Welcome to
Dover, Delaware
for the
2009
Region 2 NACADA Conference

On The Right Track With Advising!
March 16-18, 2009
Region 2 Conference
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Johns Hopkins University

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West Chester University

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Vacant

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New Jersey
Linda Bradbury
Kean University

Pennsylvania (East)
Kristen diNovi
Temple University

Pennsylvania (West)
Tammy Russell
Mount Aloysius College

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Northern Virginia
Community College

2009 Conference Co-Chairs
Carolyn Quinci
Frank Newton
University of Delaware

NATIONAL BOARD FOR CERTIFIED COUNSELORS (NBCC)
Continuing Education Unit Contact Hours
Certification forms may be obtained from the Conference Registration Table during the conference. Bring the completed form to the Conference Registration Desk so it can be signed. *Each session (not including poster sessions and state meetings) is approved for one hour of credit unless otherwise noted.
Dear Conference Participants,

Welcome to Delaware! We are glad that you can join us for NACADA’s 24th annual Mid-Atlantic Regional Conference. We are happy to host again, this time in our state capital of Dover, at the fabulous Dover Downs Hotel and Casino. We hope that you will pursue the professional enrichment opportunities we have to offer this year, and will enjoy this wonderful facility, which has won the highly coveted AAA Four Diamond Award.

Our conference committee has planned a stimulating program, having encouraged presentations on a variety of topics in advising to help you refresh and reenergize, whether you are a graduate student, a new professional, a seasoned advisor, or an advising administrator. We have also planned time to network informally, whether at the Night at the Races on Monday evening, as you venture out to dinner on your own, or try your luck at the slots!

We are excited to have Steve Young, of DeSales University, as our keynote speaker at Tuesday’s luncheon. Steve presented a very popular program at the Eastern Pennsylvania Drive-in Conference this past November and we are thrilled that he has agreed to present it again for the region. His Academic Advising Uncensored: A Comedic Journey Through Higher Education’s Most Outrageous and Hazardous Profession will be a welcome bit of humor at this point in time, given the current state of our economy and the impact it has had on us and our institutions.

We hope you will take the time to explore Dover Downs, including the Colonnade shops, Toppers Spa/Salon, and the Fire & Ice Nightclub. Nearby local attractions include the Biggs Museum of American Art, the Delaware Archaeology Museum, the Old State House, and the Delaware Visitors Center and Galleries. For those interested in tax-free shopping, you can do so at the Dover Mall, which is adjacent to the hotel, Downtown Dover, and the Tanger outlets (only 45 minutes from Dover Downs). Visit the conference’s hospitality table for more information.

We are very thankful for all of the hard work and support of the conference planning committee and all the folks who have volunteered their time to make this a great conference. We also thank Region Chair Kathie Sindt and the NACADA Assistant Director and Regional Division Liaison, Diane Matteson, for their guidance and support.

Sincerely,
Carolyn Quinci and Frank Newton
Conference Co-Chairs
DAY 1: Monday, March 16th, 2009

Conference Registration
11:00AM – 6:00PM Rollins Center Lobby

Pre-Conference Workshops A, B, C, and D
1:00PM – 3:00PM Chesapeake A: Writing for NACADA
1:00PM – 3:00PM Silver Lake C: At Risk- Probation
1:00PM – 3:00PM Ballroom C1 D: Tips for Self-Promotion

Pre-Conference Workshops E, F, G, and H
3:15PM – 5:15PM Silver Lake E: NACADA leadership Training
3:15PM – 5:15PM Delaware F: New Advisor Certification
3:15PM – 5:15PM Chesapeake G: Conducting Research
3:15PM – 5:15PM Ballroom C1 H: Montage for Refueling

Advising Mentor Program Reception (includes graduate student attendees)
6:00PM – 6:45PM Mezzanine Level By Invitation Only

Dinner on Your Own
5:15PM – 7:00PM Try one of the hotel’s restaurants or local eateries!

Welcome Reception: A Night at the Races!
7:00PM – 10:00PM Diamond Room

Join with other conference attendees as we head off to the races. We BET you will have some good times in Dover Downs Diamond Room. This dessert reception will give you the chance to have some fun, catch up with other Region 2 members and cheer for the NACADA horse in one of the races that night. You may even end up in the Winners’ Circle!!

DAY 2: Tuesday, March 17th, 2009

Conference Registration
7:30AM – 5:00PM Rollins Center Lobby

Continental Breakfast
7:30AM – 8:30AM Ballroom B

First-time Attendees’ Meeting
7:45AM – 8:30AM Ballroom C2

Exhibit/Vendor Area Open and Poster Sessions on Display
8:00AM – 6:00PM Rollins Center Pre-function Area
### Concurrent Session 1

8:30AM – 9:45AM

**Chesapeake**
- C1 Torque your Advising Skills: NACADA’s “Scenes for Learning and Reflection”

**Delaware**
- C2 Achieving Academic Success: Helping Probation Students Get on the Right Track

**Silver Lake**
- C3 Successful Outreach Technologies for At Risk Students

**Ballroom A2**
- C4 Web-based Tools for Students in Transition

**Ballroom C1**
- C5 Finding Your Way: Setting Honors University Studies Freshmen on the Path to Academic Success

**Kent**
- C6 Attribution Theory: Reframing Student’s Career Path

**Sussex**
- C7 Advising the LGBTQ Student: External Considerations for Major Choice

### Concurrent Session 2

10:00AM – 11:15AM

**Chesapeake**
- C8 Encouraging Self-Authorship through Academic Advising: A Common Reading Discussion

**Delaware**
- C9 Student Athletes: Keeping Them in the Game

**Silver Lake**
- C10 So Your Advisee Wants Distance Education? What You Both Need to Know for a Successful Experience

**Ballroom A2**
- C11 County College of Morris’ Shift From Monster Truck to Formula One New Student Advisement

**Ballroom C1**
- C12 Is technology making our students smarter or dumber? You be the Judge.

**Kent**
- C13 Avoid a Crash! Advising for both on-campus and online students.

**Sussex**
- C14 Making it Work: Advising Support for Nursing Student Athletes

### Break: Morning Snack and Poster Presentations

11:00AM-11:30AM

**Rollins Center Pre-function Area**

### Concurrent Session 3

11:30AM – 12:45PM

**Chesapeake**
- C15 Using Research to Support Advising

**Delaware**
- C16 Assessing the advising process: What did students learn?

**Silver Lake**
- C17 Get the Horse Before the Cart: Conducting Assessment of Adviser Needs

**Ballroom A2**
- C18 Tools of the Trade

**Ballroom C1**
- C19 Your Own “Right Track”: VCU’s Discovery Advising Program for Undeclared and Exploratory Students

**Kent**
- C20 ACES Speedway: 7 checkpoints to the checkered flag

**Sussex**
- C21 Promoting Advisor & Student Success with an Attitude of Service
Luncheon and Keynote

1:00PM – 2:30PM  
Ballroom B  
**NACADA Business Meeting** – Kathleen Sinti, *Region 2 Chair*  
**Region 2 Awards** – Wade Oliver, *Region 2 Awards Chair*  

**Academic Advising Uncensored: A Comedic Journey Through Higher Education’s Most Outrageous and Hazardous Profession**  
*Steve Young, DeSales University*

Concurrent Session 4

2:45PM – 4:00PM  
Chesapeake  
C22 Putting Students in the Driver’s Seat: Minor Steps to Major Decisions  
Delaware  
C23 Managing Academic Pit Stops and Collisions  
Silver Lake  
C24 Net Work: The Challenge of Integrating Academic Support Services  
Ballroom A2  
C25 Educational Planning and the First-Year Experience (FYE): Helping Students Navigate their Journey…EARLY!  
Ballroom C1  
C26 Advising Online Students: The Inside Track  
Kent  
C27 An Integrated First-Year Program  
Sussex  
C28 How a Summer Institute can Refresh and Revive!

