

Saturday, October 21

7:00–8:00 a.m.

Convention Center-Sagamore Ballroom
Full Buffet Breakfast (included in registration fee)

7:00–8:00 a.m.

Conv Cntr-2nd fl, in the lobby outside
Sagamore: see map on back cover
Breakfast for New Advisors with NACADA's
Presidents

NACADA President Jo Anne Huber and President-Elect Susan Campbell invite all those who have been advising three or fewer years to join them and other NACADA leaders for a Buffet Breakfast. It will be a chance for new advisors (professional, faculty, or peer), to meet and join in the discussion on how NACADA can support new advising professionals in their careers and in their work with students. Chairs of the New Advising Professionals Interest Group will also be in attendance to meet all participants. Fill your breakfast plate in the Sagamore Ballroom and take outside the ballroom into the east lobby to join in this discussion. The location is shown on the map on the back cover of the program.

7:00–11:30 a.m.

Westin-2nd floor foyer
Conference Registration

7:30–11:30 a.m.

Convention Center-2nd floor foyer
Cyber Café

8:00–11:30 a.m.

Convention Center-2nd floor foyer
Hospitality/Information Desk/
Volunteer Central

8:00–9:00 a.m. Sessions

Concurrent 251

8:00–9:00 a.m.

Westin-Congress I-II

Past Presidents' Forum-Toward a New
Concept of Academic Advising

During the past year, members of a NACADA Task Force have been meeting with attendees at all of the spring 2006 regional conferences to discuss a draft document articulating a new concept for academic advising. This concept is driven by the current language and thinking expounded in the teaching-learning paradigm. After considerable input, the Task Force has presented to the NACADA Board of Directors a concept paper for official NACADA endorsement.

During this interactive session, several NACADA past presidents will present the background for this report, its current status, and continue the dialog of placing academic advising within this teaching-learning paradigm. Some questions for discussion will be 1) How do advisors fulfill the teaching-learning mission of higher education?; 2) What do students

learn as a result of academic advising?; 3) How do we assess what students have learned?; and 4) How do we as an organization and as individual advisors promote advising as teaching?

Eric White, Penn State University

Ruth Darling, University of Tennessee

Thomas Grites, Richard Stockton College of New Jersey

Wes Habley, ACT, Inc.

Nancy King, Kennesaw State University

Peggy King, Schenectady Count Community College

Betsy McCalla-Wriggins, Rowan University

Concurrent 252

8:00–9:00 a.m.

Westin-Grand V

All Minds Do Not Think Alike: Concrete
Strategies for Advising Students with Learning
Disabilities

Best of Region 7

The objective of this presentation is to help advisors assist students who are experiencing academic difficulties. The presentation will include a brief overview of some learning disabilities advisors should be aware of when working with students, a memory game to address diverse learning styles, and strategies developed by Kansas State University's disability services office that can be modified to help all students. Pamphlets designed to help advisors "open the door" for discussion on study skills, time management, test taking skills, various learning styles and stress management techniques will be distributed. The presentation will conclude with a group discussion of successful strategies that have worked for the advisors in attendance.

Julie Hunt, Kansas State University

Presentation based on: Models/Applications

Concurrent 253

8:00–9:00 a.m.

Westin-Capitol II

NCAA Academic Reform Update

The National Collegiate Athletic Association recently has implemented several new academic reform initiatives for student-athletes, including increased eligibility standards, new academic measurements, and a system of penalties and rewards based on student-athlete academic performance. An overview of these reforms, including the latest policy developments and interpretations will be presented during this update session. Also, attendees will be encouraged to share their experiences with implementing academic reform for student-athletes on their own campuses during the concluding Q&A session with NCAA staff members.

NCAA Staff, National Collegiate Athletic Association

Concurrent 254

8:00–9:00 a.m.

Convention Center-207

Graduate Admissions: Case Study of Two
University of California Programs

Graduate programs across the University of California system follow different organizational templates in the application, admission, and recruitment of potential graduate students. These models have strength and weaknesses. We will present the basic models, technologies used, and dis-

cuss the advantages and disadvantages in our own work as well as our assessment of the models' impact on faculty, potential students, students and professional staff. The workshop will end with an open discussion allowing attendees to share their own experiences and suggestions for improving graduate student application, admission, and advising on campuses.

Kati Markowitz, University of California-Berkeley
Kimberly McKinney, University of California-Irvine

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 255 **8:00–9:00 a.m.** **Convention Center-212**

A Hierarchy of Educational Needs: Psychological Theory and the General Education Curriculum

Commission Sponsored: Liberal Arts Advising

General education requirements serve a variety of functions in the curriculum: developing skills, cultivating different disciplines, preparing for citizenship, and understanding diversity. But students are not ready to value all of these purposes equally. Using Maslow's hierarchy of needs, we can identify what they are ready for and plan their general education accordingly. This session will include a short presentation comparing Maslow's needs with educational needs, followed by group work on classifying requirements and developing strategies to help students move up the hierarchy. From these groups advisors should learn strategies for planning general education in a student's curriculum and for persuading them of its importance.

Marion Schwartz, Penn State University
Presentation based on: Theory

Concurrent 256 **8:00–9:00 a.m.** **Westin-Grand I**

Multifaceted Approaches to Advising in a Multifaceted World: A Clinic Addressing Needs of At-Risk Populations

Retention has risen to the top of the goals list at many institutions. Thus innovative and productive methods to help high-risk students achieve academic success have become increasingly important. This interactive workshop will provide opportunities to discuss strategies for assisting this diverse group of students.

Following a brief presentation on the current literature, participants are divided into small groups, or clinics, brainstorming ideas for practice and implementation. Clinic topics include: academic probation, provisional admissions programs, multi-cultural needs, and tools such as learning contracts and study plans. Increasing our knowledge about this high-risk population contributes to the advising field by allowing advisors the opportunity to share ideas through interactive participation.

Renee Borns, Houston Baptist University
P.F. Smith, Arizona State University
Tiffani Tribble, Mount Union College
Caryn Asleson, Ohio University
Presentation based on: Models/Applications

Concurrent 257 **8:00–9:00 a.m.** **Westin-Chamber** **Let's Play MACAO**

Commission Sponsored: Undecided/Exploratory Students

Was your training simply "we have undecided students, and you help them choose a major?" Missed a chance to play last year? Now's your chance. Come play the game that generated hundreds of questions to ask undecided advisees. Learn or brush up on the models and training that were never explained, or have been forgotten. Hear about advisors' myths that prevent us from taking a risk. Learn your "role" in the exploration process and take your chance to "roll" the advising dice to help your students win. The more you roll the dice, the better each advising session becomes, and the more experience you have to draw from. This session is for new advisors and those new to advising undecided students.

