strategy, advisers can give shape and language to advising sessions, enabling their students to conceptualize their experiences in new, more insightful ways. Group work will provide participants the chance to learn from this strategy by applying it to an advising scenario. Discussion will follow.

Christine Hughes, Marion Schwartz, Penn State University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 236 **4:30–5:30 p.m.**
Convention Center-201

Helping Sophomores Survive the Slump: A New Perspective on Peer Mentoring

Are you retaining your sophomores? Come explore the pitfalls that second-year students typically experience during the "sophomore slump," and discover how your advising center can make use of existing resources to assess and address this problem. While numerous peer mentoring programs target new freshmen, the University of Louisville College of Education and Human Development (CEHD) counselors have created a Peer Mentoring Program that provides a support network for sophomores that focuses on these students' distinct needs. CEHD Peer Mentors pull from their academic, leadership, and extra-curricular experiences to address the diverse needs of sophomore mentors in their same major. This presentation will outline the theoretical foundations, funding, planning, and execution of this new program.

Kirsten Armstrong, Melissa Boam, University of Louisville
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: Over 10,000 students
Level of experience in subject matter: minimal experience needed

Concurrent 237 **4:30–5:30 p.m.**
Convention Center-211

Working Hard for the Money: Career Planning and LGBTQ Students

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

Transitioning to your first job—applications, interviews, assimilation issues—is difficult for all students but is especially draining for Lesbian, Gay, Bisexual, Transgender, & Queer (LGBTQ) students as they try to find a balance between work and their personal life. But how to raise these issues with or respond to concerned students? After participating in this interactive session, participants will understand the specific career concerns faced by LGBTQ students (i.e., assessing fit, searching for LGBTQ-friendly employers), learn strategies for discussing these concerns, and acquire referrals and resources for use in advising sessions or future programming on campus. The session is appropriate for career and advising professionals at all levels (seasoned veterans and the newly hired) interested in understanding the career concerns of LGBTQ students.

Tammy Hoeger, Jennifer Joslin, University of Iowa
Presentation based on: Models/Applications

Concurrent 238 **4:30–5:30 p.m.**
Westin-Capitol III

Building Bridges: Strategies for Creating Effective Communication in Advising

This presentation uses games and simple children's toys to demonstrate and practice strategies necessary for successful communication and problem solving in advising diverse student populations. These strategies are discussed within the context of various personality types and learning styles exhibited by those with whom we interact as advisors. The foundation of this presentation is derived from a leadership training exercise "Bridge It" from Karl Rohnke's book, *Silver Bullets*. This is a highly interactive session. Participants will have the opportunity to relax and have fun, while learning about themselves and their advisees. Implications for advisor training will be discussed.

Joseph Chase, Melissa Chase, Radford University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal experience needed

Concurrent 239 **4:30–5:30 p.m.**
Westin-Capitol II

21st Century Advising Challenges: Hispanic Students and College Adjustment

For advisors to effectively work with students of diverse backgrounds, advisors must understand how cultural variables influence students' adjustment to college. Academic advisors are in a unique position to help Hispanic students understand the demands of college and facilitate their adjustment. Even though Hispanics tend to share a common language and cultural heritage, there are many differences within the label "Hispanic" that are usually not considered. Academic advisors need to develop more sensitivity to the nuances of being Hispanic and the various levels/forms of Hispanic identity. This presentation will provide advisors with

an overview of research with Hispanic Students and college adjustment and the variables that influence their adjustment. Moreover, we will analyze how inter-group differences within the Hispanic population may influence college adjustment of students.

Jose Rodriguez, Florida International University
Ron Duran, Alliant International University - CSPP
Presentation based on: Research

Concurrent 240 **4:30–5:30 p.m.** **Westin-Grand V**

Making the Transition from Prescriptive Advising to Advising as Teaching

The process of advising is moving from a prescriptive approach to a teaching approach. How does an advisor go about developing an advising syllabus and assess their advising. This session will examine how the presenter began this transition, developed an advising syllabus for the department, and began creating objectives to assess the progress of the advisee. This transition and the resultant materials will be shared and discussed with the group.

