The National Academic Advising Association

Proudly Presents . . .

The 2008 Region VII Annual Conference

Setting the Stage for Student Success:
Academic Advising in the Spotlight

Directed by . . .
The Missouri Academic Advising Association

March 3 - 5, 2008
Branson, Missouri
Chateau on the Lake
Resort Spa & Convention Center
SUNDAY, MARCH 2-5, 2009

11:00-11:30 Outside Heidelberg
Registration/Hospitality

11:30-12:00 Outside Heidelberg
W1 NACAD Leadership Development

12:00-12:30 Munich
W2 Dance, Secrets of the You-Yeh Advancement

12:30-13:00 Venice
W3 An Introduction to Advancing Research and the NACAD Research Grant Process

13:15-13:30 Milan
W4 Writing for NACAD: The NACAD Journal, Academic Advising Today, Qualitative, and Monographs

13:45-14:15 Munich
W5 Faculty Expectations on Video

14:30-15:00 Venice
W6 Introduction to NACAD for New Conference Attendees and Monitors

15:00-15:30 Windsor
Conference Welcome/Keynote Speaker: Paul Weeks, ACT

15:30-16:00 Windsor
Recess

16:00-16:30 Outside Heidelberg
Registration/Hospitality

17:30-19:00 Outside Heidelberg
Dinner on your own (or sign up for one of our special group dinners)

19:00-21:00 Windsor
Breakfast Buffet/Academic Advising Poster Session

21:00-21:30 Outside Heidelberg
Registration/Hospitality

21:30-22:00 Heidelberg
1A A Spotlight on Role Play, Setting the Stage for Student Academic Advising Success

22:00-22:30 Heidelberg
1B Defining "Yes" and "No" - How Advisors Can Be Positive Change Agents

22:30-23:00 Innsbruck
1C Connecting the Dots: Creating a Culture of Preparedness

23:00-23:30 Munich
1D 10 Lighten. Calm. Change!

23:30-24:00 Verona/Milan
1E Preparing Advisors for the Spotlight: Effective Advisors with Blackboard

24:00-24:30 Barcelona
1F Arts Well that Begins Well: Detecting Students toward Success

24:30-25:00 Madrid
1G 10 NACAD Update and Feedback Session

10:00-10:30 Heidelberg
2A Advisor Training Modules in a Skills Kit of Everything

10:30-11:00 St. Moritz
2B Group Advising: Behind the Scenes and Center Stage

11:00-11:30 Verona/Milan
2C Advancing Advising, Monetizing a Market and a Mindset

11:30-12:00 Munich
2D Training New Advisors: Using the Right Project

12:00-12:30 Verona/Milan
2E BEST OF NACAD Advising in a Telephonic Audit in Video Communications

12:30-13:00 Bilbao
2F Academic Advising: A Best Tool for Students, Instructors and Advisors

13:00-13:30 Madrid
2G Setting the Stage for Success: Developing a Successful Faculty Advising Program

13:30-14:30 Outside Heidelberg
Award Luncheon/NACAD Regional Business Meeting

14:30-15:00 Outside Heidelberg
3A Inspiring the Students of Advising

15:00-16:00 Heidelberg
Technological Resources: The Set the Stage for a Holistic Advising Process

16:00-16:30 St. Moritz
3B A Unique Online Environment for Student Success: Will It Work for Your Advising Office?

16:30-17:00 Innsbruck
3C Tools for Advising International Students

17:00-17:30 Munich
3D Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out

17:30-18:00 Verona/Milan
3E Training Advisors to Enhance Student Learning

18:00-18:30 Barcelona
3F Faculty Advising Training Development in a Distinguished Model

18:30-19:00 Madrid
3G The Show Must Go On: Advising as Mentor When Assisting Students with Disabilities

19:00-20:00 Heidelberg
3H Building an Academic Pathways to College

20:00-20:30 Madrid
3I See You on the Pedestal: Incorporating Roadblocks into Advising Practices

20:30-21:00 Heidelberg
4A Developing an Academic Support Program for Student Affairs on the Community College Level

21:00-21:30 Innsbruck
4B Postbaccalaureate Advising: Lessons in Undergraduate Advisor Ethics

21:30-22:00 Verona/Milan
4C Advising in a Digital World: The Future of Advising

22:00-22:30 Barcelona
4D Real-Time Equipment: Answering Advising Through Technology

22:30-23:00 Madrid
4E Effective College Learning: Going Beyond Good Night and Good Luck

23:00-23:30 Madrid
4F Washington State Meeting

23:30-24:00 Innsbruck
4G Kansas State Meeting

24:00-24:30 Verona/Milan
4H Kansas State Student Meeting

24:30-00:00 Bilbao
4I Missouri State Meeting (Includes presentation by COYTA)

00:00-00:30 Heidelberg
4J Ohio State Meeting

00:30-01:00 St. Moritz
4K Texas State Meeting

01:00-01:30 Windsor
Dinner on your own (or sign up for one of our special group dinners)

01:30-02:00 Windsor
General Tour 1: "Epic Tour: The Layman's Tour"

02:00-02:30 Windsor
Registration/Hospitality

02:30-03:00 Heidelberg
5A A Spot in CARE: Counseling and Assistance for Retention Effectiveness

03:00-03:30 St. Moritz
5B Academic Concept Mapping Takes the Spotlight in Student Success

03:30-04:00 Innsbruck
5C Assessing Academic Advising: The Show Must Go On

04:00-04:30 Milan
5D BEST OF ORLANDO: Success in Parent Education - Discussing the College Level

04:30-05:00 Verona
5E Rethinking the Course to Academic Success: 5 Best Budget Courses

05:00-05:30 Barcelona
5F OSU: University College, Identifying Underrepresented Advising the Mentorship Generation

05:30-06:00 Heidelberg
5G Preparing for the Future of Advising and NACAD’s Role

06:00-06:30 St. Moritz
5H Student Success: Time Inclusion in the College Community

06:30-07:00 Innsbruck
5I Academic and Academic Units: Working Together to Improve Student Persistence

07:00-07:30 Milan
5J Turn your Drama into an Epic: Motivating towards Success

07:30-08:00 Verona
5K Auditing the Quality of Students Recruiting as an Advisor

08:00-08:30 Barcelona
5L Kentucky Partners and Dealing with the Kids who Love Men

08:30-09:00 Windsor
Closing Session

WELCOME!

Dear Colleague:

Welcome to Missouri, the "Show-Me State", and to the city of Branson, the "Live Entertainment Capital of the World". The Missouri Academic Advising Association (MACAD) is excited to host the 2008 NACAD South Central Regional Conference. We want to thank each of you for making the trip to the Branson area. Our conference planning committee, in collaboration with MACAD, has prepared an exciting conference with professional development, networking, and social opportunities that will refresh and inform your advising practice.

Our conference theme, "Setting the Stage for Student Success: Academic Advising in the Spotlight" inspired advisors and administrators in our region to showcase individual and institutional practices which illustrate the ways we set the stage for student success, often acting behind the scenes. We hope you will take away some new ideas to implement on your own campus. Plus, you'll hear inspirational words from our keynote speaker Mr. Paul Weeks from ACT, and have opportunities to win several door prizes!

But the best part of attending the 2008 South Central Regional Conference is the chance to network - and be reacquainted with old friends! You will have plenty of opportunities to spend time with your colleagues and friends at the Welcome and Reception on Monday evening, at the Awards Luncheon on Tuesday afternoon, and during one of our optional social activities on Tuesday night.

If you have a chance, take a few hours (or days) to explore the Branson Area. Branson offers a wide variety of activities including outlet shopping, restaurants, and golfing to name a few. Visit our hospitality table for maps, menus, and much more!

We hope you have a fantastic time in Branson!

Lisa Runyan, University of Central Missouri and Harry Cook, Missouri State University Conference Co-Chairs
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2008 NACADA Region VII Conference Planning Committee

The planning of this year’s regional conference was a team effort. We were fortunate to have a
group of 11 leaders from the state of Missouri collaborating for over a year to make this
conference a success. This diverse group represents 9 college and universities, both public and
private, from all over the state.

Conference Co-Chairs
Lisa Runyan, University of Central Missouri, runyan@ucmo.edu
Harry Cook, Missouri State University, harrycook@missouristate.edu

Programs Committee Chair
Tom Frankman, William Woods University, tom.frankman@williamwoods.edu

Registration Committee Chair
Tracey Glaessgen, Missouri State University, traceyglaessgen@missouristate.edu

Hospitality Committee Chair
Joan Finder, Webster University, finderjb@webster.edu

Entertainment Committee Co-Chairs
Rachael Cobb, University of Missouri – Columbia, cobbr@missouri.edu
Peggy Sherwin, St. Charles Community College, psherwin@stchas.edu

Keynote Committee Chair
Kelly Wilson, Missouri Southern State University, wilson-k@mssu.edu

Exhibits/Donations Chair
Artie Fowler, Moberly Area Community College, artief@mace.edu

Volunteer Committee Co-Chairs
Annie Ensminger, University of Central Missouri, aensminger@ucmo.edu
Deb Shores, Jefferson College, dshores@jeffco.edu

We owe a very special thank you to the NACADA Region VII Steering Committee and
NACADA National Office for their guidance and support through the conference planning
experience.