Concurrent Session 5

4:15PM – 5:30PM  
Chesapeake  
C29 It Takes More Than an Oil Change to Rebuild an Engine  
Delaware  
C30 Serving the Non-Traditional Adult Collegian – Benefits to Student, Institution and Employer  
Silver Lake  
C31 The "Staying On Course" Program  
Ballroom A2  
C32 Networking in the Virtual World and Beyond: How to get LinkedIn to Facebook your YouTube  
Ballroom C1  
C33 The Time Management Challenge  
Kent  
C34 Target Success Teams: Comprehensive Student-Focused Advising  
Sussex  
C35 Student Advising and Program Management: An Integrated Perspective

State Meetings

5:45PM – 6:15PM  
Delaware  
S01 Delaware  
Ballroom C1  
S02 District of Columbia and Maryland  
Chesapeake  
S03 New Jersey  
Ballroom A2  
S04 Pennsylvania  
Silver Lake  
S05 Virginia

Dinner

6:15PM  
On Your Own

Optional Events

7:00PM- ??  
St. Patrick’s Day party in the Fire and Ice nightclub or see the Hospitality Table for other options in the Dover area.
### DAY 3: Wednesday, March 18th, 2009

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<th>Time</th>
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<th>Concurrent Session 6</th>
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<tbody>
<tr>
<td>8:00AM - 9:00AM</td>
<td>Ballroom B</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00AM - 10:15AM</td>
<td></td>
<td>Chesapeake C36 Success for First-Time, First-Year Probationary Students: Developing Intentional Learners</td>
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<td>Delaware C37 You Can’t Always Steer Around ‘Em: Working Effectively with Difficult Personalities</td>
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<td>Silver Lake C38 Advising Adult Learners – from Enabling to Empowerment</td>
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<td>Ballroom A2 C39 Keeping Your Program on Track with Assessment</td>
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<td>Ballroom C1 C40 Should I Advocate for Academic Policy Change?</td>
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<td>Kent C41 Welcome to the Jungle: Community College Students and Orientation</td>
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<th>Time</th>
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<tbody>
<tr>
<td>10:30AM - 11:45PM</td>
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<td>Chesapeake C42 Student’s in the Driver’s Seat: Incorporating Clicker Technology and Active Learning into the Group Advising Session</td>
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<td>Delaware C43 The Scary Senior Scenario: Advising Soon-to-be-Graduates in an Uncertain World</td>
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<td>Silver Lake C44 Brain Theory and the Undecided Student</td>
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<td>Ballroom A2 C45 Helping Students Chose A Major Through An Interactive Skit Which Incorporates Technology</td>
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<td>Ballroom C1 C46 Back to Basics- The Study Abroad Analogy</td>
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<td>Kent C47 NACADA Update and Feedback Session</td>
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**Hotel Checkout by 12:00PM**

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**Thank you to our Exhibitors!**

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[Images of sponsors: National Association of Academic Advisors for Athletics and Prometric]
Thank you to our conference host!

Come Play!
DOVER DOWNS
HOTEL & CASINO

Activities
- Indoor Heated Pool
- Jacuzzi and Sauna
- Fitness Center
- 6,000 sq. ft. Luxury Toppers Resort Spa
- Casino
- Live Entertainment
- Live Seasonal Harness Racing
- Simulcast Horse Racing
- Shuttle to area attractions
- Dover International Speedway®
- Museums and Historic Sights
- Tax Free Shopping

Toppers Resort Spa
- 6,000 sq. ft. Luxury Spa
- 17 Treatment Rooms
- Private Couple's Room
- Massage Therapies
- Manicures/Pedicures
- Skin and Body care Treatments
- Facial Enhancements and Makeup
- Teeth Whitening
- Hair and Nail Salons
- Private Bath Areas
- Spa Packages and Gift Certificates

Casino
- More than 3,000 slot machines
- Open 24 Hours (except Sundays 6AM to Noon)
- The Colonnade
  - Sweet Perks II
  - Doc Magrogan's Oyster House-restaurant
  - Swarovski Crystal
  - Godiva Chocolates
  - Fashions of the Colonnade
- Virtual Table Games: Blackjack; Poker; Roulette

Dining
- Michele's Restaurant
- The Garden Café
- Sweet Perks
- The Festival Buffet
- The Winners Circle
- The Dell
- Starting Gate Snack Bar
- Homestretch Bar and Lounge
- Lobby Bar
- Waterfall Bar
- The Terrace Smoking Lounge
- In-Room Dining

Entertainment
- 1,500 Seat Rollins Center
- The Garden Café – free, live weekend entertainment
- Lobby Bar – free, live weekend entertainment
- Annual Events
- Live Harness Racing
- Simulcast Horse Racing
Welcome to Dover, Delaware, the capital of the First State and the home of tax-free shopping, dining, and entertainment. After the conference sessions, you won’t be bored. Between the conference hotel amenities and the activities available in the greater Dover area, there is something to please everyone. With its rich heritage, Delaware offers many cultural and historical attractions, including a variety of museums and scenic state parks. For those shopaholics, there is plenty of nearby shopping with the unique shops of Downtown Dover and Main Street, the national retailers located in the Dover Mall, and the bargains that can be found at the outlets in Rehoboth. And, of course, the area offers an array of dining experiences from local seafood to traditional favorites. For those looking to explore Dover with NACADA colleagues, the Conference Committee will be organizing groups to dine at local restaurants. We want you to enjoy your visit to Delaware, so be sure to visit the hospitality table to learn more and plan your evenings.
Monday, March 16

Pre-Conference Workshops A-D

Session A: Writing for NACADA: The NACADA Journal, Academic Advising Today, and the Clearinghouse
1:00PM-3:00PM
Tom Grites & Peter Hagen, Richard Stockton College of NJ

CHESAPEAKE

There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in the NACADA publications. While NACADA publishes books, videos, dvds, cds, and brochures, the primary focus in this session will be to describe the purpose, content, writing guidelines, and accepted process for the three resources noted above, as well as other means to develop your publication skills in the integration of theory, research, and practice. Whatever your interests in professional writing include, and irrespective of what publication experience you have, this session will assist you in developing your publication opportunities within NACADA.

*This session is approved for 2 hours of NBCC credit.

Session C: At-Risk Student Population: Helping Students on Academic Probation Overcome Challenges
1:00PM-3:00PM
Jennifer Clevenger, Virginia Tech

SILVER LAKE

This interactive presentation will use a PowerPoint and discussion format to communicate the various procedures used to help probationary students at Virginia Tech overcome the multitude of challenges facing them. In particular, there will be discussions regarding Academic Standing Policies, Performance Contracts, academic and personal support services, and data following outcome assessment. Data collected has been encouraging and indicative of the genuine effort to get probationary students back on track. Other areas of discussion will be academic relief, appeals processes, and final termination from Virginia Tech. Finally, there will be a discussion on policy changes for students on academic probation following 4/16 (the VT Tragedy). The processes currently in place have been very successful in assisting students on academic probation return to good academic standing.

