

**NATIONAL ACADEMIC  
ADVISING ASSOCIATION**

**Pacific Region 9 Conference**

**Las Vegas, Nevada**

**March 11-13, 2009**

# NACADA Pacific Region 9 Conference Chair



Dear Colleagues,

Welcome to *fabulous* Las Vegas, Nevada! We are pleased that you have joined us for the 2009 Pacific Region 9 NACADA conference where we are committed to *Putting Advising on the Marquee!*

There are numerous ways that advising professionals across our Region are making advising the headline. This conference provides a venue to share ideas, programs, and opportunities that will allow all of us in the advising community to shine. As such, we have planned an enriching program of pre-conference workshops and concurrent sessions, along with a keynote address, that will be valuable to your professional development. Additionally, we hope that you are able to engage with your colleagues and forge professional networks that will last far beyond this conference.

Ultimately, we as advising professionals strive to put the real spotlight on students we serve daily. Playing a supporting, yet vital role, we empower students to take the lead regarding their educational goals. Thus, it is our sincere desire that you are able to take information back to your institution that will allow you to set the stage for student success.

Finally, another way to enhance your professional development is by getting involved in NACADA. There are a myriad of avenues to become involved in the organization, including chairing or volunteering for a future Region 9 conference. We strongly encourage you to learn more about NACADA and how to become involved in the organization.

On behalf of the 2009 Pacific Region 9 Conference Planning Committee, I wish you a fruitful and enjoyable conference experience.

Sincerely,

Cheryl A. Tillotson, University of Nevada, Las Vegas  
2009 Pacific Region 9 Conference Chair

# NACADA Pacific Region 9 Chair



Aloha!

I would like to take this opportunity on behalf of myself and our wonderful committee chairs to thank you for your participation in the 2009 Region 9 conference. This year's conference marks an important time for Region 9 as we all work through budget cuts, loss of revenue and other challenges at our institutions while trying to make sure we serve our students, staff, and faculty to the best of our abilities. NACADA and Region 9 continues to work to increase our diversity to include more of our community college, graduate students, and underrepresented colleagues.

These economic times also emphasize the importance of higher education and the responsibilities that we all face as advisors in a supportive profession, and your serve as a testament to our members and your commitment to your students and your institutions is greatly appreciated. We will have wonderful pre-conference and presentations for the 3 days that we hope will give you great ideas and inspiration to take back to your campuses.

Thanks also to Conference Chair Cheryl Tillotson and the many committee volunteers who put in evenings and weekends to get this conference to take place. As we transition to new leadership for the next 2 years, I am proud to say that this Region has made my 3 years representing you a wonderful time. Thank you to everyone who has volunteered, given me support and encouraged me for the last 3 years as chair. Aloha and mahalo for your attendance.

Debbie Nakashima  
Region 9 Chair

# NACADA PACIFIC REGION 9

## 2009 Regional Conference Planning Committee

### Region 9 Chair

Deborah Nakashima, Hawaii Pacific University  
**Regional Conference Chair**  
 Cheryl Tillotson, University of Nevada, Las Vegas

### Communications

Adam Sikula, University of Nevada, Las Vegas

### Logistics

Kimberly Underwood, University of Nevada, Las Vegas

### Program Design

Tiffany Schmier, University of Nevada, Las Vegas

### Program Development

Derek Furukawa, University of Nevada, Las Vegas

### Session and Conference Evaluation

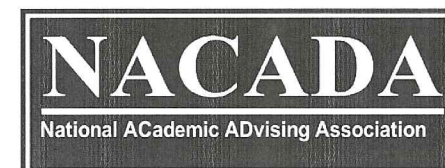
Ebony Igeleke, University of Nevada, Las Vegas

### Volunteers/Hospitality

Ruth Radke, University of Nevada, Las Vegas

## Past Region Conferences Pacific Region 9

1976-Fresno, CA	1994-San Diego, CA
1977- Fresno, CA (Oct. and Apr.)	1995-Fresno, CA
1978-Millbrae, CA	1996-Long Beach, CA
1979-No regional conference held	1997-Oakland, CA
1980-Sacramento, CA	1998-Las Vegas, NV
1981-Los Angeles, CA	1999-Los Angeles, CA
1982-Chico, CA	2000-Honolulu, HI
1983-San Diego, CA	2001-Sacramento, CA
1984-Fresno, CA	2002-San Luis Obispo, CA
1985-Ontario, CA	2003-Richmond(Vancouver) BC, Canada, with Region 8
1986-San Luis Obispo, CA	2004-Pasadena, CA
1987-Asilomar, CA	2005-Emeryville, CA
1988-No Regional Conference	2006-Honolulu, HI (w/Region 8)
1989-Fresno, CA	2007-San Diego, CA
1990-San Diego, CA	2008-San Jose, CA
1991-Modesto, CA	2009-Las Vegas, NV
1992-Reno, NV	
1993-San Francisco, CA	