David Spight, University of Texas

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 258 **8:00–9:00 a.m.** **Westin-Grand III**

"What Jobs Can I Do With This Major?" Learning About Diverse Career Possibilities through Freshman Interest Groups

Freshman students are frequently confused when linking majors to careers. While some have preconceived notions about jobs related to their field of study, others have limited ideas about their options. Through Kent State University's FIG (Freshman Interest Group) initiative, academic units have sought to address this deficiency by providing students with institutional support in career exploration. The programs utilize career guidance strategies and professional partnerships to acquaint students with realistic career options. Presenters will explain the rationale for FIG themes, provide details of specific initiatives, and describe the challenges and successes of the program. This session will include a discussion with handouts as well as a question-and-answer segment. Dialogue will be welcomed throughout the presentation.

Denise Rinn Butler, Lawrence Epps,
Bonnie Richardson-Berry
Kent State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: Over 10,000 students

Concurrent 259 **8:00–9:00 a.m.** **Convention Center-206**

Linking Academic Learning to Career and Personal Goals

Linking Academic Learning to Career and Personal Goals is a program that engages the students in the career planning process as first-year and transfer students of a Global Business Management program. Using presentations, technology, and skills exercises participants in this program

develop an understanding of the relationship between their college education and achieving their personal and career goals. During their business program students create an effective career plan, develop a personal self-marketing plan, and set realistic expectations regarding finding work in the global marketplace. Students focus on developing the “soft skills” and attitudes that are valued by the business community and critical to career success. Experienced members and professionals of the business community are involved in transitional career activities and events that encourage early interaction and relationship development between students, graduates, and local employers.

Implementation results will be shared.

Maryjo Douglas Zunk, Ursula Scheren
Arizona State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 260 **8:00–9:00 a.m.** **Convention Center-205**

A Hybrid First-Year Seminar: Combining Diverse Delivery Methods to Teach and Advise a Growing and Diverse Population of Undeclared Students

This session will provide attendees with the background, description, and assessment of a delivery model for a one credit, advisement-centered, first-year seminar for undeclared students. Attendees will learn how faculty advisors created a front-loaded, eight-week seminar for over 300 students from diverse backgrounds using a combination of small and large group classes and Blackboard assignments, in addition to individual and group advising. Course content (which includes success skills and major exploration) and technology integration will be discussed. The results of student satisfaction surveys and information gathered from focus groups of students who declared a major after the course will also be presented. Discussion will be encouraged.

Kathleen Hartman, Vera Brancato, Brian Wlazelek
Kutztown University

Presentation based on: Models/Applications

Concurrent 261 **8:00–9:00 a.m.** **Convention Center-204**

Keeping Today’s Parents Happy Without Crossing the Line: Advising in the Millennial Era

Commission Sponsored: Small Colleges & Universities

Have you ever had a phone call from a parent that ended with, “FERPA laws won’t permit me to discuss your student’s academic progress”, or “no, even though you pay the tuition, I can’t tell you what Philip got on his Fall midterms”. Do you have mom pull up a chair to an already crowded advising cubicle so that she can “help” her daughter choose classes? Or better yet, once you’ve assisted a student with their schedule, the parent wants to “adjust” it, once they’ve had a

chance to see it. If this sounds familiar, come join in as we share ideas. Ample time for discussion. Session gives practical tips on how to work with this generation’s parents instead of against them.

Janis Williams, Elmhurst College

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 262 **8:00–9:00 a.m.** **Convention Center-210**

Feeding Faculty Advisors: The Basic 4 . . . or is it 5?

Commission Sponsored: Advisor Training & Development and Faculty Advisors

Frustrated by faculty advisors’ seeming unwillingness to attend voluntary and even mandatory advisor training sessions? Find out how the College of Technology at Bowling Green State University used faculty advisors’ own input to prepare training sessions that yielded a 75% participation rate! Our hands-on “Bring Your Laptop to Lunch” gatherings addressed both the Basic Four Advising Needs, as identified by the faculty, and the Basic Four Food Groups (yes, we know that’s outdated!). You will receive a sample Likert-scale survey that can be adapted easily to your own needs, a review of the training module, and we’ll even share our menu!

Linda Swaisgood, Sally Johnson

Bowling Green State University

Presentation based on: Models/Applications

Concurrent 263 **8:00–9:00 a.m.** **Convention Center-201**

Academic Advising from the Student’s Perspective: Significance, Satisfaction, and Challenges

How much do students value academic advising? What aspects of advising do they find the most and least satisfying? This presentation will elaborate on the considerable research that students view advising as an important and needed service, students are receptive to help from day one on campus, and they believe advisors can play a significant role in identifying needs and connecting students to the appropriate resources. Investigate the specific strengths and challenges related to the advising process, as well as the importance students place on academic advising relative to other aspects of their educational experiences. Finally, explore student concerns and attitudes related to academic advising and the perceived challenges students face in college. Time will be reserved for an open discussion of the study findings.

Diana McGregor, Jo Hillman, Noel-Levitz

Presentation based on: Research

Concurrent 264 **8:00–9:00 a.m.**
Convention Center-209

Examining Areas of Disconnect in African American Students' Expectations and Experiences of the First-year of College

The study examined African-American first year students' transition to a four-year urban, commuter campus. A multi-method design using pre-post survey research and interview protocols examined the extent to which academic and social expectations of college aligned with their first year experiences. A 2 x 2 repeated measures on perceptions of academic and social life in college was performed "Cohen, Cohen, West, & Aiken, 2002" and a content analysis of student reflections of their first-year experiences was conducted. Preliminary results identified salient areas of disconnect between expectations and experiences both social and academic areas. Academic advisors who co-teach first-year learning communities will use the findings to modify course content to help students bridge the gap in expectations and experiences.

Joshua Smith

Indiana University-Purdue University Indianapolis

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Level of experience in subject matter: minimal experience needed

Concurrent 265 **8:00–9:00 a.m.**
Convention Center-203

Anti-advising: What Advisors May Do that Inhibits Effective Advising

There are many activities, actions, and skills that academic advisors employ with the intention of helping students. However, simply because one's intentions are good does not insure that the means are helpful. We will draw from the experiences of the attendees to examine advisor behaviors intended to help but may have opposite consequences. We will also build a list of advisor behaviors more likely to empower and benefit students seeking advice on academic plans.

