

Saturday, October 20

7:00 a.m.–5:00 p.m.

Convention Center outside 310

Conference Registration

7:00 a.m.–5:30 p.m.

Convention Center inside 310

Hospitality/Information Desk/

Volunteer Central

7:00 a.m.

Convention Center Hall A/1st Floor

Choir Warm-up

7:15–8:30 a.m.

Convention Center 4th Fl Ballroom/Foyer

Poster Session and Full Buffet Breakfast

(Included in registration fee)

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

Poster Session 501

7:15–8:30 a.m.

Navigating the Search for a Major: A Dynamic Exploratory Program

The elements involved in the 22-year-old Exploratory Program will be showcased including a web page, videos on majors/minors, an Improve My Performance program designed to help students raise low GPAs, volunteer advisers, and summer training of these advisers. Recruitment of volunteer advisers, content of the summer training program for advisers, the process of working with low GPA students, statistics on the program, and the initiative of establishing a campus-wide advisory committee will be available for those attendees wanting to establish or enhance a similar program. Finally, the recently developed three credit first year seminars for Exploratory students and resident hall living-learning initiative will be featured. The main goal of the poster session is the sharing and exchange of the development and success of Exploratory programs.

Michelle White, Ralph Anttonen, Millersville University

Presentation based on: Models/Applications

Poster Session 502

7:15–8:30 a.m.

Advising the Advisor: Innovative and Effective Outreach Materials

“Advising the Advisor” will share copies of these materials and discuss our plan related to disseminating information across a decentralized campus. The College of Applied Health Sciences, at the University of Illinois, embarked on the creation and distribution of advisor-friendly materials about our programs, students, and departments. As a college that relies heavily on transferring students, providing timely information and materials is essential to our student

recruitment. Therefore, we designed a four-pronged approach to our “advisor outreach”: 1) The At-A-Glance Advisor Handbook; 2) Career Opportunities/ Coursework Snapshots; 3) AHS Undergraduate Advising Website; and 4) AHS Info Sessions.

Sheri Shaw, Jennifer Themanson

University of Illinois-Urbana-Champaign

Presentation based on: Models/Applications

Poster Session 503

7:15–8:30 a.m.

The Crisis Semester: Supporting Academic Probation Students

The College of Applied Health Sciences restructured the probation program for students who have failed to meet the minimum GPA. While each student has to sign a contract acknowledging that they will perform adequately the next semester, we know that there are academic issues that go beyond a piece of paper. Therefore, we designed a support triangle that culminates in achieving academic success, as well as achieving greater self-esteem.

“The Crisis Semester” will share materials, discuss our probation plan related to disseminating information, providing strong support, and creating a visible student support network during at-risk semesters.

Sheri Shaw, Jennifer Themanson

University of Illinois-Urbana-Champaign

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200-5,000 students

Poster Session 504

7:15–8:30 a.m.

Old School Methods get New School Makeover: A Lesson Plan for Online Processing of Teacher Certification Admission

Podcasts, live streaming video, internet-based courses, and other media-related methods are becoming common trend at universities. Students are more interested in taking classes online, conversing with instructors via email and uploading school-related information on their iPods. How can an advising center stay in tune with its technology hungry students and still be able to provide vital information about its college? In this session, we will look at how UTSA's College of Education and Human Development (COEHD) joined the digital bandwagon by disseminating its teacher certification procedures and application processes online.

Kimberly Perez, Allegra Castro, Carole Preston

University of Texas-San Antonio

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 505

7:15–8:30 a.m.

The High Tech Advisor's Desk

What are effective and inexpensive ways to bring new technology to the advisor's desk? This poster session is designed for learning how to creatively use existing and available technology to equip the advisor with tools that will increase productivity and enhance student privacy. The

College of Technology and Computer Science at East Carolina University would like to demonstrate several tools advising staff utilize and provide handouts to session participants to take back to their institutions. These simple applications require no technical expertise or skills and increase communication with staff and faculty which lead to more effective advising with students. Best of all, no high-end equipment needed. A sneak preview: “an ID keypad”.

Mary Gabrielsen, Amy Frank, East Carolina University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 506 **7:15–8:30 a.m.**

Engaging Alumni in Departmental Advising Opportunities

Departmental Advisors looking for assistance with career advising for their students should consider developing a list of former students interested in talking to undergraduates about career opportunities. In particular, those in the liberal arts can utilize the varied careers of former students to demonstrate potential career opportunities as undergraduates begin to formulate their search for a vocation after college.

Michael Balog, Texas A&M University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Poster Session 507 **7:15–8:30 a.m.**

Hispanic Students in Nursing: Barriers & Supports to Increasing & Retaining Students

The researchers in this study examined perceived barriers and supports of Hispanic students in nursing and public health programs. This presentation will describe the process, conclusions and recommendations of the study based on focus groups conducted with baccalaureate nursing students enrolled in two liberal arts universities in Texas.

The findings identified perceived barriers and supports. Academic advising was identified as both a barrier and a support. Finances were seen as very important, as were emotional and moral support of the family. Roles of classmates, faculty and professional socialization were also themes discussed by the participants. Understanding barriers and supports can assist in recruiting, retaining and graduating students who are Hispanic.

Jean Ashwill, University of Texas-Arlington

Presentation based on: Research

Poster Session 508 **7:15–8:30 a.m.**

Linking Transformative Learning and Student Development Theory: Advising and Mentoring High-Risk Student Athletes

The purpose of this poster is to suggest one possible way to assist student-athletes in developing an academic identity. Using transformative learning theory and self-authorship, advisors are in a position to help high-risk student-athletes develop an academic identity and contribute to their success in school.

Kathryn King, Michigan State University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Poster Session 509 **7:15–8:30 a.m.**

Easing First-Year Transition through a Simplified Registration Process

We designed a new course selection process for new first-year students. The goals were to allow students to make their course preferences known without requiring them to create their own schedules, and to give students opportunities to ask questions and make revisions after receiving schedules via mail, instead of reviewing schedules with advisors at a summer orientation program. Challenge: simplify the course-selection process for new first-year students; create the best possible schedules for nearly 500 students; and make quality connections before the fall semester, even without a summer orientation. Solution: create a user-friendly questionnaire that students complete and return; design schedules and mail them; and be available by e-mail and phone to discuss questions and establish helpful relationships with these new students.

Mary Parker-Hancock, Linda Searing, Nazareth College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Poster Session 510 **7:15–8:30 a.m.**

Preparing to Sail: A Discussion of First Semester Course Loads

What is the best advice we can give first year students about academic course loads? Would some students be better served by focusing on fewer courses in their first semester rather than taking the maximum number of courses allowed? Is it best for students to start with an extra course that will later be dropped or to enroll only in courses they intend to complete? During this session, we will discuss appropriate academic course loads, especially for students enrolled in key “Gateway” courses known to cause academic difficulty. Our goal is to determine whether there are differences in GPA that correlate with overall course load at a given point in the semester. We will also discuss implications for retention and graduation rates.

Elizabeth Shuster, Andrea Caldwell

University of North Carolina-Chapel Hill

Presentation based on: Research

Poster Session 511 **7:15–8:30 a.m.**

Freshman SOS: Helping First-Timers on Probation Navigate toward Academic Success

Freshmen go onto probation at higher rates than upper class students. Our Freshman SOS program is designed to engage probationary freshmen in positive self-reflections and action plans that will help them navigate out of their academic difficulties and into the programs, services, and scholarly habits that will serve them well throughout their academic careers. This session will review current research on intrusive advising and retention, examine the

progress of our Freshman SOS program, and close with time for discussion and a question/answer session. The Freshman SOS program resulted from a NACADA Summer Institute Proposal and is in the second year of a three-year pilot run.

Janet Haak Aarness, Sara Leigh

Minnesota State University Moorhead

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Poster Session 512 7:15–8:30 a.m.

GPS or Rand McNally: What does a Student Need to Begin the Journey?

In summer 2006, the University of Colorado at Boulder welcomed 5,644 first year students over ten orientation sessions. The transition from high school to college can be difficult for even the best students at such a large institution.

Orientation is the first chance we have to make real and lasting connections with our students. We tried something new to help students connect with their peers, as well as, their advisors. Instead of traditional individual appointments for schedule planning, we attempted a group format in a computer lab. In this session I will present the findings from first year student surveys comparing the group format orientation advising experience to students who had the traditional one on one format.