Region VII Chairperson, 2007-2009
John Paul “JP” Regalado, University of Texas at Austin,

Region VII Chairperson, 2005-2007
Terrie Blevins, University of Oklahoma

NACADA Executive Office
Diane Matteson
About NACADA

The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students. It evolved from the first National Conference of Academic Advising in 1977 and now has over 10,000 members worldwide. NACADA's mission is to:

- Champion the educational role of academic advisors to enhance student learning and development in a diverse world;
- Affirm the role of academic advising in student success and persistence, thereby supporting institutional mission and vitality;
- Anticipate the academic advising needs of twenty-first century students, advisors and institutions;
- Advance the body of knowledge on academic advising; and
- Foster the talents and contributions of all members and promote the involvement of diverse populations.

Information regarding professional development opportunities and resources for advisors, faculty, and administrators may be obtained from:

National Academic Advising Association
Kansas State University
2323 Anderson Avenue, Suite 225
Manhattan, KS 66502-2912
Phone: (785) 532-5717
Fax: (785) 532-7732
E-mail: nacada@ksu.edu

Visit NACADA on the web at http://www.nacada.ksu.edu

NACADA does not discriminate on the basis of age, race, creed, gender, sexual orientation, national origin, disability, or marital status.

NACADA South Central Region Steering Committee

The South Central Region is comprised of the following states: Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas. The Regional Steering Committee is comprised of volunteers who participate in planning, coordinating, and running local conferences and workshops. These individuals also assist with planning the regional conference. If you are interested in helping to plan a NACADA activity or workshop, or would like to volunteer to help within your state, please contact these individuals!

Regional Chairperson
John Paul "JP" Regalado, University of Texas - Austin
lajp@mail.utexas.edu  512.232.7581

Arkansas Liaison
Jill Simons, Arkansas State University
jsimons@astate.edu  870.972.3001

Kansas Liaison
Donita Winters, Hutchinson Community College and Area Vocational School
winterdi@hutchcc.edu  620.728.8163

Louisiana Liaison
Barbara Michaelides, University of Louisiana - Monroe
michaelides@ulm.edu  318.342.5550

Missouri Liaison
Tammy Welchert, University of Missouri - Kansas City
welchertt@umkc.edu  816.235.1385

Oklahoma Liaison
Tami Clavin, University of Central Oklahoma
telavini@uco.edu  405.974.2346

Texas Liaison
Michael Balog, Texas A&M University
gusano@politics.tamu.edu  979.845.3127

2008 Conference Co-Chairs
Lisa Runyan, University of Central Missouri
runyan@ucmo.edu  660.543.4763
Harry Cook, Missouri State University
harrycook@missouristate.edu  417.836.5258

2009 Conference Chair
Paul Ivey, Louisiana State University – Baton Rouge
pivey1@lsu.edu  225.578.2870
2008 NACADA Region VII Award Winners

Outstanding Advisor – Primary Role Award

Robb Jenson from Texas A&M University is the 2008 recipient of the National Academic Advising Association (NACADA) Region VII Outstanding Advisor – Primary Role Award. The Primary Role Advising Award recognizes individuals whose primary role at their institution is the direct delivery of advising services to students.

Robb is the Retention and Assessment Coordinator for the Office of Honors Programs and Academic Scholarships, which is charged with recruiting and retaining top students. He is the lead advisor for ASPIRE (Aggie Scholars Promoting Resources and Encouragement) mentorship program and works with the University’s Century Scholars.

Robb, a first generation college student himself, feels that his role is to “help students understand their particular situation and to help them find a pathway to achieving their goal” and has valued the opportunity to “give back and to help others to achieve their goals and desires.”

One of his students said that as a mentor, “Robb does a phenomenal job” and that students “know that his door is always open.”

It is with great pleasure that we award Robb Jenson the 2008 NACADA Region VII Outstanding Academic Advisor-Primary Role Award.

Outstanding Faculty Academic Advising Award

Carole L. Shook from the University of Arkansas is the 2008 recipient of the National Academic Advising Association (NACADA) Region VII Outstanding Faculty Academic Advising Award. The Outstanding Faculty Academic Advising Award honors individuals who have demonstrated qualities associated with the outstanding academic advising of students in a faculty role.

Carole has been a faculty member at the University of Arkansas since 1999. She has taught many different courses for the department and three of her six publications deal with student issues in the classroom. In addition, she has been the recipient of numerous awards for her teaching and advising.

Carole has served her campus in a variety of roles. She was one of the inaugural members of the University of Arkansas Academic Advising Council and has held multiple stints as the Chair and Vice-Chair. She has been on numerous University task forces as well as a faculty advisor to three different student organizations.

Carole believes that advising is about:
• building relationships
• teaching
• doing the right thing

• helping students take responsibility for their education
• knowing your field
• taking time to make sure you are giving correct information
• and that above all, advising is about caring and is one of the most rewarding activities on campus.

As one of her colleagues put it, Carole ensures that “each student gets her full attention and her patient, always smiling advice” while another called her dedication to students “extraordinary.” One of her students said that Carole is the “epitome of what an advisor should be” while another called her “an invaluable asset to the students, faculty, and staff” of the university.

It is with great pleasure that we award Carole L. Shook the 2008 NACADA Region VII Outstanding Faculty Academic Advising Award.

Graduate Student Scholarship Award

Jana L. Adams from the University of Oklahoma is the 2008 recipient of the National Academic Advising Association (NACADA) Region VII Graduate Student Scholarship Award. The Graduate Student Scholarship Award acknowledges graduate students who are involved in academic advising, and who intend to pursue a career in higher education and academic advising.

Jana currently serves as Assistant Director of Advising in the Williams Student Services Center in the College of Engineering at the University of Oklahoma. She is currently in the Masters program in Education at the University of Oklahoma. She plans to continue in the doctoral program in Adult and Higher Education this spring. She describes her passion to be “training and development with respect to the advising arena of academia.” Jana believes that advisors are “both teachers and innovators” and plans to use her higher education degree to “streamline existing advising models and design new ones.”

Jana’s director describes her as “a model employee, student, and teacher” and that she has been “instrumental in designing and implementing policies within the Williams Student Services Center.”

It is with great pleasure that we award Jana L. Adams the 2008 NACADA Region VII Graduate Student Scholarship.
Conference Information

Conference Registration

The conference registration table is located in the foyer outside of the Heidelberg room. The registration staff will be available to assist you during the following times:

Monday, March 3rd 11:00am to 4:30pm
Tuesday, March 4th 8:00am to 11:45am and 1:15pm to 5:30pm
Wednesday, March 5th 8:00am to 12:00pm

Hospitality

The hospitality table is located in the foyer outside of the Heidelberg room. The hospitality table can assist you with finding dining, shopping, and entertainment options in the local area. They are equipped with maps, sample menus, coupon books, and much more.

The hospitality staff will be available to assist you during the following times:

Monday, March 3rd 11:00am to 4:30pm and 6:00pm to 7:30pm
Tuesday, March 4th 8:00am to 11:45am and 1:15pm to 5:30pm
Wednesday, March 5th 8:00am to 12:00pm

Participants who pre-ordered tickets to one of the optional tours (Titanic or Legends) can pick up their tickets at the venue box office. Additional tickets sales will be available at the venue box office at the time of the event. Please bring your conference name badge to show that you qualify for the discounted NACADA rate.

Volunteer Opportunities

If you have already agreed to volunteer, please stop by the Volunteer Desk to choose your assignment. Haven’t yet offered to volunteer? Due to the size of the conference, we would happily accept more volunteers to help facilitate what we hope will be a wonderful professional development experience for you. If you would like to volunteer, please stop by our Volunteer Desk and see Annie or Deb to see how you can help out!

Welcome and Reception

Please join us Monday evening after the keynote speaker for the Welcome Reception. Here’s your chance to relax, network with old colleagues, establish new contacts, meet members of the Region VII Steering Committee, and win a few door prizes. Refreshments and a cash bar will be available for all participants. Not sure what to do after the reception? Consider signing up for one of our small group dinners at a local Branson restaurant (see Hospitality for more information).

Optional Group Dinners

Are you the only person here from your institution and not sure where to go for dinner? Didn’t bring a car and need a ride? Sign up for one of our informal group dining options. We have reserved a table for 8 at the following restaurants. Just be sure to mention that you are with the “NACADA Region VII” table. Menus and directions can be found at our Hospitality table.

