

Region 10 Conference

Santa Fe,

New Mexico

2016

May 23 - 25

Celebrating Diversity in the City Different



# Welcome

## Bienvenido (Welcome) from the 2016 Region 10 Conference Co-Chairs!

On behalf of the Region 10 Conference Planning Committee, we welcome you to historic Santa Fe, New Mexico for the 2016 Region 10 Conference! For the past several months, a team of dedicated advisors has worked diligently to bring this conference to fruition. They represent the commitment and passion that guides our profession, and we are grateful for their contributions to this year's conference. We are excited to bring together colleagues and friends from the region to share knowledge, build awareness, form networks, and reenergize.

We are delighted to convene advising professionals in "The City Different" to explore the region's focus on diversity. This year's conference theme, *Celebrating Diversity in the City Different*, seeks to draw attention to an increasingly diverse student population. We hope the wonderful concurrent sessions selected will provide you with new strategies, allow you to refine existing practices, and challenge you to think in new ways. A special thanks to Region 10 Chair, Joey Davis, and Region 10 Diversity Committee Chair, Jill Putman, for working with our team to plan a conference centered on embracing the diversity of advisors and the students we serve.

We are honored to host Dr. Ryan Barone as our conference's keynote speaker. Dr. Barone is the Director for the department of Student Leadership and Development at Aims Community College in Greeley, Colorado. He holds a PhD from the University of Denver in Higher Education with a specialization in Diversity and Higher Learning. We are confident you will find his keynote address both stimulating and thought provoking.

As you meet new colleagues and reconnect with old friends, please introduce yourself to our special guests joining us for the conference. We are happy to welcome Dawn Fettig, NACADA Board Representative, from the University of Colorado, Boulder; Rhonda Baker, Assistant Director - Annual and International Conferences, from the NACADA Executive Office; Marsha Miller, Assistant Director-Resources & Services, from the NACADA Executive Office; and Joey Davis, Region 10 Chair, from Arizona State University.

Finally, we want to thank our host institution, Santa Fe Community College, and the institutions that have supported the planning committee's work for the past several months: Arizona State University, Central New Mexico Community College, Eastern New Mexico University – Ruidoso, New Mexico Highlands University, The University of New Mexico, The University of New Mexico – Taos, and Yavapai Community College. Their support of our professional development is greatly appreciated!

Enjoy the conference!

Piér Quintana — Co-Chair  
*Santa Fe Community College*

Sarah Domínguez— Co-Chair  
*University of New Mexico*

# Committees

## 2016 Region 10 NACADA Planning Committee

Piér Quintana — Co-Chair  
*Santa Fe Community College*

Valerie Grimley — Food & Beverage  
*Santa Fe Community College*

Devonna James — Registration On-Site  
*Eastern New Mexico University — Ruidoso*

Sarah Domínguez — Co-Chair  
*University of New Mexico*

Monica Keyes — Feedback & Evaluations  
*Arizona State University*

Elisa Castillo — Promotions & Website Development  
*Central New Mexico Community College*

Heidi Weingart — Volunteer Coordinator & Hospitality  
*Santa Fe Community College*

Erica Holmes-Trujillo — Best of Region  
*University of New Mexico — Taos*

Gerardo Martinez Luna — Audio-Visual & Meeting Rooms  
*University of New Mexico*

Tamie Saffell — Proposals & Selection  
*Yavapai College*

Thomasinia Ortiz Gallegos — Exhibits & Donations  
*New Mexico Highlands University*

Deanna Sánchez-Mulcahy — Transportation  
*University of New Mexico*

Megan Eding — Program Creator  
*University of New Mexico*

## 2016 Region 10 Leadership and Steering Committee

Joey Davis  
*Arizona State University*

Danielle Marble  
*Salt Lake Community College*

Jill Putman  
*Colorado State University*

Piér Quintana  
*Santa Fe Community College*

Ryan Braeger  
*Utah State University*

Kelly Bailey  
*Arizona State University*

Sarah Domínguez  
*University of New Mexico*

Sarah Maddox  
*Colorado State University*

Brandan Lowden  
*Pikes Peak Community College*

Tom Mabry  
*United States Air Force Academy*

Vance Phillips  
*Phoenix College*

Virginia Downing  
*Arizona State University*

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#NACADAr10

# Snapshot

## Monday, 05.23.2016

8:00 am — 6:00 pm	Hospitality & Registration Desks Open
11:15 am — 1:15 pm	Preconference Sessions 1 & 2
1:30 pm — 3:30 pm	Preconference Sessions 3 & 4
4:00 pm — 5:00 pm	NACADA Orientation for First-Time Conference Attendees
5:00 pm — 6:30 pm	Welcome Reception Sponsored by NMAAA
6:30 pm	Dinner on your own

## Tuesday, 05.24.2016

7:00 am — 6:00 pm	Hospitality & Registration Desks Open
6:00 am — 9:30 am	Breakfast (provided)
8:15 am — 9:00 am	Welcome & Highlights
9:00 am — 10:00 am	Keynote Opening Address
10:15 am — 11:15 am	Concurrent Sessions 1
11:30 am — 12:30 pm	Concurrent Sessions 2
12:30 pm — 1:30 pm	Lunch (provided)
1:45 pm — 2:45 pm	Concurrent Sessions 3
3:00 pm — 4:00 pm	Concurrent Sessions 4
4:00 pm — 4:30 pm	Region 10 Business Meeting
4:30 pm — 5:30 pm	State Meetings
5:30 pm	Dinner on your own