*This session is approved for 2 hours of NBCC credit.

Session D: Rev up your career engine! Practical Tips on Self-Promotion
1:00PM-3:00PM
Margaret Bacheler, Holy Family University

BALLROOM C1

Are you ready to break away from the pack and grab the pole position? Then attend this workshop to learn about creating visibility for your hard work. In a team-oriented advising office, it is often difficult to get recognized for individual achievement. You must be willing to dedicate time and effort to make sure that your accomplishments grab the attention of your supervisors. In this workshop, you will learn how to promote your accomplishments to rise to the front of the line. Self-promotion is a technique that should be practiced every day, and this workshop will provide you with tips on growing and maintaining your visibility at your institution. Attend this workshop and learn the skills you need to grab the checkered flag!

*This session is approved for 2 hours of NBCC credit.

Pre-Conference Workshops E-H

Session E: NACADA Leadership Training
3:15PM-5:15PM
Jayne Drake & Marsha Miller, NACADA Executive Board

SILVER LAKE

This session is designed for NACADA current leaders and members recently elected to serve in any leadership role within the association, either on a state, regional or national level and including commission and committee chairs as well as regional steering committees, or anyone interested in leadership in the Association. Participants will be provided with a brief background on the Association's governance model and an overview of their new responsibilities as a NACADA leader. Current and past leaders will be available to answer questions and give guidance on how they handle(d) their positions. Other members with an interest in future leadership roles within NACADA are welcome to attend to get an idea of how they might like to get involved.

*This session is approved for 2 hours of NBCC credit.

Session F: New Advisor Certification: Developing Learning Activities for New Advisor Training
3:15PM-5:15PM
Jeffrey McClellan, Frostburg State University

DELAWARE
In this preconference workshop participants will receive instruction regarding how to develop and implement effective new advisor training and development activities that are both active and instructional. Drawing upon his experience as a former Director of Advisor Training and Development and an active member of the American Society for Training and Development, the presenter will highlight effective new advisor training programs. Participants will then be invited to participate in activities that have been developed to help advisor understand and engage in the process of advising. The outcomes based process for developing such activities will then be outlined and discussed and participants will engage in a similar process with the help of the facilitator.

*This session is approved for 2 hours of NBCC credit.

Session G: Conducting Research in Academic Advising
3:15-5:15PM
Peter Hagen, Richard Stockton College of NJ
Janet Schuelenberg, Pennsylvania State University

CHESAPEAKE

This workshop facilitated by members of the NACADA Research Committee serves as an introduction to the research process in academic advising. Topics include defining research as scholarly inquiry, identifying inquiry questions, selecting appropriate methodology, conducting literature reviews, and finding support for your inquiry process. Additionally, participants will discuss potential the NACADA Research Grants including the guidelines for a NACADA grant proposal and the criteria by which they are judged. Participants will better understand the value of scholarship in advising, explore inquiry topics of interest, and review the NACADA Research Call for Proposals.

*This session is approved for 2 hours of NBCC credit.

Session H: A Montage for Refueling Un-or De-Motivated Homo Sapiens
3:15-5:15PM
Rebecca Sterley, Indiana University of Pennsylvania
Sandra F. Dean, PA Highlands Community College

BALLROOM C1

*If you think you are beaten, you are; if you think you dare not, you don’t. If you’d like to win, but think you can’t, it’s almost a cinch you won’t* (from “The Man Who Thinks He Can”). Many individuals are trapped in “self-appointed” or “self-labeled” quagmires. Advisors can assist students (as well as themselves) to become re-fueled, re-energized, re-motivated and re-mobilized in order to meet educational and life challenges. Explore: 1.) The Brain’s Fascinating Role; 2.) Intriguing Theories e.g. Motivation, Positive Psychology and Strengths-Based Advising; 3.) Major Motivation Blockers and Stoppers; 4. Conquering Resistance to Change; and 5.) Strategies for Motivating Individuals to Their Highest Potential. The presentation will interject lecture material with colorful overheads, humor, artistic posters, self-reflection exercises, and small group discussions.

*This session is approved for 2 hours of NBCC credit.

Mentor Reception
6:00 – 6:45PM
Mezzanine Level
(By invitation only)

Welcome Reception: A Night at the Races
Diamond Room: 7:00 – 10:00 PM

Join with other conference attendees as we head off to the races. We BET you will have some good times in Dover Downs Diamond Room. This dessert reception will give you the chance to have some fun, catch up with other Region 2 members and cheer for the NACADA horse in one of the races that night. You may even end up in the Winners’ Circle!!

Tuesday, March 17
Continental Breakfast 7:30 – 8:30 AM
Ballroom B

First-time Attendees’ Meeting
7:45 – 8:30 AM
Ballroom C2

Concurrent Session 1, 8:30AM

C01 Torque your Advising Skills: NACADA’s “Scenes for Learning and Reflection”
Jayne Drake; Temple University

CHESAPEAKE

Mrs. Williams wants to make sure her daughter gets off to a good start in college and accompanies Rachel to her first advising appointment. Sean is upset that two courses cannot be accepted in transfer for his major. His advisor discusses why these courses cannot count and helps Sean consider majors that better fit his interests. These are two “vignettes” from the new NACADA Professional Development DVD based upon advising scenarios suggested by NACADA Commission and Interest Groups. Scenes feature real students with professional and faculty advisors.
dealing with advising issues faced on today’s campuses. Session participants will view and discuss several scenes used in this new program. Participants will also learn how to use this important tool on their campuses.

*This session is approved for 1 hour of NBCC credit.

C02 Achieving Academic Success: Helping Probation Students Get on the Right Track
Justin Marmor, Courtney Carey, Elaine Matuszek; Virginia Tech

DELAWARE

This presentation illustrates the efforts taken by Virginia Tech’s University Studies department to work with students, who are on academic probation, to achieve academic success. The program will discuss in length the development of the probation workshops and how it fits the needs of the students and advising unit. The presenters will talk about the growth of the program over three semesters and the difficulties and changes that occurred throughout the development of the program. Materials and activities used in the workshops will be shared and discussed with the audience. The presentation will highlight the effectiveness, the outcomes, and the future of the program. Finally, tips on how other institutions can develop their own workshops will be discussed.

*This session is approved for 1 hour of NBCC credit.

C03 Successful Outreach Technologies for At Risk Students
George Paterno; Kutztown University

SILVER LAKE

Zoomerang, Blackboard, e mail, snail mail, registration software, cell phone contacts, and in person interviews - we use them all. In the continuing efforts to reach and get appropriate responses from academically at risk students we have tried just about everything. Come hear what worked, why, and what were the most cost effective means utilized to achieve Advising Center goals at a 10,000 student public institution with over 1000 at risk students and one Academic Advisor/Jeopardy program coordinator.

*This session is approved for 1 hour of NBCC credit.

