

BC Border Crossings:

Vancouver

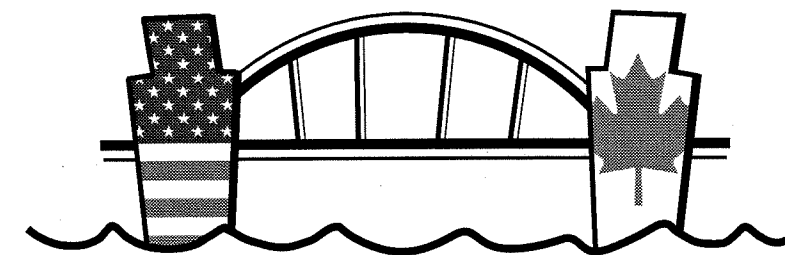
Northwest
Region 8
Conference

March 17-19, 2008

Advising Checkpoints
from Pre-Enrollment to
Graduation

Conference Program

NACADA



Welcome!

Welcome to the beautiful, cosmopolitan city of Vancouver, British Columbia! The planning committee, under the dynamic leadership of Darren Francis, has been planning for more than a year to bring you a packed conference with opportunities for your professional development and a chance to interact with colleagues from all over the region.

We are especially honored to welcome two important guests to our conference. Dr. Jenny Bloom is the current NACADA President. Dr. Bloom is a Clinical Associate Professor in the Department of Educational Leadership and Policies at the University of South Carolina. She has graciously agreed to present a pre-conference workshop on Appreciative Advising. In addition, we are happy to have the new Executive Director of NACADA, Dr. Charlie Nutt, joining us from the National Office. Dr. Nutt will be presenting our keynote and we look forward to it. Do take the opportunity to meet them and welcome them to our region.

Region 8 continues to grow and I am proud of the strides we have taken this year. A regional steering committee has been formed with equal representation from each province/state. The committee has been hard at work on developing bylaws, which will be presented at the regional business meeting.

On behalf of the regional steering committee, I want to take this opportunity to welcome our returning members and new members of the region. We are excited to have you attend this conference and look forward to the presentations, sharing of ideas and support of advisors in their professional development.

Karen Sullivan-Vance, Ed.M.
Western Oregon University
Northwest Region 8 Chair

It is my pleasure to welcome you to the Northwest Region 8 NACADA conference in beautiful Vancouver, British Columbia, Canada, proud host city of the 2010 Winter Olympics.

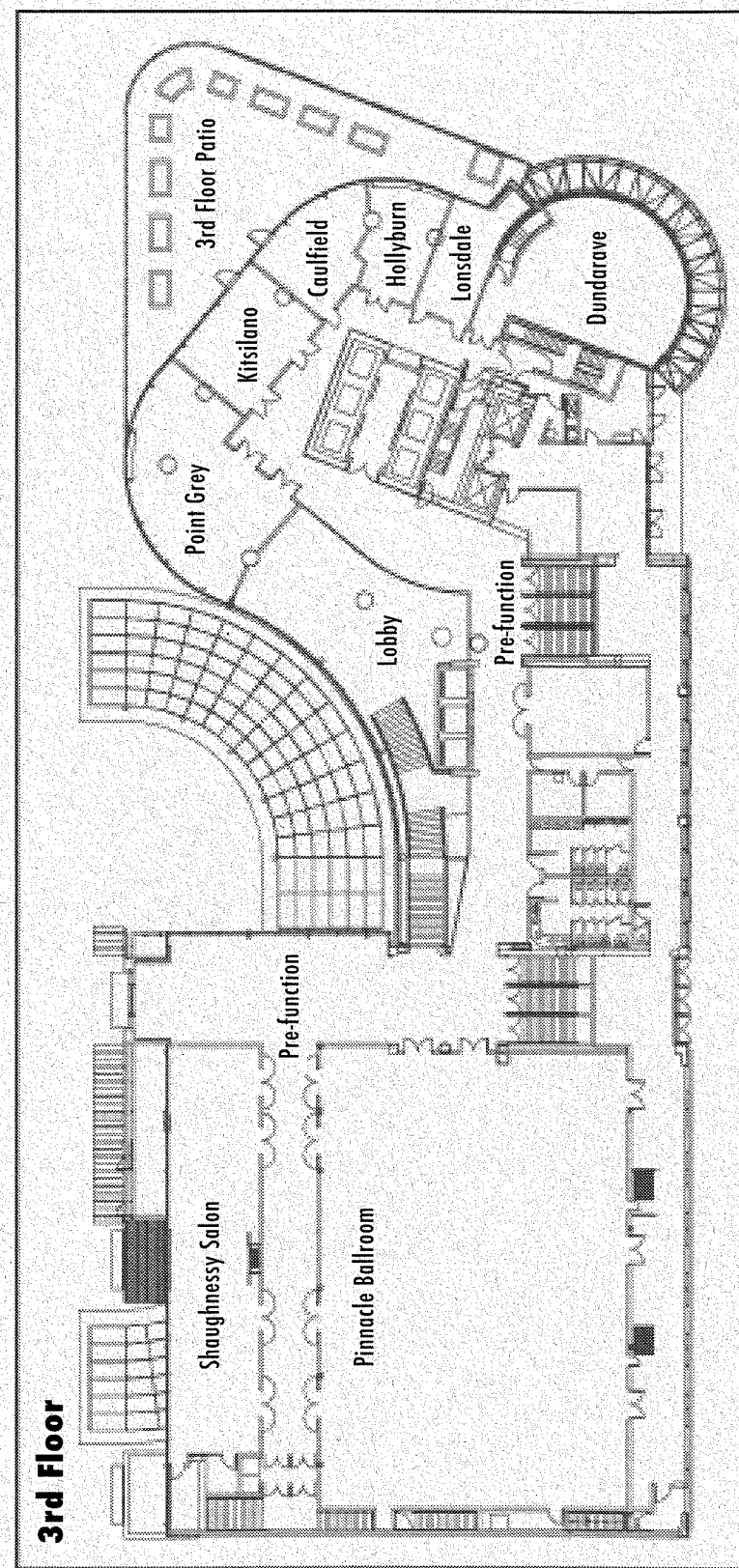
Academic advising research continues to blossom all over North America. Regardless of whether you are presenting or attending, the exchange of ideas shared over the next three days embodies the commitment and dedication required to be an advisor. More significantly, being together at this conference creates a community of learning specialists who are the essential component of student success.