## Wednesday, 05.25.2016

7:00 am — 12:00 pm	Hospitality & Registration Desks Open
6:00 am — 9:30 am	Breakfast (provided)
7:30 am — 9:30 am	Campus Tour: Santa Fe Community College
8:30 am — 9:30 am	Concurrent Sessions 5
9:45 am — 10:45 am	Concurrent Sessions 6
11:00 am — 12:00 pm	Concurrent Sessions 7

# Keynote

Ryan P. Barone is the Director of Student Leadership & Development at Aims Community College in Greeley Colorado, and is an Adjunct Professor in the School of Education in the Student Affairs in Higher Education Program at Colorado State University. He has worked at six different higher education institutions, including private, public, and two-year colleges in a myriad of functional areas, including Academic Advising, Housing and Residential Life, Women's Centers, and First-Year Experience. Dr. Barone received his BS from SUNY Fredonia, his MS from Colorado State University, and his PhD from the University of Denver in Higher Education with a specialization in Diversity and Higher Learning. He has published or co-published two book chapters and five peer-reviewed journal articles on topics related to social justice, interpersonal violence prevention, and race-based achievement gaps. He lives in Fort Collins, Colorado with his partner and daughter, and enjoys reading, writing, and both adult and children's tea parties.



**Tuesday, 05.24.2016**

**9:00 am — 10:00 am**

**Keynote Address: From Deficits to Assets: Paradigm-Shifting To Meet the Needs of Underserved Students**

O'Keeffe Room

Despite good intentions from higher education professionals, disparate student success outcomes continue to be prevalent throughout higher education in the United States. Academic advisors are uniquely positioned to positively impact student success. Realizing socially just educational outcomes is the responsibility of all educators and status quo thinking will not progress our field at the speed necessary. By combining the concepts of Growth Mindset (Dweck) and Validation Theory (Rendón), and framing this unification with Universal Design principles, this presentation proposes a conceptual framework for better serving all students. The proposed framework motivates a paradigm shift from a deficit-based to an asset-based student-serve orientation.

NBCC

National Board for Certified Counselors (NBCC) continuing education units are no longer available at NACADA conferences. However, you may visit the registration desk to complete a sign-up form to record your session attendance. This form will be strictly for attendees' personal records. **NACADA will not keep copies of these forms.**

## Exhibitors

Thank you to our wonderful exhibitors for their support of the 2016 Region 10 Conference. Please be sure to visit the exhibitor booths located in the hotel foyer, which is between the Garden and Palace Ballroom.



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Are your students having a difficult time getting into bottleneck courses? Are they one or two courses away from graduation and already have career plans that don't include going back to college? BYU Online University courses can help your student obtain those extra credits! We offer more than 200 university courses to help your students anywhere, anytime, one course at a time. Open enrollment, self-paced, proctored exams in your testing center. It's that easy. To learn more, visit [elearn.byu.edu](http://elearn.byu.edu).

### Cranium Café™

Relationships will always be the biggest factor in a positive educational experience, and advisors know the importance of this human connection better than most. Come learn about Cranium Café™ as it's the first ever Academic Communication System (ACS) that allows students to initiate face-to-face meetings with their academic support teams in one click. Cranium Café's ACS is FERPA and ADA compliant and provides scheduling, meeting data and analytics. To learn more, visit [www.craniumcafe.com](http://www.craniumcafe.com).

## Activities

### Region 10 Mentoring Program Participants Dinner - 05.24.2016

Are you a Region 10 mentor or mentee? Connect with one another during Tuesday's dinner, 6pm — 8pm at Tomasita's. Tomasita's is located at 500 South Guadalupe Street in Santa Fe.

### Santa Fe Community College Campus Tour - 05.25.2016

SFCC Campus Tour will depart from the Drury Plaza Hotel at 7:30AM on Wednesday, May 25, 2016. Please meet in the hotel lobby at 7:15AM. Space is limited and will be reserved on a first-come, first-serve basis. Sign-up will be available at the Hospitality & Registration Desk. You will return to the Drury Plaza Hotel by 9:30 AM.

# Awards

## Outstanding Advising Award — Primary Advising Role

Mayumi Kasai	<i>University of Utah</i>	Winner
Sandra Voller	<i>Arizona State University</i>	Winner
Mykel Beorchia	<i>Utah State University</i>	Certificate of Merit
Janet Chase	<i>Aims Community College</i>	Certificate of Merit

## Outstanding New Advising Award — Primary Advising Role

Raquel Fong	<i>Arizona State University</i>	Winner
Kaylee Roholt	<i>Utah State University</i>	Winner
Larisa Netterlund	<i>University of Colorado — Boulder</i>	Certificate of Merit

## Outstanding Advising Award — Academic Advising Administrator

Karin Hunter-Byrd	<i>University of Colorado — Denver</i>	Certificate of Merit
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## Outstanding Advising Program Award

Amy Argyris Dupont	<i>Colorado School of Mines</i>	Certificate of Merit
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## Administrators' Institute Scholarship

Allison Farina	<i>Arizona State University</i>	Winner
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## Region 10 Excellence in Advising — Advising Administrator

Robin Rarick	<i>University of Arizona</i>	Winner
Meredith Lopez	<i>University of Colorado — Denver</i>	Certificate of Merit

