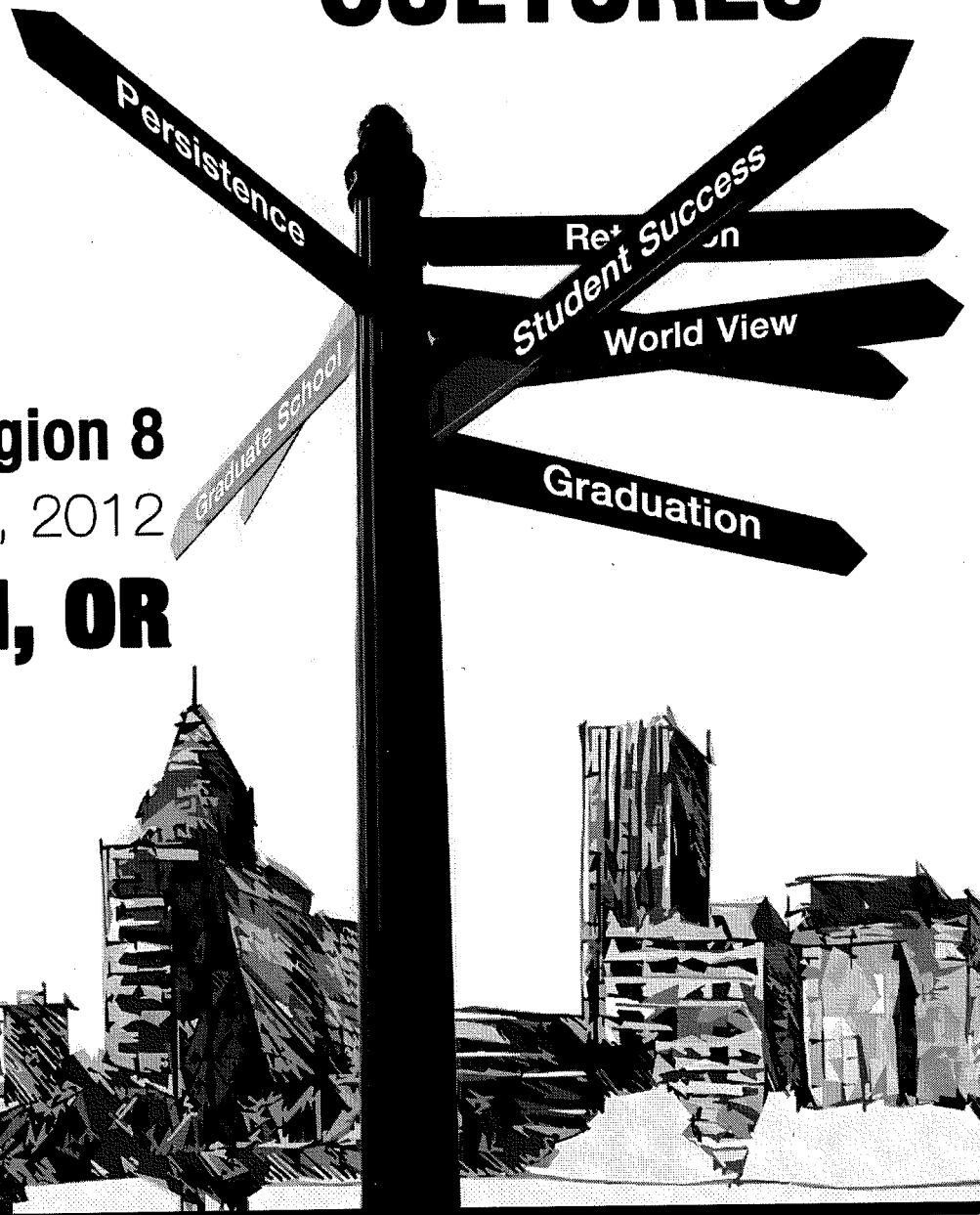


NACADA Region 8 + Portland + International Focus

Finding the Way to

STUDENT SUCCESS ACROSS CULTURES

NACADA Region 8
March 17-20, 2012
Portland, OR



2012 Conference Planning Committee

Jennifer Joslin

University of Oregon
Conference Co-Chair

Lori Manson

University of Oregon
Conference Co-Chair

Miranda Atkinson

University of Oregon

Sabreena MacElheron

College of New Caledonia

Shauna Riedel-Bash

University of Oregon

Heather Bottorff

University of Oregon

Karla Makus

Washington State University

Tamie Saffell

Western Oregon University

Yung-Hwa Anna Chow

Washington State University

Terrie Minner-Engle

University of Oregon

Becky Sanchez

Portland State University

Jeanne Coe

University of Oregon

Bil Morrill

University of Oregon

Amy Schnoor

University of Oregon

Dawn Gaid

Oregon State University

Sharon Nelson

Eastern Oregon University

Becca Schulze

University of Oregon

Sally Garner

University of Oregon

Kim Rambo-Reinitz

University of Oregon

Mary Severson

Portland Community College

Judi Haskins

Montana State University

Re+ Student Success

Jessica Stone

Southern Oregon University

Haley Holmes

Portland State University

World View

Karen Sullivan-

Vance

Bryan Jimenez

Portland State University

Graduation

Western Oregon University

Nicole Kent

Oregon State University

Theresa Waters

Oregon State University

Jacelyn Keys

Eastern Oregon University

Julie Lancour

University of Washington

Lisa Laughter

Washington State University

The conference chairs also thank **Luke Norman** for the conference logo and other design support.

Welcome to Portland, Oregon!



The Region 8 steering committee and I are so happy to see you here in beautiful Portland!

Jennifer Joslin and Lori Manson, along with the entire conference planning committee, have been hard at work over the past year to bring you "Student Success Across Cultures." We are also very proud to host NACADA's International Conference. Coming together with our colleagues from across the U.S., Canada and the world allows us to expand our networking,

our friendships, our learning and our teaching to global levels.

This year we are privileged to welcome Dr. Charlie Nutt, the Executive Director of NACADA. Charlie is a powerful force in the world of academic advising; a man you are sure to never forget once you have met him because of his friendliness, his love of advising and his charming southern drawl.

We also have something no other region can boast about: our conference co-chair is also the current NACADA President! We are proud to have Jennifer co-chairing our conference and representing us as President of the association.

NACADA Board Member Karen Sullivan-Vance from Western Oregon University is also in attendance. Karen is a former Region 8 Chair and has chaired numerous Region 8 conferences. Thank you Karen for your years of service to Region 8, and for representing us on the Board of Directors.

For the first time, we have awarded extremely generous scholarships to individuals attending this conference. Details are provided on page 13. Congratulations and a special welcome to our scholarship winners!

NACADA is an organization that supports and mentors its advisors and provides a vital connection for all of us to learn from. There are great opportunities for leadership, mentorship, and professional development through NACADA. In addition, NACADA is a wonderful resource for consultants, job postings, current research and practice on advising, and promotion of valuable state, regional, and national conferences. No matter your particular focus or concern, there is a commission or interest group that addresses it. I encourage you all to join and become more involved in NACADA.

Welcome! I hope you all have a wonderful time meeting new colleagues, catching up with old friends and learning about new and exciting programs in academic advising. I guarantee you will go home refreshed and re-energized.

Judi Haskins

Montana State University
Region 8 Chair

Welcome to the 2012 NACADA Region 8 conference! We are thrilled to welcome

you on behalf of the hard-working conference planning committee. We hope you enjoy the conference and your stay in Portland!

This conference offers NACADA members an opportunity to understand student success from many perspectives. We are pleased to offer a "many conferences in one" approach this year. We are kicking off with a focused, internationally-themed mini-conference that segues to innovative pre-conference sessions. Engaging sessions on Monday and Tuesday range in focus from improving your work in addressing the needs of international students to understanding how colleagues are using social media to connect across campus, the Pacific Northwest, and the world.

Our time in Portland also offers an opportunity to reconnect and reenergize in our work as academic advisors. The Portland Hilton and Executive Tower is a wonderful location for networking and rejuvenation. Located adjacent to Pioneer Courthouse Square – "Portland's Living Room" – the Hilton is perfectly situated for foodies and sightseers, shoppers and people-watchers. Please take advantage of breaks to get outside with colleagues and enjoy this terrific city!

Over these four days, Region 8 members will have a chance to connect with NACADA Executive Director Charlie Nutt, Board member Karen Sullivan-Vance, Region Chair Judi Haskins, incoming Region Chair Sally Garner, Portland Native Tribes activist Nichole Maher and Western Oregon University leader David McDonald. Together we will begin a conversation about student success that will propel change on our campuses.

Our thanks to Region Chair Judi Haskins, members of the Region Steering Committee, and the conference planning committee for their hard work and enthusiasm. Best wishes to all attendees for a terrific regional conference!

Jennifer Joslin & Lori Manson

University of Oregon
Region 8 Conference Co-Chairs



Conference Check-In

The conference registration/welcome table is located on the second floor Plaza Foyer:

Saturday, March 17 11:00 AM – 5:00 PM Monday, March 19 7:30 AM – 5:00 PM
 Sunday, March 18 8:00 AM – 6:30 PM Tuesday, March 20 7:30 AM – 1:00 PM

Here you will find local hospitality information, NACADA information, information regarding our service project (including the 50-50 draw) and the Best of Region ballot box. Presenters may pick up their session evaluation forms here.

