

PROGRAM

NACADA
National Academic Advising Association

**32ND ANNUAL CONFERENCE ON
ACADEMIC ADVISING**



**Taking Advising
to New Heights!**

Hyatt Regency • Chicago, Illinois
October 1-4, 2008

Sponsored by National Academic Advising Association
Hosted by NACADA Region 5

2008 Chicago Conference Program Committee

Ann Anderson

Conference Chair
Moraine Valley Community College

Pam Rodriguez

Volunteer Chair
Metropolitan
Community College

Bonnie Gregg

Evaluation Chair
Governors State University

Dan Turner

*Pre-Conference
Workshop Chair*
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Concurrent Session Chair
University of
Southern Indiana

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Exhibits Chair
Kankakee Community
College

Joan Wishau

Poster Session Chair
DePaul University

Teri Farr

Panel Session Chair
Illinois State University

Kenn Skorupa

Hospitality Chair
DePaul University



Special Appreciation

NACADA appreciates **Kansas State University's College of Education** in general and its Dean, **Michael C. Holen** in particular for the continuing, generous support of NACADA's mission and the operation of the association's Executive Office.

NACADA recognizes the time and energy spent by the Chicago Conference Program Committee members in the past two years, and thanks the following institutions for supporting their members: **Moraine Valley Community College, Metropolitan Community College, University of Southern Indiana, Illinois State University, Governors State University, Kankakee Community College, Northern Illinois University,** and **DePaul University.**

NACADA is grateful to **College Board-CLEP** for sponsoring the neck wallets and to **College Source, Inc.** for sponsoring the conference tote bags. We appreciate the support these firms have shown to NACADA, helping us keep costs down for our attendees.

NACADA

National ACademic ADvising Association



Welcome to Chicago! On behalf of the Board of Directors of NACADA, I am pleased to welcome you to the 32nd Annual Academic Advising Association Conference on Academic Advising. The city of Chicago is excited to host us!

The 2008 Conference Program Committee under the leadership of Ann Anderson from Moraine Valley Community College, Palos Hills, has planned a fabulous program of pre-conference workshops, two remarkable keynote speakers, engaging concurrent sessions and informative poster presentations addressing the theme, ***Taking Advising to New Heights***. It is my sincere hope that you make valuable connections with your colleagues and learn relevant information to take home with you. I encourage you to attend your regional meeting and commission and interest group meetings as they offer excellent opportunities to network and learn.

NACADA takes great pride in being a friendly organization that welcomes and thrives on member involvement. That involvement can occur regionally and nationally through committees, commissions, interest groups, regional, state or national conferences . . . Additionally, you may choose to become active in the many leadership opportunities the association offers. The Board of Directors' names are listed below and I encourage you to seek out any of us to learn more about NACADA and opportunities to become involved in the organization.

To first time NACADA attendees, we are thrilled that you are joining us! Those of you who have attended previous NACADA conferences, we welcome you back! We look forward to meeting and working with you here in Chicago and in the future!

Sincerely,

Jenny Bloom, University of South Carolina
NACADA President

NACADA Board of Directors 2008–2009

Casey Self (President)
Arizona State University-
Downtown
*Term as President ends October,
2009*
*Term as Board Member ends
October, 2009*

Terry Musser
Penn State University
Term ends October, 2009

Jennifer Bloom
University of South Carolina
Term ends October, 2008

Jayne Drake (Vice President)
Temple University
Term as VP ends October, 2009
*Term as Board Member ends
October, 2010*

Sharon Aiken-Wisniewski
University of Utah
Term ends October, 2010

Rob Mossack
Lipscomb University
Term ends October, 2010

Rich Robbins
Bucknell University
Term ends October, 2009

Phil Christman
Malone College
Term ends October, 2008

Susan Campbell
University of Southern Maine
Term ends October, 2008

Charlie Nutt
Executive Office Director

Individuals joining the Board at the conclusion of the Annual Conference:

Kazi Mamun
University of California-Riverside
Term ends October, 2011

Celeste Pardee
University of Arizona
Term ends October, 2011

Kathy Stockwell
Fox Valley Technical College
Term ends October, 2011

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Admission to all events included in the conference registration fee is by name badge only. Please be sure to wear your name badge to all sessions, receptions, and meals. Thank you.

Conference Evaluations

Bonnie Gregg, Governors State University
Evaluation Chair

Individual Session evaluation forms will be distributed and collected in each session by the presenter or a volunteer. Presenters may pick up copies of their evaluations at the evaluations desk beside the registration desk (East Tower, Gold Level) of the Hyatt, shortly following their presentation.

An Overall Conference evaluation form will be available to complete online after the conference. Watch your email for the link to the evaluation URL. We value your input! The evaluations will be reviewed, enabling next year's planning committee to develop a successful 2009 annual conference.

Participant List

A list of conference attendees (registered as of September 24th) is available at www.nacada.ksu.edu/annualconf/2008/participants.htm. This address is bookmarked on the Internet Café computers if you would like to look at it during the conference, or you can print it after you return home. The list is available sorted by last name and sorted by institution. Several paper reference copies of the Participant List will be available in the Conference Registration area. The website will be available until January 5, 2009.

Session Handouts

At the conference: There are several tables in front of the registration desk (East Tower, Gold Level), of the Hyatt, for presenters to leave extra handouts from their sessions. Presenters: Be sure to include your name and the title of your presentation on the handout.

After the conference: Did you miss a session of interest to you or did a presenter run out of handouts? Visit www.nacada.ksu.edu/annualconf/2008/handouts.htm after the conference—you may find the information there. Keep checking back for a few weeks—the materials will be posted as soon as they are submitted. All presenters were encouraged to submit electronic versions of their session's handouts and other material to NACADA.

Conference Etiquette

Here are some things we all know, but friendly reminders are in order at a conference of this size:

- Do not talk while a speaker is at the podium
- Turn off cell phones or set on vibrate during sessions
- Do not answer a cell call while in a session; leave the room if you must do so
- Do not go from room to room picking up handouts before the presenters begin their sessions
- Sit in the back of the room if you plan to leave a session early
- If you enter a session early, move to a seat away from the door to save seats for late arrivals
- Introduce yourself to someone in each session or while waiting in line for an event; not only will you make a new contact, you may learn something

School "Spirit Day"

Thursday is Spirit Day at NACADA—show your spirit by wearing a shirt from your institution. Join the fun and see how many different schools are represented!

Chicago Hospitality/ Information Center

Volunteer/Evaluations Central

Kenn Skorupa, DePaul University

Hospitality Chair

Pam Rodriguez, Metropolitan Community College

Volunteer Chair

We are fortunate to have a special area beside the NACADA registration desk (East Tower, Gold Level), where participants can ask questions about choices of where to eat and what to do after conference hours in Chicago. There will be volunteers eager to assist you in any way during the conference. Dinner group sign ups will be available if you'd like to join others for an evening.

The Hospitality/Information Center and Volunteer/Evaluations Central will be open **Tuesday 4:00–7:00 p.m.; Wednesday, 8:00 a.m.–7:00 p.m.; Thursday, 7:00 a.m.–4:30 p.m.; Friday, 7:00 a.m.–5:30 p.m., and Saturday 7:00 a.m.–12:00 p.m.**

NACADA Choir

Join the NACADA choir for a thrilling performance at the second plenary session! We are excited to have **Bruce Norris** back from last year to coordinate and direct the tenth annual NACADA choir performance, **8:30 a.m. on Thursday, October 2nd**. First-time and returning singers of all abilities are welcome. It's not necessary to register in advance. Please join us; you'll have a blast!

We will rehearse **Wednesday, October 1st, at 4:30 p.m.** in the **Grand Ballroom, East Tower, Gold Level**, some of us may want to explore dinner options together after the practice. The second practice will be at **7:30 a.m., October 2nd**, just prior to our performance at 8:30 a.m., again in the Grand Ballroom. We hope to see you there.

Volunteer Opportunities

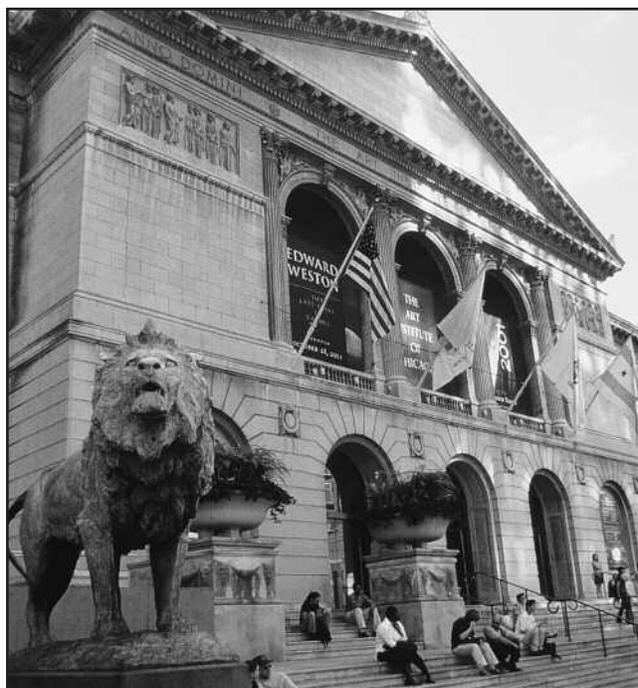
If you volunteered in advance to help at this year's conference, check in at Volunteer Central located by the NACADA registration desk (East Tower, Gold Level) for your assignment and other important information. It's not too late to volunteer—stop by Volunteer Central for information on how you can become a part of the fun at this year's conference. It isn't an all day commitment and it's a great way to meet people.

Regional Conference Chairs Training

We've Got to Keep Meeting Like This!

Current and future regional conference chairs and region chairs all want to make their annual regional meeting productive and memorable. Plan to meet and discuss the on-line proposal system, program planning, budgeting, other important aspects of making your meeting a success. You are invited to bring your "best idea" to share with the other chairs!

Join *Diane Matteson*, NACADA Executive Office on **Wednesday, 1:00-3:00 p.m., Regency B**



Explanation of Individual Sessions

Details on the individual sessions are provided in several ways in an attempt to help attendees get the most out of the conference.

Format Types

Pre-conference Workshops are conducted in extended time periods to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are necessary. The number of participants is limited so that interaction can be maximized. Check at the Conference Registration desk if you wish to enroll in a workshop on-site.

Panel sessions & Concurrent paper sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental, and others are theoretical. The presentation format may be mostly lecture or panel with questions and discussion following, or a discussion session which is more informal.

Poster sessions are an informal visual, interactive format allowing one-on-one discourse with colleagues. They will be presented on **Friday, 7:15–8:30 a.m. in the Riverside Center**. A continental buffet breakfast is provided for all attendees.

Presentation Based On: (self-identified by presenter): **Research:** *Results of a research-based study or a summary of research applicable to a topic with implications for advising practice or theory.* **Theory:** *Theory-based and challenges or enforces a particular theory.* **Models/Applications:** *Tells how an institution has implemented an advising strategy and its results at that institution.* **Personal Growth as an Advisor:** *Strategies that can help advisors develop personally to enhance their professional effectiveness.*

Target Audiences: (self-identified by presenter): **Institutional size, Level of experience in subject matter; Level of advising experience.** *If no target audiences are listed, the presenter felt the session was targeted to all attendees.*

Tracks/Topics in Advising

Are you interested in attending sessions related to a particular advising track or topic? Check the Tracks/Topic Index at the end of this program. Tracks were self-identified by session presenters. For your convenience, the tracks are also listed after each session's title in the At-A-Glance.

Best of Region Sessions

Each of NACADA's ten regions selected a BEST OF REGION presentation at its regional conference this spring and the presenters of those sessions were invited to present at the annual conference. In the Conference At-A-Glance section, they are noted by ★★ in front of the title. Congratulations to the ten Best of Regions!

- Northeast Region 1** *James Peacock*, Kennebec Valley Community College
Kristina Ierardi, Cape Cod Community College
Online Career Resources for Advisors
 C163, Friday 11:15m a.m.–12:15 p.m.
- Mid-Atlantic Region 2** *Carl Moore, Barbara Lopez*, Temple University
Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves
 C250, Friday 4:30–5:30 p.m.
- Mid-South Region 3** *Reed Curtis*, University of South Carolina
Economic Recession and Student Financial Instability: How Academic Advisors Can Help
 C89, Thursday 3:15–4:15 p.m.
- Southeast Region 4** *Kathleen Smith, Brad Popiolek*, Florida State University
Why am I Here? Real Strategies for Helping Undecided Students Declare Their Majors with Confidence
 C17, Thursday 10:15–11:15 a.m.
- Great Lakes Region 5** *Karen Reynolds*, Michigan State University
Students At Risk or On Probation: Success/Retention Initiatives with Impact
 C36, Thursday 11:30 a.m.–12:30 p.m.
- North Central Region 6** *Danielle Tisinger, Jennifer Endres*, University of Minnesota-Twin Cities
What Should Harry Do? Student Development Theory in the World of Hogwarts
 C219, Friday 3:15–4:15 p.m.
- South Central Region 7** *Brian Nossaman*, University of Oklahoma
Success in Parent Education: Dialoguing at the Collegiate Level
 C112, Friday 8:45–9:45 a.m.
- Northwest Region 8** *Nicole Kent*, Oregon State University
Reality Check: Advising Students OUT of a Major
 C139, Friday 10:00–11:00 a.m.

Pacific Region 9

Nikki Libarios, University of Hawaii-Manoa
Ernie Libarios, Leeward Community College
Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising
 C74, Thursday 2:00–3:00 p.m.

Rocky Mountain Region 10

Jennifer Edwards, Carrie Graham, Arizona State University
Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students
 C196, Friday 2:00–3:00 p.m.

Poster Session

Joan Wishau, DePaul University
 Poster Session Chair

We are pleased to offer over thirty poster presentations during the Poster Session on **Friday, October 3rd, 7:15–8:30 a.m.**, in the Riverside Center, built around a continental breakfast buffet for all participants. Poster presenters will have an opportunity to discuss their presentations with participants one-on-one or in small groups to facilitate sharing valuable information. We feel this enhanced poster session opportunity will be a wonderful asset for our conference. NACADA committees will also have informational tables. Breakfast is included in the conference fee.

Commission Sponsored Sessions

Sessions designated in the program as “Commission Sponsored” were selected by the respective NACADA Commission Chair as being particularly representative of the interests of that commission. In the Conference At-A-Glance section, they are noted by ★

Committee Meetings

Committee Meetings are a great way to get involved in NACADA. Whether or not you are a member of the committee, new and experienced attendees alike are encouraged to attend.

Wednesday:		
Awards	Bd of Trade	2:00–3:00 p.m.
Diversity	Wright	1:00–2:00 p.m.
Member Career Services	Ogden	4:30–5:30 p.m.
Membership	Horner	1:00–2:00 p.m.
Professional Development	Wright	12:00–1:00 p.m.
Research	Ogden	11:00 a.m.–12:00 p.m.
Friday:		
Joint 2008/09 Annual Conference	Wright	4:30–5:30 p.m.
Program Committees Meeting		

NACADA Commission/ Interest Group Meetings

All Commissions and Interest Groups will meet during Individual Session times throughout the conference. The meetings are open to everyone with an interest in that subject area, whether or not you are a member of the commission or interest group.

Commission Meetings

Adult Learners	Friday	10:00–11:00 a.m.
Advising Administration	Friday	8:45–9:45 a.m.
Advising Business Majors	Friday	3:15–4:15 p.m.
Advising Education Majors	Thursday	2:00–3:00 p.m.
Advising Graduate & Professional Students	Thursday	3:15–4:15 p.m.
Advising Student Athletes	Thursday	3:15–4:15 p.m.
Advising Students with Disabilities	Thursday	10:15–11:15 a.m.
Advising Transfer Students	Friday	4:30–5:30 p.m.
Advisor Training & Development	Friday	2:00–3:00 p.m.
Assessment of Advising	Friday	4:30–5:30 p.m.
Engineering & Science Advising	Thursday	11:30 a.m.–12:30 p.m.
ESL & International Student Advising	Thursday	10:15–11:15 a.m.
Faculty Advising	Friday	11:15 a.m.–12:15 p.m.
LGBTQ Concerns	Friday	11:15 a.m.–12:15 p.m.
Liberal Arts Advisors	Friday	3:15–4:15 p.m.
Multicultural Concerns	Thursday	11:30 a.m.–12:30 p.m.
Small Colleges & Universities	Thursday	10:15–11:15 a.m.
Technology in Advising	Friday	10:00–11:00 a.m.
Theory & Philosophy of Advising	Friday	8:45–9:45 a.m.
Two-Year Colleges	Thursday	2:00–3:00 p.m.
Undecided & Exploratory Students	Friday	2:00–3:00 p.m.

Interest Group Meetings

Advising & Academic Coaching	Friday	3:15–4:15 p.m.
Advising Fine Arts Students	Friday	4:30–5:30 p.m.
Advising First-Year Students	Thursday	11:30 a.m.–12:30 p.m.
Advising High Achieving Students	Thursday	3:15–4:15 p.m.
Advising Military Students & Dependents	Friday	10:00–11:00 a.m.
Appreciative Advising	Thursday	3:15–4:15 p.m.
Canada	Thursday	2:00–3:00 p.m.
Distance Education Advising	Friday	8:45–9:45 a.m.
Ethics & Legal issues in Advising	Friday	8:45–9:45 a.m.
First-Generation College Student Advising	Thursday	10:15–11:15 a.m.
Health Professions Advising	Thursday	2:00–3:00 p.m.
High School to College Advising	Thursday	11:30 a.m.–12:30 p.m.
Large Universities	Friday	2:00–3:00 p.m.
Native American & Tribal College	Thursday	11:30 a.m.–12:30 p.m.
New Advising Professionals	Thursday	10:15–11:15 a.m.
Peer Advising & Mentoring	Friday	10:00–11:00 a.m.
Pre-Law Advising	Friday	11:15 a.m.–12:15 p.m.
Probation/Dismissal/Reinstatement Issues	Friday	11:15 a.m.–12:15 p.m.
Study Abroad Advising	Friday	2:00–3:00 p.m.

Potential Interest Groups

Advising in Interdisciplinary Programs	Friday	2:00–3:00 p.m.
Doctoral Students	Friday	3:15–4:15 p.m.
Graduate-Level Courses in Academic Advsg	Friday	8:45–9:45 a.m.
History of Academic Advising	Thursday	10:15–11:15 a.m.

Commission/Interest Group Social Events

The following commission/interest groups have arranged for special social events outside of the conference schedule. You do not need to be a member of the commission to join in; this is a great way to network with colleagues and have fun!

Advising Adult Learners Commission

FRIDAY, October 3, the Advising Adult Learner Commission's tradition of having a member dinner will continue. The place and time will be announced at the Friday, 10:00 a.m. Commission Meeting and posted on the bulletin board. Please come join us!

Advising Transfer Students Commission

FRIDAY, October 3, the Advising Transfer Students Commission will be having a Happy Hour gathering at the Annual Conference directly following our Commission group meeting. The location will be announced at the meeting.

Engineering & Science Commission

THURSDAY, October 2, the Engineering & Science Commission will be meeting in an informal lunch setting after our commission meeting on Thursday. The time will be 12:30, and location will be announced at the Commission Meeting and also posted on the bulletin board.

Small Colleges and Universities Commission

THURSDAY, October 2, meet your colleagues from other small colleges and universities for an informal dinner and conversation. We will meet at the front doors of the Hyatt Regency (main conference hotel) at 6:45 p.m. and we will walk to a local restaurant.

Commission/Interest Group Fair

All NACADA members are given the opportunity to join up to four Commissions and/or Interest Groups each membership year. Often times, when making their selections, not all members are fully aware of what our **21 commissions and 19 interest groups** have to offer. This year, there are also four *potential* Interest Groups that will meet at the conference. On **Thursday, October 2nd, 7:15–8:15 a.m.**, we will host our annual Commission & Interest Group Fair. Each Commission and Interest Group will have an informational table to provide material on relevant goals and activities, and signup sheets will be available on which you can volunteer to help with activities or subscribe to specific listserves.

Come join the Commissions and Interest Groups in this excellent opportunity to meet and network with your colleagues during a continental buffet breakfast for all attendees. The breakfast is included in the conference registration fee.

Region Meetings

Come to one of the ten Regional Meetings on **Thursday, October 2nd, 4:30–5:30 p.m.** A regional meeting is your opportunity to informally discuss issues and topics that affect your region, network with colleagues, hear about what's up and coming in your region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. The Region Meetings will be followed up with Mixers, come join the fun!

NACADA Leadership Opportunities

If you would like to get more involved, learn about leadership opportunities within NACADA, or obtain information on the 2009 leadership elections, stop by the information table at the Commission/Interest Group Fair in the **Riverside Center on Thursday, October 2nd, 7:15–8:15 a.m.**

Whether you are a new or seasoned advisor, association involvement is an excellent step toward becoming successful in the profession. You are encouraged to attend C160. "Involvement in NACADA: Stepping Up to New Heights" in the **Grand D, East Tower, Gold Level room on Friday, October 3rd, 11:15 a.m.–12:15 p.m.**

Breakfast for New Advisors

The Chair of the New Advising Professionals Interest Group invites all those who have been advising three or fewer years to join her and other NACADA leaders for a Continental Buffet Breakfast on **Saturday from 7:00–8:00 a.m.** It will be a chance for new advisors (professional, faculty, or peer), to meet and join in the discussion on how NACADA can support new advising professionals in their careers and in their work with students. There will be table reserved in the Riverside Center for you to sit together.

Special Door Prizes!

NACADA and other conference exhibitors will have drawings for door prizes. Drawings will be completed by 4:00 p.m. on Thursday, October 2, so be sure to register at exhibitor booths before that time. Winners' names and prizes awarded will be posted on a bulletin board located near the NACADA booths. Check the board often to see if you have won!

Winners must pick up prizes at the booth of the exhibitor that donated the prize before exhibits close at **12:00 p.m. on Friday October 3. Prizes will not be mailed to winners.**

NACADA Member Career Services

Looking for a new position or tips on how to successfully advance your career? If so, plan to stop by the Member Career Services desk located in the West Tower, Gold Level.

The NACADA Member Career Services committee is committed to helping you advance your career. We will be offering a number of services at the Annual Conference, including the opportunity to have your résumé/CV and/or cover letter critiqued and even the possibility of interviewing for open positions throughout the country. We aim to be instrumental in connecting job-searching members with administrators that have available positions to fill. You may be able to meet your potential employer or candidate and actually interview at the conference in Chicago.

Members Seeking Employment:

- Members who are seeking a new position or advancement in higher education are encouraged to bring several copies of their résumé to the conference. Member Career Services committee members will be available to offer constructive feedback on how to improve your cover letter and/or résumé/CV. In addition, résumés may be submitted for available positions. Job descriptions will be in binders at the Member Career Services booth for perusal.
- Interested candidates will need one résumé for each position for which they would like to apply. They will be provided to any employers who are at the conference so they can contact candidates and schedule interviews.

Employers:

- Employers who are interested in posting available positions at the conference need to bring at least 20 copies of the position description to the conference. These need to be submitted to the Member Career Services table in the exhibit area as soon as possible, where they will be posted on a bulletin board and included in binders for perusal by candidates.
- Employers will be able to pre-screen candidates and schedule their own interviews. Come prepared to interview candidates on site if you would like!



Awards

Recipients of NACADA annual awards are recognized at several events during the conference. In addition, posters with photographs of the 2008 recipients will be displayed during the conference and a booklet listing the award recipients in all categories will be distributed to all conference attendees as part of their registration materials.

Wednesday, 4:30 p.m.

Awards Ceremony and Reception (for recipients and invited guests)

Awards will be formally presented at a special ceremony and reception.

Wednesday, 7:00 p.m.

Opening Plenary Session

General Recognition of all Award Recipients

All award recipients will be asked to stand in place for recognition as a group.

Award Presentations

Virginia N. Gordon Award Presentation

Recipient: **Gary M. Padak, Kent State University**

Service to NACADA Award Presentation

Recipient: **George Steele, The Ohio Learning Network**

Pacesetter Award Presentation

Recipient: **David E. Payne, Sam Houston State University**

Cyber Café

Several computers with Internet access are located in the Exhibit area. The Cyber Café will be open **Wednesday, 8:00–10:00 p.m., Thursday, 7:15 a.m.–5:00 p.m., Friday, 7:15 a.m.–5:00 p.m. and Saturday 7:00–11:30 a.m.**

Silent Auction

NACADA will host its first-ever Silent Auction; all proceeds from the auction will be used to fund graduate student scholarships for attending NACADA's region conferences. We hope this will be a great way for people to mingle, bid on some great gifts, and support our graduate students who are pursuing career goals in the field of academic advising. The Auction is located in The Exhibit Hall, **Riverside Center**. Bidding will run from **8:30–10:00 p.m. on Wednesday, October 1 and 8:00 a.m.–3:00 p.m. on Thursday, October 2**. All items need to be picked up between 8:00 a.m.–5:00 p.m., Friday, October 3.

Book Signing

Authors of the book, *Academic Advising: A Comprehensive Handbook (2nd ed.)*, will be available on **Friday, October 3, from 7:30–8:30 a.m.**, to autograph your copy of this new advising resource. Authors will be stationed near the Poster Session area in the Riverside Center. Anyone who ordered a copy of this new book when registering for the annual conference may pick up copies at Booth #306 (located between the NACADA booth and the Exhibitors Lounge).

Common Reading Discussion

Join us for NACADA's first **Common Reading Thursday, October 2, 2008, from 6:30–8:00 p.m.**, in the Grand D, East Tower, Gold Level. The discussion will focus on the issues of diversity presented by Estela Bensimon in Bensimon, E.M. (2007). *The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success. The Review of Higher Education, 30(4), 441–469.*

"We have learned to view inequality in educational outcomes as a problem of student underpreparedness, not a problem of practitioner knowledge, pedagogical approaches, or 'culturally held' ideas about minority students" (Bensimon, 2007, p. 456).

NACADA Annual Town Hall

Business Meeting

This year's Annual Business meeting will be in the form of a Town Hall Meeting. It will be an opportunity to hear a report on the status of the association and its plans for the future. But this year the Board of Directors will be sharing with the membership the Strategic Goals for the Association and gathering ideas, recommendations, and concerns from the membership concerning these goals. Participants will work in teams during the Town Hall to discuss the goals and develop ideas for implementation. **Friday, October 3rd, 5:45–6:45 p.m., Grand D, East Tower, Gold Level.**

Continuing Education Units

NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Certification forms may be picked up at the Conference Registration Desk at any time during the conference. Those sessions approved for CEU contact hours are indexed in the back of this program. Use this index to keep track of the approved sessions you attend. Bring the completed, signed form to the Conference Registration Desk. A member of the Executive Office staff must sign the form in order for you to get credit for the sessions you have attended.

New NACADA Publications

New advising resources are available for sale or to order. Visit the NACADA booth for more information on these new publications:

- *Academic Advising: A Comprehensive Handbook (2nd edition)*
- *A Family Guide to Academic Advising (2nd edition)*
- *Advising Student Athletes: A Collaborative Approach to Success*
- *Scenes for Learning and Reflection: An Academic Advising Professional Development DVD*

Key to Topical Tracks in the Conference At-A-Glance

Topical tracks are listed after session titles in the Conference At-A-Glance section. A separate index by track appears in the back of this program.

SS	Academic Affairs/Student Services Collaboration
AC	Academic Coaching
AA	Advising Administration
AL	Advising Adult Learners
CP	Advising & Career Planning
AB	Advising Business Majors
EM	Advising Education Majors
FS	Advising Fine Arts Students
AG	Advising Graduate/Professional Students
HA	Advising High Achieving Students
IP	Advising In Interdisciplinary Programs
AM	Advising Models
SA	Advising Student Athletes
SD	Advising Students w/Disabilities
TS	Advising Transfer Students
TD	Advisor Training/Development
AP	Appreciative Advising
AS	Assessment of Advising
CA	Canada
CR	Conducting Advising Research
DA	Developmental Advising
DE	Distance Education Advising
DS	Doctoral Students
EN	Engineering/Science Advising
ES	ESL/International Student Advising
EL	Ethical/Legal Issues

FC	Facilitating Change in Advising
FA	Faculty Advising
FG	First-Generation College Student Advising
1Y	First-year Students
GL	Graduate-Level Courses in Academic Advising
HP	Health Professions Advising
HS	High School to College Advising
HI	History of Academic Advising
LU	Large Universities
LA	Liberal Arts Advisors
LG	LGBTQA Concerns
CS	Member Career Services
ML	Military Students & Dependents
MC	Multicultural Concerns
NA	Native American/Tribal College
NP	New Advising Professionals
PA	Peer Advising & Mentoring
PL	Pre-Law Advising
PD	Probation/Dismissal/Reinstatement Issues
RT	Retention
SC	Small Colleges & Universities
ST	Study Abroad Advising
TA	Technology in Advising
TP	Theory & Philosophy of Advising
2Y	Two-Year Colleges
UN	Undecided/Exploratory Students

Key to Other Designations in the Conference

At-A-Glance

- ★ Commission Sponsored sessions
- ★★ Best of Region sessions

Conference At-A-Glance

TUESDAY AT-A-GLANCE		
4:00–7:00 p.m.	Foyer, East-Gold	Conference Registration
4:00–7:00 p.m.	Foyer, East-Gold	Hospitality/Information/Volunteer Central

WEDNESDAY AT-A-GLANCE			
8:00 a.m.–7:00 p.m.	Foyer, East-Gold	Conference Registration	
8:00 a.m.–7:00 p.m.	Foyer, East-Gold	Hospitality/Information/Volunteer Central	
8:00–10:00 a.m.	Board of Trade, W-36th fl.	Council Meeting	
9:00 a.m.–3:00 p.m.	Regency C, West-Gold	Pre-conference Workshop (additional fee for Pre-Conference Workshops) P1. Academic Advising Administrators' Seminar	Tracks AA
9:00 a.m.–12:00 p.m.	Grand Suite 3, East-Gold Water Tower, West-Bronze Gold Coast, West-Bronze Acapulco, West-Gold Columbus A/B, East-Gold Columbus G/H, East-Gold Columbus I/J, East-Gold Wright, West-Silver	Pre-conference Workshops P2. Safe Zone Training P3. Academic Advisors as Architects of Academic Probation Change P4. Advising Honors Program/Honors College Students: The National Collegiate Honors Council's Approach P5. Understanding Today's Parents: Who Are They and Why do They Hover? P6. Working Effectively with New Faculty and Professional Advisors P7. Strengthening the Sophomore Connection through Intentional Academic Advising and Program Development P8. Academic Advising to Support the Achievement and Success of At-Risk Students Emerging Leaders Program	LG PD, SS HA, AA FC, RT TD, AA SC, UN RT, TD
10:00 a.m.–12:00 p.m.	Wrigley, West-Bronze Comiskey, West-Bronze Regency A, West-Gold Columbus C/D, East-Gold Columbus E/F, East-Gold Addams, West-Silver	Pre-conference Workshops P9. Assisting Career Choices: Advising Students to Make the Most of an Education P10. Take your Survey to New Heights: Tried and True Survey Methods P11. Developing a Career Vision: An Investment in Your Future in Advising P12. Interviewing and Hiring for Excellence P13. Hitting Them 'Where They Live': An Introduction to On-Line Applications as Advising Tools Finance Committee Meeting	CP, UN AS, AA TD AA TA
11:00 a.m.–12:00 p.m.	Ogden, West-Silver	Research Committee Meeting	
12:00–1:00 p.m.	Wright, West-Silver	Lunch on your own Professional Development Committee Meeting	
1:00–2:00 p.m.	Horner, West-Silver Wright, West-Silver	Membership Committee Meeting Diversity Committee Meeting	
1:00–3:00 p.m.	Regency B, West-Gold	Regional Conference Chair Training	

WEDNESDAY AT-A-GLANCE (continued)			
1:00–3:00 p.m.	Wrigley, West-Bronze Comiskey, West-Bronze Gold Coast, West-Bronze Regency A, West-Gold	Pre-conference Workshops P14. Working SMART: Creating Effective Strategies for Advising LGBTQ Students on Your Campus P15. Holding Up the Dam: Advising on a Large Scale P16. Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes P17. Aiming for New Heights from Community College to University with Two Courses for Transfer Students	LG, TD LU, TA AM, PD TS, 2Y
2:00–3:00 p.m.	Board of Trade, W-36th Flr	Awards Committee Meeting	
3:15–5:15 p.m.	Wrigley, West-Bronze Comiskey, West-Bronze Gold Coast, West-Bronze Columbus K/L, East Gold Regency B, West-Gold	Pre-conference Workshops P18. Managing the Transition to Retirement P19. Guiding Exploratory Students to their Major: One Easy and Effective Step at a Time P20. Expanding Your Comfort Zone: Working With Diverse Students P21. The Millennials Go to Work: Career Trends for 21st Century College Grads P22. Orientation for First-Time Attendees & New Members (free)	CS, TD UN, AM MC CP, TD
1:00–4:00 p.m.	Grand Suite 3, East-Gold Toronto, West-Gold Acapulco, West-Gold Columbus A/B, East-Gold Columbus C/D, East-Gold Columbus E/F, East-Gold Columbus I/J, East-Gold	Pre-conference Workshops P23. Conducting Research in Academic Advising P24. Appreciative Advising Microskills: An Introduction P25. No Substitute for Evidence: Data-driven Decision Making in Academic Advising P26. E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My P27. Developing an Advisor Training Program and Taking it to New Heights P28. Developing Grant Proposals for Advising Projects P29. Creating An Effective Advising Program	CR, TD AP, TD AS, AA TA, AA TD AA AM, AA
1:00–5:00 p.m.	Columbus G/H, East-Gold Water Tower, West-Bronze	P30. STOMP: On-Line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice P31. ASPIRE to New Heights: Achieving Success through Purpose Inspired Real-world Excellence	TA, AS CP, UN
5:00–7:00 p.m.	Dinner on your own		
4:30–5:30 p.m.	Grand Ballroom, East-Gold Ogden, West-Silver	Choir Practice Member Career Services Meeting	
7:00–8:30 p.m.	Grand Ballroom, East-Gold	Official Conference Opening Opening Keynote Address— <i>LaDonna Gatlin</i>	
8:00–10:00 p.m.	Riverside Center	Cyber Café/Exhibitor booths open	
8:30–10:00 p.m.	Riverside Center	Welcome Reception (included in registration fee) Silent Auction: Bidding begins	

THURSDAY AT-A-GLANCE			
7:00 a.m.–5:00 p.m.	Foyer, East-Gold	Conference Registration	
7:00 a.m.–5:00 p.m.	Foyer, East-Gold	Hospitality/Information/Volunteer Central	
7:15 a.m.	Grand Ballroom, East-Gold	Choir Warm-up	
7:15–8:15 a.m.	Riverside Center	Commission/Interest Group Fair and Continental Breakfast (included in registration fee)	
7:15 a.m.–5:00 p.m.	Riverside Center	Cyber Café	
8:00 a.m.–3:00 p.m.	Riverside Center	Silent Auction: Bidding Continues	
8:00 a.m.–5:00 p.m.	Riverside Center	Exhibits	
8:30–10:00 a.m.	Grand Ballroom, East-Gold	General Session Keynote Address— <i>B. Joseph White</i> , University of Illinois	
10:15–11:15 a.m.	Regency A, West-Gold Dusable, West-Silver Wrigley, West-Bronze Buckingham, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Water Tower, West-Bronze Columbus C/D, East-Gold Columbus K/L, East Gold Columbus A/B, East-Gold Field, West-Silver Crystal C, West-Green Truffles, West-Blue Columbus E/F, East-Gold Columbus G/H, East-Gold Crystal B, West-Green Regency B, West-Gold Regency D, West-Gold Columbus I/J, East-Gold Regency C, West-Gold Crystal A, West-Green Toronto, West-Gold Acapulco, West-Gold Comiskey, West-Bronze Gold Coast, West-Bronze Columbian, West-Bronze Haymarket, West-Bronze	Individual Sessions C1. Orientation for First-Time Attendees & New Members CM2. Advising Students with Disabilities CM3. ESL & International Student Advising CM4. Small Colleges & Universities IG5. New Advising Professionals IG6. First-Generation College Student Advising C7. Islam and the Advising Relationship: Understanding the Cultural Impact of Muslim Students and Staff on Your Campus C8. ★Linking Community College Transfer Students with Their Chosen University C9. Motivational Interviewing In Advising: Working With Students to Change C10. Paula, Randy or Simon: What Advising Style Takes Your Students to the Top? IG11. History of Academic Advising C12. Ready, Aim, Hire! C13. Style and Function: Connecting Learning Styles to Learning Strategies C14. The Probation Process – a Student-Focused Responsibility C15. Up the Down Staircase: A Mandatory Intervention Program for Students on Probation C16. Wait, Wait – Don’t Tell Me: Delivering News Students Don’t Want to Hear C17. ★★ Why Am I Here? Real Strategies for Helping Undecided Students C18. “Bueller?... Bueller?... Bueller?...” Helping Disinterested Students Discover Their Passions C19. Advising as Teaching: Same Skills, Differing Venues C20. ★Bridging the Gap Between Training and Performance C21. Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail C22. Conversations for Success: Appreciative Advising and the Adult Learner C23. Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors PAN24. Expanding Research In Academic Advising: A Roundtable Presentation/ Discussion C25. ★Graduation Orientation: A Final Gift to Seniors E1001 GradesFirst E1014 Association of Schools of Public Health	SD ES SC NP FG MC TS, 2Y FC, RT DA, TD HI AA AM, 1Y PD PD, RT TD UN, CP UN, CP FA, TD TD, AA PD, 1Y AP, AL AS, AA CR, TP AB

THURSDAY AT-A-GLANCE (continued)			
11:30 a.m.–12:30 p.m.	<p>Buckingham, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Haymarket, West-Bronze Columbus C/D, East-Gold Columbus A/B, East-Gold Regency A, West-Gold Crystal A, West-Green Regency B, West-Gold Regency D, West-Gold Toronto, West-Gold Regency C, West-Gold</p> <p>Truffles, West-Blue</p> <p>Grand A, East-Gold Crystal C, West-Green Columbus I/J, East-Gold Grand B, East-Gold</p> <p>Columbus E/F, East-Gold Crystal B, West-Green Gold Coast, West-Bronze Columbus K/L, East Gold Acapulco, West-Gold Water Tower, West-Bronze Columbus G/H, East-Gold Columbian, West-Bronze Wrigley, West-Bronze</p>	<p>Individual Sessions CM26. Engineering & Science Advising CM27. Multicultural Concerns IG28. Advising First-Year Students IG29. High School to College Advising IG30. Native American & Tribal College C31. Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience C32. Let's Choose Our Courses: Group Advising in New Student Orientation C33. Making a Difference: A Campus Wide Collaboration C34. New Advisor Training: How to Elevate Your Model C35. Orienting Exploratory Freshmen for Retention and Major Selection C36. ★★Students At Risk or On Probation: Success/Retention Initiatives with Impact C37. The State of Web-based Academic Advising Services in the Age of the Portal C38. When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges C39. Writing for NACADA: The <i>NACADA Journal</i>, <i>Academic Advising Today</i>, the Clearinghouse and Monographs C40. You CAN Get There from Here: The Path to Success for Adult Students C41. ★"Gimme More": A Proactive Approach to Advising Students with Disabilities C42. A World of Possibilities: Business Options for Non-business Majors C43. From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising C44. Advisor Training Best Practices: Raising the Bar to New Heights C45. Appreciative Advising: Translating Theory into Practice C46. Building a Peer Advising Program that Soars! C47. Building Advising Support for Military Service Members and Veterans C48. Does Senior Year Plus = First Year Minus? C49. Faculty Advising: Creating a Culture of Energetic Engagement C50. If I Could Do It Again: When Things Don't Go the Way You Planned E1002. Alpha Sigma Lambda E1003. University of Nebraska-Lincoln</p>	<p>EN MC 1Y HS NA RT, AA LU, 1Y SS TD UN, 1Y PD, RT TA, AS AM, SS</p> <p>CR, NP</p> <p>AL, RT SD, TD LA, UN UN, DA</p> <p>TD, AA AP, TP PA, FC ML 1Y, HS FA, AS FC, SC</p>
12:30–2:00 p.m.	Lunch on your own		
2:00–3:00 p.m.	<p>Water Tower, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Columbus G/H, East-Gold</p> <p>Crystal C, West-Green Columbus K/L, East Gold</p> <p>Crystal A, West-Green Columbus C/D, East-Gold Toronto, West-Gold Regency A, West-Gold</p> <p>Columbus A/B, East-Gold Columbus I/J, East-Gold Grand F, East-Gold</p> <p>Crystal B, West-Green Gold Coast, West-Bronze Grand E, East-Gold Grand A, East-Gold Grand C, East-Gold Regency C, West-Gold Acapulco, West-Gold Grand D, East-Gold Grand B, East-Gold Regency B, West-Gold</p> <p>Columbus E/F, East-Gold</p> <p>Regency D, West-Gold</p> <p>Columbian, West-Bronze Wrigley, West-Bronze</p>	<p>Individual Sessions CM51. Advising Education Majors CM52. Two-Year Colleges IG53. Canada IG54. Health Professions Advising C55. Meet the Parents: A Qualitative Analysis of Latino Parents' Perceptions of Institutional Support Following a Spanish-Language Orientation C56. ★Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop C57. Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School C58. ★Reaching New Heights: An Advising Model for the 21st Century C59. Seven Habits of Success for Highly Effective Advising Leadership C60. ★Soaring to Succeed: Advising GLBTQQ Students to Greater Heights of Success C61. Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success C62. ★Using Second Life to Build Community for Distance Education Students C63. Developing and Implementing a Successful Major Exploration Course C64. ★Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders C65. ★Have You Ever Thought About Pursuing a Doctorate? C66. Holistic Advising: Understanding and Responding to Students' Religious Beliefs C67. "If It Makes You Happy, It Can't Be That Bad": Advising Generation Me C68. 50 Ways to Be a Better Advisor C69. A Liberal Arts Degree: An Education is Not a Checklist PAN70. A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring C71. How to Conduct an Academic Advising Job Search C72. Assessment Data: Propelling Advising in New Directions C73. Being Undeclared May Be the Best Choice of a Major C74. ★★Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising C75. ★Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy C76. ★Characteristics of Highly Effective Leaders: A Guide for Novice Advising Administrators E1004. EventLink Emergency Alert and Event Reminder System: School Datebooks E1005. The ACT: Essential Information for Advising and Retention, ACT, Inc.</p>	<p>EM 2Y CA HP MC, FG</p> <p>FA, SC TS, SS</p> <p>TP, UN AA, TD LG, CP 1Y, RT</p> <p>TA, DE UN, DA SD, RT</p> <p>AG, CR TP, DA DA, CP TD LA, CP PA, 1Y CS, TD AL, AS UN, 1Y ES, MC</p> <p>AB, TD</p> <p>AA, NP</p>
2:00–4:00 p.m.	Wright, West-Silver	Publications Advisory Board Meeting	
3:00–4:30 p.m.	Hornor, West-Silver	Summer Institute Advisory Board Meeting	
3:15 p.m.–4:15 p.m.	<p>Water Tower, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Grand B, East-Gold Columbus A/B, East-Gold Crystal B, West-Green</p> <p>Columbus E/F, East-Gold Columbus G/H, East-Gold</p> <p>Grand A, East-Gold</p> <p>Regency A, West-Gold Grand E, East-Gold</p>	<p>Individual Sessions CM77. Advising Graduate & Professional Students CM78. Advising Student Athletes IG79. Advising High Achieving Students IG80. Appreciative Advising C81. A Career Planning Model for Fine Arts Students C82. Advising 2.0: Engaging Students with Collaborative Online Tools C83. ★Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication C84. Advisors in Learning Communities: Reaching New Heights C85. Breaking the ICE: Introducing First Year Students to Academic Advising in the Freshman Seminar C86. ★Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve our Students C87. Doing It All: Integrating Advising into Faculty Loads C88. Dudes! What's My Major?!</p>	<p>AG SA HA AP CP, FS TA, CP TD, NP</p> <p>1Y 1Y, AM</p> <p>UN, AS</p> <p>FA, TD UN, 1Y</p>

THURSDAY AT-A-GLANCE (continued)			
3:15 p.m.–4:15 p.m.	Regency D, West-Gold Grand D, East-Gold Gold Coast, West-Bronze Toronto, West-Gold Columbus C/D, East-Gold Acapulco, West-Gold Columbus I/J, East-Gold Regency C, West-Gold Grand F, East-Gold Crystal A, West-Green Crystal C, West-Green Grand C, East-Gold Columbus K/L, East Gold Regency B, West-Gold Columbian, West-Bronze Wrigley, West-Bronze	Individual Sessions (continued) C89. ★★Economic Recession and Student Financial Instability: How Academic Advisors Can Help C90. From Advocate to Enforcer: Balancing Competing Roles in Advising C91. From Coach to Colleague: The Need for Adapting Roles in Supervision C92. From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar C93. M.D., P.A., P.T., O.T., Oh My! Which Pre Health Options are Right for Your Students? PAN94. ★Partnering for Student Success C95. Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence C96. Plotting the Course to Academic Success: It's Not Rocket Science C97. Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development PAN98. ★Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar C99. Strategies for Your Educational Success C100. Taking Transfer Students to New Heights: The Transfer Seminar C101. The Sky's the Limit: Building a Distance Advising Unit C102. ★Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning E1006. Noel-Levitz E1007. Transform Your Advising Process with TES, the Transfer Evaluation System™ - College Source®, Inc.	AM, 1Y TD, TP AA, 2Y 1Y, AB HP, CP SC, SS ST, ES PD, PA TD, AS EM, AA PD, RT TS, 2Y DE, AA TA, TP
4:30–6:30 p.m.	Crystal C, West-Green Regency B, West-Gold Regency A, West Gold Crystal A, West-Green Grand F, East-Gold Regency C, West-Gold Crystal B, West-Green Grand E, East-Gold Columbus AB, East-Gold Regency D, West-Gold	Region Meetings/Mixers Northeast (Region 1) Mid-Atlantic (Region 2) Mid-South (Region 3) Southeast (Region 4) Great Lakes (Region 5) North Central (Region 6) South Central (Region 7) Northwest (Region 8) Pacific (Region 9) Rocky Mountain (Region 10)	
6:30–8:00 p.m.	Grand D, East-Gold	Common Reading Discussion – The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success	

FRIDAY AT-A-GLANCE			
7:00 a.m.–5:00 p.m.	Foyer, East-Gold	Conference Registration	
7:00 a.m.–6:00 p.m.	Foyer, East-Gold	Hospitality/Information/Volunteer/Evaluation Central	
7:15–8:30 a.m.	Riverside Center	Poster Session and Continental Breakfast (included in registration fee)	
7:30–8:30 a.m.	Riverside Center	Book Signing	
7:15 a.m.–5:00 p.m.	Riverside Center	Cyber Café	
8:00 a.m.–12:00 p.m.	Riverside Center	Exhibits	
7:15-8:30 a.m.	Riverside Center	Poster Session PO501. Reaching Across Campus to Reach New Heights in Advising PO502. An Exploratory Program–23 Years and Rising to New Heights PO503. Science Majors: Career Exploration Workshops PO504. "Zen" Advising: Finding Zen on the Mountaintop...or In Between Appointments PO505. Academic Advising as Purposeful Work: Jobs, Careers, and Callings PO506. Academic Excellence CANCELLED PO507. Academic Success Courses: Assisting First-Year Students in Academic Difficulty PO508. Advising and Retention: What Today's Students Need PO509. Advising through Graduate Honorary Societies PO510. Advising Towards Foreign Medical Schools – Is This the Right Choice? PO511. Advisor vs. Counselor: Gaining the Respect of Faculty and Staff in the World of Academia PO512. An Apple a Day Increases the G.P.A.: Retention through Wellness PO514. Pre-Health Professions Guides and Folders PO515. Career Decision Making...Connecting the dots PO516. Combat the "Sophomore Slump": How to Plan a Sophomore Retention Event PO517. Early-Warning System – The Development, Application, and Utility PO518. Is that FERPA you're wearing? No, it's PIE PO519. Majors Fair: Taking Advising to New Heights PO520. Mindfulness Training for Leadership & Extraordinary Academic Performance: Integrating the First-Year Seminar in a Service-Learning Community PO521. Multiple Uses of the At-Risk Database: A Best Practices Discussion PO522. One Giant LEEP for Student-Kind PO523. Premed Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary PO524. Preparing Doctoral Students for Their Future Role as Academic Advisors PO525. Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology PO526. Reaching New Heights with a Student Ambassador Program PO527. S.O.A.R.: Successfully Outlining Auburn Requirements PO528. Serving Multicultural High Achievers: Diversity Programs in Engineering PO529. Teacher Recruitment: From Theory to Practice PO530. Teaching Success: Advising Using the Total Intake Model PO531. The Amazing Race: From the Subway to the Sears Tower Giving Students a Sneak Preview to New Heights PO532. Through the Looking Glass: Using Students' Stories to Provide Insight into Their World PO533. Utilizing the Lens of Spirituality in a Career Exploration Course PO534. Why Won't Our Students Reply to Email? Take Your Communication Plan to "New Heights"	SA, AP UN, TD EN, CS TD, TP TD, AA RT, HP PD, 1Y FS, RT AG, AL HP, NP AP, AM RT, PD SS, CP RT SS, AA AM AM, RT 1Y, RT SC, RT CP, HP CR, HP AG, TD TA, PD LA, LU TS, EM MC, EN EM, TS AM, 1Y HS, CP UN, 1Y CP, UN TA, AM

Friday At-a-Glance

FRIDAY AT-A-GLANCE (continued)			
8:30–10:00 a.m.	Horner, West-Silver	Training Video Advisory Board Meeting	
8:45–9:45 a.m.	<p>Water Tower, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Soldier Field, W-Bronze Crystal B, West-Green Columbus K/L, East Gold</p> <p>Crystal A, West-Green Crystal C, West-Green Regency C, West-Gold Columbus C/D, East-Gold Grand B, East-Gold</p> <p>Regency D, West-Gold</p> <p>Columbus I/J, East-Gold Gold Coast, West-Bronze</p> <p>Acapulco, West-Gold Grand C, East-Gold Grand Ballroom E, East-Gold</p> <p>Regency A, West-Gold</p> <p>Regency B, West-Gold Columbus A/B, East-Gold Toronto, West-Gold Columbus E/F, East-Gold Grand F, East-Gold</p> <p>Columbus G/H, East-Gold Grand D, East-Gold Grand A, East-Gold Columbian, West-Bronze Wrigley, West-Bronze</p>	<p>Individual Sessions</p> <p>CM103. Advising Administration CM104. Theory & Philosophy of Advising IG105. Distance Education Advising IG106. Ethics & Legal Issues in Advising IG107. Graduate-Level Courses in Academic Advising C108. Professionalization of Academic Advising C109. Reconsidering the “Undecided” Student: A Sociological Perspective on Academic Exploration C110. ★Student-Athlete Advising: Reaching New Levels C111. Students Teaching Students: A Peer Advising Path to Success C112. ★★Success in Parent Education: Dialoguing at the Collegiate Level C113. Teaching Probationary Students in the Classroom C114. The T in “T-Group” Stands for Transition: An Experience of Support for First Generation Students C115. A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College C116. Academic Advising in Crisis - Virginia Tech after April 16, 2007 C117. Access to Teach: Examining the Access of African Americans to Teacher Education Programs C118. Advanced Warning System C119. ★Assigning Advisors in University College – A New Alternative C120. Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them? C121. Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students C122. First-Year Advising: It Takes a Campus C123. Fly High(Tech) in the Windy City C124. Goal Setting for Liberal Arts Students C125. Graduate Study Abroad-Crossing Cultures and Countries C126. Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side? C127. Integrating Career Advising in Academic Advising: Take Advising to New Heights C128. Learning to Transform: Engaging Students through Self-Authorship C129. Peer Advisors Rise to the Challenge of Academic Advising E1008. Study/Abroad.com E1009. Prometric</p>	<p>AA TP DE EL GL TD, NP CR, UN</p> <p>SA PA, 1Y AM, 1Y PD, 1Y FG, DA</p> <p>RT, 1Y</p> <p>FC, LU EM, MC</p> <p>RT, FA AM, AS 2Y, DA</p> <p>PD, DA</p> <p>TD, 1Y TA, TD LA, UN ST, AG SS, AA</p> <p>CP, TD AP, DA PA, TD</p>
9:00-10:30 a.m.	Addams, West-Silver	Administrators' Institute Advisory Board Meeting	
10:00-11:00 a.m.	<p>Water Tower, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Grand F, East-Gold Acapulco, West-Gold Crystal C, West-Green Gold Coast, West-Bronze Grand C, East-Gold Regency C, West-Gold Regency B, West-Gold</p> <p>Columbus A/B, East-Gold Grand A, East-Gold</p> <p>Grand D, East-Gold Toronto, West-Gold</p> <p>Columbus K/L, East Gold Grand E, East-Gold</p> <p>Regency D, West-Gold Regency A, West-Gold</p> <p>Columbus I/J, East-Gold</p> <p>Crystal A, West-Green Crystal B, West-Green Columbus E/F, East-Gold Columbus C/D, East-Gold Columbus G/H, East-Gold Grand B, East-Gold Columbian, West-Bronze Wrigley, West-Bronze</p>	<p>Individual Sessions</p> <p>CM130. Advising Adult Learners CM131. Technology in Advising IG132. Advising Military Students & Dependents IG133. Peer Advising & Mentoring C134. Joys of Juggling in the Advising Process, Metaphors for Teaching and Learning C135. Leap, Hop, Skip and Soar to College: A Pre-College Experience C136. ★Making the Pages Count: Creating a Useable Faculty Advising Manual C137. Managing the Trek: Implications of Prescribed Programs C138. No Dumb Questions: Effective Advising Administration C139. ★★Reality Check: Advising Students OUT of a Major C140. Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students C141. Supporting Faculty as Advisors and Teachers C142. The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors C143. ★The Grand Challenges of Advising Undergraduates in Engineering and Science C144. ★The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE) C145. ★Theories You Didn't Know You Already Use PAN146. Understanding Research in Academic Advising: Advisors and Administrators Speak Out C147. ★Coming Full Circle: Using Assessment Results to Guide the First Year C148. “Career Pathways” vs. Academic Exploration: New Challenges for Academic Advisers C149. “Nuthin’ Personal Just Business: Learning Styles & Understanding How We Understand” PAN150. Academic Preparation Programs: Mapping a Road to Success C151. Advising IS Teaching C152. Bridging the Gap: How to Integrate Advising into a Living and Learning Community C153. Doing More with Less: Pooling Resources to Maximize Advisement Returns C154. Enhancing the Academic Climate for Black Male Students C155. Helping Transfer Students Reach the Summit of Academic Success E1010. SARS Software Products, Inc. E1011. Improving Advising Services on Your Campus—SunGard Higher Education</p>	<p>AL TA ML PA CP, TD HS, AA FA, TD AB, FC AA FC PD, RT</p> <p>TD, LU AS, 1Y</p> <p>EN 2Y, NP</p> <p>TD, TP CR, TD</p> <p>LA, 1Y CP</p> <p>TD, SD</p> <p>1Y, RT UN, CP HA, AA SS, AM MC, TD TS, PA</p>
10:00 a.m.–12:00 p.m.	Horner, West-Silver	Webinar Advisory Board Meeting	
11:15 a.m.–12:15 p.m.	<p>Water Tower, West-Bronze Comiskey, West-Bronze Grand Suite 5, East-Gold Grand Suite 3, East-Gold Grand D, East-Gold Columbus K/L, East Gold Columbus E/F, East-Gold</p> <p>Regency B, West-Gold Columbus G/H, East-Gold</p>	<p>Individual Sessions</p> <p>CM156. Faculty Advising CM157. Lesbian, Gay, Bisexual, Transgendered & Allies Concerns IG158. Pre-Law Advising IG159. Probation/Dismissal/Reinstatement Issues C160. Involvement in NACADA: Stepping Up to New Heights C161. Is Email Jeopardizing the Art of Advising? C162. Minimize Size, Maximize Experience: Connecting First-Year Students to Their College C163. ★★Online Career Resources for Advisors C164. ★Returning to the U: An Innovative Program for Adult Learners</p>	<p>FA LG PL PD TD, NP DA, FC 1Y, CP</p> <p>UN, CP AL</p>

FRIDAY AT-A-GLANCE (continued)			
11:15 a.m.–12:15 p.m.	Columbus C/D, East-Gold Toronto, West-Gold Grand B, East-Gold Columbus A/B, East-Gold Grand A, East-Gold Grand F, East-Gold Grand C, East-Gold Regency A, West-Gold Grand E, East-Gold Acapulco, West-Gold Columbus I/J, East-Gold Crystal A, West-Green Crystal C, West-Green Gold Coast, West-Bronze Regency C, West-Gold Regency D, West-Gold Crystal B, West-Green Columbian, West-Bronze Wrigley, West-Bronze	Individual Sessions (continued) C165. ★Take your Training, Teaching and Group Advising to New Heights with Interactive Techniques C166. The Highs and Lows of Emotional Wellbeing for the First Year Student - The Trends, the Issues, the Solutions for Advisors C167. ★To Teach or Not to Teach: What Students Say about Teaching as a Career Choice C168. Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool C169. A Mile Wide AND a Mile Deep: Advisor Training That Works C170. A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors C171. Above & Beyond: How & Why to Make an Advisor "Briefing" Program C172. Advising and Academic Coaching C173. ★Advising through the Slump: Meeting the Needs of Second-Year Students C174. Advising to Increase STEM Opportunities for Undecided Students C175. Advisor Swap: Training Immersion for Academic Advisors PAN176. By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students C177. Career Exploration: Doctor, Lawyer, Indian Chief . . . and the Decision Path to Pursue the Dream C178. Climbing to New Diversity Awareness C179. Height of Folly or Soaring Success?: Assessing Registration Advising C180. I'm Talking, But...They're NOT Listening: Moving Beyond That Point C181. Integrating Advising, Teaching, and Learning: A Formula for Success and Retention E1012. Educational Benchmarking E1013. Redrock Software Corporation	PA, TD SD, 1Y EM, UN TA, AA TD, FC 1Y, UN TD, AA TD, AC SC EN, UN AA, TD HP, HA CP, UN 2Y, TD AS, LA AM, TP SS, PD
12:15–2:00 p.m.		Lunch on your own	
12:30–2:30 p.m.	McCormick, West-Silver Burnham, West-Silver	Annual Conference Advisory Board Meeting Editorial Advisory Board Meeting	
2:00–3:00 p.m.	Comiskey, West-Bronze Water Tower, West-Bronze Wrigley, West-Bronze Grand Suite 5, East-Gold Columbian, West-Bronze Grand C, East-Gold Grand D, East-Gold Columbus K/L, East Gold Columbus G/H, East-Gold Regency A, West-Gold Acapulco, West-Gold Grand E, East-Gold Crystal A, West-Green Gold Coast, West-Bronze Regency C, West-Gold Grand A, East-Gold Crystal B, West-Green Regency D, West-Gold Grand F, East-Gold Toronto, West-Gold Columbus C/D, East-Gold Crystal C, West-Green Columbus E/F, East-Gold Regency B, West-Gold Grand B, East-Gold Columbus I/J, East-Gold Columbus A/B, East-Gold Grand Suite 3, East-Gold	Individual Sessions CM182. Advisor Training & Development CM183. Undecided & Exploratory Students IG184. Large Universities IG185. Study Abroad Advising IG186. Advising in Interdisciplinary Programs C187. ★Preparing Students to Reach New Heights of Success C188. ★Raising the Bar for Advising: Strategic Planning for the 21st Century C189. Raising the Bar: Who's in Charge of Pre-Law Advising? C190. Restoring Your Wings to Soar to New Heights C191. Scattered to Structured: Reorganizing Academic Advising Services C192. Scrubbing The Launch: Nursing Students On Probation C193. The Model for Academic and Career Success C194. The NCAA Division I Academic Performance Program and the NACADA/NCAA Partnership C195. ★The Peak of Success: Taking the Adult Learner to New Heights C196. ★★Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students C197. ★A Concept of Academic Advising for Graduate and Professional Students C198. A Successful Transition: Peer Mentors Guiding First-Year Students C199. ★Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland C200. Changing and Evolving Workplaces: Implications for Advising Students C201. Confessions of Nigrescence: It's Not All Black & White! C202. ★CSI: Chicago - Media vs. Reality when Advising Students about Forensic Science C203. Decentralized, not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model C204. Discovering Academic Advising through the Lens of Appreciative Inquiry C205. Early Alert - Is it for Everyone? PAN206. Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice C207. It's Time for Change: Advising for the Future of Tomorrow's Students C208. Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website C209. Narrative and the Art of Advising	TD UN LU ST IP EM, FA AA, AS PL PD, RT FC HP, PD CP, SS SA AL 1Y, HS AG, LA PA, RT TS, UN CP, DA TP, MC EN, CP TA, AA AM, AP RT, AA 1Y, RT AM, CP TA, TD TP, MC
3:00–4:30 p.m.	Wright, West-Silver	Assessment Institute Advisory Board Meeting	
3:15–4:15 p.m.	Water Tower, West-Bronze Comiskey, West-Bronze Wrigley, West-Bronze Columbian, West-Bronze Grand F, East-Gold Grand D, East-Gold Grand A, East-Gold Columbus K/L, East Gold Regency D, West-Gold Crystal B, West-Green Grand C, East-Gold Regency B, West-Gold Acapulco, West-Gold	Individual Sessions CM210. Advising Business Majors CM211. Liberal Arts Advisors IG212. Advising and Academic Coaching IG213. Doctoral Students C214. Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students C215. Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising C216. Reinstating Students from Probation/Suspension: It Takes Collaboration to Advise a Student C217. The Label: Academic Probation Student vs. Student on Academic Probation C218. Using E-Learning Technology to Connect with Students C219. ★★What Should Harry Do? Student Development Theory in the World of Hogwarts C220. When Academics Is Not Enough: Providing Counseling to Students on Academic Probation C221. "Can I be Honest?": Advising Students Accused of Academic Misconduct C222. Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials	AB LA AC DS DE, LU TS, AM PD, RT PD, RT TA, RT TD, TP AP, RT DA UN, 1Y

