

2016 NACADA Region 9 Conference



NACADA

THE GLOBAL COMMUNITY FOR ACADEMIC ADVISING
REGION 9 CONFERENCE

MARCH 14-16, 2016 ~ LOS ANGELES, CALIFORNIA
HOSTED BY BRANDMAN UNIVERSITY



Welcome from Region 9 Chair!

Dear Region 9 NACADA Colleagues and Friends,

Welcome to Southern California and the 2016 Region 9 Conference! The conference committee has worked hard to bring you several days of professional development opportunities geared towards enabling your growth as an advisor. I look forward to seeing familiar faces as well as meeting new Region 9 colleagues.



I am particularly excited about this year's theme, *"Surfing the Waves of Change: Advising for a New Generation."* Region 9 is the most diverse region in all of NACADA - both in terms of student demographics and the advisors who serve them. As such, I believe we are uniquely positioned to share our collective expertise and provide leadership to "Advising for a New Generation." This also means we share a unique responsibility to do so. Over the course of the conference, I invite you to stretch beyond your professional comfort zone. Challenge yourself to explore new ways and practices that help us better understand and serve the emerging needs of an increasingly diverse student population.

I would also like to extend special thanks to conference co-chairs Sean Nemeth and Don Scott and their entire planning team for their outstanding work. Another special thanks to the University of Southern California team that partnered with Sean, Don, and the Brandman University team to host us on their beautiful campus. Please plan to attend the business meeting on Tuesday where you will meet these individuals, receive Region 9 updates, and learn about ways to get involved in NACADA.

I hope your Region 9 Conference experience is fulfilling and invigorating. Thank you for joining us in Los Angeles!

Sincerely,

Julian Ledesma

Region 9 Conference Co-Chairs

Greetings from the 2016 Region 9 Conference Co-Chairs!

On behalf of the rest of the conference planning committee, we wish to welcome you to beautiful southern California for the 2016 Region 9 Conference. For the past year, a team of busy Advisors from multiple institutions has been meeting virtually to plan and bring this conference to life for you. They represent one of the most dedicated groups of individuals we have ever had the chance to work with and this conference would not have been possible without their contributions. As you will meet new colleagues in person for the first time over these next few days, so will many of us as committee members meet each other in person for the first time. This has truly been a 21st Century approach to our planning process and we are thrilled to finally be ready to deliver the final product to you during the next three days.

This year's conference theme, *Surfing the Waves of Change: Advising For A New Generation*, seeks to draw attention to the rapidly evolving approaches we must take advising today's college students. We hope the wonderful concurrent sessions we have selected will provide you with new tools to use, challenge you to think in new ways, and to celebrate our vibrant region's goal of promoting and modeling an inclusive environment that embraces the diversity of advisors and the students we serve.

We are excited to welcome Dr. Wes Habley as our conference's keynote speaker. Many of you know Dr. Habley as one of the founding members of NACADA and a nationally recognized expert on student retention and success. We are confident you will find his keynote address both stimulating and a wonderful reminder about the important work you do each day.

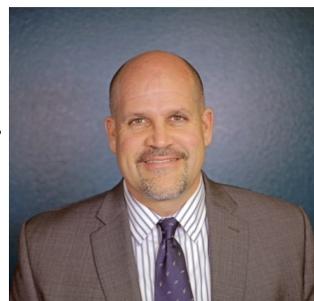
Finally, we want to thank our conference sponsors. Their dedication to supporting our professional development is incredibly important. We encourage you to take a moment during the conference to offer your thanks as a way to demonstrate our collective appreciation.

Have a great conference!



Sean Nemeth

Associate Vice Chancellor
Enrollment Services,
Retention, and Advising
Brandman University



Don Scott

Director
Advising and
Retention Services
Brandman University

Conference Steering Committee

Budget and Finance

Sean Nemeth

Corporate Sponsors and Exhibits

Sean Nemeth

Senorina Saldivar

Jane Uhazy

Evaluations

Dina Bartoloni

Diane Mazzey

Lata Patel

Keynote Speaker

Evelyn Felina Castillo

Location and Food

Nicole Perrine

Jill Kuchnsky

Jim Lee

Patty Popovich

Don Scott

Marketing/Promotion and Website/Social Media

Don Scott

Joyce P. Perez

Programs and Bags

Joyce P. Perez

Farifteh Shahbazian

Marina Zarate

Travel Arrangements

Don Scott

Senorina Saldivar

Proposal Selection

Ashley Flinn

LeAnn Akins

Amber Artiaga

Evelyn Felina Castillo

Caroline Dias

Audra Lancaster-Boyce

Jim Lee

Nicole Perrine

Karina Quintanilla

Toby Spiegel

Registration

Caroline Dias

Mitali Gadhia

Jill Kuchnsky

Angie Nelson-Swearingen

Social Events

Audra Lancaster-Boyce

Nicole Perrine

LeAnn Akins

Amber Artiaga

Valarie Burke

Karina Quintanilla

Farifteh Shahbazian

Toby Spiegel

Marina Zarate

Volunteers and Hospitality

Senorina Saldivar

Mitali Gadhia

Angie Nelson-Swearingen

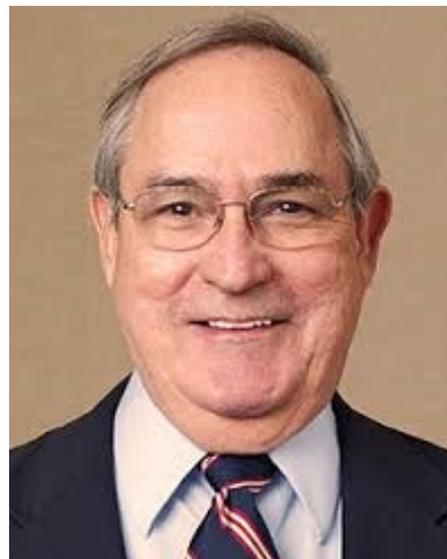
Jane Uhazy

Italics: subcommittee chair(s)

Keynote Speaker

Dr. Wes Habley

Dr. Wes Habley held numerous positions at ACT, Inc. and recently retired from ACT as Assistant Vice President for Strategic Partnerships. Upon his retirement, Habley was honored to receive ACT's first Lifetime Achievement Award. He currently serves as a Senior Consultant to ACT, Inc. on College Student Success and also with Thomas Brown Associates.



Habley earned his B.S in music education and M.Ed. in student personnel from the University of Illinois-Urbana/Champaign and his Ed.D. from Illinois State University in educational administration where he was inducted into the College of Education Hall of Fame. Prior to joining ACT, Habley served first as an academic advisor and later as the Director of the Academic Advisement Center at Illinois State. Habley also served as the Director of Academic and Career Advising at the University of Wisconsin-Eau Claire.

Habley is lead author of *Increasing Persistence: Research –based Strategies for College Student Success* (2012). He is co-editor of the first (2000) and second editions (2008) of *Academic Advising: a comprehensive handbook*. Habley served as lead researcher on ACT's 2004 and 2010 national retention studies published as *What Works in Student Retention?* In addition, Habley is the editor of the monograph on ACT's third, and author of monographs on ACT's fourth, fifth and sixth National Surveys of Academic Advising. Finally, he contributed chapters to *Fostering Student Success, Developmental Academic Advising* and *Faculty Advising Examined*. Additional published material has appeared in the *NACADA Journal, The Journal of College Student Personnel, NASPA Journal, NACADA Monograph Series*, the Jossey-Bass New Directions Series, and several monographs published by the First Year Experience Program at the University of South Carolina.