## Region 10 Excellence in Advising — Advisor Primary Role

Deborah Smith	<i>Arizona State University</i>	Winner
Gia McLaughlin	<i>Arizona State University</i>	Certificate of Merit
Shalece Nuttall	<i>Utah Valley University</i>	Certificate of Merit

## Region 10 Excellence in Advising — New Advisor

Katherine Grover	<i>Utah State University</i>	Winner
Tori Thompson	<i>Pikes Peak Community College</i>	Certificate of Merit
Elizabeth Tripodi	<i>Arizona State University</i>	Certificate of Merit

# Preconference

Monday, 05.23.2016

8:00 am — 6:00 pm

## Hospitality & Registration Desks Open

Hotel Foyer — between the Garden and Palace Ballroom

11:15 am — 1:15 pm

### Preconference Sessions (PC)

PC 1

#### **Getting Students Involved Using Happenstance Learning Theory**

*Jessica Baron, University of Colorado – Boulder*

Palace Ballroom A

Research in higher education tells us that when students are involved in the campus community, they will be more successful. But how can we get them more involved, especially on a large campus where students may feel like a number? Happenstance Learning Theory helps advisors encourage students to become involved community members, mixing engagement with coincidence, mindfulness, and the present moment. Come learn how to apply this theory to your own work in this interactive presentation where advisors will gain an understanding and have the opportunity to apply the theory. Advisors will be provided with many resources to infuse this divergent style into their current practice.

PC 2

#### **What did you (really) say? Improving Listening Skills for Effective Developmental Advising for ALL Students**

Palace Ballroom B

*Jennifer Pierceall Herman & Tori Thompson, Pikes Peak Community College*

Effective developmental advising requires advisors to create advising relationships with a diverse student population. To do this, advisors need to build trust with students by using effective communication skills that value and respect individuals' diverse backgrounds, experiences, and cultures. Sometimes advisors feel pressured to share large amounts of information in a short amount of time during peak advising periods, and may neglect relationship-building skills that are critical to student success and retention. This session will focus on developing five specific listening skills that will improve all advisors' connection with students, leading to a positive and intentional advising relationship. This workshop will include discussion, examples, and demonstrations and practice of skills. Participants will leave with training materials to be shared with others.

1:30 pm — 3:30 pm

PC 3

#### **EXPERiential Ways of Helping to Promote Success!**

*Joanna Lilley, Colorado State University*

Palace Ballroom A

Are you interested in learning creative and engaging group strategies to implement with students who are academically struggling? If so, this workshop will be perfect for you! This workshop will provide you with a concrete way (or two) to spice up your curriculum for a group workshop or provide you with a foundation to develop new initiatives. Workshop attendees will physically and verbally participate in activities. We will experience some of the initiatives CSU has implemented in programming for students on academic probation, as well as learn about some tips and tricks for how to encourage group engagement and experiential learning. You will have the opportunity to engage in these activities, reflect after each activity, resources on this topic, and leave with ways to include these activities into your position.

# Preconference

Monday, 05.23.2016

1:30 pm — 3:30 pm

Preconference Sessions (PC)

PC 4

**Assessment and Action: Closing the Loop**

*Alicia Laman, Jennifer Pierceall Herman, Lincoln Wulf, & Brandan Lowden, Pikes Peak Community College*

Palace Ballroom B

Have you ever wondered what to do with assessment data? How to examine what worked and what didn't work? If your data shows results that differ from your expectations, is your assessment still successful? This interactive workshop will examine how one institution's advising office built an assessment program designed to measure departmental effectiveness and improve student learning and student success. The workshop will also explain lessons learned from assessment outcomes and how the department utilized this data to mold its advising practices. From developing meaningful Student Learning Outcomes for Advising; to collecting and analyzing data; to closing the loop and implementing targeted improvements in your advising department – this workshop has it all when it comes to Advising Assessment and ensuring student success!

4:00 pm — 5:00 pm

**NACADA Orientation for First-Time Attendees**

Palace Ballroom A & B

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 Region 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.

5:00 pm — 6:30 pm

**Welcome Reception sponsored by NMAAA**

Rooftop Terrace (weather permitting, otherwise O'Keeffe Room)

## Congrats

Congratulations to all the recipients of the travel grants to the 2016 Region 10 Conference — we are glad you could join us!

Carissa Watts — *Adams State University*

Joanna Lilly — *Colorado State University*

Jill Putman — *Colorado State University*

Tori Thompson — *Pikes Peak Community College*

Jennifer Pierceall Herman — *Pikes Peak Community College*

Erin Henrie — *Utah State University*

Kera Murphy — *University of Utah*

Shalee Nuttall — *Utah Valley University*

Christi Thompson — *University of Wyoming*

Jen Stankiewicz — *Western Governors University*

# Conference

Tuesday, 05.24.2016

7:00 am — 6:00 pm

## Hospitality & Registration Desks Open

Hotel Foyer — between the Garden and Palace Ballroom

6:00 am — 9:30 am

## Breakfast

Mezzanine

8:15 am — 9:00 am

## Welcome & Highlights

*Dawn Fettig, University of Colorado — Boulder  
O'Keeffe Room*

9:00 am — 10:00 am

Keynote Address **From Deficits to Assets: Paradigm-Shifting To Meet the Needs of Underserved Students**  
*Dr. Ryan Barone, Aims Community College*

O'Keeffe Room

Despite good intentions from higher education professionals, disparate student success outcomes continue to be prevalent throughout higher education in the United States. Academic advisors are uniquely positioned to positively impact student success. Realizing socially just educational outcomes is the responsibility of all educators and status quo thinking will not progress our field at the speed necessary. By combining the concepts of Growth Mindset (Dweck) and Validation Theory (Rendón), and framing this unification with Universal Design principles, this presentation proposes a conceptual framework for better serving all students. The proposed framework motivates a paradigm shift from a deficit-based to an asset-based student serve orientation.