Dawn Fetting, University of Colorado

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Poster Session 513 7:15–8:30 a.m.

Navigating the Ocean of Information: Reaching Out and Reaching Everyone in a Metropolitan University

Providing accurate and essential information to a diverse university wide population (students, faculty, administrators, and prospective students) involves creative and varied approaches. Navigating the ocean of information can be challenging within a large metropolitan University. The College of Health and Public Affairs approach involves electronic, printed, personal, and group contact initiatives to steer individuals towards correct and timely information. In this storm of information the college advising office functions as a beacon navigating students, faculty and administrators in the right direction. Details on the development, implementation and success of these methods will be presented.

Mercedes Vega, Layla Archer, Mary Rente

University of Central Florida

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 514 7:15–8:30 a.m.

From the Beyond: Retention and Graduation Initiatives Directed at Readmitted Students

Readmission to college can be a stressful and challenging time for many students whether they left on their own or were academically dismissed. Students may feel like they

are blindly navigating from the beyond. Through a systematic approach to readmission, the entire journey from readmission to graduation can result in success from both the student and university perspectives. At the University of Central Florida College of Health and Public Affairs, this systematic process takes into account the individual needs of the returning student and the standards of the institution. Details of the development, implementation, and success of these policies as well as case studies and statistical information will be presented.

Layla Archer, Mercedes Vega, Gail Raymond

University Of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Poster Session 515 7:15–8:30 a.m.

Proactively Navigating Freshmen in the Advising Process

Are freshmen different? Should we advise freshmen the way we advise the rest of the student body? In this session there will be a presentation of how to proactively engage freshmen in the advising process. Freshmen students are faced with proving competence, becoming more independent, and establishing a new identity as a college student. Advisors can assist freshmen advisees in experiencing a smooth and supportive transition from high school to college. When advisors are working with first year students, they have to take time to discuss strategies that will help make freshmen successful. The presenter will outline some of the strategies that were recently adopted and implemented in the College of Health & Human Sciences Student Service Center.

Deborah Kittrell-Mikell, Georgia Southern University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Poster Session 516 7:15–8:30 a.m.

Setting a Course for Success: Helping New Students Navigate the Undergraduate Experience

Advisors provide a vital link in helping students feel connected to their university and often serve as navigators to help guide them through the undergraduate experience. This session will focus on how one institution uses a required orientation class to help students chart a course for success early in their academic career and how it has helped strengthen the connection between advisor and student. A treasure chest of practical ideas and resources will be presented for advisors to adapt for their own use. Participants will receive a map of topics and materials that have proven relevant and meaningful to students, as well as feedback from past participants that helped them set a course for smooth sailing.

Carol Firkins, University of Illinois-Urbana-Champaign

Kathi Ritten, University of Illinois

Presentation based on: Models/Applications

Poster Session 517 7:15–8:30 a.m.

Assessing the Impact of Faculty Advising: Implications for a Peer Advising Program

Past evaluations of faculty advising on campus have focused exclusively on student satisfaction levels. This program explains the process of assessing the impact of faculty advising on student learning and development and evaluates the need for a new peer advising program. Participants will learn about the creation of an advising assessment instrument aligned with institutional advising goals and student learning outcomes and the selection of two distinct student populations to complete the instrument. Results will be shared to provide empirical evidence informing institutional decisions about advising practices and the need for additional advising resources.

Anna Lynn Bell, Peter Swerdzewski
James Madison University

Presentation based on: Research

Poster Session 518 7:15–8:30 a.m.

What Do I Want to Be When I Grow Up: Should 8th Grade Students Have to Declare a Major?

On June 5, 2006, the Florida Legislature passed a bill requiring 8th grade students to select a major concentration. Is this reasonable? In the 8th grade, most of us did not have a clue what we were going to be. Moreover, how will this bill impact advisors when students come from high school with increasingly more accelerated credit hours? This workshop will examine the effects that selecting a major will have on 8th grade students as they matriculate through high school. After this workshop, attendees will gain knowledge about how the new Florida bill could have a domino effect nationwide.

Tamara Franklin, Brandi Tatum, Molly Schulte
Florida State University

Presentation based on: Theory

Poster Session 519 7:15–8:30 a.m.

A Concise Guide to Advising Student-Athletes: From Orientation to Graduation and Beyond

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

Amanda Nimetz, Amber Beckham
Midwestern State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Poster Session 520 7:15–8:30 a.m.

UC TRAVEL: Helping You Reach Your Major Destination or Minor Roadtrip

How do undecided students at your institution explore their major and minor options? Are you looking for a new and inventive way to assist them? See how University College, at The University of Oklahoma, utilizes an annual Majors/Minors Fair to help students explore their possibilities.

This poster session will allow participants to view how University College used a travel-themed display to attract students and encourage questions. It illustrates the importance of asking themselves the right questions and maximizing campus resources when seeking a major or minor. Participants will discover how to become an Academic Travel Agent by helping their students plan an itinerary for their career destinations.

Lillian Miller, Jeff Cooper, Janel Russell-Pendergraft
University of Oklahoma

Presentation based on: Models/Applications

Poster Session 521 7:15–8:30 a.m.

Be WISE: Ways of Interacting with Students Effectively

Participants who attend this session will learn about the Enhanced New Student Orientation (ENSO) program offered at The University of Texas at El Paso. The ENSO program requires that all entering students who have a developmental math placement participate in a five day orientation which includes a six hour math workshop and a retake of the placement test. In addition, students meet with an academic advisor at least twice during the week to review placement. Attendees will be encouraged to help identify the benefits and challenges of such a program.

Gregoria Cavazos, Veronica Burgess
University of Texas-El Paso

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Poster Session 522 7:15–8:30 a.m.

Hi! My Name is Jessica, and I am an Advisor: Utilizing the “12-Step” Model to Enhance the Advising Relationship

The presenters will demonstrate the application of the “12-Step” model for personal growth to the advising relationship. Participants will learn how to apply the “12-Step” model in their lives for the purpose of 1) empowering students to direct their own education and 2) decreasing burnout. Participants in this experiential session will receive handouts describing a number of self-reflection/self-discovery exercises.

Jessica Bigger, Kansas State University

Presentation based on: Personal Growth as an Advisor

Poster Session 523 7:15–8:30 a.m.**Face-to-Face or Facebook? The Impact of an Online Program on Study Groups**

Study Groups have proven to reinforce classroom learning, but they are only effective for those who willingly and frequently participate. To encourage active participation, the popular online program Facebook was used to accompany the physical study groups of more than 20 academic courses. Students were surveyed to assess their opinions and attendance rates were compared from pre- and post-Facebook semesters.

This study proves that Facebook increased the popularity of the groups, eased communications between students and Study Group Leaders, and increased attendance. This study demonstrated the effectiveness of harnessing popular student technology to increase student ability and engagement. The results will allow other university staff and faculty to explore ways to utilize popular online programs in other classroom and academic procedures.

Samuel Murdock, Texas A&M University
Presentation based on: Research

Poster Session 524 7:15–8:30 a.m.**Majors Fair: Empowering Students for Success from Orientation to Graduation and Beyond**

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

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

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

Fred Bragg, Prairie View A&M University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Poster Session 525 7:15–8:30 a.m.**Navigating Programs for Academic Success**

Retention is a serious issue confronting universities today. Academic advisors role is crucial in assisting students to navigate and integrate academically through their college experience for academic success. The Retention Advisement Initiative (R.A.I.) at Prairie View A&M University was developed to support advising with a focus on increasing the freshman to sophomore year retention rate.

This poster presentation and handouts will highlight for the NACADA participants our academic success stories and programs which help students succeed both socially and academically. PVAMU has strived to create an atmosphere that the University cares about student success through retention activities and implementation strategies.

This interactive poster session will provide the conference participants with skills as they seek to promote residential retention activities for their students at their perspective institutions.

Jocelyn Whiting, Doris Morgan-Bloom
 Prairie View A&M University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Poster Session 526 7:15–8:30 a.m.**Leadership TrACC; Partnering Against Retention Hurdles**

Anxiety, frustration and a lack of confidence are all factors of retention hurdles of 1st generation college students. This session will show participants a community college's approach to retaining 1st generation college students. How do we empower students who in some cases lack a support system? Is there a way to show 1st generation college students that they too can succeed in college today and lead our country tomorrow? Leadership TrACC is an innovative approach that uses the partnership of advisors and student life through college funded scholarships to cater to the whole needs of the student.

