

Marsha Miller



The Art of Advising

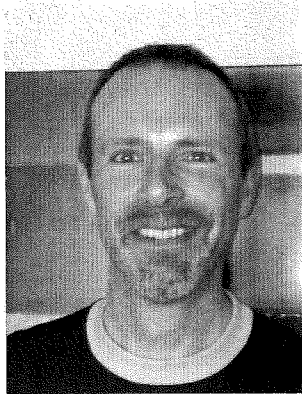
NACADA Region 6

May 1-3, 2013

Sioux Falls, SD

WELCOME

2013 NACADA REGION 6 ANNUAL CONFERENCE



Greetings! On behalf of the Region Six Steering Committee, welcome to the 2013 NACADA Conference.

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

I invite all of you to attend the Region 6 State/Province Business meetings and we would like your input regarding new proposals for Region 6. And of course, we will have a drawing for NACADA bucks and other great prizes—but you must be present to win!

I want to thank Sherrie Bosse and this year's Conference Planning Committee for all of the work they have done in assembling the latest professional development opportunity for all of us. Please take advantage of all of the networking opportunities they have scheduled, and get connected with other members from Region 6.

Enjoy your time in Sioux Falls,

Randy Rummery

Region 6 NACADA Chair



Dear Advising Colleagues,

On behalf of the 2013 Region 6 Conference Planning Committee, welcome to South Dakota!

Sioux Falls is our largest city, and owes its name to the beautiful cascades of water that you will enjoy when you visit Falls Park. This is just one of the must sees when you visit Sioux Falls.

If you are able to extend your stay until Saturday, you can take part in the unveiling of the 2013 Sculpture Walk in downtown Sioux Falls. Each year more than a dozen unique and beautiful sculptures are displayed and local residents and visitors alike are able to participate in a self-guided sculpture walk. In addition to the variety of sculptures, Sioux Falls boasts a broad array of dining experiences. Whether you are craving a hearty steak or more exotic fare, you can find it in Sioux Falls.

We chose this year's theme "The Art of Advising" to reflect the importance of refining your technique, knowing your medium, and using your creativity in advising students. We never know what a student might need before they walk through our doors, but we hope to have the right tools and techniques at the ready to help them reach success.

Thank you for joining us. We hope you have a wonderful experience, take home some fresh ideas, meet new friends and reconnect with old ones.

Enjoy the conference!

Sherrie Bosse

Conference Chair

CONFERENCE AT A GLANCE

May 1—May 3, 2013

Wednesday, May 1

<u>Time</u>	<u>Event</u>	<u>Location</u>
11:00 a.m.	Conference Registration	Convention Center
12:15–4:15 p.m.	Pre-Conference Sessions	Meeting Rooms 11,12,14
4:30–5:30 p.m.	Keynote Address	Ballroom B
5:30–6:30 p.m.	Welcome Reception and Poster Sessions	Ballroom B
6:30 p.m.	Dinner On Your Own	

Thursday, May 2

<u>Time</u>	<u>Event</u>	<u>Location</u>
7:30–8:45 a.m.	Breakfast	Sheraton Fontenelle Ballroom
8:15–9:15 a.m.	New Attendee Orientation	Meeting Room 12
9:30–10:30 a.m.	Concurrent Session #1	Meeting Rooms 9-10, 11, 12, 13, 14
10:45–11:45 a.m.	Concurrent Session #2	Meeting Rooms 9-10, 11, 12, 13, 14
12:00–1:15 p.m.	Lunch/Business Meeting	Exhibit Hall 1
1:30–2:30 p.m.	Concurrent Session #3	Meeting Rooms 9-10, 11, 12, 13, 14
2:45–3:45 p.m.	Concurrent Session #4	Meeting Rooms 9-10, 11, 12, 13, 14
4:00–5:00 p.m.	State/Province Meetings	Manitoba/Saskatchewan—9/10 South Dakota/Nebraska—11 North Dakota—12 Iowa—13 Minnesota—14
6:00 p.m.	Dinner on Your Own	

Friday, May 3

<u>Time</u>	<u>Event</u>	<u>Location</u>
8:00-9:00 a.m.	Breakfast	Exhibit Hall 1
9:00–10:00 a.m.	Concurrent Session #5	Meeting Rooms 9-10, 11, 12, 13, 14
10:15–11:15 a.m.	Concurrent Session #6	Meeting Rooms 9-10, 11, 12, 13, 14
11:30–12:30 p.m.	Concurrent Session #7	Meeting Rooms 9-10, 11, 12, 13, 14
12:30 p.m.	Box Lunch and Farewell	Exhibit Hall 1

