

Commission Meeting 188 **2:00–3:00 p.m.**
Convention Center 304

**Advising Students with Disabilities
Commission**

Students with disabilities present complex challenges to advisors. Legal definitions, court rulings, technological developments and diagnostic documentation are just a few of the issues advisors in this area must consider. The purpose of this commission is to provide advisors with a place where they can share information, strategies and concerns that arise when working with students who have disabilities. Please come ready to share your challenges and successes and to discuss how the commission can better meet your needs. A brief period of time at the beginning of the session will be used to address organizational issues for the Commission. All members of NACADA are welcome, not just current commission members. Those who are new to the organization are encouraged to join us.

Joyce Howland, Empire State College

Interest Group 189 **2:00–3:00 p.m.**
Convention Center 306

First-Generation College Student Advising

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

Come join the First-Generation College Student Interest as we explore the issues and answers best suited for these students. One plan of action we will explore is the "Comprehensive Retention Framework." What's that? Come see!

Joe Murray, Miami University-Hamilton

Interest Group 190 **2:00–3:00 p.m.**
Convention Center 4th Floor Ballroom

Potential Interest Group: Academic Coaching

What is academic coaching? How is it different than advising? How can I integrate academic coaching into my everyday advising? If you want answers to these questions, this session will provide you with the answers – and more! As life coaching has become more popular, it is also emerging as a "tool" in higher education. A number of colleges and universities have seen how coaching can be an integral part of the educational process; studies have shown that student coaching increases grade point averages, retention rates, and graduation rates. This session will address academic coaching – how it's both the same and different than advising and strategies on how it can be integrated as a part of the advising process. Participants will also be provided with resources to be effective academic coaches.

Bill Johnson, University of North Carolina-Greensboro

Concurrent 191 **2:00–3:00 p.m.**
Convention Center 319

**Find Your Way with a Video Compass: iPod
Technology in Advising**

With 88% of 18-29 year olds using the Internet today, colleges and universities should be exploring ways in which to use this medium to their best advantage. One cutting-edge (and easy!) way to do this is to create podcasts, downloadable audio and/or videos clips through which students can gather information. This presentation will provide an overview of the iPod project undertaken by the College of Education and Human Services at Wright State University, including the challenge made to us by our Associate Dean and the response to that challenge by the advisors in the Office of Student Services. Participants will learn the process of creating a podcast, from concept to completion, and will view samples of podcasts created by the WSU advisors.

Linda Hockaday, Chris Murphy, Wright State University
Presentation based on: Models/Applications

Concurrent 192 **2:00–3:00 p.m.**
Hyatt Fredrick/Columbia

**Programs, Problems & Protocol: Help for a
New Advisor**

You've recently been hired as a new advisor at your school. Full speed ahead! But you've never been an advisor before. So what do you do now? Come get insight and information on how to navigate that first year. Researched strategies toward becoming a successful advisor will be presented and discussed. Individual situations will be examined. Stories will be shared. Audience participation will be strongly encouraged.

Chuck Allen, Temple 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

Concurrent 193 **2:00–3:00 p.m.**
Convention Center 301

**Senior Faculty: Instructor and Adviser in
Innovative First-Year Seminars**

Since 2001, the University has offered one credit first-year seminars for Exploratory (undecided) students. In formal assessments, freshman students expressed their preference for a three credit seminar. To address this request beginning in 2005, the University has been offering three credit first-year seminars taught by senior faculty from departments across the campus for all freshman Exploratory students. The topics/content of the seminars are created by the individual faculty and have titles such as Facing Fear, Homes & Homelessness, The Dream of America, and Amish and the Media. The session will discuss this initiative and showcase a composite video interview of senior faculty responding to their experiences of teaching the exploratory students. In addition to teaching the seminars, these faculty are the advisers for each student.

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

Concurrent 194 **2:00–3:00 p.m.**
Hyatt Ballroom A

iHelp: University of Washington’s Advising Podcast

Best of Region 8

Commission Sponsored: Technology in Advising & Undecided/Exploratory Students

“Podcasting” was the word of the year in 2006. The University of Washington Undergraduate Gateway Center created an accessible library of advising-related questions and answers presented in conversational format. Striving to present valuable, clear and personal information to students through brief episodes, the Advising Podcast team will introduce you to the possibilities of this format. In this session, you will learn how easy it is to design, record, edit and post a podcast. We will share our best practices, teach you about the technology involved and share some of the outcomes we have realized through the UW Advising Podcast.

Clay Schwenn, Kurt Xyst, University of Washington

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 195 **2:00–3:00 p.m.**
Convention Center 314

Ride the Tides: Surviving Change in Advising Administration

Often times, organizational change can create havoc in our work worlds. New leadership, organizational realignments, staff changes, new delivery models, changing student demographics, and our own personal changes affect the way that we experience change. By knowing the stages of change and anticipating how to address them, advisors, faculty, staff and administrators can avoid the pitfalls associated with change and move their work forward—even in times of volatile change.

This session is for any advisor anticipating a change in supervisor or higher advising administration. Was your boss promoted? Did he/she step down? Do you foresee potential changes in the near or far-off future? There are many things you can do to prepare for such an important transition. You can often even benefit from changes in leadership. Ways to interact with outgoing and incoming supervisors will be discussed. Best practices, a sample transition plan, and a survival guide will be included.

Julie Redmond, Columbia College Chicago

Will Roberts, Arizona State University

Presentation based on: Personal Growth as an Advisor

Concurrent 196 **2:00–3:00 p.m.**
Convention Center 323

Academic Advising and Choice Theory: Motivating Students to Chart Their Own Course from Orientation to Graduation and Beyond

Choice Theory, as formalized by William Glasser (1998), is the belief that we are internally not externally motivated and what drives our behavior are internally developed notions of what is most important and satisfying to us. With this internal motivation is the notion that we always have some

choice about how to behave, and therefore that we are responsible for the choices we make. This workshop will explore Choice Theory and how an understanding of this theory can help academic advisors teach students how to more consciously self-evaluate so that the behaviors they choose have the best chance of helping them achieve their goals from orientation to graduation and beyond.

Carol Gleichsner, Edinboro University of Pennsylvania

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 197 **2:00–3:00 p.m.**
Hyatt Ballroom C

Advisor Development: Keeping the Drive and Passion Alive by Navigating Professional Opportunities

Providing professional development is a never-ending process. What is on our horizon? Will we be prepared to meet the challenges/opportunities ahead? How do we keep advisor’s up-to-date and still excited about training and development? At the University of Utah new and seasoned advising professionals are provided multiple opportunities to obtain skills necessary to meet the evolving needs of our profession! Join us as we share information about our successful programs including: central advising training, campus-wide training seminar for new advising professionals, monthly educational roundtables, yearly freshman and transfer advising training, and a campus-wide advising conference. We will share how obtaining funding, assessment, and technology play a part in providing these programs. Attendees are invited to share information about other professional development programs.

Sandy McLelland, Leslie Park, University of Utah

Presentation based on: Models/Applications

Concurrent 198 **2:00–3:00 p.m.**
Convention Center 322

New Advisors: Are You Ready for the Voyage?

Looking for ways to navigate across the ocean of advising experience? This session will explore techniques for creating credibility, integrating oneself into the culture of the campus and the advising office, tackling the scary conversations (i.e. suspension, reinstatement, graduation, etc.), maintaining a helping attitude in a gatekeeper role, managing your autonomy, and understanding your limitations. So grab a paddle, set your compass and let’s set sail for success together. There will be opportunity for group interaction and discussion.

