Six Flags, One Mission: Advising Success
San Antonio, Texas
February 28 - March 2, 2013
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## Conference at a Glance

**Time** | **Event** | **Location**
--- | --- | ---
10:00am-5:00pm | Registration | Regency Foyer
1:00-3:00pm | Region 7 Steering Committee Meeting | Chula Vista
1:00-4:45pm | Preconference Sessions | Rio Grande East
1:00-2:45 | Flipping Out: Using Technology to Transform Support Services for Distance Students | Regency West 4
1:00-3:00 | The Brand Gap: Developing Your Professional Identity | Rio Grande Center
1:00-3:00 | Improving Mathematics Success Through The New Mathways Project | Regency West 6
1:00-4:00 | Mission Possible: Moving Beyond Surveys in Measuring Program Effectiveness | Live Oak
1:00-4:00 | The Texas Method: Assessment of Academic Advising | Rio Grande E
3:00-4:45 | Engaging Students Early: From Identification to Assessment | Rio Grande Center
3:15-4:15 | Academic Advising Focus Group | Rio Grande Center
4:45-5:45 | NACADA Orientation for First Time Attendees | Live Oak

### Dinner on your own

6:00-7:30pm | Welcome and Keynote | Regency West
7:30-7:45pm | Awards | Regency West
7:45-8:45pm | Poster Sessions | Rio Grande Ballroom
7:45-10:00pm | Dessert Reception and Networking | Rio Grande Ballroom

## Friday, March 1, 2013 - School Spirit Day

**Time** | **Event** | **Location**
--- | --- | ---
7:30am-12:00pm | Registration Open | Regency Foyer
7:30-8:45 am | Breakfast | Regency West
8:00-8:30am | Volunteer Orientation | Bowie-A
9:00-10:00am | Concurrent Sessions | Live Oak

**Best of Kansas**

- Students Assisting Students to Transition Successfully: Peer Mentors in First Year Programs
- Nine Colleges, One Mission: Promoting a Successful Campus-wide Advising Culture
- Map Making for the Exploring Students
- Drawing the Line: Avoiding Copyright Infringement & Sketchy Designs
- Transfer Information Partnership (TIP)
- BAAS 101: The What, Why, & How of the Bachelor of Applied Arts & Sciences Degree
- Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, books and blogs

**10:15-11:15am** | Concurrent Sessions | Live Oak

**Best of Texas**

- Are You Smarter Than a Texas 11th Grader?
- Minimizing the Red Flags: A Proactive Advising Mode
- Steps to Success: A Retention Program for Warning/Probation and Restricted Admit Students
- Putting the POW! in Student Empowerment
- Stop, Collaborate, and Listen!
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<td>7:30-8:45am</td>
<td>Breakfast (Continental)</td>
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<td>9:00-10:00am</td>
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<td>Moving from an “Ah Ha” moment to a “Ha Ha” moment: Where Career</td>
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<td>Congruence and Comedy Collide</td>
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<td>Ayuda! Lost in Translation: Latino Males in an Educational Crisis</td>
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<td>Advisors, Take the Ride of Your Life Through the NACADA’s Emerging</td>
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### Saturday, March 2, 9:00-10:00am continued

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<th>Title</th>
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<tr>
<td>Advising Across Generations: A Look at the Trends, Techniques and</td>
<td>Blanco</td>
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<td>Styles of Advising for Future Students</td>
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<td>Emerging Voices: Former Foster Youth at College</td>
<td>Directors</td>
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<td>The Art of Group Advising</td>
<td>Llano</td>
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<td>Effective Academic Collaborations: From New Student Orientation to</td>
<td>Mesquite</td>
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<td>Successful Completion of Freshman Year</td>
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<td>Using a “Career Map” on the Journey to Graduation</td>
<td>Nueces/Frio</td>
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<td>What’s My Destiny, Momma?</td>
<td>Rio Grande West</td>
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#### 10:15-11:15am

**Concurrent Sessions**

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<td>It’s Not Only What You Say, But How You Say It</td>
<td>Live Oak</td>
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<td>Who’s Afraid of the Big, Bad Parent: Parental Involvement and Advising Success!</td>
<td>Pecan</td>
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<td>In Search of the Lost Chord: Mindfulness Training for the Appreciative Advisor</td>
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<td>In Limbo: Dilemmas Faced by Undocumented Students</td>
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<td>Changes in Pre-Law Advising</td>
<td>Directors</td>
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<td>What You Bring to the Table: Career Shifts into Advising From Other Fields</td>
<td>Llano</td>
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<td>The Advising Life of a Student</td>
<td>Mesquite</td>
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<td>When it's time to Change Your Tune: Advising Students out of a Major</td>
<td>Nueces/Frio</td>
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<td>Advising is not a profession...or is it?</td>
<td>Rio Grande West</td>
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#### 11:15-12:00

**Closing Session**

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Welcome

Welcome to the NACADA Region 7 Conference,

I am delighted that you have selected our conference as the place to pursue your professional development. The theme for this year’s conference is Six Flags, One Mission: Advising Success! Each day as we work to assist students at our institutions, we strive to enhance their learning and development. I believe that this year’s committee has brought together a program that will allow for learning and engaging with other advisors on topics that affect our students on a daily basis.

We have made some changes to our format this year in an effort to provide a quality experience for all our attendees. We will have our awards recognition and poster session on opening night of the conference. We believe this will provide for each of our attendees to experience all that the conference has to offer in a more relaxed atmosphere.