SESSIONS AT A GLANCE

	Title	Location
Session #1 Thursday 9:30–10:30	Cut, Copy and Paste: Helping Students Visually Explore Links Between Majors and Careers	Meeting Rooms 9-10
	March Major Madness	Meeting Room 11
	Using Attribution Theory and Solution-Focused Brief Work in Coaching Students...	Meeting Room 12
	Using the LASSI in Advising	Meeting Room 13
	Marginalized to Role Model: Preparing Historically Disadvantaged Populations...	Meeting Room 14
Session # 2 Thursday 10:45–11:45	Creating a Masterpiece: The Art of Appreciative Advising	Meeting Rooms 9-10
	The First 90 Days—Finding Success as a New Advising Administrator	Meeting Room 11
	Retention Interventions: Using Academic Strategies to Improve Retention	Meeting Room 12
	Coloring Outside the Lines: Advising Outside the Advising Session	Meeting Room 13
	Think Like a Doctor: Helping Students Cultivate a Professional Mindset	Meeting Room 14
Session # 3 Thursday 1:30–2:30	What's In Your Backpack? Tools for Organizing Group Enrollment in New Student Orientation	Meeting Rooms 9-10
	Advisors: Write Your Song of Success– NACADA's Emerging Leader Program	Meeting Room 11
	Financial Literacy and the Post-Secondary Experience	Meeting Room 12
	Beyond "Smile Sheets:" Measuring Student Learning in Advising Appoints and Events	Meeting Room 13
	A Model for Transfer Student Advising and Registration Days	Meeting Room 14
Session #4 Thursday 2:45-3:45	The Student Success Coach and the Art of Coaching	Meeting Rooms 9-10
	Rethinking the Faculty's Role in Academic Advising	Meeting Room 11
	A Conversation with NACADA Leadership	Meeting Room 12
	Advising is Like...My Shoe Wall "An Advisor's Shoe Collection Hard at Work"	Meeting Room 13
	Framing the Picture: Preparing Students for Post-Graduation through Advising	Meeting Room 14
Session #5 Friday 9:00–10:00	Finding a Fit: Connecting Advising Assessment to First-Year Experience	Meeting Rooms 9-10
	Career Cruising Impact on Self-Efficacy of Deciding Majors	Meeting Room 11
	Emerging Adults Theory and Identify Development	Meeting Room 12
	The Art of Creating and Maintaining a Campus Wide Advising Council	Meeting Room 13
	Advising Jenga: A Quest for Balance and Success	Meeting Room 14
Session #6 Friday 10:15–11:15	Spotlight on Veterans: Serving Those Who Served	Meeting Rooms 9-10
	Advising as Teaching: Sharing Tools and Strategies	Meeting Room 11
	Students' Aspirations and Expectations: Drifting into College	Meeting Room 12
	Writing for NACADA	Meeting Room
	Sculpting a University Framework for Advising	Meeting Room 14
Session #7 Friday 11:30-12:30	Reframing Academic Paths for Pre-Health Students	Meeting Rooms 9-10
	Explore the Possibilities: Empowering Deciding Students	Meeting Room 11
	Get Students the Help They Need—IN TIME!	Meeting Room 12
	Handling the Unique Challenges and Opportunities Related to Being a Faculty Advisor	Meeting Room 13
	Roundtable: Improving the Advising and Academic Support /International Students	Meeting Room 14

PRE-CONFERENCE SESSIONS**May 1, 2013 12:15—4:15****Foundations of Intercultural Communication: A Toolkit for Global Advisors**

Luiza Dreasher, Iowa State University & Yvonne Halden, University of Manitoba

Meeting Room 11

The number of international students in the United States has increased by five percent during the 2010/11 academic year. This represents a record high number of international students in our institutions of higher education. One of the challenges of the rapid internationalization on our campuses is the fact that Advisors no longer have the luxury of working with advisees who share the same worldview, cultural norms or language. Intercultural competence is, undoubtedly, an essential skill for Academic Advisors today. This highly interactive workshop will introduce participants to essential concepts of intercultural communication and their application to academic advising. It is designed for individuals interested in developing intercultural competence skills but have had little or no formal contact with the intercultural field.

Creating Inclusive Spaces, Safe Space and Ally Development

Pat Tetreault, University of Nebraska—Omaha

Meeting Room 12

An overview of sexual orientation, gender identity and expression is provided using a social justice education model. Creating inclusive spaces and ally development information and activities will be provided. Registered participants will be asked to complete a brief survey and the results will be presented and used within the context of the workshop. An opportunity for dialogue about issues impacting the LGBTQA (lesbian, gay, bisexual, transgender, queer, and ally community) will be provided as well as creating change at individual and institutional levels.

**Preparing Your Campus for Veterans' Success:
Best Practices in Academic Advising**

Bruce Kelley, Jason Dean & Justin Smith, University of South Dakota

Meeting Room 14

Academic Advisors play an important role in serving student veterans. Advisors have to understand the challenges student veterans face regarding admissions, transfer credit, benefits, etc. Once on campus, student veterans may struggle with the cultural incongruities between the military and higher education. In addition, some military students may find they have newly-acquired learning disabilities. Academic advisors must have a detailed knowledge about a broad range of institutional policies and practices, and the ability to establish an open and welcoming atmosphere for student veterans. This workshop will use active learning techniques to help participants begin to understand the challenges student veterans face, and will equip participants with specific tools that they can use to enhance student veteran success.

KEYNOTE

May 1, 2013 4:30—5:30

Dr. Rick Melmer
University of South Dakota
School of Education



Adjusting the Sails: Managing the Ship in Turbulent Seas
Ballroom B

Dr. Melmer has served as the dean of the University of South Dakota's School of Education for the past five years, overseeing the transformation of the teacher education program to ensure that USD graduates are ready to prepare future generations for the demands of tomorrow's work environment. Prior to his position at USD, Dr. Melmer held positions as South Dakota's Secretary of Education, K-12 superintendent, elementary principal and classroom teacher. In addition he has worked as an educational consultant, taught college courses and delivered keynotes at conferences and commencements. His years of leadership experience at different levels of education has given him the opportunity to look at education from many perspectives.

Shift - change in Higher Ed
S = Students - Diversity - populations different than previous years - Arguing 2013
H = How is it relevant? - Sds don't believe relevance esp in Gen Ed
I = Inclusion - switch major: transfer - Sds have many more options
Innovation - use metrics to determine success - NCLB - Data slots
* "Speed is not a number! Slow is not a time"

Financial resources
Technology
U of Phoenix
Share new
Region 1
E-500
like comment
on website online

NACADA	NACADA Resources—15% Discount
<p>NACADA 2013 Regional Conference registrants may receive a 15% discount by entering 2013REG in your NACADA store shopping cart under the heading "Promotion Code" for each item ordered. This discount is available on select NACADA resources (includes monographs, books-P10 & P12, DVDs & CDs; excludes pocket guides, book-P08, Family Guides, packages, & shipping charges). Click on "Re-Calc" to assure that you receive the discount before clicking "Place My Order."</p>	
<p>NACADA Executive Office Kansas State University 2323 Anderson Avenue, Suite 225 Manhattan, KS 66502 Web: www.nacadaksu.edu Email: nacada@ksu.edu Phone: 785/532-5717 Fax: 785/532-7732</p>	<p>Authorized by: Charlie Nutt, Executive Director</p> <hr/> <p>Expires: June 14, 2013</p> <hr/> <p>Not redeemable for cash.</p>

RCM - Budget model - Responsibility Center Mgt
follows the star

WELCOME RECEPTION AND POSTER SESSIONS

May 1, 2013 5:30—6:30

Ballroom B

Why We Tell Stories: The Power of Storytelling in Advising
Kristen Carlisle, South Dakota State University

The Art of storytelling has been around for centuries and we certainly are no strangers to stories on a college campus. But what about the power behind the meaning in the stories we hear? Learning about students through storytelling allows us to learn more about them than their “paper” history. Our roles as advisors is to actively listen and share stories to create relationships and action plans. We have to learn to effectively use stories to help our students overcome obstacles, share knowledge, develop community, enthusiasm and ultimately lead our students towards success and retention. This poster presentation will help identify ways to appropriately incorporate stories into your advising role.