Abby Hollander, Tricia Hargrove, Michelle Smith, University of Kentucky

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of advising experience: less experienced

Concurrent 199 **2:00–3:00 p.m.**
Hyatt Baltimore/Annapolis

Set the Course: An Approach to Orientation for Adult Learners

New student orientation programs provide an excellent opportunity to set the course for a successful college experience. However, adult learners offer unique challenges for orientation programs because every student's background is different. Adult students may be starting college for the first time, or bringing transfer work from other institutions. They may be completing a certificate program or finishing a degree after several years' absence. How can one orientation program meet the needs of such a diverse student population? In this session, participants will learn how the advising staff in the Evening/Weekend Program at Baldwin-Wallace College designed both individual and group orientation programs based on staff input and assessment feedback from students. Program design tips and "lessons learned" will be presented through interactive discussion.

Nancy Jirousek, Sue Grunau, Baldwin-Wallace College
Presentation based on: Models/Applications

Concurrent 200 **2:00–3:00 p.m.**
Convention Center 317

A Safe Harbor from the Storm: Developing a University-Wide Student Academic Success Program

Addressing academic action on a university-wide level, and effectively providing students a "safe harbor from the storm" is a daunting task. The Center for Academic Advising and Adult Learning (CAAAL) stepped forward to answer the challenge by developing and coordinating a University-wide Student Academic Success Program (i.e. probation intervention program). This presentation will address all of the components involved in establishing the program: staff training/development; crafting the communication/documentation, fostering campus "buy-in"; collaborating with colleges/schools; student outreach and follow-up provided by advisors; and utilizing technology to effectively and efficiently communicate with students and staff. Statistics on the program's success will be provided, as well as the opportunity for attendees to share their own ideas and thoughts.

Ricardo Ortegon, Ramapo College of New Jersey
Tara Morlando-Zurlo, Montclair State 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

Concurrent 201 **2:00–3:00 p.m.**
Convention Center 321

A Navigational Manual for Faculty Advisors

In an effort to improve advising services, we surveyed students and faculty to find out what perceptions existed on our campus. Survey results and advising theory formed the backbone of the advisor training. The training provides avenues for improving advising skills in normal advising sessions as well as difficult sessions. We will discuss electronic evaluation of advising and how it is used in promotion and tenure. The aim of the training is for advisors to provide

good academic advising and for the students to feel connected to the process and graduate in a timely manner.

Maggie Roberts, Megan Dove-Steinkamp
 Valdosta State University

Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal needed
Level of advising experience: less experienced

Concurrent 202 **2:00–3:00 p.m.**
Hyatt Ballroom E

I Can Advise, but Can I Teach?

While planning a one-time workshop or a full-length course for your institution is a fantastic professional development opportunity, for those who lack extensive teaching experience it can be overwhelming. This presentation will highlight a selection of engaging and effective workshops designed by members of the Academic Advisement Center at Long Island University. The lesson plans featured in this presentation will cover a variety of topics, such as time management, motivation, study skill strategies, academic integrity, and career planning. The presentation will benefit participants who are new to teaching and workshop development, or those who want to reinvigorate their tried and true practices, by introducing a variety of fun and innovative ideas on how to engage their students.

Stefany Daley, Vanessa Gonzalez, Long Island University
Presentation based on: Models/Applications

Concurrent 203 **2:00–3:00 p.m.**
Convention Center 326

Smooth Sailing for Seniors

The Honors Program academic advisor and her graduate assistant have teamed up with staff from the Undergraduate Advising and Career Center to examine the issue of how to relieve senior stress and to help these students prepare for graduation and the outside world. In these sessions we explored practical issues like resume and cover-letter writing, interview techniques, office etiquette, and formal presentation tips.

Investigate what topics worked best for us! Discover new clues on how to assist students in successfully navigating through the rough waters of the post-undergraduate world!

Christine Sohl, Heather Roy, Kristen Butterfield
 University of New Hampshire

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

Concurrent 204 **2:00–3:00 p.m.**
Convention Center 302

Mobilizing the Campus Community to Support Student Success

Come learn how Villa Julie College has maintained high student satisfaction and retention during a time of rapid growth by giving the experienced personnel in academic support and advising the guiding influence over a wide range of college employees while minimizing the creation of new positions. Members of the college community from residence life, athletics, career services and over 100 other staff and

faculty (including the college president) have been mobilized to help students navigate their way through the complicated world of college. The cost effective programs explained in this presentation have been important factors in our successful transition as an institution. It takes a campus to support a student - yet the campus community needs leadership to do it well.

Tom Hopkins, Christine Flax, Kia Kuresman
Villa Julie College

Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students

Concurrent 205 **2:00–3:00 p.m.** **Convention Center 320**

Setting Sail in High School: An Infrastructure for Charting a Steady Course!

Commission Sponsored: Two-Year Colleges

Many colleges look towards enriching high school experiences through programs which encourage underage students to jumpstart college careers. Unfortunately, some students enthusiastically set sail on collegiate adventures without understanding the consequences of their choices.

This presentation examines underage student success strategies and reinforces the importance of a student's awareness of a navigational team which includes the student, high school counselor, parents, and college advisor. Unfamiliar territory can entangle underage students. Our pathways process was developed to help transition their entrance into the college arena and increase their awareness of a supportive campus climate. Knowledge of expectations, rights and responsibilities combined with a responsive "crew" provide the elements for future success and retention resulting in smooth sailing and a positive journey for all!

Kim Bloomstrom, Connie Fuess
Matanuska-Susitna College

Presentation based on: Models/Applications

Concurrent 206 **2:00–3:00 p.m.** **Hyatt Ballroom F**

Supporting Hispanic/Latino/a Students to Navigate College Successfully: People, Principles, and Programs

This session evolved from an invited presentation for the Hispanic Association of Colleges and Universities (HACU), which was one of the most highly rated sessions at the 2005 HACU National Conference. The focus is on specific theory-based programmatic and individual interventions that have proven effective in increasing the development, achievement and persistence of students of color, in general, and Hispanic/Latino/a students, in particular. In addition to providing an overview of theories that are critical to student engagement, this session will provide concrete, tangible strategies that can enable educators and educational institutions to motivate and support Hispanic/Latino/a students to take greater responsibility for their own learning, development, and success.

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

Concurrent 207 **2:00–3:00 p.m.** **Convention Center 315**

The Advisor Who Listens to Students: Applying "Horse Whisperer" Techniques to Advising

Have you seen the movie "The Horse Whisperer" based on the conditioned-response horse training techniques developed by Monty Roberts and other "horse whisperers?" In addition to his experience in horse psychology, Roberts has studied human psychology, and applied both to his work with horses and foster children. The lessons learned from horses, and from Roberts and other "horse whisperers," can be profoundly useful in developmental advising with students. The presenter, who in addition to coordinating the exploratory program at Indiana University also has experience in training horses, will share with you the many ways in which he applies what works with his horses (Clydesdales and a wild Mustang) to advising students. Come and find out how you can become a "Student Whisperer!"

