

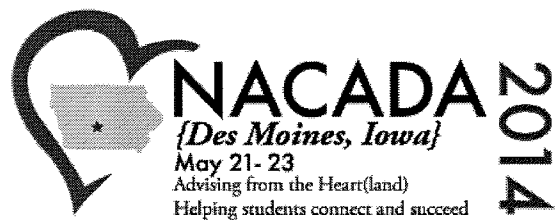
NACADA

Region 6 Conference

May 21—23, 2014

Prairie Meadows Conference Center

Des Moines, Iowa



Welcome to Des Moines and the 2014 NACADA Region 6 Conference

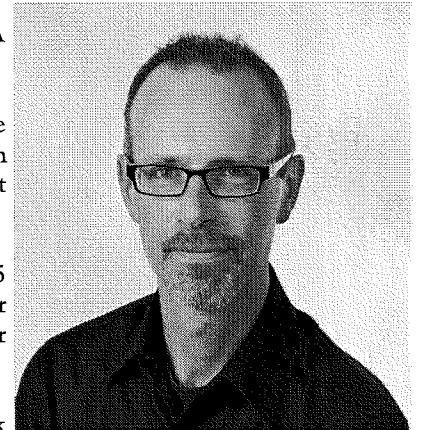
Greetings! On behalf of the Region Six Steering Committee, welcome to the 2014 NACADA Conference.

Welcome to all of our members new to Region 6 and to NACADA. For those of you who have attended previous conferences, it is good to see you again. NACADA is a member-driven organization that is only successful due to your involvement. At any time this week, feel free to let me know if you are interested in getting involved at the regional level.

I invite all of you to attend the Region 6 State/Province Business Meetings on Thursday at 3:15 p.m. We will have updates from the Region 6 Steering Committee meeting and we would like your input regarding new proposals for Region 6. And, of course, we will have a drawing for NACADA bucks and other great prizes – but, you must be present to win!

I want to thank Luiza Dreasher and this year's Conference Planning Committee for all the work they have done in assembling the latest professional development opportunity for all of us. Please take advantage of all of the networking opportunities they have scheduled and get connected with other members from Region 6. Enjoy your time in Des Moines!

Randy Rummery
NACADA Region 6 Chair



Welcome to the Heart(land)!



On behalf of the Conference Planning Committee, we would like to welcome you to Iowa and the 2014 NACADA Region 6 Conference. For the past year we have worked together to bring you a conference experience that will not only be educational and social, but also allow you to connect with colleagues old and new.

Our hope is that the next couple of days will give you an opportunity to reflect, learn about, and share the many different ways academic advisors can **help students connect and succeed**, this year's conference theme. The numerous concurrent sessions, preconference workshops, and poster sessions were selected to help you explore a variety of ways you can facilitate, contribute to, and impact student retention and success.

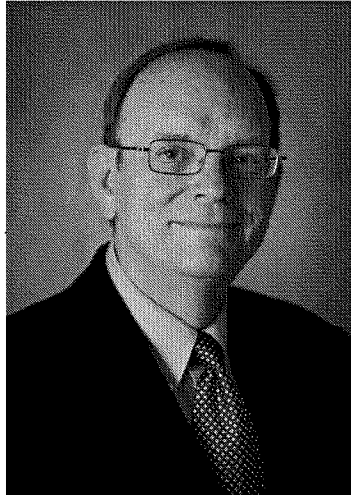
We would like to thank each of you for attending our conference and bringing your perspectives, expertise, and experiences to our gathering. Your engagement with the organization is vital to the continued growth of the profession. If this is your first NACADA conference, we encourage you to attend the *New Member Orientation Session* on Wednesday afternoon. This is a great way for you to learn about NACADA, explore ways to get involved, forge new friendships, and meet a few delegates from the NACADA Executive Office.

While in Des Moines, take advantage of the many unique attractions and award-winning restaurants the area has to offer. In the *Catch Des Moines* magazine included in your conference packet, you will find a visitors' resource guide with lists of things to do, unique shopping opportunities, and a restaurant guide.

On behalf of the Region 6 leadership and the Conference Planning Committee, we welcome you to Des Moines. Enjoy the conference!

Luiza Dreasher
NACADA Region 6 Conference Chair

Keynote Speaker



John H. Schuh is director of the School of Education at Iowa State University. As such, he is responsible for the educational programming of the School including all degree programs and other educational experiences offered by the School. He assumed this position on July 1, 2013. He is also director of Iowa State University's Emerging Leader's Academy.

John Schuh is a Distinguished Professor of Educational Leadership and Policy Studies at Iowa State where he was department chair for six and one half years. Previously he held administrative and faculty assignments at Wichita State University, Indiana University (Bloomington), and Arizona State University. He received his Master of Counseling and Ph.D. degrees from Arizona State. He served for more than 20 years as a reserve officer in the United States Army Medical Service Corps, being assigned to the retired reserve with the rank of Major in 1991.

Schuh is the author, co-author, or editor of over 235 publications, including 27 books and monographs, 75 book chapters, and over 110 articles. Among his books are *Assessment Methods for Student Affairs*, *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (with Kathleen Manning and Jillian Kinzie), and *Student Success in College* (with George D. Kuh, Jillian Kinzie and Elizabeth Whitt). Currently he is associate editor of the *New Directions for Student Services* Sourcebook Series after serving as editor for 13 years. He was associate editor of the *Journal of College Student Development* for 14 years and was book review editor of *The Review of Higher Education* from 2008-2010. Schuh has made over 260 presentations and speeches to campus-based, regional, national, and international meetings. He has served as a consultant to more than 80 institutions of higher education and other educational organizations.