10:15 am — 11:15 am

## Concurrent Session (CS) 1

CS 1.1 **Can You Dig It? Teaching Students Ownership and Resourcefulness in Order to Achieve Academic Success**

Rivera Room A

*Jennifer Lucero, University of New Mexico*

This presentation will focus on methods and resources advisors can use to teach students to learn to dig deeper and find answers themselves. I will address how enabling student's dependency or only showing them how to access information in high anxiety environments prohibit their ability to truly process and learn. However, by continually teaching them how to seek out information on their own we allow them to take ownership of their choices and their degrees. I will offer tips and tricks to advisors on how to teach students to 'dig a little deeper' in a way that is hopefully fun, interesting and informative.

# Conference

Tuesday, 05.24.2016

10:15 am — 11:15 am

Concurrent Session (CS) 1

CS 1.2

**Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing**

*Sharon Aiken Wisniewski, University of Utah & Marsha Miller, Executive Office*

Rivera Room B

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.

CS 1.3

**Effective Advisement And Coaching for Second Chance Students**

*Elisa Castillo, Clyde Ortiz, & Latoya Turner-Delgado, Central New Mexico Community College*

Palace Ballroom A

Effective Advisement and Coaching Strategies for Second Chance Students "New Beginnings, Options, Tools, and Opportunities for felons." Effective advisement and coaching strategies for felons returning to society in an effort to pursue their educational goals and redeem themselves from their past criminal history and their life of incarceration. Discovering new pathways for felons to be successful in their college experience and career goals that will support an improved quality of life for the student and their families.

CS 1.4

**Beginning the Story: A College-Specific Advisor Training Guide**

*Lisa Hutton & Amarilys Scott, University of Utah*

Palace Ballroom B

At the University of Utah, we have some well-established programs and workshops for advisor training campus-wide. But in the College of Humanities, we increasingly observed the differences between advising in a department vs. advising in a centralized location. This led us to create a COH advisor sub-committee tasked with assessing and improving college-specific advisor training. To this goal, we created a College of Humanities Advisor Training Handbook. In this presentation, we'll discuss the process of creating it from start to finish. We will cover how we decided what to include, what our motivations were, and how we will work the handbook into a larger plan for COH-specific advisor training.

CS 1.5

**What Can I Do With That? Liberal Arts Advisors as Cultural Navigators**

*Isaac Tubb & Kelly McGregor, Colorado State University*

Lamy Room

At the 2014 NACADA National Conference, Dr. Terrell Strayhorn proposed a model whereby the advisor acts as cultural navigator to his students. Strayhorn put into words what many of us already intuit, that the university is its own cultural site, a site of both discovery and preparation, and may be quite foreign to the student. Naming this process is, as he did, also naming our own role in it. What sets this presentation apart discussion is how the disciplines specifically within the liberal arts effect both immense opportunity and discursive challenges for advisor and advisee. Drawing from Bloom's taxonomy of learning and more current developmental theory in advising, we will discuss dialogical tools that foster growth mindsets.

# Conference

Tuesday, 05.24.2016

10:15 am — 11:15 am

Concurrent Session (CS) 1

CS 1.6

**Advising Issues at Two-Year Colleges: A Commission-Sponsored Round Table**

*Brandon Lowden, Pikes Peak Community College; Ryan Sermon, Pima County Community College; & Patty Pedersen, Carbon County Higher Education Center*

There are a number of advising issues that are particularly relevant at community colleges. Whether your institution is working to navigate the interaction between academic requirements and financial aid regulations, or implementing guided completion pathways; your campus might be trying to find the best methods to help your students develop college-level academic skills, or you are struggling to both define and increase retention on your campus; this session is your chance to discuss these topics, or any others you wish with your community college colleagues. Representatives from the Two-Year Colleges Commission steering committee will facilitate this roundtable discussion as we crowd-source approaches to making advising more effective for our students at community colleges.

11:30 am — 12:30 pm

Concurrent Session (CS) 2

CS 2.1

**Digital Wellness for Millennial Students**

*Shahid Bux & Wency Villamora, American University of Sharjah — United Arab Emirates*

Rivera Room A

Accessible and effective academic advisors know the populations they are advising and the challenges that they face. While advancing technologies offer a welter of exciting opportunities, for students still learning the art of self-regulation, it can also add to the source of confusion and distraction associated with college transition. This paper will outline the social and psychological challenges presented by new technologies for the millennial student. It will demonstrate the importance of using technology more responsibly and present some proposals towards developing digital wellness. This includes efforts to teach students the art of digital detox and healthy digital boundaries allowing them to navigate the lures of the virtual world successfully.