Robert Pettay, Kansas State University
Presentation based on: Theory

Concurrent 241 **4:30–5:30 p.m.** **Westin-Grand II**

Toward a Common Goal: Student Success

When academic advisors focus on advising as teaching, classroom parallels that are adaptable to advising come to mind. This proposal focuses on the use of syllabi as a resource for advisors working with undecided students, in conjunction with a broader program called STEPS, to progressively guide undecided students toward selection of a major. The syllabi give undecided students specific tasks to guide them through assessment of their own abilities, preferences, and specific majors and career options. The syllabi were developed using current developmental advising research (Creamer, 2000) and guides undecided freshmen in four exploratory majors: 1) communication, human services, and social sciences, 2) science, technology, and engineering, 3) education and teaching, and 4) creative arts, humanities, and letters.

Catherine Duncan, *Margaret Hansard*, *David Funk*
Florida 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 242 **4:30–5:30 p.m.** **Convention Center-210**

Critical Advising Issues for Small Colleges

Commission Sponsored: Small Colleges & Universities

This session will focus on the unique advising concerns of small colleges and universities, giving special attention to issues facing institutions which have faculty advising systems. Our panelists will share best practices and insights about several critical issues including advising during the sophomore year, supporting and working with faculty advisors, faculty advisor evaluation, and advising students with

disabilities and diverse backgrounds. Following the short panel presentation, panelists will lead small group discussions to broaden participation and collaboration surrounding these issues. We will also discuss the various activities at NACADA which might be of importance to our campuses. Issues, ideas, and suggestions from our discussions will be summarized for the Small Colleges Listserv.

Julie Stockenberg, Colorado College
Mark Hoesly, Washington College
Maura Reynolds, Hope 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 243 **4:30–5:30 p.m.** **Convention Center-202**

Learning about Health Professions: A Web-based Resource for Students and Advisors

Pre-health majors are rising, especially among minorities, and today's advisors need reliable sources of information about the health professions—a tall order, with literally hundreds of different health careers out there! www.ExploreHealthCareers.org is a free, online health careers resource for students and advisors, with information on 65+ health careers, 600+ enrichment programs and 400+ funding sources. All career overviews are vetted by the national organization in charge of training in each respective field. This interactive presentation will walk advisors through the site to help advisors learn how to use AND contribute to this rich resource.

Henryne Tobias, Association of Academic Health Centers
Presentation based on: Models/Applications

Concurrent 244 **4:30–5:30 p.m.** **Westin-Grand III**

Collaboration on a Majors Fair is the Key to Success!

Transfer students and undecided students have a common goal: finding a major that fits. A majors fair offers needed assistance! The Academic Advising Center at the University of Iowa has organized three majors fairs. We know collaboration is the key to success. This session highlights fair planning, benefits/advantages of our collaboration with Career Services and Admissions; and student and faculty responses to the fair. Following the presentation, we will open discussion for participants to ask questions, share ideas and begin planning a majors fair of their own. This session would be of interest to advisors planning a major fair for the first time, those looking for ways to connect with transfer students, and for advisers aspiring to foster collaborative events on their campus.

Diane Hauser, 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

Level of advising experience: Less experienced

Concurrent 245 **4:30–5:30 p.m.**
Convention Center-206

How to Stay Energized, Motivated and Passionate in Today’s Advising Setting

In this interactive session you will learn how to re-invent your energy and passion through motivational exercises, based on current research designed to increase productivity levels, which will translate into renewed enthusiasm and optimism for advising today’s students. For the majority of the session, you as the listener will be participating in some refreshing exercises which will give you the foundation necessary to perform during peak advising times. Whether you are a beginning advisor or an experienced one you will be sure to gain an increased amount of inspiration after leaving today’s session. By re-inventing and maintaining our joy we can gain more satisfaction in advising and be ready to handle all of the demands and challenges of higher education today.

