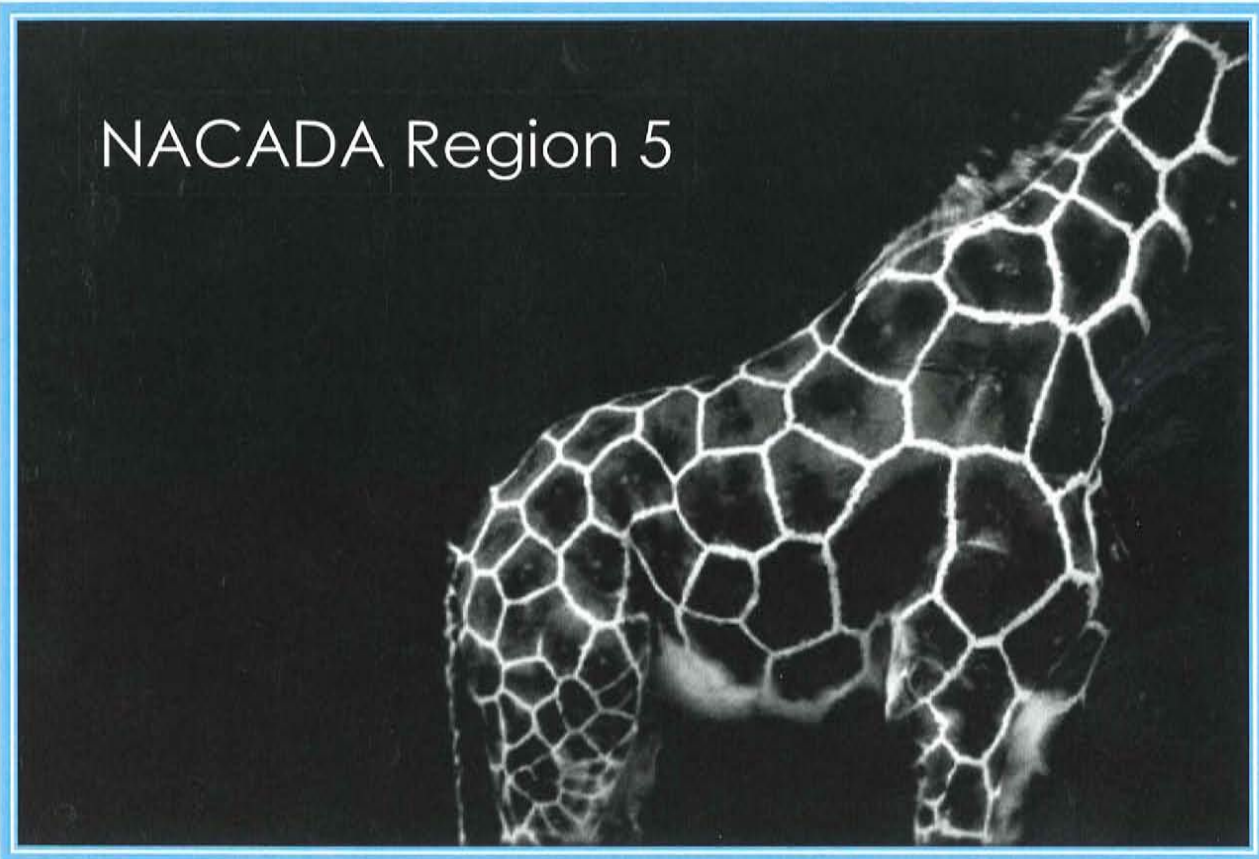


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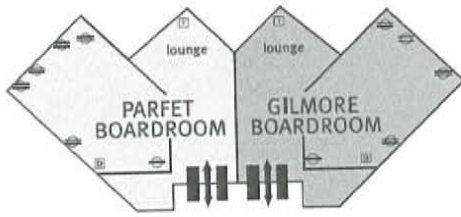
It's a 'Zoo out there!

NACADA Region 5

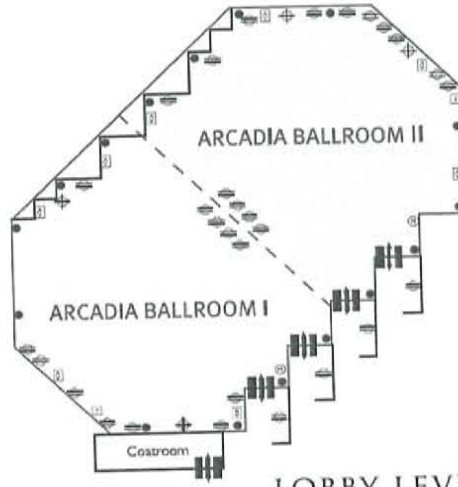


April 3 – 5, 2013

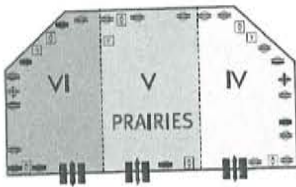
Kalamazoo, MI



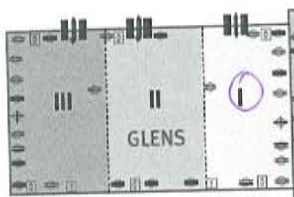
SECOND LEVEL



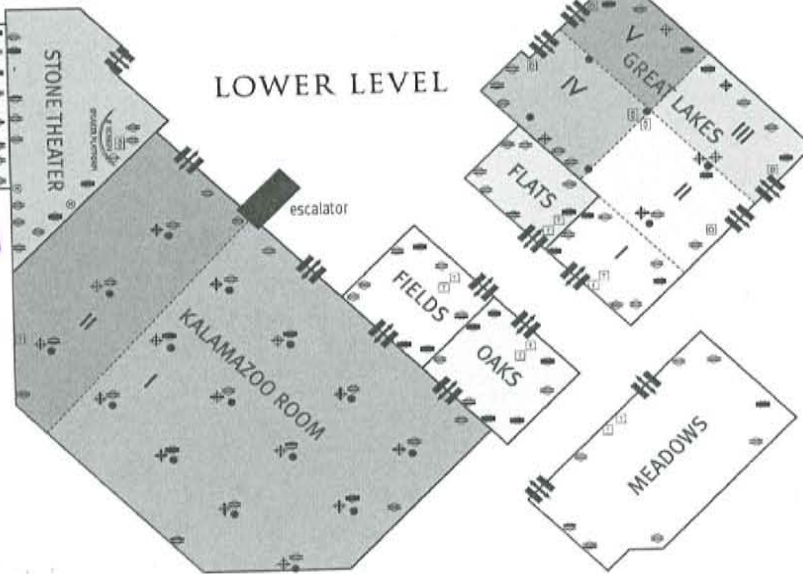
LOBBY LEVEL



- ⊕ 110 Volt Outlet
- ⊕ 220 Volt Outlet
- ⊕ Television
- ⊕ Media Outlet
- Column
- ⏚ AV Outlet
- ⊕ Telephone
- ⊕ Dimmer Switch



writing room



LOWER LEVEL

Radisson

RADISSON PLAZA HOTEL & SUITES
KALAMAZOO • MICHIGAN

REGION 5 CONFERENCE: SCHEDULE AT A GLANCE

Wednesday, April 3

11:00am - 6:00pm	Registration Open
1:00pm - 3:00pm	Pre-Conference Workshops
3:15pm - 5:15pm	Pre-Conference Workshops
	Dinner on your own
5:30pm - 6:30pm	Orientation for New Attendees
6:45pm - 10:00pm	Opening Welcome at Hotel, then travel to Opening Reception at Kalamazoo Air Zoo

Thursday, April 4 - School Spirit Day

gasho
? to what extent are
a) on the same page b) effectively connect
the
pub

7:30am - 5:00pm	Registration Open
7:30am - 8:30am	Breakfast (provided)
8:30am - 9:00am	Welcome by Binder Park Zoo
9:00am - 9:45am	Keynote Speaker
10:00 am - 11:00am	Concurrent Session I
11:15am - 12:15pm	Concurrent Session II
12:15pm - 1:30pm	Lunch (provided)
1:45pm - 2:45pm	Concurrent Session III
3:00pm - 4:00pm	Concurrent Session IV
4:15pm - 5:15pm	Common Reading Session
6:00pm -	Bell's Brewery Tour (optional)
	Dinner on your own

Prairie 4 Nacada & 1516
Glens I writing for NACADA

Friday, April 5

7:30am - 11:00am	Registration Open
7:30am - 8:30am	Breakfast (provided)
7:30am - 8:30am	Poster Session
8:30am - 9:00am	Business Meeting
9:15am - 10:00am	State/Province Meetings
10:15am - 11:15am	Concurrent Session V
11:30am - 12:30pm	Concurrent Session VI

WELCOME FROM REGION CHAIR

Welcome to *'Advising: It's a 'Zoo Out There!'*, NACADA's Great Lakes Region 5 conference! It is a tremendous honor to be a part of Region 5 and welcome you to this year's conference! Region 5's membership is one of the largest and most active in the entire organization, and I can assure you that this year's planning committee has put together a wonderful event for you here in Kalamazoo, Michigan.



