



NACADA
THE GLOBAL COMMUNITY
FOR ACADEMIC ADVISING

NACADA REGION 10 CONFERENCE

PHOENIX, ARIZONA MARCH 20-22, 2017

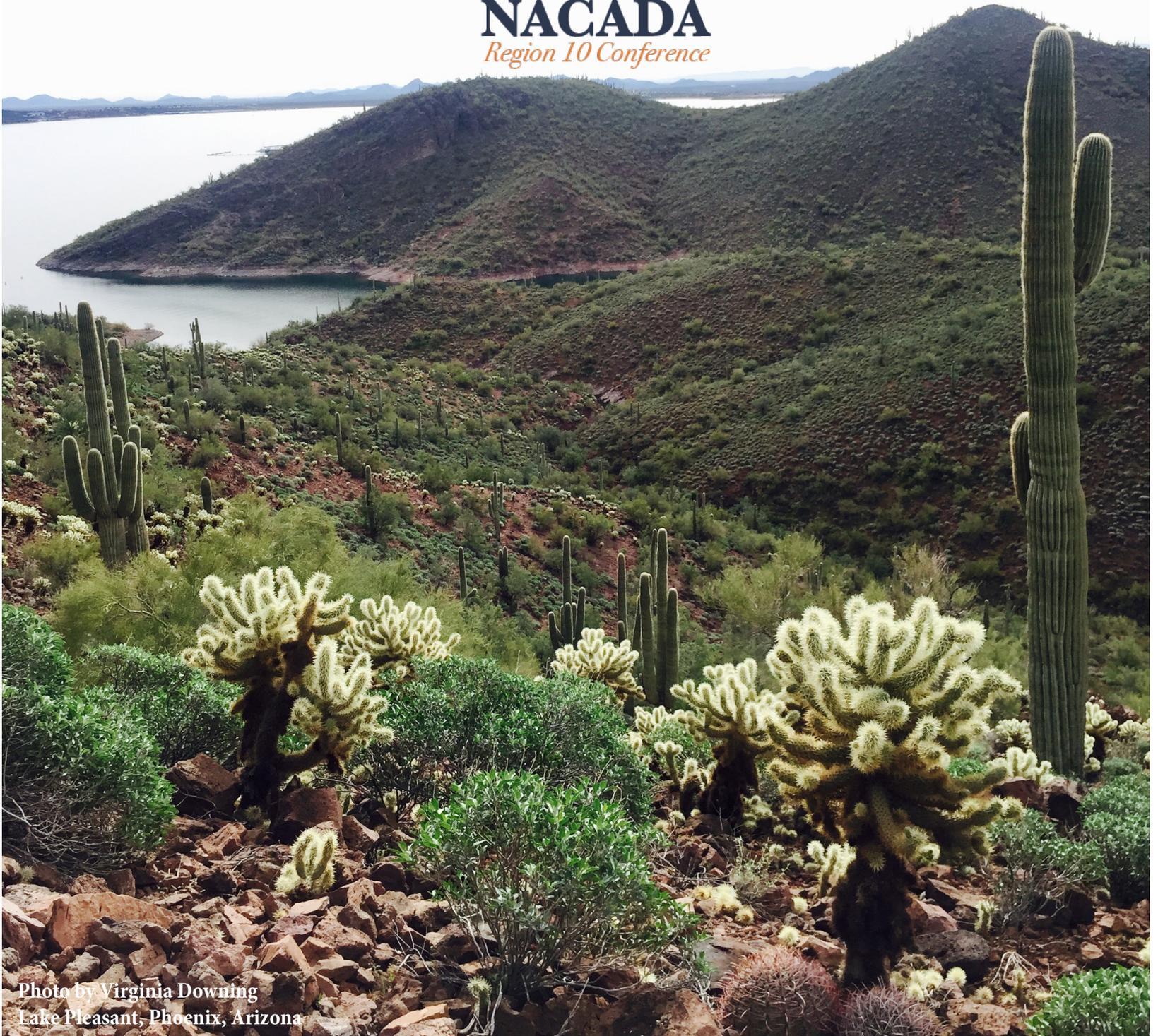
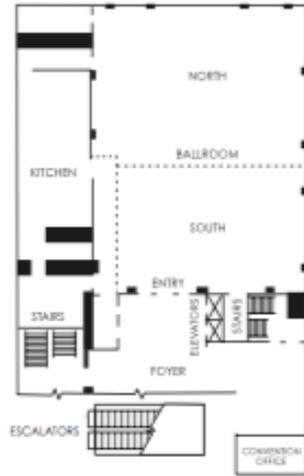


Photo by Virginia Downing
Lake Pleasant, Phoenix, Arizona

CONFERENCE MAP

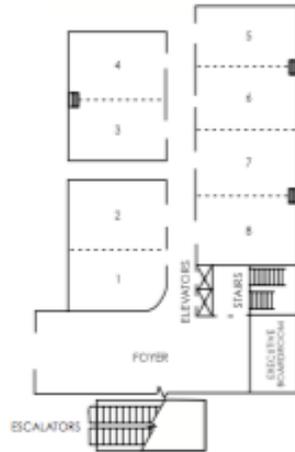
BALLROOM LEVEL



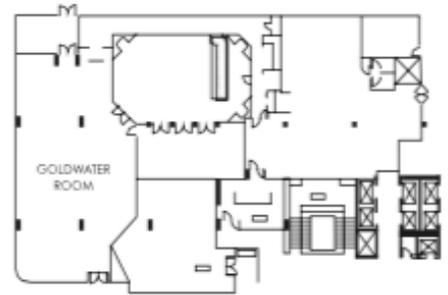
FIFTH FLOOR
(Outdoor)



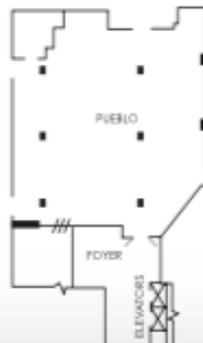
SALON LEVEL



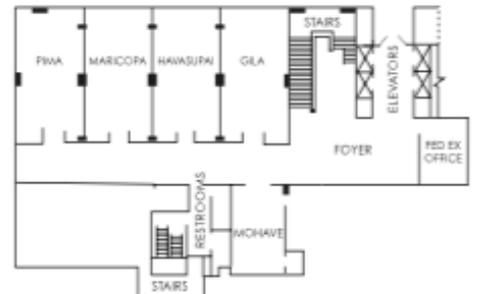
LOBBY LEVEL



STREET LEVEL



LOWER LEVEL



WELCOME REGION 10 CONFERENCE

Welcome from the 2017 Conference Committee!

Welcome to Phoenix, Arizona! The Region 10 conference committee has been hard at work to make this event a reality. The committee represents a true commitment to the profession and we are thankful for their work over the past year. This event would not have been possible without their support and encouragement!

