Region 9
Schedule
Registration Information
Hotel Information
Travel Information
Local Area Attractions

Social Media

Region 9 Blog
Region 9 on Twitter
Region 9 on Facebook

Exhibitors

BYU Independent Study
Franklin Covey
SARS Software Products.Inc
AdviseStream, Inc.
The College Board
Cranium Cafe
UF Flexible Learning

Keynote Speaker

Dr. Wes Habley *has completed foundational research in the area of academic advising and authored numerous articles and books on advising and student persistence. Dr. Habley's connection to NACADA runs deep. He is a founding board member, past president and past treasurer of NACADA.*

Check this out!

How to convince those who control the purse strings!

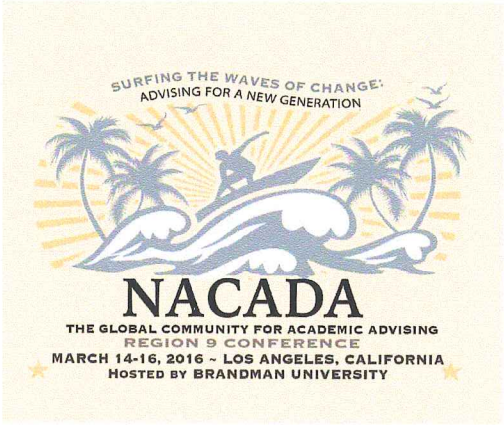
2016 Region 9 Conference

"Surfing the waves of change: Advising for a new generation"

Registration begins at noon on March 14 outside Taper Hall.

If there is rain, it will be inside Taper Hall!

Copy of Final Program



March 14-16, 2016
Hosted by Brandman University
at the University of Southern California campus

Join us in helping hungry children, families and seniors in our community by filling up your shopping cart!

For 42 years, the Los Angeles Regional Food Bank has been mobilizing resources to fight hunger in our community. They distributed 59 million pounds of nutritious food in 2014 - the equivalent of 48 million meals - to 280,500 clients each month in L.A. County.

One in six people in Los Angeles County experiences food insecurity. L.A. households make choices each month between paying for food and utilities, transportation, housing or medicine and medical care. The many faces of hunger in our community include the most vulnerable such as children and seniors.

Every $1 donated allows the Food Bank to distribute the equivalent of four meals through their agency network or Food Bank programs. Plus, our contributions save the Food Bank time and resources incurred through traditional Food Drives.

Please **make a gift today** to help us reach our team fundraising goal! Thank you for joining with us to give hope to our hungry neighbors.

First Generation Film Screening at the Region 9 Conference
You won't want to miss this!

More Info

Call for Proposals
Nov 15, 2015
Awards & Scholarships
Nov. 15, 2015
Preconference Workshops
Exhibitor Opportunities
Donations
Past/Future Conferences
Region 9 Community Page

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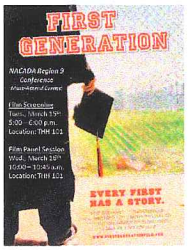
Brandman University
(760) 341-8051

Join the discussion at Region Conference!

Review the Core Values Now!



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2016 Conference Schedule at a Glance

2016 NACADA Region 9 Conference Timeline

Conference dates: March 14-16, 2016

Registration begins at noon on March 14 outside Taper Hall. If there is rain, it will be inside Taper Hall!

Copy of Final Program

Click here to see ALL Concurrent Sessions

Day 1 - Monday, March 14, 2016

12:00-5:00 p.m.	Registration/ Check-In
1:00-5:00 p.m.	Pre-conference Workshops
5:00-6:00 p.m.	NACADA Orientation for First Time Attendees
6:00-8:00 p.m.	Social Event - The Lab Gastropub

Day 2 - Tuesday, March 15, 2016

7:00-8:00 a.m.	Exhibitor Set-Up
7:30 a.m. - 12:00 p.m.	Registration/Check-In
8:00-9:00 a.m.	Continental Breakfast
9:00-9:45 a.m.	Concurrent Session #1
10:00-10:45 a.m.	Concurrent Session #2
11:00-11:45 a.m.	Concurrent Session #3
12:15-1:45 p.m.	Keynote Luncheon - Ronald Tutor Campus Center Grand Ballroom
2:00-2:45 p.m.	Concurrent Session #4
3:00-3:45 p.m.	Concurrent Session #5
4:00-5:00 p.m.	NACADA Region 9 Business Meeting
5:00-6:00 p.m.	Film Screening - *First Generation*
4:00-6:00 p.m.	NACADA Region 9 Networking Social - The University Club

Day 3 - Wednesday, March 16, 2016

8:00-9:00 a.m.	Continental Breakfast
9:00-9:45 a.m.	Concurrent Session #6
10:00-10:45 a.m.	Concurrent Session #7
11:00-11:45 a.m.	Concurrent Session #8

Session # 1: 9:00 a.m. - 9:45 a.m.

Double Dose First Gen: Achieving a Sense of Belonging as a First Generation American and First Generation College Student

Presenter(s): Tara Connolly and Sione Lavaka
Institution: Truckee Meadows Community College

There is a great deal of research exploring the added challenges that first-generation college students encounter. But what about first-generation college students who have the added challenge of being a first-generation American as well? In this session, facilitated by two advisors with firsthand experience as double-dose first-gen students, we will examine the pros and cons of select advising theories as related to double-dose first-gen students through the lens of Hofstede's Cultural Dimensions Theory. Through the use of attendee participation, we will work collectively to overcome the downfalls of select advising theories to ensure that advisors and students work collaboratively to bolster a sense of belonging and student engagement.

Paddling Past the Break and into the Lineup: Two Different Perspectives on Successfully Training Prepared and Knowledgeable Peer Advisors

Presenter(s): Alyssa Kapaona and Derek Furukawa
Institution(s): University of Hawaii at Manoa; University of Nevada, Reno

To catch the best waves, a surfer must first paddle from the shore past the break. After battling whitewater and breaking waves, the water gets calm and a surfer can see what is developing on the horizon to be most effective. For peer advisors to get into the lineup of advising students, they have to paddle past the training period so they can have the best perspective on how to proceed and help their fellow students. This session will provide insight into two established peer advising programs and how they approach peer advisor training. Further discussion will help introduce additional methods of training that can be effective based on participant experiences.

Cultivating Community & Academic Success for Foster Youth on College Campuses

Presenter(s): Deborah Lowe Martinez, J.D.; Zefora Ortiz; Yuki Burton, M.Ed.
Institution: University Of California, Berkeley

The Berkeley Hope Scholars (formerly Cal Independent Scholars Network), launched in 2005 is one of the first college foster youth support programs in Northern California. Come join program staff in a conversation on successful strategies in creating community and supporting foster youth in their transition to college. The importance of collaborating with campus and community partners in advocating for and delivering services to foster youth will also be discussed. Participants will learn about the effectiveness of high- touch delivery of services to foster youth on college campuses to ensure academic success and hear from a youth about her college experience.

Fostering Self-authorship Among Performing Arts Majors
Presenter(s): Debra Penberthy
Institution: University of La Verne

Academic advisors tend to view students majoring in performing arts (e.g., dance, music, and theatre) as having already decided on their careers. We see college students who are undecided as undergoing exploration, whereas we view performing arts majors as decided and simply needing help becoming professional performers. This is a false dichotomy. Performance majors have a high need for self-reflection. Self-authorship, the developmental process whereby individuals become able to shape their own lives (Baxter Magolda and Kegan), is key for all students and particularly necessary for performance majors. This session reviews the literature on self-authorship and emerging adulthood (Arnett), as well as performance majors' developmental paths. Existing advising practices for fostering self-authorship and ways to tailor practices for this population will be discussed.

A Holistic Advising Approach to Support Student Success for First-Time Freshmen
Presenter(s): Mayra Soriano and Silvia Alvarez
Institution: California State University, Dominguez Hills

Academic advising is considered a cornerstone of student success. Since Robert Glennen introduced proactive (intrusive) advising in 1975, this model for working with college students has proven to be a successful approach in supporting at risk populations, promoting retention and increasing student-advisor communication (Varney, 2012) This presentation will provide an overview of a robust intervention program that starts early and draws upon the use of a holistic advising approach to support the success of first generation, first time freshmen through the use of academic advisors, peer mentors, supplemental instructors, as well as campus partnerships.

Transfer Pathway Program: Building a Bridge from the Community College to the University.
Presenter(s): Jennifer Brown, Ed.D., Nicole Iwasaki and Kehau Newhouse
Institution: University of Hawai'i at Mānoa

A report from the National Student Clearinghouse Research Center found that 46 percent of all students who completed a 4-year degree had previously been enrolled at a 2-year institution (Smith, 2015). As transfer numbers rise, transfer programs are of increasing importance to establish a smooth transition between college campuses. This session discusses an existing transfer partnership between community colleges and a four-year institution in the University of Hawai'i system, which was designed to improve the transfer process. The program details and assessment will be discussed within the context of current literature on the transfer student population.

