

Region 9 North
Friday, March 5, 2010

Staying Local, but Thinking Global: Expanding Minds and Hearts to Enhance Student Success

Conference Schedule for Friday, March 5, 2010

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|-------------|---|
| 9:00-9:30 | Registration, Check In & Continental Breakfast |
| 9:45-10:00 | Welcome and Opening Remarks |
| 10:00-11:00 | Concurrent Session #1 |
| 11:15-12:15 | Concurrent Session #2 |
| 12:30-1:45 | Lunch and Keynote Address: Dr. Peter Novak, Associate Dean, College of Arts and Sciences, USF |
| 2:00-3:00 | Concurrent Session #3 |
| 3:15-4:15 | Concurrent Session #4 |
| 4:15-6:00 | Closing Session and Reception |

KEYNOTE SPEAKER



**Dr. Peter Novak, Associate Dean,
University of San Francisco College of Arts and Sciences**

Peter Novak is an Associate Professor and the Associate Dean for the Arts and Humanities at the University of San Francisco. His undergraduate alma mater is Marquette University and he holds graduate degrees in Acting and English literature as well as a Doctorate in Dramaturgy and Dramatic Criticism from Yale University. He has been advising students as both a faculty member and as staff as the former Dean of Trumbull College, one of the twelve undergraduate colleges of Yale University. At USF he is also the chair of the New Student Orientation Committee and Webtrack, the online advising and registration system.

ACKNOWLEDGEMENTS FROM THE CONFERENCE CHAIR

We are Grateful for the Help and Support Of:

Gayle Juneau, Chair, NACADA Region 9
Diane Matteson, NACADA Region Liaison & Summer Institute Coordinator
Laleh Shahideh, Associate Dean, College of Arts and Sciences, USF
Jennifer Turpin, Dean, College of Arts and Sciences, USF
Mike Duffy, Dean, School of Business and Professional Studies, USF
Judy Karshmer, Dean, School of Nursing, USF
Tonya Miller, Director, Student Academic Services, USF
Debi Clifford, Program Assistant, Student Academic Services, USF
Liza Locsin, Assistant to the Dean, College of Arts and Sciences, USF
Lauren Jacobson, Student Assistant, Student Academic Services, USF
Kristin Peterson, Bon Appetit Catering
Richard Beer, Associate Dean, School of Business and Professional Studies, USF

Conference Planning Committee

Sara Solloway, Chair
Dena Davis
Kimberly DeRoche
Shona Doyle
Deanna Pachinger
Sheila Sullivan
Susan Whitlow
Mary Kate Wood

Session Proposal Readers

Lael Adediji
Joanna Cady Aguilar
Dena Davis
Kimberly DeRoche
Shona Doyle
Michael Sano
Sara Solloway
Sheila Sullivan

**Staying Local, but Thinking Global:
Expanding Minds and Hearts to Enhance Student Success**

**NACADA North Region 9 Conference at the University of San Francisco
March 5, 2010**

SESSION ONE: 10:00AM-11:00AM

Utilizing Internet Surveys to Improve Academic Advising

Presenter(s): Paul Amador, University of Nevada, Reno

Location: Maier Room

As college students increasingly look to the internet for knowledge, education, and communication; internet surveys allow academic advising professionals an effective and cost efficient means of contacting and understanding various aspects of their student populations. This presentation will utilize Dillman, Smyth, and Christian's (2009) Tailored Design Method to explore effective internet survey creation and implementation for academic advising professionals. Topics to be discussed during the presentation include: creating effective survey questions, crafting an effective questionnaire, academic advising topics for surveys, and utilizing the internet to deliver the survey. The presentation will also discuss how internet surveys and the results of internet surveys can be used to improve academic advising practice.

Lessons Learned: Advising for a Teacher Preparation Program

Presenter(s): Jeff Buckwalter, Mary Coen, Melissa Hope, University of San Francisco

Location: Berman Hall

Undergraduate students preparing to become teachers can present many advising challenges. Undergraduate major requirements, teacher preparation requirements, mandated subject matter testing, varied family backgrounds, and high standards for the students all contribute to a complex advising process. In this presentation we discuss several approaches used by the Dual Degree in Teacher Preparation program at the University of San Francisco for effectively advising this population of students. The methods include use of a departmental database for effectively tracking students, an individualized five-year course plan for each student, a multilevel probation system to ensure that students meet the qualifications for entry to the graduate portion of the program, and individual advising sessions each semester. Participants will come away with ideas that can be adapted for their own environments.

Getting to the “Real Story”: A Recipe for Advising Students with Complex Issues

Presenter(s): Laleh Shahideh, Shona Doyle, Barbara Thomas, and Tom Merrell, University of San Francisco

Location: University Center 222

Students are coming to college campuses with more complex problems than ever before. This session will help advisors get to the “real story” behind why students engage in behaviors that can often be misinterpreted by faculty as disinterest, laziness, or lack of intellectual ability which can result in weak academic performance.

Participants will examine a case study in small groups and share their recipes for advising the individual profiled with the group as a whole. The presenters will discuss how their University’s Academic Services, Student Disability Services, and Counseling and Psychological Services collaborate to support students with complex issues. Participants will leave this session with a refined ability to identify, support, and retain struggling students.

Broadening the Scope of Learning Opportunities: Best Practices for Integrating Liberal Arts Education into Academic Advising

Presenter(s): Lisa Bortman, Whittier College

Location: Maraschi Room

The objective of this presentation is share with participants data and recent material about a newly developed advising program at a four-year, private liberal arts institution that is also a Hispanic Serving Institution (HSI). The College has demonstrated an inclusive approach for the advisee to make the connection between learning the meaning and value of liberal education and supporting this knowledge by building in both curricular and co-curricular opportunities in their educational plan.

Peer Advising From the Ground Up - Sharing our Experience Managing the Roadblocks and Growing our Peer Advising Program

Presenter(s): Connie Rice, Santa Clara University

Location: Xavier Hall

A Peer Advising Program provides many advantages when used as a compliment to your existing advising program. Peer advisors are reliable, serve as excellent prescriptive advisors, provide a peer relationship to incoming first-year students, allow faculty to concentrate on developmental advising, and serve as excellent student ambassadors.

The program also provides peer advisors with valuable experience in leadership, service-learning and team-building. Further opportunity for leadership is available to experienced Peer Advisors who help administer the program.

Our program serves 1800 students in a liberal arts, Jesuit business school. We will present information on creating a high-impact, low-cost peer advising program, and share suggestions for generating buy-in from faculty and administrative staff, and what have been best practices for us in the implementation, training, and oversight of our five-year program.

