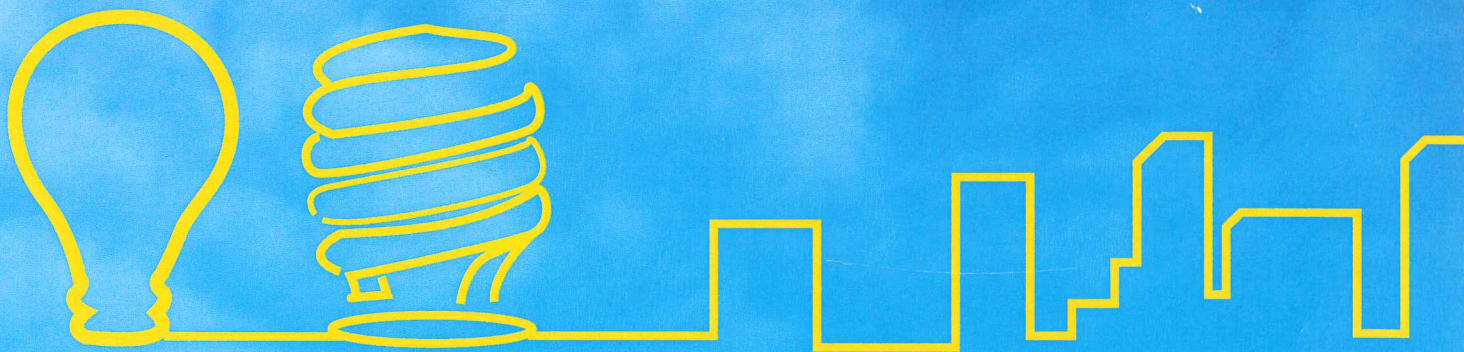


NAACADA

Annual Great Lakes Conference



ACADEMIC ADVISING

REINVENTING STUDENT SUCCESS

FOR THE 21st CENTURY

April 11-13 2012 • AKRON OH

NACADA

The Global Community for Academic Advising

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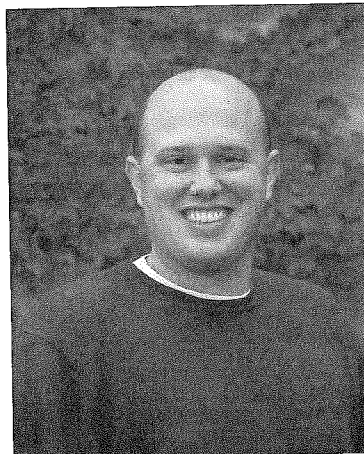
Special Events Co-Chair
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Region 5 Welcome



Welcome to Academic Advising: Reinventing Student Success for the 21st Century, NACADA's Great Lakes Region 5 conference this year! It is a tremendous honor to be a part of Region 5 and welcome you to this year's conference! Region 5's membership is one of the largest and most active in the entire organization, and I can assure you that this year's planning committee has put together a wonderful event for you here in Akron, Ohio.

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

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

While we hope that all of you find ways to connect personally with other conference goers in the next few days, one of the goals for Region 5 this year is to enhance its social media presence in an effort to better connect the membership. We hope that those of you using Twitter will follow the #nacada5 hashtag to interact with fellow tweeps here in Akron. Also, "Like" the NACADA Region 5 facebook page for conference announcements and updates.

Have a great conference,

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

Blog with us on
Wordpress @nacada5

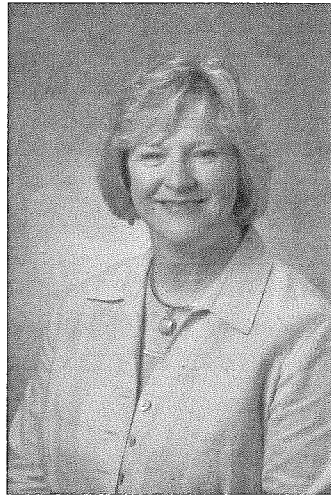


Tweet us @ #nacadar5



Search for "NACADA Region 5"





**Welcome to
NACADA Great Lakes
Region 5 Annual
Conference 2012!**

**Academic Advising:
Reinventing Student
Success for the 21st
Century**

Welcome to Akron, Ohio! We are very excited to host our friends and colleagues in Akron this year. The conference team has been busily at work to provide a quality professional development experience. Our colleagues from across the region have come to share innovative ideas for improving student success.

Historically, our region has been a leader of innovation. Look at the inventions that were developed at our institutions and how they changed our world. Members of Great Lakes Region V can boast that our region was a partner in the creation of NACADA!

Let us use this time together to develop innovative ways to help students achieve their dreams. How can we do what we do more effectively, efficiently, inclusively, and better? Our goal for the next few days is to share ideas of best practices in the profession of academic advising while visiting with old friends and making a few new ones.

So, put on your thinking caps and let's get busy! We hope you return to your campus re-energized and ready to change the world.

We encourage you to participate in the common reading session Thursday afternoon. The article we will be discussing is *Leading the Way: Inside the Experiences of High-Achieving African American Male Students* by Shaun R. Harper. Dr. Zachery Williams, assistant professor of history at the University of Akron will lead the discussion.

Thank you for coming to the conference. We look forward to your visit with us.

Jennifer Hodges, Co-Chair
Nancy Roadruck, Co-Chair

About NACADA

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

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 states, Puerto Rico, Canada and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

NACADA Vision and Mission Statements

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

NACADA Mission and Strategic Goals:

Strategic Goal 1: Address the academic advising needs of higher education globally

Strategic Goal 2: Advance the body of knowledge of academic advising

Strategic Goal 3: Champion the educational role of academic advising to enhance student learning and development in a diverse world

Strategic Goal 4: Educate university and college decision makers about the role of quality academic advising in higher education

Strategic Goal 5: Ensure the effectiveness of the NACADA organization

DIVERSITY

NACADA defines diversity from a very broad perspective, which includes diversity in regard to ethnicity, gender, gender identity, and sexual orientation as well as diversity in regard to institutional type, size, and employment position. Involvement in the association also is viewed broadly including leadership at many levels (within the division units, at the division level, at the Council level, at the Board of Directors level, and with the various work groups, ad hoc committees, Advisory Boards, and task forces), serving on the Consultants' Bureau, writing for the NACADA Journal, the NACADA Advising News, and the NACADA Clearinghouse, or presenting at state, allied member, regional, and national conferences.

Notice of Nondiscrimination

NACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability or marital status.

NACADA

The Global Community for Academic Advising

Regional Leadership

Region 5 Chair (2011-2013)

Michael "Brody" Broshears - mbroshears@usi.edu

Michigan Liaison (2011-2013)

Shannon Lynn Burton - sburton@msu.edu

Ontario Liaison (2011-2013)

Allison Lahn - alahn@brocku.ca

Wisconsin Liaison (2011-2013)

Diana Maki - dsmaki@wisc.edu

Ohio Liaison (2010-2012)

Bernadette Citano - bcitano@uakron.edu

Illinois Liaison (2010-2012)

Teri Farr-Behnke - tjfarr@ilstu.edu

Indiana Liaison (2010-2012)

Cara Wetzal - crwetzal@purdue.edu

Great Lakes ~ Great Leaders and Mentors Class of 2010 Leaders

Jeanette L. Berger, University of Akron
Corban Sanchez, DePaul University

2010 Mentors

Nancy Roadruck, University of Akron
Shannon Burton, Michigan State University

Class of 2011 Leader

Jaton Brame, Antioch College

2011 Mentor

Debra Dotterer, Michigan State University

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Jennifer Joslin

Jennifer Joslin is the President of the National Academic Advising Association (NACADA), member of the NACADA Board of Directors (2010-2013), and Director of the Office of Academic Advising at the University of Oregon. Jennifer is co-editor with Nancy Markee of the recently released *Academic Advising Administration: Essential Knowledge and Skills for the 21st Century*. At the University of Oregon, she supervises eight full-time advisors who advise over 10,000 students annually.

Jennifer has presented at regional and national advising conferences, consulted at institutions in the United States and Australia, and presented three national webinars for NACADA on the topics of social media, LGBTQA issues, and advising administration, respectively. She has written for the NACADA Journal and several NACADA monographs including *Advisor Training* (NACADA Monograph #9); *Advising Special Populations* (#17); *The New Advisor Guidebook* (#16); and *Comprehensive Advisor Training and Development* (#21). In addition, she has served on the Content Review Boards for the *Academic Advising Handbook, 2nd Edition*; *Academic Advising Today*; *Special Populations Monograph*; and *Foundations of Academic Advising CD 3: Understanding Cultural Identity and Worldview Development*. Jennifer is conference co-chair for the Region 8 NACADA conference in March 2012.

A native Californian, Jennifer received her PhD from the University of Iowa in 2002. She has a partner, two teenagers, three dachshunds, and three cats. She is also a member of the Jane Austen Society of North America. Tweet (@UOAdvDir), be-friend, and share with Jennifer at <http://about.me/jenniferjoslin>.