Quevarra Moten, Austin Community College
Presentation based on: Models/Applications

Poster Session 527 7:15–8:30 a.m.**Ask An Advisor—Before You Walk the Plank!**

Imagine your students referring to your advising website and online advising services as much as they are studying Facebook and My Space? Students want instant access to accurate information, fast; the dilemma that colleges and universities face is how do we meet those needs and maintain the integrity of the advising process? We've developed an online Q&A system that provides for students easily accessible, fast, and accurate information. We share the advantages and disadvantages for those who want to incorporate an 'Ask the Advisor' system as a service on their campus.

Erica Caton, University of Kentucky
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Poster Session 528 7:15–8:30 a.m.**First Year Risk & Resilience: Outcomes in Early Adulthood**

Cultural, economic, social, educational, psychological, physical and cognitive factors all contribute to the risk of failure in higher education. Ten years ago, matched samples of students admitted with and without one or more

risk factors were recruited for this longitudinal study. Early failure predicted later struggles while early evidence of resilience promised longer term successful outcomes, including retention, academic success and graduation. The role of intrapersonal factors, such as self-esteem and self-efficacy proved important. Equally important, however, was the role of supportive others, such as advisors and peers. Through support of a NACADA research award (2004), a follow-up was completed. This report will present the outcomes four or more years after graduation and address questions about the long-term impact of early support from advisors.

Victoria McGillin, Texas Woman's University
Presentation based on: Research

Poster Session 529 **7:15–8:30 a.m.**

“Zen” Advising: How to Navigate Yourself to “Be Here Now”

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

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

Poster Session 530 **7:15–8:30 a.m.**

Take Your Adventure Home

This session will introduce participants to a recruitment and retention program for high school students. The program “Take Your Adventure Home” is designed to inform high school students about the “College Experience” and introduce students to Electrical and Computer Engineering (ECPE) at Iowa State University. One of the ways to expose high school students to the college experience in a more casual and friendly atmosphere is to have our current ECPE students talk about their college experience, educational/career opportunities in ECPE, and what they hope to be doing when they graduate. By using ECPE Student Ambassadors we provided high school students an authentic view of study and life at Iowa State. Participants will be provided with an overview of the program and materials that were used to implement the program.

Deb Martin, Vicky Thorland-Oster, Iowa State University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed
Level of advising experience: more experienced

Poster Session 531 **7:15–8:30 a.m.**

Playing the Mad Hatter: Creating an Interactive Workshop on Advising as Teaching

What style is your hat? Does it change depending on the occasion? Using hats as a metaphor this poster session will explore the many roles played by advisors as teachers. Is your advising hat different from your teaching hat? Do you sometimes wear a firefighter's hat to put out fires, or a chef's hat when seeking a recipe for success, or a health care provider's hat when looking for vital signs of life? This session will explore the connection between the hats advisors and teachers wear. According to the editors of HAT magazine, the golden rule is to wear a hat that you feel comfortable and confident in, a style which suits the occasion. What style is your hat?

Shirley Richardson, Dorothy Alexander, Anna Langenfeld, Donna Pettinelli
Curry College

Presentation based on: Personal Growth as an Advisor

Poster Session 532 **7:15–8:30 a.m.**

Showing the Work: Explaining the Importance of Grades and Goals

“What grades do I need this quarter to get off of probation?” “What will happen to my GPA when my professor changes last term's grade?” “If I maintain a 3.2 average from now on, how long will it take me to get to the 2.8 I need for admission to this program?” Academic advisors should not struggle to answer these questions, but should quickly provide clear answers. During our allotted time with students, advisors must not waste minutes performing mathematical calculations. We must respond instantly to important questions about GPAs. This presentation will demonstrate a spreadsheet chosen by many advisors at the University of Cincinnati to serve this purpose. The free resource will be provided by email to all attendees.

Adrian Hall, University of Cincinnati
Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 533 **7:15-8:30 a.m.**

From Rock ‘N Roll to Honor Roll . . . Creating and Navigating an Honors Program from Recruitment to Graduation and Beyond . . .

Come hear how one community college launched its honors program and what we have learned about our students and ourselves over the past four years. Several of our honors students will share their experiences and views of what has worked, what hasn't, and what we, as educators and advisors, need to know and include in an honors program. Learn how these initiatives have helped to create a new campus climate, opportunities for scholarships, and articulation partnerships with selective colleges. Participants will be invited to share their experiences of establishing and improving their honors programs. Expect some fun, some surprises, and plenty of thought provoking and practical ideas to take back home!

Ginny Mihalik, Christine Wargo

Lehigh Carbon Community College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: 5,000–10,000 students

Poster Session 534 7:15–8:30 a.m.

Navigating the Higher Education Seas: Using a Majors Fair and Major Explorer Program as a Guide

This poster presentation will provide participants with practical and useful materials from a successful majors fair and complementary major explorer program. Successful strategies to entice local high school students and exploratory undergraduate students will be outlined as well as corresponding implementation materials and timelines for the annual event. The Major Explorer printed and web guides which provide students with information about each major in a consistent format facilitating student navigation of majors will be displayed. Tips for establishing cooperative ties to academic departments, student services units, and local high schools will be provided and evaluations from students and participants of the majors fair will be made available to participants.

Linda Hapsmith, Lillian Misel, University of Alaska Fairbanks

Presentation based on: Models/Applications

Poster Session 535 7:15–8:30 a.m.

Monarch Passport Program

During the Spring semester, the Office of Academic Continuance piloted a program to help our first semester freshman who obtained below a 2.0 grade point average to participate in what we called the Monarch Passport program. Letters were sent to students who were placed on Academic Warning offering them additional support during the spring semester to help them become successful by the end of their second term. This presentation is to give data on how students fared using the interventions outlined in their Academic Success Contract.

Christine Stringfield-Ricks, Old Dominion University

Presentation based on: Research

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Poster Session 536 7:15–8:30 a.m.

Protecting the GPA

From the first day of the student's arrival, up to their commencement to employment or Graduate study. The GPA that they start and finish with is the all important ingredient that they will shape, beginning with their first semester of coursework. What the benefits of keeping a continually high GPA will mean and why is communicated to them in their first University Orientation course on the College of Arts & Sciences at Kent State. This session is a wake-up, shake-up call to our students.

E. Timothy Moore, Kent State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of advising experience: more experienced

Poster Session 537

7:15–8:30 a.m.

Effective Advising Practices for Orientating and Retaining Undergraduates from Foster Care

Findings from recent research suggest that less than 10% of all undergraduates from foster care enter higher education and only 26% of those complete their degree program, compared to more than half of the general student population. These gross access and retention rates are due to inadequate support systems in place for this population. This session will discuss ways to identify undergraduates from foster care, track their progress, and help them graduate through effective advising models.

Ryan Davis, University of Maryland

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Poster Session 538

7:15–8:30 a.m.

Beyond Graduation . . . Advising in a Post-Baccalaureate Distance Program

Distance education poses many benefits to students, especially those who are location-bound. Effective use of technology enables advisors to navigate the challenges of communication in distance programs. The University of Delaware Dietetic Internship is an internet-based, post-baccalaureate certificate program with the goal of providing students with the knowledge and hands-on skills necessary to become registered dietitians. The strategies used to advise students can be readily transferred to other distance programs. After a one-week on-campus orientation, the program is administered with the use of technology. Students receive a structured curriculum and obtain hands-on experience in sites throughout the United States. Assignments and journals are posted and evaluated online. Students view video stream lined lectures, hold class discussions in chat rooms, and maintain communication with program faculty via e-mail and discussion forums.

Sandra Baker, University of Delaware

Presentation based on: Models/Applications

Poster Session 539

7:15–8:30 a.m.

MAP: Mentoring Acuity Program

"I have too many advisees. I just can't keep up with all the demands". The sheer numbers of students that need academic advising can be overwhelming. What if there was a way to identify student needs, intervene to meet their needs to ensure student success and at the same time improving faculty equity? One major component of our revised advising program is development of an advising to distribute students equably among faculty based on their specific advising needs. This MAP advising model as part of an overall advising program change in the nursing department also creates an equitable workload for advisors that designates and distributes advisors based on students' needs. Although our experience takes place in a large department of nursing (550 students) within the College of Health Sciences, this model would be applicable for other colleges and university advising departments.