Schuh has served on the governing boards of the American College Personnel Association, the National Association of Student Personnel Administrators (twice), the Association of College and University Housing Officers (twice), and the Board of Directors of the National Association of Student Personnel Administrators (NASPA) Foundation. He is a member of the Evaluator Corps of the Higher Learning Commission of the North Central Association of Colleges and Schools where he also serves as a Team Chair for accreditation visits.

John Schuh has received the Research Achievement Award from the Association for the Study of Higher Education, the Contribution to Knowledge Award from the American College Personnel Association, the Contribution to Research or Literature Award, and the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member from the National Association of Student Personnel Administrators. The American College Personnel Association elected him as a Senior Scholar Diplomat. Schuh was chosen as one of 75 Diamond Honorees by ACPA in 1999, and as a Pillar of the Profession by NASPA in 2001. He is a member of the Iowa Academy of Education. He has received a number of institutional awards including the Distinguished Alumni Achievement Award from the University of Wisconsin-Oshkosh, his undergraduate alma mater.

Schuh received a Fulbright award to study higher education in Germany in 1994, was named to the Fulbright Specialists Program in 2008, and had a specialists' assignment in South Africa in 2012. In 2013 he was named to the Peer Review Committee for the Fulbright Specialist Program. He has been engaged with institutions of higher education in Scotland, England, Germany, Syria, Ukraine, Bulgaria, Hong Kong, Ireland, Macau, Malaysia, South Africa, and Saudi Arabia.

2014 Graduate Scholarship

Rachel M Jones

College of Education, University of Northern Iowa

2014 Service to NACADA Award

Pat Mason-Browne is the inaugural winner of the Region 6 Service to NACADA Award. This award annually recognizes the importance of volunteer service to Region 6 by a NACADA member through outstanding service to the organization and the Region. Pat's contributions to NACADA span facets of the entire organization. Over the years, she has contributed invaluable service within her state, her region, and the organization at-large.

Among Pat's many contributions, she co-chaired the planning committee for the 2006 Region Conference in Iowa City. From 2005-2011, she served on, and then chaired, the Region Steering Committee. In that time, she was instrumental in creating awards for Native American advisors and graduate students. These efforts were designed to encourage attendance and participation from these important populations.

From 2010-2013, Pat focused her efforts on the Emerging Leader Program, not only lending her expertise as a mentor, but also joining the program's Advisory Board. Currently, she is in the midst of serving a three-year term on NACADA's Board of Directors.

Pat's dedication to NACADA is unwavering. Even in times of extreme budget cuts, with little or no funds at her disposal, Pat has found a way to be present at NACADA gatherings. As Pat says, "NACADA is not only my professional association, it is a part of my family, and I would miss it too much if I did not attend the conferences."

Congratulations, Pat! Your colleagues salute your contributions and look forward to many more collaborations in the future.



Conference Schedule at a Glance

Wednesday, May 21

9:00 a.m. — 7:00 p.m.	Registration	→	<i>Meadows Commons</i>
12:30 p.m. — 3:30 p.m.	Preconference Workshops		
	▪ Violent Incident Response Training (V.I.R.T.)	→	<i>Salon 1</i>
	▪ Just Ask: An Introduction to Survey Research	→	<i>Salon 2</i>
	▪ Training the Trainer: Creating and Facilitating Adviser Training Workshops for Recognizing and Assisting Students in Crisis	→	<i>Salon 3</i>
3:45 p.m. — 4:45 p.m.	NACADA Orientation for First-Time Attendees	→	<i>Altoona</i>
5:00 p.m. — 6:00 p.m.	Welcome and Keynote Speaker	→	<i>Bishop A&B</i>
6:00 p.m. — 7:00 p.m.	Opening Reception	→	<i>Skinner B&C</i>
7:00 p.m.	Dinner (on your own) <i>Check conference materials for restaurant suggestions and coupons</i>		

Thursday, May 22

8:00 a.m. — 6:00 p.m.	Registration	→	<i>Meadows Commons</i>
8:00 a.m. — 9:15 a.m.	Continental Breakfast	→	<i>Bishop A&B</i>
9:30 a.m. — 10:30 a.m.	Concurrent Session 1		
10:45 a.m. — 11:45 a.m.	Concurrent Session 2		
12:00 p.m. — 1:15 p.m.	Lunch and Business Meeting	→	<i>Bishop A&B</i>
1:30 p.m. — 2:30 p.m.	Concurrent Session 3		
2:30 p.m. — 3:00 p.m.	Break	→	<i>Meadows Commons</i>
3:15 p.m. — 4:15 p.m.	State and Province Meetings		
	▪ Iowa	→	<i>Skinner A</i>
	▪ Minnesota	→	<i>Salon 1</i>
	▪ Nebraska	→	<i>Salon 2</i>
	▪ South Dakota	→	<i>Polk</i>
	▪ North Dakota	→	<i>Salon 3</i>
	▪ Manitoba and Saskatchewan	→	<i>Altoona</i>
4:30 p.m. — 5:30 p.m.	Concurrent Session 4		
5:30 p.m.	Dinner (on your own) <i>Check conference materials for restaurant suggestions and coupons</i>		