Sara Boggs, University of Wisconsin

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 246 **4:30–5:30 p.m.**
Convention Center-204

From Featured Freshmen to Sidelined Sophomores: Keeping Sophomores Engaged & Supported

First year students enter as the “golden children” of the academic institution. Countless hours and many resources are devoted to helping these students make it through that all important first year. We tell the mover and over that they are the brightest class to enter these hallowed halls. These Featured Freshmen complete their first year showered with support and attention at every turn, go off to enjoy their summer and transform into . . . Second Year Students. These returning, Sidelined Sophomores are often left feeling forgotten and lost without the programming and limelight to which they had grown accustomed. With the emergence of new information, participants will learn how to best support the needs of this specific population, discuss current programs/services offered on campuses, and brainstorm new ideas to better serve our sophomores.

Kimberly Smith, Michele MacDonald, Sarah Mahler
Florida State University

Presentation based on: Research

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

Making Them Feel Welcome: A Summer Enrollment Program

Are you thinking about changing your summer enrollment program for new students? Do you need a more individualized and effective format to assist those new freshmen with the first step at your institution? At University College with the University of Oklahoma, we have developed a one-day program offered throughout the summer that is efficient, inviting, and highly evaluated by both students and parents. Through our experiences and evaluations, we are constantly

modifying our program to serve the best interests of the student and parents. This presentation will describe the structure, preparation, processes, funding, hiring, and training involved with this program. Our focus is to create a very personalized program that makes the students and parents feel welcome.

Diane Mayes, Janel Russell-Pendergraft, Brian Nossaman, Sandra Brown

University of Oklahoma

Presentation based on: Models/Applications

Concurrent 248 **4:30–5:30 p.m.**
Westin-Grand I

A Global Application of Chickering’s Theory: Bringing International Study into the Conversation

Because study abroad research is indication that this type of programming option can affect students’ development at all levels, colleges and universities are increasingly promoting study abroad as a way to prepare students for success in an internationalized world. It is important that advisors have a solid understanding of why and how these profound changes take place in students over the course of their time abroad so that we can help prepare students for this life-changing experience. Learning and development outcomes for international study program will be explained using Chickering’s Student Development Theory. Subsequently, specific strategies and resources will be identified and provided to help you initiate this conversation with your students and be an instrument of change on your home campus.

Christy Metzger, Kirsten Armstrong, University of Louisville

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Panel 249 **4:30–5:30 p.m.**
Convention Center-209

International Education and Academic Advising

As we have stepped into the globalized information era, it is evident that the nature of education for young Americans needs to be modified. One area in particular is international education. Studies show a greater need for more international exposure during the undergraduate experience than ever before. Academic advising is a key element for strengthening this educational system. This panel discussion will (1) report findings from research on the prospects for internationalizing the American undergraduate program and suggest several approaches that could be potentially useful for advisors and (2) present the University of Iowa’s internationalization model and discuss advisors’ role in preparing students to live and work effectively in a new era of globalization. Participation from the audience is expected and encouraged.

Ann Schneider

Independent International Education Consultant

Martha Greer, University of Iowa

Moderator: *Kris Rugsaken, Ball State University*

Presentation based on: Research

**Concurrent 250
Westin-Cabinet**

4:30–5:30 p.m.

**Advisor Diversity: Developing Cultural
Worldview Self-Awareness**

“If we are to truly embrace diversity, we must also become more internally aware. How can we better understand other worldviews if we do not fully understand our own? If we are to raise our awareness internally, we must question our own attitudes, values, beliefs, behaviors, assumptions, and prejudices. Only when we have done this, can we truly value diversity.” (Harding, June 2005, “Academic Advising Today”) In this session, we will discuss the basic informational, conceptual, and relational aspects of cultural worldview and identity development. Topics will include the anthropocentric/cosmocentric continuum; ethnocentrism; ways that individuals and societies respond to cultural intersection; amalgamation theories; and understanding ethnicity, race, religion, gender, sexual orientation, age cohort, socioeconomic class, family background, etc., as aspects of overall cultural identity.

Leigh Cunningham, NACADA/Kansas 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

5:45–6:15 p.m.

Westin-Grand I

Annual Business Meeting

Presiding

Jo Anne Huber, University of Texas
NACADA President

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

Friday p.m.



To test and showcase automobiles at the turn of the last century, the Indianapolis Motor Speedway was completed in 1909 and initially paved with bricks—hence, its nickname “The Brickyard.” The 2 ½-mile oval has grown into the largest spectator sporting facility in the world with more than 250,000 permanent seats.