Thomas Kenyon, Indiana University
Geri Harames, Weber State University
Presentation based on: Models/Applications

Concurrent 208 **2:00–3:00 p.m.** **Hyatt Ballroom D**

Conducting an Advising Program Review from Beginning to End

Commission Sponsored: Advising Administration

Most academic departments undergo regular program reviews, but rarely do student services do the same. This session will walk participants through the process an advising center at a large urban institution underwent in conducting a thorough program review. From establishing learning outcomes to conducting the assessment to a campus visit by external reviewers, we'll walk you step-by-step through this powerful process for planning and improvement.

Catherine Buyarski, Michele Hansen, Chris Maroldo
Indiana University Purdue University Indianapolis
Presentation based on: Models/Applications

Concurrent 209 **2:00–3:00 p.m.** **Convention Center 303**

Advising the Undecided Student: How Undecided are They?

Undecided students come in many shapes and sizes. No, we are not talking about body image here, but differences in terms of "decidedness." Advising students who are trying to decide between two closely related majors is very different than advising students who are all over the map in terms of decidedness, or who simply have no idea how to make a good choice. This presentation will demonstrate how to assess your student population in terms of decidedness, followed by a discussion of how to use the results when developing orientation programs or advising undecided students.

Karen Evans, W. Kerry Hammock, Brigham Young University
Presentation based on: Research

Concurrent 210 **2:00–3:00 p.m.**
Convention Center 318

Academic Advisors as Leaders in Student Advising for Global Education and Study Abroad

We are called upon to encourage our students to participate in, and experience the excitement and dynamics of the college and university environment on a global level. Most of our graduates will work in or be confronted by a cosmopolitan society and work setting. Nothing could prepare a student better for this than the opportunity to study abroad.

Data indicates that less than 2% of US students participate in an international education experience. You are invited to come and explore with your colleagues as we develop ideas and strategies that will showcase advisors as leaders in this exciting and developing role.

Nick Conrad, Laura Kincaid, Karen Clark, Auburn University
Will Maier, Congress-Bundestag Youth Exchange
Presentation based on: Models/Applications

Concurrent 211 **2:00–3:00 p.m.**
Convention Center 316

Sink or Swim: A Bridge Program to Help At-Risk Students Navigate the Murky Waters of University Life

Seton Hall University created a Seton Summer Scholar bridge program to help potentially at-risk incoming students succeed in college. This presentation will describe the data-driven decisions that helped identify a pool of potentially at-risk students. This session will describe how the bridge program was created and outline the specific advising and curriculum techniques that were put in place to provide appropriate levels of guidance and support for these students. Finally, this presentation will describe the initial success of the program and the plans for continuation and expansion of the Summer Scholar program as a tool for improved first-year retention.

Agnes Gottlieb, Robin Cunningham, Seton Hall University
Presentation based on: Models/Applications

Concurrent 212 **2:00–3:00 p.m.**
Hyatt Ballroom B

What if Huckleberry Finn was Your Advisee?

This presentation will demonstrate the importance of the advisor and advisee relationship by examining Mark Twain's "The Adventures of Huckleberry Finn" and the social and moral values that separated Huckleberry Finn from established society. The social barriers that stood in the way of Huckleberry's ability to connect with mainstream 19th century Missouri society are in many ways similar to the disconnect that takes place between an academic advisor and a freshman student advisee.

Discussion will also include an examination of M. Scott Peck's four stages of social transformation as highlighted in his book "The Different Drum." The character Huckleberry Finn and Peck's transformation principles serve well to demonstrate the challenges that face the advisor and advisee relationship and the importance of helping students establish a sense of community.

Daniel Landes, South Dakota State University
Presentation based on: Personal Growth as an Advisor
Target Audiences-this session is best suited for:
Institutional size: 5,000–10,000 students
Level of experience in subject matter: minimal needed

Exhibitor Presentation 1027 **2:00–3:00 p.m.**
Convention Center 324

College Source, Inc.

Time Saving Tools for Transfer Student Advisors from CollegeSource—CollegeSource offers the nation's only comprehensive online collection of college catalogs. Using the new Transfer Evaluation System (TES) database, clients can now locate course descriptions in seconds, route them for equivalency decisions, store the results, and create custom reports on demand.

Exhibitor Presentation 1028 **2:00–3:00 p.m.**
Convention Center 325

Association of Schools of Public Health

Recent headlines chronicling AIDS, avian flu, the obesity epidemic, and natural disasters, (e.g. Hurricane Katrina), have increased the interest of students in public health. Admissions Directors from Schools of Public Health will present: "What is Public Health" and will address careers, degrees and concentration areas, and resources for advisors and students.

3:15–4:15 p.m. Sessions

Commission Meeting 213 **3:15–4:15 p.m.**
Convention Center 305

Advising Education Majors Commission

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

David Benz, University of Houston-Clear Lake

Commission Meeting 214 **3:15–4:15 p.m.**
Convention Center 304

Advising Administration Commission

The Commission on Advising Administration invites you to join your colleagues to share your own significant issues and creative solutions as well as ask questions regarding those issues not yet resolved. In light of this year's tragic national campus events, we expect some of the session to be devoted to new ideas of campus preparedness and the role academic advisors can play. Is your campus prepared? Are new initiatives needed? Other topics will come from your submissions at the Commission table at the annual Commission and Interest Group Fair as well as from the audience in attendance. We look forward to a meaningful discussion.

Cindy Iten, University of Kentucky

Interest Group 215 **3:15–4:15 p.m.**
Convention Center 306

Distance Education Advising

Surveys have indicated that distance students crave a more “high touch” vs “high technological” approach in distance advising. The goal of this interest group meeting is to look at best practices with regard to both ends of the spectrum for distance students. The interest group meeting will include discussion about the use of chat rooms, Podcasts, advising 24/7, video-advising and instant messaging.

Interest group members are encouraged to bring information to share about “high touch” and “high technological” approaches they have used successfully with distance advisees.

Bobbi Thomas, Washington State University

Interest Group 216 **3:15–4:15 p.m.**
Convention Center 4th Floor Ballroom

Potential Interest Group: Ethics & Legal Issues in Advising

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

Aura Rios Erickson, Shoreline Community College

Concurrent 217 **3:15–4:15 p.m.**
Convention Center 321

Navigating Cultural Worldview: Communication Style

“We begin to establish multicultural competence when we become self-aware... The preparation [advisors] receive should ... include a consciousness component that allows us to gain an awareness of our beliefs and attitudes as they pertain to multiculturalism” (Gilbert, September 2005, “Academic Advising Today”). Building on the theoretical groundwork laid in the 2006 presentation “Advisor Diversity: Developing Cultural Worldview Self-Awareness,” in this interactive session, we will discover how our cultural worldview areas of Time Orientation, Space & Tempo, Reasoning, Verbal Messages, Social Roles, Interpersonal Relations, and Proximity Tolerance work together to build our unique, individual communication styles.

Leigh Cunningham, Marsha Miller
NACADA—Kansas State University

Presentation based on: Personal Growth as an Advisor

Concurrent 218 **3:15–4:15 p.m.**
Convention Center 320

More Than Just Potato and Potahto: Differences in Educational Philosophies and Environments Around the World

Commission Sponsored: ESL/International Student Advising
This interactive workshop features discussion and examples of differences in educational philosophies and environments in many parts of the world. Participants will have a firsthand opportunity to compare their own educational values and perceptions with those of international students. This information can be applied to orientations, student success workshops, and when advising international students.