Habley has delivered more than 400 presentations at meetings of professional associations and has served as a consultant or workshop leader at more than 125 colleges in the U.S., the Middle East, and Canada.

Habley is a founding board member, past president and past treasurer of the National Academic Advising Association (NACADA). In 1987, he inaugurated the Summer Institute on Academic Advising and served as its director for 22 years. Habley was named Summer Institute Director Emeritus and the Summer Institute Scholarship has been named in his honor. He is the recipient of NACADA's awards for Outstanding Contributions to the Field of Academic Advising and Service to NACADA.

Conference-at-a-Glance

DAY 1

Monday, March 14, 2016

12:00 PM - 5:00 PM	Registration / Check - In (THH Exterior)
1:00 PM - 5:00 PM	Pre-Conference Workshops (THH)
5:00 PM - 6:00 PM	NACADA Orientation for First Time Attendees (THH 101)
6:00 PM - 8:00 PM	Social Event (The Lab Gastropub)

DAY 2

Tuesday, March 15, 2016

7:00 AM - 8:00 AM	Exhibitor Set-Up (THH 114 & THH 116)
7:30 AM - 12:00 PM	Registration / Check - In (THH Exterior)
8:00 AM - 9:00 AM	Continental Breakfast (THH Exterior)
9:00 AM - 9:45 AM	Concurrent Session #1
10:00 AM - 10:45 AM	Concurrent Session #2
11:00 AM - 11:45 AM	Concurrent Session #3
12:15 PM - 1:45 PM	Keynote Luncheon (Ronald Tutor Campus Center Grand Ballroom - TCC)
2:00 PM - 2:45 PM	Concurrent Session #4
3:00 PM - 3:45 PM	Concurrent Session #5
4:00 PM - 6:00 PM	NACADA Region 9 Networking Social (University Club)
4:00 PM - 5:00 PM	NACADA Region 9 Business Meeting (THH 210)
5:00 PM - 6:00 PM	Film Screening - <i>"First Generation"</i> (THH 101)

DAY 3

Wednesday, March 16, 2016

8:00 AM - 9:00 AM	Continental Breakfast (THH Exterior)
9:00 AM - 9:45 AM	Concurrent Session #6
10:00 AM - 10:45 AM	Concurrent Session #7
11:00 AM - 11:45 AM	Concurrent Session #8
12:00 PM	Lunch on Your Own / Conference Ends
12:15 PM - 2:00 PM	Peer Engagement Program (PEP) Meeting (THH 212)

Pre-Conference Sessions

Monday, March 14, 2016

Pre-Conference Workshops: 1:00 PM to 2:45 PM

Developing an Undocumented Student Ally Training to Support Student Success (A)

Location: THH 208

Presenters: Mayra Soriano and Zada Chio-Gallardo

Institution: California State University, Dominguez Hills

Undocumented college students experience a sense of uncertainty due to their immigration status. Without a support system in place to provide adequate information and guidance, undocumented college students may find themselves isolated and lost as they pursue higher education. College based practitioners such as advisors and other student affairs representatives, staff, and faculty can positively impact the college going experience and success of undocumented students. By developing a coalition of supportive allies, colleges and universities can ensure all students are supported. This presentation will provide a review of policies impacting undocumented college students, resources for developing an undocumented student ally training program, and resources to support these efforts.

Professional Development: Making Sure You are on the Forefront of the Waves of Change (C)

Location: THH 212

Presenter: Kiana Y. Shiroma, Ph.D.

Institution: University of Hawai'i at Mānoa

Professional development (PD) is unique in that it differs depending on the professional needs and goals of each academic advisor but is similar in that regardless of whether you are a new or veteran advisor, PD should be a continuous part of your career. The overarching goal of this presentation is to help you seek and engage in professional development activities that best fit your career needs and objectives. During this session, you will identify and assess your PD needs and goals. Next, you will learn about ways you can develop professionally, including NACADA-sponsored opportunities. Last, you will evaluate past, present and future PD activities to ensure that you make the right PD decisions for yourself.

Monday, March 14, 2016

Pre-Conference Workshops: 3:00 PM to 4:45 PM

Utilizing Hope & Growth Mindset in Counseling Interactions to Promote More Effective Peer Advising Programs (D)

Location: THH 201

Presenter: Sabrina Wilhelm

Institution: University of Redlands

Imagine a simplified method of improving student outlook and problem-solving skills to help them overcome obstacles and remain persistent to achieve personal, academic and career goals. This interactive workshop includes break out activities with real life applications, role-playing and a guided lecture on the theoretical framework of Hope Theory by Charles Richard Snyder, focusing on agency and pathway thinking, in combination with Carol Dweck's Growth Mindset to leave you with the essential three step approach to problem-solving. Peer Advising/Mentoring programs may utilize these concepts to give students more resources to draw upon and to gain insight on becoming more effective and efficient within a higher education institution.

**NACADA
Pre-Conference Mixer**

**Monday March 14, 2016
6:00 PM - 8:00 PM**



**3500 Figueroa St.
Los Angeles, CA 90047
213.743.1843**

*Across the street from USC, in between
the Galen Center and the Radisson Hotel*

**FIRST
GENERATION**

*NACADA Region 9
Conference
Must-Attend Events:*

Film Screening
Tues., March 15th
5:00 – 6:00 p.m.
Location: THH 101

Film Panel Session
Wed., March 16th
10:00 – 10:45 a.m.
Location: THH 101

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HAS A STORY.**

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Concurrent Sessions

***Evaluations:** Individual session evaluations will be available in each meeting room as well as on-line through the GuideBook mobile app. Individual session numbers are noted in parentheses after the session title. You will find a conference volunteer at the back of each room available to collect your completed evaluations at the end of each session. We ask that you complete the evaluation forms for each session attended as well as the overall conference evaluation, which will be available online at www.nacada.ksu.edu following the conference. Your responses will help determine which program is selected for Best of Region 9 recognition and are essential in determining the content of future conferences. We thank you in advance for your comments and suggestions!*

Tuesday, March 15, 2016

Session #1: 9:00 AM to 9:45 AM

Double Dose First Gen: Achieving a Sense of Belonging as a First Generation American and First Generation College Student (1)

Location: THH 101

Presenters: Tara Connolly and Sione Lavaka

Institution: Truckee Meadows Community College

There is a great deal of research exploring the added challenges that first-generation college students encounter. But what about first-generation college students who have the added challenge of being a first-generation American as well? In this session, facilitated by two advisors with firsthand experience as double-dose first-gen students, we will examine the pros and cons of select advising theories as related to double-dose first-gen students through the lens of Hofstede's Cultural Dimensions Theory. Through the use of attendee participation, we will work collectively to overcome the downfalls of select advising theories to ensure that advisors and students work collaboratively to bolster a sense of belonging and student engagement.

Paddling Past the Break and into the Lineup: Two Different Perspectives on Successfully Training Prepared and Knowledgeable Peer Advisors (9)

Location: THH 202

Presenters: Alyssa Kapaona and Derek Furukawa

Institutions: University of Hawai'i at Mānoa and University of Nevada, Reno

To catch the best waves, a surfer must first paddle from the shore past the break. After battling whitewater and breaking waves, the water gets calm and a surfer can see what is developing on the horizon to be most effective. For peer advisors to get into the lineup of advising students, they have to paddle past the training period so they can have the best perspective on how to proceed and help their fellow students. This session will provide insight into two established peer advising programs and how they approach peer advisor training. Further discussion will help introduce additional methods of training that can be effective based on participant experiences.