International Conference

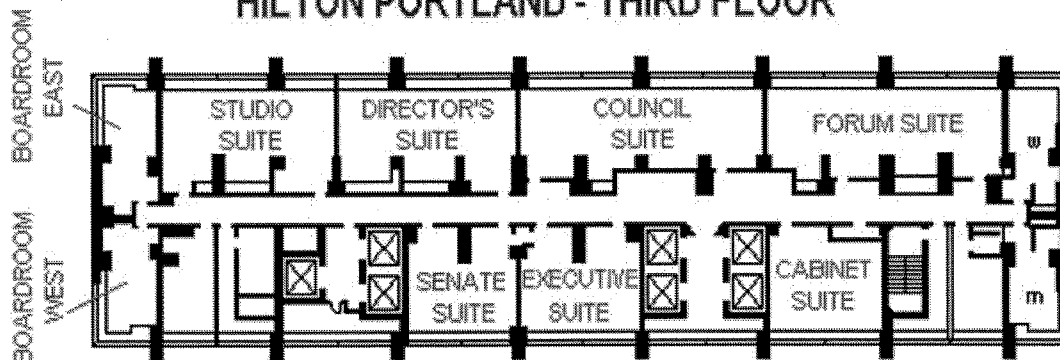
March 17-18

Session descriptions are on p. 14.

Common Reading: <http://chronicle.com/article/Chinese-Students-Prove-a/129628/?sid=at&u>

THIRD FLOOR SUITES:	COUNCIL SUITE	STUDIO SUITE	EXECUTIVE SUITE	SENATE SUITE	DIRECTOR'S SUITE
SATURDAY, MARCH 17					
1:00-2:00 PM	Opening Plenary				
2:15-3:15 PM	Learning About China's Higher Education System	Building Relationships - WOU and the UK			
3:30-4:30 PM	Advising for a Change				
SUNDAY, MARCH 18					
8:00-9:00 AM		Continental Breakfast			
9:15-10:15 AM			Common Reading Discussion	Common Reading Discussion	
10:30-11:30 AM					Closing Session

HILTON PORTLAND - THIRD FLOOR



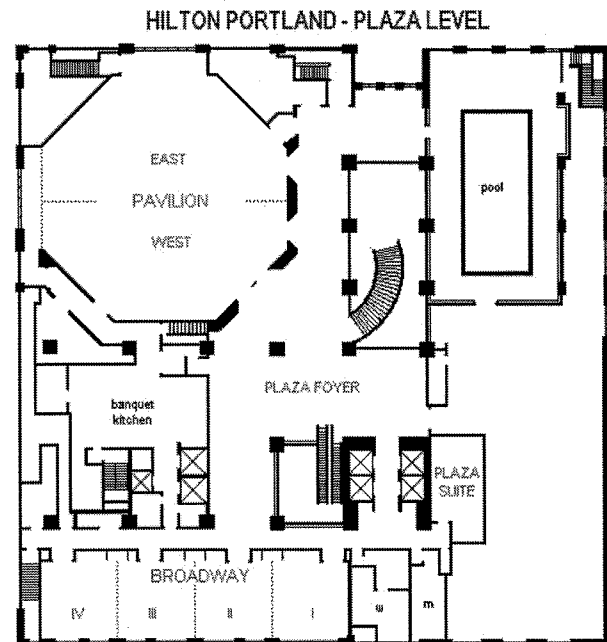
Conference at a Glance

Sunday, March 18

Pre-Conference Workshops:

Workshop descriptions are on p. 15.

PLAZA LEVEL ROOMS:	BROADWAY I/II	BROADWAY III/IV
1:00-3:00 PM	Advising Learning Outcomes: A Multi-Institutional Study \$25.00	Blogs, Screencasts & Podcasts: Empowering Your Inner "Techie" \$25.00
3:00-3:15 PM	Break	
3:15-5:15 PM	Advising ESL/EL Students Effectively Using the Culture Broker Model \$25.00	Journey to Wellness - Managing Stress as an Advisor \$25.00



Welcome Reception — Sponsored by GradesFirst

6:30 PM Join us in the Alexander's Lounge (23rd Floor) for a dessert reception and a no-host bar.

Food/Beverages Provided by the Conference

Sunday, March 18:

- 8:00 AM Continental Breakfast—International Conference (Studio Suite)
- 10:15 AM Coffee/Tea Service—International Conference (Studio Suite)
- 3:45 PM Coffee/Tea Service—Pre-Conference (Plaza Foyer)
- 6:30 PM Welcome Reception—Sponsored by GradesFirst (Alexander's Lounge)

Monday, March 19:

- 7:30 AM Continental Breakfast—Sponsored by the Oregon University System (Plaza Foyer)
- 10:00 AM Coffee/Tea Service (Plaza Foyer)
- 11:30 AM Opening Keynote & Awards Luncheon (Ballroom I)
- 3:45 PM Coffee/Tea Service (Plaza Foyer)

Tuesday, March 20:

- 8:30 AM Coffee/Tea Service (Plaza Foyer)
- 11:30 AM Closing Keynote Luncheon (Ballroom I)

NO DINNER PLANS YET FOR MONDAY, MARCH 19? The hospitality committee has made bulk dinner reservations at a few downtown restaurants. Sign up at the registration/welcome table to have dinner with your NACADA colleagues.

Conference at a Glance

Monday, March 19

7:30 AM – 9:00 AM Networking Continental Breakfast (Plaza Foyer)—Sponsored by the Oregon University System

8:00 AM – 8:45 AM Summary of the International Conference (Broadway III/IV)

8:15 AM – 9:00 AM New Member Welcome & Orientation (Forum Suite, 3rd Floor)

9:00 AM – 11:15 AM/1:30 PM – 5:00 PM Breakout sessions. See pp. 16-25 for session descriptions.

PLAZA LEVEL:	BROADWAY I	BROADWAY II	BROADWAY III/IV	PAVILION EAST	PAVILION WEST
	1A	1B	1C	1D	1E
9:00 AM	Advising is Not a Profession...Or Is It?	Outreach With Purpose	Crossing the Last Mile	Group Advising for Today's Multicultural Campus	60 Minute Special
	2A	2B	2C	2D	2E
10:15 AM	Conversation with NACADA Leadership	Beyond Expectations	Finish in Four	Quality Peer Advising	Leveraging Technology for Online Advising

11:30 AM – 1:15 PM Opening Keynote & Awards Luncheon (Grand Ballroom I, Ballroom Level)

PLAZA LEVEL:	BROADWAY I	BROADWAY II	BROADWAY III/IV	PAVILION EAST	PAVILION WEST
	3A	3B	3C	3D	3E
1:30 PM	Writing for NACADA	Creating an Academic Coaching Program	Decision-Making for the (Seemingly) Decided	Advising on a Dime	Advisor Training Academy
	4A	4B	4C	4D	4E
2:45 PM	Eyes Higher: University of Calgary's New Scholars Academy	Designing, Implementing & Evaluating an Academic Counseling Model	Building Bridge Across Cultures	Networking for the Common Good	Technology & Advising: Anytime/ Anywhere
	5A	5B	5C	5D	5E
4:00 PM	Developing the Dynamic Duo	Engaging International Students	"I've Been Afraid of Changing." Using Motivational Interviewing Principles	Unlocking the Potential of Advising Sessions	Sign out of Facebook & Get Yourself to Office Hours

5:15 PM State of the Region/Kick off to Alaska 2013 (Pavilion West)

All attendees are invited! Region Chair Judi Haskins will provide a report on the State of the Region and kick off the journey to Alaska 2013. Come meet your regional leadership, learn about regional priorities and initiatives, find out how you can get involved in the region, and get the scoop on Alaska 2013. All present will be eligible for a special door prize donated by the Anchorage Convention & Visitors Bureau.