Session # 2: 10:00 a.m. - 10:45 a.m.

Instagram: Communicating through Pictures

Presenter(s): Matt Markin and Star Kafovalu-Wildes
Institution: California State University, San Bernardino

With most students not checking their e-mail, communicating with them can seem near impossible. The struggle to reach students about advising and registration information has also increased. Many universities have sought social media as a way to reach their students, but engagement with students is key. The Advising and Academic Services Office at California State University, San Bernardino created an Instagram account in 2013 to not only provide information on advising, registration and campus policies, but also interact with students and show transparency that currently did not exist.

"Me Myself and Us": Identifying, Understanding, and Supporting Students with Dependents in Higher Education

Presenter(s): Tomie L. Lenear II, Briana Starks, Steven Nguyen
Institution: University of California, Berkeley

Underrepresented college students include those who have entered higher education, after having children. Students with dependents have needs that include academic advising, but can also include access to family housing, childcare, food security, campus policy interpretation and student advocacy. In this presentation, staff from the Student Parent Center and the Transfer Student Student Center Center at UC Berkeley, will introduce and elaborate on key methods of support for advisors that may have yet to serve this population, and/or currently aspire to address this demographic's needs. Both Student Parent Center and Transfer Center are programs operating under the Centers for Educational Equity and Excellence (Ce3) at the University at California, Berkeley.

Real Talk: Navigating the Waters as an Advisor of Color

Presenter(s): Yuki Burton, Donna Vivar, Julian Ledesma and Omar Ramirez
Institution: University Of California, Berkeley

When do I speak up? Is it me or is this wrong? Do I represent my whole community? Are all diversity related issues my responsibility? This internal dialogue has an affect on how advisors interact with other advisors, faculty and most importantly students. In this interactive discussion we will turn the internal narrative outward and share our experiences with each other. Participants will have the opportunity to learn more about themselves by sharing with each other. Through telling our stories we will gain tools and strategies that can help us navigate through the institutional policies, create a space and a network of support throughout the NACADA community to help us meet these challenges.

We're not the Problem: Recognizing the Strengths of our Advisors and Students of Color
Presenter(s): Chanda Ishisaka
Institution: Chapman University

Does it sound like the research and the conversations at your institution about students of color come from a deficit model? In reality, do you recognize the talent of our students of color and want to discuss what they bring to your institution? This program will highlight the theory of Yasso's Community Cultural Wealth model which stems from Critical Race theory and recognizes the skills our students of color possess. Attendees will be able to learn about the community cultural wealth theory and participate in reflection and discussion activities to see how this theory plays out in their advising style and with the students they serve.

"Who Said Emotions Don't Matter?!: The Practice of Emotion-Focused Therapy in Academic Counseling"
Presenter(s): Yuki Burton
Institution: University of California, Berkeley

Here's a tissue for your issue! Right? Wrong! Living in such a fast-paced society, we are oftentimes socialized to dismiss our "emotional baggage" while desensitizing ourselves to the depth and impact of such valid feelings. Utilizing Leslie Greenberg's Emotion-Focused Therapy (EFT), this experiential workshop will use small-group discussions and art activities to spark a self-reflection on the range of emotions that advisors experience while engaging with students. While advisors oftentimes create a safe emotional space for students, it is critical to be intentional about heightening one's own emotional awareness to better meet student needs. Advisers will also learn to engage with emotions through multiple cultural lenses in addition to offering best practices for emotional self-care.

Expanding Advising Staffing to Keep up with the Waves of Change
Presenter(s): Derek T Furukawa and Adeste Sipin
Institution: University of Nevada, Reno; Nevada State College

With an increasing number of students seeking higher education, the challenge for academic advising is to keep up with this this change. Advising is not always considered a priority for campus expansion, but is critical in creating success among undergraduate students. This session will highlight approaches that were used to expand academic advising on two very different campuses. Although their approaches varied, there were some common factors that led to the success of their academic advising expansion. Participants will come away with some perspective on how to approach expansion on their campus and tips that can help their case.

Session # 3: 11:00 a.m. - 11:45 a.m.

Surviving the Storm: Helping students through failure, disappointment and setback.
Presenter(s): Julie Johnston, M. Ed.
Institution: University of Washington Tacoma

Failure, disappointment and setback are a normal part of a student's experience. In a setting where achievement and aspirations are the focus, setbacks can seem magnified and especially confusing for students as they journey through their academic career. Based off Brene Brown's book Rising Strong, this presentation will focus on crucial conversations advisors should be having with students when the inevitable storm hits. Practical tools will be shown and guided dialogue with colleagues will occur in this interactive round table presentation.

Exploring Peer Academic Counselors working with First Generation, Low Income, and Historically Underrepresented Students
Presenter(s): Mitzi Iniguez and Brieanna Wright
Institution: University of California Berkeley

The Educational Opportunity Program and Incentive Awards Program Peer Academic Counselors at UC Berkeley are current undergraduates that serve as student-to-student advisors after participating in an intensive year-round training program. This training, along with the richness of their own personal student experiences, allows them to serve as a vital resource to fellow students. Peer Academic Counselors coordinate programs and activities that provide advising, foster community, raise awareness of opportunities available to students, and promote academic success. This workshop will introduce an overview of the learnings and expectations of the program through a service model presentation and testimonials.

Tips for Advising Students with Disabilities
Presenter(s): Janice Schafrik, Debbie Jih, Norma Kehdi, Alexandra Retana, Mattie Grace, Katherine Neuenschwander, Albert Mangagil and Tracy Jalaba
Institution: University of Southern California

Working with students with disabilities is a lot of fun and a tremendous privilege. As advisors, we also face a host of issues when working with students who disclose a disability. These issues include how best to provide services to students who are deaf, blind, use a wheelchair, experience ADHD, or have a learning or psychological disability. Additional issues include legal concerns, working with parents and faculty, and referral to disability friendly resources. The purpose of the current presentation is to provide strategies for working with students with disabilities. The presentation will address disability as diversity, review the law as pertains to accommodations, and explore common disability myths. Objectives will be met through an activity, powerpoint presentation, handouts, and informal discussion.

Flip Your Advising Sessions with Screencast Technology
Presenter(s): Diana L. Thompson, M.Ed.
Institution: University of Hawaii at Manoa

You may have heard of a flipped classroom, but what about flipped advising? Every office has prescriptive information that simply becomes repetitive after many appointments in a day. If you want to learn about creating captivating video clips to address that material, and allow for more developmental, individualized discussions in your appointments, then this session is for you. It doesn't matter if you're a "tech newbie" or the "office guru," this session will teach you methods simple enough for you to walk away with new skills to create screencast video tutorials of your own, for students to watch at their own pace.

Diving Deeper: A Call to Action for Advisors of Color
Presenter(s): Donna Vivar and Fabrizio Mejia
Institutions: University of California, Davis; University of California, Berkeley

Following the "Real Talk with Advisors of Color" sessions at the NACADA national conference in Las Vegas and here at the Region 9 conference, this is your chance to engage in the regional and national conversation about professional development and the creation of a network of support for advisors of color within NACADA. This working session will allow us to process the previous session, map the goals and purpose of a potential advisors of color interest group, and give input on the Region 9 equity assessment. Note: You do not have to attend "Real Talk with Advisors of Color" to participate in this session.

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing
Presenter(s): Robert Hurt and Marsha Miller
Institution: Cal Poly Pomona

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base.

This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Session # 4: 2:00 p.m. - 2:45 p.m.

Get Students Off Probation through Proactive Independent Study

Presenter(s): Eduardo Mendoza and Matthew Markin
Institution: California State University, San Bernardino

Through a combination of proactive advising and motivational interviewing interventions, California State University, San Bernardino's Office of Advising and Academic Services utilizes their own independent University Studies course for students on academic probation. This course utilizes one-on-one advising, follow through on both the student and academic advisor, progress reports, intake/exit assessment surveys, etc. to assist not only with improving students' academic standing, but also their personal lives. The advisor becomes an active participant and works collaboratively with the student in assisting students' academic performance.

Understanding the Changing Tides: Power Dynamics in Higher Education

Presenter(s): Lauren K. Worrell and Kyle Westbrook
Institution: University of California, Davis

In a University, we often think about the power difference between faculty and student; or faculty, administration, and staff. However, power dynamics can be multifaceted, and exist in many ways. This session will cover topics including: different kinds of power and who holds it; how to leverage your own and others power; managing up; effective communication strategies for various power dynamics; and self-care in the face of power abuse. Topics will cover both the staff perspective in working with power, as well as in giving advice to our students who might be facing various power dynamics. This interactive session will be grounded in current literature and research, and tied to real employee and student examples from UC Davis.