George Steele

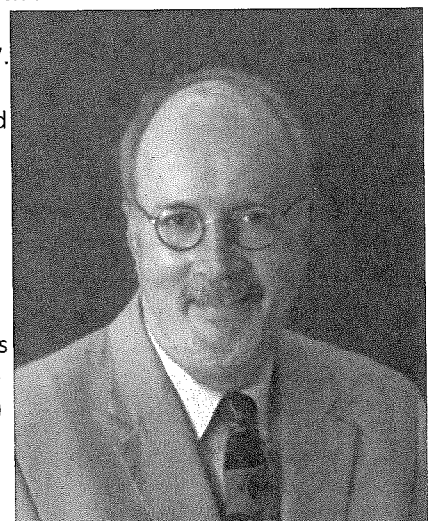
Dr. George Steele has been a member of the National Academic Advising Association for 25 years. During that time he has presented over 60 times at the NACADA annual conference on topics that address working with undecided and major changing students, advising theory, and use and assessment of technology in advising. He has also written 15 publications that include journal articles, book and monograph chapters, and research studies.

George has been recognized for his work by NACADA in various ways. Some of these include the Technology Committee's Service to the Commission Award in 2008, the Service to NACADA Award 2008, and The Virginia N. Gordon Award for Excellence in the Field of Advising Award in 2010.

George also served as Great Lakes Region Chair from 2001-03 and worked with members of Region V to initiate practices such as regional and institutional grants, regional strategic planning, creation of NACADA state and province advising associations in our region, and a written set of regional by-laws recognizing each NACADA state or province's association chair as a member of the steering committee. Many of these practices were more widely adopted by other NACADA regions while George served on the NACADA Council as Regional Representative from 2005-07.

Professionally, George has held a variety of leadership positions in higher education. He served as the Executive Director of the Ohio Learning Network (OLN). The Ohio Learning Network (OLN) assisted Ohio's higher educational institutions assess, adopt, and deploy technology for online learning and student services. Accomplishments included statewide efforts to improve online learning and services, such as eTutoring, an online tutoring service; OhioLearns, a statewide catalog of distance learning offerings; E4ME, an online orientation course; Quality Matters, a method for assessing the construction of online courses; and a Customer Relationship Management System, to improve services and marketing to students. George was also responsible for the adoption of the assessment of online student services at over twenty-five institutions in Ohio through use of The Center for Transforming Student Services (CENTSS) audits.

Currently, George is an educational consultant working with higher educational institutions throughout the state of Ohio on a number of topics related to his interests.

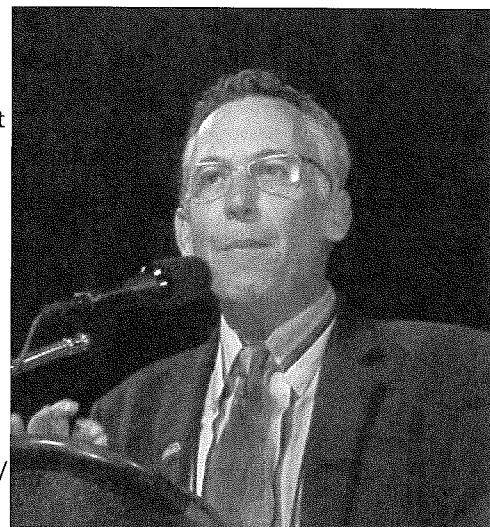


Charlie Nutt

Charlie L. Nutt was appointed as the Executive Director of the National Academic Advising Association in October 2007. Prior to this he served as the Associate Director of the Association for five years. Additionally, he was also Vice President for Student Development Services at Coastal Georgia Community College for nine years and Assistant Professor of English/Director of Advisement and Orientation for six years. He received his A.A. from Brunswick College, B.S.Ed. from the University of Georgia, M.Ed. and Ed.D. in Higher Educational Leadership from Georgia Southern University.

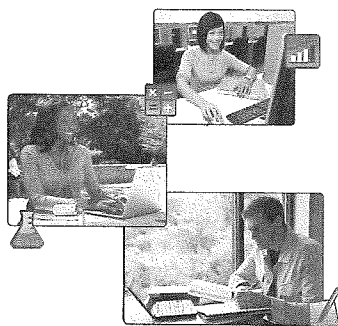
Nutt has had vast experience in education. In addition to his fifteen years as a teacher and administrator at Coastal Georgia Community College, where he originated the college advisement center and orientation program that was awarded a Certificate of Merit by NACADA in 1995, he has taught English in grades 9-12, served as a department chair and assistant principal in a high school, served as Director of Development and Admission at a private K-12 institution. Presently, he teaches graduate courses in the College of Education in the Department of Counseling and Educational Psychology.

He served as conference chair for the 1994 Region IV Regional Conference and served on the NACADA Executive Board as Region IV Representative 1994-1996 and as Chair of the Two-Year College Commission 1996-99. He has served on the NACADA Awards Committee for five years and on several other ad hoc committees as appointed by the President. He was the national conference chair for the NACADA 2000 Conference in Orlando and served as President-Elect of NACADA for 2001-2002. He was the 2001 recipient of the NACADA Pacesetter Award. He also authored a chapter in the NACADA/Jossey-Bass handbook published in Fall 2000, a chapter in the NACADA monograph Advisor Training: Exemplary Practices in the Development of Advisor Skills, and co-authored the NACADA Advising Assessment Guide.



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*Dr. Sheryl Smith Kappus
President, Hill College*

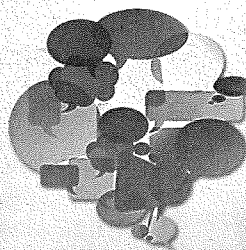
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Region 5 Award Winners

This year, Region 5 awarded over \$3,000 in grants to our membership to support further professional development at the state or province, campus, or individual level. This year's highlights included:

| | | |
|---------|--|---|
| \$500 | State/Province Award | Awarded to the state of Illinois for their development of ILACADA |
| \$500 | Advisor Training Award | Awarded to Indiana University-Bloomington for the IU-Bloomington Advisors Council |
| \$500 | Advisor Training Award | Awarded to Indiana University-Southeast |
| \$1,000 | Individual Advisor Awards | Michelle Gross, University of Wisconsin- Oshkosh Nora Kanzenback, University of Wisconsin- Green Bay Dana Zahorik, Fox Valley Technical College Leticia Zayas, Lake Michigan College- South Haven Campus |
| \$500 | Great Lakes~Great Leaders Class of 2011 | Jaton Brame, Antioch College Debra Dotterer, Michigan State University- Mentor |
| \$250 | Great Lakes~ Great Leaders Class of 2010 | Jeanette L. Berger, University of Akron Nancy Roadruck, University of Akron- Mentor |
| \$250 | Great Lakes~ Great Leaders Class of 2010 | Corbin Sanchez, DePaul University Shannon Burton, Michigan State University- Mentor |

Individual Award Winners

| | |
|---|--|
| Assessment Institute Scholarship - Winner | Debra Applegate, Ball State University Susanne Miller, Youngstown State University |
| Graduate Student Annual Conference Scholarship-Winner | Mia Tatum-Crider, Concordia University- Wisconsin Jeff Galligan, Lakeland College BriAnne Nichols, Illinois State University MaryBeth Rayner, Grand Valley State University |
| Outstanding Advising - Certificate of Merit | Viola Bartel, Brock University Jennifer Bellini, Oakland University Mary Beth Lencke, Purdue University Pamela Marin, Oakland University Jennifer McCaul, Grand Valley State University Seth Meisel, University of Wisconsin - Whitewater Mark Vegter, Illinois State University |
| Service to Commission - Winner | Steven Schneider, Fox Valley Technical College |
| Summer Institute Scholarship - Winner | David Wtreicher II, University of Saint Francis - Fort Wayne, Indiana |

Individual Award Winners-Continued

Outstanding Advising - Winner

Kevin Knutson, Western Michigan University
Linda Lewis-White, Eastern Michigan University
Betty Sanford, Michigan State University
George Smith, University of Wisconsin - Platteville
Rebecca Wald Stoker Indiana University-Purdue University-Indianapolis

Outstanding Institutional Advising Program

Charlie Johnson, Indiana University-Purdue University- Indianapolis
IUPUI Nina Mason Pulliam Legacy Scholars Program

Outstanding New Advisor - Certificate of Merit

Jeanette L. Berger, University of Akron
Jennifer Munoz, Algonquin College
Andrew Oppy, Purdue University
Laurie Shano, Oakland University
Jamie Thomas-Ward, University of Illinois