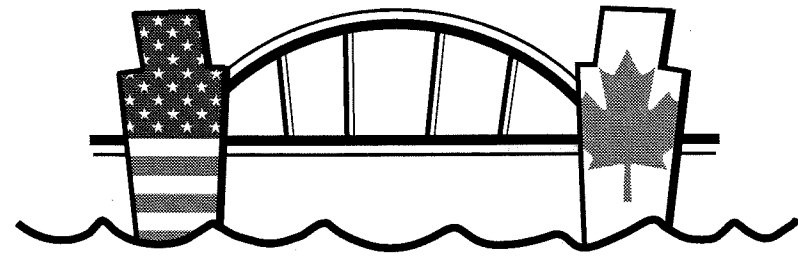
To all of you, it is my honor to be with you for the next three days. The conference itself is an example of the devotion advisors have to our profession. I would like to take this time to thank the conference organizing committee as, without their hard work, we would not be here right now.

I look forward to speaking with, and learning from, all of you over the next three days. On behalf of the conference organizing committee, I welcome you.

Darren Francis, M.S.
University College of the Fraser Valley
Northwest Region 8 Conference Chair

Marriott.
VANCOUVER PINNACLE
DOWNTOWN





2008 NACADA Region 8 Conference Planning Committee

Karen Sullivan-Vance
Western Oregon University
Region Chair

Darren Francis
University College of the Fraser Valley
Conference Chair

Judi Beckendorf
Montana State University

Nicole Kent
Oregon State University

Peggy Bray
University College of the Fraser Valley

Jo Lacher
University of Idaho

Clay Cox
Boise State University

Jeffrey Malone
Oregon State University

Sally Garner
University of Oregon

Brett McFarlane
Oregon State University

Tracy Grazley
The University of Montana Western

Lynn Newman-Saunders
University of British Columbia

Ana Hernandez Blackstad
Cascadia Community College

Heather Page
Washington State University

Nicholas Johnson
University College of the Fraser Valley

Tamie Saffell
Western Oregon University

Katee Keen
Linfield College

Linda Toews
University College of the Fraser Valley

Conference at a Glance

Monday, March 17

Conference Registration

The conference registration table is located on the third floor Lobby. The registration staff will be able to assist you during the following times:

Monday, March 17:	7:30 AM to 5 PM, 7 PM to 8:30PM
Tuesday, March 18:	7:30 AM to 11:30 AM
Wednesday, March 19:	7:30 AM to 9:30 AM

At the registration table, you will find local hospitality information, NACADA information and information regarding our service project. Conference volunteers can pick up and turn in the session evaluation forms here.

Pre-Conference Workshops

	PINNACLE 1	SHAUGHNESSY 1	SHAUGHNESSY 2
10:00 AM			Legal Issues
11:00 AM	NACADA Leadership Training	iHelp v2.0: Your College's Advising Podcast (Will break for an on-your-own lunch)	
NOON			
1:00 PM			Appreciative Advising
2:00 PM			
3:00 PM	Advising & Retention: Exploring the Mysterious Link		
4:00 PM			

Welcome Reception

8:30 - 10:00 PM: Please join us in the (third floor) Lobby for a Welcome Reception. "Strolling snacks" and a cash bar will be provided. This is an excellent opportunity to network with your colleagues and make some new contacts.

Conference at a Glance

Tuesday, March 18

7:30 AM: Breakfast (Lobby/Pinnacle Ballroom)
 8:15 - 8:50 AM: Introduction to NACADA (Shaughnessy 1)

	PINNACLE 1	PINNACLE 2	SHAUGHNESSY 1	SHAUGHNESSY 2	DUNDAVE
9:00 AM	Can We Talk?	From Hurdles to Empowerment	Advising—A Relationship that Matters!	The Ultimate in Border Crossing	BC's Collaborative Approach
10:15 AM	Understanding Student Expectations	Making the Transition	Disability Basics & Advising Complexities	Keeping the Key Bits	Writing for NACADA

11:30 AM - 1:15 PM: Lunch (Pinnacle Ballroom)
 Keynote Speaker: Dr. Charlie Nutt, NACADA Executive Director

Dr. Charlie Nutt served in various leadership roles in the Association before coming to work full-time for the Executive Office. These roles include Region IV Representative, Two-Year College Commission Chair, 2000 National Conference Chair, Chair of Re-organization Implementation Committee, Chair of Task Force on Faculty Advising, and President-Elect. In addition, he has served on the faculty of the NACADA Summer Institute, Academic Advising Administrators' Institute, and Assessment of Advising Institute.

	PINNACLE 1	PINNACLE 2	SHAUGHNESSY 1	SHAUGHNESSY 2
1:30 PM	Using Established Checkpoints	Collaborative Advising	Crossing the Borders of the Classroom	Peer Academic Coaching
2:45 PM	Reality Check	PDR Roundtable	iAdvise—Using Podcasts	Breaking into Advising as a Career
4:00 PM	Advisors & Parents in Collaboration	Underwriting your Advisees Futures	Journey of Transitions	Applying Learning Styles

5:00 PM - 5:30 PM: Business Meeting (Kitsilano). Tentative agenda includes the region bylaws, updates from the region and opportunities for involvement.