As our theme suggests, we are continually faced with new challenges in higher education and the field of academic advising, now more than ever. We need to think about how WE can tame the student success challenges of those we come in contact with on our respective campuses. Whether it comes in the form of a pre-conference workshop, keynote presentation, concurrent session, or informal conversation with friends and colleagues, my hope is that you come away from this year's conference re-energized to do great things in whatever advising role you hold at your institution.

If this is your first experience with NACADA, I recommend that you take just a few minutes to consider what you want to get out of this year's conference. Go through the program and think hard about which programs might benefit you most. With so many quality sessions, having a plan can help you stay focused and make the most of your few days here. And most importantly, meet new people and find out how you can get more involved in NACADA (at the state, regional, or national level). To this end, I would strongly encourage you to attend the NACADA Orientation for First Time Attendees session to connect with NACADA leaders and other new members in the region. We are glad to help you find your niche within the organization.

While we hope that all of you find ways to connect personally with other conference goers in the next few days, one of the goals for Region 5 this year is to enhance its social media presence in an effort to better connect the membership. We hope that those of you using Twitter will follow the **#nacadar5** hashtag to interact with fellow tweeps here in Kalamazoo. Also, "Like" the **NACADA Region 5** Facebook page for conference announcements and updates.

Have a great conference,

Michael Broshears

Michael "Brody" Broshears
Great Lakes Region 5 Chair, NACADA
University of Southern Indiana
mbroshears@usi.edu



WELCOME FROM CONFERENCE CHAIRS

Dear Colleagues,

Welcome to the 'Zoo! On behalf of the 2013 NACADA Great Lakes Region 5 Conference Planning Committee, we would like to send you a warm welcome. We are excited to host over 300 advising professionals from across the region to share, collaborate, and exchange ideas.

This year's conference theme, **Advising: It's a 'Zoo Out There**, is meant to remind us that even though we do serious work, it's ok to lighten the mood and have a good time. We hope you enjoy the presentation from Binder Park Zoo, the sage words of Joshua Smith, NACADA President, the incredible concurrent sessions, and of course, the time to interact with our friends from across the region.

So, to all of you who do the **lion's share** of advising work, take some time to sit back, relax, and **monkey around** with your colleagues. For the next few days, quit **working like a dog**. Listen to your colleagues, who share information like **wise old owls**, and let your office back home **soothe the savage beast** in your absence. Be **curious like a cat** while you attend sessions, **laugh like a hyena** with your friends, and like an **elephant, never forget** what you learn in The 'Zoo!

We are delighted to be hosting the 2013 Region 5 Conference in Kalamazoo, Michigan and look forward to an exciting conference, which will enable us all to expand our advising potential.

Sincerely,



Amanda Idema
Conference Co-Chair

Martha Reck
Conference Co-Chair



REGIONAL LEADERSHIP

Region 5 Chair

Michael 'Brody' Broshears
University of Southern Indiana

2013 Region 5 Conference Chairs

Amanda Idema
Michigan State University

Martha Reck
University of Michigan - Ann Arbor

Past Region 5 Chair

Jennifer McCaul
Grand Valley State University

State/Province Liaisons

Teri Farr-Behnke, Illinois
Illinois State University

Shannon Lynn Burton, Michigan
Michigan State University

Alison Lahn, Ontario
Brock University

Theresa Hitchcock, Indiana
University of Southern Indiana

Jeanette Berger, Ohio
University of Akron

Diana Maki, Wisconsin
University of Wisconsin - Madison

CONFERENCE PLANNING COMMITTEE

Speakers/Proposals Committee

Shannon Lynn Burton
Michigan State University
Deb Dotterer
Michigan State University
Teri Farr-Behnke
Illinois State University

Registration Committee

Kristy Dumont
Michigan State University
Amy Tratt
Michigan State University

Special Events

Jennifer McCaul
Grand Valley State University

Hospitality

Heidi Purdy
Michigan State University
Jonelle Golding
Michigan State University
Jessie Wagner
Western Michigan University
Anastasia Rose-Diamantis Lopez
Western Michigan University

Volunteers

Anne London
Grand Valley State University
Kate Bernas
Wayne State University

Program Booklet

Amy Faber
Central Michigan University
Chris Strychalski
Madonna University

ABOUT NACADA



The **National Academic Advising Association (NACADA)** is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision

NACADA is the leader within the global education community for the theory, delivery, application and advancement of academic advising to enhance student learning and development.

NACADA Mission

- Champion the educational role of academic advisors to enhance student learning and development in a diverse world
- Affirm the role of academic advising in student success and persistence, thereby supporting institutional mission and vitality
- Anticipate the academic advising needs of 21st century students, advisors and institutions
- Advance the body of knowledge on academic advising
- Foster the talents and contributions of all members and promote the involvement of diverse population

NACADA Strategic Goals

- Address the academic advising needs of higher education globally
- Advance the body of knowledge of academic advising
- Champion the educational role of academic advising to enhance student learning and development in a diverse world
- Educate university and college decision makers about the role of quality academic advising in higher education
- Ensure the effectiveness of the NACADA organization

FEATURED SPEAKERS



John M. Dunn, President, Western Michigan University

In July 2007, **John M. Dunn** was named president of Western Michigan University in Kalamazoo. Prior to his appointment, Dunn held administrative, research and teaching appointments at Southern Illinois University Carbondale, the University of Utah, Oregon State University and the University of Connecticut.

Dunn has dedicated his life to the education of young people. He is internationally recognized for his efforts to enhance the lives of individuals with disabilities, specifically their long-term health. He has been invited to speak throughout the United States and internationally. In recognition of his efforts, Dunn has received numerous awards for his scholarship, teaching, and leadership and has held offices in several professional organizations.

In addition to his professional responsibilities, Dunn is an active participant in state and community efforts that focus on quality-of-life issues and enhancing economic development. Dunn serves on several regional boards as well as the governing boards of the Greater Kalamazoo Area.

Dunn began his teaching at the University of Connecticut in 1972, earned bachelor's and master's degrees from Northern Illinois University in 1967 and 1969, respectively. He earned his doctoral degree from Brigham Young University in 1972.

Jenny Barnett, Director of Wildlife and Conservation Binder Park Zoo

Nicole Wilkinson, Curator of Conservation Education Binder Park Zoo



Have you ever been frustrated with student behavior on your campus that some might compare to the behavior of animals? Do rules and regulations restrict us to the point we feel like we are "caged"? Join us for an entertaining presentation with some of the unique Zoo creatures from Binder Park Zoo, a private Zoo in Battle Creek, Michigan, as we explore the differences and similarities between animal behavior and student behavior and our role as academic advisors.

KEYNOTE SPEAKER

Joshua S. Smith, NACADA President



Joshua S. Smith is the dean of the School of Education at Loyola University Maryland. He joined the University July 1 from the Indiana University School of Education in Indianapolis, where he served as Associate Dean for Research and Academic Affairs, director of the Center for Urban and Multicultural Education, and Associate Professor of Educational Psychology.

Earlier in his career, he served as an academic advisor and later as director of assessment in the office of undergraduate studies at the University of Albany. Among his many accomplishments, Smith has published over 20 articles in the areas of academic transitions and urban education. He has participated in more than 50 grant-funded projects receiving more than \$3 million in institutional, foundation, corporation, and government support, most as principal investigator.

Smith earned his B.A. in U.S. History, M.S. in Educational Psychology and Statistics, and Ph.D. in Educational Psychology and Methodology from the University of Albany, State University of New York. His awards and honors include the 2006 Indiana University Trustees' Teaching Award and the National Advising Association's 2002 Outstanding Advising Award. He is currently the President of NACADA: The Global Community for Academic Advising.