The conference committee and I are all here to help make your conference experience the best it can be. We are glad that you have joined us at Six Flags, One Mission: Advising Success!

Patricia “Patti” Griffin, Region 7 Chair
Dear Conference Attendees,

Welcome to San Antonio! On behalf of the conference committee we are pleased to welcome you to the 2013 NACADA Region 7 Conference in the heart of San Antonio on the famous River Walk. This year’s theme is *Six Flags, One Mission: Advising Success*. As six states come together again to share ideas, best practices and technology we always keep in mind the heart of advising: our students’ success. The conference planning committee has worked very hard and driven miles and miles across Texas to plan a conference that we hope you enjoy.

Thursday, we kick off the conference with a variety of pre-conference workshops followed by our welcome and keynote speaker. Then in the evening, we invite you to a dessert reception featuring our poster sessions. We will finish the night with special guests, Mexican Folklorico dancers from the San Antonio Dance Academy.

Friday is school spirit day so remember to wear your school shirt and colors. This will be a day full of concurrent sessions and state meetings. Our conference hotel is conveniently located on the historic River Walk. You will find a great selection of restaurants and other attractions to enjoy on Friday night for dinner on your own. We are also just a short walk away from the most historic mission, The Alamo.

Saturday, we conclude with our concurrent sessions. We hope you can join us for the closing as we announce our Best of Region 7 presentation.

Please refer to this conference program for the schedule at a glance, concurrent session descriptions and other helpful information regarding the conference and future conferences. We would like to thank the conference planning committee for all of their hard work and dedication. We would especially like to thank you for coming. Please let us or anyone on the conference committee know if we can be of assistance.

Sincerely,

Barbara Smith, Co-Chair

Kathleen Ransleben, Co-Chair
Conference Notes

Mexican Folklórico Dancers
San Antonio Dance Academy was established in 1990, by Ms. Rosemary Tatum, to provide solid dance training for children and adults in a variety of dance disciplines. Their students regularly perform at San Antonio Dance Academy's Annual Recital and the Arneson River Theatre.

Dinner on your own or group sign up
Friday night dinner will be on your own. There will be group sign up for dinner at the registration desk. If you are interested in joining a group, please sign up by Friday at noon.

Volunteer Meetings
Session Moderator volunteers must attend the Orientation meeting from 8:00-8:30am Friday March 1st in the Bowie Room.

Conference Evaluations
Prior to the start of each concurrent session, your Session Moderator will pass out session evaluations. Please take a moment to complete these short forms so that we can provide valuable feedback to our presenters. Before leaving, please turn your evaluation in to your Session Moderator.

Best of Region
The Best of Region presentation will be determined by the session evaluations submitted for each concurrent session. The winning presenters will automatically be accepted to present at national conference in October. Do not forget to turn in your evaluations to support your favorite presenter(s)!

Dessert Reception
Please join us for a Welcome Reception Thursday evening from 7:45-10:00 pm in the Rio Grande ballroom.

Meet and Greet
Join us Friday evening from 8:00-11:00 pm in the Q Bar for an informal chance to get to your advising colleagues in a relaxed setting. We look forward to seeing you there!

School Spirit Day
Friday March 1st is School Spirit Day. Show your campus pride by wearing a shirt representing your institution.

Awards Luncheon
During lunch on Friday March 1st, we will honor the 2012 Region 7 Academic Advising Award winners. We hope you will join us for a great meal and give your support to our outstanding Region 7 advisors.

State Meetings
The state meetings will be from 4:00-5:30 pm on Friday March 1st. See the schedule at a glance above for room locations.

Bell Service
The hotel has bell service available for those who check out early and need to store their luggage.
### Commission and Interest Group Key

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<tr>
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<th>Advising Administration (C)</th>
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<th>ESL/International Student Advising (C)</th>
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<tbody>
<tr>
<td>2</td>
<td>Advisor Training &amp; Development (C)</td>
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<td>First-Generation College Student Advising (IG)</td>
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<td>3</td>
<td>Assessment of Advising (C)</td>
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<td>Advising Business Majors (C)</td>
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<td>Probation/Dismissal/Reinstatement Issues (IG)</td>
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<td>Advising Education Majors (C)</td>
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<td>Advising and Academic Coaching (IG)</td>
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<td>8</td>
<td>Science, Technology, Engineering and Mathematics Advising (C)</td>
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<td>9</td>
<td>Health Professions Advising (IG)</td>
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<td>12</td>
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<td>Advising Adult Learners (C)</td>
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<td>Theory &amp; Philosophy of Advising (C)</td>
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<td>15</td>
<td>Advising High Achieving Students (C)</td>
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<td>Small Colleges and Universities (C)</td>
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<td>16</td>
<td>Advising Transfer Students (C)</td>
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<td>Two-Year Colleges (C)</td>
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C = Commission  
IG = Interest Group

NACADA is an approved provider for NBCC, National Board Certified Counselor Credit. We have NBCC Monitoring Forms available at the registration desk. If you are seeking credit, you will need to fill out the NBCC monitoring form and secure signature from NACADA Region 7 designee for appropriate sessions indicated with ✔ by their title. You will receive the original and the copy will be kept and submitted to the NACADA Executive Office. You should submit the original form to your appropriate organization.
Keynote Speakers