Angie Jones, John King, University of Central Florida
Presentation based on: Research

Concurrent 219 **3:15–4:15 p.m.**
Convention Center 322

Navigational Clues for Advising Undeclared Students

The Office of Undeclared Students at Shippensburg University accounts for approximately 1/3 of the regularly admitted first-year students. This fact represents a significant challenge to the university especially in relation to enrollment management, resource allocation, and the publicly perceived value of 4-year graduation rates. In the past decade, many initiatives developed within the School of Academic Programs and Services, which houses the Office of Undeclared Students, have helped stimulate a 12% increase in the university's 4-year graduation rate. Likewise, over the same period, 4-year graduation rates for undeclared students have increased 9%. Learn about the myriad strategies used to assist undeclared students as they move from the Office of Undeclared Students into their selected major.

David Henriques, Shippensburg University
Presentation based on: Models/Applications

Concurrent 220 **3:15–4:15 p.m.**
Convention Center 323

Using Students' Strengths to Navigate Transitions

Navigating transitions effectively is one of the central tasks students face during their college years. Equipping students with the navigational tools they need is the primary role of the advisor. In this session, you'll learn the latest strategies of a strengths-based approach to advising—a model that focuses on the talents students bring with them to the learning environment. Ways of teaching students to capitalize on their strengths will be highlighted, along with evidence of how this approach has helped students become more engaged in their own learning and more likely to succeed and persist in college as a result. You'll leave the session with additional tools to help your students develop their own “personal navigational systems” for college success.

Laurie Schreiner, Azusa Pacific University

Concurrent 221 **3:15–4:15 p.m.**
Convention Center 316

Parasitic or Symbiotic: Perceptions of Parental Involvement

This presentation will address parental involvement in the advisement process. This may bring chills to the spine of some advisors, but including parents as part of the student support team can be tremendously beneficial. Society expects much of parents, but higher education seems to shut them out. Research supports the parent/child relationship has changed dramatically, but higher education hasn't changed its policies.

The presenters of this session often work with parents. Parents and advisors have a lot in common—they both want to support the student. The difference is in the knowledge base: Parents know the person; Advisors know the policies. If the parent and advisor work together to support the student in making his or her own decisions, they can maximize the student's potential to succeed.

Cynthia Fiedler, Susan Martindale, Missouri State University
Presentation based on: Models/Applications

Concurrent 222 **3:15–4:15 p.m.**
Convention Center 302

Work Smarter, Not Harder: Create a Faculty Advising Website

Commission Sponsored: Faculty Advisors

A Student Advising Advisory Board was created to assist in assuring that their advisor provides high quality, responsive advising for his students. This Board was initially tasked with developing a website which would allow students easy access to advising and mentoring resources. The unique aspect of this process was that the website was created for students, by students, using informal and formal feedback from all advisees interested in offering input. The purpose of this presentation is to: 1) highlight the purpose and creation of

the Board, 2) discuss the step-by-step website development process, and 3) describe the advising website. NACADA core values, advisor experiences, and advisee input provided a framework for conceptualizing website content.

Thomas Fairchild, Jamie Meek Chaffin, Wade Harper, Annie Murphy, Lori Meier, Derk Stephens, Cean Smalls
 University of Idaho

Presentation based on: Models/Applications

Concurrent 223 **3:15–4:15 p.m.**
Convention Center 326

Tearing Down the Fence between Professional Advisors and Faculty: Is it Possible?

Commission Sponsored: Small Colleges & Universities

As professional advisors, we continually look for ways to build bridges with faculty. However, when back in our offices, are we grumbling about what faculty advisors don't and should do? Why do faculty members question the expertise we bring to this pivotal relationship? How responsive are we to valid concerns raised by faculty? We all hear similar tales from every institution, regardless of size. Is this gap an irrefutable fact of academic life or are there ways to diffuse animosity between staff and faculty? The presenters, one advisor and one faculty member, will discuss their journey to building a successful partnership and give participants strategies for accomplishing the same. Attendees are expected to participate in a debate designed to better understand the NACADA-endorsed “advising as teaching” philosophy.

Laura Mooney, Michael Slyder, Trocaire College
Presentation based on: Personal Growth as an Advisor

Concurrent 224 **3:15–4:15 p.m.**
Hyatt Ballroom F

Refocus + Reorganize = Results

Three years ago the Undergraduate Business Program of the College of Business Administration at Northeastern University refocused our advising goals to making certain our advisors had more quality contact with their students. Our aim was to provide students with a stronger support system based on developmental advising. We reorganized our advising structure from a major based system to one based on Class Year Advisors.

The Class Advisors developed new strategic programming based on the knowledge they gained through more interaction with their advisees. These new initiatives included developing Class Councils, special programming to meet specific needs of the class year, and increased use of technology for communication and documentation.

This presentation focuses on what we have learned from developing this new advising system and the specific results we have obtained.

Ava Costello, Northeastern University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 225 **3:15–4:15 p.m.**
Convention Center 314

Marooned: How to Guide Students Back to Academic Success

Despite academic advisors' best efforts; many students are faced with serious academic difficulties. Although some students may overcome these obstacles alone, many require some sort of academic intervention. This session will focus on one department's innovative academic probation and retention program designed to rescue struggling students and get them back on track.

Participants will learn the ins and outs of the program, how it has been adapted over the years, and the success rates of students that go through the program. In addition, attendees will have the opportunity to interact in small groups, respond to short case studies, create possible intervention methods for their own programs, and brainstorm improvements to any academic probation or retention program.

Rebecca Hapes, Texas A&M University
Presentation based on: Models/Applications

Concurrent 226 **3:15–4:15 p.m.**
Convention Center 319

Navigating the First Year: A Program for Advising Exploratory Students

This workshop will focus on the development, implementation, evaluation, and adaptation of a systematic program for advising exploratory first-year students. Developed by Penn State's Division of Undergraduate Studies (DUS), "DUS Navigator 101" is designed to (1) provide a decision-making model for choosing a major, (2) facilitate informed educational planning through active engagement, and (3) promote the understanding of policies and procedures to successfully navigate the University. The program incorporates an advising syllabus, a series of lessons and assignments, interactive Web activities, and supplemental resources. Although originally developed for students, this program can also serve as a training tool for advisors who work with exploratory first-year students. Because the program is structured like a course, it could also serve as the basis for a first-year seminar.

Michael Leonard, Ruth Hussey, Weldon Sams
Penn State University
Presentation based on: Models/Applications

Concurrent 227 **3:15–4:15 p.m.**
Hyatt Ballroom B

Finding Safe Harbor: Navigating First Year Challenges for Conditional Admission Students

The University Program for Academic Success (UPAS) at Bowling Green State University is designed to assist students who do not meet typical admission criteria in navigating their first semester of college by providing the proper tools and guidance to earn good standing. Through the UPAS contract participants agree to the program's expectations, commit to monthly advising meetings, and agree to utilize the institution's learning centers. This session will describe and discuss the catalyst for the program's inception, its objectives, and ongoing modifications to its structure. The goal of this presentation is to allow participants an

opportunity to discuss the unique circumstance of serving under-prepared students in an increasingly competitive academic environment, as well as share ideas and current practices at fellow institutions.