Monday evening at 7pm:
Tony Z’s (Italian) (near hotel on 165)
Shorty Smalls (BBQ) (near hotel on 165)
White River Fish House (Seafood)
Famous Dave’s (BBQ)

Tuesday evening at 5:30pm:
Landry’s (Seafood) (near optional tours)
Montana Mike’s (Steak) (near optional tours)
Pizzros Bistro Bar (Pasta/Pizza)
Cantina Laredo (Mexican)

School Spirit Day

Did you forget that the conference dress code is casual? Did you remember to bring your shirt to wear from your institution? Tuesday, March 4th is “School Spirit Day” at the conference; show your school spirit by wearing a T-shirt, rugby, or polo shirt from your institution. Join the fun and see how many different schools are represented!

Awards Luncheon and NACADA Business Meeting

Join us for lunch in the Windsor Ballroom. During lunch we will honor the 2008 Region VII Academic Advising Award winners and hold our NACADA business meeting. And of course, more door prizes!

State Meetings

The NACADA South Central State Representatives will be conducting meetings for their respective states at 4:00pm Tuesday afternoon. Your representative will discuss upcoming events and other advising related issues within your state, as well as possible opportunities to get involved with NACADA.

Optional Tours

On Tuesday evening we have arranged for two optional tours – the Titanic Museum and the Legends in Concert. If you have pre-ordered tickets to either event, you can pick up your ticket at the venue box office. If you wish to order tickets you may do so at the at the venue box office. Please bring your conference name badge to show that you qualify for the discounted NACADA rate.

Career Services

Looking for a new job? Do you have an available position at your institution? In a continuing effort to provide services to NACADA members, see the bulletin board in our hospitality area to view and display available positions in Region VII.
Best of Region Award

Every year each of the NACADA regions select a presentation from its regional conference to be highlighted in the National Conference program. You can vote for your favorite concurrent session before the end of the conference on Wednesday. This year’s Best of Region award winners will receive a $500 award from the region toward travel expenses to the 2008 National Conference in Chicago, Illinois on October 1-4. The winner(s) will be notified by mid-March and will be posted on the NACADA Region VII website.

2009 South Central Regional Conference

The 2009 South Central Regional Conference will be held in New Orleans, Louisiana. Date and hotel information will be available soon; check the NACADA Region VII website periodically for more information (see ad on page 45).

Conference Evaluations

Concurrent Session Evaluations – your Session Moderator will pass out evaluations before each concurrent session. Please take a moment to fill out these short evaluations so we can provide valuable feedback to our presenters. You may turn these evaluations into the Volunteer Desk or to your Session Moderator.

Best of Region Evaluations – your Session Moderator will pass out these evaluations on Wednesday. Be sure to wait until your last session is over to make your choice for the “Best of Conference”. This year’s Best of Region award winners will receive a $500 award from the region toward travel expenses to the 2008 National Conference in Chicago, Illinois on October 1-4. You may turn these evaluations into the Volunteer Desk or to your Session Moderator.

Overall Conference Evaluations – after the conference we will send you an e-mail with a link to our online conference survey. Please take a few moments to tell us how we did and what you would like to see at next year’s conference in New Orleans!

Computer Access

The Chateau has a business center with two computers and free printing. There is also complimentary wireless internet access in the sitting area outside the Grand Ballroom. Or you can access wireless internet in your hotel room for a daily fee of $9.95.

National Board for Certified Counselors (NBCC) Approved Credit

NACADA is approved by the National Board for Certified Counselors to offer continuing education units (CEUs) for National Certified Counselors. NBCC credits are provided through the National Academic Advising Association, not the Region affiliate. Sessions approved for NBCC credit are identified in the conference program with the corresponding amount of credit awarded. Other organizations to which you belong often accept the signed NBCC forms as proof you have attended these continuing education activities.

Applicants for NBCC credit may obtain a monitoring form at the conference registration area at any time throughout the conference. Complete the form using the following list of sessions approved for CEU contact hours. Return the form to the registration area to be signed by a designated Executive Office staff member.

1. On the NBCC form provided, list the approved session(s) you attended and the number of CEUs approved for each one (usually this is 1 CEU for each hour of content presentation).
2. Bring the completed form to the NACADA registration desk for signature at the end of the conference.
3. Take one copy home with you for your use in applying directly to NBCC or other organizations for your personal CEU certification. NACADA does not submit forms for individuals.
4. NACADA will keep one copy on file in the event that either NBCC or another organization asks us for verification of your attendance at the conference.

Below is a list of the nine NBCC approved content areas.

1. Counseling Theory
2. Human Growth and Development
3. Social and Cultural Foundations
4. The Helping Relationship
5. Group Dynamics: Processing and Counseling
6. Lifestyle and Career Development
7. Appraisal of Individuals
8. Research and Evaluation
9. Professional Orientation
# Conference Schedule

**MONDAY, MARCH 3, 2008**

Note: Hotel check-in is at 4:00 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 a.m. – 4:30 p.m.</td>
<td>Registration and Hospitality  Outside Heidelberg</td>
</tr>
<tr>
<td>12:00 p.m. – 4:15 p.m.</td>
<td>Pre-Conference Workshops</td>
</tr>
</tbody>
</table>
| 12:00 – 2:00   | **Workshop 1**  
NACADA Leadership Development  
Charlie Nutt, NACADA  
*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 handled 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.* (2 CEU Professional Orientation in Counseling) |
| 2:15 – 3:15   | **Workshop 4**  
Writing for NACADA: The NACADA Journal, Academic Advising Today,  
Clearinghouse, and Monographs  
*Regina Waters, Drury University  
Marsha Miller, Kansas State University and NACADA Executive Office*  
*There are many opportunities to write for NACADA. Authors from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. While NACADA publishes books, video-dvd-cds, and brochures, the primary focus in this session will be to describe the purpose, content, and writing guidelines for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, and monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.* (2 CEU Research and Evaluation) |
| 2:15 – 4:15   | **Workshop 5**  
Faculty Expectations on Video  
*Bob Rozelle, Wichita State University*  
*Entering students may not have realistic ideas of faculty expectations for student responsibility and performance. Early exposure to faculty will help students grasp the importance of learning to adapt to diverse approaches of our faculty and their disciplines. We asked a number of faculty to share with students why they teach, what they hope students gain from their teaching and how students can best prepare to be successful in their classes. The taped sessions provide students with flexible access to this important information and we do not have to request repeat faculty appearances for classes. These sessions are available on DVD for classrooms or Quicktime so they can be viewed through Blackboard. A Pod option also is available. Participants will view selected videos, respond to each and discuss applications.* (2 CEU The Helping Relationship) |
| 3:30 – 4:15   | **Workshop 6**  
Introduction to NACADA for New Conference Attendees and Members  
*JP Regalado, University of Texas – Austin  
Charlie Nutt, NACADA*  
*The purpose of this session is for new NACADA members and new conference attendees to have an opportunity to meet and network with each other and with various NACADA leaders. In addition, participants will be provided an overview of NACADA and the benefits of membership, including professional development opportunities, quality publications, and additional networking opportunities. The session will be interactive with multiple opportunities for participants to network, learn and meet new friends and colleagues.* |
| 4:30 - 6:00   | Conference Welcome  
Keynote Address  
*Windsor*  
*Windsor* |
Paul J. Weeks, Vice President for State Programs in Educational Services for ACT, Inc.

"Setting the Stage for...Sanity"

"Over twenty-five years in the world of education and I still don’t have the right recipe for success – only sanity. I start with a sense of humor, add the enthusiasm of a child, blend the experiences of an educator with the anxieties of a parent – and shake well. So prepare to sit back and take a motivational, inspirational and humorous look at life and the important work that educators do. Whether one prefers cartoons, quotes, anecdotes or simply tips on maintaining balance in the chaotic world of education, there will be something to please in this unusual presentation."

Paul Weeks is the Assistant Vice President for State Programs in Educational Services for ACT, Inc. In this capacity, Paul oversees state-level projects, coordinates legislative activity and works closely with the regional offices to provide quality service to the wide range of ACT constituents. This is Paul’s second stint with ACT, having previously served in the field for the Lincolnshire (Chicago) office in 1989-90.

Paul returned to ACT in August 2002 after 6.5 years with College Search Professionals, a firm he founded. CSP provided a wide range of college counseling and planning services to over 150 schools and agencies, as well as staff development programs for organizations and institutions, including public and private colleges and universities in Idaho, Illinois, Iowa, Minnesota, Missouri, Tennessee, Texas & Wisconsin.

Paul has a wide range of educational experience at the secondary and post-secondary level. In addition to his work with ACT & CSP, he served as vice-president and dean of admission for Ripon College, admissions officer and football coach for North Central College and high school teacher.