Do minors matter? Analysis and perceptions of requiring a minor

Presenter(s): Anna Laven, Ed.D.; Christina Chavez; Janine Cornelison, MS; Adriana Sixtos, MPA
Institution: California State University, Bakersfield

A minor requirement presents unique challenges for students. Does a minor add breadth to a student's learning and contribute to career goals? Or does a minor increase time to degree? At California State University, Bakersfield, where the minor is currently required for the Bachelor of Arts degree, the presenters sought to better understand the positive and negative impacts of a minor requirement. The presenters will discuss the selections students make and perceptions of the minor requirement as the school began to consider making minors optional for Arts and Humanities students. Findings, reflections and next steps will be discussed. Handouts will be provided. The session will provide opportunities for collaboration and discussion.

Advising A New Generation of Transfer Students Through Social Media
Presenter(s): Steven Nguyen and Lorena Valdez
Institution: University of California, Berkeley

College students use social media as an integral part of their undergraduate experience. Many colleges and universities are starting to utilize social media as a tool to meet students where they are at. Social media provides an innovative way for advisors to connect and share resources with students. Advisors can use social media as a means for reaching transfers as they begin their transition and throughout their undergraduate experience. At UC Berkeley, transfer students represent 22% of the undergraduate population. We anticipate more transfer students admitted over the next two years. The Transfer Student Center utilizes social media in order to outreach to incoming transfer students, foster online communities and support networks, and exchange information on how to navigate Cal.

How will you Modulate Your Wave Amplitude? – Advising the Technology-Raised Generation
Presenter(s): Steven C. Calhoun and Christina Cho
Institution: University of Nevada, Reno

Waves tend to travel in groups, the seventh being the largest. Many institutions are facing continued enrollment growth with limited resources. To increase the quality and efficiency of advising to a growing technology-raised generation and improving the assessment and data collection related to academic advising, the College of Science at the University of Nevada, Reno has developed a technology based advising protocol to engage the swell of the web surfing generation. This presentation will demonstrate how using technology with on-line tools can accomplish the following: teach and increase student knowledge about program requirements, policies and resources; engage students using technology; assess advising data without additional manual data entry; and manage a process where professional and peer advisors work together.

To be or not be...that is the question. Exploring the best practices when working with first generation students and the unspoken silos that impact persistence and retention.
Presenter(s): Gregrette R. Perry
Institution: University of Nevada, Reno

Many first generation students struggle with navigating silos the pursuit of higher education creates between their personal goals and family/cultural expectations and customs. Academic Advisors and other higher education professionals are often unaware these silos exist or what effect they have on student persistence and retention. During this interactive discussion, three areas will be explored

1) How families impact access to higher education.
2) Influence of support/lack of support from family.
3) Silos in communication regarding educational/cultural understanding between parents and students.

Session # 5: 3:00 p.m.- 3:45 p.m.

What happens in MPA stays with an MPA: First-hand stories of the impact of being a peer advisor

Presenter(s): Cheri Kau, Michelle Tagorda, Eve Millett and Kristine Espinoza
Institution: University of Hawaii at Manoa

This interactive discussion-based session will feature a panel of Mānoa Peer Advisor (MPA) alumni from the University of Hawai'i at Mānoa on their cumulative experiences and takeaways of being in a high-impact program. Panelists will share how the program served as paraprofessional training for their work and graduate studies in higher education. Specifically, panelists will describe how the MPA experience influenced their career goals and how they've applied the transferrable skills learned to their multiple roles in higher education. Attendees will engage with each other to brainstorm strategies on fostering a community and promoting personal and professional development within their (current or future) peer advising programs.

A Comprehensive Model for Nontraditional Student Success: EOP's Aspirational Academic Counseling Framework

Presenter(s): Julian Ledesma
Institution: University Of California, Berkeley

Across the country, Educational Opportunity Programs are tasked with the challenge of serving the unique advising needs of nontraditional students. At UC Berkeley, the first generation, low-income, and underrepresented undergraduates that are considered EOP are offered comprehensive services that address multiple components of their identities as students. By applying an "Aspirational Academic Counseling Framework," UC Berkeley EOP empowers students to achieve. Attend this session to learn about EOP at UC Berkeley, our "Aspirational Academic Counseling Framework," and the various services designed to support first generation, low-income, underrepresented students.

Born in East LA: Developing a Model for Graduate Student Support at Cal State LA

Presenter(s): Andrea M. Gutierrez, MFA
Institution: California State University, Los Angeles

Graduate and professional students often seem like they have it all figured out, but their shaky retention, persistence, and completion rates would suggest otherwise. In 2013, Cal State LA hired its first professional advisor for graduate students, who then established the Graduate Resource Center (GRC). The GRC provides academic support, professional development, and community-building opportunities in the only space on campus dedicated to graduate and professional students. In three short years, the GRC has become a bustling hub of graduate student life, though it has not been without its hiccups and obstacles. This session will look at the history of graduate student support at Cal State LA, the successes and challenges of creating a new program, and best practices for how to support graduate students on any campus.

Digging Deeper – Using Counseling Theory and Advising Approaches for Student Self-Actualization

Presenter(s): Greg Head and Terri Miller
Institution: University of California San Diego

Academic advising can provide opportunities to assist students with more than adding or dropping courses and often advisors desire to engage more with their students. In this presentation, we will highlight how two advisors with different backgrounds, one in higher education and one in counseling, identified theories and approaches from counseling and academic advising in order to provide a wider and more enriching variety of advising experiences to their students. Participants will hear how to integrate new theories into their daily advising sessions, receive a list of advising/counseling approaches to explore for themselves, and practice using new theories through case studies. Participants will leave the presentation equipped with a new set of theories and approaches to better assist students and find deeper meaning in advising relationships.

A Conversation with NACADA Leaders

Presenter(s): David Spight, NACADA President
Charlie Nutt, NACADA Executive Director

This session is designed for our leaders to provide information about the association to our members as well as for participants to ask questions about the association, including how to become involved and learn about leadership opportunities. In addition, this year's session will be an opportunity discuss and make suggested revisions to the NACADA Core Values, and to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

Session # 6: 9:00 a.m. - 9:45 a.m.

Avoiding a Technology Wipe-out: How Advisors Remain Relevant While Students Surf Online

Presenter(s): Reid Kuioka, Denise Nakaoka and Clare Fujioka
Institution: University of Hawaii at Manoa

Too many online venues for students to "surf" for information? Students "stoked" that they don't need to meet with an advisor in person? Feeling like advisors will be "wiped out?" Although the trend of increased technology and social media has benefited the efficiency and reach of advising, this has led to a risk of reduced contact between advisors and students. Due to these forces of change, there is a need to reimagine the roles of academic advisors. This session will present technological applications paired with face-to-face (F2F) practices that help reinforce advisor-student interactions and developmental advising. Participants will be invited to share and brainstorm ideas that balance technology with F2F communication to improve advising services to students!

Advising First-Generation, First-Year Students: Applying an Intersectional Theoretical Foundation to Practice

Presenter(s): Katharine Hannah
Institution: University of Hawaii at Manoa

"Advising First-Generation, First-Year Students: Applying an Intersectional Theoretical Foundation to Practice" explores the intersectional application of identity development theories to practice with advising first-generation, first-year students. The presenter's advising and learning services experiences with student-athletes at a public, 4-year university will be used as case studies for applying an intersectional framework to advising the diverse first-generation population. At the conclusion of this presentation, audience members will be aware of challenges that first-generation, first year students face. Audience members will also understand key aspects of identity development theories that may be applicable in advising this population. Lastly, student affairs professionals will understand how to apply an intersectional framework when working with diverse first-generation, first-year students and leave with theory-based strategies and programming ideas to implement in their own advising work.

Going against the current: Implementing the Appreciative Advising framework as a tool to retain academic probation students

Presenter(s): Marcedes Butler, Nicholas Blake, Alma Gonzalez and Sherika McGhee
Institution: University of Southern California

How do you retain students who are struggling below the university standards? In Fall 2014, the University of Southern California's Office of Academic Review and Retention implemented an inclusive advising model known as Appreciative Advising to help with the retention and persistence of academic probation students. Academic probation students (with cumulative GPA below 2.0) are required to meet with an Academic Review Counselor and during these meetings, the six phases of appreciative advising are administered. Data has shown a significant decrease in the amount of students being academically disqualified and an increase in the number of students clearing probation. This presentation will focus on the implementation of Appreciative Advising, best practices, and how to apply the framework to different student demographics.

Making Waves: Building a College Themed Community for Business Freshmen
Presenter(s): Pam Adams, Larisa Preiser-Houy and Keiry Ewing
Institution: Cal Poly Pomona

The development of student success initiatives that build student affinity/engagement and improve retention and graduation rates are on the rise in higher education. In this presentation we will delineate a framework of one such initiative undertaken through a collaborative effort between the Student Success Advising Center of the College of Business Administration and the University Housing Services at Cal Poly Pomona University. The initiative, known as the College Themed Community program, aimed at connecting and integrating academic experience and residence life for business freshman students. The essential components of the CBF framework include student learning outcomes and academic/social program activities aligned to learning outcomes. This presentation will delineate the CBF framework components and engage participants in a discussion of opportunities and challenges to replicate the framework in other educational contexts.