Evelyn Floyd, Vivian Schrader, Boise State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

8:00 a.m.–6:00 p.m.
Convention Center 307–310
Cyber Café

8:00 a.m.–12:15 p.m.
1:30–4:30 p.m.
Convention Center 307–310
Exhibits

8:45–10:00 a.m.
Convention Center Hall A/1st Floor
General Session

Presiding

Stacy Woycheck, University of Maryland-College Park
2007 Annual Conference Chair

NACADA Choir, Ninth Annual Performance

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

Remarks and Introductions

by *Susan Campbell*, University of Southern Maine
NACADA President

Remarks

by *Jennifer Bloom*, University of Illinois-Urbana-Champaign
Incoming NACADA President

2008 Annual Conference Promotion

by *Ann Anderson*, Moraine Valley Community College
2008 Annual Conference Chair

Introduction of Keynote Speaker

Stacy Woycheck, University of Maryland-College Park

Plenary Address

Sharon Fries-Britt
University of Maryland-College Park



Sharon Fries-Britt, holds an appointment in the Department of Education Policy and Leadership, University of Maryland-College Park.

In the broadest sense, her area of expertise and intellectual interest's center around understanding the experiences, the retention and the impact of the college experience as it relates to students. More specifically, her focus is on the academic, social and psychological experiences students encounter during their collegiate years. Further, Dr. Fries-Britt has focused her research on the experiences of high ability minority students, specifically from academic, social and racial perspectives.

Widely published, her courses at Maryland address the effect of the changing diversity of students, faculty and staff as it creates a new set of challenges and issues for institutions of higher education. Prior to her position at Maryland, Professor Fries-Britt worked for thirteen years in student affairs administration. She was a visiting professor in the Harvard Graduate School of Education. She has twenty five years of experience as a professional consultant designing and implementing seminars on

race, equity and diversity in and outside of higher education. Her consulting work has served numerous colleges and universities, federal agencies, private industry and non profit organizations. She has ongoing consulting projects with Johns Hopkins University, Princeton University, the United States Secret Service, to name a few.

She has professional service on the National Advisory Board, ERIC Clearinghouse; on the Editorial Board of the *Journal of College Student Development*; and on the National Task Force for Minority High Achievement, the College Board.

Dr. Fries-Britt holds a Ph.D. in Education Policy and Leadership from the University of Maryland, a M.A. in College Student Personnel from the Ohio State University, and a B. S. in Family Studies from the University of Maryland.

Closing Comments/Announcements

Stacy Woycheck, University of Maryland, College Park

10:15–11:15 a.m. Sessions

Commission Meeting 133 **10:15–11:15 a.m.**
Convention Center 304

Multicultural Concerns Commission

The Multicultural Concerns Commission holds its annual meeting at the NACADA National Conference. The goal of this year's meeting is threefold: to update the members of the Commission's activities and accomplishment, for members to share their campus activities and accomplishment related to the multicultural issue, and to generate new ideas for future development of the Commission. A current research finding in an area relating to the diversity issue will be shared.

We welcome everyone who is interested in the challenge of this Commission.

Kris Rugsaken, Ball State University

Commission Meeting 134 **10:15–11:15 a.m.**
Convention Center 305

Technology in Advising Commission

The purpose of NACADA's Technology in Advising Commission is to help academic advisors and administrators understand appropriate uses of technology in higher education and the impact various technologies can have on academic advising.

At this commission meeting, a brief report on the commission's projects and services through NACADA will be presented and opportunities for involvement will be discussed. The majority of the meeting will consist of an open forum for members to learn about technological advances impacting academic advising on their respective campuses. This exercise has repeatedly helped advisers to network, learn from each other and take back ideas to their own home institutions.

Conference participants who cannot attend this meeting may visit our Web site at www.nacada.ksu.edu/Commissions/C14/index.htm for information about the commission.

Renee Babcock, University of Texas

Interest Group 135 **10:15–11:15 a.m.**
Convention Center 306

High School to College Advising

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

Gaye Golter DiGregorio, Colorado State University

Interest Group 136 **10:15–11:15 a.m.**
Convention Center 4th Floor Ballroom

Potential Interest Group: History of Academic Advising

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

Eric White, Penn State University

Concurrent 137 **10:15–11:15 a.m.**
Convention Center 326

KEYNOTE follow up with Sharon Fries-Britt

This follow-up session provides an opportunity for informal interaction with Sharon Fries-Britt.

Sharon Fries-Britt, University of Maryland-College Park

Concurrent 138 **10:15–11:15 a.m.**
Hyatt Ballroom A

Navigating the First Few Weeks: Using a Video Game to Help First-Year Students Transition to College

Students often assume that strategies enabling them to succeed in high school are applicable to college. Helping students recognize the need to adopt new strategies and to master institutional information and processes is the goal of many orientation programs and freshman seminar courses.

Because Emporia State University has no mandatory orientation, the advising center developed a video game with links to useful university websites. The game is sent in July to encourage students to consider transition issues and

strategies and to make them aware of institutional processes and services. Our advisors and staff developed the content and animation was done by a student team. This presentation discusses production, shows portions, and reports student evaluation. Time for discussion provided.

Robert Goltra, Gerrit Bleeker, Barbara Bleeker, Kathy Owens
 Emporia State University

Presentation based on: Models/Applications

Concurrent 139 **10:15–11:15 a.m.**
Hyatt Ballroom F

Charting Your Course: Developing an Academic Advising Philosophy to Serve as a Compass for Achieving Learning and Development Outcomes

As advisors become more sophisticated in their advisement practice, they often turn to incorporating psychosocial and identity development theory, cognitive-structural theory, and typology theory into their approach. While advisors rise to the challenge of transferring theory into practice, they are also expected to be goal-oriented, outcomes-focused, and assessment-receptive. In order to give intentional structure, purpose, and mission to one's practice, advisors should compose a philosophy of academic advisement. In this session, participants will learn how a philosophy can assist them with providing composition to their advisement conferences, articulating their professional values, specifying learning outcomes associated with their practice, and assessing their advisees' learning and development. Participants will examine an array of advisement philosophies and they will begin the philosophy development process in a collaborative setting.

Nikki Allen Dyer, Salisbury University

Presentation based on: Personal Growth as an Advisor

Concurrent 140 **10:15–11:15 a.m.**
Convention Center 322

Navigating Privacy in Practice

Identity theft is the fastest growing crime and college students are identified as one of the highest risk groups for identity theft. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. However, total prevention is difficult due to the human element involved. You will be able to complete a short PQ (Privacy Quotient) Quiz during this session to determine your level of risk in releasing private information. This session will deal with responsible information handling as an academic advisor as it relates to appointment scheduling, advising files, and e-mail correspondence.

Patricia Griffin, Fort Hays State University

Presentation based on: Research

Concurrent 141 **10:15–11:15 a.m.**
Convention Center 302

Action Plan: An Evolutionary Leap Forward for the Advising Syllabus

The advising syllabus is a brilliant concept. It articulates and validates the work of academic advising as teaching. It concisely lists student responsibilities and timelines. It commu-

nicates the institution's commitments to quality, accessibility of resources, and acknowledges the nature of partnership between the school and the student. THEN WHY, in practice, does it struggle to engage and impact the academic success of the students who most need its benefits? To answer this question we will begin with and draw upon the very principles of developmental advising. We will employ adolescent psychology as we consider student expectations and their need for ownership. As with Columbus and the discovery of the New World, together we embark on a journey to a new land of opportunity: Action Plans.

Joshua Barron, Jamie Hansard, Texas Tech University
Presentation based on: Theory

Concurrent 142 **10:15–11:15 a.m.** **Convention Center 301**

Advising Student-Athletes at the Two-Year College: From Practice to the Finals!

Are you tired of hearing what a problem student-athletes are in the classroom? Do you feel like student-athletes get lost in the shuffle after they have completed their eligibility? We sure did! Come and learn how in a three year span we were able to go from a virtually non-existent model of Athletic Advising to being recognized as an Exemplary Practice by NACADA. We will discuss and share how the model evolved and how faculty, coaches, parents and student-athletes bought into the program. Attendees will be given handouts and ideas to get a program started on their campus. Data will be shared regarding the success of the program. Attendees should come prepared to share struggles and successes with Athletic Advising on their campuses.

Julie McLaughlin, Joyce Rimlinger
Cincinnati State Technical and Community College
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal needed

Concurrent 143 **10:15–11:15 a.m.** **Hyatt Ballroom D**

Student Motivation—Applying the ARCS Model to Academic Advising

Dr. John Keller, Florida State University, synthesized existing research on psychological motivation and created what is known as the ARCS instructional model (Keller, 1987). ARCS stands for Attention, Relevance, Confidence, and Satisfaction.