Dennis Congos, University of Central Florida

Michael Burgan, Troy University

Presentation based on: Personal Growth as an Advisor

Concurrent 266 **8:00–9:00 a.m.**
Convention Center-211

Promoting Student Success: an Effective Model for Prediction and Intervention

This presentation will extend previous research on the development of a model for early prediction of student success presented at the 2004 NACADA National Conference. Results of two follow-up studies conducted at Truman State University with first-year students placed on academic probation will be discussed. The first study refined the quantitative prediction formula to include qualitative factors that impact student success as measured by the College Success Factors Index (CSFI). The second study examined an intervention strategy implemented on our campus that incorporated the CSFI as part of an academic planning course. Using mixed method-

ologies, we assessed the effectiveness of CSFI-focused academic planning course in helping students in academic difficulty to achieve success. Implications of these findings for students and student advisors will be discussed.

Maria Di Stefano, Suzanne Pieper, Dominick Scalise

Truman State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 267 **8:00–9:00 a.m.**
Westin-Capitol I

"The Problem is not the Problem; The Problem is Your Attitude about the Problem:" Dealing with Change

The University setting seems to breed change in programs, policies and procedures. An individual's perception of change is often the biggest barrier to its success. The attitude in which change is approached can either accelerate or hinder the process. This workshop will help advisors recognize the continuous nature of change and develop an attitude that benefits students, departments, their College and the University.

Ruth Harrison, Megan Ralphs, Utah State University

Presentation based on: Personal Growth as an Advisor

Concurrent 268 **8:00–9:00 a.m.**
Westin-Council

ABET, Careers and Advising: Who's Delivering?

Commission Sponsored: Engineering & Science Advising

This roundtable presentation will discuss ABET's advising recommendations, the future hiring needs for engineering based companies and their impact on engineering advising. The current ABET criteria strongly supports that faculty do the majority of the academic advising with little or no professional advisors' assistance. However, for long range academic and career planning and for the teaching moment, the students and faculty consider professional advisors in Engineering Colleges or departments as key participants.

What exactly is the role of each in the advising process? How should ABET help to determine what profile the advising process should take?

The presenters will review various models of Engineering advising and how these models relate to the ABET criteria. Discussion will focus on the value of ABET and its effects on the advising process.

Margaret Steele, Ohio State University

Debe Williams, University of Illinois

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 269 **8:00–10:00 a.m.**
Westin-Cabinet

Safe Zone Training (this is a two-hour concurrent session)

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

Interested in improving your campus climate for lesbian, gay, bisexual, transgender, queer and allied students? Come take part in a Safe Zone training that will increase your awareness of the concerns of LGBTQ and allied students. Through this training, participants engage in thoughtful dialogue and commit to modeling support and acceptance in their day-to-day work with students. This training will take place over two concurrent sessions; participants interested in 'earning' the Safe Zone sticker are required to attend both sessions. The presenter is a NACADA LGBTQA Concerns Steering Committee member, a Safe Zone trainer, and has over 10 years experience planning and implementing staff development programming in the Academic Advising Center at The University of Iowa.

Jennifer Joslin, University of Iowa

Presentation based on: Personal Growth as an Advisor

Concurrent 270 **8:00–9:00 a.m.**
Convention Center-208

Advisors Advising Advisors: Finding One Voice among The Languages

On occasion and different levels—state, regional, national—we gather as academic advisors to share our knowledge and stoke our passion. Refueled and refreshed, we return to our everyday local level and parlay our new gains into practice with our students. Yet, how do we also effectively share our bounty with our fellow advisors—department, college, campus? How do we embolden a collective union of advisors to latch their varied languages into one voice? Regardless of your school's size or approach to advising as well as your own level of experience, gather to hear about one campus advisor association's journey of relevant existence, persistence and sustenance. And share your own successes of communication across the great but sometimes disconnected campus divide.

Christopher Armstrong, Rebecca Bregel
University of Illinois

Presentation based on: Models/Applications

Concurrent 271 **8:00–9:00 a.m.**
Westin-Capitol III

Stayin' Advised—Advising with a Song and a Dance

Efforts to communicate with students can be challenging, especially when there are large numbers of students, limited resources, and dynamic programs that must respond quickly to certification and licensure changes. This presentation will share information about the Stayin' Advised Program now in its 4th year which uses a group-advising format. Initially designed at a time when information needed to reach over 4,000 students quickly with no resources available, the Stayin' Advised program has now become an integral part of our advising repertoire.

Candace Weis, Barbara Henry
Bowling Green State University

Presentation based on: Models/Applications

Concurrent 272 **8:00–9:00 a.m.**
Convention Center-202

Assessing the Needs of a Diverse Student Population

In 2004-2005 and 2005-06, the Advising Center at Chandler-Gilbert conduct edits program review in preparation for the NCA/HLA accreditation study. As part of this review, a student survey and student focus groups was conducted to measure learning outcomes and customer service. In this presentation we will report our findings and begin a dialogue with participants on addressing learning outcomes for a diverse population in advisement. In addition, we will discuss the use of technology in gathering quantitative data as well as describe the use and results of qualitative data to gather information about your student population. We will share our instruments with the audience and provide the pros and cons of our research. The results of our assessment have implications for practice when working with diverse students.

Diana Muniz, Jodi Richardson-Delgado, Ryan Cain
Chandler-Gilbert Community College

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: more experienced

Concurrent 273 **8:00–9:00 a.m.**
Westin-Grand II

Transfer Preparation for Students with Disabilities

Commission Sponsored: Advising Students with Disabilities and Advising Transfer Students

The Transfer and Transition Services Office's mission includes assisting transfer students as they prepare to transfer, and during their transition into the university. For students with disabilities, transferring from the smaller community colleges to a major metropolitan university, enrollment of 45,000, means leaving a close-knit, highly interventionist community and for a large, decentralized campus that requires extensive knowledge and initiative to find services. TTS initiated a partnership with UCF's Office of Student Disability Services and Valencia Community College's Office for Students with Disabilities to provide information, guidance, and resources that promote a smooth transition for transferring students with disabilities. Bringing resources to the community college students, and offering them a personal experience at the UCF campus promotes their preparation for a seamless and successful transition.