Our theme for this conference is “RISE!” We invite you to contemplate how this theme may impact your role in the advising field and in education. Perhaps you advocate for your students and assist them in rising to their potential. Maybe it involves you rising to the occasion as you attempt to adapt to the changing trends within your work environment. We are continually inspired by those around us and hope you will join in as we RISE with our fellow colleagues to advance the advising profession and education.

At this year’s conference, we have two keynotes. The first is Dr. Wendy Troxel, who is the Director of the NACADA Center for Research at Kansas State University. She earned her doctorate in educational leadership at the University of Alabama at Birmingham (UAB), with special emphases in both educational research and education law. During her keynote, she will address the importance of research in academic advising.

Our second keynote is Dr. David Garcia who is an Associate Professor in the Mary Lou Fulton Teachers College at Arizona State University. He holds a Master of Arts and Doctor of Philosophy from the University of Chicago in Education Policy, Research and Institutional Studies. His presentation will focus on overcoming challenges in advising and education.

We want to thank you for joining us in Phoenix. We hope you are able to engage, learn, refresh, and enjoy this truly amazing experience.

Sincerely,



Joe Davis and Carita Harrell
Conference Co-Chairs

COMMITTEES

2017 Region 10 NACADA Planning Committee

Joseph Davis - Co-Chair & Exhibits & Donations
Arizona State University

Virginia Downing - Program Creator
Arizona State University

Carita Harrell - Co-Chair
Arizona State University

Ibrahim Naim - Food & Beverage
Glendale Community College

Shauna Dranetz - Volunteer Coordinator
Arizona State University

Brandan Lowden - Feedback & Evaluations
Pikes Peak Community College

Raquel Fong - Hospitality & Transportation
Arizona State University

Ryan Braeger - Best of Region
Utah State University

Alicia Hayden - Proposals & Selection
Arizona State University

Orenda Griffin - Audio-Visual & Meeting Rooms
Arizona State University

Bianca Loera de Avilez - Registration On-Site
Arizona State University

2017 Region 10 Leadership and Steering Committee

Kelly J. Medly - Region Chair
Arizona State University

Brandan Lowden
Pikes Peak Community College

Joseph Davis
Arizona State University

Kayla Armstrong
Casper College

Ryan Braeger
Utah State University

Virginia Downing
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Sarah Maddox
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Colorado State

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Our program is mobile! Download the free Guidebook app from the Apple App Store or Google Play.

Click "Enter passphrase" and then enter the passphrase **2017region10** and our program will download to your device!



CONFERENCE AT A GLANCE

Monday 03.20.17

8:00 a.m. - 6:00 p.m. ----- Hospitality & Registration Open
12:00 p.m. - 1:45 p.m. ----- Preconference Session
2:00 p.m. - 3:45 p.m. ----- Preconference Session
4:00 p.m. - 5:00 p.m. ----- First Time Attendees Orientation
6:30 p.m. - 8:00 p.m. ----- Opening Reception

Tuesday 03.21. 17

7:00 a.m. - 9:00 a.m. Breakfast & Keynote - Dr. Wendy Troxel
9:15 a.m. - 10:15 a.m..... Concurrent Sessions
10:30 a.m. - 11:30 a.m.....Concurrent Sessions
11:30 a.m. - 1:00 p.m. Lunch & Keynote - Dr. David Garcia
1:15 p.m. - 2:15 p.m.Concurrent Sessions
2:30 p.m. - 3:30 p.m.Concurrent Sessions
3:45 p.m. - 4:15 p.m.Region 10 Business Meeting
4:30 p.m. - 5:15 p.m.State Meetings

Wednesday 03.22. 17

7:30 a.m. - 9:00 a.m. Breakfast & Poster Sessions
8:30 a.m. - 9:30 a.m. Concurrent Sessions
9:45 a.m. - 10:45 a.m. Concurrent Sessions
11:00 a.m. - 12:00 p.m. Concurrent Sessions

KEYNOTE SPEAKERS



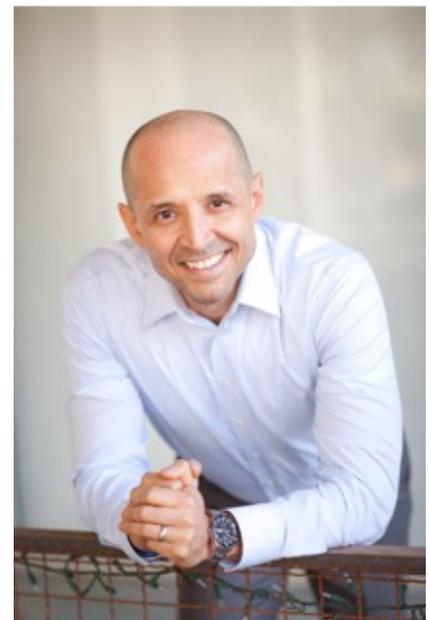
Breakfast Keynote

Dr. Wendy G. Troxel was named the inaugural Director of the NACADA Center for Research at Kansas State University in May of 2016 and began her position in June. Officially opening in the Fall of 2017, the Center will provide opportunities for research and professional development to a diverse global membership and the academic advising profession. As an Associate Professor in the Department of Special Education, Counseling, and Student Affairs (SECSA) she teaches graduate level classes in research methods and supports the scholarly work of students.

Prior to coming to NACADA and KSU, she served as an Associate Professor in the Department of Educational Administration and Foundations at Illinois State University. Her research interests are in the area of teaching, learning, and advising throughout the critical transitions of higher education, formative assessment techniques in the classroom, the program assessment process, and the challenges and barriers for first generation students. Prior to her faculty appointment she was Director of the University Assessment Office. She earned her doctorate in educational leadership at the University of Alabama at Birmingham (UAB), with special emphases in both educational research and education law.

Lunch Keynote

Dr. David R. Garcia is an Associate Professor in the Mary Lou Fulton Teachers College at Arizona State University. Garcia's professional experience includes extensive work in state and national education policy development and implementation. His research interests include school choice, accountability and the study of factors that facilitate or distort policy implementation in public education. His research has appeared in numerous journals including Teachers College Record, Educational Policy and the Journal of School Choice. In 2008, he was awarded the National Academy of Education/Spencer Postdoctoral Fellowship and more recently has been recognized nationally as an influential public scholar. David received a Bachelor of Arts and Honors Diploma from Arizona State University. In addition, he holds a Master of Arts and Doctor of Philosophy from the University of Chicago in Education Policy, Research and Institutional Studies. In 2014, David was the Democratic candidate for Arizona Superintendent of Public Instruction.



EXHIBITORS & DONORS

Thank you to our wonderful exhibitors & donors for their support of the 2017 Region 10 Conference. Please be sure to visit the exhibitor booths located in the lower level foyer near the FedEx.