REGION 5 AWARD WINNERS

Outstanding Advising Program Award

Phyllis Washington	Indiana Univ. Purdue Univ. Indianapolis	Winner
Gayle Hartleroad	Ball State University	Certificate of Merit
Jack Hoggatt	University of Wisconsin - Eau Claire	Certificate of Merit
Sherry Winkle	Bradley University	Certificate of Merit

Advising Technology Innovation Award

Jenni Kotowski	University of Illinois at Urbana-Champaign	Certificate of Merit
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Outstanding Advising Award - Primary Advising Role

Bernadette Citano	The University of Akron	Winner
Wiona Porath	Siena Heights University	Winner
Gwen Chastain	Indiana Univ. Purdue Univ. Indianapolis	Certificate of Merit
Ember Keithley	Western Illinois University	Certificate of Merit
Felipe Lopez-Sustaita	Lansing Community College	Certificate of Merit
Ruth Mowry	Michigan State University	Certificate of Merit
Sherry Winkle	Bradley University	Certificate of Merit

Outstanding Advising Award - Faculty Academic Advising

Jeanine Fassl	University of Wisconsin - Whitewater	Winner
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Outstanding New Advising Award - Primary Advising Role

Roberta Rea	Oakland University	Winner
Corban Sanchez	DePaul University	Winner
Viviana Kabbabe-Thompson	University of Illinois at Chicago	Certificate of Merit

Outstanding New Advising Award - Faculty Academic Advising

Sridhar Ramachandran	Indiana University Southeast	Winner
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CIG Service Award

Victoria McGillin	Otterbein University	Winner
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Graduate Student Regional Conference Scholarship - Region 5

Marie Meeks	Youngstown State University	Winner
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Wesley R. Habley NACADA Summer Institute Scholarship

William Buckler	Youngstown State University	Winner
Robert Cherry	University of Wisconsin - Superior	Winner

SPECIAL EVENTS

Wednesday, April 3

Opening Reception

Let's kick off the 2013 NACADA Region 5 Conference with a night at the Air Zoo! Join other conference participants on April 3rd from 7:00pm to 10:00pm for networking and socializing as the conference begins! Take this opportunity to connect with old friends and meet new ones while enjoying heavy hors d'oeuvres and refreshments surrounded by the sights and sounds of this unique facility that can only be found in Kalamazoo.

What is the Air Zoo? The Air Zoo is a highly charged, multi-sensory atmosphere that goes beyond anything you've ever seen. It's like no place else on Earth! The Air Zoo features amusement park-style rides as well as more than 50 rare and historic aircraft, plus exhibits and educational activities.



If basking in the glow of aviation history and the wonders of flight weren't enough, you can also enjoy a ride on the 26 foot indoor Ferris wheel and other amusement style rides, get ready for a sortie in one of the most advanced full-motion flight simulators in the world, enjoy a short movie about flight in the 4-D theater, or simply walk around and enjoy being surrounded by awe-inspiring mural artwork from the floor up! This is going to be an evening to remember!

Free transportation between the Radisson and the Air Zoo will be provided. Departures will be available at 20 minute intervals from the Radisson Hotel lobby or the Air Zoo lobby. More specific information will be provided at the Opening Session or ask a Conference Volunteer.

Thursday, April 4

School Spirit Day

Represent your institution by wearing an item of clothing with your school's logo. Join the fun and see how many schools are represented!

Common Reading

Join your colleagues in NACADA's Common Reading on Thursday, April 4, from 4:15pm to 5:15pm.

Prior to the conference all participants are invited to read 'First-Year Student Perceptions of Academic Advisement: A Qualitative Study and Reality Check' by Joshua S. Smith, NACADA Journal 22(2), pgs. 39-49 to discuss the expectations and experiences of first-year students with academic advisement.

The Common Reading dialogue increases conceptual awareness to enhance academic advising practice through scholarship and promotes new opportunities to impact the student experience. Please add your voice to the dialogue!

SPECIAL EVENTS

Bell's Brewery Tour

Wash down a full day of conference sessions with a fun and informative tour of the oldest craft brewer east of Colorado. What began 25 years ago with one employee and a few plastic garbage pails has grown to more than 180 employees and 500,000 barrels. Come see where it all started with a tour of the original functioning brewery just a few blocks from the conference hotel.

Pre-registration for this even is required due to limited space on the tours. Those who pre-registered have been provided with more information in the nametag packet. On-site reservations will be accepted if space allows. See the Registration Table for more information.

All conference attendees and guests are welcome to visit the Eccentric Café at the Brewery to experience what the craft beer craze is all about and enjoy live music with no registration necessary.



Inspired Brewing®

THROUGHOUT THE CONFERENCE

School Spirit Raffle

Facilitate some fun for your colleagues and promote your offices, departments, and programs. Don't forget to drop off your donations Wednesday and Thursday at the Registration Table! Prizes will be drawn during breakfast on Friday, April 5.

Silent Auction

Learn all about what Kalamazoo has to offer! Connect to the local scene through a silent auction held throughout the conference featuring baskets of donated items from the local colleges, universities, and area businesses. Show your support for Kalamazoo and have a lot of fun! All proceeds from the auction will go to the Binder Park Zoo.

Dine Around

Don't know where to eat? Downtown Kalamazoo has many delicious and unique restaurants within walking distance of the Radisson Plaza Hotel. Too much to choose from? To help make your choice a little easier, the conference planning committee has made reservations at some of Downtown Kalamazoo's best restaurants. Local hosts will walk with you to the restaurant of your choice and join you for dinner. Look over the menus that will be on display at the Hospitality Table. Then all you have to do is sign up for a seat at the restaurant that appeals to you the most!

WEDNESDAY, APRIL 3

PRE-CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
1:00pm – 3:00pm	PC1: Conducting Academic Advising Research*	Glens 1
	PC2: #Digital Advising @ Your School!*	Glens 2

*PC1. Conducting Academic Advising Research

Glens 1 / Wednesday, April 3 / 1:00pm – 3:00pm

An often-heard statement from advising practitioners is "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop, facilitated by NACADA Research Committee members, will assist individuals who are considering an issue in focusing their topic and developing a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources and help participants generate a time line to guide the research process. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. Appropriate for individuals at any level of research experience.

Shannon Lynn Burton, Michigan State University

Wendy Troxel, Illinois State University

*PC2. #Digital Advising @ Your School!

Best in Conference – Wisconsin

Glens 2 / Wednesday, April 3 / 1:00pm – 3:00pm

Technology is being infused into our students' lives more than ever before. From cell phones, to tablets and e-readers, students are using more technology daily. As students incorporate these new technologies into their lives, advising should evolve to meet students' expectations. How can advisors use new technologies to keep up with students in this digital age? The presenters will demonstrate how they use social media and other cloud technologies to connect with students. Whether you are a tech expert or completely new to the cloud, the intent of this presentation is to spark inspiration and creativity in utilizing technology in your advising. Attendees are encouraged to bring a mobile computing device to interact digitally during the presentation and are also asked to take a pre-session survey at <http://bit.ly/digitaladvisingpre-con>. - See more at:

<http://www.nacada.ksu.edu/Events-Programs/Events/Region-Conferences/Region-5/Preconference-Workshops.aspx#sthash.H3kvZbpR.dpuf>

Jessica Hutchings, University of Wisconsin - Milwaukee

Angie Sadowsky, University of Wisconsin - Milwaukee

Jim Schultz, University of Wisconsin - Milwaukee



#nacadar5



NACADA Region 5

WEDNESDAY, APRIL 3

PRE-CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
3:15pm – 5:15pm	PC3: The Lions Sleeps Tonight...Activities to Wake the Cubs in Your Class	Glens 1
	PC4: Explore, Discover, Decide! How a 4 Year and 2 Year University Collaborate to Engage Undecided Students	Glens 2

PC3. The Lion Sleeps Tonight...Activities to Wake the Cubs in Your Class

Glens 1 / Wednesday, April 3 / 3:15pm – 5:15pm

Do you teach a first-year orientation or career exploration course? Do you ever find yourself looking out at a sea of glazed-over eyes? If you attend this session you will learn ways to energize your class and engage your students. You'll be an active participant, experiencing some activities first-hand so you can get a real idea of what might work in your course. Some activities will address specific topics such as decision-making, values, strengths, personality, and career information. Others could be used to generate class discussion on any number of topics. All activities have been tried and tested on actual students with excellent results! Soon you'll be hearing roars from your class instead of snores!

Cara Wetzal, Purdue University

Sheila Hurt, Purdue University

PC4. Explore, Discover, Decide! How a 4 Year and 2 Year University Collaborates to Engage Undecided Students.

Glens 2 / Wednesday, April 3 / 3:15pm – 5:15pm

Representatives from the three University of Cincinnati colleges will hold a discussion on how each of their campuses conducts their Exploratory Studies programs and how this differs from a traditional undecided program. Representatives will talk about the collaboration between the campuses and how they have united to support one another in their efforts. The panel will incorporate how the campuses have started and expanded their Exploratory Studies programs; the Exploratory Studies class; career/personality assessments; partnerships with Career Services; incorporating service learning; and metrics used to evaluate programmatic successes. This engaging presentation will generate discussion and questions on how other campuses are utilizing their Exploratory Studies programs or how to implement a new program.

Michela Buccini, University of Cincinnati - Blue Ash College

Catherine Willoughby, University of Cincinnati - Blue Ash College

Carly Dennis, University of Cincinnati - Blue Ash College

Lisa Violand, University of Cincinnati - Clermont College

Stephen Sovilla, University of Cincinnati

Susan Roth, University of Cincinnati

WEDNESDAY, APRIL 3

PRE-CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
5:30pm – 6:30pm	NACADA Orientation for First Time Attendees	Ballroom

NACADA Orientation for First Time Attendees

Ballroom / Wednesday, April 3 / 5:30pm – 6:30pm

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 Introduction 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.