SESSION TWO: 11:15AM-12:15PM

Tools for Engaging Faculty Advisors

Presenter(s): Deanna Pachinger, University of San Francisco

Location: Berman Hall

It is well known that the link between the faculty advisor and the student is often missing. Faculty are not always confident in advising students in policy and curriculum matters. In order to engage faculty in the advisor role, one school has been proactive in getting advising tools to the faculty. Examples that will be discussed are 1. Faculty Advising Handbook, 2. Faculty group training sessions, and 3. FARE (Faculty Advising and Registration Event). All of these examples have encouraged students to see their faculty advisors and in turn have increased the number of faculty excited to advise their students. These practices are universal and can be adapted to any college/university regardless of size and discipline.

COMPASS – COMPrehensive Advisement for Student Success: From the Community College to the University

Presenter(s): Lillybeth Sasis, California State University, Fullerton

Location: Maier Room

Collaboration between community colleges and four-year institutions is critical in providing a seamless transition for transfer students. California State University, Fullerton's Center for Careers in Teaching (CSUF-CCT) and community colleges' teacher preparation centers have partnered to assist students with individualized advisement. This session will feature a specialized advising method that allows community college students to successfully transfer to CSUF to complete their bachelor's degree and teaching credential program. Participants will discover unique collaboration strategies in advising, which would highlight the center's website as an advisement tool for students and advisors.

"I Didn't Get the Memo": How One Campus Communicates New Information

Presenter(s): Lael Adediji, San Jose State University

Location: Xavier Hall

"That policy changed? Nobody told me!" If you've ever found yourself in the position of not knowing about policy changes and advising updates, then your campus may need to look at how new advising information is communicated. Come to this workshop for a look at how one

large institution is managing the communication of information to its advisors through a dedicated staff person and the Advising Hub, a web resource. In this workshop, the presenter will share SJSU's efforts to communicate with advisors and engage participants in a discussion about how information is communicated on their own campuses. What works? What doesn't work? The presenter will facilitate a discussion that allows all attendees to learn from each other.

Working with Students Diagnosed with Asperger's Syndrome: Recommendations for the Academic Advisor

Presenter(s): Marissa Nakano, College Internship Program, Berkeley Center

Location: University Center 222

Enrollment of students diagnosed with Asperger's Syndrome (AS) in higher education is steadily increasing. Considered to have a mild form of autism, students with AS experience unique challenges that can negatively affect their persistence and motivation in higher education. This presentation will discuss the AS diagnosis and how academic advisors can support students with AS through their challenges and distinctive abilities. Information about the common behaviors, thought processes, and challenges students with AS experience while in higher education will be presented as well as recommended actions academic advisors can use to support this population.

The College Internship Program's national centers of excellence provide individualized, post-secondary, academic, internship and independent living experiences for young adults with Asperger's, ADHD and Learning Differences.

The Personal Success Plan (PSP): An In-Class Advising Tool for Engaging First-Year Students

Presenter(s): Eugene Muscat, Kimberly DeRoche, Jennifer Carri, University of San Francisco

Location: Maraschi Room

The Personal Success Plan (PSP) is a course requirement for an elective Freshmen Seminar course at the University of San Francisco. It has been successful in engaging first year students in preparing a tentative four-year academic and career plan. The plan (PSP) requires 4 assessments and that they meet (outside of class time) with their instructor, Undergraduate Office staff and career counselor.

This session will describe the PSP in detail, which requires each student to complete: 1. The SII, 2. The MTBI, 3. The Values Sort, 4. The Skills Scan assessments under staff supervision. The session will also detail how three staff members at USF (faculty, academic advisor and career counselor) collaborate to ensure each students' PSP will offer the best possible (Holistic) guidance through the Sophomore, Junior and Senior years.

SESSION THREE: 2:00PM-3:00PM

Advisors as Global Culture Brokers – Advising ESL Students

Presenter(s): Wei-Chien Lee, Yurema Ramirez, San Jose State University

Location: Maier Room

You probably know that more than half of the ESL (English as a Second Language) students were born in the U.S., and that ESL students are the fastest growing group of students in the U.S. You probably also have been looking for skills and knowledge to work with ESL students more effectively. Moreover, you probably are wondering what is a Culture Broker and how being a Culture Broker will benefit you, your career, and students. Then, this presentation is for you! Come and gain skills and knowledge in advising ESL students effectively as a Culture Broker. You will learn about this widely utilized model, gain practical skills in working with ESL students, learn and share culture brokering tools, and debunk common myths about ESL students. A resources guide will also be provided.

Strategies for Strengths-Based Advising: Growing into your Profession as an Academic Advisor

Presenter(s): Patricia Lozano, Gayle Juneau, University of Nevada, Las Vegas

Location: Maraschi Room

The purpose of this session is to expand on the global idea ignited by Gallup that, “success is built on identifying and developing the things you do best rather than shoring up your weaknesses.” Come explore your individual strengths that can be applied to your work as an advisor in an effort to increase your job performance and the move to greater success for advising on your campus. In a field where no two professionals are alike, what duties throughout your day strengthen you and in turn strengthen your team? Are you using your strengths as you are advising students and networking on campus? Come prepared to explore your strengths and learn tips to increase your performance as an academic advisor.

Self-assessment for Incoming Graduate Students: Establishing a Realistic Starting Point

Presenter(s): Mary Kate Wood, Susan Prion, University of San Francisco

Location: Berman Hall

One challenge in planning an academic orientation for graduate students is that they bring such diverse academic and professional backgrounds and varied skills sets. Orientation to resources often needs to be individualized so that it does not become irrelevant or boring. One size does not fit all!

This “best practices” presentation will share a model for addressing this challenge: a pre-orientation self-assessment to help align individual strengths and weaknesses with program expectations and requirements. Resources for remediation are discussed at orientation, with importance being placed on self-awareness and personal responsibility for follow-through.

Engaging At-Risk Students Through Both Reactive and Proactive Means

Presenter(s): Kimberly DeRoche, University of San Francisco

Location: University Center 222

This program will present how the USF Undergraduate Business Program is engaging at-risk undergraduates through both reactive and proactive means. First, a targeted (reactive) intervention program for academic probation students entitled Students Taking Academic Responsibility will be discussed in detail. Next, several proactive initiatives in place will be shared including a Brown Bag Lunch Series, an Early Alert program, and a Request to Drop Classes survey. Participants will learn about these programs and also brainstorm ideas for engaging at-risk undergraduates through a facilitated discussion with other attendees.

SESSION FOUR: 3:15PM-4:15PM

Project Graduation

Presenter(s): Adrienne Hypolite, Anna Corbett, Sunny Choi, Thomas Rogers, San Jose State University

Location: Maier Room

Project Graduation is a collaborative effort to unite different departments on campus to address the "Super Senior" phenomenon contributing to the problem of university impaction at San José State. This presentation will look at the universal context and issues shared by many universities around graduation (paying particular attention to the current economic climate), and why many seniors are reluctant to apply. It will also address the strategies our team has employed in liaising with faculty and staff at a large university to centralize a splintered process. In addition, discussion will occur around the concept of formalizing career preparation as an integral part of the graduation process, and we will share the ideas we have developed for greater collaboration between our general advising center and the career center.