## Upcoming NACADA Events

### NACADA Webcasts

*Making the Grade: What Advisors and Administrators Need to Know to Better Assist Students with Disabilities*

Thursday, March 26, 2009

Registration Deadline: Tuesday, March 17

<http://www.nacada.ksu.edu/Webinars/W24.htm>

### 23rd Annual Academic Advising Summer Institutes

June 28-July 3: Kansas City, MO

July 26-July 31: New Orleans, LA

<http://www.nacada.ksu.edu/Events/SummerInst/registration.htm>

### National Conference

*Academic Advising: Deep in the Heart of Student Success*

September 30-October 3, 2009

San Antonio Convention Center & The Grand Hyatt San Antonio

<http://www.nacada.ksu.edu/AnnualConf/2009/index.htm>

## NACADA REGION 9 2009 KEYNOTE SPEAKER



### ***Punam Mather***

Senior Vice President, Corporate Diversity & Community Affairs  
MGM MIRAGE

As Senior Vice President of Corporate Diversity and Community Affairs for MGM Mirage Punam Mather is responsible for the oversight and implementation of the company's Diversity Initiative, as well as government affairs, diversity relations, community affairs, corporate philanthropy and the employee-funded Voice Foundation.

Under Punam Mather's leadership, MGM MIRAGE was recognized by DiversityBusiness.com as one of the "Top Corporations in the U.S." for multicultural businesses, was named one of "America's Most Admired Companies" by Fortune Magazine and was one of 15 U.S. companies to receive the 2006 Secretary of Defense Employer Support Freedom Award from the National Committee for Employer Support of the Guard and Reserve.

She serves on the boards of several organizations including the President's Advisory Task Force on Diversity at UNLV; Nevada Partnership for Inclusive Education; Nevada Board of Regents P-16 Council; and the Clark County School District Superintendent's Educational Network.

Punam Mather is the proud mother of two sons, ages 20 and 11 and a daughter, age 9.

## Wednesday March 11

10:00 am – 5:00 pm	Registration	Hospitality Desk
2:00 pm – 4:00 pm	<b>Pre-Conference Workshops</b> <i>It Takes a Campus to Train an Academic Advisor</i> Barbra Wallace–University of California, Riverside	Hawaiian 1
	<i>The Marquee Isn't Cutting It: Using Technology to Reach Your Students</i> Derek Furukawa, Oak Vichaikul–University of Nevada, Las Vegas	Hawaiian 2
	<b>NACADA Leadership</b> Kazi Mamun , NACADA Board Member, Maxine Coffey, NACADA Executive Office	Hawaiian 4
4:00 pm – 5:00 pm	<b>Introduction to NACADA</b>	Hawaiian 4
5:00 pm – 7:00 pm	<b>Welcome Reception</b>	South Pacific 6

## Thursday March 12

8:00 am – 12:00 pm	Registration	Hospitality Desk
8:00 am – 9:00 am	Breakfast	South Pacific 5
9:00 am – 10:00 am	General Session	South Pacific 5
10:15 am – 11:15 am	<b>Concurrent Session I</b>	
	<b>A Systems Perspective on Academic Advising</b> Bob Hurt, Cal Poly Pomona	Hawaiian 1
	<b>The student advising guide from orientation and beyond!</b> Sue Saunders, California State University, Channel Islands	Hawaiian 2
	<b>Office Space-Not As Seen On TV</b> Amy Lance, Kalea Allen, Tessa Nichols, & Clare Clifford, California State University, Chico	Hawaiian 3
	<b>Academic Advising: Putting the spotlight on students</b> Valarie Morgan, Janet Hollinger, Kia Frericks, Rimi Marwah, & Tony Terrell, University of Nevada, Las Vegas	Hawaiian 4

11:30 am – 12:30 pm

**Concurrent Session II**

**Effective Strategies for Motivating the Academically Underprepared/At-Risk Student** Hawaiian 1  
*Dawn Kohn & Kiére Eichelberger, The Art Institute of California-Los Angeles*

**Go forth and GOOGLE! Discovering the world of Google Docs** Hawaiian 2  
*Jennifer Fletcher, Arizona State University*

**Emerging Adulthood – Do We Know Who Our Students Are?** Hawaiian 3  
*Kalea Allen, California State University, Chico*

**Transitioning from Undergraduate to Graduate** Hawaiian 4  
*Gerardo Sanchez, Mike Atienza, & Kathy Saylor, University of California, Riverside*

12:30-2:15pm

**Lunch and Keynote Address** South Pacific 5

2:30pm - 3:30pm

**Concurrent Session III**

**The Elephant in the Room: Five Communication Strategies to Name It, Discuss It, and Resolve Its Presence in a Safe, Productive Way** Hawaiian 1  
*Mimi Murray, Chapman University College*

**Researching a Major: Getting Undeclared Students to Open the Catalog** Hawaiian 2  
*Barbara Wotherspoon & Sean O'Grady, University of California, Riverside*