Conference Schedule at a Glance (cont'd)

Friday, May 23

7:45 a.m. — 8:45 a.m.	Breakfast and Poster Session	→	<i>Bishop A&B</i>
9:00 a.m. — 10:00 a.m.	Concurrent Session 5		
10:15 a.m. — 11:15 a.m.	Concurrent Session 6		
11:30 a.m. — 12:30 p.m.	Concurrent Session 7		
12:45 p.m. — 2:00 p.m.	Luncheon & Best of Region	→	<i>Bishop A&B</i>



NACADA Resources—15% Discount

NACADA 2014 Regional Conference registrants may receive a 15% discount by entering **REG2014** in your NACADA store shopping cart under the heading "Promotion Code" for each item ordered. This discount is available on select NACADA resources (includes most books, DVDs & CDs; excludes pocket guides, Family Guides, packages, & shipping charges). Click on "Re-Calc" to assure that you receive the discount before clicking "Place My Order."

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Authorized by: Charlie Nutt, Executive Director

Expires: **June 15, 2014**

Not redeemable for cash or transferrable.

Preconference Workshops

Violent Incident Response Training (V.I.R.T.)

Iowa State University Police Department

Salon 1

The goal of this training is to begin your mental preparation of recognizing, assessing, and responding to threats against you. A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) training is being taught around the country to law enforcement, college campuses, K-12 schools, private businesses, and other social organizations who realize they need education on this topic. This training is not designed to scare you into thinking there is a violent situation lurking around every corner. It is designed to provide you with options should you be in a violent situation.

Just Ask: An Introduction to Survey Research

Janet (Jan) Norton and Melissa Sturm-Smith, The University of Iowa

Salon 2

We all want to know if people are satisfied with our work. But what is the most effective way to gather feedback? We frequently turn to surveys of students and colleagues, a process which can provide effective assessment. This workshop will review basic and not-so-basic survey techniques that can improve the quality of this research process. Participants will have an opportunity to begin working on an advising assessment survey, learn about resources to assist with survey development, and review formats for reporting survey data. We'll also talk about survey fatigue, what not to include in surveys, and how to maximize response percentages along with the pros/cons of responder anonymity. Join us for some fun, practical, hands-on assessment work!

Training the Trainer: Creating and Facilitating Adviser Training Workshops for Recognizing and Assisting Students in Crisis

Howard Tyler and Amanda Robinson, Iowa State University

Salon 3

This presentation is designed to train advisers to become workshop facilitators at their home institutions. The workshops are designed to teach the recognition and referral skills needed as advisers to assist students in crisis. These workshops use an interactive approach with a combination of lecture (minimal), discussion, and role-playing exercises. We will use students that have been through crisis situations in these exercises and to facilitate small-group discussions. We will discuss the resources needed to conduct these workshops at their home institutions and conduct an interactive practice workshop.

NACADA Orientation for First-Time Attendees

NACADA Executive Office Representative and NACADA Board Members

Altoona

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

Concurrent Session 1

9:30 a.m.—10:30 a.m.

Thursday, May 22

Advisors: Follow Your Heart and Dreams - NACADA's Emerging Leader Program

Amy Korthank, The University of Iowa

Polk

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can follow your heart and dreams in NACADA!

Hashtag: #amajorin26characters: Engaging Deciding Students in Programming Where Advising Matters!

Anthony Smothers and David Marchesani, University of Northern Iowa

Salon 1

Are you enthusiastic about working with deciding majors to find their passion? We'll make it happen in this engaging session as we share intentional programming from the heartland. Appreciative advising guides our vision of engaging students with our Meet & Greet, Career Cruising Self-Assessment, Majors in Minutes, Pre-registration programs, and one-on-one advising appointments. Participants can expect a deciding major syllabus, programming handouts, visual model of academic advising, video testimonials, assessment information, and stories working with deciding majors. We encourage participation to share theories and best practices from your institution. #goodtimes

When Advisors Teach: What Happens in the Classroom Should not Stay in the Classroom

Kari Rusch-Curl, Normandale Community College

Skinner A

According to Vincent Tinto, "Effective retention programs have come to understand that academic advising is the very core of successful institutional efforts to educate and retain students." In an effort to establish and strengthen academic advising relationships between students and advisors and to provide a smooth transition to college, Normandale Community College utilizes advisors and counselors as instructors for our introduction to college course, NCC 1000: Paths to College Success. Who takes this course? What have students and advisors gained from this experience? What do we teach? This presentation will cover implementation of the course, curriculum that is used, assessment results and information about incorporating this class into a learning community. Hear the rewards and challenges our advising department has faced and where we hope to go with this program in the future.

Exploring the Relationship Between Students' Understanding of Degree Requirements and Academic Performance

Hanna Whitcomb and Spencer Mathews, Bellevue University
Altoona

Presenters will provide an overview of a non-experimental, quantitative study in which 116 undergraduate daytime residential students were surveyed to identify if a correlation exists between their level of understanding of degree requirements and academic performance. The presenters will discuss the methodology, results, and practical applications of the findings of the study.

Exploring the Strengths and Needs of Introverted Students

Lisa Novack and Meaghan Stein, University of Minnesota-Twin Cities
Salon 3

Are our expectations of students in advising appointments, orientation, classrooms, and campus involvement catered towards extroverted students? Do introverted students feel marginalized due to being compared to the "Extrovert Ideal"? Based on Susan Cain's book, "Quiet," this presentation will explore the characteristics of introverted students and examine our expectations of successful students. Attendees will discover strategies to help advisors connect with and support the success of introverted students.