C04 Web-based Tools for Students in Transition
Ruth Hussey, Terry Musser; Pennsylvania State University

BALLROOM A2

How do you ensure all academic advisors on your campus have the most up-to-date resources? Presenters will show how they created a web-based toolkit in a few easy steps. You have the resources. Now, make it accessible to the professional and academic advisors so they can best meet the needs of a diverse student body. Make referrals to campus resources with a click of the mouse. Don’t flood your colleagues’ inboxes with unwieldy attachments! Just update your web toolkit. Increase efficiency and customer satisfaction (students, staff, and faculty). Step-by-step instructions with screen shots and CDs will be distributed (including links to best practices in web-building and technology in advising).

*This session is approved for 1 hour of NBCC credit.

C05 Finding Your Way: Setting Honors University Studies Freshmen on the Path to Academic Success
Presenters: Kristin Bennighoff, Isabelle Lachat; University of Delaware

BALLROOM C1

This presentation exposes the contents and benefits of a one-credit forum addressing challenges facing incoming University Studies (undeclared) Honors freshmen at the University of Delaware. The semester long, one-hour-a-week course comprises activities and assignments promoting introspection, self-assessment, and exploration of the resources and academic opportunities available at the University. The course aims at easing the major-selection process and alleviating some of the concerns, anxiety, and pressures experienced by undeclared students. Data tracking the academic progress of former forum participants will evince the course’s effectiveness and support its facilitating the individual advisor’s task. Audience members will be encouraged to comment on the course’s content and suggest other strategies for successfully targeting high-achieving exploratory students and other undeclared students at large.

*This session is approved for 1 hour of NBCC credit.

C06 Attribution Theory: Reframing Student’s Career Path
Janine Warnas, Lucille D’Emilio-Wilkinson; Temple University, Ambler Campus

KENT

Do you have students unable to move forward in their selected program of study? Using the Attribution Theory, advisors can assist students in identifying and in understanding their attributions for success or failure and how their perceptions block their progress. By reframing students’ perceptions (attributions) advisors can motivate students to be proactive in their success-related academic/career path. Changing students’ perceptions (attributions) can determine the amount of effort that they will expend on future scholastic/career activities.

*This session is approved for 1 hour of NBCC credit.
C07 Advising the LGBTQ Student: External Considerations for Major Choice  
Courtney McGinnis, University of Delaware

SUSSEX

Are you aware that there are currently no federal laws protecting LGBTQ individuals from discrimination in the workplace? In fact, individuals can be fired in 33 states if they are gay, lesbian, or bisexual, and 42 states if they are transgender. During this presentation advisors will learn skills to teach students on investigating, asking appropriate questions, and gaining important information about the level of support for LGBTQ issues within companies, industries, and communities. Through a presentation of current laws and industry standards, advisors will gain a better understanding of possible factors that may affect LGBTQ student choices in majors, careers, or states of residence.

*This session is approved for 1 hour of NBCC credit.

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C08 Encouraging Self-Authorship through Academic Advising: A Common Reading Discussion  
Janet Schulenberg, Maren Larson; Pennsylvania State University and Peter Hagen; The Richard Stockton College of New Jersey

CHESAPEAKE

Academic advisers often work with students who have come to important and disconcerting self-realizations. Sometimes, this realization creates a "provocative moment" that prompts the student to address fundamental changes in his or her beliefs about academic success (Pizzolato 2005, p. 625). In her article, "Creating Crossroads for Self-Authorship: Investigating the Provocative Moment" Journal of College Student Development 46(6), p. 624-641 (available electronically from most libraries through Project Muse), Pizzolato discusses how individuals who work with students might recognize and harness that provocative moment to foster self-authorship. Join your colleagues in a common reading discussion of this article and its implications for academic advising practice and scholarship.

*This session is approved for 1 hour of NBCC credit.

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C09 Student Athletes: Keeping Them in the Game  
Jennifer Napierkowski; Northampton Community College

DELWARE

Academic advisors can be a key part of the team when working with student-athletes as this unique student population strives to balance the rigors and challenges of their academics and their sports. This session will start with a theoretical perspective of the student-athlete development, followed by solid advising techniques bringing theory into practice. The challenges faced by student/athletes must also, in turn, be embraced by their academic advisors. This session will help you become more informed and better prepared to help student-athletes reach their academic and career goals.

*This session is approved for 1 hour of NBCC credit.

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C10 So Your Advisee Wants Distance Education? What You Both Need to Know for a Successful Experience  
Matthew Rupert, Rachel Zimmerman; Pennsylvania State University-World Campus

SILVER LAKE

In today’s economic and technological environment, both traditional and non-traditional students are increasingly interested in distance education courses. None of these students schedule the course with the intention of failing or dropping, but the reasons students select distance education can impact success. What can you do as an adviser to help students make wise and successful decisions about distance education? This presentation will present a simple, clear checklist of questions you both should answer to ensure tuition, technology, transferability, and time management are addressed prior to course enrollment. Participants will leave with a public domain checklist they can adapt to their own advising, retention, and documentation needs.

*This session is approved for 1 hour of NBCC credit.

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C11 County College of Morris' Shift From Monster Truck to Formula One New Student Advisement  
Jill Wells, Janique Caffie, Michele Dunn; County College of Morris

BALLROOM A2

After thirty years of arena style registration, County College of Morris (CCM) made the move to smaller more manageable and efficiently run advisement sessions. In the summer of 2004, our Office of Academic Advisement along with the college's Advising Cadre began offering small group advisement sessions during a period of time when no advisement activity was available for new students. As a result of that program's success, the Enrollment Management Team changed lanes offering all new students the opportunity to participate in small group advisement sessions. This presentation will explain the process and people
involved in developing our Formula One new student advisement sessions.

*This session is approved for 1 hour of NBCC credit.

C12 Is technology making our students smarter or dumber? You be the judge.
Jose Ramos, George Thompson; Old Dominion University

BALLROOM C1

My Space, Facebook, Blackberries, ipods, uploads, downloads, wikipedia, power browsing, our students have the world at their fingertips. Is access to this information helping our advisees become better students? Students can access tutoring at the touch of their keyboard. Are our students really learning, or just learning shortcuts that will come back to haunt them later? A video clip of an interview with Mark Bauerlein, author of "The Dumbest Generation", will be shown and discussed. Facilitators will give a brief overview of this book. Participants will have the opportunity to exchange ideas and generate strategies on how advisors can be proactive with their advisees in helping them enhance their learning experience through the use of technology.

*This session is approved for 1 hour of NBCC credit.

C13 Avoid a Crash! Advising for both on-campus and online students.
Mark Costello, Linda Hartman; Drexel University

KENT

Drexel University’s College of Arts and Sciences offers both on-campus and online Bachelor of Science degrees in Psychology and Communication. There is often discussion as to differences in advising for on-campus students and online students. Is the effectiveness the same? Is the quality of advising different? Is the depth of advising affected by an electronic device? Do we connect as well to our online students as we do with our on-campus students — or do we actually connect better in this electronic age of communication? How do these two populations differ? — How are they the same? Is advising any more or less crucial to either group? Explore with us in an interesting discussion as online degree program options continue growing nationwide.

*This session is approved for 1 hour of NBCC credit.