This presentation will discuss, in a fun and informative way, how the ARCS model may be used to motivate students in advising situations. From the viewpoint that advising is teaching, specific suggestions and ideas will be presented along with the opportunity for further discussion about how to best apply each portion of the ARCS model.

Wade Oliver, Christopher Newport University
Presentation based on: Theory

Concurrent 144 **10:15–11:15 a.m.** **Convention Center 315**

From Disappointment to Elation: Advising for Programs with Competitive Admissions

While advising for any program can be both difficult and rewarding, the challenges and benefits of advising students in competitive programs tend to be magnified. In this presentation, we look at the importance of providing complete, rigorous and realistic advice to students intending to apply to a competitive program. We also address the characteristics of students applying to these programs and the feasibility of their educational and career goals. As a result of our research, we have developed numerous advising strategies that play a vital role in student retention. Our primary purpose is to emphasize ways that we can help our students navigate their way to the successful completion of a degree --even when that degree may be different from what they first intended.

Peter Hanowell, Brenda Arosemena
Florida State University
Presentation based on: Personal Growth as an Advisor

Panel Discussion 145 **10:15–11:15 a.m.** **Convention Center 318**

Navigating Your Way through the Implementation of a Credit for Life Experience Program

If you advise adult students, chances are you have been asked the question, "Can I get credit for my life experience?" Find out how students really can earn experiential learning credit and how they can fit it into their degree program. This presentation will focus on the Prior Learning Assessment programs currently in place at the presenters' institutions. Research will be presented on characteristics of adult learners as well as experiential and prior learning. Participants will be involved in exercises to evaluate prior learning experiences. No experience with Prior Learning Assessment is required. Those interested in instituting a Credit for Life Experience program should attend.

James Ritter, Youngstown State University
Sara Williams, University of Memphis
Moderator: *Lisa Peck, Western Connecticut State University*
Presentation based on: Models/Applications

Concurrent 146 **10:15–11:15 a.m.** **Hyatt Ballroom B**

Making Career Advising Integral to Academic Advising

Commission Sponsored: Undecided/Exploratory Students
Academic advising involves assisting students with academic and career decisions, helping students clarify and set academic and career goals, and helping students develop plans to achieve their goals. Given the number of career and academic options available to students and the complexity of the changing workplace, academic and career advising are increasingly important. Making career advising integral to academic advising can enhance advisors' work with students and facilitate students' career and academic development, planning, goal setting, and decision making. Career advising involves teaching and can help students to under-

stand the relationship between their academic programs and career options, and to learn the career decision-making process. This presentation will focus on career advising, making career advising integral to academic advising, using career theory in advising, and career advising resources and interventions.

Kenneth Hughey, Kansas State University

Joanne Damminger, Rowan University

Presentation based on: Personal Growth as an Advisor

Concurrent 147 **10:15–11:15 a.m.**
Hyatt Fredrick/Columbia

Charting a Course for Assessing Academic Advising

The University of Arkansas' Academic Advising Council (AAC) was established in 2003 and was charged with assisting the institution to increase the academic success and retention of undergraduate students. Although very different in advising models and delivery, each college and school collaborated to provide recommendations to the Provost regarding goals, procedures, and standards for advising, including strategies for the evaluation of advising quality and outcomes.

Karen Boston, Dave Dawson, Carol Gattis

University of Arkansas

Presentation based on: Models/Applications

Concurrent 148 **10:15–11:15 a.m.**
Convention Center 320

Advising for China/U.S. Exchange Programs: A Cross-Cultural Perspective

Commission Sponsored: ESL/International Student Advising

The majority of non-native college students in the United States are from China, and increasing numbers of American students are studying in the P.R.C. This presentation was created by an academic dean of one of China's largest institutions and an American academic advisor who has worked in China to provide advisors with the knowledge, methods, and tools to serve Chinese students in the United States and American students studying in China. This presentation compares higher education systems, academic advising and degree construction models, and the challenges that cross-cultural academic planning and advising presents. Recommendations for training advisors and support professionals to respond to these challenges are described and illustrated, and approaches for cross-cultural academic support issues are explored.

Bryant Hutson, University of North Carolina

Shaoyong Liu

Guangxi Normal University/UNC-Greensboro

Presentation based on: Personal Growth as an Advisor

Concurrent 149 **10:15–11:15 a.m.**
Hyatt Ballroom E

College Orientation + Life Career Planning = Successful Advising for First-Year Students

This session will focus on the success that the Bemidji State University (BSU) TRIO/Student Support Services (SSS) program has had at retaining students. The students in our program are encouraged to enroll in two courses during their

freshmen year—College Orientation fall semester and Life Career Planning in the spring. Both of these courses are taught by the academic advisor and count toward graduation credit. In addition to the coursework, students meet with the academic advisors for hands-on advising at least three times throughout both semesters. The courses, in combination with the advising, are retention strategies that have made our program one of the top TRIO/SSS programs in the country.

Sarah Young, Bemidji State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 150 **10:15–11:15 a.m.**
Hyatt Baltimore/Annapolis

Freshman Advising Guidebook: A GPS for Helping Students Navigate their College Journey

Do you wish you could publish your knowledge as an advisor for students to use as a resource? At the University of North Texas, we created a university-wide freshman advising guidebook; which reviews policies, procedures, academic success, advising responsibilities, and campus contacts.

We will explain our process of creating an advising guidebook for freshman, including how to successfully implement this process from a collaborative perspective considering: support, funding, content and presentation. We will also discuss strengths and weaknesses based on the experience of implementing our guidebook from start to finish, and feedback from student evaluations.

Participants will walk away with an understanding of the process of creating a guidebook, an example of the assessment used and a hard copy of the guidebook itself.

Julie Kirkland, Pamela Milner, Nola Moudry, Carol Pollard

University of North Texas

Presentation based on: Models/Applications

Concurrent 151 **10:15–11:15 a.m.**
Convention Center 316

An Advisor's Challenge: Helping Undeclared Probationary Students Get Back on Track

What is the most effective method of efficiently and effectively assisting undeclared probation students get back on track when their career and major interests are as diverse as the students themselves? This session will outline an on-line program designed to enable undeclared probation students to examine what caused them to be placed on academic probation and to make changes in their current academic strategies such that they can experience future academic success. This on-line probation program is designed to allow students to take an active role in effectively integrating academic, personal and social concerns into their overall academic goals and strategies. Group discussion will stimulate thinking and provide ideas about working with undeclared probation students to at your own institution.

Susan Aufderheide, Melissa Pederson, Jennifer Radecki

Purdue University

Presentation based on: Models/Applications

Panel Discussion 152 **10:15–11:15 a.m.**
Hyatt Ballroom C

Peers as Navigators: From Orientation to Graduation and Beyond

The objective of this panel discussion is to provide conference participants with examples of how four advising units use peer advisors. A peer advisor is defined as a student who assists another student with academic issues.

Research shows two important factors affecting retention is accurate and timely academic advising and finding ways to personally connect a student to a person at the institution. Peer advising can accomplish both for the student seeking help and for the peer advisor as well. In addition, retention is increased through the utilization of peer mentoring networks to connect students with academic advisers and other support services.

Learning outcomes include participants having an understanding regarding how using peer advisors can enhance experiences of students.

Renee Borns, Houston Baptist University
Brian Gibson, Rice University
Moderator: *Joe Murray*, Miami University-Hamilton
Paul Gaines, Jr., College of Visual Arts
Presentation based on: Models/Applications

Concurrent 153 **10:15–11:15 a.m.**
Convention Center 319

Implementing a Faculty Mentorship Program for Students with Disabilities

Commission Sponsored: Faculty Advisors & Advising Students with Disabilities

This session will describe the Faculty Mentorship Program (FMP) for students with disabilities, a program implemented at Ball State University. Realizing that faculty engagement and advising are critical components in the success and retention of students; the FMP was created to connect students with disabilities with a faculty mentor in the student's major. The presenters will discuss the reasons for creating the FMP, the steps involved in its implementation, the data which reflect the success of the program, and provide suggestions for others wanting to start a similar program.