Conference at a Glance

Tuesday, March 20



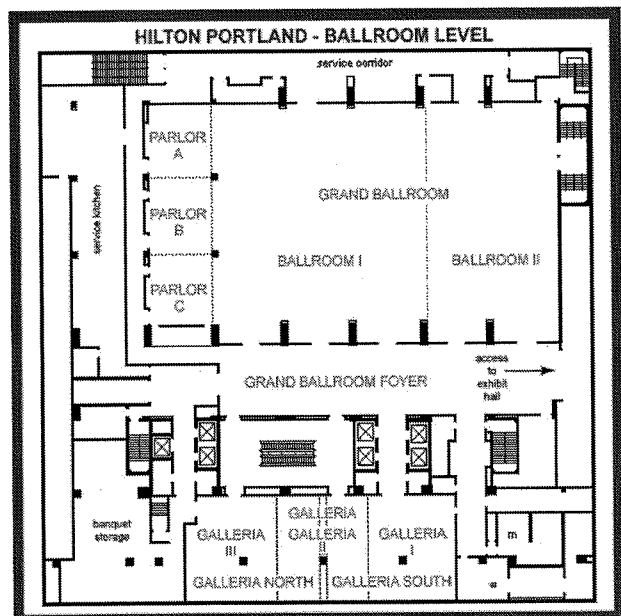
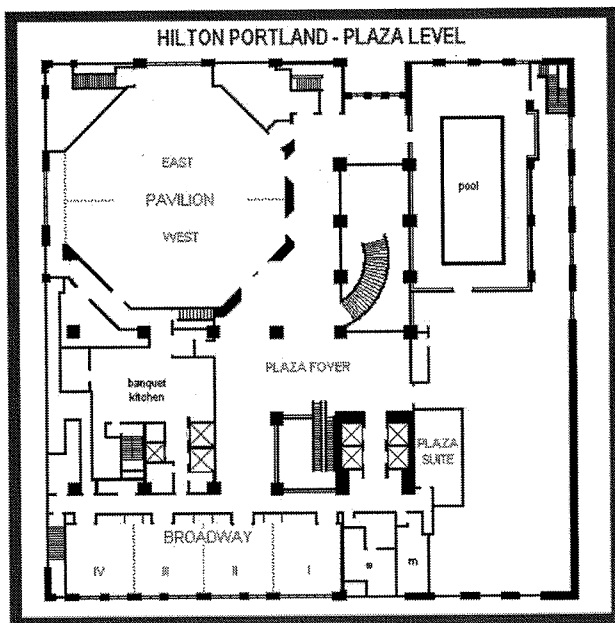
SPIRIT DAY! Show your school spirit by wearing something that represents your institution or department.

Breakfast on your own

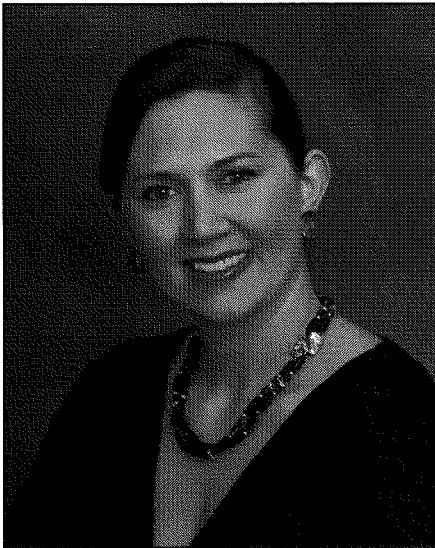
9:00 AM – 11:15 AM Breakout sessions. See pp. 26-29 for session descriptions.

PLAZA LEVEL:	BROADWAY I/II	BROADWAY III/IV	PAVILION EAST	PAVILION WEST
9:00 AM	6A The More The Merrier	6B Creating the Foundation for Student Success	6C Assessment to Action, Action to Achievement	6D Advising the Pre-Nursing Student
10:15 AM	7A Science & Technology Students DO Study Abroad	7B What Makes You So Special?	7C Voices of "Strangers from a Different Shore"	7D Great Expectations: Understanding the iGeneration Transfer Student

11:30 AM – 1:00 PM Closing Keynote Luncheon (Grand Ballroom I, Ballroom Level)



Opening Keynote Speaker



Nichole J. Maher, MPH
NAYA Executive Director

The Opening Keynote &
Awards Luncheon will be
held in Ballroom I on the
Ballroom Level at 11:30 AM
on Monday, March 19.

Keynote Address Topic:

Making the Invisible Visible:
the Story of the Portland
Region's Native Community

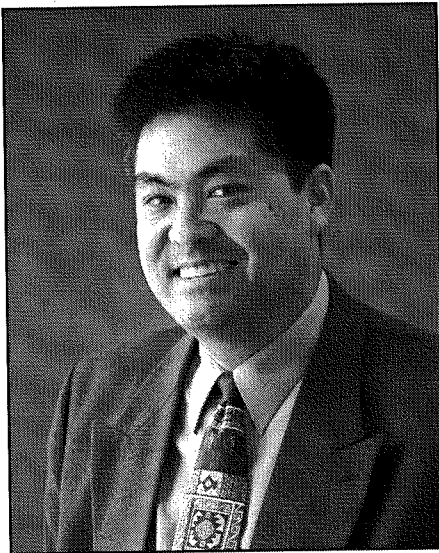
Nichole Maher has served as the Executive Director of the Native American Youth and Family Center (NAYA) in Portland, Oregon, for more than 10 years. Under her leadership, the NAYA Family Center has grown from a staff of five and a budget of \$200,000 to more than 100 employees and a \$10 million annual budget. In 2010, NAYA served more than 5,000 families as a wrap-around community service organization offering culturally specific education programs, a fully accredited high school, financial literacy and micro enterprise development, social services, domestic violence prevention and response programs, housing, and comprehensive poverty reduction programs.

NAYA's asset pool includes a ten-acre campus and multiple housing developments. NAYA also owns two businesses; Nawitka Catering and NAYA Construction provide employment opportunities and revenue for the Native American community. Some of NAYA Family Center's proudest moments include opening a high school that is now nationally recognized, installing the second largest solar panel project in Multnomah County (Oregon), and helping over 700 members of the Native community find fulfilling employment.

Ms. Maher has received numerous leadership and industry honors, including Oregon's 50 most powerful people, Oregon's top 40 under 40, as well as the Oregon Women of Distinction award. Ms. Maher holds a Masters in Public Health from the Mark Hatfield School of Government at Portland State University and two Bachelors of Science degrees (Public Health, American Indian Studies) from Oregon State University. In 1999, Ms. Maher completed a fellowship at Harvard Medical School. She completed the Robert Wood Johnson Minority Medical Education program at Yale Medical School in 1998.

Ms. Maher was born in Ketchikan, Alaska, and attended school on the Siletz Indian Reservation in Oregon. She is a member of the Tlingit Tribe of Southeast Alaska. She serves on a number of governing boards, including Portland Schools Foundation, Northwest Health Foundation, Planned Parenthood, Portland Parks and Recreation, National Urban Indian Family Coalition, the National Comcast/NBC Joint Council Board and the Oregon Education Investment Board. She is a proud mother of two young children.

Closing Keynote Speaker



David McDonald
Associate Provost
Western Oregon University

The Closing Keynote
Luncheon will be held in
Ballroom I on the Ballroom
Level at 11:30 AM on
Tuesday, March 20.

Associate Provost David McDonald's twenty-year career in higher education has always been centered upon student access and success. McDonald spent nearly a decade in California including serving as the Assistant Dean of the Graduate School at UC San Diego. While at San Diego, McDonald served as either the Project Director or Principal Investigator of federal grants from the US Department of Education, National Institutes of Health, and National Science Foundation. McDonald was also active within the TRIO community having served as the Project Director of the Ronald McNair Program at UC Irvine and on the national Ronald McNair and Council of Graduate Schools Advisory Committee.

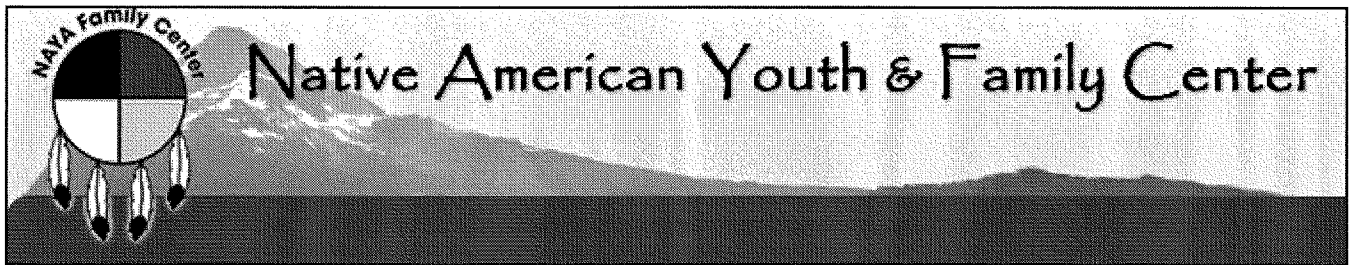
In 1999, he was appointed as the Director of Enrollment and Student Services at the Oregon University System (OUS). In this role McDonald wrote and served as the Director of Oregon Statewide GEAR UP Program. He also served as the lead staff to OUS Board Committee on Excellence in Delivery and Productivity which focused upon increasing the number of Oregon students who successfully completed their undergraduate degrees. McDonald was charged with policy development on a statewide basis that served to increase the educational level of Oregon residents. McDonald has served on numerous statewide committees focused on topics such as student access to college, college affordability, student success and student retention.

Since arriving at WOU, McDonald has initiated innovative programs such as the Western Tuition Promise and the WOU Emerging Scholars Program with the Salem Keizer School District. During his time at WOU, freshmen student retention has improved to 73% from 62% and the number of Latino students enrolled has doubled. WOU was recognized by the Education Trust for being a national leader in retention and graduation rates for underrepresented students. McDonald currently chairs the WOU Strategic Programs and Options Committee which is addressing future academic directions for the university.