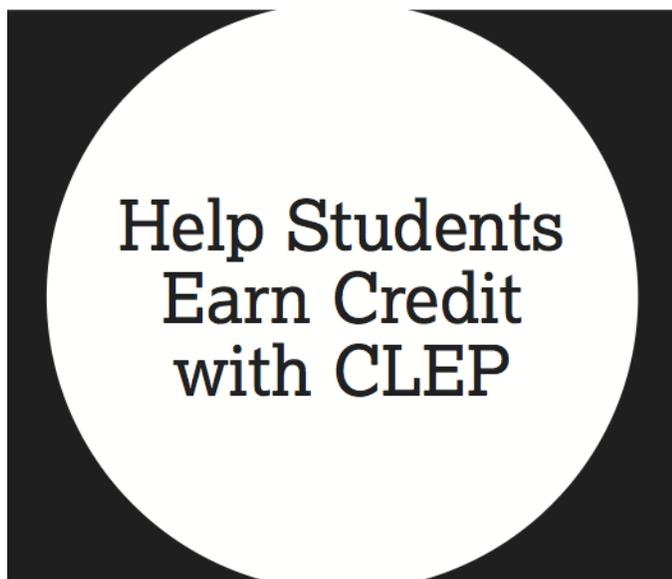
MST Solutions

BYU Independent Study

Make your education as unique as you are. We offer over 400 middle school, high school, and university courses in almost 100 countries. Jump into college, study online, or recover credit. Sign up any time and work at your own pace because we go where you go.

Boettcher Teacher Residency

The Boettcher Teacher Residency recruits, prepares, supports and retains high-quality teachers for our partner school districts, with the majority of them teaching in high-needs schools and in hard-to-fill subject areas.



Learn more clep.org/nacada

RedRock Software

Trac Systems by REDROCK SOFTWARE CORPORATION

Record
Record a student's visit at the moment it happens. Capture critical data immediately, reducing errors and overhead.

Connect
Allow students to request an appointment with a consultant, advisor, learning center helper or anyone that can help that student.

Report
Run reports that summarize or detail who is getting help for what reasons. Use that data to analyze what resources are needed and when they are needed.

Success
Campus success is determined by student success. Providing critical help at the moment it is needed enables success for everyone.

Powerful Tracking & Management
AdvisorTrac and SurveyTrac combine to produce a powerful Advising center management system that allows you to spend more time with students and less time on managing your time!

SAGE Early Alert
The SAGE Early Alert module is a powerful addition to your Trac system and opens additional layers of interaction and communication with faculty, students, and staff. Use SAGE to provide early alerts to potential problems before they become serious.

10% Discount for presentation attendees, visit our booth for details.

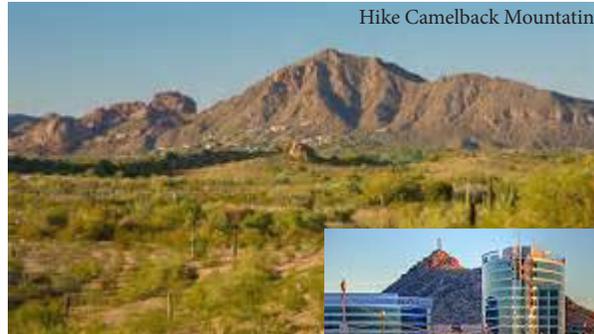
Schedule your personal demo now
1-877-303-7575
Visit our website
www.go-redrock.com

*RedRock will also be presenting on Wednesday, March 22nd during Concurrent Session 6.

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

ACTIVITIES

There's a lot to do in Phoenix in March! Explore Phoenix



Hike Camelback Mountain



Tempe Town Lake



Old Town Scottsdale



Downtown Phoenix

Check out VisitPhoenix.com for more things to do in the Valley during your stay!

NACADA Hosted Activities

ASU Downtown Campus Tour + Dinner @ the Strand

Tuesday, March 21st 6:00 p.m.
Meet at Conference Hotel Lobby
*Sign up at the Hospitality desk to RSVP!

ASU Tempe Campus Tour

Wednesday, March 22nd 1:00 p.m.
Meet at hotel lobby to travel to Tempe (approx return time 4pm)
*Sign up at the Hospitality desk before 9:30a Wednesday

Morning Hike at "A" Mountain

Wednesday, March 22nd 5:30 a.m.
Meet in hotel lobby to depart for light rail @ 5:45 a.m.
Estimated return time 8:00 a.m.
*Sign up at the Hospitality desk to RSVP!

2017 AWARD RECIPIENTS

Excellence in Advising - Advising Administrator

Bobbi Davis, University of Utah

Excellence in Advising - Advising Administrator Certificate of Merit

Allison Curran, Arizona State University

Excellence in Advising - Advising Primary Role

Niki Weight, Utah State University

Excellence in Advising - Advisor Primary Role Certificate of Merit

Joseph Davis, Arizona State University

Excellence in Advising - New Advisor

Alec Down, University of Utah

Excellence in Advising - New Advisor Certificate of Merit

Sarah Wernsing, Colorado State University

Travel Grant Recipients

Amy Soto, Brigham Young University

Laurel Amsel, University of Colorado-Boulder

Lisa Giguere, Utah Valley University

Allie McRitchie, University of Colorado-Boulder

NACADA Global Award Winners 2016

Rebecca Machen, University of Colorado-Boulder - Graduate Student Research Symposium Scholarship

Albrecht Classen, University of Arizona - Outstanding Advising Award - Faculty Academic Advising Certificate of Merit

Kelly Brown, University of Utah - Outstanding Advising Award - Primary Advising Role

David Rogalski, University of Colorado-Boulder - Outstanding Advising Award - Primary Advising Role

Josephine Morgan, University of Arizona - Outstanding Advising Award - Primary Advising Role Certificate of Merit

Hector Cando, Salt Lake Community College - Outstanding Advising Award - Primary Advising Role Certificate of Merit

Heidi Bates, University of Utah - Outstanding New Advising Award - Primary Advising Role Certificate of Merit

Jonathan Myers, Arizona State University - Outstanding New Advising Award - Primary Advising Role Certificate of Merit



PRECONFERENCE



Monday, 03.20.2017

10:00 a.m. - 6:00 p.m.

Office **Hospitality & Registration Open**

12:00 p.m. - 1:45 p.m.

Preconference Session 1

The Magic of Motivational Interviewing to Inspire Change in Students: Director's Cut

Gina Beyer & Amanda Voigt, Arizona State University

Maricopa

Some of the most difficult students to work with are often resistant, lacking focus, and facing emotional challenges. The problems they present in the advising appointment are often directed outward, yet in order to move forward the student needs to feel personally empowered to make change. This workshop will offer techniques for overcoming these obstacles using Motivational Interviewing and The Stages of Change Model. Firmly grounded in psychological research and application in higher education, these techniques will give advisors practical skills and tools to better motivate their students.

2:00 p.m. - 3:45 p.m.