Conference at a Glance

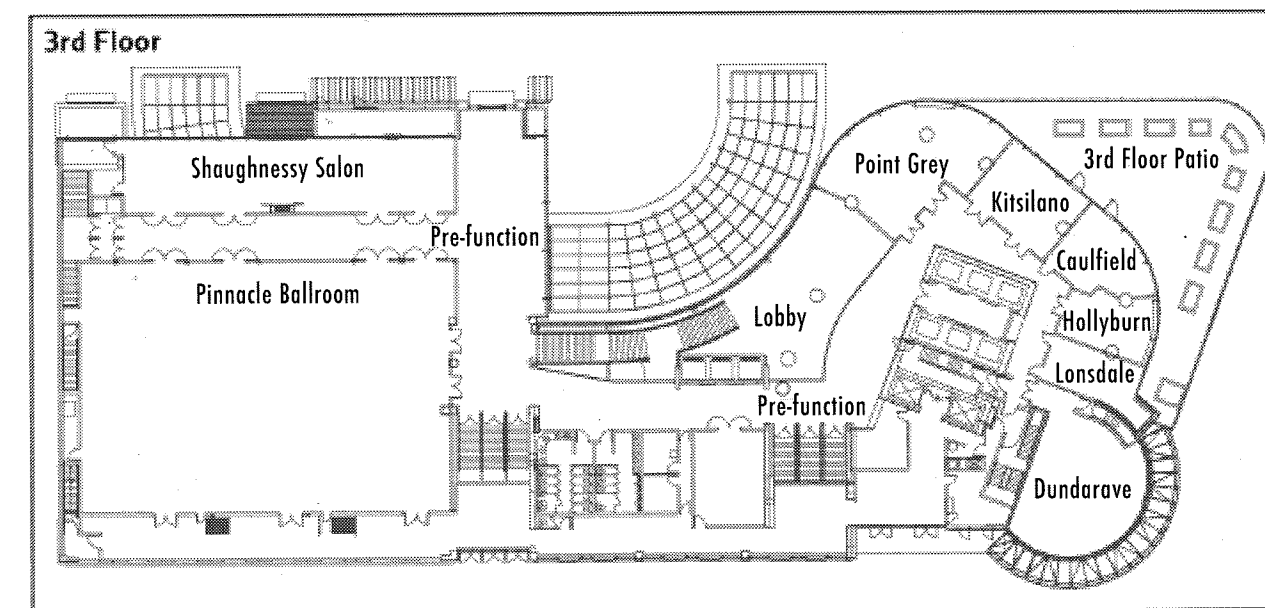
Wednesday, March 19

7:30 AM: Breakfast (Lobby/Pinnacle Ballroom)

On Wednesday, March 19, Pinnacle Rooms 1 and 2 will be combined into one room.

	PINNACLE	SHAUGHNESSY 1	SHAUGHNESSY 2
9:00 AM	Checkpoints for At-Risk Students	Recruiting isn't Rocket Science...	Advising Students on Money Management
10:15 AM	Exploring Across the Border	Advising & Web 2.0 Technology Roundtable	NACADA Update & Feedback
11:30 AM	Interactions that Matter	Destination Graduation	A Learning Centered Model

12:30 PM - 2:00 PM: Closing Lunch (Pinnacle Ballroom)



Pre-Conference Workshops

Monday, March 17

NACADA Leadership Training

11:00 AM–Noon

Pinnacle 1

Presenters:

Jenny Bloom
NACADA President

Charlie Nutt
NACADA Executive Director

Karen Sullivan-Vance
NACADA Region 8 Chair

This workshop is for NACADA members recently elected to a leadership role within the association. Participants will be provided with a brief introduction to the association's governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle(d) their positions. Members with an interest in future leadership roles within NACADA are welcome to attend to learn how they might get involved in the future.

Advising & Retention: Exploring the Mysterious Link

3:00 PM–5:00 PM

Pinnacle 1

Brett McFarlane

Oregon State University

Abstract:

Advising administrators are under tremendous pressure to identify and develop advising programs and interventions that impact student retention and persistence. The primary body of research identifies an indirect relationship between advising and retention. How do we as advisors and advising administrators develop programs and interventions that demonstrate a direct relationship to persistence? In this session, we will review theory, past research, and current studies related to the topic of retention and advising. We will look at, and discuss, innovative programs in our own regions that address these issues. Finally, we will discuss new ways to address retention and persistence in the face of financial and staffing limitations.

iHelp v2.0: Your College's Advising Podcast

11:00 AM–2:45 PM (With 1 hour lunch on your own)

Shaughnessy 1

Kurt Xyst & Clay Schwenn
University of Washington

Abstract:

The University of Washington has been actively producing an academic advising podcast for a year and half—and now it's your turn! In this three-hour pre-conference session, Clay and Kurt will lead participants through the process of producing their own academic advising podcast, from concept to finished product ready for use. By

Pre-Conference Workshops

Monday, March 17

the end of the session, participants will feel more confident about their ability to create with this new technology and will have a tangible product to take back to their campus, their students, and their administrators. NOTE: Participants MUST supply their own gear including a laptop computer loaded with audio recording and editing software, either Garageband or Audacity, a file transfer client (e.g. Fetch or Cyberduck), headphones, and either a built in or external USB microphone.

Legal Issues

10:00 AM–Noon

Shaughnessy 2

Ryan Hageman
Oregon University System

Abstract:

This session will highlight important legal and ethical considerations in the context of important junctures of the advising relationship. Utilizing case and scenario studies, the presenter will focus on various "moments" in the student-institution relationship, such as pre-enrollment, orientation, selection of majors, academic requirements, and graduation, and draw out "best practices" advisors should consider to better serve the best interests of students, while minimizing legal risk to institutions at the same time.

Appreciative Advising

1:00 PM–3:00 PM

Shaughnessy 2

Jenny Bloom
NACADA President

Abstract:

This fun and uplifting session will focus on how as advisors we can use the organizational development theory of Appreciative advising to enhance our interactions with students.

Appreciative Advising is focused on giving you specific techniques and questions to help you build rapport with your advisees, discover your students' strengths, uncover their hopes and dreams, and then partner with them to develop a plan for accomplishing those dreams. The student success and retention literature clearly demonstrates that the work we do as advisors is important. Appreciative Advising translates theory to practice to enable you to optimize your interactions with students.