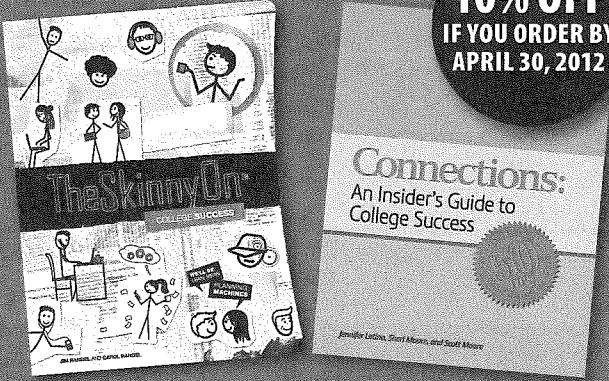
Student Research - Winner

Shannon Burton, Michigan State University
"Building the Bridge: A Phenomenological Examination of
Academic Advising's Role in Campus Internationalization"

Virginia N. Gordon Award for
Excellence in the Field of Advising

George Steele, Ohio Learning Network

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Conference Overview

Wednesday, April 11, 2012

- 11:00 am - 6:00 pm Conference Registration/Hospitality
- 1:00 pm - 5:00 pm Preconference Workshops
- 5:00 pm - 6:30 pm Dinner on your own
- 5:30 pm - 6:30 pm NACADA Orientation for New Attendees
- 6:30 pm - 7:30 pm Opening Plenary - Jennifer Joslin
- 8:00 pm - 10:00 pm Opening Reception at Akron Art Museum

Thursday, April 12, 2012

- 7:30 am - 5:00 pm Conference Registration/Hospitality
- 7:30am- 8:30 am Light Breakfast (provided)
- 8:30 am - 9:15 am Welcome Sessions
- 9:30 am - 10:30 am Concurrent Session 1
- 10:45 am - 11:45 am Concurrent Session 2
- 12:00pm- 1:00pm Lunch (provided)
- 1:15 pm - 2:15 pm State/Province Business Meetings
- 2:30 pm - 3:30 pm Concurrent Session 3
- 3:45 pm - 4:45 pm Concurrent Session 4
- 5:00 pm- 6:00pm Common Reading Discussion
- 6:00 pm - 8:00 pm Dinner on your own/Dine-A-Round

Friday, April 13, 2012

- 7:30 am - 11:00 am Conference Registration/Hospitality
- 7:30 am - 8:30 am Buffet Breakfast (provided)
- 7:30 am - 8:30 am Poster Session
- 8:30 am - 9:00 am Region Business Meeting
- 9:15 am - 10:15 am Concurrent Session 5
- 10:30 am - 11:30 am Concurrent Session 6
- 11:45 am - 12:30 pm Closing Session - George Steele

Notes

Wednesday, April 11 ~ At A Glance

| | | |
|----------------|---|--------------------|
| 11:00am-6:00pm | Conference Registration/Hospitality | Quaker Square |
| 1:00-3:00pm | PC1. Using Cloud Computing to Track and Assess Students | Ballroom C |
| 1:00-4:00pm | PC2. Advisors Training Advisors: On-Campus Professional Development on a Budget | Ballroom B |
| 1:00-5:00pm | PC3. Building the Foundation for Assessment of Advising | Plaza A |
| 2:00-5:00pm | PC4. Cultivating A Culture of Inquiry: Advisor Learning Communities | Ballroom D |
| 3:15-5:15pm | PC5. Administering Advising Programs in Difficult Fiscal Time/Money Matters | Plaza B |
| 5:30-6:30pm | NACADA Orientation for First time Attendees | Station B |
| 5:00-6:30pm | Dinner on your own | |
| 6:30-7:15pm | Opening Plenary - Jennifer Joslin | Grand Station Hall |
| 7:30-10:30pm | Opening Reception at the Akron Art Museum | |

Thursday, April 12 ~ At A Glance

| | | |
|---------------|---|--------------------|
| 7:30am-5:00pm | Conference Registration/Hospitality | Quaker Square |
| 7:30-8:30am | Light Breakfast is provided | Grand Station Hall |
| 8:30-9:15am | Conference Welcome | Grand Station Hall |
| 9:30-10:30am | C1. Integrating programmatic curriculum, student development and peer mentoring into an introductory course for the major | Ballroom D |
| | C2. 21st Century Perspective: Beyond the Surface of Black GLBT Stigmas | Plaza A |
| | C3. Finding Your Daily Om | Plaza B |
| | C4. NACADA Leadership | Station B |
| | C5. Reinventing the Exploration Process: An Advising Strategy to Assist Undecided Students | Ballroom B |
| | C6. Growing the STEM Pipeline through Intrusive Advising | Ballroom C |
| 10:45-11:45am | C7. Expanding our Ethical Framework | Ballroom D |
| | C8. Advising High Achieving Students - Tips and Strategies for Working with Academically "Accelerated" Students | Plaza A |
| | C9. Using a Business Process to Implement Change in Higher Ed | Plaza B |

Thursday, April 12 ~ At A Glance

| | | |
|---------------|---|---|
| 10:45-11:45am | C10. Supporting Multicultural Students: What's the Recipe for Success? | Station B |
| | C11. Peer Advisors: What would we do without them? | Ballroom B |
| | C12. Embedding Intrusive Advising: Forging Campus Partnerships to Reach First-Year Students | Ballroom C |
| 12:00-1:00pm | Lunch is provided | Grand Station Hall |
| 1:15-2:15pm | State/Province Meetings | Ontario Wisconsin Illinois Indiana Michigan Ohio |
| | | Ballroom D Plaza A Plaza B Station B Ballroom B Ballroom C |
| 2:30-3:30pm | C13. ACES - Start Your Own Adult Learner Student Organization | Ballroom D |
| | C14. Best of Michigan-Coaching Student Success through First Year Advising | Plaza A |
| | C15. From Foster Care to Higher Education: Helping Former Foster Youth Become Successful College Students | Plaza B |
| | C16. Strategically encouraging student success and persistence through peer mentoring | Station B |
| | C17. If You MAP Academic Success, They Will Follow: Helping students navigate and stay on course to reach their education goals | Ballroom B |
| | C18. Compassion Fatigue and Advising: Evidence from the Field | Ballroom C |
| 3:45-4:45pm | C19. Using CAS Standards to Assess Academic Advising on Your Campus | Ballroom D |
| | C20. Summer Transition Program in an Academic Unit | Plaza A |
| | C21. Supporting Student Success through Externships: An Academic and Career Advising Collaboration | Plaza B |
| | C22. Advising Transfer Students from Recruitment to Graduation | Station B |
| | C23. Teaming up with those DARN faculty members | Ballroom B |
| | C24. Teach your Veteran Student to Navigate: Avoiding the Landmines and Potholes of College! | Ballroom C |
| 5:00-6:00pm | Common Reading <i>Inside the Experiences of High-Achieving African American Male Students</i> by Shaun R. Harper Facilitated by Dr. Zachery Williams | Ballroom C |
| 6:00-8:00pm | Dinner on your own/Dine-A-Round | |

Friday, April 13~ At A Glance

| | | |
|--|---|---|
| 7:30-11:00am | Conference Registration/Hospitality | Quaker Square |
| 7:30-8:30am | Breakfast Buffet is provided | Grand Station Hall |
| 7:30-8:30am | Poster Session | Grand Station Hall |
| 9:15-10:15am | C25. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs | Ballroom D |
| | C26. Building Connections at a Large Community College with the Successful Launch of a First Year Advising Center | Plaza A |
| | C27. AIM Hei – Advise, Inspire, Mentor: Reinventing A Model for First-Year and Second-Year Advising | Plaza B |
| | C28. Best of Indiana - Group Advising, With a Twist | Station B |
| | C29. Don't Forget Us!: Advising Students 35 and Older | Ballroom B |
| | C30. Online interactive advising | Ballroom C |
| | 10:30-11:30am | C31. Start Spreading the News: Improving Institutional Communication to Reinvent Advisor Satisfaction and Success in the 21st Century |
| C32. International Transfer Students: Challenges, Successes and Managing Expectations | | Plaza A |
| C33. AdvisER: Triage Advising as an Aid to Student Success | | Plaza B |
| C34. Integrating Career Exploration into Advising Practices: Innovation Delivery Model of Career and Academic Advising | | Station B |
| C35. Best of Ohio --Students Who Aren't Progressing in Their Majors: How to Effectively Reach Out and Empower Them to Find the Right Fit | | Ballroom B |
| C36. To tweet or not to tweet: Social Media and Academic Advising, Friend or Foe? | | Ballroom C |
| 11:45-12:30pm | | Closing Session - George Steele |

Special Events

Opening Reception- Wednesday evening

Invention begins with inspiration! Get inspired at the opening reception as you browse the Akron Art Museum's many galleries. Connect with old friends and meet new friends while enjoying heavy hors d'oeuvres and the smooth jazz sounds of The University of Akron's student jazz ensemble. One of the newest exhibits, "Population" by noted artist, Ray Turner, will be on display in the Judith Bear Isroff Gallery. "Population" is unique exhibition of nearly 200 portraits of a wide cross-section of people from across the country.