FRIDAY AT-A-GLANCE (continued)			
3:15–4:15 p.m.	<p>Columbus I/J, East-Gold</p> <p>Gold Coast, West-Bronze Regency C, West-Gold Crystal A, West-Green Toronto, West-Gold</p> <p>Columbus A/B, East-Gold Grand E, East-Gold</p> <p>Grand Suite 5, East-Gold</p> <p>Crystal C, West-Green Columbus C/D, East-Gold Columbus E/F, East-Gold</p> <p>Columbus G/H, East-Gold Grand B, East-Gold Regency A, West-Gold Grand Suite 3, East-Gold</p>	<p>Individual Sessions (continued)</p> <p>C223. Advising as Teaching: A Group Advising Model for High Potential Students with a History of Inconsistent Academic Performance and/or Failure</p> <p>C224. Advising is Like...Advising: The Dangers of an Analogy Free Zone</p> <p>C225. Advising Searches for a Simple Idea that Produces Extraordinary Results</p> <p>C226. Coaching Employees to Reach Their Highest Potential</p> <p>C227. Creating a Centralized Advising Center from Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!</p> <p>C228. Creating a Network of Master Advisors: A Training Program for Academic Advising</p> <p>C229. Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students</p> <p>C230. Developmental Education Students: Advising, Self-Concept, and Sense of Belonging</p> <p>C231. Express Elevator to the Closet Level: Demystifying the LGBTQ Student Identity</p> <p>C232. ★Global Advising: Electronic Advising for Incoming Freshmen</p> <p>C233. Students Can Teach Us a Thing or Two: How Millennial Students and Advisors Perceive Advising Within the First-year Seminar</p> <p>C234. Integrating Academic and Career Advising – the First Steps</p> <p>C235. ★Life in Another Country: Introducing International Peer Advising</p> <p>C236. Movin' On Up: Building Connections Between First and Second-Year Advising</p> <p>C237. Nurtured Advising: Taking Advising Students at Historically Black Colleges and Universities to New Heights</p>	<p>AM, SD</p> <p>TP, FC AA, TD AA, TD AM, TP</p> <p>TD, FA PA, PD</p> <p>2Y, RT</p> <p>LG, DA TA, 1Y AS,AM</p> <p>CP, DA ES, PA DA, LU MC, SC</p>
4:30–5:30 p.m.	<p>Comiskey, West-Bronze Water Tower, West-Bronze Wrigley, West-Bronze Gold Coast, West-Bronze Columbus C/D, East-Gold</p> <p>Columbus E/F, East-Gold Grand B, East-Gold Grand F, East-Gold Acapulco, West-Gold Grand Suite 3, East-Gold Grand E, East-Gold Columbus G/H, East-Gold Regency B, West-Gold</p> <p>Regency D, West-Gold Crystal B, West-Green</p> <p>Toronto, West-Gold Grand D, East-Gold</p> <p>Columbus A/B, East-Gold</p> <p>Grand C, East-Gold Grand Suite 5, East-Gold Crystal C, West-Green Regency A, West-Gold</p> <p>Regency C, West-Gold Columbus K/L, East Gold</p> <p>Grand A, East-Gold Columbus I/J, East-Gold Crystal A, West-Green</p>	<p>Individual Sessions</p> <p>CM238. Advising Transfer Students</p> <p>CM239. Assessment of Advising</p> <p>IG240. Advising Fine Arts Students</p> <p>C241. Laying the Foundations for Academic Advising Across the Disciplines</p> <p>C242. Learning Outcomes of the Dismissal Testimonial for Academically Dismissed Students</p> <p>C243. ★Preparing Business Students for the Future, Not Just Their First Job</p> <p>C244. ★Putting "Story" into Career</p> <p>C245. Reaching New Heights in Ethical Advising</p> <p>C246. ★Reinventing the Group Advising Model: Montgomery College's eMAP Project</p> <p>C247. Remodeling Advising: Moving from Centralized to Decentralized Advising</p> <p>C248. Rethinking Reinstatement and Retention: One Advising Unit's Response to a Crisis</p> <p>C249. Scholarship of Teaching and Learning: Experiences of One Advising Office</p> <p>C250. ★★Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves</p> <p>C251. To Infinity and Beyond: The Student Quest for Professional Development</p> <p>C252. True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates</p> <p>C253. Turning Low-Liers into High-Flyers: Motivating Academic Advisors</p> <p>C254. Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers</p> <p>C255. What's the Real Risk in "High Risk"? Identifying and Retaining High Risk Adult Students</p> <p>C256. Woulda Coulda Shoulda: Regret and Reflection in Academic Advising</p> <p>C257. Admitting Students to Teacher Preparation Programs</p> <p>PAN258. Advising Foster Care Alumni</p> <p>C259. Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising</p> <p>C260. Beyond Learning Reconsidered: Lessons Learned to be Shared</p> <p>C261. ★Easily Distracted - Frequently Misunderstood: A Novice's Personal Guide to Living with AD/HD</p> <p>C262. Enjoy the View: Slow Down and Make Technology Work for You</p> <p>C263. Evacuation Plan - Helping Students Find Their Way Out!</p> <p>C264. Faculty Role in Managing the Acutely Distressed College Student</p>	<p>TS AS FS 2Y, FC PD, CR</p> <p>AB, CP CP, UN EL, TD 2Y, TA FC, AM PD, RT CR, AA DA, TP</p> <p>CP, 1Y FA, TD</p> <p>TD, FC 1Y, UN</p> <p>AL, RT</p> <p>AP, SC EM FG, RT AA, TD</p> <p>SS, FC SD</p> <p>TA, TD DA, UN TD, FA</p>
4:30–5:30 p.m.	Wright, West-Silver	Joint 2008/09 Annual Conference Program Committees Meeting	
5:45–6:45 p.m.	Grand D, East-Gold	NACADA Annual Town Hall Business Meeting	

SATURDAY AT-A-GLANCE			
7:00–8:00 a.m.	Riverside Center	Continental Breakfast	
7:00–8:00 a.m.	Riverside Center	Breakfast for New Advisors	
7:00–8:00 a.m.	Riverside Center	Breakfast with Emerging Leaders and Mentors	
7:00–11:30 a.m.	Foyer, East-Gold	Conference Registration	
7:00–11:30 a.m.	Riverside Center	Cyber Café	
7:00 a.m.–12:00 p.m.	Riverside Center	Hospitality/Information/Volunteer/Evaluation Central	
8:00–9:00 a.m.	<p>Grand E, East-Gold Crystal B, West-Green</p> <p>Grand Suite 5, East-Gold Regency B, West-Gold</p> <p>Wrigley, West-Bronze Toronto, West-Gold Grand A, East-Gold Columbus E/F, East-Gold</p> <p>Gold Coast, West-Bronze Columbus C/D, East-Gold Comiskey, West-Bronze</p>	<p>Individual Sessions</p> <p>C265. ABC's of Success: Predicting Academic Difficulty in First-Year Students</p> <p>C266. Academic Advising from the Student's Perspective: Significance, Satisfaction, and Challenges</p> <p>C267. Advising Future Artists: Helping Them Frame Their Future</p> <p>C268. ★Advising: A Relationship That Matters! Get to Know Your Students—Don't Just Get Through Them!</p> <p>C269. ★Bridging Academics and Athletics: Creating Connections Across Campus</p> <p>C270. Business Faculty Perspectives on Their Role in Enhancing Student Success</p> <p>C271. Undecided and On Probation: Helping These Students Rise to Heights of Success!</p> <p>C272. ★Creating a Cultural Shift in a Multicultural Setting: Revamping Advising for the 21st Century University</p> <p>C273. Creating a More Inclusive Environment: Meeting the Challenge</p> <p>C274. Eight Days A Week: Live-in Advising Professionals in a Residential Setting</p> <p>C275. Engaging Students and Faculty in Student Success: Using the Classroom for Effective Advising</p>	<p>PD, RT RT, CR</p> <p>FS, CP RT, 2Y</p> <p>SA, UN AB UN, PD MC, AM</p> <p>TD, SD AM, DA 1Y, DA</p>

SATURDAY AT-A-GLANCE (continued)			
8:00–9:00 a.m.	<p>Grand D, East-Gold Columbus I/J, East-Gold Grand B, East-Gold</p> <p>Acapulco, West-Gold Grand F, East-Gold Grand Suite 3, East-Gold</p> <p>Columbus G/H, East-Gold Regency A, West-Gold</p> <p>Columbus K/L, East Gold</p> <p>Regency C, West-Gold Regency D, West-Gold Crystal A, West-Green</p> <p>Water Tower, West-Bronze A/B, East-Gold Grand C, East-Gold Crystal C, West-Green</p>	<p>Individual Sessions (continued) C276. ★Evaluating Faculty Advising 360° C277. FYE: Another Way to Do It C278. Laying Foundations for the Advising Syllabus: Intentional Outcomes For Orientation and Advising C279. Laying the Foundation to Build a Cross-Campus Advising Network PAN280. Preparing for NCATE Accreditation C281. Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience C282. Putting Academic Advising on the Map in an Australian University C283. Retaining Newly Admitted Adult Learners: The First Term Experience Program and Beyond C284. ★Reverse Engineering the Major Decision Process for First Year Engineering and Science Students C285. The Breakthrough: Motivating towards Success C286. The Organized Advisor: Taming the Information Beast C287. Under Whose Umbrella? Who Should be Responsible for the Advising of the Undeclared? C288. Unmasking the Secrets to the Medical School Application Process C289. Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program C290. Voices from the Field: Building a Research Agenda for Academic Advising C291. Unmasking Osmosis: Establishing Healthy Boundaries Within Advising</p>	<p>FA, FC 1Y, TP AA, SS</p> <p>TD, FC EM, AS TD, AA</p> <p>FC, AM AL, RT</p> <p>EN, DA</p> <p>PD, 1Y TD, TA AA, UN</p> <p>HP, AG PA, RT CR, NP EL, NP</p>
8:00–10:00 a.m.	Addams, West-Silver	Consultants Bureau Advisory Board Meeting	
9:15–10:15 a.m.	<p>Columbus E/F, East-Gold Comiskey, West-Bronze</p> <p>Crystal C, West-Green</p> <p>Grand Suite 5, East-Gold Columbus K/L, East Gold Grand D, East-Gold Acapulco, West-Gold Water Tower, West-Bronze Regency B, West-Gold</p> <p>Regency D, West-Gold Grand Suite 3, East-Gold Crystal A, West-Green</p> <p>Columbus C/D, East-Gold</p> <p>Columbus G/H, East-Gold</p> <p>Regency C, West-Gold Wrigley, West-Bronze Grand A, East-Gold Columbus A/B, East-Gold</p> <p>Gold Coast, West-Bronze</p> <p>Grand E, East-Gold Grand F, East-Gold</p> <p>Grand C, East-Gold</p> <p>Columbus I/J, East-Gold Grand B, East-Gold Regency A, West-Gold</p> <p>Crystal B, West-Green Toronto, West-Gold</p>	<p>Individual Sessions C292. ★Advising Theory and the Big Moral Picture C293. Advising to PASS: Implementing a Mandatory Strengths-based Course for Probationary Freshmen C294. Blogs, Blackboard, IM-ing, Facebook; As Advisors, What are We to Do with All of This Technology? C295. Can Advisors Help Prevent Future Teacher Dropout? PAN296. Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major C297. Contemplation and the First Year Educational Experience C298. ★Developing an ePortfolio for Academic Advising C299. From Academic Probation to Academic Success—Helping Students Soar C300. ★Helping Transfer Students Reach New Heights: Creating Academic Connections in Their First Quarter C301. Improving Community College Graduation Rates: A New Model C302. Integrating Peer Advisors into Major Exploration Advisement C303. It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention C304. Life Line or the End of the Line? Is the Exception Semester an Effective Retention Tool? C305. Motivational Factors Affecting Adult Student Persistence at Commuter Colleges—A Case Study C306. New to U? When You're Both Freshmen. . . C307. Past Presidents' Forum: Academic Advising Leadership in the New Global Century C308. ★Raising the Bar: Creating a Culture of Professional Academic Advising C309. Reaching Them Where They Live: The Creation of a Residential Academic Advising Program C310. Scenes for Learning and Reflection: An Academic Advising Professional Development DVD C311. Students Who Soar: First Generation College Students Ascend to New Heights C312. Taking Advising Across Borders: Connecting the Global Experience to Local Advising C313. Taking Advising to New Heights: Using NACADA Resources for Professional Development C314. The Changing View: Advising Across Generations C315. The Great Generational Divide: When X and Y Are Your Co-Workers C316. Turn on Your Creativity for Extraordinary Advisor Teambuilding: Listening Beyond Words C317. Using Research to Support Advising C318. Utilizing the College Student Inventory to Enhance the First-Year Experience</p>	<p>TP, EL PD, 1Y</p> <p>TA, AA</p> <p>EM, CP UN, LA 1Y, HA AG, FA PD, RT TS, LU</p> <p>2Y, HS UN, PA RT, PD</p> <p>PD, RT</p> <p>RT, PA</p> <p>NP, TD FC, AA AM, SS</p> <p>TD</p> <p>FG, PA ST, DA</p> <p>TD, TA</p> <p>TD, DA TD, AA TD, DA</p> <p>CR, AB 1Y</p>
10:30–11:30 a.m.	<p>Grand F, East-Gold</p> <p>Gold Coast, West-Bronze</p> <p>Columbus I/J, East-Gold</p> <p>Comiskey, West-Bronze Crystal B, West-Green Toronto, West-Gold</p> <p>Columbus K/L, East-Gold</p> <p>Acapulco, West-Gold Columbus G/H, East-Gold Crystal A, West-Green Regency D, West-Gold Regency C, West-Gold Crystal C, West-Green Grand Suite 5, East-Gold Columbus C/D, East-Gold</p> <p>Regency A, West-Gold Regency B, West-Gold Water Tower, West-Bronze Grand Suite 3, East-Gold Columbus E/F, East-Gold</p>	<p>Individual Sessions C319. "But Does it Stick?" Assessing Long-term Impacts of First-generation Student Support Interventions C320. Increasing Hope among Probation Students: A Strengths-Based Mentoring Approach to Advising C321. Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency C322. Career Development in the 21st Century C323. Constructional Student Mentoring: Building Student Success C324. Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors C325. DirectConnect to UCF - An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship C326. From a Distance: An Advising Team Model C327. Group Advising: A Partnership between Academic and Peer Advisors C328. Improving Student Advisement by Considering Student and Course Profiles C329. Integrating CAS Student Learning and Development Outcomes into the 4-Year Plan C330. Vital Signs: Bi-racial Students in Higher Education C331. Working With Students - A Delicate Balance C332. HOT TOPIC Transgender 101: What Advisors and Administrators Should Know C333. HOT TOPIC: (PDR Issues Interest Group): How Will You Know What's Working? Assessment of Intervention Programs for Students in Academic Difficulty C334. HOT TOPIC: Advising the Veteran with Disabilities C335. HOT TOPIC: Advisors and the Technology Tools of the Future C336. HOT TOPIC: Appreciative Advising from Theory to Practice PAN337. HOT TOPIC: Best Practices for Two-Year Colleges C338. ★HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication</p>	<p>CR,FG</p> <p>AM, PD</p> <p>TP, EN</p> <p>CP PA, RT ST</p> <p>AM, TS</p> <p>AM, DE PA, AM AM, DA DA MC AS LG, TD PD, RT</p> <p>SD, AL TA TA 2Y MC, ES</p>

SATURDAY AT-A-GLANCE (continued)			
10:30–11:30 a.m.	Columbus A/B, East-Gold Grand D, East-Gold Grand C, East-Gold Grand E, East-Gold Grand A, East-Gold Grand B, East-Gold	Individual Sessions (continued) PAN339. ★HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!) C340. HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising? C341. HOT TOPIC: Undecided/Exploratory Students C342. HOT TOPIC: Your Philosophy of Academic Advising C343. HOT TOPICS for Advising High Achieving Students C344. HOT! HOT! HOT Topics in Advising Administration	AL, RT SC, FA UN TP HA AA
11:30 a.m.	Conference Ends		

Exhibitor Presentation Schedule

Thursday, October 2, 2008

Room Name	Time	Exhibitor
Columbian	10:15–11:15 a.m.	GradesFirst
	11:30 a.m.–12:30 p.m.	Alpha Sigma Lambda
	2:00–3:00 p.m.	School Datebooks
	3:15–4:15 p.m.	Noel-Levitz
Haymarket	10:15–11:15 a.m.	Association of Schools of Public Health
Wrigley	11:30 a.m.–12:30 p.m.	University of Nebraska-Lincoln
	2:00–3:00 p.m.	ACT, Inc.
	3:15–4:15 p.m.	CollegeSource, Inc.

Friday, October 3, 2008

Columbian	8:45–9:45 a.m.	StudyAbroad.com
	10:00–11:00 a.m.	SARS Software Products, Inc.
	11:15 a.m.–12:15 p.m.	Educational Benchmarking
Wrigley	8:45–9:45 a.m.	Prometric
	10:00–11:00 a.m.	SunGard Higher Education
	11:15 a.m.–12:15 p.m.	Redrock Software Corporation



Exhibitors

(registered as of August 29th)

Riverside Center, Hyatt Regency Chicago

Cathy A Robinson, Kankakee Community College Exhibits Chair

AccuTrack by Engineerica Systems, Inc.: Advising and academic center management software from the industry leader. AccuTrack sets the standard with AccuTrack SQL Server Backend, Accudemia & the Version 10 product suite. WebLink provides easy online scheduling. Data remains secure behind your college server. Ten years and over 2000 installations worldwide. *www.AccuTrack.org* 1-888-249-7227. *Table #9*

ACT, Inc.: ACT, Inc. provides research, information, and services in the broad areas of education planning, career planning, and workforce development. The ACT, taken by more than 1.2 million students annually, provides academic advisors with student-level data that is timely, accurate, and accessible. *Booth #102*

Alpha Sigma Lambda: Alpha Sigma Lambda, the premier and largest chapter-based honor society for full-and part-time adult students, was established in 1946 to partner with colleges and universities to celebrate the scholarship and leadership of adult students in higher education. With over 300 chapters across 45 states, ASL is devoted to recognizing the unique achievements of the adult learner. *Booth #222*

American Association of Colleges of Pharmacy (AACCP): Founded in 1900, the American Association of Colleges of Pharmacy (AACCP) is the national organization representing the interests of pharmacy education and educators. Comprising all 110 U.S. colleges and schools of pharmacy including more than 4,300 faculty, 48,500 students enrolled in professional programs and 3,600 individuals pursuing graduate study, AACCP is committed to excellence in pharmacy education. *Booth #210*

American Institute for Foreign Study: AIFS has been a leader in study abroad programs for more than 40 years. With over 25 programs, AIFS has a program to suit almost any need, academic requirement or cultural curiosity. Courses are taught in a variety of subjects at major, recognized universities. Programs are available for an academic year, semester or summer. Fees include tuition, housing and meals, round trip air fare, AIFS-sponsored cultural activities, excursions and more. *Table #4*

AIU London Study Abroad and Internship Program - American University in Dubai: AIU London offers courses and internships throughout the academic year, and summer programs in Paris, Florence and NYC. Program and internship specialities include International Business, Art and Design, Communications, Media and Public Relations and Liberal Arts. The AUD program offers study in these areas, as well as Arabic and Middle Eastern Studies. *Table #12*

Association for Nontraditional Students in Higher Education (ANTSHE): ANTSHE is an international partnership of students, academic professionals, institutions, and organizations whose mission is to encourage and

coordinate support, education, and advocacy for the adult learner. We are in our 12th year under 501(c)(3) Nonprofit status operating with an all volunteer Board of Directors. We look forward to continuing our work advocating, supporting and promoting. "all things nontrad" with efforts to broaden areas of support and increase our reach to campuses across the country. *Table #13*

Association of Schools of Public Health: ASPH represents the 40 Council on Education for Public Health accredited schools of public health (SPH) and promotes the efforts of SPH to improve the health of every person through education, research and policy. Based upon the belief that "you're only as healthy as the world you live in," ASPH works with the government and other professional organizations to develop solutions to the most pressing health concerns and provides access to the ongoing initiatives of the SPH. *Booth #110*

Association on Higher Education and Disability (AHEAD): AHEAD is the premiere professional association committed to full participation of persons with disabilities in postsecondary education. AHEAD dynamically addresses current and emerging issues with respect to disability, education, and accessibility to achieve universal access. Since 1977 AHEAD has delivered quality training to higher education personnel through conferences, workshops, publications and consultation. AHEAD members represent a diverse network of professionals who actively address disability issues on their campuses and in the field of higher education. *Booth #216*

BookWear®: Recruit, Market and Fundraise. With BookWear® your story and photos are on the "book" cover. Inside is a compressed T-shirt (or other gift) printed with your logo. The recipient reads your message, wears your shirt and starts identifying with you (and advertising for you). Mail BookWear® like a postcard. *Booth #115*

BYU Independent Study: BYU Independent Study offers over 450 high school and university distance learning courses that can help students make up credit, graduate on time, enhance their curriculum, or earn university credit. Students can sign up anytime and work at their own pace. We can help all students receive a high-quality, affordable education. *Booth #122*

CPP, Inc.: Effective advising begins with assessing your students' interests and preferences. CPP's world-renown tools include the Myers Briggs Type Indicator® and Strong Interest Inventory® assessments. Each assessment provides time-tested and research-validated insights to guide your students in their search for rich, fulfilling careers and academic choices. *Booth #121*

Campus Toolkit: (www.campustoolkit.com): Campus ToolKit is the leader in the innovative combination of high-tech and high-touch to improve retention. Often used with First-Year Experience courses or TRiO programs, our web-based systems provide students with the tools they need for enhanced self-understanding and mastery. The assessments, communication tools and support resources also forge closer connections between schools and their students. *Booth #208*

The College Board: The College Board is a not-for-profit membership organization focused on providing valuable programs and services to assist students in reaching their

educational goals. With a strong focus on access and equity, programs such as CLEP®, exhibit our dedication to helping your students “connect to college success and opportunity.” *Booth #204*

CollegeSource®, Inc.: Compiling and storing the nation’s college catalogs since 1971, CollegeSource® provides online access to more than 35 million course descriptions and 42,000 catalogs (U.S. and foreign, old and new). The new Transfer Evaluation System empowers users with robust tools for researching, storing, tracking, and publicizing transfer equivalencies. *Booths #109-111*

Educational Benchmarking: Educational Benchmarking (EBI) is focused on the improvement of the college experience. We offer over fifty nationally benchmarked assessments that enable schools to identify which key areas will have the greatest impact on overall improvement. Our new MAP-Works process facilitates and enriches interactions between your institution and your first-year students. *Booth #123*

Fielding Graduate University: Fielding Graduate University exclusively offers master’s, doctoral, and certificate-level continuing education in the fields of Educational Leadership & Change, Human & Organization Development, and Psychology. Join a respectful, distributed learning community for self-directed individuals that elicits creative thinking and problem solving. A nonprofit, accredited university, Fielding is headquartered in Santa Barbara, California. *Booth #218*

GradesFirst: GradesFirst provides 100% web-based tools to identify at-risk students early within the semester so advisors and counselors know where to focus their energies. From early alert and attendance tracking to tutor management and more, we make retention best practices easy and efficient. Visit with us in Chicago at the NACADA Conference 2008! See the demo on Thursday, October 2nd, at 10:15 AM in the Columbian Room. The GradesFirst booth will be next to the Internet Café in the Exhibitors Hall. We hope to see you there! *Booth #212*

Graduate Management Admission Council: The Graduate Management Admission Council® (GMAC®) is a global not-for-profit education organization and owner of the GMAT® exam. The GMAT® exam is an important part of the admissions process for over 4,000 graduate management programs worldwide. GMAC® is dedicated to creating access to and disseminating information about graduate management education. www.mba.com and www.gmac.com *Table #7*

Jossey-Bass, An Imprint of Wiley: Jossey-Bass provides thoughtful professionals, executives and scholars with useful, proven in practice, research-based books and journals. We have been publishing for professionals in higher education for over 40 years and are proud to announce the release of the second edition of *Academic Advising*. *Table #2*

Kansas State University Distance Education: Kansas State University’s online Academic Advising master’s degree provides emphasis in either Intercollegiate Athletics and the College Student Athlete or Administration of Academic Advising. The award-winning graduate certificate in Academic Advising is also offered via distance

delivery. K-State offers over 450 distance courses each semester. For more information, visit www.dce.k-state.edu. *Booth #220*

Kendall/Hunt Publishing Company: Kendall/Hunt Publishing offers a full range of educational solutions for first-year experience, student success, career planning, leadership, and more. Our quality textbooks and custom publishing solutions will help you deliver the best educational program possible. Visit our booth to find the best educational solution for your needs. *Booth #112*

Lexnet Consulting, Inc.: Need help keeping students in school? Let Lexnet Consulting’s Early Alert System (EAS) help! EAS was jointly developed with a leading 4-year multiple campus University. Customize EAS to meet your specific challenges to create innovative solutions. Lexnet Consulting has 15 years of proven Secure Solutions. Stop by booth 206 to request a FREE web demonstration and needs analysis. www.earlyalertsystem.com *Booth # 206*

McGraw-Hill Higher Education: McGraw-Hill publishes market-leading products supported by outstanding resources for students and educators. Please visit our booth to see the latest books, online materials and software for your classes. Please also visit our Web site at www.mhhe.com for a complete listing of materials and instructor resources. *Table #1*

National Academic Advising Association (NACADA): Visit the NACADA booth to learn more about your advising association and Annual Conference host! Special conference discounts apply to monographs, books, and videos as well as promotional items (shirts, caps, visors, pins, etc.). Several new publications are available for sale, including *Academic Advising: A Comprehensive Handbook, 2nd ed.* Be sure to register for prize drawings and visit the Silent Auction located near our booth. *Booth #300-304*

National Association of Academic Advisors for Athletics (N4A): The National Association of Academic Advisors for Athletics (N4A) is a diverse educational, service, and professional non-profit organization. N4A’s members are academic support and student services personnel who are committed to enhancing the opportunities for academic, athletic, and personal success for collegiate student-athletes at all levels. These objectives are achieved by providing informed, competent advising and by serving as a liaison between the academic and athletic communities on college campuses across the country. *Table #3*

National Association of Advisors for the Health Professions (NAAHP): NAAHP is a membership organization for pre-health advisors who are affiliated with the country’s undergraduate colleges and universities. In addition, membership is open to those at professional schools and national health associations. The NAAHP’s efforts include the education and support of advisors so that they might best educate and support their students about a wide variety of programs and careers in the health field. This is accomplished through national meetings on the even years, regional meetings on the odd years, printed and online publications, an active listserve and mentorship program. More extensive information about the association is available at www.naahp.org. *Table #5*

National Resource Center for the First Year Experience & Students in Transition: Our mission is to support and advance efforts to improve student learning and transitions into and through higher education. We achieve this mission through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, and other resources; generating and supporting research and scholarship; and administering a web site and electronic listservs. *Booth #101*

Noel-Levitz: A trusted partner to higher education, Noel-Levitz offers customized solutions in student success and retention, recruitment, and strategic planning for enrollment. Our academic advising Webinars, national conferences and symposia, regional workshops, and other professional development services help campus professionals create a climate for success on your campus. Visit www.noellevitz.com. *Booth #107*

OnlineCourseExchange.com: A new economic model for higher education – Online Course Exchange. There is a new era of cooperation on the horizon of higher education. Online Course Exchange (OCE) has launched a new economic model for access to online courses in higher education by creating an exchange system that is truly beneficial to all stakeholders involved – schools (whether undergraduate, graduate, or postgraduate) offering online courses, schools seeking to offer online courses, and students searching for more options to take online courses. Come visit the OCE booth. Expand your options. Accelerate your results. *Table #10*

Prometric: Prometric, a wholly-owned subsidiary of ETS, is the recognized global leader in technology-enabled testing and assessment services. Its comprehensive suite of services, including test development, test delivery and data management capabilities, allows clients to develop and launch global testing programs as well as accurately measure program results and data. *Booth #224*

Redrock Software Corporation: Redrock Software Corp. presents AdvisorTrac: the ultimate web-based advising center management system. Advising administrators will see how AdvisorTrac software can enhance student service; maximize time and personnel; and justify center funding. AdvisorTrac works in centralized and decentralized centers. Presentation will be an interactive demonstration of the software plus a review of case studies of campuses already using AdvisorTrac, www.advisortrac.net. *Booth #119*

San Diego State University: The Bounce Back Retention Program is a fifteen week experiential curriculum for students on academic probation. Bounce Back is run by a mental health professional and peer coach and is unique in that it strengthens academic skills while also addressing student resiliency in the face of scholastic and personal stress. *Table #6*

SARS Software Products, Inc.: SARS Software Products, Inc. offers interrelated software solutions with Datatel, PeopleSoft and SunGard HE interfaces that meet the needs of student service sites. Schedule appointments and register drop-ins (SARS-GRID), send out automatic telephone and e-mail reminders (SARS-CALL), provide students self-service access (SARS-TRAK), track PC usage in labs (PC-TRAK), manage staff schedules (SARS-PLAN), and promote retention of early alert students (SARS-ALRT). *Booth #103*

School Datebooks: School Datebooks serves schools with fully customized datebooks. From our PolyFusion covers to formatted handbooks to events listed on the day, our standard custom appearances are unmatched. All this is backed up by the best customer service in the school market. Find out why we are 'Simply the Best!' *Booth #100*

School Specialty Planning & Student Development: School Specialty Planning & Student Development proudly features the Premier™ product line, the industry's leading brand of planners and planning resources. Our planner products and programs help you support student success and address issues important for today's campuses such as academic achievement, career planning, student retention, and campus safety. *Booth #113*

SIT Study Abroad/World Learning: SIT Study Abroad, a pioneer in experiential, field-based programs, provides academically rich international learning that awakens students to global issues and equips them to take meaningful action for change. It is a program of World Learning, a 75-year-old nonprofit international education and development organization operating in 77 countries worldwide. *Table #8*

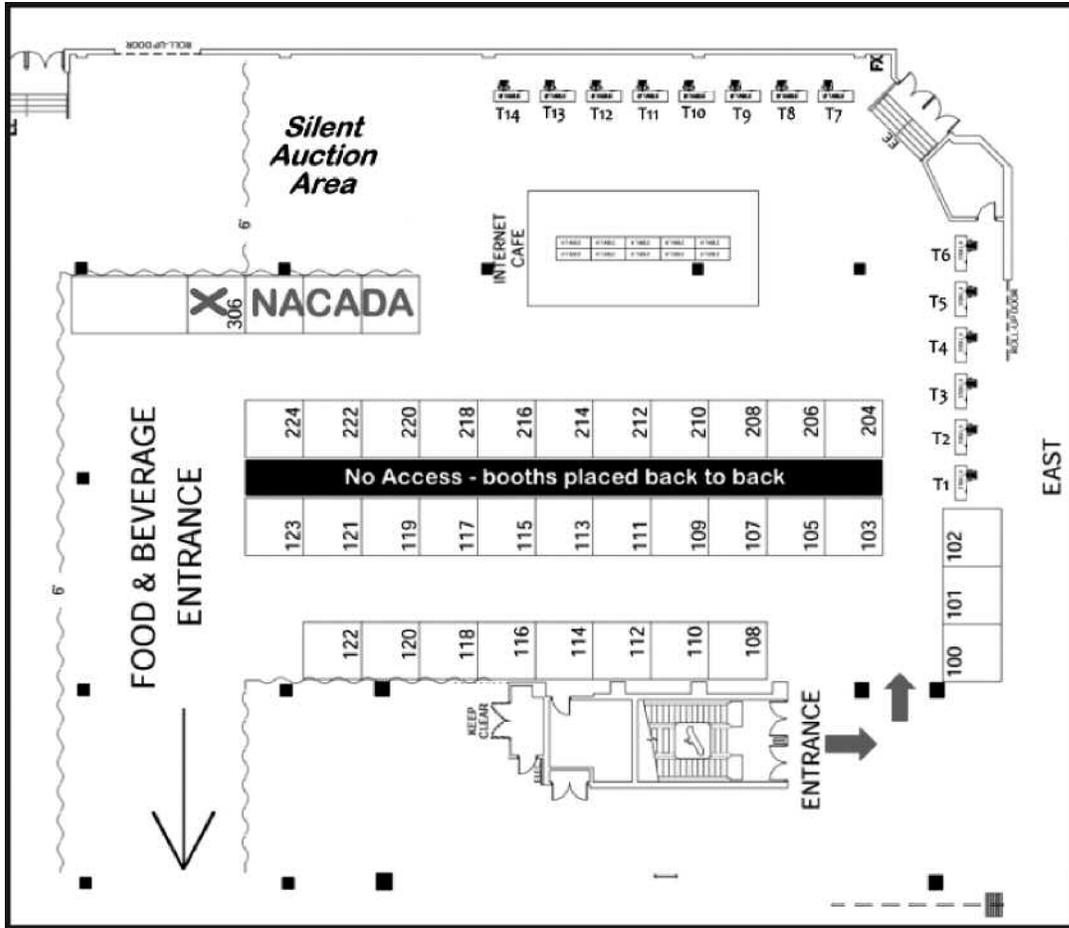
StudyAbroad.com: StudyAbroad.com is a free online directory of nearly 18,000 study abroad programs, and offers informative articles and advice. The resource is a part of EducationDynamics, a leading interactive marketing and information services company focused on helping higher education institutions find, enroll and retain students. *Booth #105*

SunGard Higher Education: SunGard Higher Education provides products and services to more than 1,600 institutions worldwide, helping them measurably improve their performance. Bringing together people, processes, and technology, we work with colleges and universities to help them strengthen performance through improved constituent services, increased accountability, and better educational experiences. Visit us at www.sungardhe.com. *Booth #108*

University of Nebraska-Lincoln: The University of Nebraska-Lincoln provides online and distance learning opportunities worldwide for high school, undergraduate and graduate-level students, whether your students are seeking a degree or just a few credits. Let us be your partner in helping your students meet program entrance requirements, alleviate scheduling conflicts and achieve their educational goals. *Booth #114*

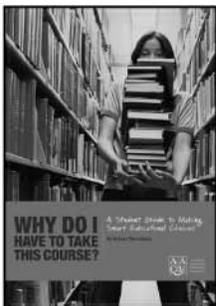
EXHIBITOR BOOTH LOCATIONS

(as of August 22, 2008)



Exhibitor	Booth #	Tables around perimeter of exhibit area:	Table #
ACT, Inc.	102	Accutrack by Engineeica Systems	T9
Alpha Sigma Lambda	222	American Institute for Foreign Study	T4
American Association of Colleges of Pharmacy	210	AIU London Study Abroad & Internship Program,	T12
Association of Schools of Public Health	110	American University in Dubai	
Association on Higher Education & Disability	216	Association for Nontraditional Students in Higher	T13
BookWear®	115	Education (ANTSHE)	
BYU Independent Study	122	Graduate Management Admission Council	T7
CPP, Inc.	121	Jossey-Bass, a Wiley Imprint	T2
Campus ToolKit	208	McGraw-Hill Higher Education	T1
The College Board	204	NACADA Regions	T14
CollegeSource, Inc.	109-111	Nat'l. Assn. of Academic Advisors for Athletics	T3
Educational Benchmarking	123	Nat'l. Assn. of Advisors for the Health Professions	T5
Fielding Graduate University	218	OnlineCourseExchange.com	T10
GradesFirst	212	San Antonio Convention & Visitors Bureau	T11
Kansas State University Distance Education	220	San Diego State University	T6
Kendall/Hunt Publishing Company	112	SIT Study Abroad/World Learning	T8
Lexnet Consulting, Inc.	206		
NACADA	300-304		
National Resource Center for FYE & SIT	101		
Noel-Levitz	107		
Prometric	224		
Redrock Software Corporation	119		
SARS Software Products, Inc.	103		
School Datebooks	100		
School Specialty Planning & Student Development	113		
StudyAbroad.com	105		
SunGard Higher Education	108		
University of Nebraska-Lincoln	114		

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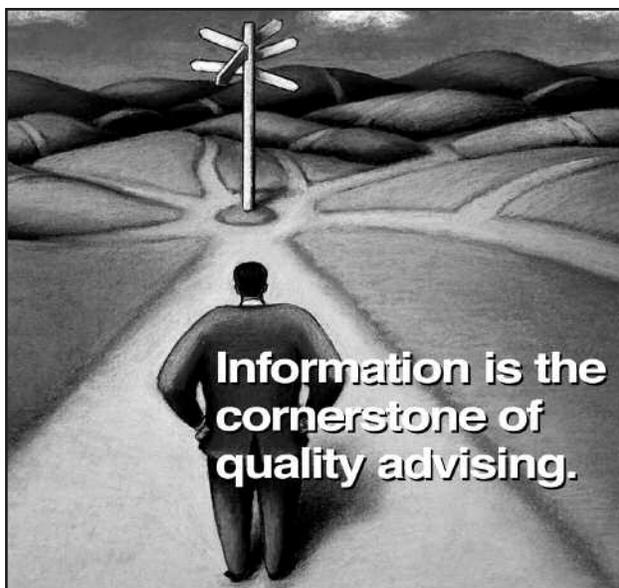


This issue of **Peer Review** addresses the role of academic advising in undergraduate education with a special focus on general education goals and the documentation of the achievement of student learning outcomes. Article authors include **Charlie L. Nutt**, NACADA, **Susan M. Campbell**, University of Southern Maine, **Marcia B. Baxter Magolda**, Miami University, and **Patricia M. King**, University of Michigan.

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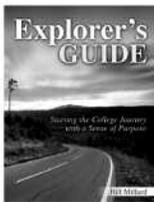
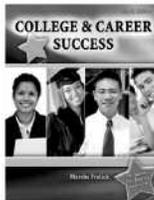
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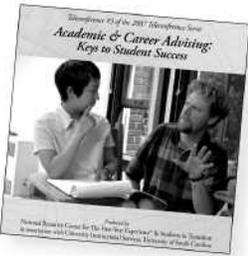
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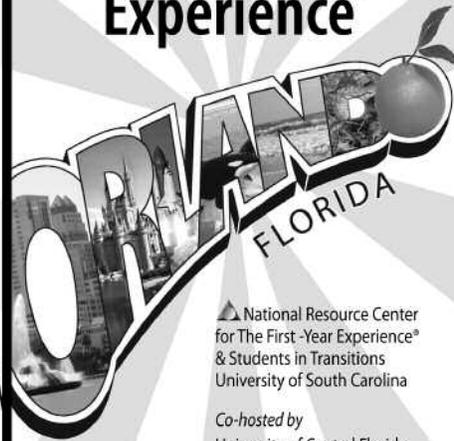
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This new monograph challenges readers to embrace the tremendous potential that academic advising has for educating today's college students and adds significantly to the ongoing conversation of advising as teaching. (2007). 250 pages. ISBN 978-1-889-27155-2. **\$40**



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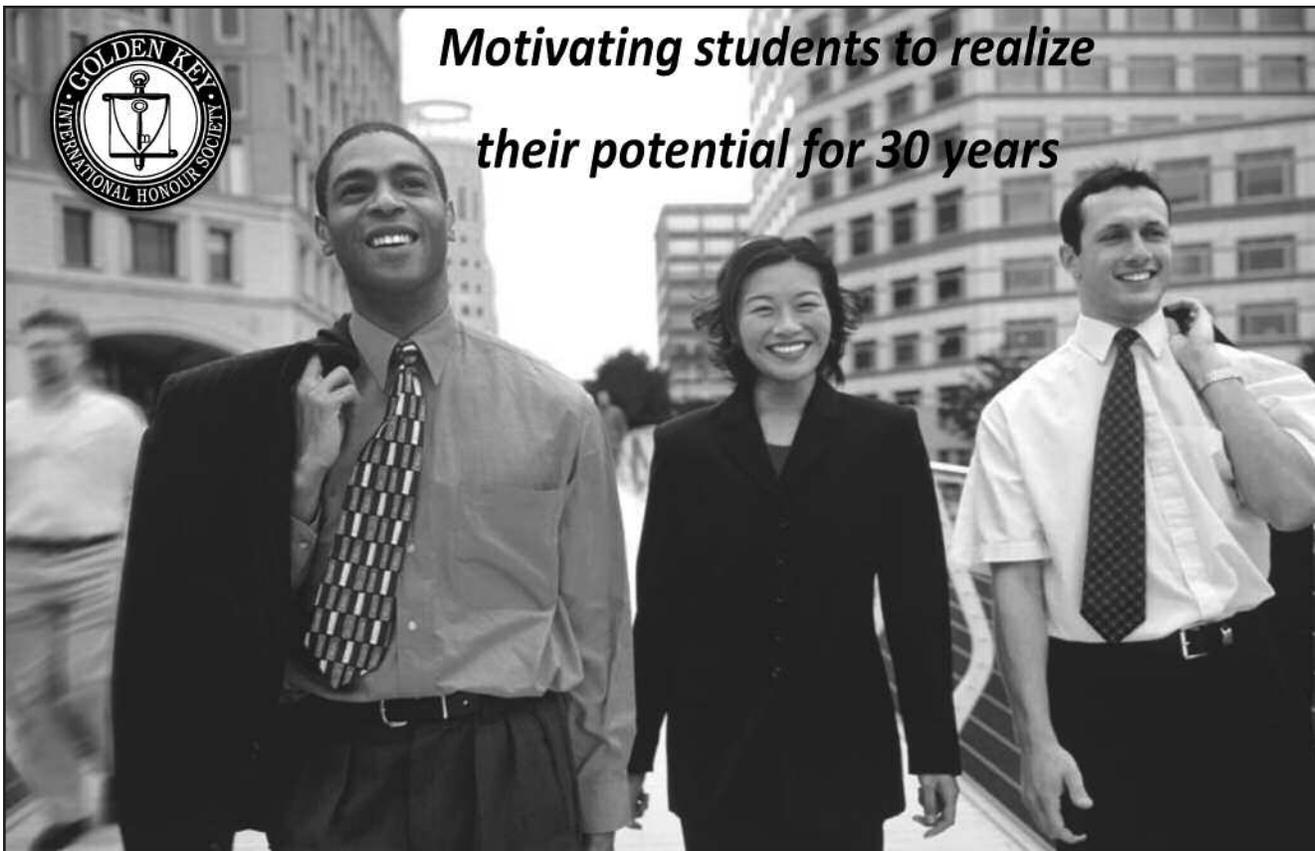
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NACADA has several new professional development resources available for sale. Visit booths #300-4 in the Riverside Convention Center.

Receive a conference discount of up to 20% for most publications at the NACADA exhibit booth. Shop today and save shipping charges by taking your purchases with you.

Register for Prizes!

NACADA and other exhibitors will have door prize drawings during the conference. Exhibitors will have winners' names drawn by **4:00 p.m. on Thursday, October 2**. Winners' names will be posted on a bulletin board near the NACADA booth and announced at the Friday morning breakfast.

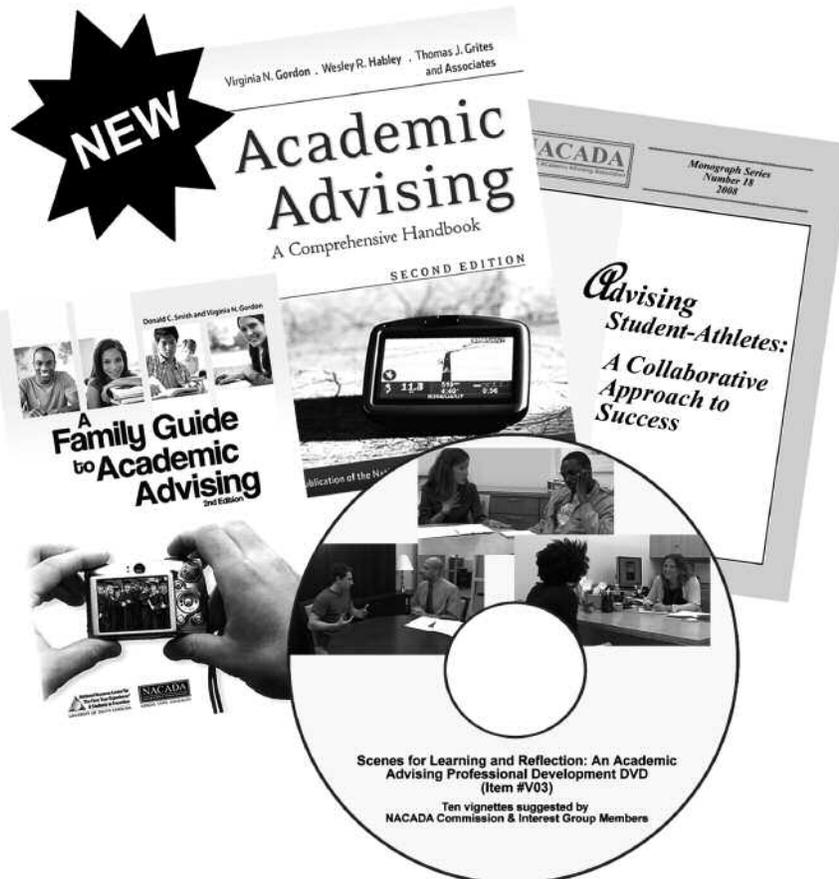
Prizes must be picked up at the booth of the exhibitor that sponsored the prize before exhibits close at noon on Friday, October 3.

Book Signing

Have your copy of the new book, *Academic Advising: A Comprehensive Handbook (2nd ed.)*, signed by authors on Friday, October 3, from 7:30-8:30 a.m. Authors will be stationed near the Poster Session area in the Riverside Center. Anyone who ordered a copy of this new book when registering for the annual conference may pick up copies at Booth #306 (located between the NACADA booth and the Exhibitors Lounge).

NACADA Exhibit Hours:

Wednesday, October 1: 8:00 - 10:00P
Thursday, October 2: 8:00A - 5:00P
Friday, October 3: 8:00A - 5:00P
Saturday, October 4: 8:00 - 11:30A



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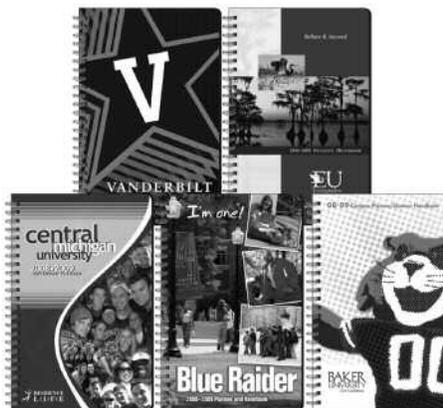
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Wednesday, October 1

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Foyer, East Tower, Gold Level

Conference Registration

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Foyer, East Tower, Gold Level

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4:30–5:30 p.m.

Choir Practice

If you want to perform at the General Session on Thursday, please attend this rehearsal. We only have two practices! Come join the fun!

8:00–10:00 p.m.

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The views of presenters may not represent the views of NACADA.

Pre-conference Workshops

9:00 a.m.–3:00 p.m. Session

Pre-conference Workshop P1 9:00 a.m.–3:00 p.m.

Regency C, West Tower, Gold Level

Academic Advising Administrators' Seminar

This seminar is for assistant/associate deans who have advising responsibilities, new advising administrators, administrators returning for professional development, and those who have a desire to move into an administrative role. It is intended for individuals who work in all types of higher education institutions.

Each of these groups has special needs for this seminar. For example, the roles of assistant/associate deans may include responsibilities for the delivery of academic advising programs and service. These individuals may be asked to develop new advising programs when none exist or alter existing programs that have become ineffective. However, such individuals may have little or no experience with academic advising administration. This seminar is to serve as an introduction/overview to advising administration.

Likewise, new advising administrators, experienced administrators, and those who want to be administrators can benefit from the networking opportunities. This is a time to share what you have learned with those who wish to learn more and to enhance one's own administrative skills and knowledge.

Topics for discussion: What are the appropriate student/advisor ratios? Should advisors become specialists in certain fields of study or work only with students such as athletes or the under-prepared? What advisor hiring practices should be implemented? How can morale be promoted among advising staff? What technologies should be

employed? What are appropriate budgetary priorities? What methodologies might be used to assess programs and advisors? What campus "politics" should administrators be aware of? How do gender, managerial style, and years of experience play a role in advising administration leadership?

The objective of this seminar will be met via small group discussion, lecture, Q&A sessions, and handouts of exemplary practice.

Eric White, Penn State University

Alice Reinartz, Texas A&M University

Presentation based on: Models/Applications

9:00 a.m.–12:00 p.m. Sessions

Pre-conference Workshop P2 9:00 a.m.–12:00 p.m.

Grand Suite 3, East Tower, Gold Level

Safe Zone Training

Are you interested in improving your campus climate for lesbian, gay, bisexual, transgender, queer and allied students? Has it been a while since you have attended a Safe Zone training? Does your campus not have a Safe Zone program? Do you want to be a Safe Zone trainer? Then this is the session for you! Come join us for the NACADA Safe Zone training workshop. The presenters of this workshop both serve on the NACADA LGBTQA Concerns Commission and are Safe Zone trainers.

This training will allow you to increase your awareness about LGBTQ and allied students' concerns. During the workshop, you will be provided with a Powerpoint presentation covering the detail pieces when working with LGBTQ and allied students. Workshop attendees will also be able to interact through exercises and activities, as well as engage in thoughtful dialogue and commit to modeling support and acceptance in the day-to-day work with students. At the completion of this workshop, you will have 'earned' your Safe Zone placard, which you can place on your door to let your students know it is a safe space to discuss LGBTQ and allied students' issues. In addition, you will have the resources that can be used at your respective campuses as a Safe Zone trainer.

Brian Hinterscher, University of Southern Indiana

Criselda Marquez, Purdue University

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P3 9:00 a.m.–12:00 p.m.

Water Tower, West Tower, Bronze Level

Academic Advisors as Architects of Academic Probation Change

Change is good. Change is hard. When it comes to changing an academic policy at an institution of higher education, it can seem nearly impossible. But change can happen and academic advisers can be key agents in starting it and making it happen.

This workshop will empower advisers to be change agents by walking them through the change process we experienced in re-drawing our institutional academic probation policy. Using academic probation as a model, participants will examine their probation policies and philosophies, share alternative strategies, and develop blueprints for their campuses.

Difficult questions will be asked as we look at campus policy, partners, collaborators and processes to make change happen while remaining the student's advocate and our institution's representative.

This workshop will be a mix of presentation, discussion and planning. Participants are asked to bring copies of their institution's academic probation policy and will be encouraged during the course of the workshop to take a good look at how well it is working on their campus.

Jane Jacobson, Dayle Nickerson, Jill Kramer
Iowa State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P4 9:00 a.m.–12:00 p.m. Gold Coast, West Tower, Bronze Level

Advising Honors Program/Honors College Students: The National Collegiate Honors Council's Approach

NACADA and the National Collegiate Honors Council (NCHC) are working to build a collaborative partnership. NACADA led a workshop at the 2007 NCHC Conference in Denver, and this workshop represents NCHC's effort to reciprocate at the 2008 NACADA Conference in Chicago. The facilitators have consulted for or conducted external reviews of approximately 40 different institutions ranging from small private colleges to large research universities and include the current president of NCHC, a past president of NCHC who is a current member of the Board of Directors, and a former Board member who is responsible for advising potential competitors for major national and international scholarships at her institution. Using relevant handouts, NCHC publications, and their own experience in honors advising, the facilitators will engage the workshop participants in interactive discussions of the crucial importance of quality honors advising for the success of honors programs and honors colleges, the ways in which honors advising and major scholarship competition preparation frequently complement one another, and ways in which honors programs and honors colleges approach providing honors advising. Rather than purporting to "provide all the answers," this workshop will follow NCHC's typical model that begins each segment with brief opening statements by the facilitators, moves to an extended "open forum" format for interaction with the participants, and concludes as the facilitators sum up the segment before moving on to the next portion of the workshop.

Hallie Savage, Robert Spurrier, Ricki Shine
National Collegiate Honors Council

Presentation based on: Models/Applications

Pre-conference Workshop P5 9:00 a.m.–12:00 p.m. Acapulco, West Tower, Gold Level

Understanding Today's Parents: Who Are They and Why do They Hover?

Why are parents more involved in student's college experience? How does this affect students? How does this affect higher education professionals? This workshop will assist advisors in understanding today's college student and their parents. By gaining an understanding of generational char-

acteristics driving students' and parents' actions, advisors can develop more effective programs to serve the needs of both. This session blends feedback gathered from students and parents during "Aiming for Success: Parents, Family and Students Hitting the Target" sessions. The feedback reveals valuable information families desire to better support the academic careers of their students and uncover student's self-confessed needs. Participants will receive the "Aiming for Success" program notebook, a guide toward quality academic support and the Student Folder during this session.

Stacy Woycheck, University of Maryland
Martha Deep, Pamela Jones, Kent State University

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P6 9:00 a.m.–12:00 p.m. Columbus A/B, East Tower, Gold Level

Working Effectively with New Faculty and Professional Advisors

If you are responsible for the training and development of faculty or professional advisors, this workshop is for you. How can you maximize the effectiveness of your initial training program as well as provide the ongoing developmental support necessary to maximize the potential of your new advisors? By targeting training and development approaches and strategies to meet the specific needs and advising responsibilities of your advisors—whether they are faculty or professional advisors.

This workshop will provide a framework for working effectively with both types of advisors and identify successful, effective training approaches. The workshop will include interactive exercises to address common training concerns for new faculty and professional advisors. The co-presenters have extensive experience in the training and development of new faculty and professional advisors.

Pat Folsom, University of Iowa
Kathy Davis, Missouri State University

Presentation based on: Models/Applications

Pre-conference Workshop P7 9:00 a.m.–12:00 p.m. Columbus G/H, East Tower, Gold Level

Strengthening the Sophomore Connection through Intentional Academic Advising and Program Development

Join us to discuss the issues affecting sophomores and share examples of programs offered by your institutions and ours. Together we will: 1) increase our understanding of the challenges sophomores face; and 2) develop campus-specific action plans to create or enhance sophomore-advisor relationships.

The presenters will highlight our experiences establishing sophomore advising programs.

At the College of St. Catherine "The Second Year Celebration" is an academic advising and retention tool. The event was developed to create a smooth transition from First Year Advising to Major Advising. Beginning with a reunion dinner, the celebration culminates with a ceremony where each student receives a symbolic pin, contact information for their major advisor, and a schedule of workshops especially designed for sophomores.

Colorado College's co-curricular "Sophomore Jump" program and webpage were created to provide resources and opportunities for sophomores to build relationships with each other and faculty. The Sophomore Jump program gives students opportunities to explore individual strengths, values, skills, and interests and includes workshops on major exploration, a series of faculty-sophomore dinners, and a sophomore living-learning community. The program promotes community building, class identity, critical self-assessment, and academic and career planning.

The "2nd-Year Opportunities Program" at the College of the Holy Cross builds on the strong identity of the sophomore class, led by its class dean. Held in early fall to empower students to plan thoughtfully, 2YO features a common book and keynote speaker, a customized planner, and special faculty advising opportunities.

Lizette Bartholdi, College of St. Catherine
Christina Chen, College of The Holy Cross
Julie Stockenberg, Colorado College
Presentation based on: Models/Applications

Pre-conference Workshop P8 9:00 a.m.–12:00 p.m. Columbus I/J, East Tower, Gold Level

Academic Advising to Support the Achievement and Success of At-Risk Students

"What Works in Student Retention" (Habley & McLanahan 2004) identified academic advising interventions for specific student populations as one of the most effective retention strategies employed by two- and four-year institutions.

This intensive presentation and discussion-based workshop will identify the characteristics, challenges, and strengths of students whose backgrounds place them at greater risk for leaving college. It will consider how students often confront challenges resulting from overlapping issues (e.g., first generation, multicultural, and LGBT). The session will introduce theories of student learning, motivation, identity development and share effective strategies that have increased student engagement, achievement, and persistence. Cohorts to be included are: 1) Adult/Re-entry students; 2) First generation students; 3) LGBT students; 4) Multicultural students; 5) Students with disabilities; 6) Student-athletes; 7) Undecided students; and 8) Underprepared students

Thomas Brown, Thomas Brown & Associates
Presentation based on: Theory

10:00 a.m.–12:00 p.m. Sessions

Pre-conference Workshop P9 10:00 a.m.–12:00 p.m. Wrigley, West Tower, Bronze Level

Assisting Career Choices: Advising Students to Make the Most of an Education

Students who have clearly defined academic goals often see the purpose of their courses in relation to careers; therefore, they tend to persist and excel academically when a direct link is evident. Despite this link, students tend to view career preparation as something that occurs after college graduation, which results in lost opportunities to build

their resume and leaves them unprepared to enter the job market. Although we are not career counselors, this is an area in which we can use certain tools (which will be discussed during the workshop) to prepare students professionally as well as academically.

As advisors, how can we encourage students to take advantage of opportunities while in college to build their resume and to prepare for their eventual career? Inspired by Lindsey Pollak's book "Getting from College to Career", the presenters of this workshop will share methods to help students actively link to future careers while still in college.

This workshop will: 1) Encourage participants to explore their own career links through an experiential activity in order to share personal insights and be inspired by others; 2) Provide participants with "tools to use" handouts to share with students who are exploring potential majors and planning career paths; 3) Emphasize the idea that practical experience is a prerequisite for utilizing academic learning in the context of a future career and 4) Actively examine case studies to practice implementation of workshop ideas into practical applications.

Harry Cook, *Tracey Glaessgen*, *John Gripka*
 Missouri State University
Presentation based on: Research

Pre-conference Workshop P10 10:00 a.m.–12:00 p.m. Comiskey, West Tower, Bronze Level

Take Your Survey to New Heights: Tried and True Survey Methods

Assessment is the buzz in the college/university community. Many advisors and administrators use surveys as part of the assessment process. But are we measuring what we think we are measuring? The purpose of this presentation is to introduce advisors and administrators to proven survey techniques. This presentation will introduce topics of survey research methodology, operationalization, sampling, instrument design, question design, indexes and scales, pre-tests and pilot studies, and data organization. This will be useful for the first-time survey developer or the skilled survey expert.

Shane Jorgenson, Brigham Young University
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Pre-conference Workshop P11 10:00 a.m.–12:00 p.m. Regency A, West Tower, Gold Level

Developing a Career Vision: An Investment in Your Future in Advising

Advisors are skilled in helping students develop goals and devise strategies for reaching them. Much like the story of the shoemaker who neglected making shoes for his own children, many advisors unfortunately neglect their own career development. This workshop, led by experienced advisors with a sincere interest in helping new advisors find fulfillment in their work, will use a series of self-awareness, imagery, resume analysis, and self-assessment exercises to

guide new and mid-career advisors toward more productivity and success as their careers in higher education progress. After this workshop, advisors who take part will more clearly understand their strengths, have strategies for improving their weaknesses, and clearer dreams to nurture.

Rebecca Ryan, Donald Woolston
University of Wisconsin-Madison

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P12 10:00 a.m.–12:00 p.m. Columbus C/D, East Tower, Gold Level

Interviewing and Hiring for Excellence

Can your advisors tell you why THEY were hired? Have you carefully and intentionally identified and articulated the traits, characteristics, and skill sets that are so critical for a great advisor in your own advising unit? If it's been a while since you knocked the dust off the old interview questions, this workshop is designed to help you start afresh. Having a carefully considered and well-articulated set of priorities to guide your selection committee will not only help you draft more meaningful interview questions, but also make your hiring process more successful. In this session, advising administrators and leaders will have the opportunity to identify and articulate those characteristics that are most important to their own advising units. They will also work collaboratively to develop their own processes and sets of interview questions that can accurately identify those characteristics. Current best-practices in interviewing, such as "behavioral interviewing," will be discussed. We will also discuss the role that the interview plays within the broader context of good practices for staff selection and training. The session will be highly interactive, guided by a PowerPoint presentation and a workbook designed specifically for this session. Please join us for this interactive workshop that is designed to let you begin to work through this planning with your peers and walk away with a newly updated plan for your next staff selection process.

Tara Stopfel, Sherry Spokas, University of Cincinnati
Presentation based on: Models/Applications

Pre-conference Workshop P13 10:00 a.m.–12:00 p.m. Columbus E/F, East Tower, Gold Level

Hitting Them 'Where They Live': An Introduction to On-Line Applications as Advising Tools

Engaging students, forging good rapport and establishing strong advisor/advisee relationships are central to effective academic advising. With recent surges in popularity of Web 2.0 on-line applications (think Facebook, Instant Messaging, YouTube and Podcasts), issues arise when considering adoption of these technologies in advising scenarios. Further, with the increased level of "connectedness" of our Millennial-generation students, it might be irresponsible to not take advantage of these useful means of communication. The presenters have found the use of electronic communication both effective and efficient and have found the approach meets with great enthusiasm from students and colleagues.

The objective of this session is to discuss benefits of using web-based applications such as Facebook, Blackboard, Instant Messaging and Podcasts in advising scenarios. This

session is especially geared toward participants who are not yet comfortable using these applications. Learning outcomes include increased familiarity with on-line technology, understanding of advising uses for web-based applications, and development of new ideas for engaging students, staff and faculty at their institution in an on-line college community. Live, on-line applications will be demonstrated and participants will be encouraged to "get connected" via their own laptops with wireless connection if possible. Participants will collaboratively generate possibilities for adoption of these technologies in their own settings. Further through assigned "homework" to be completed after the workshop and during the conference, participants will gain additional expertise. Finally, a "How To" manual, written by the presenters, will help participants through the process of interacting with each application demonstrated.

Terry Musser, Penn State University
Art Esposito, Virginia Commonwealth University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

1:00–3:00 p.m. Sessions

Pre-conference Workshop P14 1:00–3:00 p.m. Wrigley, West Tower, Bronze Level

Working SMART: Creating Effective Strategies for Advising LGBTQ Students on Your Campus

Are you interested in attending a workshop on Lesbian, Gay, Bisexual, Transgender and Queer issues to discover programming ideas for you, your office, or advising association? This workshop is for advisors and administrators who want to learn about key issues and create effective strategies for their own institutions. Our focus will be on creating SMART (specific, measurable, attainable, realistic, and timely) strategies that can help your campus better assist LGBTQ students to meet their educational goals.

Several factors indicate the need for a new conversation about LGBTQ college students. The increase in numbers of LGBTQ students, the growth of LGBTQ student organizations at the high school and college levels, and the increase of LGBTQ issues in the public eye, signal an end to the idea that "We don't have any of those students on our campus." Instead, advisors need to ask "How can I improve the way that I and our advising staff work with LGBTQ students?" Advising administrators and institutional officers need to ask, "How can our campus better serve LGBTQ students to help meet their educational goals?"

As part of the overall workshop, participants will take part in a brief discussion about campus climate and other important issues that affect LGBTQ student success. Participants will create action plans that include a range of innovative programming ideas that can be implemented by advisors and advising administrators. Presenters are experienced facilitators and members of the LGTBTA Concerns Commission.

Jennifer Joslin, University of Iowa
Jon Delany, Arizona State University

Presentation based on: Models/Applications

Pre-conference Workshop P15 1:00–3:00 p.m. Comiskey, West Tower, Bronze Level

Holding Up the Dam: Advising on a Large Scale

Advising at a large university comes with a unique set of challenges, and advisors/advising administrators may find that implementing an effective advising program can be quite difficult. Working with large case load of students, staying current with documentation is particularly critical. However, establishing a personal relationship with individual students is just as crucial...and an even bigger challenge. How can we make it all work, and have students believe they are not just a number?

This session will provide helpful insight and tips on how to effectively navigate the bureaucracy within a large institution while working toward developmental advising. We'll start by looking at relevant theory/literature. We'll detail some of the unique challenges facing large advising centers. Rapport building techniques will then be discussed. We will feature demonstrations of technological enhancements that can help unify the advising experience. Finally, we'll review case studies involving large-scale advising center issues.

This session will be extremely interactive. Individual situations will be examined. Stories will be shared. Audience participation will be strongly encouraged throughout.

The goal of this session is to provide participants with at least one new strategy to implement in their own advising center.

Kristen DiNovi, Charles Allen, Temple University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Level of experience in subject matter: minimal needed

Pre-conference Workshop P16 1:00–3:00 p.m. Gold Coast, West Tower, Bronze Level

Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes

Advisors are often challenged with the task to find ways to assist students in academic difficulty. These students may not be aware of what they need or how they may improve their performance, and are at a great risk for dropping or failing out. Advisors benefit from an effective assessment tool to identify areas of need and devise efficient intervention plans for improvement.

A three-step model has been developed to enable the advisors to help students "raise the bar." The first step for planning student success is to provide an objective way to assess strengths and weaknesses. This phase of the process uses a new online assessment, the College Learning Effectiveness Inventory (CLEI). This workshop describes how the assessment profile can be used with students to spark meaningful conversation and exploration of learning attitudes and behaviors. The second step is the advisor/student discussion process that is used to individu-

alize a corrective plan of action. Examples are provided based upon implementation of this model at a small liberal arts college and at a large university. Finally, outcome results are shared based upon using the CLEI as a post-test to measure of student change along with specific academic performance results.

This workshop will explain the three-step model and provide hands on demonstration of its application. Case-study examples and outcome results will be reported. Discussion will center on adaptations and uses for participants and their institution needs.

Fred Newton, Eun Hee Kim, Kansas State University

Amy Sannes, Concordia College

Presentation based on: Models/Applications

Pre-conference Workshop P17 1:00–3:00 p.m. Regency A, West Tower, Gold Level

Aiming for New Heights from Community College to University with Two Courses for Transfer Students

To better prepare transfer students for the university, Pima Community College offers two courses for transfer students: Student Success (STU) 107 University Transfer Preparation - One credit and Student Success (STU) 210 Transfer Strategies- Two credits. In this interactive workshop we will review the syllabi of both courses covering course description, purpose, objectives and operational calendars. Together we'll look at activities and assignments for both courses.

STU 107 University Transfer Preparation - One credit is designed for first year students who intend to transfer to a university and is taught at Pima College focusing students on: 1) Choosing their major; 2) Using transfer resources; 3) Learning about scholarships; and 4) Developing a transfer plan.

STU 210 is taught at Pima College AND at University of Arizona. STU 210 provides students a comprehensive orientation to the university reducing the "transfer shock". Designed for students that are within two semesters of transferring, the course guides students through: 1) Application process; 2) University resources; 3) University procedures and deadlines; 4) Meeting with an advisor; and 5) Receiving priority registration.

There will be a discussion of the "logistics" of creating these courses, reviewing the planning, coordination and implementation of the courses at the community college and university level. Data of retention and persistence benefits will be presented. Participants will brainstorm how these unique model courses could be adapted for their campus. A CD will be provided with samples of syllabi, assignments and hand-outs.

Remy Sotto, Pima Community College - West

Paul Miller, University of Arizona

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Level of experience in subject matter: minimal needed

Pre-conference Workshop P18 3:15–5:15 p.m. Wrigley, West Tower, Bronze Level

Managing the Transition to Retirement

Individuals respond to retirement in many different ways. One person may respond to the question of retirement by saying, “I can’t wait” while another person at the same institution working with the same people in the same position might say, “I hope I never have to retire.” What causes people to have such differing responses?