**Reaching Them Where They Live: Creating residential academic advising...** Hawaiian 3  
*Monica Parikh, Santa Clara University*

**Put it on the marquee, and they will come... (maybe)** Hawaiian 4  
*Jodilyn Kunimoto, University of Hawaii-Hilo*

3:45pm - 4:45pm

**Concurrent Session IV**

**Assessment and Advising: Where do I start?** Hawaiian 1  
*Amy Lance, California State University, Chico*

**Learning Locally - Applying It Globally: Learning Communities...** Hawaiian 2  
*Adam Sikula, Ebony Igeleke, & Samara Stroum, University of Nevada, Las Vegas*

**Writing for NACADA: The NACADA Journal, Academic Advising Today...** Hawaiian 3  
*Bob Hurt, Cal Poly Pomona*

**Great expectations: meeting the needs of today's honors student** Hawaiian 4  
*Lisa Chastain & Tiffany Schmier, University of Nevada, Las Vegas Best of State – Nevada*

**Friday March 13**

7:30 am – 8:30 am **Breakfast** South Pacific 5

8:30 am – 9:30 am **Concurrent Session V**  
**Advising as Curriculum : Utilizing FYE to Advise and Transition Transfer Students in Bulk** Hawaiian 1  
*Michael Randle & Elizabeth David, San Jose State University*

**Advising Styles and Unique Teachable Moments in Las Vegas** Hawaiian 2  
*Nadine Huyck & Joanna Jezierska, College of Southern Nevada*

**Si, Se Puede! Yes, You Can!-Creating Experiences Abroad for Professional Degree Programs** Hawaiian 3  
*Jennifer Fletcher, Arizona State University*

**Change Your Message, Change Your Life** Hawaiian 4  
*Meg Fitzgerald, University of Nevada, Reno*

9:45 am – 10:45 am **Concurrent Session VI**  
**Share What Works – Best Practices in Providing Transfer Services** Hawaiian 1  
*Jason Cifra, Jana Wolf, Lisa Cohen, & Nadine Huyck, College of Southern Nevada*

**Using Easy Technology to Bridge Distance Issues in Academic Advising** Hawaiian 2  
*Jeremy Morales, Argosy University Southern California*

**Exploring the Role of Academic Advising during the Advent of Mid-Semester Grades and Early Intervention Programs at Large...** Hawaiian 3  
*Gayle Juneau, Anne Hein, & Sherri Theriault, University of Nevada, Las Vegas*

**Learning Outcomes: Authentic, Measurable, Meaningful Assessment of the Advising Curriculum** Hawaiian 4  
*Merrill Deming, Crafton Hills College*

11:00 am – 12:00 pm **State Meetings**  
**California** Hawaiian 1  
**Hawaii** Hawaiian 2  
**Nevada** Hawaiian 3

12:00 pm - 1:00 pm **Closing Session** South Pacific 5

**Evaluations**  
 Individual Session Evaluations are available in each meeting room. A conference volunteer will be available in each room to collect your complete evaluations at the end of each session. Please complete an evaluation for each session you attend as well as an overall conference evaluation, which will be online at [www.nacada.ksu.edu](http://www.nacada.ksu.edu) following the conference.

Your response will help determine which program is selected for "Best of Region" recognition and is essential in determining the content of future conferences. Thank you for taking the time to provide feedback to our presenters and conference planning commission.

# 2009 NACADA Region 9 Sessions

*Pre-Conferences: Wednesday, March 11th:*

**2:00pm - 4:00pm**

**#W1 It Takes a Campus to Train an Academic Advisor**

*Barbra Wallace, University of California, Riverside*

Hawaiian 1

In order to adequately train and communicate campus expectations to professional (staff) academic advisors, UC Riverside developed an academic advisor training course "PAACC --Professional Academic Advisor Certification Course". Although the course was developed and managed by advising administrators, it is a collaborative venture with participation from nearly every part of the campus community. Leveraging campus experts and resources, the course provides high-quality, low-cost training and professional development previously unavailable to advisors. Our campus Human Resources department has now certified over 40 academic advisors through this program and it is still going strong. In addition, PAACC has been identified as one of our campus' commitments to excellence in our current WASC reaccreditation bid. Come find out how we did it and how you can too.

**#W2 The Marquee Isn't Cutting It: Using Technology to Reach Your Students**

*Derek Furukawa & Oak Vichaikul, University of Nevada, Las Vegas*

Hawaiian 2

Technology has allowed academic advisors to interact with students in numerous ways. Most of the time, we are (at least) one step behind the students in our own technology knowledge. Many advising centers have chosen to add new technologies to their repertoire to keep up with the student needs. However, a strong understanding of these services is necessary to make sure they are being used effectively. This workshop will provide several examples of how technology can be used to enhance advising, including podcasts, blogs, RSS feeds, social networks, wikis, and Twitter. Emphasis will be placed on the implementation process as well as the maintenance of these services and will have participants think critically about whether these services are right for their offices.