In 2009, McDonald was recognized by the Oregon Student Assistance Commission for his work with Oregon high school and college students. In 2011, McDonald received NACADA's Pacesetter Award for his leadership in support of academic advising excellence.

McDonald is a first generation college student and an active advocate for student access to college. His undergraduate degrees are in Management and Marketing from the University of Oregon and his graduate degree is from the University of Washington in Public Administration. At WOU, McDonald oversees Admissions, Academic Advising, Financial Aid, the Honors Program, Registrars, Study Abroad, Writing Center, and the Center for Teaching and Learning.

2012 Service Project



A donation table will be located in the Plaza Foyer.

General Wish List:

- New socks & underwear (any size)
- Clothing for older boys & men
- School & Art supplies (acrylic paints, canvases, paint brushes, watercolor paper, markers, etc.)
- Diapers
- Household items (pots, pans, small appliances, silverware, dishes)
- Blankets, pillows, towels
- Material (at least 2 yards)
- Spools of ribbon & thread, buttons, fringe

For your convenience, there is an Office Depot at 6th & Washington (approx. 4 blocks from the hotel).

Region 8 is pleased to choose the Native American Youth and Family Center as the focus of our 2012 Service Project. Based in Portland, the NAYA Family Center “works to enrich the lives of our Native youth and families through education, community involvement, and culturally specific programming. We have provided educational services, cultural arts programming, and direct support to reduce poverty to the Portland metropolitan area’s American Indian and Alaska Native community for over 30 years.”

NAYA Family Center draws on the strengths of its staff and volunteers to provide inclusive programming for Native American youth and their families:

- Middle school advocacy services
- High school advocacy services
- Tutoring and after-school programs
- Native community employment services
- Middle school, grade 8/9 transition, high school math, and science summer programs
- Healing circle domestic violence prevention program
- Foster care and independent living programs
- Recreation program
- Cultural arts program
- Financial education
- Housing and rental assistance
- Individual savings account and tax help

Source: <http://www.nayapdx.org>

Donations can be dropped off at the registration/welcome table at the Plaza Foyer. Attendees may also purchase a raffle ticket for a 50/50 draw and/or provide a monetary donation to sponsor the purchase of anything on the Wish List. A \$100 donation may also be made to the Elder Portrait Project. The project documents and honors Native elders who give their time, support and wisdom to the Portland community.

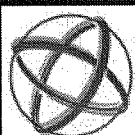
Region 8 Steering Committee

The NACADA Northwest Region 8 steering committee is responsible for developing strategic goals for the region, overseeing the region budget, administering the regional awards program, and representing membership in each individual state/province. The 2012 Steering Committee members are:

REGION CHAIR	PAST REGION CHAIR	BUDGET COORDINATOR	COMMUNICATIONS COORDINATOR
Judi Haskins Montana State University	Brett MacFarlane Oregon State University	<i>Nominations are being accepted for this position. Contact the region chair for more details.</i>	Sally Garner University of Oregon
ALASKA	ALBERTA	BRITISH COLUMBIA	IDAHO
Carol Murphrey University of Alaska Fairbanks	Shea Ellingham Mt. Royal University	Marissa Funaro Simon Fraser University	Andrew Brewick University of Idaho
Linda Morgan University of Alaska Anchorage	Brenda Lindquist Grande Prairie Regional College	Sabreena MacElheron College of New Caledonia	Karen Gillespie University of Idaho
MONTANA	OREGON	WASHINGTON	YUKON TERRITORY
Ligia Arango Montana State University - Northern	Jeff Malone Oregon State University	Lisa Laughter Washington State University	<i>Nominations are being accepted for liaisons from this area. Contact the region chair for more details.</i>
<i>Nominations are being accepted for a liaison from this area. Contact the region chair for more details.</i>	Tamie Saffell Western Oregon University	Leah Panganiban University of Washington	

The Steering Committee thanks outgoing members Keert Khangura (Simon Fraser University), Kimber Shaw (Boise State University), Dana Freshly (Montana State University—Great Falls), Ana Blackstad (Cascadia Community College) and Kurt Xyst (University of Washington) for their service on the committee.

NBCC Continuing Education



See this logo next to a session description? It means the session is a qualifying session!

NACADA is recognized by the National Board for Certified Counselors (NBCC) as a source of continuing education for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. A list of qualifying conference sessions and certification monitoring forms may be picked up at the conference registration/welcome table at the Plaza Foyer. Bring the completed form back to the registration/welcome table so it can be signed by one of the conference chairs. NACADA will take a copy of the signed certification form and send it to the NACADA Executive Office on your behalf. **You cannot send your own form to the Executive Office.** For more information, contact Conference Co-Chairs Jennifer Joslin or Lori Manson.

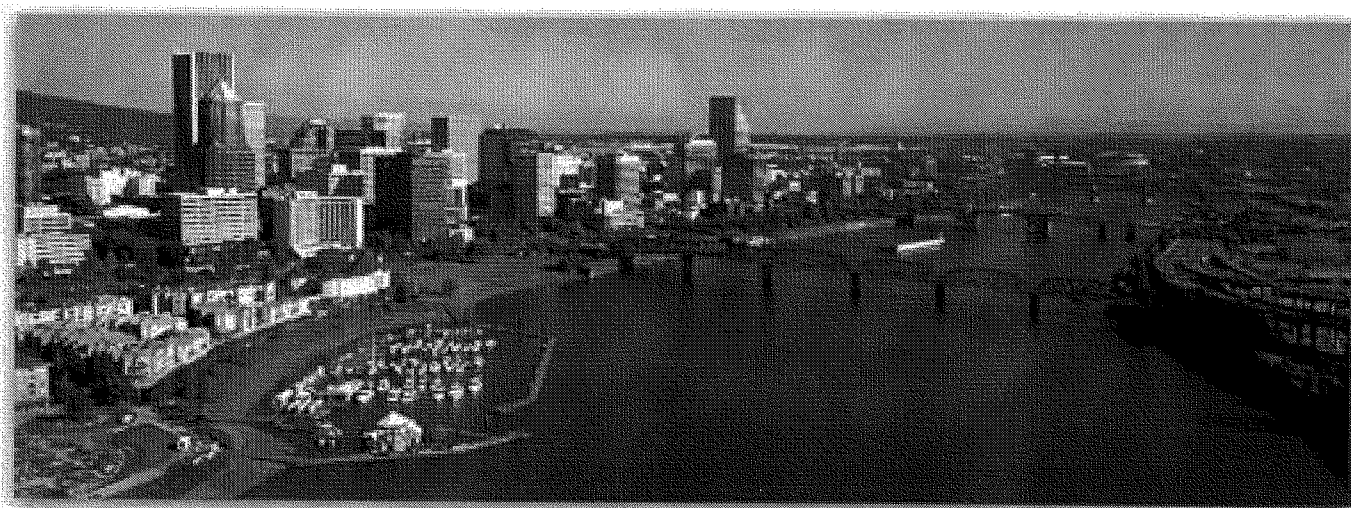
Region 8 Award Winners

The Region 8 Steering Committee is pleased to coordinate an annual awards program to recognize excellence in advising and advising administration at post-secondary institutions in the Northwest. Awards are offered in the following categories:

- New Advisor Award
- Academic Advising Award
- Advising Administrator Award
- Institutional Administrator Award

Award winners in each category receive a one-year membership to NACADA. Both award winners and certificate of merit winners are recognized at the Region 8 Conference. The 2012 Region 8 Award winners are:

NEW ADVISOR AWARD - WINNER			
Leisa Schmidt	Academic Advisor	Center for Advising and Career Development	Washington State University
NEW ADVISOR - CERTIFICATE OF MERIT			
Nicole Berg	Academic Advisor for Workforce Programs	Gallatin College	Montana State University
ACADEMIC ADVISING AWARD - WINNER			
Clay Schwenn	Academic Counselor, Lead	Undergraduate Academic Affairs Advising	University of Washington
ACADEMIC ADVISING - CERTIFICATE OF MERIT			
Jackie McReynolds	Senior Instructor, Academic Coordinator	Department of Human Development	Washington State University Vancouver
ADVISING ADMINISTRATOR AWARD - WINNER			
Dana Stover	Assistant Dean of Recruitment, Retention & Assessment	College of Business & Economics	University of Idaho



Region 8 2012 Scholarships

The region was proud to provide two separate scholarship programs for the 2012 conference. Seven attendees received a full scholarship package: a one-year NACADA membership, the conference registration fee and two nights accommodations at the conference hotel. Four additional recipients received a partial scholarship for the conference registration fee. Congratulations to the 2012 Region 8 Scholarship recipients!

Full scholarship recipients:

Sarah Arnston

University of Alaska Southeast

Oswaldo Avila

Western Oregon University

Yung-Hwa Anna Chow

Washington State University

Jenny Gorsegner

Montana State University

Alexander Kunkle

Western Oregon University

Noreen Siddiqui

Oregon State University

Nadia Williams

Simon Fraser University

Partial scholarship recipients:

Miranda Atkinson

University of Oregon

Teri Duever

Oregon State University

Laura Hauck

Seattle University

Debbie Moos

University of Idaho

These scholarships are available to any Region 8 attendee not currently serving on the steering committee. Be sure to apply for the Alaska 2013 scholarships!