A Conversation with NACADA Leadership

NACADA Leadership and Executive Office Representative
Salon 2

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

A Sample Training Manual for Professional, Faculty, and Student Advisors

Debra Ubl-Mitzel and Janelle LeBlanc, St. Cloud State University
Salon 1

St. Cloud State University requires all new first-year students to attend an on-campus advising and registration day. This presentation will provide a sample of a training manual which was developed by the Advising Center at St. Cloud State University to be used when preparing advisors to work with new students during advising and registration days. We will describe this manual which contains sections on liberal education requirements, placement testing, registration procedures, recommended courses for each major program offered at the university, and other topics. We will also include information on the format of advisor training sessions. St. Cloud State University is a mid-sized public university; information presented would be useful for advisors who work at all types of colleges/universities.

How to Create and Teach an Orientation Course

Celeste Spier, University of Nebraska - Lincoln
Skinner A

Did you know orientation courses are linked to higher retention rates, higher graduation rates, and higher student ratings for the quality of advising? Come and learn the basics of creating and teaching an orientation course. Topics include: (1.) Content, such as degree requirement, career information, study skills, and campus resources, (2.) Assignments, such as creating a graduation plan, conducting career interviews, and writing reflection papers, (3.) Structure, including when the course could be taken, deciding who should teach the course, and utilizing undergraduate teaching assistants, and (4.) Degree application, such as whether the course should be required or optional, and whether it should be graded or pass/no pass. Current research regarding the benefits of orientation courses will also be presented.

Advising and New Student Orientation: Increasing Program Understanding to Facilitate a Seamless Student Transition

Kyle Holtman and Kelsey Smyth, Iowa State University
Altoona

The role of academic advising during orientation and transition programs varies greatly by institution. How much do you know about the schedule and activities of your institution's programs? How can you increase your knowledge to help students make a seamless transition to your institution? Join us for a discussion of the role of advising in orientation and transition programs, opportunities for increasing knowledge and communication of program outcomes, and how you can incorporate psychosocial and transition theory into your advising during the first week(s) of the semester to help your students adjust and feel at home at your institution.

Helping Students Find Hope: Empowering Students to Achieve Their Goals

Meaghan Stein and Lisa Novack, University of Minnesota - Twin Cities
Salon 3

It is important for students to believe that they have the power and ability to achieve their goals. This is at the fundamental core of hope, and is what makes hope different than simply wishing. As advisors we are in a unique position to assess our students' levels of hope and help students increase hope through methods outlined in the book "Making Hope Happen" by Dr. Shane Lopez. During this session, attendees will gain an understanding of the components of hope, learn how to assess students' level of hope, and develop ideas for increasing hope in students in order to assist them in reaching their goals.

First in the Family: How to Survive, and Even Thrive, as a First-Generation Student

Shell Feijo, Courtenay Bouvier, and Judy Vopava, The University of Iowa
Salon 2

According to the Online Journal for Workforce Education and Development, nearly 50 percent of today's college students are first-generation students. Advisors at the University of Iowa have an internal committee on Social Class in advising (SoCla) that addresses the intricacies of the first-generation student experience. This past fall, the SoCla Committee presented to the Living Learning Community for first-generation students. With first-generation students, we put together a presentation that introduced their specific concerns and questions; the presentation was designed to both reduce the isolation felt by these students, and to invite a space for discussion. As a result of this presentation, the SoCla committee at the University of Iowa has developed a program through which to educate all advisors about the specific, nuanced difficulties faced by first-generation students.

Advising is Coaching: Empowering At-Risk and Marginalized Students

Jason Wiegand, Iowa State University
Salon 1

This presentation will focus on academic coaching and intervention strategies for students on probation, first-generation students from low socioeconomic backgrounds, underrepresented students, and students who engage in high-risk behavior. The presenter identifies as all of the above, and will reference his own struggles as a student who abused drugs and alcohol before stopping out. The audience will be introduced to unconventional strategies for reaching, recognizing, and empowering students on the margins and/or at-risk of being dismissed from their institutions. Participants will also have an opportunity to share resources and best practices. Prior to serving as an academic adviser, the presenter served as an academic coach with the Academic Success Center at Iowa State University.

Technology for Beginners

Alisa Dean, Gustavus Adolphus College
Skinner A

This presentation is for professional staff who do not currently spend much time engaging with technology (Twitter, Facebook, Blogs, YouTube, etc.). We will cover why it is important to consider engaging with technology on a regular basis, professional development through technology, student resources thorough technology, and engaging students through technology. You will walk away from this presentation with a website full of resources and the opportunity to decide what level of engagement you are comfortable with and willing to explore.

Transforming an Advising Culture: Evidence of a Professional Advising Model's Effect on First-Year Retention

Steve Ward, University of South Dakota
Altoona

Since 2002, the first-time, full-time, first-year retention rate at the University of South Dakota (USD) has increased from 68% to 76%. While many factors have likely contributed to this increase, the strongest evidence points to a shift to a professional advising model for students in their first 45 credit hours. Using campus statistics, National Survey of Student Engagement (NSSE), and Student Satisfaction Inventory (SSI) responses, I will illustrate how a change to professional academic advising significantly improved the retention rate of first-year students on the USD campus.