Jacqueline Harris, *Tai ping Ho*, *Larry Markle*
Ball State University
Presentation based on: Models/Applications

Concurrent 154 **10:15–11:15 a.m.**
Convention Center 321

Experiential Learning: Plotting a Course for Advising

Commission Sponsored: Liberal Arts Advisors

Washburn University recently implemented an experiential learning component to graduation requirements. The goal of the Transformational Experience is to graduate students who turn out to be highly principled citizens who make a difference in society. A powerful role for professional and faculty advisors is to help navigate students through transformations both in the classroom and transcending the traditional academic experiences. In support of this affirmation, advisors advocate co-curricular college opportunities in

these four areas: community service, international education, leadership, and scholarly and creative activity. Lecture, discussion and handouts explain how this transformational experience is advised to students. Come aboard - explore the transformational experience- learn how to become a tour guide at your institution. Channel students into calmer waters to lessen post-graduation drifting.

Pamela Erickson, *Dannah Hartley*, Washburn University
Presentation based on: Theory

Concurrent 155 **10:15–11:15 a.m.**
Convention Center 303

Merging Academic Advising and Career Development Centers Helps Students into, through and beyond College

Learn how a liberal arts college successfully merged two student service offices into one. This case study provides a look what steps were taken, some of the challenges, benefits, and measurable outcomes. This new developmental program helps lead students into, through and beyond college. Learn techniques and ideas that might be replicated at your institution. Includes key components for academic advisors, internship and career counselors, and administrators; as well as, ways to introduce the integrated office/services to students, parents and alumni.

Midge Browning, *Suzie Goewert*, *Jim Brandt*
Principia College

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students

Concurrent 156 **10:15–11:15 a.m.**
Convention Center 317

Getting Resources in a Data-Driven Decision Making or Performance Based Budgeting Environment

Commission Sponsored: Advising Administration

Trying to get resources for your campus advising centers? Public institutions of higher education are under pressure to shift toward more business-based models like data driven decision making and performance based budgeting. This makes the role of the advising administrator more heavily focused on resource attainment than ever before. We will overview the reasons for such budgeting and funding shifts, strategies that are necessary to securing funding in this type of environment, examples of data collected, the importance of grant-writing, and research that supports your request for dollars. The session will be a presentation and interactive discussion format for administrators and those who are simply interested in big-picture issues in higher education.

Tara Stopfel, *Adrian Hall*, University of Cincinnati
Presentation based on: Models/Applications

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

Concurrent 157 **10:15–11:15 a.m.**
Convention Center 314

From Good Advising to Great Advising Using Appreciative Techniques

Good advising can move to great advising when appreciative advising techniques are used. Advising students to utilize their strengths, rather than focusing on overcoming obstacles, can produce amazing results! Using a model of organizational change, this session will focus on how we introduced the concept of appreciative advising to our advising and career counseling staff as well as the ongoing training and professional development tools that have helped our advisors move from good advising to great advising through the use of appreciative techniques. This is an interactive session where you will participate in many of the training activities used by our advisors to learn and practice this new approach to advising.

Catherine Buyarski, Kyle McCool
Indiana University Purdue University Indianapolis
Presentation based on: Personal Growth as an Advisor

Concurrent 158 **10:15–11:15 a.m.**
Convention Center 323

Academic Support for Science and Nursing Students

Good advising is more than just course scheduling. The advisor must also be concerned with the student's progression and eventual graduation. Advisors and instructors need to be aware of potentially difficult courses and know what academic support services are available on campus to help them succeed, and know when and how to refer students to these programs. Science and mathematics classes traditionally are difficult for students. Many universities provide support in those subjects. The U. S. Department of Education has identified Supplemental Instruction as an empirically supported program for effectively increasing student progression in difficult courses. The presenters will describe the tutoring and Supplemental Instruction programs at Southeastern and how they are incorporated into historically difficult science and math courses for helping science and nursing students succeed.

Edward Nelson, Kimberly Rachal, Dorothy Burton-Nelson
Southeastern Louisiana University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Concurrent 159 **10:15–11:15 a.m.**
Convention Center 324

Integrating Academic and Career Development into the Curriculum and the Impact on Students' Major & Career Selection

Commission Sponsored: Advising Business Majors

Student development is a responsibility of both the faculty and student affairs staff and can be best achieved through collaborative efforts. This program will explore the creation of an academic and career development for-credit class, collaboration with faculty, student learning outcomes and implications for advisors.

Steven Malter, Gary Hochberg, Washington University
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Level of experience in subject matter: minimal needed

Exhibitor Presentation 1024 **10:15–11:15 a.m.**
Convention Center 325

School for International Training

The undergraduate field-based academic program of World Learning's School for International Training offers theme-based programs worldwide. Components include: language studies, interdisciplinary thematic seminars, field research skills, and homestays. Students learn lifelong skills that compliment their current studies and will help them advance in their future endeavors.

11:30 a.m.–12:30 p.m. Sessions

Commission Meeting 160 **11:30 a.m.–12:30 p.m.**
Convention Center 305

Advising Transfer Students Commission

The Advising Transfer Students Commission seeks to increase the awareness of transfer student issues among advisors and to assist advisors in managing these issues through networking, special projects, and general information sharing. The purpose of the annual meeting is to review the year's successes, introduce new officers, announce opportunities for involvement, brainstorm about new or continuing goals, and encourage members to share information and experiences.

Jess Ray, Illinois State University

Commission Meeting 161 **11:30 a.m.–12:30 p.m.**
Convention Center 304

Commission on Undecided & Exploratory Students (CUES)

The purpose of the Commission is to promote the advancement and improvement of academic advising of undecided and exploratory students. The meeting time will be spent discussing techniques, resources, programs, and ideas we utilize at our own institutions. In addition, we will be seeking members to fill available positions on the steering committee. This will also be an opportunity to network with colleagues, recognize our commission sponsored programs, and develop goals for the next year.

David Spight, University of Texas

Interest Group 162 **11:30 a.m.–12:30 p.m.**
Convention Center 306

Large Universities

Advisers at large universities (20,000+ undergraduates) face unique challenges. Collaboration and coordination can be difficult across institutional structures. Advising philosophies, approaches and styles may vary widely across campus. Resources are often limited. Yet, these challenges, as well as others, often lead to the development of unique programs, interesting communication strategies, and remarkable professional development opportunities. Our goal is to provide NACADA members with an opportunity to meet with colleagues from other large universities to share their experiences and their knowledge and to discuss topics of mutual concern. Please join the Large Interest Group email list to suggest topics of interest (check the NACADA web site for details) or email mylar@u.washington.edu. Please come join the discussion!

Myla Ruge, University of Washington

Interest Group 163 **11:30 a.m.–12:30 p.m.**
Convention Center 4th Floor Ballroom

Potential Interest Group: Advising First-Year Students

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

Laura Mooney, Trocaire College

Target Audiences—this session is best suited for:

Institutional size: over 10,000 students

Concurrent 164 **11:30 a.m.–12:30 p.m.**
Hyatt Baltimore/Annapolis

Involvement in NACADA: Charting Your Route

Whether you are a new or seasoned advisor, involvement in NACADA is an excellent step toward becoming successful in your profession. NACADA offers a variety of opportunities for involvement that include, but are not limited to, elected leadership positions. Consider volunteering for various regional and commission activities and steering committees; serving on national committees; making a conference presentation; writing for the NACADA Newsletter, Journal, or Clearinghouse; or applying to the NACADA Consultants Bureau. NACADA encourages involvement from our diverse membership in all areas of the association.

This panel features Board and Division members who will explain the range of options for involvement in NACADA, how they became involved, and how Association activities contributed to success in their careers.

Celeste Pardee, University of Arizona
Susan Campbell, University of Southern Maine
Jayne Drake, Temple University
Anne Harrington, Saint Anselm College
Peggy Jordan, Oklahoma City Community College
Albert Matheny, University of Florida
John Mortensen, Utah State University

Presentation based on: Personal Growth as an Advisor

Concurrent 165 **11:30 a.m.–12:30 p.m.**
Hyatt Ballroom E

College Connection: Purposeful Outreach and Transition Advising for Adult Education Graduates

Come learn about the Adult Education College Connection, a new initiative at Austin Community College, focused on increasing the enrollment and facilitating the transition of GED and ESL students. The AECC program is a reflection of how advisors can be pioneering navigators, finding innovative ways to deliver services to traditionally underserved populations. AECC advisors provide hands-on, one-on-one support to assist every student through each step of the college enrollment and advising process during site visits at Adult Education classrooms throughout the community. Thus, Adult Education students now receive two sources of recognition when they graduate—their diploma and an acceptance letter to college. This session will discuss the development, implementation and results of the program and provide recommendations for administration.