Pedagogy, Peer Tutoring and the At Risk Student

Presenter(s): Anthony Mirabelli, University of California, Berkeley

Location: Berman Hall

This concurrent session describes a peer tutor training program whose tutors serve some of the most 'at-risk' students at the University of California, Berkeley, student athletes. Peer tutors, both undergraduate and graduate students, are required to participate in regular training sessions. Central to the training program is the theoretical background that frames the pedagogy. Tutors are asked to consider that the differences in academic performance between themselves and the students they are serving are not simply cognitive phenomena, but are also

social and cultural, and that understanding this can change how they engage with their peers during tutoring sessions. Particular consideration is given to Gee's (1991) model of literacy, Vygotsky's (1978) "Zone of Proximal Development", and Tharp and Gallimore's (1988) "Teaching as Assisted Performance".

Webtrack: Using Technology for Advising and Registration

Presenter(s): Peter Novak, University of San Francisco

Location: Maraschi Room

Last year USF designed an online advising and registration for our new students. Find out how we developed Webtrack, what our first year was like and what we are planning to do differently next year. Webtrack provides students with an on-line video tutorial that presents valuable information about the University of San Francisco's academic policies and procedures, as well as guiding students through the advising and class registration process. At the end of the tutorial, incoming students complete a quiz to confirm their understanding of the material. Upon completion, students are eligible to register for classes when registration opens.

CLOSING ACTIVITIES

Closing Session: Speed Networking 4:15PM-5:00PM

Location: Xavier Hall

You've heard of speed dating, and you've heard of networking. The Region 9 conference planning team is offering you the chance to try "Speed Networking." This closing session will be structured for sharing ideas: bring any new ideas that you have formulated during the conference day, or current ideas that you have had brewing for a while, and run them by your colleagues for feedback in a speed dating format. You will be assigned to a rotation to meet and talk to the maximum number of people, sharing ideas and offering feedback to one another. If your conversation is cut short by the rotations, make a "date" to continue the discussion during the follow-up reception. This will be a highly interactive and high energy session to round out our day!

Reception 5:00PM-6:00PM

Location: The Terrace Room, Dorraine Zief Law Library

Join us in the beautiful Terrace Room overlooking San Francisco's Twin Peaks for drinks and appetizers to celebrate the close of our day.

Thank you to our Conference Volunteers

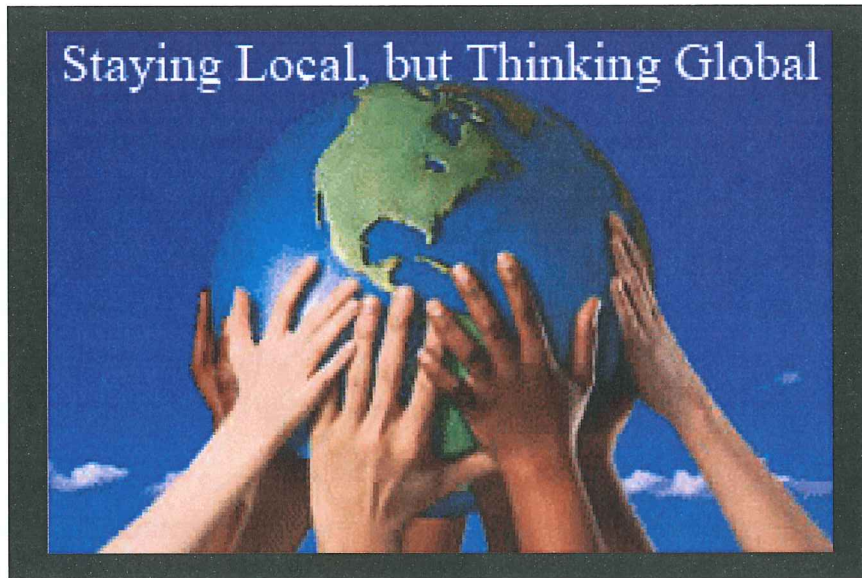
Lael Adediji
Joanna Cady Aguilar
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Debi Clifford
Emily Dutch
Vanessa Gamache
Francisco Gamez
Melissa Hope
Lauren Jacobson
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Sherry McCoy
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A Special Thanks for Providing Resources

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Pacific Region 9 South NACADA Conference



Set Your GPS for Academic Success

March 12, 2010

Westlake Village, California

Hosted by:

California State University Channel Islands

Dear Colleagues;

On behalf of NACADA, I would like to take this opportunity to welcome you to the 2009 Pacific Region 9 southern Conference and to Westlake Village in beautiful southern California!

The conference theme is “Staying Local, but Thinking Global: Set your GPS for Academic Success:” It is my hope that you will spend the day making connections with your colleagues and will take this opportunity to relax and rejuvenate professionally.

For the past few years, advising professionals have been given a new roadmap complete with challenging detours, maneuvers and roadblocks. As academic advising professionals we strive to stay the course and look for roadmaps that increase the likelihood that our students will succeed. We need to stay motivated in order to provide students with the best roadmaps. Hopefully, this conference will provide you with the tools and tips to assist you in your journey!

We have selected a wide variety of concurrent session topics presented by our advising colleagues that invite you to explore new possibilities and set your personal GPS with a new revitalized direction.

Whatever direction you take today, it is my hope that you will gain insightful and useful information and will find the day at the Westlake Village Inn rewarding professionally.

Welcome and enjoy the conference!

Sue Saunders

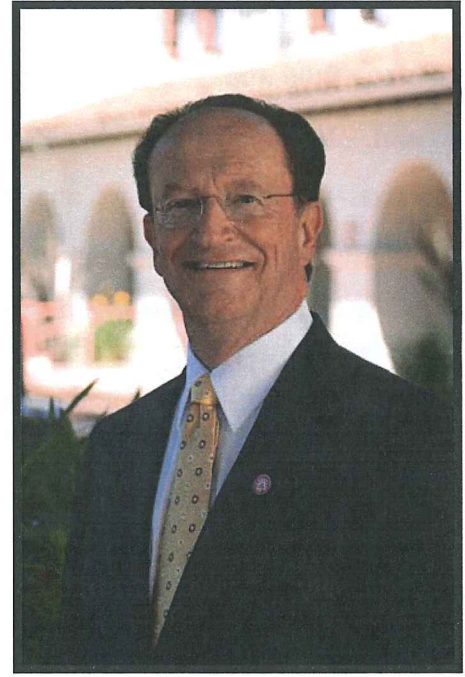
2010 Pacific Region 9 South NACADA Conference Chair

California State University Channel Islands

Key Note Speaker:

Dr. Richard Rush

President, California State University
Channel Islands



Richard R. Rush became president of California State University Channel Islands in June 2001. As head of the 23rd and newest campus in the California State University system, Dr. Rush has hired the faculty and senior administrative staff and overseen the creation and development of the University's strategic, academic and physical master plans, the budget and financial structure, infrastructure and road improvements, the acquisition of adjacent land, as well as successfully leading the University's efforts to achieve Initial Accreditation from the Western Association of Schools and Colleges (WASC).