CS 2.2

**(Re)Considering Diversity and Self: Is your Personal Demographic Impacting your Advising Sessions?**

Rivera Room B

*Jared Burton & John McNeill, University of Arizona*

Have you ever thought to look at the diversity or lack thereof in your major and how this may impact your advising relationships in a positive or negative way? Are you currently in a situation where you would be considered the minority, compared to the student population, in the major that you advise? If so, how does this influence your advising appointments? Students come to see their academic advisor for help and guidance to meet their academic and educational goals. However, often times complex social understandings, associated with your personal demographic, may be sending the wrong message to your case load through no fault of your own and you may go from advocate to advisory before they or you say a word.

# Conference

Tuesday, 05.24.2016

11:30 am — 12:30 pm

Concurrent Session (CS) 2

CS 2.3 **Grit, Growth Mindset, and Resilience: Increasing Persistence by Developing Students' Staying Power**

Palace Ballroom A

*Jennifer Hodges, New Mexico State University*

One of the most pressing issues in higher education is student persistence. Research on persistence has focused on predictive student characteristics such as academic preparation, demographic factors, and residence. Although these factors explain some of the variance in persistence, less is known about why some students who are predicted to leave stay while others who are predicted to stay leave. Emerging research on grit, growth mindset, and resilience provides a new way to conceptualize the causes of student persistence. Duckworth (2013) defined grit as perseverance and passion for long-term goals. This presentation will focus on how advisors can teach students to develop long-term academic goals for which they have sufficient passion to persevere when the going gets tough.

CS 2.4 **Why Here? Why Now? Advising Nontraditional Learners in a Traditional Setting**

*Daniel Cwynar, University of Colorado – Boulder*

Palace Ballroom B

This session seeks to foster a discussion surrounding the marginalization of nontraditional learners in traditional 4-year public universities. By beginning our conversations with nontraditional students by focusing on the simple questions "Why here?" and "Why now?" we can learn to cater to the individual needs of this student group. Through inclusion and understanding, advisors can play a critical role in the retention and success of those students who do not "fit the mold". This session will discuss advising strategies that can be used with students of all ages and backgrounds. Only when we rid ourselves of the silo mentality can we create an atmosphere where a student's nontraditional factors contribute to the growth of the community and classroom.

CS 2.5 **When Does Race Matter? Using Critical Race Theory Towards Anti-Racist Advisement**

*Farah Nousheen, University of New Mexico*

Lamy Room

Due to the contradictory and complementary forces of colorblindness and systemic racism, students of color fluctuate between being hyper-visible and invisible in higher education. The objective of this presentation is to help advisors develop a nuanced approach to race in order that we discern when race becomes a factor in advising. First, I provide background on students of color in higher education followed by the development of Critical Race Theory (CRT) of education. Then, I use real advisement scenarios to discuss how CRT along with a holistic advisement approach work towards antiracist advisement. I conclude with why advisement of students of color is important not only for student retention, but for having a better understanding of race in America.

CS 2.6 **Staff and Faculty Collaboration in Academic Advising: Improving Graduation Rates at Community Colleges**

Meem Room

*Piér Quintana, Kathleen Finn-Brown, Jerry Trujillo, & Cahalan Fiddes, Santa Fe Community College*

Community college completion rates are very low with more than half the students who enroll eventually leaving without a credential (Bailey, Jenkins, and Leinbach, 2005). Faculty and staff from a small community college and HSI will share promising practices used to improve graduation rates from 11% in 2014 to 16% in 2015. Presenters will provide opportunities to discuss efforts to comply with Student-Right-to-Know (SRK), challenges associated with SRK rates at community colleges, and possibilities for improving graduation rates through staff and faculty collaboration in academic advising. Participants will also have an opportunity to discuss practices for improving graduation rates, and challenges faced while helping students achieve their educational and career goals.

# Conference

Tuesday, 05.24.2016

12:30 pm — 1:30 pm

## Lunch

Courtyard

1:45 pm — 2:45 pm

Concurrent Session (CS) 3

CS 3.1

### **Parental Involvement in Students' Academic Experiences**

*Allison Ewing-Cooper & Kami Merrifield, University of Arizona*

Rivera Room A

Many advisors report being exposed to hyper-involved parents. However, it is not clear the extent to which parents are actually involved and how students feel about their parents' participation in their academic careers. This presentation reports data from a study conducted at a large southwestern university on parental involvement in students' academic experiences. We will present findings on the frequency of contact between students and parents, what subjects they discuss, parental involvement in advising and registration, interactions with college officials, and whether students found this involvement helpful. The presentation will conclude with an interactive discussion on how advisors can best work with parents.

CS 3.2

### **Honoring Generational Perspectives**

*Christi Thompson & Dawn Carver, University of Wyoming*

Rivera Room B

This session will provide a brief overview of the five generations currently living in American society. We will look at differences and similarities in values, communication styles, understanding of power and social norms among other aspects. Based on the generational theory of Strauss and Howe, we will also discuss how we integrated this information into our First Year Seminar course during spring. We will explore how to integrate this knowledge into your own professional and personal skill set to improve your ability to communicate and work with a diverse population.

CS 3.3

### **Déjà vu All Over Again: A Success Strategy for Course Repeat Students**

*Kim Gieck & Theresa Torres, Central New Mexico Community College*

Palace Ballroom A

In 2009, Central New Mexico Community College (CNM) in Albuquerque, NM implemented a strategy designed to help students who were unsuccessful in a course after their 2nd attempt. This presentation will define the process, describe how it has evolved over time and demonstrate the effectiveness of collaboration between students, Achievement Coaches, Academic Advisors and faculty that results in academic success. Participants will have the opportunity to discuss reasons for course repeats, success strategies and simulate the creation of a success plan.