Paul has been a member of the National Association for College Admission Counseling (NACAC) since 1982 and has been a member of both IL ACAC and WI ACAC. He was elected WACAC President-Elect in 2002 and has served on numerous WACAC Spring Conference Planning Committees, as Human Relations Committee Chair, WACAC Publications Committee Chair and NACAC Delegate. He served three, three-year terms and has twice chaired the WI ACT Council, served on the board of a scholarship foundation and was president of a local school board.

In 1999, the WI Department of Public Instruction recognized Paul for creating and developing the J.U.M.P. Program - a series of workshops designed to encourage underrepresented students to consider postsecondary education. He has been a featured speaker and presenter at numerous conferences for organizations including NACAC, Illinois ACAC, Wisconsin ACAC, Pacific Northwest ACAC, the Wisconsin School Counselor Association, the Minnesota School Counselors Association, the Ohio, Michigan, Wisconsin and Minnesota ACT Councils, the ACT Enrollment Planner’s Conference, the Assn. for Wisconsin School Administrators, and the Western Interstate Commission for Higher Education. He has also been a guest speaker at such special events as National Honor Society dinners, Home Schooler Association meetings, and student leadership conferences. His motivational, humorous, informational and inspirational presentations cover topics ranging from leadership skills and professional development to college and work readiness.

Paul and his wife, Theresa, live in Iowa City, IA with their children Patrick, Aileen and Rachel.

6:00 p.m. – 7:30 p.m. Hospitality Outside Heidelberg
6:00-7:00 Welcome Reception Windsor
7:00-?? Dinner on your own – or sign up for one of our small group dinners (tables of 8) at the Hospitality desk. Menus and directions provided at the Hospitality desk.

TUESDAY, MARCH 4, 2008

School Spirit Day – Wear your school colors!

7:45 – 8:45 Breakfast Buffet Academic Advising Poster Session Windsor

Poster Session Abstracts:

P1 Advising Students on Money Issues
Theresa Hitchcock, University of Central Arkansas

Learning to navigate the college culture can be very challenging. Throw into the mix trying to pay for it all, and it is enough to make your head spin. Academic advisors are often asked financial questions to which we seldom know the definitive answer. However, as an advisor we can assist students in making sound financial decisions. This session will highlight some of the ways academic advisors can support students including:
- How to save for books for next semester
- Where do I go for help?
- All the places to get FREE stuff
- Top 10 ways to waste your money in college
- Top 10 ways to guarantee a strong financial situation after college

P2 Majors Fair: Setting the Stage for Student Success
Fred Bragg, Prairie View A&M University

College students change their majors for a variety of reasons. Some lack the knowledge about major requirements and career opportunities often resulting in bad choices. Prairie View A&M University organizes an annual campus-wide Majors Fair to help students who are undecided or uncertain of their current major decision to make informed choices. The outcome has been proclaimed an overwhelming success by faculty and students. The Majors Fair is an event that allows all students a chance to "face-to-
face" with faculty. Students learn of major options through interacting with the University's College and Department representatives to discuss degree requirements and career opportunities. This Poster session will share our successes and offer the Regional VII attendees the opportunity to discuss strategies of this type of event.

P3 Rehearsal for Student Success: Act I for Students on Probation
Marian Anderson, East Central University
Todd Essary, East Central University
Usha Fountain, East Central University
William Heitland, East Central University

Even with 14 years of rehearsal time for college, many students do not succeed the first semester. Students on academic probation represent a cross section of the student body, not just the "at risk" students. Representatives from the Career Development Center, the School of Education and Psychology, the Academic Advising Center, and the University Counseling Center at East Central University in Ada, Oklahoma are collaborating to write a new first act for these students. Using intrusiveness advising tactics, hopes are to improve the retention rate for the students who struggle during the first and second semester of college. Program directors will identify the first group of students in the spring 2008 semester. Presenters will chat with participants about how they are developing the program.

P4 Taking Center Stage, "Advising in Transition": The Pros and Cons of Shifting from Centralized to Decentralized Advising
Jamaica Harris, St. Louis University
Nancy Wilson, St. Louis University

In this session, we will investigate the benefits and challenges of shifting from a centralized advising model, to one that is decentralized at a four-year, Jesuit University. The previous advising structure called for a centralized unit responsible for advising freshmen and sophomores only. However, the new model, which began August 1, 2007, requires all students to seek advising within their prospective colleges. The primary goal of this massive transition is to improve the overall quality of academic advising and to build successful faculty-student partnerships. How this newly formed transition was implemented and the roles of advisors, faculty, staff, and students will be discussed.

P5 NACAAC Emerging Leaders Program
Tammy Welchert, University of Missouri – Kansas City

The NACAAC Emerging Leaders program encourages members from diverse groups to get involved in leadership opportunities within the organization, outfit participants with the skills and tools necessary to pursue elected and appointed leadership positions, to increase the number of leaders from diverse groups and to encourage and assist members of underrepresented populations to attend State, Regional, or National Conferences. Come see how Region VII is addressing our needs to diversify and build up our future leaders.

P6 Getting Involved in NACAAC
Rachael Cobb, University of Missouri – Columbia

Every advisor has strengths that they can bring to our growing professional organization. And, for every advisor there are a variety of ways to get involved in NACAAC. Stop by this poster presentation for ideas and suggestions for getting involved and sharing your strengths with NACAAC.

8:45 – 10:00 Concurrent Session #1

Session 1A
Dresden
Advisors sometime express frustration about the quantity of information dispensed and digested as part of their training and workload. Attention to "how" seasoned or new advisors apply their knowledge is not always a typical training topic. Training of advisors is more often focused on providing them information. Advisor training sometimes fail to motivate improvement of an advisor’s ability to apply and convey knowledge and understanding. Such training runs the risk of being tedious and incomplete, which can burn out our spotlight for student and advisor success. This session will define and apply the seven components of Burn Crookston’s model of training to selected role-plays allowing new (and veteran) advisors to evaluate the experience as a form of teaching and training. (.1 CEU Human Growth and Development)

Session 1B
St. Moritz
Defeating "Dr. No" – How Advisors Can Be Positive Change Agents
Janet Jensen, Wichita State University
Andrea Campbell, Wichita State University

In the classic 1962 movie by the same name, James Bond defeated the evil Dr. No. Like James Bond, advisors can feel that the Dr. Nos are taking over their worlds. In the advising work environment, Dr. Nos are people, places, or things that prevent advisors from flourishing and growing. In this session, we examine the different ways to become positive Change Agents. Participants will get an opportunity to learn and explore ways to overcome a resistant Dr. No by completing a specially designed mission that incorporates the different roles of a successful, positive Change Agent. Change is inevitable and desirable. Like James Bond, advisors must educate themselves, so come join the journey and the defeat the Dr. Nos in your world. (.1 CEU The Helping Relationship)

Session 1C
Innsbruck
Connecting the Dots: Creating a Culture of Preparedness
Paul J. Weeks, Assistant VP for State Programs in Educational Services for ACT, Inc.

Educational entities - schools/districts, college/universities, states and P-20 councils, to name a few - are engaged in numerous discussions in an effort to tackle a wide range of educational challenges and issues. As a non-profit, mission-driven organization, ACT is uniquely positioned to inform those discussions. Recently, college readiness and college success have driven ACT's agenda and been the focus of our research and resources. Developing a better understanding of ACT's role in the state and national educational landscape is essential to determining how ACT's solutions can help states and institutions realize their objectives. (.1 CEU Appraisals of Individuals)

Session 1D
Munich
Lights! Camera! Change?
Patricia Kriska, Southern Methodist University/Cox School of Business
Kimberley Bright, Southern Methodist University/Cox School of Business
Cheri Hendrix, Southern Methodist University/Cox School of Business

In an advising office where things had been the same for years, and processes were hopelessly outdated, a new director arrived to help staff shed light on the problems that exist, focus on the big picture, and change for the better. This presentation takes participants through the experiences of a business school advising office, as we modernize, streamline, and professionalize our operation. Starting with the removal of open
null files where confidential information was often placed in student folders, to opening lines of communication with other campus advising centers, to the introduction of an orientation that not only tells students everything they need to know about advising, but integrates career counseling and secrets of successful library research as well, our department has been successfully revamped and reorganized, and we're not finished yet! (1 CEU Group Dynamics, Processing, and Counseling)

**Session 1E**

*Preparing Advisors for the Spotlight: Training Effective Advisors with Blackboard*

*Venice/Milan*

**Jody Johnson, University of Kansas**  
**Kathy Mason, University of Kansas**  
**Dan McCarthy, University of Kansas**

See a dynamic, new model implemented at a large state university last year that utilizes a software system (Blackboard) to organize the training program. This training program is designed to increase efficiency while allowing for the individuals' needs of new staff members. Members of the training team will debate the benefits and potential difficulties of implementing an institutional training model using this online resource. Come learn how to develop an easily maintainable and thorough process for training new employees. The presentation will access the Blackboard training program live. (1 CEU Social and Cultural Foundations)

**Session 1F**

*All's Well That Begins Well: Directing Students toward Success*

*Barcelona*

**Susan Key, Midwestern State University**  
**Pamela Moss, Midwestern State University**

How do you encourage and inspire beginning freshmen who are academically at-risk and often repeatedly have directed themselves as underachievers? How do you help them successfully adapt to college life as they prepare for the real world? Using a collaborative framework, our Faculty Advisors teach an innovative College Connections course. This semester-long course creates the environment for students to gain self-knowledge, tackle life tasks, refine study skills, engage in the academic environment, and experience change. Participants will be provided a practical approach to help students to take control of their life learning and become directors of their future. (1 CEU the Helping Relationship)

**Session 1G**

*NACADA Update and Feedback Session*

*Madrid*

**Charlie Natt, NACADA**

This informal roundtable discussion is to provide a forum for attendees to visit with NACADA Leaders and members of the Executive Staff regarding the Association's many initiatives and programs and to give participants an opportunity to provide feedback and ask questions.