Silent Auction- Opens Thursday morning- Closes Friday morning

Sponsored by KASADA at Kent State University, join us in bidding up your colleagues on these one of a kind baskets. A tradition at their annual conference each spring, KASADA and members of the Northeast Ohio community add their flavor and flair from around the region. All proceeds from the silent auction will benefit the Akron Canton Regional Food Bank. This organization distributed more than 19.4 million pounds of food in 2011, enough to provide more than 14.9 million meals to more than 180,000 different individuals in an 8 county area.

Common Reading- Thursday @ 5:00pm

This year's common reading will explore how academic advisors can contribute to the success and retention of African American male students. Nationally, more than two-thirds (67.6 percent) of black men who start college do not graduate within six years, the lowest college completion rate for both sexes and all racial/ethnic groups in higher education (Harper, 2006). This year's Region 5 Conference Common Reading session will be led by Dr. Zachery Williams. Dr. Williams will help us explore common characteristics of African American males who are successful in higher education. Please join us for this positive Common Reading Session, with the intent of increasing your understanding and ability to contribute to the success and retention of African American male students on your campus.

Dine-A-Round- Thursday evening

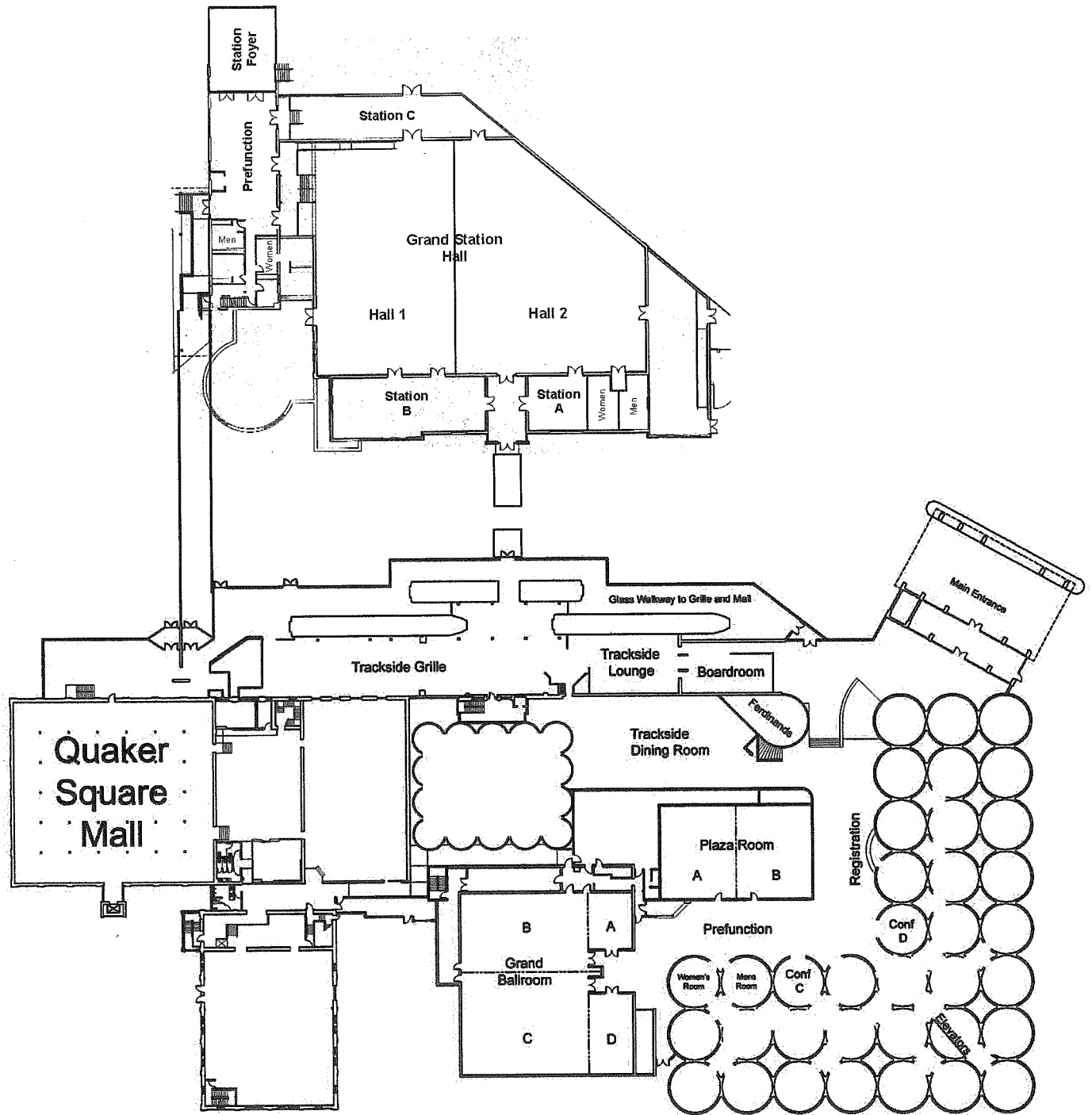
The word on the street is that Akron is a town with quite an inventive dining scene! Don't know where to go? Too much to choose from? To help make your choice a little easier the conference planning committee has reserved several seats at some of Akron's most inventive restaurants. All you have to do is look over the menus that will be on display in the main lobby of the Quaker Square Hotel and sign-up for a seat at the restaurant that brings you the most inspiration.

After dinner, join other diners at Paolo's for drinks, fun, and a chance to compare dining experiences....don't worry, your experience will be the best! (Rumor has it this is the location for the Tweet-up Thursday evening as well, but you'll need to confirm that by connecting with your Tweeps @ #nacadar5!)

School Spirit Day- Friday

Join us on Friday for School Spirit Day. Dress down and spirit up with participating colleges and universities throughout Region 5. Wear your favorite T-shirts, sweat shirts, and other favorite college apparel. We've got spirit..... How 'bout you?

Quaker Square Conference Room Locations



Please visit our sponsors and exhibitors on Thursday and Friday in the Prefunction Area

ACT

ACT is an independent, not-for-profit organization that provides a broad array of assessment, research, information, and program management solutions in the areas of education and workforce development. Each year, ACT serves millions of people in high schools, colleges, professional associations, businesses, and government agencies—nationally and internationally. Our Mission- Helping people achieve education and workplace success.

E2E Advising LLC

Appointment Manager, an end-to-end appointment scheduling and academic advising note tracking software designed and developed by E2E Advising LLC seamlessly integrates with an advisor's Outlook calendar. Online reservations by students update the Advisor Outlook calendar, eliminating the maintenance of multiple calendars. Appointment Manager will save staff time as well as a value add for student convenience.

EBI (Educational Benchmarking Inc.)

Since 1994, EBI® has been dedicated to improving retention, student success, and the quality of the college student experience. EBI has empowered over 1,500 colleges and universities to impact student development, learning, retention and satisfaction through the MAP-Works® student retention and success platform, and through national benchmarking assessments for accreditation and continuous improvement.

GradesFirst

At GradesFirst we empower advisors and student support personnel with intuitive technology to simplify daily workflow and make real-time communication with students a possibility! The unique integration of Centralized Documentation, Online Appointment Scheduling, Calendar Integration, Early Alert, Student Kiosk, Front Desk Scheduling and Actionable Reports is used to streamline manual tasks – eliminating hours of busy work.

Premier

We believe in the power of planning to reach goals. As educators, you have the reward and responsibility of leading students to develop and achieve their goals. An exclusive planning system and powerful content in our products help transform aspirations into real world results.

Smarthinking

Smarthinking, part of Pearson, is the leader in on-demand student support to bolster performance, persistence and retention. Colleges and universities partner with Smarthinking to increase student achievement and enhance learning. Smarthinking connects students to expert educators for 24/7 assistance in math, writing, reading, science, business, Spanish, computers & technology, and nursing & allied health on any Internet-connected computer. For more information, visit <http://www.smarthinking.com>.

Starfish

Starfish makes it easy for your institution to enlist your whole community as active participants in your student success initiatives by automating student tracking, early alert, online appointment scheduling, and assessment. The results are powerful. The outcomes are measurable. The impact is personal.

Preconference Session Descriptions

1:00pm-3:00pm

Ballroom C

PC1. Using Cloud Computing to Track and Assess Students

Resources on many college and university campuses are scarce, forcing departments to be more innovative when using technology in their offices. Many cloud computing resources are free and can provide enormous benefit to advising offices. This workshop will look at the benefits of using Google Docs in advising. Participants will create their own electronic sign in sheet and be shown how to use the data to track students as well as understand trends based on information gathered. Participants will also learn how to create their own surveys to send out to students in order to assess student outcomes and learning specific to their advising offices. In order to gain the most from this workshop, laptops with wireless capabilities are strongly recommended.