Charlene Stinard, University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 274 **8:00–9:00 a.m.**
Westin-State Room

Recruiting Educators into Critical Shortage Areas: Thinking Outside of the Box in Special Education

Two models will be presented for recruiting high school students and university students into critical shortage areas in education. One model involves a concurrent enrollment high school class and the other model uses a service learning university level class. This presentation will focus on models specific to special education, but participants will have a chance to apply these models to different high need areas. Participants will also have a chance to brainstorm ways to introduce students to different majors.

Darcie Peterson, Utah State University
Presentation based on: Models/Applications

Panel 275 **8:00–9:00 a.m.**
Westin-Grand IV

Advisors and Advising That Impacts Adult Learners

Commission Sponsored: Advising Adult Learners

Higher education institutions are enrolling more and more students over the age of 25. Adult learners, be it due to necessity or a value of life-long learning, are a critical mass on many campuses. They contribute a unique type of diversity to the campus community. Their contributions are intertwined with a complex host of challenges. This presentation will highlight resources and strategies utilized by advising professionals that positively impact this population. Topics to be discussed by the panelists will include challenges faced by adult learners, strategies for identifying the needs of adult learners, peer mentoring for adults, staff/faculty support networks for adult women, and other advising strategies that impact this growing population in higher education. Time permitting, the audience will be encouraged to share their ideas and ask questions.

Teri Farr, Illinois State University
Susan Adams, Meredith College
Erika Laquer, Smith College
Heidi Waltz, University of North Carolina-Charlotte
Sharon Aiken-Wisniewski, *Sandy McLelland*, University of Utah
Moderator: *Sharon Aiken-Wisniewski*, University of Utah
Presentation based on: Models/Applications

9:15–10:15 a.m. Sessions

Concurrent 276 **9:15–10:15 a.m.**
Westin-Council

Generations at a Crossroads: Coping Skills for a Multigenerational Advising Office

Commission Sponsored: Advising Administration

Are you a seasoned advisor wondering how to motivate younger employees? Are you a freshly minted college grad that wants to “be heard” during departmental meetings? Or are you stuck in between, a thirty something mid-level employee who is falling through the generation gap? Then this workshop is for you!!! This session will explore the different generations at work and what values and attitudes

each generation brings into the office. By learning what drives each generation, you will be able to relate better with coworkers of all ages. The session includes role plays and conflict resolution scenarios about working in a multi generational advising office. At the end of the session, you will be welcome to share your own personal experiences.

Margaret Wendling, Holy Family 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: minimal experience needed

Concurrent 277 **9:15–10:15 a.m.**
Westin-Grand II

Advising Your First-Year Seminar Students

Commission Sponsored: Faculty Advisors

This research was conducted at a small private college located in New England. The study examined a First Year Seminar (FYS)-Advising model in which the student’s academic advisor also served as their FYS instructor. This case study examined the relationship between participation in a FYS-Advising program and levels of academic involvement and engagement inclusive of the faculty-student relationship and the peer mentor-student relationship. This was a qualitative study that provided a rich description of the student experience. The study found that participation in this model led to academic involvement and engagement. Recommendations are provided for utilizing qualitative methods to assess FYS-Advising models.

Lisa Bortman, Whittier College
Presentation based on: Research

Concurrent 278 **9:15–10:15 a.m.**
Convention Center-204

Development x Two: Empowering Future Advising Professionals

Commission Sponsored: Advisor Training & Development

The University Exploratory Studies Program (UESP) at Oregon State University engages in developmental advising with exploring (undecided) students. In striving to meet accepted student-advisor ratios, UESP supplements its professional advising team with graduate practicum and volunteer advisors. In training this supplemental cohort, we use a ten-hour training module, observations, and ongoing developmental supervision. By doing so, we ensure that our students are well served, and we contribute to the development of these future advising professionals. The session outlines the training process from recruitment through supervision and evaluation. We will also discuss the history of our collaboration with the campus’ college student personnel program. This training model could benefit new professionals as well as volunteer advisors and could be adapted to a diverse range of campuses and advising offices.

Jeffrey Malone, *Kerry Kincanon*, Oregon 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 279 **9:15–10:15 a.m.**
Westin-Chamber

Perceived Stress and Competition Among Students in a Highly Demanding Academic Program: Implications for Advising and Other Support Services

During the spring 2005 semester, the College of Engineering at Cornell University administered a web-based survey to its students focusing on perceived stress and competition among students. This presentation will describe the steps in the development of that survey, from qualitative items with focus groups to development and piloting of a quantitative instrument to final administration to the student population. Results will also be presented relative to the role that academic advising and other services can play in responding to the needs of the students as demonstrated by the study. This presentation will be of interest to advisors who work with engineering students and students in similar high-demanding majors, and will also serve as an excellent overview of the general process of developing a survey to evaluate students' perceptions.

Rich Robbins, Lisa Schneider, Betsy East
Cornell University

Presentation based on: Research

Concurrent 280 **9:15–10:15 a.m.**
Convention Center-205

The “Lost” Population: Advising Students in Good Academic Standing at their University but in Jeopardy in the College of Education

Commission Sponsored: Advising Education Majors

This presentation will provide attendees with the results of a study designed to determine what factors are impeding the success of education majors who are in good academic standing at the university, with a GPA of 2.0 or above, but who are below the required 3.0 to remain in the education major at a Pennsylvania university. The presenters will provide the attendees with copies of the questionnaire, along with the results of the study. Suggestions for working with this population (including workshops about options and alternative majors) will be discussed, and attendees will be given the opportunity to share information about advising interventions for education majors on their campuses.

Kathleen Hartman, Beth Graham Stumpf, Linda Lantaff, Brian Wlazelek

Kutztown University

Presentation based on: Research

Concurrent 282 **9:15–10:15 a.m.**
Convention Center-209

Lost in Translation: The Need for an “Academic Interpreter” in the Initial Advising Experience

Students are often asked to “find their own way” when they create their first schedule. Online registration has made it even easier to start academic careers without guidance from Academic Advisors. Freshmen barely know their way around campus, and increasingly complex degree plans and course catalogs are almost written in another language! How can

we expect students to succeed as “strangers in a foreign land?” In this session, we will explore the importance of advisor-student contact during freshmen orientation. The focus will be on one department's efforts to build the advising relationship through personal interaction, and it will challenge participants to serve as “Academic Interpreters,” guiding freshmen through their initial experience. The session will feature small-group interaction and lively discussion.

