2015

NACADA
The Global Community for Academic Advising

REGION 10 CONFERENCE

MARCH 9-11 BOULDER, CO

BO[U]LDER CONNECTIONS IN ADVISING

committing to ourselves, our students, and our work

WELCOME!

On behalf of the Region 10 Conference Planning Committee, thank you for joining us for the 2015 NACADA Region 10 Conference in beautiful Boulder, Colorado. We are excited to bring together advising colleagues and friends from the region to share their expertise, engage with ideas, and connect with one another.

This year, the Region 10 Conference Planning Committee set out to create an experience centered around developing *meaningful* relationships - an art we practice in our day-to-day work that serves as the foundation of our core values for the profession. The conference theme, "Bo(u)lder Connections in Advising: committing to ourselves, our students, and our work," is a reminder of the purpose with which we approach our craft and a celebration of the impact meaningful relationships have on us, our students, and our work. Certainly, each one of us here can think of people who, at different points in our lives, left a lasting impression on us, motivated change in us, and may have even helped us arrive at who we are today. In the same spirit, we hope you resolve to make your connections with one another throughout the conference plentiful and meaningful.

As you visit with one another and meet new colleagues, please introduce yourself to our special guests joining us for the conference. We are happy to welcome Diane Matteson, Assistant Director—Regional Division Liaison from the NACADA Executive Office; Dawn Fettig, Board Representative, from the University of Colorado, Boulder; and Joe Davis, Region 10 Chair, from Arizona State University. We are also thrilled to host Dr. Jennifer L. Bloom, clinical professor and Director of the Higher Education and Student Affairs Master's Degree Program in the Department of Educational Leadership and Policy Studies at the University of South Carolina (USC), as our keynote speaker.

We hope that, in addition to taking advantage of all the conference offers, you will take some time to enjoy this incredible city. Located at the base of the foothills of the Rocky Mountains, Boulder is home to great outdoor sports, fun foodie culture, and beautiful scenic views. We encourage you to share in the conference activities and outings we organized to provide different settings and experiences through which to connect with one another.

We look forward to spending these next few days with you and wish you a wonderful conference experience. If there is anything we are able to do to support you during your time here, please let us or any of the Region 10 Conference Planning Committee members know.

Best Wishes,

Region 10 Planning Committee Members

Blazey Heier
University of Colorado Boulder
Conference Co-Chair

Cecilio Alvarez
University of Colorado Denver
Conference Co-Chair

Joe Davis
Arizona State University
Region 10 Chair

Committees

When you have a moment, we hope you can thank the members of the Region 10 Conference Planning team. They have contributed their amazing work and talents to prepare and facilitate an exceptional conference experience for us all.

Demetrios Godenitz
Colorado State University

Mark Harben
Front Range Community College

Sara Herkes
University of Colorado Denver

Kyle Neidt
University of Colorado Boulder

Larisa Netterlund
University of Colorado Boulder

Latoya Noel
Colorado State University

Anna Solano
Pikes Peak Community College

The Region 10 Conference Planning Committee would like to thank the Region 10 Steering Committee for their support throughout the planning process and during the conference.

Joe Davis
Region Chair
Arizona State University

Deborah Hull
Arizona Liaison
Mesa Community College

Jared Burton
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Pikes Peak Community College

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Gregoria Cavazos
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University of New Mexico

Danielle Marble
Utah Liaison
Salt Lake Community College

Jason Barkemeyer
Utah Liaison
University of Utah

Christi Hutchison
Wyoming Liaison
University of Wyoming

Kelly Bailey
Technology Coordinator
Arizona State University

Tom Mabry
Past Region Chair
United State Air Force Academy

Connect

Want to connect more with NACADA and your fellow members during & after the conference? Try one (or all!) of the opportunities below. Knowledge is power, and NACADA Region 10 is all about sharing and involvement in academic advising.

Add yourself to the NACADA Region 10 page!

Sign up for the NACADA Region 10 listserv. Connections at your finger tips!

Interested in getting involved with NACADA? E-mail Kelly.Bailey@asu.edu.

Share your conference moments! Use #NACADAr10 on social media.

At-A-Glance

Monday, March 9, 2015

	Room	Session	Event
8:00 a.m. - 6:00 p.m.	FLT	---	**Hospitality & Registration/Check-In Desks Open**
			Preconference Sessions
12:00 p.m. - 1:50 p.m.	MIL	PC1	Advising is Teaching and Learning: A Comprehensive 12-Module Curriculum
	CEN	PC2	Conducting Academic Advising Research
	231	PC3	Safe Zone Training
2:00 p.m. - 3:50 p.m.	MIL	PC4	Making Bo(u)lder Connections with Advisor Training: A Cross-Campus, Community-Building Professional Development Program
	231	PC5	What Motivates Me?
4:00 p.m. - 5:00 p.m.	CEN	PC6	**NACADA Orientation for First-Time Conference Attendees**
5:00 p.m. - 6:30 p.m.	GB	---	**Welcome Reception**
6:30 p.m.			**Dinner on your own** Region 10 Mentoring Program Participants Dinner - Visit Hospitality

Tuesday, March 10, 2015

7:00 a.m. - 6:00 p.m.	FLT	---	**Hospitality & Registration/Check-In Desks Open**
7:30 a.m. - 9:30 a.m.	GB	---	**Breakfast, Welcome & Highlights**
			Concurrent Session 1
9:00 a.m. - 9:50 a.m.	MIL	1.1	Helping Students Develop Bounce!: Cultivating Resiliency
	CEN	1.2	The Occupational Inquiry Method: Educate, Motivate, and Facilitate Student Success with Informational Interviewing
	231	1.3	Helping Students with Chronic Health Conditions Succeed in College
	331	1.4	"Who am I and what am I doing here?" A Model for Career Planning within an Academic Advising Framework
	BOC	1.5	Got Connections? Building Bridges Between Advising, Faculty, and Student Support Services
	SUN	1.6	Part 2: Bringing the Peer Mentoring Continuum Back to the Future - Fueling Your Flux Capacitor
			Concurrent Session 2
10:00 a.m. - 10:50 a.m.	MIL	2.1	Addressing the Student Success Paradox: Impact of Embedded Advising on Student Success in Developmental English and Reading Classes
	CEN	2.2	What To Do When Students Complain About Their Advisor: Best Practices for Handling Student Complaints
	231	2.3	Utilizing Developmental Theory to Facilitate College Freshman Advising
	331	2.4	The Six Skills of Failure: Advising for Student Success
	BOC	2.5	Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog
	CAN	2.6	Transfer in Colorado: Two- and Four-Year Advisors' Discussion with State Representatives (CDHE)
			Concurrent Session 3
11:00 a.m. - 11:50 a.m.	MIL	3.1	Helping Post-Incarcerated Individuals Survive the Barriers of Higher Education
	CEN	3.2	Catching Fire: What Advisors Can Do To Ignite Community
	231	3.3	Cranium Cafe: The In-Office Experience with Online Advising
	331	3.4	Mousetrap Talks
	BOC	3.5	Advising for Student Success: Relationships between Noncognitive Characteristics and Engagement
	SUN	3.6	The Early & Often of Student Engagement: Using Adlerian Psychology to Focus Students' Academic Goals through High-Impact Behaviors
12:00 p.m. - 1:45 p.m.	GB	---	**Lunch**
12:45 p.m. - 1:45 p.m.	GB	---	**Keynote Address - Dr. Jennifer L. Bloom**
			Concurrent Session 4
2:00 p.m. - 2:50 p.m.	MIL	4.1	Probation & Dismissal: Having Positive, Productive, Difficult Conversations
	CEN	4.2	The Hero's Journey
	231	4.3	Assessment Trek! Bo(u)ldly Assessing Where No One Has Assessed Before!
	331	4.4	Ascending to New Heights: NACADA's Emerging Leader Program
	BOC	4.5	Obtaining Skills Is Major Work!
	SUN	4.6	Developing Leadership Skills in Peer Advisors and Student Workers in Academic Advising

Tuesday, March 10, 2015

	Room	Session	Event
2:50 p.m. - 3:25 p.m.	FLG	---	**SNACK BREAK & NETWORKING**
			CONCURRENT SESSION 5
	MIL	5.1	Bolstering Resilience in College Students: Advising Matters!
	CEN	5.2	Rethink that Handshake: Appreciative Advising for International Students
3:25 p.m. - 4:15 p.m.	231	5.3	Transform Your Advising Practice through Mindfulness Techniques
	331	5.4	Advising Students Towards Graduate Health Profession Programs
	BOC	5.5	Why Do They Go Below 2.00? A Qualitative Study of Academic Probation Interventions
	CAN	5.6	Difference Matters: Enhanced Connection to Self and Community by Embracing Difference
		---	**STATE MEETINGS**
	MIL	SM1	Arizona
4:25 p.m. - 5:00 p.m.	CEN	SM2	Utah
	231	SM3	New Mexico
	CAN	SM4	Colorado & Wyoming
5:00 p.m. - 5:45 p.m.	CAN		**REGION 10 BUSINESS MEETING**
6:00 p.m.			**DINNER ON YOUR OWN**