Bette Ludwig

Western Michigan University

1:00pm-4:00pm

Ballroom B

PC2. Advisors Training Advisors: On-Campus Professional Development on a Budget

Campus budgets are tight, and there is little (if any) money in the budget for professional development. However, advisors need (and deserve) the opportunity to grow as professionals. This session will show advisors how to create an on campus professional development program at little or no cost. The presenters will show the participants the process of creating a FREE, on campus, yearlong professional development program and how to create a program on any campus to serve the needs of the advisors. The session will focus on four main topics in developing on campus professional development for academic advisors: needs assessment, creating meaningful activities, program logistics and funding.

Theresa Hitchcock, Izabela Ziolkowska-Kenney, and Jessica McKamey

Indiana University

1:00pm-5:00pm

Plaza A

PC3. Building the Foundation for Assessment of Advising

Why should I do an assessment of academic advising? How do I get started? What am I getting myself into? Anyone conducting an assessment of academic advising has these questions and more. In today's higher education climate of learning outcomes and accountability, most of us will be involved in assessment of academic advising at some point. This interactive workshop, led by a faculty member from the NACADA Assessment Institute, will guide participants as they discuss reasons for assessment of advising, begin to develop a vision, mission, and goals, and generate learning and programmatic outcomes for an advising program. Participants will be actively engaged in the workshop, learning the terminology and steps of assessment while getting setting a foundation for their own assessment plan.

Kathy Zarges

Kent State University

Wednesday Afternoon ~ April 11

2:00-5:00pm

Ballroom D

PC4. Cultivating a Culture of Inquiry: Advisor Learning Communities

High quality academic advising is linked to high-impact teaching and learning as evidenced by higher levels of student engagement and learning. Professional advisor learning communities provide a rationale for adopting an approach to teaching and learning that intentionally targets high-impact academic advising initiatives designed to enhance student access, transformation and success. Join us in a highly participatory examination of the current research on teaching and learning, learning communities and student success. The presenters will facilitate participant learning communities to identify examples of advisor learning communities in the creation of challenging and supportive teaching and learning environments. Participants will develop a take home action plan to enhance student success by cultivating a culture of inquiry through development of advisor learning communities.

Ruth Montz and Bernadette Citano

The University of Akron

3:15pm-5:15pm

Plaza B

PC5. Administering Advising Programs in Difficult Fiscal Time/Money Matters

If you have plenty of financial and personnel resources to support the advising operation and have not, nor expect to cut staff, services, or programs, this may not be the session for you. If you have not been given additional responsibilities and more students to serve, without additional resources, this may not be the session for you. If you have not been told you have to motivate your advisors to work harder, be more creative, and help the institution meet extraordinary goals and objectives, this may not be the session for you. However, if you are looking for ideas about ways to be more cost effective without sacrificing the quality of your service or diminishing the support to your staff, please join the conversation. We won't gripe and complain. Nor will we waste time focusing on the impact of the uncertain financial landscape facing nearly all institutions of higher learning. We will roll up our sleeves and dig deep to look for some hidden treasures.

Bill Torgler

The University of Akron

5:30-6:30pm

Station B

NACADA Orientation for First Time Attendees

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

Michael "Brody" Broshears

NACADA Region 5 Chair and the NACADA Leadership

Thursday Morning~ April 12

9:30am-10:30am

Ballroom D

C1. Integrating programmatic curriculum, student development and peer mentoring into an introductory course for the major

The College of Engineering has historically had low student retention, particularly with first and second year students. We have focused on developing a first semester course in the major that promotes student retention and release from the major for the right reasons. In our program, we have taken a holistic approach to teaching and advising first year students by integrating programmatic content, student development, advising, and peer mentoring while using current technology and social media.

Wiona Porath, Patricia Relue, and Maggie Ditto

University of Toledo

9:30am-10:30am

Plaza A

C2. 21st Century Perspective: Beyond the Surface of Black GLBT Stigmas

“Say it Loud—I’m Black and I’m Proud,” authored by James Brown in 1968 evolved into a symbolic slogan for many African Americans. However, this slogan masked the existence of several components within the Black community, such as the Black gay, lesbian, bisexual, and transgender (GLBT) people. Homophobia and heterosexism cut across communities and cross racial, class, and ethnic lines. As advisors, we must overcome personal biases (hidden or not); become educated on the issues, and identify resources to better serve our advisees. Participants will be encouraged to challenge their advising perspectives, become knowledgeable of unique characteristics and key pieces of relevant research; and begin to develop appropriate advising strategies to meet the needs of students within this population.

WillaMarie Jackson

Ohio University Zanesville

9:30am-10:30am

Plaza B

C3. Finding Your Daily Om

Advisors face many challenges within their positions—such as budget cuts, increased workloads, restructured areas/ departments, etc. During peak times of the year, it can be difficult for an advisor to take a short, five minute break just to breathe. Extreme levels of stress can lead to job burnout. To concur this, learn some useful relaxation techniques and Samapatti (transformative) yoga poses that can be done throughout the workday. The presentation will discuss the signs of stress/burnout and require active participation that focuses on learning and experiencing the yoga poses and guided relaxation exercises. No prior experience required—open to all levels of fitness. This course will be taught by a trained yoga instructor, who just happens to be an advisor as well.

Amber Schuler

Purdue University-Calumet

9:30am-10:30am

Station B

C4. NACADA Leadership

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

Michael "Brody" Broshears

NACADA Region 5 Chair and NACADA Leadership

9:30am-10:30am

Ballroom B

C5. Reinventing the Exploration Process: An Advising Strategy to Assist Undecided Students

In an effort to foster undecided students' success, we collected data from freshmen during fall of 2009, 2010, and 2011. Students ranked interest areas on two separate occasions before their second semester. We will review the results of this data, how this information affects the quality of our advising conversations, and how to strive toward excellence in our advising practices.

Stephanie St. Jacques, Deanna Donough and Kristin Bechter

Kent State University

9:30am-10:30am

Ballroom C

C6. Growing the STEM Pipeline through Intrusive Advising

Kolb's Learning Styles Theory states that Math and Science students often prefer direct contact with academic advisors during which they can pose questions and engage in solutions. However, students in academic trouble are often intimidated and hesitant to seek help. The result is cyclically undermining: the students most in need of contact with an academic advisor are the least likely to receive support and their performance in turn negatively effects funding for academic advising. This presentation will outline a pilot early intervention plan created by the student services office of the College of Science and Mathematics at Wright State University which includes a mandatory concern conference, creation of a concern contract and myriad intrusive advising practices.

Jenny Papadakis

Wright State University

Thursday Morning ~ April 12

10:45am-11:45am

Ballroom D

C7. Expanding our Ethical Framework

This session will focus on the expansion of the professional ethical framework in advising. This presentation will explore the ethical foundations for advising, drawing upon academic advising, student affairs and organizational communication theories. Ethical issues in delivery of advising services, communication with students, and general professional practice will be discussed. The session will require participants to engage in small and large group discussion regarding the theories and ideas presented.

Corrie Fox and Kim Myers

Indiana University Purdue University Fort Wayne

10:45am-11:45am

Plaza A

C8. Advising High Achieving Students - Tips and Strategies for Working with Academically "Accelerated" Students

High achieving students are commonly described as the most academically motivated and engaged students at an institution. They often appear as confident, self-assured, and overly prepared for their transition to college. However, high achieving students may also exhibit academic challenges and personal concerns that advisors should be prepared to address. During this interactive presentation, participants will learn research-based personality traits of high achieving students and common assumptions advisors may make about this population. Participants will also discuss how they define high achieving students at their institution; as well as reflect on current and potential programs and campus partnerships. As a result, participants will gain knowledge and learn best practices to better serve and engage these students.

Sarah Griffiths and Aminatu Rubango

Loyola University Chicago

10:45am-11:45am

Plaza B

C9. Using a Business Process to Implement Change in Higher Ed

Soon after the reorganization of the campus was announced, the Dean of Summit College and University College decided to use a manufacturing problem-solving process to merge the two large advising units. The Assistant Dean underwent training to become a LEAN master, part of the Six Sigma system. Even though the participants were dubious at first, the LEAN process has proven to be a quick and painless way to implement change using group decision-making. The key to success is the short time line and representation by those affected by the changes. The presenters believe that the LEAN process is an effective way to handle implementation. We will share our experience and discuss other uses for the LEAN process in advising.

Nancy Roadruck, Stephen Motika, and Dee Dee Pitts

The University of Akron

10:45am-11:45am

Station B

C10. Supporting Multicultural Students: What's the Recipe for Success?

This presentation will explore a commonly addressed issue in higher education. How do we retain multicultural students and how can we get these students connected on our campuses? The presentation will specifically look at retention rates for multicultural students across the board and a statistical breakdown according to campus type. The presentation will allow participants to openly discuss some of the retention challenges they face on their respective campuses and introduce some of the best practices used at The University of Akron in the Office of Multicultural Development. These best practices include learning communities, academic progress/advising, peer mentoring and service learning which help keep students connected and ultimately matriculate at a higher rate.