Preconference Session 2

Taming the Freshmen Monkey Mind

Jennifer Rolls, Colorado Early Colleges Parker

Maricopa

This presentation will give advisors and educators a brief overview of how changes in the adolescent brain can effect a student's ability to use executive function skills such as decision making and goal directed persistence. These changes play a large role in adolescents' ability to determine their college and career path. Mark Savickas' Career Construction interview will be presented and practiced as a useful tool to help a student design a college and career path. By engaging the more developed emotional center of the brain, an advisor can play to developmental strengths in a first time college student.



PRECONFERENCE



Monday, 03.20.2017

4:00 p.m. - 5:00 p.m.

NACADA Orientation for First-Time Attendees

Goldwater

As a new member, you most likely have many questions you want answered: Where do I start?

In this session you will be introduced to NACADA – The Global Community for Academic Advising. This orientation is designed to provide guidance to new members as they begin their journey - learn how membership benefits you and how you can make the most of your “first year experience” in NACADA. During this session you will have the opportunity to: 1) Learn about the structure and opportunities of the association; 2) Develop ideas for resources and networking to help you both personally and professionally in academic advising; and 3) Listen to colleagues share their story and connect with other new members to the association.

Bring your questions as well as an open and reflective attitude! Your participation in this session can be the beginning of the first chapter in your NACADA story!

5:00 p.m. - 6:30 p.m.

Welcome Reception

Terrace

Heavy hors d'oeuvres and cash bar will be available

CONFERENCE

Tuesday, 03.21.2017

7:00 a.m. - 6:00 p.m.

Office Hospitality & Registration Open

7:00 a.m. - 9:00 a.m.

Breakfast & Keynote

Grand Ballroom The Importance and Role of Research in Academic Advising, Dr. Wendy Troxel, Kansas State University
Region and EO welcome

9:15 a.m. - 10:15 a.m.

Concurrent Sessions 1

NACADA's Emerging Leader Program: Giving Rise to Diversity in Leadership

Gila *Brandan Lowden, Pikes Peak Community College & Tamra Ortgies-Young, Georgia State University*

Do you want to shape the future of NACADA and the profession of advising? Are you interested in getting more involved with NACADA leadership but not sure where to begin? Consider participation in NACADA's mentoring program, the Emerging Leaders Program (ELP), which works to increase diversity in NACADA's leadership and contribute to the association's mission of being a global community. Join us for this session and gain valuable expertise from existing leaders about the ways in which the NACADA Diversity Committee and ELP are changing the face of NACADA.

Rise as a professional: Determining your level of involvement in the scholarship of advising

Havasupai *Wendy Troxel, Kansas State University, & Craig McGill, Florida International University*

As the scope of the profession of advising grows and deepens, individual advisors will be increasingly expected to be involved in reading, using, and conducting research. Where are you now and where would you like to be? This highly interactive session will address recent initiatives and future planning of the NACADA Research Curriculum through a reflective "Involvement in Research" framework. Join members of the NACADA Research Committee and the Director of the NACADA Center for Research as we explore ideas for your own place in the scholarship of advising (from consuming it to using it to doing it) and capture important ideas for professional development to help you get there.

Majorly Confused? Learning to Value Major Exploration

Maricopa *Laura Luettger, Roxette Vasquez, University of Arizona*

As curriculum in higher education has evolved, academia has become defined by various majors. Previously, curriculum was focused around set courses for a liberal arts education, before moving toward focus areas, and students now have a variety of choices, which we call majors. This shift has created a system where students quickly make a decision regarding majors and careers. Often, this forces students to make this decision before they are developmentally ready to do so. Join us as we work to dispel the negative stigmas associated with being an "undecided" student from both the parent and student perspective. We will share various resources and best practices we have established at the University of Arizona to help our "undecided" and "majorly confused" students navigate the major exploration process.

Using Play Therapy with Emerging Adults to Build More Effective Communication in Advising

Pima *Allison Ewing-Cooper, University of Arizona - Samantha Booker & Meredith Parker, Jacksonville State University*

This interactive presentation will instruct advisors on best practices for play therapy in advising settings for the emerging adulthood population. Utilizing play therapy as an expressive tool can help advisors and educational support services in working with students. Participants in this training will be instructed in an assortment of techniques to encourage the development of different forms of communication. Interactive play therapy elements will be demonstrated to discuss emerging adulthood principles as well as student engagement, ownership and intrinsic motivation for student's individual advising. Play therapy fosters hands-on learning environments in which both advisors and students can acquire and process information in a new and exciting way.

CONFERENCE

Tuesday, 03.21.2017

9:15 a.m. - 10:15 a.m.

Concurrent Sessions 1

Ready to Rise: Academic Advising and the Application of Available Student Resources

Ryan Braeger, Utah State University

Salon 3

A responsibility of academic advisors is to connect students to available faculty, professionals, and resources through informed referral. When establishing a guiding philosophy concerning the intent of referral practices, academic advisors should emphasize the ability of advisors to teach their students how to contextualize available student resources within present aspirations and challenges. Session participants will be introduced to the "Next Step Resource Guide," a no-cost student application resource which can be facilitated and revised by academic advising professionals immediately upon your return to campus. Throughout the presentation, attendees will be provided an inclusive tutorial on how to introduce, create, and revise student resource guides, beginning with a walkthrough tutorial of the "Next Step" student activity.

From NSSE to Now: Building Momentum to Make a Difference

Karin Hunter-Byrd & Carol Morken, University of Colorado- Denver

Salon 4

In 2013, CU Denver administered NSSE and included the optional advising module; the results highlighted issues with campus advising. Campus leadership formed a collaborative Academic Advising Task Force to address these results – this effort sparked a dramatic shift in the importance of advising. This session will highlight our journey, starting with the NSSE data and resulting in powerful professional development and awareness of advising on campus. We will discuss our best practices in elevating the profession of academic advising on your campus on the micro and macro scale. We will reveal our two critical ingredients necessary for transformative change, and you'll understand the power of S.A.L.A.D. Discover what we've learned about collaboration and how incredibly positive change can result!

10:30 a.m. - 11:30 a.m.

Concurrent Sessions 2

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing

Wendy Troxel, Kansas State University & Julie Voller, Maricopa Community Colleges

Gila

There are many opportunities to write for NACADA. Last year 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field's literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

Advising Student Citizens: Helping Students Become Informed, Active, Caring Citizens

Tamra Ortgies-Young, Georgia State University

Havasupai

After a tumultuous presidential election cycle, a reflection on the role of higher education in the development of student civic skill sets may provide an uplifting opportunity to turn the page on recent events and rededicate our advising community to civil discourse and civic education. This session will explore the intersection of democracy and advising by providing a review of relevant literature, a healing forum for discussion and a detailed list of strategies for student growth as citizens of their nations and the world.