Michael "Brody" Broshears

NACADA Region 5 Chair and the NACADA Leadership

THURSDAY, APRIL 4

CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
10:00am – 11:00 am	C1: Comparison of Three Retention Initiatives for Probation and At-Risk Students: Results to Roar About!*	Glens 3
	C2: Social Media: An Ever-Evolving Tool For Advising Today and Tomorrow	Glens 2
	C3: NACADA Leadership	Prairie 4
	C4: Making Progress: Moving from Theoretical Training to Practical – One Institution's Implementation of Title III Grant*	Oaks
	C5: Advising Latino Students in Emerging Hispanic Serving Institutions*	Prairie 5
	C6: Innovative Strategies for Supporting Students from Foster Care*	Prairie 6
	C7: Undocumented Students & The Myth of Educational Access: What Can We Do As Advisors?*	Glens 1

*C1. Comparison of Three Retention Initiatives for Probation and At-Risk Students: Results to Roar About!

Glens 3 / Thursday, April 4 / 10:00am – 11:00am

Deciding on what types of retention initiatives to implement for students who are at-risk or on academic probation can be difficult. There are a multitude of factors to consider and little research information on the effectiveness of implemented programs. This session will introduce three types of initiatives that were implemented and evaluated: a college success class, a probation student workshop, and an individual "probation conference" with follow-up meetings. A brief history will be presented on how these initiatives were developed based on educational research literature. Interesting comparisons of long-term research results for the initiatives will be discussed to provide the audience with more insight into best practices based on a variety of factors.

Karen Reynolds, Michigan State University

C2. Social Media: An Ever-Evolving Tool For Advising Today and Tomorrow

Glens 2 / Thursday, April 4 / 10:00am – 11:00am

The current generation of students has grown up with learning to use computers in grade school and mobile technology since they themselves have been mobile. One just has to look at social media channels to realize that everything is a headline that is short, to the point and usually includes an image. This format has become the standard way to reach students and keep them in the loop of important information. The goal of this presentation will be to share how Illinois' MCB Advising program has increased the use of social media. Topics will include; what social media tools we use, data that illustrates their effectiveness, and the how students are taking ownership of their academic and career goals.

Arif Fazel, University of Illinois at Urbana-Champaign

C3. NACADA Leadership

Prairie 4 / Thursday, April 4 / 10:00am – 11:00am

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.

Michael "Brody" Broshears

NACADA Region 5 Chair and the NACADA Leadership

***C4. Making Progress: Moving from Theoretical Training to Practical – One Institution's Implementation of Title III Grant**

Oaks/ Thursday, April 4 / 10:00am – 11:00am

Do you find faculty are 'on-board' with the academic advising concepts, but apathetic about the systems? Do you feel like they're nodding enthusiastically while simultaneously shrugging for a lack of 'next steps'? If you've answered yes to either of these questions, allow the staff from Center for Academic Advising and our Faculty Advisor Liaisons to share some practical applications. This presentation discusses how the University of Saint Francis Center for Academic Advising progressed from offering conceptual training to applying those ideals, how these methods heighten awareness and reduce frustration of effective academic advising on our campus. All five Faculty Advisor Liaisons will present useful examples of bringing advising models to life with their school, faculty, and students.

Melissa Reesman, University of Saint Francis

Philip Maurizi, University of Saint Francis

Wendy Bodwell, University of Saint Francis

Amy Carrigan, University of Saint Francis

Suzanne Coak, University of Saint Francis

Andrea Geyer, University of Saint Francis

Cara Wade, University of Saint Francis

***C5. Advising Latino Students in Emerging Hispanic Serving Institutions**

Prairie 5 / Thursday, April 4 / 10:00am – 11:00am

What is the appropriate strategy to advise the growing population of Latino students in higher education? This session provides an opportunity to focus on the challenges and strategies to advise first-generation Latino students. There is no one-size fits all advising strategy that is appropriate for all advising sessions with all Latino students at all times. Appreciative advising is a model designed to develop a trusting relationship with students. By applying its principles and six phases to disarm, discover, dream, design, deliver, and don't settle, an advisor can make a positive impact. This session will motivate advisors to demonstrate or express empathy, to value the student, and assist the student in setting life goals during advising sessions.

Diana Soriano, University of Illinois at Chicago

Rodolfo Yanez, Morton College

***C6. Innovative Strategies for Supporting Students from Foster Care**

Prairie 6 / Thursday, April 4 / 10:00am -11:00am

How is advising and supporting a student from foster care different from supporting any other student? In four words, it's a lot different. Only about 3% of alumni of foster care receive a postsecondary degree by age 26, even though 70% have aspirations for higher education. From providing support, helping students navigate the university system, and ensuring consistency in academic planning, academic advisors can have a huge impact on helping students from foster care succeed. Through an interactive presentation, Fostering Success Michigan staff will share information and facilitate discussion around effective strategies college academic advisors can utilize to assist in the higher educational success of youth and alumni of foster care.

Maddy Day, Fostering Success Michigan

Bridget Jancarz, Fostering Success Michigan

Brittany Grant, Fostering Success Michigan

Nichole Jenks, Fostering Success Michigan

***C7. Undocumented Students & The Myth of Educational Access: What Can We Do As Advisors?**

Glens 1 / Thursday, April 4 / 10:00am – 11:00am

Each year 65,000 undocumented students graduate from U.S. high schools. Because of their illegal status, these students are denied in-state tuition in 40 states and are ineligible for state and federal financial assistance in 49. In this session, we will discuss the many challenges undocumented students face in their search for higher education, explain legislation (the DREAM Act) that could effect this population, and have an interactive discussion on what student affairs practitioners can do (or are doing) to better assist this population.

Raechel Matyas, Terra State Community College

Jammie Jelks, Terra State Community College



#nacadar5



NACADA Region 5

THURSDAY, APRIL 4

CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
11:15am – 12:15pm	C8: Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books and Blogs	Glens 1
	C9: Final Chances: A Dismissal Prevention Strategy	Glens 2
	C10: Is Advising Effective?: Assessment for Better Student Outcomes	Glens 3
	C11: Taming the Networking Beast through LinkedIn*	Prairie 4
	C12: Welcome to the Monkey House – or, a New Advisor Development Program	Prairie 5
	C13: Experiential Learning and Advising: Exploring Majors and Careers in the "Zoo"	Prairie 6
	C14: We're All Rare Birds - Recognizing Challenges and Abilities in Students with Disabilities	Oaks

C8. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books and Blogs

Glens 1 / Thursday, April 4 / 11:15am -12:15pm

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, DVD-CD's, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Wendy Troxel, Illinois State University

C9. Final Chances: A Dismissal Prevention Strategy

Glens 2 / Thursday, April 4 / 11:15am – 12:15pm

At a university with a firm three-term probation policy, students often find themselves facing academic dismissal having had limited academic advising. At Wayne State University, the dismissal committee has begun an intervention strategy to target students in their final term before dismissal. Using intrusive advising strategies, mandated study skill interventions, restricted credit hours, and other measures, the WSU Pre-Exclusion Contract has been developed to allow probation students an additional term by which to improve their GPA and return to regular status. This presentation will review the WSU Pre-Exclusion Contract developed for use with these students. In addition, presenters will discuss the level of student success achieved through this program, revisions made to its use, and integration into overall probation and dismissal practices.

Kate Bernas, Wayne State University

Anita Carter, Wayne State University

C10. Is Advising Effective?: Assessment for Better Student Outcomes

Glens 3 / Thursday, April 4 / 11:15am -12:15pm

Students come to advising every semester but we are never really sure if they are receiving the information and help they need. The School of Humanities and Social Sciences at Indiana University East has developed student learning outcomes for student advising. Student learning objectives are being assessed with survey data and other tracking tools. The presentation will inform other advising professionals of ways to determine student learning outcomes when it comes to academic advising, and best practices in assessing these outcomes.

Aimee Prater, Indiana University East

Katie Chaney, Indiana University East

Cherie Dolehanty, Indiana University East

***C11. Taming the Networking Beast Through LinkedIn**

Prairie 4 / Thursday, April 4 / 11:15am -12:15pm

Tired of teaching the same old resume skills to students? Looking for a way to modernize your rolodex? Need an electronic way to keep all those business cards that you get at conferences? Try LinkedIn. Nearly half of corporate recruiters are now using LinkedIn exclusively when looking for prospective employees. This past semester we incorporated LinkedIn into our intro course and found that not only did this assignment help our students, but in prepping our own LinkedIn pages as examples, the instructors discovered personal and professional development benefits as well. This session will focus on how you can take advantage of this professional networking tool, and provide tips and tricks on how you can incorporate such an assignment into your curriculum or advising practices.

Kelly Pistilli, Purdue University

C12. Welcome to the Monkey House – or, a New Advisor Development Program

Prairie 5 / Thursday, April 4 / 11:15am – 12:15pm

In 2012, Indiana University Southeast undertook the challenge of changing its advising model from a 3-tiered system to a 2-tiered system that eliminated the central advising unit. These changes led to the hire of nine new full-time professional advisors. A NACADA Region 5 Grant was used to develop a week-long Advisor Orientation program, most of which was open to all interested faculty, staff, and administrators. However, a special team-building program for advisors was included. This session will discuss the rationale behind the reorganization of advising and the coordination of the hiring process. Attendees will leave with ideas for a training program for their campus and suggestions for an advising manual that can be used for further training programs.

