

Sunday, October 21

7:00–8:00 a.m.

Convention Center 4th Floor Ballroom

Full Buffet Breakfast (included in registration fee)

7:00–8:00 a.m.

Convention Center 4th Floor
Ballroom Foyer

Breakfast with New Attendees

7:00–8:00 a.m.

Convention Center 4th Floor
Ballroom Foyer

Breakfast with Emerging Leaders/Mentors

7:00–11:30 a.m.

Convention Center outside 310

Conference Registration

7:30–11:30 a.m.

Convention Center inside 310

Cyber Café

7:00 a.m.–12:00 p.m.

Convention Center inside 310

Hospitality/Information Desk/
Volunteer Central

8:00–9:00 a.m. Sessions

Concurrent 265

8:00–9:00 a.m.

Convention Center 316

All Hands on Deck

“Excellence flourishes in a culture that encourages idea generation, pilot projects, and experimentation.” (Barefoot, Gardner, et.al, 2005).

For the past three years, the University of Colorado at Denver and Health Sciences Center has placed a strong focus on enhancing the undergraduate experience with an emphasis on the core curriculum and creating a culture of intentional processes and interventions for students.

This session will offer our experience with transforming a manual mid-term grade reporting system into an electronic early alert system that occurs during the fifth and sixth week of the semester. The presenters will highlight the campus community effort that has taken place to design and implement the new early alert system. Participants will come away with some helpful hints to support their own development of an early alert system.

Carol Morken, John Lanning, Peggy Lore, Trishia Vasquez
University of Colorado-Denver

Presentation based on: Models/Applications

Concurrent 266

8:00–9:00 a.m.

Convention Center 301

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

Commission Sponsored: Technology in Advising

Technology has assumed a key role in the academic advising process, but there is little research-based information that reveals how technology facilitates or impedes the achievement of developmental advising goals. This session will present the results of the third 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

Level of experience in subject matter: minimal needed

Concurrent 267

8:00–9:00 a.m.

Hyatt Baltimore/Annapolis

Navigating a Paradigm Shift in Academic
Advising at the Community College Level

A student's college experience is greatly influenced by the effectiveness of an advising system. However, many colleges struggle with finding a system that fits the needs of their students and matches the organizational structure of the college. This presentation will provide a vicarious journey that navigates a paradigm shift in academic advising at an urban community college. Kansas City Kansas Community College has used a faculty advising system since 1973. This system was repeatedly called into question and now the college is implementing a hybrid of a shared supplementary split model. Join us as we share the process that granted us an audience with our provost, leading to the implementation of a new system.

Shawn Derritt, Kansas City Kansas Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 268

8:00–9:00 a.m.

Convention Center 302

Navigating Stormy Seas to the Isle of
Academic Success: Researching and Rescuing
Students At-Risk through Early Identification
and Intervention.

Research shows that nationally 28% of students in 4-year public colleges and universities fail to continue beyond their first year. Advisors need to know “who to help” and “how to help them” before the exit interview! The Advising Center at Texas Tech will share an analysis of results of first semester

freshman performance and early indicators of academic jeopardy. Discussion will then focus on improving students' academic health using the DISCOVERY! Academic Physical. Semester-specific help and research on best practices for encouraging student persistence will be presented.

Deb Conrad, Leigh Wilson, Texas Tech University

Presentation based on: Research

Concurrent 269 **8:00–9:00 a.m.** **Convention Center 326**

Adopt the “M & M’s of Advising” and Navigate Your Advisors toward Success!

Informed and frequent academic advising is critical to student success. To best serve students, advising programs should embrace the “M & M’s” of advising. Learn about the “M & M” philosophy that fosters student success. An effective advising model that is clearly articulated, effective advising materials and a pro-active marketing approach to advising contribute to student success. To sweeten the deal, add a highly motivated staff that fosters mentoring relationships and you have the formula for success! This fun session will explain how the Advising Center incorporates the “M & M’s” for advising on a daily basis. Participants will learn about creative strategies and will take home actual advising and promotional materials that increase the visibility and reputation of advising on campus.

Sue Saunders, California State University-Channel Islands

Presentation based on: Models/Applications

Concurrent 270 **8:00–9:00 a.m.** **Convention Center 319**

Make Your Liberal Arts Degree a “Major” Success!

What can I do with a major in . . .? Students become anxious when the liberal arts major they are considering has no explicit career link. They want to know how their college experiences relate to their future career choices. This session will focus on specific strategies for helping students create the links between majors and careers. We will discuss the relevance of liberal arts and sciences majors, review skill sets employers seek, and demonstrate ways in which students learn and practice career-related skills. We will also provide specific steps to help relieve student anxiety resulting from the exploration process. This session should be of interest to advisors who work with students who: are undecided, are not admitted to competitive admission programs, and are uncertain of their career options.

Diane Hauser, James McGreevey, University of Iowa

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Panel Discussion 271 **8:00–9:00 a.m.** **Hyatt Ballroom F**

Building Rapport with Students: Basic Helping/Counseling Skills are Essential

Advisors typically provide academic guidance, but sometimes find themselves in a therapeutic session with students. This can be a difficult situation for advisors, especially if they have not received training in counseling. What is one to do?

Allow students to go on about issues not directly related to their academics? Refer the student to the Counseling Center and move on to academic topics? Regardless of the advisor's educational background or current field, all advisors should learn some basic helping skills to better serve students. Basic helping/counseling skills can help build rapport which will make for more fruitful advising sessions with students. This presentation will focus on providing new and seasoned advisors with the necessary helping skills to building better relationships with students. It will include lecture, discussion, role playing, and a whole lot of fun!

Rosa Fuste, Broward Community College

Jose Rodriguez, Florida International University

Moderator: *Jeff Herman, Lehigh Carbon Community College*

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 272 **8:00–9:00 a.m.** **Hyatt Ballroom D**

The Game of Academic Success: Academic Jeopardy “Don’t Go There”

This interactive session will provide attendees with the game plan for helping all students make a successful transition to postsecondary education. Come play “Academic Jeopardy: Don’t Go There!” You’ll learn moves about study skills, university policies, and general academic survival skills. Web Site: www.unlv.edu/studenterv/caeo/

Amanda Owens, University of Nevada-Las Vegas

Presentation based on: Research

Concurrent 273 **8:00–9:00 a.m.** **Convention Center 317**

Creating a One-Stop Electronic Resource for Transfer Advisors

The ability to find information efficiently serves transfer advisors and students. How can transfer advisors easily obtain important documents that help them do their work? It is useful to have one Web site to access college, university, or system-wide policies and Web sites, national Websites, and organizational groups. This session demonstrates how a Web site that uses eFolio Minnesota software, was developed to support Transfer in the Minnesota State Colleges and Universities system. The session showcases a Transfer Web site that is used for a Transfer Orientation to train new transfer advisors and by experienced transfer advisors. Minnesota State Colleges and Universities (MnSCU) sponsors and manages eFolio Minnesota, a nationally recognized and award-winning statewide electronic portfolio infrastructure system.