Cultivating Community & Academic Success for Foster Youth on College Campuses (21)

Location: THH 102

Presenters: Deborah Lowe Martinez, J.D. and Zefora Ortiz

Institution: University of California, Berkeley

The Berkeley Hope Scholars (formerly Cal Independent Scholars Network), launched in 2005 is one of the first college foster youth support programs in Northern California. Come join program staff in a conversation on successful strategies in creating community and supporting foster youth in their transition to college. The importance of collaborating with campus and community partners in advocating for and delivering services to foster youth will also be discussed. Participants will learn about the effectiveness of high-touch delivery of services to foster youth on college campuses to ensure academic success and hear from a youth about her college experience.

Fostering Self-authorship Among Performing Arts Majors (34)

Location: THH 208

Presenter: Debra Penberthy

Institution: University of La Verne

Academic advisors tend to view students majoring in performing arts (e.g., dance, music, and theatre) as having already decided on their careers. We see college students who are undecided as undergoing exploration, whereas we view performing arts majors as decided and simply needing help becoming professional performers. This is a false dichotomy. Performance majors have a high need for self-reflection. Self-authorship, the developmental process whereby individuals become able to shape their own lives (Baxter Magolda and Kegan), is key for all students and particularly necessary for performance majors. This session reviews the literature on self-authorship and emerging adulthood (Arnett), as well as performance majors' developmental paths. Existing advising practices for fostering self-authorship and ways to tailor practices for this population will be discussed.

A Holistic Advising Approach to Support Student Success for First-Time Freshmen (46)

Location: THH 201

Presenters: Mayra Soriano and Silvia Alvarez

Institution: California State University, Dominguez Hills

Academic advising is considered a cornerstone of student success. Proactive or intrusive advising is an advising model proven to assist advisors in supporting the needs of college students. Since Robert Glennen introduced proactive (intrusive) advising in 1975, this model to working with college students has proven to be a successful approach in supporting at risk populations, promoting retention, and increasing student advisor communication (Varney, 2012). This presentation will provide an overview of a robust intervention program that starts early and draws upon the use of a holistic advising approach to support the success of first generation, first time freshmen through the use of academic advisors, peer mentors, supplemental instructors, as well as campus partnerships.

Transfer Pathway Program: Building a Bridge from the Community College to the University (48)

Location: THH 210

Presenters: Jennifer Brown, Ed.D., Nicole Iwasaki and Kehau Newhouse

Institution: University of Hawai'i at Mānoa

A report from the National Student Clearinghouse Research Center found that 46 percent of all students who completed a 4-year degree had previously been enrolled at a 2-year institution (Smith, 2015). As transfer numbers rise, transfer programs are of increasing importance to establish a smooth transition between college campuses. This session discusses an existing transfer partnership between community colleges and a four-year institution in the University of Hawai'i system, which was designed to improve the transfer process. The program details and assessment will be discussed within the context of current literature on the transfer student population.

Session #2: 10:00 AM to 10:45 AM

Instagram: Communicating Through Pictures (3)

Location: THH 202

Presenters: Matt Markin and Star Kafovalu-Wildes

Institution: California State University, San Bernardino

With most students not checking their e-mail, communicating with them can seem near impossible. The struggle to reach students about advising and registration information has also increased. Many universities have sought social media as a way to reach their students, but engagement with students is key. The Advising and Academic Services Office at California State University, San Bernardino created an Instagram account in 2013 to not only provide information on advising, registration and campus policies, but also interact with students and show transparency that currently did not exist.

"Me Myself and Us": Identifying, Understanding, and Supporting Students with Dependents in Higher Education (13)

Location: THH 202

Presenters: Tomie L. Lenear II, Briana Starks and Steven Nguyen

Institution: University of California, Berkeley

Underrepresented college students include those who have entered higher education after having children. Students with dependents have needs that include academic advising, but can also include access to family housing, childcare, food security, campus policy interpretation and student advocacy. In this presentation, staff from the Student Parent Center and the Transfer Student Center at UC Berkeley, will introduce and elaborate on key methods of support for advisors that may have yet to serve this population, and/or currently aspire to address this demographic's needs. Both Student Parent Center and Transfer Center are programs operating under the Centers for Educational Equity and Excellence (Ce3) at the University at California, Berkeley.

Real Talk: Navigating the Waters as an Advisor of Color (20)

Location: THH 201

Presenters: Yuki Burton, Donna Vivar, Julian Ledesma and Omar Ramirez

Institution: University Of California, Berkeley

When do I speak up? Is it me or is this wrong? Do I represent my whole community? Are all diversity related issues my responsibility? This internal dialogue has an affect on how advisors interact with other advisors, faculty and most importantly students. In this interactive discussion we will turn the internal narrative outward and share our experiences with each other. Participants will have the opportunity to learn more about themselves by sharing with each other. Through telling our stories we will gain tools and strategies that can help us navigate through the institutional policies, create a space and a network of support throughout the NACADA community to help us meet these challenges.

We're Not The Problem: Recognizing the Strengths of our Advisors and Students of Color (22)

Location: THH 208

Presenter: Chanda Ishisaka

Institution: Chapman University

Does it sound like the research and the conversations at your institution about students of color come from a deficit model? In reality, do you recognize the talent of our students of color and want to discuss what they bring to your institution? This program will highlight the theory of Yasso's Community Cultural Wealth model which stems from Critical Race theory and recognizes the skills our students of color possess. Attendees will be able to learn about the community cultural wealth theory and participate in reflection and discussion activities to see how this theory plays out in their advising style and with the students they serve.

Understanding the Changing Tides: Power Dynamics in Higher Education (10)

Location: THH 101

Presenters: Lauren K Worrell and Kyle Westbrook

Institution: University of California, Davis

In a University, we often think about the power difference between faculty and student; or faculty, administration, and staff. However, power dynamics can be multifaceted, and exist in many ways. This session will cover topics including: different kinds of power and who holds it; how to leverage your own and others' power; managing up; effective communication strategies for various power dynamics; and self-care in the face of power abuse. Topics will cover both the staff perspective in working with power, as well as in giving advice to our students who might be facing various power dynamics. This interactive session will be grounded in current literature and research, and tied to real employee and student examples from UC Davis.

Expanding Advising Staffing to Keep up With the Waves of Change (33)

Location: THH 210

Presenters: Derek T. Furukawa and Adeste Sipin

Institutions: University of Nevada, Reno and Nevada State College

With an increasing number of students seeking higher education, the challenge for academic advising is to keep up with this change. Advising is not always considered a priority for campus expansion, but is critical in creating success among undergraduate students. This session will highlight approaches that were used to expand academic advising on two very different campuses. Although their approaches varied, there were some common factors that led to the success of their academic advising expansion. Participants will come away with some perspective on how to approach expansion on their campus and tips that can help their case.

Session #3: 11:00 AM to 11:45 AM

Surviving the Storm: Helping Students Through Failure, Disappointment and Setback (4)

Location: THH 208

Presenter: Julie Johnston, M. Ed.

Institution: University of Washington Tacoma

Failure, disappointment and setback are a normal part of a student's experience. In a setting where achievement and aspirations are the focus, setbacks can seem magnified and especially confusing for students as they journey through their academic career. Based off Brene Brown's book *Rising Strong*, this presentation will focus on crucial conversations advisors should be having with students when the inevitable storm hits. Practical tools will be shown and guided dialogue with colleagues will occur in this interactive round table presentation.