Mind The Gap: Managing Stress in the Modern World

If you stop to think about it, it is strange that residents of the Western world spend so much of their time feeling tired and stressed when we are living longer, more materially affluent lives than ever before. Paradoxically, the very technological advances that have made our lives physically easier have created new sources of stress. Although we are not dying of the infections and injuries that plagued our grandparents, many of us now live frantic lives characterized by constant time pressure, poor diet, lack of sleep, little exercise, and complex social interactions. Historically, people had to struggle to acquire belongings and gather information, while now we spend tremendous amounts of energy managing our belongings and trying to filter an ever increasing flow of electronic information. When picking colleges, majors, careers, or even which jeans to buy or how to spend a Saturday night, we often feel overwhelmed by the number of choices available to us. In my research, I argue that the underlying cause of stress in modern life is that in a technological, media saturated, global world the gap between what we have and what we want is ever widening. The key to managing this discrepancy is identifying how your expectations are setting you up for distress, and learning to think, feel, and behave in ways that help you manage rather than exacerbate this stress. Just as the British tell people to “Mind the Gap” when boarding public transportation, we can learn to use our own minds to manage the stress gap in our lives.

Dr. Mary McNaughton-Cassill

Dr. Mary McNaughton-Cassill received a B.A. in Psychology from the University of California, Santa Barbara and an M.S. from the same school in Physiological Psychology. She received her Ph.D. in Clinical Psychology from the UCSD-SDSU Joint Clinical Psychology Program, and has been a faculty member at the University of Texas San Antonio since 1994. She began her research career looking at the physiological aspects of stress, and has since specialized in understanding and managing stress in modern life. She has received external and university funding for her research, and maintains an active research program. However, she has always loved teaching, and has developed a reputation for offering practical, but challenging courses which present psychological theory and biological data in accessible ways. She has received numerous teaching awards including the University of Texas Regents’ Outstanding Teaching Award, the UT Chancellor’s Outstanding Teaching Award, The UTSA Alumni Association’s Distinguished Teaching Award, the Howe Service to Students Award, and the UTSA Athlete of the Year Faculty Recognition Award. She has been the keynote speaker at a number of national conferences and frequently speaks to campus and community groups about stress and coping. She continues her research on stress with her husband, a Biology professor at UTSA, their twin daughters who attend UT Austin, and 2 cats, a dog, an assortment of fish, and a small, but opinionated rabbit.
The Answers: Motivating Students to Achieve

Dr. Ron Kelley's high-energy presentation is considered one of the top presentations at conferences nationwide. Dr. Kelley is a college professor and former principal of a high performing inner-city school. His consulting firm has helped inner-city schools nationwide improve their standardized test scores. This presentation will prepare attendees to implement innovative strategies to help students stay motivated to achieve. The session also explores techniques that help educators understand and connect with today's "hip hop generation" students. Dr. Kelley's exciting presentation leaves the attendees motivated and rejuvenated to continue producing a future generation of achievers.

Dr. Ron Kelley:

Dr. Ron Kelley is the CEO and Founder of Konfident Enterprises, one of the nation's top education consulting firms. Based in San Antonio, Texas, his company has helped hundreds of schools nationwide improve test scores and discipline management. He is the creator of Edu-Rap, the Grammy Awards ballot-featured, top-selling educational CD which has helped thousands of students worldwide improve their test scores by using educational music to learn test-taking skills. His critically acclaimed book, The Answers, is a best-seller for educators nationwide. While running his corporation and being one of the most sought-after motivational speakers, Dr. Kelley also serves as an executive in the music industry, having worked with numerous platinum recording artists, and also served as a member of the Recording Academy which selects the Grammy Awards. Dr. Kelley served as one of the youngest members of the Advisory Board for the College of Education at Texas A&M University. He has also served as an Adjunct Instructor at Houston Community College and the Alamo Community College District in San Antonio. After only 4 years in the education field, he achieved his goal of becoming one of the youngest school Principals. As Principal of an inner-city school, his school received Gold Performance Acknowledgements, one of the highest awards issued for test scores. He has worked at the central office school district level and also holds a Superintendent Certification. His schools and company have been recognized by: Education Week magazine, Radio Disney, Fox News, NBC, and he has served as a Keynote Speaker for the BET Network. He received his Ph.D. from Texas A&M University, his Master's Degree from Texas State University, and a Bachelor's Degree from the University of Texas at Austin, where he attended on a full 4-year academic scholarship. He served as Regional Vice President at the undergraduate level in Kappa Alpha Psi Fraternity, Inc. and was voted "Brother of the Year" in 1996. He is a member of the 100 Black Men of America and is a Founding Member and First President of the Talented Tenth Scholars, an organization of African-American men with doctoral degrees. He is the creator of the highly successful "Doctors Producing Doctors" Program in which African-American men with doctoral degrees help African-American male inner-city high school freshmen advance all the way to achieving doctoral degrees. He is a member of the Elks, Grand United Order of Odd Fellows, and the Knights of Pythias. In Prince Hall Masonry, he is a Royal Arch Mason, Knight Templar, Shriner, and one of the youngest recipients of the 33rd and last degree of Masonry. He is a 2009 Martin Luther King, Jr. Distinguished Achievement Award Nominee and a Distinguished Alumnus Award Nominee and "Outstanding Young Texas Ex" Award Nominee from the University of Texas at Austin.