CS 3.4

### **Barriers and Best Practices for Advising Students with Diverse Identities**

*Emma Byers, Kristin Scherrer, Camelia Naranjo, & Kim VanHoosier-Carey, Metropolitan State University of Denver*

Palace Ballroom B

We discuss best practice strategies that may be employed by professional and faculty advisors working with diverse student populations. We take an intersectional approach to this analysis. Intersectionality refers to the ways that social identities (e.g., race, gender) are constructed and reproduced in interactions between individuals and social structures and shape people's everyday lives. In particular, we examine how social identities, such as race, ethnicity, religion, gender identity, sexual orientation, immigration status, age, and class, shape advising and campus experiences in a University setting. We utilize case studies to ground an interactive discussion about making academic advising a successful and empowering experience for students with diverse backgrounds. We also discuss how advisors' own layered identities may shape students' advising experiences.

# Conference

Tuesday, 05.24.2016

1:45 pm — 2:45 pm

Concurrent Session (CS) 3

CS 3.5

**From NSSE to Now: Building Momentum to Make a Difference**

*Karin Hunter-Byrd, Carol Morken, & Scarlett Ponton, University of Colorado — Denver*

Lamy Room

In 2013, CU Denver administered the National Survey of Student Engagement (NSSE) and included the optional advising module; the results highlighted issues with advising. Campus leadership formed a collaborative Academic Advising Task Force to address these results – this effort sparked a dramatic shift in the importance of advising. This session will highlight our journey, starting with the NSSE data and resulting in powerful professional development and awareness of advising on campus. We will discuss our best practices in elevating the profession of academic advising on your campus on the micro and macro scale. We will reveal our two critical ingredients necessary for transformative change, and you'll understand the power of S.A.L.A.D. Discover what we've learned about collaboration and how incredibly positive change can result!

CS 3.6

**Graduation is the Goal: Shifting Institutional Focus from Access to Retention for Underserved Students**

*Megan Mullineaux, University of Utah*

Meem Room

Universities have worked diligently to provide access to underserved populations, and the data suggests that it's working. College access is at an all-time high; however, many institutional practices have not diversified along with their student population. This discrepancy creates barriers to the retention of a diverse student population. Engaged Academic Advisors can help close the gap between access and retention. In this presentation, we will deconstruct the inconsistency in acceptance and graduation rates for students who have been traditionally underserved by higher education. Group activities will give insight into the challenges faced by self-supported students. Participants will be encouraged to develop and share best advising practices for keeping diverse student populations engaged in an institution that simply wasn't designed for them.

3:00 pm — 4:00 pm

Concurrent Session (CS) 4

CS 4.1

**Lend Me Your Ears: The Power of Listening More Effectively in Advising Sessions**

*Ella Bowers, MA & Jessie Stewart, PhD, Colorado State University*

Rivera Room A

Listening is a primary part of our jobs as advisors yet it is a rarely taught skill. According to Forbes magazine, only 2% of professionals have done any formal listening training in their careers (Lopis). We will introduce the speaking and listening model and unpack the challenges to effective listening for both our students and ourselves. From listener interference, to jargon used, to body language, this is a time to reflect on our routines and expectations we have for students. We then provide exercises to practice listening in advising scenarios and tips on how to listen more carefully and ethically. This session is designed to recognize the art of listening as an integral part of communication.

# Conference

Tuesday, 05.24.2016

3:00 pm — 4:00 pm

Concurrent Session (CS) 4

CS 4.2

**Developmental Advising with a Prescriptive Basis for STEM Students**

*Erin Henrie, Utah State University*

Rivera Room B

Developmental advising has been touted as the preferred process since its wide adoption in 1984, yet with its ideals practical application has been difficult, particularly with science, technology, engineering, and mathematics (STEM) disciplines. With the assertion that developmental advising is the best kind, surely there must be a way to integrate it with STEM. Methods the presenter has implemented with engineering students will be used as examples of ways a blend of developmental and prescriptive can be applied. A case study will be used to stimulate small group discussions after which thoughts will be shared. Participants will leave the presentation with ideas for implementing a blend of developmental and prescriptive advising processes.

CS 4.3

**Demystifying Online Advising**

*Kami Merrifield & Jill Hewins, University of Arizona*

Palace Ballroom A

Increasingly, universities are introducing online degree options and utilizing online classroom formats. Eleven percent of degree-seeking students attending Title IV institutions are taking exclusively online courses and an additional 15% are taking at least one online course (NCES, 2012). While there is a great deal of information regarding advising in-person, there is less information on advising students who cannot come into the office. In this session we will explore different approaches to online advising. Effective strategies will be shared as well as examples of what has not worked as well. We will also welcome discussion from the audience regarding what has worked well for them.

CS 4.4

**Wrangling the Advising Session: Turning Parents into Partners**

*Tori Thompson & Christina Carrillo, Pikes Peak Community College*

Palace Ballroom B

Do you feel annoyed or anxious when your student walks in with parents in tow or possibly the whole extended family? Do you feel trapped or burdened by too many questions from parents when the student can't get a word in? We will put a positive spin on interacting with students and parents. In this session we will review theories and advising approaches to understand how parents fit into the journey of student development. We will also share techniques and strategies for partnering with parents to ultimately increase the student's self-awareness and self-advocacy skills. Please join us for a refreshing, supportive session as we share with each other how to advise students with involved parents.