Exploring Peer Academic Counselors Working With First Generation, Low Income, and Historically Underrepresented Students (8)

Location: THH 210

Presenters: Mitzi Iniguez and Brianna Wright

Institution: University of California, Berkeley

The Educational Opportunity Program and Incentive Awards Program Peer Academic Counselors at UC Berkeley are current undergraduates that serve as student-to-student advisors after participating in an intensive year-round training program. This training, along with the richness of their own personal student experiences, allows them to serve as a vital resource to fellow students. Peer Academic Counselors coordinate programs and activities that provide advising, foster community, raise awareness of opportunities available to students, and promote academic success. This workshop will introduce an overview of the learnings and expectations of the program through a service model presentation and testimonials.

AdviseStream: An Electronic Platform for Holistic Advising (V2)

Location: THH 212

Presenter: Justin Crowley, Ph.D., AdviseStream, Inc.

The AdviseStream cloud-based software platforms support the work of collegiate advisors by building community, encouraging collaborative planning with advisors, and streamlining processes for student success. AdviseStream supports fundamental processes such as appointment scheduling, curricular and co-curricular planning, and advising notes. AdviseStream can serve all students and advisors, while supporting specialized workflows for groups such as prehealth students, fellowship programs and special mentoring programs. Students are empowered to take control of their academic and career paths by reporting career aspirations, creating and modifying multi-year plans, designing their co-curricular experiences, and translating their achievements into e-folio and résumé formats.

Tips for Advising Students with Disabilities (26)

Location: THH 101

Presenters: Janice Schafrik, Debbie Jih, Norma Kehdi, Alexandra Retana, Mattie Grace,
Katherine Neuenschwander, Albert Mangagil and Tracy Jalaba

Institution: University of Southern California

Working with students with disabilities is a lot of fun and a tremendous privilege. As advisors, we also face a host of issues when working with students who disclose a disability. These issues include how best to provide services to students who are deaf, blind, use a wheelchair, experience ADHD, or have a learning or psychological disability. Additional issues include legal concerns, working with parents and faculty, and referral to disability friendly resources. The purpose of the current presentation is to provide strategies for working with students with disabilities. The presentation will address disability as diversity, review the law as pertains to accommodations, and explore common disability myths. Objectives will be met through an activity, PowerPoint presentation, handouts, and informal discussion.

Flip Your Advising Sessions with Screencast Technology (35)

Location: THH 102

Presenter: Diana L. Thompson, M.Ed.

Institution: University of Hawai'i at Mānoa

You may have heard of a flipped classroom, but what about flipped advising? Every office has prescriptive information that simply becomes repetitive after many appointments in a day. If you want to learn about creating captivating video clips to address that material, and allow for more developmental, individualized discussions in your appointments, then this session is for you. It doesn't matter if you're a "tech newbie" or the "office guru," this session will teach you methods simple enough for you to walk away with new skills to create screencast video tutorials of your own, for students to watch at their own pace.

Diving Deeper: A Call to Action for Advisors of Color (37)

Location: THH 201

Presenters: Donna Vivar and Fabrizio Mejia

Institutions: University of California, Davis and University of California, Berkeley

Following the “Real Talk with Advisors of Color” sessions at the NACADA national conference in Las Vegas and here at the Region 9 conference, this is your chance to engage in the regional and national conversation about professional development and the creation of a network of support for advisors of color within NACADA. This working session will allow us to process the previous session, map the goals and purpose of a potential advisors of color interest group, and give input on the Region 9 equity assessment. Note: You do not have to attend “Real Talk with Advisors of Color” to participate in this session.

Publish with NACADA: Find the Appropriate NACADA Venue for Your Writing (42)

Location: THH 202

Presenters: Robert Hurt and Marsha Miller

Institution: Cal Poly Pomona

There are many opportunities to write for NACADA. Last year, 240+ members authored articles for NACADA publications. Each author (many who were first-time authors) contributed to our field’s literature base. This session, sponsored by the NACADA Publications Advisory Board and the Editorial Board of the NACADA Journal, describes the purpose, content, writing guidelines, and acceptance process for each NACADA publication venue. From the NACADA Blog and book reviews, to Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Journal, there is a place for your contribution! This session helps you understand the various writing opportunities within NACADA and lays out steps to help you start a writing project.

12:15 p.m. - 1:45 p.m.
Welcome Luncheon with Keynote Speaker
TCC Ballroom

LOS ANGELES REGIONAL **Region 9 Conference Service Project**



Los Angeles Regional Food Bank

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Join our team and donate today!
Download the Guidebook app for the team fundraising link.

Session #4: 2:00 PM to 2:45 PM

Get Students Off Probation Through Proactive Independent Study (2)

Location: THH 201

Presenters: Eduardo Mendoza and Matthew Markin

Institution: California State University, San Bernardino

Through a combination of proactive advising and motivational interviewing interventions, California State University, San Bernardino's Office of Advising and Academic Services utilizes their own independent University Studies course for students on academic probation. This course utilizes one-on-one advising, follow through on both the student and academic advisor, progress reports, intake/exit assessment surveys, etc. to assist not only with improving students' academic standing, but also their personal lives. The advisor becomes an active participant and works collaboratively with the student in assisting the student's academic performance.

Who Said Emotions Don't Matter?!: The Practice of Emotion-Focused Therapy in Academic Counseling (32)

Location: THH 101

Presenter: Yuki Burton

Institution: University of California, Berkeley

Here's a tissue for your issue! Right? Wrong! Living in such a fast-paced society, we are often-times socialized to dismiss our "emotional baggage" while desensitizing ourselves to the depth and impact of such valid feelings. Utilizing Leslie Greenberg's Emotion-Focused Therapy (EFT), this experiential workshop will use small-group discussions and art activities to spark a self-reflection on the range of emotions that advisors experience while engaging with students. While advisors oftentimes create a safe emotional space for students, it is critical to be intentional about heightening one's own emotional awareness to better meet student needs. Advisors will also learn to engage with emotions through multiple cultural lenses in addition to offering best practices for emotional self-care.

FERPA & ADA Compliant Online Advising & Scheduling Platform (V3)

Location: THH 212

Presenter: Tracy Gorham, Cranium Café

Relationships will always be the biggest factor in a positive educational experience, and advisors know the importance this human connection better than most. Come learn about Cranium Cafe, the software built to enhance the student-advisor bond by giving them a space to meet and collaborate as if meeting in person. We will also discuss the success of UTSA Graduate School's advisement department as a case study.

Do Minors Matter? Analysis and Perceptions of Requiring a Minor (12)

Location: THH 208

Presenters: Anna Laven, Ed.D., Christina Chavez, Janine Cornelison, MS and Adriana Sixtos, MPA

Institution: California State University, Bakersfield

A minor requirement presents unique challenges for students. Does a minor add breadth to a student's learning and contribute to career goals? Or does a minor increase time to degree? At California State University, Bakersfield, where the minor is currently required for the Bachelor of Arts degree, the presenters sought to better understand the positive and negative impacts of a minor requirement. The presenters will discuss the selections students make and perceptions of the minor requirement as the school began to consider making minors optional for Arts and Humanities students. Findings, reflections and next steps will be discussed. Handouts will be provided. The session will provide opportunities for collaboration and discussion.