Emotional and psychological factors usually determine how a person responds to the retirement question and there is no “one size fits all” approach. While most of retirement planning is focused on finances, it is critical to look at emotional and psychological issues before retirement rather than be surprised with them after. This interactive workshop, led by a recent retiree, will examine this part of the process.

The three phases common to transitions as described by William Bridges in his book, *Transitions* and Nancy Schlossberg in her book, *Retire Smart, Retire Happy* will be explained and participants will identify where they are in this transition process. In addition, the seven key questions that need to be considered in retirement planning will be explored. Participants will then reflect on how they responded to those questions and what they may need to consider to create a meaningful retirement.

The five most common models for retirement will be described and specific recommendations will be presented for those actively considering retirement. Participants will then develop a personal action plan for this important stage in their lives and will receive additional resources to support them in this unique transition.

Betsy McCalla-Wriggins, Rowan University

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P19 3:15–5:15 p.m. Comiskey, West Tower, Bronze Level

Guiding Exploratory Students to Their Major: One Easy and Effective Step at a Time

If you are a new advisor with exploratory and major-changing students coming to you for help in choosing their major, this is probably one of the greatest challenges you face. These students are usually overwhelmed, and often confused and frustrated as well. So indeed they need help! How can you effectively help your students explore all their options and make good decisions about their major, while keeping them on track to graduate? Exploratory Student Resources at Indiana University has developed an exploration and decision-making model that helps students reduce the anxieties they typically experience, motivates them to follow a step-by-step exploration and decision-making process, and guides them to make a well-informed and well-thought-out decision about their major... and to make their decision on time. Utilizing student and advisor input and feedback, this model has been fine-tuned over several years... and it works! In this workshop, you will learn how the model works and find out how you can easily and effectively guide your students toward choosing their major one

step at a time! The model will be outlined with specific components demonstrated, and the principles on which it is based will be discussed. The printed and web-based tools that are used will be shared, and attendees will be provided with copies of all the tools as well as access to the program website. While the workshop will utilize a Powerpoint presentation, along with demonstration of the model and website, discussion and questions will be encouraged at any time.

Thomas Kenyon, Indiana University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experience

Pre-conference Workshop P20 3:15–5:15 p.m. Gold Coast, West Tower, Bronze Level

Expanding Your Comfort Zone: Working With Diverse Students

This workshop will focus on increasing awareness concerning the needs of diverse students as well as increasing effectiveness in establishing relationships with the diverse students we serve. We will discuss ways to maintain students’ individuality while still meeting their academic, personal, and career goals. We will explore awareness, knowledge, skills, and respect as the four basic components of culturally competent advising and ways to increase our expertise in each of these areas. In addition, we will discuss recent immigration trends, racial inequality theories, amalgamation, the component parts of ethnic identity, and assimilation v. pluralism. The overall objective is to enhance our relationship with diverse students through effective communication, understanding of difference, and the use of developmental advising. We must learn to treat the individual within their cultural context.

Blane Harding, Colorado State University

Presentation based on: Personal Growth as an Advisor

Pre-conference Workshop P21 3:15–5:15 p.m. Columbus K/L, East Tower, Gold Level

The Millennials Go to Work: Career Trends for 21st Century College Grads

Thus far, the majority of our collective professional discussion has been about how Millennial students relate to the school environment, but what is happening to the Millennials as they enter the job market? This interactive workshop will explore how today’s college students and prospective employers view each other, as well as new trends in corporate recruitment. We will also discuss the “hottest” majors and job markets, parental involvement, and how we can prepare our students for work in the 21st century. The research covered will be from recent NACE (National Association of Colleges and Employers) studies and surveys of students, college career center personnel and employers. There will be ample time to discuss both our experiences with Millennials and implications for best counseling and advising practices.

Gregg Henderschiedt, University of Florida

Presentation based on: Research

**Pre-conference Workshop P22 3:15–4:15 p.m.
Regency B, West Tower, Gold Level**

Orientation for First-Time Attendees & New Members

The purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a “roadmap” for getting the most out of the annual conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

Board Members

1:00–4:00 p.m. Sessions

**Pre-conference Workshop P23 1:00–4:00 p.m.
Grand Suite 3, East Tower, Gold Level**

Conducting Research in Academic Advising

This workshop facilitated by members of the NACADA Research Committee serves as an introduction to the research process in academic advising. Topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Additionally, participants will discuss potential the NACADA Research Grants including the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA Research Call for Proposals.

Peter Hagen, Richard Stockton College of New Jersey
Kathleen Shea, Florida State University

Presentation based on: Research

Target Audiences-this session is best suited for:

- Level of experience in subject matter:** more needed
- Level of advising experience:** more experienced

**Pre-conference Workshop P24 1:00–4:00 p.m.
Toronto, West Tower, Gold Level**

Appreciative Advising Microskills: An Introduction

Even after adopting the Appreciative Advising (AA) model and developing the Appreciative Advising mindset, advisors often continue to seek more concrete, practical strategies to implement AA and evaluate their own advising sessions. This presentation introduces the two basic strategies of the Microskills model – attending behavior and active listening – to illustrate how advisors could more effectively engage their advisees in the Appreciative Advising process. In this professional development workshop, we explore and demonstrate the application of Microskills in AA, and train advisors

in how to use specific strategies identified in the Microskills model in the Disarm, Discover, and Dream phases of AA. The audience in the presentation will then have the opportunity to conduct practice sessions using these strategies, and identify and examine their own unique AA style.

Jennifer Bloom, University of South Carolina
Bryant Hutson, *Ye He*
University of North Carolina-Greensboro
Tammy Bobel, Saint Xavier University
Presentation based on: Personal Growth as an Advisor

**Pre-conference Workshop P25 1:00–4:00 p.m.
Acapulco, West Tower, Gold Level**

No Substitute for Evidence: Data-driven Decision Making in Academic Advising

Increasingly, academic advising units in higher education institutions are asked to document evidence of impact and effectiveness at all levels of student learning and development. This 3-hour workshop will address issues of both assessment and accountability, by focusing on the data necessary for proper analysis. The facilitators will present some guidelines for identifying and using sources of both standardized national data and local data that can assist in the discovery process. Relevant models of academic planning and educational research will be outlined, as well as how issues involving planning, action research, accreditation, and accountability in higher education can coalesce. Participants will leave with an action plan for future data-gathering activities.

Wendy Troxel, Illinois State University
Susan Campbell, University of Southern Maine
Presentation based on: Theory

**Pre-conference Workshop P26 1:00–4:00 p.m.
Columbus A/B, East Tower, Gold Level**

E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My

A year ago, the Chronicle of Higher Education published an article that declared that “E-Mail Was for Old People.” Newer means of communication are available, but are not widely in use. Why not get a jump on the next wave and explore the possible use of the newer Web 2.0 technologies of Social Networking, Blogs, and Wikis for advising. This session will define each of these technologies and offer strengths and limitations for all. We will brainstorm uses of these technologies for advising as well as solicit existing practices. Participants should leave this session with several concrete applications for these technologies, for advising. Attendees are encouraged to bring their wireless laptops.

George Steele, Ohio Learning Network
Karen Thurmond, University of Memphis
Kurt Xyst, University of Washington
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced

Pre-conference Workshop P27 1:00–4:00 p.m. Columbus C/D, East Tower, Gold Level

Developing an Advisor Training Program and Taking it to New Heights

In 2001, Utah Valley University had no formal advisor training. In fall 2001, the advisor training program was launched. Since then, the program has been featured in two NACADA Monographs. Since these were published, however, the administration has not rested on its laurels. Last summer a new advisor certification program was launched built upon these prior successes.

In this presentation, we will share with you the path that we followed to develop a campus wide advisor training and certification program that has taken training to new heights. We will provide suggestions and ideas regarding how to initiate, implement, expand, and improve your training regardless of what kind of program you now have or are striving to develop. In the process, you will be invited to evaluate and outline the training needs of your institution based on the type of institution you are working in and your advising model.

You will then engage in activities related to developing outcomes based training programs that are theory based, practice oriented, and engaging. Specific examples of training segments will be provided along with a CD that includes complete training Powerpoints, worksheets for training, handouts, and other materials that may be adapted to meet your needs.

Whether you're looking to build a training program, improve an already existing program, acquire ideas and resources for in-service training, or simply want an engaging professional development experience, this presentation will provide you with a meaningful and practical experience.

Clint Moser, Jeffrey McClellan, Utah Valley University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Pre-conference Workshop P28 1:00–4:00 p.m. Columbus E/F, East Tower, Gold Level

Developing Grant Proposals for Advising Projects

Grant funds provide resources for advising projects such as student retention, research, student access, degree attainment, academic achievement, student diversity, and educational enrichment. The workshop takes participants through the steps of creating a grant proposal. Using on-line databases, you will learn how to access funding agencies and applications. Participants will review real requests for proposals (RFPs) from funding agencies to gain awareness of agency funding requirements. Using your project ideas, a planning template will be shared that you will utilize to prepare an outline of a grant proposal during the workshop. Presenters will share tips for writing good proposals. You will utilize templates to write needs statements, goals and objectives, methods and activities, timelines, and evaluation and outcomes.

Margaret Pentecost, Tia Johnson, University of Louisville

Presentation based on: Models/Applications

Pre-conference Workshop P29 1:00–4:00 p.m. Columbus I/J, East Tower, Gold Level

Creating An Effective Advising Program

Institutions that are recognized for high quality advising programs have begun with carefully designing and implementing their plan of action. This preconference workshop is geared for those interested in or charged with the implementation of new or enhanced advising programs on their campuses.

The workshop will provide an overview of the major challenges and issues that must be focused on in the review, development, and implementation of a successful advising program. Topics will include gaining institutional and administrative support and the key elements of establishing a strong foundation based on a clear definition, mission, goals, and outcomes for advising. In addition, consideration will be given to delivery models, advisor selection and development, evaluation and reward of advisors, and assessment of the advising program.

Participants will work to develop the initial steps they need to take when returning to their campuses to make significant changes in advising at their institutions.

Nancy King, Kennesaw State University

Casey Self, Arizona State University

Presentation based on: Models/Applications

1:00–5:00 p.m. Sessions

Pre-conference Workshop P30 1:00–5:00 p.m. Columbus G/H, East Tower, Gold Level

STOMP: On-Line “Edu-tainment” Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice

Come and see why STOMP was selected as NACADA's 2007 Advising Technology Innovation award winner!

Students need a wide base of information in order to be successful in college. But how can colleges/universities maximize student-advisor time and impart all this information in a way that is informative and engaging? STOMP it into them! STOMP is interactive, on-line “edu-tainment” which provides new students with information essential to their success and allows an institution to assess academic advising student learning outcomes. In this session, we will discuss how and why the STOMP modules were created and how they are addressing and assessing student learning outcomes. Through live demonstration of the modules and discussion of our own trials and tribulations, you will learn how your institution could develop an on-line delivery system for your advising learning outcomes.

Janet Spence, Christy Metzger, Nora Allen

University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Pre-conference Workshop P31 1:00–5:00 p.m.
Water Tower, West Tower, Bronze Level

ASPIRE to New Heights: Achieving Success Through Purpose Inspired Real-world Excellence

ASPIRE is a complete module-based curriculum focused on helping students develop purpose-driven strategies for academic and career achievement. Students completing the curriculum gain strengths-based self-awareness, create an educational and career vision, and complete a personal development plan. This program allows students to build on their own strengths to explore majors and careers. In addition, each student completes a personal development plan which includes reflections on who they are and their goals, how they intend to achieve the University's learning outcomes and a year-by-year plan for courses and college experiences. In this workshop you will learn about the program philosophy as well as experience the 12 modules that comprise ASPIRE. We'll also discuss the transferability of this program to different types of institutions and programs.

Joan Pedersen, Indiana Univ Purdue Univ-Indianapolis
Presentation based on: Models/Applications

5:00–7:00 p.m.
Dinner on Your Own

7:00–8:30 p.m.
Grand Ballroom, East Tower, Gold Level
Official Conference Opening

Presiding and Welcome to Conference
Ann Anderson, Moraine Valley Community College
 2008 Annual Conference Chair

Introduction of NACADA President
Ann Anderson, Moraine Valley Community College
 2008 Annual Conference Chair

Welcome
Jennifer Bloom, University of South Carolina-Columbia
 NACADA President

State of the Association
Charlie Nutt, NACADA Executive Director

General Recognition of Award Recipients
Susan Fread, Lehigh Carbon Community College
 NACADA Awards Committee Chair

Please refer to the Awards Program booklet in your conference registration materials for a complete list of all 2008 award recipients.

Award Presentations
Jennifer Bloom, University of South Carolina-Columbia
 NACADA President

Virginia N. Gordon Award Presentation
Recipient: *Gary M. Padak, Kent State University*

Service to NACADA Award Presentation
Recipient: *George Steele, The Ohio Learning Network*

Pacesetter Award Presentation
Recipient: *David E. Payne, Sam Houston State University*

Introduction of Keynote Speaker
Ann Anderson, Moraine Valley Community College



Keynote Speaker
LaDonna Gatlin

LaDonna Gatlin believes one defining moment can redefine our lives. She knows firsthand that we can't live someone else's dream—that in order to be our personal best, we must find our own voice and "sing our own song."

LaDonna literally grew up on stage singing with her brothers—the legendary Gatlin Brothers. In the early 1970's the Gatlins took their family harmony to Nashville. But a detour appeared on the road to stardom—LaDonna got married. At this defining moment, she realized that success for her could be measured in a different way. So she took a giant leap of faith, chose to follow her heart, and "sing a different song" apart from her brothers.

She has spent her entire career empowering people to "sing their own song" as well . . . to live life from the inside out . . . through their words, their deeds, and their actions.

Her keynotes and concerts put her on the road more than one hundred days a year. She's shared her message everywhere—from corporate powerhouses to the prison cells of death row. LaDonna truly speaks from the heart with stories that are the stuff of life. Her presentations drive home common sense wisdom for everyday living. Add her outstanding vocal ability to the mix, and you get a winning combination that educates, inspires and entertains!

LaDonna is an active member of the National Speakers Association, and has earned its highest professional designation, the Certified Speaking Professional (CSP). In July of 2005, LaDonna was one of 5 inductees into the Speakers Hall of Fame, a lifetime award for speaking excellence and professionalism.

She's recorded 4 solo CD's and is a contributing author to the best-selling book series Chicken Soup for the Soul.

Closing Comments/Announcements

8:30–10:00 p.m.
Riverside Center
Welcome Reception—
Light Snacks

The Welcome Reception provides an opportunity to interact with colleagues in a relaxed setting. There will be a selection of snacks and punch for all participants to enjoy. Nametags must be worn.

Each of NACADA's ten Regions will have several tables designated by signs in the reception area, so stop by and get acquainted with colleagues from your Region.

Thursday, October 2

School Spirit Day

7:00 a.m.–5:00 p.m.

Foyer, East Tower, Gold Level

Conference Registration

7:00 a.m.–5:00 p.m.

Foyer, East Tower, Gold Level

**Hospitality/Information Desk/Volunteer/
Evaluations Central**

7:15–8:15 a.m.

Riverside Center

Commission/Interest Group Fair

Continental Buffet Breakfast (included in registration fee)

Come join the NACADA Commission and Interest Group Chairs for breakfast! This is an opportunity for participants to meet each other in an informal setting, visit with several commissions and interest groups who will be set up at individual tables with materials concerning their goals and ongoing work, and enjoy breakfast.

8:00 a.m.–5:00 p.m.

Riverside Center

Exhibits

We encourage you to visit the Exhibits. A list of Exhibitors and their booth location is printed in this program.

7:15 a.m.–5:00 p.m.

Riverside Center

Cyber Café

7:15 a.m.

Grand Ballroom, East Tower, Gold Level

Choir Warm-up

8:30–10:00 a.m.

Grand Ballroom, East Tower, Gold Level

General Session

Presiding

Ann Anderson, Moraine Valley Community College
2008 Annual Conference Chair

NACADA Choir, Tenth Annual Performance

Conductor: *Bruce Norris*, West Chester University of Pennsylvania

Remarks and Introductions

by *Jennifer Bloom*, University of South Carolina-Columbia
NACADA President

Remarks

by *Casey Self*, Arizona State University
Incoming NACADA President

2009 Annual Conference Promotion

by *Jo Anne Huber*, University of Texas-Austin
2009 Annual Conference Chair

Introduction of Keynote Speaker

Jennifer Bloom, University of South Carolina-Columbia

Plenary Address

B. Joseph White
University of Illinois



B. Joseph White is the chief executive officer of the University of Illinois and its three campuses in Urbana-Champaign, Chicago and Springfield, a higher education system with total enrollment of 70,000 students and a 2009 budget of \$4.1 billion.

White took office as the 16th president of the University of Illinois on

Jan. 31, 2005.

On June 1, 2007, White announced the University of Illinois' \$2.25 billion Brilliant Futures fund-raising campaign, focused on endowing professorships and student scholarships.

White is familiar with both public higher education and the Midwest. He spent nearly three decades affiliated with the University of Michigan at Ann Arbor. He served for a decade as dean of its Stephen M. Ross School of Business and its highly ranked undergraduate, MBA, doctoral and executive-education programs. He also served as interim president at the University of Michigan in 2002. White's field of academic expertise is organizational behavior and industrial relations.

White has private-sector executive experience, including six years at Cummins Engine Co. Inc. and a year helping rebuild a Wall Street firm devastated by 9/11. He is a director or trustee of several companies and has served on the boards of two health-care systems.

White is currently on the boards of directors of the American Council on Education, the National Merit Scholarship Corp. and the Chicago 2016 Olympics Evaluation Committee. He is also on the Board of Governors of the Argonne National Laboratory.

White received the Martin Luther King Jr. Leadership Award from the Illinois Commission on Diversity and Human Relations in 2007, the Leadership Award from the Illinois Legislative Latino Caucus Foundation in 2005 and an honorary doctorate in humane letters from Wabash College (Indiana) in 2003. He is a member of Phi Beta Kappa and Beta Gamma Sigma honorary fraternities.

White is a native of Detroit who was reared in Kalamazoo. He earned his bachelor's degree, magna cum laude, in international economics from the Georgetown University School of Foreign Service in 1969 and an MBA, with distinction, from Harvard University in 1971. He received his doctorate in business administration in 1975 from the University of Michigan.

White has written, taught and lectured extensively on leadership, management, higher education and organizational change. He is the author of *The Nature of Leadership: Reptiles, Mammals, and the Challenge of Becoming a Great Leader* (AMACOM, 2007).

Thursday a.m.

Concurrent 1 10:15–11:15 a.m. Regency A, West Tower, Gold Level

Orientation for First-Time Attendees & New Members

This is a repeat of P22 offered on Wednesday; the purpose of this workshop is to provide the participants with an opportunity to meet and network with other first-time conference attendees as well as members of the NACADA leadership. The workshop will be interactive with opportunities to make connections with each other and the association. In addition, the workshop will provide an overview of NACADA as well as the benefits of membership, including professional development opportunities and quality publications. The workshop will also provide the participants with a “roadmap” for getting the most out of the annual conference. Participants are encouraged to bring their conference program and spiral bound academic year planner from their conference portfolio with them to the session.

Board Members

Commission Meeting 2 10:15–11:15 a.m. Dusable, West Tower, Silver Level

Advising Students with Disabilities

The Commission on Advising Students with Disabilities invites all NACADA members to meet the new commission chair and to discuss how the commission can better meet the needs of its members and of NACADA as an organization at its annual meeting. Please bring ideas for appropriate activities and any relevant concerns so that we can plan a program for the year ahead that will meet your needs. We hope you will share your knowledge and successes during our time together. We will be discussing progress on the new monograph that NACADA is working on and other opportunities to be involved in professional development as well as current issues of importance. All members of NACADA are welcome, not just current commission members. Those who are new to the organization are encouraged to join us.

Joyce Howland, SUNY-Empire State College

Commission Meeting 3 10:15–11:15 a.m. Wrigley, West Tower, Bronze Level

ESL & International Student Advising

The ESL & International Student Advising Commission annual meeting will explore areas of interest offered by the membership. Last year’s discussion dealt with topics including assessment issues, engagement, mental health, plagiarism, identity issues, evaluating credentials, and disabilities within the international student community. We will also discuss goals for the upcoming year and present certificates to presenters of commission sponsored sessions.

Leslie Stagers, Indiana University-Southeast

Commission Meeting 4 10:15–11:15 a.m. Buckingham, West Tower, Bronze Level

Small Colleges & Universities

Interested in talking with colleagues from small colleges and universities about issues of mutual concern? Wonder how other schools are handling advising, assessment, registration, accreditation, degree audits, or orientations? Often those who advise at small colleges and universities are the only persons on their campus who do “what they do”-and often “what they do” involves multiple tasks. Take some time to connect with others who work in this setting at this informal interest group meeting. If you’re a member of the Small Colleges and Universities e-mail list, you can suggest topics of interest through the list. If not, consider joining the e-mail list (check the NACADA web-site for details), bringing your ideas to the meeting, becoming a member of the steering committee, or simply e-mailing me at jstockenberg@coloradocollege.edu. I hope to see you there!

Julie Stockenberg, Colorado College

Interest Group 5 10:15–11:15 a.m. Grand Suite 5, East Tower, Gold Level

New Advising Professionals

A major shift is taking place in the demographics of advisors across the country. As retirements and turnover occur, advising positions are being filled by those with, sometimes, very little experience or training in the area of academic advising. The New Advising Professionals Interest Group is a place to discuss common issues, create professional development opportunities, and provide a network for those new to the advising profession. Join us to discuss possible future activities, professional development, career planning, current issues, and strategies for becoming more involved with NACADA and your respective Universities.

Jessica Bigger, Kansas State University

Interest Group 6 10:15–11:15 a.m. Grand Suite 3, East Tower, Gold Level

First-Generation College Student Advising

Want diversity? Then try to define what a First-Generation College Student looks like. Some are 18 years old; many are in their 30’s. They are high achievers, they are returning to higher education after raising their children, they are tired of dead-end jobs, they are fresh out of high school and away from home for the first time. Being the first in the family to do anything is a heady, exciting, scary proposition; but entering the confusing arena of a college education is a complex venture best not undertaken alone. One thing is clear: these students need the help of a good advisor!

Come join the First-Generation College Student Interest Group as we explore the issues and answers best suited for these students.

Joe Murray, Marcia Bimmel, Miami University-Hamilton

Concurrent 7 10:15–11:15 a.m.
Water Tower, West Tower, Bronze Level

**Islam and the Advising Relationship:
 Understanding the Cultural Impact of Muslim
 Students and Staff on Your Campus**

It is estimated that 20% of the world's population is Muslim; however, Islam continues to be characterized by myths, distortions and stereotypes. The objective of this presentation is to transcend these misconceptions by providing an overview of Islam as a religion and a culture and how the distinctive cultural principles of Islamic societies shape identity. The presentation will highlight methods of incorporating culturally sensitive advising/supervision practices for students and staff. Participants will apply this knowledge by discussing case studies in which cultural conflicts may arise in an advising office.

Janette Keen, Misty Underwood
 University of Texas-Arlington

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 8 10:15–11:15 a.m.
Columbus C/D, East Tower, Gold Level

**Linking Community College Transfer
 Students with Their Chosen University**

Commission Sponsored: Advising Transfer Students

Transferring from a community college to a four-year institution can be a daunting task for students. Will all my credits transfer? How much more will it cost? Will I fit in? Who do I go to for help? Both community college and four-year institution staff are challenged to work together to aid students in their transition. The presenters will review the key elements of a successful transfer center program at a community college, including: campus visits, the transfer guide, transfer fairs, university recruiter training sessions, establishment of college/university relationships and other outreach efforts. Information and handouts will be provided, including costs associated with the various program elements. Pertinent data will also be shared regarding student needs both prior to and after transfer.

Liz Largent, Oklahoma City Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 9 10:15–11:15 a.m.
Columbus K/L, East Tower, Gold Level

**Motivational Interviewing In Advising:
 Working With Students to Change**

Developmental advising as defined by Crookston (1972) includes the concept of behavioral awareness. One tool to initiate behavior change is Motivational Interviewing, defined as “a directive, client-centered counseling style for eliciting behavior change by helping clients explore and resolve ambivalence” (Miller & Rollnick, 1991). This interactive session will examine some of the principles and techniques of motivational interviewing, and discuss potential applications related to advising.

Robert Pettay, Kansas State University

Presentation based on: Theory

Concurrent 10 10:15–11:15 a.m.
Columbus A/B, East Tower, Gold Level

**Paula, Randy or Simon: What Advising Style
 Takes Your Students to the Top?**

Advising can resemble the show “American Idol.” Advisers are at the forefront of helping students reach the “top of the charts.” As advisers come across a variety of students, our style or delivery changes to meet students’ needs. This can mimic the delivery of the “American Idol” judges, as we find ourselves gushing with positive messages of praise (Paula Abdul), encouraging criticism (Randy Jackson), or awakening realism that is difficult to hear (Simon Cowell). Academic Advisers will share scenarios that may call for an advising style similar to that of Paula, Randy, or Simon. Through role plays, personal examples, and discussion, their audience will evaluate their own advising delivery, and learn how to keep students on the road to Hollywood, no matter what that path might be.

Kellie Klinck, Donna Malaski, Tricia Westergaard, Paul Battle
 Oakland University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Potential Interest Group 11 10:15–11:15 a.m.
Field, West Tower, Silver Level

History of Academic Advising

Interested in the History of Academic Advising? It is time that academic advisors begin to more fully document the history of their profession. There can be many approaches: oral histories, journal articles, monographs. All are welcome to this meeting. Those with backgrounds in history are especially welcome. This meeting will focus on assessing individual levels of interest, some possible initial projects and ways to encourage as much involvement as possible. Suggested projects include: Institutional histories, biographies of individuals who have made a major impact on advising, trends in the delivery of advising and evolving theories and philosophies of advising. A goal of the Interest Group is also to foster individual members’ own research and writing agendas.

Eric White, Penn State University

Concurrent 12 10:15–11:15 a.m.
Crystal C, West Tower, Green Level

Ready, Aim, Hire!

Putting the right person in the advisor’s chair is essential, yet how can we increase the odds that we are getting the right person for the job? By maximizing both the information we give job applicants about the advisor position and the information we gain about applicants.

Presenters will walk participants through maximizing the hiring process: analyzing the position, creating a position description, developing search materials, application review criteria and interviewing. We will draw examples from the Academic Advising Center at The University of Iowa, but our focus will be on providing search guidelines that participants can use at their home institutions.

The session targets persons responsible for hiring academic advisors and is appropriate for any institutional type. The presenters have a combined 18 years of experience in directing advisor searches.

Pat Folsom, Paula Kerezsi, University of Iowa

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of advising experience: more experienced

Concurrent 13 **10:15–11:15 a.m.** **Truffles, West Tower, Blue Level**

Style and Function: Connecting Learning Styles to Learning Strategies

We often hear from frustrated students who do all the right things but don't get the desired results. They attend class, read the text, do the homework, study for hours - and still don't see their efforts pay off. We can't advise them to work harder - they already are. Let's help them work smarter. This session will review different learning styles and learning style assessments. We will identify effective learning strategies for these styles. Small groups will focus on one learning style, develop a set of appropriate strategies, and share examples of resources on their own campuses that fit this learning style. This package of information, tools, and best practices will help your students focus their time and energies on the most effective study strategies. Smart? Genius!

Shawn Salata, University of Michigan

Presentation based on: Models/Applications

Concurrent 14 **10:15–11:15 a.m.** **Columbus E/F, East Tower, Gold Level**

The Probation Process – A Student-Focused Responsibility

This session will introduce and explain an easily-implemented, student-focused protocol for working more effectively with those who have been placed on first-time probation. This method not only requires students to actively engage their own education, but also works to involve other advising resources in their success. The process additionally provides a mechanism for those simply interested in how to better track and update probation students' progress in meeting the prescribed requirements.

Participants will receive copies of the relevant forms used by students which can then be customized for any particular institution. The presenter will also demonstrate an efficient way to track how well students are adhering to the procedure in order to determine the extent of student participation at any given moment.

Nancy DeLaet, Southern Utah University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 15 **10:15–11:15 a.m.** **Columbus G/H, East Tower, Gold Level** **Up the Down Staircase: A Mandatory Intervention Program for Students on Probation**

How can we connect probation students to academic support services before they continue down a path towards academic suspension? How can we provide meaningful, efficient, and timely intervention to probation students in order to help them examine choices that may have contributed to their difficulties? The main objective of this presentation is to describe an innovative, mandatory probation intervention program which has been instituted at Butler County Community College. This presentation will explain our probation intervention system, which combines automated notification of probation status with mandatory participation in "re-advising" sessions. The format and content of these intervention sessions, as well as the design of a special study skills course for probation students, will also be discussed. Furthermore, outcome data will be explored.

Jennifer Sarabok, Butler County Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 16 **10:15–11:15 a.m.** **Crystal B, West Tower, Green Level**

Wait, Wait – Don't Tell Me: Delivering News Students Don't Want to Hear

Competition for entry to popular majors is rising. Every day, a high-achieving student is denied a transfer to a Pharmacy program. A student at-risk is unable to hear about his limitations. An average student falls below the requirements for the College of Business. Are you responsible for delivering this or other potentially distressing news? From theoretical to practical, we will examine the role of the advisor in teaching the student to reassess, redefine and redistribute their goals and intentions.

This will be an active, interactive session during which we will discuss strategies for delivering bad news. Ways to package the news in the best possible light, strategies for better student understanding, alternative paths and follow-up strategies will be offered.

Susan Kolls, Northeastern University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 17 **10:15–11:15 a.m.** **Regency B, West Tower, Gold Level**

Why Am I Here? Real Strategies for Helping Undecided Students

Best of Region 4

Major and career indecision have been identified in the advising literature as a significant problem affecting student success and degree progression. This challenge confronts both freshmen who enter college as undecided majors, as well as upperclassmen who later realize that their initial aca-

demarc plan is no longer fitting. Every advisor will at some point face a student who exclaims in frustration that they have “no idea what they want to do.” The purpose of this presentation is to introduce the research and issues surrounding major and career indecision. The session will include highlights from the advising literature, a structured dialogue focusing on critical issues, and a showcase of exemplary practices. Participants will receive a comprehensive list of tangible resources to effectively guide their students.

Kathleen Smith, Brad Popiolek, Florida State University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 18 **10:15–11:15 a.m.** **Regency D, West Tower, Gold Level**

“Bueller?... Bueller?... Bueller?...” Helping Disinterested Students Discover Their Passions

What would you do with a student like Ferris Bueller? Learn how to motivate disinterested students by helping them to discover their passions. In this highly interactive session, you will create a list of probing questions to ask students in your advising sessions and learn about other activities your advisees can do to identify their passions. This session is great for advisors who work with undecided/exploratory students, as well as anyone who has ever dealt with the student who says, “I’m not interested in anything.”

Antoinette Curl, Texas State University-San Marcos

Presentation based on: Personal Growth as an Advisor

Concurrent 19 **10:15–11:15 a.m.** **Columbus I/J, East Tower, Gold Level**

Advising as Teaching: Same Skills, Differing Venues

Two academic advising administrators from different and individually unique institutions discuss the issues and opportunities involved in heading advising units in disciplines outside of their respective educational fields. Discussion will include the skills and opportunities common to teaching in the classroom and providing academic advice to students, with emphasis on the transferable knowledge and skills that enable the presenters to successfully work with students in subject areas for which they have no formal educational instruction. Attendees will participate in brief exercises involving the identification of skills utilized in both teaching and academic advising, including a brief introduction to the idea of an advising syllabus. Faculty advisors and advisors new to the field will find this session interesting and useful.

Rich Robbins, Bucknell University

Kristi Shea, Indiana Univ Purdue Univ-Indianapolis

Presentation based on: Theory

Concurrent 20 **10:15–11:15 a.m.** **Regency C, West Tower, Gold Level**

Bridging the Gap Between Training and Performance

Commission Sponsored: Adviser Training & Development

One of the rising trends in advising administration is the emergence of advisor training and development personnel and offices. This is a wonderful trend with powerful implications on practice; however, if such training offices are to

avoid the tragic fate that befalls many training offices in large institutions, they must learn to become strategic partners by engaging as much in the development side of their work as the training. In this presentation, participants will learn how to partner with administrators to increase performance. Administrators will likewise learn about their role in supporting training to achieve performance. This will be accomplished through discussion of the differences between training and performance development work, outlining the critical contributors to performance and their roles and processes, and presentation of the human performance process. This will be achieved through discussion, presentation, and small group activities.

Jeffrey McClellan, Utah Valley University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 21 **10:15–11:15 a.m.** **Crystal A, West Tower, Green Level**

Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail

When students break from the cocoon of the secondary education and enter the more challenging post-secondary air, the consequences may be less exhilarating than expected, particularly for “very well prepared” students. The presentation considers the plight and lack of flight of new college freshmen by providing a brief review of perspectives offered in the literature and, based on longitudinal data collected at a selective four-year institution, the long term consequences of new freshman failure. The presenters will also review two interventions used with new freshmen who failed and the lessons learned from both of the interventions. Participants will be encouraged to share their perspectives and experiences to enrich the session and to consider alternate explanations for the data and improved interventions.

Norman Roberts, Ron Chapman, Irene Windham,

Julie Preece, Brigham Young University

Presentation based on: Research

Concurrent 22 **10:15–11:15 a.m.** **Toronto, West Tower, Gold Level**

Conversations for Success: Appreciative Advising and the Adult Learner

Adult learners bring many fears to the educational environment. This session will focus on how the advisors in a large adult degree completion program that serves students both at a significant distance from the campus as well as on campus, use Appreciative Advising techniques, combined with the Appreciative Advising Inventory, to develop conversations with students focused on the core values and strengths the adult learner brings to the academic environment. This positive based approach has been instrumental in helping adults engage more quickly, move past their fears and become active participants in an academic program that allows them to design a program of study based on their goals, interests and strengths.

Kaye Woodward, Kimberly Redfern

Eastern Illinois University

Presentation based on: Models/Applications

Concurrent 23 10:15–11:15 a.m. Acapulco, West Tower, Gold Level

Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors

Academic advising is recognized by most institutions as performing an essential function. However, advising is not always valued by senior administrators as making positive contributions to institutional objectives. Using a system put in place 7 years ago at the largest state university in Virginia, this session will provide an evaluation model that emphasizes the contributions advising programs make toward enhancing student engagement, success and persistence. Participants will discover how this system can be used to determine how individual advisors contribute to the overall advising objectives. The session will also highlight ways to use evaluation feedback to not only make data-driven decisions for improving the impact of academic advising programs but also demonstrate the worth of academic advising to senior administrators of the institution.

Seth Sykes, Jon Steingass

Virginia Commonwealth University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Panel 24 10:15–11:15 a.m. Comiskey, West Tower, Bronze Level

Expanding Research In Academic Advising: A Roundtable Presentation/Discussion

Research in academic advising is typically conducted and disseminated by faculty researchers, graduates students, and higher education (including advising directors) administrators. The field of advising needs to explore research from a variety of perspectives and challenge the limits that education and social science research place on advisors and advising administrators. The paper puts forth a rationale for expanding the scholarship of advising and provides three perspectives (action inquiry, grounded theory, and program evaluation), each one aptly suited for increasing advisor interest and engagement in research in academic advising.

Sharon Aiken-Wisniewski, University of Utah

Wendy Troxel, Illinois State University

Joshua Smith, Indiana Univ Purdue Univ-Indianapolis

Moderator: Peter Hagen, Richard Stockton College of New Jersey

Presentation based on: Research

Concurrent 25 10:15–11:15 a.m. Gold Coast, West Tower, Bronze Level

Graduation Orientation: A Final Gift to Seniors

Commission Sponsored: Advising Business Majors

In an effort to address the needs of more than 1000 graduating seniors each year, the McCombs School of Business has developed an informative, congratulatory program called Graduation Orientation. This lively session will provide an explanation of how the program was created, offer an in-depth look at the program's content through a recreation of the student presentation, and share suggestions for

implementation at any institution. You won't want to miss the opportunity to learn how to celebrate your seniors and disseminate information in a fun, low-cost way!

Cindy Bippert, Andrea Chytil, Courtney Cross, Juanita Torres, University of Texas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Exhibit 1001 10:15–11:15 a.m. Columbian, West Tower, Bronze Level

GradesFirst

Advisors have spoken, "Free up our time!" GradesFirst has answered the call by automating advisors' administrative tasks along with numerous other retention best practices. Come see how GradesFirst allows advisors to efficiently identify and engage at-risk students early within the semester without the guess work of predictive modeling strategies. Our CEO will be presenting and sharing with you our vision of retention and student success. Hope you can join us!

Exhibit 1014 10:15–11:15 a.m. Haymarket, West Tower, Bronze Level

Association of Schools of Public Health & American Association of Colleges of Pharmacy

The Association of Schools of Public Health (ASPH) and the American Association of Colleges of Pharmacy (AACP) will present on health careers and the process for applying for admission. ASPH represents the 40 CEPH-accredited schools of public health. AACP represents the interests of pharmacy education and educators at the ACPE-accredited U.S. colleges and schools of pharmacy.

11:30 a.m.–12:30 p.m. Sessions

Commission Meeting 26 11:30 a.m.–12:30 p.m. Buckingham, West Tower, Bronze Level

Engineering & Science Advising

The Engineering & Science Commission has held the commission status for about 7 years. In that period of time, discussions have centered around best practices, hot topics, and common issues and concerns. But, what are the next steps for the commission under the new leadership? What kind of goals should the group consider in order to make an impact in NACADA and within the area of advising students in Engineering, Sciences, Technology, Mathematics? Are there specific alliances we should be seeking to foster for the future of the commission?

This session will be focusing on the future activities for the commission. Feel free to attend this session to share new ideas, do some goal setting and provide a willingness to contribute to the future activities of the commission.

Peg Steele, Ohio State University

Commission Meeting 27 11:30 a.m.–12:30 p.m. Comiskey, West Tower, Bronze Level

Multicultural Concerns

Join us at our annual meeting, where members will have an opportunity to meet other members, learn about the

Commission's activities and accomplishments during the past year, share their own and hear from other members the activities and accomplishments related to multicultural concerns on their campuses, and share ideas for future activities and development for the commission.

New Commission Chair (2008-2010) will be introduced. Everyone who is interested in the issues of multicultural concerns is invited to attend.

Kris Rugsaken, Ball State University

Interest Group 28 **11:30 a.m.–12:30 p.m.** **Grand Suite 5, East Tower, Gold Level**

Advising First-Year Students

As advisors, we see and understand the many challenges unique to students in their first year at our institutions. Many institutions are developing innovative programs and strategies to assist these students, particularly in the integration of advisement services and/or personnel in freshman year experience courses. This session serves as a time for interaction with fellow advisors and administrators to share ideas, models, and programs to assist students during this critical first year of transition to higher education. Please come join the discussion! Bring questions and suggestions for the focus and goals of this exciting new group! Please join the Advising First-Year Students Interest Group listserv (details and instructions available on the NACADA website) or email mooneyl@trocaire.edu.

Laura Mooney, Nova Southeastern University

Interest Group 29 **11:30 a.m.–12:30 p.m.** **Grand Suite 3, East Tower, Gold Level**

High School to College Advising

The High School to College Advising Interest Group explores and discusses critical issues concerning the high school to college transition. Issues include how to encourage a high school curriculum that promotes academic success in college, work successfully with parents, better communicate and create linkages with high school counselors, teachers and students, work effectively with special student groups such as home schooled, athletes, late admits, transients, and non-traditional students, and assist students with the general transition to college.

Joan Shinault, Westchester Community College
CarolAnn Popovich, College & Florida Gulf Coast University



Interest Group 30 **11:30 a.m.–12:30 p.m.** **Haymarket, West Tower, Bronze Level**

Native American & Tribal College

NACADA's Native American and Tribal College Interest Group (NATCIG) is intended to bring together both Native and non-Native American students, advisors, faculty and other student service personnel. The forum is designed to address the needs of Native American students, transfer students from tribal colleges and to engage the greater advising community in Native American educational issues. The group will encourage presentations at local, regional and national conferences, support Native American research and scholarship, and act as a resource for educational professionals working with Native American students.

Adrienne Thunder, University of Wisconsin-Madison
Iona Black, Yale University

Concurrent 31 **11:30 a.m.–12:30 p.m.** **Columbus C/D, East Tower, Gold Level**

Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience

The Cincinnati Sophomore Initiative (CSI) at the University of Cincinnati was designed to help sophomore students succeed. This retention initiative is a partnership with various departments which incorporates curricular and co-curricular activities to help sophomores transition to the next phase of their academic career. Institutions usually treat students like newlyweds when they arrive on campus. However, by the end of the first quarter/semester of the sophomore year, they're ready for a legal separation or divorce from the university. With that in mind, CSI strives to encourage students to take advantage of advising services, alumni mentoring, and other resources to achieve academic excellence.

Participants will learn about programmatic initiatives and impediments to begin a new program for sophomores at a large, urban institution. We welcome relationship experts willing to assist in keeping the marriage alive between sophomores and their institutions.

Carol TongeMack, University of Cincinnati

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 32 **11:30 a.m.–12:30 p.m.** **Columbus A/B, East Tower, Gold Level**

Let's Choose Our Courses: Group Advising in New Student Orientation

New student orientation provides advisors with an important opportunity to teach students. To address a high incoming student volume, our advising center tried a new group advising approach for freshmen and transfer student orientation and registration sessions during the 2007-2008 academic year. We will describe our experience, analyzing advantages (e.g., classroom-style teaching and learning) and disadvantages (e.g., limited time to discuss curricular interests). We will discuss the results from ongoing group-advising activities and how they aligned with our expectations as well as present outcomes from student and advisor

surveys. Participants will be invited to discuss the role of the advisor as facilitator, collaborator, and teacher during new student orientation.

Catherine Hence, Mark Rohland, Anar Khandvala, Randi Max, Temple University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 33 **11:30 a.m.–12:30 p.m.** **Regency A, West Tower, Gold Level**

Making a Difference: A Campus Wide Collaboration

Do you wonder about the direction of advising on your campus? Are advising/registration programs heading in one direction and campus life programs in another? Is there a collision waiting to happen – or a group of silos not talking?

The University of Kentucky faced this situation. The UK Advising Network took the initiative to plan and host “Making a Difference” a campus-wide workshop to discuss the new student experience including recruitment, summer advising and registration, and the first year.

The wide-spread impact of this workshop exceeded our expectations and motivated all units to evaluate their roles and ways to improve programming. We will share our results and tips to help you bring your campus together and find new ways to make a difference in the first year student experience.

Joanne Davis, Suanne Early, Cindy Iten, Susan Skees, Mike Shanks, University of Kentucky

Presentation based on: Models/Applications

Concurrent 34 **11:30 a.m.–12:30 p.m.** **Crystal A, West Tower, Green Level**

New Advisor Training: How to Elevate Your Model

This presentation explains the model of new advisor training used in University College at the University of Oklahoma. We will explore different strategies used to effectively train new advisors. Information will be given on how to structure training flexible enough to meet the individual needs of new advisors. From the perspectives of two experienced trainers and a recent trainee, we will provide tools that can help maximize the information new advisors retain. These benefits are enormous because effective training is the foundation for advisors elevating their future success.

Lillian Miller, Connie Divine, Janel Russell-Pendergraft, University of Oklahoma

Presentation based on: Models/Applications

Concurrent 35 **11:30 a.m.–12:30 p.m.** **Regency B, West Tower, Gold Level**

Orienting Exploratory Freshmen for Retention and Major Selection

Many students are both excited and nervous to begin college, especially if they're not sure of an academic direction. This session will provide information on creative, cost-effective

ways to set up and implement a comprehensive freshman academic orientation which will capture the attention of exploratory students and jump start their navigation of major selection. Learn how exploratory freshmen at the University of Cincinnati receive a separate, specialized introduction to the variety of activities and services available to them during their freshmen year to help select a “best fit” major. Session participants will receive orientation and exploration materials, including UC's comprehensive Major Selection Toolbox booklet. Time will be allotted to share experiences and best practices from home institutions.

Doug Kennedy, Yolanda Cooper, University of Cincinnati

Presentation based on: Models/Applications

Concurrent 36 **11:30 a.m.–12:30 p.m.** **Regency D, West Tower, Gold Level**

Students At Risk or On Probation: Success/Retention Initiatives with Impact

Best of Region 5

Do you struggle with the challenge of assisting students on probation? Do you want to intervene early with at risk students to help prevent them from reaching probationary status? This session will help you with ideas for developing or revising programs or just learning more about assisting these student populations. You will be introduced to what current research literature suggest are the most effective components of interventions for students at risk or on probation and given examples of two successful programs through the College of Natural Science at Michigan State University that are based on these components. Session participants will be invited to discuss how these initiatives could be modified to fit the needs of their particular institution or academic unit.

Karen Reynolds, Michigan State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 37 **11:30 a.m.–12:30 p.m.** **Toronto, West Tower, Gold Level**

The State of Web-based Academic Advising Services in the Age of the Portal

This session will present the state of Web-based academic advising services, in the age of Web portals, highlighting 16 institutions in the state of Ohio. During the past two years, selected higher educational institutions in Ohio used the CENTSS Audit to assess their Web-based student services. The CENTSS audit is used by institutions to assess their Web-based student services on a scale from static Web pages, written in an institutional style - to personalized Web pages being data driven with student personal data and information combined with tools for planning. The audit identifies 20 separate student services. The results for academic advising will be compared to the other 19 service areas. Implications will be discussed.

George Steele, Ohio Learning Network

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 38 **11:30 a.m.–12:30 p.m.**
Regency C, West Tower, Gold Level

When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges

Advisors are often faced with helping struggling students who are either under-prepared or low-achieving to succeed in their academic programs. This program will help advisors develop a framework for assessing the students' situations and in developing appropriate strategies to help them achieve desired outcomes. Appropriate for advisors from any college setting, this program will focus on helping students who are facing realities that are often in conflict with dreams of major, career and future. Learning to help students challenge the realities they face and either change achievement levels or their goals will help them direct what is a "less-than ordinary experience" into "new heights" for their academic future.

W. Kerry Hammock, Pamela Williamson
Brigham Young University

Presentation based on: Models/Applications

Concurrent 39 **11:30 a.m.–12:30 p.m.**
Truffles, West Tower, Blue Level

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

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvds, and brochures, the primary focus in this session will be to describe the purpose, content, and writing guidelines for the NACADA Journal, Academic Advising Today, the Clearinghouse, and monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Terry Kuhn, Gary Padak, Kent State University
Marsha Miller, Kansas State University

Presentation based on: Research

Concurrent 40 **11:30 a.m.–12:30 p.m.**
Grand A, East Tower, Gold Level

You CAN Get There from Here: The Path to Success for Adult Students.

Adult students are typically both excited and nervous when re-entering the educational arena. Although they may be accomplished and confident in other areas of their lives—work, parenting, community activities—the academic setting can be intimidating, especially if prior educational experiences were less than stellar. Adults have maturity and motivation on their side, but they may lack a clear idea of challenges ahead and a plan to meet them. To as great an extent as traditional undergraduates, they need and deserve institutional support, especially during their first term. Alerting adult students to potential bumps in the road and

assisting them to strategize their own personal solutions can ease anxiety and empower success. This interactive workshop will facilitate participant sharing of support strategies.

Jeane Redsecker, Dominican University of California
Presentation based on: Models/Applications

Concurrent 41 **11:30 a.m.–12:30 p.m.**
Crystal C, West Tower, Green Level

“Gimme More”: A Proactive Approach to Advising Students with Disabilities

Commission Sponsored: Advising Students with Disabilities

This fun and imaginative session is a brief how-to guide for advisors with limited experience working with students with disabilities. Participants will be given information on topics such as academic accommodations and self advocacy for the student with a disability. Centered on the theme of pop culture, this session will offer practical and useful information for any advisor to take back to his/her institution. The best practices from Texas Tech University's Student Disability Services will also be shared. Join us as we present our own approaches and address unique issues when advising this specific student population.

Erin Justyna Kainer, Rebecca Daly Cofer
Texas Tech University

Presentation based on: Models/Applications

Concurrent 42 **11:30 a.m.–12:30 p.m.**
Columbus I/J, East Tower, Gold Level

A World of Possibilities: Business Options for Non-business Majors

Students of liberal arts, the sciences and engineering are often not aware of business-related career opportunities that compliment their selected disciplines. The purpose of this session is to arm their advisors with a portfolio of information to facilitate a discussion about the broader landscape of career options to be considered for these students. This interactive session will highlight some of the many business-related opportunities available to students, regardless of their academic majors. Participants will be able to discuss a variety of related topics, including career options, preparation for graduate school in business, informed school selection, and preparing for and taking the GMAT® exam.

Sacha Thompson, Graduate Mangement Admission Council
Presentation based on: Models/Applications

Concurrent 43 **11:30 a.m.–12:30 p.m.**
Grand B, East Tower, Gold Level

From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising

This session will focus on how advisors might modify their approach to students who have been denied entry into selective majors. After the news is delivered, the advisor-advisee initial discussions often stress weaknesses or inadequacies in over-analyzing the reasons for not getting into a desired program. Conversely, strengths-based advising promotes an emphasis on the areas where the student has achieved success, using those discussions as a spring-

board for positive redirection of efforts, and encouraging student persistence versus stopping out when the “dream” major is not actualized. The student is directed toward self-evaluation and assessment of skills. The goal is student satisfaction and empowerment over reluctant acceptance and indecision. A Powerpoint presentation will be followed by review of case studies and question/answers.

Henrietta Thomas, University of North Carolina-Charlotte
Presentation based on: Models/Applications

Concurrent 44 **11:30 a.m.–12:30 p.m.**
Columbus E/F, East Tower, Gold Level

Advisor Training Best Practices: Raising the Bar to New Heights

Saint Louis University (SLU) recently restructured academic advising. A developmental and intensive training program was created to acclimate both new and tenured advisors to the new system. Training was provided during the first two weeks of August and is ongoing. Our session will highlight SLU’s advisor training program as a starting point for discussing best practices for advisor training models. Attendees will generate and learn about best practices for academic advisor training, understand the academic advisor training program utilized at Saint Louis University, and learn about theoretical constructs relevant to formulating an advisor training model.

Katie Beres, Diane Arnzen, Saint Louis University
Presentation based on: Models/Applications

Concurrent 45 **11:30 a.m.–12:30 p.m.**
Crystal B, West Tower, Green Level

Appreciative Advising: Translating Theory into Practice

Join us for an interactive and engaging session where you as a member of the audience will be brainstorming about ways that you could infuse the five phases of Appreciative Advising into your daily advising interactions. We will start with a quick overview of Appreciative Advising and its five phases: Disarm, Discover, Dream, Design, and Deliver. We will then divide up into groups where we will share ideas about how to put the principles of each phase into action in our advising sessions with students. Near the end of the presentation, each group will present the best ideas shared for their assigned phase. This session promises to be inclusive, fun, and reinvigorating because the focus will be on learning from each other!

Amanda Cuevas, University of Illinois-Urbana-Champaign
Pamela LeVine, Eastern Illinois University
Dainon Deviney, University of Texas-San Antonio
Jennifer Bloom, University of South Carolina
Bryant Hutson, University of North Carolina-Greensboro
Presentation based on: Models/Applications

Concurrent 46 **11:30 a.m.–12:30 p.m.**
Gold Coast, West Tower, Bronze Level

Building a Peer Advising Program that Soars!

Peer advisors provide a unique facet of the student experience. They can assist with group, faculty, and professional advising; address individual concerns; and teach career and academic exploration tools. Building a successful peer

advising program, one that soars, involves excellent recruiting and hiring/selection practices, carefully structured training and teambuilding, extensive publicity, and making the peer advising role significant. Whether you are beginning your journey with peer advising, or are trekking along, you will glean developmental and practical ideas based on four years of experience building a successful peer advising program that can be applied to any model.

Cindy Fruhwirth, University of Wisconsin Oshkosh
Presentation based on: Models/Applications

Concurrent 47 **11:30 a.m.–12:30 p.m.**
Columbus K/L, East Tower, Gold Level

Building Advising Support for Military Service Members and Veterans

With the increase of military service members using their educational benefits for higher education, your institution may be experiencing skyrocketing numbers of military advisees. What initiatives have been put in place to help these students? What are the common topics which need to be addressed to help advisors assist the veteran? Come and hear what other colleges and universities are doing to answer these questions and more. Learn from a veteran student how his educational experiences have been successful because of the support he has at his university. Elevate your knowledge of advising issues related to this special population of advisees. We welcome your ideas on your efforts to help the military student reach the summit of education.

Lisa Keenan, University of North Carolina-Wilmington
Nicole Lovald, Capella University
Daniel Wojcik, University of Florida
Presentation based on: Models/Applications

Concurrent 48 **11:30 a.m.–12:30 p.m.**
Acapulco, West Tower, Gold Level

Does Senior Year Plus = First Year Minus?

Dual Enrollment, Senior Year Plus, Running Start – all describe the burgeoning phenomenon of blending the last years of high school with the first year of college. For economic, political and academic reasons these programs are producing a new kind of first year student.

Research on dual enrollment is concentrated on students at the beginning and end points of these programs. Less is known about how it affects their academic experience. As programs move beyond the talented few to include average and even academically challenged students what changes will the expansion of dual enrollment bring to four-year institutions?

Presented from an advising perspective, this program will challenge the assumption that super senior years are always beneficial, and invite discussion on how to focus future research and advising approaches.

Jane Jacobson, Dana Schumacher, Iowa State University
Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 49 11:30 a.m.–12:30 p.m.

Water Tower, West Tower, Bronze Level

Faculty Advising: Creating a Culture of Energetic Engagement

At Illinois College, which uses a faculty-only advising structure, advising is defined [pace Carol C. Ryan] as a form of teaching. But then what? This paper argues that the next logical and necessary steps for similarly structured institutions are 1) to assess the current effectiveness of your institution's advising structure; 2) to integrate faculty advisors wholeheartedly into the institution's early-intervention and retention initiatives; and 3) to assess the performance of individual faculty advisors for formative and summative purposes. This paper will share data from our internal advising assessments and other internal and external advising assessment data. It also will briefly summarize the process of achieving legitimacy for and successfully implementing an approved question set for faculty advisors.

Nick Capo, Illinois College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 50 11:30 a.m.–12:30 p.m.

Columbus G/H, East Tower, Gold Level

If I Could Do It Again: When Things Don't Go the Way You Planned

Have you ever implemented that campus-changing program, only to have it flop? Have you ever wished that you could start all over with a clean slate, eliminating mistakes in timing or application that kept you from achieving the goal? Then this session is for you, as we share ideas on how to overcome those disasters, and maybe even make the idea work in the future. Participants will be encouraged to share their own stories, and steps they've taken to overcome obstacles.

Rob Mossack, Lipscomb University

Presentation based on: Models/Applications

Exhibit 1002 11:30 a.m.–12:30 p.m.

Columbian, West Tower, Bronze Level

Alpha Sigma Lambda

Returning adults frequently do not qualify for academic recognition due to their part-time enrollment. Alpha Sigma Lambda, a chapter based honor society, is dedicated to recognizing adult learners for their outstanding scholarship and leadership. Discuss the advantages this organization can provide for your adult learners with the staff from the National Home Office.

Exhibit 1003 11:30 a.m.–12:30 p.m.

Wrigley, West Tower, Bronze Level

University of Nebraska–Lincoln

Students' expectations are reaching new heights, advising needs to climb to meet them! Fitting required courses into a busy life, needing one more course to graduate, closed sections, work, family, and community commitments—students today face many challenges. Come learn how the University of Nebraska can help your students earn their degrees from your institution through unique, open enrollment distance education course options.

12:30–2:00 p.m.

Lunch on your own

2:00–3:00 p.m. Sessions

Commission Meeting 51 2:00–3:00 p.m.

Water Tower, West Tower, Bronze Level

Advising Education Majors

Advisors: Caring, Sharing, and Learning

Join us for the Advising Education Majors Commission meeting. We will recognize our Award Winners attending the meeting, including our Service to Commission Award recipient. Conference presenters will also be recognized. You will have the opportunity to join one of the Commission Committees and become more involved. Small group discussion will focus on when we utilize the different approaches to advising. See you there!

Dave Benz, University of Houston-Clear Lake

Commission Meeting 52 2:00–3:00 p.m.

Comiskey, West Tower, Bronze Level

Two-Year Colleges

Ever wonder what is going on at other two-year colleges? Do they have the same issues/concerns that you have? Come to our commission meeting and hear other advisors, counselors, administrators and other colleagues talk about what is going on at their campuses. We will also discuss how our two-year colleges are connected to NACADA and you can share what you want this commission to be involved in, for the next year!

Steven Schneider, Fox Valley Technical College

Interest Group 53 2:00–3:00 p.m.

Grand Suite 5, East Tower, Gold Level

Canada

Hello Canada! This is an opportunity for Canadian colleagues and interested professionals to meet and discuss issues as they relate to Canadian post-secondary institutions. This is a great opportunity to connect with other Advising professionals that we may not normally come in contact with, and find out what topics are hot in their neck of the woods. Take some time to renew old friendships and make some new ones!

Natasha Buis, Lethbridge Community College

Interest Group 54 **2:00–3:00 p.m.**
Grand Suite 3, East Tower, Gold Level

Health Professions Advising

The Health Professions Advising Interest Group was created for all advisors who work with students preparing for careers in the health professions, ranging from medicine, dentistry, and optometry to nursing, pharmacy, and the allied health professions. However, all interested individuals are welcome to attend the annual meeting. Goals of the interest group include a desire to foster a sense of collaboration among interest group members and to assist them in obtaining current information about trends and relevant issues in this type of advising and in the various health professions as well as to provide professional support and mentoring for new health professions advisors. Consistent with these goals, the annual meeting will include brief presentations by representatives from several different health professions; the focus will be on current trends and hot topics in the professions. Also, the representatives will provide handouts summarizing these trends and issues.

Conference attendees interested in this type of advising are also encouraged to participate in the Commission and Interest Group Fair on Thursday, October 2, 2008, from 7:30-8:30 a.m. Please consult the conference program for the location of the fair.

Beverley Childress, Auburn University

Concurrent 55 **2:00–3:00 p.m.**
Columbus G/H, East Tower, Gold Level

Meet the Parents: A Qualitative Analysis of Latino Parents' Perceptions of Institutional Support Following a Spanish-Language Orientation

Studies have shown that parents play a critical role in students' successful transition from high school to college. Most, if not all, institutions offer orientation programs as an important transition tool, many of which include sessions for parents. For Latino parents, however, such sessions pose a special challenge since most are offered in English. In 2006, academic advisors at Florida International University developed a Spanish-language academic orientation session for parents. Empirical data was gathered in 2006 and 2007 to determine the impact of these sessions. The data revealed a host of interesting findings, including the critical role that Latino parents play in students' academic success, and the equally important role that academic advisors can play in empowering diverse parent populations.

J. Valdes, Jose Rodriguez, Florida International University
Presentation based on: Research

Concurrent 56 **2:00–3:00 p.m.**
Crystal C, West Tower, Green Level

Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop

Commission Sponsored: Faculty Advising & Small Colleges & Universities

Delivering a pertinent and meaningful one-shot type of orientation for a group of faculty with varied advising experiences can be daunting. The goal for this session will be to simulate a one-hour workshop as if the participants are departmental faculty advisors. To accomplish this, presenters will (a) demonstrate how to combine advising philosophy, printed and electronic resources, along with case studies to make the most of limited training time, (b) provide participants with training materials and encourage participants to adapt them to their institutional needs, (c) and share faculty evaluations of this type of training model. Participants will be encouraged to ask questions and share their experiences throughout the session.

Rebecca Olive-Taylor, Jim Donathan, Elon University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 57 **2:00–3:00 p.m.**
Columbus K/L, East Tower, Gold Level

Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School

How do you prepare transfer students for the rigors and expectations of a 4-year and graduate level university? Join us as we present a working model of the collaborative efforts to integrate advising and student services across institutions. We will discuss the increasing need to network with these students at the front line as education options increase in number and complexity. We will also showcase an advising model where local community colleges and the University of Central Florida Regional Campuses collaborate to deliver integrated advising from community college to graduate school. With this approach it is possible to connect with students as early as high school and lend support throughout their academic career, including graduate degrees.

Nicholas Pantlioni, Shakira Guice

University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 58 **2:00–3:00 p.m.**
Crystal A, West Tower, Green Level

Reaching New Heights: An Advising Model for the 21st Century

Commission Sponsored: Theory & Philosophy of Advising

Discussions of major choosing continue to be based on psychosocial development models created for white, upper-class men at elite institutions. This "one size fits all" approach ignores today's diverse student population. This session presents a new model of major choosing based on grounded theory from a qualitative study of South Asian

American women's experiences. This model creates a visual representation of the components of major choice for a doubly marginalized (gender/ethnicity) group. At its heart are student definitions of major "fit" that encompass a wide spectrum of properties including individual interest, family messages, definitions of respectability, and key influences. This model yields distinct roles that students assume as major choosers and specific advising interventions to assist the diverse millennial generation in the major selection process.

Julie Traxler, Rutgers University

Presentation based on: Research

Target Audiences-this session is best suited for:

Concurrent 59 **2:00–3:00 p.m.**

Columbus C/D, East Tower, Gold Level

Seven Habits of Success for Highly Effective Advising Leadership

Many people have heard of, if not read, Steven Covey's book, "The Seven Habits of Success for Highly Effective People." In his book, Covey espouses seven factors of success that motivate professionals to become more effective in their jobs. The objective of this session is to discuss the seven factors of success that lead to more effective leadership in the academic advising profession. Handouts will supplement a PowerPoint presentation and discussion covering the seven habits, their descriptions, and how they can best be implemented in an academic advising setting. The presentation will be followed by a discussion with the audience and shared examples from the facilitators about how the habits have influenced their advising leadership.

Michael Roberts, Lisa Davidson, DePaul University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 60 **2:00–3:00 p.m.**

Toronto, West Tower, Gold Level

Soaring to Succeed: Advising GLBTQQ Students to Greater Heights of Success

Commission Sponsored: Lesbian, Gay, Bisexual, Transgendered & Allies Concerns

Gay, Lesbian, Bisexual, Transgender, Queer, and Questioning (GLBTQQ) students present additional developmental and personal challenges for Academic Advisors. Labeled "the invisible minority" they are assumed to be heterosexual, unless they are out to their advisor. A panel of Illinois State University students will discuss their advisement experience. They will cover topics such as: Is it important for their advisor to know if they are GLBTQQ? Why or why not? What does sexual orientation have to do with Academic Advising? Advisors should gain a better understanding of what is important to GLBTQQ students, from their perspective. Advisors should also leave this session with more tools on how to better work with their GLBTQQ students and how their role impacts GLBTQQ student success.

Mark Vegter, Jill Benson, Illinois State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 61 **2:00–3:00 p.m.**

Regency A, West Tower, Gold Level

Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success

The Office of Enrollment Management and Academic Services (EMAS) at Illinois State University is committed to student academic success and retention. Through campus partnerships, EMAS has developed and coordinated various student academic success programs designed to enhance student learning, academic advisement and retention. Come and learn about our efforts with Project Success (a program designed for students on Academic Probation), Club Success (a variation of Project Success for probation students who need additional services), Success 101 (a program designed specifically for first generation and low income students) and Greek Success (a program designed for students who are members of a fraternity or sorority). Learn how EMAS partnered with multiple campus units to implement these success programs thus enhancing student learning and advisement across campus.

Amy Roser, Magnolia Im, Michelle Schuline

Illinois State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 62 **2:00–3:00 p.m.**

Columbus A/B, East Tower, Gold Level

Using Second Life to Build Community for Distance Education Students

Commission Sponsored: Technology in Advising

What is Second Life and how can it be used for community building with distance education students? Penn State World Campus is developing a virtual "island" where distance education students can access resources and create a community with other students. Higher education relies on students making a connection with the university and Second Life has the potential to foster such connections for distance education students. The purpose of this presentation is to create a dialog and brainstorm ideas about the opportunities distance education programs have in using virtual realities to serve the needs of their students, both academically and socially and to explore the implications for advisers.