C14 Making it Work: Advising Support for Nursing Student Athletes

Carolyn Riley, Rachel Fietz, Mary Gallagher-Gordon; Drexel University

Drexel's BSN Co-Op program engages in the best practice of a team advising approach to support student athletes majoring in nursing so that they may play for all 4 years of their NCAA eligibility. There is anecdotal evidence that suggests many nursing student athletes are not permitted to play in their final two years of clinical study. This presentation will share some best practices on how Drexel's nursing program allows our Division I students to play until they are no longer eligible.

*This session is approved for 1 hour of NBCC credit.

Morning Snack and Poster Session Presentation
11:00 – 11:30AM
Rollins Center Pre-function Area

Mandatory Reinstatement Seminar - A Pilot Project
Carol Stevens, University of Mary Washington

During the Fall 2008 semester, the University of Mary Washington’s Committee on Academic Standing reinstated 65 students from academic suspension. Students applying for reinstatement gave reasons for poor academic performance that ranged from “poor time management, “poor study habits and immaturity” to the need to focus and improve goal setting. A pilot program entitled “Focus” was offered as a condition of reinstatement. Students were required to attend this new 2-hour intensive study skills seminar taught by the Assistant Dean for Academic Services. Of the 65 students who were required to attend, 59 students attended the workshop. This poster will detail the preliminary results of this project using the seminar exit tickets and the percentage of reinstated students who did not appear on the fall 2008 mid-term deficiency list.

Concurrent Session 3, 11:30AM

C15 Using Research to Support Advising
Ruth Hussey; Pennsylvania State University

CHESAPEAKE

What criteria do we use to describe the relationship between success in certain courses and success in a major? Students are often confused about which major to choose and want to know which major relates best to their abilities and interests. Advisers often advise students based on assumptions that...
arise from anecdotal situations and not empirical data. This study was conducted to determine if there are correlations between grades students received in designated prerequisite courses and the grades achieved in required major courses. Data was collected on over 1000 students who graduated in eight different majors from the College of Business at Penn State University. This research is an attempt to provide empirical evidence to support the information advisers give to students when assisting them in making informed educational plans.

*This session is approved for 1 hour of NBCC credit.

C16 Assessing the advising process: What did students learn?
Amy Yarlett, Jennifer Cullen; Widener University

The Exploratory Studies program at Widener University, a 4 year private institution, assists undecided freshmen and sophomores in choosing a major. The Exploratory Studies program has begun a pilot program for assessing the advising process beyond the typical student satisfaction survey. This includes assessing learning outcomes, creating an assessment tool given at the time a student declares a major, and measuring how results are utilized for improving the advising process. Participants will engage in small group activities to create their own learning outcomes to be used for an assessment tool for undecided students, as well as to learn how to improve advising practices.

*This session is approved for 1 hour of NBCC credit.

C17 Get the Horse Before the Cart: Conducting Assessment of Adviser Needs
Terry Musser; Pennsylvania State University

Needs assessment is a systematic way of determining the current status of an organization. When someone decides to save time by eliminating this task, money and human resources are often wasted on implementing inappropriate or unnecessary solutions. A needs assessment can be proactive (i.e. to determine the possible cause or solution to decreased retention) or reactive (i.e. before there are negative indicators or identified problems).

This workshop demonstrates the use of needs assessment using a case study conducted at Penn State with faculty and staff advisers. The process of developing and implementing this needs assessment will be shared and discussed as well as the results. Participants will brainstorm possible needs assessment methods/programs for their own institutional settings.

*This session is approved for 1 hour of NBCC credit.

C18 Tools of the Trade
Gail Okun, Tia DeLouise; Berkeley College

BALLROOM A2

This workshop will focus on the electronic tools which Berkeley College has developed and currently utilizes to better serve its student body. For Advisors, it enables them to perform their tasks more efficiently; for students, it empowers them to be more responsible and in control of their choices. This flow of information makes for a more successful college experience. These are a few of the areas that will be discussed and demonstrated through a combination of Peoplesoft and Blackboard: System wide Advisement site; Degree Progress Reports, Self-service, Progress Reports, and Enrollment verification. Join in for the discussion and demonstration and discover how you can create a seamless flow of information between the advisors and students at your college.

*This session is approved for 1 hour of NBCC credit.

C19 Your Own “Right Track”: VCU’s Discovery Advising Program for Undeclared and Exploratory Students
Art Esposito, Betty Ann Moriarty; Virginia Commonwealth University

BALLROOM C1

As undeclared advisors, our primary goal is to help students decide on a major. Many students fail to grasp the necessity for participating in exploration of their own ‘major’ choices. Even when students understand the process, they seem to struggle with accepting responsibility. The Discovery Program at VCU encourages students to actively engage in achieving educational goals by enhancing their understanding of themselves through a student-centered program that prides itself on building student/advisor relationships. This presentation highlights VCU’s Discovery Program that utilizes a varied approach including an Education and Career Planning course, "Major Discoveries Lecture Series," Discovery Workshop, and Discovery Workbook. Participants will review VCU’s Undeclared Program, discuss its value and benefits, and share implementation strategies for their own institutions.

*This session is approved for 1 hour of NBCC credit.

C20 ACES Speedway: 7 checkpoints to the checkered flag
Kimeta Straker; University of Connecticut
KENT

With so many majors to choose from, deciding on an academic major can be a daunting task for students, especially if they are going to cross that checkered flag in four years. Recent trends show more students entering college undecided, therefore, there needs to be a systematic way to help them choose a major. Through a seven-week course, students are encouraged to take the driver’s seat and develop individual skills through self-reflection, examination and exploration that will empower them to make more appropriate decisions to assist them in reaching the major and/or career choices checkered flag. This session will highlight the history and outcomes of the course, as well as, the activities used for the course which can be customized for any institution.

*This session is approved for 1 hour of NBCC credit.

C22 Putting Students in the Driver’s Seat: Minor Steps to Major Decisions
Thomas Thomas; Wilkes University

CHESAPEAKE

Academic advising and career counseling at postsecondary institutions are becoming increasingly integrated to the degree that it is sometimes difficult to separate the two roles. Advising undeclared students has become a highly specialized form of advising (some say an art form) that combines educational planning with career counseling. This presentation will introduce some of the important concepts of career counseling for academic advisors, including the common myths and mistakes of career decision-making. The components of career decision-making are explored as presented in CAR 101: Career and Life Planning, a one-credit course for undeclared majors and students pursuing restricted majors.

*This session is approved for 1 hour of NBCC credit.

SUSSEX

C21 Promoting Advisor & Student Success with an Attitude of Service
Wade Oliver; Christopher Newport University

As academic advisors, we are constantly faced with situations that require the utmost skill, tact and diplomacy in our every-day work. How we choose to respond to these situations is directly linked to our thought process and the choices we make regarding our attitude. An individual with a proper attitude sees and finds opportunities while others may not. This presentation will discuss, in a fun way, how having an attitude of service is linked with advisor and student success. Examples will be shared of advisor success as well as a number of suggestions to help us fine-tune our attitude and create a winning situation for the student, advisor and the institution.

*This session is approved for 1 hour of NBCC credit.