Visual Model of Academic Advising
Anthony Smothers, University of Northern Iowa

The Council for the Advancement of Standards in Higher Education (CAS) standards for academic advising (NACADA, 2012), addressing core values, best practices, and recognition of advising, have been critical components of student development and maintaining high quality advising. However, academic advising rarely uses logic models to evaluate what practitioners do. Logic models allow us to visualize the programs and processes that deliver service, instruction, and assessment opportunities.

Do “Techie” Students Like Technology When Seeking Advising?
Anna Carlin, California State Polytechnic University

How do you know if faculty advising meets the needs of your “techie” students? An anonymous survey was constructed to gain a better sense of students’ satisfaction with computer information systems (CIS) faculty advising services. The construction of the survey, execution of the survey, and results compiled from the survey provide feedback on student satisfaction. Attendees for the session should gain a better understanding of the multiple levels of advising for students in the CIS major and minors. The survey results with indicators of satisfaction to CIS advising, next steps and the technology valued by students in a technical major will be shared.

Advising First Generation Hmong Students: The Implication of Culture and Family
Samuel Vang, Metropolitan State University

This presentation will explore the cultural and family dynamics of first generation Hmong students. Since culture and family connections play an important role in Hmong life, having insights into the family social structure and Hmong cultural values will be helpful in advising Hmong students. Additionally, we will look at the gender role issues within the Hmong family and how it impacts advising Hmong male versus Hmong female students in higher education.

6:30—Dinner on Your Own

CONCURRENT SESSION 1

May 2, 2013 9:30—10:30 a.m.

1

Cut, Copy and Paste: Helping Students Visually Explore Links between Majors and Careers

Dani Kwanvig-Bohnsack, Connie Eggers & Robert Dirk, North Dakota State University

Meeting Rooms 9-10

Do you work with students who ask, "What can I do with this major?" Are you noticing an increase in students feeling overwhelmed and distressed about choosing the right career? If so, this presentation will share an idea about how to collect and organize current job postings from the classified section of newspapers and online job boards to create a vision board to share with your advisees. This session will include brainstorming about how this project can be implemented at your institution for your advisees. Therefore, participants are encouraged (but not required) to bring their own laptop, tablet, or smartphone.

2

March Major Madness

Diane Wolter, Minnesota State University, Moorhead

Meeting Room 11

Getting the word out to students about programs and services we offer is a continuing challenge. This program describes March Major Madness, a series of major and career exploration programs at a regional university. We use the bracket structure of March Madness to illustrate the differing levels of programming, as well as to get students' attention! Get information on the structure and content of the programs, as well as branding and marketing strategies.

+ 3

Using Attribution Theory and Solution-Focused Brief Work in Coaching Students to Retrain Their Beliefs about Success and Failure in College

Stephanie Brown & Jay Trenhaile, South Dakota State University

Meeting Room 12

Due to the diversity of student populations on today's college campus, the idea of "student success" remains hard to define. Since Institutional goals and student goals are interrelated and student success is everyone's goal, University leaders are charged with the task of understanding the motives of their student bodies so they can assess how the institution is either supporting or inhibiting students' goal attainment. This presentation will give an overview of Attribution Theory and how it relates to student motivation and goal attainment. Specifically, how students attribute success and failure in college and the implications of these attributions will be discussed. Solution-Focused Brief Interviewing work will also be introduced as a method of coaching students toward forming successful attributions that build upon their strengths, resources, and value systems.

CONCURRENT SESSION 1

May 2, 2013 9:30—10:30 a.m

4

Using the LASSI in Advising,

Kelly Schulze & Tonia Jones-Peterson, University of St. Thomas
Meeting Room 13

As advisors, we often meet with students who are struggling academically. While some students are very self-aware and able to articulate what is causing them trouble, other students cannot. The Learning and Study Strategy Inventory (LASSI) was developed to assess study areas of skill, will, and self-regulation. Academic advisors can use the LASSI to deepen their conversations with students and offer more meaningful assistance based on the results. We will describe the LASSI and the 10 scales of assessment that it measures, then discuss how the University of St. Thomas Academic Counseling and Support advisors have incorporated the LASSI into working with students.

+ 5

Marginalized to Role Model: Preparing Historically Disadvantaged Populations to Become Agents of Change

Kirk Dowson, University of Winnipeg

Meeting Room 14

Teacher Training program under represented minorities

Participation in post-secondary education is often hampered by the very socio-economic conditions that create the gap between rich and poor. How, as post-secondary advising professionals, can we begin to effectively bridge this gap? If you are interested in answering this question, then you should be interested in this presentation. Using objective and anecdotal evidence drawn from a successful Bachelor of Education Access Program, this presentation will be of interest to professionals who are interested in discussing best practices and how they might integrate them into their own alternative post-secondary program. It will also be of interest to those who are looking for an effective model for providing post-secondary advising services to an at-risk or marginalized population.