**#W3 NACADA Leaders**

*Maxine Coffey, NACADA Executive Office*

*Kazi Mamun, NACADA Board of Directors*

Hawaiian 4

This session is designed for NACADA's current leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level and including commission and committee chairs as well as regional steering committees, or anyone interested in leadership in the Association. Participants will be provided with a brief background on the Association's governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle(d) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

**4:00pm - 5:00pm**

**#W4 Introduction to NACADA (First-time Attendee Orientation)**

*Maxine Coffey, NACADA Executive Office*

*Kazi Mamun, NACADA Board of Directors*

Hawaiian 4

This session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will get an overview of NACADA and the benefits of membership. The session will be interactive with opportunities for participants to network, learn and meet new friends and colleagues.

**5:00pm - 7:00pm**

**NACADA Welcome Reception**

South Pacific 6

**Thursday, March 12**

**10:15am - 11:15am**

**#392 A Systems Perspective on Academic Advising**

*Bob Hurt, Cal Poly Pomona*

Hawaiian 1

Does it seem like, as an advisor, you're constantly putting out fires? Would you like to take a "step back" and think about a way to make your advising program more cohesive and effective? This session will give you a model for doing just that. Looking at advising from a systems perspective, we'll talk about five factors that need to support one another in advising to promote strong control: infrastructure, rewards, organizational culture, formal controls and communication systems. I'll give a brief overview of a systems model that incorporates those factors, and show how it can be applied to academic advising. You'll also have some time to start thinking about how to apply it in your own institution.

**#390 The student advising guide from orientation and beyond!**

*Sue Saunders, California State University, Channel Islands*

Hawaiian 2

The student advising guide from orientation and beyond! Looking for a guide that tells students everything they need to know about academic advising and success in less than 38 pages? Imagine a guide students will actually keep and refer to beyond orientation! CSUCI developed a student guide (Island Compass) that allows advisors to disseminate advising and success information to students in a professional and interesting format. This session will offer an in-depth look at the content, development, utilization and changes made since implementation. Participants will learn tips to utilize the guide with the companion PowerPoint. Additionally, strategies and ideas will be shared for future improvements and use in the University 100 seminar. Receive a copy of the 38 page guide and discover ideas to create or improve an existing student advising handbook on your campus.

**#351 Office Space-Not As Seen On TV**

*Amy Lance, Kalea Allen, Tessa Nichols, & Clare Clifford, California State University, Chico*

Hawaiian 3

Often research and educators talk about the climate and culture of universities, but what about the climate created in ones workplace? How do you as an employee contribute to that culture? How do you communicate in that culture? What is your role? Today we will hear from the CSU, Chico's Business Advising staff; the Director, Academic Advisors, and Administrative Support, to learn how each one has a role in the office and how they work to contribute to create a positive and healthy work environment for themselves and the students that they serve. Time will be left at the end for questions and discussion.

**#318 Academic Advising: Putting the spotlight on students**

*Valarie Morgan, Janet Hollinger, Kia Frericks, Rimi Marwah, & Tony Terrell,  
University of Nevada, Las Vegas*

Hawaiian 4

Ever wonder what your students really think about academic advising? UNLV advisors did and collected video segments of students' honest reactions through a Real World MTV style video confessional. Come and learn why we did it, how we did it and what the students said, both good and bad, about their experiences with advising at UNLV. The students were surprisingly candid with this format of data collection and provided us with a lot of interesting and useful information. Further discussion will address what common themes the students raised and how the UNLV advising community will use this information to improve services for the future.

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**11:30am - 12:30pm**

**#405 Effective Strategies for Motivating the Academically Underprepared/At-Risk Student**

*Dawn Kohn & Kiere Eichelberger, The Art Institute of California-Los Angeles*

Hawaiian 1

As academic advisors, it is our role to support our "at-risk" students by setting clear expectations, providing resources and monitoring student progress. By doing so, we assist students in taking control of their college career and becoming more self-sufficient students and move away from the stereotypical "millennial" student. This roundtable discussion is designed to provide those in attendance with strategies and processes to effectively motivate academically underprepared/at-risk students. Using relevant literature we will discuss and share best practices to motivate, challenge, and guide these students towards success.

**#394 Go forth and GOOGLE! Discovering the world of Google Docs**

*Jennifer Fletcher, Arizona State University*

Hawaiian 2

Google docs: What are they? How do they work? Can advisors use them? How do they contribute to student success? Advisors at all levels of technology experience will enjoy this interactive session, which provides a user-friendly tutorial, as well as shares multiple ways one advising office has used Google docs to manage and transport information, share presentations, and to collaborate with other departments! Attendees will be provided with a practical, step-by-step guide – as a Google doc!- for use at their home institutions.