Peer to Professional: Navigating the Transition
Presenter(s): Michelle Tagorda and Cheri Kau
Institution: University of Hawaii at Manoa

As the field of advising continues to grow, many students may look to peer advisor programs to explore potential career pathways or to even start their career. Just as we teach our students to navigate the transition into college and prepare for their careers, senior advisors are in the ideal position to mentor their peer advisors to strategically navigate that next step. Attendees of this session will learn about key factors early professionals experience in their progress through the academic advising field. Whether you are a peer advisor or a program administrator, this session will discuss the important lessons needed to successfully transition from a peer to professional.

Creating a Successful Academic Advising Conference: Planning, Collaborating, and Utilizing Valuable Networks
Presenter(s): Kiana Shiroma, Rayna Tagalicod, Reid Kuioka, Julian Ledesma, Evelyn Felina Castillo and Jennifer Gerson
Institutions: University of Hawaii at Manoa; University of California, Berkeley; University of Southern California

Through highly collaborative efforts and shared leadership, the last three NACADA Region 9 Conferences in 2013, 2014, and 2015 set new regional records including number of attendees, number of presentation proposals submitted, and number of actual presentations. Remarkably, this comes at a time of budget and resource cuts throughout higher education. So what made these conferences so outstanding and how did it get to that point? Attend this session to learn about factors in putting together a successful academic advising conference from planning to implementation. Attendees will leave with tips and suggestions to make your next conference rock!

Expanding Access and Knowledge for Student Veterans: Making Informed Education Decisions

Presenter(s): Luis Hernandez and Ron William
Institution: University of California, Berkeley

The Cal Veteran Services Center and Office of Undergraduate Admissions at UC Berkeley have expanded their partnership to increase the knowledge and opportunities for student veterans at world-class public education institutions, and specifically at UC Berkeley. This presentation will focus on identifying potential partnerships that serve specific student populations, processes taken that made this partnership happen, and the impact so far. In addition, a student and staff panel will participate in a Q&A session.

Session # 7: 10:00 a.m. - 10:45 a.m.

Career & Academic Advising: A Partnership for Student Success

Presenter(s): Ashley Walker, Andrew Beverly, Jacquelyn Trejo, Ed Venegas, Cherrie Peters
Institution: Cal Poly Pomona

Students benefit when career and academic advisors work together. This presentation will discuss how Cal Poly Pomona's career advisors and academic advisors have partnered to provide resources to students. Session attendees will take away concrete ideas of how they can partner on their own campuses to provide holistic and developmental advising for students as they explore their future careers.

"To Infinity and Beyond: Using Advising Events and Partnerships to Rocket Over The Silo Walls"

Presenter(s): Jason Sumi, Jazzie Murphy, Denise Hamilton and Rafael Ordaz
Institution: California State University, Sacramento

The most dangerous phrase in the language is, 'We've always done it this way.' -Rear Admiral Grace Hopper. Whether you work at a small private institution or a large public university, it is inevitable that you will encounter organizational silos in the workplace. While silos vary in size, it is important for academic advising professionals to understand how silos are formed, its effects on the organization, and how to work through the invisible barricades to support our students and promote student success. Through this Toy Story-infused presentation, participants will explore the formation and effects of organizational silos, observe how Sacramento State Academic Advising Center addressed through their organizational silo challenges, and engage in small group discussions about impactful strategies and practices for overcoming the effects of silo mentality.Session # 7: 10:00 a.m. - 10:45 a.m.

The Exploratory Highway: Getting Students on the Graduation Expressway Through Exploratory-Based Programming

Presenter(s): Megan Terawaki and Eve Millett
Institution: University of Hawaii at Manoa

Rascal Flatts sang that "Life is a Highway," but why mosey on a highway when you can go faster on an expressway? For Exploratory students, the Exploratory Highway is designed to help them find their passion and declare their major in order to catch the on-ramp to the Graduation Expressway. This presentation will focus on one institution's Exploratory programming—from the university application to learning communities to Exploratory coursework—and the opportunities provided to students to help them declare in a timely manner. These opportunities will be discussed in detail and attendees will be able to ask questions about the institution's programming and philosophy.

TAN, Tested, and Ready...To Succeed: An Examination of the Success of the Titan Advisors Network—An Advising Technology

Presenter(s): Randy Montes, J.D.
Institution: California State University, Fullerton

Could technology remove the ambiguity of a previous advising session? It can with the Titan Advisors Network (TAN), a web-based system custom built for and by students and advisors, designed to increase transparency, accuracy, and consistency within an advising session and beyond. Learn about this groundbreaking technology, how it was developed and implemented using an aggressive campaign to increase student success, and the challenges faced along the way. Participants will discuss how to utilize similar strategies to implement innovate technology to enhance advising and create a community of advisors. Participants will receive a "How To" guide for establishing their own advisors network, as well as a "Quick Guide" of CSUF's TAN resources.

"First Generation" Film Panel Session

Presenter(s): Tricia Lozano McCrory
Institution: University of Nevada, Las Vegas

First Generation Panel: Post-screening panel discussion about the First Generation film. Attend this session for a panel conversation about what it takes to increase the college-going and success rate for low-income and first generation students. For additional film details, please see film-screening information listed under Tuesday evening.

Not an Easy Place: New Strategies for Helping Anxious Students Cope

Presenter(s): Elizabeth Wilcox
Institution: University of California, Berkeley

Stress, pressure, uncertainty, fear; college is not an easy place. According to the Anxiety and Depression Association of America anxiety disorders are one of the most common mental health problems on college campuses and "more than 62% of students who withdrew from college with mental health problems did so for that reason". Is anxiety the new normal and how can advisors help? This session will provide a brief overview of the many ways anxiety can present in appointments and offer new strategies and resources for helping students reduce their worried and anxious thoughts (many of which are counterintuitive). Tips for referring students to mental health professionals will also be reviewed.

Session # 8: 11:00 a.m. - 11:45 a.m.

Once a Bruin, Always a Bruin: A High-Touch Approach to Readmitting, Retaining, & Graduating Dismissed Students.
Presenter(s): Corey Hollis, Vivian Salazar and Mia Watson
Institution: University of California at Los Angeles

This presentation will look at a program that reaches out to students who have been dismissed and invites them to consider returning and finishing their academic careers. Very few programs reach out to this population, and graduation rates for dismissed students are typically very low. We will look at the structure of the program, which is the result of a collaboration between two College advising units and the student-run Campus Retention Committee, and discuss how its components contribute to the phenomenal success of its participants, 66% of whom are either still enrolled, have graduated, or are not enrolled but eligible to attend.

Waves of Change: The Impact of College Major Choice on Overall Student Retention
Presenter(s): Stacy Shapin
Institution: University of Nevada, Las Vegas

Academic advisors play a critical role in assisting in student retention and completion. This role is influential in impacting student persistence and degree attainment, especially in assisting a student with a choice of major. Student retention and attrition is shown to be linked to choice of college major in several studies. Using John Holland's Person-Environment Fit theory (1997) and Marcia Baxter-Magolda's Self-Authorship theory of student identity development (2001), this presentation examines the importance of college major selection and how students make those decisions as factors of retention and persistence rates in completion of an undergraduate degree. Recommended practices for advisors are included.

Surf's Up! The who's, why's, and how's of NACADA Diversity, Emerging Leader Program and Region 9 PEP
Presenter(s): Jenny Cornet-Carrillo and Carol Pollard
Institutions: University of California Berkeley; University of North Texas

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and looking to gain valuable expertise from current NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Diversity Committee, the Emerging Leader Program, and/or Region 9 PEP may be for you! Over the last 9 years the Diversity Committee and Emerging Leader Program have been connecting NACADA members, building our leadership, and helping to shape NACADA's mission. Join us for this session and learn how you can start serving a leadership role in this global community.

Advising the soft skills to a technical population: How to Incorporate Developmental Advising when working with STEM students

Presenter(s): Catherine Creveling and Kyle Westbrook
Institution: University of California, Davis

Through intentional coaching and deliberate communication two University of California – Davis Advisors will share their experiences in the aiding and development of engineering undergraduate and graduate students' communication and soft skills. From helping students navigate complex team dynamics to holding eye contact with acquaintances and everything in between. This presentation will help advisors better understand a typical STEM minded student and how they can best go about working with the student during advising sessions to develop and coach soft skills to make them a better candidate for jobs and have the confidence to reach their goals.