Are you a new advisor or attending your first NACADA conference?

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.

Grab your breakfast at the Plaza Foyer and come to the **New Member Welcome & Orientation**. This session is led by NACADA Executive Director Charlie Nutt and Region Chair Judi Haskins. See you there!

Monday, March 19, 8:15 AM – 9:00 AM
Forum Suite (Third Floor)

Opening Plenary

Charlie Nutt
NACADA Executive Director
Council Suite
1:00 PM

An overview of advising around the world, looking at the factors that affect retention and student success and how advisors and institutions are impacted by these factors.

Breakout session: Learning About China's Higher Education System

Yung-Hwa Anna Chow
Washington State University
Council Suite
2:15 PM

Since 2009, China has led all nations as a sending country for U.S. international students. Last year, China sent 157,558 students, which represents a 23% increase from the previous year. The large influx of students from China makes it essential for academic advisors to become familiar with China's higher education system. This session will cover current hot topics surround Chinese international students such as the use of agents, successful programs in the U.S., and others!

Breakout session: Building Relationships—WOU and the UK

Karen Sullivan-Vance
Western Oregon University
Studio Suite
2:15 PM

We are now charged with preparing our students to enter a global marketplace which is increasingly competitive. When the administration decides to "internationalize" your campus, what does that mean? This interactive talk will examine how one university decided to internationalize the campus with the goal of helping to prepare graduates for the global economy. Lessons learned will be explored along with next steps.

Advising for a Change: What the International Dimension Brings to the Undergraduate Experience

Paul Primak
Oregon State University
Council Suite
3:30 PM

Bringing international education into the mainstream of the university experience offers unique dividends to students, the classroom and to institutions of higher education. Let's take a look at the "value added education" in terms of the academic, cultural and personal development dimensions of this experience and why it's so necessary in today's economy.

Common Reading for Sunday morning's session:

<http://chronicle.com/article/Chinese-Students-Prove-a/129628/?sid=at&u>

Advising Learning Outcomes: A Multi-Institutional Study



Cathleen Smith & Janine Allen | Portland University
Broadway I/II | 1:00 PM – 3:00 PM | Cost: \$25.00

There has been recent emphasis on what students should learn in advising encounters, but to date the literature on learning-centered advising is more conceptual than empirical. We present results from a study in which we asked over 20,000 students from two community colleges and seven universities about their knowledge of the advising curriculum. We present data on how students from 2- and 4-year institutions differ in their advising learning and how some parts of the advising curriculum are more difficult for students than other parts. We conclude with a discussion of the implications of the results for advising practice.

Advising ESL/EL Students Effectively Using the Culture Broker Model



Wei-Chien Lee | San Jose State University
Broadway I/II | 3:15 PM – 5:15 PM | Cost: \$25.00

Have you been searching for knowledge, skills, and framework in supporting ESL/EL students effectively? For example: Why do ESL/EL students from similar cultures or language background tend to make the same grammatical mistakes in English? Do ESL/EL students learn best when they are only allowed to speak English? What are some common challenges for ESL/EL students to learn effectively in an academic setting? What are some strengths EL students have that can help them to excel? In this highly interactive and insightful workshop, we are going to (1) learn about the current state of ESL/EL students and demystify the myths about ESL/EL students, and (2) use the Culture Brokering model (a model that has shown to improve the outcomes of counseling, teaching, and leadership education) to understand ESL/EL students and to gain and share practical skills in working with ESL/EL students. Small group discussions and examples will be used to enhance mutual learning. In addition, the participants will receive a Resource Guide and two writing templates for ESL/EL students.

Blogs, Screencasts & Podcasts: Empowering your Inner Techie

Becca Schulze | University of Oregon
Broadway III/IV | 1:00 PM – 3:00 PM | Cost: \$25.00

Thinking about utilizing a blog or other technology to reach out to your students? Not sure where to start? Or maybe you've been tasked with rolling out new projects and you've never identified as the "tech-person" in your office. This pre-conference workshop is just what you need. The presenter will share her experience creating and maintaining an advising-themed blog and will walk participants through guided tutorials for launching a blog, recording screencasts, and making podcasts. Attendees will be invited to share ideas and ask questions during the presentation and will walk away with the skills (and confidence!) you need to get started. You will receive a handout that includes tips, links and online resources. This pre-conference will help beginners take the first steps towards meeting students where they are.

Journey to Wellness: Managing Daily Stress as an Advisor

Lisa Laughter | Washington State University
Broadway III/IV | 3:15 PM – 5:15 PM | Cost: \$25.00

In this dynamic presentation participants will have the opportunity to learn more about the significance of maintaining their personal well-being. The presenter intends to provide practical "advice" from their own journey to well-being as well as engage participants in sharing their own journey's in order to reinforce the importance of maintaining personal well-being in order to best serve our students. Do you work with large numbers of students with mounting demands in an increasingly tight budget climate? How do we take care of ourselves and serve our students when we are expected to do more with less? Many advisors sacrifice their own wellness in order to keep up with the hectic pace of this environment and this presentation is intended to give the participants practical tools to take with them back into these tumultuous times!

**Voted the
2011 Best of Region 8
presentation!**

1A Advising is Not a Profession...Or is it?

Broadway I
Jason Barkemeyer, Joshua Larson & Anna Adams
University of Utah

Is academic advising a profession? What skills can advisors learn on the job, which cannot? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and journal articles will be utilized to guide the discussion. Additionally, the presenters plan to utilize this feedback to further their research relating to perceptions of academic advisors. Participants of this presentation will be instrumental in the continued investigation of this topic.

1B Outreach with Purpose: An Integrative Approach to Chinese Undergraduate Support

Broadway II
Kathleen McKeiver & Bruce Feng Wang
Northern Arizona University



Nearly 160,000 Chinese students attended US colleges and universities during the 2010/11 academic year, a 23% increase from the previous year. As the Chinese student population continues to grow at university campuses nationwide, advisors and administrators are recognizing these students often require additional attention and support as they make the adjustment to American campus and culture. Learn how Northern Arizona University's China Initiatives Unit provides Chinese undergraduate student support from initial recruitment, through graduation and beyond. This unique approach includes collaboration across departments, pointed outreach and culturally relevant programming. Advisors will learn more about the Chinese student experience, and will take away tips useful to advising all international students, especially in the critical first semester.

1C Crossing the "Last Mile:" Strategies for Helping Students Overcome Graduation Obstacles

Broadway III/IV
Becki Ingersoll, Doug Siegler & James Ofsink
Portland State University

Crossing the “Last Mile:” Strategies for helping students overcome graduation obstacles. One of Portland State University’s Student Success Initiatives is to address poor graduation rates by proactively communicating to students who applied for a baccalaureate degree, but left the university without completion. The Last Mile Committee was formed, with cross-functional representation from student affairs, academic departments, and business affairs. In its first year, the committee’s efforts graduated over 150 students. In this session, we will examine the nuts and bolts of this initiative (including both successes and pitfalls), strategies to help other schools develop similar processes, and PSU’s plans for future implementation.

1D Group Advising for Today’s Multicultural Campus

Pavilion East
Brian Foster & Emily McPherson
Bellevue College



Not all students learn the same way, nor is there one set of advising practices and principles that best fits all. In today’s fast paced, student-centered, and multicultural campus we can no longer afford to rely only on the old standby of one-on-one appointments. In many cases, group advising has shown to be more effective at reaching a larger variety of students and helping them to become better prepared to navigate their educational courses. This presentation will outline the multifaceted group advising strategies used by Bellevue College, one of the largest community colleges in the nation and the second largest institution of Higher Education in Washington State. Group advising topics include: best practices for international and domestic students, advising during orientation, and developing culturally-sensitive advising curriculum.

1E 60 Minute Special: Innovative Advising Practices Using Technology

Pavilion West
Niki Libarios, Denise Abara & Karen Wilson
University of Hawaii at Manoa

Yikes, technology! Although this “T” word may be intimidating at times, technology in academic advising can be a real plus. This is true for geographically isolated institutions, like the University of Hawaii at Manoa – College of Education (COE) which offers statewide programs across 8 islands, or to meet the needs of students who prefer to interact in an engaging, vivid, and quick technological environment. This presentation will begin with the rationale of why the COE has embraced technology in academic advising. Next, factors needed to move in this direction and challenges faced will be discussed. Lastly, an overview and demonstration of COE technological practices will be presented – Electronic Student Files, YouTube Videos, SKYPE, Blackboard Collaborate, On-line Modules, and Second Life. Embrace technology!

Breakout Session Descriptions

Monday, March 19

10:15 AM – 11:15 AM


2A A Conversation with NACADA Leadership and Executive Office Representative

Broadway I
Jennifer Joslin
NACADA President

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.