Advising A New Generation of Transfer Students Through Social Media (15)

Location: THH 202

Presenters: Steven Nguyen and Lorena Valdez

Institution: University of California, Berkeley

College students use social media as an integral part of their undergraduate experience. Many colleges and universities are starting to utilize social media as a tool to meet students where they are at. Social media provides an innovative way for advisors to connect and share resources with students. Advisors can use social media as a means for reaching transfers as they begin their transition and throughout their undergraduate experience. At UC Berkeley, transfer students represent 22% of the undergraduate population. We anticipate more transfer students admitted over the next two years. The Transfer Student Center utilizes social media in order to outreach to incoming transfer students, foster online communities and support networks, and exchange information on how to navigate Cal.

How Will You Modulate Your Wave Amplitude? – Advising the Technology-Raised Generation (17)

Location: THH 102

Presenters: Steven C. Calhoun and Christina Cho

Institution: University of Nevada, Reno

Waves tend to travel in groups, the seventh being the largest. Many institutions are facing continued enrollment growth with limited resources. To increase the quality and efficiency of advising to a growing technology-raised generation and improving the assessment and data collection related to academic advising, the College of Science at the University of Nevada, Reno has developed a technology based advising protocol to engage the swell of the web surfing generation. This presentation will demonstrate how using technology with on-line tools can accomplish the following: teach and increase student knowledge about program requirements, policies and resources; engage students using technology; assess advising data without additional manual data entry; and manage a process where professional and peer advisors work together.

Breaking Barriers: Exploring the Unspoken Silos between First Generation Students and their Families and Communities (30)

Location: THH 210

Presenters: Gregrette Perry-Simmons, M.A. and Jeremy Tiedt, M.S.

Institution: University of Nevada, Reno

Many first generation students struggle with navigating silos that the pursuit of higher education creates between their personal goals and family/cultural expectations and customs. Academic Advisors and other higher education professionals are often unaware these silos exist or what effect they have on student persistence and retention. During this interactive discussion, three areas will be explored:

- 1) How families impact access to higher education.
- 2) Influence of support/lack of support from family.
- 3) Silos in communication regarding educational/cultural understanding between parents and students.

Session #5: 3:00 PM to 3:45 PM

What Happens in MPA Stays With an MPA: First-Hand Stories of The Impact of Being a Peer Advisor (19)

Location: THH 102

Presenters: Cheri Kau, Michelle Tagorda, Eve Millett and Kristine Espinoza

Institution: University of Hawai'i at Mānoa

This interactive discussion-based session will feature a panel of Mānoa Peer Advisor (MPA) alumni from the University of Hawai'i at Mānoa on their cumulative experiences and take-aways of being in a high-impact program. Panelists will share how the program served as paraprofessional training for their work and graduate studies in higher education. Specifically, panelists will describe how the MPA experience influenced their career goals and how they've applied the transferrable skills learned to their multiple roles in higher education. Attendees will engage with each other to brainstorm strategies on fostering a community and promoting personal and professional development within their (current or future) peer advising programs.

A Comprehensive Model for Nontraditional Student Success: EOP's Aspirational Academic Counseling Framework (27)

Location: THH 201

Presenter: Julian Ledesma

Institution: University Of California, Berkeley

Across the country, Educational Opportunity Programs are tasked with the challenge of serving the unique advising needs of nontraditional students. At UC Berkeley, the first generation, low-income, and underrepresented undergraduates that are considered EOP are offered comprehensive services that address multiple components of their identities as students. By applying an "Aspirational Academic Counseling Framework," UC Berkeley EOP empowers students to achieve. Attend this session to learn about EOP at UC Berkeley, our "Aspirational Academic Counseling Framework," and the various services designed to support first generation, low-income, underrepresented students.

Born in East LA: Developing a Model for Graduate Student Support at Cal State LA (38)

Location: THH 208

Presenter: Andrea Gutierrez

Institution: California State University, Los Angeles

Graduate and professional students often seem like they have it all figured out, but their shaky retention, persistence, and completion rates would suggest otherwise. In 2013, Cal State LA hired its first professional advisor for graduate students, who then established the Graduate Resource Center (GRC). The GRC provides academic support, professional development, and community-building opportunities in the only space on campus dedicated to graduate and professional students. In three short years, the GRC has become a bustling hub of graduate student life, though it has not been without its hiccups and obstacles. This session will look at the history of graduate student support at Cal State LA, the successes and challenges of creating a new program, and best practices for how to support graduate students on any campus.

Digging Deeper – Using Counseling Theory and Advising Approaches for Student Self-Actualization (41)

Location: THH 202

Presenters: Greg Head and Terri Miller

Institution: University of California San Diego

Academic advising can provide opportunities to assist students with more than adding or dropping courses, and often advisors desire to engage more with their students. In this presentation, we will highlight how two advisors with different backgrounds, one in higher education and one in counseling, identified theories and approaches from counseling and academic advising in order to provide a wider and more enriching variety of advising experiences to their students. Participants will hear how to integrate new theories into their daily advising sessions, receive a list of advising/counseling approaches to explore for themselves, and practice using new theories through case studies. Participants will leave the presentation equipped with a new set of theories and approaches to better assist students and find deeper meaning in advising relationships.

A Conversation With NACADA Leaders (43)

Location: THH 101

Presenters: David Spight, NACADA President and Charlie Nutt, NACADA Executive Director

This session is designed for our leaders to provide information about the association to our members as well as for participants to ask questions about the association, including how to become involved and learn about leadership opportunities. In addition, this year's session will be an opportunity to discuss and make suggested revisions to the NACADA Core Values, and to learn more about the Center for Academic Advising Research being opened at Kansas State University in the near future.

Student Acceleration and Credit by Exam (V1)

Location: THH 210

Presenter: Suzanne McGurk, The College Board

Guiding a student toward a path of acceleration can make a meaningful difference in a his or her academic pathway. The College Level Examination Program is a leader in credit by exam opportunities which are an excellent way to accelerate students. Learn how to identify students who may be a good fit for credit by exam opportunities like CLEP, DSST and other options. A full range of support opportunities for credit by exam will be explored from test content preparation to test platform familiarity.

Graduate Student Seminar (51)

Location: THH 212

Presenters: Valarie Burke, Toby Spiegel and Amber Artiaga

Institutions: University of Nevada, Las Vegas and California Southern University

The Social Events Committee will be hosting a Graduate Student Seminar. The seminar will take place just before the Tuesday evening social events and is a great way to kick off the evening. Not only will you learn more about how you can connect with NACADA and the benefits that membership brings,

Wednesday March 16, 2016

Session #6: 9:00 AM to 9:45 AM

Advising First-Generation, First-Year Students: Applying an Intersectional Theoretical Foundation to Practice (14)

Location: THH 102

Presenter: Katharine Hannah

Institution: University of Hawai'i at Mānoa

“Advising First-Generation, First-Year Students: Applying an Intersectional Theoretical Foundation to Practice” explores the intersectional application of identity development theories to practice with advising first-generation, first-year students. The presenter’s advising and learning services experiences with student-athletes at a public, 4-year university will be used as case studies for applying an intersectional framework to advising the diverse first-generation population. At the conclusion of this presentation, audience members will be aware of challenges that first-generation, first-year students face. Audience members will also understand key aspects of identity development theories that may be applicable in advising this population. Lastly, student affairs professionals will understand how to apply an intersectional framework when working with diverse first-generation, first-year students and leave with theory-based strategies and programming ideas to implement in their own advising work.