Sarah Gierke, Indiana University – Southeast

C13. Experiential Learning and Advising: Exploring Majors and Careers in the “Zoo”

Prairie 6 / Thursday, April 4 / 11:15am – 12:15pm

The Business Externship Program (BEP), a collegiate job shadow opportunity, is an experiential approach to combining academic and career advising that exposes students to potential majors and careers. The BEP was developed to help students build on their education, explore a profession, and prepare for a future career. The program allows students to observe corporate culture and occupations that relate to their interests and abilities. Former externs will be present to discuss how the program prepared them to select an academic major and

pursue internship and career pathways. Participants will receive an overview of the program that can be adapted by 2 and 4-year colleges, and have time to ask the externs questions about their experience.

Jessie Wagner, Haworth College of Business, Western Michigan University

Geralyn Heystek, Haworth College of Business, Western Michigan University

***C14. We're All Rare Birds - Recognizing Challenges and Abilities in Students with Disabilities**

Oaks/ Thursday, April 4 / 11:15am – 12:15pm

When students with disabilities seek advising services, they don't always share the specifics of their disability with their advisor. How can advisors discover student abilities without focusing on their limitations? How can advisors address student concerns realistically while considering the implications of the disability? This presentation will review common disability areas of college students, including ADD and ADHD, learning disabilities, autism spectrum disorders, and psychological disabilities. Participants will experience some of the characteristics of disabilities through interactive involvement, and discuss ways to establish trust and encourage self-advocacy in the advising relationship. Come to share ideas, regardless of your level of experience, and contemplate the possibilities of recognizing challenges and abilities in students with disabilities on your campus. Vicky Thomas, University of Wisconsin – Eau Claire

THURSDAY, APRIL 4

CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
1:45pm – 2:45pm	C15: No Lion, Retention Can Be Tamed: A Proactive Look at Working with At-Risk Students	Glens 1
	C16: Assessment: Current Trends, Research and Future Possibilities*	Glens 2
	C17: Taming the Wild: Ed-Ventures in Individualized Probation Programming	Glens 3
	C18: Advising Commons: A Place for Advisors to Connect and Grow	Prairie 4
	C19: Evolving the Endangered Exploratory Experience	Prairie 5
	C20: I Hate Math: How to Help Students Conquer Their Most Dreaded Subject	Prairie 6

C15. No Lion, Retention Can Be Tamed: A Proactive Look at Working with At-Risk Students

Glens 1 / Thursday, April 4 / 1:45pm – 2:45 pm

This presentation will spotlight a university-wide student support program that provides student support through Peer Intrusive Advising, supplemental education, and several other student resources to help students with academic developmental needs in English and reading. This session will focus on the requirements of such a program, how it relates to student success, and the success earned by participating students from 2006 - 2009. The review of this four-year time period will allow for evaluation of success, failures, and future growth opportunities. This session is perfect for any advising administrator or future advising administrator that would like to know more about this proactive student retention approach to working with at-risk students at their own institutions.

Kevin Thomas, Southern Illinois University Edwardsville

***C16. Assessment: Current Trends, Research and Future Possibilities**

Glens 2 / Thursday, April 4 / 1:45pm – 2:45pm

"Assessment is a continuous, systematic process of collecting, reflecting upon, and utilizing information gathered from multiple data-collection techniques, focused on the improvement of student learning and development" (NACADA, 2012). As assessment programs expand to meet the needs of growing calls for accountability in higher education, it seems prudent to pause and examine the trends and research about assessment particularly that of learning outcomes, and how this history has unfolded and has been reflected in the work that academic advisors do each day. This session, led by the current chair of the Assessment of Advising Commission, will explore the national dialogue on assessment theory and practices as it relates to advising and provide advisors a deeper understanding of "assessment."

Shannon Lynn Burton, Michigan State University

C17. Taming the Wild: Ed-Ventures in Individualized Probation Programming

Glens 3 / Thursday, April 4 / 1:45pm – 2:45pm

How can you create a mandatory probation program that allows students to select portions to address their specific concerns while making it consistent for everyone? Using University technology and resources, advisors in SPEA at IUPUI developed a probation intervention which empowers students to reflect on their previous semester and to select options to assist them in moving to good academic standing. Presenters will discuss the evolution, components and results of program. They will also facilitate a discussion of options for using technology and developing similar programs to increase retention and graduation with participants. Handouts will be provided. Please join us to discuss your ed-ventures in probation programming!

Kristin Lively, Indiana University-Purdue University at Indianapolis

Laura Asbury, Indiana University-Purdue University at Indianapolis

James Eckerty, Indiana University-Purdue University at Indianapolis

C18. Advising Commons: A Place for Advisors to Connect and Grow

Prairie 4 / Thursday, April 4 / 1:45pm – 2:45pm

The nature of advising, and the limitations of budget and time can make it difficult to create a scholarly community of advisors on any campus; often even those who succeed struggle to include faculty advisors. Western Michigan University has created an online community using Desire 2 Learn, called "Advising Commons." This community attempts to employ best practices of community-building, and online professional learning communities to connect professional and faculty advisors across campus. We will share some of the theory, thinking, and practical work behind this project, as well as discussing our successes and shortcomings, to provide a well-rounded picture of our experience.

Jaelyn Rivard, Western Michigan University

Emily Beard, Western Michigan University

C19. Evolving the Endangered Exploratory Experience**Prairie 5 / Thursday, April 4 / 1:45pm – 2:45pm**

As a result of ever-changing and escalating college admission requirements and tuition rates, many students are inclined to consider a direct admit rather than an exploratory program. Exploring majors can result in a lengthened degree completion time and increased cost of tuition, which has led guardians and students to seek direct admit programs because they provide an exact path; yet, for those students unconfident in their choice of major, regret of their early commitment to a degree and, in turn, a career can develop. Join this presentation to discuss how direct admit and exploratory programs can co-exist for greater student retention by introducing suitable career options within each major using an adaptation of Virginia Gordon's strategies for undecided students. Time will be allocated for discussion.

Richelle Brown, Consultant

C20. I Hate Math: How to Help Students Conquer Their Most Dreaded Subject**Prairie 6 / Thursday, April 4 / 1:45pm – 2:45pm**

We've all heard our students exclaim: "I HATE MATH!" Some students avoid Mathematics until the last possible semester while others will change their major just to avoid having to take more Math courses. Studies show that some students even suffer sweaty palms and upset stomachs when faced with Math problems. This session will focus on putting our own Math bias aside to help our students understand the importance of Mathematics in today's society and provide key resources which will lead to success in the classroom. Study strategies, reducing Math anxiety, and breaking the cycles will also be discussed in this interactive presentation.

Betsy Kerns, The University of Akron

THURSDAY, APRIL 4**CONFERENCE SESSIONS**

TIME	SESSION NUMBER & TITLE	ROOM
3:00pm – 4:00pm	C21: Advising Assessment: Soothing the Savage Beast*	Glens 2
	C22: Presenting an Endangered Species: Using Advising to Increase Motivation and Engagement in First-Year Students*	Glens 1
	C23: Professional Development State by State	Glens 3
	C24: Peeling Back the Layers: Asking the Right Questions with Students At-Risk*	Prairie 4
	C25: Technology and Academic Advising: Where Have We Been These Past 25 Years?	Prairie 5
	C26: Changes in Financial Aid and Its Effects on Academic Advising	Prairie 6
	C27: Advising is Not a Profession... Or Is It?	Oaks

C21. Advising Assessment: Soothing the Savage Beast*Glens 2 / Thursday, April 4 / 3:00pm – 4:00pm**

As Oakland University develops its first university wide assessment initiative for academic advising, we consider a range of academic advising theories and the challenges involved in implementing sound assessment practices. To help get at the complex nature of academic advising, we analyze themes across seven prevailing advising

models to consider academic advising's role in communicating student learning outcomes. We explore how Oakland University goals for retention and persistence are shaping academic advising's efforts to follow Tinto's (2012) retention model, and address organizational challenges including decentralized advising and caseload size. Our session, "Advising Assessment: Soothing the Savage Beast" is suitable for those with an established assessment program as well as to those who are new to this realm.

Julie Borkin, Oakland University

Nichole Moninger, Oakland University

April Thomas-Powell, Oakland University

***C22. Presenting an Endangered Species: Using Advising to Increase Motivation and Engagement in First-Year Students**

Glens 1 / Thursday, April 4 / 3:00pm – 4:00pm

Statistics show more than one-third of college freshmen do not progress to their sophomore year. Motivation and engagement are key factors in academic persistence among freshmen. Academic advising can play a significant role in providing motivational strategies for first-year success. A study was conducted at a large, public university, which documented the design of a motivational-based advising intervention for first-year students. Data was collected from nearly 120 freshmen using the Academic Advising Inventory (AAI), surveys, interviews, and journals. This interactive session will explore research on advising, motivation and engagement of college freshmen; will provide a description of the study; and will present results and implications for practice. Time will be spent brainstorming motivational advising best practices.