Aiesha Motley and Ronda Williams

The University of Akron

10:45am-11:45am

Ballroom B

C11. Peer Advisors: What would we do without them?

Has your advising office been affected by the economic downturn? No relief in sight from the endless number of advisees knocking on your door? This session will introduce one office's challenge to better serve students under the weight of an enormous advising load. Come and learn about how Peer Advising can benefit both your students and your professional staff as a low cost, high yield enhancement to any office. The College of Natural Science invites you to join in the discussion and see how a peer advising program could be modified to fit the needs of your institution.

Heidi Purdy

Michigan State University

10:45am-11:45am

Ballroom C

C12. Embedding Intrusive Advising: Forging Campus Partnerships to Reach First-Year Students

Recent scholarship on advising has emphasized the importance of connecting with first-year students early in order to facilitate their transition into the institution. The literature has also explored the role of intrusive advising, which is a more interventionist approach in reaching students. In 2008, a course was piloted for first-year students who were Undecided in the Faculty of Arts and Social Sciences at the University of Windsor. Since then, the professor and the advisors have collaborated on delivering early and intrusive advising services to this student population by embedding them in the course. This conference session will examine this model of advising and its impact on student persistence and success, as well as explore ways in which to foster campus partnerships that prioritize advising services.

Natalie Atkin and Marty Lowman

University of Windsor

Thursday Afternoon ~ April 12

State /Province Meetings
1:15pm-2:15pm

Ballroom D - Ontario
Plaza A - Wisconsin
Plaza B - Illinois

Ballroom C - Ohio
Ballroom B - Michigan
Station B - Indiana

2:30pm-3:30pm
Ballroom D

C13. ACES - Start Your Own Adult Learner Student Organization

This presentation will examine the role and purpose of ACES (Adults on Course for Excellence and Success,) a returning adult learner and dislocated worker student association on the campus of NWTC. Within a year of its inception in April of 1009, ACES had 165 members, making it the second largest student organization on campus after Phi Theta Kappa. The audience will participate in brainstorming challenges faced by dislocated workers/adult learners as well as ways to engage them. ACES supports adult learners in the following ways that will be examined in detail during the presentation: Monthly Membership and board meetings, ACES Book Closet, Lunchtime Lessons, Jobs Blog, Scholarships, Networking and Support, Career Expo.

Cindy Kothbauer and Jennifer Pigeon
Northeast Wisconsin Technical College

2:30pm-3:30pm
Plaza A

C14. "Best of Michigan Award Winner" – Coaching Student Success through First Year Advising

Are you ready for FYA Operational Objectives to begin advising with laughter and learning? This session will introduce participants to the First Year Advising program at Baker College of Flint with a focus on practices that can be adapted by other advisors. Using a themed presentation with a light hearted approach, this session will explain the program from its inception to present with a focus on week to week practices that can be utilized by other advisors to supplement their game plan. We hope we can translate our success in the First Year Advising program into a renewed enthusiasm for academic advising.

Betsy Laffery and Brenda Stikeleather
Baker College of Flint

2:30pm-3:30pm
Plaza B

C15. From Foster Care to Higher Education: Helping Former Foster Youth Become Successful College Students

Breaking the chains of adversity and uncertainty, Wright State University's Independent Scholar Network provides access to post-secondary education to emancipated foster youth who have been fully admitted to the institution. It takes strategic and intentional collaboration within a university community to help these students succeed. Join us to hear what we at Wright State have done to create a positive, success-oriented environment for our independent scholars. This presentation will raise awareness of the number of foster youth who face barriers in seeking higher education, illustrate one way that colleges and universities can assist these students, and demonstrate how advising an intricate role plays in their success.

Pam Beatty and Ciara Black
Wright State University

Thursday Afternoon ~ April 12

2:30pm-3:30pm

Station B

C16. Strategically encouraging student success and persistence through peer mentoring

This informative session will address how The University of Akron strives to engage and retain first-year students through the efforts of the Office of Multicultural Development's Peer Mentoring Services, which employs 42 peer mentors serving nearly 360 student-mentees. From a theoretical framework that blends leadership, career, and character development with best practices of peer education, participants will be encouraged to explore actual and possible learning outcomes for both mentors and mentees. This presentation will also benefit anyone interested in using peer mentors to complement advising practices. Presenters will share a model for intentional mentor and mentee recruitment; education and training of peer mentors; careful mentor/mentee matches that foster healthy relationships; facilitation of mentor/mentee relationship; and on-going assessment of program and participants.

Henrique Alvim, Tamara Bell and Marchem Pfeiffer

The University of Akron

2:30pm-3:30pm

Ballroom B

C17. If You MAP Academic Success, They Will Follow: Helping students navigate and stay on course to reach their education goals

Research consistently indicates that students presented with too many course options, or those who self-advise, often fail to succeed to degree completion. As the national focus continues to shift to degree completion, institutions must develop tools and strategies to assist in tracking student progress in the curricular pipeline. My Academic Plan (MAP) is a set of software tools designed to help advisors and students mitigate these pitfalls in a student's progress to completion. In this session the presenters will share how this home-grown software directly addresses the goal of increasing degree completion by proactively keeping students on their prescribed path to degree completion. This presentation will benefit administrators, advisors and faculty in search of processes and tools to assist students in reaching goal attainment.

Donna Maldonado, Julie Montgomery, Phyllis Salter and Tanya Scheper

Sinclair Community College Courseview Campus Center

2:30pm-3:30pm

Ballroom C

C18. Compassion Fatigue and Advising: Evidence from the Field

Feeling burned out and stressed? Could your work be impacting your home life and relationships with others? This session presents research at a large, urban research university in the Midwest about how academic advisors experience compassion fatigue on the job. Participants will: understand what CF is, know how to identify CF in themselves and others, find ways to decrease their level of CF, and become familiar with current research on how advisors are experiencing and coping with CF in their daily work lives.

Joshua Morrison

Indiana University Purdue University Indianapolis

Thursday Afternoon ~ April 12

3:45pm-4:45pm

Ballroom D

C19. Using CAS Standards to Assess Academic Advising on Your Campus

CAS (The Council for the Advancement of Standards) set the standards that NACADA recommends all institutions implement to ensure quality academic advising. Most people groan when they hear the word "assessment". Honestly evaluating a program's policies, procedures and their effectiveness is essential to delivering valuable academic advising to the students on your campus. At Lourdes University, we have used these standards to evaluate the academic advising on our campus. In this session, we will give you the tools to do the same on your campus. We will also discuss the initial struggle, but very positive experience we had going through this process.

Kelly Conkle and Mary Douglas
Lourdes University

3:45pm-4:45pm

Plaza A

C20. Summer Transition Program in an Academic Unit

Connect to first-year students in your department early by offering a supplemental summer program in your academic unit. Our Kinesiology and Nutrition: Summer Exploration and Transition (KN SET) program was created as an "add on" to the campus-wide summer bridge programs. In this session, you will learn to maximize your students' transition experience and have new students really feel at home in your academic unit. In addition, you will be provided our curriculum and outcomes of the program, see the results we are having with students, and learn how you can duplicate such a program to fit your department and campus needs.

Viviana Kabbabe-Thompson
University of Illinois at Chicago

3:45pm-4:45pm

Plaza B

C21. Supporting Student Success through Externships: An Academic and Career Advising Collaboration

The Business Externship Program (BEP), a collegiate job shadow opportunity, is a collaborative approach to combining academic and career advising to support student success. To enhance the program's original success, a peer mentor team and an extern nomination process were developed to supplement the advising services offered by an understaffed office. This presentation will demonstrate how the peer mentor program and buy-in from all constituents within the College influenced the number of students who participated in the program, and successfully selected or eliminated an academic major or career. Participants will receive a brief overview of the BEP including timeline, recruitment, and training. Particular focus will be on the peer mentor program and the nomination process.

Jessie Wagner and Geralyn Heystek
Western Michigan University

Thursday Afternoon~ April 12

3:45pm-4:45pm

Station B

C22. Advising Transfer Students from Recruitment to Graduation

The July 30, 2008 news article in the Chronicle of Higher Education reported "Transfer students make up 20% of a four year colleges enrollment". Many colleges are finding freshman numbers decreasing as more students are starting at community college, while an increasing amount of adult students are returning with previous transfer work to finish their degrees. At the University of Akron we have seen our numbers growing; this increase has meant that programs and services have been developed with the transfer student in mind to better serve their needs. We will discuss what we are doing at the University of Akron Transfer Center to reach out to the transfer student from pre-admission to graduation, to ensure that Akron is their final institution.