Louise Hoxworth, Lori Schroeder

Minnesota State Colleges & Universities

Presentation based on: Models/Applications

Concurrent 274 **8:00–9:00 a.m.** **Hyatt Ballroom C**

BARNGA: An Intercultural Journey

Commission Sponsored: ESL/International Student Advising

Navigating the U.S. higher education system can be a challenge for any student, but imagine what it must be like for an international, ESL, minority, or first-generation student with

no prior experience with the system. Awareness of cross-cultural challenges faced by students as they journey toward their educational goals can help advisors be more Effective navigators for the students.

BARNGA, an entertaining and enlightening simulation game, explores cross-cultural communication challenges. While playing BARNGA, participants realize that despite good intentions, people interpret things differently in often profound ways. Players learn that they must understand and reconcile their differences in order to function as a team. Debriefing after the game allows for discussion of insights gained from the experience and possible applications in an advising context.

Markel Isham, Becki Hunt Ingersoll
Portland State University

Presentation based on: Personal Growth as an Advisor

Concurrent 275 **8:00–9:00 a.m.** **Convention Center 324**

Considering Careers in the Academic Advising Process

This presentation describes the results of a study exploring the relationship between academic majors and future careers. Outcomes revealed a significant understanding of the role academic majors play in the lives of college students. Quantitative and qualitative results assist in explaining the order and process by which majors and careers are chosen by students. The presentation will illustrate how functional areas such as academic advising, career counseling, and enrollment management can assist students in this critical decision-making process.

George Thompson, Northeastern University
Presentation based on: Research

Concurrent 276 **8:00–9:00 a.m.** **Convention Center 323**

Steering through Storms: Advisors Coping with Change

As advisors, we pride ourselves on knowing program details, campus resources, and the needs of our students. When one or more of these factors is expanded, replaced, or relocated, our own vessel of efficiency & effectiveness is buffeted and we must chart a new course. This session will explore coping strategies advisors use in order to maintain a steady course and stay off the reef. We will discuss our experiences with change and how we manage change. We will also share information collected from advisor interviews and provide participants with possible strategies to chart their own course through institutional change. Whether you're a rookie "deckhand" advisor or a weathered Admiral, everyone is welcome to join us for a great discussion about navigating the stormy seas of change!

Martha Sloss, Shawnee Garvin
University of North Carolina-Charlotte

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 277 **8:00–9:00 a.m.** **Hyatt Ballroom B**

The Advisor's Role in Student Retention

Best of Region 9

Given the number of students applying and being admitted to colleges and universities, the numbers who successfully complete degrees remains low. Beyond rankings and ratings, schools today should be paying particular attention to the experience of their undergraduate students. Specifically, student services professionals must consider how they (and their department) influence the experience an undergraduate has at their institution and the advisors role in influencing a student's decision to stay or leave. In this session we will look at the factors that influence the attrition and retention of undergraduate students (including faculty involvement, quality of advising and involvement opportunities on campus) and consider ways that advisors and advising offices can have a positive impact on the social and academic integration of students as well as their campuses retention rates.

Kim West, University of Southern California

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 278 **8:00–9:00 a.m.** **Hyatt Ballroom E**

Supervising Professional Advisors: Navigating Choppy Waves

Commission Sponsored: Advising Graduate & Professional Students

Are you a new supervisor, or a seasoned veteran? Do you find yourself struggling to accomplish your professional responsibilities together with your supervisory ones? Does your campus have the necessary infrastructure to support you as a supervisor? This panel discussion focuses on the experiences of a small group of professional academic advisor supervisors on the UC Berkeley campus who came together in an informal network to help each other cope with their supervisory duties. Attendees will receive a sample of materials gathered and/or developed by the group, and will see a short presentation of the group's bSpace site. Activities will include small group brainstorming sessions (depending on attendance numbers) and a general Q&A session.

Kati Markowitz, Maria DePalma, University of California

Presentation based on: Models/Applications

Concurrent 279 **8:00–9:00 a.m.** **Convention Center 318**

The Impact of Health and Psycho-social Factors on Student Performance through the Use of Behavior Inventories

Two assessment inventories, the Health Behaviors Assessment (HBA) and College Learning Effectiveness Inventory (CLEI), were developed and researched on lower division students to serve as a screening and educational tool to assist students in developing early success. This presentation will present data results from a study of over 1,000 college freshmen who took the HBA during the first two weeks of their college experience. Results will demonstrate how educational and mentoring intervention had positive results for

improving health behaviors and determining indicators that correlated with success outcome. A companion instrument, the CLEI, served as a tool for identifying student functioning on six psycho-social variable related to study effectiveness. The presentation will describe how these instruments may be used in advising lower division college students.

Fred Newton, Mary Elizabeth Yeager, Eun Hee Kim
Kansas State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 280 **8:00–9:00 a.m.** **Convention Center 315**

Development and Integration of an Advising Course into the Curriculum

This presentation will follow the process of the development an introductory advising course for undergraduates, and the integration of this course into the department curriculum. The presentation will progress from the creating of the advising syllabus now used in the advising process, through the course development and outcomes, and the creating of assessment instruments specific to this advising course. Course outcomes, use of technology for delivery, course requirements, and outcome assessment instruments will be discussed.

Robert Pettay, Kansas State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 281 **8:00–9:00 a.m.** **Convention Center 304**

If We Did It, So Can You: A Four-Year, State University Sociology Department Shares Its Advising Award Secrets

Commission Sponsored: Faculty Advisors

As a social science discipline, the direction of our program is guided more by the nature and needs of a regional, state-supported institution than it is by the demands of an accrediting professional body designed for an overly structured, skills-specific field of study. The nature of our institution and discipline presents special challenges to good advising. This session will put these and other challenges into context (e.g. declaration of major in junior year, low GPA requirement, career focus of students, etc.) and will explore the initiatives that were created by the department to overcome them. The advising program that emerged in response to these challenges won our University's campus advising award.

Chad Kimmel, Shippensburg 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 needed

Level of advising experience: less experienced

Concurrent 282 **8:00–9:00 a.m.** **Hyatt Fredrick/Columbia**

Putting Your Best “Facebook” Forward: Opening Students’ Eyes to the Craft of Image Management

Business professionalism begins well before students interview for jobs in preparation for life after graduation. We partner the concepts of image management and business professionalism to promote student thinking about the choices they make when presenting themselves. Members of our advising staff facilitate interactive sessions during first-year experience courses to demonstrate how behaviors, correspondence, and Internet profiles provide a public image to peers, faculty, staff, alumni, and potential employers. We discuss the possible interpretations others may conclude about students based upon aspects such as behavior, email and telephone correspondence, and popular Internet profiles. While our intention is not to dictate right and wrong to students, we do strive to stimulate thought on making appropriate decisions about how they portray themselves.

Shari Coffey, Alison Harmon, Jenn Wiswell
University of Cincinnati

Presentation based on: Models/Applications

Concurrent 283 **8:00–9:00 a.m.** **Convention Center 322**

Advising Students with Disabilities: What the BLEEP Do We Know?