Lisa Remsing, University of Michigan-Dearborn

C23. Professional Development State by State

Glens 3 / Thursday, April 4 / 3:00pm – 4:00pm

Budgets are tight and time is limited, but the need for advisor professional development is greater than ever. As more people choose academic advising as a profession, they are seeking opportunities for on-going, local professional development options. This panel will highlight the needs, opportunities and professional development activities at the state level. The NACADA Region 5 state/province liaisons will discuss statewide initiatives and offer participants opportunities to get involved in professional development at the local and state level. We will discuss the importance of NACADA as a professional development source and ways to utilize NACADA services throughout the year on your campus. This informal panel discussion will be both informative and interactive. Participants will learn about current activities and opportunities to consider implementing.

Theresa Hitchcock, University of Southern Indiana

Teri Farr, Illinois State University

Michael "Brody" Broshears, University of Southern Indiana

Jeanette Berger, The University of Akron

Alison Lahn, Brock University

Diana Maki, University of Wisconsin-Madison

Amy Faber, Central Michigan University

***C24. Peeling Back the Layers: Asking the Right Questions with Students At-Risk**

Best in Conference – Illinois

Prairie 4 / Thursday, April 4 / 3:00pm – 4:00pm

Counseling professionals often refer to comorbidity - the presence of one diagnosis where there is another. One might see addiction with depression or depression with schizophrenia, for example. A similar pattern applies for students facing academic difficulty. Most often, fading academic progress is a symptom of a larger problem - relational, physical, emotional, financial, or other. In simply focusing on academic matters, we risk band-aiding concerns that require greater attention. Advisors are charged, then, with asking the right questions to reveal the underlying sources of poor academic performance. This session offers practical strategies for working with students who present with academic difficulty. Various counseling theories and their applications to advising will be introduced. Tools and methods for developing rapport, broaching sensitive topics, setting goals, and making referrals will be discussed.

Sarah Watson, University of Illinois at Urbana-Champaign

C25. Technology and Academic Advising: Where Have We Been These Past 25 Years?

Prairie 5 / Thursday, April 4 / 3:00pm – 4:00pm

For the past quarter-century technology has become an increasingly critical element in the delivery of academic advising in American higher education. To explore this phenomenon, this session will use as its primary source the themes and topics addressed, over the past 25 years, by those presentations designated as "technology," at NACADA's annual conferences. Multiple perspectives will be used to present themes found in the analysis. These include types of hardware and software; purposes of the selection of various technologies; and how technologies impacted delivery of advising. These findings will be compared to general patterns of IT innovation and adoption. Discussion will follow by comparing and contrasting technology used in the field of academic advising in the global community.

George Steele, Consultant

C26. Changes in Financial Aid and Its Effects on Academic Advising

Prairie 6 / Thursday, April 4 / 3:00pm – 4:00pm

In May 2012 the federal government instituted a revised policy that all students on academic probation and all students that are below 67% of credit hours attempted vs. credit hours earned will be denied federal funding for the following school year. This revised policy now affects academic officers and academic advisors with regard to retention. This will be a discussion led presentation.

Kathleen Buttermore, Walsh University

C27. Advising is Not a Profession... Or Is It?

Oaks / Thursday, April 4 / 3:00pm – 4:00pm

Is academic advising a profession? What skills can advisors learn on the job, and which can they not? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and

journal articles will be utilized to guide the discussion. Additionally, the presenter plans to utilize this feedback to further their research relating to perceptions of academic advisors. Participants of this presentation will be instrumental in the continued investigation of this topic.

Joshua Larson, University of Utah

THURSDAY, APRIL 4

NACADA COMMON READING

***C28. NACADA Common Reading**

Oaks / Thursday, April 4 / 4:15pm – 5:15pm

Prior to the conference all participants are invited to read 'First-Year Student Perceptions of Academic Advisement: A Qualitative Study and Reality Check' by Joshua S. Smith, NACADA Journal 22(2), Pgs. 39-49 to discuss the expectations and experiences of first-year students with academic advisement.

The Common Reading dialogue increases conceptual awareness to enhance academic advising practice through scholarship and promotes new opportunities to impact the student experience. Please add your voice to the dialogue!

Joshua S. Smith, NACADA President, Loyola University, Maryland

Shannon Lynn Burton, Michigan State University

FRIDAY, APRIL 5

POSTER SESSIONS

TIME	TITLE
7:30am – 8:30am	PO1: New Name, New Initiatives
	PO2: Would You Like A Glass of Water With That? Advising Students of the Millennial
	PO3 Academic Self-Concept: Is It Important
	PO4: "Hunger Games" – Advising for Student Success
	PO5: Integrating Technology into Advisement Services
	PO6: The Bad News Bears: Tales from the Land of Competitive Majors
	PO7: Developing a Minority Student Retention Plan that Works!
	PO8: A Conflict of Vision: Effective Academic Advising vs. "Numbers Advising"
	PO9: Developing a First Year Experience Program (FYE)
	PO10: Advising Through Wild Times
	PO11: Designing and Implementing a Reinstatement Program to Promote Student Success and Retention
	PO12: Retaining Women of Color FITACS Using Intrusive Advising at a PWI
	PO13: Explore, Inform, Assess: Three Programs that Put Students on the Path to Success
	PO14: The Organized Advisor

PO1. New Name, New Initiatives

What is the Commission for LGBTQA Advising & Advocacy? Is that new? Come and find out a little more about the Commission, our new initiatives, and how to get more involved in the Commission and NACADA.

Mandy Metzger, Carroll University

PO2. Would You Like A Glass of Water With That? Advising Students of the Millennial

It has become increasingly difficult to advise the "drive-thru" generation. This generation of students expects answers versus seeking them, they expect results immediately versus patiently waiting on them and they expect things to be done for them versus them doing things on their own! It can be very frustrating as an advisor to hold your students accountable for their actions when they are not taking action. See how advisors at UW-Whitewater implement expectations to improve students' responsible for their education.

Janay Alston, University of Wisconsin-Whitewater

PO3. Academic Self-Concept: Is it Important

It has been a long held notion within education that self-beliefs influence learning outcomes. Reaching firm conclusions on this topic, however, proved to be difficult most notably due to definitional and measurement problems. These deficiencies have been addressed and now researchers have found a positive association between various self-beliefs and learning outcomes. This poster session focuses on one particular type of self-belief: academic self-concept. More specifically, it will include an overview of academic self-concept, the relationship between academic self-concept and important college outcomes, what happens to academic self-concept during the first year, and directions for future research.

Brent Stocksdales

PO4. "Hunger Games"- Advising for Student Success

The use of literature in a quality advising interaction engages the student. This advising strategy provides an opportunity to develop the students' critical thinking skills and to engage students in academic advising. Advisors used the novel "The Hunger Games" to discuss strategies for success in the academic environment. Advisors, instructors and tutors were engaged in collaborating and integrating activities that build critical thinking skills. This poster will highlight the benefits of the use of literature to develop critical thinking skills in Advising.

Juanita Pipkin, Wayne State University

Ellen Holmes, Wayne State University

Audrey Whitfield, Wayne State University

PO5. Integrating Technology into Advisement Services: Challenges, Opportunities and Best Practices

Please join us to learn more about how Eastern Illinois University piloted and developed a Web Advising Application that streamlines workflow for advisors, provides a green solution for campuses, complements academic advising to impact student success when used as a tool to achieve Student Learning Outcomes (SLOs), and serves as a best practice highlighting the use of already existing human capital to drive results when budgets often dictate otherwise. A departmental as well as primary advisor involved in the piloting phase of the project,

along with the project's lead programmer, will be on hand to share insights about developing an action plan you can bring back to your own campus. A live demo of the technology will also be offered.

Shawn Schultz, Eastern Illinois University

Nancy Crone, Eastern Illinois University

PO6. The Bad News Bears: Tales from the Land of Competitive Majors

Advising competitive majors offers many perks including working with high achieving students. It also comes with conversations about what to do when they've not met their original goal. What can you do when confronted with a student that is in the middle of grieving the failure of a goal? Students grieve and become confused about making a decision regarding dissonant news. Advisors should know what students are experiencing to assist them in creating a new set of goals. Learn the stages of grieving the loss of a goal and how to assist students in moving past this significant event to become successful.

Katie Bush-Glenn, The Ohio State University

PO7. Developing a Minority Student Retention Plan that Works!

Creating a diverse workforce in nursing and other healthcare professions is a key strategic planning goal for many colleges and universities. To this end it is critical to find better ways to recruit and retain minority students in our programs. Utilizing an appreciative inquiry approach, a faculty and professional advisor combined forces to uncover the strengths that contribute to their minority students' successes and then determine the strategies that would work best in their College to recruit and retain them. See how faculty, staff, and students shared their stories with us to customize our recruitment and retention plan. Come join us and share your own stories and find out how to customize a minority student retention plan that will work for you.