Using Advisor Outcomes for Program Assessment and Advisor Evaluation

Ned Muhovich, Metropolitan State University of Denver

Salon 4

You know what student learning outcomes and program outcomes are. But what are advisor outcomes? They are what advisors need to know, do, and value in order help students reach the learning outcomes defined for the academic advising program (AAP). Thoughtful, well-designed advisor outcomes help the AAP create training, development, and evaluation processes that help advisors do their jobs more effectively. In this best-practices session, you will learn how advisor outcomes are developed, their relationship to student learning outcomes and program (process/delivery) outcomes, and how advisor outcomes can inform training and evaluation. If you're thinking, "We already do student satisfaction surveys, so we've got this covered," you definitely need to come to this session!

CONFERENCE

Tuesday, 03.21.2017

10:30 a.m. - 11:30 a.m.

Concurrent Sessions 2

U-Turn: A campus-wide Coaching Event for Students

Tony Ho, Colorado State University

Maricopa Come learn about how Colorado State University's annual "one-stop-shop" academic success expo served more than 300 students! Participants will have the opportunity to explore how their institution's offices can collaborate to coach students for success before it's too late in the semester. By attending this session, you will learn how we recruited and trained professional staff to serve as a "Navigator" (coach) for our campus-wide event known as "U-Turn". The Navigator helps students by discussing the student's self-assessment survey of personal challenges, building a customized action plan for success, and working with campus resources present at the expo to meet the student's goals.

Borrowing from Stages: Helping student make meaning of their education

Haley Richards, Demetrios Godenitz, Colorado State University

Pima Determination, sacrifice, discipline. Our society glorifies these characteristics in performance arenas, but rarely do we celebrate them in academics. Yet, these traits are crucial to students' persistence through difficult classes and ultimately graduation. In this session, we will discuss how applying performance expectations (like those evident in sports, music, theatre, etc.) can open paths for student meaning making and growth. Through a combination of presentation and pair/share discussions we will explore how, without meaning, students often experience disengagement and poor motivation. We will also look at how advisors can develop strategies (both pro-active and re-active) for promoting student self-reflection on meaning-making in their academic experience.

The Ups and Downs of Starting a Student Success Course

Kodi Johnson, Northeastern Junior College

Salon 3 This presentation will discuss the design and implementation of a brand new student success seminar and the ups and downs along the way. NJC designed and piloted a seminar for all new students in the Spring of 2016. This campus wide program has a lecture component and a mentoring component combining both academic and student service practices. We will discuss what has worked, what we need to work on and our ideas for the future.

11:30 a.m. - 1:00 p.m.

Lunch & Keynote

Grand Ballroom Rise: Overcoming Challenges in Advising and Education, Dr. David Garcia, Arizona State University
Region 10 Award Recognition

1:15 p.m. - 2:15 p.m.

Concurrent Sessions 3

Students in free fall: Using Appreciative Advising to help students rise

Mykel Beorchia, Tressa Haderlie, Laura Holley, Heather Humphreys, Utah State University

Gila Students who find themselves unable to declare a major and simultaneously unable to leave the institution with a credential are described in this presentation as being in free fall. With no realistic options for progressing, students occupy a torturous downward spiral of academic non-progress. Through customized reporting tools USU has identified students who have course-taking patterns toward a given major, but do not meet the academic standards required to declare. Our team, comprised of representatives from central advising and an academic college, is working to understand the dynamics of this free fall and how intentional outreach, Appreciative Advising, and parallel planning can help students move forward on their terms. Attendees will leave this session with a functional plan that will facilitate their ability to serve students in these circumstances.

CONFERENCE

Tuesday, 03.21.2017

1:15 p.m. - 2:15 p.m.

Concurrent Sessions 3

Rising Student Leaders: A Program to Increase Advising Support and Student Engagement

Katelyn Reese, Arizona State University

Havasupai

Leadership programs hosted by advising departments can increase student engagement and benefit both students and advisors alike. In this session, we will discuss the Psychology Advising Leaders (PALs) program that is implemented in the Department of Psychology at Arizona State University. This program assists in student's career, academic, and personal development while increasing their engagement in their major department. This model can be used at any size institution to provide additional advising support, connect students to advising, and benefit freshman retention and recruitment efforts. Using a presentation and student panel, we will demonstrate the benefits of engaging students in this manner through advising. Join us to learn how to implement this type of leadership program at your institution!

Rise Above Perfectionism: Equipping Advisors with Tools to Help Students Develop Characteristics of Wholeness

Amy Soto, Cara Wiley, Brigham Young University

Pima

Rise Above Perfectionism: Equipping Advisors with Tools to Help Students Develop Characteristics of Wholeness
Many students, especially high-achieving students, have a tendency to exhibit perfectionist behaviors. Perfectionist behaviors often drain students' energy while attitudes of wholeness, as described by researcher Brené Brown, can renew and restore energy. What are ways to help students "rise from the ashes" of perfectionism? Come to this session to learn about the differences between perfectionism and wholeness. Learn how to teach your students how to identify thoughts, behaviors, and attitudes of perfectionism. As students learn to recognize this in themselves, advisors will be equipped to know how to teach students to use tools and responses that focus on wholeness. This dynamic presentation will utilize videos, demonstrations, group discussion, and leave attendees with a take-home handout.

Elevating Advisors to Elevate Students": Redefining the Advisor Role to Strengthen the Undergraduate Experience

Nathan Jones, Alea Akins, Dylan West, University of Colorado-Boulder

Salon 3

Recent research investigating co-curricular educational opportunities suggests intensifying access to such experiences elevates student satisfaction and success. At the CU-Boulder Advising Center for Excellence, we have retailored advisor responsibilities beyond customary tasks to manage co-curricular programs, including internships, peer mentoring, recruitment, and scholarships. This model richly diversifies our Center, allowing us to engage students with an array of educational opportunities outside of the standard curriculum. Having recently redefined advisor roles, we are currently gathering short-term retention statistics, student satisfaction surveys, and discipline-relevant post-graduation employment rates to measure the effectiveness of this strategy. Our presentation sketches this novel structure and its short term outcomes as an exemplar for integrating proven high impact practices into the advising profession.

Keynote Q & A

Dr. David Garcia

Salon 4

Our Advising Stories: How Involvement in NACADA Aided Our Career Successes

Dr. Deborah Hull (retired), & Dr. Julie Voller, Maricopa Community Colleges

Maricopa

Every advisor has a story to tell. Two experienced advisors and long-time members of NACADA share their stories of how NACADA has enhanced their professional success as academic advisors, advising administrators, researchers, published authors, conference presenters, and leaders in advising organizations. This session will include a review of "Habley's Model" of advising components (informational, relational, and conceptual) and how the components may enhance one's advising practice, career advancement, and organizational involvement. Participants will be invited to share their stories in a small group setting. Additionally, information will be shared on how to become involved in the 2018 NACADA annual conference in Phoenix, Arizona.

CONFERENCE

Tuesday, 03.21.2017

2:30 p.m. - 3:30 p.m.