**#352 Emerging Adulthood – Do We Know Who Our Students Are?**

*Kalea Allen, California State University, Chico*

Hawaiian 3

Who are the students we serve? Do we know what their developmental needs are? We've heard of the Millennial Generation, but have we heard of "Emerging adulthood"? Newer trends we see in students ages 18-25 aren't just generational, but also developmental. Come learn about the new developmental stage our society has created and how the traditional college student age group is now being described. Results from a study done on the California State University, Chico campus shows that Student Services Personnel don't know their students as well as they might think they do. You, too, might learn how well you do or don't know the current students on your campus.

**#402 Transitioning from Undergraduate to Graduate**

*Gerardo Sanchez, Mike Atienza, & Kathy Saylor, University of California, Riverside*

Hawaiian 4

Transitioning from an undergraduate to graduate program is full of challenges; changing institutions, geographic locations, and educational expectations require adjustments in living, learning, and socializing. Advisors can help students through this transition by providing them with perspectives and tools to negotiate these difficulties. Undergraduate advisors can assist by helping students discover what questions to ask in order to make informed decisions in selecting graduate programs to apply to. (Should I apply to a school based on reputation, location, or potential advisor?) Graduate advisors can assist by helping students understand the program, its policies, and expectations once accepted to a program. Presentation will focus primarily on students from, and programs within, the humanities, Social Sciences, and the Arts.

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**2:30pm - 3:30pm**

**#239 The Elephant in the Room: Five Communication Strategies to Name It, Discuss It, and Resolve Its Presence in a Safe, Productive Way**

*Mimi Murray, Chapman University College*

Hawaiian 1

The Elephant in the Room: Five Communication Strategies to Name It, Discuss It, and Resolve Its Presence in a Safe, Productive Way. Have you ever been in a situation where there's an issue or problem that you or those around you avoid discussing? Or maybe the "problem" is another person or group, and you're uncomfortable with bringing it up for fear of hurting a relationship, saying something you'll regret, being misunderstood, being seen as negative, or even causing retaliation. If you've ever encountered these situations in an advising or team meeting, then you've met "the elephant in the room". Through interactive exercises, a mini-vignette and group discussion, participants will learn and practice five key communication strategies to check perceptions, give feedback, manage criticism and use advocacy and inquiry to engage in courageous conversations.

**#403 Researching a Major: Getting Undeclared Students to Crack Open the Catalog**

*Barbara Wotherspoon & Sean O'Grady, University of California, Riverside*

Hawaiian 2

Do your students crack open and read the General Catalog? The College of Humanities, Arts, and Social Sciences at the University of California, Riverside created a required workshop as a tool to help undeclared students understand the need to be proactive in the major choice decision-making process. Rather than associating major with career by focusing on Holland codes or other personality indicators, we developed a small group activity using the General Catalog and pointed questions to show that any student can graduate with any major and still go into almost any career. The session will cover the workshop goals and activities, enrollment management through Blackboard, and assessment data. Materials from the workshop will be provided as well as time for questions and comments.

**#399 Reaching Them Where They Live: Creating a residential academic advising program**

*Monica Parikh, Santa Clara University*

Hawaiian 3

As academic advising makes strides reaching first-year, first-generation, and students of color to help with university retention and holistic student development, residential advising must grow. Come learn how a team of three professional advisors created, marketed, and implemented a program of academic advising in the Residential Learning Communities. We will provide a how-to for you, including the unique needs of programs in students' living spaces along with the opportunities, triumphs, and challenges our program faced in its infancy. You can do it too – advising is no longer confined to an office!

**#309 Put it on the marquee, and they will come... (maybe)**

*Jodilyn Kunimoto, University of Hawaii-Hilo*

Hawaiian 4

Often times as program planners, we implement programs that we think will benefit students based on what we as professionals in the field think would be helpful for students. We assess a program after it has been implemented to see if it resulted as a "successful" program. While all that is purposeful, we decided to get students' perspective and input BEFORE we put the energy into implementing our program ideas for students. This presentation will share an example of how getting student input before implementation resulted in the specific programs we decided to offer our students... "before putting it on the marquee."

**3:45pm - 4:45pm**

**#373 Assessment and Advising: Where do I start?**

*Amy Lance, California State University, Chico*

Hawaiian 1

So it's time to start measuring "how good you are doing," but where do you even begin. Build the bridge from the services you provide to the success of your students by creating an assessment plan. Participants will learn step-by-step the process I underwent for designing an assessment plan including creating: a values statement, goals, learning outcomes, learning indicators, and assessing tools to measure ones learning outcomes. Additionally I will discuss ways I have used my assessment results to justify additional staffing and funding needs of the office. Believe it or not assessment can be fun and rewarding!

**#329 Learning Locally - Applying It Globally: Learning Communities for First-Year Students**

*Adam Sikula, Ebony Igeleke, & Samara Stroum, University of Nevada, Las Vegas*

Hawaiian 2

Research in the field of higher education suggests that in order for students to successfully persist and graduate from the same institution, they must initially identify with it. Our goal at the Greenspun College of Urban Affairs at UNLV is to create an opportunity where first-year students can network and learn alongside their peers from the same discipline. The purpose of our presentation is to show how we created a student-centered learning environment that can transcend to any institution and curriculum. Part of the program will include participation via sharing experiences and questions. We hope to provide a solid framework for building learning communities. Most important, we hope to see that what we have learned can be applied locally and globally.