**10:15 – 11:30**

**Concurrent Session #2**

**Session 2A**

*Advisor Training: Mixing in a Little Bit of Everything*

*Heidelberg*

**Kathryn Beres, Saint Louis University**  
**Ella Hoff, Saint Louis University**  
**Diane Arzen, Saint Louis University**

Saint Louis University (SLU) recently restructured academic advising. A developmental and intensive training program was created to acclimate both new and tenured advisors to the new system. Training was provided during the first two weeks of August and is ongoing. Our session will spotlight SLU’s advisor training program as a starting point for discussing best practices for advisor training models. Attendees will generate best practices for academic advisor training, understand the academic advisor training program utilized at Saint Louis University, and learn about theoretical constructs relevant to formulating advisor training. (1 CEU Group Dynamics, Processing, and Counseling)

**Session 2B**

*Group Advising: Behind the Scenes and Center Stage*

*St. Moritz*

**Jana Adams, University of Oklahoma**  
**Theresa Marks, University of Oklahoma**

Group Advising is a trend that is beginning to develop in universities. Student-to-advisor ratios are increasing and advising models that can incorporate both efficiency and accuracy are much needed. Our group advising model actually consists of one-on-one advising, which utilizes faculty advisors, professional advisors, and business improvement methodology working together in a lean work cell. As a college that requires mandatory semester-based advising for enrollment purposes, Group Advising has made it possible for one of our schools to advise over 70% of our students in a 6-hour window. This session will provide you with a layout of our current model and a chance to speak to and hear from your colleagues about group advising. (1 CEU Group Dynamics, Processing, and Counseling)

**Session 2C**

*Advisor Training: Making a MARK on Student Success*

*Innsbruck*

**Liz Hannabas, University of Texas at Arlington**

The University of Texas at Arlington developed a three-tiered training program called “MARK” (Maverick Advisors Reaching for Knowledge) to acknowledge the professional growth and development of campus staff and to meet the diverse needs of faculty and staff advisors, whether they are new or experienced. Learn how to utilize informational, relational and conceptual content for training and how to provide training that meets the needs of new faculty and experienced staff advisors. Attendees will take home a sample of session materials from UT Arlington’s MARK training. (1 CEU Group Dynamics, Processing, and Counseling)

**Session 2D**

*Training New Advisors: Using the Right Props!*

*Munich*

**Lillian Miller, University of Oklahoma**  
**Connie Divine, University of Oklahoma**

This presentation explains the model of new advisor training used in University College at the University of Oklahoma. We will explore different strategies used to effectively train new advisors by considering adult learning styles and personality types. Information will be given on how to structure a training model flexible enough to meet the individual needs of new advisors. From the perspectives of both a trainer and recent trainee, we will provide “props” that can help maximize the information new advisors retain. These benefits are enormous because well trained advisors ultimately lead to satisfied, well-advised students. (1 CEU Group Dynamics, Processing, and Counseling)

**Session 2E**

*BEST OF MISSOURI*

*Venice/Milan*

**Advising in a Telkikje Age: Audience Driven Communications**  
**Tyann Cherry, Webster University**  
**Thuy Witt, Webster University**

Given the technological age in which we live and work, what does “talking” look like now in our profession? Advising students face-to-face will always be vital, but the Internet, email, instant messaging,
are all forms of technology that have dramatically changed the way students receive and expect to receive information. We are, in large part, information givers, therefore the goals of this session will focus on recognizing the technological tools available in our respective educational settings and utilizing them when possible to enhance our roles in providing timely, accurate, consistent and efficient service to student needs. (.1 CEU Appraisals of Individuals)

Session 2F

Barcelona

Academic Alert System: A Beneficial Tool for Students, Instructors and Advisors
Harvest Collier, UMB/MISSOURI University of Science and Technology
Kim Fraizer, UMR/MISSOURI University of Science and Technology

Is your campus focused on student retention? Do you struggle to keep in contact with probationary students? To ensure that every student takes full advantage of the educational opportunities and support programs on campus, Missouri S&T (formerly known as University of Missouri - Rolla "UMR") implemented an Academic Alert System in 2005. This is a web-based application developed by the Retention Committee, IT and Undergraduate Studies that supports communication between instructors, advisors, and students. Beyond improving communications among students, instructors, and advisors, the Academic Alert System reduces the time required for students to be informed of their academic issues and informs them of actions they need to take in order to meet the academic requirements in their courses. This presentation includes assessment data from 2005-2007. (.1 CEU Appraisals of Individuals)

Session 2G

Madrid

Setting the Stage for Success: Developing a Successful Faculty Advising Program
Rosendo Villagran, South Texas College
Willie Johnson, South Texas College

The presentation will be an overview of the various approaches to providing advisement to college students through the development of a successful faculty advising program with the integration of a case management model. The audience will gather from the session what techniques can work at their respective schools and also identify how advisors at their institutions can assist their faculty in advising students. The presentation will close with a distribution of materials, which will allow participants the opportunity to provide feedback for review after the session. (.1 CEU Counseling Theory)

11:45 - 1:15

Windsor

Awards Luncheon
NACADA Regional Business Meeting

1:15 p.m. – 5:30 p.m.

Registration and Hospitality
Outside Heidelberg

1:30 - 2:30

Concurrent Session #3

Session 3A

Heidelberg

Behind the Scenes of Advising: Technological Resources that Set the Stage for a Holistic Advising Process
Barbara Michaelides, University of Louisiana at Monroe
Robyn Jordan, University of Louisiana at Monroe

Good study skills emphasize the need for using all senses to absorb, process, and retain information; advisor development should mirror those same skills. This presentation will demonstrate the use of various types of technology used by both advisors and students to create a synergy that permeates their interactions. Technological resources provide the foundation for uniformity in advising across the institution. Presenters will share advising documents and tutorials designed for advisors and disseminated through the use of technology in a variety of formats. Presenters will also demonstrate a program that combines an automated degree audit with advisor tracking and the integration of a major exploration component used to assist both advisor and advisee in the career life planning process. (.1 CEU Appraisals of Individuals)

Session 3B

St. Moritz

A Unique Online Environment for Student Success: Will it Work for Your Advising Office?
Frank Kelley, University of Houston - Main Campus
Dawn Reeser, University of Houston - Main Campus
Brent Spraggins, University of Houston - Main Campus
Leslie Thornhill, University of Houston - Main Campus

Discover how advisors at the University of Houston’s Bauer College of Business created online communities and tutorials that promote retention and timely graduation through connecting students, fostering leadership skills, and teaching about course requirements and career planning. All before students declare their major! Find out what Bauer College is up to and whether a program like The Bauer experience would work for your school. Participants will: 1) find out about specific online content used and additional components (including individual advising, events, and assessment) that help advisors effectively contribute to student success, 2) learn ways to stretch existing online learning tools to reach students, and 3) learn how these tools can help evaluate progress, get feedback, and capture information on student needs. (.1 CEU Appraisals of Individuals)

Session 3C

Innsbruck

Toolbox for Advising International Students
Bethany Keller, Webster University

Advising international students often presents unique challenges and opportunities to academic advisors. This session will address developing networks of key resources at your institution, identifying sociolinguistic cues from across cultures to help advisees separate behaviors which are culturally-rooted from those that may indicate a skill deficiency or potential learning disability, and understanding basic legal regulations for students on F-1 visas. We will address ways in which advisees can help empower international students to achieve academic success in the US higher education system and how to effectively assist a student with culturally-rooted academic concerns. Materials on F-1 visa regulations as related to academic advisement, strategies for asking leading questions in advising sessions, and a cultural crossword puzzle activity will be given. (.1 CEU Social and Cultural Foundations)