Wednesday, March 11, 2015

7:00 a.m. - 12:00 p.m.	FLT	---	**HOSPITALITY & REGISTRATION/CHECK-IN DESKS OPEN**
7:30 a.m. - 9:00 a.m.	GB	---	**CONTINENTAL BREAKFAST**
	GB		**POSTER SESSIONS**
		PO1	Cross-Generational Advising: How to Address Advising Practice for Multiple Generations
		PO2	Training Exemplary Student Leaders
8:15 a.m. - 9:00 a.m.		PO3	Preparing Community College Students to Transfer: The Journey from Hand-Holding to Equipping
		PO4	How to Build Your Own First-Year Premed Seminar
		PO5	So What Exactly Is This MCAT 2015 I Keep Hearing About?
		PO6	Making Interdisciplinary Degrees the Best Choice: Innovate, Partner and Cross the Borders
			CONCURRENT SESSION 6
	MIL	6.1	Onboarding New Advisors: Expectations, Training and Creating a Culture of Teamwork
	CEN	6.2	Help Me to Help You: Empowering Students to Help Themselves
9:00 a.m. - 9:50 a.m.	231	6.3	Understanding Hidden Rules that Impact Effective Advising: Connecting with Students from Poverty
	331	6.4	Discussing Academic Standing - A Conversation about Policy, Outreach, Intervention, & Data
	BOC	6.5	Using Career Clusters to Transform a Split Advising Model
	SUN	6.6	The Importance of the Initial Advising Meeting: Setting the Stage
			CONCURRENT SESSION 7
	MIL	7.1	The *UPs & downs* of Academic Advising: Using Creative and Proven Methods to Avoid Burnout
	CEN	7.2	Navigating Transition with Post-9/11 Student Veterans
10:00 a.m. - 10:50 a.m.	231	7.3	A Conversation with NACADA Leadership and Executive Office Representatives
	331	7.4	Challenge by Choice: Even When You're on Academic Probation!?
	BOC	7.5	"Hey Mom, What Classes am I Taking?": How to Maximize Parent and Guest Involvement in Advising
	SUN	7.6	Building an Advising Community: Committing to Creating an Appreciative Culture
			CONCURRENT SESSION 8
	MIL	8.1	Preventing the Senior Year Freak-Out: Helping Students Find Success with the Transition to a Career
	CEN	8.2	iAdvise: The Who, Why, and How of Developing Online Self-Advising to Support Student Learning and Development
11:00 a.m. - 11:50 a.m.	231	8.3	Positive Confrontation: The Art and Applicability of Direct Communication
	331	8.4	Lessons from the Frontline: Students and Staff from Own Your Future and the Colorado Challenge Share Best Practices and Lessons Learned
	BOC	8.5	Developing and Implementing Academic Advisement Preparation Tools for International Students
	SUN	8.6	I'm Not Sure What to Title This Presentation: Advising the Indecisive Student
12:00 p.m.			**CONFERENCE ENDS**

Awards

Congratulations to our region colleagues who were recognized and honored at the 2014 NACADA Annual Conference in Minneapolis, Minnesota!

Outstanding Advising Award - Primary Advising Role

Bobbi Davis	University of Utah
Lisa Allen	Utah State University

Outstanding Advising Award - Primary Advising Role - Certificate of Merit Recipients

Susan Borgers	Arizona State University

Outstanding New Advisor Award - Primary Advising Role

Taylor Adams	Utah State University

Outstanding New Advisor Award - Primary Advising Role - Certificate of Merit Recipients

Jennifer Wozab	University of Utah
Liz Morningstar	University of Colorado - Boulder
Sara Yerger	University of Arizona

Outstanding Institutional Advising Program Award - Winner

Julie Tetley	Division of Academic Advising and First-Year The United States Air Force Academy

NBCC

National Board for Certified Counselors (NBCC) continuing education units are no longer available at NACADA conferences. However, you may visit the registration desk to complete a sign-up form to record your session attendance. This form will be strictly for attendees' personal records . **NACADA will not keep copies of these forms.**

Activities

We have organized some exciting activities for you to enjoy during the conference and your visit in Boulder. Please be sure to visit the Hospitality table in the Flatiron Conference Room for detailed information. A few highlights include:

Region 10 Mentoring Program Participants Dinner - March 9
Are you a Region 10 mentor or mentee? Connect with one another during Monday's dinner.

Hatha Yoga - March 10
Want to relax? Join our Region 10 colleague and certified yoga instructor, Denise Larson, for a guided class and a great start to Tuesday.

Avery Brewing Company - March 10
Got beer? Join other Region 10 colleagues and check out Boulder's own Avery Brewing Company on Tuesday evening. Take a tour and enjoy dinner on your own at the Tap Room afterward.

Exhibitors

Thank you to our wonderful exhibitors for their support of the 2015 Region 10 Conference. When you have a moment, please visit the exhibitor booths located in the foyer, just outside the Sunshine Room.

Cranium Cafe™

Cranium Cafe is an online advising platform that democratizes personal student support by offering the in-office experience to off-campus students. This FERPA compliant platform integrates directly into advising webpages and requires no downloads or special logins. To learn more, visit www.craniumcafe.com.

CU Boulder Division of Continuing Education

Offering post-bacc pre health programs for "career changers" interested in graduate medical education (MD, PA, PT, Veterinary, and Speech/Language/Hearing Pathology) as well as opportunities for undergraduate and graduate "guest" enrollment in the summer.

Townsend Communications: MyCCMajors

Townsend Communications is seeking paid advisors to assist in testing a new, NSF-funded, advisement resource, MyCCMajors. Equally applicable to two and four year colleges, the online program emulates an advisor's interview with a student. It is tailored to individual campus offerings, makes recommendations for career clusters, majors, and supportive offices.

Kansas State University - Global Campus

Kansas State University's online academic advising graduate programs are designed for practicing academic advisors, administrators, faculty and future professional advisors seeking to enhance their knowledge and ability to work effectively with college students in their academic and career planning. Winner of ACHE's 2014 National Distinguished Credit Programs Award. For more information visit global.k-state.edu/academic-advising.

BYU Independent Study

Are your students having a difficult time getting into bottleneck courses? Are they one or two courses away from graduation and already have careers plan that don't include going back to college? BYU Online university courses can help your student obtain those extra credits! We offer more than 200 university courses to help your students anywhere, anytime, one course at a time. Open enrollment, self-paced, proctored exams in your testing center. It's that easy. To learn more visit elearn.byu.edu.

PRECONFERENCE

Monday, March 9, 2015

8:00 a.m. - 6:00 p.m.

Hospitality and Registration/Check-In Desks Open

Flatiron Conference Room

12:00 - 1:50 p.m.

Preconference Sessions

PC1 Millennium Room

Advising is Teaching and Learning: A Comprehensive 12-Module Curriculum

Julie Tetley, Maxine Fawcett-Yeske, Tom Mabry, Sonia Esquivel, Lisa Robinson – United States Air Force Academy

Advising Administration, Advisor Training & Development

Academic advising is an opportunity for teaching and learning. Presenters share a newly developed comprehensive 12-module academic advising curriculum - beginning during transition week and continuing throughout the first year of college - and a wealth of learning activities and resources to support the advising curriculum. The model presented may serve as the impetus for advising professionals and faculty to adapt the approach to fit their own college/university, as it is highly applicable to any type of institution, regardless of size or structure (faculty-based, professional advisors, or blended model) or funding source, and combines 1:1 and group advising pedagogical approaches.

PC2 Century Room

Conducting Academic Advising Research

Elizabeth Morningstar – University of Colorado Boulder

Assessment of Advising, Advisor Training & Development

An often-heard statement from advising practitioners is, "Why doesn't someone research that advising question?" Why isn't that "someone" you? This workshop, facilitated by NACADA Research Committee members, will assist individuals who are considering an issue in focusing their topic and developing a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources and help participants generate a time line to guide the research process. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

PC3 Suite 231

Safe Zone Training

Megan Wurster – University of Colorado Boulder

Lesbian, Gay, Bisexual, Transgendered, & Allies Concerns

One of the most important things academic advisors can do for their students is provide a safe space where students can be empowered to be their whole selves. By establishing “safe zones” (whether it’s an office, shared workspace, resource center, or entire campus), university staff can better serve their GLBTQ students, who often struggle to find supportive and inclusive environments. This presentation will provide practical training for university staff to take back to their institutions in an effort to create more “safe zones.” Through interactive activities and discussion, the workshop will discuss inclusive language, the process of coming out, the power of the straight ally, understanding sexual identity, how to respond to homophobic/transphobic incidents, where to go for help, and more.

2:00 - 3:50 p.m.