Dr. Ron Kelley is an internationally known speaker, leader, and educator who never forgets that his primary focus is on giving back to the community, setting the example, and helping produce the next generation of high achievers.
Pre-Conference Sessions

1:00-4:45 pm

Thursday, February 28

Flipping Out: Using Technology to Transform Support Services for Distance Students

Chelsea Caile, Southeast Missouri State University 1:00-2:45 Rio Grande East

Students choose online because they cannot come to campus, yet many institutions still have support structures designed for residential students – a reality that puts online students at a disadvantage. With increased mobility, even traditional students expect to interact with campus services through their smartphones. Just like online courses deliver education to students where and when they need it, technology can be used to provide greater access to student services. In this session, we will demonstrate how we flipped student services by pushing information to students through a dynamic website and a series of short videos. In addition, we will share other processes that ensure online students can access services remotely.

The Brand Gap: Developing Your Professional Identity

Erin Justyna, Texas Tech University 1:00-3:00 Regency West 4

NACADA has championed advising as a profession, but it is up to us, as advisors, to solidify our “brand.” Viewing advising through the lens of brand identity, the following questions will be considered: What can advisors do to create and develop a professional identity? How do we stay relevant and grow in our field? What tools and methods can be used to connect and partner with other colleagues? Participants will be shown how professional networks and portfolios can highlight and drive their work and leave them feeling empowered as professionals in the field.

Improving Mathematics Success Through The New Mathways Project

Jenna Cullinane, The Charles A. Dana Center, The University of Texas at Austin 1:00-3:00 Rio Grande Center

The New Mathways Project (NMP) is a statewide initiative of the Charles A. Dana Center at the University of Texas at Austin and the Texas Association of Community Colleges. The NMP constitutes a systemic approach to improving student success and completion through implementation of three accelerated mathematics pathways and a supporting student success course. The NMP challenges conventional assumptions that all students, regardless of their desire major or program of study, should be referred to college algebra or a traditional developmental mathematics sequence that prepares students for college algebra. This session will describe statewide changes taking place around early college mathematics and its implications for advising and placement.
Mission Possible: Moving Beyond Surveys in Measuring Program Effectiveness

Robert Shipp, Baylor University

Advising offices often use surveys to collect data. While useful in some instances, survey data is subjective. These resulting biased data sets, drawn from potentially unrepresentative samples and based on self-perception instead of impartial observations, cannot provide adequate guidance for decision-making. Thus, when evaluating programs and procedures for potential improvement, advising offices must seek objective sources of data and valid measurements. These need to come from outside the control of administrators, advisors, and students. Collecting empirical data to measure advising outcomes as evidenced by student behaviors is “mission possible” for every advising community. By determining the objectives of advising processes and defining standards of appropriate student actions, directors and advisors can evaluate the effectiveness of their practices.

The Texas Method: Assessment of Academic Advising

Kristin Harper, Texas A&M University
Criquet Lehman, Vernon College
Catherine Parsoncault, Texas Higher Education Coordinating Board

Senate Bill (SB) 36, enacted by the 82nd Texas Legislature, amended the Texas Education Code to require the Texas Higher Education Coordinating Board to approve a method for the assessment of academic advising services at Texas public institutions of higher education. A working group of academic advising professionals from 2-year and 4-year institutions across the state assembled to develop the method of assessment, based on the assessment practices developed and promoted by the National Academic Advising Association (NACADA). The end result is a comprehensive assessment method that includes identification of institutional placement and support for advising, goals and objectives of academic advising, and design and program delivery of learning outcomes.

This workshop will provide an overview of SB 36 (which created Texas Education Code §61.077) and direction for implementation of the approved assessment method. Because the assessment method is based on NACADA’s nationally recognized practice, it is easily transferrable to institutions outside of the state of Texas. Presenters include two members of the working group that developed the method of assessment, a member of the Texas Higher Education Coordinating Board staff, and the Executive Director of the National Academic Advising Association.
Engaging Students Early: From Identification to Intervention to Assessment

Joshua Adams, University of North Texas
3:00-4:45
Rio Grande East

Institutions of higher education are beginning to understand and implement effective strategies for intervening early with academically at-risk students. One example is the Early Intervention Program developed at the University of North Texas. Within this workshop style presentation, participants will learn about national trends in early engagement, in-depth information from one institutional model, and effective strategies for developing and implementing an early intervention program on their home campus. Participants will have the opportunity to develop action plans inclusive of the entire process from identifying target student populations and campus stakeholders, the intervention, and ongoing assessment models for establishing effectiveness.

Academic Advising Focus Group

Jason Barkemeyer, University of Utah
3:15-4:15
Rio Grande Center

We are looking for people who advise students to participate in an hour-long focus group discussion. A focus group is a discussion with 7 to 10 people about their views and experiences on a topic. The areas we will discuss are as follows:

- Professions and professionalism
- How you describe academic advising as an occupation
- Your responsibilities as an Academic Advisor

This focus group is part of a research study being conducted by an advising research group at the University of Utah. The research results we hope to gain from this study should offer an understanding of how advisors define a profession, how advisors define their career, is professionalization an appropriate match for advising, and if so, how do advisors get there. The findings will have implications for policy, practice, occupational status, occupational definition, and future research involving the topic of academic advising as an occupation. All responses during the focus group will be kept confidential and are anonymous.