Advising for Plan B: When Life's Mistakes Interfere With a Student's Dreams

Tony Thomas and Zachary Merrill, Ivy Tech Community College - Northwest
Salon 3

At times an advisor is faced with the harsh reality that a student's academic, and subsequently their professional, pursuits are limited due to circumstances of the student's pre-academic life. In the case of ex-offenders, a felony is a life-long stigma in a job market that shuns felons; what opportunities can a college education hope to offer them? A realistic assessment of opportunity can also prove discouraging for the ex-offender. It is critical that the advisor reconcile expectations with reality, while preserving the student's enthusiasm for selfbetterment. This interactive presentation will discuss beginning the conversation, expectations versus reality, and strategies for choosing a path which promotes persistence and limits obstacles. Open dialogue and all perspectives are encouraged and supported.

Social Class and Invisible Hurdles for First-Generation Students

Barbara Jensen, Working Class Studies Association
Salon 2

Perhaps nothing is more important in advising first generation college students than understanding the cultures they come from and the invisible hurdles they face in their journey towards a college education. This workshop will show how working and middle class cultures are based on fundamental differences, and these differences constitute invisible barriers for working and poverty class students. Jensen will explain classism (the invisible ism) and detail the trials and experiences of working-to middle- class "crossovers". She will also provide opportunities for class-crossovers to mine their own lives for useful knowledge; and people from middle class backgrounds to understand the effect of class in their own lives, as well as ways to provide support and validation to working class students.

Advising with Heart: Developing a Career Path in Advising

Gayla Adams-Wright and Donna Menke, Kansas State University

Salon 1

A career in Academic Advising can not only be rewarding but can provide the opportunities that allow you to "bloom" to your full potential. Like a garden, academic advisors need to create a vision for their future and find ways to nurture this growth. This workshop will provide participants with information for developing a career path in academic advising and ways to fertilize your ground for a fun and rewarding career.

Understanding Backwards: Helping First-Year Students Develop an Academic Mindset

Julie Nelson and Maureen Schafer, The University of Iowa

Skinner A

First year students often feel frustrated by the difference between high school and college academic expectations. To address this difficulty, advisors teach skills in time management, goal setting, and study habits which are easily understood but challenging for students to do. To make the leap to college, a deeper process needs to be engaged which includes developing an academic mindset in addition to making behavioral changes. Learn about effective strategies for motivating students to develop an academic mindset and engage in a deeper process of learning in college. Discussion includes using student's own experience as primary motivation to change. This presentation is appropriate for advisors at all levels and particularly advisors who work with first year students experiencing academic difficulty.

Lost in Transcript Translation - How Major GPA Impacts Graduation Rates

Monica Griffin Madura, The University of Iowa

Altoona

The Lost in Transcript, Translation session is based on a 2 ½ year tracking of liberal arts and science students, at a large public institution, students had over 72 hours earned toward graduation, BUT had a major gpa below 2.0. How did numbers trend, what majors were most effected, and what impact did intervention have on the student's outcome?

What Matters to Adult Learners - Best Practices in Advising

Liz Glodek, Andrea Biklen, and Craig Peck, Simpson College

Salon 3

In surveys of adult learners, academic and career advising is listed as one of the most important factors in student success and satisfaction. In this session, engage with a group of successful advisors who work with adult undergraduate and graduate students at a small private liberal arts college who will review the research on best practices in advising adult students and share what is working at their institution to help their post-traditional learners succeed.

Getting to the Heart of Advising Through Design Thinking - What Is, What If, What Wows, What Works

Jamie Thrans and Joe Cilek, The University of Iowa

While design thinking is often used to innovate in the business world through human-centered product and service development, there is a growing appreciation for its application to other settings. To this end, we will look at what design thinking is as a creative and useful problem solving tool. We will share our experience in experimenting with this approach as departmental advisors, what we have learned, and how you might utilize design thinking in your own advising practice.

We're Not in Kansas Anymore, Toto! Using the Appreciative Approach to Retain First-Generation Students

Darcie Mueller, Winona State University

According to the "National Center for Educational Statistics (2005)" first generation college students are pursuing higher education at increasing rates and have unique barriers to retention. Your institution likely offers support services already, but are you doing enough to retain this underrepresented population? Stop by this poster session to learn how the appreciative approach, a low-cost and effective retention strategy, can be incorporated into numerous existing programs to help students adjust to all of the changes in college. These programs may include orientation; tutor training, advising, career counseling and more. Embracing the appreciative approach can make for a more meaningful work experience for campus professionals, and can also help first generation students' transition successfully in college.

'Big Data' in Advising

Matthew Badura, South Dakota State University

Using illustrative examples from professional athletics and private-sector business, "Big Data" in Advising" will provide a brief overview of the "big data" phenomenon and discuss how digitized information has been used to create more effective organizations and improve customer service. This presentation will investigate the data sources typically available at institutions of higher education and discuss strategies for using this data to improve the undergraduate experience, increase retention and graduation rates, and ensure student success.

When Their Heart Is In Sport But Their Future Is Not: Career Advising For Student Athletes

Donna Menke, Kansas State University

Career development for student athletes is a concern. Many student athletes identify strongly as an athlete and often cannot view themselves through any other lens. This identity foreclosure precludes entertaining career ideas outside of sport. While for many, professional sports will not be an option, there are many careers within the world of sport that may help to gain the interest of these students and aid in the discussion of future careers. This presentation will generate ideas about career advising with student athletes through previous research, case studies and discussions. Participants will come away with a better understanding of the career development issues of student athletes, and strategies for effectively advising these students.