Andrea Krukowski, Tom Gorman
Bowling Green 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 228 **3:15–4:15 p.m.**
Hyatt Ballroom E

MLK: A Life Preserver for At-Risk Students

The Martin Luther King (MLK) Program at Shippensburg University is an academic retention program for all students with a commitment to diversity. The Program targets first generation college students, low SES students, and students of color. Through an informative power point presentation, the Academic Coordinator and student mentors will discuss how the MLK Program contributes to the university's retention efforts and the overall diversity of the campus community. An extended orientation program, peer mentoring, academic advising/monitoring, and team building activities are some of the tools used to achieve the Programs goals. Also outlined will be programmatic issues that include funding, recruitment of participants, mentor training, advising practices, assessment, and graduation rates. Finally, we will discuss the supplemental activities that help contribute to our supportive, multicultural environment.

Natalie Walker, Peter Nguyen, Cristina Cintron
Shippensburg University of Pennsylvania
Presentation based on: Models/Applications
Target Audiences-this session is best suited for:
Institutional size: 1,200–5,000 students

Concurrent 229 **3:15–4:15 p.m.**
Convention Center 303

What a Long Strange Trip it's Been (and Will Be): The Last and Next Ten Years of Developments in Transfer Student Advising

Commission Sponsored: Advising Transfer Students

In the last decade a dramatic increase in the number of students transferring credit, the development of a host of electronic tools for transfer student advising, and the onslaught of federal and state legislation on transfer credit evaluation have radically altered the practice of advising transfer students. By looking at the most significant developments over the last ten years and assembling them into a "big picture" for advisors, the presenter attempts to speculate how transfer advising will change in the next decade.

Troy Holaday, College Source Inc.
Presentation based on: Research

Concurrent 230 **3:15–4:15 p.m.**
Hyatt Ballroom A

Journey through Assessment

Commission Sponsored: Assessment of Advising

Faced with assessing advising on your campus? Dissatisfied with satisfaction surveys? A renewed look at advising assessment with student learning outcomes may help.

The advising community on our campus was charged by the Provost's office to develop an assessment plan for advising. A team of advisors, representing all University colleges, was sent to the NACADA Assessment Institute. This was an opportunity to demonstrate the value of advising, develop a central mission and vision of advising, and define a consistent experience in advising across all campus units.

In this session, we will use the assessment process of mission, vision, goals, learning outcomes, measurement, results, and program changes as a framework for helping understand our journey while demonstrating the cycle of assessment. The audience will be encouraged to share their experiences with assessment.

Dennis Bowling, Alan Welch, Susan Aufderheide, Jane Ann Dimitt, Jackie Jimerson, Kay Solomon
Purdue University

Presentation based on: Models/Applications

Concurrent 231 **3:15–4:15 p.m.** **Convention Center 301**

When They All Start to Sound the Same: Cognitive Heuristics and Walk-in Advising

In analyzing the potential weaknesses of intuitive judgments, cognitive psychologist Paul Kahneman identified three heuristics that led to problems. These heuristics can affect the thinking of academic advisers, especially when they see many students in a short time with limited information available. Through an introductory activity, a short presentation of cognitive theory, and discussion of examples, this session will help advisers improve their intuitive judgments. The presenter has advised exploratory undergraduates for 15 years at a large research university.

Marion Schwartz, Penn State University
Presentation based on: Theory

Concurrent 232 **3:15–4:15 p.m.** **Convention Center 318**

Early Warning System: A Work in Progress

The concept of an early warning system to impact student retention is not new to many colleges and universities. There is support from professional literature (Habley & McClanahan, 2004) (Lotkowski, Robbins & Noeth, 2004) that suggests an early warning system is one method of intrusive learning support that addresses poor academic performance of students within the critical first year and ultimately helps to improve student retention rates. Setting up the system with support from administration, faculty and staff can make or break the initial success and future impact of the system. The fine details and level of support should not be overlooked at the beginning stages of developing an early warning system. This is especially true within a larger university or department with more persons to coordinate.

Anthony Moore, Vicky Thorland-Oster, Iowa State University
Presentation based on: Models/Applications

Concurrent 233 **3:15–4:15 p.m.** **Hyatt Fredrick/Columbia**

Recruiting, Hiring, and Training Your Next Advisor: A Roadmap for Success

The success of an academic advisor is contingent upon the recruitment, selection, and training of new employees. According to King (2000), less than 35% of new academic advisors received any form of training from their academic departments. For those that did receive formal training, less than one-third were provided individualized training.

We will share the secrets of hiring the right person and developing a superstar. This presentation will provide a best-practices model for recruiting, hiring, and training student success professionals. Attendees will receive practical materials to modify and use for their own selection and training purposes. Our recruiting, selection, and training process incorporates the three-category approach including concept, information, and relationship as detailed by Habley in the "National Academic Advising Monograph Series, no. 2."

Scott Correll, Kelly Gwilliam, Arizona State University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 234 **3:15–4:15 p.m.** **Hyatt Ballroom D**

What To Do When You Want to (and probably could!) Do Everything: Advising the High- Achieving First-Year Student and Beyond

Villanova University's Honors Program primarily accepts first-year students who have also been admitted into one of Villanova's four colleges. The majority of these students are "Undeclared Arts/Sciences" students whose academic interests and strengths are wonderfully myriad and, seemingly, ever-changing. Unfortunately, these students have often been led to believe that the only sure paths to professional success begin in fictional "Pre-Law" or "Pre-Med" curricula. As academic advisors to students in the liberal arts, one of our greatest challenges is convincing students of the value of other disciplines. At Villanova University, our Interdisciplinary Humanities and Cluster course linkages provide a way to expose undeclared first-year students to life beyond Biology and Political Science majors.

Karima Bouchenafa, Nora Pillard, Villanova University
Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Concurrent 235 **3:15–4:15 p.m.** **Convention Center 315**

Advisors Guide their Students to Smooth Sailing through Effective Orientation Programs

New student orientations are critical to getting students off to a good start, especially those working with adult students who have been out of school for some time and face unique challenges. The purpose of this presentation is to create a fun, interactive atmosphere that encourages attendees to participate in an actual New Student Orientation presented by Barry University. The main objective is to focus on the

problems and concerns of the returning adult student. A PowerPoint Presentation will be given, and there will be “surprise visits” from several representatives from the different offices of student affairs.

Charles McBee, Nancy Albrecht, Barry University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: 1,200–5,000 students

Level of experience in subject matter: minimal needed

Concurrent 236 **3:15–4:15 p.m.**

Hyatt Baltimore/Annapolis

Vital Signs: Latino/a(s) in Higher Education

Latinos/as have become the largest minority group in the United States and represent one of the fastest growing groups between the ages of 18-24. This presentation will describe the past and present state of Latinos/as in Higher Education to suggest the future possibilities that may exist. It will examine, the shifting demographics of U.S. society, high school dropout rates, standardized tests scores, the history of Hispanic-serving institutions, and the under representation of Latinos/as in higher education. In addition, we will discuss the similarities and differences amongst and within this cultural group and how each ethnic group has its own unique characteristics and concerns. These concerns include language barriers, financial aid, high school preparation, marginalization, and lack of adequate support.

Blane Harding, Colorado State University

Presentation based on: Research

Panel Discussion 237 **3:15–4:15 p.m.**

Hyatt Ballroom C

Beginning the Journey: Your First Year as an Academic Advisor

This discussion will provide insight into the first year as an academic advisor. Providing a perspective from three different institutions, these panelists will very candidly explore the opportunities and challenges of entering the field. Personal stories of the panelists will be presented, including excerpts from their professional journals. There will also be opportunities for audience members to share their experiences.

Additional topics will include ways for new advisors to cope with common stressors during the first year and strategies they can use to maximize their growth and development during this time. Participants will be able to use these tools to gain balance in becoming more involved contributors to their institution and the profession.