Commission Sponsored: Advising Students with Disabilities

Do you find yourself in unfamiliar territory when advising students with disabilities? If so, come hear us dispel common misconceptions about students with disabilities. Engage in discussion about your own perceptions and experiences. Learn appropriate language use and proper etiquette. Develop thoughtful questions that encourage students to break the stigma and feel comfortable sharing any difficulties they may have that would impact learning. Explore some types of disabilities, characteristics and tips for advising students with particular disabilities.

Through presentation of information, sharing of perceptions and experiences and interactive games and role-playing, both new and veteran advisors will have a better understanding of the needs of students with disabilities and how to work more effectively with them.

Danielle Archunde, Nimol Hen, Lynn Iverson-Eyestone
Univ. of Colorado at Denver & Health Sciences Ctr.

Presentation based on: Personal Growth as an Advisor

Concurrent 284 **8:00–9:00 a.m.** **Convention Center 325**

Advising for College Success: The Evolution and Content of a Comprehensive First Year Advising Program

This first year advising program has evolved since 1999 and now mandates a minimum of five advising contacts for each beginning student. The advising curriculum systematically addresses what students need to know and be able to do to successfully manage their academics. An overview of the process through which the program has developed, staffing,

the goals and objectives of the program and students' learning outcomes will be provided.

The entering class is monitored through the first college year and beyond. Measures of particular interest are academic standing after the first and second semesters, freshmen-sophomore enrollment persistence, sophomore-junior persistence, persistence among special admits and students with disabilities, as well as graduation rates. Data will be reported in the session.

Steven Viveiros, Bridgewater State College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Concurrent 285 **8:00–9:00 a.m.** **Convention Center 303**

Opposites can Attract: Marriage Therapy for Academic and Student Affairs

To paraphrase the best seller, imagine that Academic Affairs is from Mars and Student Affairs is from Venus: can this marriage be saved? This session will discuss the traditional relationship challenges between student and academic affairs, explore the stereotypes that reinforce common misunderstandings and offer guidelines for avoiding the statistical likelihood of divorce. Specific tips will be given to ensure a solid partnership of mutual respect, appreciation, and desire for each other's success. The presenters are a couple who have been married for over 35 years: she is the director of an academic advising center (and a recipient of the 2005 FYE Student Advocate of the Year Award) and he is the dean of arts and sciences, professor of psychology.

Cheryl Rice, EXCEL Center

Donadrian Rice, University of West Georgia

Presentation based on: Theory

Concurrent 286 **8:00–9:00 a.m.** **Hyatt Ballroom A**

Using Strengths to Chart the Course to Success

In fall, 2006, all first year students, FYCS faculty and Learning Fellows took The Gallup Organization's research based StrengthsQuest instrument as part of their participation in the First Year Connection Seminar. A product of the positive psychology movement, StrengthsQuest is "a revolutionary engagement program . . . that helps students focus on strengths rather than weaknesses." We have utilized this program to encourage first year students to identify and connect with their top five strengths and apply them to learning and academic achievement, choice of major and career, leadership development and more. As a bonus, changing the focus for probationary students from what's wrong to capitalizing on what's right has been an energizing paradigm shift. In addition, the co-ed School of Professional Studies has also been utilizing StrengthsQuest within its own first year seminar.

Joanne Conlon, Rosemont College

Presentation based on: Models/Applications

Concurrent 287 **8:00–9:00 a.m.** **Convention Center 321**

Ensuring Adult Learners' Success: An Individualized Comprehensive Advising Program

Commission Sponsored: Advising Adult Learners

Adult Learners, or non-traditional students, face the challenge of balancing family, career and educational responsibilities. Their needs greatly differ from those of traditional students. This session will describe how our advising program works to ensure our learners (both online and on-ground) achieve their academic and career goals through a team-approach: 1) Individualized Academic Plan; 2) Academic Support; 3) Career Services; and more! Our team of trained, experienced advisors will discuss the creative strategies, successful programs, how we teamed-up with faculty, the results that led to increased retention, and our future plans, as our Adult Professional Programs continues to grow. We encourage participants to share their stories, ideas, inquiries and best practices, as we would like to learn from you too!

Liliana Koster, Suzie Casadevall, Anthony Yacullo,

Jane Ryan, Pauline Shambo

Centenary College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 288 **8:00–9:00 a.m.** **Convention Center 306**

Nuts & Bolts: A Handbook and Training Session Toolbox

How do you develop an Advising Handbook? What information should be included? How is it structured? How can it be used to structure and form advisor training sessions? How do you utilize it during the advising session?

The Advising Handbook used by professional and faculty advisors at the University of Oklahoma was developed by the presenter and has undergone two major revisions over the last ten years. During this session she and her faculty adviser/co-presenter will share how the handbook was developed, is utilized during faculty advisor training sessions in their college and during advising sessions. Handouts will be provided outlining suggested content for the handbook, training sessions and advising session guide.

Susie Broach, Charlene Dell, University of Oklahoma

Presentation based on: Personal Growth as an Advisor

Concurrent 289 **8:00–9:00 a.m.** **Convention Center 314**

Professional Standards and Ethics in Academic Advising

Commission Sponsored: Advisor Training & Development

When training advisors, we routinely cover such topics as degree requirements and institutional rules, but often times professional standards and ethics are ignored. This presentation will cover the basics of professional standards and ethics in use today in the field of academic advising. The presentation will review key articles written on the subject as

well as NACADA's "Statement of Core Values" and the "Council for the Advancement of Standards" (CAS Standards). An opportunity for audience participation will be provided during the case study portion of the presentation.

Glenn Kepic, Ella Tabares, University of Florida

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 290 **8:00–9:00 a.m.** **Convention Center 320**

Academic Reform and the Student-Athlete

This presentation will provide details of and feedback from the NACADA/NCAA partnership initiatives developed as an effort to educate institutional staff and faculty who are involved with advising Division I student-athletes. The projects that will be presented are an online course and a team-based in-person institute.

Jenifer Scheibler, NACADA—Kansas State University

Carrie Leger, NCAA

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

9:15–10:15 a.m. Sessions

Concurrent 291 **9:15–10:15 a.m.** **Convention Center 304**

Past Presidents' Forum: Preparing for the Future of Advising and NACADA's Role

The past presidents forum historically addresses current trends and hot topics relevant to the field of academic advising. This session will feature four past presidents, Nancy King, Kennesaw State University, Eric White, Penn State University, Ruth Darling, Univ of Tennessee/Knoxville, and Tom Grites, The Richard Stockton College of New Jersey.

The discussion will be moderated by Jo Anne Huber, the Univ. of Texas/Austin. The focus will be on ways to work with and advise students of the 21st century, including the issue of their helicopter parents. These millennials and all that entails, who live by IM, cell phones, and less and less of the traditional classroom setting present new challenges for each of us. Finally, discussion will discuss ways NACADA can assist each of us in this endeavor.

Jo Anne Huber, University of Texas-Austin

Nancy King, Kennesaw State University

Eric White, Penn State University-University Park

Ruth Darling, University of Tennessee

Thomas Grites, Richard Stockton College of N.J.