Excellence in Academic Mentoring and Advising: A Faculty Development Program

Jennifer Tran-Johnson, Renae Chesnut, and Jill Batten, Drake University

Providing ongoing training and development opportunities for faculty advisors is a challenging endeavor. In an effort to enhance faculty advising and mentoring services, the College of Pharmacy and Health Sciences created a yearlong comprehensive advisor development program. Bi-weekly sessions were designed to provide both new and experienced faculty advisors with learning opportunities to enhance their personal and professional growth as a mentor and advisor. This poster will provide an overview of the Excellence in Academic Mentoring and Advising program, including the program structure, session topics, resources, incentives, and faculty feedback. The presenters will also share their reflections on the impact of the program, and lessons learned.

Critical Advising: Paulo Freire and Advising as Teaching

Drew Puroway, University of Saint Thomas

In a NACADA Journal Article entitled Learning at the Core: Toward a New Understanding of Academic Advising, Hemwall and Trachte (2009) draw from Brazilian educator and critical pedagogue, Paulo Freire, to inform a new direction in advising. This poster explores the person of Paulo Freire, basic Freirian concepts, and ways that the presenter has used these concepts when advising with the goal of praxis (Critical Reflection & Action). The poster invites readers to reflect upon two questions: 1) How can Freirian concepts be integrated into advising as teaching? 2) How and why does a Pedagogy of the Oppressed inform advising students who have not faced oppression?

Connecting the Dots: A Three-Pronged Approach to Engaging Students on Academic Probation

Chris Campbell, Oklahoma State University

This session will discuss the use of a three-pronged approach to working with students on academic probation by increasing their involvement with various areas of support on campus. It is an opportunity to discuss the use of advisement, course lecture, and success coaching to improve success rates of this at-risk population. Results and future strategies will be discussed based on outcomes, assessment and research. Participants will have an opportunity to discuss what they are currently doing and what strategies they would like to see implemented at their institutions.

Empowering Students to Overcome Underperformance and Achieve Academic Success

Jill Kramer, Iowa State University

Salon 2

The American Association of College and Universities reports that "53% of students entering our colleges and universities are academically underprepared, i.e., lacking basic study skills" (Tritelli, 2003). This is a 33% increase in the number of academically underprepared students since 1996 (NCES). We have to ask is academic preparation enough? What else is necessary for a student to be successful in college? This interactive session will outline the differences between being academically underprepared (skills/background) and underperforming (motivation) in college and how advisers can support both types of students. Iowa State University's Academic Success Center utilizes academic coaching to support and empower students to achieve success in college. Our coaching model can be easily adapted for use in academic advising.

Many Students, Few Advisors: Advantages and Outcomes of Small Group Advising Sessions

Stacy Griffey and Susan Brunn, St. Cloud Technical & Community College

Salon 1

At this small, technical & community college, group advising sessions are necessary to reach many students with few advisors. During the group advising sessions a general overview is presented including the registration process, course requirements, maintaining satisfactory academic progress, and important updates. Students leave with the knowledge of developing and following an academic plan, informed about available resources, and may follow up with walk-in appointments to meet individually with an advisor. Join us for a collaborative workshop where professionals will share ideas on how to make group advising sessions interactive and engage students in the academic process. If possible, advisors should bring ideas for group advising to share.

Assessment of Academic Warning: The Numbers and Beyond

Alexis Schewe, St. Cloud State University

Skinner A

What are current advising practices with students on academic warning? What are students' reactions to these efforts? What are some of the success strategies used by students who improve their academic standing? What should we know about students who avoid academic suspension? In order to address these questions, the Advising Center conducted focus groups with academic advisors at St. Cloud State University and individual interviews with students who had previous experience with academic warning. In addition to these qualitative findings, statistical analyses were also conducted. Attendees will learn about the assessment procedures utilized, qualitative and quantitative findings, how outcomes relate to existing student development theory, and implications these findings have for advising students on academic warning.

Introverts and Extroverts - Building Understanding and Harmony

Maureen Schafer, The University of Iowa

Altoona

Recent books such as "Quiet" and "Introvert Power" have brought attention to how introverts operate in a world that often favors extroverts. In this session we will define introversion and extroversion as a continuum and discuss similarities and differences in how we draw our energy, process information and approach group interactions. In academic advising, this knowledge can improve how we relate to colleagues as well as how we work with our students. Does the extroverted advisor expect too much of their introverted students in a short advising appointment? Does the introverted advisor get overwhelmed with office brainstorming sessions? With a better understanding of how different people operate best, we can strive for office environments where students and advisors are able to thrive.

Major Exploration Programming and Events for Undecided Students

Tonia Jones Peterson and Colleen Stephens, University of St. Thomas

Salon 3

Exploring students comprise a sizable part of most college and university student populations (Slowinski and Hammock, 2003). Advising undecided students can be challenging, but also extremely rewarding and many of us are looking for new ways to assist students in the major discernment process. From "Major Speed-Dating" to full scale "Major Exploration Days" what type of programming are we providing undecided students? Are you looking for new ways to work with exploring/undecided students? Have you developed successful programming for this population? If so, join us for a roundtable discussion centered around advising and program ideas to assist our exploring/undecided students.