2B Beyond Expectation: Supporting Youth and Alumni of Foster Care to Succeed in Post-Secondary Education

Broadway II
Melissa Raap, Maddy Day & Janice Cole
University of Washington

 The outcomes for youth who emancipate from foster care are among the most disparate outcomes for youth in America. We believe that education is a primary key to lifelong success and hope that our students achieve beyond the predicted outcomes. The University of Washington Champions Program has created a community of support both on and off campus for students from foster care pursuing higher education, allowing students on campus to esteem their identity and thrive as emerging adults. The Champions Program staff and student peer mentor will share information and facilitate a dialogue considering ways in which institutions of higher ed can partner with community organizations, social workers and youth and alumni of foster care to increase academic access and success for foster care alumni in higher ed.

2C Finish in Four: The Advisor's Role in Moving Students from Retention to Degree Completion

Broadway III/IV
Carla Bowers
University of Oregon

The United States higher education policy agenda is focused on increasing degree completion rates and decreasing student indebtedness. Using PathwayOregon, a successful retention and degree completion program at the University of Oregon, as an example, this session will offer participants an opportunity to conceptualize the role of the advisor within this national context, as well as provide practical advising

tools that both retain and assist students in completing their Bachelor's degrees within four years. The session will be highly interactive and will rely on presentation, discussion, analysis of case studies, and interactive group activities. What can the advising profession do to contribute solutions to these challenging national issues? Attend this session to find out!

2D Quality Peer Advising – Getting a Return on Your Investment

Pavilion East
Kim Rambo-Reinitz
University of Oregon

What elements create a successful peer advising program? What is needed to make your investment worth the benefits? This session will introduce the program layout, elements of success, and training model of the Lundquist College of Business Peer Advising Program at University of Oregon. For over a decade the program has been refined to incorporate a year-long training program, continuous feedback, and development opportunities for peer advisors. The session will provide a model that can be used to enhance existing academic advising services, and will provide mutually beneficial outcomes for faculty/professional advisors, peer advisors, and students.

2E Leveraging Technology for Online Academic Advising Service Delivery

Pavilion West
Gerald Meenaghan, Anthony Hampton & Jessica Alvarado
Lane Community College

In this presentation, three academic advisors (1 professional, 2 faculty) will explain the history and inception of their online academic advising resources. They will also demonstrate a variety of interactive resources and activities. Specifically, they will show how students gain access to academic advising information (degree requirements' checklists, pre-requisite guides, term-by-term planners, progress assessments, career information resources) more freely and learn to interpret this now freely available information more accurately through online media such as live chat, Q&A forums, instructional videos, and quiz assessments. Finally, they will discuss their institution's vision of academic advising and new student orientation using the Moodle LMS as their primary service delivery tool.

Breakout Session Descriptions

Monday, March 19

1:30 PM – 2:30 PM

3A Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA Monographs, Books and Blogs

Broadway I

Susan Poch

Washington State University

Charlie Nutt

NACADA Executive Office

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

3B Creating an Academic Coaching Program

Broadway II

Shoshana Zeisman

Portland State University

The Academic Coaching program through University Success at PSU is designed to improve first-year student retention by leveraging both peer and professional mentor relationships. Operated under a case management model, the program focuses on cultivating successful transition into university life through empowerment and personal responsibility. Now, in our second year, we hope to shed light on how to create Academic Coaching Programs on other campuses. Currently, we have 28 professional coaches and 5 peer coaches. This session will explore the development of our model, and the benefits and challenges of working with peer versus professional mentors. Also, this session will explore ways to recruit professional coaches from all across campus.

3C Decision-Making for the (Seemingly) Decided

Broadway III/IV

Kerry Kincanon & Jeffrey Malone

Oregon State University

It is common for students to enter higher education unclear of a set academic pathway. In response to this, many institutions have designated efforts toward working with these undecided/exploratory students. However, what of our students who enter via a declared major but second-guess that choice, struggle with within--major decisions (options, specializations, minors, internships), and/or decide to

pursue a major altogether different? Drawing on their own experience working with the exploratory population at a large public 4-year institution, the presenters will discuss multiple advising scenarios and applicable exploration approaches and strategies to aid students in negotiating their decision-making.

3D **Advising on a Dime: A Cost Effective, Environmentally Friendly Digital Note Taking System**

Pavilion East
Alexander Kunkle
Western Oregon University

With the always present mantra in higher education, “do more with less,” Advising on a Dime: A Cost Effective, Environmentally Friendly Digital Note Taking System will explain how to use software which is used in everyday office environments (Microsoft Office and university networked storage drives) to create an effective digital note taking system for little to no cost. This presentation will cover the pros and cons to transitioning your office to a digital note system, software options, and a suggested model to move your student notes into the digital age.

3E **Advisor Training Academy: Promoting a Culture of Technovation**

Pavilion West
Shelley Ostermiller & Kira Freed
Clark College

In an effort to increase effectiveness and consistency, advising staff at Clark College in Vancouver, Washington developed an innovative method of delivering training materials to new advisors. By creating an online “Advisor Training Academy” using Moodle, an online learning management system, the advising department was able to reduce the resources required to train staff members, providing time and cost saving advantages, while improving quality. This presentation will share the history of challenges that led to the development of online training tools, highlight research and best practices in advisor training, and offer ideas to use technology to enhance departmental training methods. We invite you to learn about the dynamic options available when technology is incorporated into the training process.



Breakout Session Descriptions

Monday, March 19

2:45 PM – 3:45 PM


4A Eyes Higher: University of Calgary's New Scholars Academy

Broadway I
Veronique Ram
University of Calgary

In May 2011, the University of Calgary launched a pilot program to support high-achieving students called the "Scholars Academy." The program provides talented students with the privilege of developmental advising to create a community for high-achieving students supported by a specialized advisor that addresses each student holistically, and thus creates an environment that both challenges and supports. The aim of this session is to present the programming of the pilot project, and to explore with participants other advising avenues and theoretical models successfully employed at other institutions to support high-achievers.


4B Designing, Implementing, and Evaluating an Academic Counseling Model — A True Story

Broadway II
Julie Lancour & Anna Marshall
University of Washington

 Having the opportunity to create and implement an academic counseling structure is both daunting and thrilling. In 2006, the Robinson Center at the University of Washington was in need of an advising model to accommodate its population of early university entry participants; the counselors embarked on a journey to design one with a structure and curriculum that would best serve students. Join the current Academic Counseling Team in this presentation to learn about the process, from initial design and selection of the theoretical frameworks of Self-Determination (Ryan and Deci) and Making Transitions (Schlossberg) through implementation and evaluation stages. Attendees will have access to curricular examples, detailed descriptions of the model and evaluation feedback.

4C Building Bridge Across Cultures: Learning about China's Higher Education System and its Impact on Academic Advising

Broadway III/IV
Yung-Hwa Anna Chow
Washington State University

 For the 2009-2010 academic year, China sent 127,628 students to the U.S. This number represents a 30% increase from the previous year and led all nations. This large influx of

Breakout Session Descriptions

Monday, March 19

2:45 PM – 3:45 PM

students makes it essential for academic advisors to become familiar with China's higher education system and the issues that are unique to this student population. This presentation will focus on a research project, funded by the NACADA Research Grant, that was conducted during summer 2011 in Shanghai, China. Presenter will share research findings, data collected, and initial recommendations for working with international students from China.

4D Networking for the Common Good- Grassroots Collaboration in Advising

Pavilion East

Deb Gregoire & Laura Hosey

University of Alaska Southeast



Academic Advisors must have a wide breadth of knowledge spanning academic, developmental, social and cultural contexts in order to best support students. To this end, advising professionals must cultivate relationships outside their immediate environment to make important connections that aid in the referral process and elevate advising quality overall. Working outside the confines of stratified programming, grassroots coalitions can be formed to accomplish common goals and work for the greater good. We will present one example of a working-group made up of advisors and student services professionals that has been a part of positive change and growth at our little university in the big woods. This session will help you consider potential networks and types of collaboration appropriate for your unique institutional environment.

4E Technology and Advising: Anytime/Anywhere

Pavilion West

Debbie Moos & Karen Gillespie

University of Idaho

Although nothing replaces the personal touch, technology has become a huge component of how we provide information. Students are not always able to meet with us in person, but they are tech savvy and appreciate the options that technology provides. This presentation will feature our step-by-step advising websites which were developed to provide advising information via the internet. We will demonstrate how to implement and apply website tools. Our websites educate, develop communications, and offer academic information anywhere, anytime. Detailed website information is provided for new, current, transfer and international students. Text and audio files include: information on class choices, reading the class schedule, completing the registration process, and requirements related to specific majors.


5A Developing the Dynamic Duo

Broadway I
Kyle Ross & Lisa Laughter
Washington State University

As new advisors enter the field, it is crucial for their development to have a well-established, positive relationship with their supervisor. Experienced advisors who are new to supervising also benefit from a positive relationship as they continue to develop their leadership skills. In this session, advisors, new and experienced alike, are invited to learn more about the components that make a successful supervisor-supervisee relationship. In this session participants will hear briefly about the highlights of the presenters' experience and through interactive activities with the participants, advisors will leave this session with specific goals for their supervisor/supervisee relationships to further enhance their advising and leadership skills. This not only benefits them, but also the students they work with, and the staff they collaborate with.