Samuel Murdock, Courtney Harmon, Morgan Medina
Texas A&M University

Presentation based on: Models/Applications

Concurrent 283 **9:15–10:15 a.m.**
Westin-Grand I

Individualized Majors: Successful Paths for Diverse Interests?

Commission Sponsored: Liberal Arts Advisors

A self-designed major may be the perfect choice for the student who has interests that cross several disciplines yet is unable to obtain the desired knowledge with a double major or multiple minors. However, how does a college promote the availability of such a major or more importantly, how does a college ensure that such a major maintains the integrity of the Liberal Arts program? This session will allow open discussion regarding best practices in promoting the major, approving the proposal, encouraging faculty/student interaction, and maintaining a positive and challenging academic course toward a successful outcome. Topics will be assigned to breakout groups. Groups will then reconvene to share discussion results.

Richard Brungard, Brent Hurely, Christine Hughes
Penn State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 284 **9:15–10:15 a.m.**
Westin-Grand IV

Choices and Challenges: Forming Articulation between Two-Year and Four-Year Institutions

A recent report created by the State Council for Higher Education in Virginia identifies two trends that are converging to create a demand for better articulation in higher education: a demographic bubble that will deliver an additional 38,000 students into Virginia's higher education programs in the next seven years and tuition increases at state and private institutions. This will force many students to consider alternatives to beginning their academic career. With a project funded by the National Science Foundation, Radford University has been working to ease the transfer of students from community colleges (many of whom are first-generation college students) to their institution. This session covers: the history of the project, its success and challenges, and ideas on developing articulation agreements.

Joseph Chase, Melissa Chase, Radford University

Presentation based on: Models/Applications

Concurrent 285 **9:15–10:15 a.m.**
Westin-State Room

**Retaining Students from a Distance:
 Developing an Online Course for Distance
 Probation Students**

Commission Sponsored: Technology in Advising

The Strategies for Academic Success (SAS 100) program at the University of North Carolina-Greensboro was developed to assist academic probation students. The program uses Appreciative Advising, an advising model that emphasizes students identifying their academic strengths and interests, and has achieved considerable success at helping academic probation students recover. A recent challenge has been the rapidly increasing number of distance learners at UNCG who are falling on academic probation. In order to respond to the needs of this growing population, a section of the SAS100 course is being offered in an entirely online format. This presentation describes how the program has been successfully adapted for distance learners and how other institutions may develop similar programs.

Bryant Hutson, Robert Ross, Jennifer Clark
 University of North Carolina

Presentation based on: Models/Applications

Concurrent 286 **9:15–10:15 a.m.**
Convention Center-208

Grounding Helicopter Parents

We all know them . . . those parents who are consistently over-involved in every aspect of their child's college career. And while it's easy to roll our eyes, ignore their questions or complain about them, there are many more positive ways to handle "helicopter parents." This session will focus on working with the specific challenges that arise while assisting the helicopter parents of the diverse group of student's labeled undecided. It will provide tools and resources that will make working with these individuals less stressful and more productive. Student perspectives on parental involvement will also be highlighted. With a new mindset, you will be able to ground the parents and give your students the freedom to fly.

Amber Fizzano, Emily Wylie, Helene Shine Goetz
 Virginia Tech

Presentation based on: Research

Concurrent 287 **9:15–10:15 a.m.**
Westin-Grand V

Hoosier Link: An Innovative Indiana Transfer Program

Student transfer has emerged as a key component of the new Ivy Tech Community College mission. To increase opportunities for successful transfer, an innovative new partnership between Ivy Tech Community College–Bloomington and Indiana University–Bloomington has been developed. The "Hoosier Link" program is a residential-based transfer transition program that provides students enrolled at Ivy Tech–Bloomington with guaranteed transfer to IU–Bloomington. In this presentation, we will provide an overview of the Hoosier Link program. We will also describe what we are doing overall to improve advising and information delivery for the new influx of transfer students. At the

end of the presentation, time will be allotted for group discussion about strategies to facilitate a successful transfer from a community college to a four-year institution.

Diana Jacobs, Joseph Kapsa
 Ivy Tech Community College–Bloomington
Michael Schwarz, Indiana University
Presentation based on: Models/Applications

Concurrent 288 **9:15–10:15 a.m.**
Westin-Capitol III

**Increasing Student Persistence through
 Strategic Recruitment and Advisement:
 A School-Centric Model for Student Success**

Undergraduate students who do not become familiar with their student advising office during the transfer admission process often feel disconnected during enrollment and throughout their first semester. The College of Education at Arizona State University alleviates this problem by establishing a strong recruiting and advising relationship at the beginning of the transfer process. Through lecture and small group discussions participants will identify the need for collaborative recruiting and advising efforts, understand the benefits of an intentional recruiting and advising relationship, become familiar with one successful model at Arizona State University, and be able to implement this model at their home institution.

Scott Correll, Kelly Gwilliam, Arizona 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

Concurrent 289 **9:15–10:15 a.m.**
Westin-Capitol I

**Advising as Teaching: The Process of
 Developing a Mission Statement and
 Assessment Plan around A New Paradigm.**

This presentation discusses the early stages in the development of an advisor lead mission statement revision that focuses on "Advising as Teaching." This mission is concurrently being developed with an assessment plan that targets student learning outcomes. The session will also focus on the challenges associated with this process at a large university with multiple advising units and regional campuses. Attention will be given to resources on campus used to implement the mission and assessment plan and how this shift in paradigm led to an open door dialogue among advisors and faculty concerning the identity of academic advising. The presenters will provide participants with an opportunity to share their experiences and discuss the philosophy of advising as teaching.

Kathy Zarges, Barbara Miller, Kent State University
Presentation based on: Models/Applications

Concurrent 290 **9:15–10:15 a.m.**
Convention Center-201

Peer Advisors: Advising, Assessment, and Academic Support

Commission Sponsored: Assessment of Advising

Peer Academic Advising is a central part of the IUPUI Psychology Department advising program. Peer advisors take a full-year academic course in Psychology and act as the front line for the department advising. An assessment project is a central part of the Peer Advising Professional Practice course. The assessment project allows peer advisors to gain skills in organization, teamwork, and research/assessment procedures. Through a power point presentation and discussion participants will leave with understanding of how much undergraduates can shape the role of peer advising, how peer advisors can perform and utilize assessment, and how assessment can improve an advising program and peer advising practices.