Before arriving at CI, Dr. Rush spent nine years as president of Minnesota State University, Mankato, where he created ties between MSU and regional industry, the local community, and civic leaders.

Prior to that, Dr. Rush played a key role in the founding of CSU San Marcos while serving as Vice President in Charge and, subsequently, as Executive Vice President.

Dr. Rush serves on the boards of the Camarillo Chamber of Commerce, Channel Cities Club and Santa Barbara Bank and Trust, among others. He chairs the P-16 Council of Ventura County which focuses on improving the college-going rates of students, particularly from communities with historically low participation. He also serves as Vice Chair of the National Campus Compact, a Presidential organization of more than 1100 members. Dr. Rush lives in Camarillo with his wife, Jane.

Schedule at a Glance

8:00 a.m.– 9:00 a.m. Registration and Continental Breakfast

9:00 a.m.– 10:00 a.m. Welcome and Keynote Address

10:15 a.m.-11:15 a.m. Concurrent Session 1

- Partnering with Students to Navigate Toward Success
- The Hidden Profession: Fostering Interest and Awareness of Academic Advising as a Career Choice
- It Takes a Village to Graduate a Student: Creating an Inclusive Online Faculty and Staff Advising Community for Student Success
- Cross Campus Collaborations; Using Local Resources to Go Global

11:30 a.m.-12:30 p.m. Concurrent Session II

- You've Got Mail: Raising Graduation Rates One Student at a Time
- An Advising How to Guide to a Successful First Year Orientation Course
- Optimizing Student Access to Campus Resources: Good Referral Making and its Relationship with Good Advising
- Going Native (Digitally: Utilizing Hybrid Advising and Assessment Practices to Foster Student Success

12:30p.m.-2:00 p.m. Lunch—Service Event Presentation—Give-Away Drawing

2:00 p.m.-3:00 p.m. Concurrent Session III

- Advising Beyond the Cube: Innovative Advisement Practices
- Where Do I Go from Here: Academic Advisors as the GPS for Multidisciplinary Students
- Leveraging Multimedia and Resources in Advising
- Find Your Way: Set Your GPS to Explore Professional Development and Harmony in the Workplace!

3:15 p.m.-4:15 p.m. Concurrent Session IV

- Going Native (Digitally: Utilizing Hybrid Advising and Assessment Practices to Foster Student Success
- Crossing the Bridge from Local Student to Global Citizen: Creating a Student Ambassador Program
- Cultural Artifacts as a Guide to Connecting with Students
- The Common Strands of an Academic Advising Community

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

C-1 Location-Lakeside Room

Partnering with Students to Navigate Toward Success

Valerie Morgan-University of Nevada Las Vegas
Samara Stroum-University of Nevada Las Vegas

Ever wonder how students define academic advising? What it is that students want from advising? Have students even thought about their future needs of advising? To uncover these answers, The Rebel Voice Commission hosted its "2nd Annual Advising Video Confessionals" with a new spin. Using a tailored approach, we specifically asked questions that would help advisors to appreciate how students characterize our roles and responsibilities. Our objective was to appeal to the student culture and receive candid, uncensored thoughts. With the information we gathered, we plan to better define ourselves, refresh our roles and responsibilities, and ultimately aim to serve our students more effectively. As a result of hearing from students, we can better identify with their needs and shape our approaches to reflect our complete commitment.

C-2 Location-Fairway Room

The Hidden Profession: Fostering Interest and Awareness of Academic Advising as a Career Choice Amongst Undergraduate Students

Dorna Basiratmand-California State University, Northridge

Students often attribute their academic and career success to the support and guidance of their academic advisors. Yet, few are familiar with the profession itself, including the scope of the responsibilities and possibilities within the field. Undergraduate students who are interested in this field find volunteer, employment, or internship programs to be limited and scarce, particularly in times of furloughs and budget cuts. This presentation is based on a newly implemented program at California State University, Northridge, which has sought to advance the educational goals of students who wish to pursue a career in academic advising. The project is also committed to increasing retention and academic success of first-year freshmen students through peer advocacy, mentorship, and guidance. Participants will be provided with resources and materials utilized in implementation of the program.

C-3 Location-Provence Room

It Takes a Village to Graduate a Student: Creating an Inclusive Online Faculty and Staff Advisement Community for Student Success

Bridget Driscoll-California State University, Fullerton

Inundated with emails containing memos, amended executive orders, and advisement questions? Do you feel there is a lack of time and money to effectively train new advisors? The department of Academic Advisement at California State University, Fullerton tackled this challenge through the development of a dynamic online advisor training program for faculty and staff. Learn the systematic approach that has led to the creation of a campus culture where consistency and quality are the guiding foundations for advisement. This presentation will reveal the user friendly online community dedicated to providing the relevant up-to-date information to advisors, while utilizing various technological methods of delivery that actively engage the audience. Assessment data and user feedback will be reviewed to support program validity and effectiveness of the community. Participants will be provided exclusive access to the online community.

C-4 Location-Wine Cellar Room

Cross Campus Collaborations; Using Local Resources To Go Global

Gabby Garcia-Chapman University
Katie Roller-Chapman University

The main objectives of this presentation is to discuss our university's step by step study abroad application procedure including the pre-departure application, the academic advising component and the registrar's office final determination for approvals on courses taken abroad . The main focus is to ensure a seamless application procedure in order for the student to apply courses to fulfill degree requirements. Compare notes, share best practices and lessons learned. What currently works and what hasn't, common themes and challenges. If your office works with study abroad in any capacity, from the pre- approval process to credit evaluation and course approvals, this information may help guide your current and future practices.

C-5 Location—Provence Room

You've Got Mail: Raising Graduation Rates One Student at a Time

Erika Chaney-California State University, Long Beach
Terri Iler-California State University, Long Beach

In 2007, the CSULB University Center for Undergraduate Advising created the Destination Graduation Project, which successfully raised the 2002 Cohort graduation rate to 54%, the highest in CSULB history. Project staff are devoted to extensive student outreach and intensive advising on remaining degree requirements to improve the six-year graduation rates for native students.

Our concurrent session, conducted in a PowerPoint presentation, will provide an overview of the three facets of the DGP: outreach, advising, and analysis. Our learning objective is to expose the audience to new outreach and advising techniques targeted to a large student population that do not compromise the personalized counseling critical to facilitating graduation. Following the presentation, we hope to exchange ideas regarding effective methods and future solutions with the audience.

C-6 Location—Fairway Room

An Advising How-To-Guide to a Successful First Year Orientation Course

Alison Chandler-University of Nevada, Las Vegas
Alexis Adams-University of Nevada, Las Vegas
Katie Strittmatter-University of Nevada, Las Vegas

Advisors often teach first year experience courses to assist students in their transition and orientation into higher education. With the goals of increasing student success and retention, this session will address critical elements of teaching a universally successful first year experience course.