Lillian Miller, Jeff Cooper, University of Oklahoma

Tamara Franklin, Florida State University

Jennifer Robinson, University of Arkansas-Little Rock

Moderator: Douglas Waddell, Florida State University

Presentation based on: Personal Growth as an Advisor

Target Audiences-this session is best suited for:

Level of advising experience: less experienced

Concurrent 238

3:15–4:15 p.m.

Convention Center 317

Innovations in Technology that Enhance

Academic Advising

Best of Region 5

Accountability is extremely important for the justification of any program but nowhere more important than in academic advising. Advising is often categorized as a want more than a need and administrators must be prepared to account for what they do; Technology is the key to this justification.

The Academic Advising & Exploration Center at the University of Wisconsin-Whitewater opened its doors in the spring of 2003. The focus of the Center was, and is, accessibility, accuracy, and accountability. Modifications to our PeopleSoft records system have helped us accomplish these goals. We are paperless and our contacts/data is real-time. Student topics, referrals, and course recommendations have developed communication across campus to the benefit of students and advisors, contributing to improved retention.

Bruce Bukowski, Matt Jurvelin

University of Wisconsin-Whitewater

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Exhibitor Presentation 1029 **3:15–4:15 p.m.**

Convention Center 324

LexNet Consulting, Inc.

The Early Alert System, from Concept to Reality—Web applications have the flexibility to integrate easy-to-use forms with complex SIS data. We'll discuss the reality of designing and building a web application, incorporating substantive input, providing one screen for actions and maintaining FERPA standards. We'll also share our Fall 2007 results.

Exhibitor Presentation 1030 **3:15–4:15 p.m.**

Convention Center 325

RedRock Software Corporation

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

4:30–5:30 p.m. Sessions

Commission Meeting 239 **4:30–5:30 p.m.**

Convention Center 320

Engineering and Science Advising Commission

The Engineering & Science Commission has held the commission status for about 6 years. In that period of time, discussions have centered on best practices, hot topics, and common issues and concerns. But, what are the next steps for the commission? What kind of goals should the group consider in order to make an impact in NACADA and within the area of advising students in engineering, science, math, and computer science?

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

Margaret Steele, Ohio State University

Commission Meeting 240 4:30–5:30 p.m.
Convention Center 305

Lesbian, Gay, Bisexual, Transgendered & Allies Concerns Commission

Hey! Come to this session! Our commission meetings are fun AND we're committed to offering assistance to all advisors who work with LGBTQ and allied students. We are also interested in educating allies to increase their understanding of LGBTQ concerns and providing a forum for advisors to network and receive support. Our discussion will focus on last year's goals (creating terrific programming for Baltimore and regional conferences, and service to NACADA) and next year's goals (terrific programming for Chicago and regional conferences, and service to NACADA). We will also recognize individuals for their work and/or support for LGBTQ students and our commission.

If you would like information about our commission, contact jennifer-joslin@uiowa.edu, and go to www.nacada.ksu.edu/Commissions/C18/index.htm.

Jennifer Joslin, University of Iowa

Commission Meeting 241 4:30–5:30 p.m.
Convention Center 304

Advising Business Majors Commission

The purpose of the Advising Business Majors Commission is to provide a forum for exchange of information among business advisors. There will be an opportunity at the commission meeting to exchange challenges and ideas specific to advising at business schools, such as faculty advising, integrating technology in advising, entrance requirements, AACSB accreditation, business-specific issues in assessing advising. The session will also allow participants to join the commission-sponsored listserv and provide feedback on the commission web page. We will also recognize those members presenting commission-sponsored sessions at the National Conference. Don't miss this great opportunity meet fellow business advisors and exchange ideas!

Bill Johnson, University of North Carolina-Greensboro

Interest Group 242 4:30–5:30 p.m.
Convention Center 306

Canada

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

Natasha Buis, Lethbridge Community College

Concurrent 243 4:30–5:30 p.m.
Convention Center 303

Advisement is Not Mickey Mouse . . . But Maybe It Should Be!!

In this presentation we will discuss the changing profile of our students and their expectations of the type of services we as a university will provide. The "Consumer-Focus" of our students may require some adjustments in how we do business. In his book, *Inside the Magic Kingdom*, Tom Connellman discusses the Disney Principles that are the key to the Disney Corporation's extraordinary success in the area of customer service. We will explore the relevance of these principles to customer service in institutions of higher education, especially in the area of Advisement. (PS: Bring your ears!!)

Lettie Raab, Prairie View A&M University

Presentation based on: Models/Applications

Concurrent 244 4:30–5:30 p.m.
Convention Center 301

Engaging Partnership

The absence of honors programs at Canadian universities forces an advisor to create a diverse spectrum of learning opportunities for high achieving students. The Outstanding Scholars program is one example of such an initiative. During its six years of existence we not only have confirmed its impact on students but also discovered how the presence of scholars could change the academic unit.

The presenter will discuss with the audience needs of high achieving first year students and forms of support they require. We will explore different ways of connecting second year high achievers with faculty and discuss affects of mentoring on students and their mentors.

As an illustration of students' and faculty perspectives short videotaped vignettes will be presented. Audience participation is essential in achieving these learning objectives.

Barbara Niewitecka, University of Windsor

Presentation based on: Models/Applications

Concurrent 245 4:30–5:30 p.m.
Hyatt Ballroom E

Stars: Students Taking Academic Responsibility Seriously

Victor Hugo said "There is nothing like a dream to create the future." Undergraduate students enter universities and colleges with many hopes, dreams and aspirations; however, many lack the tools to stay on top of their academic lives. While encouraging students to reach for their dreams, advisors must arm their students with knowledge and resources to help them create their futures. Students must learn to become self directed, proactive and accountable for their choices. Advisors want them to become STARS: Students Taking Academic Responsibility Seriously. This presentation will explore ways for advisors to encourage "guided independence" and empower students for life after college. We hope our insights will facilitate discussion as well as challenge and inspire us all to become better managers of students on their road to stardom.

Karey Fowler, Janice Lindsley, Florida State University

Presentation based on: Models/Applications

Concurrent 246 **4:30–5:30 p.m.**
Convention Center 314

Learning Pattern Awareness: A Critical Factor for Intentional Advising and Learning

This workshop will discuss student learning patterns and how pattern awareness can increase success in and out of the classroom. Pattern awareness, a component of self-awareness, is a critical factor in effective first-year advising and intentional learning. Intentional learning includes understanding how the mind processes information, a process referred to as meta-cognition.

To develop a personal appreciation of the learning process and to identify their own patterns, workshop participants will complete a learning pattern assessment, the Learning Connections Inventory. Participants will also engage in discussion about how this learning pattern tool can be utilized in academic and career advising on their campuses.

Joanne Damminger, Betsy McCalla-Wriggins
Rowan University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 247 **4:30–5:30 p.m.**
Convention Center 316

Still Searching: Advising Undeclared Second-Year Students

Commission Sponsored: Undecided/Exploratory Students

Many campuses are reporting drops in enrollment following students' second year. National research indicates that sophomores indicate that one reason they choose to leave school is a lack of direction. Advisors of undeclared second-year students are invited to come and discover the results of a survey and focus group project of an undecided sophomore population at a large research university. Second-year student behavior and opinions were compiled and provide helpful insight about ways that we can best serve this special population as they persist to graduation. Discover and critique programmatic responses to the findings. Come and share your own stories and ideas!