Kristin Thomas

The University of Akron

3:45pm-4:45pm

Ballroom B

C23. Teaming up with those DARN faculty members

Do you have faculty that advise students on your campus? Are you consistently trying to make connections with the faculty advisors? Do you always get feedback or involvement from the same faculty advisors? If you answered yes to any of these questions, come and listen to how the new Center for Academic Advising teamed up with those DARN faculty members. This presentation will explain the process of how the University of Saint Francis started their "Exemplary Advisor" program, what the responsibilities of each Exemplary Advisor are, and how this new program has helped heighten the awareness of effective academic advising on our campus. All five 2011-12 Exemplary Advisors will help present and give their perspectives on the challenges and successes of implementing this program and its goals for the future.

David Streicher II and Phil Maurizi

University of Saint Francis

3:45pm-4:45pm

Ballroom C

C24. Teach your Veteran Student to Navigate: Avoiding the Landmines and Potholes of College!

With the continuing wave of veterans seeking to use their educational benefits, how do you, the advisor, play a role in their success? Join The University of Akron's Adult Focus staff, as they discuss becoming a part of your student veterans' success in their transition to college. Learning objectives include: how to build rapport with veteran students, identify challenges/issues that veterans bring to Higher Education, develop resources and supports on and off campus that can assist in their transition, and learn how to advocate on their behalf by developing relationships across campus. UA Adult Focus staff will provide participants with: a resource page for veterans, a veteran specific admissions brochure, and an electronic version of the PowerPoint presentation.

Laura Conley, Bridget Ludwa, and Charlene Kemp-Queener

The University of Akron

Friday Morning~April 13

Poster Session
7:30am-8:30am
Grand Station Hall

PO1. A Focus on the TIME we have to Invent Student Success

In the current higher education climate with rising student enrollment and decreasing resources, it is not uncommon to see increases in academic advisors case loads. Time with each student is becoming more precious. This Poster session is designed to identify ways to make the most of the time we have in our everyday one-on-one academic advising meetings with students. I plan to share research, ideas and tools to use in academic advising meetings and hope to identify some best practices in the use of time in academic advising sessions to make the most of every minute we have to share with our students.

Daniel Dakin
Wright State University

PO2. Utilizing an Advising Survey and Individualized Planning for Student Success

This poster session will familiarize participants with the use of an online advising survey and the subsequent interactive planning that utilizes students' self-reported strengths, needs, challenges, and goals to establish a plan for success. The advisor's knowledge of their institution's environment is merged with the survey data to assist students. The presenter will focus on helping participants achieve the following learning outcomes: describe the benefits and challenges of an online advising survey, discuss the interactions with students that build structure and support for success, and begin a plan based on shared information.

Maureen Schwab
The Christ College of Nursing and Health Sciences

PO3. Moving into the residence halls to enhance successful relationships

The Cross-College Advising Service at the University of Wisconsin-Madison works with undecided and exploring students in our primary office as well as a network of offices in five student residence halls. During the 2011-2012 academic year, CCAS expanded our Residence Hall operations to be open more than 30 hours a week, staffed primarily by an "anchor" professional advisor.

Angie Rieves and Sara Stephenson
University of Wisconsin – Madison

PO4. Reinventing the First Year Seminar Course for Millennial Students

There are two significant changes occurring at Ohio State that will affect the first year seminar course that all incoming students must take: the switch to the semester calendar, and the millennial student population. As academic counselors at the Fisher College of Business, we are redeveloping the business first year seminar course to manage these changes and to create a more student development focused class. Through research in student development theory, learning and teaching style theory, and course design; we will discuss how to create a first year seminar course that will successfully move students forward in their cognitive, psychosocial, and behavioral developmental pathways.

Rebecca Ascher and Matthew Miller
The Ohio State University

Friday Morning ~ April 13

Poster Session
7:30am-8:30am
Grand Station Hall

PO5. Skype into the Future

An innovative way to reach and stay connected with students is through Skype advising. It is becoming increasingly popular among universities to offer this service in order to benefit their new and continuing students. The poster that will be presented will focus on the advantages that Skype advising will have on students. The use of technology is an important part of how I will demonstrate the advantages to students. The biggest reason Skype advising is such a success is for commuter students, students who participate in distance learning programs, evening students, student's who study abroad and simply for all other students who have other daily obligations and aren't capable of making it to office hours.

Amanda Danielson
The University of Akron

PO6. Advising Students for Selective Admission Programs in Health Care: Spotlight on Nursing

The increased demand for patient care professionals is resulting in a growing number of selective admissions degree programs in health care. This session will focus on the unique challenges of advising students who are applying to selective admission nursing degree programs. A specialized approach must be used to advise and prepare students for this process. Advisors must help students determine if nursing is a good match to their skills and goals. This involves discussing the realities of nursing school and the profession. Red flags must be addressed. Advisors must carefully guide students through pre-requisite course planning and program application. The student should select a back-up plan in case of admission denial. This session will review best practices and a solutions-focused method of advising this special population of students.

Jessica Cheriez and Jennifer Sutter
Davenport University

PO7. Almost Denied Admission: Intensive Advising for Conditionally Admitted Students

Students in the Academic Foundations program meet in a lab setting twice a week during the first semester of college to overcome their academic deficits by building on personal skills and practicing successful habits. This session is an overview of the program.

Kathie Wentworth
Trine University

PO8. Encouraging the Women's Studies Elective Option

Do you work with students who choose (or need!) elective hours to supplement their primary academic programs? The next time you are helping a student make sense of all available elective options, consider suggesting a Women's Studies course! Current literature indicates a variety of ways in which college students benefit from Women's Studies courses. Many institutions offer Women's Studies courses, minors and majors, but unfortunately, a number of stereotypes and myths about this discipline may hinder student enrollment. You will leave this session with a richer understanding of Women's Studies as a field of study, a more comprehensive knowledge of the impact these interdisciplinary courses can have on students of all academic tracks, and tools to assist you in encouraging the Women's Studies elective option.

Katie Smith
Kent State University

Friday Morning ~ April 13

Poster Session
7:30am-8:30am
Grand Station Hall

PO9. Blast Off to Greater Advisor Effectiveness Through the Use of Group Advising Meetings

Learn how freshmen advisors at Ball State University created group advising meetings in the fall semester to reach their 3800 freshmen. The presenters will share why they created the meetings, what they covered in the meetings, how they reached 2610 freshmen, and what they plan to do differently next year. Standardized portfolio materials and presentation will also be shared with session attendees. We hope this session will help you create successful group meetings at your own institution.

Ann Lee, Jim Mills, and Mark Parkison
Ball State University

PO10. DIY: Redefining, Repurposing, Reinventing and Restoring YOUR Student Outreach

If you turn on the television today, you can surf any number of channels to find shows about repurposing vintage items. Rather than buying a new and expensive item, consumers can find a "Do-It-Yourself Blog" with step by step instructions describing how to turn something old into something trendy and chic. Like consumers, advising professionals are facing increasing demands, often without increased resources. Budgets are shrinking, enrollments are growing, and advisors need to meet rising expectations despite these circumstances. Many programs cannot fund new resources for student outreach. This poster presentation will share one program's best practices in developing and implementing "do-it-yourself" student outreach. The presenters will share ideas about creatively finding ways to redefine, repurpose, reinvent, and restore existing student outreach methods.

Jamie Paulson and Danielle Whitaker
The Ohio State University

PO11. Beat the Recession: Linking Practical Majors to Life Passions

As academic advisors, we often hear students ask "But what can I do with that major?" or say "I chose my major because I need job security." Is it enough for us simply to support students in finding a recession-proof job after graduation? What is to be said of encouraging students to pursue what they love? Based on the framework of a Jesuit education that promotes reflection and discernment, this presentation will create a case for helping students to link finding one's passion with being employable. Through an examination of media sources, student interviews, and an overview of the Jesuit model of higher education, we will highlight best practices that can be adapted to a variety of advising styles and philosophies, and implemented at various institutional types.

Veronica Wilson and Courtney Heath
Loyola University Chicago

Friday Morning~April 13

Poster Session
7:30am-8:30am
Grand Station Hall

PO12. 4++++ years: Advising the student who just can't seem to complete a degree

Higher education is generally recognized as “the great equalizer”, providing opportunity for career and class advancement. However, the investments towards predicted outcomes of “greater wealth”, “better health”, “closer family”, and “stronger community” (<http://youcango.collegeboard.org/>) are in question. The trends in financial aid indicate increased debt in all degree completion with increased debt among students who do not complete degrees. Certainly, the weakened economy has induced students who would otherwise be in the workforce to seek/maintain enrollment in higher education. Often these students are characterized as “professional students” who continue to stay in school well beyond the 4th year when most students would be expected to graduate. The purpose of this presentation is to explore the advisor’s response and strategies with these students.

Joyce Litten, Lourdes University
Stacy Jenkins, Tiffin University

PO13. Thinking Outside of the Classroom: Helping Honors Students Create Experiential Learning Opportunities

Have you ever advised students who were interested in doing everything your campus has to offer? Attendees will learn about the University of Cincinnati’s approach to helping University Honors students create individual experiential learning projects in areas such as research, creative arts, community engagement, leadership, and global studies. We will share our advising strategy and student work as a means of demonstrating an approach to helping students identify and connect their ideas to established learning outcomes and larger goals.