Richard Brungard, Shannon Ritter

Penn State World Campus

Presentation based on: Models/Applications

Concurrent 63 **2:00–3:00 p.m.**

Columbus I/J, East Tower, Gold Level

Developing and Implementing a Successful Major Exploration Course

In 2007, University College Advising at the University of Utah began offering a course for second semester first year students on major exploration. In this session we will discuss how we developed, implemented and marketed the class, as well as the benefits to students and advisors of assisting students with major exploration in a classroom setting. We will also explain how we assessed course objec-

tives, and how the assessment lead to course changes. Participants will receive a detailed syllabus, as well as handouts and ideas that can be used in the classroom or in individual advising sessions with students who are exploring majors.

Martina Stewart, Steve Hadley, University of Utah

Presentation based on: Models/Applications

Concurrent 64 **2:00–3:00 p.m.** **Grand F, East Tower, Gold Level**

Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders

Commission Sponsored: Advising Students With Disabilities

Aspergers and other autism spectrum disorders have become more and more a part of higher education. Recently, the Centers for Disease Control and Prevention concluded that the prevalence of autism had risen to 1 in every 150 American children or about 1.5 million Americans. As administrators and academic advisors, we need to be aware of the success strategies for autism spectrum students that can enhance our students' satisfaction and accomplishments in higher education.

This presentation will cover the behaviors and characteristics for students on the autism spectrum. The presentation will review possible organization, stress management and goal setting skills that can enhance students' preparation for the academic rigor of higher education. The presentation will also review directions for advisors to effectively interact and communicate with those students on the spectrum.

Dennis Bowling, Purdue University

Presentation based on: Research

Concurrent 65 **2:00–3:00 p.m.** **Crystal B, West Tower, Green Level**

Have You Ever Thought About Pursuing a Doctorate?

Commission Sponsored: Advising Graduate and Professional Students

Have you ever thought about pursuing a doctorate? If so, attend this informative session to learn more about pursuing such a goal. The first half of the session will offer practical information and insights into the distinction between Ed.D and Ph.D degrees, and the definitions of common terms such as qualifying exam, preliminary exam, final defense, and depositing. We will also discuss the 10 stages of doctoral work. The second half will focus on advising individual participants on their particular situations. Whether you are thinking about applying to a doctoral program, or you are already in the middle of your doctoral pursuit, the workshop leaders will provide you with individual advice and suggestions for making the process meaningful as well as quicker and more efficient.

Jennifer Bloom, University of South Carolina

Sharon Aiken-Wisniewski, University of Utah

Presentation based on: Personal Growth as an Advisor

Concurrent 66 **2:00–3:00 p.m.** **Gold Coast, West Tower, Bronze Level**

Holistic Advising: Understanding and Responding to Students' Religious Beliefs

Despite the high degree of importance college students place on questions about meaning and purpose, discussing religious and spiritual matters within the advising process often goes unaddressed. Reasons for avoiding this area of development may have more to do with feeling ill-equipped than a lack of desire on the advisor's part. The presentation will examine current research and theories on college students' religious/spiritual engagement and development. Approaches for attending to students' beliefs in an advising context will be shared. The session will be interactive as questions and discussions are encouraged. Implications for advising in both private and public institutions will be considered.

Dawn Overstreet, University of Notre Dame

Presentation based on: Research

Concurrent 67 **2:00–3:00 p.m.** **Grand E, East Tower, Gold Level**

“If It Makes You Happy, It Can't Be That Bad”: Advising Generation Me

Taught that they are “Free to be you and me” and that when they grow up, they “don't have to change at all,” Generation Me (born in the 1970's, 80's, or 90's) present unique challenges for advisors. The “Me Focus” means that students want to do what makes them happy, sometimes irrespective of their true talents and abilities. This session will provide advisors with concrete guidance for assisting Generation Me in achieving academic success, including tips to help advisors “break it to them gently”; that is, to help students bridge the gap between reality and personal expectations.

Christine Spindler, Cedar Crest College

Presentation based on: Research

Concurrent 68 **2:00–3:00 p.m.** **Grand A, East Tower, Gold Level**

50 Ways to Be a Better Advisor

Are you feeling overwhelmed but under-stimulated as a veteran advisor? Are you dealing with new campus procedures, non-stop incoming emails, phone calls, and a host of administrators telling you that advising has to improve? This session is the answer. It's not about “Advising Syllabi” or “Outcomes Based Advising.” It's 50 real ideas from two real advisors who want to help you keep a clear mind and do your job better. If there are 50 Best Pie Restaurants in America, 50 Young Americans Making a Difference, and 50 ways to leave your lover, there MUST be 50 Ways to Be a Better Advisor. This fast-paced session will provide insight, ideas and humor! Interactive exercises will allow participants to add to the list by sharing their personal strategies.

Rebecca Ryan, Donald Woolston

University of Wisconsin-Madison

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 69 2:00–3:00 p.m.
Grand C, East Tower, Gold Level

A Liberal Arts Degree: An Education is Not a Checklist

How many times do we hear students say, “Just give us the checklist”? What is the value of an education if we boil it down to a list of courses? Those of us that work in the Liberal Arts talk about the value of an education, but what does that really mean? As many states and provinces move to streamline education and make the university degree quicker, faster and smoother for students to transfer, what do we lose in the process? As advocates for Liberal Arts education, the presenters will explore these concerns and reconfirm why and how the Liberal Arts pose the foundational education students need for an increasingly complex work place and world.

Sarah Ann Honas, Washington State University
Karen Sullivan-Vance, Western Oregon University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Panel 70 2:00–3:00 p.m.
Regency C, West Tower, Gold Level

A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring

The object of this panel is to share experiences of established peer mentoring programs with those that are interested in starting their own program or enhance an existing program. Topics will include administrative support, application and interview process, training materials, mentor selection, mentor compensation, and more. Presentation will include success stories as well as challenges in operating a peer mentoring program. Copies of materials will be available. Applicable for faculty, administrators, advisors, and counselors at the two and four year college level seeking best practices in peer mentoring.

Justin Fithian, Temple University
Dana Zahorik, Fox Valley Technical College
Dianne Olsen, Western Connecticut State University
Suzanne Scheff, University of Kentucky

Moderator: *Marty Totzke*, Fox Valley Technical College

Presentation based on: Models/Applications



Concurrent 71 2:00–3:00 p.m.
Acapulco, West Tower, Gold Level

How to Conduct an Academic Advising Job Search

Are you a seasoned academic advisor seeking to share job-search pearls of wisdom with new professionals? Are you looking for tips or a refresher before starting an advising job search of your own? Get the inside scoop on strategies to take your job search that extra “Magnificent Mile” from a professional academic advisor and an experienced career services director. Topics to be covered include: locating position openings, fine-tuning your advising resume and interviewing skills, finding the best institutional and professional fit, avoiding common job-search pitfalls, and identifying helpful resources.

Alison Hoff, *Jill Parker*
Indiana University-Purdue University Fort Wayne

Presentation based on: Models/Applications

Concurrent 72 2:00–3:00 p.m.
Grand D, East Tower, Gold Level

Assessment Data: Propelling Advising in New Directions

Traditional models of advisement may not meet the needs of today’s adult students. Assessing the advising component of a college’s non-traditional program can provide valuable insights into students’ advising needs and experiences. An assessment survey conducted by Baldwin-Wallace College suggested that a more proactive advising model was desired, rather than the traditional, reactive program already in place. Baldwin-Wallace’s Evening/Weekend Program, committed to developing innovative practices and programming to better meet the needs of its adult students, designed a model enabling advisors to become an active participant in students’ education, providing a more personal approach to advising. This session will present the assessment tool utilized by B-W along with details about the proactive advising model. Activities will help attendees begin to develop ideas that can potentially benefit their institutions.

Nancy Jirousek, *Joel Chermonte*, Baldwin-Wallace College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Concurrent 73 2:00–3:00 p.m.
Grand B, East Tower, Gold Level

Being Undeclared May Be the Best Choice of a Major

The majority of first-year college students are unsure of their major and will change their direction at least once before graduation, or wish they had. These findings present significant implications for advising first-year students. This interactive presentation reviews current research on the experiences of students selecting or changing a major. It also reviews current research on college student development to pose a most critical question: Are first-year students developmentally capable of making such an important life decision? The conclusion drawn is that being undeclared may be the best choice of a major for some students. The presentation introduces a model to assist undeclared stu-

dents to design a personal, academic, career strategy to select an academic major that meets their skills, interests, and abilities.

Stephen Wallace, Shippensburg University of Pennsylvania
Presentation based on: Research

Concurrent 74 **2:00–3:00 p.m.**
Regency B, West Tower, Gold Level

Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising

Best of Region 9

Mabuhay! Building relationships with students is key to effective academic advising. This is particularly true for Filipino American students whose culture places a high value on social interactions and personal relationships. By understanding certain aspects of the Filipino culture, bridges can be made with Filipino American students so that meaningful academic advising interactions can take place. This presentation will highlight NACADA research and theory on the significance of the advisor-advisee relationship in academic advising. Next, relational aspects of the Filipino culture will be introduced. Recommendations on building relationships with Filipino American students in academic advising will then be shared. Lastly, participants will be invited to share and brain storm ideas to further the growth of Filipino American students via academic advising!

Niki Libarios, University of Hawaii-Manoa
Ernie Libarios, Leeward Community College
Presentation based on: Personal Growth as an Advisor

Concurrent 75 **2:00–3:00 p.m.**
Columbus E/F, East Tower, Gold Level

Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy

Commission Sponsored: Advising Business Majors

Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy After learning about their institution's curriculum and policies, new business advisors have the task of learning about the business world—its lingo, hiring practices, and career paths—especially if they themselves did not come from the corporate realm. Although “information acquisition” should not be the focus of an advisor's training, advisors should understand the business world for their own comfort, to gain advisees' respect, and to assist students in exploring their interests and the curriculum. This session will discuss how advisors can leverage students, colleagues, faculty, alumni, other offices on campus, and Internet resources to develop a sense of the business world and, more importantly, a framework for continuing self-education. Participants will be encouraged to share their strategies for success as well.

Mark Nakamoto, *Michael Umbay*, *Kathena Francis*
 New York University-Stern

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 76 **2:00–3:00 p.m.**
Regency D, West Tower, Gold Level

Characteristics of Highly Effective Leaders: A Guide for Novice Advising Administrators

Commission Sponsored: Advising Administration

One could argue that in the world of academia many who assume leadership roles (deans, advising directors), although scholarly and well-intentioned, often bring little experience in the theory and practice of effective leadership. If you have recently risen to the top of the org chart as an advising administrator, what type of leader do YOU aspire to become? What characteristics do you admire in a leader?

In this presentation, three novice advising administrators and their mentor will examine several theories of effective leadership, provide examples of supervisory successes and challenges, and, offer a comprehensive guide to exemplary leadership. While this presentation is intended primarily for new administrators/leaders, seasoned veterans who need a refresher course in leading and motivating advising teams are welcome to attend!

Cole Holmes, *Cindy Bippert*, *Lovelys Powell*,
Michael Schuetz, University of Texas

Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Exhibit 1004 **2:00–3:00 p.m.**
Columbian, West Tower, Bronze Level

EventLink Emergency Alert and Event Reminder System: School Datebooks

At School Datebooks, we offer the highest level of customization in the planning calendar industry. Now, we've taken the next step with EventLink™. This easy-to-use emergency alert and event reminder system is a highly efficient way to broadcast alerts and event reminders to your campus community. Learn more today!

Exhibit 1005 **2:00–3:00 p.m.**
Wrigley, West Tower, Bronze Level

The ACT: Essential Information for Advising and Retention

Information is the cornerstone of quality advising. No student information is more complete or more accessible than what you receive on the ACT. The presentation will highlight specific data elements that are useful in advising and retention and suggest strategies to use them at critical points from student orientation through the first year of college.

Commission Meeting 77 **3:15–4:15 p.m.** Water Tower, West Tower, Bronze Level

Advising Graduate & Professional Students

Advising graduate and professional students is becoming increasingly important and complex as the number of students pursuing graduate degrees grows. We invite all new and continuing commission members (professional and faculty) to attend this meeting and discuss current issues related to advising graduate students, share ideas and feedback with peers, and get to know new colleagues.

Sarah Naylor, University of North Carolina

Commission Meeting 78 **3:15–4:15 p.m.** Comiskey, West Tower, Bronze Level

Advising Student Athletes

The Advising Student Athletes Commission is open to all advisors (including non-Commission members) interested in working with or learning more about college student-athletes. This session will highlight topics of interest to advisors who work occasionally with student-athletes as well as athletic academic advisors who work solely with student-athletes. The Commission offers a forum for all NACADA members (from NCAA Division I, II, III, NAIA, community college, and Canadian institutions) to share their “best practices” in working with student-athletes. Our goals include sharing ideas on appropriate and effective forms of academic support, discussing academic reform initiatives, providing networking opportunities, and increasing presentations at regional and national NACADA conferences that focus on issues related to advising student-athletes.

Janice Robinson, Auburn University

Interest Group 79 **3:15–4:15 p.m.** Grand Suite 5, East Tower, Gold Level

Advising High Achieving Students

After honoring our award winners and introducing ourselves, we will use the interest group meeting to establish topics of concern and try to connect experienced members with those who could use help. In the process we may also be able to create panels to work on presentations for next year’s conference. We will ask for volunteers for the steering committee, particularly someone to add to our Web site.

Marion Schwartz, Penn State University
Iona Black, Yale University

Interest Group 80 **3:15–4:15 p.m.** Grand Suite 3, East Tower, Gold Level

Appreciative Advising

Appreciative Advising is adapted from Appreciative Inquiry, and involves the systematic use of positive questions to assist students in uncovering and building upon their strengths to achieve success.

Instead of exploring the relationship between groups or individuals, we are interested in the relationship between the advisor and the student in the academic advising process. In Appreciative Advising, the advisor solicits a narrative from

the student in which they describe a time when they were performing at their best. The advisor listens for areas in which the student reveals strengths and passions, asking questions that lead the student to describe them in detail. Subsequently, the advisor and student work together to align the student’s strengths and passions with a course of study and career path.

If you are interested in positive psychology, strengths-based advising, personal coaching, and/or appreciative inquiry then this is the group for you. Come join us for this intentionally positive session.

Scott Amundsen, University of North Carolina Wilmington

Concurrent 81 **3:15–4:15 p.m.** Grand B, East Tower, Gold Level

A Career Planning Model for Fine Arts Students

“What am I going to do with this arts degree?” is a common question we as fine arts advisors hear. Learn how two advisors have developed and implemented a day-long career preparation event for arts majors. The career day model we will share will give you the tools necessary to develop a similar event on your campus or improve an existing event. Presenters will share successes/best practices, as well as how the event has evolved to meet the changing needs of students, advisors, and departments.

Dinah Gygi, Louis Molina
University of Wisconsin Milwaukee
Presentation based on: Models/Applications

Concurrent 82 **3:15–4:15 p.m.** Columbus A/B, East Tower, Gold Level

Advising 2.0: Engaging Students with Collaborative Online Tools

Experience is really the best teacher of knowledge. Today’s learners operate in a world that is informal, networked, and filled with technology, and this affects how people learn (Siemens 2005). The next shift in education is collaborative and multi-dimensional as we witness online mediums fuse learning and entertainment. This presentation will detail strategies on how to blend traditional advising through collaborative, online activities. We will share with you our journey in developing and implementing web 2.0 tools into advising practice, such as blogs, podcasts, wikis, social bookmarks/photographs. These digital resources empower students to navigate their academic and career path through meaningful and interactive online activities. Come learn how the Academic Advising & Career Centre at the University of Toronto Scarborough piloted a project to incorporate web 2.0 technologies for learners to flourish in a digital era.

Laura Pasquini, E-Lin Chen
University of Toronto Scarborough
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 83 3:15–4:15 p.m. Crystal B, West Tower, Green Level

Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication

Commission Sponsored: Advisor Training & Development

Connecting new advisors to experienced advisors is a very effective way to supplement formal advisor training programs. It allows new advisors to create professional contacts across campus, gain confidants, as well as a mentor to help guide them through the often rough transition new advisors face. Recently The University of Texas at Austin's Academic Counselors Association sponsored a program called Peer Oriented Development, which grouped a pod of three experienced advisors with three new advisors. We will discuss how the program was created, implemented, and the impact this program had on all those involved throughout its inaugural year so you can implement a similar program on your campus.

Megan Rovang, Nathan Vickers, University of Texas

Presentation based on: Models/Applications

Concurrent 84 3:15–4:15 p.m. Columbus E/F, East Tower, Gold Level

Advisors in Learning Communities: Reaching New Heights

So many students, so little time! How can advisors effectively reach students to provide resources, tools, and advice? In the IUPUI University College Academic and Career Development Center, academic advisors, in addition to seeing students in one-on-one sessions, are assigned to be a member of the instructional team in learning communities. This connection allows for better relationship building, students' increased knowledge of the role of the academic advisor, intrusive advising, and advisors building bridges with faculty. This session will present the role of the advisor, results of assessments of advisors in learning communities, and considerations in developing this model.

Rebecca Wald Stoker, Kyle McCool

Indiana Univ Purdue University-Indianapolis

Presentation based on: Models/Applications

Concurrent 85 3:15–4:15 p.m. Columbus G/H, East Tower, Gold Level

Breaking the ICE: Introducing First Year Students to Academic Advising in the Freshman Seminar

Many students first learn about academic advising during their summer orientation experience. Later, freshmen discover that they must take more responsibility for the academic advising process. This session will offer a model for introducing academic advising to first year students through a freshman seminar course called "Introduction to the College Experience (ICE)." In ICE, faculty and staff mentors teach students the basics of academic advising using a range of mate-

rials, exercises, and class discussions. Students are also introduced to the benefits of understanding the university's general education curriculum, the value of the liberal arts, the role of support services, and the importance of working with their discipline-specific faculty advisors. Participants will also receive materials used in ICE class sessions.

Kurt Schackmuth, Lewis University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 86 3:15–4:15 p.m. Grand A, East Tower, Gold Level

Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve our Students

Commission Sponsored: Assessment of Advising

Academic advisors play a key role in helping students navigate their way through the completion of academic requirements, however when conversations turn to questions regarding career planning, advisors can be at a loss for words. For academic and career advisors, the roles are distinct, however for students career and academic advising are more like concentric circles sharing a common function. The purpose of this session is to explore the subject of academic/career planning within the research literature compared to perceptions of students surveyed on this topic. The presentation will conclude with a guided discussion on ways academic advisors can utilize career planning methods to enhance advising sessions and better serve students facing academic and life transitions.

Kathleen Smith, Brad Popiolek, Florida State University

Presentation based on: Research

Concurrent 87 3:15–4:15 p.m. Regency A, West Tower, Gold Level

Doing It All: Integrating Advising into Faculty Loads

Faculty members are under considerable pressure to accomplish multiple tasks on the road to promotion and tenure. Most frequently, these tasks include some combination of teaching, research, and service. Despite the recent push to recognize advising as teaching, some faculty members are resistant to this idea, thinking that the move will add an additional course to their already overflowing plates. This interactive presentation will attempt to dispel this myth by highlighting methods that busy faculty members can use to incorporate advising into their regular routines.

Participants are encouraged to bring ideas, questions, and examples to help show faculty members (and those who work with them) that their teaching, scholarship, and service duties already provide many opportunities to be good advisors.

Rhonda Sprague, University of Wisconsin-Stevens Point

Presentation based on: Personal Growth as an Advisor

Concurrent 88 **3:15–4:15 p.m.**
Grand E, East Tower, Gold Level

Dudes! What's My Major?!

This presentation describes a multi-part program to assist undeclared students in exploring majors and careers. It follows classic career development theory, using the Holland typology to begin the self-assessment phase. Other components include a student panel to discuss possible approaches to exploring careers, and a fun, interactive session of departmental "speed dating" with peer advisors. Students may start at whatever point in the process is most appropriate to their needs. The presentation will include a demonstration of the components as well as a discussion of how to adapt the "Dudes!" program to individual campuses.

Diane Wolter, Sara Leigh, Janet Haak Aarness
 Minnesota State University- Moorhead
Presentation based on: Models/Applications

Concurrent 89 **3:15–4:15 p.m.**
Regency D, West Tower, Gold Level

Economic Recession and Student Financial Instability: How Academic Advisors Can Help
Best of Region 3

The financial reality for students can be bleak as tuition and fees continue to rise. Unfortunately students often lack financial literacy skills and make poor decisions that negatively impact them for years to come. Drawing from both research and personal experience, this session will serve as an informative overview about the real financial challenges students are facing. Student loans, credit cards, the boomerang and sandwich generations, and the limiting of the American dream will all be discussed. As academic advisors it is important to help students graduate with a diploma, but it is also as imperative for them to leave with a passing credit report. This session will provide you with ways to help students survive a financial crisis, find resources, and encourage financial literacy.

Reed Curtis, University of South Carolina
Presentation based on: Research

Concurrent 90 **3:15–4:15 p.m.**
Grand D, East Tower, Gold Level

From Advocate to Enforcer: Balancing Competing Roles in Advising

People who choose Academic Advising as a career tend to be motivated by the desire to be an advocate for students. At many institutions, however, advisors are also called upon to administer school policies and, in doing so, they must take on the role of enforcer as well. Balancing these competing roles can be tricky. Most advisors have, at some point, struggled to balance the desire to assist an individual student with the need to enforce institutional policies for the benefit of all students. Since the role of enforcer is one that advisors are often less comfortable with, this interactive presentation will give advisors the opportunity to discuss the challenges of that role and provide strategies to become more comfortable with it.

Amy Urbanek, John Nilsson, University of Utah
Presentation based on: Models/Applications

Concurrent 91 **3:15–4:15 p.m.**
Gold Coast, West Tower, Bronze Level

From Coach to Colleague: The Need for Adapting Roles in Supervision

Supervision, well done, is amazingly rewarding and exceedingly complex!

In this brief discussion we will consider, laugh about, commiserate over, and learn useful supervision skills easily applied back on campus.

Developmental and relational work with students, augmented advisor training programs, and expansion of the cadre of services/approaches used to support student success, requires attention be focused on OUR roles as supervisors, and the importance that role has in informing, editing, and modeling the behavior we ultimately want with students.

We will borrow from Donald Nance's Developmental Model of Counselor Supervision, and the Hersey/Blanchard Organizational Behavior Model, to explore how our roles change in response to the readiness of our advisors and the tasks they have before them. Come laugh, share and learn with us.

Rusty Fox, Curtis Hill, Tarrant County College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 92 **3:15–4:15 p.m.**
Toronto, West Tower, Gold Level

From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar

The College of Business Administration at the University of Tennessee has delivered a first-year academic success seminar since 2003. Through this presentation we will evaluate the short- and long-term benefits of such an experience from a data-driven perspective. Topics of discussion will include academic standing and campus involvement. Additionally, the evolution of the course will be briefly reviewed. The results of this study will show how a first-year experience is instrumental in individual student success and the broader university goal of student retention.

Betsy Gullett, Tammi Brown, Kim Campbell,
Mark Willoughby, University of Tennessee

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: experienced

Concurrent 93 **3:15–4:15 p.m.**
Columbus C/D, East Tower, Gold Level

M.D., P.A., P.T., O.T., Oh My! Which Pre-Health Options are Right for Your Students?

Many students have their sights set on becoming a physician. In their eyes it's M.D. or bust. But is it the only health care career option for them? Come join us as we unmask a myriad of promising health care career opportunities that are waiting to be discovered. Participants will obtain information to add to their pre health advising toolkit and help

empower students to become proactive in preparing for multiple career options. It may just be what the doctor ordered.

Jeffrey Morales, Melissa Jones, University of Florida

Presentation based on: Models/Applications

Panel 94 **3:15–4:15 p.m.**
Acapulco, West Tower, Gold Level

Partnering for Student Success

Commission Sponsored: Small Colleges & Universities

The view that student success is a shared responsibility is not new nor is it revolutionary; however, it is a goal that many institutions have struggled to realize. At both Skidmore College and Haverford College, the attention to shared responsibility for student success has led to innovative approaches to student advising and support—for all students, and perhaps even more significantly for those students our institutions deem to be at greater risk for failure. Conference attendees will learn about each institution's student affairs and academic affairs collaboration, outcomes of the collaboration, and advising tools (including an e-file system) that can easily be adopted and/or tailored for use at other institutions. Attendees will also learn how a collaborative relationship across peer institutions—in this case Haverford College and Skidmore College—can also help support student learning.

Moderator: *Michael Ennis-McMillan, Susan Layden, Laurie Baker*, Skidmore College
Raisa Williams, Haverford College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Concurrent 95 **3:15–4:15 p.m.**
Columbus I/J, East Tower, Gold Level

Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence

How can advisors impact the success of studying abroad? Being abroad students face many challenges, including an unknown culture, language barriers, unfamiliar living conditions, separation from family and friends, and a different academic setting. In this session we will examine the role personal and social advising can assume to help students live and study abroad. What can the home institution do, what can be done abroad? Our goals include sharing ideas on appropriate and effective forms of advising students before, during and after being abroad. Together with the participants we want to explore strategies how we all can assist students in their process of cultural adaptation and integration.

Alexander Breisacher, Merle Peitsmeyer
Institute for the Intern. Education of Students

Presentation based on: Models/Applications

Concurrent 96 **3:15–4:15 p.m.**
Regency C, West Tower, Gold Level

Plotting the Course to Academic Success: It's Not Rocket Science

"I know how to be successful, I just don't do it." Can you teach students self-management, motivation and positive attitude? Can an institution facilitate perseverance and good study habits? On-Track is helping struggling students improve their academic performance and Missouri S&T (formerly University of Missouri-Rolla) improve retention and student satisfaction. Participants will learn how the Undergraduate Advising Office developed and implemented an academic recovery course to assist probationary and academically deficient students on campus. This intervention program incorporates campus resources, academic alerts, success workshops, advising conferences and peer mentors to empower students to return to good academic standing. This presentation will include course development, student survey results, peer mentor tips and observations, workshop topics, assessment data and the notification process.

Kim Frazier, Missouri S&T

Presentation based on: Models/Applications

Concurrent 97 **3:15–4:15 p.m.**
Grand F, East Tower, Gold Level

Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development

Remember the Lucille Ball sketch with the candies? She couldn't wrap them fast enough to keep up. When it's a comedy routine, being under-trained for a position is hilarious. But when advisors are under-trained, everyone suffers. Many discussions of advising assessment fail to see the connection between quality work and quality training. This presentation seeks to foster a link between advisor assessment and professional development opportunities and to promote vigorous participation by advisors in the generation of that training. Participants will learn about the issues and concerns raised by campus-wide training and come away with ideas and resources to start or continue the discussion on their home campuses.

Brett Westbrook, Elizabeth Hastings, University of Texas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Panel 98 **3:15–4:15 p.m.**
Crystal A, West Tower, Green Level

Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar

Commission Sponsored: Advising Education Majors

At last year's NACADA National Conference during the Advising Education Majors Commission Meeting, advisors selected current hot topics for Education Advisors. One of the most active discussions focused on the recruitment of strong candidates. The focus in the current election on education effects the nation's perception of teaching. This affects our recruitment efforts and strategies. This panel will bring together advisors from across the nation to discuss

their unique recruitment issues as well as strategies they have found to be effective. Time will be reserved at the end of the presentation for group discussion, questions and other effective ideas from the audience.

Moderator: *Darcie Peterson*, Utah State University
Lee Kem, Murray State University
Andrea Cole, University of Maine
Shannon Burgin, University of Utah
Presentation based on: Models/Applications

Concurrent 99 **3:15–4:15 p.m.** **Crystal C, West Tower, Green Level**

Strategies for Your Educational Success

Strategies for Your Educational Success (Strategies) is a program developed by Ferris State University to aid probationary/struggling students in identifying individual obstacles to success. Collaboration with undergraduate academic college counselors is a key element of the program.

This session will include sample assessment materials and resources used in counseling sessions. Communication tools used with students and faculty will be shared as well as the statistical results from 2003 to present. Additionally, research indicates vision problems lead to academic problems – free vision screening is included in this program.

Attendees will leave with a clear understanding of successful tactics to work with probationary students. The Strategies Program was identified as an exemplary practice in the Fall 2007 Monograph Series Number 17 Advising Special Student Populations – Students on Probation.

Debra Cox, William Potter, Rosemarie Van Ham, Robert Buckingham, Ferris State University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Level of advising experience: more experienced

Concurrent 100 **3:15–4:15 p.m.** **Grand C, East Tower, Gold Level**

Taking Transfer Students to New Heights: The Transfer Seminar

This presentation is intended to generate support for improving the success of transfer students through a course format, one for community college students transferring to a major university and the other for students transferring into a State college. One is a separate “Transitions” course, while the other is imbedded within regular courses that are reserved for transfer students.

The presenters will share their experiences regarding the development of their courses, the content included in them, and the successes they have had. They will include such aspects as the staffing needs and expectations, student expectations, activities, and course content. Time will be allotted for Q/A and discussion, and will include suggestions as to how participants might develop such approaches on their home campuses.

Thomas Grites, Richard Stockton College of New Jersey
Susan Rondeau, Pima Community College
Presentation based on: Models/Applications

Concurrent 101 **3:15–4:15 p.m.**

Columbus K/L, East Tower, Gold Level

The Sky’s the Limit: Building a Distance

Advising Unit

Is your college or university jumping on the new “global campus” bandwagon and developing online degree completion programs? If so, your advising practices must change to accommodate the needs of distance students. But there’s no need to start from scratch! Learn some time-tested best practices in starting and maintaining a successful high-tech, yet high-touch advising team.

Bobbi Thomas, Washington State University
Presentation based on: Models/Applications

Concurrent 102 **3:15–4:15 p.m.**

Regency B, West Tower, Gold Level

Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning

Commission Sponsored: Technology in Advising

Tim O’Reilly, Harvard graduate (B.A. in Classics, 1975) and founder/CEO of a well-known computer book publishing company, brought the term Web 2.0 into the public consciousness in 2004. While its details are contentious, advisors who understand the gist of its meaning will glean ideas on how the internet is being used by students. The presenters will provide a brush-stroke overview of Web 2.0, discuss how to use it as a context in which to understand social networking, Google Docs, Wikipedia, Second Life, blogging, etc., and suggest how advisors might harness this approach to guide students in using technology to engage in their education.

Wesley Lipschultz, University of Pittsburgh
Sean Bridgen, Terry Musser, Penn State University
Art Esposito, Virginia Commonwealth University
Presentation based on: Theory

Exhibit 1006 **3:15–4:15 p.m.**

Columbian, West Tower, Bronze Level

Noel-Levitz

Pioneers in academic advisor professional development, Noel-Levitz offers advising/student success Webinars, a comprehensive advisor training tool, and consulting for advising and retention. During this session, presenters will explain how these services can help you provide more focused, effective advising that will strengthen student retention efforts on your campus.

Exhibit 1007 **3:15–4:15 p.m.**

Wrigley, West Tower, Bronze Level

Transform Your Advising Process with TES, the Transfer Evaluation System™ - College Source®, Inc.

TES is an online database with over 35 million course descriptions available in seconds. View institution profiles and complete college catalogs. Conduct searches for potential equivalencies and reports showing catalog-to-catalog course changes. Set, store, and track equivalency decisions. A demonstration shows how this service can transform your transfer advising process.

4:30–6:30 p.m.

Region Meetings/Mixers

The regional meeting is our opportunity as colleagues to informally discuss issues and topics that affect our region, network with one another, hear about what's up and coming in our region, learn how to get more involved in NACADA, stay informed, and to generate ideas for the upcoming years. We welcome new and continuing members of our region. Please join us!

Northeast (Region 1)

Crystal C, West Tower, Green Level

CT, ME, MA, NH, NY, RI, VT, Quebec, and Atlantic Provinces

Susan Kolls, Representative

Mid-Atlantic (Region 2)

Regency B, West Tower, Gold Level

DC, DE, MD, NJ, PA, and VA

Sandra Waters, Representative

Mid-South (Region 3)

Regency A, West Tower, Gold Level

KY, NC, SC, TN, and WV

David Goss, Representative

Southeast (Region 4)

Crystal A, West Tower, Green Level

AL, FL, GA, and MS

Kyle Ellis, Representative

Great Lakes (Region 5)

Grand F, East Tower, Gold Level

IL, IN, MI, OH, WI, and Ontario

Lynn Freeman, Representative

North Central (Region 6)

Regency C, West Tower, Gold Level

IA, NE, ND, SD, MN, Manitoba and Saskatchewan

Kimberly Vess Halbur, Representative

South Central (Region 7)

Crystal B, West Tower, Green Level

AR, KS, LA, MO, OK, and TX

JP Regalado, Representative

Northwest (Region 8)

Grand E, East Tower, Gold Level

AK, ID, OR, WA, MT, Alberta, and British Columbia

Karen Sullivan Vance, Representative

Pacific (Region 9)

Columbus A/B, East Tower, Gold Level

CA, HI, and NV

Debbie Nakashima, Representative

Rocky Mountain (Region 10)

Regency D, West Tower, Gold Level

AZ, CO, NM, UT, and WY

Dawn Fettig, Representative

6:30–8:00 p.m.

Common Reading Discussion: The Underestimated Significance of Practitioner Knowledge in the Scholarship on Student Success

Grand D, East Tower, Gold Level

Any one working with students will want to join us at NACADA's first **Common Reading**. The discussion will focus on the issues of diversity presented by Estela Bensimon, *The Review of Higher Education*, 30(4), 441–469.

"We have learned to view inequality in educational outcomes as a problem of student underpreparedness, not a problem of practitioner knowledge, pedagogical approaches, or 'culturally held' ideas about minority students" (Bensimon, 2007, p. 456).

"Institutional agents have the capacity to respond to students in ways that make them feel valued, worthy, and respected. In contrast in the dominant scholarship on student success, practitioners are only present indirectly" (Bensimon, 2007, p. 463).

Through this discussion, participants will:

- Consider their gaps in understanding the behavior patterns of students from racial and ethnic groups other than their own.
- Explore ways to increase their multicultural competence.
- Discuss how the significance and impact of academic advising relate to issues of racial equity in higher education.



Friday, October 3

7:00 a.m.–5:00 p.m.
Foyer, East Tower, Gold Level
Conference Registration

7:00 a.m.–6:00 p.m.
Foyer, East Tower, Gold Level
**Hospitality/Information Desk/Volunteer/
Evaluations Central**

7:00 a.m.–5:00 p.m.
Riverside Center
Cyber Café

8:00 a.m.–12:00 p.m.
Riverside Center
Exhibits

7:15–8:30 a.m.
Riverside Center

Poster Session and Continental Breakfast (Included in registration fee)

All posters are presented at the same time. Participants are encouraged to take advantage of the continental breakfast and visit each of the Poster Sessions, gather material, and discuss the presentations one-on-one with the presenters. Also, see what opportunities are available at the NACADA committees and NACADA Journal tables.

Poster Session 501 **7:15–8:30 a.m.**
**Reaching Across Campus to Reach New
Heights in Advising**

Reaching new heights sometimes involves making a lateral advancement before a vertical one, especially if the vertical rise is pretty steep. The poster presentation “Reaching Across Campus to Reach New Heights in Advising” describes initiatives used for such a purpose. In order to take the advising of student-athletes majoring in Communication Studies to new heights, it was first necessary to collaborate with the Office of Student Development for the Department of Athletics at our University. In doing so, we built rapport with both the athletic advisors and student-athletes, familiarized both groups with the Communication Studies Advising Program, and educated both groups about the curriculum requirements for the degree. Although the target group consisted of student-athletes, the initiatives are easily applicable to various groups.

Amanda Hodges, East Carolina University
Presentation based on: Models/Applications

Poster Session 502 **7:15–8:30 a.m.**
**An Exploratory Program—23 Years and
Rising to New Heights**

The elements of the 23-year-old Exploratory Program will be showcased including a comprehensive web page, videos explaining majors and minors, an Improve My Performance

Program designed to help students raise low GPAs, volunteer advisers, and training of these advisers. Recruitment of volunteer advisers, content of the training program for advisers, the process of working with low GPA students, statistics on the program, and the initiative of establishing a campus-wide advisory committee will be available for those attendees wanting to establish or enhance a similar program. The goal of the poster session is to encourage discussion about the development and success of Exploratory programs.

Michelle White, Ralph Anttonen, Millersville University
Presentation based on: Models/Applications

Poster Session 503 **7:15–8:30 a.m.**
**Science Majors: Career Exploration
Workshops**

Advising students in the science majors can be a frustrating task. Many students focus on pre-professional tracks: pre-med, pre-pharmacy, pre-dental, etc. Although these tracks are options for high-achieving students, many will find steep competition for acceptance into these programs.

At a large, flag-ship institution, a program has been developed to assist Biology majors in career exploration. A collaborative effort between the Biology advisors and the Career Center was developed to help students explore various career and major opportunities. Monthly workshops were designed to cover a wide array of career opportunities. Additionally, networking between students, faculty, alumni and working professionals offered students further means for expanding their understanding of their chosen major. We will share the ups and downs for those interested in creating their own program

Jessica Baer, Jennifer Ellis, University of Kentucky
Presentation based on: Models/Applications

Poster Session 504 **7:15–8:30 a.m.**
**“Zen” Advising: Finding Zen on the
Mountaintop . . . or In Between Appointments**

How can overworked advisors connect more with their advisees, decrease stress, and increase both quality of advisement and personal job satisfaction? By practicing the techniques of “Zen” advising. Advisors will be introduced to a Tao perspective that they can bring to each advising encounter, given handouts with useful “wake up” strategies that apply to any advising situation, and provided with exercises and visuals to take home and incorporate into their daily advising schedules. Another benefit is that advisors will be able to share these techniques and exercises with their students and colleagues. A “Thirty-Second Workshop” will be given to any observer who wishes to participate, so that advisors can learn on the spot how to find their own bit of Zen.

Patricia Jeffery, University of Delaware
Presentation based on: Personal Growth as an Advisor

Poster Session 505 **7:15–8:30 a.m.**
**Academic Advising as Purposeful Work: Jobs,
Careers, and Callings**

As the field of academic advising becomes more professionalized, it is important to understand how advisors understand, relate to, and are motivated by their work. Borrowing from the fields of organizational and social psychology, the

concept of work orientation can provide insight into this phenomenon. Based on a qualitative study of 20 academic advisors, the findings suggest that advisors identify with their work in multiple ways—as a job, career, and/or a calling. The diversity of these work orientations yields distinct goals advisors seek to accomplish through their work. Implications from this study are applied as a useful and reflective framework for directors, supervisors, and advisors themselves can use in their work.

*Melissa Kamin, University of Maryland
Amy Kamin, George Washington University*
Presentation based on: Research

Poster Session 506 7:15–8:30 a.m.

Academic Excellence - the ACE Program

The Academic Excellence (ACE) program is a program developed to increase student retention in our Bachelor's of Science Nursing program. This program has provided a foundation for success with pre-clinical nursing students and to address at risk clinical students with targeted interventions through four major components: 1) The Coordinator of the ACE Program; 2) The Faculty Associate; 3) Faculty coaches; and 4) Learning Strategies for Nursing courses.

This multi-pronged approach of the ACE program has had a very positive approach to retention in our Nursing program. Although this program has been geared toward our nursing program, this could be easily adapted to other academic disciplines or learning centers.

Zoranna Williams, April Brown, Texas Christian University
Presentation based on: Models/Applications

Poster Session 507 7:15–8:30 a.m.

Academic Success Courses: Assisting First-Year Students in Academic Difficulty

The Academic Success Course Program will be implemented for the spring 2008 semester for first-year students on academic warning. Both graduate students and professional administrators are serving as course leaders and meeting face-to-face with groups of 15 traditional-aged first-year students twice a week for the first eight weeks of the semester. Mid-term estimates, posted on the Banner system for all 100 and 200 level courses, and final grades will be used to determine students' academic progress and the success of the program. This poster reviews the structure and materials for the program. In addition, this program has implications for institutions seeking to create academic success courses for students who experience academic difficulty.

Morgan Morrison, Catherine Butler, Sandy Waters
Old Dominion University
Presentation based on: Models/Applications

Poster Session 508 7:15–8:30 a.m.

Advising and Retention: What Today's Students Need

Advisors on campuses everywhere know just how much emphasis is being placed on retention. Research shows that most students leave during or just following their first year. So what can advisors do to help retain students through to graduation?

Based on research conducted with first-year students less than two years ago, answers to the retention question will be explored, taken apart, and applied to your institution.

Come find out what four key areas today's students say they want and need to persist, succeed, and graduate.

*Beth Scheckel, Kathy Nordstrom, Linda Gregston,
Ryan Scheckel, Texas Tech University*
Presentation based on: Research

Poster Session 509 7:15–8:30 a.m.

Advising through Graduate Honorary Societies

Advising through Graduate Honorary Societies. Learn to utilize the advising talent of your best graduate students by incorporating their honor societies into the advisement process.

George Cox, Georgia Southern University
Presentation based on: Models/Applications

Poster Session 510 7:15–8:30 a.m.

Advising Towards Foreign Medical Schools Is This the Right Choice?

This presentation will provide information on how to advise students about how to make the decision to choose a foreign medical program if they are not competitive enough for U.S. medical schools. Myths, stereotypes, misconceptions will be revealed. A guide to understanding if this option is a good fit will be discussed. A short Powerpoint will demonstrate the essentials of understanding the foreign medical school option. Time will be provided for an interactive Q&A session with the attendees to give an opportunity to learn more about the application process, application assessment, and how to choose a foreign medical program.

Robert Kwong, University of Florida
Presentation based on: Models/Applications

Poster Session 511 7:15–8:30 a.m.

Advisor vs. Counselor: Gaining the Respect of Faculty and Staff in the World of Academia

This presentation specifically relates to academic advisors who advise outside of their major departments. The presentation will provide a variety of handouts and user friendly workshop ideas that the College of Arts and Sciences advisors at Winston Salem State University utilize on a daily basis. The role of an academic advisor and the role of an academic counselor will be discussed as well.

Holly Wilson, Cynthia Grant, Winston Salem State University
Presentation based on: Models/Applications

Poster Session 512 7:15–8:30 a.m.

An Apple a Day Increases the G.P.A.: Retention through Wellness

Alcohol and other drug use/abuse is the number one health issue on most college campuses. Students who use alcohol or other drugs are at greater risk for academic problems including low GPA's and dismissal.

Kansas State University Counseling Services and Alcohol and Other Drug Education Service, in collaboration with Housing and Dining Services, developed Project ABC (Assessing Behaviors to Change) to promote self-responsibility and behavior change, as well as deter further violations of the residence halls' and greek chapter houses' conduct codes in regard to alcohol and/or drug use. This innovative program, now in its fourth year, targets students with first-time and multiple alcohol/drug related campus offenses and helps them to become more aware of how their behaviors affect their overall well-being thus leading toward academic success.

Georgette Miller, Kansas State University

Presentation based on: Research

Poster Session 514 7:15–8:30 a.m.

Pre-Health Professions Guides and Folders

Pre-Health professions students who receive information in an orderly manner are better prepared to create a strong pre-health professions profile and to more quickly take advantage of the available opportunities in volunteering, research, health care work, and leadership activities.

The Academic Advising Center, which houses Pre-Health Professions advising at the University of Iowa, utilizes Pre-Health Professions Folders, which contain important resources for pre-health professions students.

Each folder includes: 1) A Pre-Health Guide for the specific profession(s) in which the student is interested (pre-medicine, pre-dentistry, etc.); 2) A Pre-Health Professions Timeline; 3) List of Health Care Volunteer and Work Experiences; 4) Websites of Interest to Pre-Health Students; and 5) An Experiences Record Sheet where students can record their experiences.

Jenni Stacy-Adams, Julie Claus, University of Iowa

Presentation based on: Models/Applications

Poster Session 515 7:15–8:30 a.m.

Career Decision Making . . . Connecting the Dots

The Career & Academic Planning Center at Rowan University hosts numerous programs throughout the academic year. Two highly successful programs include our annual Ask an Alum...Career Exploration Night and our First-Year Action Plan. Ask an Alum...Career Exploration Night is an annual program held during the spring semester at Rowan University. This event was created to provide students with access to employers in a relaxed and casual atmosphere. The First-Year Action Plan is held each semester in conjunction with all college composition courses. Students are required to attend a career presentation offered by the Career & Academic Planning Center or other approved activity. The plan of action requires the student to set goals and think critically about her/his future.

Lizziel Sullivan Williams, Rowan University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Poster Session 516 7:15–8:30 a.m.

Combat the “Sophomore Slump”: How to Plan a Sophomore Retention Event

As colleges work to increase retention and graduation rates, addressing the needs of sophomores is becoming increasingly essential. For second year students the excitement they felt as new freshmen has long worn away, and the reality that college will be three or more long years of hard work, courses, and papers has set in. As advisors, we are in a unique position to assist sophomores to successfully negotiate this time in their academic careers. In this session we will discuss the steps in planning a sophomore retention event including: establishing a vision and format for the event, forming a committee, securing a budget, choosing a venue, and collaborating with various offices on campus.

Sheri Amos, Sara Grafton, University of Texas-San Antonio

Presentation based on: Models/Applications

Poster Session 517 7:15–8:30 a.m.

Early-Warning System - The Development, Application, and Utility

Weatherford College is a community college of about 4000 students located in Central Texas, more specifically in the Dallas/Fort Worth area.

The presenters will discuss the description of the need for recordation, the system that was designed and developed for early-warning, describe the process and the benefits from Student Services, faculty and the learners' perspectives.

Presenter Finley will demonstrate the recordation database he constructed using Microsoft Office Access. In addition he will highlight the other beneficial features of the system. As part of the continuous process improvement notion, the presenters will share lessons learned in pursuit of a workable option for Weatherford College relating to early-warning and associated student tracking.

Leon Abbott, Adam Finley, Weatherford College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200-5,000 students

Level of experience in subject matter: minimal needed

Poster Session 518 7:15–8:30 a.m.

Is that FERPA you're wearing? No, it's PIE

Is that FERPA you're wearing? No, it's PIE, is a session that will explain how state regulation brought about a new advising model. The Student Information in Higher Education Act requires higher education institutions to inform parents and students of the students' option to waive their FERPA rights. Out of this act came the initiative known as the Partners in Education (PIE) program. The program is designed to go beyond simply completing a FERPA waiver but rather to foster a sense of partnership among students, their families, and the institution. In 2005, Middle Tennessee State University was selected the PIE program. In this session we will discuss how one advising office at a large public institution manages their slice of the PIE.

Erin Conroy, Middle Tennessee State University

Presentation based on: Models/Applications

Poster Session 519 7:15–8:30 a.m.**Majors Fair: Taking Advising to New Heights**

College students change their majors for a variety of reasons. Some lack the knowledge about major requirements and career opportunities often resulting in bad choices. Prairie View A&M University organizes an annual campus-wide Majors Fair to help students who are undecided, undeclared, or uncertain of their current major decision to make informed choices. The outcome has been proclaimed an overwhelming success by faculty and students.

The Majors Fair is an event that allows all students a chance to “face-to-face” with faculty. Students learn of major options through interacting with the University’s College and department representatives to discuss degree requirements and career opportunities.

This poster session will share our approach, successes and offer the NACADA attendees the opportunity to discuss strategies for this type of event.

Fred Bragg, Ila Schauer, Prairie View A&M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 520 7:15–8:30 a.m.**Mindfulness Training for Leadership & Extraordinary Academic Performance: Integrating the First-Year Seminar in a Service-Learning Community**

The presenter reviews the objectives, content, and outcomes of a first-year seminar in Mindfulness training, leadership, and extraordinary academic performance which he is facilitating with his first-year student advisees—members of a residential community structured towards the principles and practice of service learning and social justice. Enhanced self-awareness, self-regulation, and empathy—predicted outcomes of such training—are articulated as foundational leadership and community-building skills (Goleman, 1998). Seminar participants file weekly journal entries, each consisting of a 10 item Likert-scaled body-mind scan, a gratitude entry, and a reflection entry related to the weekly reading. At least two pretest-posttest instruments—one assessing anxiety and the second indexing “self-other” empathy—are administered to seminar participants and to two control groups. Student journal responses are content analyzed to assess the efficacy of the Mindfulness training and the overall intervention.

Curtis Hirsh, St. Edward’s University

Presentation based on: Research

Poster Session 521 7:15–8:30 a.m.**Multiple Uses of the At-Risk Database: A Best Practices Discussion**

At Mount St. Mary’s University, where we enroll approximately 1500 full-time undergraduate students, we have developed an at-risk database that serves multiple purposes. Four-week, midterm, and final reports are entered into a database that allows organized access to relevant

information pertaining to academic performance. This information is easily disseminated to a committee who aims to address these concerns in practical, one-on-one ways from every area of this small, Catholic University: academic affairs, student development, athletics, and campus ministry. This approach supports the unique mission of the university and improves communication across divisions. It also provides an organized, reproducible and consistent response to the issues of retention and academic performance that is only possible at a small college.

Leona Sevick, Margot Rhoades, Mount St. Mary’s University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Poster Session 522 7:15–8:30 a.m.**One Giant LEEP for Student-Kind**

One Giant LEEP for Student-Kind: How One Community College Used Front-line Knowledge to Create a Learner-Centered Quality Enhancement Plan The LEEP (Learning through Effective Educational Planning) initiative is a deliberate collaboration among students, faculty, staff and the community focused on student learning and success. LEEP has been design to provide the tools and resources necessary to empower students to select and complete learning opportunities suited to their interests, abilities, and goals. Through the use of the LEEP program we will: ENGAGE students in career decision-making and goal-setting; ENCOURAGE self-assessment; PROMOTE students’ awareness of the full range of learning opportunities; and SUPPORT students’ learning choices

Nicole Wilson, Shawn Moore, Belinda Barnhill,

Maureen Abraham, Craven Community College

Presentation based on: Models/Applications

Poster Session 523 7:15–8:30 a.m.**Premed Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary**

Women have careers in engineering, science, and medicine. Can the number of women choosing a career as a physician be maintained? Data from the Association of American Medical Colleges report that the number of women applying to medical school has stagnated over a ten-year period. Based on these data, a qualitative study asked women to describe how they arrived at their decision to apply to medical school. By understanding this process through the experiences of women, advisors can understand the obstacles that impact women in their progression. The results from this research study presented through this poster encourages advisors to make advising extraordinary for each advisee by offering an examination of one student population with one vocational goal.

Sharon Aiken-Wisniewski, University of Utah

Presentation based on: Research

Poster Session 524 7:15–8:30 a.m.

Preparing Doctoral Students for Their Future Role as Academic Advisors

Advising can be one of the most influential roles a faculty member has. Preparing for this role can be challenging for a new faculty member who has numerous demands on their time. This presentation will review the need for doctoral programs to incorporate academic advisor training into their current curriculum to better prepare students for their future roles as academic advisors. Suggestions will also be given to assist doctoral programs in implementing academic advisor training into their current curriculum.

Melissa Kupfer, University of South Carolina
Presentation based on: Personal Growth as an Advisor

Poster Session 525 7:15–8:30 a.m.

Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology

Advisors across the nation are being confronted with increased responsibilities. Many feel frustrated and trapped, without realizing that everyday technology adds to their effectiveness without increasing workload.

In your wildest dreams wouldn't it be exhilarating to:

- 1) Have advisor and current student data at your fingertips?;
- 2) Know which students are academically struggling and their current status?;
- 3) Use a GPA calculator to encourage students to repeat failed courses?;
- 4) Find advisor student load by campus, college, majors, minors or emphasis?;
- 5) List students or totals by rank, ethnicity, gender, location, GPA or credits?;
- 6) Run reports for faculty, advisors, and administrators for unique data?

Join campus advisors in exploring ways they use technology to efficiently take advising to new heights! Time is allowed for the audience to share their ideas.

Steve Johnson, Darcie Peterson, Utah State University
Presentation based on: Models/Applications

Poster Session 526 7:15–8:30 a.m.

Reaching New Heights with a Student Ambassador Program

Now entering its 10th year, the College of Arts & Sciences Student Ambassador Program at the University of Kentucky has served as an avenue of growth for both the College and the students. Made up of 15-20 students from various majors and academic levels, the purpose of this highly selective group of A&S students is to promote pride in a liberal arts education and to assist in strengthening the identity of the College and the University. The A&S Ambassadors develop leadership and communication skills while representing the College to visitors, alumni, and prospective and current students. Details regarding the implementation of the program through the A&S Advising Center, as well as the various activities the ambassadors undertake (such as "Arts & Sciences Geek Week"), will be presented.

Christine Blank, Tricia Hargrove, University of Kentucky
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Poster Session 527 7:15–8:30 a.m.

S.O.A.R.: Successfully Outlining Auburn Requirements

Transferring can often be difficult for students, as well as advisors. The Auburn University College of Education has developed a successful transfer student orientation program. This program is focused on advising our transfer students on college policies and procedures, as well as the many time-sensitive program and teacher certification requirements. This orientation includes a power point presentation, engaging group advising session and informative "user-friendly" student handbook. Our transfer students leave our orientation knowledgeable, confident, and empowered with a "can do" attitude! Our presentation will outline the development and implementation of the transfer student orientation.

Lori McLean, Kathryn Burnett, Auburn University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Poster Session 528 7:15–8:30 a.m.

Serving Multicultural High Achievers: Diversity Programs in Engineering

High achieving minority students and faculty are in great demand for many institutions across the nation. As many colleges and universities scramble to attract this select group of students, the need arises to have a more comprehensive and multi-dimensional approach to recruiting and retention of multicultural and under-represented students and faculty. This poster session presents a successful approach and structure of services for under-represented students and faculty in the STEM fields.

Abena Sackey, Cornell University
Presentation based on: Models/Applications

Poster Session 529 7:15–8:30 a.m.

Teacher Recruitment: From Theory to Practice

In 1997 the National Commission on Teaching declared that to meet the need for teachers, "the nation will need to hire at least two million teachers over the next ten years." Similarly, the U.S. Department of Education (1999) estimated that there will need to be an additional two million teachers hired in the U. S. from 2000 to 2010 to meet the needs of the K-12 education system in the United States. To meet the need for teachers in this country, schools of education must focus their efforts on improving methods to attract qualified individuals to the teaching profession. This poster session will discuss strategies employed by the School of Education at the University of Wisconsin-Milwaukee to recruit students into the field of education.

Robert Longwell-Grice, Felipe Rodriguez, Barbara Logan
University of Wisconsin-Milwaukee
Presentation based on: Models/Applications

Poster Session 530 7:15–8:30 a.m.**Teaching Success: Advising Using the Total Intake Model**

In an effort to improve graduation rates, Southeastern Louisiana University created a freshmen success program based on a total intake model of advising. All incoming freshmen receive broad-based, timely information from a central location, with Center advisors collaborating with Undergraduate Coordinators and Faculty Mentors in academic units to prepare for the “hand-off.” Professional advisors teach a three-hour credited course which has a two-fold focus; 1) skills and information necessary for a successful transition from high school to college, and 2) curricular and co-curricular options and relatedness to occupational options. The audience should expect to gain an understanding of the collaborative structure of the model, as well as understand the support and resources provided by upper administration. Time will be provided for interactive discussion with various supporting handouts.

Brad Bergeron, Wayne Aymond Jr.

Southeastern Louisiana University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Level of experience in subject matter: minimal needed

Poster Session 531 7:15–8:30 a.m.**The Amazing Race: From the Subway to the Sears Tower Giving Students a Sneak Preview to New Heights**

University College at Prairie View A&M University established SNEAK PREVIEW, an innovative marketing and recruitment tool that introduces a diverse group (grades 9-12) of potential students to the Historically Black College and University (HBCU) higher education environment. SNEAK PREVIEW is a one day hands-on look at the higher education experience that provides participants with a view of possible majors and related career options, information about pre-college classes that help prepare them for college, scholarship and financial aid requirements, admission and enrollment guides, and new student orientation. Sneak Preview is an actual campus visit that helps with the transition from High School to College.

Rosena Noel-Barrs, Vernon Bland, Perry Holmes,

John Cochran, Prairie View A&M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Poster Session 532 7:15–8:30 a.m.**Through the Looking Glass: Using Students’ Stories to Provide Insight into Their World**

The role of Advisor is linked to understanding the academic needs of each individual student. When helping students choose a major, it is important to not just refer to academic departments, but to truly understand the holistic nature of your advisees. By utilizing a student’s story, you can capture

rich information that paints a clear vivid of the individual student. When advisors identify operating metaphors, they can truly listen and allow the student to be the expert of his / her life. This builds rapport and allows the student to feel both engaged and empowered. As this atmosphere develops, the collaborative process can unearth the hopes, dreams, and fears of each advisee. Using these tools, students will discover their own academic path.

Samuel Hill, Winston Salem State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Poster Session 533 7:15–8:30 a.m.**Utilizing the Lens of Spirituality in a Career Exploration Course**

Spirituality is on the minds of many college students today, and yet they are reporting few opportunities to discuss the deeply meaningful questions of spirituality in the college classroom. This poster session will share ideas on closing that gap in a career exploration course. The presenter will briefly review recent literature on students’ interest in spirituality and on using spirituality in the career exploration process. The distinct lens of spirituality will be compared to the widely used lenses of values, skills, and interests in career exploration. Lastly, the presenter will share examples of and feedback from assignments through which career exploration course students have successfully engaged the lens of spirituality.

Matthew Rust, North Carolina State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 534 7:15–8:30 a.m.**Why Won’t Our Students Reply to Email? Take Your Communication Plan to “New Heights”**

Are you afraid of a full lobby? Is the phone message light always on? Tired of sending endless e-mails without replies? If you answered yes, our presentation is for you and we will show you how to plan, organize, respond, and integrate important advising information using Blackboard to connect with your advisees.

In spring 2003 the Accounting program piloted Blackboard to contact advisees. During the fall 2007 semester University College at the West campus piloted a communication effort to get advising information to our students. Our students were not responding to e-mail efforts so we decided to use Blackboard.

The goal of this presentation is to share effective planning strategies and demonstrate an efficient and student friendly communication effort.

Christine Rosario, Steven Klister, Arizona State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Commission Meeting 103 8:45–9:45 a.m.
Water Tower, West Tower, Bronze Level

Advising Administration

The Commission on Advising Administration invites you to join your colleagues as we recognize NACADA Award winners who are members of the commission, meet the presenters of the concurrent sessions sponsored by the commission, and present the ‘Service to Commission’ annual award to a deserving member. A brief “State of the Commission” report will be presented and the incoming Commission Chair will be introduced. You will also have an opportunity to share specific ideas about future commission projects as well as ask for creative solutions to advising administration issues you face on your campus. Don’t miss this opportunity to meet new colleagues and catch up with old ones!

Cindy Iten, University of Kentucky

Commission Meeting 104 8:45–9:45 a.m.
Comiskey, West Tower, Bronze Level

Theory & Philosophy of Advising

The Theory and Philosophy Interest Group is concerned with fostering the study of the theory and philosophy of academic advising without officially sanctioning any one theoretical perspective. In this meeting, we will discuss how we can further contribute to the emergence of the “discipline” of academic advising and the merging of theory and practice. Other issues of concern to members of the interest group will also be welcomed.

Jeffrey McClellan, Utah Valley University

Interest Group 105 8:45–9:45 a.m.
Grand Suite 5, East Tower, Gold Level

Distance Education Advising

Exciting news: Distance Education Advising Interest Group Awaits Approval for Commission Status

The Distance Education Advising Interest Group steering committee has completed the application process to be considered for commission status. The application will be reviewed by the NACADA board of directors and (hopefully!) approved in a meeting immediately preceding this year’s national conference in Chicago. The Interest Group meeting will share the results of the application status and present an overview of the first and second-year goals submitted in the application.

DEA members are encouraged to attend the meeting with an eye as to how they can get involved in this new and exciting opportunity to advance distance advising within NACADA!

Bobbi Thomas, Washington State University

Interest Group 106 8:45–9:45 a.m.
Grand Suite 3, East Tower, Gold Level
Ethics & Legal Issues in Advising

The purpose of our Interest group meeting is to introduce attendees to the goals of the Ethics and Legal Issues Interest Group for the 2007-2008 year. We will try to identify current needs and expectations of participants. We will develop a ‘next steps’ plan and identify issues of concern to advisors that involve ethics and legal issues. Our plan will be to establish a monthly discussion schedule for the list-serv. We will prioritize what are the most common areas of concern. In addition, we will discuss ways to obtain more visibility and perhaps develop a website with resource information and presentations related to the interest group. We will seek participation of attendees in leadership positions as well.

Lisa Young, University of Alabama

Potential Interest Group 107 8:45–9:45 a.m.
Soldier Field, West Tower, Bronze Level

Graduate-Level Courses in Academic Advising

This interest group will focus on the development of preparation programs for those who seek to become advisors as well as practicing advisors who seek professional development and the opportunity for career advancement. With the exception of the outstanding certificate and MS programs at Kansas State, the development of graduate courses (and programs) that focus on academic advising is relatively non-existent. In fact, a survey of ACADV members led to the identification of only nine institutions that offer (or have offered) a course in academic advising. If the professionalization of the field of advising is to occur, we must identify a core set of learning experiences and expand the number of institutions that offer graduate courses/programs in academic advising.

The purposes of this interest group are: to share best practices in teaching graduate courses/programs in academic advising; to encourage individuals to introduce graduate courses/programs in academic advising; to provide a clearinghouse for course materials; and to promote a common core of coursework for the preparation of academic advisors.

Wes Habley, ACT, Inc.

Concurrent 108 8:45–9:45 a.m.
Crystal B, West Tower, Green Level

Professionalization of Academic Advising

As we take academic advising to new heights, greater demands and expectations are placed on the profession. The increasing calls for accountability of advisors encourage a discussion regarding what it means to be a professional in academic advising.

This session will explore interpretations of being a professional and an academic advisor, together. What is the understanding of being a professional for faculty advisors, too? We will not only discuss knowledge-base, ambition, and work

ethic as key components; we will also highlight attire, attitude, etiquette, and connections with students. Participants should be ready for vigorous debate and discussion as we create potential guidelines for advisor professionalism.

Shelly Gehrke, University of Minnesota-Twin Cities

Jeanette Wong, Azusa Pacific University

Presentation based on: Personal Growth as an Advisor

Concurrent 109 **8:45–9:45 a.m.**

Columbus K/L, East Tower, Gold Level

Reconsidering the “Undecided” Student: A Sociological Perspective on Academic Exploration

“Undecided” college students have long been viewed as a problematic population with special counseling needs. At the same time, a few sociological studies suggest an alternative approach to them, and so do some policies promoting active exploration of academic opportunities in the first two years of college. This presentation endorses a view of the undecided student as a logical product of the relationship between secondary and higher education in the United States rather than a psychological deviance. It seeks to elucidate the significance of academic exploration through a qualitative study of undecided students’ perceptions of their experiences. Some of its findings point to academic exploration as an enriching learning experience, providing “undecided” students with an intellectual freedom not necessarily available to the “decided” ones.

Elena Galinova, Pennsylvania State University

Presentation based on: Research

Concurrent 110 **8:45–9:45 a.m.**

Crystal A, West Tower, Green Level

Student-Athlete Advising: Reaching New Levels

Commission Sponsored: Advising Student Athletes

When it comes to advising student-athletes, it is a whole different ball game. Who are they? What do you look for? Will they be eligible? How can we help them graduate? Midwestern State University offers a system of checks and balances to ensure that all student-athletes are eligible. The Athletic Department and the Academic Support Center work with faculty advisors to check specific criteria that affect student-athletes: the number of credit hours, the twenty-four hour rule, as well as, the six-hour rule and progress toward a degree. This session will provide all academic advisors with a check list to make advising student-athletes an easier task.

Amanda Nimetz, *Amber Beckham*

Midwestern State University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Concurrent 111 **8:45–9:45 a.m.**

Crystal C, West Tower, Green Level

Students Teaching Students: A Peer Advising Path to Success

A two-year partnership between the Academic Advising Center and Academic Affairs, the Peer Advising Program represents a collaborative initiative designed to assist stu-

dents in becoming grounded during their first year. Peer Advisors focus on academics, provide information, and serve as an accessible resource to students. “Pre-advising” conducted through the program offers faculty advisors the benefit of time to focus on major-specific concerns and opportunities. The session includes the perspectives of professional advisors, a graduate intern, and undergraduate peer advisors to highlight the program’s many dimensions. Framed in the format of a syllabus, presenters will emphasize the outcomes and assessments of teaching through advising. The presentation will include teaching tools, assessment techniques, hiring and supervision of peer advisors, and projected future service to academic departments.

Laurie Simpson, *Susan Quandt*, Westfield State College

Presentation based on: Models/Applications

Concurrent 112 **8:45–9:45 a.m.**

Regency C, West Tower, Gold Level

Success in Parent Education: Dialoguing at the Collegiate Level

Best of Region 7

How do you relate with helicopter parents on your campus? At University College, with the University of Oklahoma, we decided to modify our interactions with parents not only to develop appropriate involvement at the collegiate level but also to still maintain their importance. Because of these modifications, there has been a positive difference in the overall contact after the student’s entry into the institution.