Concurrent 292 **9:15–10:15 a.m.** **Convention Center 326**

Using SWOT Analysis to Assess and Strengthen Academic Advising

SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) can be a useful assessment tool in developing a strategic plan for your advising unit. It is also a great team building exercise for an advising office, and can be used to help focus your departmental mission and goals. Join us for

this interactive session to learn about using SWOT as a planning tool, see some examples, and discuss how the results can be used to set priorities within your office. We will collaborate on a group SWOT analysis of academic advising based on common themes and ideas, and then get you working on analyses of your own institutions. You will leave the session with an "in progress" document that reflects the specific needs of your advising unit.

Gail Stubbs, Mary Mello, Northeastern University

Presentation based on: Models/Applications

Concurrent 293 **9:15–10:15 a.m.** **Convention Center 306**

An Intervention Program for In-Between Students Left "Out to Sea"

Many schools have realized the benefits of intervention programs for academically at-risk students. At such institutions, the at-risk students probably receive the bulk of advisor time. And at the other end of the academic spectrum, the high-achieving students often have special programs, such as honors programs. But the great majority of students are "in-between," not at-risk and not high-achieving. These students are often left "out to sea" and do not receive much, if any, advisor time. The presenters developed an intervention program to do address the long-felt need at their institution to help these "out to sea" in-between students improve their grade point averages. Their presentation outlines development of that program and provides audience members steps to consider in setting up such a program.

Mark Razor, Nils Johansen, University of Southern Indiana

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 294 **9:15–10:15 a.m.** **Hyatt Fredrick/Columbia**

Steering our Students on the Course to Success

Commission Sponsored: Assessment of Advising

Do advisees learn what we teach? How do we know? In recent years, measuring learning outcomes of advising has received much attention. At Gallaudet University, advisors have identified four desired learning outcomes related to academic planning for 1st and 2nd year students. Using a target group of advisees advisors met individually with Each student. Students' level of understanding and mastery of the 4 outcomes were measured through use of a rubric. By assessing students' learning, we were also able to analyze how we deliver advising information to students. Development of our rubric, the process of gathering information, and results of our findings will be discussed along with the consideration of certain variables. Advisors from small colleges and universities will benefit from this presentation.

Laura Sweeney, Karen Cook, Caroline Finklea

Gallaudet University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 295 **9:15–10:15 a.m.**
Hyatt Baltimore/Annapolis

Navigating through a Perfect Storm: When Enrollment Growth, Expanded Institutional Mission, and a New Advising Mandate Collide

Towson University is in the process of navigating through a perfect storm of sea changes in advising. Rapid enrollment growth, expansion of the institutional mission, and a new advising mandate, colliding at the same time have presented the Academic Advising Center with challenges and opportunities. Our presentation will discuss some of the surprises, pitfalls, detours, and compromises we are encountering as we seek a plan to provide every student, with or without a major, with appropriate academic advising every semester. We will focus on how the role of the University Academic Advising Center staff has changed and will continue to evolve with this new model. We will outline a plan for development of a comprehensive advising program that responds to our students' needs and reflects the value of advising as teaching.

Vicki Cohen, Lynne Dowell, John McKusick
Towson University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 296 **9:15–10:15 a.m.**
Convention Center 322

Advising without Walls: An Introduction to Facebook as an Advising Tool

Facebook.com has taken college campuses by storm since the online social network launched in February 2004. With students at over 2500 institutions checking Facebook more frequently than email, this site offers the promise of a new tool for advising. This session introduces Facebook and its features (Groups, Events, Flyers, Messages) as they can be specifically adapted for student advising using powerpoint and online demonstration. We will discuss the different levels of commitment, from full profile to hidden access, and will explore concerns about advisors using online networks. Participants will be encouraged to share their own uses of Facebook and other online sites to enhance advising.

Julie Traxler, Rutgers University

Presentation based on: Models/Applications

Concurrent 297 **9:15–10:15 a.m.**
Convention Center 301

Did We Teach? Did They Learn? Measuring Student Learning Outcomes in Academic Advising

In their teaching, faculty identify critical educational goals; student learning is measured in a variety of formats, including exams, research papers, and portfolios. In academic advising, we also identify educational goals and need to find effective ways to measure student learning.

Defining and measuring student learning outcomes in advising is critical because it leads to more deliberate work and identifies areas for improvement. By measuring the impact of advising on student learning, we illustrate our critical role within the educational missions of our institutions.

This interactive workshop is designed to increase participants' understanding of the language of assessment and methods for measuring student learning. Advisers at any level of experience with assessment will increase their repertoire of measurement tools.

Marie Lindhorst, Janet Schulenberg, Elena Galinova
Penn State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 298 **9:15–10:15 a.m.**
Hyatt Ballroom A

Navigating Rough Waters with a Successful Peer Mentoring Program

The University of Arkansas College of Engineering created a peer mentoring program that substantially increased freshman retention and GPA in this difficult major. Key factors to the program success will be discussed, including 1) mentor selection, 2) mentor training, 3) freshman mentee training, 4) proper matching of mentor with mentee, 5) weekly targeted one-on-one peer meetings, 6) the right information and support at the right times, 7) appropriate referrals, 8) group social activities, and 9) mentor handbook development. The presentation will address each of these key factors in detail, plus provide the handbook and the costs incurred from the program.

Carol Gattis, University of Arkansas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 299 **9:15–10:15 a.m.**
Convention Center 317

New Advisor Training . . . Online??!!

Not enough hours in the day for advising students, meetings, paperwork, and one-on-one training for new advisors? We have the answer! Introducing the new 21st Century WebCT Online Advisor Training Course. WebCT is our learning management system; a platform used by thousands of colleges and universities in more than 70 countries worldwide and it is the world's leading provider of E-learning systems for educational institutions. Learning universities policies and procedures can be overwhelming for a newcomer. We have developed a method that will help solidify the basics. This innovative training method allows the trainee immediate feedback in the form of quizzes after each unit.

The presenters will explain the development of the training course, give a live demonstration, and allow for open discussion.

Marteda Turner-Oglesby, Yannick Thams,
Felson Thomas Watson
Florida International 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 needed

Concurrent 300 **9:15–10:15 a.m.**
Convention Center 314

Plotting the Course for Success: A Review of One Department's Graduate Student Orientation Program

Commission Sponsored: Advising Graduate & Professional Students

New student orientations are held for students at all levels; this presentation will look at one department's annual New Graduate Student Orientation Program. This is a required departmental orientation program held in addition to an optional University-wide orientation program for incoming students. This orientation program encompasses departmental expectations, policies and procedures, funding opportunities at the national and university level, an overview of University-wide services, including library services, and professional development.

This session will focus on the development and evolution of this orientation program, including the model currently utilized within this department. Participants will learn how to involve faculty and current graduate students into the orientation and will interact in small groups to generate subject areas of relevance for incoming graduate students.

Rebecca Hapes, Texas A&M University
Presentation based on: Models/Applications

Concurrent 301 **9:15–10:15 a.m.**
Hyatt Ballroom B

Graduate School Exploration for First-Generation College Students

First-generation undergraduates frequently face obstacles that children of college graduates do not. Such roadblocks loom even larger when first-generation students weigh the pros and cons of graduate and professional degrees—they often question the worth of higher degrees and may be intimidated by the process of selecting, applying for, and financing a degree beyond their baccalaureate.