Session 3D

Munich

Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out
Patricia Hill, Ph.D., Texas A&M University-Corpus Christi
Jerilee Milligan, Ph.D., Texas A&M University-Corpus Christi

Expanding our understanding of the processes and impact of academic advising on advisors, students and student learning is essential to the profession and the future of NACADA. Members of the research committee of NACADA are conducting an important study of advisor and administrator definitions, uses, and perceptions of the role of research in advising. The study is being piloted at the 2008 Regional Conferences as a concurrent session. Please consider lending your voice to this important study. During the session research committee members will facilitate a focus group discussion, followed by a description of the ways in which the research committee cultivates scholarship in the field. (.1 CEU Research and Evaluation)
Session 3E
Training Advisors to Enhance Student Learning
Steven Howey, Hutchinson Community College

This presentation will cover the need, challenges, development, delivery, and benefits of developing a comprehensive advisor training program at your school. Included in the presentation is a brief summary of the historical development and need for change in traditional advising approaches. Secondly, the session will cover the content, including the use of technology, included in the development of a training program. An online demonstration of the presenting institution's advisor training program will be shown. The session will end with a discussion of the obstacles faced and the rewards one might expect. Evidence of improved student satisfaction will be presented. Attendees will have the opportunity to ask questions and offer suggestions to help others considering developing an advisor training program at their campus. (.1 CEU Counseling Theory)

Session 3F
Faculty Advising: Training Development in a Dual-Advising Model
M. Lynn Alkire, University of Central Missouri
Tamara Shumate, University of Central Missouri

The Noel-Levitte Academic Advising Model was adopted as a guide for improving a student advisement process through a dual-model concept. Professional academic advisors and faculty advisors share a common goal for student success in an educational setting. Training of faculty advisors is vitally important for assisting students with goals, a major course of study, program requirements and personal achievements. Training development provides an opportunity for improved faculty advising performance and student retention. This session will provide an overview of a series of faculty workshops designed to improve the academic advising process. Strategies for faculty/staff rewards and recognition will also be examined. (.1 CEU Group Dynamics, Processing, and Counseling)

Session 3G
The Show Must Go On: Advisor as Director When Assisting Students with Disabilities
Erin Justyna Kainer, Texas Tech University
Rebecca Dalrymple, Texas Tech University

This fun and imaginative session is a brief how-to guide for advisors with limited experience working with students with disabilities. Participants will be given information on topics such as academic accommodations and self-advocacy for the student with a disability. Centered on the theme of movies and Broadway shows, this session will offer practical and useful information for any advisor to take back to his/her college/unit. Two best practices from Texas Tech University's Student Disability Services will also be shared. Join us as we present our own approaches and address unique issues when advising this specific student population. (.1 CEU Social and Cultural Foundations)

2:45 – 3:45
 Concurrent Session #4

Session 4A
See You on the Facebook: Incorporating Facebook into Advising Practices
Jason Adams, University of Arkansas

The use of social networking websites among college students as a means for communication has grown rapidly over the last few years. Many students use Facebook as their primary form of communication and prefer to correspond with friends using Facebook over such conventional methods as cell phones, text messaging and email. Since many students do not check their university email on a regular basis, Facebook has become a valuable tool for faculty and staff to communicate with their students. The goal of this presentation is to introduce and familiarize advisors with Facebook, how and why students use it, and to show how the Fullbright College Advising Center is using this technology to open up lines of communication with their students. The presentation will offer suggestions for effective advising practices via Facebook. (.1 CEU Social and Cultural Foundations)

Session 4B
Developing an Academic Support Program for Student-Athletes on the Community College Level
Jason Gardner, Jefferson College

Four-year institutions are spending thousands of dollars to hire and train professional staff, as well as build academic resource centers simply for student-athlete support. However, very few two-year institutions on the NJCAA level are providing the same academic support system for their students. With so many young people matriculating to four-year institutions to continue competing at the highest level, it has become apparent the junior college student-athlete faces an uphill battle in meeting initial and continuing eligibility requirements for participation. This session will provide an in-depth look at what Jefferson College is doing to help educate and prepare student-athletes to meet academic progress requirements to compete at the next level. (.1 CEU Social and Cultural Foundations)

Session 4C
Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
Stacy Dooley, University of North Texas

Are you overwhelmed with constant emails and phone calls from online students? At the University of North Texas, we created a streamlined approach of assisting this population that is efficient for the advisor and easy for the student to understand. Our method aids students from inquiry stage through registration. We will explain our process of developing a program for advising online General Studies majors. We will demonstrate how to create information packets, emails scripts, orientation materials, as well as other forms useful to the advising process. Strengths and weaknesses of the existing process will also be discussed. Participants will gain an understanding of how to create an advising online process and be provided with handouts of information reviewed. (.1 CEU Counseling Theory)

Session 4D
BEST OF KANSAS
Motivational Interviewing in Advising: Working with Students to Change
Robert Pettay, Kansas State University

Developmental advising as defined by Crockett (1972) includes the concept of behavioral awareness. One tool to initiate behavior change is Motivational Interviewing (MI), defined as "a client-centered, directive method for enhancing intrinsic motivation to change exploring and resolving ambivalence." The session will examine MI and potential applications for advisors. (.1 CEU Appraisals of Individuals)

Session 4E
Advising to Teaching: Move Out of Your Office and Into the Classroom
Gabby M.H. Yearwood, University of Texas-Austin
Carlos Eric Bowles, University of Texas-Austin

One of NACADA's main tenets is "Advising as teaching." The presentation will help advisors conceptualize teaching opportunities with their students in a classroom setting as opposed to an advising session. Both presenters have extended experience teaching and designing courses on their campus through
their advising opportunities. In this session we will provide suggestions and ideas on how to transfer your skills as an advisor into the classroom, how to turn your advising opportunities into teaching opportunities, how to design courses, and guidance for accessing resources of teaching effectiveness on your campus. (.1 CEU the Helping Relationship)

**Session 4F**

**Barcelona**

**Writer, Director & Producer--3 Necessary Components to a Successful Production**

Kimberly Bright, Southern Methodist University

Corinda Fellows, Southern Methodist University

Sandy Miller, Southern Methodist University

How do you get students to participate in all the resources available at your school? Cox School of Business at SMU initiated a new orientation program the fall of 2007 that incorporates advising, career services and the Business Information Center (BIC). The results have been extremely successful for the school and students. (.1 CEU Lifestyle and Career Development)

**Session 4G**

**Madrid**

**Effective College Learning: Going Beyond "Good Night and Good Luck"**

Janet Hemingway, St. Edward's University

Maribel Tostado, St. Edward's University

Working with probation students presents many challenges. Learn how our Effective College Learning course goes beyond the traditional study skills format to provide students with the necessary tools to be successful not only during their college years but also in their future careers. By working on an individual basis with students in the class, we are able to personalize and promote the concepts introduced in class that will assist these students in achieving their academic and career goals. (.1 CEU the Helping Relationship)

4:00 – 5:00  **State Meetings**

**Arkansas**

**Madrid**

**Kansas**

**Innsbruck**

**Louisiana**

**Barcelona**

**Missouri** (Includes presentation by COTA)

**Heidelberg**

**Is Anyone Listening? COTA is!**

Melissa Hattman, University of Missouri – St. Louis

Yvette Sweeney, St. Charles Community College

Join in a conversation with members of the newly formed statewide standing advisory council of COTA, the Committee on Transfer and Articulation. COTA is comprised of administrators from across the state of Missouri who are charged with reviewing and making recommendations on transfer issues, studying and developing transfer guidelines for traditional and non-traditional credits, and recommending resolutions on cases of appeal. The goal of COTA AC is to give COTA feedback on suggested initiatives, assist them with identifying emerging trends and issues and in understanding outcomes of transfer policies on students. The council members are colleagues like you who work closely with students and who are trying to assist COTA with its mission. Please join us as we continue a practitioner's conversation on transfer issues. Your voices will be heard!

**Oklahoma**

**Texas**

**Venice/Milan**

**St. Moritz**

5:00 - 7:00  **Dinner on your own** – or sign up for one of our small group dinners (tables of 8) at the Hospitality desk. Menus and directions provided at the Hospitality desk.

7:00 - ???

**Titanic Museum Tour** – MUST ARRIVE BY 7:00

7:15 - ???

**Legends in Concert Show** – Show begins at 8:00, groups advised to arrive by 7:15.

**WEDNESDAY, MARCH 5, 2008**

Note: Hotel check-out is at 11:00 a.m.