Strategies - 1) Low adv loads ~190 2) Create sense of community - engage 3) Empower STds 4) free study skills course w/colvisors 5) limit class size 25 - self-contained classes; dedicated STd services

1) Difference Between helping & doing

NACADA Region 6 Innovation Award 2013 Winner

University of Minnesota, College of Biological Sciences—Student Services

The CBS Checkback Appointment Series

The NACADA Region 6 Innovation Award recognizes creative and unique approaches in bring innovation and inclusive excellence to academic advising. This award recognizes professional advisors, administrators or faculty advisors who are advancing the field of academic advising through research, program development and implementation, or use of technology to support their academic advising practices and creating inclusive environments at their institutions.

CONCURRENT SESSION 2

May 2, 2013 10:45—11:45 a.m

6

Creating a Masterpiece: The Art of Appreciative Advising

Colleen Stephens, University of St. Thomas & Kari Rusch-Curl, Normandale Community College

Meeting Rooms 9–10

Are you new to advising and establishing your own advising style? Or perhaps you are a seasoned advisor looking to incorporate a new advising model into your existing style. The presenters of this session will examine and explore Appreciative Advising, the student-centered approach to student development through Academic Advising. The purpose of this presentation is to explore through learning and discussion the Appreciative Advising model first introduced by Jennifer Bloom and Nancy Martin in 2002 and practice on our campuses today. We will provide a theoretical framework and foundational basis of Appreciative Inquiry and Positive Psychology. This session will also provide the history, advising model and best practices of advisors who are engaged in and have implemented Appreciative Advising into our daily work with students.

7

The First 90 Days: Finding Success as a New Advising Administrator

Meaghan Miller Thul & Amy Brewster, University of Minnesota

Meeting Room 11

From the time you consider a new role as an advising administrator to accepting the position and embarking on your first 90 days, being thoughtful and intentional about your decisions, interactions, approach and outlook is essential to finding success. This session will include concepts that will be of interest to new and seasoned advising administrators, especially those who may be welcoming new administrators to their team, or advisors considering a move to administrative roles. Participants will be invited to envision themselves in the role of a new administrator: the good, the bad, and the unknown. Ample time for discussion will allow participants to share best practices and personal experiences.

8

Retention Strategies: Using Academic Strategies to Improve Retention

Pamela Humphrey & Angela Fernandez, College of St. Mary

Meeting Room 12

Retention and graduation rates seem to be on everyone's radar. Successful students are more likely to remain in college and graduate. In this session you will hear about strategies implemented to help at-risk students be more successful academically by involving stakeholders across-campus. Following the presentation there will be time for sharing strategies and suggestions among session participants.

CONCURRENT SESSION 2

May 2, 2013 10:45—11:45 a.m

9

Coloring Outside the Lines: Advising Outside the Advising Session

Joan Krush, Kay Hopkins & Febina Mathew, North Dakota State University

Meeting Room 13

The art of advising can compel one to consider the opportunities to advise students outside the traditional advising appointment. We've assembled a group of academic advisors representing multiple colleges/units to provide an interdisciplinary picture of academic advising at a large, public university. Essentially, these multiple colleges represent advising models that view advising as a shared responsibility and use a combination of delivery systems, built on the strengths of each. Given the complexity of our academic programs and the increasing diversity of our students, it is unrealistic to expect one group to be able to do it all. The session will discuss finding advising opportunities outside the traditional advising appointment that will perhaps identify opportunities found on your campus to expand advising outside the lines.

*
Bob
Candidate
10
Clean house
Article

Think Like a Doctor: Helping Students Cultivate a Professional Mindset

Kate Karacay & Emily Brunner, University of Iowa

Take Board
looks like University of Iowa
Meeting Room 14

Students often arrive at college lacking the mindset that is crucial for success in their chosen career. As advisors, how can we help them develop these habits of thinking? We identify four aspects of a professional mindset: self-knowledge of talents, values and interests; communication skills; work ethic; and mindfulness of the profession's role in society and the responsibilities that come with it. We discuss specific strategies to develop professionalism that we use with students at various stages of their academic development. Although our presentation focuses on our work with pre-health students, we will also discuss how these ideas are applicable to other student populations.



Self-knowledge = questions
Group meetings - planning appi
model - put questions back to them

Huckleberry Daze

~ Jerry McKellar

where did you learn from this? for social experience

How to apply to other professions

CONCURRENT SESSION 3

May 2, 2013 1:30—2:30 p.m.

11

What's in Your Backpack? Tools for Organizing Group Enrollment in New Student Orientation

Stephanie McGowan, Cara Ortega, Amanda Micheli & Lindsey Marr, University of Nebraska, Omaha

Meeting Room 9-10

The goal of the group enrollment process at New Student Orientation has historically been to register students for their classes and disseminate information. Traditionally, the challenge of working with a group has been the lack of individual attention and utilizing a static way to deliver information. This presentation will provide new strategies and tools that showcase processes that are interactive and combined with technology. Academic advisors will learn to incorporate technology and develop strategies that focus specific information towards individual students in a group setting. Academic Advisors will learn about assessment and retention tools that are used to strategize the group enrollment process. The presentation will showcase how a group enrollment is planned, implemented, and revised as its rolled out.

12

Advisors: Write your Song of Success:

NACADA's Emerging Leader Program

Luiza Dreasher, Iowa State University & Yvonne Halden, University of Manitoba

Meeting Room 11

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

Shima →

~Martha Pettigrew



CONCURRENT SESSION 3

May 2, 2013 1:30—2:30 p.m.

13

Financial Literacy and the Post-Secondary Experience

Daniel Bailey, University of Winnipeg

Meeting Room 12

It is well documented that the majority of University students, regardless of their cultural or social-economic background, have weak financial skills and little knowledge of the financial realities of being a student. As a result, they make costly mistakes, and are more vulnerable to financial stress. The nature of the ACCESS Education Program at the University of Winnipeg facilitates working with students one on one and in group situations to teach them basic financial skills, which in turn give them the practical abilities and knowledge they will need to effectively manage their own finances and achieve their educational goals. The objective of this presentation is to present the curriculum and strategies developed for the students in the ACCESS Education Program and how they can be used to reach a greater audience.