CS 4.5

**Word of the Day: Academic Advising**

*Anna Johnson, Joshua Larson, & Sharon Aiken-Wisniewski, University of Utah*

Lamy Room

Have you ever tried to create a definition of academic advising? What about attempting to include all of the entities and advisor engages with on a daily basis? With all that advisors are tasked with it seems an almost insurmountable task to undertake. An advising research group decided to tackle this project utilizing a qualitative methodology called Analytic Induction. Come to learn about the definition development process, discuss the created definition and consider how this definition affects the future of the academic advising occupation.

# Conference

Tuesday, 05.24.2016

3:00 pm — 4:00 pm

Concurrent Session (CS) 4

CS 4.6

**A Conversation with NACADA Leaders**

Meem Room

*Dawn Fettig, NACADA Board Member, University of Colorado — Boulder; Marsha Miller, NACADA Executive Office, NACADA*

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.

4:00 pm — 4:30 pm

**Region 10 Business Meeting**

O'Keeffe Room

4:30 pm — 5:30 pm

**State Meetings**



Arizona

Palace Ballroom A



Colorado

Meem Room



New Mexico

Lamy Room



Utah

Rivera Room A



Wyoming

Palace Ballroom B

# Conference

**Wednesday, 05.25.2016**

**7:00 am — 12:00 pm**

**Hospitality & Registration Desks Open**

Hotel Foyer — between the Garden and Palace Ballroom

**6:00 am — 9:30 am**

**Breakfast**

Mezzanine

**7:30 am — 9:30 am**

**Campus Tour: Santa Fe Community College**

Meet in hotel lobby at 7:15 am & transportation is limited on a first-come, first-serve basis.

The tour will return to the Drury Plaza Hotel by 9:30 am.

**8:30 am — 9:30 am**

**Concurrent Session (CS) 5**

**CS 5.1**

**Beyond the Coloring Book: Approaches to Advising Self-Care**

*Kera Murphy & Tracie Noyes, University of Utah*

Rivera Room A

Do you often find yourself mentally exhausted after a long day of student appointments? Do you take any time in your work day to focus on your own well-being, health and happiness? Or do you feel like you are giving so much of yourself and finding your cup empty at the end of a hard week? NACADA, NASPA, and ACPA all list self-care as a critical component of being a successful advisor. Is self-care a critical part of your day? Hear the stories of advisors who discovered the importance and benefits of self-care in their day. Join the discussion, share your story, and walk away with a few new ideas to bring joy, calm, and care to your office!

**CS 5.2**

**Campus-wide Advising: Expanding the Reach and Broadening the Impact of Advising for First-Year Students**

*Tobe Bott-Lyons, Northern New Mexico College*

Rivera Room B

This workshop will explore a campus-wide advising model employed at Northern New Mexico College. This program has expanded the roles and functions of Advisement in an effort to bring support and early intervention to all students. These components include: a re-imagined New Student Orientation that includes a strong emphasis on culturally relevant approaches to student belonging; Mandatory Advising for all first-year students; a required First-Year Experience course that includes advisement learning goals and is delivered in partnership with the Advisement Staff; an Early Alert Program that is monitored by a campus-wide Student Success Team; and, a strong partnership with Faculty and Academic Departments. This workshop will explore the core underlying theories and principles of this approach, the core components of the program design, early evidence of effectiveness and lessons learned.

# Conference

**Wednesday, 05.25.2016**

**8:30 am — 9:30 am**

Concurrent Session (CS) 5

**CS 5.3**

## **NACADA Region 10 Conference Common Reading**

*Jill Putman, Colorado State University*

Palace Ballroom A

The NACADA common reading program provides advising professionals with the opportunity to review scholarly research and current event articles related to advising issues. The common reading for this year's regional conference explores the topic of first-generation college student persistence. For many students, finances may present a significant barrier to college persistence. But when finances aren't an issue, what are other barriers to higher education for underrepresented students? And how can advisors play a role in addressing the "other" barriers that students encounter? Join us for an interactive and thought-provoking common reading discussion where we'll explore the academic, social, and cultural factors that influence persistence and the assumptions we make about student success. We'll also discuss how advisors can influence persistence and retention and program models to support diverse students.

Link to article: <https://www.washingtonpost.com/posteverything/wp/2016/01/20/first-generation-college-students-are-not-succeeding-in-college-and-money-isnt-the-problem/>

**CS 5.4**

## **Beyond the Single Story: The Power of Sharing Our Multiple Identities**

*Tonnett Luedtke, University of Denver*

Palace Ballroom B

Telling our own stories and hearing those of others is an incredible way to recognize and affirm the diversity of identities and experiences, as well as connect with our students. In this session, we will discuss how the concepts of Inclusive Excellence and multiple identities impact your interactions with others. Join us for an interactive presentation that will give you an opportunity to pause and reflect on your own experiences, attitudes, and perceptions as you continue on your journey to developing intercultural competence.

**9:45 am — 10:45 am**

Concurrent Session (CS) 6

**CS 6.1**

## **Academic Suspension Overhaul: Equipping Students to Overcome Obstacles and Chart the Terrain of the Reinstatement Process**

*Brook Bean & Alicia Laman, Pikes Peak Community College*

Rivera Room A

Come on a ride with us as we overhaul academic suspension reinstatement policies and procedures to equip students for success. Attendees will learn how to assess the effectiveness of their current academic suspension policies and procedures, use student development theories and research to develop new processes, understand implementation processes, and learn how to track and analyze data to ensure effectiveness of new policies and procedures. Development theories addressed include development advising and strengths based advising. Attendees will leave the session with templates that can be adapted to policies and procedures at their institution.