This presentation will describe and present the current practices and effective techniques used to teach the new college parent and student about their changing roles. By setting the stage of education, vocabulary, and dialogue, both parents and students can make the successful transition within the appropriate boundaries. This information can be applied to any advisor at any institution.

Brian Nossaman, University of Oklahoma

Presentation based on: Models/Applications

Concurrent 113 **8:45–9:45 a.m.**

Columbus C/D, East Tower, Gold Level

Teaching Probationary Students in the Classroom

Do you teach a student success class that has many probationary students? If you ever wondered what strategies and techniques others use to make this type of classroom a productive learning environment, please join us for this interactive, discussion-based session. Also, if you have effective strategies to share, we welcome your input! We’ll overview the needs and issues characteristic of students in academic jeopardy. Then we’ll share some of our most creative and effective ideas and strategies among colleagues in both small and large group discussion. Session presenters have instructed UC’s College Success Skills course with enrollments composed primarily of probationary students. Please join us!

Carol Wissman, *Greg Moeller*, University of Cincinnati

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 114 **8:45–9:45 a.m.**
Grand B, East Tower, Gold Level

The T in “T-Group” Stands for Transition: An Experience of Support for First Generation Students

Those first in their family to attend college face unique challenges in their transition experience – especially at a large university. This workshop presents one institution’s efforts to support students who are both “first gen” and low-income by providing a means for their challenges and victories to be shared. Drawing from advising, counseling and coaching theory and experience, Transition (“T”) Groups are facilitated as an effective and efficient means for successful connection to the institution and the college experience. T-Groups, based on communication, socialization, reflection and cued guidance are highly interactive, and engage students in a sustaining process of self-discovery and confident progress. Similarly, this workshop will be participative and empowering. Research and resources will be freely shared.

Roger Callahan, Tony Patterson
North Carolina State University
Presentation based on: Models/Applications

Concurrent 115 **8:45–9:45 a.m.**
Regency D, West Tower, Gold Level

A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College

Many students enter colleges academically underprepared. In addition to developmental coursework, some colleges are offering different programs that help these students stay in school and be successful. This presentation describes a retention program targeted at 300 academically underprepared first year students. Participants in the program must attend group meetings, three peer intrusive advising appointments per semester, two Academic Advantage Series: Workshops for Success, four hours of study hall per week, the Majors Fair, and The Learning Center Tutoring Program. Session participants will be provided materials describing the program components in order to replicate the program at their own colleges. Data analysis consists of comparisons between the participants and non-participants as well as the best program predictors of academic success.

Ellen Bonaguro, Kevin Thomas, Jessica Staten
Western Kentucky University
Presentation based on: Research

Concurrent 116 **8:45–9:45 a.m.**
Columbus I/J, East Tower, Gold Level

Academic Advising in Crisis - Virginia Tech after April 16, 2007

This interactive presentation will attempt to discuss how Virginia Tech responded to the immediate and long-term academic needs of its students following the tragedies of April 16 2007. Attempt will be made to address the existing academic calendar and the academic policies and procedures in place prior to April 16th and how they were adapted to accommodate the needs of the students after the tragedy.

The challenges that were faced by the academic deans, faculty and staff advisors, and the overall impact on advising at Virginia Tech will be addressed. Additionally, there will be discussions regarding the challenges that were faced by students and their significant others, faculty and staff both immediately and on a long-term basis six months to a year after the tragedy.

Karen Watson, Mercy Azeke, Cathy Skinner, Virginia Tech
Presentation based on: Models/Applications

Concurrent 117 **8:45–9:45 a.m.**
Gold Coast, West Tower, Bronze Level

Access to Teach: Examining the Access of African Americans to Teacher Education Programs

This session will include an overview of research that analyzes the access of African American undergraduates into Teacher Education Programs at Predominately White Institutions. The main objectives are: 1) to provide a historical overview of African Americans in teacher education, 2) to review research on the importance of having African American teachers, 3) to present major factors that influence the absence of African American students in education programs, including a detailed look at the use of Praxis scores, and 4) to discuss institutional policy and interventions with the audience. This session should benefit professionals working in a school or college of education. It will be particularly advantageous for those who advise African Americans who have an interest in the field of education.

Marsha Saddler, University of Iowa
Presentation based on: Research

Concurrent 118 **8:45–9:45 a.m.**
Acapulco, West Tower, Gold Level

Advanced Warning System

Research consistently shows that early warning programs increase student success rates through retention, higher GPA, and credentials earned. Furthermore, success during the freshman year has been shown to correlate with increased success over the course of the student’s entire academic career. The Advanced Warning System was developed to enhance student success through: documenting student concerns at specific intervals throughout the semester; notifying appropriate support services efficiently; and intervening in time to help students effectively address academic concerns before the semester ends. Technology has been used to develop this warning system to make the student information accessible to all faculty and student services staff.

The audience will be introduced to this advanced warning system and the forms used by faculty and students and how this can be applicable at your campus.

Betsy Langness, Pamela Larkin
Jefferson Community and Technical College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000 – 10,000 students
Level of experience in subject matter: minimal needed

Concurrent 119 8:45–9:45 a.m. Grand C, East Tower, Gold Level

Assigning Advisors in University College – A New Alternative

Commission Sponsored: Assessment of Advising

With over 7,000 undergraduates being served in the IUPUI University College Academic and Career Development Center, we needed a new way to service our students and ensure their success. Over the past year, we piloted a method of assigning advisors to students, stemming from involvement in a learning community (required for new students; advisors are part of the instructional team). This presentation will include reasons why we piloted this program, how we decided to assign advisors (Learning Community based), outcomes of the pilot program, challenges we face, and implications for the future. We employed comprehensive qualitative and quantitative assessment methods to investigate the outcomes of our interventions. We will share our results of investigations which incorporated multiple perspectives (students and advisors).

Kyle McCool, Michele Hansen, Brooke Watson

Indiana Univ Purdue Univ-Indianapolis

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 120 8:45–9:45 a.m. Grand E, East Tower, Gold Level

Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them?

The “open door “ policy of community colleges allows many individuals to attend college who might not otherwise be able to. Some of these students though, are not academically ready to be successful with college level coursework.

As advisors how do we tell underprepared students “yes you have been admitted to college, but no you are not ready to take any class you might want.” What types of limits do we set (or do we set limits?) on the courses they might take?

This program will look at what some community colleges in a number of states do to assist their underprepared students be more successful by directing or limiting them in their course selection.

Chuck Walters, Kishwaukee College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 121 8:45–9:45 a.m. Regency A, West Tower, Gold Level

Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students

How can we reach more students on Academic Probation with an efficient and effective method? This seminar reviews the step by step process to create a workshop that addresses students on probation in a positive way. We infuse quality advising with group counseling techniques to

help students gain perspective on their academics, understand motivation and create meaningful goals. In this group setting, students are challenged to assess their own circumstance and create significant goals for improvement, while also learning from powerful interaction with their peers. This seminar will give you the key strategies to create and facilitate an open, interactive one hour workshop that has been an effective way to reach more of our students on Academic Probation.

Charity Romano, Cal Poly State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000

Level of experience in subject matter: minimal needed

Concurrent 122 8:45–9:45 a.m. Regency B, West Tower, Gold Level

First-Year Advising: It Takes a Campus

Now, more than ever, advisors are asked to do more with fewer resources. Connecting with students in their first year is vital to student success and retention. How can you increase the time spent with these first-year students without hiring more people? Come learn how our small campus recruits, trains, and maintains a group of volunteer faculty/staff First Year Advisors. Hear from a variety of higher education professionals who each go “above and beyond” to assist first-year students with their transition into college life. Along with hearing personal experiences, learn how to recruit, train, and maintain your own team of first year advisors. This concurrent session is lecture style, but audience questions and feedback are welcome!

Sarah Keeling, University of South Carolina-Columbia

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 123 8:45–9:45 a.m. Columbus A/B, East Tower, Gold Level

Fly High(Tech) in the Windy City

Follow the winds of change to using free online resources (no technical experience needed!) to improve productivity and assist advisors in maintaining accurate and current information. With four campuses in three counties, the College of Southern Maryland struggled to communicate academic program, policies and procedural changes to advisors. Using a wiki website, the college automated the process of keeping advisors informed. The presenter/site developer will demonstrate the tools and steps to create an Online Advising Handbook. Highlights include a demonstration of the development process, resources used, information posted on the site, benefits to advisors and how the system is maintained. You’ll be the technology wizard in your college advising department! Handouts will be provided outlining resources, content and web access to our site.

Jessica Parker, Susan Straus

College of Southern Maryland

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 124 **8:45–9:45 a.m.**
Toronto, West Tower, Gold Level

Goal Setting for Liberal Arts Students

What can I do when I get my degree? That is the question on many students' minds. A Liberal Arts degree opens unexpected doors. How do we teach students to set goals that will motivate them through college but won't set them up for disappointment afterwards? Discover how decision making in Liberal Arts is different than in other colleges. Learn new advising techniques that are useful with parents, undecided students and the "over-achievers".

Be prepared to participate in role play activities that focus on advising potential, undecided, and "over-achieving" students.

Mark Landgrebe, Merrill Landgrebe, Purdue University
Presentation based on: Personal Growth as an Advisor

Concurrent 125 **8:45–9:45 a.m.**
Columbus E/F, East Tower, Gold Level

Graduate Study Abroad-Crossing Cultures and Countries

As we encourage our students to look beyond their own backyard and become responsible global citizens, the need for non-traditional study abroad programs becomes apparent. In this session, we will address the importance, value, and feasibility of offering a short-term study abroad opportunity for graduate students, particularly students who are already working, volunteering, or interning in their chosen profession. Examining existing research and a recent vocational study abroad opportunity in South Korea as a model, we will discuss the benefits of observing leadership and service in a different culture. Whether expanding a current study abroad program or taking the first step to developing a program, participants will be given examples of how to create an integrative learning experience for graduate-level students in any discipline.

Heather Salisbury, Marquette University
Presentation based on: Research

Concurrent 126 **8:45–9:45 a.m.**
Grand F, East Tower, Gold Level

Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side?

Does your school tremble at the thought of integrating advising with student services? Fear no more! Pepperdine University did it and we are ready to share with you the phenomenal success of our integrated system: the superior academic experiences of our students, streamlined administrative processes, and the improved relationship between our faculty and administrators. In this session, you will learn the benefits of establishing your own one-stop student environment and also get the tools you need to begin that process on your campus. We successfully integrated academic advising with traditional student services over 8 years ago and we have never looked back!

Andrea Harris, Hung Le, Pepperdine University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students

Concurrent 127 **8:45–9:45 a.m.**
Columbus G/H, East Tower, Gold Level

Integrating Career Advising in Academic Advising: Take Advising to New Heights

Career advising, the integration of career discussion in the advising process, is an integral part of academic advising. Many of the outcomes, advisor skills and student responsibilities are the same or overlapping. Therefore, effective career advising allows advisors to use and expand their current skills for the extended benefit of advisees.

This session will discuss the definition of career advising and related career counseling theories. It will explain the rationale for integrating career and academic advising and learning outcomes for students. Practical suggestions for utilizing career advising will be shared as well as data from a 2007 Career Advising Survey.

Joanne Damminger, Rowan University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 128 **8:45–9:45 a.m.**
Grand D, East Tower, Gold Level

Learning to Transform: Engaging Students through Self-Authorship

Our session will examine how two key ideas, student engagement and the developmental model of self-authoring, can help advisors, counselors, faculty, and administrators plan all levels of their work—including collaborative programming and partnerships within and across the institution—in support of transformative learning. Participants will learn what the developmental model of self-authorship is, its salient implications for advising, how it has been applied at the University of Minnesota to reconfigure education at a major public research institution, and how it might be applied to articulate, plan, and achieve educational outcomes and/or institutional change at the participants' home institutions.

Chris Kearns, Carl Brandt, University of Minnesota
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 129 **8:45–9:45 a.m.**
Grand A, East Tower, Gold Level

Peer Advisors Rise to the Challenge of Academic Advising

As post secondary institutions continue to grow and budgets continue to get cut Academic Advising units must continue to find creative ways to provide adequate advising and services to their student population with fewer resources. One way to consider alleviating an unmanageable work load is to incorporate Academic Peer Advisors. When properly trained and mentored, peer advisors can take responsibility for a tremendous amount of office tasks. From meeting with students to fielding phone calls to adding that "student" perspective to office brainstorming, peer advisors can be an often overlooked and untapped resource for advising units. Come learn how to get your peer advisor program off the ground and take your office to new heights!

Amy Lance, California State University-Chico
Presentation based on: Models/Applications

Exhibit 1008 **8:45–9:45 a.m.**
Columbian, West Tower, Bronze Level

StudyAbroad.com

This session will give an introduction and explanation of Web 2.0, and will provide surveys and data on how it is an integral part of the higher education world today. It will use peer examples of schools and organizations that have already adopted Web 2.0 elements, including areas to avoid. The session will also recommend practices that can be implemented effectively now, and will provide methods to self educate through books, data sources and the Internet. It will then open to questions and discussion.

Exhibit 1009 **8:45–9:45 a.m.**
Wrigley, West Tower, Bronze Level

Prometric

In 2008, Prometric, the leading global provider of comprehensive testing and assessment services, launched a new and improved DSST credit by exam program. Some of the significant changes include a new website and new content for 10 of the most popular DSST exam titles. This presentation will provide more detailed information on the changes and how they impact academic advisors and the students they serve.

10:00–11:00 a.m. Sessions

Commission Meeting 130 **10:00–11:00 a.m.**
Water Tower, West Tower, Bronze Level

Advising Adult Learners

Whether you advise adult learners exclusively or occasionally, you know that this population faces unique challenges. Among the goals of the Advising Adult Learner Commission is increasing member communication and collaboration, so we can strengthen our commission and explore innovative ways to assist this special population. Some of the items on our agenda for this year's commission meeting include reviewing/revising the commission's long-standing goals, discussing the effectiveness of monthly "probes" for list-serv discussions, and encouraging collaboration among members for presentations at regional and national conferences. In addition, members who have made voluntary contributions to the commission this past year will be recognized for their time and effort. And, it's that time again: time to begin planning for the election of a new commission chair for the 2009-11 term. Please join us for stimulating discussion and for a commission members' dinner during the conference!

Lisa Peck, Western Connecticut State University

Commission Meeting 131 **10:00–11:00 a.m.**
Comiskey, West Tower, Bronze Level

Technology in Advising

The purpose of NACADA's Technology in Advising Commission is to help academic advisors and administrators understand appropriate uses of technology in higher education and the impact various technologies can have on academic advising.

At this commission meeting, a brief report on the commission's projects and services through NACADA will be presented and opportunities for involvement will be discussed. The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses. This exercise has repeatedly helped advisers to network, learn from each other and take back ideas to their own home institutions.

Conference participants who cannot attend this meeting may visit our Web site at www.nacada.ksu.edu/Commissions/C14/index.htm for information about the commission.

Renee Babcock, University of Texas

Interest Group 132 **10:00–11:00 a.m.**
Grand Suite 5, East Tower, Gold Level

Advising Military Students & Dependents

The Advising Military Students and Dependents Interest Group invites you to participate in our first meeting of this newly added interest group. We want to hear about your significant issues and successes and discuss how this group can better meet your needs. We will discuss ways to develop our website with resource information and seek participation of attendees in leadership positions as well. Bring questions and suggestions. Conference participants who cannot attend this meeting can join the listserve (details and instructions available on the NACADA website) or email keenanl@uncw.edu

Lisa Keenan, University of North Carolina-Wilmington

Interest Group 133 **10:00–11:00 a.m.**
Grand Suite 3, East Tower, Gold Level

Peer Advising & Mentoring

The Peer Advising and Mentoring interest group will gather to hear an announcement on the status of commission application. Short discussion and handout will share what this means for the group. Treats will be served in order to celebrate the accomplishments of the past year! Suggestions for new activities and initiatives for will be solicited from the group. All attending members will also receive a "Peer Advising and Mentoring Best Practices Tool Kit," devised from NACADA experts in the field. Participants will have the opportunity to network and share their successes and challenges on peer advising and mentoring initiatives.

Dana Zahorik, Fox Valley Technical College
Justin Fithian, Temple University

Concurrent 134 **10:00–11:00 a.m.**
Grand F, East Tower, Gold Level

**Joys of Juggling in the Advising Process,
 Metaphors for Teaching and Learning**

Juggling (yes, literal juggling) is an interactive teaching/advising method that demonstrates the ideas of focus, persistence, and good old-fashioned hard work. Witness how this fun activity actively engages students, gets their attention, and empowers them to think critically. Topics will include: Overcoming self-defeating thinking and negative self-talk; increasing levels of concentration; creating associations to studying and other difficult tasks; inte-

grating both halves of the brain, thereby increasing brain-power; and building teamwork and developing relationships with classmates, advisors, and instructors.

“Attitude literally determines Altitude.” Come have some fun and learn!

John Carmichael, Richland College
Presentation based on: Personal Growth as an Advisor

Concurrent 135 **10:00–11:00 a.m.**
Acapulco, West Tower, Gold Level

**Leap, Hop, Skip and Soar to College:
A Pre-College Experience**

In society today, students have to be prepared for college at an early age due to the ever-changing and escalating college admission requirements. Knowing this, students need to be introduced to the various career fields that are available to them early, especially the lesser known areas in computing and informational technology. The School of Informatics at Indiana University has designed a pre-college program to address this fact. This pre-college experience gives potential students the chance to learn about the latest trends in information technology and computing in a fun hands-on atmosphere. If you are interested in developing a pre-college program, attend this session to uncover how such a program can be an alternate recruitment tool to assist in diversifying your program.

Richelle Brown, Indiana University
Presentation based on: Models/Applications

Concurrent 136 **10:00–11:00 a.m.**
Crystal C, West Tower, Green Level

**Making the Pages Count: Creating a Useable
Faculty Advising Manual**

Commission Sponsored: Faculty Advising

We all want our advisors to be informed and knowledgeable. How do advising manuals help prepare and inform our advisors? How much information is too much? Are faculty advisors really reading all the information we provide? Learn how SUNY Cortland, a mid-sized public institution with a faculty based advising model, streamlined our advising manual to make it useful and usable. Learn how we prioritized our information and determined what will be most helpful to our advisors. The presentation will offer participants a forum for discussion, review relevant research, infuse the philosophy that advising is teaching, and take relevant information back to their home institution for implementation. Whether you are looking to develop an advising manual or update your existing one, the session can help.

Abby Thomas, Lori Schlicht
State University of New York College at Cortland
Presentation based on: Models/Applications

Concurrent 137 **10:00–11:00 a.m.**
Gold Coast, West Tower, Bronze Level

**Managing the Trek: Implications of Prescribed
Programs**

Many programs such as business, engineering, and nursing require students to follow a specific, prescribed sequence of classes to stay on track toward admission and graduation requirements. Although the grand illusion is that prescribed

programs afford advisors more time for building relationships with students, obstacles of managing inflexible, prescribed programs result in less time for quality advising. Creating and implementing enrollment policies calls on advisors and faculty members to develop new initiatives to communicate with students. This session will examine the implications of implementing and managing prescribed programs, implications for late deciders and transfer students, as well as suggestions for student outreach. Specifically, the College of Business Administration Advising Initiative to help students stay on track and our partnership with faculty members and student services offices across campus to reach deciding students will be presented.

Linda Wicander, Karen Arthur, Annie van de Water
Central Michigan University

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 138 **10:00–11:00 a.m.**
Grand C, East Tower, Gold Level

**No Dumb Questions: Effective Advising
Administration**

Engage, advise and document increase student successes. Building on the experience of new administrator's first few years, we will traverse the mountains of institutional politics, personnel and performance, brave the cliffs of reporting and documentation, evade the bandits of the Do-it-For-Me Pass, and face the headwinds of long-standing administrative practices. Discussion will focus on effective planning, execution, and assessment of administrative responsibilities. Together we will arrive at our intended destination: an orderly land of opportunity where advisors are free to engage with and invest in student success.

Joshua Barron, Texas Tech University

Presentation based on: Theory
Target Audiences-this session is best suited for:
Institutional size: over 10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 139 **10:00–11:00 a.m.**
Regency C, West Tower, Gold Level

**Reality Check: Advising Students OUT
of a Major**

Best of Region 8

Most advisors will encounter situations when it is necessary to advise a student out of their chosen major. While increasingly common in pre-professional programs, it is important for advisors in all disciplines to recognize students whose chosen major is a poor fit, to help the student recognize that for themselves, and to direct the student to programs that are better suited to their interests, strengths, and goals. This presentation will address factors influencing student's major choices as well as strategies employed by advisors to assist students in identifying and transitioning to a more appropriate major. In addition to the presenter's perspective, time will be provided for case-studies and group discussion. Attendees can expect to leave the presentation feeling better equipped to initiate these challenging conversations with students.

Nicole Kent, Oregon State University
Presentation based on: Personal Growth as an Advisor

Concurrent 140 **10:00–11:00 a.m.**
Regency B, West Tower, Gold Level

Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students

The Summit Program at Bridgewater State College is a 5-step “early intervention” model designed for students who have been re-admitted to college after academic dismissal. This individualized and holistic approach evolved as the result of identifying and analyzing the unique needs of students who face the challenges of reentering the campus community with a number of “at-risk” characteristics. The goal of the program is to help students navigate the transition, overcome obstacles, and achieve success through a comprehensive personalized plan.

Through this interactive session participants will be asked to identify the needs of their own “at-risk” populations, including probationary and readmitted students, and invited to employ resources and adopt strategies and techniques utilized in The Summit Program at their home institutions.

Autumn Grant, Amy MacMannis-Freeland, Mary Ellis
 Bridgewater State College

Presentation based on: Models/Applications

Concurrent 141 **10:00–11:00 a.m.**
Columbus A/B, East Tower, Gold Level

Supporting Faculty as Advisors and Teachers

The College of Arts and Sciences Advising Services staff serves as a resource to faculty and fully supports their work with undergraduate students. Further, we understand the importance of a student’s interaction, whether in an advising appointment or in the classroom, with a faculty member. Consequently, we have implemented several innovative and cost effective approaches to support and to prepare faculty in their roles as advisor and teacher.

This session will introduce successful strategies developed by Advising Services staff in supporting faculty. In addition to presenting information on previous workshops used to prepare faculty as advisors, we will also highlight our two-day orientation provided for new College faculty in order to assist them in the transition to academic life in the College and at the University of Tennessee.

Melissa Parker, Catherine Anderson, Brian Russell
 University of Tennessee

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 142 **10:00–11:00 a.m.**
Grand A, East Tower, Gold Level

The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors

Advising and FYE professionals are faced with greater demands for accountability and increased pressure to provide evidence that their work has a positive impact. This trend, combined with tighter budgets and more aggressive retention initiatives means that formally evaluating your programs’ impact is becoming a more necessary and challeng-

ing task. This session will focus on low-cost, practical techniques for effective and efficient evaluation planning, information collection, and data analysis of an FYE program. Surveys, interviews, use of institutional data, and other methods of evaluating program effectiveness and impact will be discussed. A demonstration of easy but powerful tips for efficient data organization and analysis will be conducted. Common evaluation pitfalls will also be shared. Participants are encouraged to bring evaluation ideas for group discussion and hands-on demonstrations.

Brian Davis, Nannette Funderburk, Bryant Hutson
 University of North Carolina-Greensboro

Presentation based on: Research

Concurrent 143 **10:00–11:00 a.m.**
Grand D, East Tower, Gold Level

The Grand Challenges of Advising Undergraduates in Engineering and Science

Commission Sponsored: Engineering & Science Advising

In February 2008, the National Academy of Engineering announced the Grand Challenges For Engineering. To parallel that development, this presentation will identify the big challenges for advisors of engineering and science students. It may appear that advising these students is easy; after all, they tend to be focused and intelligent. But in fact, such students have many vexing tendencies that can cause advising frustrations. This presentation, developed by a veteran engineering advisor with degrees and post-doctoral research training in science, will discuss some of the grand challenges: e.g., premature career decisions, inappropriate academic expectations, anti-intellectual biases, poor time management and undeveloped social skills. All advisors in science and engineering are invited to take part in an intense-but-fun sharing of viewpoints and practical strategies.

Donald Woolston, University of Wisconsin-Madison

Presentation based on: Personal Growth as an Advisor

Concurrent 144 **10:00–11:00 a.m.**
Toronto, West Tower, Gold Level

The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE)

Commission Sponsored: Two-Year Colleges

Over the past decade, student engagement has been the new catch phrase used in the university setting to describe students who are able to successfully become acclimated to the university culture and persist to graduation. The Community College Survey of Student Engagement noted in its finding that “many community college students begin slipping through the cracks almost as soon as they first set foot on campus.” This workshop is designed to give participants, especially new advisors, information about the CCSSE report, its findings and allow participants to creatively think about strategies, based on the findings, which will positively impact student engagement.

Mysha Clincy, St. Louis Community College-Meramec

Presentation based on: Research

Concurrent 145 **10:00–11:00 a.m.**
Columbus K/L, East Tower, Gold Level

Theories You Didn't Know You Already Use

Commission Sponsored: Theory & Philosophy of Advising

Did you get into advising because it was the major focus of your job or a piece that somewhere along the way got added? Do you recognize the names Chickering or Perry, Astin or Tinto? Have you ever wanted a refresher course on advising? In this presentation we will review some of the more common advising theories and theorists. Why? Simple: if you want to take your advising to new heights you need to have a strong base and in advising that means knowing the theories and how they apply. We promise we won't read you our Powerpoint. Instead we will introduce the theories and work together to see how they are part of our every day advising.

Jessica Bancroft, Robert Crane, Megan Forbes
University of Maryland

Lindy Brigette, Suffolk University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of advising experience: less experienced

Panel 146 **10:00–11:00 a.m.**
Grand E, East Tower, Gold Level

Understanding Research in Academic Advising: Advisors and Administrators Speak Out

Expanding our understanding of the processes and impact of academic advising on advisors, students and student learning is essential to the profession and the future of NACADA. During the 2008 Regional NACADA Conference members of the research committee conducted a study of advisor and administrator definitions, uses, and perceptions of the role of research in advising. Participants will hear about the preliminary results of the study and have an opportunity to lend their perspective on research in advising.

Moderator: *Sharon Aiken-Wisniewski*, University of Utah

Janet Schulenberg, Penn State University

Iona Black, Yale University

Sarah Naylor, University of North Carolina

Presentation based on: Research

Concurrent 147 **10:00–11:00 a.m.**
Regency D, West Tower, Gold Level

Coming Full Circle: Using Assessment Results to Guide the First Year

Commission Sponsored: Liberal Arts Advisors

The increasing emphasis on accountability in higher education has caused academic units to articulate and measure student learning outcomes. Too often the results of these assessments are shared only "upward" to central administration and external review committees; less often are they shared with students in meaningful ways. This program will demonstrate and report upon how assessment results have been used as a central component in an orientation course for students in a liberal arts curriculum.

Dana Schumacher, Iowa State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 148 **10:00–11:00 a.m.**
Regency A, West Tower, Gold Level

"Career Pathways" vs. Academic Exploration: New Challenges for Academic Advisors

Career education efforts underway in public K-12 schools will have a powerful impact on our students and our work. Typically, these programs contain a clear focus on career choices or "pathways," with academic plans as a secondary and less well-examined focus. In this session we will closely examine how those career education programs (such as the effort underway in Pennsylvania schools), with their focus on early career commitments, are affecting the assumptions and beliefs of our students about educational choices. We will argue that students need to learn how to examine their academic interests and abilities, and distinguish between academic choices and career planning. Participants will discuss the challenges of helping students engage in academic exploration in light of this K-12 career focus.

Marie Lindhorst, Penny Carlson, Penn State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 149 **10:00–11:00 a.m.**
Columbus I/J, East Tower, Gold Level

"Nuthin' Personal Just Business: Learning Styles & Understanding How We Understand"

Individuals perceive and process information in divergent ways and to know ones learning style is integral to success in both academic and professional contexts. This presentation will cover ways in which people learn and offers techniques for enhancing academic performance and overall preparation for the job market. Understanding one's Learning Style and Multiple Intelligence (MI) also aids students with learning disabilities and Attention Deficit Disorder. These include MI include: Visual/Spatial, Verbal/Linguistic, Logical/Mathematical, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal and Intrapersonal Intelligence. Lecture and brainstorm session on: suggesting studying techniques based on each learning style, narrowing down career choices and preparing for job interviews or graduate school.

Lisa-Marie Coppoletta, Sheresa Edgington, Shun-Heng Tsai
Texas State University - San Marcos

Presentation based on: Theory

Panel 150 **10:00–11:00 a.m.**
Crystal A, West Tower, Green Level

Academic Preparation Programs: Mapping a Road to Success

An ancient Chinese proverb states, "A journey of a thousand miles begins with a single step." For some students, that first step is an academic preparation program held prior to the beginning of school.

Mercer University sponsors a five-week summer program designed to assist students lacking the prerequisites for admission to the University. Mount Aloysius College provides a one-week program for admitted first-year students

deemed at-risk. This session will highlight tried and true strategies utilized by both programs to enhance student success. Key campus collaborations, transition issues, academic performance and retention results will be addressed.

Chris Lovett, Mount Aloysius College
C. Jay Pendleton, Mercer University

Moderator: *Susan Fread*

Lehigh Carbon Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000

Concurrent 151 **10:00–11:00 a.m.** **Crystal B, West Tower, Green Level**

Advising IS Teaching

What better way to truly get to know your advisees than by becoming their teacher and seeing them for 150 minutes a week for sixteen weeks. Using a mandatory three credit hour course entitled Career and Academic Planning, advisors in the Undergraduate Studies Program are able to assist students in getting to know more about themselves, assist them in their major and career search, help them to develop stronger decision-making skills and understand how to succeed in college. With a class size of twenty-five the process of getting to know your advisees is greatly enhanced. Advising is teaching and, in this case, teaching is advising. Come away with a strategy for setting up a similar class as well as the syllabus we use as we teach 550-600 undeclared incoming students each fall.

Susan Aufderheide, Purdue University

Presentation based on: Models/Applications

Concurrent 152 **10:00–11:00 a.m.** **Columbus E/F, East Tower, Gold Level**

Bridging the Gap: How to Integrate Advising into a Living and Learning Community

How can we facilitate the integration of students' academic involvement with their co-curricular involvement? How can we appropriately challenge and support the high-achieving student? This program highlights how the themed residence and partnership between University Housing and Dining Services and the University Honors College at Oregon State University has succeeded in building a cooperative living and learning community to address these issues. Attendees will learn about the motivations, history, challenges, and successes of the 12-year-old partnership in McNary Hall. Please join us to explore ways to develop and elaborate upon partnerships to create integrated advising services into residential communities on your campus.

LeeAnn Baker, Oregon State University

Presentation based on: Models/Applications

Concurrent 153 **10:00–11:00 a.m.** **Columbus C/D, East Tower, Gold Level**

Doing More with Less: Pooling Resources to Maximize Advisement Returns

It's all about collaboration! Advisors, administrators, faculty and others join in learning about program collaboration as means of improving student services. Learn about one

unique program within the University at Buffalo, the Center for Academic Development Services (CADS), a model of collaborative programming among ten different student support units combined into one single student center. Pooling resources allowed us to provide advising, tutoring, and many other student services that we would not have been able to provide. We'll look at some obstacles to collaboration, review CADS' history, the ideas behind our action plan, as well as offer learning strategies for overcoming obstacles faced during our collaboration. You will walk away from this session with an action plan for collaboration within your own institution and you'll be assigned a partner to follow-up regarding your progress. (135 words)

Letitia Thomas, Jennifer Morrison, Sarah Piraino
University at Buffalo

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 154 **10:00–11:00 a.m.** **Columbus G/H, East Tower, Gold Level**

Enhancing the Academic Climate for Black Male Students

If educators stop to reflect on the demographic realities and challenges that Black male students confront in their quest for college educations, they would think of these men as determined survivors rather than as "at-risk students."

Studies of persistence suggest that quality relationships with significant members of the campus community are critical to the social and academic integration of multicultural students. However, Black students often report that faculty, in particular, are remote, discouraging and unsympathetic.

This session will consider how other characteristics (e.g., first generation, low SES) combine to undermine these students' opportunities for success. We will identify how advisors can develop and enhance the cultural competence needed to respond effectively to Black male students. We will focus specifically on strategies used by highly successful individuals.

Thomas Brown, Thomas Brown & Associates

Pamela George, Yale University

Presentation based on: Theory

Concurrent 155 **10:00–11:00 a.m.** **Grand B, East Tower, Gold Level**

Helping Transfer Students Reach the Summit of Academic Success

The term "transfer shock" has been an accepted part of academic advising literature since 1965 as advisors attempt to understand why the dip in transfer students' grade point average occurs and what they can do to help them make a more successful transition. This session will present in detail a 3-step transfer success plan implemented by the Warrington College of Business Administration at the University of Florida. This program includes a new interactive transfer orientation program and the implementation of a new transfer peer mentoring program and a transfer success workshop series. Through discussion and sharing, par-

ticipants will learn about the details of creating and implementing these programs, the successes and pitfalls encountered and the changes that were made as a result of program evaluation.

Lindsey Dedow Gubin, Jennifer Olson, University of Florida
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Exhibit 1010 **10:00–11:00 a.m.**
Columbian, West Tower, Bronze Level

SARS Software Products, Inc.

This presentation will provide an overview of SARS Software Products, Inc. The software products are interrelated, interface with Datatel, PeopleSoft, SunGard HE (Banner), and others, and meet the appointment scheduling, tracking, planning, and reporting needs of student service sites. Products to be covered: SARS-GRID, SARS-CALL, SARS-TRAK, PC-TRAK, SARS-PLAN, and SARS-ALRT.

Exhibit 1011 **10:00–11:00 a.m.**
Wrigley, West Tower, Bronze Level

Improving Advising Services on Your Campus—SunGard Higher Education

DegreeWorks is a premium academic advising and degree audit solution for institutions that want to deliver significantly enhanced web-based advising services through their student information systems and campus portals. Learn about the exciting new advising and curriculum planning features DegreeWorks offers students, faculty, academic advisors, provosts, deans, department heads, and institutional researchers. This presentation focuses on product design and key features, and includes a demonstration of DegreeWorks.

11:15 a.m.–12:15 p.m. Sessions

Commission Meeting 156 **11:15 a.m.–12:15 p.m.**
Water Tower, West Tower, Bronze Level

Faculty Advising

Faculty advising is part of nearly every campus culture. This commission represents the best of faculty advising. Its members are administrators, faculty members, and full-time advisors who want to learn and share ways to connect with faculty advisors on their campuses. The discussion format for the Faculty Advising commission meeting invites members and those interested in becoming members to share important issues related to faculty advising, to get feedback from peers about ideas or plans, to meet new colleagues, and to discuss possible collaborative efforts. Please join us in mapping out the future of the Commission.

Rhonda Sprague, University of Wisconsin-Stevens Point

Commission Meeting 157 **11:15 a.m.–12:15 p.m.**
Comiskey, West Tower, Bronze Level

Lesbian, Gay, Bisexual, Transgendered & Allies Concerns

Hey! Come to our Commission meeting! Our commission meetings are fun AND we're committed to offering assistance to all advisors who work with LGBTQ and allied stu-

dents. We are also interested in educating allies to increase their understanding of LGBTQ concerns and providing a forum for advisors to network and receive support. Our discussion will focus on last year's goals (creating terrific programming for Chicago and regional conferences, and service to NACADA) and next year's goals (terrific programming for San Antonio and regional conferences, and service to NACADA). We will also recognize individuals for their work and/or support for LGBTQ students and our commission. If you would like information about our commission, contact jennifer-joslin@uiowa.edu, and go to www.nacada.ksu.edu/Commissions/C18/index.htm.

Jennifer Joslin, University of Oregon

Interest Group 158 **11:15 a.m.–12:15 p.m.**
Grand Suite 5, East Tower, Gold Level

Pre-Law Advising

Pre-law advising, the services and programs offered, and the office or professional responsible for it, varies greatly across campuses. In short, it is a diverse and complex field. The Pre-Law Advising Interest Group exists to support the diversity of advisors of all levels of expertise as well as respond to suggested services and resources that will help advisors, help their students. At this meeting, we will discuss the accomplishments of the past year, which includes an updated resources website and a nationally administered survey of all pre-law advisors; exchange best practices; and determine future activities and areas for involvement. Please take advantage of this opportunity to meet with diverse group of advisors. Please feel free to contact Anne Harrington, Interest Group Chair, at aharrington@anselm.edu with any questions or ideas. I look forward to meeting you in Chicago.

Anne Harrington, Saint Anselm College

Interest Group 159 **11:15 a.m.–12:15 p.m.**
Grand Suite 3, East Tower, Gold Level

Probation/Dismissal/Reinstatement Issues

Working with students in academic difficulty is often a challenging yet rewarding experience. Sharing our PDR-related concerns, issues, and ideas can be an important way to enhance our effectiveness in working with this population of students. Round table discussion groups will be formed based on topics of interest to participants, and groups will share a summary of their discussions. Don't miss this opportunity to network, share, and learn!

Chris Maroldo

Indiana University Purdue University-Indianapolis

Concurrent 160 **11:15 a.m.–12:15 p.m.**
Grand D, East Tower, Gold Level

Involvement in NACADA: Stepping Up to New Heights

Whether you are a new or seasoned advisor, involvement in NACADA is an excellent step toward becoming successful in your profession. NACADA offers a variety of opportunities for involvement that include, but are not limited to, elected leadership positions. Consider volunteering for various regional and commission projects and steering committees, serving on national committees, presenting at a conference,

writing for the NACADA Newsletter or Clearinghouse, or applying to the Academic Advising Consultants & Speakers Service. NACADA encourages involvement from our diverse membership in all areas of the association.

This panel features Board and Division members who will explain the range of options for “stepping up” your NACADA activity, how they became involved, and how leadership positions have helped them achieve new heights in their careers.

Celeste Pardee, University of Arizona
Jennifer Bloom, University of South Carolina
Albert Matheny, University of Florida
Laura Mooney, Nova Southeastern University
Steven Schneider, Fox Valley Technical College
Karen Sullivan-Vance, Western Oregon University
Jermaine Williams, Community College of Philadelphia
Presentation based on: Personal Growth as an Advisor

Concurrent 161 **11:15 a.m.–12:15 p.m.** **Columbus K/L, East Tower, Gold Level**

Is Email Jeopardizing the Art of Advising?

Email advising has readily taken center stage as the preferred method of communication for both students and advisors. Students are able to write their questions as they occur to them, and advisors have found email useful in documenting interactions with students. However, email advising can impact the quality of advising relationships, can hinder developmental advising, and can facilitate students' continued dependence on advisors for information. This session will focus on common pitfalls that occur in email advising, and examine limiting factors such as tone, intent, and prescriptive advising. Participants will examine real-life examples and engage in discussion as to how to strategically infuse developmental advising techniques into email communication, as well as determine when email advising is not appropriate to address students' concerns.

Sue Ohrablo, Nova Southeastern University
Presentation based on: Personal Growth as an Advisor

Concurrent 162 **11:15 a.m.–12:15 p.m.** **Columbus E/F, East Tower, Gold Level**

Minimize Size, Maximize Experience: Connecting First-Year Students to Their College

Helping first-year students feel connected to their major and college can be challenging—especially in a pre-professional program on a large campus. In order to do so, advisors must get creative, combine forces, and use multiple approaches to help first-year students develop a sense of belonging with their college—while also helping the students build a strong foundation for their future academic pursuits and career opportunities. This presentation will explore ways to help students blend their academic pursuits with professional development opportunities during their first year, while also instilling within them the shared values and competencies associated with their college. This presentation will offer multiple examples that can be adapted to a variety of student populations.

Sarah Diaz, *Laura Ullrich*, University of Arizona
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 163 **11:15 a.m.–12:15 p.m.** **Regency B, West Tower, Gold Level**

Online Career Resources for Advisors

Best of Region 1

Advisors are frequently asked questions about specific careers and occupational trends in the process of planning a student's academic program, but often are not prepared to answer these questions. This workshop will introduce attendees to at least three career information websites that will assist you and your advisee in: answering career-specific questions, providing occupational trends, identifying educational requirements for specific careers, gaining knowledge of salary ranges for occupations, and identifying transfer schools with specific majors. Navigation through these sites will demonstrate specific features and special characteristics.

Discussion will focus on defining the situations and parameters that are appropriate for advisors to provide occupational information to students and assist them with career exploration as well as define situations that necessitate referral to a career counselor.

James Peacock, Kennebec Valley Community College
Kristina Ierardi, Cape Cod Community College
Presentation based on: Models/Applications

Concurrent 164 **11:15 a.m.–12:15 p.m.** **Columbus G/H, East Tower, Gold Level**

Returning to the U: An Innovative Program for Adult Learners

Commission Meeting: Advising Adult Learners

During spring 2007, The University of Utah determined that in the previous ten years 4000 students with 90 or more credit hours had never completed their undergraduate degree. A University wide initiative was created to encourage former students who have stopped out of the University of Utah to return and complete their degree.

This presentation will look at the implementation of the Returning to the U program (RTU). Issues to be covered include: funding, resource materials, eligibility requirements, incentives, services and methods for locating qualifying students. Secured scholarship money for this group of primarily part time students, and the role a campus wide RTU Advisory Board plays will also be discussed. Final topic will focus on the tracking of RTU students' retention and graduation rates.

Sandra McLelland, University of Utah
Presentation based on: Models/Applications

Concurrent 165 **11:15 a.m.–12:15 p.m.** **Columbus C/D, East Tower, Gold Level**

Take your Training, Teaching and Group Advising to New Heights with Interactive Techniques

Commission Meeting: Advisor Training & Development

Do you deliver group advising, peer advisor training, faculty or new professional advisor training; or do you teach a freshmen or exploration class? Are you looking for new ways to engage these audiences? In this session, I will give you at least a dozen interactive teaching methods with relevant examples that can be applied to a variety of environments for the delivery of conceptual, relational, and informational mate-

rials. Although interactive training may not increase recall, it will increase learner satisfaction and engagement, which is a desired outcome. You will have the opportunity to explore new ideas for the application of methods within your own campus and unique group environments.

Cindy Fruhwirth, University of Wisconsin Oshkosh

Presentation based on: Models/Applications

Concurrent 166 **11:15 a.m.–12:15 p.m.**
Toronto, West Tower, Gold Level

The Highs and Lows of Emotional Wellbeing for the First Year Student—the Trends, the Issues, the Solutions for Advisors

Research suggests that first year students are entering our institutions with more emotional concerns than ever. The presenters, university psychologists, advisement professionals and faculty conducted research on the trends, issues, and emotional concerns of 2500 first year students who were clients in the University counseling center over a ten year period. Results will be shared and implications for aiding and retaining these students through their freshman year will be discussed. Video taped scenarios will be shared. Audience participation will be strongly encouraged.

Julie Preece, Norman Roberts, Ron Chapman

Brigham Young University

Presentation based on: Research

Concurrent 167 **11:15 a.m.–12:15 p.m.**
Grand B, East Tower, Gold Level

To Teach or Not to Teach: What Students Say about Teaching as a Career Choice

Commission Sponsored: Advising Education Majors

The demand for teachers is on the rise. According to The National Center for Education Statistics Predicting the Need for Newly Hired Teachers in the U.S. to 2008-2009, about 2.4 million teachers will be needed in the next 11 years due to teacher turnover, retirement, and rising student enrollment. The demand for teachers is especially high in math and science which has teacher education faculty, school administrators, and state officials pondering the question; where are the secondary teacher candidates? This session presents findings from a study that looked at why university students do not pursue education as a career choice in comparison to students' motivations to become teachers. The findings provide valuable information for those looking to promote teaching careers.

Kristine Reed, University of South Dakota

Presentation based on: Research

Concurrent 168 **11:15 a.m.–12:15 p.m.**
Columbus A/B, East Tower, Gold Level

Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool

In an era where advising is tasked with helping raise persistence and graduation rates, it is imperative that advisors make use of all available resources. This presentation will serve as an unveiling of our use of resources such as WebCT, Blackboard and others that were once limited to classroom instruction that advisors can use to put information into the hands of students much more readily.

The presentation will address the process to develop, implement and evaluate this adaptation of technology to advising. Steps will be shared that can guide attendees in the development of this model in their own advising center. There will be a live demonstration and time allowed for questions.

Bradley Chandler, Raquel Linares

University of Texas-San Antonio

Presentation based on: Models/Applications

Concurrent 169 **11:15 a.m.–12:15 p.m.**
Grand A, East Tower, Gold Level

A Mile Wide AND a Mile Deep: Advisor Training that Works

It can be frustrating to design a faculty advisor training program that has both breadth and depth. Join us to learn about a program at a small liberal arts college where faculty learn together about advising, share strategies for helping students grapple with life's big questions, deepen listening skills, identify and articulate their own sense of passion and vocation, and strengthen collegial relationships. This session will provide information on the history of the group, group formation, content and activities, and funding. Participants will also briefly engage in exercises from the training program. This session is presented by a facilitator and participant of the faculty advising group. Five years of evaluations indicate that this training works!

Barb Ramos, Mark Bates, Simpson College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000

Concurrent 170 **11:15 a.m.–12:15 p.m.**
Grand F, East Tower, Gold Level

A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors

A team approach to advising exploratory, first-year students was piloted in fall 2006. This was followed by a larger implementation in fall 2007. Teams consisted of faculty advisors (instructors in the FYE seminar course), professional advisors from our CAPS (advising) center, and student peer advisors from our Center for Student Leadership (CSL). Panelists will discuss the details of the advising team approach, the logistics of implementing such a program and the data (retention, GPA, declaration of majors) obtained from the fall 2006 and fall 2007 studies. Attendees will have the opportunity for open discussion on the concept of advising teams and can hopefully provide input on possible modifications that would improve the effectiveness of this approach to advising exploratory first-year students.

Ralph J Rascati, Brian Glankler, Judy Craven

Kennesaw State University

Presentation based on: Models/Applications

Concurrent 171 **11:15 a.m.–12:15 p.m.**
Grand C, East Tower, Gold Level

Above & Beyond: How & Why to Make an Advisor "Briefing" Program

In an ever-changing professional environment, Academic Advisors need more than just the standard "conference-

style” program to be effective. To facilitate continuing education and provide the opportunity for professional and social interaction, Texas A&M’s advising association (University Advisors & Counselors, or UAC) developed an “Advisor Briefing Days” program. This program serves as an addition to the standard “mini-conference” by shifting its focus toward motivating advisors, highlighting professional changes, and providing resources to maximize the advising experience for advisor and student.

In this session, you’ll be given a behind-the-scenes look at the planning, processes, programs, and promise of this innovative Advisor training program, as well as learn how to plan and implement your own. Attendees will be encouraged to participate in group discussion and brainstorming.

Samuel Murdock, Terri Burger, Rebecca Hapes, Donna Witt, Vida Wilhelm, Texas A&M University

Presentation based on: Models/Applications

Concurrent 172 **11:15 a.m.–12:15 p.m.** **Regency A, West Tower, Gold Level**

Advising and Academic Coaching

Academic Coaching is a growing phenomenon and will become an integral part of higher education. Why coaching? Because coaching can improve performance and enhance the quality of one’s life! Ultimately, limited data shows that the result of the coaching process helps students take become more successful - academically and personally! This session will address academic coaching as a philosophy and some suggestions as to how it can be implemented in your department, on your campus, etc. The session will address particular tools that can be used to engaged students in the self-exploration process. Participants will be engaged by using a few of the “tools” that may help them get a better understanding of the coaching process and how it may work at the institution

William Johnson, University of North Carolina-Greensboro

Presentation based on: Personal Growth as an Advisor

Concurrent 173 **11:15 a.m.–12:15 p.m.** **Grand E, East Tower, Gold Level**

Advising through the Slump: Meeting the Needs of Second-Year Students

Commission Sponsored: Small Colleges & Universities

Current interest in the second year of college has generated new research and programs that seek to better understand or alleviate difficulties associated with the “sophomore slump.” Nevertheless, little research has focused on the relationship between academic advising and the second-year experience. This program will present the methods and results of a qualitative study of the second-year experience at a private, residential liberal arts college with a faculty-based advising system. In this study, students articulated several factors that made their second year unique. Information on the second-year experience will be shared, and implications for academic advising as well as student and academic affairs will be discussed. Participants will also leave with an understanding of how to conduct a similar study on their home campus.

Joyce Stern, Grinnell College

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 174 **11:15 a.m.–12:15 p.m.** **Acapulco, West Tower, Gold Level**

Advising to Increase STEM Opportunities for Undecided Students

The tradition of encouraging undecided students to take introductory STEM (science, technology, engineering, and math) classes designed for non-majors inadvertently keeps many of them from choosing STEM majors because, disproportionately in STEM, this leads them to be unprepared to continue in those disciplines. This presentation suggests changes in advising protocol to open doors to STEM for undecided students, and addresses how to prepare non-traditional STEM students for success through one-on-one advising and institutional procedures. Discussion includes issues relevant to two- and four- year colleges.

Lisa McLoughlin, Greenfield Community College

Presentation based on: Models/Applications

Concurrent 175 **11:15 a.m.–12:15 p.m.** **Columbus I/J, East Tower, Gold Level**

Advisor Swap: Training Immersion for Academic Advisors

As academic advising managers who have our employees best interests at heart, we must see that advisors are professionally stimulated in their current roles, providing for a more enlightened and interested workforce.

At our institution, we have successfully developed and piloted an advisor training program we refer to as “Advisor Swap,” whereby advisors from different advising centers across campus spend a week in another advising center in order to learn about various approaches and service models, with the goals of retrieving best practices and establishing better connections with colleagues and students.

In this presentation, we will discuss the birth of our cross training, the application of our program, and the learning outcomes reported by advisor participants. Presentation attendees will receive concrete information about how to take this training back to their institutions.

Joan Tsacalis, Patricia Gonzalez, Katherine Calucci
University of Texas-San Antonio

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Panel 176 **11:15 a.m.–12:15 p.m.** **Crystal A, West Tower, Green Level**

By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students

Advising students in competitive programs requires efficiently and effectively addressing common questions and concerns of both current and prospective students. Panelists from two universities will share the implementation of podcasting as an innovative way of disseminating information. This session will highlight the content of our podcasts from the Mennonite College of Nursing advising office at Illinois State University and from the advising office at Auburn University’s College of Sciences and Mathematics. The implementation and outcome of the podcasting initiative

will be shared as well as providing practical ideas for using podcasts to provide on-demand advising for today's students. There will be opportunity for discussion throughout the session.

Moderator: *Krysta Diehl*, Auburn University
Beverley Childress, Auburn University
Melissa Moody, Illinois State University
Ruth Bingham, University of Hawaii-Manoa
Presentation based on: Models/Applications

Concurrent 177 **11:15 a.m.–12:15 p.m.** **Crystal C, West Tower, Green Level**

Career Exploration: Doctor, Lawyer, Indian Chief . . . and the Decision Path to Pursue the Dream

Career Exploration is the new frontier on many college campuses today. With so many of our students entering college as “Undecided,” along with those who are declared, doubting, and feeling trapped, we can see why it is so important to have a Career Center in place. In this interactive presentation, we will share the “Who, What, and How” of Southeastern’s Career Hub, briefly take you through our exploration process, and then break into small groups to share and record program information. Feedback from data gathered will be provided at a later date for those interested.

Terry Fitzpatrick, Deborah Lowry
Southeastern Louisiana University
Presentation based on: Models/Applications

Concurrent 178 **11:15 a.m.–12:15 p.m.** **Gold Coast, West Tower, Bronze Level**

Climbing to New Diversity Awareness

The advisor of today is challenged to reach new heights of cultural awareness as we deal with the ever changing diversity of students. This presentation will explore a professional development technique I have employed for the past ten years with advising and student services staff to expand diversity awareness. Incorporating “Diversity Moments” into staff meetings provides a method for expanding definitions of diversity while developing empathetic understanding of student perceptions. Examples of specific materials and interactions used will be provided.

Dick Vallandingham, Black Hawk College
Presentation based on: Personal Growth as an Advisor

Concurrent 179 **11:15 a.m.–12:15 p.m.** **Regency C, West Tower, Gold Level**

Height of Folly or Soaring Success?: Assessing Registration Advising

Do advisors make a difference? This presentation seeks to answer this fundamental question by describing and analyzing the effects of advisors on a core activity of academic advising: registration advising. It makes a basic assumption that if we can demonstrate a positive effect on students’ registration, then we can infer positive effects on other key advising practices.

The presentation focuses on registration advising sessions as measured by the College of Liberal Arts’ Student Division at The University of Texas at Austin. This complex assessment project features direct and indirect multiple measures

of advisors and students honed over the past two years. It will seek audience participation and make available the instruments used in the study.

Richard Ribb, University of Texas
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced

Concurrent 180 **11:15 a.m.–12:15 p.m.** **Regency D, West Tower, Gold Level**

I’m Talking, But . . . They’re NOT Listening: Moving Beyond That Point

Communication is central to our work as advisors. While there is not an ideal, we are wise to reflect on our communication competence. In this session, participants will learn about verbal and non verbal aspects of communication. Attention will also be given to the words that we use and choose. Last, but not least, listening will be discussed. The session will include information, discussion, and activities. Join the communication on communication.

Loretta Kucharczyk, Prairie State College
Presentation based on: Personal Growth as an Advisor

Concurrent 181 **11:15 a.m.–12:15 p.m.** **Crystal B, West Tower, Green Level**

Integrating Advising, Teaching, and Learning: A Formula for Success and Retention

A wide variety of factors contribute to a student’s success and achievement during the first year of college. Research suggests that there are patterned variables that influence success, whereas practitioners argue that academic success for students is highly idiosyncratic and individualized. Institutions are challenged to design support programs that not only reflect research in higher education, but also to provide services that are attentive to individual needs. This session examines Bryant University’s unique approach to supporting students during their first year and beyond. The University has designed a support system integrating three functional areas of the institution: Advising, The First-Year Experience, and Learning Assistance. The support system for the first year lays the “foundation” for academic success and retention during the first year through graduation.

Laurie Hazard, Lori Johnson, Bryant University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200 – 5,000 students

Exhibit 1012 **11:15 a.m.–12:15 p.m.** **Columbian, West Tower, Bronze Level**

Educational Benchmarking

Educational Benchmarking (EBI) is focused on the improvement of the college experience. EBI offers over fifty nationally benchmarked assessments enabling institutions to identify key areas that will have the greatest impact on overall improvement. MAP-Works® is the newest EBI program focusing on student success. MAP-Works facilitates and enriches interactions between your institution and first-year students by providing individualized reporting, communication management, and more to first-year students and faculty/staff. This innovative approach improves students’

transition to the college environment with a constant focus on student success. MAP-Works was developed through a partnership with Ball State University. The session will introduce participants to the MAP-Works system including the philosophy behind the program, its features, and the impact it can have on the success of your students.

Exhibit 1013 **11:15 a.m.–12:15 p.m.**
Wrigley, West Tower, Bronze Level

Redrock Software Corporation

Redrock Software Corp. presents AdvisorTrac: the ultimate web-based advising center management system. Advising administrators will see how AdvisorTrac software can enhance student service; maximize time and personnel; and justify center funding. AdvisorTrac works in centralized and decentralized centers. Presentation will be an interactive demonstration of the software plus a review of case studies of campuses already using AdvisorTrac.

Www.advisortrac.net

12:15–2:00 p.m.

Lunch on your own

2:00–3:00 p.m. Sessions

Commission Meeting 182 **2:00–3:00 p.m.**
Comiskey, West Tower, Bronze Level

Advisor Training & Development

Are you a commission member or someone who is interested in learning more about Advisor Training and Development? If so, please join us as we review ideas and establish our priorities for the coming year. Learn more about our “Ask a Colleague” initiative and other advisor training tools. Find out how you can be involved in the work of the commission. We are one of the largest commissions in NACADA and our members bring experience, creativity and fresh ideas to the table to the table, so you can expect a lively conversation.

Pat Folsom, University of Iowa

Commission Meeting 183 **2:00–3:00 p.m.**
Water Tower, West Tower, Bronze Level

Undecided & Exploratory Students

The purpose of the Commission is to promote the advancement and improvement of academic advising of undecided and exploratory students. The meeting time will be spent discussing techniques, resources, programs, and ideas we utilize at our own institutions. In addition, Commission members will have a chance to meet our incoming chair! This will also be an opportunity to network with colleagues, recognize our commission sponsored programs, and develop goal for the next year.

David Spight, University of Texas

Interest Group 184 **2:00–3:00 p.m.**
Wrigley, West Tower, Bronze Level

Large Universities

Advisers at large universities (20,000+ undergraduates) face unique challenges. Collaboration and coordination can be difficult across institutional structures. Advising philosophies, approaches and styles may vary widely across campus. Resources are often limited. Yet, these challenges, as well as others, often lead to the development of unique programs, interesting communication strategies, and remarkable professional development opportunities. Our goal is to provide NACADA members with an opportunity to meet with colleagues from other large universities to share their experiences and their knowledge and to discuss topics of mutual concern. Please join the Large Interest Group email list to suggest topics of interest (check the NACADA web site for details) or email mylar@u.washington.edu Please come join the discussion!

Leah Panganiban, University of Washington

Interest Group 185 **2:00–3:00 p.m.**
Grand Suite 5, East Tower, Gold Level

Study Abroad Advising

The Study Abroad Advising Interest Group seeks to support academic advisers in their work with students before, during, and after an education abroad experience.

The Study Abroad Advising Interest Group seeks to involve NACADA members to: enhance adviser knowledge of study abroad and work, intern, and volunteer abroad options, build adviser interest in learning how they can promote and prepare students for education abroad, share strategies, tools, and materials for advising students interested in education abroad, share strategies and successes regarding curriculum integration and course equivalencies, develop information exchange and partnerships with other professional organizations committed to advancing advising and education abroad agendas (e.g., NAFSA, the Forum), support re-entry advising for students, promote research, publication, and conference presentations

Join us at the Interest Group meeting to network and discuss education abroad advising “hot topics” on our campuses.

Jodi Malmgren, University of Minnesota-Twin Cities
Kelly O’Sullivan, University of California-San Diego

Potential Interest Group 186 **2:00–3:00 p.m.**
Columbian, West Tower, Bronze Level

Advising in Interdisciplinary Programs

Do you advise students in interdisciplinary programs? If so, you are probably quite familiar with the challenge of helping students to identify and learn discipline-based connections, and to understand the demands of interdisciplinary education and the advantages this education gives them. This session will explore the potential usefulness of a formal interest group that addresses these challenges through discussion, sharing resources, and learning more about the wide-ranging nature of interdisciplinarity. As with other NACADA interest groups, this one has a website and a listserv.

At the 2007 Annual Conference in Baltimore, twenty-nine people attended a presentation on advising in interdisciplinary programs and agreed that an interest group should be formed. This meeting is the next step for formally establishing the group. If you are interested, please attend to offer your suggestions, questions, and your support!

Steve Pajewski, Carnegie Mellon University

Concurrent 187 **2:00–3:00 p.m.**
Grand C, East Tower, Gold Level

Preparing Students to Reach New Heights of Success

Commission Sponsored: Advising Education Majors

What do students wish they had known before coming to college? What advice would they give to new incoming freshmen? Students in freshman orientation classes were surveyed to provide answers to these questions. The focus of this presentation will be presentation of the research and application of the findings. How can advisors, faculty advisors, and colleges utilize this information to develop more effective advising programs and offer programs to address the identified needs? This information is also helpful when preparing for NCATE or other accreditation reviews to identify how a program is meeting the needs of students.

Lee Kem, Murray State University

Presentation based on: Research

Concurrent 188 **2:00–3:00 p.m.**
Grand D, East Tower, Gold Level

Raising the Bar for Advising: Strategic Planning for the 21st Century

Commission Sponsored: Assessment of Advising

Knowledge and skills for making strategic decisions are essential to achieve greater excellence for individual advising programs and for the profession. Carrying out strategic planning will ensure that academic advising achieves greater heights in the 21st century—including exemplary practice, strong research, and wise choices about how to best use shrinking resources. Session leaders will share their recent experience in implementing a strategic planning process for a stand-alone advising unit. Through this session participants will identify content components for strategic plans, learn about technology processes to engage critical stakeholders in planning, and articulate at least one belief/value about advising at their institutions.

Linda Higginson, Eric White, Penn State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 189 **2:00–3:00 p.m.**
Columbus K/L, East Tower, Gold Level

Raising the Bar: Who's in Charge of Pre-Law Advising?

For many individuals who advise pre-law students, the pre-law role is just one small aspect of their responsibilities. In some instances, it is not even specified in their job description, but is rather something that they end up doing by default since no one else is assigned to do it. In this ses-

sion, we will share the results of a survey to assess the way in which pre-law programs are set up at a wide variety of colleges and universities nationwide. Participants will have the opportunity to discuss the challenges and successes of their pre-law advising programs, compare the pre-law advising services to those offered at other institutions, and learn about effective ideas that can be implemented to improve pre-law advising on their campuses.

Anne Harrington, Saint Anselm College

Ruth Bingham, University of Hawaii-Manoa

Sara Mock, University of Florida

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 190 **2:00–3:00 p.m.**
Columbus G/H, East Tower, Gold Level

Restoring Your Wings to Soar to New Heights

Many students face serious academic difficulties despite academic advisors' best efforts. Although some students may overcome these obstacles alone, many require academic intervention. This session will focus on a comparison of two departments' innovative academic probation and retention programs designed to rescue struggling students and help them soar to new heights.

Participants will learn the mechanics of our programs, how they have changed through the years, and the program success rates. Additionally, attendees will have the opportunity to interact in small groups, respond to short case studies, create possible intervention methods for their own programs, discuss current best practices and brainstorm improvements to any academic probation or retention program.

Heather Haliburton, Rebecca Hapes, Texas A&M University

Presentation based on: Models/Applications

Concurrent 191 **2:00–3:00 p.m.**
Regency A, West Tower, Gold Level

Scattered to Structured: Reorganizing Academic Advising Services

Reorganization presents challenges while also opening up opportunities for change. This session will share how one undergraduate college at a major four-year public university restructured academic advising services reflecting the value for developmental advising, the need to streamline delivery, and the desire to better utilize faculty time. Specific attention will be given to the critical importance of support from constituencies and success in building a strong academic advising team. Through discussion, participants will be encouraged to share their experiences with or desires to reorganize academic advising services in their academic units.

Sandi Splansky (Kuchynka), Kerry Spitze, Liz Harris

Northern Illinois University

Presentation based on: Models/Applications

Concurrent 192 **2:00–3:00 p.m.**
Acapulco, West Tower, Gold Level

Scrubbing The Launch: Nursing Students On Probation

5...4...3...2... uh-oh, Houston, we have a problem! The rigors and challenges of the nursing courses threaten the take-off of many students' nursing careers. Come learn how faculty and advisors created a plan to ensure student success. From a collaborative academic enrichment program entitled "First Aid Fridays" to faculty referrals of an early warning system named S.P.A.R.K. (Students Pursuing Academic Responsibility & Knowledge) participants will be exposed to the multi-faceted efforts of this advising crew from the University of Kentucky College of Nursing.

Tony Grace, Joanne Davis, Stefney Simpson
 University of Kentucky

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 193 **2:00–3:00 p.m.**
Grand E, East Tower, Gold Level

The Model for Academic and Career Success

The Model for Academic and Career Success is a collaborative initiative by several units including academic advising, career counseling and career services. The Model identifies for students deliberate ways to integrate co-curricular and career planning activities into their educational plan to complement class room learning. It is a "road map" for students to approach their academic and career development in a systematic way to gain liberal education competencies for graduation and beyond. Though the model has 7 stages, students may progress through the model at their own pace, engage in some stages simultaneously and revisit earlier stages as they revise their goals and ideas. The model helps faculty and staff assist students integrate in and out of class activities.

Sulari White, Chris Plouff, John Zaugra, Leijhi Koval
 Grand Valley State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 194 **2:00–3:00 p.m.**
Crystal A, West Tower, Green Level

The NCAA Division I Academic Performance Program and the NACADA/NCAA Partnership

This session will include an overview of the NCAA Division I Academic Performance Program (APP) provided by a member of the NCAA Membership Services Staff and also an overview of the NACADA/NCAA partnership initiatives. The presentation will be followed by a question and answer session.

The aspects of the Division I APP will be discussed, including background, measurements (APR, GSR) and data collection, penalties, APR improvement plans and updates.