Experienced Beginner: Joining an Advising Team as an Experienced Advisor

Julie Nelson, The University of Iowa

Salon 2

There is an art to joining an academic advising team which requires more than a master's degree and knowledge of student development. Making a successful transition requires sensitivity to group dynamics and openness to change. Learn about effective strategies for joining an advising staff and helping experienced advisors adapt to a new environment. Discussion includes developing a beginner's mindset; welcoming transfer advisors; training transfer advisors; volunteering as powerful bonding; asking for help; and adapting transferable skills within a new advising model. This presentation is appropriate for advisors and administrators at all levels from both two- and four-year colleges but particularly advisors interested in joining a staff at another institution and administrators in charge of hiring and training advisors.

Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, Books, and NACADA Blog

Donna Menke, Kansas State University, and NACADA Executive Office Liaison

Salon 1

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session will describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.

Academic Identity Development: How STEM Education Principles Can Inform Advising Practice

Kelaine Haas and Stefanie Wiesneski, College of Biological Sciences

University of Minnesota-Twin Cities

Skinner A

In Greg Light's groundbreaking work, "Making Scientists: Six Principles for Effective College Teaching," he shares six best practices for educators to develop the next generation of scientists. These principles are: Learning Deeply, Engaging Problems, Connecting Peers, Mentoring Learning, Creating Community, and Doing Research. For each principle we will share how Light has developed that element at Northwestern University's Gateway Science Workshop Program, an example from our own practice, and offer ideas for implementation. We will focus our examples, and ideas for implementation in the realm of academic advising and programming, to illustrate the integral role advisors have in developing scientists. While the book and our experiences are STEM specific, many topics can be readily applied in other disciplines.

Improving the Advising Experience for Students and Advisors

Heather Ockenfels and Tony Lazarowicz, University of Nebraska-Lincoln

Altoona

This session describes how the University of Nebraska-Lincoln implemented a student advising and success system (MyPlan powered by Starfish Solutions) in order to improve retention and graduation rates. UNL now has an accessible and transparent way for advisors to document advising sessions and communicate about students' needs across multiple campus offices. With MyPlan we provide each student with 24/7 access to a personalized support network. We can automate the first steps of identifying and tracking at-risk students, and trigger appropriate outreach. In this session, participants will learn how they too can use this system to identify, alert, and track students in order to help their students succeed. The presentation will be focused on best practices, student case studies, and outcomes from MyPlan.

Developing Your Personal Advising Philosophy

Kacey Gregerson and Katie Koopmeiners, University of Minnesota-Twin Cities

Salon 3

Is having a personal advising philosophy really necessary? The answer is most definitely yes! This working session will help new and seasoned advisers formalize their guiding principles in their advising practice. Participants will consider their advising style, strengths and theoretical basis to develop their own personal advising philosophy.

Using YouTube to Prepare Incoming Students for Academic Success

Sara Peterson and Kevin Doyle, University of South Dakota

Salon 1

New students need more than simply course suggestions. They must know how to use their university email and online course management system, buy books, pay their bill, use the Portal, etc. Many fall behind early in courses because they are unfamiliar with these new technologies. In addition, faculty feel burdened by many similar questions about class technologies. This session will demonstrate how one school addressed these issues by developing a virtual orientation program to prepare incoming students for academic success using YouTube, an online course management platform, and professional advisors to deliver the instruction before classes began.

Debunking the Advising Mystery: Educating First-Year Students on the Role of an Advisor

Jennifer Tran-Johnson and Melissa Sturm-Smith, Drake University

Polk

Few college students understand the purpose and role of academic advising. To address this challenge, Drake University created a program to educate first-year students on the purpose, structure, and benefits of advising. The hour-long program included a guest speaker, group discussion, and a video of advisor and advisee testimonials. Held over two days, the program was presented to 85% of the first-year students. This session will provide an overview of the creation of the program, presentation structure, resources, and student/advisor feedback. The presenters will also share their reflections on the creation and execution of the program, lessons learned, and facilitate a discussion on how other colleges and universities educate students on the role of an academic advisor.

Bellevue University Academic Advising, Coaching, and Performance - Assessment Model

Heidi Lupo and Spencer Mathews, Bellevue University

Altoona

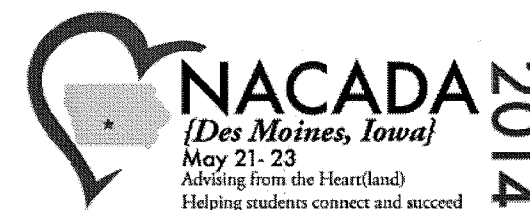
Advising administrators will provide a detailed overview of the creation, development, and implementation of a coaching based advising philosophy and subsequent metrics driven advisor performance assessment model at Bellevue University. The presentation will offer a step-by-step account of their institution's shift in advising philosophy, creation of a coaching based training program, development of a proactive, relationship focused student communication strategy, and implementation of advisor performance standards based on metrics.

Advising International Students: Practical Responses to the Conundrum

Mark Archibald and Jennifer Blair, The University of Iowa

Salon 3

Many institutions are seeing a sudden increase in their international student populations and have identified a need to figure out what additional advising perspectives may be needed to better work with these populations. The Tippie College of Business at The University of Iowa has seen an increase in its international population from a few percent to nearly twenty-five percent of its students. This change over the last few years has prompted much reflection, training, and new advising models to best accommodate cultural and language differences we are seeing. This program will offer common scenarios in which the cultural and language difference will require a shift in our advising along with a variety of approaches for these scenarios that can be applied in practical and applicable ways.