Cheryl Bosley, Youngstown State University

PO8. A Conflict of Vision: Effective Academic Advising vs. "Numbers Advising"

As budgets are cut and financial resources are stretched, there is often a conflicted vision of perspectives between advisors and administrators as to which is more important: to institutionally prepare and develop a student, or to raise student population count and full-time enrollment (FTE). Effective academic advising includes leading a student to academic independence and to maximize the educational experience. In regards to advising, "Numbers Advising" or enrollment stimulation is intentionally or unintentionally leading a student to take-on more than their lifestyle can handle with limited regard for academic and collegiate success for the sake of greater FTE.

Tony Thomas, Ivy Tech Community College

Zack Merrill, Ivy Tech Community College

PO9. Developing a First Year Experience (FYE) Program

The information conveyed via this poster session seeks to encourage further dialogue regarding the development of First Year Experience (FYE) programs. This informal dialogue is intended to provide advisors with additional knowledge about developing and implementing FYE programs on their own campuses, and tailoring such programs to the needs of their specific student populations. Information will include data from FYE program research and an explanation of FYE importance. A brief outline of a sample FYE program will also

be reviewed, including expected Student Learning Outcomes (SLO's), basic structure and program outline (including instructional topics), logistical details, and a proposed timeline of events. Further discussion will include necessary revisions/changes to the sample FYE program based on institutional type.

Kerri Langdon, Harrington College of Design

PO10. Advising Through Wild Times

Partnering with students to avoid academic probation is a goal of academic advising professionals. Strategies for Your Educational Success ("Strategies") is a successful, easily adaptable program. This program was developed to aid students in identifying obstacles to success and to assist students in formulating their educational goals. This poster will highlight session resources, communication tools, program outcomes, and program evaluation methods. "Strategies" has proven its efficacy beyond probationary students and its value/transferability to other University populations. The "2007 NACADA Monograph Series Number 17: Advising Special Student Populations" identified Ferris' Strategies for Your Educational Success as an exemplary program for students facing probation.

Julie Rudolph, Ferris State University

Marie Yowitz, Ferris State University

Kim Dickman, Ferris State University

Debra Cox, Ferris State University

PO11. Designing and Implementing a Reinstatement Program to Promote Student Success and Retention

Are you struggling to retain reinstated students? Do you wonder how to more effectively meet their needs? Do you feel like there is more that can be done to foster their success? This poster will review the process of redesigning a reinstatement program to extend beyond time management, study skills, and campus resources. The revised program focused on the needs students presented during advising sessions: identifying personal strengths, promoting self-efficacy, and establishing a peer support group. The revised program resulted in the retention of 100% of students reinstated to the program. Visit us to discover how this program relates to practices on your campus.

Stephanie Walker, Kent State University

Tony Fucci, Kent State University

Maghan Maloy, Kent State University

PO12. Retaining Women of Color FTIACS Using Intrusive Advising at a PWI

This intrusive advising model enabled University of Illinois Access and Achievement Program (AAP) advisors to address the needs of students that contributed to challenges inside and outside of the classroom. The presenter retained 86% of women of color first-time in any college students (FTIACS) in the AAP during the first year as an advisor. In the second year as an advisor, she retained 100% of women of color FTIACS in AAP. Hence, the purpose is to share the best practices in intrusive advising for women of color students who were a part of AAP. Some real-life case examples of advising women of color FTIACS will be displayed. Academic advisors, administrators, and faculty members from two-year and/or four-year colleges will benefit from this informative poster.

Ezella McPherson, Wayne State University

PO13. Explore, Inform, Assess: Three Programs that Put Students on the Path to Success

The Academic Advising Center at Northern Illinois University is committed to increasing student success. We have developed substantive programming to help make that happen. Through our poster, we will share with you some of the programs we have implemented to guide students along their educational journey. We will provide you with the collaborative and innovative strategies we have used to increase student success and participation across campus, bringing together departments, faculty, and students. Let us share with you our major programs - the Exploring Majors House, the Exploring Majors Fair, and Mid-Semester Check. We are eager to share how we are helping our students navigate their paths to success to help them reach their final destination.

Steven Barleen, Northern Illinois University
Jonathan Ferguson, Northern Illinois University
Megan Kozenczak, Northern Illinois University

PO14. The Organized Advisor

As advisors we often stress the importance of how being organized can have a positive impact on academic performance. In fact, have you ever asked a student “do you keep a planner?”, “do you write down assignments?”, “do you keep a neat workspace to study?” all the while your desk is a mess, you have hundreds of emails in your inbox, and you can’t remember where you put the important memo from your supervisor? As an Organized Advisor, I will share my tips for staying on top of email, keeping your desk in order, and having easy access to your paperwork.

Jenni Kotowski, University of Illinois at Urbana/Champaign



#nacadar5



NACADA Region 5

FRIDAY, APRIL 5

STATE/PROVINCE MEETINGS

TIME	ROOM	
9:15am – 10:00am	Michigan	Ballroom
	Ohio	Glens 2
	Indiana	Glens 3
	Wisconsin	Prairie 4
	Ontario	Prairie 5
	Illinois	Prairie 6

FRIDAY, APRIL 5

CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
10:15am – 11:15am	C29: Get Out of the Office! Advising Students in New Places	Glens 1
	C30: First in the Family: How You Can Impact Retention of First Generation College Students*	Glens 2
	C31: Lions and Tigers and Bears, Oh My! The Challenges and Rewards of New Advising Centers	Glens 3
	C32: Any Student, Any Major: Pre-Health Advising for the Non Pre-Health Advisor	Prairie 4
	C33: Queer Theory Meets Advising*	Prairie 5
	C34: Building a College Family for Students Committed to Diversity	Prairie 6

C29. Get Out of the Office! Advising Students in New Places

Glens 1 / Friday, April 5 / 10:15am – 11:15am

While the bubble inside your head may be wanting to yell this at the non-responsive student in your office, let us encourage that YOU, instead, get out of the office. As a compliment to traditional in office, one-to-one advising, this session will explore benefits for professionals and students when advisors get out of the office. We will look at formats, planning, adaptations, successes and yes, the occasional failure, we mean, learning experience! While MSU is a large Research I institution, the session is applicable to many advising situations, across many disciplines.

Sandra Dean, Michigan State University - Department of Economics

Phillip Seaborn, Michigan State University - College of Nursing

Joyce Samuel, Michigan State University - Honors College

***C30. First in the Family: How You Can Impact Retention of First Generation College Students**

Best in Conference – Michigan

Glens 2 / Friday, April 5 / 10:15am – 11:15am

Understanding the unique experiences and needs of students allows higher-education institutions to be effective and pro-active, rather than reactive to the inevitable concerns and challenges that specific groups face.

"Student categories... are constructed by higher-education professionals to address generalized phenomena such as retention and graduate rates, among other issues," (Davis, 2010, p. xii). Until recently first-generation college students have not been recognized as a fully realized student category. This session presents a deeper understanding of the cultural norms inherent in first-generation students and their familial support systems. We will explore how the actions of admissions, advising, faculty, and even systemic processes can hinder this population's ability to successfully navigate their way through to graduation.

Linda Hood, Davenport University

Tammy Stachowicz, Davenport University

C31. Lions and Tigers and Bears, Oh My!: The Challenges and Rewards of New Advising Centers

Glens 3 / Friday, April 5 / 10:15am – 11:15am

This presentation will identify some of the growing pains and rewards experienced as the University of Southern Indiana moves from primarily faculty-based advising to college-based Advising Centers. Our Nursing and Health Professions Advising Center opened in August 2012, while the Science, Engineering, and Education Advising Center opened in January 2013. The Directors of these Centers will share the joys and challenges that have arisen as we attempt to shift advising culture across the University. We will discuss the ways in which our Centers have adapted to our particular College culture, the challenges of assessment and professional development, and expected outcomes. We hope that audience participation will result in a wide range of tips and tricks for navigating the zoo of your own home university.

Sarah Stevens, University of Southern Indiana

Theresa Hitchcock, University of Southern Indiana

C32. Any Student, Any Major: Pre-Health Advising for the Non Pre-Health Advisor

Prairie 4 / Friday, April 5 / 10:15am – 11:15am

As a large portion of the population ages, the demands for health care increases exponentially. It is in the news, on the internet, in the encouragements from our hover parents and on the minds of our in-coming students. Our students are responding, are we? This presentation will introduce basic information for helping advisors from both four-year institutions and community colleges establish how to guide students in their major that are interested in going into a wide range of health fields. This presentation will focus on guiding students interested in pursuing programs post-baccalaureate. Any student in any major can go to medical, pharmacy or dental school with the right guidance. That's where good advising makes all the difference!