Going Against The Current: Implementing the Appreciative Advising Framework as a Tool to Retain Academic Probation Students (23)

Location: THH 101

Presenters: Mercedes Butler, Nicholas Blake, Alma Gonzalez and Sherika McGhee

Institution: University of Southern California

How do you retain students who are struggling below the university standards? In Fall 2014, the University of Southern California’s Office of Academic Review and Retention implemented an inclusive advising model known as Appreciative Advising to help with the retention and persistence of academic probation students. Academic probation students (with cumulative GPA below 2.0) are required to meet with an Academic Review Counselor and during these meetings, the six phases of appreciative advising are administered. Data has shown a significant decrease in the amount of students being academically disqualified and an increase in the number of students clearing probation. This presentation will focus on the implementation of Appreciative Advising, best practices, and how to apply the framework to different student demographics.

Making Waves: Building a College Themed Community for Business Freshmen (29)

Location: THH 210

Presenters: Pam Adams, Larisa Preiser-Houy and Keiry Ewing

Institution: Cal Poly Pomona

The development of student success initiatives that build student affinity/engagement and improve retention and graduation rates are on the rise in higher education. In this presentation we will delineate a framework of one such initiative undertaken through a collaborative effort between the Student Success Advising Center of the College of Business Administration and the University Housing Services at Cal Poly Pomona University. The initiative, known as the College Themed Community program, aimed at connecting and integrating academic experience and residence life for business freshman students. The essential components of the CBF framework include student learning outcomes and academic/social program activities aligned to learning outcomes. This presentation will delineate the CBF framework components and engage participants in a discussion of opportunities and challenges to replicate the framework in other educational contexts.

Peer to Professional: Navigating the Transition (31)

Location: THH 208

Presenters: Michelle Tagorda and Cheri Kau

Institution: University of Hawai'i at Mānoa

As the field of advising continues to grow, many students may look to peer advisor programs to explore potential career pathways or to even start their career. Just as we teach our students to navigate the transition into college and prepare for their careers, senior advisors are in the ideal position to mentor their peer advisors to strategically navigate that next step. Attendees of this session will learn about key factors early professionals experience in their progress through the academic advising field. Whether you are a peer advisor or a program administrator, this session will discuss the important lessons needed to successfully transition from a peer to professional.

Creating a Successful Academic Advising Conference: Planning, Collaborating, and Utilizing Valuable Networks (40)

Location: THH 201

Presenters: Kiana Shiroma, Rayna Tagalicod, Reid Kuioka, Julian Ledesma,
Evelyn Felina Castillo and Jennifer Gerson

Institutions: University of Hawai'i at Mānoa, University of California, Berkeley and
University of Southern California

Through highly collaborative efforts and shared leadership, the last three NACADA Region 9 Conferences in 2013, 2014, and 2015 set new regional records including number of attendees, number of presentation proposals submitted, and number of actual presentations. Remarkably, this comes at a time of budget and resource cuts throughout higher education. So what made these conferences so outstanding and how did it get to that point? Attend this session to learn about factors in putting together a successful academic advising conference from planning to implementation. Attendees will leave with tips and suggestions to make your next conference rock!

Expanding Access and Knowledge for Student Veterans: Making Informed Education Decisions (49)

Location: THH 212

Presenters: Luis Hernandez and Ron William

Institution: University of California, Berkeley

The Cal Veteran Services Center and Office of Undergraduate Admissions at UC Berkeley have expanded their partnership to increase the knowledge and opportunities for student veterans at world-class public education institutions, and specifically at UC Berkeley. This presentation will focus on identifying potential partnerships that serve specific student populations, processes taken that made this partnership happen, and the impact so far. In addition, a student and staff panel will participate in a Q&A session.

Session #7: 10:00 AM to 10:45 AM

Career & Academic Advising: A Partnership for Student Success (24)

Location: THH 201

Presenters: Ashley Walker, Andrew Beverly, Jacquelyn Trejo, Ed Venegas and Cherrie Peters

Institution: Cal Poly Pomona

Students benefit when career and academic advisors work together. This presentation will discuss how Cal Poly Pomona's career advisors and academic advisors have partnered to provide resources to students. Session attendees will take away concrete ideas of how they can partner on their own campuses to provide holistic and developmental advising for students as they explore their future careers.

Avoiding a Technology Wipe-out: How Advisors Remain Relevant While Students Surf Online (6)

Location: THH 212

Presenters: Reid Kuioka, Denise Nakaoka and Clare Fujioka

Institution: University of Hawai'i at Mānoa

Too many online venues for students to "surf" for information? Students "stoked" that they don't need to meet with an advisor in person? Feeling like advisors will be "wiped out?" Although the trend of increased technology and social media has benefited the efficiency and reach of advising, this has led to a risk of reduced contact between advisors and students. Due to these forces of change, there is a need to reimagine the roles of academic advisors. This session will present technological applications paired with face-to-face (F2F) practices that help reinforce advisor-student interactions and developmental advising. Participants will be invited to share and brainstorm ideas that balance technology with F2F communication to improve advising services to students!

“To Infinity and Beyond”: Using Advising Events and Partnerships to Rocket Over The Silo Walls (25)

Location: THH 210

Presenters: Jason Sumi, Jazzie Murphy, Denise Hamilton and Rafael Ordaz

Institution: California State University, Sacramento

The most dangerous phrase in the language is, ‘We’ve always done it this way.’ -Rear Admiral Grace Hopper. Whether you work at a small private institution or a large public university, it is inevitable that you will encounter organizational silos in the workplace. While silos vary in size, it is important for academic advising professionals to understand how silos are formed, its effects on the organization, and how to work through the invisible barricades to support our students and promote student success. Through this Toy Story-infused presentation, participants will explore the formation and effects of organizational silos, observe how Sacramento State Academic Advising Center addressed through their organizational silo challenges, and engage in small group discussions about impactful strategies and practices for overcoming the effects of silo mentality.

The Exploratory Highway: Getting Students on the Graduation Expressway Through Exploratory-Based Programming (28)

Location: THH 202

Presenters: Megan Terawaki and Eve Millett

Institution: University of Hawai'i at Mānoa

Rascal Flatts sang that “Life is a Highway,” but why mosey on a highway when you can go faster on an expressway? For Exploratory students, the Exploratory Highway is designed to help them find their passion and declare their major in order to catch the on-ramp to the Graduation Expressway. This presentation will focus on one institution’s Exploratory programming—from the university application to learning communities to Exploratory coursework—and the opportunities provided to students to help them declare in a timely manner. These opportunities will be discussed in detail and attendees will be able to ask questions about the institution’s programming and philosophy.

TAN, Tested, and Ready...To Succeed: An Examination of the Success of the Titan Advisors Network—An Advising Technology (36)

Location: THH 102

Presenter: Randy Montes, J.D.

Institution: California State University, Fullerton

Could technology remove the ambiguity of a previous advising session? It can with the Titan Advisors Network (TAN), a web-based system custom built for and by students and advisors, designed to increase transparency, accuracy, and consistency within an advising session and beyond. Learn about this groundbreaking technology, how it was developed and implemented using an aggressive campaign to increase student success, and the challenges faced along the way. Participants will discuss how to utilize similar strategies to implement innovate technology to enhance advising and create a community of advisors. Participants will receive a “How To” guide for establishing their own advisors network, as well as a “Quick Guide” of CSUF’s TAN resources.

"First Generation" Film Panel Discussion(45)

Location: THH 101

Presenter: Tricia Lozano McCrory

Institution: University of Nevada, Las Vegas

First Generation Panel: Post-screening panel discussion about the First Generation film. Attend this session for a panel conversation about what it takes to increase the college-going and success rate for low-income and first generation students. For additional film details, please see film-screening information.