Developing a Cycle of Assessment: One Undergraduate Advising Office's Story

Presenter(s): Daniela Ochoa, Denise Barragan, Lillian Coye, and Viannda Hawkins
Institution: University of Southern California

As advisors, we understand that assessment helps us to effectively reach department goals and better meet the needs of our students, however starting and continuing a cycle of assessment can be challenging. According to Troxel (2008), assessing a program in total is most effective when an assessment cycle is embedded into an office's advising curriculum. What does

a cycle of assessment even entail? In this session, the presenters will share how the Dornsife Advising Office developed their cycle of assessment, share specific techniques and strategies for analyzing data, and allow fellow attendees to share their own assessment best practices.

Catching the Wave to a High Functioning Advising Team

Presenter(s): Amy McKee and Ruth Bingham
Institution: University of Hawaii at Manoa

Communication is often cited as the root of dysfunction, but how do we "fix" communication? What happens when people communicate well but still can't work together? Patrick Lencioni, author of "The Five Dysfunctions of a Team" (2002), finds that teams fail due to underlying communication issues: an absence of trust, fear of conflict, lack of commitment, avoidance of accountability, or an inattention to results. Like catching a wave, overcoming these dysfunctions takes time, patience, and skill. In this session, you will learn how a once-dysfunctional advising unit is becoming a model for our institution, use an assessment tool to analyze your unit, and explore strategies to take home. Anyone can use Lencioni's model for success, whether as a director or graduate student: Is your team up for the challenge?

Elevating Success in Gateway Courses with Course Assistants

Presenter(s): Lakiasha Hollingsworth and Jill Weigel
Institution: Nevada State College

Student success in courses with a high DFWI rate are indicators of overall college success. In an effort to increase retention, we utilize Course Assistants. Course Assistants have the ability to identify and address the academic challenges of students. A. The 1year retention rate of freshmen who were in gateway courses is up 3%, and among first time freshmen it's up 6%. B. The GPA of Fall 2014 freshmen who were in at least one course with a CA is a 3.0. For matched freshmen who were not in a gateway course with a CA, the cumulative GPA is 2.53. Our data suggests that the students' experience in one course may be associated with significant academic gains across their entire first year curriculum.

Region 9
Schedule
Registration Information
Hotel Information
Travel Information
Local Area Attractions

Registration Information

Region Conference participation is at an all-time high and meeting space is limited. Don't miss out - register early!

Registration Fees	Early On or Before Feb 15 2016	Regular After Feb 15, 2016	Membership status
Individual Current NACADA Member	$140	$175	Already a member
Student/Retiree	$100	$100	Full time students, not hired as a full-time advisor. Retirees
Non-Member	$230	$265	

As of Sunday, 3/10/2016, please register for the conference ON-SITE. On-line registration is closed. It is best if you fill out the Mail/fax form and take it with you on-site or you can complete your registration form at the conference.

Register Online

- **Want member discounts? Be sure to add membership to your shopping cart before or during your conference registration process!**
  (Regular membership - $65; Student membership - $20; Retiree membership - $30; Associate Membership - $85)
- **Please note:** ***If you register as a Non-Member, you acknowledge that no reimbursement will be made for lost discounts, even if membership status changes.***

Register by Fax with a Purchase Order or CREDIT CARD

Mail/Fax NOTE: All fees are in U.S. Dollars. If you send a check, it must be from a U.S. Bank in U.S. Dollars. Thanks!

As the premier academic advising association, NACADA provides the most comprehensive and cost-effective resources for professional development and achieving student success. The association does not grant commercial endorsements, and does not engage in political activities of any sort. Membership dues are not used for any of the aforementioned activities.
Due to budgetary considerations, the conference is unable to offer complimentary registration or lodging for presenters.

REFUND/SUBSTITUTION POLICY: If you are required to cancel you may

- **Transfer** your conference registration to another individual from your institution. (If this person is not a current NACADA member; they will either be asked to pay the $65 membership or pay the non-member fee.)
- **On or Before February 15, 2016:** Request a refund of paid registration fees (less $25) in writing. Membership fees will be retained.
- **After February 15-March 9, 2016:** Request a refund of 50% of paid registration fees in writing.
- **After March 9, 2016:** No refunds can be issued due to facility obligations, but substitutions will be allowed.

- In the very unlikely event that this conference is canceled, registration fees will be returned.

WEATHER RELLATED CANCELLATIONS: No refunds will be issued should travel to a NACADA event destination become difficult due to weather, curtailment of transportation, or other circumstances beyond the control of NACADA, provided the event moves forward as planned.

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Manhattan, KS 66502-2912
Phone: (785) 532-5717 Fax: (785) 532-7732
e-mail: nacada@ksu.edu

NACADA
The Global Community for Academic Advising

2016 Conference Registration – Region 9

March 14-16, 2016, Los Angeles, CA

Last Name: First Name: MI:

Nickname: Job Title:

E-Mail:

Institution:

Address: City:

State: Zip Code: Country:

County: Business Phone:

Home Phone: Fax:

Registrant Information

List Vegetarian, Vegan or Severe food allergy:

List ADA physical accessibility need:

Participants with accessibility needs must contact and confirm ADA arrangements by **February 15, 2016**- please contact **Donald Scott** at *doscott@brandman.edu*

Emergency Phone:

☐ I would like to Volunteer

☐ This is the 1st NACADA event I have attended

Check the registration fee that applies	On or Before Feb 15	AFTER Feb 15
Current Member (Does not include membership fee.)	☐ $140	☐ $175
Student / Retiree (Does not include membership fee.)	☐ $100	☐ $100
Non-Member	☐ $230	☐ $265
Pre-Conference Workshops		
P1. 1:00-2:45 p.m.Developing an Undocumented Student Ally Training to Support Student Success	☐ $25	☐ $25
P2. 1:00-2:45 p.m. Professional Development: Making Sure You are on the Forefront of the Winds of Change	☐ $25	☐ $25
P3. 3:00-4:45 p.m. Utilizing Hope & Growth Mindset in Counseling Interactions to Promote More Effective Peer Advising Prgrams	☐ $25	☐ $25

Total Due:

PAYMENT INFORMATION- pay in U.S. Dollars on an U.S. Bank - Thank You

Method of Payment (choose one):

☐ Check (payable to NACADA): # ***Returned check fee is $35***

☐ Agency Purchase Order (PO): # ***A PO MUST be attached.***

☐ Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Cardholder Signature Required:

I certify that I will secure payment for the total amount due

Name on card (print): Expiration Date:

Card number: CVV Number:

Registration

Registration may be made via:
Fax: 785-532-7732
Online: www.nacada.ksu.edu
Mail: NACADA
2016 Region 9 Conference
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
On-site: If on-site registration is necessary, you will need to call the Executive Office at **785-532-5717** with a credit card # before your registration can be completed.

All individuals, including presenter, must register and pay the conference fee.

Cancellation and Refund Policy

All requests must be in writing and mailed or emailed (nacada@ksu.edu) to NACADA.
On or before February 15, 2016: A refund of conference fee, less $25 administrative fee.
Between February 16 -March 9, 2016: A 50% refund of conference fee.
After March 9, 2016: Due to facility and conference obligations, no refunds are given.
-Registrations may be transferred to another individual from your institution. -If the conference in cancelled, registration fees will be returned.

Want Member Discounts?
If you register as a Non-Member, you acknowledge no reimbursement for lost discounts will be made, even if membership status changes.

To receive Member Discounts!
1. Attach membership form WITH PAYMENT to this registration
OR
2. Join on-line at www.nacada.ksu.edu

Questions & Information

Web Site: www.nacada.ksu.edu
Email: nacada@ksu.edu
Phone: (785) 532-5717

Registration in this meeting authorizes NACADA to include you in event photos to be shared with the group or in promotional materials in the future. If you wish to opt out of these photos, please email your request to nacada@ksu.edu.

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Initials
Date
Ck #/Amount
Deposit #
Notes:

NACADA FEIN number: 48-1114759

NACADA
The Global Community for Academic Advising

MEMBERSHIP INFORMATION R-9

To join or renew membership at this time (& receive member discounts) you may:
Apply on-line for immediate confirmation of your membership status at www.nacada.ksu.edu,
OR Attach this form WITH CHECK (mail) OR CREDIT Card (fax or call).

Last Name First Name M.I.

Institution Email:

ROLE

- ☐ Faculty Advisor
- ☐ Academic Advisor
- ☐ Academic Counselor
- ☐ Advising Administrator
- ☐ Licensed Counselor
- ☐ Non-Institutional
- ☐ Student
- ☐ Other
- ☐ Prefer Not To Answer

DEMOGRAPHIC INFORMATION

Ethnic Background

- ☐ Amerindian/First Nations
- ☐ Asian
- ☐ Black (non-Hispanic)
- ☐ Latino/Hispanic
- ☐ Multi-ethnic
- ☐ White (non-Hispanic)
- ☐ Other
- ☐ Prefer Not To Answer

Gender

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Prefer Not To Answer

Birth Year: ☐

YEARS ADVISING

- ☐ < 3 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ > 15 years
- ☐ N/A

☐ Periodically NACADA distributes mailing lists to other educational entities. To be excluded, check box.