This session will examine students' concerns and how we have successfully addressed them—first in a non-credit workshop, then in a supportive, yet demanding credit-bearing course. In addition, this presentation will provide insights into the faculty response to this new initiative and how we addressed the concerns of our institution's Curriculum Committee.

Earl Shoemaker, University of Wisconsin-Eau Claire
Presentation based on: Models/Applications

Concurrent 302 **9:15–10:15 a.m.**
Convention Center 320

Navigating the Boundaries between Athletes, Administrators and the Athletic Department

Commission Sponsored: Advising Student Athletes

Advisors and advising administrators are at the intersection of many of the pressures that exist in the boundaries between athletics and academics. The interests of the various parties have some curious similarities and differences. Advisors work with students as they take steps toward reaching the goals they set in athletics and academics. The

presenter, an experienced institutional researcher, academic standards administrator and academic advising director will outline the issues and conflicts from each perspective through the review of case studies of people who have been involved in the process over the last twenty years at a major research university with a very successful athletic program.

Harry McLaughlin, University of Michigan-Ann Arbor
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 needed

Concurrent 303 **9:15–10:15 a.m.**
Convention Center 321

Navigating through Uncharted Waters: Utilizing Prior Learning Assessment (PLA) at a non-PLA Institution

This presentation will discuss the key standards of the PLA (Prior Learning Assessment) method of credit evaluation and how we modified and applied this method to a non-PLA institution (Rochester Institute of Technology, RIT). Prior Learning Assessment, as defined by CAEL (Council for Adult Experiential Learning), is an assessment process that focuses on the learning outcomes, not just the experiences had, by learners. The Center for Multidisciplinary Studies is one of the few departments at RIT that is open to reviewing and awarding credit for life experience towards degree requirements. Through a PLA exercise, participants will gain an understanding of the PLA process; learn how to implement PLA ideas at a non-PLA institution; and gain ideas on strengthening faculty-advisors relationships.

Abby Berner, Michelle Firnstein, Mary Boyd
 Rochester Institute of Technology
Presentation based on: Models/Applications

Concurrent 304 **9:15–10:15 a.m.**
Hyatt Ballroom C

Advising for Leadership: Navigating the Leadership Identity Development Model

Over the last decade, curricular and co-curricular leadership programs have been springing up around the country. As students become more aware of leadership development opportunities on campus, academic advisors can relate student's leadership experiences to course and program selection.

The Leadership Identity Development Model (LID) (Komives, Casper, Longenecker, Mainella, & Osteen, 2005) focuses on a student's identity growth as it pertains to Relational Leadership (Komives, Lucas, & McMahon, 1998). The LID can serve as a tool for advisors to understand an individual student's personal development and help them make a connection between their co-curricular activities and curricular goals.

After a brief description of the theories involved, participants will work on sample cases and identifying general courses that inherently teach leadership skills.

Jay Hays, Kent State University
Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 305 **9:15–10:15 a.m.**
Convention Center 303

Navigating Advisor-Advisee Learning Style Differences

Addressing the interplay between academic advising and learning style has become an important issue within the advising community, but no academic advisor learning style results have been published to date. Despite increasing emphasis being placed on recognizing and accommodating advisee learning style, the absence of an advisor learning style baseline represents an impediment to successfully navigating the learning style differences that may exist between an advisor and advisee. Although current research reveals that, as a group, academic advisors are almost evenly distributed among the four Learning Style Inventory (LSI) styles, a wide variation among individual advisors highlights potentially significant mismatches. View these results and discuss styles, take the LSI to discover your own learning style, and compare your place on the baseline to those of your peers.

Pamela Jones, Kent State University
Kim Uhlik, San Jose State University
Presentation based on: Research

Concurrent 306 **9:15–10:15 a.m.**
Convention Center 319

Destination Success: Group Advising

Commission Sponsored: Two-Year Colleges

The main objective of this presentation is to demonstrate a Group Advising Session that encourages student use of advising services as well as provide a formal introduction to the college. Participants will be introduced to the key components of the J. Sargeant Reynolds Community College Group Advising Program. Student satisfaction surveys and statistical data will be offered to support the effectiveness of Group Advising in retaining students at JSRCC. Attendees will participate in a mock group advising session, given handouts that can be replicated at their respective institutions, and be allowed to ask questions regarding implementation and required resources.

Altrice Smith, Debbie Holmes
J. Sargeant Reynolds Community College
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 needed

Concurrent 307 **9:15–10:15 a.m.**
Convention Center 318

**Navigating through Universal Design:
A 9 + 3 Approach to Enhancing Student
Engagement in the Advising Process**

Commission Sponsored: Advising Students with Disabilities

Universal Design originated in the architectural arena as a way to identify and remove potential barriers, thus granting access to the greatest number of people with the widest range of abilities. The educational field has embraced Universal Design as a pedagogical practice for enhancing

the learning environment. Together we will explore how the 9 principles and 3 practices of this platform enhance our ability to advise our richly diverse student populations. Through open discussion and collaborative group work, participants from all areas and disciplines of advising will walk away with an understanding of the fundamentals of Universal Design and the skills to implement this best practice approach in their day to day service with students.

Connie Fuess, Kim Bloomstrom
Matanuska-Susitana College
Kim Frost, Kachemak Bay Campus/Kenai Peninsula College
Presentation based on: Theory

Concurrent 308 **9:15–10:15 a.m.**
Hyatt Ballroom E

Advising through the Mirror: How High-Achieving Students Learn to Shape and Tell Their Stories

Has it happened to you yet? You engage students applying to graduate or professional school and both of you are stunned by just how much they did not know about themselves. It is oftentimes work with an advisor that helps students hit their highest mark in the application process. How do advisors approach this challenge and respond to broad variations in student preparedness and perceptions of self? Come join an interactive discussion about how these advising conversations translate into dynamic personal statements. Attendees are invited to include examples of challenging situations for the group to address.

Julia Goldberg, Karen Clemence, Lafayette College
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 309 **9:15–10:15 a.m.**
Convention Center 323

Charting the Career Course: Creative Group Activities Using MBTI and Strong Interest Inventory Results

This interactive session is intended for those who are currently using the Strong Interest Inventory or MBTI and for those who would like to do so. The session will provide a brief overview of the personality theory behind each instrument, testing ethics, and other assessments based on these theories. Most of the session will engage participants in creative activities integrated into a mock Strong/MBTI group interpretation session. Participants will reference sample profiles and engage as mock students in activities that enhance self-awareness, planning, and job-seeking skills. One activity will be provided for each of the major scales. Participants will brainstorm implementation methods relevant for their professional settings. Expect to leave the session with activity descriptions, sample profiles, supporting references, and ideas for adapting activities to your campus.

Kathie Erdman, Kami Kurtenbach
South Dakota 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 needed

Concurrent 310 **9:15–10:15 a.m.**
Hyatt Ballroom F

The Story of Our Journey to Strengthen and Elevate Academic Advising Services at The University of Arizona

Attendees will learn how the journey of the Academic Advising Task Force at the University of Arizona began and what progress has made in the six years since we first set sail. We will discuss what we ourselves have learned about the connection between concept (the recommendations) and reality (the implementation). The presentation will focus on the three principles of development, assessment, and recognition by reviewing a historical account of our journey thus far. Attendees will come away with ideas about how they might organize a similar movement by developing a partnership with student government, faculty, and professional advisors to bring attention and additional resources to academic advising on their campuses.