5B Engaging International Students in Effective Educational Practices

Broadway II
Jane Irungu
University of Oregon

 The purpose of this presentation is to offer an in-depth understanding of student engagement and its impact on student learning outcomes and success. The presentation will utilize the National Survey on Student Engagement [NSSE] data to examine international students' engagement in effective educational practices. The results are from a study on international undergraduate students in Research I universities. Descriptive statistics from the study reveal engagement patterns. Regressing engagement patterns against self-reported outcomes reveal which of those engagement activities are more related to international students' learning outcomes. Participants will gain an understanding and an insight about practices that are associated with "deep learning." They will also be able to identify a variety of activities that they could recommend to international students for a successful and fulfilling college experience in the US higher education system.

5C "I've Been Afraid of Changing": Using Motivational Interviewing Principles in Academic Advising to Promote Positive Student Change

Broadway III/IV
Miranda Atkinson
University of Oregon

 At-risk students are often reluctant to change. Advising these students can be frustrating: they have

the tools, we have the resources, but they still fall short of their potential. Why then, do these students stagnate, and how can advisors help them move forward? Motivational Interviewing (Miller & Rollnick, 1991) is a counseling method designed to resolve ambivalence that often impedes change. By applying its guiding principles in an academic advising setting, advisors can help students find internal motivation for, and increase commitment to, change. This session will help attendees identify student populations that may benefit from Motivational Interviewing, understand the theory behind Motivational Interviewing, learn and practice key Motivational Interviewing skills, and determine appropriate applications in academic advising.

5D

Unlocking the Potential of Advising Sessions: Empowering Students through Pre-Advising Preparation

Pavilion East

Kelsey DuPere, Cindy Morical, Miwako Nakamoto & Bill Stahley

Washington State University Vancouver

Do you have too many topics to cover during an advising session and not enough time? Does class scheduling keep you from addressing other important activities like goal-setting, self-assessment, and major-career connections? Do you sense students would receive greater benefit from their advising if they spent more time preparing? A team of WSU Vancouver advisors developed a tool to encourage student engagement in advising. Assessment results revealed increased student preparation and participation, which has led to more time to discuss critical topics. This presentation describes the development and evolution of this advising tool as well as the assessment measures, successes, and challenges experienced. During this session, you will generate ideas to implement a version tailored to your needs.

5E

Sign Out of Facebook and Get Yourself to Office Hours: Encouraging Student Self-Advocacy Skills

Pavilion West

Laura Hauck & Tonja Brown

Seattle University

As advisors, we empower our students to take control of their education! Seattle University Academic Advisors utilize advising appointments and learning strategy workshops to encourage student self-advocacy skills and discuss effective use of faculty office hours and advising appointments. The purpose of this NACADA conference session is to identify take-away strategies for encouraging student self-advocacy and academic success; explain the process of crafting and implementing a student self-advocacy workshop; and discuss cross-cultural differences in how students of diverse backgrounds approach and view faculty and advisor interactions.

6A The More the Merrier- The Benefits of Group Advising

Broadway I/II
Brooke Whiting
Washington State University



Each year we are faced with dwindling resources and increased advising numbers. What steps do we take to continue the face-to-face interaction necessary to assist our growing student population? After careful research and consideration, it proved necessary to modify the advising model to avoid burnout and get close to 600 students through advising without starting advising on week two of the semester. To keep the personal touch, I will explain how I chose individual advising for special populations and utilize a group advising model for upperclassmen and students ready to certify. Come learn what one engineering advisor has done to increase productivity, without losing the connection with her students.

6B Creating a Foundation for Student Success

Broadway III/IV
Olga Salinas
Boise State University



Colleges and universities are increasingly looking to Advising and Advisors as the resources to better prepare students for their educational journey; to support, motivate, prod, and prepare students to move past the barriers to their educational, personal, and career goals? Learn how to help students frame a new perspective over situations, especially barriers to their achievements; to “flip” perspectives from what is to what is desired. Discover how Outcome Directed Thinking serves as the driving method behind facilitated, creative, fun activities; cognitive processing; and reflection, as forces that move students towards success, and how it encourages transformative learning long after class or advising sessions end.



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You can ride MAX Light Rail and Portland Streetcar within downtown Portland, the Rose Quarter and the Lloyd District for free—all day, every day. When boarding, just take a seat; fare isn't required unless you leave the zone!

<http://trimet.org/fares/freerailzone.htm>

Breakout Session Descriptions

Tuesday, March 20

9:00 AM – 10:00 AM

6C Assessment to Action; Action to Achievement

Pavilion East
Gwen Spencer & Kevin Kildun
Highline Community College



Community colleges have expanded their focus from “student access and inclusion” to “student success and completion”. With programs like Achieving the Dream and the Gates Foundation Postsecondary Success Initiative, community colleges are challenged to take a proactive approach in assessing student learning and achievement. Since 2006, the Educational Planning and High School Programs advisors at Highline Community College have conducted a myriad of assessments that have shaped college wide policies and informed our approach to programs and procedures. Utilizing technology, social media, focus groups and other creative strategies, assessment is no longer an “add on” but clearly part of how we do our work. Our assessment strategies focus on our identified service outcomes, our learning outcomes and the achievement and retention of our students.



6D Advising the Pre-Nursing Student: Tips and Techniques to Guide Academic Advisors

Pavilion West
Jenni Van Wyk, Shasta McLester & Megan Coble
University of Oregon

The Bureau of Labor Statistics (2009) estimates that employment of registered nurses will grow by 22% from 2008 to 2018. Nursing is one of the most sought after health professional interests among students today. As advisors we are tasked with the responsibility to understand what it takes to apply to a variety of nursing schools. What do you do if your institution does not have a nursing school? This presentation will provide you with just that: information, techniques and resources to better serve pre-nursing students. We will discuss the many ways we support pre-nursing students at the University of Oregon, and how this can be adapted to your advising practices. Our goal is to empower advisors to guide pre-nursing students through their options and assist them in planning their future.


7A Science and Technology Students DO Study Abroad: Supporting Successful International Experiences in the STEM Majors

Broadway I/II
Caine Francis & Nicholas Fleury
Oregon State University

Students in the STEM (science, technology, engineering and mathematics) disciplines are historically underrepresented among U.S. undergraduates studying abroad. Ironically, these future engineers and scientists are perhaps the most likely to spend time abroad for work, collaborate with international colleagues, and envision the implementation of their work on a global scale. This presentation explores the most common barriers to studying abroad for STEM majors. It also features practical information for advisors: regional trends in STEM instruction, methods to dismantle the myth that “engineers can’t study abroad,” tips for selling STEM students on study abroad, and best practices for integrating study abroad into degree requirements.

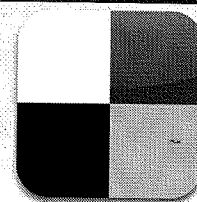
7B What Makes You So Special? Recognizing the Importance of First Impression, Stereotyping, and Assumptions

Broadway III/IV
Veronica Mendez-Liaina
Washington State University

 First impressions are always important when meeting with new students. People will subconsciously judge a person based on their own personal experiences, education, and/or social background. This will lead us to stereotype or make assumptions towards a student based on their ethnicity, gender, social and cultural background. This bias may contribute in how we relate to our students and the outcomes that may result due to that interaction. This presentation is designed to create a safe place for participants to talk about these issues, and for the group to collectively develop ideas to enhance their own advising practices.

Interested in more information about the conference?
Check out the websites mentioned at the conference:

<http://www.delicious.com/stacks/view/NJZRQz>



del.icio.us

7C Voices of “Strangers from a Different Shore”—International Student Perspectives

Pavilion East

Chanira Reang Sperry & Noéll Bernard-Kingsley
University of Washington



International students are in the spotlight in many American institutions of higher education. The university and local communities are noticing and discussing this growing demographic. In his book, “Strangers from a Different Shore”, Ronald Takaki describes the immigration history of Asian Americans. He describes the outsider status that many immigrants and their descendants still feel today in the United States. The outsider experience is an important consideration when working with international students. We are concerned with the unique set of challenges that international students face. This discussion will be an opportunity for advisers to help each other to better understand our students, and share best practices about how we can help our international students experience an inclusive shore.



7D Great Expectations: Understanding the iGeneration Transfer Student

Pavilion West

Jill Wagner

Eastern Washington University

Students of traditional college age—those known as the Millennials, Generation Me, or the iGeneration—choose to transfer for a variety of reasons. Many of them share the hope that once they settle on a school, finishing a degree will happen almost immediately. This presentation introduces current generation-based research to help understand why hopping from school to school may become even more common, how the need for instant gratification influences students’ choices, and how academic advisors can work with inherent iGen characteristics and strengths to help students finish college and prepare for the workplace.

Your feedback and votes are valued

Breakout Session Evaluations

The presenters would very much appreciate your feedback on every session you attend. A conference volunteer will distribute and collect the evaluations at the end of each session. Presenters may pick up their evaluations at the registration/welcome table.