You may choose any four (4) of these specific advising areas:

Refer to www.nacada.ksu.edu for further information on Commission and Interest Group membership.

Administration of Advising

- ☐ CIG101 Advising Administration (C)
- ☐ CIG102 Advisor Training & Development (C)
- ☐ CIG103 Assessment of Advising (C)
- ☐ CIG104 Ethics & Legal Issues in Advising (IG)

Advising in Academic Programs I

- ☐ CIG201 Advising Business Majors (C)
- ☐ CIG202 Advising Education Majors(C)
- ☐ CIG203 Advising Fine Arts Students (C)
- ☐ CIG204 Advising Graduate & Professional Students (IG)
- ☐ CIG205 Doctoral Students (IG)

Advising in Academic Programs II

- ☐ CIG301 STEM Advising (C)
- ☐ CIG302 Health Professions Advising (IG)
- ☐ CIG303 Liberal Arts Advisors (C)
- ☐ CIG304 Pre-Law Advising (IG)

Advising Specific Populations I

- ☐ CIG401 Advising Adult Learners (C)
- ☐ CIG402 Advising First-Year Students (IG)
- ☐ CIG403 Advising Second-Year Students (IG)
- ☐ CIG404 Advising High Achieving Students (C)
- ☐ CIG405 Advising Student Athletes (C)

Advising Specific Populations II

- ☐ CIG501 Advising Students with Disabilities (C)
- ☐ CIG502 Advising Transfer Students (C)
- ☐ CIG503 Advising Veterans, Military Students & Family Members (IG)
- ☐ CIG504 Global Engagement (C)
- ☐ CIG505 First-Generation College Student Advising (IG)

Advising Specific Populations III

- ☐ CIG601 High School to College Advising (IG)
- ☐ CIG602 Commission for LGBTQA Advising and Advocacy (C)
- ☐ CIG603 Multicultural Concerns (C)
- ☐ CIG604 Probation/Dismissal/Reinstatement Issues (IG)
- ☐ CIG605 Undecided & Exploratory Students (CUES) (C)

Institutional Type

- ☐ CIG701 Advising at Historically Black Colleges & Universities (IG)
- ☐ CIG702 Canada (IG)
- ☐ CIG703 Large Universities (IG)
- ☐ CIG704 Native American & Tribal College (IG)
- ☐ CIG705 Small Colleges & Universities (C)
- ☐ CIG706 Two-Year Colleges (C)

Theory, Practice and Delivery of Advising I

- ☐ CIG801 Advising & Academic Coaching (IG)
- ☐ CIG802 Appreciative Advising (IG)
- ☐ CIG804 Faculty Advising (C)
- ☐ CIG806 Peer Advising & Mentoring (C)
- ☐ CIG808 Theory & Philosophy of Advising (C)

Theory, Practice and Delivery of Advising II

- ☐ CIG901 Career Advising (IG)
- ☐ CIG902 Distance Education Advising (C)
- ☐ CIG903 New Advising Professionals (IG)
- ☐ CIG904 Technology in Advising (C)
- ☐ CIG905 Retention & Persistence (PIG)

C= Commission IG= Interest Group PIG = Potential Interest Group

NACADA and Kansas State University are committed to nondiscrimination. Contact the Director of Affirmative Action, KSU, 214 Anderson Hall, Manhattan, KS 66506. NACADA may provide directory information on members. To withhold your information, email a request to nacada@ksu.edu

Join or Renew Your Membership

☐ **$65 General Member** (Employed by an accredited institution) ☐ **$85 Associate Member** (Not employed by an accredited institution) ☐ **$150 Institutional Member** ☐ **$20 Student Member**

Method of Payment (choose one): Payment must accompany this form.

☐ Check (payable to NACADA): # ☐ ***Returned check fee is $35***

☐ Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Signature for Credit Card below: ☐

Name on card (print): ☐ Expiration Date: ☐

Card number: ☐ CVV Number: ☐

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Initials
Date
Ck #/Amount
Deposit #
Notes:

NACADA FEIN number: 48-1114759

Region 9
Schedule
Registration Information
Hotel Information
Travel Information
Local Area Attractions

Home » Events & Programs » Events » Region Conferences » Region 9 » Hotel Information

Hotel Information

The 2016 Region 9 Conference meetings will be held on the **University of Southern California campus.**

Registration begins at noon on March 14 outside Taper Hall. If there is rain, it will be inside Taper Hall on the USC Campus.

Other options may be:

- **Hotel Normandie, http://www.hotelnormandiela.com**
- **The Line Hotel, http://www.thelinehotel.com**
- **Millenium Biltmore - approximately $132/night**
- **The LA Hotel Downtown - approximately $173/night**

Our blocks are filled at the Radisson and the Vagabond. The following are options that you might consider for your stay in Los Angeles.

Residence Inn by Marriott at LA Live
901 W Olympic Blvd
Los Angeles, CA 90015
Phone number (213) 443-920

New Seoul Hotel
2666 W Olympic Blvd
Los Angeles, CA 90006
Phone number (213) 381-6262

Omni Hotel
251 S Olive St
Los Angeles, CA 90012
Phone number (213) 617-3300

Courtyard LA Live
901 W Olympic Blvd
Los Angeles, CA 90015
Phone number (213) 443-9200

(FULL)
Vagabond Inn
3101 S. Figueroa Street
Los Angeles, CA 90007
213-746-1531
Single - $116.10 + tax
Double - $125.10 + tax

The guests need to make reservations directly with Vagabond Inn by calling (213) 746-1531 or emailing mlausc@vagabondinn.com. Please make sure to indicate the group name, NACADA Region 9 Annual Conference at USC.

(FULL)

The block of rooms is full at the **Radisson Hotel Los Angeles at USC**
3540 South Figueroa Street
Los Angeles, CA 90007
Reservation number: 1(800) 333 3333
CODE: **NCDA16**

Room Rate: Single/Double: **$159 plus tax**

NACADA has arranged for a block or frooms at teh conference rate at the Radisson Hotel Los Angeles. These rooms may **sell out well before** the cut-off date of Feb 19, 2016, so reserve your room early!

Reservations may be made by Individual Call in- 1(800) 333 3333

On-line Reservations will be open soon with link directly to NCDA16.

Check in is 3:00 PM and check out time is 12:00 Noon. All guest arriving before 3:00 PM will be accommodated as rooms become available. Bags may be stored prior to check-in or after check-out.

Parking is offered at a reduced rate of $12.00 for **day guest** self parking, no in and out priviledges and **overnight parking is available at $22.00** with in and out privileges per night.

NOTE:
**Room reservation information may be requested from the hotel during the last 4 weeks prior to the conference by the NACADA Executive Office in order to determine the status of the room block. Please email Diane Matteson at matteson@ksu.edu if you request to have the hotel withhold your information.

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Region 9
Schedule
Registration Information
Hotel Information
Travel Information
Local Area Attractions

Travel Information

Los Angeles International Airport is the closest airport to the USC campus.

On the USC Campus, NACADA Parking is in Lot D and X at a cost of $12/day.

The main meeting building will be Taper Hall.

Airport Transportation

Los Angeles International Airport (LAX) is located about 12 miles from the University of Southern California (USC).

Taxis in Los Angeles are metered. The major taxi company in the city is Yellow Cab Co. according to their website (http://www.layellowcab.com/). Taxis charge $2.85 for the first 1/9th of a mile and $0.30 for each 1/9th mile thereafter. There is a $0.30 charge for each 37 sec. waiting time and/or traffic delay ($29.19/hr wait). There is a $15.00 minimum fare for all taxi trips originating at LAX plus $4.00 airport-mandated surcharge. There is a $46.50 flat rate per trip (group) in either direction for trips between LAX and Downtown Los Angeles.

Car Rental

Conference participants are strongly encouraged to arrange car rental choices before departure for Los Angeles.

- Advantage Rent-A-Car ---1-800-777-5500
- Alamo Rent-A-Car ---1-800-GOALAMO
- Avis Rent-A-Car ---1-800-331-1212
- Budget Rent-A-Car ---1-800-527-0700
- Dollar Rent-A-Car ---1-800-800-3665
- Enterprise Rent-A-Car ---1-500-738-8222
- Hertz Rent-A-Car ---1-800-654-3131
- National Car Rental ---1-800-CARRENT
- Thrifty Car Rental ---1-800-THRIFTY

Public Transportation

Conference participants may utilize public transit to get around Los Angeles. MTA, Metrolink, and LADOT offer a variety of options to explore Los Angeles. The Expo Line connects the Westside by rail to Downtown LA, Hollywood, the South Bay, Long Beach, Pasadena, and dozens of points in between. For more information on public transit to/from USC, please visit http://transnet.usc.edu/public_transit/public_transit.aspx

Local Area Attractions

2016 information to come!