14

Beyond “Smile Sheets:” Measuring Student Learning in Advising Appointments and Events

Lisa Novack & Nikki Letawsky Schulz, University of Minnesota, Twin Cities

Meeting Room 13

Assessment of academic advising appointments and events is often based on “smile sheet” surveys to measure satisfaction and student self-perception of learning. Recent research has questioned the ability of college students to accurately assess self-perceived gains as a result of an event or experience (Bowman, 2011). This session will review research on college students’ self-perceptions of learning and outline methods, results, and implications of two advising appointment and event assessments administered in the College of Biological Sciences at the University of Minnesota—Twin Cities that measured student learning. Attendees will engage in discussion and reflection of how similar assessments could be implemented at various institutions to enhance measurement of student learning through academic advising.

15

A Model for Transfer Student Advising and Registration Days

Debra Ubl-Mitzell & Janelle LeBlanc, St Cloud State University

Meeting Room 14

St. Cloud State University requires all new transfer students to attend an on-campus advising and registration day or to complete an online program before they can register for classes. This presentation will give advisors examples of strategies to use when working with new transfer students. It will include a review of information that is provided to students who attend an on-campus transfer advising and registration day (agenda for the day, printed resources developed for new students, and how students receive academic advising) and a review of the online transfer program content. St. Cloud State University is a mid-sized public university; information presented in this session would be useful for advisors who work at all types of colleges and universities.

2:45
neg

CONCURRENT SESSION 4

May 2, 2013 2:45—3:45 p.m.

16

The Student Success Coach and the Art of Coaching

Parry Telander & Anne Vande Berg, University of Minnesota, Rochester

Meeting Rooms 9-10

The Student Success Coach illustrates academic advising as both an art and science by including elements of coaching principles. This program will introduce our audience to the innovative advising practices we have developed for undergraduates in a Health Sciences degree program at the University of Minnesota Rochester. This model incorporates grounded theory in student development, with the tools of appreciative advising and the human capital approach. Come learn how to develop or enhance your own style with the art of coaching.

17

Rethinking the Faculty's Role in Academic Advising

Rhonda Hulkonen & Jill Tyler, University of South Dakota

Meeting Room 11

If your university uses faculty to advise students, have you observed more dissatisfaction from both the advisors and their advisees in recent years? It has long been thought that faculty are the best resource a university has for the advisement of students, particularly upper-classmen. But is this faculty advising model still working? During this round-table discussion, the established benefits and costs of using faculty advisors will be briefly reviewed. Then the participants will be invited to share their concerns about or support of faculty advising in an effort to gain a better understanding of what we can do to improve advising services.

*
18

A Conversation with NACADA Leadership

NACADA Executive Office, Pat Mason-Browne, NACADA Executive Board,

Randy Rummery, NACADA Region 6 Chair

Meeting Room 12

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.

CONCURRENT SESSION 4

May 2, 2013 2:45—3:45 p.m.

19

Advising is Like...My Shoe Wall “An Advisors Shoe Collection Hard at Work”

Monica Madura, University of Iowa

Meeting Room 13

As an advisor you can never fully prepare for what is about to walk in the door. You can look over a student profile, their grades, a degree audit, past notes, but until you sit down and a conversation begins you are barefoot and trying to determine what your role is about to become— What sort of terrain will we cover in the next 5-30 minutes? How many times will a “wardrobe change” be necessary? How do you prepare? What range of obstacles can you expect to encounter?

To help you prepare for your journey into the unknown I want to introduce you to my “Shoe Wall.”

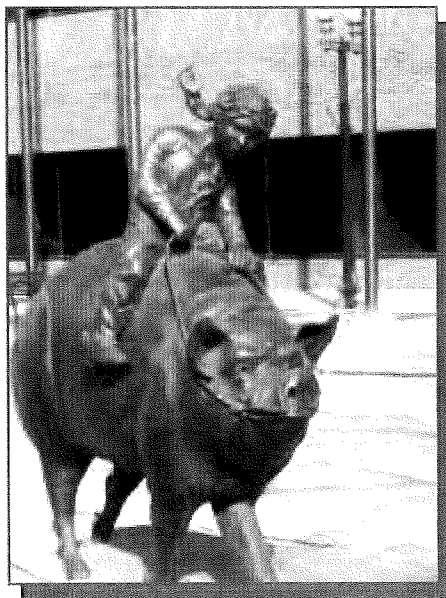
20

Framing the Picture: Preparing Students for Post-Graduation through Advising

Kristin Economos & Katherine Russell, University of Minnesota

Meeting Room 14

Most college students experience support, attention, and intentional advising throughout the beginning of their college career. However, “framing” potential post-graduation scenarios and challenges is often lacking in advising curricula. Recent literature highlights the challenges students face post-graduation, revealing an emerging area of focus. Join us for this interactive presentation for a chance to learn more about this need and best practices for advising students as they prepare for life post-graduation.



← Girls Can Do Anything

~Julie Jones

CONCURRENT SESSION 5

May 3, 2013 9:00—10:00 a.m.

21

Finding a Fit:

Connecting Advising Assessment to First-Year Experience

Polly Olson & Angeline Walswick, North Dakota State University

Meeting Rooms 9-10

Increasing emphasis on accountability in higher education has led to growing discussions and efforts to assess student learning across campus, but how does one apply assessment theory to practice in academic advising? This presentation will overview one department's experience in developing an outcomes-based assessment of advising that ultimately connected a first-year experience course for health sciences students at a regional public university. The process to identify student learning outcomes, evaluation methods, results, decision making and practical application to a variety of disciplines will be included.

22

Career Cruising Impact on Self-Efficacy of Deciding Majors

Anthony Smothers, University of Northern Iowa

Meeting Room 11

The purpose of this study was to analyze the impact of Career Cruising© on self-efficacy of deciding majors in a university setting. The study involved 73 deciding majors through the Office of Academic Advising at the University of Northern Iowa. The theoretical framework used was academic advising, student development theory, self-efficacy, and career decision making self-efficacy. The instrument was the Career Decision Self-Efficacy Short Form (CDSE-SF) used in a pre and post-test methodology. The treatment of a data was analyzed using a paired t-test and independent t-test to measure any differences in mean scores. The results of the study indicated a slight increase in self-efficacy for students who took Career Cruising© combined with academic advising.