Not an Easy Place: New Strategies for Helping Anxious Students Cope (47)

Location: THH 208

Presenter: Elizabeth Wilcox

Institution: University of California, Berkeley

Stress, pressure, uncertainty, fear; college is not an easy place. According to the Anxiety and Depression Association of America, anxiety disorders are one of the most common mental health problems on college campuses and “more than 62% of students who withdrew from college with mental health problems did so for that reason.” Is anxiety the new normal and how can advisors help? This session will provide a brief overview of the many ways anxiety can present in appointments and offer new strategies and resources for helping students reduce their worried and anxious thoughts (many of which are counterintuitive). Tips for referring students to mental health professionals will also be reviewed.

Session #8: 11:00 AM to 11:45 AM

Catching the Wave to a High Functioning Advising Team (39)

Location: THH 210

Presenters: Amy McKee and Ruth Bingham

Institution: University of Hawai'i at Mānoa

Communication is often cited as the root of dysfunction, but how do we “fix” communication? What happens when people communicate well but still can't work together? Patrick Lencioni, author of “The Five Dysfunctions of a Team” (2002), finds that teams fail due to underlying communication issues: an absence of trust, fear of conflict, lack of commitment, avoidance of accountability, or an inattention to results. Like catching a wave, overcoming these dysfunctions takes time, patience, and skill. In this session, you will learn how a once-dysfunctional advising unit is becoming a model for our institution, use an assessment tool to analyze your unit, and explore strategies to take home. Anyone can use Lencioni's model for success, whether as a director or graduate student: Is your team up for the challenge?

Once a Bruin, Always a Bruin: A High-Touch Approach to Readmitting, Retaining, & Graduating Dismissed Students (5)

Location: THH 208

Presenters: Corey Hollis, Vivian Salazar, Mia Watson and David Maldonado

Institution: University of California at Los Angeles

This presentation will look at a program that reaches out to students who have been dismissed and invites them to consider returning and finishing their academic careers. Very few programs reach out to this population, and graduation rates for dismissed students are typically very low. We will look at the structure of the program, which is the result of a collaboration between two College advising units and the student-run Campus Retention Committee, and discuss how its components contribute to the phenomenal success of its participants, 66% of whom are either still enrolled, have graduated, or are not enrolled but eligible to attend.

Waves of Change: The Impact of College Major Choice on Overall Student Retention (7)

Location: THH 202

Presenter: Stacy Shapin

Institution: University of Nevada, Las Vegas

Academic advisors play a critical role in assisting in student retention and completion. This role is influential in impacting student persistence and degree attainment, especially in assisting a student with a choice of major. Student retention and attrition is shown to be linked to choice of college major in several studies. Using John Holland's Person-Environment Fit theory (1997) and Marcia Baxter-Magolda's Self-Authorship theory of student identity development (2001), this presentation examines the importance of college major selection and how students make those decisions as factors of retention and persistence rates in completion of an undergraduate degree. Recommended practices for advisors are included.

Elevating Success in Gateway Courses with Course Assistants (50)

Location: THH 212

Presenters: Lakiasha Hollingsworth and Jill Weigel

Institution: Nevada State College

Student success in courses with a high DFWI rate are indicators of overall college success. In an effort to increase retention, we utilize Course Assistants. Course Assistants have the ability to identify and address the academic challenges of students. A. The 1 year retention rate of freshmen who were in gateway courses is up 3%, and among first time freshmen it's up 6%. B. The GPA of Fall 2014 freshmen who were in at least one course with a CA is a 3.0. For matched freshmen who were not in a gateway course with a CA, the cumulative GPA is 2.53. Our data suggests that the students' experience in one course may be associated with significant academic gains across their entire first year curriculum.

Advising the soft skills to a technical population: How to Incorporate Developmental Advising when working with STEM students (16)

Location: THH 101

Presenters: Kate Creveling and Kyle Westbrook

Institution: University of California, Davis

Through intentional coaching and deliberate communication two University of California – Davis Advisors will share their experiences in the aiding and development of engineering undergraduate and graduate students' communication and soft skills. From helping students navigate complex team dynamics to holding eye contact with acquaintances and everything in between. This presentation will help advisors better understand a typical STEM minded student and how they can best go about working with the student during advising sessions to develop and coach soft skills to make them a better candidate for jobs and have the confidence to reach their goals.

Developing a Cycle of Assessment: One Undergraduate Advising Office's Story (18)

Location: THH 102

Presenters: Daniela Ochoa, Denise Barragan and Lillian Coye

Institution: University of Southern California

As advisors, we understand that assessment helps us to effectively reach department goals and better meet the needs of our students, however starting and continuing a cycle of assessment can be challenging. According to Troxel (2008), assessing a program in total is most effective when an assessment cycle is embedded into an office's advising curriculum. What does a cycle of assessment even entail? In this session, the presenters will share how the Dornsife Advising Office developed their cycle of assessment, share specific techniques and strategies for analyzing data, and allow fellow attendees to share their own assessment best practices.

Surf's Up! The who's, why's, and how's of NACADA Diversity, Emerging Leader Program and Region 9 PEP (11)

Location: THH 201

Presenters: Jenny Cornet-Carrillo and Carol Pollard

Institutions: University of California, Berkeley and University of North Texas

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and looking to gain valuable expertise from current NACADA leaders? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Diversity Committee, the Emerging Leader Program, and/or Region 9 PEP may be for you! Over the last 9 years the Diversity Committee and Emerging Leader Program have been connecting NACADA members, building our leadership, and helping to shape NACADA's mission. Join us for this session and learn how you can start serving a leadership role in this global community.



NACADA

The Global Community for Academic Advising

2015 National Award Winners from Region 9

Outstanding Advising Award - Primary Advising Role

Selyna Beverly

California State Polytechnic University, Pomona

Rayna Tagalicod

University of Hawai'i at Mānoa

Outstanding Advising Program Award

Roberto Coronel

Chapman University

Elizabeth Wilcox

University of California, Berkeley

Outstanding New Advising Award - Primary Advising Role

Pohai Kukea Shultz

University of Hawai'i at Mānoa

Graduate Student Annual Conference Scholarship

Katie Tuisaloo

University of Hawaii

NACADA Scholarship

Cheri Kau

University of Hawai'i at Mānoa

Wesley R. Habley NACADA Summer Institute Scholarship

Amber Artiaga

California Southern University

Toby Spiegel

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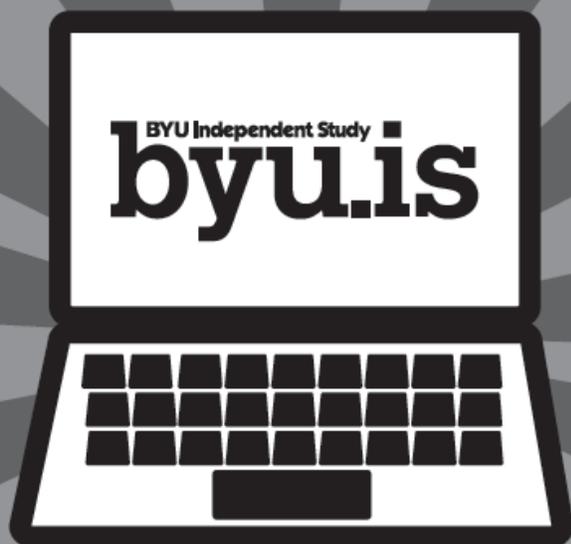
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NACADA REGION 9

Networking Social

Tuesday March 15, 2016
4:00 PM - 6:00 PM

USC University Club

705 W. 34th Street
Northeast corner of
Trousdale Pkwy. and Hoover St.

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Graduate Student Seminar



Network, engage and connect with
NACADA colleagues in this
concurrent session!