Carrie Petr, University of Nebraska-Lincoln

Presentation based on: Research

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

Concurrent 248 **4:30–5:30 p.m.**
Convention Center 315

The FRAG Project: A New Approach to Working with First Term Students on Academic Warning

First-term students facing academic difficulty sometimes slip into their second term without advisor contact and continue to have academic problems. To address this issue at Oregon State University, we developed and implemented a plan to improve the persistence and retention of such students. This presentation will include visuals and handouts and will:(1) give a brief history of retention issues at OSU; (2) discuss the development and implementation of an action plan to address those issues;(3) explore the preliminary effects of

the program and how it might be implemented by other institutions; (4) allow time for Q&A and group discussion of the model and ways academic advisors can help navigate first term students towards achieving academic success.

Katherine Elias, Linfield College

Louie Bottaro, Oregon State University

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Institutional size: over 10,000 students

Concurrent 249 **4:30–5:30 p.m.**
Hyatt Fredrick/Columbia

Navigating the Transfer Experience: A Classroom Initiative for New Transfer Students

Commission Sponsored: Advising Transfer Students

Transfer students can be a challenging group to advise. Although they have already been college students, upon entry to a new institution they experience many of the same transition issues as first-year students. In spring 2004, a small group from the Academic Advising Center at the University of Iowa set out to specifically determine the transition needs of transfer students and to see whether our first-year experience course could be transformed to meet those needs. The result? The Transfer Transition, a new course for transfer students that has received extremely positive student feedback. This session walks participants through the course development process, sharing syllabus, activity and assignment ideas. This session is appropriate for anyone interested in improving the transition experience for entering transfer students.

Brian Corkery, Lisa Ingram, Michael Davis

University of Iowa

Presentation based on: Models/Applications

Concurrent 250 **4:30–5:30 p.m.**
Convention Center 302

Navigating a Pathway to Success: Developing the Self-Directed Learner in the Community College

Commission Sponsored: Two-Year Colleges

Academic advisors know that planning is the key to helping students become self-directed learners. Advisors at The Community College of Baltimore County utilize an academic planning tool designed to assist students to understand program requirements and select all future classes needed to meet academic goals. Known as the Graduated Learning Plan (GLP), this tool is delivered in all first-year orientation classes and can be accessed by students via the college web site. The GLP was created through a partnership between student services, faculty, IR and IT staff. To evaluate its effectiveness, a learning outcomes assessment project was created. The initial results demonstrate that students who completed the GLP experienced higher retention rates, GPAs, and course completion rates in subsequent semesters.

Bob Baer, Community College of Baltimore County-Essex

Fran Smither

Community College of Baltimore County-Dundalk

Marlene Radich

Community College of Baltimore County-Catonsville

Presentation based on: Models/Applications

Concurrent 251 **4:30–5:30 p.m.**
Convention Center 317

Making a Difference in Student Engagement through Academic Advising

The session will highlight how the largest University in the commonwealth of Virginia used the findings on the National Survey on Student Engagement (NSSE) as the catalyst for redesigning students' advising experience to complement the shift to a learning-centered institution. Presenters will discuss sweeping changes made in academic advising, the way that data-driven decisions influenced the direction of these changes, the new resources needed to make the major structural changes to support learning-centered advising, and the lessons learned in making dramatic changes in a relatively short period of time. The session will feature ways that academic advising can make a difference in improving student engagement in their learning. Participants will share their own experiences in implementing changes in academic advising that address student engagement issues.

Jon Steingass, Seth Sykes
 Virginia Commonwealth University

Presentation based on: Models/Applications

Concurrent 252 **4:30–5:30 p.m.**
Hyatt Ballroom D

Plotting a Navigation Route for Undeclared Majors: A Successful Landing

Students in an Undeclared major may be stuck at sea or treading water. A job for an academic advisor is to plot a route for them to navigate toward landing in a major and shorten time to the degree. A new policy at the University of Central Florida (UCF) has helped Undeclared majors steer toward various ports of new majors. This session will discuss the development of the successful undeclared policy, its implementation across campus, and the research results demonstrating the impact of the policy in helping students land in new ports of call. Participants will be asked to share other programs that motivate students to navigate toward choosing a major.

Mary Rente, Helen Hill, University of Central Florida

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 253 **4:30–5:30 p.m.**
Hyatt Ballroom A

Combining Game Theory, Technology, and the Teachable Moment to Engage Freshmen in Advising

Commission Sponsored: Technology in Advising

At the University of Mary Washington, a new Freshman Advising Program was implemented for 2005-2006. The program includes group and individual advising meetings, a Portfolio students personalize to track progress, and a CD including an Excel electronic degree plan. While the information students gleaned from group meetings seemed helpful, they found the delivery of the material a little lackluster. For 2006-2007, the Freshman Advising Coordinator developed interactive games for advisors to play with students

based on the "teachable moment" and "game-based learning" theories. The creation, application, and use of technology and digital game-based learning in advising at UMW will be discussed, including an interactive demonstration. Attendees will see how easy (and free) creative advising can be using readily available technology.

Elizabeth Foster, JoAnn Schrass

University of Mary Washington

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: less experienced

Concurrent 254 **4:30–5:30 p.m.**
Convention Center 323

Using Appreciative Advising with At-risk Nursing Students: A Strengths-based Approach to Internal Transfer

UNCG's Student Academic Services office has been one of the leaders in using Appreciative Advising (AA). AA involves asking questions that trigger a student's exploration of passions and strengths in order to promote an improved academic experience. This approach is particularly useful in cases of internal transfer where a student's declared major may not be a good fit, but he or she is struggling to identify a new major. Since Spring2005, AA has been used with nursing majors who have not met their programs' academic standards. Through helping students devise strengths-based academic recovery plans, and align their strengths with new potential majors, a number of these students have experienced greater academic achievement. In this presentation, we discuss AA, how it was used with this population, and how we evaluated the program.

Jennifer Clark, Bryant Hutson, University of North Carolina

Presentation based on: Models/Applications

Concurrent 255 **4:30–5:30 p.m.**
Convention Center 326

Navigating Your Career: Charting a Course for Professional Development

Much is made of the initial training period in an advising position, but how can advisors continue their professional development? Using real-life examples and drawing on student development and career development theory, this presentation will provide participants with tools to chart their own course for professional development. This program offers the newer advisor a chance to reflect on developing a strong professional reputation to prepare for career advancement and/or further education. Veteran advisors will be encouraged to evaluate their current positions and how they might make a commitment to professional growth. Supervisors will also gain insight into effectively supporting staff development. Ultimately, the presentation will challenge participants to answer the question: "How are you managing your professional development?"

Cheryl Schultz, University of Iowa

Presentation based on: Personal Growth as an Advisor

Concurrent 256 **4:30–5:30 p.m.**
Convention Center 318

Mapping the Advising Experience: An Assessment Plan in Progress

Commission Sponsored: Assessment of Advising

Assessment is not a four letter word! It's also not just satisfaction surveys. Advising is most effective when intentional student learning outcomes are central in our decision-making and programming. Come hear the trials, tribulations, and successes of an advising unit that is developing a comprehensive assessment plan. We started with an advising syllabus, moved through our mission and vision, and are now mapping student learning outcomes. In our session, we'll work with these key questions: For your institution/unit, what is the largest challenge about assessment? Where do you start in determining outcomes? What prevents you from having an assessment plan currently? NACADA is promoting assessment nation-wide, where are you in the mix?