Jessica King and Ryan Harder
University of Cincinnati

PO14. Reinvention through Integration: Applying an Interdisciplinary Approach to Advising

This presentation introduces Allen Repko’s interdisciplinary research process as a framework for integrating advising styles. Reinvent your academic advising model by using the strength components of various advising approaches and focusing on integration as the key to flexible and responsive advising for a diverse student population. As part of this presentation, receive a graphic organizer of the various advising styles, handouts about Repko’s process, and an illustration of integration in action.

Jessica Erwin and Jessica Mason
Franklin University

Friday Morning~ April 13

9:15am-10:15am

Ballroom D

C25. Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, dvd/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, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Shannon Burton, Michigan State University

Jessie Carduner, Kent State University

Charlie Nutt, Executive Director of NACADA

9:15am-10:15am

Plaza A

C26. Building Connections at a Large Community College with the Successful Launch of a First Year Advising Center

The first day of college can be very intimidating for brand new students at large urban community colleges, but not for students at Sinclair Community College. Sinclair launched a First Year Advising Center in response to feedback from student perceptions and other findings suggesting that it is difficult for students to immediately engage with the college due to its large size and the diversity of the student body. Participants will learn about the Academic Quality Improvement Program (AQIP) that resulted in the creation of this Center, as well as the challenges and successes of start-up initiatives, comprehensive advisor training program, and the on-line tools and resources available to assist first year students.

Phyllis Salter, Latonia Peak-Brown, Kimberly Collins, Tanya Scheper, and Rukhi Jan

Sinclair Community College

9:15am-10:15am

Plaza B

C27. AIM Hei – Advise, Inspire, Mentor: Reinventing A Model for First-Year and Second-Year Advising

Creating a new advising model is an exciting opportunity. Heidelberg University was facing this challenge as it was redesigning the General Education program. How could the two programs mesh? A team of faculty and staff developed the innovative AIM Hei model over a two year period. This presentation will focus on the three semester advising model initiated at Heidelberg University during the 2011-2012 academic year. Highlights of the model include developing a set of student responsibilities and learning outcomes, establishing expectations for faculty, and assessing advising programs.

Ellen Nagy

Heidelberg University

Friday Morning~ April 13

9:15am-10:15am

Station B

C28. "Best of Indiana Award Winner" - Group Advising, With a Twist

We all know that most academic advisors have several conversations with students each and every day. It can sometimes become frustrating to advisors when those conversations become repetitive. Our students have no way of knowing that we just discussed the same things with 3 other students today, nor should they care. In our roles as academic advisors who focus on admissions for one school in a large state university, we found that in a large portion of our meetings with students we were explaining the same material and answering many of the same questions. After months of frustration, we developed a hybrid group-advising model to deliver the same information to multiple students at one time, and also meet their individual academic advising needs.

Jessica McKamey, Scott Jackman, and Nathan Venske
Indiana University Bloomington

9:15am-10:15am

Ballroom B

C29. Don't Forget Us! Advising Students 35 and Older

Students over the age of 35 are recognizing the benefits of higher education. Whether through intrinsic motivation, professional need, and/or economic need, older students entering community college often find the transition difficult and support mechanisms lacking. Topics discussed are the transitional, academic, cultural, technological, and retention issues, in addition to the life altering changes that occur for this large population and underrepresented group. The facilitators of this session have unique perspectives - one is a 24 year-old advisor with less than 2 years' experience; the other, a veteran advisor in the 35 and older group. Each has worked with a vast spectrum of student ages (16 to 87). These views add credence and valuable experience to encourage professional and lively discussion.

Tony Thomas and Zack Merrill
Ivy Tech Community College

9:15am-10:15am

Ballroom C

C30. Online Interactive Advising

In higher education many students are using distant education classes to complete their education. Advising these students has been a major challenge at IUPUI. General Studies decided to address this problem and in the process developed a new advising model. Currently General Studies at IUPUI offers all students an alternative to the traditional in-office advising appointment. We have decided that instead of the student coming to the advisor, the advisor would come to the student. Online Interactive Advising was developed to allow students an effective alternative to in-office advising, email or phone advising. Currently many of our students meet their advisor face to face for the first time at graduation, but they have seen their advisor, spoke with their advisor and developed a relationship with their advisor long before the graduation ceremony.

Lester Cook
Indiana University Purdue University Indianapolis

Friday Morning~ April 13

10:30am-11:30am

Ballroom D

C31. Start Spreading the News: Improving Institutional Communication to Reinvent Advisor Satisfaction and Success in the 21st Century

In "Advising at the Millennium: Advisor Satisfaction and Perceived Avenues to Enhancement," Michael Lynch states that areas of lowest advisor satisfaction include "the extent to which the opinions of academic advisors are considered in institutional decision making, and the level of institutional support for advising." This session will explore how academic advisors can become empowered to work with their administration to increase institutional support and to begin to truly engage in participatory governance. Session participants will learn how one university's academic advising unit organized and worked with their institution's administration to improve internal communication. For advisors who have ever felt that no one is listening, this session is for you!

Susanne Miller

Youngstown State University

10:30am-11:30am

Plaza A

C32. International Transfer Students: Challenges, Successes and Managing Expectations

The Ohio State University's Fisher College of Business has experienced substantial growth in its international transfer student population over the last five years. The undergraduate staff, particularly academic advising and career services have been on the front line working to understand the needs and expectations of this growing population. Please join us for a roundtable discussion where we will share the experiences of the Undergraduate Programs and Advising Office at the Fisher College of Business as well as facilitate a discussion on this growing population and their needs and expectations. We hope attendees will share their experiences and leave the session with tools and best practices to use at their respective institutions.

Danielle Brown and Jane Palmer

The Ohio State University

10:30am-11:30am

Plaza B

C33. "AdvisER: Triage Advising as an Aid to Student Success

This interactive session will include information on how traditional student-adviser relationships are changing to reflect the shift in culture of the current student body population. We will discuss the collected data from a pilot Triage Advising Program at The University of Akron. We will consider how these findings could most effectively be used in the mechanics of a triage operation. This session will allow participants to examine trends in triage advising, the relevance of theory, and research that demonstrates that triage advising is an innovative approach to serving a generation that holds a "drive-through" mentality. Through group discussion, the audience will share strategies they have implemented at their institutions and will identify focus areas for improvement within their individual institutions and/or departments.

David Parry, Eloise Wheeler, Leslie Tucker, and Stancy Sykes

The University of Akron

Friday Morning~ April 13

10:30am-11:30am

Station B

C34. Integrating Career Exploration into Advising Practices: Innovative Delivery Models of Career and Academic Advising

Advising students with majors in the liberal arts and/or social sciences can be challenging and frustrating for both advisors and students alike. Although students are encouraged to “follow their passion” and pursue a major they love, often they are left without clear guidance or information on what careers are available to them. Through our presentation, participants will understand the challenges students face when “understanding their major”. In addition, presenters will provide details on several programs detailing collaborative relationships with stakeholders, including advisors and students, and examples of coursework and activities which help students connect the skillsets learned in their major with their chosen career.

Mark Vegter and Teri Farr-Behnke, Illinois State University

Amy Stringwell, Heartland Community College

10:30am-11:30am

Ballroom B

C35. “Best of Ohio Award Winner” - Students Who Aren’t Progressing in Their Majors: How to Effectively Reach Out and Empower Them to Find the Right Fit

Do you work with students who have unrealistic goals and aren’t “cutting it” in their desired majors? Are you frustrated with their unwillingness to come to terms with reality? In this session we will provide an overview of strategies Kent State University’s College of Communication and Information uses to identify and work with these students. We will share our collaborative efforts between advisors, administrators and faculty members. Information about specific strategies developed to steer students into a more suitable major in an empowering way will be presented in a fun and creative presentation. We also provide information, handouts and materials we used to develop a workshop that is designed to help students with this issue. Attendees will be encouraged to share best practices from their institutions.

Amy Wilkens and Lorie Hopp

Kent State University

10:30am-11:30am

Ballroom C

C36. To tweet or not to tweet: Social Media and Academic Advising, Friend or Foe?

Is there a role for social media in advising? What are the advantages and pit falls of utilizing social media platforms for advising purposes? Are academic advisors behind the curve when it comes to this technology? Does our absence imply that we are “old people” who just “don’t get it”? Conversely, if we are engaged in social media arenas with our students are we potentially invading their personal worlds? During this session a confirmed social media novice will explore these and other quandaries related to the use of social media in academic advising and explore how at one mid-sized private institution the use of social media has helped to engage students in new and meaningful ways.

Heidi Jones

Ashland University

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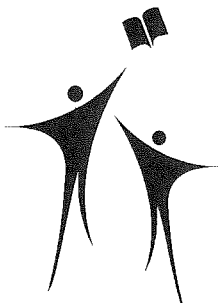
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