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

*Bob Hurt, Cal Poly Pomona*

Hawaiian 3

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-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

**#391 Great expectations: meeting the needs of today's honors student**

*Lisa Chastain & Tiffany Schmier, University of Nevada, Las Vegas*

**Best of State - Nevada**

Hawaiian 4

Honors educations are designed to meet the needs of highly gifted and achieving college students. Contrary to the stereotype that honors students have it "all together," this demographic of student requires just as much attention and personalized advising than non-honors students. The Honors College at UNLV uses a cross-campus communication model and personalized advising to help honors students reach their maximum potential. This session will focus on best advising practices and how to make the most of your advising session with honors students.

**Friday, March 13**

**8:30am - 9:30am**

**#314 Advising as Curriculum : Utilizing FYE to Advise and Transition Transfer Students in Bulk**

*Michael Randle & Elizabeth David, San Jose State University*

Hawaiian 1

"Advising as Curriculum : Utilizing FYE to Advise and Transition Transfer Students in Bulk" is a presentation/discussion about developing and utilizing First Year Experience courses designed specifically for transfer students which have as the center piece of its curriculum academic advising. Transfer students experience transition issues similar and different to that of first time freshmen as they enter baccalaureate granting institutions. It could easily be argued that academic advising for this population is even more crucial to their institutional success and transition due to the expectations faculty (and the institution) have about where students should be (by junior year) in terms of self reliance, emotional maturity, and academic preparedness. This presentation explores the feasibility of using a formalized classroom model as a mechanism for advising transfers and assisting them with transitioning to the university.

**#372 Advising Styles and Unique Teachable Moments in Las Vegas**

*Nadine Huyck & Joanna Jezierska, College of Southern Nevada*

Hawaiian 2

The uniqueness of the academic advising profession requires a special set of traits and talents in order to efficiently guide students through academic success and life. This interactive presentation will portray best practices in advising styles, institutional and community collaborations, and unique teachable moments. The presenters will also emphasize the importance of showcasing Las Vegas' unique and diverse population of students and their special style while working with the members of its community. The outcomes of the session will enrich advisors with various advising styles and marquee teachable moments that will positively affect the students' life skills and academic success.

**#401 Si, Se Puede! Yes, You Can!-Creating Experiences Abroad for Professional Degree Programs**

*Jennifer Fletcher, Arizona State University*

Hawaiian 3

Having trouble finding opportunities abroad for your students? Make your own! ASU's "Costa Rica Experience" was designed specifically for our pre-professional (lower division) Education students, and successfully combines paraprofessional and cultural experiences. This session will share highlights of the program, its impact on student persistence in Education and on participants' perception of the Education profession, and will provide easy to follow guidelines for creating a program at the attendee's home institution. At the end of this interactive, informative session, you'll be saying, "SI, YO PUEDO!"



**#404 Change Your Message, Change Your Life**

*Meg Fitzgerald, University of Nevada, Reno*

Hawaiian 4

If you designed your own marquee, what would it say about you? As advisors we are in the spotlight and we provide many messages to our students. At the end of the day, what messages do you tell yourself? Come learn tools and techniques to improve your internal dialogue, to be the kind of role model for yourself that you are for your students. Learn how fear holds you back. Learn how your attitude determines the internal messages you tell yourself. Learn what behaviors you can engage in, to be the best version of yourself, all the time. Targeted for advisors who feel they inspire their students through their messages, yet could use a refresher to reframe their self talk. Self-reflection and sharing.

**9:45am - 10:45am**

**#340 Share What Works – Best Practices in Providing Transfer Services**

*Jason Cifra, Jana Wolf, Lisa Cohen, & Nadine Huyck, College of Southern Nevada*

Hawaiian 1

Transferring to another institution is important to many students who are at the community college level or to students who are relocating. While transferring can be a daunting experience, there are tried and true practices that institutions can utilize to make transferring student friendly at the advisor and institutional level. At the College of Southern Nevada’s Counseling Department, Transfer Centers were initiated to facilitate transfer, promote transfer awareness, and build transfer partnerships with other institutions. In this session, the different dimensions of transfer will be discussed. Best practices that are used in many systems will be shared. Ultimately, there will be an opportunity for group interaction and collective strategizing!

**#397 Using Easy Technology to Bridge Distance Issues in Academic Advising**

*Jeremy Morales, Argosy University Southern California*

Hawaiian 2

Our university, in an effort to execute a consistent statewide program across four campuses, has implemented a new, all digital, academic advising program to ensure the success of future teachers. We have found that effective academic advising can be challenging in our programs for two main reasons. First, there is a large amount of information that advisors must have access to for each student to appropriately advise them. Secondly, our program involves distance academic advising with students across California. Due to these factors, paper forms and file folders were not a realistic option. Using smart PDF forms, Microsoft Access, and a SharePoint server we are making effective advising possible. The most exciting part is that these technology tools are currently available to most academic advisors.