Luncheon and Keynote 1:00-2:30 PM

NACADA Business Meeting
Kathleen Sindt, Region 2 Chair

Region 2 Awards
Wade Oliver, Region 2 Awards Chair

Academic Advising Uncensored: A Comedic Journey Through Higher Education’s Most Outrageous and Hazardous Profession
Steve Young, DeSales University

DELAWARE

C23 Managing Academic Pit Stops and Collisions
Patsy Nwagbaroacha, Simmone Wainwright, Jackie Gabriellian; Towson University

What happens when academic performance, spinning out of control, forces a student to look in the rearview mirror? How does a student get back in the race when suspension brings academics to a screeching halt? This workshop takes a look at academic intervention strategies used to advise students placed on “academic warning” and those who are “readmitted on probation.” We will examine characteristics of students in these two vulnerable groups and describe the individual advising sessions, collaborative workshops with the Academic Achievement Center and the Financial Aid Office, the email advising conference system, and Academic Intervention Week. In addition, we will examine how-to strategies used to catapult the student out of the pit and back in the race.

*This session is approved for 1 hour of NBCC credit.

Concurrent Session 4, 2:45PM

C24 Net Work: The Challenge of Integrating Academic Support Services
Niel McDowell, Kendal Barbee, Angie Estevez, L. Katrina Gianzer, Tanya Jung; University of Pennsylvania

SILVER LAKE

As advisors, we often work with students who encounter roadblocks or take detours on their academic journeys and need help navigating their way through. Hear how one advising office has created a team dedicated to developing students’
abilities to respond to these challenges. You will learn how the advisors in this team operate within a decentralized university system to proactively support students struggling with academic and personal issues. Discover how, by sharing information with resources across the university and through the creative use of technology, the team has built a sustainable and recognizable network that is able to effectively respond to student and community needs. Discussion and case studies will examine how and when the net works and how building strong partnerships improves the process.

*This session is approved for 1 hour of NBCC credit.

C25 Educational Planning and the First-Year Experience (FYE): Helping Students Navigate their Journey...EARLY!
Marcus Peanort, Tyra Goodgain; Montgomery College

BALLROOM A2

At Montgomery College, FYE seeks to assist our students in transitioning into college by providing them with experiences and tools for their success. A critical part of FYE is the Educational Portfolio which serves as a roadmap for students to chart their academic, transfer, and/or career course. This presentation will discuss how we are establishing a college-wide Educational Portfolio for students to start in FYE Seminars or with their Counselor/Advisor. Presentation participants will learn about our FYE program, the Educational Portfolio, and how a similar resource can be used at their institution. Assisting students in educational planning is paramount to the advising profession, so we encourage you to join us as we get our students “On The Right Track With Advising.”

*This session is approved for 1 hour of NBCC credit.

C26 Advising Online Students: The Inside Track
Patti Blacker, Theresa Davis; Pierce College

BALLROOM C1

Online instruction is fast becoming a widely offered vehicle for instruction in higher education (Allen & Seaman, 2007). Online students however sometimes feel detached in terms of what is happening on campus. Through a round table discussion, this session will provide participants the opportunity to learn of the ways in which institutions can reach out to online students. Participants will also share some of their own strategies for incorporating online advising and student services, as they strive to clear the track of obstacles for this growing population of students.

*This session is approved for 1 hour of NBCC credit.

C27 An Integrated First-Year Program
Phyllis Brooks-Collins, Frances Rogers, Leila Rowe; Delaware State University

KENT

Currently at our institution, 70% percent of our entering students are first generation students. They face a myriad of challenges during their first year at the institution due to weak study skills and a lack of knowledge or experience about college life. Armed with this data, the university committed to creating an office of University Studies and First-Year Programs to address this problem. This presentation will discuss the development of this new office and how the staff collaboratively works with academic departments to deliver interventions for student success. Assessments are used to identify areas of weakness and provide opportunities to build relationships between first-year instructors and upper-classmen. Academic intervention is also monitored through an early alert system which provides information to key academic support staff.

*This session is approved for 1 hour of NBCC credit.

C28 How a Summer Institute Can Refresh and Revive!
Paula Dollarhide; Richard Stockton College of New Jersey

SUSSEX

Thinking about attending a NACADA Summer Institute? This presenter went to the Austin institute last summer for an experience that definitely re-charged her batteries! Working in a small group with an excellent mentor, she created a faculty advisor development plan that is now “on track” on her campus. She developed an action plan goal, using problem-based learning techniques. Her goal is to help faculty understand that advising is much more than course registration. To accomplish this she developed a series of advising colloquia discussing “advising as teaching,” the use of advising syllabi and other topics, and is now implementing an advising awards program. This session will encourage you to attend an institute, but if that isn’t possible, learn how to develop a plan and get things rolling!

*This session is approved for 1 hour of NBCC credit.

Concurrent Session 5, 4:15PM

C29 It Takes More Than an Oil Change to Rebuild an Engine
Mary Beth Mullen, Thomas Thomas; Wilkes University

CHESAPEAKE

As little as 5 years ago there was no advising "system" at Wilkes. The faculty advised within majors while undeclared students were advised separately by staff advisors. There was no connection between faculty and staff advisors and the situation seemed irreparable. Then the advising initiative began. This presentation will take the audience through the steps of tearing apart and rebuilding a comprehensive advising system bringing faculty and staff advisors together in a team advising model. Advising Services became the highly respected leader in faculty development of advising and a partner in education. We will discuss how to build an advising team consisting of faculty from all departments within a college and how this leads to the close relationship between the advising coordinators and faculty.

*This session is approved for 1 hour of NBCC credit.

C32 Networking in the Virtual World and Beyond: How to get LinkedIn to Facebook your YouTube
Laurie Lenz, Drexel University
Jill Gugino, University of Delaware

BALLROOM A2

The use of virtual networks has exploded over the past few years and it's only going to grow! Networks such as YouTube, Facebook and LinkedIn have become a part of our everyday life. Words like "blogging", "poking", "OMG", "gifts", and "friend" have infiltrated our language with some words having different definitions than before. This workshop will explore the ins and outs of the popular online networks and how they affect us as academic/career advisors. We will also compare the networks in regards to purpose, features, and how we can utilize each one.

*This session is approved for 1 hour of NBCC credit.

C30 Serving the Non-Traditional Adult Collegian – Benefits to Student, Institution and Employer
Todd Siben; Thomas Edison State College

DELWARE

This presentation offers a perspective on serving non-traditional adult students including distance education, degree completion planning, the assessment of prior learning, military training and other issues that tend to be of concern to the non-traditional or adult student, but not uniquely. Attendees will gain a greater understanding and appreciation of options available to adult students in contemporary higher education. There will be place for participants to offer thoughts on how some of these programs have been or could be implemented on your own campus. No previous knowledge of distance, non-traditional education or adult students is needed, only a willingness to consider that this presentation may offer new options that addresses enrollment, retention, satisfaction and motivation–issues related to institutional and employer benefits.

*This session is approved for 1 hour of NBCC credit.

C31 The "Staying On Course" Program
Karen Robinson, Laura Kurtz; Delaware State University

SILVER LAKE

The “Staying on Course” (SOC) Program is a mandatory program for all students on academic probation. The overall objective of the "Staying on Course" Program is to decrease the number of probationary students who are placed on academic suspension in the subsequent semester. The SOC Program is designed to promote and encourage effective academic skills and behaviors. The workshop will cover: The Procedures for the Program; The Outcome of the program; The Contents of the "Learning Strategies" Class; The Contents of the "Staying On Course" Class; and The Performance Measures of the Program.