Natalie Clark, Michigan State University

Heidi Purdy, Michigan State University

Mo Gerhardt, Michigan State University

Janae Currington, Michigan State University

***C33. Queer Theory Meets Advising**

Prairie 5 / Friday, April 5 / 10:15am – 11:15am

Developmental theories have provided advisors with various ways of understanding the processes through which students develop identities. Increasingly, these theories have attempted to address individual differences by becoming more inclusive of, for example, gender, race, ethnicity, sexuality, and socio-economic status. This

presentation asks how queer theory might further extend our understanding of student identities and what “queer advising” might look like. In the first part of the presentation, I will provide an overview of identity as conceptualized by queer theory. The second part of the presentation will address practical implications of queer theory for advisors. Through discussion of case studies, we will explore uses of queer theory for our work with students on issues related to gender, sexuality, and identity more broadly defined.

Christy Carlson, Tent University

C34. Building a College Family for Students Committed to Diversity

Prairie 6 / Friday, April 5 / 10:15am – 11:15am

Colleges and universities value diverse student populations and exert much effort to recruit students of color. Retention and graduation of minority students, however, is more problematic. Some researchers contend that it is the responsibility of all student service units, not just the multicultural center, to work together to best serve the needs of minority students. This presentation outlines the six-year collaboration between Central Michigan University’s offices of Multicultural Academic Student Services and Academic Advising and Assistance to retain and graduate a group of multicultural scholarship recipients, the majority of which are minority students. Participants will be invited to ask questions about the development of the program collaboration and to propose ideas for research.

Lynne L’Hommedieu, Central Michigan University

Traci Guinn, Central Michigan University

Jamie Brown, Central Michigan University

Amber Johnson, Central Michigan University

FRIDAY, APRIL 5

CONFERENCE SESSIONS

TIME	SESSION NUMBER & TITLE	ROOM
11:30am – 12:30pm	C35: The Academic Success Program: A New Intervention Model that Doubles the Retention Rate of Students on Academic Probation	Glens 1
	C36: Melting the I.C.E.: Building a Community by Using Innovative Icebreakers	Glens 2
	C37: Don’t Enable, Empower! Comprehensive Academic Advising and Support Program for Conditionally Admitted Students*	Glens 3
	C38: And They Came Two by Two: Faculty and Professional Advisors Walking Together*	Prairie 4
	C39: Is Your Advising Center Bucket List Full? Learn How to Fit More Students into Your Advising Center Bucket with Fewer Resources	Prairie 5
	C40: Taming the Vocational Lion: Training Young Cubs on the Value of Liberal Arts Education*	Prairie 6

C35. The Academic Success Program: A New Intervention Model that Doubles the Retention Rate of Students on Academic Probation

Glens 1 / Friday, April 5 / 11:30am – 12:30pm

This presentation will take an in depth look at a highly effective academic success program at a small liberal arts college. We will introduce a new intervention model and a unique method of delivery for students who are struggling academically. This specific retention program incorporates a theory-based course for credit, study sessions, and academic advising to address the needs of students who are on academic probation. The program also utilizes a unique model that focuses on student effort and ambivalence (rather than study skills). We will introduce participants to all aspects of the program including development, program structure and format, materials, results, challenges, and opportunities for improvement.

Barry Wolf, Albion College

C36. Melting the I.C.E.: Building Community by using Innovative Icebreakers

Glens 2 / Friday, April 5 / 11:30am – 12:30pm

Student engagement and “buy-in” is one of the most challenging components of building a successful learning community. Research has shown learning communities can have positive outcomes such as promoting social tolerance, diversity, and personal development. This interactive presentation will help advisors and faculty infuse creative icebreakers and team building activities into their daily practice. Learning community coordinators will present handy tips and techniques to melt the Ignorance, Confusion, and Emotions (ICE) students face when networking with other students. Participants will leave the session with activities they can use with both peer mentors and learning community students.

Cassie Tackett, Wayne State University

Ebony Green, Wayne State University

***C37. Don't Enable, Empower! Comprehensive Academic Advising and Support Program for Conditionally Admitted Students**

Glens 3 / Friday, April 5 / 11:30am – 12:30pm

We will begin by describing the program and its components. The presentation will demonstrate how Astin's Theory of Involvement and Sandford's Theory of Challenge and Support are the foundations for many of the program components. We will also discuss many of the challenges faced by first generation, low income, conditionally admitted students and how we address these challenges. There will be a discussion of different advising styles used by the staff of the Freshman Academy. Participants in the session will be given scenarios and asked to identify the type of advising that might be best for that particular scenario. Finally, with tight budgets, the program has had to collaborate with many other units on campus to provide services to students. Some of these collaborations and partnerships will also be discussed.

Sulari White, Grand Valley State University

Linda Rettig, Grand Valley State University

Gary King, Grand Valley State University

Courtney Banks, Grand Valley State University

***C38. And They Came Two by Two: Faculty and Professional Advisors Walking Together**

Prairie 4 / Friday, April 5 / 11:30am – 12:30pm

The Split Model, in which advising is conducted by both faculty and professional advisors, is used by nearly half of four-year public institutions. But while professional and faculty advisors share the goal of student success, we sometimes feel at odds with each other and can even develop an “us vs. them” mentality. Toward fostering greater respect of all types of advisors and to generate a greater understanding of each group’s special gifts and challenges, this presentation explores the differing roles faculty and professional advisors have on campus, including the unique challenges they each face. The presenters are a faculty advisor and a professional advisor who co-chair the Academic Advising Council at Indiana University-Purdue University Fort Wayne.

Irwin Mallin, Indiana University-Purdue University Fort Wayne

Carrie Randall, Indiana University-Purdue University Fort Wayne

Sarah Wehrkamp, Indiana University-Purdue University Fort Wayne

C39. Is Your Advising Center Bucket Full? Feel Like There is Not Enough Staff to Meet Current Student Demand? Learn How to Fit More Students into Your Current Advising Center Bucket with Fewer Resources!

Prairie 5 / Friday, April 5 / 11:30am – 12:30pm

In this day and age of doing more with less, Advising Centers are constantly finding themselves challenged with the idea of serving more students without additional staff or budget. Many centers are finding themselves overwhelmed by less money and staff and more student demand for advising. Advising Centers need to ask themselves if their Advising Center is really working at capacity. At Lansing Community College, we have identified some systematic changes to our advising culture and the way we deliver advising that opened our doors to more students without hiring more staff. We have found out that our capacity was actually larger than originally expected, and we are now serving many more students with the same level of excellence using a variety of modalities.

Michelle Detering, Lansing Community College

Eva Menefee, Lansing Community College

***C40. Taming the Vocational Lion: Training Young Cubs on the Value of a Liberal Arts Education**

Prairie 6 / Friday, April 5 / 11:30am -12:30pm

With education costs rising, stakeholders such as students, parents, and legislatures often want results for their investment, which usually translates into job outcomes. This presentation will explain the value of a liberal arts education and how it better prepares students for their career search than occupations that have a direct career outcome, such as Accounting. We will discuss popular culture perceptions of a liberal arts education and how that informs stakeholder’s perceptions. Advisors will learn strategies for countering these perceptions when advising their students. Advisors will also learn how to collect and disseminate information on how to help students market themselves, and see results from data provided by career courses, and employer feedback regarding Liberal Arts Majors.

Mark Vegter, Illinois State University

Teri Farr, Illinois State University

CONTINUING EDUCATION CREDITS

NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Those sessions approved for CEU contact hours are identified with an asterisk (*) in the program booklet. Certification forms may be picked up at the Conference Registration Table. The form must be signed by a member of the Conference Planning Committee and returned to the Registration Desk in order to get credit for the sessions you have attended. NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association.

PROPOSAL REVIEW TEAM

Katie Bush-Glenn	The Ohio State University
Kathy Buttermore	Walsh College
Jessica Cheriez	Davenport University
Katie Clark	University of Illinois at Urbana Champaign
Sandy Hall	University of Illinois at Chicago
Theresa Hitchcock	University of Southern Indiana
Amber Nicole Lohrey	Miami University Hamilton
Bette Ludwig	Western Michigan University
Donna Maldonado	Sinclair Community College
Kandy A. McKeown	Davenport University
Elizabeth McLean	University of Cincinnati
Jennifer L. Moore	Kent State University
LaShelle Newland	DePaul University
Tom Owens	Grand Valley State University
Corban Sanchez (Chair)	DePaul University
Katie Smith	Kent State University
Jesse Stanghini	Eastern Michigan University

EXHIBITORS



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Authorized by: Charlie Nutt, Executive Director

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THANK YOU FOR ATTENDING THE 2013 NACADA REGION 5 CONFERENCE!

We hope you have great new ideas to take home, and we look forward to seeing you next year in Madison!

$$\begin{array}{r} 6 \\ 48 \\ 8 \\ \hline 384 \end{array} \quad \begin{array}{r} 32 \\ 50 \\ 8 \\ \hline 400 \end{array}$$