**#342 Exploring the Role of Academic Advising during the Advent of Mid-Semester Grades and Early Intervention Programs at Large, Urban Universities**

*Gayle Juneau, Anne Hein, & Sherri Theriault, University of Nevada, Las Vegas*

Hawaiian 3

Amidst and as a result of the economic, political, and financial crises of higher education, one critical response has been a recommendation for large, urban institutions to implement the individualized, focused programming that traditionally and historically has only existed in smaller institutions. Two examples of these retention-based programs are mid-semester grading programs and early intervention systems for new students. Uniformly, the success of these programs at large institutions rests on the academic advising centers that are by and large overburdened with incredibly high academic advisor to student ratios. This presentation will explore the role of academic advising in successfully implementing the two retention-based programs (as well as others) at large, urban universities in ways that positively affect student experiences and their overall retention.

**#366 Learning Outcomes: Authentic, Measurable, Meaningful Assessment of the Advising Curriculum**

*Merrill Deming, Crafton Hills College*

Hawaiian 4

Students learn more at college than is taught in classrooms; they encounter powerful learning experiences through their advising interactions. Advisors appreciate the powerful and often dramatic learning that takes place as students’ college careers progress but need a way to spotlight and document for themselves and their colleges the sometimes unstated and undervalued - - but measurable - - benefits of the advising curriculum. Authentic, consensus/standards-based evaluations provide an unprecedented opportunity for advising units to demonstrate the value of this non-content driven learning and to showcase an intensely personal type of achievement. Examine commendable examples and learn to apply measurable, meaningful assessment while honoring the breadth, depth, and richness of programs.