*This session is approved for 1 hour of NBCC credit.

C33 The Time Management Challenge
George Thompson, Christine Ricks, Jose Ramos; Old Dominion University

BALLROOM C1

Advisors teach time management in the classroom and informally with their advisees in advising sessions. Are you looking for ways to present time management in an interesting and fun format. The "Time Management Challenge" is an interactive game, in which participants will have an opportunity to test their knowledge of time management. The game will stoke your competitive fires. Will you take the challenge?

*This session is approved for 1 hour of NBCC credit.

C34 Target Success Teams: Comprehensive Student-Focused Advising
Crystal Coombes, Barbara Purvis, Scott Jaeschke; Centura College

KENT
This presentation details a student affairs model of interdisciplinary advising developed at Centura College—Target Success Teams. Meeting regularly each term, the teams bring together members of academic advising, student advising, and career advising departments to build total pictures of students and to provide comprehensive assistance in times of poor academic performance or sudden crisis. Through a combination of lectures and open discussion forums, the presenters will demonstrate the following ways in which Target Success Teams are innovative: their ability to tailor services based on student need; their integration of academic, financial, career, and personal advising; and their reliance on mixed-media applications for communication and service delivery. This presentation may be of particular interest to advisors and higher education professionals working with nontraditional populations.

*This session is approved for 1 hour of NBCC credit.

C35 Student Advising and Program Management: An Integrated Perspective
Subhasish Dasgupta; George Washington University

Student advising has a significant impact on the student curriculum and relationship management. Proper management of student relationships influences program management. When students are advised they plan their curriculum accordingly. These curriculum plans can help forecast student enrollments in courses. Success of a program is dependent on up-to-date information about courses and student registration forecasts. This presentation will review the present advising process for a graduate program in information systems, and how advising influences management of the program. We will also examine the need for integration across the different functional areas in advising and program management.

*This session is approved for 1 hour of NBCC credit.

Dinner, 6:15PM
On Your Own
Please see the hospitality table for more information on restaurants.

Optional Events in Clubs and Casinos
It's St. Patrick's Day! See if you've got the luck of the Irish at the casino, visit Fire & Ice Nightclub, or get to know historic Dover, DE.

Wednesday, March 18

NOTE:
Check-out time at Dover Downs is at 12:00PM. Please plan to be checked out of your room on time!

Continental Breakfast 7:30 – 8:30AM
Ballroom B

Concurrent Session 6, 9:00AM

C36 Success for First-Time, First-Year Probationary Students: Developing Intentional Learners
Wade Oliver, Kelly Carwright; Christopher Newport University

CHESAPEAKE

First year students often have difficulty navigating the transition to university life, and academic demands are particularly problematic for some students. This presentation focuses on a particular subset of students, first year students who are placed on academic probation after their first semester at the university. We will describe strategies we implemented for supporting these students, including an intervention course entitled COLL 150 "The Intentional Learner." The structure and content of the course will be described, as will the process by which we recruited students into the intervention. Participating students were compared to their non-participating peers. Results indicated the intervention had positive effects on second semester GPA and first year retention for participating students compared to their non-participating peers.

*This session is approved for 1 hour of NBCC credit.

C37 You Can’t Always Steer Around ‘Em: Working Effectively with Difficult Personalities
Sarah May Clarkson; Juniata College

State Meetings, 5:45 - 6:15 PM

The State Meetings are a chance to learn about what’s going on in your state. Hear from state representatives about upcoming NACADA events in your area; learn about how you can get involved in NACADA on a local basis; give suggestions on what kind of things you’d like to see happening in your state.

S01 Delaware – Delaware Room
S02 District of Columbia and Maryland – Ballroom C1
S03 New Jersey – Chesapeake
S04 Pennsylvania – Ballroom A2
S05 Virginia – Silver Lake
DELWARE

Difficult personalities come in every stripe and variety. They’re the aggravating advisees and the bullying co-workers. Behind the bad habits and incredible ways of thinking are real persons with whom we work, or who rely on us for counsel and advice, and it behooves us to find a way to make the relationship more productive and less stressful. The facilitator will ask each participant to identify the three personality types that are either difficult or unpleasant. As a group then, we will then figure out the characteristics of common challenging personality types and then brainstorm together strategies for working effectively with such persons. The modest goal is to learn how to negotiate the challenges we see in others and, hopefully, chuckle a bit.

*This session is approved for 1 hour of NBCC credit.

C38 Advising Adult Learners – from Enabling to Empowerment
Philip Yevics, Virginia Egan; University of Scranton

SILVER LAKE

Everyone who works with adult learners agrees they have special needs that deserve special consideration by institutions. When it comes time to operationalize those expectations, however, one can end up with radically different practices. The presenters will summarize their own experiences in seeking to be more responsive to the needs of adult learners while also enforcing adherence to academic policies and standards. They will offer participants a framework for reflecting on their own experiences and an opportunity to share. Finally they will lead discussion of appropriate strategies and best practices in helping adult learners achieve their goals.

*This session is approved for 1 hour of NBCC credit.

C39 Keeping Your Program on Track with Assessment
Kimberly Brown, Therese Lovegreen; Virginia Tech

BALLROOM A2

The development and of an effective and manageable comprehensive assessment plan for an academic advising program may appear to be an overwhelming task, particularly when student learning and development outcomes are the central focus. Based on the notion that advising is a form of teaching, advisees are encouraged to be active participants in the advising process and share responsibility for learning and developing their educational plan in collaboration with the advisor. The primary objective of this session is to review the process of developing a comprehensive assessment plan for an academic advising unit. Participants will also have the opportunity to learn how assessment can improve the quality of academic advising services provided to students by connecting the plan to the unit’s mission statement and the institution’s overall strategic plan.

*This session is approved for 1 hour of NBCC credit.

C40 Should I Advocate for Academic Policy Change?
George Paterno; Kutztown University

BALLROOM C1

Changes in W grade policies, Repeat course rules, Academic Dismissal policies, Exception Committees, registration "rules" all affect students and institutions in many ways (student retention, aid eligibility, specific course demand). Are your current policies the best possible? Various current and best practice options for these policies will be discussed, with an emphasis on possible changes. Goal is to have participants return to home campuses with improvements to suggest to their governance representative. Presenter has been a member of University Senates and policy committees in two states for over 30 years as a Registrar, Assistant Dean of Academic Services and Assistant Vice President of Academic Affairs.

*This session is approved for 1 hour of NBCC credit.

C41 Welcome to the Jungle: Community College Students and Orientation
Susan Fread, Monica Cottrell; Lehigh Carbon Community College

KENT

Four-year colleges typically require new students to participate in an orientation program to help them make the transition from high school to college. As commuter campuses, community colleges have found it challenging to "swing" requiring a similar experience for new students. LCCC has been continuously increasing new student orientations over the past four years. In 2008, new full-time students were required to attend orientation in order to register early. The orientations have also been adapted to allow the College to work with and not against parents. In this session the presenters will share the history of orientation at LCCC, statistics on its success, some of the pitfalls, and our plans for the future.