Roxie Catts, R. Scott Johnson, University of Arizona

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 needed

Concurrent 311 **9:15–10:15 a.m.**
Hyatt Ballroom D

All Aboard the Pre-Health Cruise: Services, Packages and Destinations

Students with a wide variety of majors embark on a voyage to medical, dental, or optometry school. Frequently, these students are only advised by an advisor in their chosen major.

To assist students in navigating to their chosen professional destination . . . no matter what their major . . . we utilize a centralized advising service.

Once on board this cruise ship, we will look at how a centralized advising model serves pre-health college students from embarkment as prospective students to the time they dock at their final destination. The cruise itinerary includes assisting the voyagers with course selection, gaining health related experience, the application process and more. What about students that are adrift or need a life preserver? Materials and resources are provided and all are welcome for the trip. Bon Voyage!

Kathleen Hestand, Danita Turpin, University of Kentucky

Presentation based on: Models/Applications

Concurrent 312 **9:15–10:15 a.m.**
Convention Center 325

Don't Shy Away from Helping Shy Students: Going from Shy to Successfully Shy

This presentation explores shyness among students, its proven impact on their college, personal and professional life (Carducci et al, 1997), the students' misunderstanding of their shyness (Carducci, 2000), and strategies that will help advisors and/or faculty members assist their students in recognizing and controlling their shyness in a positive way. The

factorial approach to social skills development (Carducci, 2005) will be demonstrated and how it can be used as an aid to improving skills at initiating and maintaining conversations in both personal and professional social settings (Carducci, 1999). How the development of social skills can improve student connectivity to the campus community and translate to improved retention will also be discussed. Questions and discussion will follow.

Ronald Dunlop, Bernardo Carducci

Indiana University Southeast

Presentation based on: Research

Concurrent 313 **9:15–10:15 a.m.**
Convention Center 302

From High School to College: Navigating Students from Lost to Survivor

University College at Prairie View A&M University established SNEAK PREVIEW which is an innovative marketing and recruitment tool that introduces a diverse group (grades 9-12) of potential students to the Historically Black College and University (HBCU) higher education environment. SNEAK PREVIEW is a hands-on look at the higher education experience that provides participants with a view of possible majors and related career options, information about pre-college classes that help prepare them for college, scholarship and financial aid requirements, admission and enrollment guides, and new student orientation.

Sneak Preview is an actual campus visit/tour that provides the navigation from High School to College. It is planned and implemented by the Professional Advisors in University College (UC), the people that facilitate the enrollment of new students.

Rosena Noel-Barrs, Vernon Bland, Perry Holmes,

John Cochran

Prairie View A&M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000-10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Panel Discussion 314 **9:15–10:15 a.m.**
Convention Center 316

Invisible No More: Multiple Approaches to Addressing the Needs of Second-Year Students

They have been called "invisible students," "forgotten stepchildren," even "students adrift." While the "sophomore slump" is not a new phenomenon, institutions of higher learning have begun to pay greater attention to this population by means of increased resources, research, and specialized advising programs.

The panel presenters, representing both large and small institutions, have been instrumental in national research and publishing on this issue, and in creating and implementing programs related to second-year issues. Themes for discussion will include a sample of best practices, the incorporation of a learning paradigm in sophomore advising; the funding and creation of a "Sophomore Center," and partnerships with academic and student affairs. Participants will

leave with hands-on ideas for implementation and an update on current sophomore-related research.

Moderator: *Mark Lee*, Loyola College in Maryland
Jerry Pattengale, Indiana Wesleyan University
Julie Stockenberg, Colorado College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 315 **9:15–10:15 a.m.** **Convention Center 315**

Experiences of Students of Color on a Predominately White Campus

Commission Sponsored: Multicultural Concerns

What is it like to walk across an entire campus and not see another person who looks like you? Who would you feel comfortable going to for help on that campus?

This presentation is based on literature and personal stories from African American undergraduates attending a predominately white institution. The stories confirm the research and reveal loneliness and isolation, ignorance and biases of others, and frequency of racist experiences.

As academic advisors, how well do we understand the experiences of our students? How do we think our students of color are handling the racist parties and events that have been highlighted in the media? This powerful session will provide discovery, discussion, and brainstorming regarding the student of color's experience at a predominately white campus.

Shelly Gehrke, University of Texas

Presentation based on: Research

Concurrent 316 **9:15–10:15 a.m.** **Convention Center 324**

Documentation as an Advising Tool

Commission Sponsored: Advising Education Majors

Communicate more effectively, avoid law suits, and challenging meetings with irate parents while attempting to be more organized by utilizing appropriate documentation as an advising tool. Understand what you need to have in place to advise the multitude of students that are under your guidance with less stress. Understand what the basic needs of an advisor are and what is indicative of communicating your academic discipline. Navigate through: FERPA, a students' confirmation of their academic program and recordkeeping. Do you advise via email? Are you worried that documentation is too costly? Does documentation take too long, and you fear that you don't have the time?

Through lecture, discussion, examples and distributed samples explore the different nuances of documentation of advising students. Will it work for you?

Lori Block, *Lizziel Sullivan Williams*, Rowan University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

10:30–11:30 a.m. Sessions

Concurrent 317 **10:30-11:30 a.m.** **Convention Center 319**

Charting a Course for Advising Adult Learners: One Campus' Experience in Creating an Advising Program for Adult Learner's Needs

Commission Sponsored: Advising Adult Learners

Over the past decade, attention has been paid to the rising number of Adult Learning students enrolling on college campuses. While the attention has been encouraging, it has often fallen short of addressing the inherent challenge a growing adult learner population presents—how does a campus effectively “chart a course” to adjust their advising program to address the needs of adult learners when the program and services they currently have in place speak directly to the traditional aged student? This presentation will explore the many facets of the advising program created to specifically address and support the needs of adult learners, including: enrollment statistics, the orientation process, success seminar (syllabi), programs and campus awareness efforts.

Ricardo Ortegon, Ramapo College of New Jersey

Tara Morlando-Zurlo, Montclair 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 needed

Level of advising experience: less experienced

Concurrent 318 **10:30–11:30 a.m.** **Convention Center 325**

From First Year to Career: Connecting Advising Syllabi to Electronic Portfolios

This presentation will cover the relationship between an advising syllabus and an electronic portfolio as a motivation tool to help college students gain a sense of progress toward career goals. Research is based, in part, on a NACADA webinar covering the advising syllabus and additional research on the development and use of electronic portfolios. Participants will be provided with models of advising syllabi and electronic portfolios which can be adapted to different situations.

Kathleen Ward, Thiel College

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 needed

Level of advising experience: less experienced

Concurrent 319 **10:30–11:30 a.m.** **Convention Center 323**

Illuminating Lives: How Advisors become Beacons to Students Lost in the Storms of Life by Using a Panoptic Approach to Advising.