23

Emerging Adults Theory and Identity Development

Diane Wolter, Minnesota State University, Moorhead

Meeting Room 12

Would you like to understand more about how your students figure out who they are? This presentation will introduce Arnett's Emerging Adults developmental theory, and examine the utility of his identity exploration feature in working with college students. I will compare Arnett's work with the more widely used models from Chickering and Reisser and Marcia. I will also introduce results from my research investigating the identity development of first year students at a regional university. This is an excellent session for those new to the field who are looking for theoretical grounding in their work with students, or any who are unfamiliar with the Emerging Adults model.

CONCURRENT SESSION 5

May 3, 2013 9:00—10:00

24

The Art of Creating and Maintaining a Campus Wide Advising Council

Lyndsey Rice & Brooke Clements, University of Nebraska, Omaha
Meeting Room 13

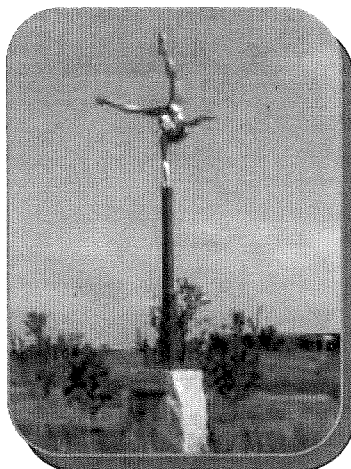
Advisor professional development is important to successful advising. In fact, lack of advisor training/development has been identified as a major weakness in advising programs. A large metropolitan university has found a forum for training, leadership and professional development through its Academic Advising Council (AAC). The presentation will consist of a brief history, current status and future goals of AAC. It will also share the highs and low of creating AAC and how it has continued to grow. An interactive discussion will take place at the end to share ideas and answer questions.

25

Advising Jenga: A Quest for Balance and Success

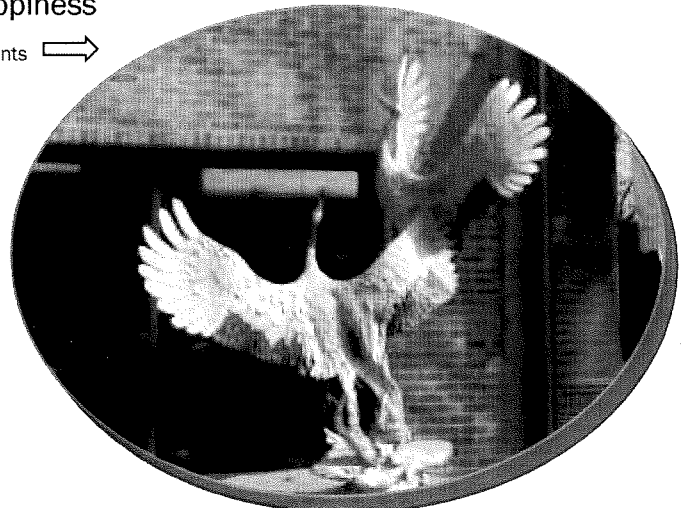
Stephanie Bebensee & Jody Owen, South Dakota State University
Meeting Room 14

In 2009, South Dakota State University initiated the development and subsequent implementation of a comprehensive Student Success Model. A steering committee developed this collaborative model with the goal of increasing institutional retention and graduation rates. Two components of this model include First-Year Advising and Early Alert. This presentation focuses on the implementation of the SDSU First-Year Advising Center (FYAC), which employs a proactive advising model to assist students with the transition to college and with building a firm academic foundation. This proactive model is supported by the Noel-Levitz College Student Inventory (CSI) and Early Alert retention initiatives. Presenters will demonstrate how these initiatives are incorporated into the first-year advising model and share implementation guidelines for the FYAC, CSI, and Early Alert programs.



Birds of Happiness

Dee Clements →



CONCURRENT SESSION 6

May 3, 2013 10:15—11:15 a.m.

26

Phonetic says write

Spotlight on Veterans: Serving Those Who Served

Kari-Rusch Curl, Normandale Community College

Meeting Rooms 9-10

With the drawdown of troops overseas, many campuses continue to see an increase in veterans and their dependents enrolling to obtain an education. What are the unique needs of this population? What strategies and resources can be used to help retain these students? We'll explore what can be done to ensure success for our veteran students. Participants will have an opportunity to discuss orientation/registration programs, credit awarded for military experience, academic policies and more! Share what your campus is doing to assist veterans on their educational journey and walk away with new ideas to become a more veteran-friendly advisor.

27

Bonnie says write

Advising as Teaching: Sharing Tools and Strategies

Drew Puroway & Susan Anderson, St. Thomas University

Meeting Room 11

Marc Lowenstein has written that "the excellent advisor plays a role with respect to a student's entire curriculum that is analogous to the role that the excellent teacher plays with respect to the content of a single course" (2005). Join us for a round table discussion that will allow you to trade ideas, materials and methods related to the concept "advising as teaching." We will explore pedagogies used to help students achieve learning outcomes and trade ideas that will help advisors integrate a greater level of reflection into our advising roles. Please bring any advising syllabi and other resources that you would be willing to share. The group will give/receive feedback to each other, and the resources and wisdom of the group will be compiled and shared via social networking.

28

Students' Aspirations and Expectations: Drifting into College

Diane Wolter, Minnesota State University, Moorhead

Meeting Room 12

Would you like to learn more about your incoming students? This presentation describes the educational aspirations and expectations of first year students at a regional university. It reports results of a qualitative research study on first year students, and uses metaphor theory to explore how these students understand the role of a college education in their lives. It also presents information from the CIRP national survey, to contrast those findings with the students in this study.

10-2-13

CONCURRENT SESSION 6

May 3, 2013 10:15—11:15 a.m.