In this concurrent session, we will discuss differing approaches and best practices from experienced instructors and provide an instructional how-to-guide on constructing and teaching your own successful first year experience course.

Campuses are experiencing an increased demand for advisors to facilitate first year experience courses. These courses have a dramatic effect on incoming first year students. We hope that attendees leave this session with successful teaching tips at their disposal to add to their advising tool-belt.

C-7 Location—Wine Cellar

Optimizing Student Access to Campus Resources: Good Referral Making and its Relationship with Good Advising

Lisa Chastain-University of Nevada, Las Vegas
Tiffany Schmier-University of Nevada, Las Vegas

Successful referral making is an essential part of ensuring that students access campus resources. There comes a time when academic advisors must responsibly inform students that their need for assistance extends beyond the walls of the advising office and into the larger campus community. Join us in a conversation about referral making best practices. Participants will learn new ways of connecting to vital student services as well effective ways to stay in the campus services loop.

C-8 Location—Lakeside Room

Going Native (Digitally): Utilizing Hybrid Advising and Assessment Practices to Foster Student Success

Dina Bartoloni-California State University, Fullerton
Deanna Merino-Contino-California State University, Fullerton

Academic advising is undeniably a field where practitioners seek to make personal connections with students. Most, if not all, advising offices concentrate the majority of their advising practices in-office, one-on-one advising sessions with students. In the past, technology has been seen as a threat to this method by potentially eliminating this hands-on, personalized method. However, incoming students to our universities increasingly expect the use of technology to be present in all student services, including advising. Therefore, how can we as advisors continue to reach our students on a personal level while simultaneously meeting their technological needs? This presentation will address this important question by introducing advisors to current uses of technology in the field of advising and outlining specific steps taken by the presenters to incorporate technology in their advising and assessment practices at CSUF.

12:30 p.m.-2:00 p.m.

Buffet Luncheon—Provence Patio

Enjoy your lunch!

C-9 Location—Provence Room

Advising Beyond the Cube: Innovative Advisement Practices

Julia Cappelli-California State University, Fullerton
Dr. Bridget Driscoll-California State University, Fullerton

What do residence halls, student recreation centers, hospital buildings, television broadcasting studios, lecture halls, and an outdoor campus coffee shop have in common? They have each successfully hosted academic advisement sessions for over 2,000 students at California State University, Fullerton. This presentation will explore non-conventional avenues that have allowed the University to advise and support thousands of students beyond the walls of the Academic Advisement Center. Assessment data, along with, student, faculty, and administrator feedback will be reviewed to support the concept that intentional learning and quality advisement can be effectively integrated into students' course curriculum, daily life, and recreation. Participants will be provided with clear student learning objectives and a hard copy of the in class advisement assignment which can easily be tailored to fit the needs of any institution for immediate implementation.

C-10 Location—Wine Cellar Room

Where Do I Go From Here? Academic Advisors as the GPS for Multidisciplinary Students

Derek Furukawa-University of Nevada, Las Vegas
Derek Sommer-University of Nevada, Las Vegas

Multidisciplinary Studies, by its very nature, garners a wide spectrum of student interests. Whether students have a very specific end goal in mind or are just trying to find the fastest way out, academic advisors often have to provide a lot more guidance in answering the question, "Where do I go from here?" This presentation will follow the transition to a new multidisciplinary studies program, how advisors have aided students in the transition, strategies on how to advise the students, and how these strategies can be applicable to other degrees and undecided students. Attendees will leave the session with a greater appreciation for multidisciplinary studies and how to utilize strategies to help guide their own students.

C-11 Location—Lakeside Room

Leveraging Multimedia and Resources in Advising

Gwen Hansen-California State University, San Marcos
Laurie Lindeneau-California State University, San Marcos
Teri Renner-California State University, San Marcos

Students today are drawn to multimedia and video. Use of 21st century technology to connect students to advising information and content can provide a successful environment matching the needs of these students. This session will provide examples, demonstrations and recommendations for how one campus was able to leverage available resources to minimize costs as they supported goals for student retention. A model for collaboration among student support services divisions to develop multimedia modules and content will also be shared.

C-12 Location—Fairway Room

Find Your Way: Set your GPS to Explore Professional Development and Harmony in the Workplace!

Sue Saunders-California State University, Channel Islands
Barbara Duffin-California State University, Channel Islands
Wendy Olson-California State University, Channel Islands

Looking for ideas to promote professional development and a positive work environment without compromising the professional academic setting? Whether you are working in a small or large institution, large or small office, an enjoyable work environment is essential for positive office morale and camaraderie. During uncertain times, maintaining a positive climate can prove challenging. This presentation will demonstrate how each individual on the team, regardless of position, is critical to the development of a positive work environment. Come explore creative ideas from the past, present and future that promote harmony, fun and professional development in the workplace. With a focus on these strategies, a result in overall job satisfaction can be achieved through increased production and positive attitudes. During this interactive session, participants will have an opportunity to share ideas that have been successful on their campuses.

C-13 Location-Lakeside Room

Going Native (Digitally): Utilizing Hybrid Advising and Assessment Practices to Foster Student Success

Dina Bartoloni-California State University, Fullerton
Deanna Merino-Contino-California State University,
Fullerton

Academic advising is undeniably a field where practitioners seek to make personal connections with students. Most, if not all, advising offices concentrate the majority of their advising practices in-office, one-on-one advising sessions with students. In the past, technology has been seen as a threat to this method by potentially eliminating this hands-on, personalized method. However, incoming students to our universities increasingly expect the use of technology to be present in all student services, including advising. Therefore, how can we as advisors continue to reach our students on a personal level while simultaneously meeting their technological needs? This presentation will address this important question by introducing advisors to current uses of technology in the field of advising and outlining specific steps taken by the presenters to incorporate technology in their advising and assessment practices at CSUF.

C-14 Location-Provence Room

Crossing the Bridge from Local Student to Global Citizen: Creating a Student Ambassador Program

Lata Patel-University of California, Riverside
Lisa Miller-University of California, Riverside

What does a department do when faced with an identity challenge? This was exactly the quandary that the Undergraduate Business Program at UC Riverside found themselves in. To solve the problem, the academic advisors created the Business Student Ambassador program, which led to a stronger identity within the Business major and provided an opportunity for high-achieving students to enhance their communication and leadership skills. Interested in establishing a similar program at your institution? Then join us for an informative presentation that will walk you through the steps we used in the implementation of our program. Learn about some of the pitfalls that we encountered and the success that we celebrated.

C-15 Location-Fairway Room

Cultural Artifacts as a Guide to Connecting with Students

Derek Furukawa-University of Nevada, Las Vegas

One aspect of navigating a new campus as a graduate student, staff professional, or faculty member is learning the campus culture. Cultural artifacts, although not always inclusive to all members of the campus community, provide a tangible and visible expression of an institution's culture. This program highlights the importance of individuals being aware of inclusive and exclusive cultural artifacts at their institutions and understanding the positive and negative messages such artifacts may express to the campus community. This program looks at how cultural artifacts can be utilized as tools for connecting with students through academic advising.