Continuing Education Units

The National Academic Advising Association (NACADA) is recognized by the National Board for Certified Counselors (NBCC) as qualified to offer continuing education credits for National Certified counselors. All pre-conference and concurrent sessions except "A Conversation with NACADA," "Writing for NACADA," and "NACADA Orientation" are eligible for NBCC credit.

Conference participants interested in receiving NBCC credit must obtain a monitoring form at the Registration Desk and sign the conference NBCC roster. The CEU designated representative must sign the form at the conclusion of the conference. A copy of the form will be forwarded to the NACADA Executive Office.

Conference Planning Committee

Conference Chair

Luiza Dreasher

Conference Co-Chairs

Emily Olson

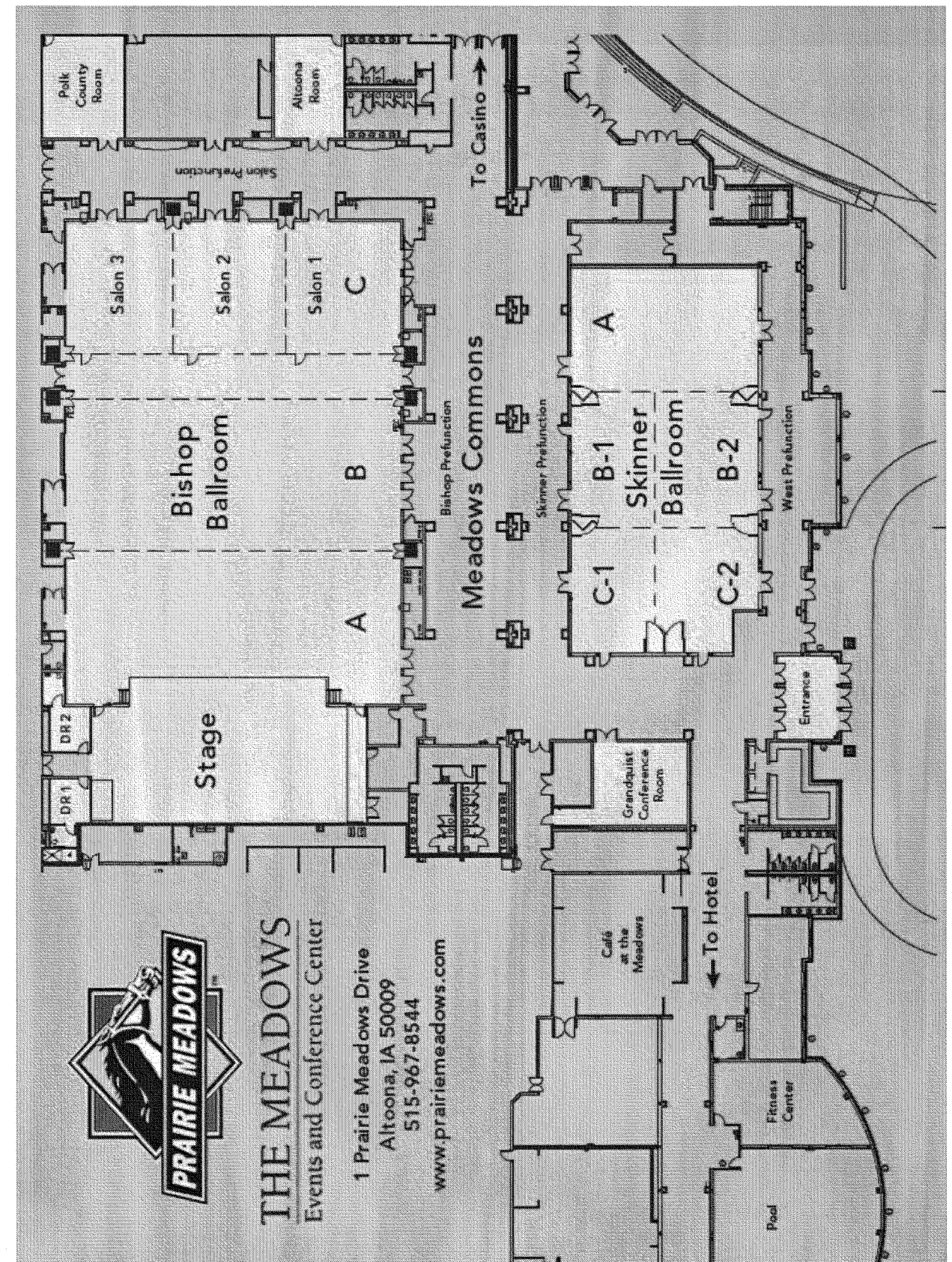
Brenda Kutz

Pat Walsh

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NACADA would like to thank the Office of the Senior Vice President and Provost at Iowa State University not only for its general financial contribution, but also for sponsoring 61 faculty advisors and professional academic advisors to attend the Region 6 conference.

Prairie Meadows Conference Center



Notes

Attend the 2014 National NACADA Conference

Adventures in Advising: Explore, Discover,
Collaborate, Transform

October 8 - October 11, 2014
Minneapolis Convention Center
Minneapolis, Minnesota

2015 Region 6 Conference

Advising for the Winds of Change in Higher Education

May 6-8, 2015
Holiday Inn
Fargo, North Dakota