K. Leigh Hamm-Forell, De'Borah Jones
Austin Community College

Presentation based on: Models/Applications

Concurrent 166 **11:30 a.m.–12:30 p.m.**
Convention Center 321

Ready, Aim, Hire!

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

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

The session targets persons responsible for hiring academic advisors and is appropriate for any institutional type. The presenters have a combined 17 years of experience in directing advisor searches.

Pat Folsom, Paula Kerezsi, University of Iowa

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 167 **11:30 a.m.–12:30 p.m.**
Convention Center 314

Advising with Aloha: Coping with Expansion and Change in Advising Services (A Hawaii University Case Study)

How does a campus community cope with fundamental change in its advising services? This presentation discusses the process of transforming the advising model at the University of Hawai'i at Hilo, and how it met the challenges of change (expansion in advising personnel, maintaining healthy faculty-advisor relationships, the introduction of added duties) - with a spirit of aloha. This case study will highlight the challenges and rewards of reconfiguring advising services at a small university campus, and it will help presentation attendees understand and successfully negotiate advising model changes within their own university system.

Jay Minert, University of Hawaii-Hilo

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200-5,000 students

Concurrent 168 **11:30 a.m.–12:30 p.m.**
Convention Center 323

The Passage toward Discipline: Its Role in Advising . . . and Life

Commission Sponsored: Liberal Arts Advising

How does discipline develop? Is it innate or can it be learned and honed? Many of our advisees are coming to college without an appreciation for academic discipline, and thus find themselves in stormy waters. In this session, participants will examine discipline from a number of perspectives—personal, academic, spiritual, health/wellness, and professional. Then through discussion, participants will assist each other in identifying how discipline can be taught or learned or nurtured; successful programs, best practices, case studies, and life stories will all be shared and presented. Those in attendance will gain an understanding of how discipline (or lack of it) is effecting their advisees and their own work as together they navigate the passage that is higher education.

Sarah May Clarkson, Juniata College

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 169 **11:30 a.m.–12:30 p.m.**
Convention Center 316

Know Your Audience: Using Technology to Help Students on Probation

Best of Region 2

When working with a generation accustomed to 24/7 access to information, are in person workshops a viable medium for reaching out to students experiencing academic difficulty? In this session we will discuss why we developed an on-line probation intervention in lieu of the traditional workshop model. We will offer a live demonstration of the virtual workshop and talk about how we developed an on-line probation intervention, factors to consider when switching to an on-line intervention, and initial outcome data.

Jason Gasper-Hulvat, Shannon O'Brien, Temple University

Presentation based on: Models/Applications

Concurrent 170 **11:30 a.m.–12:30 p.m.**
Convention Center 301

Undeclared and Over-Technologized: A Multimedia Approach for Exploratory First-Year Students

First-year college students are a high-tech population, and undeclared students are no exception. Through custom, staff-produced videos and the use of a personal response system, the Advising Center for Undeclared Students has been able to engage students more fully in the learning process, increasing classroom participation in activities designed to help them make the transition to college and explore majors and careers. Attendees will learn how we produced custom videos, collaborated with campus resources, integrated technology into our instruction, and assessed student learning and satisfaction. In this session, participants will use a personal response system device and play a video-based major exploration game. Assessment results will be discussed, and participants will leave with ideas for incorporating this technology at their own institutions.

*Kathleen Hartman, Linda Lantaff, Vera Brancato
 Kutztown University*

Presentation based on: Models/Applications

Concurrent 171 **11:30 a.m.–12:30 p.m.**
Convention Center 315

Prescription Pads, a Navigational Tool for Student Success

This presentation describes the methods used in a unique way of advising first year students in a freshman biology course. Students in this course are often unprepared for the amount and types of studying required for success. They also do not know how to effectively take multiple choice exams. After the first and second exams, students seeking my advice bring their exams to an appointment. They are asked a series of specific questions about their preparation before and their activities during the exam. I also examine the writing present or absent on their exam. A series of activities for them to pursue before and during the next exam is written on a self designed prescription pad, giving a light hearted approach to studying.

Kevin Wolbach, University of the Sciences in Philadelphia

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 172 **11:30 a.m.–12:30 p.m.**
Hyatt Ballroom D

Breaking Bad News to Students: Delivery is Key

Many times advisors are not sure how to tell a student he/she may not be ready for graduate school, or might want to consider something outside of pre-med (because the student failed biology for the 3rd time). Delivering bad news can be difficult. Should one blurt out the bad news with no regard to the student's developmental needs and abilities? Should one avoid telling the student anything that will harm his/her feelings? We will look at communication theory and effective communication behaviors to help us understand how to deliver bad news to students. Also, we will be role

playing different scenarios to help cement effective communication behaviors . . . and have some fun!

Jose Rodriguez, Florida International University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 173 **11:30 a.m.–12:30 p.m.** **Convention Center 317**

An Affair to Remember: Showcasing Majors and Minors on Your Campus

Looking for ways to help your students meet the major or minor love of their lives? Join us as we present a model for a Majors and Minors Fair that offers undergraduate students exposure to their choices of majors and minors. Learn how we have branded the fair to make it a recognizable event as it has evolved to meet the changing needs of students, advisors and departments. We will share how this event was developed and run by academic advisors and provide a framework for developing a similar event on your campus or improving an existing event.

Christopher Armstrong, Hollie Heintz

University of Illinois-Urbana-Champaign

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 174 **11:30 a.m.–12:30 p.m.** **Convention Center 302**

The Advising Compass: Helping Students Find True North through a First-Year Experience Course

Commission Sponsored: Advising Business Majors

“North, south, east or west and what do I do once I get there?” As advisors we often hear this question from entering students. During this interactive presentation we will share concepts and lessons developed by advisors and instructors for Freshman Business Connections, the first-year experience course at the Sam M. Walton College of Business at The University of Arkansas. Topics include major selection, ethics, time management, budgeting, financial reality checks, business plan competitions, career planning and more. Our goal is to share unique lessons that have helped our students not only survive, but thrive on the journey from matriculation to graduation. Applicable to all majors, this session is essential for anyone charged with helping new students chart a course for success.

Autumn Parker, University of Arkansas

Nancy Bunch, University of Arkansas-Fayetteville

Presentation based on: Models/Applications

Concurrent 175 **11:30 a.m.–12:30 p.m.** **Convention Center 326**

Fostering Intellectual Engagement Among First Year Students - The Collegium Initiative at the University of Notre Dame

This presentation will examine the First Year Collegium at the University of Notre Dame, a pilot program aimed at fostering greater intellectual engagement, faculty - student contact, and creative encounters with “core texts” among

first-year undergraduate students. The program’s two major components are: (1) a one-credit course (“The Collegium Common Room – The Liberal Arts and the 21st Century Intellectual Quest”) for high-achieving students built around the sharing of a common meal, lectures, group discussion, and one-to-one Oxford/Cambridge-style tutorials; and (2) a weekly late-night “cabaret for the soul” bringing faculty and students together to read, perform, and hear “core texts” from the global canons of literature and music. An overarching goal of the Collegium is to clarify for students the teleological objectives of the first-year experience.

Hugh Page, University of Notre Dame

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 176 **11:30 a.m.–12:30 p.m.** **Convention Center 318**

A Weekend Workshop that Actually Works: Major/Career Paths

This one-weekend workshop, a joint venture of the Offices of Academic Advising and Career Services, is consistently rated as one of the most important classes that participants have taken. It combines creative self-assessment, focused web research, and heavy emphasis on group interaction. The goal is to get students off “park,” and into action in terms of choosing a major or career goal. As a group, participants will experience abbreviated portions of some of the sessions, such as self-assessment, appropriate web sites for exploration, how to identify possible major/career directions, and how to build a strategic plan to explore those directions. Once they have a direction and some idea of actions they can take, we’ve literally seen students turn their college experience 180 degrees to the positive.

Phil Ladwig, Wichita State University

Presentation based on: Models/Applications

Concurrent 177 **11:30 a.m.–12:30 p.m.** **Convention Center 320**

Down, Set, Advise

Cleats-\$100, Textbooks-\$400, Teaming up to give student-athletes the best chance for success-Priceless.