Concurrent Sessions 4

Gila **A Conversation with NACADA Leaders: Core Values, Part 2**
NACADA Executive Office and Regional Leadership

This session is designed for our leaders to provide information about the association to all conference participants. A portion of this year's conversation will focus on a review of drafted core values for the Association in the future. These values were drafted based on feedback from membership over the past year gathered at Annual, International, and Regional Conferences, NACADA Institutes, and a webinar. Participants are encouraged to ask questions about the topic as well as the association, including how to become involved and learn about leadership opportunities.

You Are Not So Smart: Advising Edition

Amanda Voigt, Gina Beyer, Arizona State University

Havasupai You are a perfectly rational, logical person. WRONG! We all fall prey to our brains and the many tricks it plays on us every day. Don't believe me? Check out *You Are Not So Smart: Advising Edition*. Learn more about how exactly your students (and you) really think, and how to not fall for your brain's tricks. Based on the book by David McRaney, we will apply many of the misconceptions that people have to the advising world. Have you heard a student say, I totally saw this coming? (Hindsight Bias) Or how about this one, I need to be in this major, it's the only one for me? (Brand Loyalty) Through science, discussions, and a bit of humor, the presenters will take your brain for a ride.

Advising the Non-Technologically Savvy CTE Students to Success

Karen St. Clair, Sheridan College

Maricopa Many CTE students choose the hands-on fields of welding, machine tooling, diesel, construction because they are more comfortable working with their hands than technology. However, many of these fields are becoming more reliant on technology whether it is using an iPad to take pictures in the field; designing a 3D coupler with a CNC machine; or verifying wasted wattage with new construction. Many of these students struggle with technology; working with the learning management systems; successfully completing assignments online thus possibly failing out. So what can we do to help the non-technologically savvy CTE students succeed and complete their degree? This presentation will highlight many aspects of successful advising of CTE students including case management, boot camps, forums, trainings, as well as credit for prior learning and interactions with employers.

Character in Students: Beyond Resiliency to Integrating Self-Discovery with Critical Thinking

Michelle Taliaferro, University of Utah

Pima Character, and its applicability to higher education centers on resiliency, critical to a student's academic and professional success, but what if character was viewed beyond a fear of failure and went back to its root? Through my interactions with students I have learned the importance of character. Especially when defined as the integration of self-discovery with critical thinking which fosters lifelong purpose in students. In this presentation, through the use of student stories I will show how to create an environment in which students look within to build character. Focusing on three main themes to demonstrate applicability in daily advising interactions: Refrain from the quick answer, Importance of student frustration to promote critical thinking and Deterrents to self-discovery.

Finding your Purpose and Passion for the People you advise

Shalece Nuttall, Utah Valley University

Salon 3 Do you ever look back to your first day of advising? Do you remember the excitement you had when meeting with that first student, and all the great things that you wanted to accomplish? Do you ever wonder where that "new" advisor went and how to bring them back? In this interactive session advisors will have the opportunity to turn back the clock and look into how they started advising, what changed along the way of their career, and how they can recreate their individual Purpose and Passion for the People they advise.

CONFERENCE

Tuesday, 03.21.2017

2:30 p.m. - 3:30 p.m.

Concurrent Sessions 4

Students in Transition: Helping Students Cope for Life

Raquel Fong, Arizona State University

Salon 4

Students are constantly in transition throughout their college experience. Transition is defined as the degree an individual's perception of an experience changes one's roles, relationships, routines, and assumptions (Goodman, Schlossberg, & Anderson, 2006). Examples of transition include changing majors, graduation to career, or changing as a result of learning. With learning at the core of the college experience, academic advisors can support students by understanding how students perceive their transitions in order to help them cope effectively. In a rapidly evolving society, helping students manage transitions in college will translate into their lives after college. This session will integrate developmental advising and Schlossberg's theory of transition to explore the influence of advising on student transitions and its implications on a student's academic, vocational, and personal development.

3:45 p.m. - 4:15 p.m.

Salon 3 **Region 10 Business Meeting**

All conference attendees and invited and encouraged to attend and participate in the Region 10 Business Meeting. Because your NACADA membership benefits extend beyond attending conferences, we want you to be aware of initiatives and opportunities specific to our region. This includes current opportunities such as the mentoring program, scholarship/award opportunities, and diversity chats, as well as upcoming initiatives and ideas. Some under current consideration are online research seminars and ideas for expanding our regional leadership selection. Please attend and find out about programs that can benefit your personal advising practice and help you get more involved in NACADA R10! This is also a time for you to express feedback on what more you might want to see from your regional leadership!

4:30 p.m. - 5:15 p.m.

State Meetings



Arizona
Salon 3



Utah
Havasupai



Colorado
Pima



Wyoming
Pima



New Mexico
Maricopa

CONFERENCE

Wednesday, 03.22.2017

7:30 a.m. - 9:00 a.m.

Breakfast & Poster Sessions

Grand Ballroom **Assessing Advising: Using the Academic Advising Inventory to Communicate with Administrators and Develop Advisor Training**

Mykel Beorchia, Utah State University

In a decentralized system, each unit determines the part the advisor plays in student development. Without a systemic understanding of the role of advising, advisors are at risk of being “dumped on” with activities that fall outside the role of advising and are not in line with best practices or research-based advising. The Academic Advising Inventory (AAI) provides the information administrators need to define the role of advising at the institution. Best practices of advising can be developed using data from the AAI, which can be a tremendous resource to new advisors.

Building Academic Success: Programming for Students on Academic Warning

Allie McRitchie, University of Colorado- Boulder

As diverse students continue to enroll in college, higher education institutions need to develop, implement, and adapt strategies to support the persistence and retention of these students. A project is proposed that supports academic warning students through a new academic intervention program that involves a hybrid of online and institutional contact for diverse four-year institutions. The program incorporates six foundational sections that are rooted in Astin's theory of student involvement and Museus' student success theory (CECE Model). These theories support the development of the engaging program, with the support of academic advisors and institutional commitment to academic reintegration. Implementing this program will allow 4-year public institutions to be a leader among their peer institutions in supporting the persistence of their diverse students.

Demystifying “Intercultural Competence”: Most popular strategies for developing and applying IC by Academic Advisors and Administrators

Aubree Gold, Akiko Debridge, University of Arizona

Buzzwords frequently emerge in higher education; recent examples are “globalization”, “internationalization”, and now “intercultural competency (IC)”. The development and implementation of IC has become an important topic among academic advisors and administrators since advising is a critical factor in the success of international students' experience, success, motivation, participation, retention, and personal development. Currently, there is no clear consensus on a definition of IC as well as applications of IC among advisors in the field. The development and implementation of IC in academic advising requires more exploration; this will assist all the stakeholders in postsecondary education to collectively understand the concept and strategies for better student support. Our presentation makes contributions to showcase how IC is understood and applied to current advising practices to the attendees of NACADA Region 10 Conference.