29

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

Donna Menke & Executive Office Representative, Kansas State University

Meeting Room 13

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.

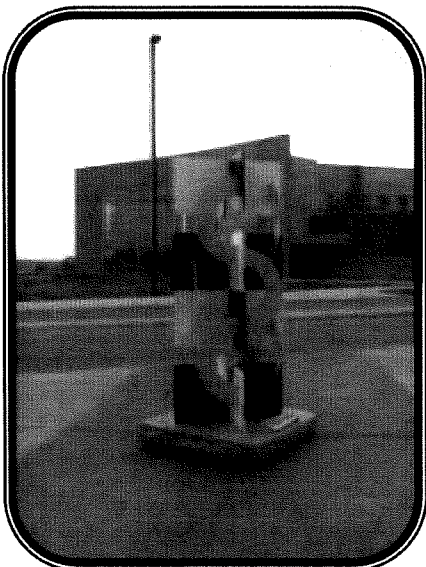
30

Sculpting a University Framework for Advising

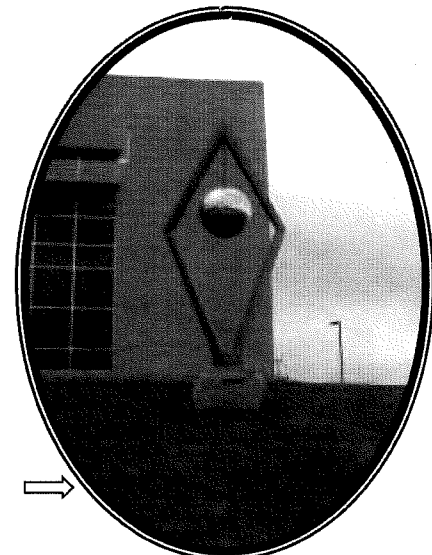
Ranelle Ingalls, Susan Council & Joel Hanson, North Dakota State University


Meeting Room 14

Have you ever wanted to be part of "maximizing contributions to the work, citizenship, global participation, and life developments of your students"? How about "increasing retention and graduation rates" for your institution? If you answered yes, then this session may have your advising interests at heart! These are the primary objectives given to the Council on Improving Advising at North Dakota State University. Three of the council members will discuss the formation of the council, the charge it was given by the University Provost and Vice President for Student Affairs, and the early stages of the work that is being done to improve campus-wide academic advising efforts for undergraduate students.



Road Blocks of Life



Shimmer of Invention 

CONCURRENT SESSION 7

May 3, 2013 11:30—12:30 p.m.

31

Reframing Academic Paths for Pre-Health Students

Carrie Morris & Emily Brunner, University of Iowa

Meeting Rooms 9-10

“I’ve dreamed of being a doctor since I was five, but I’m getting a C in chemistry. Now what?” Advisors of pre-health students often work with students whose academic performance does not match the demands of their career aspirations. It can be difficult for students to come to terms with this fact and move on to other goals. As students explore their options, often they are attracted to alternate careers in healthcare. In this session, we discuss ways to help students explore a wide variety of health and helping professions and to determine paths towards these goals. Attendees will learn strategies and resources that we use in working with these students and discuss case studies of students who have found new academic directions.

32

Explore the Possibilities: Empowering Deciding Students

Nicole Bowen & Nadine Gjerde, South Dakota State University

Meeting Room 11

The University College at South Dakota State University (SDSU) is piloting an Exploratory Studies program in spring 2013 that is designed to assist undecided students in selecting a major by the end of their first academic year. Exploratory Studies programs at other colleges and universities have seen success in helping students develop their career and major interests and have bolstered university retention rates. Professional academic advisors will help students understand how their personal interests, values and abilities play a role in their future majors and careers. Presenters will discuss the Exploratory Studies model and implementation at SDSU as well as the role academic advisors will fill for students in this program.

33

Get Students the Help They Need—IN TIME!

Annamarie Rice, Starfish

Meeting Room 12

Keeping track of possibly hundreds of students can be overwhelming. Starfish is here to help you prioritize which students need your help first, based on your institutions’ priorities. Starfish helps you identify and prioritize at-risk students, keep track of your efforts to intervene, and close the loop with instructors.

CONCURRENT SESSION 7

May 3, 2013 11:30—12:30 p.m.

34

Handling the Unique Challenges and Opportunities Related to Being a Faculty Advisor

Bradley Lang, Central Community College
Meeting Room 13

As a faculty member who advises, you have a unique and special relationship with our advisees. You may have played a part in recruiting them and now you'll teach them and grade them. You've written curriculum that will prepare them to meet their career preparation goals. Your role may expand to counselor and parent figure while they are enrolled at your institution. They depend on you to guide them, advocate for them, and most importantly listen to them. This presentation will expose you to 24 years of ideas that have worked...and some that haven't.

35

Roundtable Discussion: Improving the Advising and Academic Support Response to Increased International Student Enrollment

Chirayu Dongre & David Moore, University of St. Thomas
Meeting Room 14

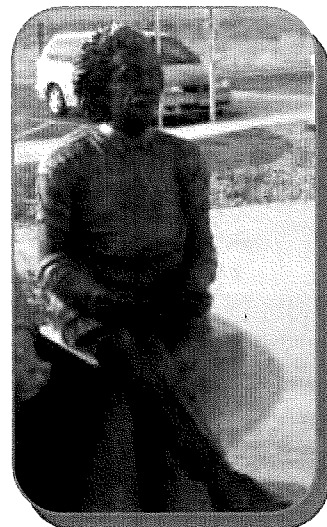
Significant recent increases in international student enrollment nationwide have created academic advising and academic support challenges as these offices feel the crunch of applying limited resources to the sharp increase in student needs. At the University of St. Thomas we are looking into how we can better approach a range of issues. For example, how we can best provide academic support for students who are not native English language speakers? How do we accommodate for international students with learning disabilities and mental health concerns? We invite advising and academic support professionals to share their experiences, discuss specific challenges, and offer examples of how they are addressing issues on their campus.