Session Descriptions

Tuesday, March 18
9:00 AM—10:00 AM

Can We Talk? A Conversation with At-Risk Students

Pinnacle 1

Cyndi Faircloth
University of Idaho

Abstract:

In this presentation, the presenter will share forms, methods, and examples from a program that intervenes with at-risk students. Participants will receive examples of worksheets and contracts that are designed to facilitate the advisor-student conversation. Participants will leave with ideas for how the forms and the conversation can help the student to set realistic academic, personal and career goals. For this presenter, the forms also serve as a "touchstone" for student and advisor throughout the semester so that the student's goals can be revised as necessary, concrete advice given, and the advisor can discuss second-choice majors with the student, if appropriate.

From Hurdles to Empowerment: A Post-Orientation Group Advising Model to Assist First-Year Students to Move from Dependency to Self-Sufficiency

Pinnacle 2

Melanie Jones & Eric Stoller
Oregon State University

Abstract:

The main goal of our presentation is to share our experience in implementing an advising

workshop for first year students after their initial summer orientation. Both theory and practicality have guided our efforts in creating a series of workshops with hopes of changing notions of registration as a hurdle to go through, to an empowering, teaching-learning experience. Student development theories have guided the inception of the workshops, and we will provide a brief review of selected theorists as related to similar modeled programs. We will conclude our session with an open-feedback activity soliciting ideas about ways we can all continue to creatively reach the masses.

Advising—A Relationship That Matters! Get to Know Your Students—Don't Just Get Through Them!

Shaughnessy 1

Donegal Fergus
Tacoma Community College

Abstract:

It's the small choices we make daily that set the trajectory for our lives. Advisors have the honored position of assisting students daily in making life choices that will affect their future. That alone makes advising a relationship that matters! Buying wholeheartedly into the relationship-building concept, administrators came up with creative funding models to invest in 11 professional advisors while simultaneously remodeling the entire advising department. Fueled by a new-found energy and backing, advisors collaboratively redesigned the advising environment with one focus in mind. Their motto: Get to know your students—don't just get through them! The advising culture was successfully

Session Descriptions

Tuesday, March 18
9:00 AM—10:00 AM

shifted from fast food service to quality student service by developing relationships that matter.

The Ultimate in Border Crossing: Building a Distance Advising Unit

Shaughnessy 2

Bobbi Thomas, Maria Greaney & Chris Kincaid
Washington State University

Abstract:

Is your college or university jumping on the sexy new global campus bandwagon and beginning to develop online degree programs? If so, your advising practices must change to accommodate the needs of distance learners. Learn some time-tested, best practices in starting and maintaining a successful high-touch, high-tech advising team.

BC's Collaborative Approach to Educational Advising

Dundarave

Linda Pardy
BC Council on Admissions and Transfer (BCCAT)

Abstract:

There are two large obstacles for advisors trying to help students transition to adulthood. First, resources often offer "mountains of information" but no way to sort out the information available or judge the quality of the information. And second, the variety of post-secondary education options in British Columbia (BC) can be overwhelming and often impossible for advisors and students to keep up-to-date on. The BC Council on Admissions & Transfer (BCCAT), working collaboratively with the higher education institutions in the province of BC, established a free-to-use online education and career development resource called Education Planner—www.educationplanner.ca. Education Planner is a Ministry of Advanced Education-supported resource designed to help with transition planning for students as they move into the post-secondary system, adulthood and the workplace.

Session Descriptions

Tuesday, March 18
10:15 AM–11:15 AM

Understanding Student Expectations in Freshman Seminar Classes: Results from Ethnographic and Q-Method Research

Pinnacle 1

Clay Cox
Boise State University

Abstract:
Every student enters college with a different set of expectations. Freshman Seminar classes are the first checkpoint for students to deal with these expectations. Instructors and advisors who are aware of student expectations can design syllabi and develop advising strategies to improve the first year experience for incoming freshmen.

Ethnographic research combined with q-method factor analysis creates a reliable method of exploring and understanding these expectations. Using these methods, the researcher can look at the entire cohort for program/curriculum level analysis, each class section for lesson plan development, and at individual student's responses as elicitation devices during advising. Participants will understand these research methods, the results of this study, plus implications for instructors and advisors.

Making the Transition: A Focused Approach to Major-Change Advising

Pinnacle 2

Judi Beckendorf
Montana State University

Abstract:
This presentation will describe the newly created Students-in-Transition Advisor position at Montana State University and its success with the retention of students who change their major. How these students are identified, what kind of outreach takes place, and how to help students find the best major for their interest and goals through self discovery and exploration will be described. Indicators of major changes include under-preparedness, change of interest, level of difficulty, or inability to pass gated program requirements. Descriptions of tools and methods used in helping students to explore majors will be provided. Interaction from the audience will be encouraged.

Disability Basics and Advising Complexities

Shaughnessy 1

Hilary Gerdes
University of Oregon

Abstract:
Optimize your advising effectiveness through a greater understanding and sensitivity to disability issues. Recent global shifts in conceptual understanding of disability will be introduced. Small group discussions will focus on disability

Session Descriptions

Tuesday, March 18
10:15 AM–11:15 AM

related advising scenarios and best practices. This session is designed for the new advisor and will not focus on detailed legal issues, but rather on practical applications in the field of advising.

- Objectives:**
- Understand the basics of current disability issues in higher education
 - Identify types of disabilities and typical accommodations at the college level
 - Understand the difference between the medical and social-political model of disability and why that is important to advising
 - Learn specific approaches and considerations for building more effective advising relationships
 - Know when to refer to or consult with Disability Services

New Advisor Track
Keeping the Key Bits: A Private Web for Advisors

Shaughnessy 2

Rick Monaghan
Malaspina University-College

Abstract:
What information does a new advisor really find useful? How can any advisor keep up with the ongoing changes?
This presentation is targeted to advisors or administrators who are looking for a more consistent method of accessing and updating needed information for an advising centre. It will make the case that a private web for advisors is a workable solution for sharing informal

- information. It will address topics such as:
- New advisor support and collegial participation
 - The rationale for a secure (password protected) site
 - E-mail: enough is enough
 - Informational 'bits' — what can be shared?
 - Journey into the Wasteland (videos and other high-tech attractions)
 - Web design and maintenance for a non-specialist
- Strategies will be demonstrated using an advisor-only web and time will be allowed for a Q&A.