7:45 – 8:45  **Breakfast Buffet**

**Windsor**

**NACADA Update and Feedback Session**

**Outside Heidelberg**

8:00 a.m. – 12:00 p.m.  **Registration and Hospitality**

8:45 – 9:45  **Concurrent Session #5**

**Heidelberg**

**Do I CARE?—Counseling and Assistance for Retention Effectiveness**

Timothy Jones, University of Oklahoma

"Do I CARE?—Counseling and Assistance for Retention Effectiveness" will feature an overview of the CARE program at the University of Oklahoma, designed to assist at-risk students in being successful during their first semester of higher education. The session will especially highlight effective practices within the program - using a to-do list with advisors, establishing dialogue through email, and carrying out the teaching and mentoring functions of advising with this student population. The presenter will provide handouts of forms used in the advising process. (.1 CEU Human Growth and Development)

**Session 5B**

**St. Moritz**

**Academic Concept Mapping Takes the Spotlight in Student Persistence**

Dorothy Barton Nelson, Southeastern Louisiana University

Students drop out at a phenomenal rate during the first few weeks of college (ACT Newsroom, 2004; Asin, 1975; Kramer, 1982; Noël Levitz, & Salanti, 1985; Timo, 2002). Retention experts have identified contributing factors, with explanations varying from institutional to personalological in nature, and stress the urgency of early connections between students and advisors. A quasi-experimental study involving new college freshmen enrolled in a freshman seminar course who received academic advising through a structured instrument, Academic Concept Mapping (ACM) was promising. Students in the course who received advising through the ACM instrument persisted at a higher rate than students in the course who received traditional advising. Both persisted at a higher rate than a comparison group who were not enrolled in the course. (.1 CEU Research and Evaluation)
Session 5C
Assessing Academic Advising: The Show Must Go On!
Karen Boston, University of Arkansas
Dave Dawson, University of Arkansas
Carol Gattis, University of Arkansas

The University of Arkansas Academic Advising Council (AAC) was established in 2003 and was charged with assisting the institution to increase the academic success and retention of undergraduate students. Although very different in advising models and delivery, each college and school collaborated to provide “show stopping” recommendations to the Provost regarding goals, procedures, and standards for advising including strategies for the evaluation of advising quality and outcomes. Join us for opportunities on how to establish an Academic Advising Council on your campus and to ultimately develop campus wide initiatives for assessing academic advising. (1 CEU Professional Orientation in Counseling)

Session 5D
BEST OF OKLAHOMA
Success in Parent Education: Dialoguing at the Collegiate Level
Brian Nessaman, University of Oklahoma

How do you relate with helicopter parents on your campus? At University College, with the University of Oklahoma, we decided to modify our interactions with parents not only to develop appropriate involvement at the collegiate level but also to still maintain their importance. Because of these modifications, there has been a positive difference in the overall contact after the student’s entry into the institution. This presentation will describe and present the current practices and effective techniques used to teach the new college parent and student about their changing roles. By setting the stage of education, vocabulary, dialogue, both parents and students can make the successful transition within the appropriate boundaries. This information can be applied to any advisor at any institution. (1 CEU Social and Cultural Foundations)

Session 6E
Plotting the Course to Academic Success: It’s Not Rocket Science
Kim Fraizer, UMR/Missouri S&T

“I know how to be successful, I just don’t do it.” Can you teach students self-management, motivation and positive attitude? Can an institution facilitate perseverance and good study habits? On-Track is helping struggling students improve their academic performance and Missouri S&T (formerly University of Missouri - Rolla) improve retention and student satisfaction. Participants will learn how the Undergraduate Advising Office developed and implemented an academic recovery course to assist probationary and academically deficient students on campus. This intervention program incorporates campus resources, academic alerts, success workshops, advising conferences and peer mentors to empower students to return to good academic standing. This presentation will include student survey results, peer mentor observations, workshop topics and assessment data. (1 CEU Appraisals of Individuals)

Session 5F
CSI: University College: Identifying-Understanding-Advising-Teaching the Millennial Generation
Juanel Sipilo, Prairie View A&M University
Shante Jones, Prairie View A&M University
Stephanie Bankett, Prairie View A&M University

“CSI: University College: Identifying-Understanding-Advising-Teaching the Millennial Generation,” illustrates a format for teaching, advising, and understanding millennial students. You will learn how

media, technological advances, biological advances, and other defining events have played a major role in how the millennial student thinks, performs, relates, and comprehends settings of higher education. By elucidating the diverse characteristics, trends, and issues, we will bridge the gaps of communication, professional relationships, and differences of millennial students in today’s society. We will profile the differences of earlier generations due to a communication barrier among society and the millennial generation. This is necessary to observe and compare the differences between the millennial student and yesterday’s student. We will elucidate how observing and listening are the vital keys to effective communication, learning, and advancement among millennial students and society. (1 CEU Social and Cultural Foundations)

10:00 – 11:00
Concurrent Session 6A

Heidelberg
Preparing for the Future of Advising and NACADA’s Role
Jo Anne Huber, The University of North Texas
Carol Pollard, The University of North Texas

The discussion will focus on ways to work with and advise students of the 21st century, including the issue of their helicopter parents. These millennials and all that entails, who live by IM, cell phones, and less and less of the traditional classroom setting present new challenges for each of us, whether academic advisors or college administrators. Current research/Issues will be reviewed with bibliography sources disseminated. Finally, we will discuss ways NACADA can assist each of us in this endeavor. (1 CEU Research and Evaluation)

Session 6B
Student Success: Total Immersion in the College Community
Kathy Johnston, Jefferson College
Deb Shores, Jefferson College
Kim Smith, Jefferson College

Check out the award winning electronic Hotline that assisted in a 4.6% increase in Jefferson College’s retention rate in its first year of operation. Student success became the primary focus at Jefferson College in 2006 with the opening of the Advising & Retention Center (ARC). The Hotline, in addition to other student success strategies, will be the focus of this presentation. Program attendees will leave with the top five strategies Jefferson College has implemented in the form of a power point handout. Through a Q & A, and an informal discussion, audience members may share information about their retention efforts. (1 CEU the Helping Relationship)

Session 6C
Advisors and Academic Units: Working Together to Improve Student Persistence
Kimberly Madigan, Southeast Missouri State University – Sikeston
Indi Braden, Southeast Missouri State University – Sikeston
Amanda Eller, Southeast Missouri State University – Sikeston
Courtney Lawson, Southeast Missouri State University – Sikeston

Looking for ideas on how advisors can work with faculty and administrators to improve persistence in individual academic units? This presentation will focus on the process, the results, and the recommendations (to-date) of a Utilization-Focused Evaluation (Patton, 1997) of persistence and withdrawal in one academic unit. Four members of the School of Polytetchnic Studies Retention Committee (three professional advisors and one faculty advisor) at Southeast Missouri State University will:

1. provide an overview of Michael Patton’s Utilization-Focused Evaluation,
2) outline the questions that guided the evaluation,
3) describe the methodology that was and is being utilized,
4) summarize results to-date,
5) outline recommendations to-date,
6) answer participant questions, and
7) provide time for participants to share ideas related to the topic.

1 CEU Research and Evaluation

Session 6D
Turn your Drama into an Epic: Motivating Towards Success
John Thompson, University of North Texas
Pattavio Whaley, University of North Texas

Why are some first year students failing to succeed? In this session, we will present our Motivating Towards Success workshop by describing our transition from academic instruction to motivational counseling. In the past, we provided programs focused on study skills, time management, and classroom success. After research, we found our formula for student success was inaccurate. We discovered students performed poorly due to motivation, not lack of skills. We revamped our program to focus on what motivates students and how they can transfer their personal motivation to the classroom. This workshop is an early intervention tool that is part of our effort to retain first year students. Our materials and survey stats will be made available. (1 CEU the Helping Relationship)

Session 6E
Auditioning Star-Quality Students: Recruiting as an Advisor
Autumn Parker, University of Arkansas

How do prospective students know if your school is where they will polish their star on the way to the top? You have to tell them! Because academic advisors are already well-versed in college and university information, they are an obvious choice for disseminating the facts and anecdotes that will help prospective students find the part that is right for them. The Sam M. Walton College of Business at the University of Arkansas has developed a total recruitment package that works together with university recruiting practices to provide a complete picture of life as a business major. This interactive presentation is adaptable to all areas, so come learn about the premise behind individual department/college recruiting and how it take you from unknown to STAR! (1 CEU Counseling Theory)

Session 6F
Helicopter Parents and the Kids They Love
Theresa Hitchcock, University of Central Arkansas
Kelsey Smyth, University of Central Arkansas

As advisors we've all heard of the phenomenon of "helicopter parents". And we all have our own incoincible stories of dealing with these parents. These stories have become ingrained into office myth and legend, but have you ever stopped to think about why these legends are now reaching epic proportions? There is much more to this phenomenon than parents wanting to hang onto their babies for as long as they can. Join us to explore the historical context of these helicopter parents and the students they love, as we look at everything from world events to pop culture to economics. This will be a lively, humorous and very practical session for all who work with university students. (1 CEU Social and Cultural Foundations)

11:15 – 11:45 Closing session

Please Remember To:
☐ Turn in your Concurrent Session Evaluation Forms at the Volunteer Desk before you leave.
☐ Turn in the "Best of Region" Evaluation Form at the Volunteer Desk before you leave.
☐ Remember that Hotel Check-out is at 11:00am.
☐ Please have a safe trip home!
Concurrent Sessions by Content Area

Advising Administration
- 1C Connecting the Dots: Creating a Culture of Preparedness
- 1D Lights! Camera! Change?