Preconference Sessions

PC4 Millennium Room

Making Bo(u)lder Connections with Advisor Training: A Cross-Campus, Community-Building Professional Development Program

Roxie Catts, Jared Burton, Sara Yerger – University of Arizona; Sarah Wieland – University of Arizona South

Advisor Training & Development, Large Universities

Learn how your campus can create a cost-effective, community-building advisor training program which is centrally-delivered and capitalizes on the talent and expertise of campus experts and professionals. We started with a one-day New Advisor Orientation (NAO), and three years later we have additionally offered Advisor Academy (AA) for a second year. Advisor Academy, a five (half-day) training program, includes conceptual, informational, and relational components. The programs are planned by an Advisor Training Team, and executed by the Advising Resource Center. NAO and AA do not replace the critical training that happens in departments and colleges. They are a great way to build community and provide new advisors with a broader sense of campus and our partners in student and business services.

PC5 Suite 231

What Motivates Me?

Chad Hart – The Culture Works; Kimberly Scoville - LDS Business College

Technology in Advising, Advising & Academic Coaching

There's a new assessment out that fills in a hole in the academic advising community. While current assessments focus on testing personality or strengths - certainly important - there has been no real scientific test to assess a person's passions or motivators - what students love to do. New York Times best-selling authors Adrian Gostick and Chester Elton scientifically answer that question in their new book *What Motivates Me: Put Your Passions to Work* and with the Motivators Assessment, built with research from an 850,000-person study. Attend and learn how to effectively guide your students' education and career path according to what motivates them! **Please note**: this is a product presentation, which includes specific product information and demonstration.

4:00 - 5:00 p.m.

PC6 Century Room

NACADA Orientation for First-Time Conference Attendees

NACADA Representatives

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

5:00 - 6:30 p.m.

Welcome Reception

Grand Ballroom

6:30 p.m.

Dinner on your own

Region 10 Mentoring Program Participants Dinner - Visit Hospitality

Tuesday, March 10, 2015

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

Hospitality and Registration/Check-In Desks Open

Flatiron Conference Room

7:30 - 9:30 a.m.

Breakfast, Welcome & Highlights

Grand Ballroom

9:00 - 9:50 a.m.

Concurrent Session 1

1.1 Millennium Room

Helping Students Develop Bounce!: Cultivating Resiliency

Tonnett Luedtke, Leah O'Grady, Tori Furno – University of Denver

Advising & Academic Coaching, Theory & Philosophy of Advising

Resilience is defined as the ability to overcome adversity. Unfortunately, many of our students are coming to college lacking resiliency, and as a result panicking at minor missteps. How can we cultivate and encourage resilient students? Join us for an interactive discussion as we apply Brene Brown's five common factors of resilient people within the context of developmental advising. This discussion will provide practical and creative approaches that can be applied to your everyday work with students.

1.2 Century Room

The Occupational Inquiry Method: Educate, Motivate, and Facilitate Student Success with Informational Interviewing

Dahlia Smith – University of Colorado Boulder

Advisor Training & Development, Undecided & Exploratory Students

The Occupational Inquiry (OI) Method offers you an advising technique to prepare students for strategic, customized informational interviews through using a combination of the students' self-knowledge, personal insight and career assessment results. The method integrates both a heart-centered and analytical approach. In the workshop, Dahlia Smith, LCSW, will both describe the process, as well as provide you guidance on how to prepare a student using the method. You will leave the presentation with actual techniques and ideas that you can directly apply when you return to your office – a takeaway that you'll be talking about.

1.3 Suite 231

Helping Students with Chronic Health Conditions Succeed in College

Julie Hill – Colorado State University

Advising Students with Disabilities, Faculty Advising

Recent research indicates that nearly 7% of college students are living with one or more chronic health conditions. In many instances, these students struggle to succeed in a college or university setting because they have difficulty connecting with resources or do not identify as having a disability, and so are not served by those resources. Participants will learn about "The Spoon Theory" by Christine Miserando, and hear stories and suggestions from actual college students living with one or more chronic health conditions to help participants get a feel for what life is like for these students. Participants will also receive tips and advice for how to work best with these students to help them succeed in college and meet their goals.

Tuesday, March 10, 2015

1.4 Suite 331

"Who am I and what am I doing here?" A Model for Career Planning within an Academic Advising Framework

Erin Jendras – Front Range Community College

Undecided & Exploratory Students, Advising First-Year Students

Students often begin their post-secondary education without a defined career goal. By intervening early, advisors can provide students with the tools they need to effectively evaluate potential careers and choose a career path with confidence. This presentation will briefly summarize the ILP (Individual Learning Plan) model developed by the National Collaborative on Workforce and Disability (NCWD), which has shown enormous success in promoting post-secondary college and career readiness. Participants will learn how to develop a career plan incorporating free career interest assessments such as the O*NET interest profiler, methods for career exploration and career planning, and strategies for networking/using social media. Attendees will leave with materials that can be immediately used in individual and group career planning sessions with students.

1.5 Boulder Creek Living Room

Got Connections? Building Bridges Between Advising, Faculty, and Student Support Services

Alicia Laman, Brandan Lowden – Pikes Peak Community College

Theory & Philosophy of Advising

How often has a campus-wide initiative failed due to lack of communication or collaboration at your institution? Establishing and maintaining relationships may seem like a daunting task to many, but these connections are not only beneficial to the work environment, but ultimately impact student success. This interactive presentation will empower you to establish and maintain professional relationships within your office and other departments at your institution. A team-building activity will allow you to learn and practice strategies to create a collaborative culture at your school. Additionally, the presenters will share their experiences working with faculty and student support service staff, to include both successes and failures in their attempts to build bridges from the advising office.

1.6 Sunshine Room

Part 2: Bringing the Peer Mentoring Continuum Back to the Future- Fueling Your Flux Capacitor

Elizabeth Rosenkrantz, Robyn Hacker – Arizona State University

Peer Advising & Mentoring, Advising Education Majors

Does your peer mentoring program need to get back to the future? Learn how a well fueled peer mentoring program can get your "DeLorean" off the ground. Gain an understanding of how collaborative advising and peer mentor relationships strengthen your college's commitment to students. You will be guided through Arizona State University Teachers College Peer Mentoring Continuum: application and hiring, training, job responsibilities, execution of retention events, and understanding retention data. Discover how creating bo(u)lder student leaders yields higher retention rates. Learn specific strategies that have proven successful in our college's current program. Be ready to critically think about how YOU can modify these approaches to fit the needs of YOUR specific program and college.

10:00 - 10:50 a.m.

Concurrent Session 2

2.1 Millennium Room

Addressing the Student Success Paradox: Impact of Embedded Advising on Student Success in Developmental English and Reading Classes

Peggy Copeland – Front Range Community College

Advising & Academic Coaching, Two-Year Colleges

The Embedded Advisor Program was created to support an academically at-risk student population, specifically students enrolled in developmental English and Reading courses. The project was piloted fall 2011 involving a partnership

between the campus retention specialist and a developmental English and Reading faculty member. In fall 2012 funding from a President's Innovation Grant allowed the program to grow from supporting one to five classes. The growth of the program spanned four semesters beyond the pilot year. Much data were collected and will be reviewed in the session. The data show that embedded advising had a significantly positive impact in two key areas. First, students with embedded advisors learned to use the services of advisors more often. Second, students with embedded advisors had higher pass rates in their English and Reading courses.

2.2 Century Room

What To Do When Students Complain About Their Advisor: Best Practices for Handling Student Complaints

Dawn Fettig, Megan Perkins – University of Colorado Boulder
Advising Administration, Advisor Training & Development

As an advising administrator, conflict is often escalated to you. Whether coming from a student, advisor, parent or other campus office, we are the end of the line and frequently deliver bad news. Although this session is focused on working with students in the advising administrator role, we will offer strategies that can be used in any complaint scenario. While applying Appreciative Advising techniques to individual interactions, participants will be able to develop strategies for dealing with stress response, delivering bad news and managing conflict.

2.3 Suite 231

Utilizing Developmental Theory to Facilitate College Freshman Advising

Jared Burton – The University of Arizona; Susan Moore – New Mexico Military Institute
Undecided & Exploratory Students, Theory & Philosophy of Advising

New and seasoned academic advisors can often struggle with advising incoming freshmen. Incoming freshmen come to our institutions from many different backgrounds and with a wide range of experiences, needs and goals. Because of all these factors, academic advisors need to be aware of the different developmental issues that influence student actions and decisions. Grounding your academic advising in developmental theory is important to understanding your student population and their needs as they move through these very important stages.

2.4 Suite 331

The Six Skills of Failure: Advising for Student Success

Keith Proctor – Brigham Young University
Probation/Dismissal/Reinstatement Issues, Advisor Training & Development

Advisors are charged with helping students develop college success strategies. Unfortunately, the number of students lacking skills to work through difficult and demanding university courses is on the rise. Advisors can play a powerful role in developing these students by helping them understand and apply the Six Skills of Failure: 1) identification of failure; 2) analysis of failure; 3) attribution of causes for the failure; 4) evaluation of past experiences; 5) clarification of future expectations; and 6) management of social dynamics. In this session, advisors and administrators will review cases of learning failure and learn what they can do to help their students develop greater resilience to failure and increase their persistence to graduation.