Details of NACADA/NCAA partnership initiatives will be offered, including those for the "Academic Success and the Student-Athlete" Online Course and the "A Game Plan for the Student-Athlete Success" Academic Institute.

NCAA Representative

Presentation based on: Models/Applications

Concurrent 195 **2:00–3:00 p.m.**
Gold Coast, West Tower, Bronze Level

The Peak of Success: Taking the Adult Learner to New Heights

Commission Sponsored: Advising Adult Learners

The Council of Adult and Experiential Learning (CAEL), in partnership with the American Productivity & Quality Center (APQC) conducted a benchmark study that identified eight principles of effective practice for serving adult learners. The Program for Accelerated College Education (PACE) at California State University East Bay reflects these practices thus enabling this non-traditional student population to attain new heights within the university and realize the peak of success.

Barbara Jackowski, California State University-East Bay
Presentation based on: Models/Applications

Concurrent 196 **2:00–3:00 p.m.**
Regency C, West Tower, Gold Level

Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students

Best of Region 10

Have you ever had to deal with obtuse actions by freshmen? Two former high school teachers utilize a combined 22 years of secondary education experience to explain why first-year students often exhibit apathy, entitlement, and interdependence. Through a series of interactive demonstrations these two theatre veterans will illustrate how certain high school norms and programs encourage the formation of behaviors that are often irrational or counterproductive at the college level. This dynamic duo will also offer strategies and examples that will help you motivate your first-year-students into the creative, independent and critical thinking problem solvers they have the potential to be.

Jennifer Edwards, Carrie Graham, Arizona State University
Presentation based on: Personal Growth as an Advisor

Concurrent 197 **2:00–3:00 p.m.**
Grand A, East Tower, Gold Level

A Concept of Academic Advising for Graduate and Professional Students

Commission Sponsored: Advising Graduate and Professional Students

Are you an academic advisor for graduate or professional students, or the advisor of undergraduate students eager to further their educations? Come and discuss the NACADA concept of academic advising in light of the goals of graduate and professional programs. This roundtable will examine the current NACADA statement in light of academic advising in postbaccalaureate education. Participants will be given mission and policy statements from higher education institutions, and statements on the goals of professional education from one professional association. Participants will be asked to examine the notions of curriculum, pedagogy and learning outcomes of academic advising in postbaccalaureate

education. Everyone should leave the session with ideas for further conversations about the nature of academic advising after undergraduate school.

Joyce Buck

Victoria McGillin, Linfield College

Presentation based on: Personal Growth as an Advisor

Concurrent 198 **2:00–3:00 p.m.** **Crystal B, West Tower, Green Level**

A Successful Transition: Peer Mentors Guiding First-Year Students

Effective advising doesn't just take place in the office, it happens through continuing contact during all stages of a student's development throughout their undergraduate career. Due to growing advising loads it is increasingly difficult to meet all students' needs individually. This presentation will describe the development and implementation of a first-year program designed to assist students in their transition into the University. Quantitative and qualitative results will be shared to demonstrate the value and success of this comprehensive mentoring program. The audience will be engaged through discussion and will have the opportunity to begin thinking about how a similar program can be implemented in their institution to serve their students needs. This presentation is appropriate for advisors from any type of institution and within all academic areas.

Arezu Corella, Christy Ball, University of Arizona

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 199 **2:00–3:00 p.m.** **Regency D, West Tower, Gold Level**

Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland

Commission Sponsored: Undecided/Exploratory Students

Letters and Sciences is the advising unit at the University of Maryland for students who have not declared a major. The Interim Advising Program (IAP) is an initiative within Letters and Sciences that provides incoming transfer students with more than 60 credits and who were not admitted to the major of their choice with comprehensive academic advising and academic support services. IAP helps students efficiently use their time at the University to identify and achieve their academic goals. Learn how the creative use of advising resources and support services can impose a systematic approach to empower transfer students to declare a major within their first two semesters.

Evelyn Cooper, Brent Hernandez, University of Maryland

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 200 **2:00–3:00 p.m.** **Grand F, East Tower, Gold Level**

Changing and Evolving Workplaces: Implications for Advising Students

Workplaces are changing and evolving as are assumptions related to career development. Understanding and using information regarding changing workplaces, changing assumptions, and the competencies and knowledge needed to be successful are important in helping students make informed, considered career and academic decisions. Academic advisors have an important role in helping students make career and academic decisions to effectively prepare for the future. Based on students' decisions and goals, academic and career advising are critical to the development and implementation of their plans. This session will focus on changing workplaces, changing career development assumptions, changing expectations for students, competencies needed to be successful, and implications for academic advisors as they facilitate students' career and academic planning and development.

Kenneth Hughey, Judith Hughey, Kansas State University

Presentation based on: Research

Concurrent 201 **2:00–3:00 p.m.** **Toronto, West Tower, Gold Level**

Confessions of Nigrescence: It's Not All Black & White!

Cross' Model of Psychological Nigrescence is a valued theory of ethnic identity development which informs and guides the practice of many professionals working with African American students. However, many relegate the theory's application to the student affairs realm-and solely with African American students. Ethnic Identity Development is a lifelong process of learning that envelopes more than African American college students-Cross' Theory has relevance for the ethnic, academic, and interpersonal development of ALL students and academic advisors.

This presentation will examine the relevance of Cross' Model to academic advising and its application in the lives of all students and advisors no matter their ethnic identity! Participants will be invited to join the discussion and provide personal reflective evidence of ongoing "Nigrescence" in everyday advising practices.

Natalie James, Penn State University

Presentation based on: Theory

Concurrent 202 **2:00–3:00 p.m.** **Columbus C/D, East Tower, Gold Level**

CSI: Chicago—Media vs. Reality when Advising Students about Forensic Science

Commission Sponsored: Engineering & Science Advising

In the last 10 years, the surge of popular media's glamorous portrayal of forensic science has led to a corresponding explosion in student interest in this field. Now academic advisors must not only educate themselves but also prospective students about what forensic science is, and what it is not. In addition, academic advisors must investigate which students are serious about studying forensic science and which students are only serious about watching it. This session will look at strategies that one university has

implemented to effectively advise students who are (or think they are) interested in forensic science. Participants will be encouraged to ask questions and share their experiences during the presentation.

Kristi Shea

Indiana University Purdue University-Indianapolis

Presentation based on: Models/Applications

Concurrent 203 **2:00–3:00 p.m.** **Crystal C, West Tower, Green Level**

Decentralized, not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model

No more paper! An electronic advising folder, accessible through university desktops has transformed a decentralized faculty advising program, providing the best of centralized, decentralized and shared organizational structures.

Advisors have access to advisees' academic histories, to complete records of advising notes, and to faculty concerns about course progress. Appropriate college officials read an overview of students' comprehensive academic and contact histories. The folder transfers automatically when an advisor is reassigned. At this presentation, attendees will see an overview in live time of the folder's functions. They will interact with the programmer who created it, and administrator and a user. They will learn how training addresses FERPA and ADA compliance.

Heidi Koring, Shawn Arnold, Brian Hudson

Lynchburg College

Presentation based on: Models/Applications

Concurrent 204 **2:00–3:00 p.m.** **Columbus E/F, East Tower, Gold Level**

Discovering Academic Advising through the Lens of Appreciative Inquiry

Institutions are faced with fiscal concerns, shrinking enrollments, and changing student demographics. These challenges engage services, like academic advising, to reevaluate their purpose and value. Since 1970, a faculty advising model has served undergraduates at John Carroll University. However, its effectiveness has been under scrutiny. Cooperrider and Srivastva (1987) developed appreciative inquiry as an intervention to examine the "best practices" within organizations. It is a "theory of organizing and a method for changing social systems." This paper is an examination of academic advising through the lens of appreciative inquiry as an organizational development intervention and method (Bushe, 1995). Through interviews with faculty, administrators, staff, and students the researcher will discover those "best practices" that give "life and energy" to advising at John Carroll University.

Sophie Kus-Patena, John Carroll University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 205 **2:00–3:00 p.m.** **Regency B, West Tower, Gold Level**

Early Alert—Is it for Everyone?

"The most successful retention strategies often use an early alert, assessment, and monitoring system . . ." (The Role of Academic and Non-Academic Factors in Improving College Retention, ACT Policy Report, 2004).

This session will discuss the "pros and cons" in starting an early alert system. The presenters will highlight the campus community effort to implement an electronic early alert system at the University of Colorado Denver. The session will demonstrate the electronic system along with sharing assessment data related to faculty participation and referral, student interactions and outcomes, and the impact to campus culture. Participants will engage in critical dialog to explore if early alert is appropriate for your campus and attendees will come away with guiding principles to design an early alert system for your campus.

Carol Morken, John Lanning, Trishia Vasquez, Sheryl Coffey
University of Colorado Denver

Presentation based on: Models/Applications

Panel 206 **2:00–3:00 p.m.** **Grand B, East Tower, Gold Level**

Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice

First-generation, working-class college students require significant academic and personal support in negotiating the difficult transition to college. This being the case it is incumbent upon academic advisors to learn more about first-generation students to help ease their transition. This presentation will be a four-person panel discussing recent research and current programs related to first-generation college students. Three of the panelists will present their research projects on first-generation students and the fourth panelist will discuss programs providing academic and social support for first generation college students. The goals of the session are 1) to help educate advisors on the issues confronting first-generation college students and 2) identify ways in which academic advising offices can assist first generation college students.

Moderator: *Robert Longwell-Grice*

University of Wisconsin-Milwaukee

William Serrata, South Texas College

Nicole Zervas, Le Moyne College

Kathy Mullins, Front Range Community College

Jodi Gonzalez, Texas Tech University

Presentation based on: Research

Concurrent 207 **2:00–3:00 p.m.** **Columbus I/J, East Tower, Gold Level**

It's Time for Change: Advising for the Future of Tomorrow's Students

Over the past two years, Aurora University has experienced significant change in its approach to academic advising and career development. This change is reflected in a new organizational structure that resulted from effective use of assessment data and an open-minded administration. Hear how one private, independent institution moved from faculty

advising to a centralized office of professional advisors. Learn ways to initiate change at your own campus, gather tips to innovate academic advising, and discover how professional advisors use technology in intrusive advising techniques to support students.

Jodi Koslow Martin, Brynn Landwehr, Kidada Robinson
Aurora University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 208 **2:00–3:00 p.m.** **Columbus A/B, East Tower, Gold Level**

Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website

Tired of all the papers on your desk? Weighed-down by the advising manuals that adorn your bookshelf? Pressured to remember where to find the information you need? Organizing, updating, and disseminating job-critical information among advisors is challenging. Policies and procedures change at the drop of a hat, making it necessary to quickly communicate updated information in order to accurately serve students. Learn how advisors in the College of Behavioral and Social Sciences at the University of Maryland-College Park created a cost-effective internal website utilizing existing resources. This presentation will benefit advisors desiring to use technology to their advantage in order to communicate in a manner that is flexible, fast, and paper-free.

Jill Stohs, George Mason University

Paulanne Walker, University of Maryland-College Park

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 209 **2:00–3:00 p.m.** **Grand Suite 3, East Tower, Gold Level**

Narrative and the Art of Advising

As her backpack slides off her shoulder and thumps the floor, your student slumps in the seat across your desk and says, “I don’t know what to do.”

After her explanation, you could respond with Western rhetoric—supply this student with strategically arranged information—or you can use a technique of Chinese Rhetoric: Tell a story. This could be a story from your own experience, professional or personal, or it could be a fictional story, beginning with, “Let’s imagine . . .”

Based on a comparison of Western and Chinese rhetorical traditions, this presentation draws from student case studies in addition to my own experience as Rhetoric instructor, writer, and advisor to illustrate how narrative can end, artfully, with the student lifting up her backpack, confidence restored, and her best option revealed.

Brian Goedde, University of Iowa

Presentation based on: Personal Growth as an Advisor

3:15–4:15 p.m. Sessions

Commission Meeting 210 **3:15–4:15 p.m.** **Water Tower, West Tower, Bronze Level**

Advising Business Majors

The purpose of the Commission for Advising Business Majors is to facilitate discussion with fellow advisors regarding ongoing issues common to our majors. Discussion topics may include but not limited to: AACSB accreditation, ongoing concerns of program entrance requirements, proposal topic recommendations to present at regional and national conferences, or follow-up to previous conference discussions. Recognition of award winners and commission sponsored sessions will be shared. Members of the commission and anyone interested in joining this commission are encouraged to participate.

Deb Noll, Iowa State University

Presentation based on:

Commission Meeting 211 **3:15–4:15 p.m.** **Comiskey, West Tower, Bronze Level**

Liberal Arts Advisors

The Liberal Arts Commission advisors will meet to discuss the commission’s agenda for 2009, review accomplishments over the last year, award the commission-sponsored talk, and share what’s happening on our campuses, regionally, nationally. All advisors of the liberal arts are welcome to join us.

Sarah Ann Hones, Washington State University

Interest Group 212 **3:15–4:15 p.m.** **Wrigley, West Tower, Bronze Level**

Advising and Academic Coaching

What is academic coaching? How is it different than advising? How can I integrate academic coaching into my everyday advising? If you want answers to these questions, this session will provide you with the answers – and more! As life coaching has become more popular, it is also emerging as a “tool” in higher education. A number of colleges and universities have seen how coaching can be an integral part of the educational process; studies have shown that student coaching increases grade point averages, retention rates, and graduation rates. This session will address academic coaching – how it’s both the same and different than advising and strategies on how it can be integrated as a part of the advising process. Participants will also be provided with resources to be effective academic coaches.

William Johnson, University of North Carolina-Greensboro

Potential Interest Group 213 **3:15–4:15 p.m.** **Columbian, West Tower, Bronze Level**

Doctoral Students

Join us as we lay the groundwork for this new Interest Group for Doctoral Students! We will brainstorm ideas to assist in the creation of a mission, goals, and direction for the group. This group was formed to better enable NACADA members who are pursuing their doctoral degrees opportunities to more easily network. In order for Academic Advising to continue to grow as a profession, it is vital that research pertinent to the field continues to expand. The

intention of this Interest Group is to create a community for members with similar scholarly and educational goals to share resources and offer support. We believe that encouraging and supporting members during the doctoral process will serve to successfully enhance both NACADA and the Academic Advising profession.

Sarah Keeling, University of South Carolina-Columbia
Amanda Cuevas, University of Illinois, Urbana-Champaign

Concurrent 214 **3:15–4:15 p.m.**
Grand F, East Tower, Gold Level

Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students

Are you overwhelmed with constant emails and phone calls from online students? At the University of North Texas, we created a streamlined approach of assisting this population that is efficient for the advisor and easy for the student to understand. Our method aids students from inquiry stage through registration.

We will explain our process of developing a program for advising online General Studies majors. We will demonstrate how to create information packets, emails scripts, orientation materials, as well as other forms useful to the advising process. Strengths and weaknesses of the existing process will also be discussed. Participants will gain an understanding of how to create an advising online process and be provided with handouts of information reviewed.

Stacy Dooley, University of North Texas

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 215 **3:15–4:15 p.m.**
Grand D, East Tower, Gold Level

Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising

Transfer again places students in the position of being uninitiated about requirements, policies, and institutional processes. To address the needs of transfer students to quickly master necessary skills and knowledge for academic success and full participation at their new college, a mandatory group advising program has been instituted. Students participate in group advising at orientation to prepare them for first registration, and in the first semester of enrollment to prepare them for fruitful departmental advising and academic success.

Information will be shared about the advising curriculum, strategies for ensuring participation, and initial assessment of this new program.

Steven Viveiros, Bridgewater State College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 216 **3:15–4:15 p.m.**
Grand A, East Tower, Gold Level

**Reinstating Students from Probation/
Suspension: It Takes Collaboration to Advise a Student**

The decision to return to college after having not been successful can be intimidating and challenging. Students may be unaware of resources to help them succeed, and unsure of who to ask. Many have not confronted what led them to struggle before, and have unrealistic expectations about academic and career goals. Advisors are the key to helping these students become successful.

The presenters will explain their collaborative readmission and advising model, where student success increased from 40% to 80% using: interviews, contracts, learning objectives, coursework, and intrusive advising. The presenters will share recent research, and talk about some of their roadblocks, as well as the tremendous rewards of the program. The session will be interactive; participants should be ready to discuss and ask questions.

Krystin Deschamps, *Stephanie Hamblin*

Utah State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 217 **3:15–4:15 p.m.**
Columbus K/L, East Tower, Gold Level

The Label: Academic Probation Student vs. Student on Academic Probation

Do you believe that most students end up on probation because of too much partying or being lazy? Do you get frustrated when working with students on probation?

Have you ever thought about how your interaction with a student affects that student's future expectations and opinions of all academic advisors? . . . thus affecting the student's usage and connection with their main campus resource?

This session (based on data from a qualitative dissertation) will reveal, through students' voices, details about their experiences while on probation, especially regarding advising encounters. Learn what advisors need to consider when working with this unique population. Discover ways to better serve (and retain) students who experience academic probation, and look at the big picture encountered by this struggling student group.

Shelly Gehrke, University of Minnesota-Twin Cities

Presentation based on: Research

Concurrent 218 **3:15–4:15 p.m.**
Regency D, West Tower, Gold Level

Using E-Learning Technology to Connect with Students

As budgets shrink and new ways of reaching students are limited, finding cost-effective ways to connect with students on their turf is increasingly important. Utilizing e-learning software such as Angel, Blackboard, or Moodle to enhance the advising experience is an effective and often free medium. Campuses of any size currently utilizing these programs for online classes or to supplement in-class instruc-

tion can modify its purpose to connect advisees with important communications, information, and tools. This presentation will discuss the ways online classroom software can enhance the “advising as teaching” practice.

Elizabeth Price, Sinclair Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 219 **3:15–4:15 p.m.**

Crystal B, West Tower, Green Level

What Should Harry Do? Student Development Theory in the World of Hogwarts

Best of Region 6

Chances are good that the majority of advisers have heard the phrase “student development theory” at some point. Without more specific training, chances are less certain, that as many advisers understand the connection between the theories of student development and the practice of student advising. Using the world of Hogwarts as our model, this presentation provides a basic grounding in student development theories with examples of the theories in practice at Hogwarts School of Witchcraft and Wizardry. As a group, we will review specific examples from Harry Potter novels that illustrate theory in practice and examples from real life will be discussed. Attendees need not have experience with student development theory, but some knowledge of HP will be helpful.

Danielle Tisinger, Jennifer Endres

University of Minnesota-Twin Cities

Presentation based on: Theory

Concurrent 220 **3:15–4:15 p.m.**

Grand C, East Tower, Gold Level

When Academics Is Not Enough: Providing Counseling to Students on Academic Probation

Academic probationary students often face personal and developmental issues that complicate their academic performance. While often these situations are beyond the scope of a typical academic advisor’s training, programming that leverages partnerships with counseling professionals can provide students with a holistic approach to academic recovery. UNC Greensboro’s Student Academic Services office’s Appreciative Advising-based SAS 100 program has partnered with one of the nation’s premier counselor training clinics. This collaboration provides a comprehensive model for promoting student academic achievement among at-risk students. This session features implementation, coordination, and outcomes of the program, as well as recommendations for creating similar partnerships on other campuses.

Jennie Gouker, Jacqueline Dozier, Bryant Hutson,

Robert Ross, University of North Carolina-Greensboro

Presentation based on: Research

Concurrent 221 **3:15–4:15 p.m.**

Regency B, West Tower, Gold Level

“Can I be Honest?”: Advising Students

Accused of Academic Misconduct

Research indicates that cheating has continued to plague our campuses. Technology aids students in unethical behavior. After committing academic dishonesty, students enter

our advising offices claiming innocence or feelings of guilt, and are often overwhelmed with fear of what will happen next. It has been said that nobody likes a cheater; however our role as an academic adviser is to assist these students to the best of our abilities. After a literature review on current trends in academic dishonesty, the presenter will describe one institution’s judicial system and how advisers play a vital role in assisting the students. The issues that arise from academic dishonesty and suggestions on how to use advising time as a teachable moment will be presented.

Carmen Etienne, Oakland University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 222 **3:15–4:15 p.m.**

Acapulco, West Tower, Gold Level

Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials

Exploring majors is daunting and stressful for many freshmen. The Ohio State University Exploration Program has developed an Action Plan model workbook which has served as a successful resource for helping guide students through the process of exploring majors either as a stand alone tool or as a component of an exploratory course. This workbook provides students with a tangible tool to begin exploring majors and a resource to refer to throughout the exploration process. Participants in this session will be taken through the process of developing an exploratory workbook based on the Action Plan model. We will discuss ways in which this workbook might be adapted to fit the needs of a variety of student populations and institutions.

Stephanie Elliott, Stephanie Brately, Ohio State University

Presentation based on: Models/Applications

Concurrent 223 **3:15–4:15 p.m.**

Columbus I/J, East Tower, Gold Level

Advising as Teaching: A Group Advising Model for High Potential Students with a History of Inconsistent Academic Performance and/or Failure

Students targeted by this group advising model are those who—in spite of their obvious talents and abilities—exhibit a history of inconsistent academic performance. They lack motivation and persistence; they have a tendency to procrastinate; they fail to recognize and confront unhealthy feelings and patterns before they become serious; and they have an inadequate understanding of their own strengths and weaknesses and how they manifest themselves in the learning process. In this session, participants will be invited to explore and practice a number of immediately applicable techniques for advising groups of students who exhibit these characteristics. Although initially designed for students with learning disabilities and/or AD/HD, this group advising model will be widely applicable to students who fit the above profile for a variety of difference reasons.

Lucy Stamp, Landmark College

Presentation based on: Theory

Concurrent 224 **3:15–4:15 p.m.**
Gold Coast, West Tower, Bronze Level

Advising is like . . . Advising: The Dangers of an Analogy Free Zone

A current trend in advising theory attempts to create a discursive space for advising that is free of analogies in defining advising. This is a troubling trend due to its tendency to restrict thought and discourse. Though initially intended as a means to further professionalize the field of advising and to lend it more disciplinary weight and autonomy, this effort might actually have a classic chilling effect on a burgeoning safe zone (i.e. Theory and Philosophy of Advising) for non-orthodox thought in the profession.

Language theorists like Burke, Gilligan, and Lakoff all discuss the human animal as a symbol using, metaphor reliant creature. These theorists and others writing from within the field of advising will be (re)introduced to an audience learning about this current controversy.

David Gallant, Suffolk University
Presentation based on: Theory

Concurrent 225 **3:15–4:15 p.m.**
Regency C, West Tower, Gold Level

Advising Searches for a Simple Idea that Produces Extraordinary Results

Search for a simple idea to direct your efforts in producing extraordinary results. Some Fortune 500 businesses understood this concept and obtained, as well as sustained, great results. This presentation will examine and practice the Hedgehog Concept from the book, “Good to Great,” by Jim Collins.

At the end of the introduction to the “Good to Great” book, and particularly the Hedgehog Concept, participants will practice the questions the Concept asks: 1) What are we deeply passionate about in our Advising office? 2) How could our Advising office become the best Advising department in the world? and 3) What drives the Advising office resource engine? We will conclude with participants’ reflections on the relevancy of the Hedgehog Concept in the field of Advising.

Sonia Parker, Salt Lake Community College
Presentation based on: Research

Concurrent 226 **3:15–4:15 p.m.**
Crystal A, West Tower, Green Level

Coaching Employees to Reach Their Highest Potential

To help students reach their peak potential, advisors often use the developmental model to facilitate behavioral awareness, problem-solving, decision-making, and evaluation skills. What if advising administrators used a similar approach for staff development and productivity? This session outlines a developmental approach using coaching techniques designed for advisors and advising center staff. An overview of performance coaching literature and practical suggestions for coaching behaviors, employee feedback, motivation, leadership development, and teamwork in advising centers will be presented. In this interactive session, participants will explore tools for assessing employee

motivation and leaderships, communication strategies, change management, and self-assessment exercises.

Margaret Pentecost, Betty Hampton, Tia Johnson, Matthew Bergman
 University of Louisville
Presentation based on: Theory

Concurrent 227 **3:15–4:15 p.m.**
Toronto, West Tower, Gold Level

Creating a Centralized Advising Center from Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!

Creating anything from scratch takes imagination and creativity and following some directions. Taking on the monumental task of creating a centralized advising center is truly an endeavor that takes gumption and audacity.

For starters, here are a few questions! What is the state of advising on your campus? If a change is needed, how will this be financed? How big should the advising center be? What are the major budget items to be considered? What personnel do you need? Where should you be located on campus? What should the hours of operation? How do you train advisors? With what other university offices should you partner? What data should you keep? After these are answered, then what?

William Fleming, Wesley Boyd
 Sam Houston State University
Presentation based on: Models/Applications

Concurrent 228 **3:15–4:15 p.m.**
Columbus A/B, East Tower, Gold Level

Creating a Network of Master Advisors: A Training Program for Academic Advising

At many institutions, the quality of academic advising ranges from simple scheduling and registration activities to a developmental approach. Additionally, many faculty are expected to advise students, yet they receive minimal training and on-going support. At the largest state university in Virginia, a university-wide master advisor certification program was established in 2005 to enhance the quality of advising across all academic units. Providing training to faculty who can subsequently disseminate information to other advisors in their disciplines is an important step in ensuring continuous improvement of the advising process. This presentation will describe the 3 module, 15 hour training program. Participants will consider ways to implement an interactive and comprehensive advisor training program at their home institutions on a limited budget.

Seth Sykes, Jon Steingass
 Virginia Commonwealth University
Presentation based on: Models/Applications

Concurrent 229 **3:15–4:15 p.m.**
Grand E, East Tower, Gold Level

Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students

Want a recipe for helping academically suspended students return to good standing? This presentation details a comprehensive grant-funded program in which students at risk

for academic dismissal on average received a 3.07 semester GPA and improved their cumulative GPA's by 0.26. Students engaged in a Humanistic Psychology course, taught by two academic advisors, focusing on interpersonal and intrapersonal development and life management skills. Students discovered their personal strengths via the Clifton StrengthsFinder assessment and course activities. Each student was assigned to one of five peer mentors (Developmental Advocates), all of whom were Good Standing students previously on Probation. Students and Developmental Advocates were paired based on their StrengthsFinder results. The Developmental Advocates provided ongoing support and shared and modeled strategies for academic improvement.

Eric Rosenthal, Anne Abasolo, Larry Lasko, Harper College
Presentation based on: Models/Applications

Concurrent 230 **3:15–4:15 p.m.**
Grand Suite 5, East Tower, Gold Level

Developmental Education Students: Advising, Self-Concept, and Sense of Belonging

Prior experience with academics is important to understand because these experiences can impact the ways in which students respond and cope with academic challenges in the community college setting. The connection between students' academic self-concept and sense of belonging in college and how these measures relate to developmental education course completion will be discussed. In addition, the presenter will focus on the impact of academic advising and faculty involvement as predictors of academic success. Research findings will be presented in order to understand how students perceive their academic ability in the community college setting.

Kathryn King, Duke University
Presentation based on: Research

Concurrent 231 **3:15–4:15 p.m.**
Crystal C, West Tower, Green Level

**Express Elevator to the Closet Level:
Demystifying the LGBTQ Student Identity**

Challenge yourself to become a more open-minded developmental advisor or instructor! This session will introduce the LGBTQ identity development theory of Vivienne Cass and address the issues of advising and teaching LGBTQ students who may or may not be out of the closet . . . but are most certainly in your offices and classrooms. A discussion of utilizing Cass's theory in the practices of advising and teaching will follow. Learn how to show your students that you can meet them at a level of understanding and compassion!

Christopher Wyckoff, Auburn University
Presentation based on: Theory

Concurrent 232 **3:15–4:15 p.m.**
Columbus C/D, East Tower, Gold Level

Global Advising: Electronic Advising for Incoming Freshmen

Commission Sponsored: Technology in Advising
Advising a population located around the world presents many challenges. We needed an advising model that

allowed incoming freshmen to register from their home during the summer, while also introducing our expected learning outcomes of advising. Taking advantage of technological trends and resources, we developed an electronic advising system that complements our printed resources. The electronic system features the use of videos, online student profiles, IM advising, and email. We will discuss the timeline for the creation of our system and its gradual implementation. In addition, the relationship between each component and our learning outcomes will be presented. Join us as we demonstrate our incoming freshmen advising experience.

Michelle Rodriguez, Kathie Sindt, Johns Hopkins University
Presentation based on: Models/Applications

Concurrent 233 **3:15–4:15 p.m.**
Columbus E/F, East Tower, Gold Level

Students Can Teach Us a Thing or Two: How Millennial Students and Advisors Perceive Advising Within the First-year Seminar

Academic advising and first-year seminars are commonly accepted strategies used in the transition of students to college but have led parallel existences on many campuses. The Sixth National Survey on First-Year Seminars found that while over 80% of institutions reported that they offer first-year seminars, only 30% are taught by students' academic advisors (Tobolowsky, 2005).

This interactive conference session will explore the perceptions that traditional-age students and first-year academic advisors hold about academic advising embedded within first-year seminars at two small, private colleges. By examining the research methods used in this study, such as focus groups, interviews, and especially an extensive action research project enabling students to design their ideal first-year advising seminar, participants will gain an understanding of the unique needs and demands of the Millennial student.

Anne Herron, Allison Farrell, Le Moyne College
Presentation based on: Research

Concurrent 234 **3:15–4:15 p.m.**
Columbus G/H, East Tower, Gold Level

Integrating Academic and Career Advising—the First Steps

"Undecided" traditionally refers to students without majors, but students who are undecided as to career also present their own unique advising challenges. Students without clear career goals may 1) have more difficulty choosing a major, 2) be less committed to their major once they have chosen, and 3) be less happy with their major choice than other students who are in more career-focused majors.

Advisors will learn how to make career advisement count by 1) helping students understand why they are undecided, 2) helping students take the first steps toward becoming decided, 3) helping students keep on track academically even though they may not be decided, and 4) helping students prepare for multiple career options regardless of their major choice.

Karen Evans, W. Kerry Hammock, Brigham Young University
Presentation based on: Models/Applications

Concurrent 235 **3:15–4:15 p.m.**
Grand B, East Tower, Gold Level

Life in Another Country: Introducing International Peer Advising

Commission Sponsored: ESL/International Student Advising

Imagine yourself venturing to a new country to get a better education. Not knowing exactly what lies ahead or anyone there. Many international students are faced with this bitter-sweet situation as they travel to foreign destinations every semester. What can Peer Advising do to create confidence and leadership traits in these students? Woodbury University has been working closely with international students to discover their needs and what we can do to help.

This session will discuss different strategies and resources to use in order to create connections between international students and offer them the keys to success. The goal is introduce a resource for international students through experiencing social and educational programs that focus on diversity, plagiarism and the importance of an American education.

Jocelyn Ramirez-Blanco, Woodbury University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 236 **3:15–4:15 p.m.**
Regency A, West Tower, Gold Level

Movin' On Up: Building Connections between First and Second-Year Advising

When students move from first-year advising to departmental advising they are frequently lost and confused. They are also facing developmental issues specific to this student population. This presentation will describe a large department's attempt to move students from an interdependent first-year model of advising to a second-year collaborative, more autonomous departmental model of advisement. Our concern with addressing the issues of the sophomore population resulted in the development of several new initiatives. We will discuss the rationale for developing the new initiatives and share the outcomes. A group discussion will follow.

Kathy Schmidt, Nancy Baldoni, Illinois State University

Presentation based on: Models/Applications

Concurrent 237 **3:15–4:15 p.m.**
Grand Suite 3, East Tower, Gold Level

Nurtured Advising: Taking Advising Students at Historically Black Colleges and Universities to New Heights

One of the essential services historically black institutions provide to their students is a specialized form of advising—nurtured advising. Nurtured advising allows the advisor to simulate a maternal or paternal influence and encroach in the student's life. Hugging a student or fussing at a student is a common practice among effective academic advisors at many HBCUs. The nurturing advisor often engages in street advising, and he expects the students to do well. He consistently reiterates the expectation to the students. Furthermore, research proves there is a direct link between

expectation and student performance. Therefore, if caring adults, who take the time to nurture and insist on excellence, guide the students, the students will perform better.

Iana Williams, Patrice Glenn, Felicia Wider

Edward Waters College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

4:30–5:30 p.m. Sessions

Commission Meeting 238 **4:30–5:30 p.m.**
Comiskey, West Tower, Bronze Level

Advising Transfer Students

The Advising Transfer Students Commission seeks to increase the awareness of transfer student issues among advisors and to assist advisors in managing these issues through networking, special projects, and general information sharing. The purpose of the annual meeting is to review the year's successes, introduce new officers, announce opportunities for involvement, brainstorm about new or continuing goals, and encourage members to share information and experiences.

Jess Ray, Illinois State University

Commission Meeting 239 **4:30–5:30 p.m.**
Water Tower, West Tower, Bronze Level

Assessment of Advising

Created with the intent to serve all NACADA members who want to discuss, learn about, or share expertise on all levels of assessment of advising, the Assessment of Advising Commission (ASAC) welcomes current ASAC members and anyone interested in assessment to its annual meeting. Join us and hear an update of ASAC projects, plan to participate in an open forum on critical issues in assessment, gain insight on current and future assessment trends, network with others, and brainstorm strategies to increase NACADA membership participation in assessment activities. You will have an opportunity to sign up, lead, or simply volunteer to work with the chair on specific tasks and goals related to assessment.

Naomi Wright, New Jersey City University

Interest Group 240 **4:30–5:30 p.m.**
Wrigley, West Tower, Bronze Level

Advising Fine Arts Students

Talented and diverse Fine Arts students can provide thought provoking experiences and think outside the box most of the time. Advising these students can be a challenge at times, especially for those who do not interact with such students on a regular basis. This interest group will provide information and support to other professionals working with fine art students in all types of institutions. Discussion will range from sharing advising strategies, programs, and resources to conversations on career options, student development, student health issues and retention activities. Whether you advise fine arts students occasionally or daily, the group is interested in learning more about your experiences and sharing ours.

Patricia M. Handy, Ringling College of Art and Design

Concurrent 241 **4:30–5:30 p.m.**
Gold Coast, West Tower, Bronze Level

Laying the Foundations for Academic Advising across the Disciplines

The presentation will showcase how Title V has supported Borough of Manhattan Community College in the inception, development and implementation of a comprehensive liberal arts advising program aimed at improving student retention for a diverse urban population. The grant, now in the 4th year, is laying the foundations for the expansion of academic advising across the disciplines as well. The objectives of this presentation are to share the program's various components and efforts in providing learning opportunities for faculty advisors and students alike through various college activities in order to better equip them to deal with common advising issues and problems, to show how this new developmental advising is improving student retention, to seek ideas on how to implement the grant college wide in order to build on past successes and reach new heights by changing the way advising is done along the way.

Erwin Wong, Freda McClean, Nidia Pulles-Linares, Holly Messitt

Borough of Manhattan Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: over 10,000 students

Concurrent 242 **4:30–5:30 p.m.**
Columbus C/D, East Tower, Gold Level

Learning Outcomes of the Dismissal Testimonial for Academically Dismissed Students

"Learning Outcomes of the Dismissal Testimonial for Academically Dismissed Students" is based on qualitative research conducted at a large, land-grant institution in the Midwest. This study used Kuh's learning outcomes clusters as a theoretical framework to understand potential cognitive, interpersonal and intrapersonal, and practical outcomes of the reinstatement process, specifically the required written testimonial. The researchers asked dismissed students to answer a series of questions about their written appeal testimonial, and what was learned through writing about what lead to the dismissal and about what may be done to avoid subsequent dismissals. Attendees of this session will learn about practical ways to help students approach the reinstatement appeal process and to improve overall academic success.

Kelly Payne, Jennifer Keil, University of Nebraska-Lincoln
Presentation based on: Research

Concurrent 243 **4:30–5:30 p.m.**
Columbus E/F, East Tower, Gold Level

Preparing Business Students for the Future, Not Just Their First Job

Commission Sponsored: Advising Business Majors

Business majors are among the most dedicated and focused undergraduates. Their focus, however, is sometimes so narrowly tailored to obtaining the dream job right out of college that the students limit their developmental and experiential opportunities. According to U.S. Department of Labor

(2006), baby boomers had an average 10.5 jobs between the ages of 18 to 40 which suggests the importance of transferable skills and individual growth as factors for enduring success. Participants will learn various theories and models that prepare business leaders of the future. NYU-Stern's philosophy, "Explore. Collaborate. Engage." continues to educate students to learn the necessary skills for effective, long-lasting business leadership.

Michael Umbay, Mark Nakamoto, Kathena Francis
New York University-Stern
Presentation based on: Models/Applications

Concurrent 244 **4:30–5:30 p.m.**
Grand B, East Tower, Gold Level

Putting "Story" into Career

Commission Sponsored: Undecided/Exploratory Students

To think of career as synonymous with life is to envision life planning instead of career planning (Peavy 1996). Shifting the focus of career advising from an emphasis on computerized career information test scores to students' life experiences—life stories brings meaningful dialogue into the career development process. Incorporating narrative post-modern approaches into career advising offers a refreshing change from the "test them and tell them" approach.

A storied approach to career advising will be introduced to participants through a lecture/discussion format. Utilizing qualitative assessment methods that emphasize collaboration between advisor and student, participants will learn how to help students reflect on their life experiences, life roles and values, and bring about an awareness of future career goals. Incorporating narrative into career advising is beneficial when working with students from diverse backgrounds.

Karen Modrich, Broward Community College
Presentation based on: Theory

Concurrent 245 **4:30–5:30 p.m.**
Grand F, East Tower, Gold Level

Reaching New Heights in Ethical Advising

To reach greater heights of professionalism, advisors must adhere to ethical standards and values. These values provide the foundation for solving ethical dilemmas. Since advisors advocate for both the student and institution and hold positions of trust, ethics is always an issue. To help advisors reach new heights in ethical advising, we will identify ethical standards and other relevant principles that apply to ethical decisions. Advisors' ethical responsibilities and the importance of modeling ethical behaviors will be addressed. "In addition, participants will consider their own ethical philosophy and appraise their position on several ethical tensions." Group analysis of case studies will teach advisors to base ethical decisions on standards and values, determine the "heart" of a situation, maintain objectivity, and use guiding principles to resolve ethical dilemmas.

Paula Landon, W. Kerry Hammock
Brigham Young University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 246 **4:30–5:30 p.m.**
Acapulco, West Tower, Gold Level

**Reinventing the Group Advising Model:
 Montgomery College's eMAP Project**

Commission Sponsored: Two-Year Colleges

Do you ever struggle with keeping students engaged during orientation, advising or other mandatory programs? At Montgomery College we decided that it was time to use technology to better meet the needs of our students. The counseling departments from our three campuses collaborated to develop an electronic advising tool to provide an online alternative to our mandatory advising program for first time students. During this presentation, participants will: 1) see the finished product; 2) hear about how the content was developed and the technology selected; 3) learn about some of the challenges dealt with along the way; and 4) leave with some ideas that will help you launch a similar project on your own campus.

Tim Kirkner, Julie Levinson, Jamin Bartolomeo
 Montgomery College

Presentation based on: Models/Applications

Concurrent 247 **4:30–5:30 p.m.**
Grand Suite 3, East Tower, Gold Level

**Remodeling Advising: Moving from
 Centralized to Decentralized Advising**

Change, no matter how or when it occurs, produces stress and uncertainty. However, change is inevitable. Anticipating change and positioning yourself to react to it often alleviates much of this stress. This session will focus on how three advisors faced the reality of changing from a centralized advising center model to a decentralized model on their campus. It will also focus on how they used this change to propose a vision for advising that would integrate the campus community into academic advising. During the session, you will have the opportunity interact with others and apply these experiences to your own campus situation to discover that a period of change, while producing uncertainty, also produces opportunities to strengthen advising and student success.

David Silberstein, Tom Avery, Bob Lang
 Indiana University East

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Concurrent 248 **4:30–5:30 p.m.**
Grand E, East Tower, Gold Level

**Rethinking Reinstatement and Retention: One
 Advising Unit's Response to a Crisis**

Dismissed students typically experience marginal success upon reinstatement to the university. Without intrusive support, they often face subsequent dismissal, which limits future chances of academic achievement. To complicate the matter, large state institutions without adequate support systems in place might feel compelled to reinstate students because of their administrations' focus on enrollment and retention. How do we as advisors and advising administra-

tors address these issues, while maintaining our professional ethics, and doing what's really best for our students? Advisors in the College of Arts and Sciences will explain how we confronted this challenge and revamped our reinstatement program. Participants will gain an understanding of specific practices currently in place, some successes experienced to date and the advisors' goals for the future.

*Denise Butler, Truella Harper, Joan Iacobacci,
 Matthew Minichillo*

Kent State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,00 students

Level of experience in subject matter: minimal needed

Concurrent 249 **4:30–5:30 p.m.**
Columbus G/H, East Tower, Gold Level

**Scholarship of Teaching and Learning:
 Experiences of One Advising Office**

The scholarship of teaching and learning in higher education involves faculty examining the educational process within their own disciplines. Adopting the view of academic advising as a learning-centered activity and advisors as educators how might we explore the scholarship of teaching and learning in academic advising? The Undergraduate Advising office at the University of Washington uses a research laboratory to support scholarship in the practice of advising. The presentation will include discussion of the research laboratory approach and the topics, methodology, and challenges for the scholarly work of academic advisors.

Deborah Wiegand, University of Washington

Presentation based on: Models/Applications

Concurrent 250 **4:30–5:30 p.m.**
Regency B, West Tower, Gold Level

**Teaching Students How to Fish: Infusing
 Critical Thinking Strategies to Help Students
 Advise Themselves**

Best of Region 2

Have you had difficulty advising students who want you to do everything for them? Do you find the same students coming back for similar advice? Are you interested in being more developmental when advising but lack time and resource? In present day, advising students from the entitled "millennial" generation is becoming increasingly difficult.

Advisors are finding themselves grappling with how much or how little to help each student. Utilizing cognitive development is one way we could remedy this issue. Fostering the holistic development of students can not only be the key to student success, but our ability to serve them as well. This interactive session will provide seamless ways to incorporate student development into your advising practices.

Come collaborate with professionals from across the US to discover new ways you can teach your students how to fish.

Carl Moore, Barbara Lopez, Temple University

Presentation based on: Theory

Concurrent 251 **4:30–5:30 p.m.**
Regency D, West Tower, Gold Level

To Infinity and Beyond: The Student Quest for Professional Development

Do your students matriculate understanding their major, co-curricular opportunities, and career options? If they resemble entering Millennial Generation students, they enter needing information and guidance about opportunities to maximize their college experience and further their career goals. Academic advisors in the Department of Biological Sciences at Purdue University developed three one-credit seminar courses to address the professional development needs of students as they progress through their academic careers. Each course builds student success beginning with transitioning the student from the pursuit of their chosen major, then on to the path needed to achieve success, and finally to the journey beyond graduation. Applicable for all majors, this presentation provides academic advisors with ideas for creating similar courses and invites attendees to share their strategies.

Rex Fodrea, Kathleen Weller, Timothy Kerr
Purdue University

Presentation based on: Models/Applications

Concurrent 252 **4:30–5:30 p.m.**
Crystal B, West Tower, Green Level

True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates

Georgia Perimeter College, part of the University System of Georgia, is a 2-year transfer institution located in Atlanta, Georgia with over 21,000 students. Student advisement at GPC was decentralized with limited faculty involvement. But that all changed when a new sheriff came to town (i.e., a new president) and he placed major emphasis on student retention, transfer, and graduation. GPC created the Master Advisor Program to provide leadership and training to peer faculty. A few key faculty members were recruited to help their colleagues brave this new frontier. Join these fearless pioneers as they describe some of the methods they've used to help put fellow faculty members on the path to success as academic advisors.

Tamra Ortgies-Young, Cynthia Walker, Sallie Paschal
Georgia Perimeter College

Presentation based on: Models/Applications

Concurrent 253 **4:30–5:30 p.m.**
Toronto, West Tower, Gold Level

Turning Low-Liers into High-Flyers: Motivating Academic Advisors

Why do we do what we do? Despite what some administrators may think, most Academic Advisors are not in their positions for the high salary and fringe benefits! Intrinsic motivation is equally as important as (if not more so!) any extrinsic factors in retaining and developing high-flying advisors!

All too often, today's Academic Advisors receive training and resources to do "what" they do without any thought as to the "why," or how to reinforce the "why." This session explores ways to support the advising spirit and keep advisors performing at their best! From bringing colleagues out of their shells to providing opportunities to support each other outside of the office, theory and practice combine in this session to explore new ideas to motivate your fellow advisors!

Samuel Murdock, Morgan Medina, Patrick Williams
Texas A&M University

Presentation based on: Personal Growth as an Advisor

Concurrent 254 **4:30–5:30 p.m.**
Grand D, East Tower, Gold Level

Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers

This session will show advisors and first-year seminar instructors how to use hands-on activities based on Holland's career personality types to help students identify their own learning styles, the uniqueness of the disciplines they will encounter in their first-year of college, and how each general education course will require and teach them unique college success strategies. Additionally, this session will show attendees how to use these same activities to assist students in major and career exploration. Attendees will participate in the activities and receive copies of the PowerPoint, instructions on how to replicate the activities, and visual aids which show the connections discussed. Attendees will be encouraged to share their own experiences.

Kathleen Hartman, Linda Lantaff, Vera Brancato, George Paterno, Kutztown University

Presentation based on: Theory

Concurrent 255 **4:30–5:30 p.m.**
Columbus A/B, East Tower, Gold Level

What's the Real Risk in "High Risk"? Identifying and Retaining High Risk Adult Students

Adult students face many challenges which classify them as "high risk" in the classroom. But before your school or department thinks about what to do about these high risk adult learners, take time to reflect on what these risks are and what institutions can do to effect a change in their adult learners. While past GPA offers strong clues in relation to future academic achievement, it is not the only indicator of which students will persist in an academic setting. Join this session to think collectively about what really drives adults to meet their educational goals.

Mary Walker, Saint Louis University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 256 **4:30–5:30 p.m.**
Grand C, East Tower, Gold Level

Woulda Coulda Shoulda: Regret and Reflection in Academic Advising

Regret is a powerful emotion, but one that can motivate students to make positive changes necessary for academic and personal success. This session has three goals: 1.) to spend time considering regret, our own and that of our advisees (reflection on personal and academic regret is central to later action), 2.) to help academic advisors identify regretful moments with their students as an opportunity for forward-thinking change, and 3.) coaching participants on academic advising strategies to employ when regret is in the room. Time will be spent equally in the presenter directing participants to consider regret, followed by participants sharing and identifying their experiences with regretful students, and finally the presenter and participants offering strategies that will redirect regret into reassessment, acceptance, change, persistence, and success.

Sarah May Clarkson, Juniata College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 257 **4:30–5:30 p.m.**
Grand Suite 5, East Tower, Gold Level

Admitting Students to Teacher Preparation Programs

To ensure that future teachers can meet the high standards of the teaching profession, many colleges of education require that students go through a separate admissions process before being allowed to take classes in a teacher preparation program. The University of Arizona's College of Education recently modified its admissions process to include an on-line application and interviews of applicants. The interview process provides screening for those candidates who might meet minimum admission requirements but who do not possess the personal characteristics of an effective teacher, and involves input from faculty and school administrators in the admissions process.

This session will provide an overview of the UA College of Education's admissions process, with an opportunity for participants to share Best Practices of teacher program admissions at their campuses.

Ann Parker, Kerith Morriss, Kathleen Humphrey
 University of Arizona

Presentation based on: Models/Applications

Panel 258 **4:30–5:30 p.m.**
Crystal C, West Tower, Green Level

Advising Foster Care Alumni

Only about 2.7% of 25-year-olds formerly in foster care (foster care alumni) receive a bachelor's degree within a few years of emancipation. Foster Care alumni are largely a diverse population of First Generation College students who encounter many barriers when they attempt to navigate the college system. Many of these students end up in our remedial classes and require extra guidance in the areas of aca-

demically advising, college adjustment issues, housing and financial aid. A number of colleges across the country have established "Guardian Scholar" or similar programs to better assist this vulnerable student population. Come learn ways that you can have an impact on this retention issue.

John Emerson, Casey Family Programs

Gene Howard, Orangewood Children's Foundation

Joe Murray, Miami University-Hamilton

Moderator: *Chris Klefeker, Miami University-Hamilton*

Presentation based on: Research

Concurrent 259 **4:30–5:30 p.m.**
Regency A, West Tower, Gold Level

Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising

This session will focus on a case study in the evolution of academic advising at the University of Louisville. The presenters will explore how professional academic advisors are transitioning from a service model of advising to a teaching-and-learning model of advising at their institution. Participants will learn how our comprehensive professional advisor development program, advisor rank program, university-wide advising syllabus and university-wide advising scorecard attempt to reshape the university's changes in mission over time so that students can be served more effectively under its advising vision and mission.

Dale Billingsley, Nora Allen, Janet Spence

University of Louisville

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 260 **4:30–5:30 p.m.**
Regency C, West Tower, Gold Level

Beyond Learning Reconsidered: Lessons Learned to be Shared

In a facilitated, hands-on, problem-solving session, participants will learn of the experiences of one small HSI in California, Woodbury University, in merging its Student and Academic Affairs units. Responding to information from the AAC&U, NASPA, NSSE and the BEAMS project, the Associate Vice President for Student Development and the Dean of Students will present the essential points of this transformation. They will focus on the following question: what is the impact on academic advising when a university decides to merge their units? How do you align the vision, resources and structures within the new unit? How do you enhance support for the teaching and learning mission of an institution that serves an at-risk population? How can you apply these lessons to your own institution?

Phyllis Cremer, Anne Ehrlich, Woodbury University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 261 **4:30–5:30 p.m.**
Columbus K/L, East Tower, Gold Level

**Easily Distracted—Frequently
Misunderstood: A Novice’s Personal Guide to
Living with AD/HD**

Commission Sponsored: Advising Students With Disabilities
It is estimated that between 10 and 15% of the western world’s population experiences the daily frustrations (and triumphs) living with Attention Deficit/Hyperactivity Disorder. Explore the basic facts (and myths) of AD/HD including the symptoms, testing and diagnosis, treatment options and methods for managing work, school, relationships and day-to-day life in this informative, candid, and lively discussion.

This honest, intimate, down-to-earth account of one individual’s personal journey through life with AD/HD (officially undiagnosed until only recently) will inform, amuse, and inspire anyone who works with, lives with, teaches, advises, or loves someone living with AD/HD. A plethora of resources for education and assistance exist for those interested in learning more about this ‘difference.’ Join in exploring the world of AD/HD!

Cole Holmes, University of Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 262 **4:30–5:30 p.m.**
Grand A, East Tower, Gold Level

**Enjoy the View: Slow Down and Make
Technology Work for You**

Many advisors feel challenged to do more than ever before. Through this presentation, participants will learn about the worldwide Slow Movement, driven by the philosophy that it is possible to achieve more by slowing down. Technology will be discussed, providing examples of best practices from our advising center of how using technology can impact advising in a positive and efficient way. Finally, participants will be invited to discuss ways they might slow down and maintain a healthy work-life balance and will leave with useful resources for the workplace and the home. The presentation is appropriate for any advisor who wants to use technology as a tool to work productively with today’s millennial students yet take time to enjoy work AND life.

Cheryl Schultz, University of Iowa
Presentation based on: Models/Applications

Concurrent 263 **4:30–5:30 p.m.**
Columbus I/J, East Tower, Gold Level

**Evacuation Plan—Helping Students Find
Their Way Out!**

For many reasons, students often must change majors, are unhappy with their current major, or simply want out of college in a different way than they first arrived.

“While our students aspire to complete a particular major”; if they cannot meet the requirements, it is our job as advisors and counselors to identify their strengths (and weaknesses), have some tough conversations, and help them investigate the alternative careers and educational adventures.

This interactive presentation will include concrete tips on how to work with students who cannot stay in their particular

educational program, how to assist those who just want out of college, and how to work with students who are also “undecided” and in those two situations as well!

Lindsey Fields, Erin Day, University of North Texas
Presentation based on: Personal Growth as an Advisor

Concurrent 264 **4:30–5:30 p.m.**
Crystal A, West Tower, Green Level

**Faculty Role in Managing the Acutely
Distressed College Student**

Mental illness can have a major negative impact on the learning process, academic success, and persistence of affected students. Students in acute distress may also impact the entire campus community by exhibiting disruptive behavior and may pose a risk of harm to themselves or others. By knowing the factors that influence faculty’s participation in managing the acutely distressed college student, institutions can target the needs of faculty, including dissemination of policies and procedures regarding their expected role, implementation of programs intended to influence faculty’s attitudes towards this role, and design of programs addressing faculty’s areas of concern. The problems of practice and research, as well as the proposal and preliminary findings of a study to explore these factors, will be presented, followed by participant discussion.

Lisa Steinberg, George Washington University
Presentation based on: Research
Target Audiences—this session is best suited for:
Level of experience in subject matter: minimal needed

5:45–6:45 p.m.
Grand D, East Tower, Gold Level
**NACADA Annual Town Hall Business
Meeting**

Presiding and Remarks
Jennifer Bloom, University of South Carolina-Columbia
NACADA President

Remarks
By *Casey Self*, Arizona State University
Incoming President

This year’s Annual Business meeting will be in the form of a Town Hall Meeting; it will be an opportunity to hear a report on the status of the association and its plans for the future. The Board of Directors will be sharing with the membership the Strategic Goals for the Association and gathering ideas, recommendations, and concerns from the membership concerning these goals. Participants will work in teams during the Town Hall to discuss the goals and develop ideas for implementation.

Saturday, October 4

7:00–8:00 a.m.
Riverside Center
Continental Breakfast (included registration fee)

7:00–8:00 a.m.
Riverside Center
Breakfast with New Advisors
Tables will be reserved in the Riverside Center for this group to meet.

7:00–8:00 a.m.
Riverside Center
Breakfast with Emerging Leaders/Mentors
Tables will be reserved in the Riverside Center for this group to meet.

7:00–11:30 a.m.
Foyer, East Tower, Gold Level
Conference Registration

7:00–11:30 a.m.
Riverside Center
Cyber Café

7:00–11:30 a.m.
Foyer, East Tower, Gold Level
Hospitality/Information Desk/Volunteer/ Evaluations Central

8:00–9:00 a.m. Sessions

Concurrent 265 **8:00–9:00 a.m.**
Grand E, East Tower, Gold Level
ABC's of Success: Predicting Academic Difficulty in First-Year Students

This presentation is designed to help academic advisors identify at risk students as they enter the institution their freshman year. The research presented here is a replication of previous research performed at Truman State University in Kirksville, Missouri. There are common factors, such as high school GPA, high school rank, ACT/SAT score, the number of C's, D's, and F's earned in high school, first-generation college student, ethnicity, etc. that college professionals have examined to try to identify these at risk students. Participants will learn how to identify at risk students at their schools and will be encouraged to replicate our study at their institutions. Academic Advisors will be able to identify at risk students early on in their academic program and proactively provide support for those students to be successful.

Maureen Bell-Werner, Tessa Keys
Southern Illinois University Edwardsville
Presentation based on: Research

Concurrent 266 **8:00–9:00 a.m.**
Crystal B, West Tower, Green Level
Academic Advising from the Student's Perspective: Significance, Satisfaction, and Challenges

How much do students value academic advising? What aspects of advising do they find the most and least satisfying? This presentation will elaborate on the considerable research that students view advising as an important and needed service, students are receptive to help from day one on campus, and they believe advisors can play a significant role in identifying needs and connecting students to the appropriate resources. Investigate the specific strengths and challenges related to the advising process, as well as the importance students place on academic advising relative to other aspects of their educational experiences. Finally, explore student concerns and attitudes related to academic advising and the perceived challenges students face in college. Time will be reserved for an open discussion of the study findings.

Jim Hundrieser, Jo Hillman, Noel-Levitz
Presentation based on: Research

Concurrent 267 **8:00–9:00 a.m.**
Grand Suite 5, East Tower, Gold Level
Advising Future Artists: Helping Them Frame Their Future

If you advise students in the visual arts (including art, digital art, and graphic design) and would like to polish your career advising tools, this session is for you. Advisors will gain a thorough knowledge base with regards to career paths, job outlook, and earning potential for students wishing to pursue careers in the visual arts, as well as experiential opportunities they can attain to enhance their marketability in this competitive job market. You will also come away with models of communication that can be used when meeting with students who are not accepted into their chosen majors, learning how to guide them into other areas they will find fulfilling while assuring them that they do not have to give up their dream of creating art.

Ali Graham, Joan Tussing, Bowling Green State University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Level of advising experience: less experienced

Concurrent 268 **8:00–9:00 a.m.**
Regency B, West Tower, Gold Level
Advising: A Relationship That Matters! Get to Know Your Students—Don't Just Get Through Them!

Commission Sponsored: Two-Year Colleges
It's the small choices we make daily that set the trajectory for our lives. Advisors have the honored position of assisting students daily in making life choices that will affect their future. That alone makes advising a relationship that matters! Buying wholeheartedly into the relationship-building concept, administrators came up with creative funding models to invest in 11 professional advisors while simultane-

ously remodeling the entire advising department. Fueled by a new-found energy and backing, advisors collaboratively redesigned the advising environment with one focus in mind. Their motto: Get to know your students—Don't just get through them! The advising culture was successfully shifted from fast food service to quality student service by developing relationships that matter.

Donegal Fergus, Dena Jones, Tacoma Community College
Presentation based on: Models/Applications

Concurrent 269 **8:00–9:00 a.m.**
Wrigley, West Tower, Bronze Level

Bridging Academics and Athletics: Creating Connections across Campus

Commission Sponsored: Advising Student Athletes

The purpose of this session is to suggest one possible way to create connections between academic advising and student-athlete support services. Working closely with Academic Deans and Athletic Academic Coordinators, Duke University is making strides in connecting the athletic and academic communities. In this session, presenters will provide an overview of the current structure in place to help student-athletes be successful on campus. An Academic Dean from the advising center on Duke's campus will present with an Academic Coordinator for Athletes and share how these offices work together to ensure student-athlete success. The impact of the collaboration will be discussed along with struggles faced along the way.

Kathryn King, Aaron Todd, Duke University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 270 **8:00–9:00 a.m.**
Toronto, West Tower, Gold Level

Business Faculty Perspectives on their Role in Enhancing Student Success

Regardless of whether academic advising is delivered through a centralized professional advising center or through a decentralized faculty-only model, students can benefit from formal and informal advising contacts with faculty (Kramer, 2003). Facilitating this type of student-faculty interaction can be challenging when an academic college provides centralized professional advising for its students because faculty may perceive the role of academic advisor as primarily the responsibility of the centralized advising office. To explore Business faculty perspectives on their role in enhancing student success, we conducted interviews with both new and senior faculty. Come hear about our results and discuss innovative ways that faculty without assigned advising loads and professional advisors can work together to take student success and academic advising to new heights.

Jennifer Hodges, Charlene Kemp-Queener
University of Akron

Presentation based on: Research

Concurrent 271 **8:00–9:00 a.m.**
Grand A, East Tower, Gold Level

Undecided and On Probation: Helping These Students Rise to Heights of Success!

Do you have students who are undecided/exploratory and also find themselves on probation? At Indiana University, Exploratory Student Resources and the Phoenix Program have found that there is a significant correlation for some students. Working together, the exploratory and probation programs at IU have connected their support and resources in ways that have helped students make good decisions about their choice of major while getting back on track academically at the same time. With this complementary support and guidance, we have seen students go from “undecided and on probation” to making the Dean's List. This session will include a discussion about how this is done at IU, followed by time for ideas and discussion from all attendees.

Tom Kenyon, Indiana University

Presentation based on: Models/Applications

Concurrent 272 **8:00–9:00 a.m.**
Columbus E/F, East Tower, Gold Level

Creating a Cultural Shift in a Multicultural Setting: Revamping Advising for the 21st Century University

Commission Sponsored: Multicultural Concerns

The University of Texas, El Paso, with a predominantly Mexican American working-class student body of over 20,000, has established an Advising Task Force to assess and recreate its advising system. To generate the cultural shift necessary for this massive undertaking, the Task Force must build broad and sustained communication and interaction between relevant administrators, staff, faculty and, critically, students and their families. Beyond sustained engagement, the task force must directly confront troubling and wide-ranging issues like territorialism, forms of assessment and compensation, transfer students' travails, including students' families in the advising process, and sources of miscommunication and misunderstanding. The underlying rationale of our efforts is that the cultural shift must begin with, and grow out of, the task force itself.

Donna Ekal, Michael Topp, University of Texas-El Paso

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 273 **8:00–9:00 a.m.**
Gold Coast, West Tower, Bronze Level

Creating a More Inclusive Environment: Meeting the Challenge

Barriers to success exist for many students, but especially for those who, for one reason or another, feel marginalized from the mainstream college experience. What can we do to create a more inclusive environment? Principles of Universal Design come to mind, but implementing them is the real challenge. Or is it? Even small changes in how we work with students can make a huge impact on them.

During this session, participants will learn about a capstone project of a year-long faculty seminar exploring cultural diversity. While Jean had worked with deaf students before, this project with Beth's students further sensitized her to the importance of recognizing what she came to call "micro-cultures" at the college. Details of the project, and resulting new perspectives will be presented for discussion.

Beth Pincus, Jean Goldstein, Bergen Community College
Presentation based on: Personal Growth as an Advisor

Concurrent 274 **8:00–9:00 a.m.**
Columbus C/D, East Tower, Gold Level

Eight Days A Week: Live-in Advising Professionals in a Residential Setting

The advising model for first year students at Miami University of Ohio is housed in its Office of Residence Life, where live-in staff serve as the primary academic advisers for on campus students. The advisers serve a dual role of providing academic support to residents in their building and handling the daily operations of their residence hall. They are able to build close relationships with their students and collaborate with campus partners in a uniquely developmental way. This presentation will convey the daily experiences of three advising professionals who work in residence life. They will offer suggestions to take back to your institution about how to reach your students and meet their needs based on the practices currently in place at Miami.

Shannon Foley, Molly Mayer, Tim McCue, Miami University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 275 **8:00–9:00 a.m.**
Comiskey, West Tower, Bronze Level

Engaging Students and Faculty in Student Success: Using the Classroom for Effective Advising

Research shows that the classroom is the best place to reach students with keys to student success. Many campuses find that a university seminar does not fit into the curriculum due to increased numbers of courses needed in majors and general education requirements. This presentation looks at a model of "over teaching" outcomes related to first-year student success in specifically identified general education courses. The presentation will begin with a brief literature review on classroom-centered student success and then present a model for identifying student outcomes, integrating those outcomes into appropriate courses, conducting faculty development and assessing the program with a national assessment tool.

Sandra McMakin, Susan Hall, Julie Miller
University of the Incarnate Word

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Concurrent 276 **8:00–9:00 a.m.**
Grand D, East Tower, Gold Level

Evaluating Faculty Advising 360°

Commission Sponsored: Faculty Advising

Even though faculty advising is a critical component of retention, at many universities it remains a neglected endeavor—poorly measured, managed, and rewarded. By using a 360° management approach with feedback from department heads, deans, students and peers, you can create an advising reward program that will improve faculty advising on your campus.

Learn how to create advisor training that will attract and educate faculty. Develop a student-friendly survey to measure advisor effectiveness. Create an evaluation tool for selecting outstanding advisors. Implement an advisor reward system which features campus and community recognition, as well as monetary rewards. In this interactive session, participants are encouraged to share what works at their university to improve faculty advising.

Elizabeth (Bette) Harris, University of Louisiana

Presentation based on: Models/Applications

Concurrent 277 **8:00–9:00 a.m.**
Columbus I/J, East Tower, Gold Level

FYE: Another Way to Do It

John Gardner, David Ellis, and others have had a significant impact on First Year Experience (FYE) programs across the nation. Metropolitan State University has developed a somewhat different model from the typical FYE program. The program, which strongly utilizes academic advising input, has been designed to raise student awareness about the complex nature of higher education. The purpose of this session is to share the theory and model associated with Metro State's First Year Experience program. The objectives of the presentation are 1) to provide the context for the development of the model; 2) to describe the critical role which academic advising plays in the FYE program; and 3) to engage participants in dialogue about the model, including ways it may be adapted to other FYE programs.

Megumi Yamasaki, Kathy Wellington, John Burton
Metropolitan State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 278 **8:00–9:00 a.m.**
Grand B, East Tower, Gold Level

Laying Foundations for the Advising Syllabus: Intentional Outcomes For Orientation and Advising

During the fall and spring orientation sessions a university has a little as two hours to morph co-dependent high school students into independent decision-makers who welcome the responsibility of working with an advising syllabus. This presentation will present a series of narrowing frames and

outcomes that guide orientation/advisement at Southern Methodist University. Participants will leave the session having identified frames and outcomes of their own.