Jessica McKamey, Kathy Lukenbill, Devan Mandabach, Jennifer Rewerts, Tina Sellers

Indiana University-Purdue University Indianapolis

Presentation based on: Models/Applications

Concurrent 291 **9:15–10:15 a.m.**
Convention Center-212

Multicultural & International Student Experiences in a White Majority U.S. Classroom

Commission Sponsored: ESL/International Student Advising

This session will explore the perceptions of multicultural and international students' experiences in a white majority U.S. classroom setting and suggest ways to make the classroom more welcoming for diverse students. Examples of students' personal experiences will be shared, along with tips and resources for teaching a diverse student population. We will discuss ways that Student Development and Academic Affairs professional scan work together on your campuses to increase awareness of issues that are unique to these student populations such as differences in educational backgrounds, preconceived assumptions about a student's background, ability, or intentions, how to differentiate between international and multicultural students, and how heightened awareness of classroom dynamics by faculty and advisors can positively affect the student experience and support.

Amy VanSurksum, Theresa Anderson

College of St. Benedict/St. John's University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Concurrent 292 **9:15–10:15 a.m.**
Convention Center-202

Jump Start Your Semester

Where are they? What are they waiting for? When students who are eligible for advisement and registration wait until the last minute, they face reduced course selection and less than desirable schedules. Meanwhile, their faculty advisor and staff "pit crew" face empty offices and cancelled courses. Find out how one campus initiated a fun, clever,

and successful program to "jump start" students for early advisement, registration and FAFSA filing. Discover the tools used to spark interest and participation - marketing, Academic and Student Services collaboration, technology, and of course prizes! Adapt the tools used to your institution as you rev up student's engines for early registration! This presentation, appropriate for any level of experience, will combine information sharing, discussion and fun!

Kathleen Baxter, Monroe Community College

Presentation based on: Models/Applications

Concurrent 293 **9:15–10:15 a.m.**
Convention Center-210

Cultural Competence in Advising Hispanic and Native American Students

As the diversity of the student body at our institutions increases, so does the challenge of being culturally competent in our relationships with those students. This session will present a process to develop advisor cultural competence based on continuous quality improvement (CQI) principles. Presenters will share the process; the results achieved when the process was used with groups of undergraduate and graduate Hispanic students, graduate Navajo and Zuni students, and Anglo and Hispanic faculty and staff; and how the result can be shared in advisor development seminars.

Faye Vowell, Phillip Farren, Roland Shook

Western New Mexico University

Presentation based on: Research

Concurrent 294 **9:15–10:15 a.m.**
Convention Center-211

If You Think This Cannot Make a Difference, Think Again: Some Commonsense Tips to Enhance Academic Advisement

Customer service, as applied in the business world, is gaining currency in the academe, especially in discussions on how to attract and retain students. The academic advising arena can be a great place for promoting good customer service to students. This paper will discuss how faculty and other university personnel can collaborate to improve customer service by taking cognizance of the little often undervalued behaviors that can contribute to foster a sound relationship between students and their advisors. Sometimes we only need to apply commonsense, not rocket science, to enhance our success in academic advising.

Allyson Sesay, Shaw University

Presentation based on: Personal Growth as an Advisor

Concurrent 295 **9:15–10:15 a.m.**
Convention Center-203

Pursuing Advanced Health Professions: The Undergraduate Faculty Advisor's Role as a Resource for Students

Faculty advisors in departments related to Health and Life Sciences serve a vital role as the primary resource to students wishing to pursue a career in an advanced health profession. Since undergraduate students are faced with a number of important decisions, faculty advisors should be knowledgeable in the various areas of health care and must

be prepared to guide students to a program that is right for them. This session explores early identification of student interests and aptitudes as well as identification of health profession programs and the prerequisites. Methods of tracking the academic progress of the student and practical examples will also be discussed.

Mark Stutz, Fort Hays State University
Presentation based on: Models/Applications

Concurrent 296 **9:15–10:15 a.m.** **Westin-Grand III**

From Concept to Creation: The UA's Advising Resource Center

In January, 2001, the University of Arizona created the Academic Advising Task Force (AATF), charging it with conducting a study of advising practices across campus. The AATF's final report contained 36 recommendations designed to elevate and strengthen academic advising services. One recommendation was the creation of a central service to support advising through development, assessment, and recognition programs. In June 2003, the Advising Resource Center (ARC) opened for business. This presentation will describe the process of moving from the AATF's vision to the creation of the ARC. We will discuss the mission and functions of the ARC and the challenges faced during its first year of implementation and will describe the unique funding resources that have helped to strengthen advising services at the UA.

Ann Parker, Roxie Catts, University of Arizona
Presentation based on: Models/Applications

Concurrent 297 **9:15–10:15 a.m.** **Convention Center-206**

Welcoming Parents at Freshmen Orientations: Career Services & University College Encourage Student Self Exploration

Commission Sponsored: Undecided/Exploratory Students
Our combined philosophy of working with students is that we want students to engage in investigative, informed decision-making. Parents are the greatest influence on students' choice of career thus it is important to equally inform the parents of our resources and services. Partnering with parents extends our collective help to our students so they can make timely decisions that will address various needs at any point in their personal or career life. Freedom to discover comes from knowledge of available resources. By partnering with parents and sharing our resources and knowledge we encourage that freedom in our students and spark the desire to continually discover.

Patricia Strickland, Christine Helms
Arizona State University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: more experienced

Panel 298 **9:15–10:15 a.m.** **Convention Center-207**

Advising at a Distance: Experimenting for Success

The use of distance learning as a means of instruction continues to grow in higher education. Developing student support systems for these learners is critical. This moderated session will present recent trends in distance learning and highlight two institution's successful efforts at developing advising services for their distance learning students. Showing the breadth of students engaged in distance learning and means to serve them, this session will focus on a tele-advising program for graduate students and an entry colloquium for adult undergraduate students. The session will address the special needs of these respective students and the technology and programmatic challenges faced by the two different types of institutions involved: Northern Arizona University and Linfield College.