.....

Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse

Dundarave

Susan Poch
Washington State University

Abstract:
There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers and theorists appear in NACADA publications. While NACADA publishes books, video, DVDs, CDs and brochures, 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, and the Clearinghouse. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Session Descriptions

Tuesday, March 18
1:30 PM–2:30 PM

New Advisor Track

Using Established Checkpoints to Create an Advisor Development Program for New Peer, Professional, and Faculty Advisors

Pinnacle 1

Linda Hapsmith & Brighton Wood
University of Alaska Fairbanks

Abstract:

Using Established Checkpoints to Create an Advisor Development Program for New Peer, Professional, and Faculty Advisors will discuss the dovetailing of a curriculum of a well-established peer advisor training program with a newly created faculty/staff progressive advisor development series. An outline of the old and new curriculum will be given to participants along with hands-on activities and exercises from the revamped curriculum to facilitate participant discussion. The curriculum pathway from well-known checkpoints based on content topics to less-familiar checkpoints based on advising competencies and proficiencies will be clearly marked for the participants. A master advisor program for senior faculty and staff advisors has been discussed, and the revised curriculum could be a cornerstone of the proposed master advisor program.

.....

Collaborative Advising in a Consortium Agreement: Helping Students Through Transition

Pinnacle 2

Tracy Grazley
The University of Montana Western

Kathy Shipman
Montana Tech of the University of Montana

Abstract:

In 2002, the University of Montana Western and Montana Tech of the University of Montana began the process of implementing a pathway to Educator Licensure for Secondary Education in Mathematics and Science. Recent personnel changes, at both institutions, left the program in a state of flux.

This presentation will examine how Gernard's Model for Transfer Students (Pre-transfer stage, transfer stage, and post-transfer stage) can be applied to students in a consortium agreement. The presentation will also examine the importance of creating an advising plan that will provide the foundation for a lasting program, and one that will function efficiently even as changes occur in staffing.

Participants will have the opportunity to learn about the Gernard's Model for Transfer Students and the benefits of collaborative advising.

.....

Session Descriptions

Tuesday, March 18
1:30 PM–2:30 PM

Crossing the Borders of the Classroom: Creating and Implementing an Academic Advising Syllabus

Shaughnessy 1

Tamie Saffell
Western Oregon University

Abstract:

Come join in an interactive presentation on creating and using a dynamic academic advising syllabus. Participants will learn how to create a syllabus for their office with learner outcomes and learn the benefits of using a syllabus. Through group discussions, the participants will begin creating their own syllabus as we discuss learning outcomes in the broad context of advising as teaching.

.....

Developing a Peer Academic Coaching Program—Students Helping Students

Shaughnessy 2

Janet Sinclair & Nanci Martin
The University of British Columbia

Abstract:

Our students are a valuable and often untapped resource. This interactive workshop will use case studies and role playing to demonstrate the effectiveness of a Peer Academic Coaching Program. Using the collaborative coaching model we will demonstrate how to identify problems, brainstorm resources and help students develop an action plan for academic success.

Group discussion will focus on how to develop a peer academic coaching program, review best practices, and provide steps to get started at your institution.

.....

Session Descriptions

Tuesday, March 18
2:45 PM–3:45 PM

Reality Check: Advising Students OUT of a Major

Pinnacle 1

Nicole Kent
Oregon State University

Abstract:

Most advisors will encounter situations when it is necessary to advise a student out of their chosen major. While increasingly common in pre-professional programs, it is important for advisors in all disciplines to recognize students whose chosen major is a poor fit, to help the student recognize that for themselves, and to direct the student to programs that are better suited to their interests, strengths, and goals.

This presentation will address factors influencing student's major choices as well as strategies employed by advisors to assist students in identifying and transitioning to a more appropriate major. In addition to the presenter's perspective, time will be provided for case-studies and group discussion. Attendees can expect to leave the presentation feeling better equipped to initiate these challenging conversations with students.

.....

Probation, Dismissal, and Reinstatement (PDR) Roundtable

Pinnacle 2

Nicholas Johnson
University College of the Fraser Valley

Abstract:

Do you care about student success? Is your institution concerned about retention and completion rates? Join a discussion on "PDR" to share your thoughts and experiences and hear from your peers regarding this critical subject. Some possible points for discussion include:

- Student Success Programs: How effective? How proactive? How structured?
- Foundation Courses for Success: What are they? Who takes them and at what stage?
- Online / Self-directed Student Resources: An effective tool for struggling students? Any sites that are especially good?
- PDR Policy: Does it drive your actions for at-risk students? For better or worse?
- Dismissal: An effective tool to improve academic interest and performance? What conditions work and what don't?
- Re-admission: What are the conditions and are they effective for future success? Does your school have a "Fresh Start" program and is it effective?

.....

Session Descriptions

Tuesday, March 18
2:45 PM–3:45 PM

iAdvise—Using Podcasts as a Teaching Tool

Shaughnessy 1

Natasha Buis & Meagan Sackett
Lethbridge College

Abstract:

Join the latest communication revolution and start using Vodcasts/Podcasts to enhance services in a technology savvy society. iAdvise is an online advising service that incorporates quick "how-to" videos to answer commonly asked questions—in a much more interactive format than traditional print information Advisors can use video technology to teach new students how to read the online timetable, how to navigate their student web portals, or how to adjust their schedules without having to book an appointment with an advisor.

We'll explain how to develop and post your own Vodcasts using technology you probably already have on campus, and we'll examine some of the pitfalls of Vodcasts and how you can avoid them.

.....