Robb Pocklington, Southern Methodist University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Concurrent 279 **8:00–9:00 a.m.** **Acapulco, West Tower, Gold Level**

Laying the Foundation to Build a Cross-Campus Advising Network

DePaul University's Advising Network took on many shapes and sizes over the years, crumbling each time due to faulty construction. This time we got it right! Starting with a small but dedicated management team, we took the time necessary to draw up our blueprints for a successful organization. Focusing on building a solid foundation of purpose and attainable goals, we developed a framework that allowed each participating member to play a role in the organization.

This presentation will focus on the steps we took to build the DePaul Academic Advising Network (DAAN). Starting with our own experiences, we will discuss our process for establishing the organization, with particular focus on how DAAN is fostering successful collaborative efforts and helping elevate the status of professional advising across campus. The session will conclude with an exercise designed to give participants a toolbox of ideas and resources they can bring back to their own campuses.

John Glatz, Joan Wishau, DePaul University

Presentation based on: Models/Applications

Panel 280 **8:00–9:00 a.m.** **Grand F, East Tower, Gold Level**

Preparing for NCATE Accreditation

More and more states are requiring teacher preparation programs to be nationally accredited. Preparing for accreditation allows the advisor an opportunity to assess the advising program's effectiveness, relationship to accreditation standards, and commitment to the mission of the teacher preparation program. In this panel presentation, four advisors with experience in the accreditation process will discuss their roles in preparing for the Board of Examiners Review for the National Council for Accreditation of Teacher Education (NCATE). Presenters are from four different institutions including a small private college as well as a small, medium and large public university. Attendees will learn how advisors can assist in meeting NCATE standards and to use assessment data for continual improvement.

Amy Eastman, Eastern Michigan University

Rachel Sauer, Edgewood College

Michael Martin, University of Wisconsin-River Falls

Gretchen Fricke, Southern Illinois University

Moderator: *Christine Lancaster*, Eastern Michigan University

Presentation based on: Models/Applications

Concurrent 281 **8:00–9:00 a.m.** **Grand Suite 3, East Tower, Gold Level**

Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience

Students interested in careers as academic advisors may base their selection of a graduate program based upon, in part, the availability of graduate assistantships that offer meaningful professional experience. As professionals in training, graduate assistants require thorough training in order to provide their advisees with the most accurate information. Due to the relatively short duration of the graduate student's program, however, graduate assistant academic advisors may feel somewhat rushed in their training experience. Additionally, graduate student advisors may not receive standardized evaluations that will help them to hone their advising skills to their greatest potential. This session will present and discuss strategies for effective training, self-assessment, and supervisory evaluation in order to produce the finest new professional advisors.

Mandy Anderson, Denise Butler, Michelle Limle
Kent State University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: less experienced

Concurrent 282 **8:00–9:00 a.m.** **Columbus G/H, East Tower, Gold Level**

Putting Academic Advising on the Map in an Australian University

Academic advising in Australian universities is mostly informal, with the academics that act as program coordinators often having formal responsibility for advising. This is true at Victoria University in Melbourne, a large metropolitan university providing both community college and university programs to a very diverse student body. Recent internal research has identified the need to strengthen advising across the University, but particularly for freshmen and transfer students. This has been taken up in a major University-wide change initiative called Making VU, one project of which focuses on providing customised learning experiences for our students. This paper presents an overview of the research informing this aspect of Making VU, an account of the actions being taken to strengthen advising and a commentary on the initial responses of the University community to this initiative.

Wendy O'Connor, Roger Gabb, Victoria University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 283 8:00–9:00 a.m.**Regency A, West Tower, Gold Level****Retaining Newly Admitted Adult Learners: The First Term Experience Program and Beyond**

You won't want to miss this one. Join us as we discuss Saint Louis University's School for Professional Studies and our commitment to retaining adult learners. We have created and implemented a plan of increased contact with the students before, during, and following the successful completion of their first term. Listen to how we have increased retention rates among the adult student population (and we didn't break the bank to do it!) We hope you will join us.

Tanya Griffin, Mary Schmelter, Saint Louis University

Presentation based on: Models/Applications

Concurrent 284 8:00–9:00 a.m.**Columbus K/L, East Tower, Gold Level****Reverse Engineering the Major Decision Process for First Year Engineering and Science Students**

Commission Sponsored: Engineering & Science Advising

The process by which first year students choose majors in engineering and science often seems mysterious and unpredictable. But this process can be analyzed and studied in light of developmental theories concerned with how young adults "make meaning" of their lives. We review the work of Marcia Baxter Magolda to see how it informs the advising process for beginning college students.

Understanding the common stages that first year engineering and science students go through when picking majors helps relieve these students of their anxiety about majors; it assists them in knowing themselves better; and it facilitates the process by which students identify programs that are truly good fits for them.

Ray Sepeta, University of Notre Dame

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000 – 10,000 students

Concurrent 285 8:00–9:00 a.m.**Regency C, West Tower, Gold Level****The Breakthrough: Motivating Towards Success**

Why are our first year students not succeeding? In this session, we will present our Motivating Towards Success workshop by describing our transition from academic instruction to motivational counseling. In the past, we have provided programs that focus on study skills, time management, and classroom success. After research, we found that our formula for student success was inaccurate. We discovered that students performed poorly due to motivation, not lack of skills. We revamped our program to focus on what motivates students and how they can transfer their personal motivation to the classroom. This workshop is an early intervention tool that is part of our effort to retain first year students. Our materials and survey statistics will be made available.

John Thompson, Patavia Whaley, University of North Texas

Presentation based on: Models/Applications

Concurrent 286 8:00–9:00 a.m.**Regency D, West Tower, Gold Level****The Organized Advisor: Taming the Information Beast**

Academic advisors need to stay on top of change and need a way to keep track of up-to-date information so that they can focus more on the student in front of them rather than trying to find some important piece of information "somewhere out there." However, in this digital age, this task can be overwhelming. It is easy for email boxes to fill up, have papers piled all over the desk, and let outdated information stagnate in file drawers. These issues can also make finding the information that advisors need extremely difficult. This can lead to feelings of inefficiency and stress and can make advisors look incompetent in front of students. The presenter will share strategies for taming the information beast, and participants will be asked to share their tips and organization strategies.

Kimberly Keck, Arizona State University

Presentation based on: Personal Growth as an Advisor

Concurrent 287 8:00–9:00 a.m.**Crystal A, West Tower, Green Level****Under Whose Umbrella? Who Should Be Responsible for the Advising of the Undeclared?**

In 2006 a campus committee at the University of Illinois' recommended that advising center for the exploring students be repositioned under the provost's purview. The center was part of the College of LAS. Fall 2007 saw the center physically and administratively repositioned under the provost's aegis as the Division of General Studies.

The motivation behind the move was simple: a belief that central campus was better able to support undeclared advising, strengthen its core mission, and promote access, retention, and success.

The session will introduce insights, issues, and themes that have been critical to DGS' formation and encourage comments on what has amounted to a paradigm shift in the campus culture of advising.

Julian Parrott, Meghan Hazen, University of Illinois

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 288 8:00–9:00 a.m.**Water Tower, West Tower, Bronze Level****Unmasking the Secrets to the Medical School Application Process**

In recent years, the number of applicants to every medical field have increased significantly. As a result, medical programs have created a new paradigm for which they use to evaluate applicants. The number of seats or schools have not kept pace with the increase in demand for these professionals, making the application process more competitive.

The goal of this information session is to discuss the current trends in the application process. The application process and procedure will be revealed step by step to gain a better understanding of how applicants are selected for interviews and evaluated for acceptance. National data and trends will be provided and data from the University of Florida applicants will be used to illustrate trends at individual schools.

Robert Kwong, University of Florida
Presentation based on: Models/Applications

Concurrent 289 **8:00–9:00 a.m.**
Columbus A/B, East Tower, Gold Level

Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program

The Senpai Kohai (Senior/Junior) relationship, a hallmark of the Japanese corporate world, provides an innovative model for a 1:1 peer mentor program in a University environment. This session will share the successes of one institution's application of the model, as well as discuss its impact on student engagement and persistence. Attendees will be provided with a practical, step-by-step guide for use at their home institutions.

Jennifer Fletcher, Arizona State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed



Concurrent 290 **8:00–9:00 a.m.**
Grand C, East Tower, Gold Level

Voices from the Field: Building a Research Agenda for Academic Advising

This session is grounded in the belief that every academic advisor is a potential researcher in the field. Participants will gain an understanding of the state of current academic advising research inquiry as well as the importance of building a sound, comprehensive research foundation for the academic advising profession. They will engage in interactive discussion about researchable topics in academic advising and share research questions from their discussions.

Terry Kuhn, *Gary Padak*, Kent State University
Jennifer Bloom, University of South Carolina-Columbia
Jeffrey McClellan, Utah Valley University
Sarah Naylor, University of North Carolina
Joshua Smith, Indiana Univ Purdue Univ-Indianapolis
Presentation based on: Research

Concurrent 291 **8:00–9:00 a.m.**
Crystal C, West Tower, Green Level

Unmasking Osmosis: Establishing Healthy Boundaries within Advising

How can you establish healthy boundaries with your advisees? What is your boundary threshold when working with advisees? What type of advisor are you? In this presentation, we look at how the biological process of osmosis can be applied to the advisor/advisee relationship. During the process of osmosis, molecules moving across the cell membrane (boundary) can cause a cell to stay healthy, become drained, or even burst! So what moves across your boundary when working with advisees? At the end of the day, do you feel relaxed, and balanced, overwhelmed and stressed, or isolated and disconnected? Come and participate in this interactive presentation to find out if you are a Hypotonic, Hypertonic, or Isotonic advisor.

Ovuke' Emonina, University of Alabama-Birmingham
Presentation based on: Theory
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

9:15–10:15 a.m. Sessions

Concurrent 292 **9:15–10:15 a.m.**
Columbus E/F, East Tower, Gold Level

Advising Theory and the Big Moral Picture

Commission Sponsored: Theory & Philosophy of Advising

I find myself sympathetic to the view that the best theory of academic advising will not be one that makes necessary connections between advising and other professions and activities (e.g. teaching). Advising is not, at its fundamental core, anything other than advising. The previous sentence may appear to be a rather boring tautology, but worth uttering nonetheless. With this in mind, I attempt to flesh out a view of academic advising that is informed by the moral obligation we engender as we take on the task of advising. That is, our moral obligation to assist and benefit students' experiences in educational endeavors yields a plausible, and refreshingly simple, look at what academic advising is.

Peter Hanowell, Florida State University
Presentation based on: Theory

Concurrent 293 **9:15–10:15 a.m.**
Comiskey, West Tower, Bronze Level

Advising to PASS: Implementing a Mandatory Strengths-based Course for Probationary Freshmen

Freshmen students who find themselves on academic probation after their first semester may observe a significant decrease in their self-esteem and self-efficacy. This decline can lead to a continuing cycle of poor scholastic performance. The StrengthsQuest based Freshman PASS (Potential for Academic Success Seminar) attempts to break this powerful self-fulfilling prophecy and encourages students to take responsibility for their educational pitfalls and build a solid foundation for the future. In this session we will describe: how a mandatory course for our struggling freshmen was implemented, the use of StrengthsQuest as a basis for the course curriculum and the outcomes of the program up to this point.

Morgan Jones, University of Texas-Arlington
Presentation based on: Models/Applications

Concurrent 294 **9:15–10:15 a.m.**
Crystal C, West Tower, Green Level

Blogs, Blackboard, IM-ing, Facebook; as Advisors, What are We to Do with All of This Technology?

It seems that every time we see students, they're using some sort of technology. They are plugged into an iPod, hooked up to a laptop, surfing the Internet on an iPhone or text messaging on a cel phone. As advisors, we need to utilize this technology when communicating with our students. It's been reported that students will check their Facebook account numerous times per day and go several days or even weeks without checking their email account. So, why do we still use email? This session will look at several technologies that can be used to assist advisors when communicating with their students. We will also look at implementing these technologies, from a non-technical viewpoint. Demonstrations of technologies used in advising, including a blog, a web quest, Blackboard, and Facebook will be included.

Mark Vegter, Illinois State University
Presentation based on: Models/Applications

Concurrent 295 **9:15–10:15 a.m.**
Grand Suite 5, East Tower, Gold Level

Can Advisors Help Prevent Future Teacher Dropout?

According to the National Education Association, about half of America's teachers leave the profession within five years of graduation. The main issues seem to be lack of content knowledge, teacher dispositions, goodness of fit for the profession, and unrealistic expectations about the realities of the classroom. All of these can lead to disappointment with the career choice and to burnout resulting in the dropout rate for teachers. What can advisors do to make a differ-

ence? This presentation will address the four areas of concern and offer suggestions about how the utilization of assessments and a reality check can be used to help students make better decisions in college and in the choice of a major and future career.

Lee Kem, Murray State University
Presentation based on: Models/Applications

Panel 296 **9:15–10:15 a.m.**
Columbus K/L, East Tower, Gold Level

Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major

"But I've ALWAYS wanted to be a . . .!" Advisors nationwide are hearing statements like this from students. This session explores the ups and downs of advising students who find themselves in transition from one major to another. Whether not accepted into their first-choice major or finding themselves not engaged, often students find themselves lost in seeking other alternatives.

Using an "Advising as Teaching and Learning" approach, this session will focus on first-hand experiences with students who've chosen or been forced to choose an alternate major as well actual research results. Discussion will include positive practices to support students through their transition, how "ah-ha" moments are processed and how to challenge students to embrace exploring other academic areas.

Lindy Briggette, Peter Palumbo, Suffolk University
Nicole Harris, Rachael Cobb, University of Missouri
Moderator: *Teri Farr*, Illinois State University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 297 **9:15–10:15 a.m.**
Grand D, East Tower, Gold Level

Contemplation and the First Year Educational Experience

This presentation will propose an outline for a three-credit course that has, as its primary learning objective, enabling students in their first year of college to incorporate a range of contemplative practices into academic life. It utilizes three educational modalities: (1) classroom and experiential exposure to a selection of those activities noted in the Center for Contemplative Mind in Society's "Tree of Contemplative Practices"; (2) an introduction to select disciplines that stimulate embodied contemplation and promote awareness of the natural, social, and academic environment into which undergraduates are embedded—e.g., wandering the library "stacks"; contemplative reading; poetry writing; photography; and martial arts that encourage hard, soft, and spontaneous movement; and (3) guided reflection on nine specific educational maxims that seek to promote integrated learning during the initial year of post-secondary education.

Hugh Page, University of Notre Dame
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 298 **9:15–10:15 a.m.**
Acapulco, West Tower, Gold Level

Developing an ePortfolio for Graduate Student Advising

Commission Sponsored: Advising Graduate and Professional Students

In this session, the panel members will describe how they are developing ePortfolios to facilitate graduate student advising. Poor graduate student advising has been known to be a leading cause of student drop-out and lengthy time-to-completion. Faculty Learning Communities members investigated graduate advising and conducted a survey of graduate students and graduate faculty members. They selected an ePortfolio system to facilitate graduate student progress. Currently, they are working with individual academic programs and students to develop Learning Matrices to create graduate student ePortfolios using Sakai. Presentation activities include small group interaction about graduate student needs and advising, handouts about ePortfolios for graduate student advising, and PowerPoint and Internet demonstrations of sample ePortfolios for graduate students.

Laurie Richlin, Mandy Bennett, Susan Roig
Claremont Graduate University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 299 **9:15–10:15 a.m.**
Water Tower, West Tower, Bronze Level

From Academic Probation to Academic Success—Helping Students Soar

Benjamin Franklin is credited with defining insanity as doing the same thing over and over and expecting a different result. This definition could definitely apply to many students who find themselves on academic probation. Generally very little help is offered at a time when students need direct guidance and intrusive advising.

The Academic Advisors of Prairie View A&M University's University College have developed and implemented a Probation Packet along with the "UC Academy" program to address this issue.

Conference attendees will have the opportunity to discuss the Mandate behind this program as well as the strategy for its success. Presenters will be distributing samples of the packet and we invite participants to bring along examples of their academic probation interventions to share and discuss.

Ila Schauer, Jocelyn Whiting, Prairie View A&M University
Presentation based on: Models/Applications

Concurrent 300 **9:15–10:15 a.m.**
Regency B, West Tower, Gold Level

Helping Transfer Students Reach New Heights: Creating Academic Connections in Their First Quarter

Commission Sponsored: Advising Transfer Students

Transfer students are a population that are sometimes at-risk for attrition because of the disparity between their academic profile and that of the incoming freshmen, particularly at institutions that continually increase their standards each year. How do we challenge and support these students so

they do not get "lost"? This session will introduce advisors to our online course for our transfer students that connects them to academically to the University and results in the formulation of a degree plan and curriculum projection. We will discuss the process of advising our transfer students and the evolution of the course. Attendees at this session will leave with a copy of our syllabus and workable ideas for implementing a similar course at their institution.

Jennifer Klosterman-Lando, Amanda Koch-Turner
Ohio State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 301 **9:15–10:15 a.m.**
Regency D, West Tower, Gold Level

Improving Community College Graduation Rates: A New Model

CUNY has earmarked 18 million dollars for the Accelerated Study in Associate Programs (ASAP) with the goal of graduating students within a three year period. Borough of Manhattan Community College's target cohort of 200 students attend classes together in a block schedule & benefit from personal advisement and counseling, tuition assistance, a job developer, free monthly metrocards and in-class supplemental instruction. ASAP faculty receive special training and are encouraged to teach collaboratively. Participants will learn which specific efforts promoted persistence and which might be successfully replicated at their own institutions.

Lesley Leppert, Sandra Rumayor
Borough of Manhattan Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 302 **9:15–10:15 a.m.**
Grand Suite 3, East Tower, Gold Level

Integrating Peer Advisors into Major Exploration Advisement

Peer Advisors provide assistance in major exploration to students at Georgia Southern University through the Major Exploration (Pre-advisement) program initiated in January 2007. A staff of Peer Academic Advisors was recruited and trained to implement these services provided by First-Year Experience. This session will explain the structure, practice and assessment of the program, including the use of Peer Advisors in the absence of additional funding for full-time staff positions.

Assessment methods for this program are both qualitative and quantitative. An online survey instrument collected student feedback on the experience, including the student's self-assessment of major interest both before and after the pre-advisement session. This session will explore the benefits to students of their involvement with Peer Advisors during the major exploration process.

Ellen Murkison, Georgia Southern University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of advising experience: less experienced

Concurrent 303 9:15–10:15 a.m.
Crystal A, West Tower, Green Level

It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention

The University of North Carolina at Chapel Hill recently made two monumental changes to its academic policies to support Student Success and Retention: creating a system of Academic Probation and raising standards for Good Academic Standing. UNC-Chapel Hill, the nation's first state university, was authorized by the N.C. Constitution in 1776 and chartered by the N.C. General Assembly in 1789 (the same year George Washington became president). In spring 2008, the first students in the history of University will be on Academic Probation. This presentation will examine the research, development and implementation of these significant changes. It will provide participants with a model of Academic Probation and Intervention at a large, research university.

Cynthia Demetriou, Alice Dawson, Amy Schmitz-Sciborski
University of North Carolina

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 304 9:15–10:15 a.m.
Columbus C/D, East Tower, Gold Level

Life Line or the End of the Line? Is the Exception Semester an Effective Retention Tool?

Appalachian State University offers one and two-year forgiveness policies to give suspended students a chance to re-enroll with GPA forgiven. Another option, the exception semester, gives qualified students one more probation semester before suspension. Is the exception semester a compassionate option? Is it best for students? Is it too little, too late; can it make the situation worse? We'll examine how long these students are retained and whether they eventually graduate. We'll compare that data with data from a method of dealing intrusively with students via a class in their last semester of probation and discuss whether an exception semester is good developmental advising practice. Participants will be invited to share similar policies and findings at their own institutions.

Marc McCachren, Kathy Henson, April Graham
Appalachian State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 305 9:15–10:15 a.m.
Columbus G/H, East Tower, Gold Level

Motivational Factors Affecting Adult Student Persistence at Commuter Colleges— A Case Study

Based on this research, environmental factors are the most likely to influence an adult commuter student's motivation and cause him or her to drop or stop out from college. In contrast, psychological factors appear to be powerful motivators influencing an adult student's desire and motivation for returning to college and staying enrolled until the degree is completed.

Most respondents reported that their personal life affected their ability to stay in school. The careful balance of family, work, life, school, social life, and faith-based activities do in fact compete for adult students' time, energy, and commitment in persisting in college until graduation. Nearly half of the adult students participating in my study felt that they were overwhelmed with commitments as they continued to concentrate on their studies.

Tim Hunt, Kathy Wenthold, Upper Iowa University

Presentation based on:

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced



Concurrent 306 **9:15–10:15 a.m.**
Regency C, West Tower, Gold Level

New to U? When You're Both Freshmen . . .

The first year of academic advising is filled with many questions and concerns, from where to look for available resources to learning the established procedures for handling the abundant and various issues that arise in advising sessions. This moderated, interactive panel of newly-hired “freshman” advisors will share their experiences at the newly created University College, part of VCU’s commitment to student engagement and success. They will discuss the logistics and human considerations involved in addressing the needs of new advisors, bringing together formerly separated units of advising and academic programs, and engaging and assisting students, most of whom are as new to the university as their advisor!

Edna Renee Macbeth, Theresa Conway, Jennifer Lawrence
Virginia Commonwealth University

Presentation based on: Personal Growth as an Advisor

Concurrent 307 **9:15–10:15 a.m.**
Wrigley, West Tower, Bronze Level

Past Presidents’ Forum: Academic Advising Leadership in the new Global Century

The importance of academic advising in supporting student success continues to grow in significance in higher education. What does this upward trajectory of significance mean for leadership in academic advising? Are there new competencies and skills needed to meet the demands of this important work? How are these different—or the same—as those of the past? Join the 2008 Past President’s Forum, during which former presidents of NACADA will reflect on these questions and offer insights regarding where they see leadership in academic advising headed and how we might prepare ourselves—and others—for the challenges, dreams, and demands in the academy during the New Global Century.

Susan Campbell, University of Southern Maine
Nancy King, Kennesaw State University
Ruth Darling, University of Tennessee
Peggy King, Schenectady County Community College
Eric White, Penn State University
Jo Anne Huber, University of Texas-Austin

Concurrent 308 **9:15–10:15 a.m.**
Grand A, East Tower, Gold Level

Raising the Bar: Creating a Culture of Professional Academic Advising

Commission Sponsored: Advising Administration

How do you create a culture of professional academic advising where none has existed before? With the introduction of a new professional academic advisor job series – the only one of its kind in the UC system – the University of California, Riverside, must confront this daunting question. For veteran advisors, re-focusing their experience and skills within a newly professionalized context will pose an unprecedented challenge. This presentation will focus on

the role that the College of Humanities, Arts and Social Sciences will play in professionalizing the College’s academic advising staff. A brief overview of the new academic advisor job series will be followed by a detailed description of the College office’s strategy in creating a culture of professional academic advising.

José Beruvides, University of California-Riverside
Presentation based on: Models/Applications

Concurrent 309 **9:15–10:15 a.m.**
Columbus A/B, East Tower, Gold Level

Reaching Them Where They Live: The Creation of a Residential Academic Advising Program

As academic advising makes strides reaching first-year, first-generation, and students of color to help with university retention and holistic student development; residential academic advising is growing rapidly. Come learn how a team of three professional academic advisors were given the task of creating, marketing, and implementing a program of academic advising in the Residential Learning Communities at Santa Clara University. We will provide a how-to for you, including the unique needs of programs in students’ living spaces along with the opportunities and challenges our program faced in its first year. Find out why advising is no longer confined to an office!

Garrison Dyer, Jeremy Wang, Monica Parikh
Santa Clara University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 310 **9:15–10:15 a.m.**
Gold Coast, West Tower, Bronze Level

Scenes for Learning and Reflection: An Academic Advising Professional Development DVD

Join us for a preview of NACADA’s newest training video.

Mrs. Willimas wants to make sure her daughter gets off to a good start in college and accompanies Rachel to her first advising appointment.

Sean is upset that two courses cannot be accepted in transfer for his major. His advisor discusses why these courses cannot count and helps Sean consider majors that better fit his interests.

These are two “vignettes” from the new NACADA Professional Development DVD based upon advising scenarios suggested by NACADA Commission and Interest Groups. Scenes feature real students with professional and faculty advisors dealing with advising issues faced on today’s campuses. Session participants will view and discuss several scenes used in this new program. Participants will also learn to use this important tool on their campuses.

Jayne Drake, Temple University

Concurrent 311 **9:15–10:15 a.m.**
Grand E, East Tower, Gold Level

Students Who Soar: First Generation College Students Ascend To New Heights

Discussing what works! In this application based session presenters will present a successful First Generation College Student transition program in its sixth year at Texas Tech University. Several models have been tested in an effort to create a program that reaches out to the largest population of students without taking away from the elements that celebrate academic success and retention. This session will describe the PEGASUS Program from creation to its current form and provide attendees with useful strategies and resources to take back to their own institutions. Come and explore with us as we discuss the successful components of a program that addresses diversity, what constitutes “at-risk”, and the challenges of today’s First Generation College Students.

Jodi Gonzalez, Jamie Hansard, Texas Tech University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 312 **9:15–10:15 a.m.**
Grand F, East Tower, Gold Level

Taking Advising Across Borders: Connecting the Global Experience to Local Advising

The term “internationalization” is becoming the buzz word of higher education across the nation. This session will provide participants with a foundational understanding of internationalizing a college campus and how it impacts advisors. While examining study abroad participation as a common strategy for internationalization, presenters will discuss the role of academic advisors as meaningful disseminators of knowledge and active encouragers for students. Participants will be introduced to a learning outcomes methodology that integrates study abroad with institutional goals to internationalize. Attendees will walk away with practical knowledge to develop collaborative partnerships with their respective study abroad offices and advising departments and gain a greater understanding of their role in their institution’s efforts to internationalize.

Kelly O’Sullivan, University of California-San Diego

Erika Thompson, University of Utah

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 313 **9:15–10:15 a.m.**
Grand C, East Tower, Gold Level

Taking Advising to New Heights: Using NACADA Resources for Professional Development

Professional development need not be once a year; it can be a daily event over a cup of tea in your office or during an informal meeting with a group of your colleagues! This session will demonstrate how advisors can navigate NACADA resources to aid in ongoing professional development. The Web-based NACADA Clearinghouse of Academic Advising Resources will be featured with its tools for advising stu-

dents and professional development. NACADA Services, including position postings and electronic lists, will be discussed. Advisor training opportunities via Webinars (online seminars) and CDs will be explained. The NACADA New Advisor Guidebook and the newly published second edition of *Academic Advising: A Comprehensive Handbook* will be examined. NACADA members will come away from this session with a clear understanding of readily available NACADA resources.

Marsha Miller, Leigh Cunningham, Kansas State University

Presentation based on: Personal Growth as an Advisor

Concurrent 314 **9:15–10:15 a.m.**
Columbus I/J, East Tower, Gold Level

The Changing View: Advising across Generations

When you were in college did you dance the foxtrot, the hop, the hustle, the electric slide, the Macarena, or to the game “Dance Dance Revolution”? Why does this matter? Come find out how much your generation, age and life experience can affect your relationships with students, coworkers, and supervisors. This will be an interactive presentation. Information and bibliography about the four key generations will be provided.

Megan Larabell, Jamie Robida, Emily Jasinski,

Jennifer Alvarez

University of Kentucky

Presentation based on: Personal Growth as an Advisor

Concurrent 315 **9:15–10:15 a.m.**
Grand B, East Tower, Gold Level

The Great Generational Divide: When X and Y Are Your Co-Workers

This session will address one of the greatest odysseys in any workplace –the generation gap. As a new generation of advisors enters the workplace, many advising units have become multigenerational work environments. As members of Generations X and Y transition from the role of student into the role of colleague, many departments experience difficulties in merging the varying work patterns of staff members. To foster cooperative and effective staff dynamics, it is imperative to understand the values, needs, and work patterns of Generations X and Y. During this presentation, participants will assess their personal needs within the workplace. Participants will discover innovative techniques in motivating, training, and managing the new generation of advisors and will develop practical applications for overcoming the great generational divide.

Kristin Losey, Jamie Reynolds, Kent State University

Presentation based on: Research

Concurrent 316 **9:15–10:15 a.m.**
Regency A, West Tower, Gold Level

Turn on Your Creativity for Extraordinary Advisor Teambuilding: Listening Beyond Words

Advisors often find the process of listening attentively and teaching students can be one of the most rewarding aspects of our profession. It is a key element of developmental advising and essential for getting a full picture of a student’s

needs. However, when we are caught up in our numerous roles, projects, and committees, it is easy to forget that as professionals, we need to feel we are listened and attended to. Listening is not simply hearing the other person speaking. Listening is also opening our minds to what the other person is saying beyond their words. In this group exercise, participants will be presented with an opportunity to engage in a creative process that enhances attentiveness with each other as colleagues.

Vickie Morgan, University of Utah

Presentation based on: Personal Growth as an Advisor

Concurrent 317 **9:15–10:15 a.m.** **Crystal B, West Tower, Green Level**

Using Research to Support Advising

What criteria do we use to describe the relationship between success in certain courses and success in a major? Students are often confused about which major to choose and want to know which major relates best to their abilities and interests. Advisers often advise students based on assumptions that arise from anecdotal situations and not empirical data.

This study was conducted to determine if there are correlations between grades students received in designated prerequisite courses and the grades achieved in required major courses. Data was collected on over 1000 students who graduated in eight different majors from the College of Business at Penn State University. This research is an attempt to provide empirical evidence to support the information advisers give to students when assisting them in making informed educational plans.

Ruth Hussey, Penn State University

Presentation based on: Research

Concurrent 318 **9:15–10:15 a.m.** **Toronto, West Tower, Gold Level**

Utilizing the College Student Inventory to Enhance the First-Year Experience

The College Student Inventory is an assessment tool used to assist faculty and staff advisors make a connection to their advisees early in the semester. This presentation will show how the College Student Inventory was first implemented to a pilot group of students in 2005 and then expanded to all freshmen in fall 2007. Also being discussed throughout the presentation is how to create buy-in and participation with key figures on campus, so you will maximize the data provided. Examples of how to utilize the data in different forms and within different departments across campus will also be explored. Lastly, there will be discussion on how to enhance what has already been started within this process and where improvements could be made.

Michelle Wiley, Gannon University

Presentation based on: Models/Applications

Concurrent 319 **10:30–11:30 a.m.** **Grand F, East Tower, Gold Level**

“But Does it Stick?” Assessing Long-term Impacts of First-generation Student Support Interventions

Typically, evaluations of the impacts of student support interventions emphasize student outcomes—e.g. gpa, retention—and program satisfaction data for the period of program participation. However less attention is paid to whether any student effects persist beyond the end of these interventions. In this session, we will use case-study data to illustrate one approach for doing so from a NACADA Research Grant-funded study of the persistence of effects of participating in Students First Mentoring Project—a Portland State University first-generation, low-income student support program. We will demonstrate how combining a qualitative perspective, a comparative research design, and data collection through in-depth interviews, can produce robust data and establish the long-term impacts of program participation.

Peter Collier, Collin Fellows, Portland State University

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 320 **10:30–11:30 a.m.** **Gold Coast, West Tower, Bronze Level**

Increasing Hope among Probation Students: A Strengths-Based Mentoring Approach to Advising

Advising probation students can be one of the most rewarding or frustrating experiences for an advisor as we review grades at the end of the semester to see if our student made it off academic probation. We often discuss academic strategies and address a student's self-defeating behavior, but we should give more attention to increasing probation student's levels of hope. Research suggests that the construct of hope is a strong predictor of academic success among college students. This session will examine how the construct of hope along with using a strengths-based intervention can be rewarding to the advisor and probation student as they seek to develop a mentoring relationship. Participants will learn about the programmatic approach and benefits to using the approach.

Andrea Kitomary, Calvin College

Eric McIntosh, Concordia University

Jolyn Dahlvig, Northwest Christian College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 321 **10:30–11:30 a.m.**
Columbus I/J, East Tower, Gold Level

**Advising Students With Low Math Ability
 Who Aspire to Majors Requiring High Math
 Competency**

Often students who enter college aspire to careers in areas in which their preparation does not match the requirements of their chosen major.

This research began with the observation that advisers could not recall promoting students to the College of Engineering who started in developmental math. The study reviewed the records of 252 applicants who successfully qualified for acceptance to the College of Engineering from 2002–2006. The students' initial math course and grade, withdrawal history and retention rate was examined.

The study raises important questions regarding how and when advisers should use research results. Although our study focused on the advising of engineering students, the authors will contend that the results apply to advising in other S.T.E.M. disciplines. Participants will discuss advising strategies for students who enter college with low math ability who aspire to majors requiring high math competency

John Lanshe, Don Canary, University of Akron

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 322 **10:30–11:30 a.m.**
Comiskey, West Tower, Bronze Level

Career Development in the 21st Century

There is no doubt that the world is changing. We need look no further than the disappearing manufacturing sector in the US Economy, confirmed science on global climate change, or the rise of China as an international economic powerhouse to see that things are not going to stay the same. Since the world is changing, those of us who are concerned with Career Development must determine how best to assist students as they look ahead. This session will involve a wide ranging discussion on what we know, what we don't know and how to best prepare students for a changing world.

John Luther, University of Michigan

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Concurrent 323 **10:30–11:30 a.m.**
Crystal B, West Tower, Green Level

**Constructional Student Mentoring: Building
 Student Success**

Student persistence and success in college is greatly impacted by connecting to his or her university. Ideally connects with and is encouraged by a faculty member. We advisers know our contact with students also provides a powerful means of support. We are limited by time from building the kind of relationships at-risk students need. This presentation will review the intervention program used by one of the academic colleges at the University of North Texas, constructional student mentoring. Mentors empower

students by helping them become aware of their own environment and assist them in developing a program to reach their goals by utilizing new skills. Through a solution building approach in a conversational format, mentors provide mentees with opportunities to talk about their concerns, goals, and solutions.

Lynne Brister-Cox, Timothy Liden, University of North Texas

Presentation based on: Models/Applications

Concurrent 324 **10:30–11:30 a.m.**
Toronto, West Tower, Gold Level

**Crossing Borders, Opening Minds with Study
 Abroad: Practical Advice for Academic
 Advisors**

Many advisers encounter the student who wants to be “anywhere but here.” As a trusted resource, academic advisers are often the first point of contact for students inquiring about study abroad. With the popularity of study abroad growing, advisers are called upon more frequently to educate about study abroad options. Gain some practical advice on how to help students work study abroad into their current academic program, distinguish between different models and begin planning for this life-changing experience. Learn how to address challenges that may arise during study abroad and re-entry. We hope that you will walk away from this session as a supporter of study abroad as a personal growth and career-building experience (and want to go abroad yourself!).

Gail Gilbert, Tracy Buss, University of Wisconsin-Milwaukee

Presentation based on: Models/Applications

Concurrent 325 **10:30–11:30 a.m.**
Columbus K/L, East Tower, Gold Level

**DirectConnect to UCF—An Unmasked
 Initiative Re-Defining the Community College
 to University Preadmission Advising
 Relationship**

DirectConnect to UCF is a University of Central Florida initiative that gives guaranteed admission to all AA/AS graduates from our four community college partners. In addition to guaranteed admission, UCF has placed a general preadmission advisor at each community college for students completing associate degrees. With each unique community college environment, ranging from the smallest in Florida to one of the largest in the country, each advising relationship/model is different. The four advisers will discuss how they work to meet the needs of their students, and which models work best at their perspective campus. With DirectConnect to UCF pioneering partnership models for Universities and community colleges, the advisers will demonstrate how this program benefits the students of Central Florida.

Scott Larson, Michele Camden, Shakira Guice

University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 326 **10:30–11:30 a.m.**
Acapulco, West Tower, Gold Level

From a Distance: An Advising Team Model

Empire State College is known for its leadership in mentoring of students, adult pedagogy and online learning. In the Center for Distance Learning we want to maintain the individualized nature of working with students, while also seeking to provide increased efficiency in working with large numbers of students, especially in times of increasing enrollment. We also want to maintain our effectiveness in the mentor/student relationship of communicating with distance learning students. Hence, the equation becomes Individualism + Teamwork = Student Retention.

We will present and invite discussion at this presentation on issues regarding: 1) how a policy of student retention initiated the team model of advising; 2) why an advising team model is appropriate; 3) our online First Term Community Group and 4) our online Team approach to advising and teaching.

Shelley Dixon, Linzi Kemp, SUNY-Empire State College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 327 **10:30–11:30 a.m.**
Columbus G/H, East Tower, Gold Level

Group Advising: A Partnership between Academic and Peer Advisors

At IUPUI we have a unique advising experience at our one day new student orientation program. In a partnership between the University College Academic and Career Development Center and Orientation Services, we combine our resources to create an effective and efficient group advising workshop for new students. Come learn about our program and why we utilize peer advisors in our group advising workshop. During our presentation, we will explain how we use advising as teaching and capitalize on the strengths of our peer advisors (OTeam) to meet the needs of our students. Hear from both advisors and the Orientation Team Leaders to gain insights and perspectives from both sides.

*Amanda Buck, Kyle McCool, Jennifer Schott,
Rebecca Wald Stoker*

Indiana Indiana University Purdue University-Indianapolis

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 328 **10:30–11:30 a.m.**
Crystal A, West Tower, Green Level

Improving Student Advisement by Considering Student and Course Profiles

This talk focuses on a new means of characterizing both courses and students to improve the student advisement process. Building upon the foundation of Bloom's Taxonomy, we develop course profiles from the student perspective using traditional student course evaluation surveys. These profiles incorporate elements prior research has shown impacts learning. Student profiles can then be systematically inferred by using student's prior academic performance

in these profiled classes. The result is an individualized report of how each student learns best, and provides an indication of how well they will do in future classes. We report on a large test of this approach involving a diverse group of 2,700 undergraduates in four majors from a large southeastern university. This work was supported by a NACADA grant.

John Gerdes, University of South Carolina

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 329 **10:30–11:30 a.m.**
Regency D, West Tower, Gold Level

Integrating CAS Student Learning and Development Outcomes into the 4-Year Plan

Students entering college will experience some degree of exposure to all the CAS (Council for the Advancement of Standards in Higher Education) learning outcomes. However, they may not develop their full potential in each area unless there is a mechanism to introduce, and means to nurture each of the outcomes. Measuring what and how much students learn is challenging since learning occurs through a variety of sources. This presentation will offer a strategic approach to integrate the CAS learning and development outcomes into a four-year plan. The goals of this approach are to enhance student learning and development throughout the college experience; establish consistency in learning opportunities for students; and assist students in achieving the most of their academic careers. Participants will learn strategies to introduce the CAS learning outcomes during advising and other activities such as orientation, first-year seminars, etc., and suggestions on how to measure the outcomes.

Antoinette Stanley-Hart, University of Texas

Presentation based on: Theory

Concurrent 330 **10:30–11:30 a.m.**
Regency C, West Tower, Gold Level

Vital Signs: Bi-racial Students in Higher Education

The demographics of society are changing at a rapid pace and discussions on college campuses focus around race, ethnicity, and immigration. They include Blacks, Latino(a)s, Natives, and Asians. However, one of the fastest growing groups of students are bi-racial students and they are often left out of the conversation. This presentation will focus on the growth of bi-racial students and the many challenges and difficulties they encounter. These include factors related to their identity development, challenges to bi-racial identity formation, and the realities that shape their identities. We also will discuss the advantages of being bi-racial and bicultural in today's society, what factors contribute to choosing their racial identity(ies), and how we supply equality of opportunity for these students.

Blane Harding, Colorado State University

Presentation based on: Personal Growth as an Advisor

Concurrent 331 **10:30–11:30 a.m.**
Crystal C, West Tower, Green Level

Working With Students—A Delicate Balance

Issues in campus politics come and go. Academic advising was recently a hot topic at UNC-CH, addressed by the student newspaper and featured in student elections. These, in turn, brought increased scrutiny from parents, senior administrators and university trustees. We share our experiences responding to student criticism and effectively incorporating student feedback to build stronger relationships with student government and other members of the university community. This necessitated gaining trust and consent from both advisors and students for a survey designed to identify areas of concern. Preliminary data indicate that a vocal minority of students had significant issues with advising, while the majority expressed satisfaction with the overall experience. We have used the results to constructively address student issues while clarifying the role of advisors on the campus.

Elizabeth Shuster, Carolyn Cannon
University of North Carolina
Presentation based on: Models/Applications

Concurrent 332 **10:30–11:30 a.m.**
Grand Suite 5, East Tower, Gold Level

HOT TOPIC Transgender 101: What Advisors and Administrators Should Know

Interested in learning more about the critical issues for the transgender student population? Come to this Hot Topic session sponsored by the LGBTA Concerns Commission and learn about the transgender movement, the key issues that affect our students, and how to bring these issues back to your campus. This discussion-oriented session will be facilitated by the LGBTA Concerns Commission Chair and members of the LGBTA Concerns Commission. Participants will learn about and discuss key issues, receive a transgender resource hand-out, and determine at least one thing they can do to further transgender education when they return to their home institution. This presentation is for all professional and faculty advisors and advising administrators regardless of advising experience and institutional size.

Jennifer Joslin, University of Iowa
Presentation based on: Models/Applications

Concurrent 333 **10:30–11:30 a.m.**
Columbus C/D, East Tower, Gold Level

**HOT TOPIC: (PDR Issues Interest Group):
How Will You Know What's Working?
Assessment of Intervention Programs for
Students in Academic Difficulty**

Have you developed a program for students in academic difficulty and want to know how to assess its effectiveness? Do you want to find out how other PDR intervention programs measure effectiveness? Or are you just looking for new ideas to improve an existing program? This session will provide an exchange of ideas from around the country about PDR interventions and effective assessment tools being

used to measure success. Topics to be explored will include measuring voluntary vs. mandatory interventions, what research literature tells us about assessment, and how to improve the assessment process for your program.

Chris Maroldo
Indiana University Purdue University-Indianapolis
Andrea Harris, Pepperdine University
Presentation based on: Personal Growth as an Advisor

Concurrent 334 **10:30–11:30 a.m.**
Regency A, West Tower, Gold Level

HOT TOPIC: Advising the Veteran with Disabilities

Currently a large number of military are serving in Afghanistan and Iraq. In both areas, many members of the armed forces are being injured. Once they recover from their injuries, many of these men and women will turn to the nation's colleges to help prepare for civilian life. They bring with them a range of disabilities ranging from the physical such as limited mobility to various mental illnesses including post-traumatic stress. This session will explore ways that colleges and universities can work with these veterans to help them succeed in higher education and in their civilian careers.

Joyce Howland, SUNY Empire State College
Presentation based on: Models/Applications

Concurrent 335 **10:30–11:30 a.m.**
Regency B, West Tower, Gold Level

HOT TOPIC: Advisors and The Technology Tools of The Future

Grassroots video, collaborative Webs, mobile broadband, and data mashups - are all emerging technologies that are being used now or will be soon according the Horizon Report, 2008, a source that focuses on use of technology in higher education. Join us in this HOT TOPIC session as we discuss how we are adapting and using technology in our work. We will focus on how we use these tools as well as discuss frustrations and best practices. So bring your questions and share your experiences. Be prepared to discuss everything from degree audits, course management systems, interactive communication tools, podcasting, and social networking.

George Steele, Ohio Learning Network
Karen Thurmond, University of Memphis
Art Esposito, Virginia Commonwealth University
Presentation based on: Models/Applications

Concurrent 336 **10:30–11:30 a.m.**
Water Tower, West Tower, Bronze Level

HOT TOPIC: Appreciative Advising from Theory to Practice

Appreciative Advising is a relatively new philosophy that provides advisors with a thought-provoking approach to bringing out the best in their students. This panel presentation will focus on the practical uses of Appreciative Advising and the power of the positive question. Appreciative Advising practitioners from a wide range of institutions will discuss the use

of Appreciative Advising techniques on their campuses with first-year students, undecided students, probation students, adult learners, and in one-on-one advising sessions. Attendees will leave with a better understanding of Appreciative Advising and with an array of practical and refreshing activities to engage their students, campus, and co-workers in strength and asset-based thinking. Come join us for an interactive, entertaining, and stimulating discussion.

Scott Amundsen, University of North Carolina Wilmington
Lori Block, Rowan University

Kaye Woodward, Eastern Illinois University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Panel 337 **10:30–11:30 a.m.**

Grand Suite 3, East Tower, Gold Level

HOT TOPIC: Best Practices for Two-Year Colleges

Are you from a two-year college or university and are wondering what other two-year institutions are doing to handle issues and concerns like you are having? Well, you are not alone! Come to this session to hear about BEST PRACTICES from other colleges and have an opportunity to ask questions about them. A panel of Two-Year College advising folks, moderated by the Two-Year Colleges Commission Chair, will highlight a “best practice” used at their institution and then open the discussion to the audience. You will have opportunity to ask questions and share your best practices.

Moderator: *Steven Schneider*, Fox Valley Technical College

Bridgett Golman, Northeastern Wisconsin Technical College

Terry Cox, Tallahassee Community College

Nancy West, Front Range Community College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 338 **10:30–11:30 a.m.**

Columbus E/F, East Tower, Gold Level

HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication

Commission Sponsored: ESL/International Student Advising

Academic advising has become increasingly challenging and complicated as our student population has significantly become more diverse than ever before. Colleges and universities across the nation are competing in study abroad programs and in increasing the number of international students. Still the most common mistakes that educators make when dealing with people from other cultural backgrounds are in nonverbal communication. Therefore, it is imperative that advisors expand their knowledge and enhance their skill in nonverbal communication to communicate more effectively with people from different parts of the globe. This PowerPoint presentation will demonstrate the importance of body language and how differently people in different parts of the world use body parts to convey social meanings. Experience sharing from the audience is expected and encouraged.

Kris Rugsaken, Ball State University

Presentation based on: Research

Panel 339 **10:30–11:30 a.m.**

Columbus A/B, East Tower, Gold Level

HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!)

Commission Sponsored: Advising Adult Learners

Balancing academia with work, family, and other life commitments is an ongoing “hot” issue for adult learners. How, as advisors to this population, can we best assist the adult learner with the challenges they face? For this panel, five advisors from various universities and colleges will offer insights into how they help this population of students “keep all the balls in the air.” Not only will the panel members offer their experiences, but they will encourage lively discussion and participation with attendees to this session.

Moderator: *Jennifer Varney*

Southern New Hampshire University

Ann Sukalac, Linfield College

Laura Harrison, Saint Ambrose University

Diana Churchill, Whitworth University

Gerise Guy, University of Memphis

Lisa Peck, Western Connecticut State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 340 **10:30–11:30 a.m.**

Grand D, East Tower, Gold Level

HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising?

This session, sponsored by the Small Colleges and Universities Commission, will encourage discussion of current and critical issues facing faculty advisors and advising administrators on smaller campuses. With a focus on bringing a learning-centered advising paradigm to practice, the facilitator will guide an initial discussion and then allow time for small groups to discuss ideas for implementation. We will reconvene for large group discussion of the information and insights gained in the small groups. This session will address both theory and approaches to academic advising, as well as “nuts and bolts” solutions. Particular emphasis will be on small colleges with faculty-based advising systems.

Julie Stockenberg, Colorado College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200 – 5,000 students

Level of experience in subject matter: minimal needed

Concurrent 341 **10:30–11:30 a.m.**
Grand C, East Tower, Gold Level

HOT TOPIC: Undecided/Exploratory Students

This Hot Topic session will discuss issues and concerns identified at the Commission on Undecided/Exploratory Students commission meeting in Baltimore, as well as from the hot topic session last year. Participants will split into smaller groups to discuss a variety of the identified issues and/or topics and questions of most concern to those who are in attendance. Participants will also be expected to share their own ideas, techniques, and best practices.

David Spight, University of Texas

Presentation based on: Personal Growth as an Advisor

Concurrent 342 **10:30–11:30 a.m.**
Grand E, East Tower, Gold Level

HOT TOPIC: Your Philosophy of Academic Advising

Come to this hot topic session and discuss your philosophy of education. When you work with your advisees, what ideas guide your practice? What beliefs about students and higher education and its purposes do you use in all your encounters with students and colleagues? The session will provide sample statements of advising philosophies from winners of advising awards, and it will use the NACADA concept statement as a basis for discussion. The session is designed as guided discussion, with the emphasis on participants having time to think at a level broader than the day-to-day concerns of advising sessions. Participants will be able to consider why they behave as they do in their role as advisors and to learn how others are informed as well.

Joyce Buck

Jeffrey McClellan, Utah Valley University

Presentation based on: Personal Growth as an Advisor

Concurrent 343 **10:30–11:30 a.m.**
Grand A, East Tower, Gold Level

HOT TOPICS For Advising High Achieving Students

What distinctive resources should advisors have available for high-achieving students as opposed to their other students? Where do we find information about fellowships, developing a professional identity, leadership opportunities, research? How do we make such information available to students? How do we teach them to use it? Join us for a lively discussion of the ways can can help enrich the education of our eager learners.

Marion Schwartz, Penn State University

Iona Black, Yale University

Presentation based on: Models/Applications

Concurrent 344 **10:30–11:30 a.m.**
Grand B, East Tower, Gold Level

HOT! HOT! HOT Topics in Advising Administration

Are you an advising administrator fumbling to deal with the new issues constantly appearing on your desk? Searching for new solutions to old problems? Faced with implementing an 'early alert' system, looking for new twists in creative budgeting, or trying to communicate with students on their terms? Wondering how the Spellings Commission Report will affect your campus accountability? Stop by our commission table at the Commission Fair and let us know other topics of interest to you then join your colleagues for a lively conversation at the last session of the conference, sharing issues and creative ideas for a fresh approach to advising administration. Your suitcase is also welcome!

Cindy Iten, University of Kentucky

Michael "Brody" Broshears, University of Southern Indiana

Sarah Ann Hones, Washington State University

Presentation based on: Models/Applications

11:30 a.m.

Conference Ends



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- C33 Making a Difference: A Campus Wide Collaboration
- C38 When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges
- C57 Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School
- PAN094 Partnering for Student Success
- C126 Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side?
- C153 Doing More with Less: Pooling Resources to Maximize Advisement Returns
- C181 Integrating Advising, Teaching, and Learning: A Formula for Success and Retention
- C193 The Model for Academic and Career Success
- C260 Beyond Learning Reconsidered: Lessons Learned to be Shared
- C278 Laying Foundations for the Advising Syllabus: Intentional Outcomes For Orientation and Advising
- C309 Reaching Them Where They Live: The Creation of a Residential Academic Advising Program
- PO515 Career Decision Making...Connecting the Dots
- PO517 Early-Warning System - The Development, Application, and Utility

(AC) Advising & Academic Coaching

- C172 Advising and Academic Coaching
- IG212 Interest Group Meeting: Advising and Academic Coaching

(AA) Advising Administration

- P1 Academic Advising Administrators' Seminar
- P4 Advising Honors Program/Honors College Students: The National Collegiate Honors Council's Approach
- P6 Working Effectively with New Faculty and Professional Advisors
- P10 Take Your Survey to New Heights: Tried and True Survey Methods
- C12 Ready, Aim, Hire!
- P12 Interviewing and Hiring for Excellence
- C20 Bridging the Gap Between Training and Performance
- C23 Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors
- P25 No Substitute for Evidence: Data-driven Decision Making in Academic Advising
- P26 E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My
- P28 Developing Grant Proposals for Advising Projects
- P29 Creating An Effective Advising Program
- C31 Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience
- C44 Advisor Training Best Practices: Raising the Bar to New Heights
- C59 Seven Habits of Success for Highly Effective Advising Leadership
- C76 Characteristics of Highly Effective Leaders: A Guide for Novice Advising Administrators **(Commission Sponsored)**

- C91 From Coach to Colleague: The Need for Adapting Roles in Supervision
- PAN98 Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar
- C101 The Sky's the Limit: Building a Distance Advising Unit
- CM103 Commission Meeting: Advising Administration
- C126 Integrating Academic Advising with Administrative Services: Is it a Myth, Dream, or Reality? Or: Why Should I Work for the Dark Side?
- C135 Leap, Hop, Skip and Soar to College: A Pre-College Experience
- C138 No Dumb Questions: Effective Advising Administration
- C152 Bridging the Gap: How to Integrate Advising Into a Living and Learning Community
- C168 Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool
- C171 Above & Beyond: How & Why to Make an Advisor "Briefing" Program
- C175 Advisor Swap: Training Immersion for Academic Advisors
- C188 Raising the Bar for Advising: Strategic Planning for the 21st Century
- C203 Decentralized, Not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model
- C205 Early Alert - Is it for Everyone?
- C225 Advising Searches for a Simple Idea That Produces Extraordinary Results
- C226 Coaching Employees to Reach Their Highest Potential
- C249 Scholarship of Teaching and Learning: Experiences of One Advising Office
- C259 Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising
- C278 Laying Foundations for the Advising Syllabus: Intentional Outcomes For Orientation and Advising
- C281 Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience
- C287 Under Whose Umbrella? Who Should Be Responsible for the Advising of the Undeclared?
- C294 Blogs, Blackboard, IM-ing, Facebook; As Advisors, What are We to do with All of This Technology?
- C308 Raising the Bar: Creating a Culture of Professional Academic Advising **(Commission Sponsored)**
- C315 The Great Generational Divide: When X and Y Are Your Co-Workers
- C344 HOT! HOT! HOT Topics in Advising Administration
- PO505 Academic Advising as Purposeful Work: Jobs, Careers, and Callings
- PO517 Early-Warning System - The Development, Application, and Utility

(AL) Advising Adult Learners

- C22 Conversations for Success: Appreciative Advising and the Adult Learner
- C40 You CAN Get There from Here: The Path to Success for Adult Students
- C72 Assessment Data: Propelling Advising in New Directions
- CM130 Commission Meeting: Advising Adult Learners
- C164 Returning to the U: An Innovative Program for Adult Learners **(Commission Sponsored)**

- C195 The Peak of Success: Taking the Adult Learner to New Heights **(Commission Sponsored)**
- C255 What's the Real Risk in "High Risk"? Identifying and Retaining High Risk Adult Students
- C283 Retaining Newly Admitted Adult Learners: The First Term Experience Program and Beyond
- C334 HOT TOPIC: Advising the Veteran with Disabilities
- PAN339 HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!) **(Commission Sponsored)**
- PO509 Advising Through Graduate Honorary Societies

(AB) Advising Business Majors

- C25 Graduation Orientation: A Final Gift to Seniors **(Commission Sponsored)**
- C75 Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy **(Commission Sponsored)**
- C92 From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar
- C137 Managing the Trek: Implications of Prescribed Programs
- CM210 Commission Meeting: Advising Business Majors
- C243 Preparing Business Students for the Future, Not Just Their First Job **(Commission Sponsored)**
- C270 Business Faculty Perspectives on their Role in Enhancing Student Success
- C317 Using Research to Support Advising

(CP) Advising & Career Planning

- P9 Assisting Career Choices: Advising Students to Make the Most of an Education
- C17 Why Am I Here? Real Strategies for Helping Undecided Students **(Best of Region 4)**
- C18 "Bueller?... Bueller?... Bueller?..." Helping Disinterested Students Discover Their Passions
- P21 The Millennials Go to Work: Career Trends for 21st Century College Grads
- P31 ASPIRE to New Heights: Achieving Success Through Purpose Inspired Real-world Excellence
- C60 Soaring to Succeed: Advising GLBTQQ Students to Greater Heights of Success
- C67 "If It Makes You Happy, It Can't Be That Bad": Advising Generation Me
- C69 A Liberal Arts Degree: An Education is Not a Checklist
- C81 A Career Planning Model for Fine Arts Students
- C82 Advising 2.0: Engaging Students with Collaborative Online Tools
- C93 M.D., P.A., P.T., O.T., Oh My! Which Pre Health Options are Right for Your Students?
- C127 Integrating Career Advising in Academic Advising: Take Advising to New Heights
- C134 Joys of Juggling in the Advising Process, Metaphors for Teaching and Learning
- C148 "Career Pathways" vs. Academic Exploration: New Challenges for Academic Advisers
- C151 Advising IS Teaching
- C162 Minimize Size, Maximize Experience: Connecting First-Year Students to Their College
- C163 Online Career Resources for Advisors **(Best of Region 1)**
- C177 Career Exploration: Doctor, Lawyer, Indian Chief...and the Decision Path to Pursue the Dream
- C193 The Model for Academic and Career Success
- C200 Changing and Evolving Workplaces: Implications for Advising Students
- C202 CSI: Chicago - Media vs. Reality when Advising Students about Forensic Science

- C207 It's Time for Change: Advising for the Future of Tomorrow's Students
- C234 Integrating Academic and Career Advising – the First Steps
- C243 Preparing Business Students for the Future, Not Just Their First Job
- C244 Putting "Story" into Career
- C251 To Infinity and Beyond: The Student Quest for Professional Development
- C267 Advising Future Artists: Helping them Frame Their Future
- C295 Can Advisors Help Prevent Future Teacher Dropout?
- C322 Career Development in the 21st Century
- PO515 Career Decision Making...Connecting the dots
- PO522 One Giant LEEP for Student-Kind
- PO531 The Amazing Race: From the Subway to the Sears Tower Giving Students a Sneak Preview to New Heights
- PO533 Utilizing the Lens of Spirituality in a Career Exploration Course

(EM) Advising Education Majors

- CM51 Commission Meeting: Advising Education Majors
- PAN098 Reaching New Heights: Sharing Recruitment Strategies to Help Education Programs Soar **(Commissioned Sponsored)**
- C117 Access to Teach: Examining the Access of African Americans to Teacher Education Programs
- C167 To Teach or Not to Teach: What Students Say about Teaching as a Career Choice **(Commission Sponsored)**
- C187 Preparing Students to Reach New Heights of Success **(Commission Sponsored)**
- C257 Admitting Students to Teacher Preparation Programs
- PAN280 Preparing for NCATE Accreditation
- C295 Can Advisors Help Prevent Future Teacher Dropout?
- PO527 S.O.A.R.: Successfully Outlining Auburn Requirements
- PO529 Teacher Recruitment: From Theory to Practice

(FS) Advising Fine Arts Students

- C81 A Career Planning Model for Fine Arts Students
- IG240 Interest Group Meeting: Advising Fine Arts Students
- C267 Advising Future Artists: Helping them Frame Their Future
- PO508 Advising and Retention: What Today's Students Need

(1Y) Advising First-Year Students

- C13 Style and Function: Connecting Learning Styles to Learning Strategies
- C21 Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail
- IG28 Interest Group Meeting: Advising First-Year Students
- C32 Let's Choose Our Courses: Group Advising in New Student Orientation
- C35 Orienting Exploratory Freshmen for Retention and Major Selection
- C48 Does Senior Year Plus = First Year Minus?
- C61 Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success
- PAN70 A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring
- C73 Being Undeclared May Be the Best Choice of a Major

C84	Advisors in Learning Communities: Reaching New Heights
C85	Breaking the ICE: Introducing First Year Students to Academic Advising in the Freshman Seminar
C88	Dudes! What's My Major?!
C89	Economic Recession and Student Financial Instability: How Academic Advisors Can Help (Best of Region 3)
C92	From the Ground Floor Up: The Lasting Benefits of a First-Year Seminar
C111	Students Teaching Students: A Peer Advising Path to Success
C112	Success in Parent Education: Dialoguing at the Collegiate Level (Best of Region 7)
C113	Teaching Probationary Students in the Classroom
C115	A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College
C122	First-Year Advising: It Takes a Campus
C142	The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors
C147	Coming Full Circle: Using Assessment Results to Guide the First Year
PAN150	Academic Preparation Programs: Mapping a Road to Success
C162	Minimize Size, Maximize Experience: Connecting First-Year Students to Their College
C166	The Highs and Lows of Emotional Wellbeing for the First Year Student - the Trends, the Issues, the Solutions for Advisors
C170	A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors
C196	Helping Your High School Pupa Transform Into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students (Best of Region 10)
PAN206	Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice
C222	Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials
C232	Global Advising: Electronic Advising for Incoming Freshmen
C251	To Infinity and Beyond: The Student Quest for Professional Development
C254	Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers
C275	Engaging Students and Faculty in Student Success: Using the Classroom for Effective Advising
C277	FYE: Another Way to Do It
C285	The Breakthrough: Motivating Towards Success
C293	Advising to PASS: Implementing a Mandatory Strengths-based Course for Probationary Freshmen
C297	Contemplation and the First Year Educational Experience
C318	Utilizing the College Student Inventory to Enhance the First-Year Experience
PO507	Academic Success Courses: Assisting First-Year Students in Academic Difficulty
PO514	Pre-Health Professions Guides and Folders
PO520	Mindfulness Training for Leadership & Extraordinary Academic Performance: Integrating the First-Year Seminar in a Service-Learning Community

PO530	Teaching Success: Advising Using the Total Intake Model
PO532	Through the Looking Glass: Using Students' Stories to Provide Insight into Their World

(AG) Advising Graduate and Professional Students

C65	Have You Ever Thought About Pursuing a Doctorate? (Commission Sponsored)
CM77	Commission Meeting: Advising Graduate & Professional Students
C125	Graduate Study Abroad-Crossing Cultures and Countries
C197	A Concept of Academic Advising for Graduate and Professional Students (Commission Sponsored)
C288	Unmasking the Secrets to the Medical School Application Process
C298	Developing an ePortfolio for Graduate Student Advising (Commission Sponsored)
PO509	Advising through Graduate Honorary Societies
PO524	Preparing Doctoral Students for Their Future Role as Academic Advisors

(HA) Advising High Achieving Students

P4	Advising Honors Program/Honors College Students: The National Collegiate Honors Council's Approach
IG79	Interest Group Meeting: Advising High Achieving Students
C152	Bridging the Gap: How to Integrate Advising into a Living and Learning Community
PAN176	By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students
C297	Contemplation and the First Year Educational Experience
C343	HOT TOPICS for Advising High Achieving Students

(IP) Advising in Interdisciplinary Programs

IG186	Potential Interest Group Meeting: Advising in Interdisciplinary Programs
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(ML) Advising Military Students & Dependents

C47	Building Advising Support for Military Service Members and Veterans
IG132	Interest Group Meeting: Advising Military Students & Dependents

(AM) Advising Models

C13	Style and Function: Connecting Learning Styles to Learning Strategies
P16	Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes
P19	Guiding Exploratory Students to their Major: One Easy and Effective Step at a Time
P29	Creating An Effective Advising Program
C38	When Dreams and Realities Collide: Helping Under-Prepared and Low-Achieving Students Face Academic Challenges
C85	Breaking the ICE: Introducing First Year Students to Academic Advising in the Freshman Seminar
C89	Economic Recession and Student Financial Instability: How Academic Advisors Can Help (Best of Region 3)
C112	Success in Parent Education: Dialoguing at the Collegiate Level (Best of Region 7)
C119	Assigning Advisors in University College – A New Alternative

- C153 Doing More with Less: Pooling Resources to Maximize Advisement Returns
- C180 I'm Talking, But... They're NOT Listening: Moving Beyond That Point
- C204 Discovering Academic Advising Through the Lens of Appreciative Inquiry
- C207 It's Time for Change: Advising for the Future of Tomorrow's Students
- C215 Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising
- C223 Advising as Teaching: A Group Advising Model for High Potential Students with a History of Inconsistent Academic Performance and/or Failure
- C227 Creating a Centralized Advising Center From Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!
- C233 Students Can Teach Us a Thing or Two: How Millennial Students and Advisors Perceive Advising within the First-year Seminar
- C247 Remodeling Advising: Moving from Centralized to Decentralized Advising
- C272 Creating a Cultural Shift in a Multicultural Setting: Revamping Advising for the 21st Century University
- C274 Eight Days A Week: Live-in Advising Professionals in a Residential Setting
- C282 Putting Academic Advising on the Map in an Australian University
- C309 Reaching Them Where They Live: The Creation of a Residential Academic Advising Program
- C320 Increasing Hope among Probation Students: A Strengths-Based Mentoring Approach to Advising
- C325 DirectConnect to UCF - An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship
- C326 From a Distance: An Advising Team Model
- C327 Group Advising: A Partnership between Academic and Peer Advisors
- C328 Improving Student Advisement by Considering Student and Course Profiles
- PO511 Advisor vs. Counselor: Gaining the Respect of Faculty and Staff in the World of Academia
- PO518 Is that FERPA You're Wearing? No, It's PIE
- PO519 Majors Fair: Taking Advising to New Heights
- PO530 Teaching Success: Advising Using the Total Intake Model
- PO534 Why Won't our Students Reply to Email? Take Your Communication Plan to "New Heights"