Ann Sukalac, Linfield College
Gaye Luna, Catherine Medina, Northern Arizona University
Moderator: *George Steele*, Ohio Learning Network
Presentation based on: Models/Applications

Concurrent 299 **9:15–10:15 a.m.** **Westin-Congress I-II**

Early Outcomes from NCAA Division I Academic Reform Initiatives

New academic eligibility standards were implemented by the NCAA in 2003 to encourage student progression toward degree completion within five years of enrollment. Specifically, high-school core-course requirements have increased for incoming prospective student-athletes. Further, enrolled student-athletes now must complete 20 percent of degree requirements each year. Early research results regarding the impact of these new standards are now available and will be presented during this session.

NCAA Staff, National Collegiate Athletic Association (NCAA)

HOT TOPICS **10:30–11:30 a.m. Sessions**

Interest Group 300 **10:30–11:30 a.m.** **Westin-State Room**

Potential Interest Group: Large Universities

Advisors at large universities (20,000+ undergraduates) face unique challenges. Collaboration and coordination can be challenging across institutional structures. Advising philosophies, approaches and styles may vary widely across campus. Resources are often limited. Yet, these challenges, as well as others, often lead to the development of unique programs, interesting communication strategies, and remarkable professional development opportunities. Our goal is to provide NACADA members with an opportunity to meet with colleagues from other large universities to share their experiences and their knowledge and to discuss topics of mutual concern. Please join the Large Interest Group email list to suggest topics of interest (check the NACADA web site for details) or email mylar@u.washington.edu. Please come join the discussion!

Myla Rugege, University of Washington

Concurrent 301 **10:30–11:30 a.m.**
Westin-Capitol III

HOT TOPIC in Graduate and Professional Student Advising: Training and Development for Professional Advisors in Graduate Studies

Commission Sponsored: Advising Graduate & Professional Students

Inquiries and requests for training and development opportunities for advisors working with graduate and professional students have been constant subjects at The Graduate/Professional Student Advisors' Commission meetings. This roundtable workshop will survey existing training/development opportunities, discuss what aspects of existing programs are working, look into what elements are missing, and try to devise plans for the Commission to develop tools for development of its membership either by opening the existing opportunities to a larger audience or formulating new programs.

Kati Markowitz, University of California-Berkeley
Presentation based on: Personal Growth as an Advisor

Concurrent 302 **10:30–11:30 a.m.**
Westin-Capitol II

Hot! Hot! Hot! Hot Topics in Advising Administration

Are you an advising administrator fumbling to deal with the new issues constantly appearing on your desk? Searching for new solutions to old problems? Faced with lack of administrative support, advisor hiring dilemmas, or staff burnout? Wondering what to do with uncooperative faculty or unhelpful advisors across your campus? We invite you to join your colleagues for a lively conversation, sharing issues and creative ideas for a fresh approach to advising administration.

Cindy Iten, University of Kentucky
Renee' Borns, Houston Baptist University
Sarah Ann Hones, Southern Oregon University
John Mortensen, Utah State University
Presentation based on: Personal Growth as an Advisor

Concurrent 303 **10:30–11:30 a.m.**
Westin-Grand I

HOT TOPIC in Advisor Training and Development

What are the biggest challenges in developing an effective advisor training program? Members of the Advisor Training and Development Commission identify common issues such as: securing funding, building high-level support, marketing the sessions effectively and making training sessions interesting and engaging. Going beyond strictly informational training sessions requires creativity. In advising models where faculty and staff advisors are both used, skillful involvement of both groups contributes to quality advisor development opportunities. Come to this interactive session ready to discuss these and other current training issues and share useful ideas and strategies.

Kathy Davis, Missouri State University
Presentation based on: Models/Applications

Concurrent 304 **10:30–11:30 a.m.**
Convention Center-209

Training and Rewards/Recognition: Two HOT TOPICS in Faculty Advising

Are you interested in learning more about training for faculty advisors? Do you have an interest in rewards/recognition for your faculty advisors? These are two of the hottest topics in faculty advising, and we will be tackling both of them during this Hot Topics session. There are many different approaches to addressing these two needs on our campuses. Come and share how your school trains and then recognizes/rewards its faculty advisors. The out-going and in-coming chairs of the FAC will be on hand to facilitate this discussion, but your input is vital to the success of the session. Feedback from this discussion will be used to generate dialogue on our listserv about these two hot topics.

Kathy Stockwell, Fox Valley Technical College
Rhonda Sprague, University of Wisconsin-Stevens Point
Presentation based on: Models/Applications

Concurrent 305 **10:30–11:30 a.m.**
Westin-Capitol I

HOT TOPIC in Advising Education Majors

This Hot Topics session will discuss four issues identified at the Advising Education Members Commission meeting in Las Vegas. Do you want to know more about advising At-Risk education majors? Do you need advising strategies for on-line advising? Is a hot topic for you about how to measure dispositions of pre-education majors and incorporating dispositions assessment in the freshman or sophomore year? Are you interested in Assessment Research? If so, then this is the hot topics session for you! Four groups will discuss these education advising critical issues and information from each group will be shared.

Lee Kem, Murray State University
Shawn Quilter, Eastern Michigan University
Charity Snyder, Kent State University
Jill Niemeyer, Northern Kentucky University
Presentation based on: Models/Applications

Concurrent 306 **10:30–11:30 a.m.**
Westin-Grand III

HOT TOPIC Session Advising Transfer Students Commission: More Transfer Students Means New Roles for Providers of Higher Education

The increase in nontraditional patterns of attendance in higher education nation-wide has necessitated more innovative and cooperative programs on the part of degree providers. One example is the growing number of two-year schools offering their own baccalaureate degrees or hosting those of other institutions. A panel examines this trend, discussing issues of need, efficiency, quality, and overall value to the student.

Troy Holaday, Ball State University
Thomas Grites, Richard Stockton College of New Jersey
Presentation based on: Theory

Concurrent 308 **10:30–11:30 a.m.**
Convention Center-210

IDEA and College Accommodations

It scarcely needs to be said that in order to appropriately advise students with disabilities, an advisor first needs to know that a disability exists and the kinds of problems the student's disability creates in an academic setting. For years colleges have depended upon documentation from secondary education to assist in identifying students with Learning Disabilities and determining appropriate accommodations. Changes in IDEA (Individuals with Disabilities Education Act) have relieved high schools of the necessity of conducting IQ and Achievement testing. This has led to students enrolling in college courses without the documentation needed to obtain accommodations. This session will discuss the problems this has created especially for low-income students and encourage discussion of various ways advisors and disability support services staff are attempting to address the problem.