NACADA Orientation for First Time Attendees

Leigh Cunningham, NACADA Executive Office
4:45-5:45
Live Oak

On your campus, you know the value of orientation for new students is to be involved early with each other and begin to build lasting connections to the campus. If this is your first time at this regional conference, attending our NACADA Orientation is REQUIRED! Come meet new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.
Poster Sessions

NSF/S-STEM Retention Program 10, 43

Dr. Laura Parr, Del Mar College

The poster presentation will include examples of the program services such as personal development workshops on life skills, outreach efforts through participation in campus-wide events, participation in campus and community service to develop leadership via Science, Engineering and Math majors Registered Student Organization (SEMMO)

Gateways to Success: Developing the Support System for Institutional Guidance 24, 35

Rosendo Villagran & Jarice Cortez, South Texas College

The presentation will provide an overview of programs that have proven to be a foundation for success to students in providing them an array of support services from childcare assistance, a lending library, mentoring and tuition support. The session will be on the programs (JET/SSS program, PASS program and the Beacon Mentoring Program) and their roles in assisting students. We will cover how these programs have prepared them, in succeeding to navigate their way through college by providing them with the necessary support services. The session will also cover how the Office of the Dean of Student Support Services at South Texas College is working in developing support mechanisms for our students so they can better succeed in college.

Getting Students to Follow the Yellow Brick Road to a Degree Destination! 2, 43

Kimberly Phillips & Colleen Noble, Connors State College

Kimberly Phillips is a certified Appreciative Advisor, and she will share the tips and techniques used at Connors State College that aid in advising. Colleen Noble, Retention Specialist will share strategies on how she gets the SCAREcrow and TINman students (and fellow travelers) to follow the yellow brick road to success and degree completion.
Tracking the Untrackable: Monitoring the Progression of Students Pursuing Professional Health Care Programs. 11, 36

Anthony Oster, Louisiana State University

With the economy in a recession and graduates being anxious about their ability to gain employment after graduation, many students are considering seeking employment within the health professions. Despite the current economic recession the U.S. Bureau of Labor and Statistics reported that the health care industry gained 428,000 jobs from 2007-2009. Paradoxically, these types of professional programs may not count toward a University’s retention requirements. This session will discuss methods of tracking students pursuing professional programs that are not exclusive to your main campus, seek to define successful completion of degree requirements for these students, and discuss possible alternatives to tracking these non-traditional students.

Academic Reinforcement for Reinstated Students 28, 30

Vanessa Vandeburgh & Stephen Pruett, University of Texas at El Paso

This presentation describes a process of intentional, developmental advising to help reinstated students learn how to become academically successful. Our approach provides semester-long support to these students. The full procedure will be described in detail, including a description of the initial reinstatement meeting and monthly follow-up appointments. From this presentation, attendees will learn how to help students recognize impediments to academic success, teach students key success strategies, and assist students in setting semester goals. We will demonstrate the effectiveness of a multiple-visit reinstatement structure and how to assess student learning outcomes. Materials discussed in the presentation will be made available to attendees.

Advising the “New Normal” Student: A Roller Coaster of Challenges 2, 21

Arin Ely, Allison Skinner & Rachel Trembley, Texas State University-Round Rock Campus

“70% of today’s college students demonstrate at least one nontraditional characteristic” (Reeves, Miller, & Rouse, 2012). These students face a roller coaster of challenges navigating the twists and turns of their educational experience. As academic advisors, we strap ourselves in next to them to help make the ride as smooth as possible. This interactive session will define the six types of non-traditional students that make up the “new normal”. The presenters will share statistics about Texas State University transfer students and will engage attendees in discussion about institutional best-practices. Attendees will leave the session with an understanding of the academic and external challenges these groups of students face when pursuing higher education and the tools to effectively aid transfer students.
Waving the Banner of Success: Advising Non-Traditional Students

Tanisha Bell & Janeeka Smith, University of North Texas at Dallas

This session will involve discussion about the rewards and challenges of advising the non-traditional student. Presenters will provide an advising framework that is designed for the needs of this student group. Participants will identify ways to effectively address the diverse needs of non-traditional students and reflect on how serving this population impacts the academic advising model. Participants will also learn about UNT Dallas’ unique, largely non-traditional, transfer population, as well as its Bachelor of Applied Arts and Sciences (BAAS) degree, which is designed with this specific student group in mind.

The Changing Landscape of Graduate Business Education: New Opportunities for Undergraduates Seeking Graduate School

Katie Stephens, University of Texas Austin
Jenna Buonanno, University of Southern California

As a result of this presentation, participants will be able to:
1. Differentiate between an MBA program and a Specialized Graduate Business Degree.
2. Correctly identify the target audience.
3. Explain the general application process and admissions requirements.
4. Understand and relay career path options.
5. Identify additional student resources for specialized graduate business degrees.