2.5 Boulder Creek Living Room

Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced books, and the NACADA Blog

Diane Matteson – Kansas State University; Sharon Aiken-Wisniewski – University of Utah; Chrissy Renfro – Laramie County Community College
Advisor Training & Development

There are many opportunities to write for NACADA. Articles authored by advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session describes the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Blog. During this session participants will learn about:

1) Various NACADA venues for publishing member-created works; 2) Purpose, content, writing guidelines, and acceptance process for each publication venue; 3) How participant publication ideas can best be turned into manuscripts for submission to a NACADA publication. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

2.6 Canyon Half Ballroom

Transfer in Colorado: Two- and Four-Year Advisors' Discussion with State Representatives (CDHE)

Ian Macgillivray, Maia Blom, Carl Einhaus – Colorado Department of Higher Education

Advising Transfer Student, Advisor Training & Development

"Transfer in Colorado: Two- and Four- Year Advisors' Discussion with State Representatives (CDHE)" is an opportunity for advisors from Colorado's two- and four-year institutions to meet with one another and with representatives from the Colorado Department of Higher Education to identify issues that prevent seamless transfer, to discuss possible solutions, and to provide the state with action items to fix at the state level.

11:00 - 11:50 a.m.

Concurrent Session 3

3.1 Millennium Room

Helping Post-Incarcerated Individuals Survive the Barriers of Higher Education

Jim Bullington, Carissa Watts – Adams State University – Office of Extended Studies

Advisor Training & Development, Advising Adult Learners

Many of the over 2.3 million people incarcerated in the U.S. plan on attending college when they are released. Due to cultural shock, lack of fundamental knowledge of collegiate processes, cumbersome institutional regulations, combined with a conglomeration of social, political, economic, and legal barriers facing individuals when released, retention of these students is unlikely unless student advisors play an active advocacy role. Therefore, identifying, understanding and dealing with these barriers are of great importance to the institution, advisors, and students. In this session, the presenters will detail their experiences working with over 4,000 incarcerated and post-incarcerated individuals to identify and address the barriers these students face so student advisors are best equipped to help these students succeed.

3.2 Century Room

Catching Fire: What Advisors Can Do To Ignite Community

Joseph Davis, Stephanie Sowl – Arizona State University

Advising First-Year Students

It is sometimes difficult to engage students in ways that build community and promote retention. Tinto (1987) links student involvement with improved retention. Pascarella & Terenzini (2005) point to having connections with faculty and staff as indicators of retention. This session details the creation of an off-campus freshmen retreat designed to build community that involves students, faculty, and staff. Data will be presented to provide insight into the retreat. Strategies will be provided to start a similar experience at your own institution.

3.3 Suite 231

Cranium Cafe: The In-Office Experience with Online Advising

Tracy Gorham - Cranium Cafe

Technology in Advising

Relationships are crucial to a positive advising experience. Online advising with Cranium Cafe provides that essential human interaction when students can't get to campus. We'll also discuss how Cranium Cafe is being used at schools like the Community Colleges of Spokane and show part of a real Cafe advising session. **Please note**: this is a commercial presentation hosted by one of the conference exhibitors.

3.4 Suite 331

Mousetrap Talks

Gabe Aponte – University of Colorado Boulder

Advisor Training & Development, Theory & Philosophy of Advising

Have you ever been frustrated with a coworker about their performance? Did you confront them? No? Why? This presentation is unlike most round-tables about peer accountability in the workplace. Interpersonal conflicts arise in our workplaces that have an impact on our ability to do our jobs successfully and happily, but rarely do we address them head on. I'll be adapting an everyday object and turn it into a tool that will help spark conversations about a difficult topic. This hands-on activity promises to keep you engaged and hopefully, afterward, any time you see a mousetrap, you will be reminded of the lessons learned in this session. As a bonus, the lessons learned in this session can be applied to all types of relationships we build.

3.5 Boulder Creek Living Room

Advising for Student Success: Relationships between Noncognitive Characteristics and Engagement

Amir Law – University of Utah

First-Generation College Student Advising, High School to College Advising

This session provides an overview of the relationships between noncognitive characteristics (Sedlacek, 2003, 2004a, 2004b) and first-semester engagement for a group of first-generation, first-year students of color at a large, public, broad-access, commuter-based, four-year institution. The findings provide an understanding of the non-academic factors that contribute to a student's decision to engage during the first semester of college. Having a clear understanding of the noncognitive factors that influence student engagement will allow advisors to meet the holistic needs of the student. During this session, participants will have the opportunity to discuss, collaborate, and develop activities they can implement at their institutions.

3.6 Sunshine Room

The Early & Often of Student Engagement: Using Adlerian Psychology to Focus Students' Academic Goals through High-Impact Behaviors

Mykel Beorchia, Mitchell Colver – Utah State University

Theory & Philosophy of Advising, Advisor Training & Development

Academic Advisors realize the importance of helping students select the "right" major early in their academic career, to increase both student self-efficacy and retention. Often, students' academic and professional desires are at cross-purposes with their level of academic engagement and dedication to their chosen fields, a state Alfred Adler called Dysfunctional Finalism. Data help advisors identify and serve students experiencing Dysfunctional Finalism by exploring behavior or a major change. Data allow advisors to serve students on the "right" major path by increasing access to high-impact activities. Using Brief Motivational Interviewing to encourage participation in High-Impact Behaviors, advisors can help students experience congruence between their professional desires and academic outcomes.

12:00 - 1:45 p.m.

Lunch

Grand Ballroom

12:45 - 1:45 p.m.

Keynote Address - Dr. Jennifer L. Bloom

Jennifer L. Bloom, Ed.D., is a Clinical Professor and Director of the Master's degree program in the Higher Education & Student Affairs Program housed in the Department of Educational Leadership and Policies at the University of South Carolina (USC). Dr. Bloom also directs USC's Office of Appreciative Education that sponsors the annual Appreciative Advising Summer Institute, the annual Appreciative Education Conference, an online Appreciative Advising course, the process for Certifying Appreciative Advisers, and other exciting initiatives related to Appreciative Advising and Appreciative Education.

Prior to her appointment at the University of South Carolina in August, 2007, she served as the Associate Dean for Student Affairs & the Medical Scholars Program at the University of Illinois College of Medicine at Urbana-Champaign. She earned her doctorate in Higher Education Administration from the University of Illinois at Urbana-Champaign in 1995.

Dr. Bloom served as the 2007-08 President of the National Academic Advising Association (NACADA). She received the NACADA Outstanding Advising Administrator Award in 2005 and University of Illinois' Campus Academic Professional Excellence Award in 2007. In 2008, she received the University of South Carolina's Black Graduate Student Association's Faculty Mentor Award as well as the University of Illinois College of Medicine at Urbana-Champaign's Senior Class Special Tribute Award. In 2011, she was named the Faculty Partner of the Year by the Division of Student Affairs and Academic Support at the University of South Carolina. From July to December 2013, Dr. Bloom and her work was featured in bi-weekly full-page ads in the *Chronicle of Higher Education* for ChronicleVitae – the newspaper's new online career social media venture.

Dr. Bloom has co-authored 5 books, 4 book chapters, and 23 articles. The fifth book, *The Appreciative Advising Revolution: Training Workbook*, was released in January 2014. She co-founded and serves as a section editor for the *Journal of Appreciative Education* (JAE). Dr. Bloom has delivered 25 webinars and 300+ presentations on her work at institutions and conferences across the country.

2:00 - 2:50 p.m.

Concurrent Session 4

4.1 Millennium Room

Probation & Dismissal: Having Positive, Productive, Difficult Conversations

Jessica Baron, Kelly Irby – University of Colorado Boulder

Probation/Dismissal/Reinstatement Issues, Theory & Philosophy of Advising

The transition to college can be academically and personally challenging for many students and this sometimes leads to academic difficulty. Have you ever struggled with conversations surrounding probation, dismissal, or academic difficulty? This session will present a few valuable and effective frameworks the presenters have used in these situations and allow for open conversations regarding methods others have found to be helpful. We will also discuss self-care as professionals who often hear emotionally heavy stories that can impact us personally.

4.2 Century Room

The Hero's Journey

Dr. Jennifer L. Bloom – University of South Carolina

Campbell's 'Hero's Journey' has three phases: separation, initiation, and the return. Life is a series of journeys/adventures and this knowledge can help advisors prepare students and themselves for the challenges they will face throughout their careers. Participants will have the opportunity to further discuss the Hero's Journey concept and how it relates to their own lives and to the lives of their students. Join us for an engaging follow-up conversation with the keynote speaker.

4.3 Suite 231

Assessment Trek! Bo(u)ldly Assessing Where No One Has Assessed Before!