## Notes

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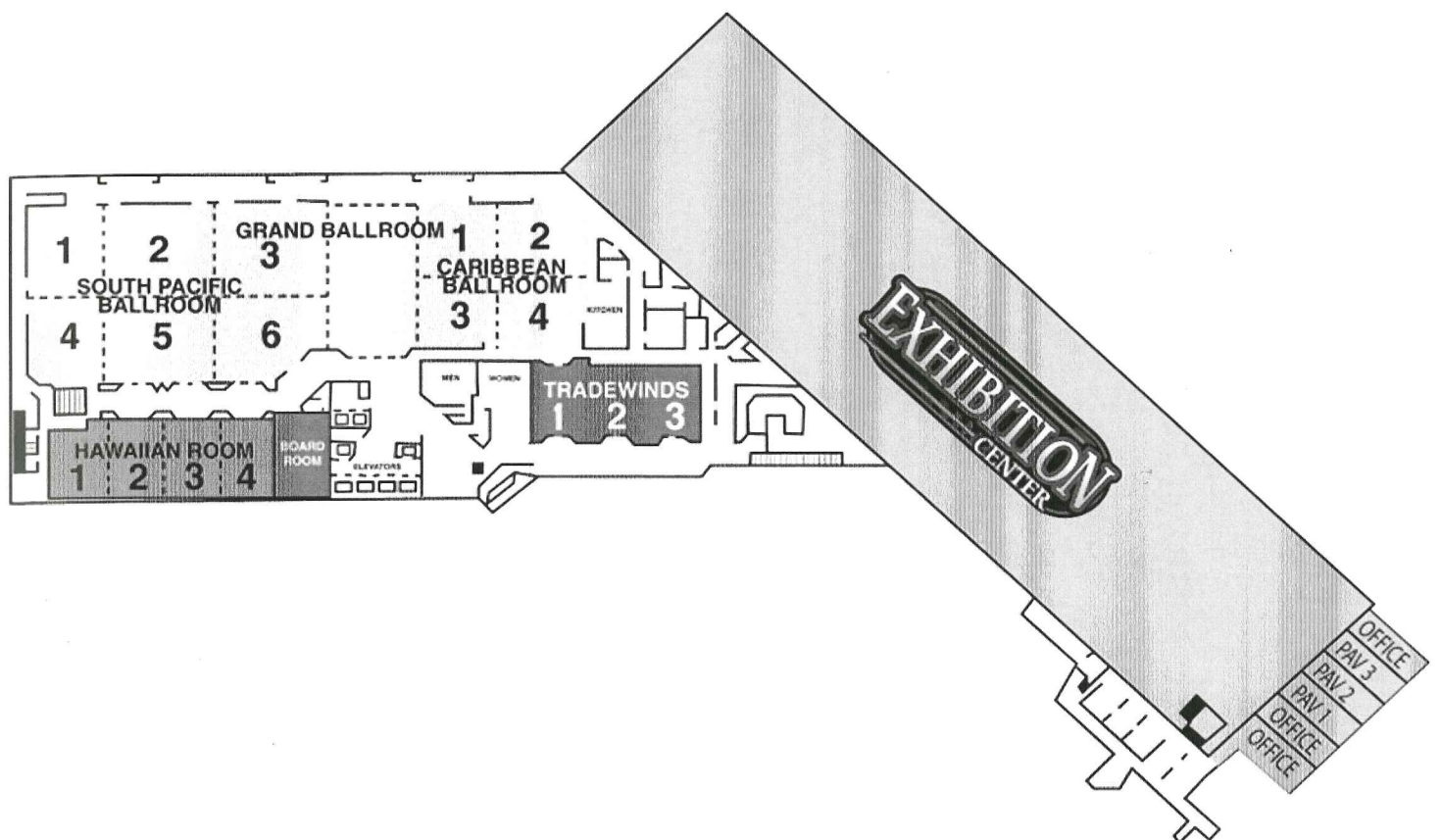
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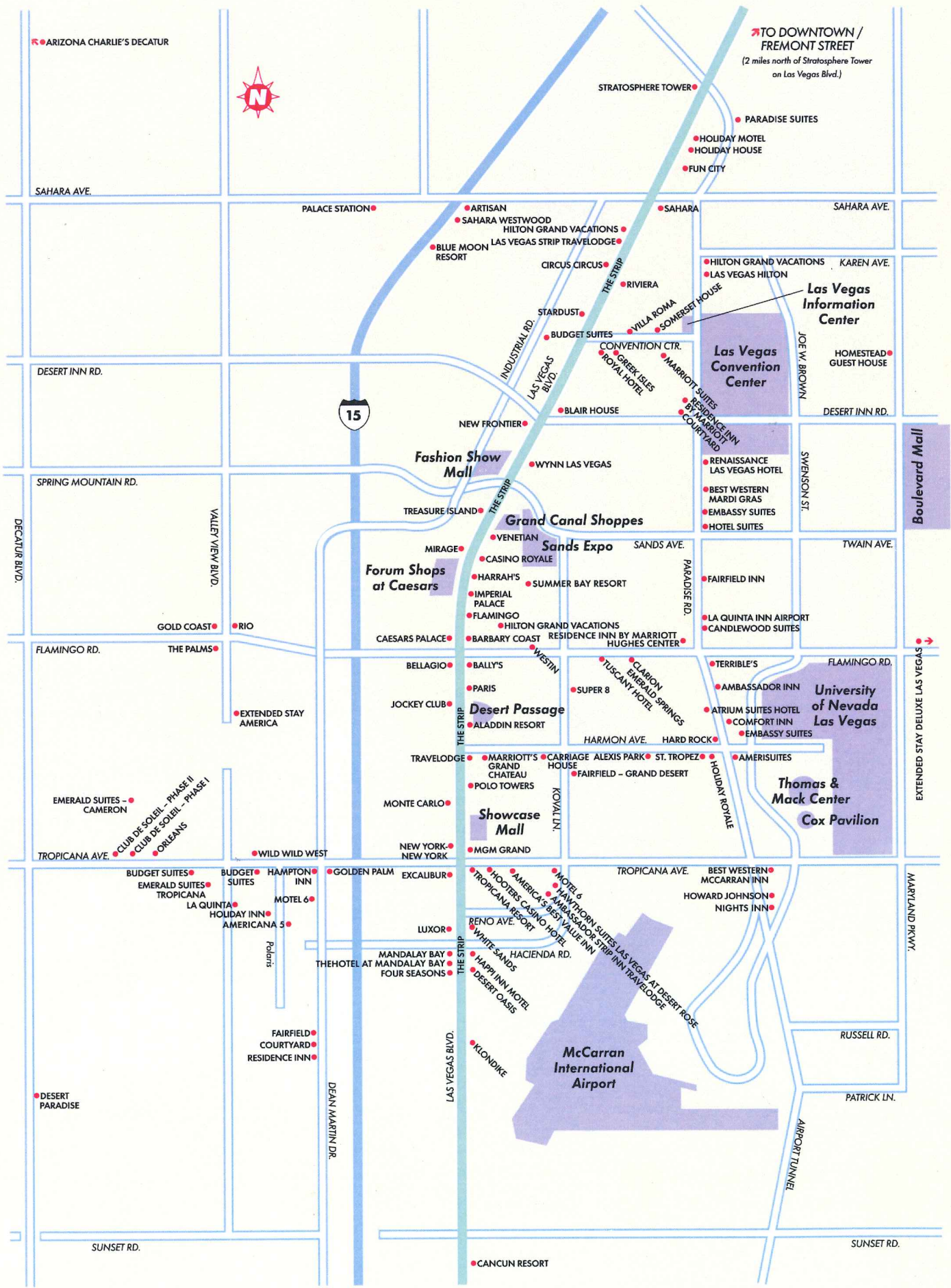
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MANDALAY BAY

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