New Advisor Track

Breaking into Advising as a Career Pathway: Advising Internships as an Opportunity for New Professionals

Shaughnessy 2

Patrick Pineda & Noell Bernard
University of Washington

Abstract:

In this session, we will examine the Academic Advisor Intern positions of the Undergraduate Advising Gateway Center at the University of Washington and encourage institutions nationwide to adopt such programs to encourage new professionals to enter and excel in the field of academic advising.

Additionally, we will explore and define the investments of universities, colleges, and departments in staffing academic advising internships. We will assess the benefits and challenges of these unique positions in relation to students, faculty and staff of institutions of higher education. As we reflect upon our experiences as Academic Advisor Interns, our goal is to encourage and create foundations for the future of academic advising.

.....

Session Descriptions

Tuesday, March 18
4:00 PM–5:00 PM

Advisors and Parents in Collaboration: Strategies for Success (Panel)

Pinnacle 1

Facilitator:
Jeffrey Malone
Oregon State University

Panelist:
Karen Sullivan-Vance
Western Oregon University

Ana Hernandez Blackstad
Cascadia Community College

Darren Francis
University College of Fraser Valley

Natasha Buis
Lethbridge College

Abstract:
It is no longer uncommon for students to enter colleges and universities with the view that their parents are important partners in their academic experience and, more importantly, their academic success. Academic advisors need to find a variety of means of engaging with rather than against parents and taking strides to more effectively tap into the potential this situation has to offer while remaining true to our professional standards and legal obligations.

This panel, with representatives from across our region, will consider some of the issues and obstacles surrounding working with parents and discuss potential strategies for moving beyond clever labels and toward collaboration to help support student success.

Underwriting Your Advisees Futures... Strategies That Promote Self-Authorship in Career Development

Pinnacle 2

Virginia Hinch & Kendra Selle
Eastern Washington University

Abstract:
As advisors, we run into many students who are undecided or misguided in their future career(s). Unfortunately, we also know that not all of these students end up in the career centers of their respective institutions.
This session aims to provide advisors with some basic tools and strategies for helping students sift through the “noise” and find genuine career interests, abilities, values, and personality characteristics that will engage and enable the creation of appropriate plan(s) for future career satisfaction. A synopsis of activities, assignments, and outcomes from a current Career Development course at Eastern Washington University will be provided in hopes that advisors will be able to apply some of these techniques in their daily work with students.

Session Descriptions

Tuesday, March 18
4:00 PM–5:00 PM

Journey of Transitions

Shaughnessy 1

Gabrielle Russell & Carol Murphrey
University of Alaska Fairbanks

Abstract:
Students coming from rural Alaskan communities to the University of Alaska Fairbanks face unique challenges in addition to traditional freshmen challenges. Nearly 40 years ago, UAF created Rural Student Services (RSS) in an effort to help rural students overcome these challenges. An integral part of RSS’s services is the consultant model, which allows students and advisors to maintain a working relationship throughout the student’s academic career.
This presentation will look at the consultant model and its benefits for students, RSS, and the university. We will address the value of a long-term advising relationship and how that relationship can be maintained throughout a student’s academic career. Examples of the use of culturally-relevant advising techniques will be presented, as well as an introduction to the background of the students served by RSS.

Applying Learning Styles in Student Advising

Shaughnessy 2

Tracy Maschman Morrissey
University of Washington

Abstract:
How do you learn best? How do your students learn best? We all have a preferred learning style we employ as we set out to learn new information. Additionally, we tend to utilize our preferred style as we seek to explain information to others. Since our students have a diverse set of styles, we should have a diverse set of strategies to meet our students’ needs.
In this session, we will use the VARK learning style theory to guide our discussion and attendees will take an inventory based on this theory. We will discuss how students learn with each style and how advisors can become fluent in each style. In addition, we will develop a list of appropriate study skills and techniques to share with our students.

Session Descriptions

Wednesday, March 18
9:00 AM–10:00 AM

Checkpoints for At-Risk Students: Incorporating Strengths-Based Advising Strategies in Reinstatement Contract Management

Pinnacle

Mary Breach & Clay Cox
Boise State University

Abstract:

Students who are dismissed from college find themselves in a unique situation, both academically and personally. They are faced with options they weren't prepared to deal with and often experience feelings of worthlessness or hopelessness. Boise State University encourages dismissed students to participate in a criteria-based reinstatement program designed to aid at-risk students in succeeding in college. The program focuses on balancing personal and academic responsibilities; identifying strengths, and utilizing the support of university advisors, in order to achieve their highest potential in college. In this session you will learn the specific components of Boise State University's Reinstatement Program and how to incorporate strengths-based advising strategies while supporting this population of at-risk students.

Recruiting isn't Rocket Science so Why Shoot for the Moon?

Shaughnessy 1

Rebecca Goggans & Nancy Allen
Oregon State University

Abstract:

Undergraduate student enrollment is down in most academic natural resource programs nationwide. Oregon State University Fisheries and Wildlife Science launched a recruiting and retention program in 2002 that has developed a tiered and adaptive management approach to attracting and keeping students of all backgrounds. This presentation will discuss a variety of strategies, tools and ideas for recruiting and retaining students. We have found one tool can't do it all and one recruiter can't either; thus a key to our program is to "outsource" recruiting and retention to existing labor pools. In summary, you don't have to set your sights on the moon—you can succeed by aiming close to home!

.....

Session Descriptions

9:00 AM–10:00 AM

Advising Students on Money Management: Techniques and Impacts

Shaughnessy 2

Diane Cooley & Kyra Worrell
University of Washington

Abstract:

Financial literacy is one of many checkpoints a student encounters before reaching the border marked by graduation. Money worries can hamper a student's ability to succeed academically and ultimately professionally.

The University of Washington Student Fiscal Services office has offered Money 101 for several years. Drawing students into these in-person events has been challenging. Attendance increased with more advertising and the help of academic advisors but our goal is to connect with the majority of UW students. To accomplish this, we need to go where the students are – online. Our efforts are now focusing on Podcasts, a money management Blog on MySpace and Money 101 online.