Lisa Schwartz, Brandan Lowden, Michelle Yenter, Alicia Laman, Jennifer Pierceall Herman, Lincoln Wulf – Pikes Peak Community College

Assessment of Advising, Advising Administration

Assessment Trek! Bo(u)ldly Assessing Where No One has Assessed Before! will examine how one institution's advising office built an assessment program designed to measure departmental effectiveness and improve student learning and student success. From developing meaningful student learning outcomes for advising; to collecting and analyzing data; to closing the loop and implementing targeted improvements in your advising department – this session has it all when it comes to advising assessment!

4.4 Suite 331

Ascending to New Heights: NACADA's Emerging Leader Program

Sonia Esquivel – United States Air Force Academy; Vanessa Harris – New Mexico State University; Patty Pedersen - Western Wyoming Community College Rawlins Outreach

Advising Administration, New Advising Professionals

Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's leadership. Since its inception, it has paired leaders with mentors, helping to shape NACADA's mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved and ascend to new heights within NACADA.

4.5 Boulder Creek Living Room

Obtaining Skills Is Major Work!

Kailee Springer, Valerie Mazza – Arizona State University

Advisor Training & Development, Advising & Academic Coaching

"I'm an education major so I can only teach when I graduate, right?" Most students feel they have to enter a specific career based on their major. As academic advisors, it is our responsibility to educate students about the variety of career options accessible to them by simply attaining a higher education degree. The Mary Lou Fulton Teachers College at Arizona State University utilizes career grids to effectively advise students on career options indirectly related to their education major. Career grids serve as an academic tool to provide a concrete example of the array of career fields available to students within a particular major. In this session, you will create your own career grid and learn ways to market careers for all majors.

4.6 Sunshine Room

Developing Leadership Skills in Peer Advisors and Student Workers in Academic Advising

Tara Connolly, Heather Combs-Salley, Jill Barrett – Truckee Meadows Community College

Peer Advising & Mentoring, Advisor Training & Development

Student workers help institutions fulfill multiple aspects of their missions. At Truckee Meadows Community College, peer advisors meet with students individually, facilitate group sessions, engage in campus outreach, and assist with research. Student worker administrative assistants also provide a valuable service to students and the department. While the benefits to the college are indisputable, student workers benefit from the continual development of leadership skills. During this presentation, learn how student workers enhance the advising environment, the professional boundaries between student administrative assistants and peer advisors, and TMCC's year-long modular program that focuses on implementing advising theory into practice and the development of an advising philosophy.

2:50 - 3:25 p.m.

Snack Break & Networking

Flagstaff Half Ballroom

3:25 - 4:15 p.m.

Concurrent Session 5

5.1 Millennium Room

Bolstering Resilience in College Students: Advising Matters!

Julie Tetley – United States Air Force Academy

Undecided & Exploratory Students, Advisor Training & Development

For decades, psychology focused primarily on dysfunctions of the mind. More recently, studies in positive psychology and resiliency focused on human success, well-being, and resiliency; this research is beginning to influence post-secondary education. In addition to individual attributes, the environment plays an important role in the development of resiliency. Colleges and universities can promote resilience by providing developmentally appropriate learning opportunities during academic advising. Just as it is possible in a classroom, advisors have the opportunity to help students to build self-confidence, become invested in their learning, and develop problem-solving and coping strategies. Using the Advising as Learning philosophy, this session applies concepts from positive psychology within the context of advising and blends theory and practice by offering practical approaches advisors may use to bolster resilience in students.

5.2 Century Room

Rethink that Handshake: Appreciative Advising for International Students

Elizabeth Morningstar, Susan Fouts – University of Colorado Boulder

ESL & International Student Advising, Appreciative Advising

Appreciative advising is an incredibly useful model for working with students. Some advisors and researchers have suggested the model as a great way to work with international students and the model itself is presented in a way that is meant to be accessible for all. However, some assumptions and approaches that may work extremely well for domestic students require modification for international students, especially based upon country of origin. Based on 20 years of experience working in the field of international education, this session will push participants to explore and generate new tools to work with international students through the appreciative advising framework.

5.3 Suite 231

Transform Your Advising Practice through Mindfulness Techniques

Amy Quinn, Anne Van Arsdall – Colorado State University

Advisor Training & Development, Assessment of Advising

The practices of mindfulness have been demonstrated to provide beneficial effects for a multitude of different populations over the past decade of research. We propose to discuss some specific techniques of mindfulness that can be utilized in an advisor's daily life as well as in advising sessions with students. We will also discuss different mindfulness-based programing for students. We conclude by discussing how the Human Development and Family Studies Advising Office plans to implement mindfulness strategies in three stages and will provide information on the proposed assessment to measure the effect of these practices in terms of focus and concentration as well as stress and anxiety reduction for staff and students. This session is intended for advisors with a basic understanding of mindfulness practice.

5.4 Suite 331

Advising Students Towards Graduate Health Profession Programs

Craig Vaske – University of Wyoming

Health Professions Advising, New Advising Professionals

This session provides an overview for advisors not specialized in prehealth advising or the path that students interested in attending graduate health professions, such as medicine, podiatry, optometry, physician assistant, physical & occupational therapy, or dentistry, will need to follow in order to become competitive candidates. Considerations to be touched upon include grades, course sequencing, test preparation, experience in health care and the development of professional competencies. Common pitfalls, such as lack of exposure to health care, unwillingness to engage in rigorous math/science preparation, or lack of non-academic experiences, will be addressed. Advisors will be provided with high-quality resources to go to for further information, as well as advice for where to go to get future questions and concerns addressed on behalf of their students.

5.5 Boulder Creek Living Room

Why Do They Go Below 2.00? A Qualitative Study of Academic Probation Interventions

Kelley S. Hestir, MFA – New Mexico State University

Probation/Dismissal/Reinstatement Issues, Assessment of Advising

Since implementing an Academic Probation Advising program in 2012, the Arts and Sciences College has seen a 32% decrease in students with less than the minimum 2.00 GPA. During one-on-one probation advising sessions, students discuss the reasons why they are struggling or failing. Advisor documentation of personal stories and academic history are essential to collaborative student/advisor plans-of-action. Documentation is also a valuable data resource for understanding the challenges of undergraduates. In 2014 a note-taking and coding system was developed for collecting these qualitative data. Analysis of hundreds of student conversations revealed four primary indicators for struggling and/or failing academically. This presentation details the data collection system, results of the study, and proactive interventions driven by the findings.

5.6 Canyon Half Ballroom

Difference Matters: Enhanced Connection to Self and Community by Embracing Difference

Denise Larson – University of Colorado Denver

Multicultural Concerns, Advising Adult Learners

In her book, "Difference Matters: Communicating Social Identity," Brenda Allen, Associate Vice -Chancellor for Diversity and Inclusion at CU Denver/Anschutz, invites readers to turn their focus to social identity categories which serve to render some groups dominant and others underrepresented. This session will explore content from this book as well as utilize the round-table format to invite small group discussion and whole group investigation of the ways that difference is a value that enriches the learning community. We will particularly explore how understanding current power structures will lead an advisor to strategies of communication that foster a safe zone for those whose voices are traditionally muted.

4:25 - 5:00 p.m.

State Meetings

SM1 Millennium Room
Arizona

SM2 Century Room
Utah

SM3 Suite 231
New Mexico

SM4 Canyon Half Ballroom
Colorado & Wyoming

5:00 - 5:45 p.m.

Region 10 Business Meeting

Canyon Half Ballroom

6:00 p.m.

Dinner on your own

Wednesday, March 11, 2015

7:00 a.m. - 12:00 p.m.

Hospitality & Registration/Check-In Desks Open

Flatiron Conference Room

7:30 - 9:00 a.m.

Continental Breakfast

Grand Ballroom

8:15 - 9:00 a.m.

Poster Sessions

Grand Ballroom

PO1 **Cross-Generational Advising: How to Address Advising Practice for Multiple Generations**

Alicia Emerson – Columbia College

Advising Adult Learners, Advising Administration

In a rapidly changing educational climate that urges educators and administrators to re-think and re-imagine ways in which to engage students, consideration of generational differences becomes more vital to student success. For the first time in institutional history, Columbia College has four generations in one classroom – ranging in ages from 15 to 71 years old. The purpose of this paper presentation is three-fold: (1) to present a mixed-methods study that was conducted at Columbia College Salt Lake campus; (2) to suggest ways in which to engage multiple generations of students in order to improve advising practice; and (3) to conduct a brief activity that encourages audience members to reflect on their advising strategies. The target audience for this poster presentation includes staff and faculty in adult and higher educational settings.

PO2 **Training Exemplary Student Leaders**

Robyn Hacker, MA, Elizabeth Rosenkrantz – Arizona State University

Learn the critical components of a successful training model developed by Arizona State University's Teachers College to prepare their Ambassador Team; the Ambassador Team is one component of the college's peer mentoring continuum. These particular students collaborate with the college's advising team and meet individually with students from freshman year through graduation. Thus, it is critical that these students demonstrate and express recognition of competence in a variety of critical areas prior to beginning their official duties. Gain insight into how this college incorporates the Five Practices for Exemplary Leaders (Kouzes & Posner, 2010) into an engaging week-long training program that prepares student leaders to effectively navigate concerns related to campus diversity, effective communication, stress management, crisis situations, and more.