Advisors! A.K.A. “catalog-cops of the university.” Faculty growl at them, students don't trust them, and the administration exploits them! Yet, they are, or can be, so much more. UH-Downtown's distance campus advisors have successfully transformed their advising roles from simply enforcing catalog guidelines to using a panoptic approach helping the

students with all aspects of their lives. Advisors form long-term associations with students and consult them on a much wider range of topics than just catalog requirements. This presentation will cover ways you can be more than just a “catalog cop.”

Reginald Jayne

University of Houston-Downtown-University Center
William O’Neill, University of Houston-Downtown-Sugarland
Rita Patel, University of Houston-Downtown-Cinco Ranch
Reyna Romero, *Lucy Bowen*

University of Houston-Downtown

Presentation based on: Models/Applications

Concurrent 320 **10:30–11:30 a.m.** **Convention Center 322**

‘Orienting’ Advisors to the Needs of Undecided Transfer Students

Jumping into a new university presents many challenges to any college student—especially if they’re undecided about their major. Transfer students are unique by nature—each one has his/her own unique story and reasons for transferring, and their transition can sometimes be a tricky process. In this session, we’ll discuss creative and innovative ways that the University of Cincinnati tackled this issue by creating a comprehensive orientation that provides a unique transfer experience for these student’s unique needs—all of this without spending a dime! This orientation is then followed by connecting these students to an Exploratory Advisor to work on finding the “best-fit” major in their new surroundings. We’ll allow time to discuss best practices nationally and give participants the opportunity to share their experiences as well.

Donnie McGovern, *Ed Hall*, University of Cincinnati

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 needed

Level of advising experience: less experienced

Concurrent 321 **10:30–11:30 a.m.** **Convention Center 321**

High Tech Navigation: Using Electronic Media to Steer Students in the Right Direction

With limited time and resources, and an aim to communicate more effectively, academic advisors need to understand how electronic media can be used to reach our technologically sophisticated millennial students. Specifically, this presentation will examine how advisors can use websites, e-mail, video, and podcasting technologies to disseminate information, build community, and enhance the college student experience. Through discussion and demonstration, we will show how these mediums can meet a multitude of advising objectives, such as helping students to learn about their major and identify with their college; providing students with peer role models; introducing them to faculty, advisors, and advising services; and promoting co-curricular and professional development opportunities. Participants will leave with a “tool box” for creating their own electronic productions.

Kari Ward, *Lindsey Dedow Gubin*, University of Florida

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 322 **10:30–11:30 a.m.** **Convention Center 324**

Effective Advising Administration: Crews, Captains, & Orders from the King

Cast off, hoist the sails, and swab the deck . . . bring home treasure. Engage, advise, and document . . . increase student successes. Building on the experience of a new administrator’s first year at sea, we will traverse the waters of institutional politics, personnel and performance, brave the dangerous reefs of reporting and documentation, evade the pirates of the Do-It-For-Me Lagoon, and cross the currents of long-standing administrative practices. Discussion will focus on effective planning, execution, and assessment of administrative responsibilities. Together we will arrive at our intended destination: an orderly land of opportunity where advisors are free to engage with and invest in student success.

Joshua Barron, Texas Tech University

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 needed

Concurrent 323 **10:30–11:30 a.m.** **Hyatt Ballroom E**

HOT TOPIC—Incorporating Appreciative Advising Techniques into your First Year Seminar

Is your first-year seminar course taking on water? Do your students come out of your class with a real understanding of their true strengths and assets? Let us help you take your orientation class to the next level. Although study skills are an important part of most first year seminars, they are not relevant if your students have not developed a true sense of purpose.

Come join us for a fun filled, interactive, and highly participatory session on Appreciative Advising techniques for your first year seminar class. During this session you will be exposed to the power and promise of Appreciative Advising. Stimulating lesson plans, invigorating multimedia tools, fun-filled activities, and other exciting positive strategies will be discussed and demonstrated.

Scott Amundsen, *Buck Buhler*, Eastern Kentucky University

Micah Martin, *Kristen Christman*

University of North Carolina

Presentation based on: Models/Applications

Concurrent 324 **10:30–11:30 a.m.** **Convention Center 306**

HOT TOPIC—Supporting Effective Faculty Advising

Commission Sponsored: Faculty Advisors

This session, sponsored by the Commission on Small Colleges and Universities, will allow discussion of current and critical issues facing faculty advisors and advising administrators on smaller campuses. The primary focus will be on working with faculty advisors, specifically how to train, evaluate and reward faculty. The facilitators will guide an initial discussion to identify the critical concerns of attendees, and then allow time for small groups to discuss each identified concern. We will reconvene for large group discussion

of the information and insights gained in the small groups. This session will address both theory and approaches to academic advising, as well as “nuts and bolts” solutions. Particular emphasis will be on small colleges with faculty-based advising systems.

Martha Hemwall, Lawrence University
Philip Christman, Malone College

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 325 **10:30–11:30 a.m.**
Convention Center 314

HOT TOPICS—Two Year Colleges: New Approaches to Orienting the Community College Student

How do community colleges welcome new students to campus, teach them how to be college students, orient them to the campus environment, offer resources they need, and ignite a fire of enthusiasm as they approach their first semester of college? Find out from advisors and administrators in the field. Join us for a panel discussion moderated by the Two-Year Colleges Commission Chair. Panel members will introduce the approaches to orientation used on their campus with ample time for questions and sharing of best practices by attendees.

Susan Rondeau, Pima Community College
Becky Boyd, Johnson County Community College
Liz Largent, *Peggy Jordan*
Oklahoma City Community College

Concurrent 326 **10:30–11:30 a.m.**
Hyatt Ballroom F

HOT TOPIC—in Advising High Achieving Students

During this session we want to discuss the various ways bright students face challenges to their identity as high achievers--challenges such as adjusting to a larger pool of talent than they knew in high school, working longer and more intensely on their courses, developing more sophisticated study skills, and competing for prestigious programs or careers.

Marion Schwartz, Penn State University
Presentation based on: Models/Applications

Concurrent 327 **10:30–11:30 a.m.**
Convention Center 320

HOT TOPIC—What Is Multicultural Advising and What Makes Advising Multicultural?

Improving diversity awareness and practices is a part of the missions of most, if not all, American institutions. In supporting these missions, NACADA has been working tirelessly to promote multiculturalism for advisors. It is; therefore, important to examine what multicultural advising is and what it takes to make one happen.

This panel discussion session will examine the meaning of multicultural advising and find possible answers to how to make an advising program truly multicultural. Strategies for helping advisors advise more effectively in a multicultural

advising environment will also be discussed. Participation from the audience will not only be encouraged but also expected. It is hoped that the participants will be more equipped to promote or make multicultural advising happen after attending this session.

Kris Rugsaken, Ball State University
John Paul Regalado, University of Texas
Katharine MacGregor, Excelsior College
Linda Huff, West Chester University

Presentation based on: Theory

Concurrent 328 **10:30–11:30 a.m.**
Convention Center 315

HOT TOPIC—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.