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Phone: (785) 532-5717 Fax: (785) 532-7732
e-mail: nacada@ksu.edu

Call for Proposals

Proposals are due, Nov, 15, 2015

NACADA Region 9 invites you to submit a proposal for the

2016 NACADA Region 9 regional conference
"Surfing the waves of change: Advising for a new generation"
March 14-16, 2016
Hosted by Brandman University
at the University of Southern California campus

With its focus on supporting this region's goals of diversity and inclusion, the 2016 Region 9 conference planning committee invites all members to consider submitting conference proposals for this year's conference. Designed to demonstrate how we promote and model inclusive environments, this year's theme challenges you to think about the future of the Academic Advising profession within our dynamic region. Merriam-Webster defines diversity as "the quality or state of having many different forms, types, ideas, etc." This definition is certainly applicable and representative of the diversity of institutions, Advisors, students, and backgrounds that make Region 9 such a vibrant community. We hope this year's conference will continue to position Region 9 as a region that encourages its members to feel empowered by the ability to exact change.

Please note that submissions do not have to adhere to the theme. We welcome submissions from students, staff and faculty of all levels. Some potential proposal ideas might include:

- Theory to practice
- Effective advising programs born of research
- Persistence
- Assessment
- Diversity

Keep in mind that proposals will be judged based on their relevance to current issues, creativity, uniqueness and their ability to be practically applied outside the conference setting.

Planning for the 2016 conference is already surfing a wave of change as Brandman University steps forward to serve as only the second non-traditional, adult-serving institution to host a regional conference. Brandman's commitment to serving the unique needs of adult students by providing access to a quality education will provide the foundation for conference attendees to interact with colleagues from many institutions as we explore how best to meet the needs of 21st century students.

We look forward to reviewing your conference proposal and seeing you in Los Angeles next March!

Review proposal submission instructions below and **submit proposal!** **Online SUBMISSION Portal**

PLEASE READ THE FOLLOWING SUBMISSION CRITERIA:

Criteria for selection of paper/presentation: Proposals will be evaluated based on relevance to current issues in advising, appeal to conference participants, creativity, ingenuity, and applicability for participants after the conference. We are seeking a wide range of presentation topics relating to academic advising from a variety of advising professionals in our region.

Eligibility for submission: Anyone involved in advising (administration, faculty, advisors, graduate students and administrative staff) is invited to submit a proposal. We encourage novices and experienced presenters alike. Share your research, best practices, or techniques with colleagues in the region.

Format options:

Conference sessions include preconference workshops, concurrent sessions, and a poster session. Concurrent sessions can be in the format of a paper or topic presentation or a panel discussion.

- Preconference workshops are highly participatory sessions that last from 2-5 hours. Due to the length of Preconference workshops, presenters should plan to include some lecture as well as possible small and large group activities, and a question and answer period. Preconference workshops should be very hands-on and issue specific with material, activities, strategies and techniques that the participants can effectively use in their individual situations. Presenters should come prepared to answer questions concerning implementation and other issue specific questions.
- Paper or topic presentations discuss current issues in advising. Some are based on research, some share best practices, and some are developmental, while others are theoretical. The format may be mostly lecture with a discussion following or a more informal discussion.
- Panel discussions are designed to explain or involve various presenters from different institutions looking at the same topic from various angles. They do not include several presenters from one institution speaking on the same topic. If that is your presentation, it will not be considered for a panel and should be proposed as a paper or topic presentation.
- Poster sessions provide an informal opportunity to network and solicit feedback and ideas from all conference participants. The Poster Session is especially useful for new advisors who want to "get their feet wet" presenting at a conference or if you have a new and innovative program to share with your colleagues. You will bring your completed poster to the conference and we will provide space to exhibit your poster.

All concurrent sessions will be approximately 60 minutes long. Although the program committee will make every effort to honor your requested format option, the committee may recommend an alternate format in order to accept as many proposals as possible. **Presenters will be notified via email.**

NOTE:
Due to budgetary considerations, the conference is unable to offer complimentary registration or lodging for presenters.
Commercial products are not to be promoted in NACADA sessions.
NACADA does not discriminate on the basis of race, creed, gender, sexual orientation, national origin, age, disability, or marital status.

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Region 9

Leadership Directory

Region 9 Operating Principles Approved Fall 2015

Apply for Awards

Awards Recipients

Elections

Region 9 Archives

On-line Instructions

ONLINE SUBMISSION PORTAL

1. Enter a password -keep simple
2. **Select your Region**
3. **Select the award** from the drop down box
4. **RECORD your Award/Scholarship Nomination Number and your password**
5. Enter all information
6. All uploaded documents must be in pdf form
7. You can leave and come back as long as you have not hit the SUBMIT button.

Region 9 Awards and Scholarship Programs

NACADA Region 9 is proud to support student success by providing opportunities for recognition and professional development opportunities for academic advisors and administrators. Applications are due by **Nov. 1, 2015** through the on-line submission portal.

1. Excellence in Advising - Primary Role - closed for 2016
2. Excellence in Advising - Faculty Advisor - closed for 2016
3. Excellence in Advising - New Advisor - closed for 2016
4. Excellence in Advising - Advising Administrator - Closed for 2016
5. Region 9 Excellence in Advising - Community College Advising - Closed for 2016
6. Region 9 Innovation Award - Closed for 2016
7. Region 9 Conference Student Scholarship - **Closed**
8. Region 9 Institute/Seminar Scholarship - Closed
9. Region 9 Annual Conference Presenter Scholarship
10. Annual Conference Travel Scholarship
11. Annual Conference Student Scholarship

Region Excellence in Advising Awards 2016

Excellence in Advising Awards are selected within each region. These awards recognize individuals who demonstrate qualities and practices that make significant contributions to the improvement of academic advising. Winners will receive complimentary registration to their region conference.

Submission timeline: July 1 -- November 1 each year

Region Awards committees review applications/nominations and winners will be announced in December or early January. The awards are presented at region conferences in the spring.

Categories:

Excellence in Advising - Primary Role
Recognizes individuals whose primary role at the institution is the direct delivery of advising services to students.

Excellence in Advising - Faculty Advisor
Recognizes individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students.

Excellence in Advising - New Advisor
Recognizes individuals who have demonstrated qualities associated with outstanding academic advising of students and who have served as an advisor for a period of three (3) or fewer years.

Excellence in Advising - Advising Administrator
Recognizes individuals who may provide direct academic advising services to students but whose primary responsibility is as an administrator or director of an academic advising program.

Criteria: The Selection Committee will evaluate applications/nominations on the evidence of qualities and practices that distinguish the nominee as an outstanding academic advisor. Such evidence may include, but is not limited to:

- Interpersonal/human relations skills
- Professional practices
- Documented success
- Documented advisor development

Eligibility:

*Applicants/Nominees must be members of NACADA (except Administrators) and may only apply in their own region
*Individuals may self-nominate.
*Applicants should plan to attend their spring Region conference and have support of their office/department.
*Applicants must have worked in the advising profession for a minimum of one year, prior to Jan 1 of current year.

Submission is via the NACADA Awards on-line nomination system which includes the following documents, ***uploaded in PDF form***:

- **Nomination/Application Letter:** This letter should summarize the nominee/applicant's qualifications and why the individual is being nominated for the award. This document should provide the evidence and specific examples that demonstrate excellent performance. Input from others is encouraged as the nomination letter is composed by and may include quotes or comments from colleagues and students. The letter SHOULD NOT exceed three pages, single spaced.
- **Letters of Support:** Include up to two additional letters of support. These letters may come from colleagues, employees, supervisors, students, or anyone who might augment the selection committee's understanding of the nominee. Each letter SHOULD NOT exceed two pages single spaced.
- **Nominee Resume or Curriculum Vita-** Please limit entries to material that pertains directly to academic advising, presenting relevant information from the nominees overall resume/vita. Please include your current job with either a position description or a list of job responsibilities.
- **Personal Philosophy Statement – (Optional but encouraged.)** Please provide a personal philosophy statement regarding the nominees approach to advising and/or advising administration. This document SHOULD NOT exceed two pages single spaced.
- **All documents will be submitted in pdf form, including letters.**

Region 9 Excellence in Advising - Community College Advising: To recognize individuals who currently work at a community college in an advising position who have demonstrated effective advising qualities and practices that distinguish the nominee as an outstanding academic advisor. Region 9 Excellence in Advising award recipients receive conference registration fee, $300 towards travel and a plaque for the Region 9 Conference.

*Applicant must be a current member of NACADA
*Applicant must be planning to attend the Region 9 conference and have support of their office/department
*Applicant must be willing to write a short article summarizing their conference experience for the Region 9 Blog

All criteria, application requirements are listed in the shaded area above.

Region 9 Innovation Award: To recognize advisors who are pioneering new and/or unique and effective approaches in the field of academic advising. The goal of this award is to recognized advancement in the field of advising that either helps advisors in their support of student success or futhers the professional development of advisors. This includes (but is not limited to) innovative programs, models, initiatives, research, assessment, training, or technology.