PO3 **Preparing Community College Students to Transfer: The Journey from Hand-holding to Equipping**

Tori Thompson – Pikes Peak Community College

Advising Transfer Students, Two-Year Colleges

There seems to be quite a bit of chatter between the community college and the university concerning transfer student preparedness. The purpose of this presentation is to explore the challenges and successes of advising students as they prepare to transfer. The Kane Family Scholarship cohort at Pikes Peak Community College will be used as an example of how to recognize barriers and perceptions of transfer students, and to share how developmental advising approaches can be used to help students take ownership of their academic experience. The conversation will allow for participants to share their experiences and brainstorm practical ways to equip their students for the transfer transition.

PO4 **How to Build Your Own First-Year Premed Seminar**
John Nilsson – University of Utah
Health Professions Advising, Advising First-Year Students

The University of Utah Preprofessional Advising Office offers two preprofessional first year seminar courses each semester: UC 1020: Intro to Premedical Studies and UC 1030: Intro to Predental Studies. My presentation will focus on the first course which has been taught since 2008 and will include a detailed overview of the course components (lecture material, guest speakers, written individual assignments and group oral presentations). I will also present data on the trajectory of the students who took the course in its first three semesters.

PO5 **So What Exactly Is This MCAT 2015 I Keep Hearing About?**
David Kaiser – Brigham Young University
Advisor Training & Development, Health Professions Advising

The Medical College Admissions Test (MCAT) is a specific type of standardized test that is an important consideration used as part of the medical school application and admission process. In 2015, a new iteration of the MCAT will be administered for the first time. Because students from all majors and disciplines apply to medical school, it is important for advisors to have an increased understanding of this new examination. The learning objectives for this poster are as follows: 1) provide a brief history of the MCAT, 2) discuss each of the four sections on the new MCAT, 3) discuss the new exam scoring system, 4) discuss the rationale for the exam changes, and 5) discuss the implications for advisors.

PO6 **Making Interdisciplinary Degrees the Best Choice: Innovate, Partner and Cross the Borders**
Kelley S. Hestir, MFA – New Mexico State University
Advising in Interdisciplinary Programs, Advising Administration

The College of Extended Learning deans and advising program coordinator applied existing courses, distance education programs and creative partnerships across counties and states, to build interdisciplinary degree programs tailored to educational needs in our border region. Collaborative 2+2 programs were developed for students with otherwise terminal associate degrees, as were concentrations in Emergency Management, Homeland Security, Creative Media and - for Head Start Teachers in a neighboring state - Bilingual Early Childhood Education. The advising coordinator and staff were instrumental in developing and managing these varied programs with the enthusiastic support and engagement of deans, administrative staff, and faculty, all of whom acknowledged the value of flexible degree programs in satisfying needs not being met in traditional programs.

9:00 - 9:50 a.m.

Concurrent Session 6

6.1 Millennium Room
Onboarding New Advisors: Expectations, Training and Creating a Culture of Teamwork
Amy Ahlstromer – Arizona State University
Advisor Training & Development, Advising Administration

So you've hired a new employee, now what? Being the new kid in the office is hard, and not just for the new hire. Onboarding is an essential part of the hiring process that many supervisors neglect. Whether you are currently a supervisor, or en-route to becoming a new hire yourself, you will benefit from this session. Participants will learn the importance of setting clear expectations, benefiting both the supervisor and staff member. Additionally, we will look at the actual training process. Our model is comprised of an intensive, four-week training session that incorporates the entire staff. By including your whole team, you will realize the confidence and bonds it builds, and the culture of teamwork that ensues.

6.2 Century Room
Help Me to Help You: Empowering Students to Help Themselves
Elizabeth Panopoulos – Arizona State University
Advising & Academic Coaching, Advising Business Majors

Is your advising office seeing more students repeatedly coming in for advising to questions they have already received

answers to, or that they can easily access answers for themselves? If so, this session is for you. The relationship between advisor and student is temporary, not only in terms of their time spent in college from a first year student to graduation, but also utilizing advising information that will hopefully make the student less dependent upon their advisor. We will look at processes that can help students to understand how to help themselves answer basic questions, as well as feel more empowered and confident in their ability to do so, before utilizing an advisor.

6.3 Suite 231

Understanding Hidden Rules that Impact Effective Advising: Connecting with Students from Poverty

Jennifer Pierceall Herman – Pikes Peak Community College
First-Generation College Student Advising, Two-Year Colleges

Could you survive in poverty? Can students from poverty survive in our middle-class culture within higher education? Many times, academic advisors have not grown up in poverty themselves and have little understanding of the "hidden rules" that govern the lives of this student population and affect their success in college. These "rules" often work counter to the assumptions that advisors make about how to best connect with and engage students in the advising process. This session will apply concepts from Dr. Ruby Payne's "Frameworks of Poverty" to advising: including patterns in generational poverty and hidden rules among the classes. Participants will participate in exercises, case studies, and discussion to learn how to create better relationships with students.

6.4 Suite 331

Discussing Academic Standing - A Conversation about Policy, Outreach, Intervention, & Data

Jim Delung – Front Range Community College
Probation/Dismissal/Reinstatement Issues, Assessment of Advising

Before Fall 2013, the Boulder County Campus of Front Range Community College did not have the ability to facilitate a complete outreach and intervention effort for academic probation students. As we designed our program, we noticed there are many different approaches to addressing academic standing in higher education. The purpose of this presentation is to facilitate discussion about academic standing-related issues. Our discussion will be structured by focusing on the topics of policy, outreach, intervention, and data. This presentation is appropriate for advisors and administrators from both two- and four-year colleges. Please feel free to bring your questions and ideas!

6.5 Boulder Creek Living Room

Using Career Clusters to Transform a Split Advising Model

Lisa Schwartz, Brook Bean – Pikes Peak Community College
Two-Year Colleges, Undecided & Exploratory Students

In Academic Advising, more often than not, advisors are generalists working with students in a dizzying array of programs and certificates. This allows for minimal connection with the student in meaningful exploration of personal, academic, technical, and career goals, interests, abilities, and values. By intentionally grouping case managers in academic advising around the Colorado Career Clusters, program advisors are able to effectively connect with their students to establish a goal while still allowing the student academic, career, and technical exploration during their initial semesters. In a split-advising model, students benefit from a close connection between their academic advisor and faculty advisor. Together, both support the student to define, understand, adjust if needed, and reach their academic and career goals.

6.6 Sunshine Room

The Importance of the Initial Advising Meeting: Setting the Stage

Deb Renshaw – University of Colorado Boulder
Advisor Training & Development

How do you think students perceive advising? How do you think they developed that perception? You can influence their perceptions of advising, thereby, enhancing their (and your) advising experience! Getting ready for the first advising meeting is as important as the actual meeting and this session will provide exercises that can help you gain a clearer understanding of what happens in the initial meeting. You'll leave this session with a pre-advising preparation tool ready to go for your next batch of new students (And, you can use it with your current students, too.)! This session is perfect for all advisors, both novice and expert! Join us for a fun-filled and information-packed session!

10:00 - 10:50 a.m.

Concurrent Session 7

7.1 Millennium Room

The *UPs & downs* of Academic Advising: Using Creative and Proven Methods to Avoid Burnout

Sara Yerger, Jared Burton – The University of Arizona

Advisor Training & Development, New Advising Professionals

Advising students can be an emotional rollercoaster, full of positive and negative stresses. If negative stresses build on a regular basis, it can lead to eventual burnout and negatively impact relationships. Therefore, it is imperative to identify and address the causes of and possible solutions to stress and burnout. Being able to handle the daily rigors of work, while balancing a personal life and other demands, is important to ensure that you have a long and fulfilling career in academic advising. How do advisors combat burnout? How do you prevent negative stress from impacting relationships? Through activities and discussion, participants will learn techniques to help prevent advising burnout and apply these tips to scenarios and personal experiences. Methods that will be discussed include: scheduling, healthy habits, relaxation techniques, laughter and more.

7.2 Century Room

Navigating Transition with Post-9/11 Student Veterans

Isaac Tubb, Kelly McGregor – Colorado State University

Advising Adult Learners, Advising Veterans, Military Students, & Adult Learners

When moving from military service to the college campus, student veterans experience a very different kind of transition from their much younger counterparts. Because the traditional support network embedded in the 18-year-old's college plan is so far removed from the typical student veteran's experiential platform, special attention and a different kind of approach is required when advisors address transition. This presentation will address the special and varied needs that many student veterans have and the challenges that both they and their advisors sometimes face when navigating a successful college roadmap. Central to our argument is how the development of a primary identity other than that of a service member shapes aspects of the student experience.

7.3 Suite 231

A Conversation with NACADA Leadership and Executive Office Representatives

NACADA Representatives

This informal discussion is to provide a forum for attendees to visit with NACADA leaders regarding the association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

7.4 Suite 331

Challenge by Choice: Even When You're on Academic Probation!?