Advising Foster and Homeless Students: Easing the Transition to College

Sergio Contreras & Silvia Rodriguez, University of Texas at El Paso

Compared to traditional students, foster and homeless students enter higher education with a special set of needs. Advisors at the University of Texas at El Paso created the Foster Homeless Adopted Resources (FHAR) program to assist these populations. This session is designed to help advisors from any sized institution prepare for an advising session with a student who has aged out of foster care or is homeless. Attendees will also be able to identify programs and services that exist for these populations, learn how develop external and internal relationships, and learn how to create an intake system along with a database to track these students. Attendees will also learn of successes and special situations that may arise.
EXCITE Students Through In-Depth Research Programs: From Idea to Implementation\textsuperscript{10,18}

Rebecca Hapes & Kevin Heinz, Texas A&M University

The National Science Foundation funded REU-EXCITE (EXpanding sCientific Investigation Through Entomology) program has been hosted within the Department of Entomology at Texas A&M University (TAMU) each summer since 2008 providing undergraduate students the opportunity to experience high impact STEM research projects. This program involves recruiting of high achieving students, a thorough application screening process by the PI, program coordinator, and faculty mentors, detailed orientation and leveling programs, various socialization events, a student living/learning community, a culminating campus-wide poster competition and a department symposium in which students present their research findings. Participants will learn about this program - from idea to implementation – strategies for program success and will take home ideas for program planning, implementation, and working with high achieving students.

“Sometimes, I Don’t Feel Lucky”: Successfully Advising Students with Dual Enrollment Credit\textsuperscript{2,25}

Jaimie Reyes & Neal Idais, Texas State University

Dual credit programs are becoming increasingly popular among high school students as they prepare to make the transition to higher education. It is not uncommon to see students bring in multiple dual credit hours from high school, in select cases enough hours to merit an Associate Degree. However, dual credit often yields a dual reality. This presentation will illuminate the positive and negative consequences of dual credit that academic advisors need to consider when serving this population of students making the critical transition to the university setting. In addition, this presentation will equip advisors with specific strategies to better serve students with dual credit.

The “Four S’s” of Successful Student Transitions\textsuperscript{37}

Claudia Trevino, Texas State University-San Marcos

Time management, roommate issues, study skills, job searching, relationships… Students can face a myriad of transitions and challenges, both academic and personal, while they pursue their education. As front-line personnel, academic advisors are a vital component of the support structure that helps students successfully navigate through these changes in their lives. This presentation will help advisors use Schlossberg’s Transition Theory to better understand and support students through the transitions they face. During our session we will use case studies, small group discussion, worksheets, and videos, to identify and deconstruct different types of transitions, and evaluate the “Four S’s” that lead to successful student transitions.
If You Build It, They Will Come... Or Will They? Working with Advisors to Overcome Unique Challenges of Developing a Transfer Student Learning Community

Candi Harris, University of North Texas

The first year experience, usually synonymous with freshmen, is quickly being redefined by rising numbers of transfer students. Diverse academic backgrounds make implementing retention initiatives challenging, however, where sub-groups of transfers exist, there's a way! This presentation highlights an experimental initiative piloted at the University of North Texas, where learning communities were formed among potential College of Business transfer students. The presentation will highlight the development of the program, noting obstacles, final structure of the CoB Transfer Student Learning Community, and the significant role advisors assumed. The presentation will conclude with first semester data for the first cohort of students and how this information influenced subsequent cohorts.

Financial Aid SAP Issues and Solutions

John Padgett & Glenda Jurek-Rahe, Texas State University

New policies are changing the way students have pursued their education in the past. It is key to identify what constitutes Satisfactory Academic Progress and what issues, if gone unchecked, could end an academic career. This presentation addresses the importance of raising awareness before accepting financial aid and what happens when a college education is no longer an option due to financial aid being suspended.
Concurrent Sessions

Friday March 1, 9:00-10:00 AM

Students Assisting Students to Transition Successfully: Peer Mentors in First Year Programs 35, 16
(Best of Kansas)

Heather Eckstein, Pittsburg State University

Enhancing student learning and development during the first semester is the goal of all those who work with first year students. Including peer educators in first year programs can positively impact the transition of students into the college environment. Pittsburg State University has implemented a peer mentoring program called Pitt Encouragement and Educational Resource Specialists (PEERS); these mentors are assigned to provide peer support to students enrolled in Freshman Experience—a course required of all traditional freshmen at PSU. This session will include an overview of the selection process, training course, funding (though minimal), mentor responsibilities, instructor responsibilities, assessment, and benefits to students (mentors and mentees). Originally conceived after a session at NACADA 2008, this idea has developed into a program benefiting new and continuing students.

Nine Colleges, One Mission: Promoting a Successful Campus-wide Advising Culture 3, 40

Dan Nicewarner & Adam Willard, University of Missouri

There is more to advising than simply following a degree plan and choosing classes, and communicating that to students can be challenging. At the University of Missouri we have many different academic units with different advising styles. This lack of centralized advising could get in the way of a consistent message for our students to follow through their academic careers. From large public campuses to smaller private schools, our techniques and ideas can be adapted to fit your needs. That's why, as advisors, we have worked to cultivate a campus-wide advising culture. To promote this, we focus on collaboration, education and programming across the academic units to ensure our message and philosophy does not stray from our mission statement.

Map Making for the Exploring Students 28

Nikki Brown & Patricia Griffin, Fort Hays State University

Looking for a way to help your students find the right major? This presentation will explain a career exploration process that is designed to assist students with identifying college academic programs that match their interests, abilities, values and strengths. Information will be shared on assessment tools and resources that are utilized to assist students in declaring and confirming academic majors.
Drawing the Line: Avoiding Copyright Infringement & Sketchy Designs

Stephanie Pridgen & Michelle Sotolongo, Texas State University

"Join an org..." Delete. "Register now bef..." Delete. "Today is the last..." Delete. "All majors must..." Delete. Delete, delete, delete. In the digital age, Academic Advisors are tasked with contacting students using electronic media while trying to construct messages that will not be immediately discarded with the endless clutter of other e-mails students receive. Graphic images with text seem to be the overwhelming trend Advisors are using to accomplish this strategy of student outreach. Because of this trend, it is important to understand copyright infringement and basic design techniques to ensure legality and enhance quality of the final product. With this knowledge, Advisors can create visually and verbally clear messages that will catch students’ attention and avoid being over-looked.