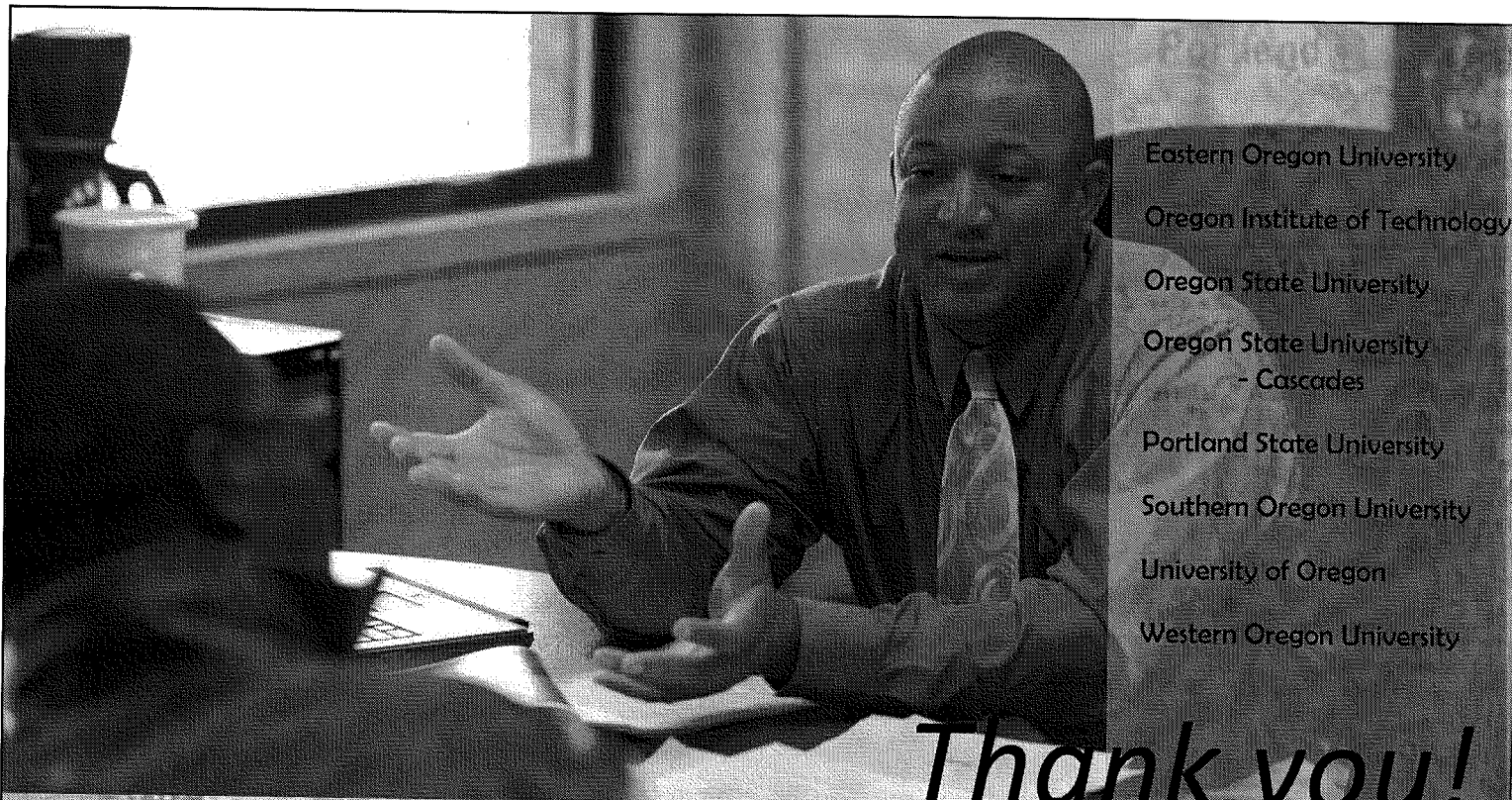
Vote for "Best of Region 8"

Be on the lookout for a session you think qualifies as the "Best of Region." The winner is chosen from the concurrent breakout sessions and is based on conference attendees' votes. See your conference check-in packet for your ballot. The winning presenter will be given a stipend to attend and present the "Best of Region" presentation at the 2012 annual NACADA conference at the Gaylord Opryland in Nashville, Tennessee, October 4-7, 2012.

Your ballot must be turned in to the registration table by 11:30 AM on Tuesday, March 20, just before the closing keynote luncheon. The winner will be announced during the luncheon.

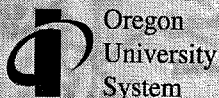
Rate the Overall Conference!

An overall conference evaluation will be emailed to all conference attendees a few weeks after the conference. Please take a few minutes back at your office to share your thoughts and impressions of the 2012 NACADA Region 8 conference. Your responses are helpful in planning future conferences.



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Thank you!



The Oregon University System (OUS) thanks NACADA and conference participants for advancing the work of student success. OUS is a proud sponsor of the 2012 NACADA Region 8 Conference.

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Transitions and Transformations:
Focusing on Student Success

University of Idaho Commons, Moscow, ID

Congratulations to Heather Page and Ricardo Buenrostro from the University of Idaho! Heather and Ricardo were each awarded a NACADA membership sponsored by Region 8 at the 2011 UI/WSU ACADA Symposium.



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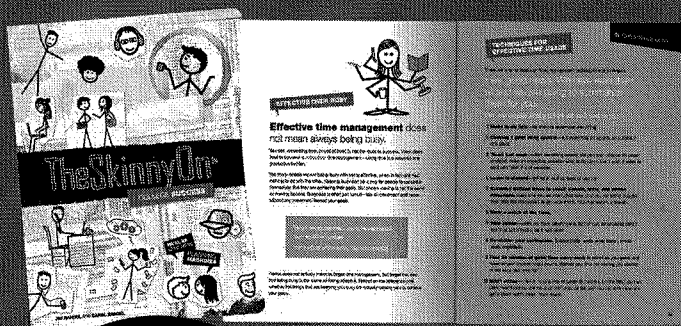
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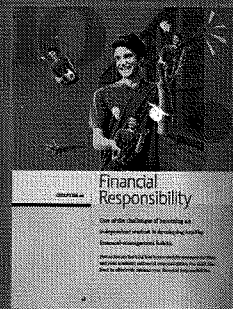
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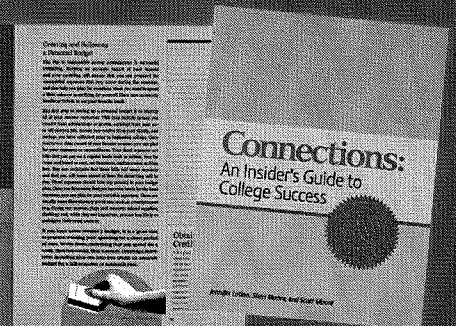
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2013

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Anchorage, Alaska, USA

2014

March 20-22

Vancouver, British Columbia, Canada

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Region 7 - March 4-6

Region 9 - March 7-9

Region 2 - March 21-23

Region 4 - March 11-13

Region 6 - May 2-4

Region 8 - March 18-20

Region 10 - Feb. 29-March 2

Research Symposium - March 9-10

After the Region 9 Conference

Social Media Workshop - March 10

Prior to the Region 4 Conference

International Conference - March 17-18

Prior to the Region 8 Conference

Summer Institutes

Austin, Texas - June 24-29

Louisville, Kentucky - July 29-Aug. 3

Annual Conference - October 4-7

Gaylord Opryland, Nashville, TN

WebEvents

Legal Implications of Academic Advising Webinar - March 6

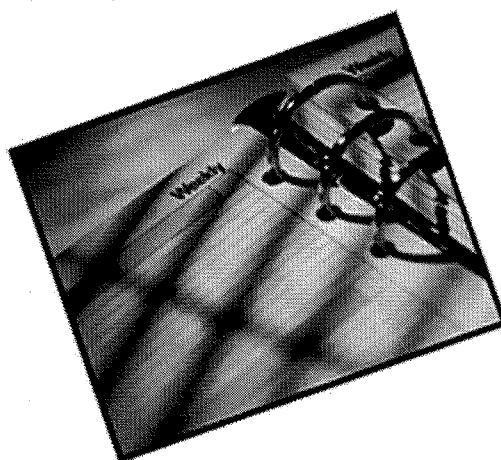
Critical Issues in Advising at Open Admissions

Community Colleges Panel Discussion - March 29

Defining the Role of Faculty within Advising at

Community Colleges Panel Discussion - April 18

Ethical Decision Making in Academic Advising Webinar - April 26



Don't forget these Advising Resources!

The NACADA Clearinghouse - a repository of advising information

The Monograph Series addressing current issues in advising

The NACADA Journal

Academic Advising Consultants and Speakers Service

A Graduate Certificate Program and Masters Degree in

Academic Advising offered online with Kansas State University

Visit www.nacada.ksu.edu for complete details on events and resources!

NACADA

The Global Community for Academic Advising

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

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.

Vision Statement: 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:

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

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