Join us to find out what we're doing to make financial literacy accessible anytime, anywhere to as many students as possible.

.....

Wednesday, March 18
10:15 AM–11:15 AM

Exploring Across the Border: Using a Majors Fair and Major Explorer Program as a Guide

Pinnacle

Linda Hapsmith & Anne Marie Nacke
University of Alaska Fairbanks

Abstract:

This presentation will provide participants with practical and useful materials from a successful majors fair and complementary major explorer program. Successful strategies to entice local high school students and exploratory undergraduate students to cross over the border into a declared major will be outlined as well as corresponding implementation materials and timelines for the annual event. The Major Explorer printed and web guides which provide students with information about each major in a consistent format facilitating student movement through university checkpoints will be displayed. Tips for establishing cooperative ties to academic departments, student services units, and local high schools will be provided and evaluations from students and participants of the majors fair will be made available to participants.

.....

Session Descriptions

Wednesday, March 18
10:15 AM–11:15 AM

Advising and Web 2.0 Technology Roundtable

Shaughnessy 1

Kerry Kincaon, Eric Stoller & Jeff Malone
Oregon State University

Natasha Buis
Lethbridge Community College

Abstract:
Emerging web technologies are proving to be a valuable conduit in our efforts to reach our students. The most recent Region 8 conferences have seen presentations from advisors in the Northwest who are using technologies like Facebook and Podcasts to connect to and educate their student populations, and the 2007 National conference had many presentations focusing on the application of Web 2.0 technology to advising. Come join us to explore as a group the possibilities of emerging technologies for our work and share ideas or applications being implemented on your campus.

.....

NACADA Update and Feedback Session

Shaughnessy 2

Presenters:
Jenny Bloom
NACADA President

Charlie Nutt
NACADA Executive Director

This informal roundtable discussion is an opportunity for participants to visit with NACADA leaders and members of the Executive Office. Learn about the association's many initiatives and take the opportunity to provide feedback and ask questions.

.....

Session Descriptions

Wednesday, March 18
11:30 AM–12:30 PM

Interactions that Matter: Distinct Approaches to Meeting New Students

Pinnacle

Patricia Roundy, Erin Dana & Tomieka Garrett
Pacific Lutheran University

Abstract:
We will be presenting Pacific Lutheran University's system for advising students new to the university. We have used both qualitative and quantitative assessment to identify three groups of students for whom we have tailored our communication and interactions: traditional first-year students, transfer students, and Washington Achievers Scholars.

Anticipating student needs, we have distilled the crucial materials and information for each of these student groups. We recognize the stress students feel in times of transition and use the knowledge gleaned from our assessments to guide our interactions with students. With this layered approach, we are able to welcome new students to the university, assist them with initial registration, and respect their individual concerns and needs.

.....

Destination Graduation—Advising Former Students Returning

Shaughnessy 1

Tom Nerini, Janis Farmer & Kristopher Baier
Western Washington University

Abstract:
“Now my commitment level is 100%, this is something that I am really disappointed in myself for letting slip away from me. Thank you again for helping me with this mess I have made...”
Like many students who leave a degree program before completion, Logan found himself hopping from job to job, with no commitment, no future, and no benefits! Realizing the importance of his degree, only 8 credits away, he applied to Destination Graduation at Western Washington University, which welcomed his return and offered support throughout the process. Focusing on the university's back door (juniors and seniors) rather than the front door (freshmen and sophomores), find out how Western created this innovative graduation program, reflect upon it's importance, and learn about challenges and successes along the way.

.....

Session Descriptions

Wednesday, March 18
11:30 AM—12:30 PM

A Learning Centered Model: Utilizing an Academic Advising Syllabus

Shaughnessy 2

Laura Avila, Tim McCoy,
Leah Panganiban & Kurt Xyst
University of Washington

Abstract:

The University of Washington's Individualized Second-year Advising Program (ISAP) utilizes a learning-centered approach including the use of an advising syllabus. Our syllabus is a tool that helps demystify the advising relationship. It also explains the logic and structure of our program and sets the stage for our work with students.

We will discuss how our syllabus is a tangible resource for both students and advisors. Participants will learn about the evolution of our syllabus and how they might utilize similar methods to engage students.

Service Project

At every Region 8 conference, participants are invited to complete a service project which gives back to the host community. This year, the committee would like to donate non-perishable food items to the Greater Vancouver Food Bank Society. This project was chosen to support an organization that often sees a downturn in donations in the months following the holiday season.

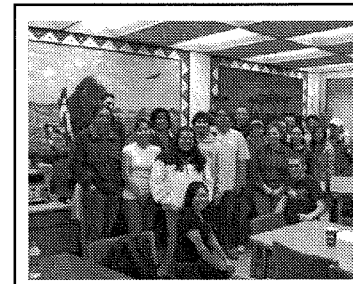


The Greater Vancouver Food Bank Society (GVFBS) was established in 1982 when many small organizations, church groups and concerned citizens joined together in response to the hunger crisis during the economic recession in 1981. The purpose of the GVBS was to be a temporary social service provider; however, because the number of those suffering from hunger problems has continued to increase, the GVFBS has become one of the most important non-government funded food assistance providers in Canada. In 1982, the GVFBS assisted 200 people.

Today, powered by the generosity of the public (and without any government funding), the GVFBS helps feed more than 9,000 people each week in 16 depots located in Burnaby, New Westminister, Vancouver and the North Shore. Additionally, the GVFBS aids more than 100 agencies within these areas, providing help to another 16,000 individuals weekly. Forty-one percent of GVFBS's recipients are children. Other recipients include the working poor, single parents, students and the elderly on fixed incomes.

Please turn in your donations at the registration table. Thank you for your support!