Transfer Information Partnership (TIP)

Patricia Hill & Jerilee Milligan, Texas A&M-Corpus Christi
Olivia Bayarena, Del Mar College

How can the University reach out and provide transfer admissions/advising at the Community College prior to transferring so students make a successful transition? Student’s time and money is a precious commodity; therefore, being available to communicate with students about their future plans benefits both the Community College and University. Discussion topics will include the development of TIP, contact with the University, transfer activities, transfer guides, joint admissions and reverse transfer. The audience will have opportunities to share & discuss transfer best practices.

BAAS 101: The What, Why, & How of the Bachelor of Applied Arts & Sciences Degree

Michael Balog, Texas A&M - San Antonio
Stephen Springer, Texas State University
Anna Trevino, Texas A&M University - Kingsville
Debra Leal, University of the Incarnate Word

What is a Bachelor of Applied Arts & Sciences Degree?
How and why did it evolve?
Who might be interested?
What are the benefits and limitations offered by this degree option?

This presentation will discuss the history and development of the Bachelor of Applied Arts and Sciences. There will be a brief presentation from four institutions of higher education in this area on the current state of the BAAS degree. How can we work with the local community college to promote this degree? Who might benefit the most from this degree? What are the limitations of the BAAS? These and other questions will be answered by this group of eclectic advisors.
Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, books and blogs  

Judy Hughey, Kansas State University  
Leigh Cunningham, NACADA Executive Office

There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publication venues. While NACADA publishes webcasts, dvd-cds, and pocket guides, the primary focus in this session will be to describe the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse, monographs/books, and the NACADA blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Friday March 1, 10:15-11:15 AM

Are You Smarter Than a Texas 11th Grader?  
(Best of Texas)

Debra Kiesel, Stephen F. Austin State University

Do you have a recurring nightmare about the many acronyms you must understand in your work as an advisor? Could you pass a pop quiz on the STAAR tests, the way they were developed, and their implementation timeline? Texas advisors, come to this session to learn more about:

- What Texas educators are doing to help our students be prepared for life after high school.
- Why and when the STAAR is replacing TAKS.
- How implementation of STAAR may affect our incoming undergraduates.

We will take a closer look at the new readiness standards, review a sample "College Readiness Assignment," and discuss upcoming changes in assessment and placement practices for Texas public colleges and universities.

Minimizing the Red Flags: A Proactive Advising Model

Amanda Mather & Bonnie Bustos-Rios, Texas A &M University

It's the first day of registration and your inbox is full, your voicemail is full, and it seems like the line of students waiting to see you is never ending! Sound familiar? We have discovered that by being proactive in advising our students, we are able to manage our time and balance our responsibilities in and out of the office! Join us in learning about the proactive advising model the Department of Teaching, Learning and Culture Undergraduate Advising Office utilizes to meet the needs of each individual student while maintaining balance and organization in the advising office during peak advising times. We will discuss our advising procedures, our technology tools, and challenges and successes.
Steps to Success: A Retention Program for Warning/Probation and Restricted Admit Students

Lauren Davis, Louisiana State University

This presentation will give a description of the Steps to Success program, a retention effort targeted toward students enrolled in LSU’s University College who are struggling academically. The LSU advising model will be explained, as well as a brief history of the program and its changes over the past several years. The current program will be described and student participant data will be presented.

Putting the POW! in Student Empowerment

LaDonna Porter, Daniel Neuls, Eitandria Gatlin, Ayde Trejo, and Barbara Blackwell, San Jacinto Community College

Empowering first time college students to take control of their educational experience is the focus of the Student Development division at our institution. We are conducting a program designed to impact retention by becoming a part of the curriculum of a required first semester course. Through the use of strategically timed contact points throughout the semester, we provide students with information that connects them to our college, their first year cohort, career services, and degree/educational planning. Our belief is that this prescriptive approach to coordinate support services will positively impact student retention. We will discuss why the timing of each point of contact is crucial, the benefits of utilizing multiple departments of the Student Development team, and the tools necessary to implement this initiative.

Stop, Collaborate, and Listen!

Allison Tiffi, Texas State University

The term “collaboration” has not always been a good thing. During times of war, the term “collaborator” was used for those conspiring with the enemy, often guilty of treason. But as advisors we must realize that no one is the enemy. Sometimes collaborating with students, parents, and coworkers seems difficult, but following the first words of Vanilla Ice’s famous song, “Ice, Ice Baby” – Stop, Collaborate and Listen – can make it much easier.

Through group activities, short videos, and discussion we will learn how to better collaborate with and listen to those we work with and advise.
Faculty Advising Handbook at your Fingertips Using Blackboard

Theresa Forge, Rockhurst University

As the Professional Advisor for Rockhurst University’s School of Graduate and Professional Studies, faculty advisors are always asking questions about advising i.e., where to find this or that. In order to save trees and to get on the bandwagon for Blackboard being introduced at Rockhurst, I initiated the Faculty Advising Handbook as an on-line resource for faculty to become familiar with Blackboard, but to have all information, announcements, tutorials, forms, etc. in the same location. With assessment being a big initiative with NACADA and Rockhurst, Blackboard has a variety of ways to find out how things are or are not working. Come let me show you how exciting and easy a Faculty Advising Handbook can be!