Tuesday March 15, 2016
3:00 PM - 3:45 PM
THH 212

NACADA

The Global Community for Academic Advising

2016 NACADA Annual Conference

“ATL: Advising to Learn”

Our theme encourages us all to continue our journey as lifelong learners, and also to embrace the teaching and learning that accompanies meaningful academic advising.

**October 5 - 8, 2016
Marriot Marquis
Atlanta, Georgia**

NACADA Summer Institutes

**June 26 - July 1, 2016 - Reno, Nevada
July 24 - 29, 2016 - Norfolk, Virginia**

2017 Region 9 Conference

**March 22-24, 2017
Reno, NV**

Derek T. Furukawa | dfurukawa@unr.edu

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The Cranium Cafe

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University of Florida

Special Sessions/Meetings - Join Us!

Tuesday, March 15

NACADA Region 9 Business Meeting

Time: 4:00 p.m.—4:45 p.m.

Location: THH 210

The NACADA Region 9 business meeting is an opportunity to learn about region objectives, initiatives, and accomplishments while celebrating Region 9 award winners. Please attend to learn more about ways you can become more involved in Region 9. This is also an opportunity to become familiar with Region 9 leadership such as the chair and steering committee members.

“First Generation” - Film Screening (44)

Time: 5:00—6:00 p.m.

Location: THH 101

Experience a live screening of the life-changing documentary film, First Generation. Narrated by Blair Underwood, First Generation follows the journey of four students in their last two years of high school as they strive to be the first in their families to go to college (the film will be relevant to all NACADA Region 9 professionals as it shines light on the student experience from start to finish... the film also takes place in our Region!). Shot over the course of three years and featuring some of our nation's top educational experts (Richard Kahlenberg, The Century Foundation; J.B. Schramm, College Summit; Dr. Bill Tierney, University of Southern California), this documentary explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation. All film-viewers are also encouraged to attend the First Generation Panel during Wednesday's sessions!

Wednesday, March 16

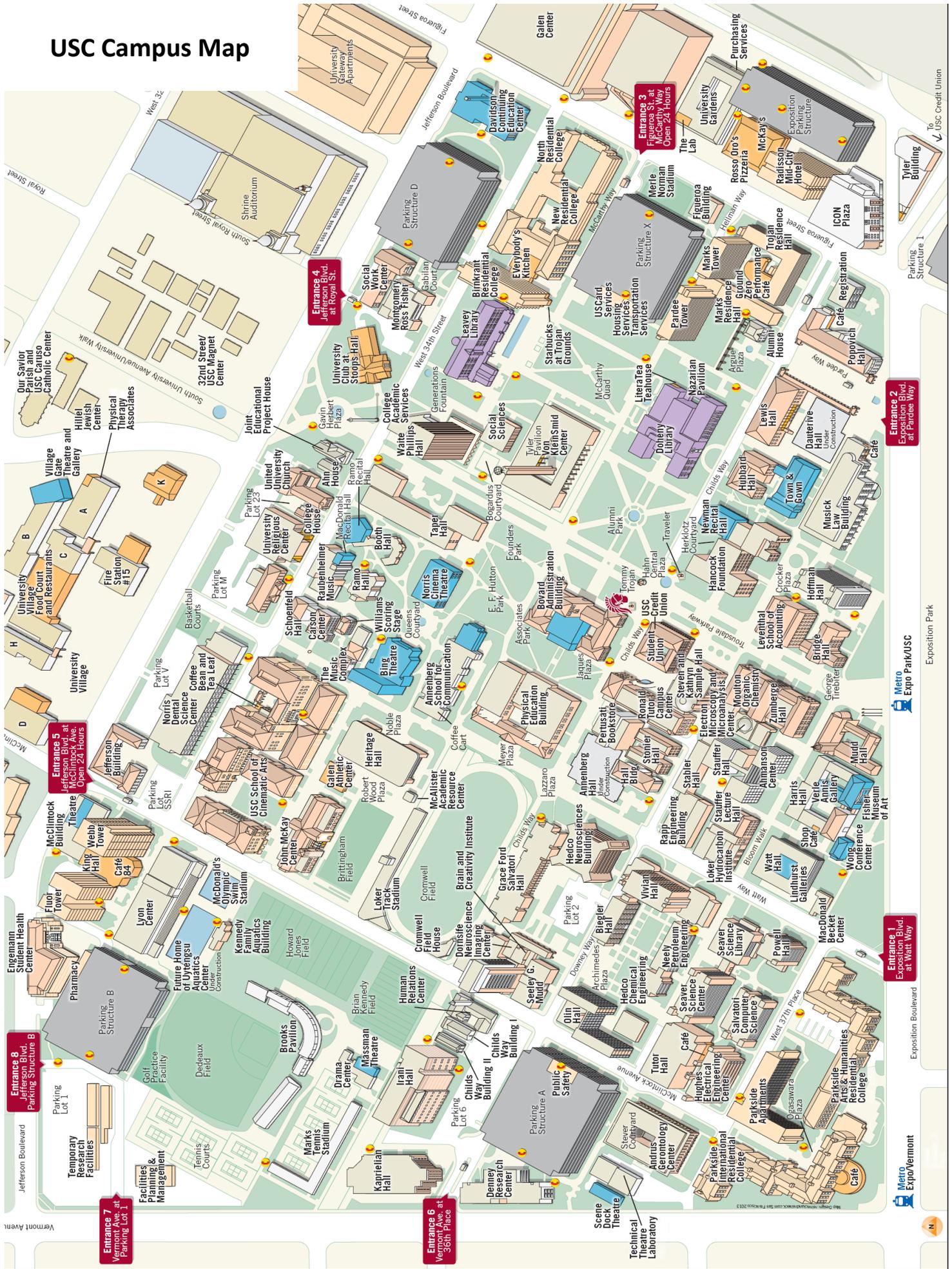
Peer Engagement Program (PEP Meeting)

Time: 12:15 p.m.—2 p.m.

Location: THH 212

In 2015, Region 9 launched "PEP" – the Peer Engagement Program. Professional advisors, no matter how many years in the field, have an incredible amount of wisdom to share from each other. Building on the idea that every Region 9 member can learn from another, PEP was designed as a non-hierarchical mentorship style experience that pairs two advising professionals so they can support each other in their career development journey. Over the course of a year, PEP partners connect with each other a minimum of eight times to get to know each other better, analyze common readings, and discuss career development plans. This is a closed session that serves as the mid-year check in for current PEP participants. Complimentary lunch will be provided.

USC Campus Map



A • B • C • D • E • F • G • H

1 • 2 • 3 • 4 • 5 • 6 • 7



Entrance 1
Exposition Blvd.
at Watt Way

Entrance 2
Exposition Blvd.
at Parade Way

Entrance 3
McClellan Way
Open 24 Hours

Entrance 4
Jefferson Blvd.
at Royal St.

Entrance 5
McClellan Way
Open 24 Hours

Entrance 6
Vermont Ave. at
36th Place

Entrance 7
Vermont Ave. at
Parking Lot

To USC Credit Union

Exposition Park

Exposition Boulevard

Exposition Blvd.



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