THANK YOU to our generous Sponsors:



The American Indian Council of Montana State University



Naturally Thrilling Since 1889



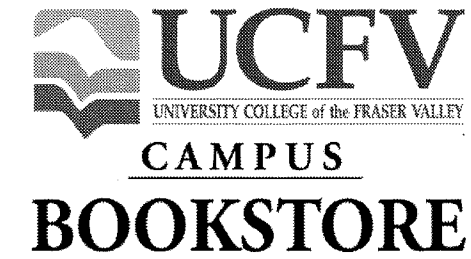
www.cowgirlchocolates.com



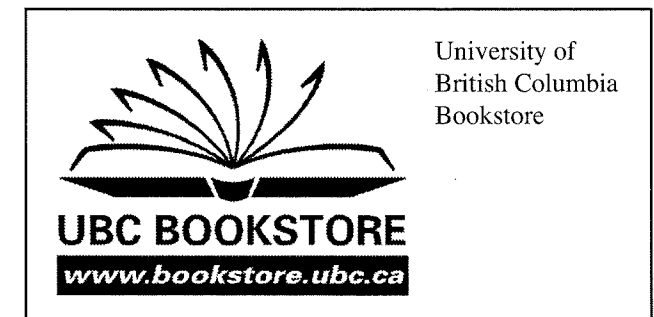
Mountains & Minds
Montana State University Bookstore, Inc.



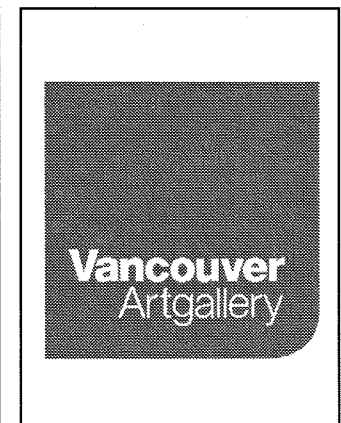
Student Advising & Learning Center at Washington State University



Lark Real Bird, Artist
Native American beadwork

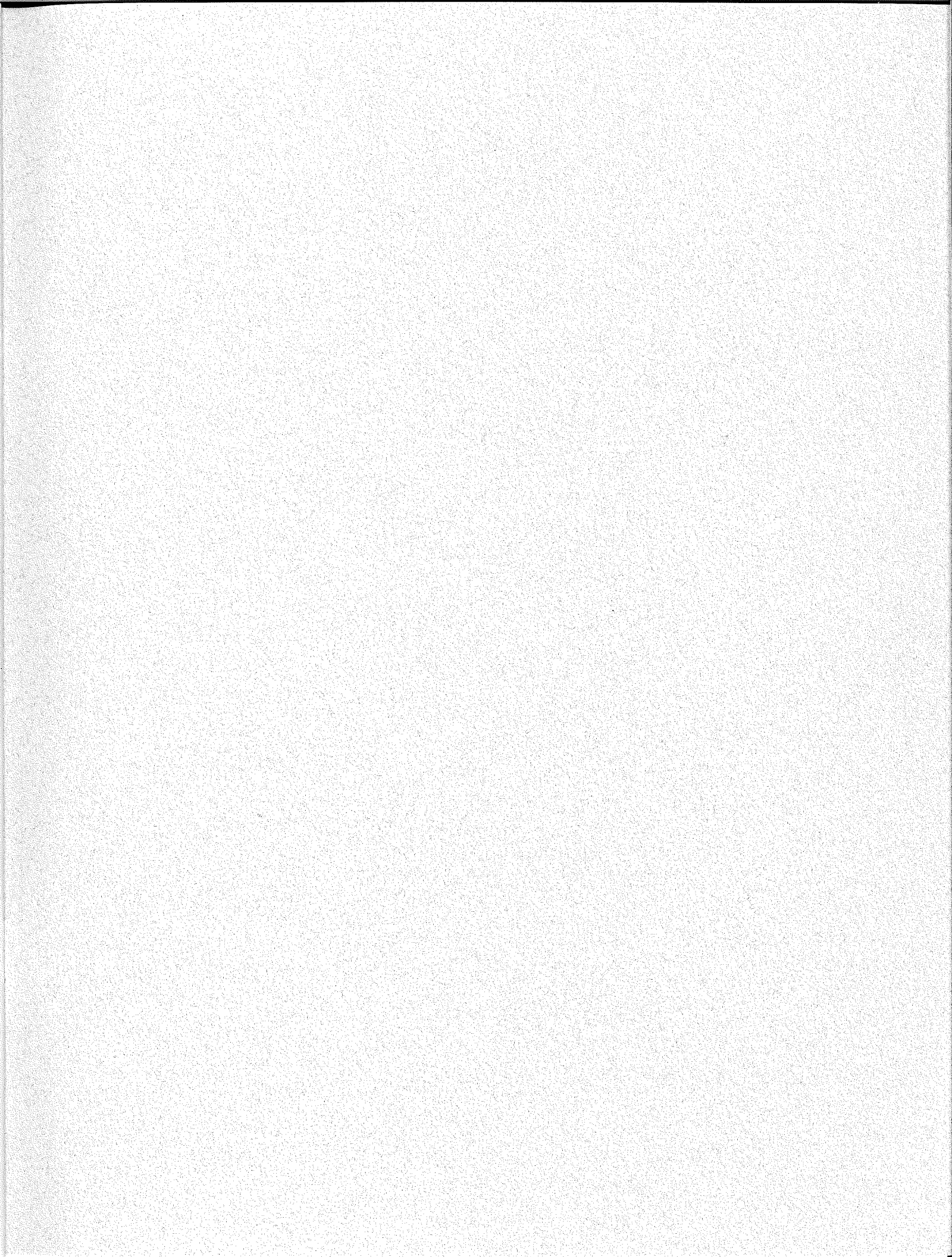


The University of Montana Western
The University of Montana Western Bookstore





Notes





NACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability or marital status. Information regarding professional development opportunities and resources for advisors, faculty and administrators may be obtained from:

National Academic Advising
Association

Kansas State University

2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912

Phone: (785) 532-5717

Fax: (785) 532-7732

Email: nacada@ksu.edu

Web: <http://www.nacada.ksu.edu>