Often athletic academic advisors are viewed as being on a different team than the traditional college/university academic advisor. Why should one have to choose which side to take? The goal of our presentation is to bridge the gap between athletic academic advisors and college/university academic advisors. The two teams should share the common goal of providing the best support for student-athletes to ensure that graduation is attained. This would make it a win-win situation for everyone involved. The presenters realize this goal of collaboration is very attainable and hope to share their experiences and knowledge with you.

Kyle Ellis, Karen Schiferl, University of Mississippi

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 178 **11:30 a.m.–12:30 p.m.**
Hyatt Fredrick/Columbia

Charting Your Course as an Academic Advisor: Using a Portfolio to Assess Your Own Growth and Development

Much of the assessment of academic advising focuses on student learning outcomes, but what do advisors learn as a result of the academic advising relationship? This session will show you how to document your own personal growth and development as an academic advisor through the use of a portfolio. Portfolios can be valuable tools for self-reflection, identifying areas for additional professional development, and in the performance appraisal process. Learn how CAS standards can create a framework for portfolios, create a basic list of items to include in your own portfolio, and hear how portfolios have been tools for positive change in one advising center.

Antoinette Curl, Texas State University
Presentation based on: Personal Growth as an Advisor

Concurrent 179 **11:30 a.m.–12:30 p.m.**
Hyatt Ballroom C

Navigating the Homeport, Advisors and Parents Together: Charting a Successful Course to the Future

Articles appearing in the media and the growth of websites for parents of college students provide increasing evidence that today's parents are an active constituency, yet addressing parental involvement in the lives of college students is a recent phenomenon. Higher education is experiencing a dramatic increase in parental involvement in student's choices in all phases of the college experience, from selecting a major; registering for classes; campus activities; and even employment options upon graduation. This session will discuss the impact of parent involvement and how student development theory fits into this dynamic. Participants will be given the opportunity to dialogue and practice strategies that have been used with parents and colleagues and can be replicated on home campuses.

Kathryn Jarvis, Nancy Bernard, Auburn University
Presentation based on: Theory

Concurrent 180 **11:30 a.m.–12:30 p.m.**
Hyatt Ballroom A

The Statement of Educational Objectives (SEO): Guiding Students through an Individualized Academic Planning Process

Students in the School of Interdisciplinary Studies/Western College Program at Miami University are required to complete an intentional educational plan that defines their self-designed major; the resulting document is called the Statement of Educational Objectives (SEO). In a one credit hour course, sophomores create a Written Statement of their academic intent, the experiential learning components that will be included (internships, study abroad, independent study and research projects, service-learning and volunteer opportunities), career pathway options, and the specific courses that they are planning to take. The workshop will

cover the course syllabus, the SEO form and process, examples of a variety of student SEOs, and the applicability of the process as an advising tool at any type of institution.

Kim Ernsting, Miami University
Presentation based on: Models/Applications

Concurrent 181 **11:30 a.m.–12:30 p.m.**
Hyatt Ballroom B

Online Communities as an Advising Tool: Implementing the Facebook into Advising

Commission Sponsored: Technology in Advising

Online communities have grown substantially on college campuses. They have become the "in thing" for college students, second only to the iPod. This session will look specifically at how UNLV's College of Liberal Arts implemented online advising through use of The Facebook. The session will include a brief overview of online communities, theory behind using the technology, the steps taken to implement the online community as part of advising, and the areas of concern that may be faced in starting this new method. The goal of the session is to help inform advisors of the benefits and pitfalls of using online communities, especially within the context of academic advising.

Derek Furukawa, Lea Sexton
 University of Nevada-Las Vegas
Presentation based on: Models/Applications

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

Concurrent 182 **11:30 a.m.–12:30 p.m.**
Convention Center 319

Preparing for the Doctoral Journey: The Role of Advising

There is by some estimates a 50%+ attrition rate in doctoral programs across academia. Yet there also remains a common perception that the academic path for a learner is Bachelors, Master's, Doctorate. This presentation focuses on what it means to become a PhD; how academic advising (across all degrees) can better educate and prepare learners for the rigors of a doctoral journey and increase doctoral persistence; and how advising can help educate the United States on what it really means to pursue and become a PhD.

Jonathan Gehrz, Christine Keith, Capella University
Presentation based on: Personal Growth as an Advisor

Concurrent 183 **11:30 a.m.–12:30 p.m.**
Convention Center 303

Navigating Uncharted Waters: What Freshmen Want from Learning Communities and How We Can Help

As universities and community colleges sail boldly into the uncharted waters of learning community development, it is vital that we look to the students to keep our bearings. Although many educational institutions design successful programs with good theory and good intentions, student opinions are an important gauge of whether or not learning communities meet their intended goals.

This session will share the results of a yearlong research project that surveyed students at the beginning of their college careers, and then once again after they had completed their first semester. The surprising results will allow advisors to accurately measure students' expectations, enhance their first-year experiences, improve advising, increase effectiveness, and better develop and market learning communities.

Samuel Murdock, Texas A&M University

Presentation based on: Research

Concurrent 184 **11:30 a.m.–12:30 p.m.** **Hyatt Ballroom F**

Steering Your Staff in the Right Direction: Using the Stars to Motivate your Staff

As we constantly face the pressure of “doing more for less,” it is important that we take the time to motivate/appreciate our staffs. Are the falling stars taking all your attention? Or maybe your shining stars are about to go Super Nova. If our staffs are the star charts to guide our students; are we providing the needed professional development and support? Are our staff members motivated to excel or just “get by?”

As supervisors, we tend to over look issues around our staff in hopes that we will get to it later. Unfortunately, a captain is only as good as the crew that runs the ship. Now is the time to invest in the future of your staff.

Rodney Mondor, University of Southern Maine

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Level of experience in subject matter: minimal needed

Concurrent 185 **11:30 a.m.–12:30 p.m.** **Convention Center 322**

Student Services Collaboration: University and Department Level Resource Centers as Centers of Advising and Student Retention

The School of Life Sciences (SOLS) at Arizona State University (ASU) is one of the largest schools at ASU (1,800 students) with faculty and classrooms located in several buildings and serving a predominantly commuter population, which combine to create student service challenges. A student driven initiative led to the creation of a learning center (computer lab and study room), which was used by over 1,200 students in one semester. Regular assessment of the center leads to flexible student centered programming which draws on resources available in the school, e.g. advisors, faculty and graduate students, while also partnering with campus wide resources. Collaboration with the university wide Learning Resource Center (LRC), which provides tutoring for gateway courses in the school, has been popular and successful. The center provides a centralized point of contact with undergraduate students.

Jeffrey Banner, Fidel Torres, Arizona State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 186 **11:30 a.m.–12:30 p.m.** **Convention Center 324**

DRIVE: Staying the Course on the Academic Freeway

As students navigate the academic freeway, road blocks and exit ramps impede their progress toward graduation. When a student finds himself at a fork in the road, academic and career advisors can guide him in the right direction.

This presentation introduces NACADA members to our group advising session titled DRIVE. Founded in developmental advising theory, DRIVE integrates the student career decision making process and our continued efforts to foster shared responsibility while focusing on student learning and retention.

DRIVE emphasizes student planning, introduces students to the career decision making process and facilitates a group advising session for students to navigate the registration process. Upon completing the DRIVE program, students will be prepared to identify their educational goal, research their major of choice, create an educational plan and place that plan into action.

*Landon Shepard, Betty Doyle, Nikki Arce, Stacey Swilley
Hillsborough Community College*

Presentation based on: Models/Applications

Exhibitor Presentation 1026 **11:30 a.m.–12:30 p.m.** **Convention Center 325**

Campus ToolKit

As an advisor, would it be useful to have 1) results of 8 assessments dealing with each student's personality/temperament, learning style and study skills (LASSI), occupational interests, financial awareness?; 2) strategies, tools and resources students can use to get organized and focused?; 3) record of communications with students?

Campus ToolKit. Please join us for our presentation.

12:30–2:00 p.m.

Lunch on your own

2:00–3:00 p.m. Sessions

Commission Meeting 187 **2:00–3:00 p.m.** **Convention Center 305**

Liberal Arts Advisors Commission

This is the second year of our existence. Join us in maintaining the positive momentum that was communicated both verbally and in writing by those that participated in last years meeting and have kept in touch via email. This upcoming meeting will be a time for the membership to solidify our agenda as Liberal Arts advisors and to select a new Commission Chair. We all understand the need for appreciating the value of a Liberal Arts education among the nation's students and their parents, faculty, and other stakeholders.

E Timothy Moore, Kent State University