Joanna Lilley – Colorado State University

Probation/Dismissal/Reinstatement Issues, Advising & Academic Coaching

Do you find yourself mostly talking about academic policies to students on academic probation? Do you wonder what students actually hear when you explain these policies to them? This workshop will provide you with a concrete way (or two) to provide the same content by solely changing the delivery method. This will be a physically and verbally interactive workshop with those in attendance experiencing some of the initiatives CSU has implemented in some of their programming for students on academic probation. You will have the opportunity to engage in these activities (Challenge by Choice), reflect after each activity, be introduced to resources on this topic, as well as brainstorm ways to include these activities at your home institution.

7.5 Boulder Creek Living Room

"Hey Mom, What Classes am I Taking?": How to Maximize Parent and Guest Involvement in Advising

Shelley Nicholson, Martina Stewart, Lena May-Fraser – University of Utah

Advisor Training & Development, Theory & Philosophy of Advising

Finding a balance between helping our students become responsible and independent, while also supporting and encouraging parent and guest involvement can be tricky. How can advisors approach interacting with students and their guests in a way that maximizes the entire advising experience? In this interactive presentation, we will explore the reasons students bring guests into advising appointments, and the importance of advisors valuing the student/guest relationship. We will provide a framework of advising with guests using theories of emerging adulthood, cultural sensitivity, appreciative advising, and positive psychology. We will introduce the guidelines we have developed that have been incorporated into advisor training at the University of Utah.

7.6 Sunshine Room

Building an Advising Community: Committing to Creating an Appreciative Culture

Cynthia Villa – Arizona State University

Advisor Training & Development, New Advising Professionals

Have you ever been short-staffed? Lacked funding in your office? Been a part of a merger or any change in your college or university? Well, of course you have - you are committed to a career within higher education! This presentation is meant to help you create an appreciative culture in your office to support your peers/staff. Change is an ever-existing part of higher education, but it is how we adapt to the change and support one another in the process that makes a work environment one that you get excited to go to. We will be committing to ourselves, our work, and our students by committing to building an advising community based on appreciation.

11:00 - 11:50 a.m.

Concurrent Session 8

8.1 Millennium Room

Preventing the Senior Year Freak-Out: Helping Students Find Success with the Transition to a Career

Christie Yeadon – Colorado State University

Advisor Training & Development

Many students seem to float through college with little direction. When they reach their senior year, suddenly it hits them. They have never been anything other than a student, and they have no idea what they are doing after they graduate! This can paralyze students, preventing them from successfully transitioning to the career world. How can we as advisors help facilitate conversations and activities that help students think about what they are doing after college EARLY and OFTEN? This session will discuss concrete ways advisors can help students with the transition to becoming a working professional starting their first year in college and culminating in purposeful senior transition activities.

8.2 Century Room

iAdvise: The Who, Why, and How of Developing Online Self-Advising to Support Student Learning and Development

Helen Hemmer – Northern Arizona University

Advising Administration, Technology in Advising

iAdvise: The who, why, and how of developing online self-advising to support student learning and development. More students. Fewer resources. Higher stakes. Sound familiar? Northern Arizona University (NAU) developed an innovative online, self-advising program to address a higher number of students, fewer advisors, and to support learner-centered, developmental advising. During this interactive presentation, advisors and advising administrators can hear about

iAdvise's purpose and processes, assessment measures and initial findings, student identification methods, and use of technology to automate processes and integrate materials. Attendees will have the opportunity to mind-map their own initial plan to implement a similar concept on their campus, discuss potential roadblocks, and ask questions.

8.3 Suite 231

Positive Confrontation: The Art and Applicability of Direct Communication

Kathryn Tisdale – University of Colorado Boulder

Advisor Training & Development, Advising & Academic Coaching

Though surveys abound suggesting people prefer direct communication and positive confrontation in the workplace, it can be tough to put these good principles into practice, especially in dealing with tough or uncomfortable situations. Academic advisors know all about uncomfortable situations, and are in a unique position not only to model positive confrontation skills for their co-workers, but also to teach students direct communication habits which might impact and improve the workplaces of the future. Does the word confrontation fill you with terror? With delight? All are welcome in this interactive session where we will define positive confrontation; identify scenarios in which positive confrontation is effective; learn the guidelines for positive confrontation; and practice the techniques in a safe and fun setting.

8.4 Suite 331

Lessons from the Frontline: Students and Staff from Own Your Future and the Colorado Challenge Share Best Practices and Lessons Learned

Sierra Fleenor, Carla Castillo– Colorado Department of Higher Education; Brianna Kutauskas – College in Colorado/Own Your Future

Multicultural Concerns, First-Generation College Student Advising

Two programs designed to serve underserved populations share best practices from their first year in operation. Own Your Future serves students with prior convictions to help them navigate the higher education landscape. The Colorado Challenge works with low-income, first generation students to help them persist and graduate in less time. A panel of the staff who work with these students and the students themselves will share their experiences and best practices for serving these populations.

8.5 Boulder Creek Living Room

Developing and Implementing Academic Advisement Preparation Tools for International Students

Tara Connolly, Jill Barrett– Truckee Meadows Community College

ESL & International Student Advising

International students on an F-1 visa face added challenges compared to domestic students. Most F-1 students must overcome cultural adjustment, acclimation to a new educational system, homesickness, language barriers, and more. With these challenges, academic advisors play a key role in helping to alleviate some stress by serving as a supportive guide through the academic maze of college in the U.S. In this presentation, learn how Truckee Meadows Community College designed and implemented tools to prepare international students for academic advisement and college success from first semester through graduation and transfer: an interactive orientation, monthly newsletters, advisement preparation workshops, a Canvas student group, and a student workbook, all framed within Geert Hofstede's Cultural Dimensions Theory.

8.6 Sunshine Room

I'm Not Sure What to Title This Presentation: Advising the Indecisive Student

Brandan Lowden – Pikes Peak Community College

Undecided & Exploratory Students, Advising & Academic Coaching

Most advisors have heard something like this before: "Should I take History on Monday and Wednesday, or on Tuesday and Thursday? Which one would be better?" Some students have difficulty making these types of decisions. This can also spill into deciding on a major or career. This presentation will differentiate indecisive students from undecided students and give tips on how to advise the indecisive student toward making bold choices in their education and career path. And if you just can't decide which session to attend in this time slot, this is the one you should pick!

Thank You

On behalf of the Region 10 Conference Planning Committee, thank you to all of the wonderful volunteers who helped in preparation for and during the conference. We appreciate your generosity in contributing your time to the conference and value the great support you offered to the planning team and our fellow region colleagues. Please, if you see a colleague with a "Volunteer" ribbon, take a minute to thank them - our events and conference are a success in large part because of their support.

Save the Date!

39th NACADA Annual Conference

What Happens in Advising Stays with Students

October 4-7, 2015
Caesars Palace
Las Vegas, Nevada

Congrats!

Congratulations to all the recipients of travel grants to the 2015 Region 10 Conference - we are glad you could join us!