# Conference

**Wednesday, 05.25.2016**

**9:45 am — 10:45 am**

Concurrent Session (CS) 6

**CS 6.2**

**Appreciative Advising in Action: A Cross-campus Challenge**

*Liz Leckie, Tramaine Jones, Lisa Shaw, & Jennifer Wozab, University of Utah*

Rivera Room B

What does theory look like in practice? Last spring, the Appreciative Advising committee at the University of Utah, a university-wide committee of academic advisors and student affairs' professionals asked this question. To find the answer, we developed a monthly cross-campus challenge to deepen our campus' engagement with this theory, both as a theory and model in our daily practices. In this session, we will briefly introduce the Appreciative Advising theory and the resources we shared on campus. A majority of our time, we will discuss our campus-wide Appreciative Advising challenge and share responses to and assessments of the challenge, highlighting best practices from our advising community, as well as obstacles to this challenge. Attendees will receive tools for how to adopt and implement a similar initiative on their campuses.

**CS 6.3**

**The Power of Reading: Utilizing Book Club to Build Diversity Competency**

*Virginia Downing & Joseph Davis, Arizona State University*

Palace Ballroom A

Reading is a powerful tool that allows us to learn more about others and ourselves. As our institutions continue to become more diverse, our role as advisors must include a strong level of competency within diversity in order to connect with our students and each other, regardless of how we identify. In this session, we will discuss how to begin a staff book club or read books that focus on the needs and identities of our diverse student population. Session attendees will learn how to critically analyze both fictional and nonfictional readings to improve in difficult dialogue surrounding diverse issues in our institutions and our society.

**CS 6.4**

**Education is the Ladder**

*Teresa Billy, Dorothea Bluehorse, Daniel Colon, & Patrick Gomez, Central New Mexico Community College*

Palace Ballroom B

A discussion panel of the Native American Service Model based on Chief Manuelito's envision of education and CNM's vision statement of "changing lives, building community." The model includes cultural events, services, cultural classes, professional development, outreach events, data/retention, cultural awareness and tribal liaisons to assist Native American students in achieving their education goals.

**11:00 am — 12:00 pm**

Concurrent Session (CS) 7

**CS 7.1**

**But What Does it All Mean? Understanding Uncertainty Management in Advising**

*Danalee Brehman & Andrew Parady, Arizona State University*

Rivera Room A

Learning is not an instantaneous phenomenon, rather it is a process that takes time, repetition, comprehension, and recurrent retrieval to maintain. During this learning process, it is common for students to experience feelings of uncertainty. By intentionally creating feelings of uncertainty, facilitators may help students to adopt new beliefs, values, and conceptions and facilitate creative problem-solving. To understand the phenomenon of uncertainty management, participants will be given a brief summary of the research literature, learn about the most commonly utilized uncertainty management techniques, and learn methods to encourage advisees and themselves to embrace uncertainty and employ positive uncertainty management techniques. This presentation is appropriate for academic advisors from both 2-year and 4-year colleges. In particular this presentation would be best suited for advisors who employ humanistic and student-centered theoretical approaches.

# Conference

**Wednesday, 05.25.2016**

**11:00 am — 12:00 pm**

Concurrent Session (CS) 7

**CS 7.2**

**Hiring the Right Advisor**

*Laura Valdez, University of New Mexico*

Rivera Room B

Supervisors often spend a lot of time and effort hiring new staff. There is a lot of frustration and lost time for all parties involved when the hire is less than ideal. This interactive workshop will explore ways to attract the right people through your recruitment, posting, and interview process. Topics will include ways to convey your office and institutional culture in the recruitment, methods for being clear on your expectations and values throughout the process. Plus explore the merit of getting to know the candidates beyond their work experiences. Reference checks and job offers should solidify everything. Participants will leave with some strategies for making the next hire the right hire.

**CS 7.3**

**Call for Submissions: Recognizing The Need for University Publications and The Anticipated Rise of Advising Scholarship**

Palace Ballroom A

*Ryan Braeger, Utah State University*

The opportunities for publication as a professional academic advisor are scarce. As the desire for data-driven decision making in advising steadily increases, so too should the quantity and quality of academic advising publications. Session participants will be introduced to the idea that university advising centers can and should begin creating accessible advising publications. Throughout the presentation, attendees will be provided with an inclusive reference timeline for creating a university-sponsored publication describing the resources, personnel, and expertise needed during a publication's initial phase of development. The presentation will conclude with the unveiling of a newly created advising publication supported through the Exploratory Advising Center at Utah State University and a call for submissions.

**CS 7.4**

**Seeking Diversity in Leadership - NACADA's Emerging Leader Program**

*Jared Burton & Brandan Lowden*

Palace Ballroom B

Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing 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 Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's leadership. 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 get involved in advising leadership!

Thank You!

On behalf of the 2016 Region 10 Conference Planning Committee, thank you to all of the amazing volunteers who assisted in the creation of this conference and who provide excellent service during the conference. We appreciate your time and contributions. This conference could not be possible without the hard work from all of our volunteers!

Save the Date



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## Notes