Not all Academic Paths are Linear – Most Meander: How reflecting on my own academic path forged my academic advising approach

Ivan Marroquin, Marymount California University

Academic advising is about creating paths to graduation but along the way life happens. This poster presentation is about the journey of a 1st year academic advisor who sees value in bringing narratives to advising. All students come with a story and many factors are woven into it whether it is family, finances, mental health, learning disabilities or other circumstances. In order to develop students, it is important to understand these different parts as well as the academic side, which is comprised of academic interests and school experiences. It is the combination of these two aspects that create a student's story which is what the advising path must be based.

Parents in Academic Advising: Advisors' Perceptions, Experiences, and Recommendations

Allison Ewing-Cooper & Kami Merrifield, University of Arizona

Anecdotally, advisors and other university personnel often report a recent increase in parental involvement at their institutions and most advisors have strong reactions when “parents” are mentioned in an academic setting. The objective of this presentation is to report on data from a recent study on academic advisors regarding their perceptions of parental involvement in students' university experiences. We gathered data on many factors, including the frequency of parental interactions, whether advisors perceived these interactions to be helpful, and the existence of policy or web material for parents. We also asked advisors to share effective strategies for working with parents. We will use their ideas to launch into a discussion of best practices that advisors can take back to their institutions.

CONFERENCE

Wednesday, 03.22.2017

7:30 a.m. - 9:00 a.m.

Breakfast & Poster Sessions

Grand Ballroom

Student Leaders Rise to the Challenge: Student Leadership's Role in Advising

Jackie Rindone, Laura Luetzger, Daniel Gonzales, Roxette Vasquez, University of Arizona

In a climate of budget cuts, high advisor-to-student ratios, and calls to increase retention and graduation rates, advisors face various challenges addressing the growing responsibilities in providing effective advising services. With rising budgetary and human resource issues, utilizing student leaders may help advisors in the advising process. In creating successful student leadership programs in advising, questions can arise on how to structure programs, what areas can students help in, and what challenges student leaders present in advising? Come join advisors from the University of Arizona in a discussion to share best practices and learn about student leadership in advising.

8:30 a.m. - 9:30 a.m.

Concurrent Session 5

What Can I Do With THAT Major???

Gila

Dawn Phelps, & Amy Sannes, Arizona State University

There are many majors that do not have a direct career path after earning a bachelor's degree and students who are not interested or ready for graduate school need support as they look for a career. We have all seen the increased focus on careers and the value of a college education. The Department of Psychology at Arizona State University decided to address this growing issue by developing an internship program built solely for psychology majors. This presentation will walk you through the steps of how our psychology advisor created an internship program that is providing experiential education that is resulting in job skills and offers after graduation. This same type of program could be developed by advisors in their own departments.

Advising Notes - Reconsidering The Daily Task

Alicia Hayden, Arizona State University

Havasupai

Advising notes are a task that we complete daily, but may never consider the process of what, how, when and why we document our student interactions. Advising notes are used by a variety of people for different reasons and yet this is a task we simple check off at the end of the day as complete without considering. Participants can expect to begin the conversation about the benefits of well-structure, thought out and detailed advising notes. Help future you by attending this session today.

Parents as Partners: Fostering Transparency in Academic Advising

Dawn Fettig, University of Colorado-Boulder

Maricopa

Today's students are more likely to have a very close connection with their parents than past generations, and many will expect that parent(s) participate in the advising relationship. For years advisors have put up barriers, citing FERPA as their protective wall. This attitude may cause parents to be confused and angry about the lack of information that institutions are sharing with them. This session will show the types of information that are currently available to parents through Infinite Campus (K12 student portal). We will discuss how parents might find most of this information on our websites and on-line systems. Participants should leave with ideas of how to give parents more information, that will in turn allow them to better support their student(s).

CONFERENCE

Wednesday, 03.22.2017

8:30 a.m. - 9:30 a.m.

Concurrent Session 5

The Perfect Partnership: Academic Advising and VA Certifications

Pima *Marla Rodriguez & Clara Gonzalez, University of Arizona- South*

Many universities and colleges have a large number of students utilizing the G.I. Bill®. It is important as an Academic Advisor to have knowledge of the G.I. Bill®, its requirements, constraints, and how these may affect students' school funding. While a Certifying Official's and an Academic Advisor's roles are entirely different in a student's academic career, a good understanding of each other's role is crucial to these students' success. This session will highlight the main points from an Academic Advisor and Certifying Official's viewpoints on important things Academic Advisors should consider to better help students plan their academic careers accordingly. Academic Advisors will gain knowledge on the different GI Bills® and the regulations with which students using this benefit must comply.

Liberal Arts- The "Unlikely" Career Ticket

Salon 3 *Erin Donahoe-Rankin, Utah State University*

To quote a student writer in HuffPo, "Your jokes about a useless liberal arts major are getting old." All joking aside, Liberal Arts majors are in demand! A summary of the AAC&U 2014 report "How Liberal Arts and Sciences Majors Fare in Employment," argues that "whatever undergraduate major they may choose, students who pursue their major within the context of a broad liberal education substantially increase their likelihood of achieving long-term professional success." This presentation will begin by introducing recent findings and publications that show graduates in the Liberal Arts have a wealth of career options. We will open the discussion to attendees about how we can best communicate this information to students, parents, and beyond.

Rise & Shine: Recovering from Appointments We'd Like to Forget

Salon 4 *Kayla Armstrong, Casper College*

Have you ever felt like a student appointment could have gone a lot better? Did these feelings continue even after leaving the office? This presentation aims to help new and even experienced professionals develop means to process the "bad" appointments and rise up from the slip-ups that can happen during student interactions. Participants will learn how to utilize individual techniques to help them cope with these less than ideal student interactions and create collaborative efforts within their office to assist new and even experienced advisors in processing and evaluating their work as advisors. Participants will be given the opportunity to share their own experiences and walk away with techniques on how to continue to shine!

9:45 a.m. - 10:45 a.m.

Concurrent Session 6

Think About Thinking About Advising: Developing Metacognition in Students

Gila *Melissa Dengler, Arizona State University*

The purpose of this presentation is to explore the role of metacognition in advising. Metacognition is the understanding of our own mental processes. Metacognition therefore involves self-awareness of the learning process, which is a vital component in identifying deficiencies, making decisions, and overall student success. Thus, it is essential for advisors to promote strategies which enhance metacognition, especially with students on academic probation, undecided students, as well as transfer students. Advisors can facilitate the building of student metacognitive skills by asking appropriate open ended questions and encouraging reflection. Advisors will develop strategies to augment students' metacognition during advisor-student interactions.

CONFERENCE

Wednesday, 03.22.2017

9:45 a.m. - 10:45 a.m.