(SA) Advising Student Athletes

- CM78 Commission Meeting: Advising Student Athletes
- C110 Student-Athlete Advising: Reaching New Levels **(Commission Sponsored)**
- C194 The NCAA Division I Academic Performance Program and the NACADA/NCAA Partnership
- C269 Bridging Academics and Athletics: Creating Connections across Campus **(Commission Sponsored)**
- PO501 Reaching Across Campus to Reach New Heights in Advising

(SD) Advising Students with Disabilities

- CM2 Commission Meeting: Advising Students with Disabilities
- C41 "Gimme More": A Proactive Approach to Advising Students with Disabilities **(Commission Sponsored)**
- C64 Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders **(Commission Sponsored)**

- C149 "Nuthin' Personal Just Business: Learning Styles & Understanding How We Understand"
- C166 The Highs and Lows of Emotional Wellbeing for the First Year Student - the Trends, the Issues, the Solutions for Advisors
- C223 Advising as Teaching: A Group Advising Model for High Potential Students with a History of Inconsistent Academic Performance and/or Failure
- C261 Easily Distracted - Frequently Misunderstood: A Novice's Personal Guide to Living with AD/HD **(Commission Sponsored)**
- C273 Creating a More Inclusive Environment: Meeting the Challenge
- C334 HOT TOPIC: Advising the Veteran with Disabilities

(TS) Advising Transfer Students

- C8 Linking Community College Transfer Students with Their Chosen University **(Commission Sponsored)**
- P17 Aiming for New Heights from Community College to University with Two Courses for Transfer Students
- C57 Proactive Integrated Advising: Collaborative Advising from Community College to Graduate School
- C100 Taking Transfer Students to New Heights: The Transfer Seminar
- C155 Helping Transfer Students Reach the Summit of Academic Success
- C199 Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland
- C215 Promoting Successful Transition through Teaching: Mandatory Transfer Student Group Advising
- CM238 Commission Meeting: Advising Transfer Students
- C300 Helping Transfer Students Reach New Heights: Creating Academic Connections in Their First Quarter **(Commission Sponsored)**
- C325 DirectConnect to UCF - An Unmasked Initiative Re-Defining the Community College to University Preadmission Advising Relationship
- PO527 S.O.A.R.: Successfully Outlining Auburn Requirements
- PO529 Teacher Recruitment: From Theory to Practice

(TD) Advisor Training & Development

- P6 Working Effectively with New Faculty and Professional Advisors
- P8 Academic Advising to Support the Achievement and Success of At-Risk Students
- C10 Paula, Randy or Simon: What Advising Style Takes Your Students to the Top?
- P11 Developing a Career Vision: An Investment in Your Future in Advising
- P14 Working SMART: Creating Effective Strategies for Advising LGBTQ Students on Your Campus
- C16 Wait, Wait – Don't Tell Me: Delivering News Students Don't Want to Hear
- P18 Managing the Transition to Retirement
- C19 Advising as Teaching: Same Skills, Differing Venues
- C20 Bridging the Gap Between Training and Performance **(Commission Sponsored)**
- P21 The Millennials Go to Work: Career Trends for 21st Century College Grads
- P23 Conducting Research in Academic Advising
- P24 Appreciative Advising Microskills: An Introduction
- P27 Developing an Advisor Training Program and Taking it to New Heights

- C34 New Advisor Training: How to Elevate Your Model
C41 “Gimme More”: A Proactive Approach to Advising Students with Disabilities
C44 Advisor Training Best Practices: Raising the Bar to New Heights
C59 Seven Habits of Success for Highly Effective Advising Leadership
C68 50 Ways to Be a Better Advisor
C71 How to Conduct an Advising Job Search
C75 Business Boot Camp: Helping New Business Advisors Gain Business-World Savvy
C83 Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication **(Commission Sponsored)**
C87 Doing It All: Integrating Advising into Faculty Loads
C90 From Advocate to Enforcer: Balancing Competing Roles in Advising
C97 Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development
C108 Professionalization of Academic Advising
C122 First-Year Advising: It Takes a Campus
C123 Fly High(Tech) in the Windy City
C127 Integrating Career Advising in Academic Advising: Take Advising to New Heights
C129 Peer Advisors Rise to the Challenge of Academic Advising
C134 Joys of Juggling in the Advising Process, Metaphors for Teaching and Learning
C136 Making the Pages Count: Creating a Useable Faculty Advising Manual
C141 Supporting Faculty as Advisors and Teachers
C145 Theories You Didn’t Know You Already Use
PAN146 Understanding Research in Academic Advising: Advisors and Administrators Speak Out
C149 “Nuthin’ Personal Just Business: Learning Styles & Understanding How We Understand”
C154 Enhancing the Academic Climate for Black Male Students
C160 Involvement in NACADA: Stepping Up to New Heights
C165 Take your Training, Teaching and Group Advising to New Heights with Interactive Techniques **(Commission Sponsored)**
C169 A Mile Wide AND a Mile Deep: Advisor Training that Works
C171 Above & Beyond: How & Why to Make an Advisor “Briefing” Program
C172 Advising and Academic Coaching
C175 Advisor Swap: Training Immersion for Academic Advisors
C178 Climbing to New Diversity Awareness
CM182 Commission Meeting: Advisor Training & Development
C208 Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) Through an Internal Website
C219 What Should Harry Do? Student Development Theory in the World of Hogwarts **(Best of Region 6)**
C225 Advising Searches for a Simple Idea that Produces Extraordinary Results
C226 Coaching Employees to Reach Their Highest Potential
C228 Creating a Network of Master Advisors: A Training Program for Academic Advising
C245 Reaching New Heights in Ethical Advising
C252 True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates
C253 Turning Low-Liers into High-Flyers: Motivating Academic Advisors
C259 Best Practice in Academic Advising: Transitioning from a Service Model to a Teaching-and-Learning Model of Advising
C262 Enjoy the View: Slow Down and Make Technology Work for You
C264 Faculty Role in Managing the Acutely Distressed College Student
C273 Creating a More Inclusive Environment: Meeting the Challenge
C279 Laying the Foundation to Build a Cross-Campus Advising Network
C281 Proper Training and Assessment of Graduate Assistant Academic Advisors: Vital Elements of a Meaningful Professional Experience
C286 The Organized Advisor: Taming the Information Beast
C306 New to U? When You’re Both Freshmen. . .
C310 Scenes for Learning and Reflection: An Academic Advising Professional Development DVD
C313 Taking Advising to New Heights: Using NACADA Resources for Professional Development
C314 The Changing View: Advising across Generations
C315 The Great Generational Divide: When X and Y Are Your Co-Workers
C316 Turn on Your Creativity for Extraordinary Advisor Teambuilding: Listening Beyond Words
C332 HOT TOPIC Transgender 101: What Advisors and Administrators Should Know
PO502 An Exploratory Program--23 Years and Rising to New Heights
PO504 “Zen” Advising: Finding Zen on the Mountaintop...or In Between Appointments
PO505 Academic Advising as Purposeful Work: Jobs, Careers, and Callings
PO524 Preparing Doctoral Students for Their Future Role as Academic Advisors
- (AP) Appreciative Advising**
C22 Conversations for Success: Appreciative Advising and the Adult Learner
P24 Appreciative Advising Microskills: An Introduction
C45 Appreciative Advising: Translating Theory into Practice
IG80 Interest Group Meeting: Appreciative Advising
C128 Learning to Transform: Engaging Students through Self-Authorship
C204 Discovering Academic Advising Through the Lens of Appreciative Inquiry
C220 When Academics Is Not Enough: Providing Counseling to Students on Academic Probation
C256 Woulda Coulda Shoulda: Regret and Reflection in Academic Advising
C336 HOT TOPIC: Appreciative Advising from Theory to Practice
PO501 Reaching Across Campus to Reach New Heights in Advising
PO511 Advisor vs. Counselor: Gaining the Respect of Faculty and Staff in the World of Academia
- (AS) Assessment of Advising**
P10 Take your Survey to New Heights: Tried and True Survey Methods
C23 Demonstrating Your Worth: Assessing Academic Advising Programs and Academic Advisors
P25 No Substitute for Evidence: Data-driven Decision Making in Academic Advising

- P30 STOMP: On-Line "Edu-tainment" Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice
- C37 The State of Web-based Academic Advising Services in the Age of the Portal
- C49 Faculty Advising: Creating a Culture of Energetic Engagement
- C72 Assessment Data: Propelling Advising in New Directions
- C86 Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve our Students
(Commission Sponsored)
- C97 Putting the Cart Back Behind the Horse: Reconnecting Advisor Assessment to Professional Development
- C119 Assigning Advisors in University College – A New Alternative **(Commission Sponsored)**
- C142 The Assessment of an FYE Program: Proactive Evaluation Methods for Professional Advisors
- C179 Height of Folly or Soaring Success?: Assessing Registration Advising
- C188 Raising the Bar for Advising: Strategic Planning for the 21st Century **(Commission Sponsored)**
- C233 Students Can Teach Us a Thing or Two: How Millennial Students and Advisors Perceive Advising within the First-year Seminar
- CM239 Commission Meeting: Assessment of Advising
- PAN280 Preparing for NCATE Accreditation
- C331 Working With Students - A Delicate Balance

(CA) Canada

- C53 Interest Group Meeting: Canada

(CR) Conducting Advising Research

- P23 Conducting Research in Academic Advising
- PAN24 Expanding Research In Academic Advising: A Roundtable Presentation/Discussion
- C39 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and monographs
- C65 Have You Ever Thought About Pursuing a Doctorate?
- C109 Reconsidering the "Undecided" Student: A Sociological Perspective on Academic Exploration
- PAN146 Understanding Research in Academic Advising: Advisors and Administrators Speak Out
- C242 Learning Outcomes of the Dismissal Testimonial for Academically Dismissed Students
- C249 Scholarship of Teaching and Learning: Experiences of One Advising Office
- C266 Academic Advising from the Student's Perspective: Significance, Satisfaction, and Challenges
- C290 Voices from the Field: Building a Research Agenda for Academic Advising
- C317 Using Research to Support Advising
- C319 "But Does it Stick?" Assessing Long-term Impacts of First-generation Student Support Interventions
- PO523 Premed Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary

(DA) Developmental Advising

- C10 Paula, Randy or Simon: What Advising Style Takes Your Students to the Top?
- C43 From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising

- C63 Developing and Implementing a Successful Major Exploration Course
- C66 Holistic Advising: Understanding and Responding to Students' Religious Beliefs
- C67 "If It Makes You Happy, It Can't Be That Bad": Advising Generation Me
- C114 The T in "T-Group" Stands for Transition: An Experience of Support for First Generation Students
- C120 Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them?
- C121 Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students
- C128 Learning to Transform: Engaging Students through Self-Authorship
- C161 Is Email Jeopardizing the Art of Advising?
- C200 Changing and Evolving Workplaces: Implications for Advising Students
- C221 "Can I be Honest?": Advising Students Accused of Academic Misconduct
- C231 Express Elevator to the Closet Level: Demystifying the LGBTQ Student Identity
- C234 Integrating Academic and Career Advising – the First Steps
- C236 Movin' On Up: Building Connections between First and Second-Year Advising
- C250 Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves **(Best of Region 2)**
- C263 Evacuation Plan - Helping Students Find Their Way Out!
- C274 Eight Days A Week: Live-in Advising Professionals in a Residential Setting
- C275 Engaging Students and Faculty in Student Success: Using the Classroom for Effective Advising
- C284 Reverse Engineering the Major Decision Process for First Year Engineering and Science Students
- C312 Taking Advising Across Borders: Connecting the Global Experience to Local Advising
- C314 The Changing View: Advising Across Generations
- C316 Turn on Your Creativity for Extraordinary Advisor Teambuilding: Listening Beyond Words
- C328 Improving Student Advisement by Considering Student and Course Profiles
- C329 Integrating CAS Student Learning and Development Outcomes into the 4-Year Plan

(DE) Distance Education Advising

- C62 Using Second Life to Build Community for Distance Education Students
- C101 The Sky's the Limit: Building a Distance Advising Unit
- IG105 Interest Group Meeting: Distance Education Advising
- C214 Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
- C326 From a Distance: An Advising Team Model

(DS) Doctoral Students

- IG213 Potential Interest Group Meeting: Doctoral Students

(EN) Engineering and Science Advising

- CM26 Commission Meeting: Engineering & Science Advising
- C143 The Grand Challenges of Advising Undergraduates in Engineering and Science **(Commission Sponsored)**
- C174 Advising to Increase STEM Opportunities for Undecided Students
- C202 CSI: Chicago - Media vs. Reality when Advising Students about Forensic Science **(Commission Sponsored)**
- C284 Reverse Engineering the Major Decision Process for First Year Engineering and Science Students **(Commission Sponsored)**
- C321 Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency
- PO503 Science Majors: Career Exploration Workshops
- PO528 Serving Multicultural High Achievers: Diversity Programs in Engineering

(ES) ESL/International Student Advising

- CM3 Commission Meeting: ESL & International Student Advising
- C74 Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising **(Best of Region 9)**
- C95 Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence
- C235 Life in Another Country: Introducing International Peer Advising **(Commission Sponsored)**
- C338 HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication **(Commission Sponsored)**

(EL) Ethics and Legal Issues in Advising

- IG106 Interest Group Meeting: Ethics & Legal Issues in Advising
- C245 Reaching New Heights in Ethical Advising
- C291 Unmasking Osmosis: Establishing Healthy Boundaries within Advising
- C292 Advising Theory and the Big Moral Picture

(FC) Facilitating Change in Advising

- P5 Understanding Today's Parents: Who Are They and Why do They Hover?
- C9 Motivational Interviewing In Advising : Working With Students to Change
- C46 Building a Peer Advising Program that Soars!
- C50 If I Could Do It Again: When Things Don't Go the Way You Planned
- C116 Academic Advising in Crisis - Virginia Tech after April 16, 2007
- C137 Managing the Trek: Implications of Prescribed Programs
- C139 Reality Check: Advising Students OUT of a Major **(Best of Region 8)**
- C161 Is Email Jeopardizing the Art of Advising?
- C169 A Mile Wide AND a Mile Deep: Advisor Training That Works
- C191 Scattered to Structured: Reorganizing Academic Advising Services
- C224 Advising is like...Advising: The Dangers of an Analogy Free Zone
- C241 Laying the Foundations for Academic Advising Across the Disciplines
- C247 Remodeling Advising: Moving from Centralized to Decentralized Advising
- C253 Turning Low-Liers into High-Flyers: Motivating Academic Advisors

- C260 Beyond Learning Reconsidered: Lessons Learned to be Shared
- C276 Evaluating Faculty Advising 360°
- C279 Laying the Foundation to Build a Cross-Campus Advising Network
- C282 Putting Academic Advising on the Map in an Australian University
- C308 Raising the Bar: Creating a Culture of Professional Academic Advising

(FA) Faculty Advising

- C19 Advising as Teaching: Same Skills, Differing Venues
- C49 Faculty Advising: Creating a Culture of Energetic Engagement
- C56 Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop **(Commission Sponsored)**
- C87 Doing It All: Integrating Advising into Faculty Loads
- C118 Advanced Warning System
- C136 Making the Pages Count: Creating a Useable Faculty Advising Manual **(Commission Sponsored)**
- CM156 Commission Meeting: Faculty Advising
- C187 Preparing Students to Reach New Heights of Success
- C228 Creating a Network of Master Advisors: A Training Program for Academic Advising
- C252 True Adventures in the Life of a Master Faculty Advisor: A Model for Enhancing Student Retention, Transfer and Graduation Rates
- C264 Faculty Role in Managing the Acutely Distressed College Student
- C276 Evaluating Faculty Advising 360° **(Commission Sponsored)**
- C298 Developing an ePortfolio for Graduate Student Advising
- C340 HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising?

(FG) First-Generation College Student Advising

- IG6 Interest Group Meeting: First-Generation College Student Advising
- C55 Meet the Parents: A Qualitative Analysis of Latino Parents' Perceptions of Institutional Support Following a Spanish-Language Orientation
- C114 The T in "T-Group" Stands for Transition: An Experience of Support for First Generation Students
- PAN258 Advising Foster Care Alumni
- C311 Students Who Soar: First Generation College Students Ascend To New Heights
- C319 "But Does it Stick?" Assessing Long-term Impacts of First-generation Student Support Interventions

(GL) Graduate-Level Courses in Academic Advising

- IG107 Potential Interest Group Meeting: Graduate-Level Courses in Academic Advising

(HP) Health Professions Advising

- IG54 Interest Group Meeting: Health Professions Advising
- C93 M.D., P.A., P.T., O.T., Oh My! Which Pre Health Options are Right for Your Students?
- PAN176 By Leaps and Bounds: Using Podcasts as Advising Tools for Health Professions Students

C192	Scrubbing The Launch: Nursing Students On Probation
C288	Unmasking the Secrets to the Medical School Application Process
PO506	Academic Excellence - the ACE Program
PO510	Advising Towards Foreign Medical Schools - Is This the Right Choice?
PO514	Pre-Health Professions Guides and Folders
PO522	One Giant LEEP for Student-Kind
PO523	Premed Advising for Women: Making the Preparation Process for Application to Medical School Extraordinary

(HS) High School to College Advising

IG29	Interest Group Meeting: High School to College Advising
C48	Does Senior Year Plus = First Year Minus?
C135	Leap, Hop, Skip and Soar to College: A Pre-College Experience
C196	Helping Your High School Pupa Transform into a College Butterfly: Former High School Teachers Offer Tactics for Assisting First-Year Students (Best of Region 10)
C301	Improving Community College Graduation Rates: A New Model
PO531	The Amazing Race: From the Subway to the Sears Tower Giving Students a Sneak Preview to New Heights

(HI) History of Academic Advising

IG11	Potential Interest Group Meeting: History of Academic Advising
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(LU) Large Universities

P15	Holding Up the Dam: Advising on a Large Scale
C32	Let's Choose Our Courses: Group Advising in New Student Orientation
C116	Academic Advising in Crisis - Virginia Tech After April 16, 2007
C141	Supporting Faculty as Advisors and Teachers
IG184	Interest Group Meeting: Large Universities
C214	Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
C236	Movin' On Up: Building Connections Between First and Second-Year Advising
C300	Helping Transfer Students Reach New Heights: Creating Academic Connections in their First Quarter
PO526	Reaching New Heights with a Student Ambassador Program

(LG) Lesbian, Gay, Bisexual, Transgendered & Allied Concerns

P2	Safe Zone Training
P14	Working SMART: Creating Effective Strategies for Advising LGBTQ Students on Your Campus
C60	Soaring to Succeed: Advising GLBTQQ Students to Greater Heights of Success (Commission Sponsored)
CM157	Commission Meeting: Lesbian, Gay, Bisexual, Transgendered & Allies Concerns
C231	Express Elevator to the Closet Level: Demystifying the LGBTQ Student Identity
C332	HOT TOPIC Transgender 101: What Advisors and Administrators Should Know

(LA) Liberal Arts Advisers

C42	A World of Possibilities: Business Options for Non-business Majors
C69	A Liberal Arts Degree: An Education is Not a Checklist

C124	Goal Setting for Liberal Arts Students
C147	Coming Full Circle: Using Assessment Results to Guide the First Year (Commissioned Sponsored)
C179	Height of Folly or Soaring Success?: Assessing Registration Advising
C197	A Concept of Academic Advising for Graduate and Professional Students
CM211	Commission Meeting: Liberal Arts Advisors
PAN296	Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major
PO526	Reaching New Heights with a Student Ambassador Program

(CS) Member Career Services

P18	Managing the Transition to Retirement
C71	How to Conduct an Academic Advising Job Search
PO503	Science Majors: Career Exploration Workshops

(MC) Multicultural Concerns

C7	Islam and the Advising Relationship: Understanding the Cultural Impact of Muslim Students and Staff on Your Campus
P20	Expanding Your Comfort Zone: Working With Diverse Students
CM27	Commission Meeting: Multicultural Concerns
C55	Meet the Parents: A Qualitative Analysis of Latino Parents' Perceptions of Institutional Support Following a Spanish-

Language Orientation

C74	Building Bridges with Underrepresented Students: Connecting with Filipino American Students in Academic Advising (Best of Region 9)
C117	Access to Teach: Examining the Access of African Americans to Teacher Education Programs
C154	Enhancing the Academic Climate for Black Male Students
C201	Confessions of Nigrescence: It's Not All Black & White!
C209	Narrative and the Art of Advising
C237	Nurtured Advising: Taking Advising Students at Historically Black Colleges and Universities to New Heights
C272	Creating a Cultural Shift in a Multicultural Setting: Revamping Advising for the 21st Century University (Commission Sponsored)
C330	Vital Signs: Bi-racial Students in Higher Education
C338	HOT TOPIC: Common Mistakes that Advisors Make: Nonverbal Communication
PO528	Serving Multicultural High Achievers: Diversity Programs in Engineering

(NA) Native American & Tribal College

IG30	Interest Group Meeting: Native American & Tribal College
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(NP) New Advising Professionals

IG5	Interest Group Meeting: New Advising Professionals
C39	Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
C76	Characteristics of Highly Effective Leaders: A Guide for Novice Advising Administrators
C83	Advisor to Advisor: Using Advisor Mentoring Groups for Training and Communication
C108	Professionalization of Academic Advising

C144	The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE)
C160	Involvement in NACADA: Stepping Up to New Heights
C290	Voices from the Field: Building a Research Agenda for Academic Advising
C291	Unmasking Osmosis: Establishing Healthy Boundaries within Advising
C306	New to U? When You're Both Freshmen. . .
PO510	Advising Towards Foreign Medical Schools - Is This the Right Choice?

(PA) Peer Advising and Mentoring

C46	Building a Peer Advising Program that Soars!
PAN70	A Panel of Experts: Challenges, Triumphs, and Best Practices in Peer Mentoring
C96	Plotting the Course to Academic Success: It's Not Rocket Science
C111	Students Teaching Students: A Peer Advising Path to Success
C129	Peer Advisors Rise to the Challenge of Academic Advising
IG133	Interest Group Meeting: Peer Advising & Mentoring
C155	Helping Transfer Students Reach the Summit of Academic Success
C165	Take Your Training, Teaching and Group Advising to New Heights with Interactive Techniques
C198	A Successful Transition: Peer Mentors Guiding First-Year Students
C229	Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students
C235	Life in Another Country: Introducing International Peer Advising
C289	Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program
C302	Integrating Peer Advisors into Major Exploration Advisement
C305	Motivational Factors Affecting Adult Student Persistence at Commuter Colleges - A Case Study
C311	Students Who Soar: First Generation College Students Ascend To New Heights
C323	Constructional Student Mentoring: Building Student Success
C327	Group Advising: A Partnership Between Academic and Peer Advisors

(PL) Pre-Law Advising

IG158	Interest Group Meeting: Pre-Law Advising
C189	Raising the Bar: Who's in Charge of Pre-Law Advising?

(PD) Probation/Dismissal/Reinstatement Issues

P3	Academic Advisors as Architects of Academic Probation Change
C14	The Probation Process – a Student-Focused Responsibility
C15	Up the Down Staircase: A Mandatory Intervention Program for Students on Probation
P16	Raising the Bar: Utilizing Assessment to Spark Meaningful Advising Sessions Leading to Successful Learning Outcomes
C21	Butterflies that Falter or Fail to Fly: When Highly Prepared New Freshmen Fail
C36	Students At Risk or On Probation: Success/Retention Initiatives with Impact (Best of Region 5)

C96	Plotting the Course to Academic Success: It's Not Rocket Science
C99	Strategies for Your Educational Success
C113	Teaching Probationary Students in the Classroom
C121	Creating a Workshop for Students on Academic Probation: A Way for Advisors to Reach More Students
C140	Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students
IG159	Interest Group Meeting: Probation/Dismissal/Reinstatement Issues
C181	Integrating Advising, Teaching, and Learning: A Formula for Success and Retention
C190	Restoring Your Wings to Soar to New Heights
C192	Scrubbing The Launch: Nursing Students On Probation
C216	Reinstating Students From Probation/ Suspension: It Takes Collaboration to Advise a Student
C217	The Label: Academic Probation Student vs. Student on Academic Probation
C229	Developmental Advocates: a Strengths-based, Course-anchored Peer Mentor Program for Appealed Suspension Students
C242	Learning Outcomes of the Dismissal Testimonial for Academically Dismissed Students
C248	Rethinking Reinstatement and Retention: One Advising Unit's Response to a Crisis
C265	ABC's of Success: Predicting Academic Difficulty in First-Year Students
C271	Undecided and On Probation: Helping These Students Rise to Heights of Success!
C285	The Breakthrough: Motivating towards Success
C293	Advising to PASS: Implementing a Mandatory Strengths-based Course for Probationary Freshmen
C299	From Academic Probation to Academic Success—Helping Students Soar
C303	It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention
C304	Life Line or the End of the Line? Is the Exception Semester an Effective Retention Tool?
C320	Increasing Hope Among Probation Students: A Strengths-Based Mentoring Approach to Advising
C333	HOT TOPIC: (PDR Issues Interest Group): How Will You Know What's Working? Assessment of Intervention Programs for Students in Academic Difficulty
PO507	Academic Success Courses: Assisting First-Year Students in Academic Difficulty
PO512	An Apple a Day Increases the GPA: Retention Through Wellness
PO525	Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology

(RT) Retention

P5	Understanding Today's Parents: Who Are They and Why Do They Hover?
P8	Academic Advising to Support the Achievement and Success of At-Risk Students
C9	Motivational Interviewing In Advising : Working With Students to Change
C15	Up the Down Staircase: A Mandatory Intervention Program for Students on Probation
C31	Keeping the Marriage Alive: Strategies to Enhance the Sophomore Experience

C36	Students At Risk or On Probation: Success/Retention Initiatives with Impact (Best of Region 5)
C40	You CAN Get There from Here: The Path to Success for Adult Students
C61	Taking Academic Success to New Heights at Illinois State University – How to Engage Students in Academic Success
C64	Effectively Advising Students with Aspergers Syndrome and Other Autism Spectrum Disorders
C99	Strategies for Your Educational Success
C115	A Retention Initiative Designed to Help Academically Underprepared Students Succeed in College
C118	Advanced Warning System
C140	Scaling the Summit: Individualized and Holistic Strategies for Supporting Re-admitted Students
PAN150	Academic Preparation Programs: Mapping a Road to Success
C190	Restoring Your Wings to Soar to New Heights
C198	A Successful Transition: Peer Mentors Guiding First-Year Students
C205	Early Alert - Is it for Everyone?
PAN206	Fear of Heights: A Panel Discussion on First Generation College Students-From Theory to Practice
C216	Reinstating Students from Probation/Suspension: It Takes Collaboration to Advise a Student
C217	The Label: Academic Probation Student vs. Student on Academic Probation
C218	Using E-Learning Technology to Connect with Students
C220	When Academics Is Not Enough: Providing Counseling to Students on Academic Probation
C230	Developmental Education Students: Advising, Self-Concept, and Sense of Belonging
C248	Rethinking Reinstatement and Retention: One Advising Unit's Response to a Crisis
C255	What's the Real Risk in "High Risk"? Identifying and Retaining High Risk Adult Students
PAN258	Advising Foster Care Alumni
C265	ABC's of Success: Predicting Academic Difficulty in First-Year Students
C266	Academic Advising from the Student's Perspective: Significance, Satisfaction, and Challenges
C268	Advising: A Relationship That Matters! Get to Know Your Students—Don't Just Get Through Them!
C283	Retaining Newly Admitted Adult Learners: The First Term Experience Program and Beyond
C289	Up, Up and Away: Launching an Effective 1:1 Peer Mentor Program
C299	From Academic Probation to Academic Success—Helping Students Soar
C303	It Takes a University: Designing and Implementing a System of Academic Probation and Intervention in Support of Student Success and Retention
C304	Life Line or the End of the Line? Is the Exception Semester an Effective Retention Tool?
C305	Motivational Factors Affecting Adult Student Persistence at Commuter Colleges - A Case Study
C323	Constructional Student Mentoring: Building Student Success
C333	HOT TOPIC: (PDR Issues Interest Group): How Will You Know What's Working? Assessment of Intervention Programs for Students in Academic Difficulty

PAN339	HOT TOPIC: Helping Adult Learners Reach New Heights (or Helping Adult Learners Keep All the Balls in the Air!)
PO506	Academic Excellence - the ACE Program
PO508	Advising and Retention: What Today's Students Need
PO512	An Apple a Day Increases the GPA: Retention Through Wellness
PO516	Combat the "Sophomore Slump": How to Plan a Sophomore Retention Event
PO519	Majors Fair: Taking Advising to New Heights
PO520	Mindfulness Training for Leadership & Extraordinary Academic Performance: Integrating the First-Year Seminar in a Service-Learning Community
PO521	Multiple Uses of the At-Risk Database: A Best Practices Discussion

(SC) Small Colleges & Universities

CM4	Commission Meeting: Small Colleges & Universities
P7	Strengthening the Sophomore Connection Through Intentional Academic Advising and Program Development
C50	If I Could Do It Again: When Things Don't Go the Way You Planned
C56	Orienting New Faculty Advisors: Making the Most of a One-Hour Workshop (Commission Sponsored)
PAN094	Partnering for Student Success (Commission Sponsored)
C173	Advising Through the Slump: Meeting the Needs of Second-Year Students (Commission Sponsored)
C237	Nurtured Advising: Taking Advising Students at Historically Black Colleges and Universities to New Heights
C256	Woulda Coulda Shoulda: Regret and Reflection in Academic Advising
C340	HOT TOPIC: How Do We Bring a Learning-Centered Approach to Academic Advising?
PO521	Multiple Uses of the At-Risk Database: A Best Practices Discussion

(ST) Study Abroad Advising

C95	Personal and Social Advising in Study Abroad: Strategies for Developing Intercultural Competence
C125	Graduate Study Abroad-Crossing Cultures and Countries
IG185	Interest Group Meeting: Study Abroad Advising
C312	Taking Advising Across Borders: Connecting the Global Experience to Local Advising
C324	Crossing Borders, Opening Minds with Study Abroad: Practical Advice for Academic Advisors

(TA) Technology in Advising

P13	Hitting Them 'Where They Live': An Introduction to On-Line Applications as Advising Tools
P15	Holding Up the Dam: Advising on a Large Scale
P26	E-Mail is for Old People: Wikis, Blogs, and Social Networking Oh My
P30	STOMP: On-Line "Edu-tainment" Modules Focused on Student Learning Outcomes for Campus-Wide Advising Practice
C37	The State of Web-based Academic Advising Services in the Age of the Portal
C62	Using Second Life to Build Community for Distance Education Students (Commission Sponsored)
C82	Advising 2.0: Engaging Students with Collaborative Online Tools

- C102 Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning **(Commission Sponsored)**
- C123 Fly High(Tech) in the Windy City
- CM131 Commission Meeting: Technology in Advising
- C168 Up, Up and Away: Adapting Course Content Delivery Technology as an Advising Tool
- C203 Decentralized, not Disorganized: How an On-line Advising Folder Enhances a Decentralized or Shared Advising Model
- C208 Lean, Mean, and Green: Making Advising Resources More Effective (and Paperless!) through an Internal Website
- C218 Using E-Learning Technology to Connect with Students
- C232 Global Advising: Electronic Advising for Incoming Freshmen **(Commission Sponsored)**
- C246 Reinventing the Group Advising Model: Montgomery College's eMAP Project
- C262 Enjoy the View: Slow Down and Make Technology Work for You
- C286 The Organized Advisor: Taming the Information Beast
- C294 Blogs, Blackboard, IM-ing, Facebook; as Advisors, What are We to do with All of This Technology?
- C313 Taking Advising to New Heights: Using NACADA Resources for Professional Development
- C335 HOT TOPIC: Advisors and the Technology Tools of the Future
- PO525 Raising the Bar of Advisor Effectiveness by Utilizing Everyday Technology
- PO534 Why Won't Our Students Reply to Email? Take Your Communication Plan to "New Heights"

(TP) Theory & Philosophy of Advising

- PAN24 Expanding Research In Academic Advising: A Roundtable Presentation/Discussion
- C45 Appreciative Advising: Translating Theory into Practice
- C58 Reaching New Heights: An Advising Model for the 21st Century **(Commission Sponsored)**
- C66 Holistic Advising: Understanding and Responding to Students' Religious Beliefs
- C90 From Advocate to Enforcer: Balancing Competing Roles in Advising
- C102 Understanding Web 2.0: an Approach for Students to Use Technology to Actively Engage in Learning
- CM104 Commission Meeting: Theory & Philosophy of Advising
- C145 Theories You Didn't Know You Already Use **(Commission Sponsored)**
- C180 I'm Talking, But...They're NOT Listening: Moving Beyond That Point
- C201 Confessions of Nigrescence: It's Not All Black & White!
- C209 Narrative and the Art of Advising
- C219 What Should Harry Do? Student Development Theory in the World of Hogwarts **(Best of Region 6)**
- C224 Advising is Like...Advising: The Dangers of an Analogy Free Zone
- C227 Creating a Centralized Advising Center from Scratch Takes a Mixture of Guts, Horse Sense and Get-Up-and-Go!
- C250 Teaching Students How to Fish: Infusing Critical Thinking Strategies to Help Students Advise Themselves **(Best of Region 2)**
- C277 FYE: Another Way to Do It
- C292 Advising Theory and the Big Moral Picture **(Commission Sponsored)**

- C321 Advising Students With Low Math Ability Who Aspire to Majors Requiring High Math Competency
- C342 HOT TOPIC: Your Philosophy of Academic Advising
- PO504 "Zen" Advising: Finding Zen on the Mountaintop...or In Between Appointments

(2Y) Two-Year Colleges

- C8 Linking Community College Transfer Students with Their Chosen University
- P17 Aiming for New Heights from Community College to University with Two Courses for Transfer Students
- CM52 Commission Meeting: Two-Year Colleges
- C91 From Coach to Colleague: The Need for Adapting Roles in Supervision
- C100 Taking Transfer Students to New Heights: The Transfer Seminar
- C120 Community Colleges, The Open Door Policy, and Underprepared Students: How are We Advising Them?
- C144 The Ties That Bind: Key Findings from the Community College Survey of Student Engagement (CCSSE) **(Commission Sponsored)**
- C178 Climbing to New Diversity Awareness
- C230 Developmental Education Students: Advising, Self-Concept, and Sense of Belonging
- C241 Laying the Foundations for Academic Advising Across the Disciplines
- C246 Reinventing the Group Advising Model: Montgomery College's eMAP Project **(Commission Sponsored)**
- C268 Advising: A Relationship That Matters! Get to Know Your Students—Don't Just Get through Them! **(Commission Sponsored)**
- C301 Improving Community College Graduation Rates: A New Model
- PAN337 HOT TOPIC: Best Practices for Two-Year Colleges

(UN) Undecided/Exploratory Students

- P7 Strengthening the Sophomore Connection Through Intentional Academic Advising and Program Development
- P9 Assisting Career Choices: Advising Students to Make the Most of an Education
- C17 Why Am I Here? Real Strategies for Helping Undecided Students **(Best of Region 4)**
- C18 "Bueller?... Bueller?... Bueller?..." Helping Disinterested Students Discover Their Passions
- P19 Guiding Exploratory Students to their Major: One Easy and Effective Step at a Time
- P31 ASPIRE to New Heights: Achieving Success Through Purpose Inspired Real-world Excellence
- C35 Orienting Exploratory Freshmen for Retention and Major Selection
- C42 A World of Possibilities: Business Options for Non-business Majors
- C43 From Dreams Deferred to New Horizons: Using Strengths-Based Methods in Alternatives Advising
- C58 Reaching New Heights: An Advising Model for the 21st Century
- C63 Developing and Implementing a Successful Major Exploration Course
- C73 Being Undeclared May Be the Best Choice of a Major
- C86 Concentric Circles: Exploring the Shared and Unique Roles of the Academic and Career Advisor to Better Serve Our Students

- C88 Dudes! What's My Major?!
- C109 Reconsidering the "Undecided" Student: A Sociological Perspective on Academic Exploration
- C124 Goal Setting for Liberal Arts Students
- C151 Advising IS Teaching
- C163 Online Career Resources for Advisors (**Best of Region 1**)
- C167 To Teach or Not to Teach: What Students Say about Teaching as a Career Choice
- C170 A Team Approach to Advising Exploratory First-Year Students: Using Faculty, Professional & Peer Advisors
- C174 Advising to Increase STEM Opportunities for Undecided Students
- C177 Career Exploration: Doctor, Lawyer, Indian Chief...and the Decision Path to Pursue the Dream
- CM183 Commission Meeting: Undecided & Exploratory Students
- C199 Bringing Transfer Students into the Fold: The Interim Advising Program Responds to Transfer Student Issues at the University of Maryland (**Commission Sponsored**)
- C222 Action Plans Speak Louder Than Words: Developing a Successful Major Exploration Course and Materials
- C244 Putting "Story" into Career (**Commission Sponsored**)

- C254 Unlocking the Possibilities of General Education Courses: Activities for Exploring Learning and Teaching Styles, College Success Strategies, and Majors and Careers
- C263 Evacuation Plan - Helping Students Find Their Way Out!
- C269 Bridging Academics and Athletics: Creating Connections across Campus
- C271 Undecided and On Probation: Helping These Students Rise to Heights of Success!
- C287 Under Whose Umbrella? Who Should Be Responsible for the Advising of the Undeclared? Can I Climb THAT Ladder Instead?: Student Transitions From Major to Major
- PAN296 Integrating Peer Advisors into Major Exploration Advisement
- C302 HOT TOPIC: Undecided/Exploratory Students An Exploratory Program--23 Years and Rising to New Heights
- PO502 Through the Looking Glass: Using Students' Stories to Provide Insight into Their World
- PO532 Utilizing the Lens of Spirituality in a Career Exploration Course
- PO533

Other

- C1 Orientation for First-Time Attendees & New Members
- P22 Orientation for First-Time Attendees & New Members
- C307 Past Presidents' Forum; Academic Advising Leadership in the new Global Century



NACADA Executive Office

The NACADA Executive Office is at Kansas State University, 2323 Anderson Ave, Suite 225, Manhattan, KS 66502-2912. Charlie Nutt is the Executive Director. Direct questions about NACADA services or products to the Executive Office by mail, by phone (785) 532-5717, by FAX (785) 532-7732, by email nacada@ksu.edu, or www.nacada.ksu.edu. NACADA and Kansas State University are committed to nondiscrimination. Contact the Director of Affirmative Action, KSU, 214 Anderson Hall, Manhattan, KS 66506

49882-9/08-3.5M

National Board for Certified Counselors Continuing Education Unit Contact Hours

National Academic Advising Association
32nd Annual Conference
Chicago, Illinois
October 1–4, 2008

Each session is approved for one hour of NBCC credit unless otherwise noted.

Certification forms may be picked up at the Conference Registration Desk during the conference. Bring the completed form to the Conference Registration Desk so it can be signed by a member of the Executive Office staff.

Plenary Session:

B. Joseph White (.5 hr)

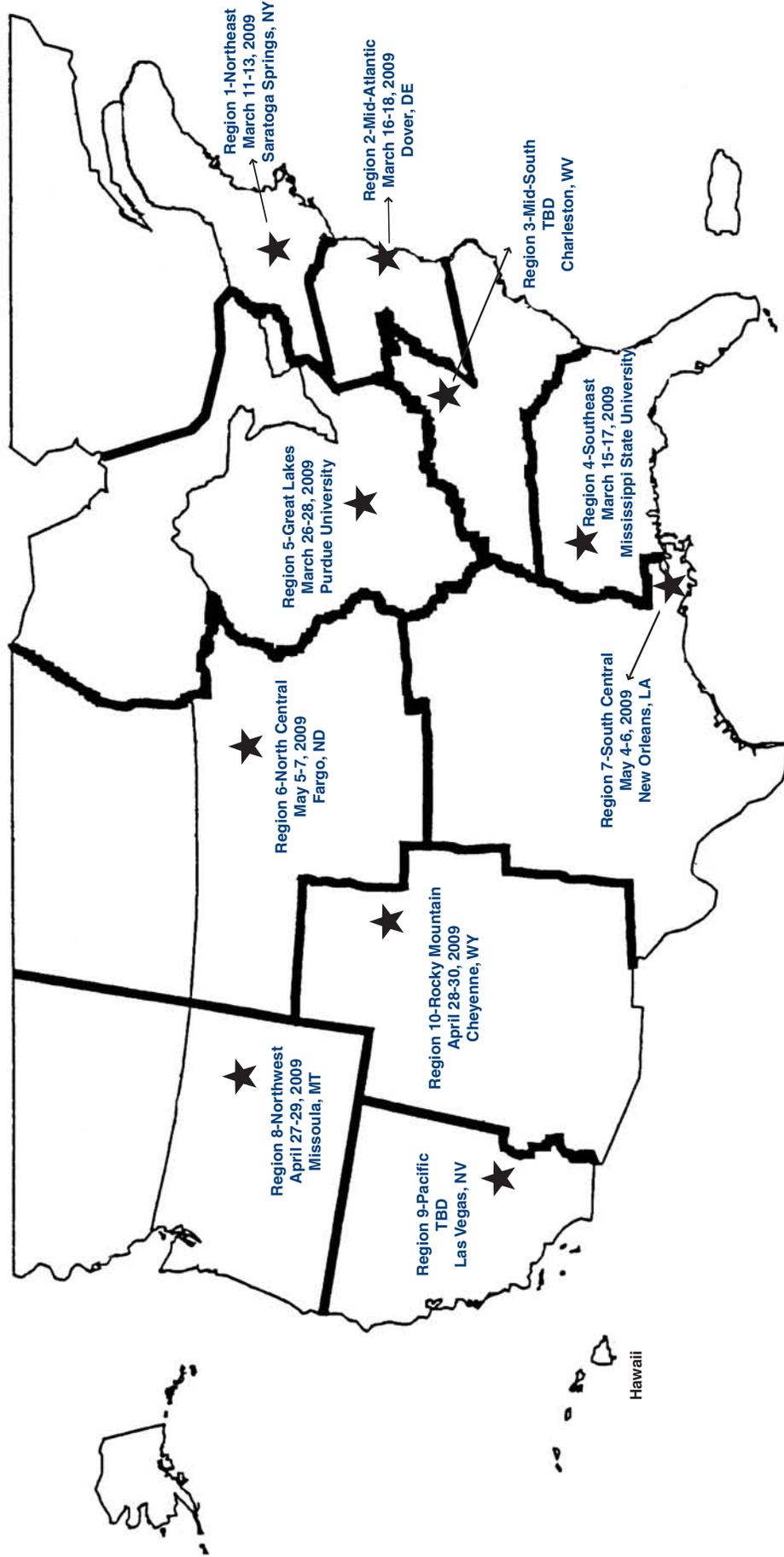
Pre-conference Workshops:

P 1 (5 hrs)	P 9 (2 hrs)	P 17 (2 hrs)	P 26 (3 hrs)
P 2 (3 hrs)	P 10 (2 hrs)	P 18 (2 hrs)	P 27 (3 hrs)
P 3 (3 hrs)	P 11 (2 hrs)	P 19 (2 hrs)	P 28 (3 hrs)
P 4 (3 hrs)	P 12 (2 hrs)	P 20 (2 hrs)	P 29 (3 hrs)
P 5 (3 hrs)	P 13 (2 hrs)	P 21 (2 hrs)	P 30 (4 hrs)
P 6 (3 hrs)	P 14 (2 hrs)	P 23 (3 hrs)	P 31 (4 hrs)
P 7 (3 hrs)	P 15 (2 hrs)	P 24 (3 hrs)	
P 8 (3 hrs)	P 16 (2 hrs)	P 25 (3 hrs)	

Individual Sessions:

C 7	C 55	C 97	C 144	C 191	C 233	C 274	C 314
C 8	C 56	PAN 98	C 145	C 192	C 234	C 275	C 315
C 9	C 57	C 99	PAN 146	C 193	C 235	C 276	C 316
C 10	C 58	C 100	C 147	C 194	C 236	C 277	C 317
C 12	C 59	C 101	C 148	C 195	C 237	C 278	C 318
C 13	C 60	C 102	C 149	C 196	C 241	C 279	C 319
C 14	C 61	C 108	PAN 150	C 197	C 242	PAN 280	C 320
C 15	C 62	C 109	C 151	C 198	C 243	C 281	C 321
C 16	C 63	C 110	C 152	C 199	C 244	C 282	C 322
C 17	C 64	C 111	C 153	C 200	C 245	C 283	C 323
C 18	C 65	C 112	C 154	C 201	C 246	C 284	C 324
C 19	C 66	C 113	C 155	C 202	C 247	C 285	C 325
C 20	C 67	C 114	C 160	C 203	C 248	C 286	C 326
C 21	C 68	C 115	C 161	C 204	C 249	C 287	C 327
C 22	C 69	C 116	C 162	C 205	C 250	C 288	C 328
C 23	PAN 70	C 117	C 163	PAN 206	C 251	C 289	C 329
PAN 24	C 71	C 118	C 164	C 207	C 252	C 290	C 330
C 25	C 72	C 119	C 165	C 208	C 253	C 291	C 331
C 31	C 73	C 120	C 166	C 209	C 254	C 292	C 332
C 32	C 74	C 121	C 167	C 214	C 255	C 293	C 333
C 33	C 75	C 122	C 168	C 215	C 256	C 294	C 334
C 34	C 76	C 123	C 169	C 216	C 257	C 295	C 335
C 35	C 81	C 124	C 170	C 217	PAN 258	PAN 296	C 336
C 36	C 82	C 125	C 171	C 218	C 259	C 297	PAN 337
C 37	C 83	C 126	C 172	C 219	C 260	C 298	C 338
C 38	C 84	C 127	C 173	C 220	C 261	C 299	PAN 339
C 39	C 85	C 128	C 174	C 221	C 262	C 300	C 340
C 40	C 86	C 129	C 175	C 222	C 263	C 301	C 341
C 41	C 87	C 134	PAN 176	C 223	C 264	C 302	C 342
C 42	C 88	C 135	C 177	C 224	C 265	C 303	C 343
C 43	C 89	C 136	C 178	C 225	C 266	C 304	C 344
C 44	C 90	C 137	C 179	C 226	C 267	C 305	
C 45	C 91	C 138	C 180	C 227	C 268	C 306	
C 46	C 92	C 139	C 181	C 228	C 269	C 308	
C 47	C 93	C 140	C 187	C 229	C 270	C 309	
C 48	PAN 94	C 141	C 188	C 230	C 271	C 311	
C 49	C 95	C 142	C 189	C 231	C 272	C 312	
C 50	C 96	C 143	C 190	C 232	C 273	C 313	

2009 Regional Conferences



Visit www.nacada.ksu.edu/Events/Conferences/Regional/upcoming.htm for specific information on each Regional Conference
Visit NACADA website at www.nacada.ksu.edu for the latest information on other conferences

NATIONAL ACADEMIC ADVISING ASSOCIATION LEADERSHIP RECOMMENDATION

Nomination Deadline: **October 31, 2008**

NACADA conducts an election each spring for various leadership positions. Please complete the form below if you are interested in being considered for a position. Also, if you know someone you believe would be a good candidate, you may submit his or her name on this form, and the NACADA Executive Office will follow up to determine if he or she is interested and meets the eligibility criteria. Position descriptions and eligibility requirements are on the back of this form.

All nominees will be required to complete a brief personal information form detailing past NACADA involvement, specific accomplishments, and other relevant activities in support of advising. Each final candidate must submit a photo that will be posted to the web with his/her platform information. Based on nominations and acceptances received, the NACADA Board of Directors and Executive Office may solicit additional nominees to assure at least two candidates for each position. The final slate of candidates will be available in late fall 2008 and the election will be conducted online in February 2009. Newly elected leaders take office in October 2009 after the annual conference. Nominations are due no later than October 31, 2008 to the Executive Office.

BOARD OF DIRECTORS:

- **Board of Directors — 3 positions available, three-year term each (October 2009-October 2012)**
- **President* (one-year term, October 2009-October 2010)**—The only eligible nominees for this position in the 2009 election are: Sharon Aiken-Wisniewski, Jayne Drake, Kazi Mamun, Rob Mossack, Celeste Pardee, and Kathy Stockwell.
- **Vice President* (one-year term, October 2009-October 2010)**—The only eligible nominees for this position in the 2009 election are: Sharon Aiken-Wisniewski, Kazi Mamun, Rob Mossack, Celeste Pardee, and Kathy Stockwell.
 - **NOTE:** Per NACADA by-laws, the positions of President and Vice President will be elected by the membership from a slate of eligible Board of Directors members continuing their current terms. Additional nominees will not be solicited nor accepted.

DIVISION REPRESENTATIVES:

- **Commission & Interest Group Division Representative (elected, term—October 2009-October 2011)**

REGION CHAIRS (term—October 2009-October 2011):

- **Region 1** – Northeast [CT, MA, ME, NH, NY, RI, VT, Quebec, Atlantic Provinces]
- **Region 3** – Mid-South [KY, NC, SC, TN, WV]
- **Region 5** – Great Lakes [IL, IN, MI, OH, WI, Ontario]
- **Region 7** – South Central [AR, KS, LA, MO, OK, TX]
- **Region 9** – Pacific [CA, HI, NV]

COMMISSION CHAIRS (term—October 2009-October 2011):

- Advising Adult Learners
 - Advising Business Majors
 - Advising Education Majors
 - Advising Graduate & Professional Students
 - Advising Student Athletes
 - Advisor Training & Development
 - ESL and International Student Advising
 - Liberal Arts Advisors
 - Technology in Advising
 - Theory & Philosophy of Advising
 - Two-Year Colleges
- Pending approval of applications for commission status from current Interest Groups, the following Commission Chair positions may be added to the ballot in October for which nominees may also be sought:
- Distance Education Advising
 - Peer Advising & Mentoring

STANDING COMMITTEE CHAIRS (term—October 2009-October 2011):

- Awards
- Diversity
- Member Career Services
- Professional Development

Complete this form on-line at: www.nacada.ksu.edu/Election/index.htm

Recommendation Form NACADA Leadership Positions—2009 Elections

NACADA Leadership Position: _____

Nominee Information:

Name: _____

Title: _____

Institution: _____

Address: _____

City/ST/Zip: _____

E-mail: _____

Nominator Information (optional):

Name: _____

Phone: _____

E-mail: _____

Return this completed form to the *NACADA Conference Registration desk* OR fax to (785) 532-7732 OR mail to arrive by **Friday, October 31, 2008** to:

NACADA Executive Office
Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912

* Please **print** or **type** all information. Thank you.

Position Descriptions

NOTE. Prior experience means "has completed a full term prior to taking office." All candidates must be current General Members of NACADA. Please note that Associate Members (employed outside of nonprofit higher education institutions) are not eligible for elected positions of leadership within the Association.

BOARD OF DIRECTORS—Board members are elected by the general membership and serve to direct the association through development and implementation of the strategic plan and the management of association resources. Board members must have prior experience as a Chair of a Division level sub-unit (region, committee, commission). Board members serve staggered three-year terms. Obligations include attendance at mid-year and Fall Board Meetings and participation in other Board meetings and teleconferences as called by the President.

DIVISION REPRESENTATIVES—Elected Division Representatives direct and lead the sub-units of their Division, and are elected by the Chairs whom they will represent within the Division. They are supported by an additional Division Rep who is appointed by the President, and serves an alternate 2-year term (overlapping vs. concurrent). All Division Reps serve on the NACADA Council. Division Reps must have prior experience as a Chair of a sub-unit within the respective Division. Division Reps attend the meetings of the Division and the Council scheduled around the NACADA Annual Conference, a mid-year Council meeting, and teleconferences. The Regional Division Rep must have previously served a full term as a Region Chair. The Administrative Division Rep must have previously served a full term as a Committee Chair. The Commission & Interest Group Division Rep must have previously served a full term as a Commission Chair.

REGION CHAIRS—Region Chairs are elected by their regional members and represent members of their specific region by bringing concerns of the region to the Division, informing the region of initiatives of the Association, facilitating communication within the region, and coordinating regional activities. Region Chairs attend Division meetings scheduled with the NACADA Annual Conference and lead regional meetings during regional conferences and during the annual conference. Region Chairs must be members of their region for at least one year prior to taking office.

COMMISSION CHAIRS—Commission Chairs are elected by their Commission members and provide leadership for Commission activities in support of the profession by representing the members of that group and their needs and concerns through the Division Reps and communicating with the members throughout the year. Commission Chairs coordinate commission activities and lead Commission meetings during the annual Conference. Candidates must have completed the previous year as a member in the Commission prior to taking office and be a current member in that group.

STANDING COMMITTEE CHAIRS—Standing Committee Chairs are elected by their respective Committee members and provide leadership for Committee activities that focus on Association operations and are advisory to the Board of Directors. Committee Chairs represent the needs and concerns of that committee through the Administrative Division Reps. Committee Chairs coordinate committee activities and lead Committee meetings during the annual Conference. Candidates must have completed a full term as a member of the Committee prior to taking office.

Continuing NACADA Leaders for 2009-2010:

BOARD OF DIRECTORS:

- **Sharon Aiken-Wisniewski**, University of Utah, Salt Lake City, UT; **Jayne Drake**, Temple University, Philadelphia, PA; **Rob Mossack**, Lipscomb University, Nashville, TN—(terms ending October 2010)
- **Kazi Mamun**, University of California-Riverside, Riverside, CA; **Celeste Pardee**, University of Arizona, Tucson, AZ; **Kathy Stockwell**, Fox Valley Technical College, Appleton, WI—(terms ending October 2011)

DIVISION REPRESENTATIVES:

- Jermaine Williams**, Community College of Philadelphia, Philadelphia, PA—Administrative Division (elected, term 2008–2010)
- Jennifer Joslin**, University of Oregon, Eugene, OR—Commission & Interest Group Division (appointed, term 2008–2010)
- Kyle Ellis**, University of Mississippi, University, MS—Regional Division (elected, term 2008–2010)

REGION CHAIRS (term October 2008–October 2010):

- Region 2—**Kathie Sindt**, Johns Hopkins University, Baltimore, MD
- Region 4—**Doug Waddell**, Florida State University, Tallahassee, FL
- Region 6—**Pat Mason-Browne**, University of Iowa, Iowa City, IA
- Region 8—**Brett McFarlane**, Oregon State University, Corvallis, OR
- Region 10—**Dawn Fettig**, University of Colorado, Boulder, CO

COMMISSION CHAIRS (term October 2008–October 2010):

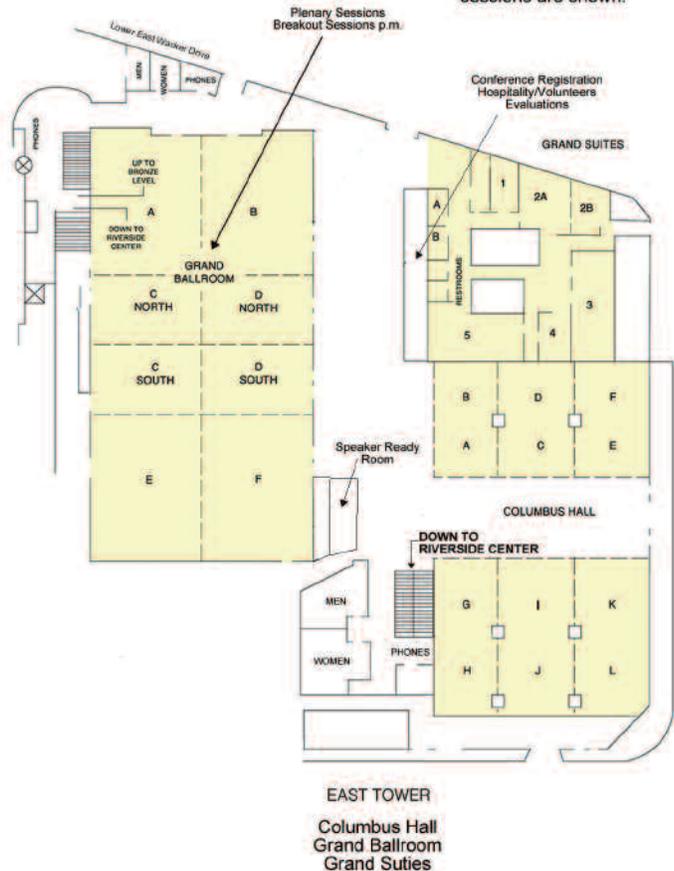
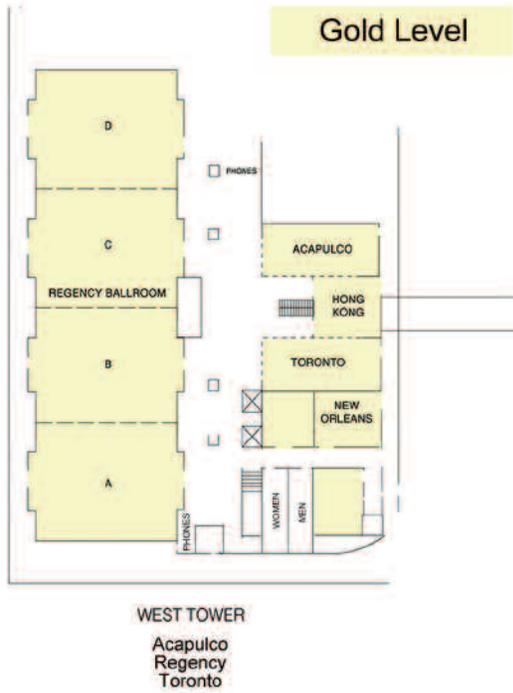
- Advising Administration—**Janet Spence**, University of Louisville, Louisville, KY
- Advising Students with Disabilities—**LaDonna Bridges**, Framingham State College, Framingham, MA
- Advising Transfer Students—**Amanda Hatton**, University of Utah, Salt Lake City, UT
- Assessment of Advising—**Richard Ribb**, University of Texas at Austin, Austin, TX
- Engineering and Science Advising—**Dan King**, Michigan State University, East Lansing, MI
- Faculty Advising—**Vicki McGillin**, Linfield College, McMinnville, OR
- Lesbian, Gay, Bisexual, Transgendered & Allies Concerns—**Mark Vegter**, Illinois State University, Normal, IL
- Multicultural Concerns—**Cornelius Gilbert**, University of Wisconsin, Madison, WI
- Small Colleges and Universities—**Kristi Quiros**, Texas Lutheran University, Seguin, TX
- Undecided and Exploratory Students—**Kathleen Smith**, Florida State University, Tallahassee, FL

STANDING COMMITTEE CHAIRS (term October 2008–October 2010):

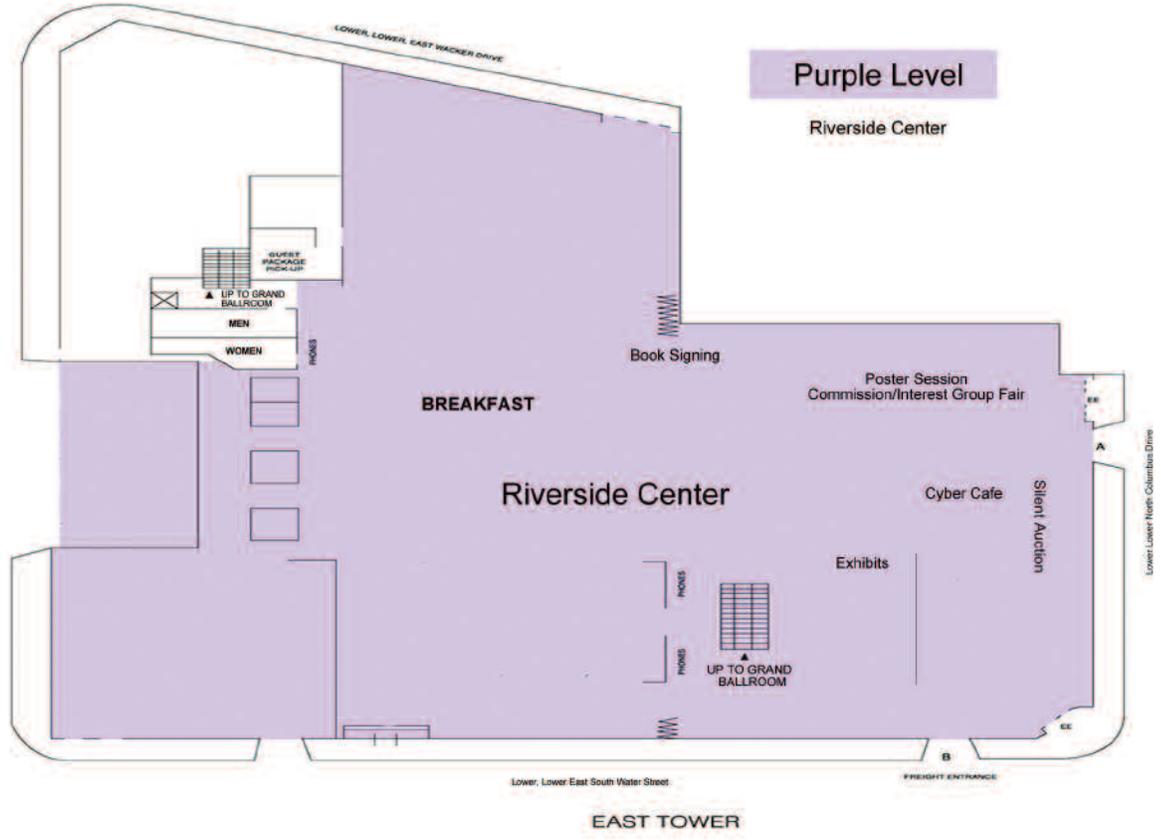
- Finance—**Joanne Damminger**, Rowan University, Glassboro, NJ
- Membership—**Rodney Mondor**, University of Southern Maine, Portland, ME
- Research—**Peter Hagen**, Richard Stockton College of New Jersey, Pomona, NJ

Hyatt Regency Chicago Gold & Purple Levels

Only levels & towers with conference sessions are shown.



Crossing Between Towers
Cross between towers on the B levels (Blue and Bronze). You may also cross using the crosswalk on Stetson Ave (Green Level).

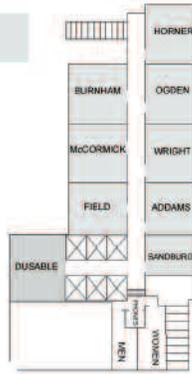


Hyatt Regency Chicago Silver, Blue, Green, & Bronze Levels

Only levels & towers with conference sessions are shown on the map.

Silver Level West Tower

- Addams
- Buckingham
- DuSable
- Field
- Hornor
- McCormick
- Ogden
- Wright



Blue Level West Tower

Truffles



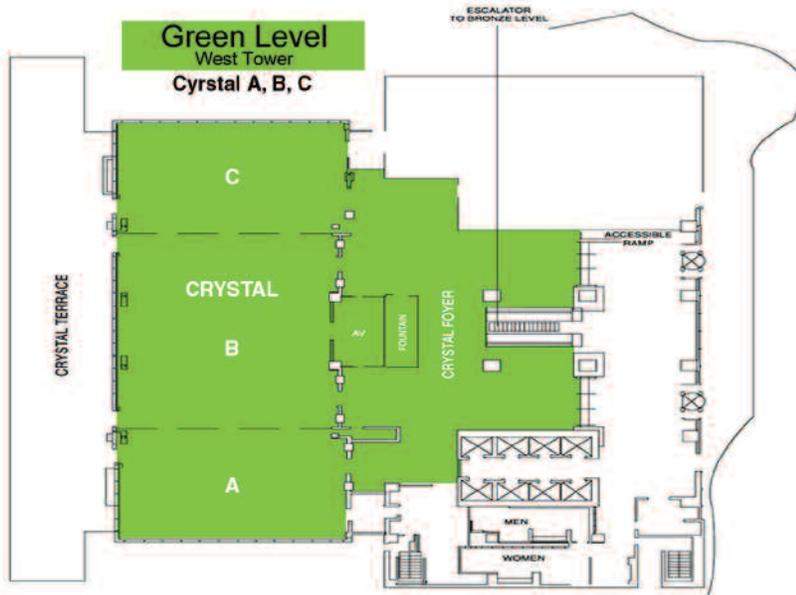
Crossing Between Towers

Cross between towers on the B levels (Blue and Bronze). You may also cross using the crosswalk on Stetson Ave (Green Level).

Skyway access to East Tower

Green Level West Tower

Crystal A, B, C



Bronze Level West Tower

- Buckingham
- Columbian
- Comiskey
- Haymarket
- Soldier Field
- Water Tower
- Wrigley