Leslie Hemphill, Cloud County Community College
Presentation based on: Research

Concurrent 309 **10:30–11:30 a.m.**
Convention Center-212

Hot Topics: Two-Year Colleges Commission

How do advisors make transfer to four-year institutions smoother and easier for students? Do you have programs, liaisons with four-year schools, transfer guides, or other assistance? Would it be helpful for students to have an "inter-state transfer guide" or a "national articulation agreement"? If so, what is our role (NACADA's Two Year Commission) in promoting that? Join us in a panel discussion of these issues. Bring your ideas, best practices, and questions for what will be a stimulating discussion.

Peggy Jordan, Oklahoma City Community College
Presentation based on: Models/Applications

Concurrent 310 **10:30–11:30 a.m.**
Convention Center-208

HOT TOPIC: Issues and Challenges in the Assessment of Advising: Questions and Answers

Participants will be invited to share their experiences in the assessment of advising at their institutions and to share the questions that have arisen as a result of that work. The panel will respond to their questions.

Victor Macaruso, University of Wisconsin
Presentation based on: Models/Applications

Concurrent 311 **10:30–11:30 a.m.**
Convention Center-211

HOT TOPIC Mentoring Young Professionals who Advise Adult Learners: Tales from the Front

Adult learners are an ever-growing and consistent population at both community colleges, private and public institutions. Many young professionals sometimes feel at a disadvantage working with adult learners and often have to work hard to gain their trust and respect. At this interactive roundtable discussion, come and learn from "seasoned professionals" who have worked with adult learners for many years.

Teri Farr, Illinois State University
Carol Ann Baily, Middle Tennessee State University
Dorothy Sconyers, Thomas Edison State University
Cheryl Polson, Kansas State University
Presentation based on: Models/Applications

Concurrent 312 **10:30–11:30 a.m.**
Convention Center-204

HOT TOPIC: Liberal Arts Advising, It Works—Don't Fix It!

Facts and Quotations will be shared from CEO's, Employers, Educators, Alumni and both Faculty and Professional Academic Advisors across this nation. Many of our nation's legislators and employers alike do not have a clear understanding of the continued need for the liberal arts in the educational process. In a time of fiscal uncertainty and rising taxation, the motivation to graduate people in four years, with a guarantee of job placement into America's workforce, is intensifying. Without the Liberal Arts as a foundation, this trend will reap untold damage to the future of education and the American Spirit in every aspect of our lives.

E. Timothy Moore, Kent State University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Institutional size: Over 10,000 students

Concurrent 313 **10:30–11:30 a.m.**
Convention Center-205

HOT TOPIC The Tools of e-Advising

What's the best way to communicate with today's students? In a language they can understand! These days, students are more technology savvy than ever, and used to near-instant communication. Words like Podcast, IM and blog are part of their vernacular, and these diverse technologies have become a part of the toolkit students use to interact with those around them. But what do these words mean, and how can we take advantage of these methods better to advise our students? Our panel will share some of the ways they are using the latest in communication technology in their jobs. In no time, you too can reach our and e-advise your students!

Renee Babcock, University of Texas
Presentation based on: Models/Applications

Concurrent 314 **10:30–11:30 a.m.**
Convention Center-203

HOT TOPIC: Advising Student-Athletes

With recent changes in academic reform initiatives, the standards for transfer and continuing student athletes to achieve and maintain their athletic eligibility are higher than ever before. Academic advisors working with student athletes need to have a clear understanding of these academic reform initiatives, including their potential impact. During this session, attendees will have an opportunity to discuss these academic reform initiatives with colleagues in an open forum and share their strategies and plans for addressing them within their own campus structures.

Janice Robinson, Auburn University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal experience needed

Level of advising experience: Less experienced

Concurrent 315 **10:30–11:30 a.m.**
Convention Center-206

HOT TOPIC High Touch: The Human Side of Distance Advising

The feeling of isolation that distance learners often experience comes as no surprise to their advisors. Advising satisfaction surveys completed by this population indicates they need “more” from their advisors than do their on-campus counterparts. This HOT TOPICS session will focus on high-touch tools advising teams can use to enhance student connectedness with the institution, thereby increasing student resilience and graduation rates. The session will consist of a panel presentation composed of the following interest group members, followed by a general discussion period:

Bobbi Thomas, Washington State University

Sharon Nellis, University of Wisconsin-Madison

Susan McCoy, Governors State University

Ann Sukalac, Linfield College

Pauline Graveline, SUNY-Canton College of Technology

Presentation based on: Models/Applications

Concurrent 316 **10:30–11:30 a.m.**
Westin-Grand IV

HOT TOPIC: What’s Working? Intervention Strategies and Programs for Students in Academic Difficulty

Are you developing a program for students in academic difficulty and want to know what types of interventions have already proven effective? Do you have an effective program or intervention techniques at your institution and want to share them with others? Or are you just looking for new ideas to improve an existing program? This session will provide an exchange of ideas about what PDR interventions are working across the country. Topics to be explored include: what research literature tells us, similarities and differences of what’s working for two year institutions vs. four year institutions, voluntary vs. mandatory programs, and how program effectiveness is being assessed. Join us for this session that will provide all participants with something they can benefit from!

Karen Reynolds, Michigan State University

Presentation based on: Models/Applications

Concurrent 317 **10:30–11:30 a.m.**
Westin-Congress I-II

HOT TOPIC Advising High Achieving Students

Discussion of ways to attract and serve high-achieving students of diverse backgrounds. Topic requested by some new members of the interest group especially those newly in charge of programs for diversity.

Marion Schwartz, Penn State University

Presentation based on: Models/Applications

Concurrent 318 **10:30–11:30 a.m.**
Convention Center-207

THE Fine Art of Advising: A Comparative Analysis of Advising Fine Arts Students

“Academic advising is a process in which the advisor helps the student to develop his or her total potential” (O’Banion, 1972). The relationship between an advisor and the student is critical to the student’s overall success in college. While Fine Arts students share many similar interests with most incoming college freshman, they often bring with them a unique approach to their goals. As Fine Arts advisors, our aim is to provide our students with realistic objectives while still fostering their individual artistic goals. This session will have examples of comparisons between general student populations and Fine Arts students. There will also be a discussion of developmental and prescriptive advising applications specific to the needs of Fine Arts students.

Mutlu Citim-Kepic, University of Florida

Presentation based on: Personal Growth as an Advisor

11:30 a.m.
Conference Ends