Concurrent Session 6

Traumatic Brain Injury- The Invisible Disability: How to Best Serve Our Students with TBI's

Laurel Amsel, University of Colorado-Boulder

Maricopa

Whether due to car accident, sports injury, war wounds or other physical trauma, some of your advisees may have a brain injury of which you are unaware. Being cognizant of TBI's and learning information about this topic will help assist you in advising and may challenge your beliefs around developmental advising. In 2007, after advising for over a decade, I sustained a TBI and can now more easily identify, understand and help this "hidden" population. Through sharing my experience and knowledge on this issue (including facts, figures and findings), I will provide practical tips not only to help you serve these students well, but to hopefully decrease advisor anxiety when working with this sometimes challenging population.

Elevating Students to Achieve Success: Implementing an Academic Support Program

Niki Weight, Annette Petersen, Utah State University

Pima

Within higher education, there is an increase in diverse and underrepresented students entering college who may be underprepared to achieve success. To address this situation, the Exploratory Advising Center at Utah State University developed the Aggie Prep Program. This program is designed to allow these students an opportunity to access higher education and provide them the structure and support to achieve success. This presentation will showcase the purpose, requirements and development of the Aggie Prep Program. This presentation aims to show the importance of allowing underrepresented students the opportunity to succeed and strategies to support them.

Simple Strategies to Enhance the Advising Experience

Katherine Grover, Kristina Glattli, & V. Dean Adams, Utah State University

Salon 3

Quality academic advising is critical to student academic success. Advisors want to provide the best service possible but are often limited by institutional constraints and other circumstances. These restrictions, such as heavy workloads and limited funding/personnel, make it difficult for advisors to implement complex strategies and programs. However, even with these constraints there are approaches that advisors can use to improve the advising experience. In this session, the College of Engineering Success Center at Utah State University will present some approaches they have used to help enhance the advising experience for both students and advisors. Come and learn simple strategies to take back and implement in your advising process.

Highlighting Effective Practices in Supporting Adult Learners

Joshua Steele & Sarah Wieland, University of Arizona

Salon 4

Through roundtable discussion, participants will share best practices in driving student success for adult learners. Participants will engage in an open conversation on the following topics:

- What are the unique challenges adult learners face, including those attending branch campuses or fully online?
- What are the key best practices for preparing adult learners for their return to higher education?
- How is advising different for this population? How is it the same?
- What resources exist that can help us extend the reach and quality of our work in this area?

This session will be facilitated as an interactive open discussion and participants will be invited to share their own challenges, practices and perspectives related to supporting and engaging adult learners.

Maximizing Center Resources with AdvisorTrac Software

Jon Halter, Technical Support Lead Redrock Software Corp.

Havasupai

Presentation will provide an overview of items to consider when designing a tracking system. An interactive demonstration of AdvisorTrac software will be provided. Participants will be able to ask questions and discuss the relevance of tracking software in their centers. Specific case studies will be examined and discussed.

CONFERENCE

Wednesday, 03.22.2017

11:00 a.m. - 12:00 p.m.

Concurrent Session 7

Fostering Growth Mindset in Challenged University Students

Gila *Rory Schmitt, Laura Shaw, & Stuart Rhoden, Arizona State University*

In this presentation, UNI Success faculty will present theories influencing curriculum, when working with diverse students who experience a variety of challenges in the academic setting. They often teach tools to support students in developing a Growth, versus Fixed Mindset (Dweck, 2007). Additional concepts include: Grit, Resilience, Belongingness, Trust, and Interdependence. They will share strategies that advisors can use when coaching students who are experiencing academic challenges.

The Dreaded Parent Interaction: And Other Uncomfortable Situations

Havasupai *Allie McRitchie & Deb Renshaw, University of Colorado-Boulder*

Your phone rings and you don't recognize the caller. Do you pick it up? What if it's a parent? What about FERPA? Does your stress level rise when you receive a phone call, email, or unannounced visit from a parent? Do you procrastinate returning the call or responding to the email? You really can handle these situations smoothly and without stress and this workshop will give you the tools! You'll leave this session with at least three approaches for uncomfortable interactions with parents and with at least three tips for helping parents help their students and themselves. This session is perfect for both novice and expert advisors! Join us for a fun-filled and information-packed session!

Reflect, Talk, Act: Critical Pedagogy and Student Success Courses

Maricopa *Elizabeth Collins, University of Arizona*

Drawing from individual practice and critical pedagogy, this presentation will discuss ways to incorporate self-reflection, dialogue, and action into advising and the teaching of student success courses. Advisors who teach success classes have the opportunity to aid personal transformation, encourage critical thought, and motivate students to act for change in their communities. To achieve these goals, we must avoid teaching standards of success; instead, we must create spaces that allow students to construct ideas of success that have individual meaning. This presentation is designed for advisors who want to self-reflect on advising practices and learn more about critical pedagogy. We will discuss ways to create inclusive environments that value student voice, and motivate students to engage in meaningful and transformative experiences.

Developing a New Mindset for Working with Students in Academic Difficulty

Pima *Dylan West & Blazey Heier, University of Colorado-Boulder*

This presentation is designed to identify the implicit attitudes and challenges advisors may face when working with students in academic difficulty. Our goal is to help advising staff examine their current approach to working with this student population and to provide opportunities to redevelop their advising technique. Through this workshop, we aim to strengthen the support provided to this student population that requires a more consistent advising strategy with the focus of bridging the knowledge gap in how these students' advising needs may differ from those of students in strong academic standing.

A Collaborative Advising Model for Accelerated (4+1) Degree Programs

Salon 3 *Mia Kroeger & Andrea Brown, Arizona State University*

Accelerated programs (4+1) are a great opportunity for high achieving students to complete their BSE and MS degrees in 5 years and for departments to recruit and retain these high achieving students into their graduate programs. As an advising office how do we structure advising services to best serve this student population and can this model be transferable to advising transfer students? The objective of this presentation is to offer a model for accelerated program advising using recruitment strategies involving our undergraduate advising teams and online tools our students are familiar with to provide seamless service to our students. The presenters will walk you through the process and demonstrate how the tools are utilized in the 4+1 evolution.

Electronic Portfolios (E-Portfolios): Why Every Advising Professional Should Have One

Salon 4 *Shalece Nuttall, Utah Valley University*

Electronic Portfolios (E-Portfolios) are a great way to display your professional qualifications, accomplishments, and advising experience. E-Portfolios are a great visual tool to share with employers, advising professionals, as well as with your students. This presentation will cover what an E-Portfolio is, why advisors should create and maintain an advising portfolio, what to include in an e-portfolio, and provide you with information to create your own free e-portfolio.

THANK YOU!

On behalf of the 2017 Region 10 Conference Planning Committee, thank you to all of the amazing volunteers who assisted in the creation of this conference and who provide excellent service during the conference. We appreciate your time and contributions. This conference could not be possible without the hard work from all of our volunteers.

Save the Date!

NACADA 2017 National Conference

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