C-16 Location-Wine Cellar

The Common Strands of an Academic Advising Community

Dr. Gayle Juneau -University of Nevada, Las Vegas

There are powerful, appealing benefits of autonomy for academic advising communities who exist in independence of a central system. However, there are equally powerful benefits to co-construction of academic advising communities who find ways exist autonomously as well as who opt to become members of a formalized, centralized communities. Within the context of the presentation, the possibilities of both organizational structures will be explored in terms of the construction of community at the NACADA Region 9 level and at the NACADA national level. The benefits of developing co-constructed community (both autonomous and formalized/centralized) will be outlined at the individual, organizational, state, regional, and national levels through the lens of NACADA membership.

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

Closing Session

Location—Provence Room

Conference

Evaluations

Evaluations of each session will be available in each room prior to the presentation. A conference volunteer will be present following the session to collect your completed evaluations. Overall conference evaluations will be sent electronically after the conference.

Please complete the evaluation forms for each session. Responses will determine the Best of Region as well as the content of future conferences.

Best of Region

The best of region is an honor awarded by the planning Chairs of our three regional drive-in conferences and the NACADA Region 9 Pacific Chair. Being awarded the title “Best of Region” is based on all conference evaluations for the combined three regional conferences. The award will be announced shortly after the conference.

“Best of Region” honorees from all ten NACADA regions are strongly encouraged to present their program at the October 2010 NACADA national conference in Orlando, Florida. A small stipend will also be awarded to the “Best of Region” presenter (s) to help support the national conference expenses.



Thank you for attending!

“Set your GPS for Academic Success!”

A Special Thanks To....

Conference Volunteers:

Cal State University Channel Islands Advising Team:

Sue Saunders

Wendy Olson

Sara Alcalá

Susan Arias

Barbara Duffin

Jamey Hunstad

Chiara Lamb

Monica Rivas

Elizabeth Quigley (Peer Advisor)

Kristin Hronek (Peer Advisor)

Joscelyn Franzoy (Student Assistant)

Lisa Mackey (Student Assistant)

Dr. Gayle Juneau –Pacific Region 9 Chair,

University of Nevada, Las Vegas

Samara Stroum: Membership and Awards Coordinator

Coordinator of Region 9 Pacific Service
Element -“School Supplies Drive”

Recipient of “School Supplies Drive” for the Ventura County
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Rio Mesa High School-Ray Gonzales, Principal

Oscar Hernandez, Assistant. Principal

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Save the Date!

34th Annual Conference on Academic Advising

Academic Advising:
The Fast Pass to Student Success

October 3-6, 2010



Conference Overview

- The conference runs from Sunday, October 3, 7:00 p.m. - Wednesday, October 6, 12:00 p.m.
- A variety of optional *pre-conference workshops* will be held on Sunday from 9:00 a.m.-5:00 p.m. Additional fees apply.
- There are opportunities for formal and informal networking with 2,500 advising colleagues.
- Professional development for advisors is available through more than 350 workshops, individual concurrent and panel sessions and poster presentations on relevant topics.
- *Hot Topics* (critical issues in academic advising) will be discussed.
- Presentations are offered in a range of theoretical, practical and interactive formats.
- Commission and Interest Group meetings bring together colleagues with similar concerns in over 35 specific advising areas.

Region meetings introduce you to advisors from institutions in your geographic area.

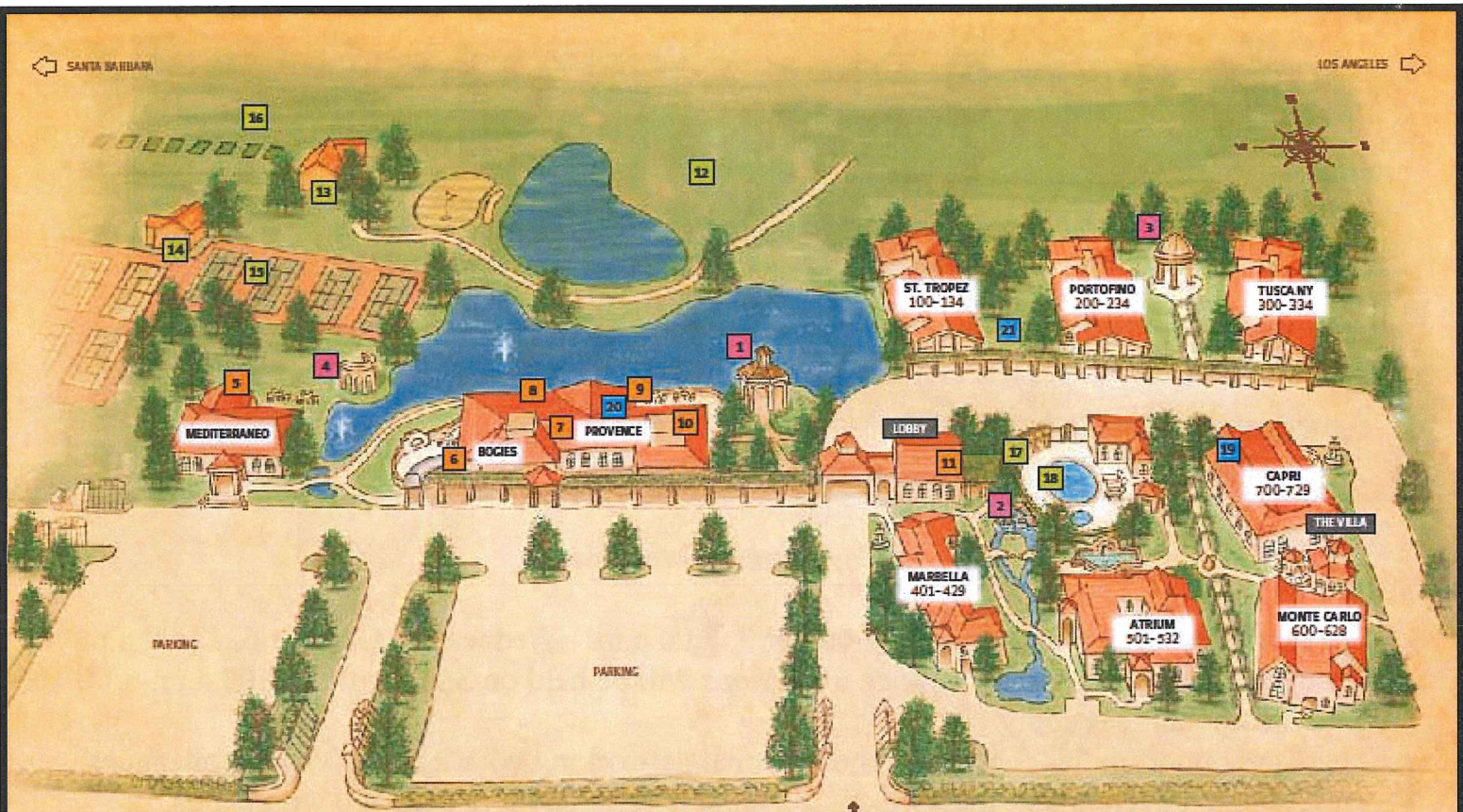
All other questions should be directed to nacada@ksu.edu