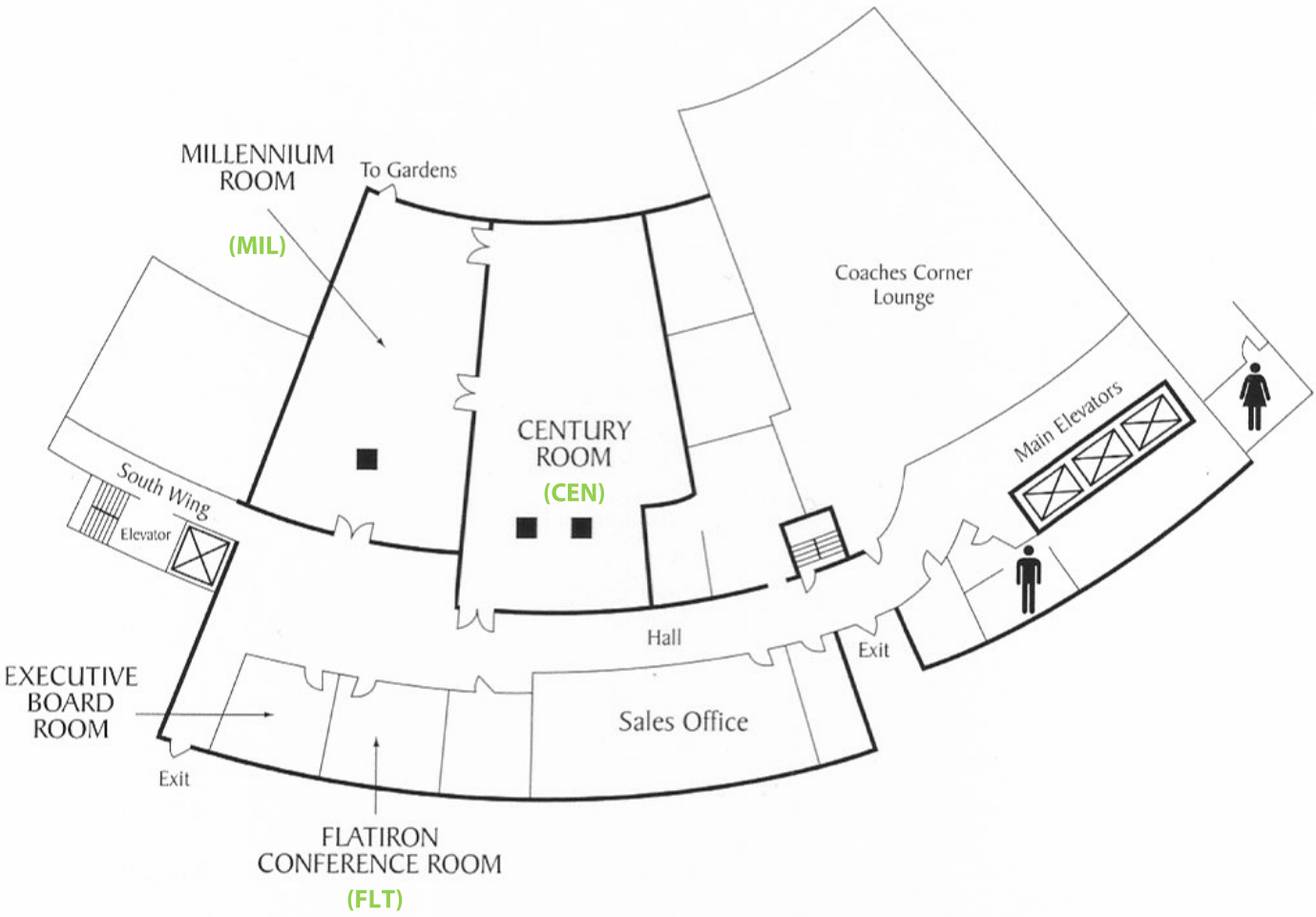
Brook Bean - Pikes Peak Community College, CO
Sarah Craddock - Colorado State University, CO
Alicia Laman - Pikes Peak Community College, CO
Mitchell Colver - Utah State University, UT
Kelli Hulslander - University of New Mexico, NM
Michelle Mendoza- University of Arizona, AZ

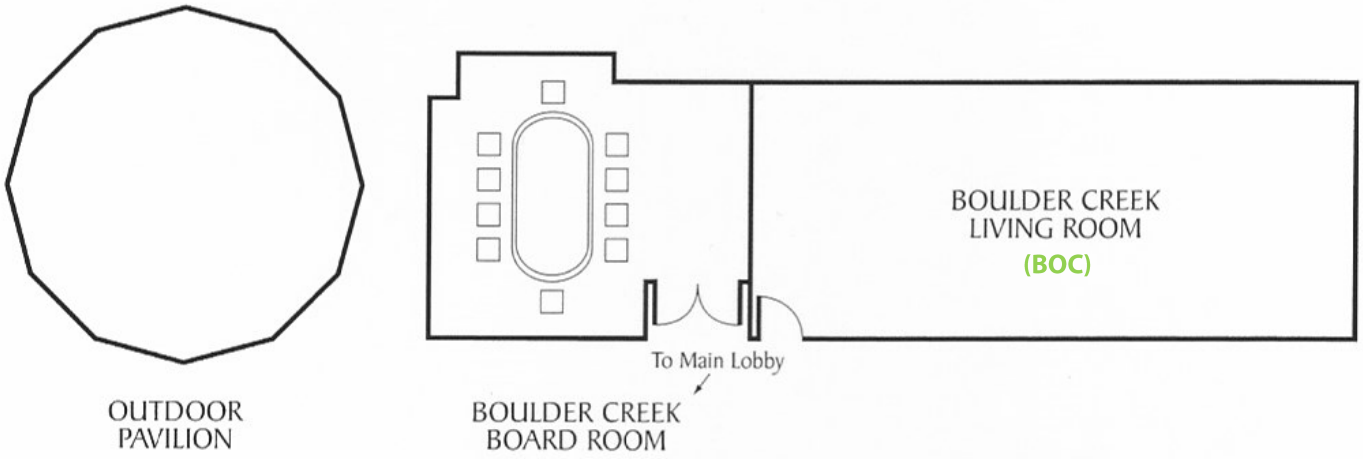
Notes

Notes

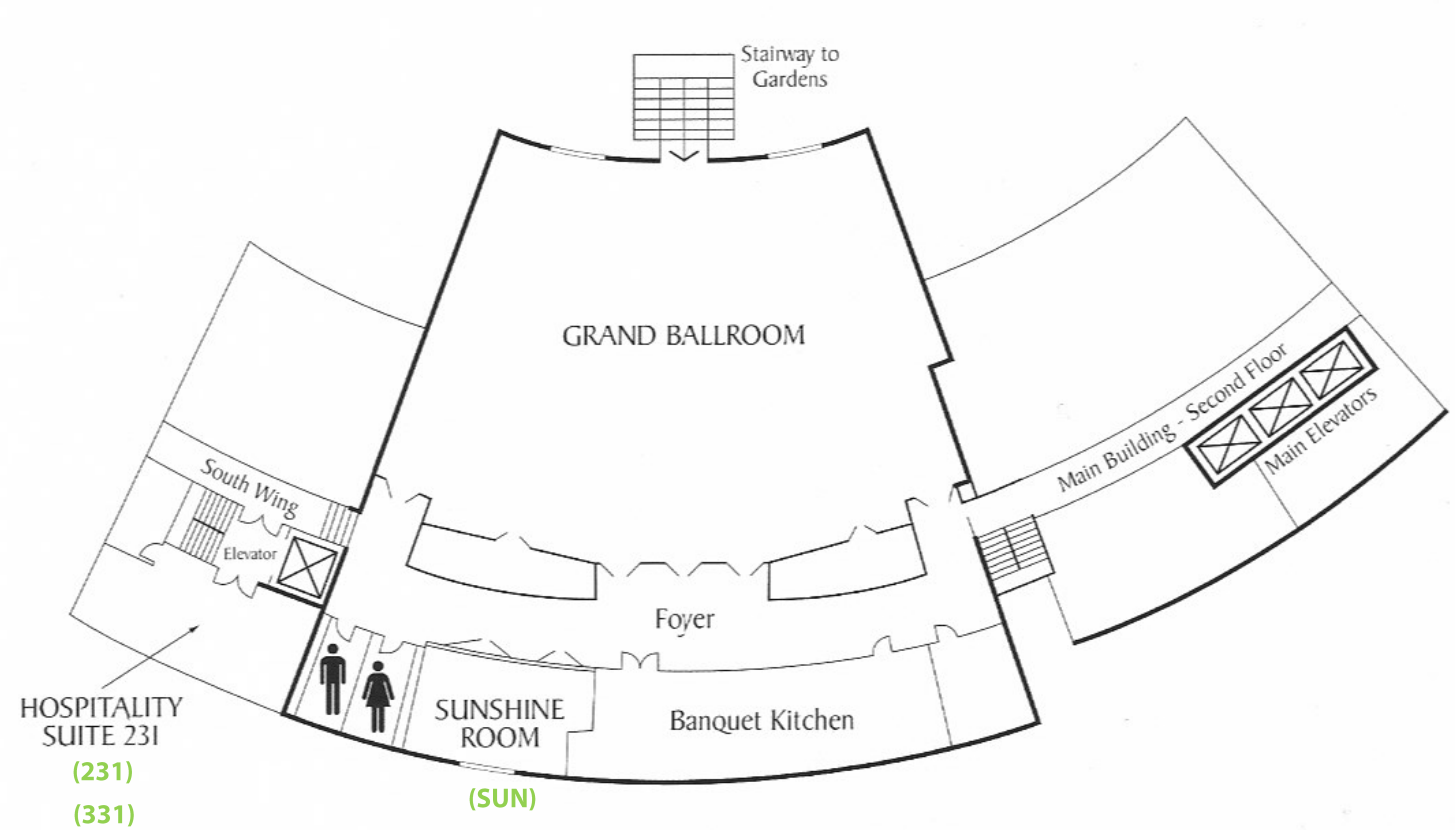
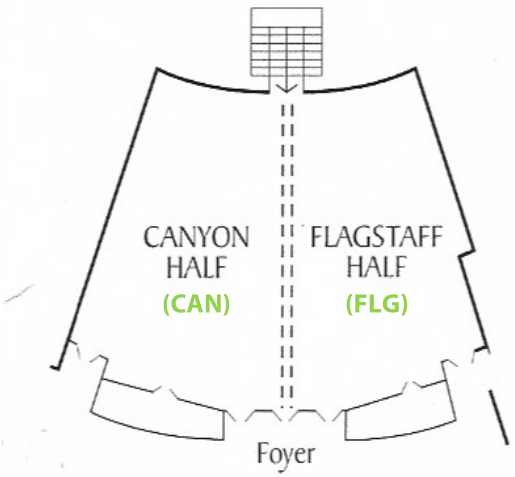
Facilities

First Floor





Second Floor



Grand Ballroom