Advising Models
- P4 Taking Center Stage, "Advising in Transition": The Pros and Cons of Shifting from Centralized to Decentralized Advising
- 1D Lights! Camera! Change?
- 2B Group Advising: Behind the Scenes and Center Stage
- 3F Faculty Advising: Training Development in a Dual-Advising Model
- 4C Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
- 4E Advising to Teaching: Move Out of Your Office and Into the Classroom
- 5C Assessing Academic Advising: The Show Must Go On!

Advising Student Athletes
- 4B Developing an Academic Support Program for Student-Athletes on the Community College Level

Advising Students with Disabilities
- 3G The Show Must Go On: Advisor as Director When Assisting Students with Disabilities

Advisor Training and Development
- W1 NACADA Leadership Development
- W2 Divine Secrets of the Yeah-Yeah Advisorhood
- W3 An Introduction to Advising Research and the NACADA Research Grant Process
- W4 Writing for NACADA: The NACADA Journal, Academic Advising Today, Clearinghouse, and Monographs
- W6 Introduction to NACADA for New Conference Attendees and Members
- P5 NACADA Emerging Leaders Program
- P6 Getting Involved in NACADA
- 1A A Spotlight on Role Play: Setting the Stage for Student Academic Advisor Success
- 1B Defeating "Dr. No" -- How Advisors Can Be Positive Change Agents
- 1E Preparing Advisors for the Spotlight: Training Effective Advisors with Blackboard
- 2A Advisor Training: Mixing in a little bit of everything
- 2C Advisor Training: Making a MARK on Student Success
- 2D Training New Advisors: Using the Right Props!
- 2G Setting the Stage for Success: Developing a Successful Faculty Advising Program
- 3E Training Advisors to Enhance Student Learning
- 3F Faculty Advising: Training Development in a Dual-Advising Model

Assessing Academic Advising
- 5C Assessing Academic Advising: The Show Must Go On!

At-Risk/Probation/Dismissal/Reinstatement Issues
- P3 Rehearsal for Student Success: Act I for Students on Probation
- 1F All's Well That Begins Well: Directing Students toward Success
- 2F Academic Alert System: A Beneficial Tool for Students, Instructors and Advisors
- 4G Effective College Learning: Going Beyond "Good Night and Good Luck"
- 5A Do I CARE?--Counseling and Assistance for Retention Effectiveness
- 5E Plotting the Course to Academic Success: It's Not Rocket Science
- 6D Turn your Drama into an Epic: Motivating Towards Success

Career Advising
- P2 Majors Fair: Setting the Stage for Student Success
- 4F Writer, Director & Producer--3 Necessary Components to a Successful Production

Community Colleges
- 4B Developing an Academic Support Program for Student-Athletes on the Community College Level
- 6B Student Success: Total Immersion in the College Community

Developmental Advising
- W2 Divine Secrets of the Yeah-Yeah Advisorhood
- W5 Faculty Expectations on Video
- P1 Advising Students on Money Issues
- P3 Rehearsal for Student Success: Act I for Students on Probation
- 4D Motivational Interviewing in Advising: Working with Students to Change
- 4E Advising to Teaching: Move Out of Your Office and Into the Classroom
- 4G Effective College Learning: Going Beyond "Good Night and Good Luck"
- 5A Do I CARE?--Counseling and Assistance for Retention Effectiveness
- 5F CSL University College: Identifying-Understanding-Advising-Teaching the Millennial Generation
- 6D Turn your Drama into an Epic: Motivating Towards Success

Facilitating Change in Advising
- 1B Defeating "Dr. No" -- How Advisors Can Be Positive Change Agents
- 1D Lights! Camera! Change?
- 4D Motivational Interviewing in Advising: Working with Students to Change

Faculty Advisors
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- 1F All's Well That Begins Well: Directing Students toward Success
- 2B Group Advising: Behind the Scenes and Center Stage
- 2C Advisor Training: Making a MARK on Student Success
- 2G Setting the Stage for Success: Developing a Successful Faculty Advising Program
- 3F Faculty Advising: Training Development in a Dual-Advising Model
- 6C Advisors and Academic Units: Working Together to Improve Student Persistence
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P1 Advising Students on Money Issues
P2 Majors Fair: Setting the Stage for Student Success
P3 Rehearsal for Student Success: Act I for Students on Probation
1F All's Well That Begins Well: Directing Students toward Success
4F Writer, Director & Producer: 3 Necessary Components to a Successful Production
5A Do I CARE?--Counseling and Assistance for Retention Effectiveness
5B Academic Concept Mapping Takes the Spotlight in Student Persistence
5D Success in Parent Education: Dialoguing at the Collegiate Level
5F CSI: University College: Identifying-Understanding-Advising-Teaching the Millennial Generation
6D Turn your Drama into an Epic: Motivating Towards Success
6E Auditioning Star-Quality Students: Recruiting as an Advisor
6F Helicopter Parents and the Kids They Love

Generational Advising
5F CSI: University College: Identifying-Understanding-Advising-Teaching the Millennial Generation
6A Preparing for the Future of Advising and NACADA's Role

Multicultural Concerns
P5 NACADA Emerging Leaders Program
3C Toolbox for Advising International Students

NACADA Sponsored
W1 NACADA Leadership Development
W3 An Introduction to Advising Research and the NACADA Research Grant Process
W4 Writing for NACADA: The NACADA Journal, Academic Advising Today, Clearinghouse, and Monographs
W6 Introduction to NACADA for New Conference Attendees and Members
P5 NACADA Emerging Leaders Program
P6 Getting Involved in NACADA
1G NACADA Update and Feedback Session
3D Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out
6A Preparing for the Future of Advising and NACADA's Role

Parents
5D Success in Parent Education: Dialoguing at the Collegiate Level
6A Preparing for the Future of Advising and NACADA's Role
6F Helicopter Parents and the Kids They Love

Research, Theory & Philosophy of Advising
W3 An Introduction to Advising Research and the NACADA Research Grant Process
W4 Writing for NACADA: The NACADA Journal, Academic Advising Today, Clearinghouse, and Monographs
3D Understanding the Scholarship of Academic Advising: Advisors and Administrators Speak Out
5B Academic Concept Mapping Takes the Spotlight in Student Persistence
6A Preparing for the Future of Advising and NACADA's Role
6C Advisors and Academic Units: Working Together to Improve Student Persistence

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P3 Rehearsal for Student Success: Act I for Students on Probation
1C Connecting the Dots: Creating a Culture of Preparedness
2F Academic Alert System: A Beneficial Tool for Students, Instructors and Advisors
3B A Unique Online Environment for Student Success: Will it Work for Your Advising Office?
4B Developing an Academic Support Program for Student-Athletes on the Community College Level
4G Effective College Learning: Going Beyond "Good Night and Good Luck"
5A Do I CARE?--Counseling and Assistance for Retention Effectiveness
5B Academic Concept Mapping Takes the Spotlight in Student Persistence
5C Assessing Academic Advising: The Show Must Go On!
5E Plotting the Course to Academic Success: It's Not Rocket Science
6B Student Success: Total Immersion in the College Community
6C Advisors and Academic Units: Working Together to Improve Student Persistence
6D Turn your Drama into an Epic: Motivating Towards Success

Technology in Advising
1E Preparing Advisors for the Spotlight: Training Effective Advisors with Blackboard
2E Advising in a Tekkie Age: Audience Driven Communications
2F Academic Alert System: A Beneficial Tool for Students, Instructors and Advisors
3A Behind the Scenes of Advising: Technological Resources that Set the Stage for a Holistic Advising Process
3B A Unique Online Environment for Student Success: Will it Work for Your Advising Office?
3E Training Advisors to Enhance Student Learning
4A See You on the Facebook: Incorporating Facebook into Advising Practices
4C Producing, Directing, & Starring in Advising Online Programs: Casting Effective Tools to Help You and Your Students
6A Preparing for the Future of Advising and NACADA's Role
6B Student Success: Total Immersion in the College Community

Undecided/Exploratory Students
P2 Majors Fair: Setting the Stage for Student Success
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### Conference Participant List (as of 02-27-08)

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- Tony Z’s
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- Region VII state leaders for the donation of state gift baskets and for help in promoting the conference.
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For more information please contact:
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