*This session is approved for 1 hour of NBCC credit.
Concurrent Session 7, 10:30AM

C42 Student's in the Driver's Seat: Incorporating Clicker Technology and Active Learning into the Group Advising Session
Hilary Himes, Jeffrey Gugino; Pennsylvania State University

CHESAPEAKE

Individual response systems, also known as clickers, are being used in classrooms throughout universities to provide students with ways to participate and provide immediate feedback in a variety of courses. Clickers are small hand held devices that send individual responses to a central computer. Clickers can also be useful in group advising settings because it can increase student participation and ensure comprehension. Students can drive the advising session by providing instant feedback about their background, goals, and level of understanding of the material. Clickers can provide a way for students to actively learn about academic information which can help in making well-informed decisions and keep the student in the driver’s seat of their education.

*This session is approved for 1 hour of NBCC credit.

C43 The Scary Senior Scenario: Advising Soon-to-be-Graduates in an Uncertain World
Sarah May Clarkson; Juniata College

DELWARE

As an advisor, it’s easy to think of your job as done when advisees get within a semester or two of graduation. Not so in today’s economy: financial meltdown, bedrock industries on the verge of collapse, more and more workers laid off or reduced to part-time. Anticipating graduation can be exciting, but is also a time of stress and anxiety for students. This session will help advisors address and cope with the mixed emotions (celebration/sheer terror) that some seniors experience as graduation approaches. The presenter will help participants identify common characteristics of today’s rising graduates, will recommend advising strategies for them, will lead brainstorming, and offer suggestions to the advisors of seniors who will graduate into a very scary and competitive job market.

*This session is approved for 1 hour of NBCC credit.

C44 Brain Theory and the Undecided Student
Marion Schwartz; Pennsylvania State University

SILVER LAKE

Academic exploration is a complex process, involving the willingness to entertain new ideas, learn more about them, and commit oneself to a specific course of action without knowing exactly where it will lead. Thanks to new research in neuroscience, we can learn how different parts of the brain engage in different kinds of learning and judging. Academic advisors can use such knowledge to offer exploratory students activities that address these different kinds of processing, so that they make decisions both well-informed and satisfying. This presentation is aimed at the advisors of exploratory students, but any advisor may be interested. It offers a brief introduction to brain functions, and suggests ways they illuminate student exploration. It should help advisors fit exploratory activities more precisely to the needs of individual students.

*This session is approved for 1 hour of NBCC credit.

C45 Helping students chose a major through an interactive skit which incorporates technology.
George Thompson, Christine Ricks, Jose Ramos; Old Dominion University

BALLROOM A2

Advisors need new and innovative ways to teach students how one’s values, interests and skills impact the choice of a major and career. Many students will not sign up for a career planning class and others are unaware that they need to engage in the major exploration process. This is a non-intrusive method of exposing them to the major exploration process. The workshop is designed as a skit between an advisor and his advisee, who is a foreclosed engineering student. The workshop uses power point, illustrations and questions that solicit audience involvement in the skit. Students are shown how they can utilize technology to assist in the major exploration process.

*This session is approved for 1 hour of NBCC credit.

C46 Back to Basics- The Study Abroad Analogy
Erica Whitlefield, Crystal Coombes; Centura College

BALLROOM C1

Want a new way to effectively inform new Career Advisors of the necessary steps to take with each student in career development in order to achieve employment in field upon graduation? Come see a demonstration of the parallelism between planning for a study abroad trip and the ongoing journey of career development, step-by-step. The demonstration will cover the most commonly
discussed topics in career development: introductions, entrance interviews, identifying the students' needs, scheduling and time management, career focus, internships, resumes, cover letters, references, informational interviews, job searching techniques, interview skills, mock interviews, dressing for success, and continued networking. New Career Advisors will benefit from a well-rounded approach to career development, and simultaneously learn the reasons why being detail-oriented leads to a successful trip!

*This session is approved for 1 hour of NBCC credit.

C47 NACADA Update and Feedback Session
Marsha Miller, NACADA Executive Office
KENT
This informal roundtable discussion is to provide a forum for attendees to visit with NACADA Leaders and members of the Executive Office staff regarding the Association’s many initiatives and programs and to give participants an opportunity to provide feedback and ask questions.

Adjourn, 12:00PM

Thank you for attending the Region 2 Conference in Dover, Delaware! We hope that you return to your campuses re-energized with new ideas for how you work.

Congratulations to the 2009 Region 2 Award Winners!

Outstanding Advising Award for Academic Advising Administrator

Dr. Richard Lilley
Community College of Baltimore County

Outstanding Advising Award for Academic Advising, Primary Role

Susan Stone
George Mason University

Outstanding New Advisor Award

Amanda Neuber
Temple University

Jeff Gardner Memorial Scholarship Winner

Sarah Clarkson
Junia College

Graduate Student Regional Conference Scholarship Winner

Jilliane Bolt
Indiana University of Pennsylvania

Alexander
Angela
Berkeley College-Garret Mountain

Allegretto-Lynch
Jama
University of Delaware

Almayer
Andrea
University of Pennsylvania

Anderson
Jameela
Marymount University

Archambault
Karen
Brookdale Community College

Aronson
Samuel
Georgetown University

Bachelor
Margaret
Holy Family University

Barbee
Kendal
University of Pennsylvania

Barrachina
Bryan
Hudson County Comm. College

Beall
Heather
College of Southern Maryland

Bellew
Kelly
Penn State University-University Park

Bennighoff
Kristin
University of Delaware

Berson
Rita
Drexel University

Blacker
Patricia
Peirce College

Blanchette
Shelly
Harrisburg Area Community College

Botyrius
Geri
University of Scranton

Boudeaux
Susan
University of Delaware

Bourdow
Kate
Virginia Wesleyan College

Bradbury
Linda
Kean University

Brancato
Vera
Kutztown Univ of Pennsylvania

Brown
Elizabeth
Penn State University-University Park

Brown
Kimberly
Virginia Polytechnic Inst/St Univ

Brunard
Richard
Penn State World Campus

Burgin
Aimee
Rowan University

Burns
Heather
Harrisburg Area Community College

Caffie
Janique
County College of Morris

Carey
Courtney
Virginia Polytechnic Inst/St Univ

Cartwright
Kelly
Christopher Newport University

Clarkson
May
Juniata College

Clevenger
Jennifer
Virginia Polytechnic Inst/St Univ

Colburn
Carla
Thomas Edison State College

Conlon
Joanne
West Chester Univ of Pennsylvania

Cock
Billie
Old Dominion University

Coombes
Crystal
Centura College

Costello
Mark
Drexel University

Cottrell
Monica
LeHigh Carbon Community College

Craig
Gail
Kutztown Univ of Pennsylvania

Credle
Joann
Northern Virginia Comm Coll

Cullen
Jennifer
Widener University

Culp
Shawna
Penn State World Campus

Cunningham
Rose
Hudson County Community College

Damminger
Joanne
Rowan University

Dasgupta
Subhasish
George Washington University

Davis
Theresa
Peirce College

DeLouise
Tia
Berkeley College-Garret Mountain

D'Emilio-Wilkinson
Lucille
Temple University-Ambler Campus

diNovi
Kristen
Rowan University

Dollarhide
Paula
Richard Stockton College of NJ

Dornell-Neal
Lauren
Penn State World Campus

Drake
Jayne
Temple University

Egan
Virginia
University of Scranton
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Many thanks to our presenters for sharing time and expertise with participants of the 2009 Region 2 Conference.