The Commission on Advising Administration invites you to join your colleagues to share your own significant issues and creative solutions as well as ask questions regarding those issues not yet resolved. In light of this year's most tragic campus event, we expect some of the session to be devoted to new ideas for campus preparedness and the role academic advisors can play. Is your campus prepared? Are new initiatives needed? Other topics will come from your submissions at the Commission table at the annual Commission and Interest Group Fair as well as from the audience in attendance. We look forward to a meaningful discussion.

Cindy Iten, University of Kentucky
Presentation based on: Models/Applications

Concurrent 329 **10:30–11:30 a.m.**
Convention Center 301

HOT TOPIC—Large Universities and NACADA's Concept of Academic Advising

Commission Sponsored: Theory & Philosophy of Advising

What does NACADA's Concept of Academic Advising mean at Large Universities? What are the challenges of institutionalizing “Advising is Teaching and Learning” on a large scale? In what ways are advisors at Large Universities working to implement this Concept? If possible, please bring a copy of your University's mission statement and your advising syllabus (if you have one) to what promises to be a stimulating discussion!

Myla Rugge, University of Washington
Presentation based on: Theory
Target Audiences—this session is best suited for:
Institutional size: over 10,000 students

Concurrent 330 **10:30–11:30 a.m.**
Convention Center 316

HOT TOPIC—Using Social Networking to Sail the Student’s Seas

Before school even starts, students increasingly arrive on campus having met classmates, study partners, and new friends through social networking websites. These sites give students a place to gather and interact, much like dances, the mall, the roller skating rink, and the pool hall did for previous generations. Are these virtual spaces “trouble with a capital ‘T’”, or do we as educators need to rise to the challenge of applying this technology to education in a way that is meaningful, personal, and confidential? We’ll discuss how we can apply these technologies to advising, including: creating profiles, contacts, notes, and events; discuss security concerns, FERPA guidelines, and interactions in a virtual space; share our best practices as we move forward in developing guidelines for these on-line interactions.

Renee Babcock, University of Texas

Clay Schwenn, University of Washington

Andrea Irby, North Carolina State University

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 331 **10:30–11:30 a.m.**
Hyatt Ballroom C

HOT TOPIC—Helping Students with Disabilities Navigate College Shoals Successfully

College success requires students to navigate through the college curriculum. Advisors work hard to help students make good course selections. However, in helping students with disabilities make such choices, it is important to keep in mind the impact of each student’s disability on learning. It is also crucial not to overload these students. They may require more clock hours to complete their work. A lighter load may still challenge their minds and endurance.

This session will discuss how to use information in the student’s disability documentation when advising the student and how to explore with the student his/her strengths and weaknesses so as to better select a schedule which will allow the successful navigation of the college curriculum from orientation to graduation.

Joyce Howland, Empire State College

Clifford Poole, Georgia State University

Presentation based on: Models/Applications

Concurrent 332 **10:30–11:30 a.m.**
Hyatt Ballroom A

HOT TOPIC—in Advisor Training and Development

What are the biggest problems in developing effective advisor training? Members of the Advisor Training and Development Commission identified several situations: no training program exists and staff don’t know where to start; a training program exists but few advisors attend; a training program exists but it focuses on information (neglecting con-

ceptual and relational topics); and, the training program uses lecture as the only teaching method. Using case studies, these problems in advisor development will be explored. Discussion topics will include funding, building high-level support, effective marketing and making training sessions engaging. Come to this interactive session to discuss these training issues and share useful ideas. A packet of sample training activities will be distributed. The current and future chairs of the Advisor Training and Development Commission will co-facilitate.

Kathy Davis, Missouri State University

Pat Folsom, University of Iowa

Presentation based on: Models/Applications

Concurrent 333 **10:30–11:30 a.m.**
Hyatt Ballroom D

HOT TOPIC—Engineering & Science Advising

Commission Sponsored: Engineering & Science Advising

Advising Engineering and Science students is a challenge with the varied backgrounds of advisors, with the experiences students bring to the advising session, and with the expectations of all participants.

What are some of the issues you would like to discuss with your peers? Participants will be invited to share experiences based on some of the hot topics that have been identified in the Engineering & Science Commission general meetings. Some of these topics to date include better preparation for the appropriate curriculum of choice, multiple roles and tasks of the advisors, advising with too much or too little confidence, assisting students on how to avoid internet/game addictions and others.

This informal session will provide insight for novices and veterans alike!

Margaret Steele, Ohio State University

Presentation based on: Models/Applications

Concurrent 334 **10:30–11:30 a.m.**
Convention Center 318

Legal Implications of Advising in an Electronic World

As the world continues to become increasingly dependent on technology, advisors are opened up to a host of liabilities that did not previously exist in the age of paper records and in-person contact. Most of us arrive each day to a multitude of e-mails from students with everything from basic requirement questions to a litany of personal crises. Many of us spend our days in an “electronic world” responding to these e-mails, maintaining a Listserv or Blog, working on e-newsletters and updating our websites with relevant information. This presentation will provide a basic understanding of electronic structure and terminology and focus on the possible legal liabilities of electronic documents.

Courtney Yount McGinnis, University of Delaware

Presentation based on: Research

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 335 **10:30–11:30 a.m.**
Hyatt Fredrick/Columbia

**HOT TOPIC—Undecided/Exploratory
Students**

This Hot Topic session will discuss issues and concerns identified at the Commission on Undecided/Exploratory Students commission meeting in Indianapolis. Participants will split into smaller groups to discuss a variety of issues including: assisting special populations within the undecided/exploratory group of students, techniques for motivating undecided students with getting into the major and career exploration process, and potentially many others pending participant interest including best practices.

David Spight, University of Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 336 **10:30–11:30 a.m.**
Convention Center 317

**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 proved 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!

Chris Maroldo
Indiana University Purdue University Indianapolis
Andrea Harris, Pepperdine University
Presentation based on: Models/Applications

Concurrent 337 **10:30–11:30 a.m.**
Hyatt Baltimore/Annapolis

HOT TOPIC—In Education

Learn what others are doing to plot a course through the Hot Topics of Praxis Tests, Teacher Shortages and Teacher Dropout Rates During the First Years, and Advising Students Into Another Major Based on Dispositional Issues. Share with other members of the Commission and find direction through the rough waters of these issues.

David Benz, University of Houston-Clear Lake
Robert Longwell-Grice, University of Wisconsin-Milwaukee
Peggy Delmas, University of South Alabama
Lisa Stewart, SUNY Potsdam
Presentation based on: Personal Growth as an Advisor

Concurrent 338 **10:30–11:30 a.m.**
Convention Center 302

**HOT TOPIC in Faculty Advising: Staying
Motivated when Time is Tight and Rewards
are Rare**

Are you a faculty advisor who feels overwhelmed by increasing demands upon your time? Are you frustrated with the lack of recognition for your efforts with regard to advising students? Do you work with faculty advisors who don’t seem to understand that good advising takes work and commitment? Would you like to understand more about why they sometimes push advising responsibilities to the bottom of their duty pile? Come join the discussion as we take time to discuss creative ways to motivate and reward faculty advisors who make the commitment to serve their advisees.

Rhonda Sprague, University of Wisconsin-Stevens Point
Presentation based on: Personal Growth as an Advisor

11:30 a.m.
Conference Ends