Tonya McKenna Trabant, Diana Maki, Randy Gentile
University of Wisconsin

Presentation based on: Models/Applications

Target Audiences-this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 257 **4:30–5:30 p.m.**
Convention Center 319

Virtual Advising, 24/7: Reaching the Millennial Generation

Students born between the years 1982 and 2000 are considered part of the Millennial Generation. This population has different approaches to and expectations for accessing services compared to their counterparts in previous generations. This poses a particular challenge for providing relevant and appropriately accessible academic advising programs to our traditional-aged undergraduate population. This presentation will survey the array of internet-based applications (Virtual Advising) useful to advising Millennial Generation students. Further, discussion of the merits and concerns associated with adopting a Virtual Advising approach will illustrate how thoughtful and reasonable use of Facebook, Instant Messaging, E-Mail, and Blackboard can be beneficial to the institution as well as the student population.

Arthur Esposito, Jennifer Sherry
Virginia Commonwealth University

Presentation based on: Models/Applications

Concurrent 258 **4:30–5:30 p.m.**
Convention Center 322

Seamless Transitions: Collaborative Programs to Unite Academic and Student Affairs

This program will discuss the seamless transition created for incoming students through collaborative programs assessed, planned, developed, and implemented jointly by academic and student affairs.

Facilitators will examine proven benefits of acquiring buy in from key stake holders. Attendees will learn how building internal relationships enhanced the orientation and advising experience for over 4000 incoming freshmen. See how our strategy culminated in a comprehensive University wide pro-

gram. Find out how this approach to programming promoted a seamless transition by contributing to a comprehensive orientation experience, enhancing the university advising experience, and the overall introduction to our campus.

Our interactive session demonstrates the latest in audience response technology, allowing participants to actively engage in the presentation by responding, via keypad, to questions posed by presenters.

Jermaine Williams, Moira Ryder, Temple University

Presentation based on: Theory

Concurrent 259 **4:30–5:30 p.m.**
Hyatt Ballroom F

Mapping the Terrain: A Guide for Academic Advising Administrators

Advising units are constantly faced with new challenges and opportunities. How do we make sense of the events, decisions, and change that happen at our institutions? How are significant decisions made? What factors do we need to consider when reacting to organizational change and decision making? This presentation will provide an overview of the organizational theory developed by Bolman and Deal in "Reframing Organizations: Artistry, Choice, and Leadership" (2003) and how to specifically apply this theory to our understanding of decision making and change in Academic Advising units. You will leave with a better understanding of decision making, change, and how you can use this information at your own institution.

Michael Broshears, Daniel Turner

Northern Illinois University

Presentation based on: Theory

Target Audiences-this session is best suited for:

Level of experience in subject matter: more needed

Level of advising experience: more experienced

Concurrent 260 **4:30–5:30 p.m.**
Hyatt Baltimore/Annapolis

Iceberg Straight Ahead: Probation Prevention and Recovery at UTSA College of Education

Commission Sponsored: Advising Education Majors

This presentation will explore the implementation of a probation prevention and recovery program through the use of Web CT at the University of Texas at San Antonio. The program targets students who are in danger of academic probation or dismissal and marginal for acceptance to the Teacher Certification Program. The topics will include: Development of the program; How to identify target students; Cross-campus collaboration; Tracking progress and Successes of the program.

Yolanda Davis, Bradley Chandler, Alonzo Castillo
University of Texas-San Antonio

Presentation based on: Models/Applications

Panel Discussion 261 **4:30–5:30 p.m.**
Hyatt Ballroom C

New Directions in Advising Theory

Commission Sponsored: Theory & Philosophy of Advising

The three panelists will discuss their "cutting edge" scholarly inquiry in advising using new theoretical approaches. First, constructivism, which argues that people truly learn only

when they come to a self-driven understanding of something in an authentic environment rich with examples and choice; second, systems theory, and how it can be applied to the design of advising units or to the way we work with individual students; third, hermeneutics, an approach focused on interpretation, understanding, and context, and its use in developing more productive advising interactions. The three presentations will provide the audience with examples of new approaches to conducting scholarly inquiry in academic advising.

Moderator: *Peter Hagen*

Richard Stockton College of New Jersey
Wesley Lipschultz, Terry Musser, Penn State University
Sarah Champlin-Scharff, Harvard University
Presentation based on: Theory

Concurrent 262 4:30-5:30 p.m. Convention Center 321

Navigating NACADA Resources for Professional Development

Professional development need not be once a year; it can be a daily event over a cup of tea! This session will demonstrate how advisors can navigate NACADA resources to aid in ongoing professional development. The Web-based NACADA Clearinghouse of Academic Advising Resources will be featured with its tools for advising students and professional development. NACADA Services, including position postings and electronic lists, will be discussed. The NACADA advisor training and development CD, "Understanding Cultural Identity and Worldview Development" will be previewed. The 2007 NACADA New Advisor Guidebook will be examined. NACADA members will come away from this session with a clear understanding of readily available NACADA resources.

Marsha Miller, Leigh Cunningham
 NACADA—Kansas State University

Presentation based on: Personal Growth as an Advisor

Concurrent 263 4:30–5:30 p.m. Hyatt Ballroom B

Helping Students Steer a True Course: Hosting a Discover Your Major Day

Best of Region 3

Undecided? Undeclared? Floundering? How can an institution help students choose a major? Undecided students are "free climbers," attempting to ascend the mountain of academia without the protection of ropes or pins to tie them to the slippery slope. This presentation allows novices, experienced advisors, and administrators to explore "Discover Your Major Day." Through materials, shared procedures, pictorial demonstration, and engaging discussion, a team of enthusiasts will assist you in learning how to plan, publicize, implement, and evaluate an event that will energize advisors and motivate students to recognize their passion. Participants will share their experiences, discuss challenges, and come away from this session with handouts and a web link to materials. Come and enjoy an engaging adventure to the pinnacle of a successful campus-wide experience.

Mary Brignole, Courtney Fitzgerald, Stephanie Johnson, Patsy Krech, Trellis Morgan, Tracy Robinson
 University of Memphis

Presentation based on: Models/Applications

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Concurrent 264 4:30–5:30 p.m. Convention Center 324

Circumnavigating Assessment: Coming Full Circle from Conception to Implementation

Commission Sponsored: Assessment of Advising

This proposal will chronicle the travels of the advising team in the Dean's Office of the College of Liberal Arts. For two years the team has followed the NACADA Assessment Institute's template for developing an assessment plan. In weekly meetings we identified shared values, created a mission statement and advising goals and developed advisor student learning outcomes. In spring 2006, we began to implement some data-gathering measures. We have used a registration advising worksheet rubric; an orientation survey; twelve quasi-focus groups; and online surveys for each student visiting our office. We will share the discoveries of our voyage—intended and actual—in the process of going from here to there and back again in the assessment cycle.

Richard Ribb, University of Texas

Presentation based on: Research

Target Audiences—this session is best suited for:

Level of experience in subject matter: minimal needed

Level of advising experience: more experienced

5:45–6:15 p.m. Convention Center 325

NACADA Annual Business Meeting

Presiding

Susan Campbell, University of Southern Maine
 NACADA President

Hear a report on the status of the association and its plans for the future. The business meeting also provides an opportunity for you to express your concerns or ideas for the future of the organization and its services. Get involved! The association needs you.