Eligibility:
*Applicant must be a current NACADA member & from an institution within Region 9
*Program must have been in operation for at least one year (may include pilot period)
*Clear evidence of effectiveness is required

Criteria:
*Innovation - new approach in promoting effieicent and effective academic advising practices
*Creativity - demonstrates creative use of resources (human, fiscal, or physical)
*Impact - definiative evidence of positive student, advisor, or institutional outcome

Submissions can be made by an individual or a team and should include:
*Statement (2 page maximum) which includes

- Institution
- Program development (why, how, and when the program was developed)

- Results overview (impact on students, advisors, and the institution)
- Potential for adaptation by other institutions

*Evidence (1 page maximum) that clearly demonstrates program effictiveness and its impace on the students, advisors and instituion

Scholarships for Region 9 Members - 2016

- All applicants must be a current member of NACADA & have membership at the time of the conference (if applicable)
- All applicants must be planning to attend the Region 9 conference and have support of their program/unit
- All applicants must be willing to write a short article summarizing their conference experience for the Region 9 Blog
- The scholarships cover the conference registration and/or a travel stipend.

- ***Region 9 Conference STUDENT Scholarship:*** NACADA Region 9 is committed to investing in the future of advising by supporting current Region 9 graduate students in their learning and professional development through attendance at the Region 9 Conference. Student nominees must be currently enrolled in either a masters or doctoral program and must be involved with academic advising on their campus. Must be a current NACADA student member. Must be enrolled in at least 6 credits in the Spring 2016 semester. ***Application due by Jan 29, 2915***
- ***Region 9 Conference PRESENTER Scholarship:*** Awarded to member who has been accepted as a presenter at the Region 9 Conference.
- ***Region 9 Institute/Seminar Scholarship:*** Awarded to a NACADA member, who has been in an advising-related position for at least one year, and has attended at least one Region or Annual NACADA Conference, and who is willing to write a short article summarizing the experience at the Institution or Seminar for the Region 9 Blog. ***Application due by Dec 24, 2015***
- ***Annual Conference PRESENTER Scholarship:*** Awarded to member who has been accepted as a presenter at the NACADA Annual Conference.
- ***Annual Conference TRAVEL Scholarship:*** Awarded to member who is interested in attending the Annual Conference and require funding.
- ***Annual Conference Student Scholarship:*** Student applicants must be currently enrolled in either a master's or doctoral program and must be involved with academic advising on their campus.

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Pre-Conference Workshops

Please take this opportunity to attend one or more of the excellent preconference workshops offered by Region 9 in 2016!

If you have already registered for the conference, there will be a form you can complete and fax to the EO with payment. If you haven't already registered, the preconference options will be on the online or printed registration forms. **Registration for the preconference workshops will open the week of January 20.**

All Preconferences will be held Monday, March 14, 2016
Cost: $25 each

Pre-Conference Workshops are now available! Click here for form.

1:00-2:45 p.m.

P 1. Developing an Undocumented Student Ally Training to Support Student Success
Mayra Soriona, California State University
Zada Chio-Gallardo, Domininguez Hills

Undocumented college students experience a sense of uncertainty due to their immigration status. Without a support system in place to provide adequate information and guidance undocumented college students may find themselves isolated and lost as they pursue higher education. College based practitioners such as advisors and other student affairs representatives, staff and faculty can positively impact the college going experience and success of undocumented students. By developing a coalition of supportive allies, colleges and universities can ensure all students are supported. This presentation will provide a review of policies impacting undocumented college students, resources for developing an undocumented student ally training program, and resources to support these efforts.

1:00-2:45 p.m.

P2. Professional Development: Making Sure You are on the Forefront of the Waves of Change
Kiana Y. Shiroma, University of Hawaii at Manoa

Professional development (PD) is unique in that it differs depending on the professional needs and goals of each academic advisor but is similar in that regardless of whether you are a new or veteran advisor, PD should be a continuous part of your career. The overarching goal of this presentation is to help you seek and engage in professional development activities that best fit your career needs and objectives. During this session, you will identify and assess your PD needs and goals. Next, you will learn about ways you can develop professionally, including NACADA-sponsored opportunities. Last, you will evaluate past, present and future PD activities to ensure that you make the right PD decisions for yourself.

3:00-4:45 p.m.

P3. Utilizing Hope & Growth Mindset in Counseling Interactions to Promote More Effective Peer Advising Programs
Sabrina Wilhelm, University of Redlands

Imagine a simplified method of improving student outlook and problem-solving skills to help them overcome obstacles and remain persistent to achieve personal, academic and career goals. This interactive workshop includes break out activities with real life applications, role-playing and a guided lecture on the theoretical framework of Hope Theory by Charles Richard Snyder, focusing on agency and pathway thinking, in combination with Carol Dweck's Growth Mindset to leave you with the essential three step approach to problem-solving. Peer Advising/Mentoring programs may utilize these concepts to give students more resources to draw upon and to gain insight on becoming more effective and efficient within a higher education institution.

NACADA
The Global Community for Academic Advising

Region 9 ADD PRECONFERENCE WORKSHOP

March 14-16, 2016, Los Angeles, CA

Last Name:_____ First Name:_____

Institution: _____

Email:_____

Phone:_____

Pre-Conference Workshops are $25 each.

Wednesday, March 14

- ☐ P1 1:00-2:45p.m Developing an Undocumented Student Ally Training to Support Student Success
- ☐ P2 1:00-2:45p.m. Professional Development: Making Sure You are on the Forefront of the Waves of Change
- ☐ P3 3:00-4:45 p.m. Utilizing Hope & Growth Mindset in Counseling Interactions to Promote More Effective Peer Advising Programs

Total: $_____

Method of Payment

Credit Card (choose one): ☐ Visa ☐ Master Card ☐ American Express ☐ Discover

Cardholder Signature Required:_____

I certify that I will secure payment for the total amount due.

Name on Card (print): _____ Expiration Date: _____

Card Number: _____ CVV Number: _____

Fax this form with credit card info to the NACADA office at 785-532-7732 or call the office at 785-532-5717 with a credit card to add specific pre-conference workshops.

Please do not email credit card information.

Region 9
Schedule
Registration Information
Hotel Information
Travel Information
Local Area Attractions

Exhibitor Opportunities

Application Form

On behalf of the National Academic Advising Association (NACADA), we would like you to consider the benefits of having your organization exhibit at our regional conferences.

Attendees at NACADA's ten regional conferences are advisors/counselors, faculty, and academic and student affairs administrators representing two-year, four-year, and graduate level higher education institutions. They work in advising, testing, registration, student support services, assessment, special needs, and career planning and placement offices. More information on our professional association is available at our web site: www.nacada.ksu.edu.

This is an excellent opportunity for you to introduce and display your services or products to conference delegates who are instrumental in implementing change and using new products and services on campus. Our membership is involved in all areas influencing student success at institutions of higher education throughout the country. We provide an excellent opportunity for you to meet face-to-face with the decision-makers in such areas as integrated software, study abroad programs, career planning and placement, distance learning, enhancing student retention, textbooks, student record and tracking systems and all other areas influencing student success.

For additional exposure, NACADA also offers exhibitors the opportunity to co-sponsor conference events, meal functions, or registration materials.

This is a wonderful opportunity to reach academic advisors and administrators at colleges and universities across the nation. Complete the contract attached to reserve your table and/or ad space. Please do not hesitate to call if you need additional information. We hope that you will join us as an exhibitor at our Regional Conferences!

For 2016 Regional Conference Dates Click Here!

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Past and Future Conferences

Year-Place	Region Chair	Attendance
2016- Irvine, CA	Julian Ledesma	
2015- Honolulu, HI - March 4-6	Valarie Burke	439
2014 - Berkeley, CA - April 1-3	Valarie Burke	556
2013 - Los Angeles, CA on March 18-20	Cheryl Tillotson	374
2012 - Las Vegas, NV	Cheryl Tillotson	146
2011 - San Diego, CA	Gayle Juneau	272
2010 - Honolulu, HI (H) / Westlake, CA (S) / San Francisco, CA (N)	Gayle Juneau	141
2009 - Las Vegas, NV	Debbie Nakashima	174
2008 - San Jose, CA	Debbie Nakashima	128
2007 - San Diego, CA		218
2006 - Honolulu, HI		147
2005 - San Francisco, CA		164
2004 - Pasadena, CA		164
2003 - Richmond, British Columbia, Canada		62
2002 - San Luis Obispo, CA		197
2001 - Sacramento, CA		
2000 - Honolulu, HI		
1999 - Los Angeles, CA		
1998 - Las Vegas, NV		
1997 - Oakland, CA		
1996 - Long Beach, CA		
1995 - Fresno, CA		
1994 - San Diego, CA		
1993 - San Francisco, CA		
1992 - Reno, NV		

1991 - Modesto, CA

1990 - San Diego, CA

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