Pacific Region 9 - 2010 National NACADA Awards Program Recipients

| | | |
|----------------------------------|--|--|
| Amy Lance | California State University, Chico, Chico, CA | Administrators' Institute Schol- arship Winner |
| Lindsay Doung | California Polytechnic State University - San Luis Obispo, San Luis Obispo, CA | Graduate Student Regional Con- ference Scholarship Winner |
| Jane Pizzolotto | University of California, Los Angeles, Los Angeles, CA | Research Grant Winner |
| Emilio Ulloa | San Diego State University, San Diego, CA | Outstanding Advising - Admin- istrator Category - Certificate of Merit |
| The SJSU Advising Council | San Jose State University, San Jose, CA | Advising Technology Innova- tion - Certificate of Merit |

SANTA BARBARA

LOS ANGELES



AGOURA ROAD

MAIN ENTRANCE

Westlake Village Inn

31943 Agoura Road - Westlake Village, CA 91361
Tel: 818-889-0230 • Toll Free: 800-535-9978



CEREMONY SITES

- 1 LAKESIDE GAZEBO
- 2 WATERFALL
- 3 TUSCAN GARDEN
- 4 MEDITERRANEO GAZEBO

MEETING SITES

- 5 MEDITERRANEO ROOM
- 6 BOGIES LOUNGE
- 7 PROVENCE
- 8 WINE CELLAR
- 9 LAKESIDE ROOM
- 10 FAIRWAY ROOM
- 11 EXECUTIVE BOARDROOM

RECREATION

- 12 GOLF COURSE
- 13 GOLF CLUBHOUSE
- 14 PACIFIC TENNIS CLUB
- 15 TENNIS COURTS
- 16 DRIVING RANGE
- 17 FITNESS ROOM
- 18 POOL & JACUZZI

AMENITIES

- 19 SALES & CATERING OFFICES
- 20 BUSINESS CENTER
- 21 YOGA GARDEN

MALIBU



Westlake Village Inn Locations for the Conference:

Provence Patio-Continental Breakfast and Luncheon

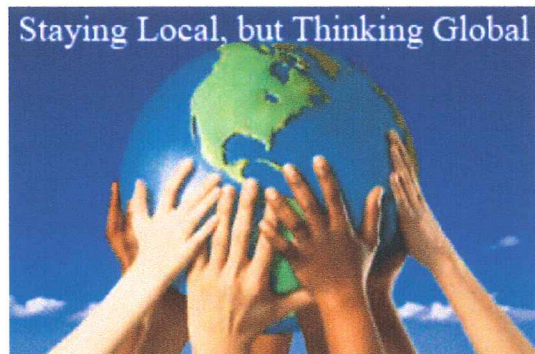
Provence Room-Morning Keynote and Closing Ceremony, Concurrent Sessions

Fairway Room-Concurrent Sessions

Lakeside Room-Concurrent Sessions

Wine Cellar-Concurrent Sessions

Tentative Schedule
NACADA Region 9, Hawai'i Drive-in



University of Hawai'i-Mānoa, Honolulu, HI
March 19, 2010

The dress code is casual, and aloha attire is encouraged!

Check-in and Continental Breakfast

Campus Center Ballroom, 8:00-8:30 a.m.

Overview and Introduction of Keynote Speaker

Campus Center Ballroom, 8:30-9:00 a.m.

Keynote Address

"Connect—Collaborate—Communicate: Advising in the 21st Century"

Campus Center Ballroom, 9:00-10:00 a.m.

Jennifer Joslin, University of Oregon (click [here](#) or scroll down to read Jennifer's bio)

Concurrent Sessions

10:15-11:15 a.m.

- **Interacting Effectively with Advisees with Invisible Disabilities**

Ann Ito, University of Hawai'i-Mānoa

Campus Center Ballroom

When communication unexpectedly breaks down during advising interactions, shock and frustration can ensue with both student and advisor assuming that the other is at fault, incompetent, emotional, rude, or even hostile. Could an invisible disability be a contributing factor? This session will highlight students with invisible disabilities in higher education, provide insightful portraits of these students to promote a better understanding of their behaviors, and suggest techniques for increasing the effectiveness of advising interactions with them.

- **Starting Small, Thinking Big Picture: Establishing a New Advising Office in the Face of Uncertainty, Downsizing and Budget Cuts**

Megumi Makino, University of Hawai'i-Mānoa

Comfort Sumida, University of Hawai'i-Mānoa

Campus Center 310

Given the realities of today's economy, no one seems to have enough time or money to accomplish their goals. How do you make the difficult decisions that need to be made? How do you invest time to create extra time? How do you find new solutions when challenges only seem to multiply? This session will focus on the philosophies, strategies and approaches that enable a newly established, understaffed advising office to continue to operate and provide advising for its students by creating positive change for them, much like a small pebble thrown into a pond. Participants will brainstorm in small groups to address an issue of most importance to them.

- **Naming the Elephant in the Room: Spirituality and Student Development**

Kealoha Finneran-Swatek, University of Hawai'i-Mānoa

Campus Center 306

This hour long program will provide a safe space within which we can examine the role of spirituality in student development and support in Hawai'i. Using a cultural lens, we will define spirituality, discuss the differences between religion and spirituality, and examine how spirituality can help educate and support students. Participants will gain a deeper understanding of 1) the importance of spirituality in student development; 2) how spirituality and epistemology can interact and intersect; 3) how service learning and civic engagement can be used to support student learning outcomes and 4) some of the cultural implications of spirituality for serving students in higher education in Hawai'i.

Working Lunch: Workshop with Jennifer Joslin

11:30 a.m.-12:45 p.m.

Concurrent Sessions

1:00-2:00 p.m.

- **Advising in Paradise! Challenges and Rewards of Distance Education Programs**

Thomas Benjamin, University of Hawai'i-Mānoa

Niki Libarios, University of Hawai'i-Mānoa

Campus Center Ballroom

Hawaii's geography presents challenges in the recruitment, advising, and preparation of future teachers. The University of Hawaii at Manoa (UHM) has

developed distance hybrid teacher education programs targeting state, national, and international students in an attempt to address these challenges. Some programs are designed for those who have a Bachelor's degree and many of the students who apply are adults. Advising adult learners seeking to become teachers via these distance hybrid programs has its own challenges. Add to this the unique cultural mix of Hawaii and challenges multiply. How is UHM meeting these challenges? Are our solutions adaptable for your situation? This session will focus on a presentation and an interactive discussion concerning advising and working with adult students in distance learning environments.