← Guardedly Optimistic

~Kate Christopher

Einstein ⇒



SPECIAL THANKS TO:

Dr. Rick Melmer
 Conference Proposal Readers and Volunteers
 University of South Dakota, School of Education
 South Dakota State University
 NACADA Executive Office

REGION 6 RECIPIENTS OF NACADA NATIONAL AWARDS

FALL 2012

Winners:

Angie Bomier, Minnesota State University, Mankato	Outstanding Advising Award—Primary Advising Role
Joseph Collins, Kansas State University	Graduate Student Regional Conference Scholarship
Jane Jacobson, Iowa State University	Leading Light Award
Sarah Ihrig, University of Minnesota, Twin Cities	Assessment Institute Scholarship

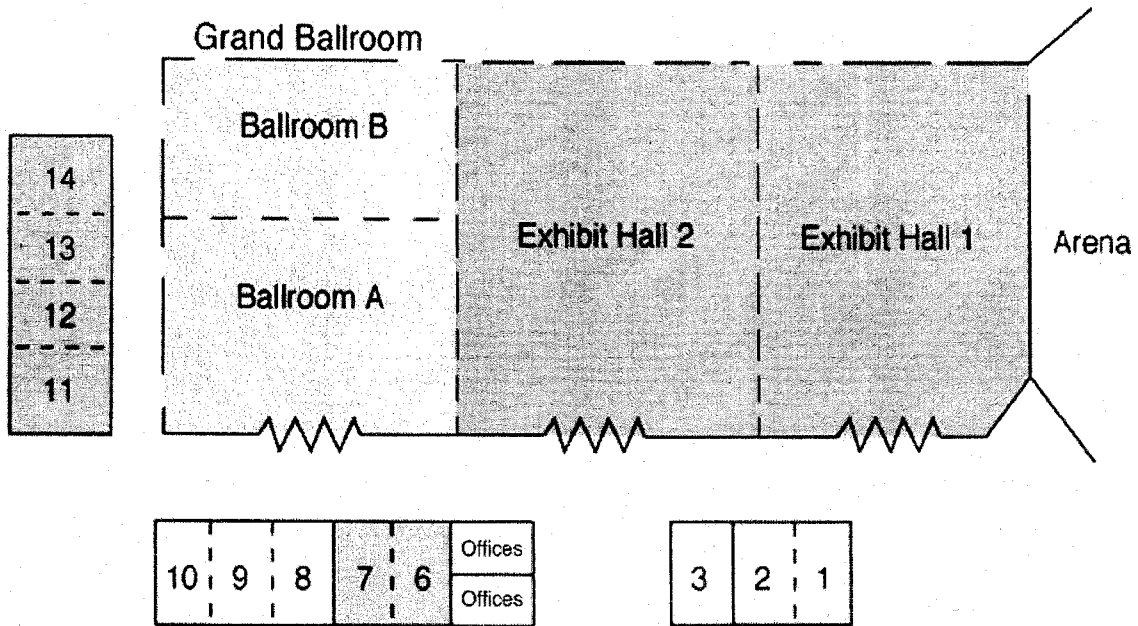
Certificate of Merit:

Katie Russell, University of Minnesota, Twin Cities	Outstanding Advising Program Award
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REGION 6 LEADERSHIP

Randy Rummery	Region Chair	Red River College
Sherrie Bosse	Conference Chair 2013	University of South Dakota
Luiza Dreasher	Conference Chair 2014 Emerging Leaders Program	Iowa State University
Jane Rose	Saskatchewan Liaison	University of Regina
Yvonne Halden	Manitoba Liaison	University of Manitoba
Brenda Kutz	Iowa Liaison	Iowa State University
Lyndsey Rice	Nebraska Liaison	University of Nebraska Omaha
Joan Krush	North Dakota Liaison	North Dakota State University
Drew Puroway	Minnesota Liaison	University of St. Thomas
Jody Owen	South Dakota Liaison	South Dakota State University

SHIUX FALLS CONVENTION CENTER



EXHIBITORS

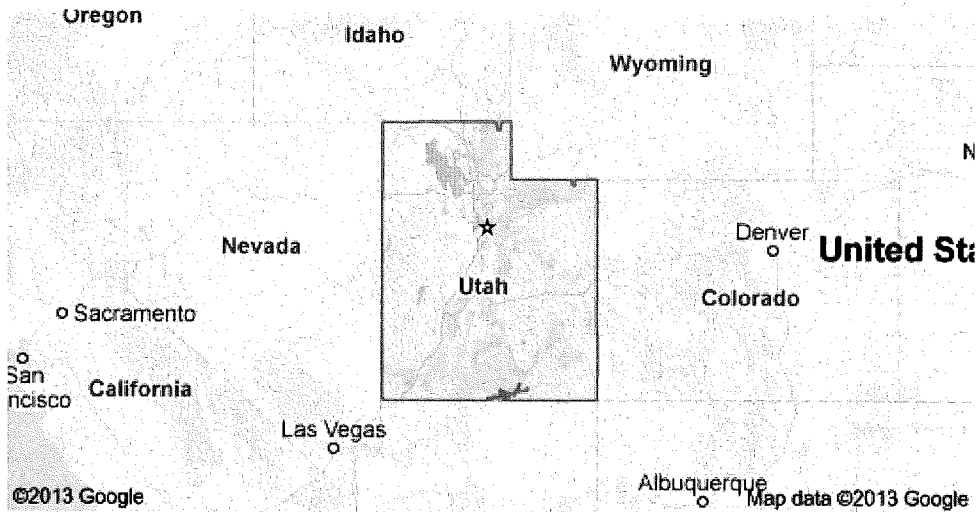
Starfish Retention Solutions

NACADA ANNUAL CONFERENCE

SUCCESS ELEVATED: GREATEST ADVISING ON EARTH

October 6-9, 2013

Salt Palace Convention Center
Salt Lake City, UT



2014 REGION 6 CONFERENCE

DES MOINES, IA