- **Assessment Simplified: An Easy, Efficient, and Effective Four-Step Plan**

*Karen Miller, Brigham Young University-Hawai'i
Campus Center 309*

Assessment is often a dreaded process, left at the bottom of the priority list in favor of more pressing needs. However, assessment becomes both easy and effective with this short, simple, and successful four-step plan which provides valuable results. BYU-Hawaii has developed a simplified process which is easy to implement, requires minimal time and expense, and is effective in improving advising practices. It allows a small group of advisors to efficiently serve our culturally diverse student population. The presentation will explain and demonstrate the four steps of the plan and then participants will be given the template and guided through the process so they leave the session with a practical assessment plan ready to go.

- **Models, Practices, and Challenges: How can we best advise students who are receiving VA benefits?**

*Dawn Nishida, University of Hawai'i-Mānoa
Mike Kirk-Kuwaye, University of Hawai'i-Mānoa
Crystal Goodman, University of Hawai'i-Mānoa
Campus Center 308*

Students who are receiving Veterans Affairs (VA) benefits are entering higher education institutions in increasing number and have unique characteristics and needs as advisees. VA students are often older, come from a military culture that is different from that of higher education, and are subject to federally mandated policies, which can be a challenge to both advisors and unit services. In this session, the presenters will provide a) an overview of advising models that may help advisors develop a systematic approach in advising VA students; b) common ways of organizing advising services for VA students; and c) student cases that typify the challenges of advising these students. Time will be provided to allow participants to share their experiences with VA students.

2:15-3:15 p.m.

- **Progressive Advising for a Changing Higher Education Landscape**

Anne Hein, University of Nevada, Las Vegas

Gayle Juneau, University of Nevada, Las Vegas

Campus Center 308

The purpose of this presentation is to discuss the evolution of the advising profession regarding:

- 1) Expansive backgrounds of advisors due to degrees earned by individuals in a variety of disciplines.
- 2) Transformation of advising centers concerning hierarchy, inaugural roles, and expectations of outcomes by colleges.
- 3) Evolution of the advising profession with reference to the emerging, enhanced roles and responsibilities of advisors.

We will discuss the impact of the aforementioned changes to the academic advising profession. As a result of the changes and expanded opportunities for growth, there have been challenges to historical "ways of knowing" our work, altered ways of approaching the methods of work, and, on an individual level, an analysis of alignment of our responsibilities with personality strengths versus areas requiring improvement.

- **Mapping the Assessment Journey**

Rena Cuizon-Garcia, University of Hawai'i-Mānoa

Kay Hamada, University of Hawai'i-Mānoa

Cathryn Iwashita, University of Hawai'i-Mānoa

Mary Lee, University of Hawai'i-Mānoa

Campus Center Ballroom

As competing demands for state funds increase, higher education institutions must continue to demonstrate the impact they have on student learning. The Colleges of Arts and Sciences Student Academic Services (CASSAS) responded to the call for more accountability and the needs of their large student population by creating and implementing a long-term assessment plan. This presentation will focus on the process by which CASSAS faculty developed assessable student learning outcomes (SLOs) and programs in line with the department's established missions and objectives.. Presenters will demonstrate the techniques with which they were able to create their assessment plan, including a learning map which charts student's development in three broad phases. They will also provide examples of programs they have revised or

created and share artifacts they have begun to collect to assess student learning.

- **The Relationship between Academic Advisor Immediacy, Clarity, and Relevance and Student Empowerment**

*Kiana Shiroma, University of Hawai'i-Mānoa
Campus Center 309*

This study examined the impact of perceived communication relevance, clarity, and verbal and nonverbal immediacy on student empowerment in the academic advising environment. Positive relationships were expected between advisor immediacy, relevance, and clarity and student empowerment. After meeting with an academic advisor, students completed a questionnaire about their advisor's relevance, clarity, and immediacy behaviors and their empowerment levels. Results supported the hypotheses that students' perceptions of advisors' relevance, clarity and immediacy behaviors were significantly correlated with student empowerment. Results also confirmed that the Revised Learner Empowerment Instrument and the Academic Motivation Scale's Intrinsic Motivation sub-scale were positively correlated. In addition, communication relevance and clarity were found to be significant predictors of empowerment. Limitations and directions for future research were discussed.

3:30-4:30 p.m.

- **Engaging Digital Natives Through Social Networking**

*Stacey Pulmano, University of Hawai'i-Mānoa
Campus Center 308*

This presentation examines the changing landscape of technology in higher education, specifically with regards to online social networking sites that are commonly utilized by college students, the "digital generation." The three main learning objectives of this presentation include understanding: (1) the characteristics of the "digital generation"; (2) what online social networking is and what some of the popular social networking tools are; and (3) how college campuses are using online social networking to engage their students (including within the field of academic advising).

- **Re-focusing on Engagement: Transforming the Educational Experience of Students**

*Ronald Cambra, University of Hawai'i-Mānoa
Gary Rodwell, University of Hawai'i-Mānoa
Megumi Makino, University of Hawai'i-Mānoa
Leilani Takeuchi, University of Hawai'i-Mānoa
Ruth Bingham, University of Hawai'i-Mānoa
Campus Center Ballroom*

Education is about transforming students' lives, but it is easy to slip from that ideal into myopic habits of familiar policies and procedures and to lose the essential focus on students, their perspective in navigating the University, and the quality of their educational experience. It is especially easy, here amid the Pacific, to carry on without re-evaluating and to overlook innovations taking place nationally.

This panel discussion examines a multivalent team approach to re-focusing on student engagement and to improving retention and graduation rates. The panelists will review current issues and present an overview of the multiple initiatives they have undertaken. The panel will highlight the educational philosophy unifying their initiatives, address how the initiatives connect to national trends, and describe their successes and challenges.

Please join us for the Closing Reception!

Queen Lili'uokalani Center for Student Services (QLC), Room 412, 5:00-6:00 p.m.

Keynote Speaker Biography

Jennifer Joslin, University of Oregon

Dr. Jennifer Joslin is the Director of the Office of Academic Advising at the University of Oregon. She is a current member of the NACADA Council and Emerging Leaders Advisory Board and is a former chair of the Lesbian, Gay, Bisexual, Transgendered, and Allies Concerns Commission. In 2008, Dr. Joslin co-presented a NACADA Webinar with Assistant Provost Pat Folsom (University of Iowa) on "Ensuring Advisor Success: Mastering the Art of Advising through the First Year of Advising and Beyond." Currently, she is serving as the lead editor of the upcoming "Advising Administration" monograph (forthcoming in 2011). Dr. Joslin has presented at the NACADA Summer Institute and many national and regional conferences on advisor development and diversity programming. A native Californian, she received her PhD from the University of Iowa in 2002. Dr. Joslin has a partner, two teenagers, three dachshunds, and four cats. She is also a member of the Jane Austen Society of North America.