Group Advising: Designing Sessions That Are Effective and Efficient

Thomas Lott, Texas Christian University

With over 1,000 freshmen and sophomores to advise amongst only 4 advisors, we at the TCU Neeley School of Business have implemented group advising as a way to efficiently advise all of our students during our heaviest times of advising season. However, in recent years we began observing a serious lack of retention of information by both our under and upperclassmen. We sought to remedy this by overhauling our group advising approach. The result was shorter, more direct, and most importantly interactive sessions. Come see how we have designed our group advising to be engaging and efficient while still giving students the individual attention that they want and need.

Friday March 1, 1:30-2:30 PM

Got Paper? Neither Do We! (Best of Oklahoma)

LaRae Saunders, Jennie Lazar, Ryan Peters, and Ernest Hendley, University of Oklahoma

What does it take to become a truly paperless office? Why would an advising center want to consider making this change? As advisors from the College of Arts and Sciences, the largest college on campus, we will discuss our experiences as we have progressed towards a paperless advising process in our office. The discussion will include the challenges and myths of a paperless office, cost analysis, electronic tools utilized, the process of implementation, and the benefits encountered. The goal of this presentation is to explain how a paperless environment can become accessible to any advising office.
Flag on the Play: Encouraging Student Success through Early Intervention

Paula Konz, University of Arkansas

Five yard penalty for poor grades! Fifteen yards for academic probation! And another five for not seeing your advisor! Do you have students who are losing yardage toward their degree because of academic penalties? This session will show you how the Sam M. Walton College of Business at the University of Arkansas has created a program to encourage struggling first-year business students to overcome setbacks and move forward successfully. Designed to help students understand academic policies, campus resources and how to develop a personal academic action plan, Academic Planning Workshops focus on giving students the equipment and training they need to succeed. Join us to discuss ideas that will allow you to cheer your students on to an academic touchdown.

Maximize Your Mission with CAS

Mysha Clincy, St. Louis Community College-Meramec

This informative and participatory workshop will allow participants to learn how the Council for the Advancement of Standards (CAS) in Higher Education’s Academic Advising Self-Assessment can assist with redefining Academic Advising Offices. Results from this self-assessment are designed to take advisors and advising programs from just being responsible to being accountable to the students they serve. Participants will get the opportunity to see how CAS took the St. Louis Community College-Meramec Advising Office from being good to great.

Culturally Proficient Advising

Tanisha Bell & Janeeka Smith, University of North Texas at Dallas

In 1989, Dr. Terry Cross coined the term "cultural proficiency". In education, cultural proficiency is used to describe the level of understanding that is required to successfully interact with students from a variety of cultures. The expansion of knowledge about culture can empower advisors to enhance the quality of their communication and interaction with advisees, which, in turn, may contribute to students' successful acclimation into the university community. The presenters will provide a cultural proficiency framework to equip advisors with the knowledge and skills necessary to address the diverse needs of today's increasingly multicultural student population. Participants will discover their current level of cultural proficiency receptivity via a self-assessment, as well as learn strategies for fostering positive relationships with students from culturally diverse backgrounds.
Transfer Students and Study Abroad: Implications for Academic Advisors

Katrina Anaya, University of Texas at Austin

Studying abroad is something all students should experience; however, transfer students are far less likely to take advantage of this opportunity. In this presentation, learn about a graduate project surveying community college transfer students about their awareness of study abroad, financial concerns, program options, and other important considerations. Insights from transfer students will be shared, and participants will discuss how both community college and university academic advisors can impact the study abroad campus climate for transfer students. Participants will leave with tools and next steps for assessing and changing the climate on their own campuses.

A Happy Marriage between Career Coaching & Academic Advising

Jason Norman, Amarillo College

Using personal application, coupled with research, we will guide participants in an interactive session where we will discuss the benefits of employing a "happy marriage" between career coaching and academic advising. Participants will be able to acknowledge the importance for students of connecting how academic education relates to career goals/employment. Amarillo College is working toward a collaborative model utilizing both career coaching and academic advising. They do go hand in hand.

The Fixer's Manifesto for Academic Advisors

Ryan Scheckel, Texas Tech University

sugru© looks and feels like modeling clay but holds "fixing, modifying and improving your stuff" as its sole purpose. Its patented technology is a unique combination of usefulness and durability, meaning it's "comfortable in extreme environments from the dishwasher to the Arctic Ocean." Advisors often feel like smooshed modeling clay, frequently fixing, modifying, and improving our students' "stuff". We, too, are a unique combination of usefulness and durability, meaning we work in extremes from suspension to commencement. sugru©'s inventors recently drafted a 12-point "Fixer's Manifesto," celebrating the "little everyday triumphs" of fixing. We'll adapt the manifesto for academic advisors, incorporating our field's foundations and providing opportunities to "fix" your advising practice by applying the manifesto from day-to-day and beyond.
A Conversation with NACADA Leadership and Executive Office Representatives

JP Regalado  NACADA Board Representative
Nathan Vickers  NACADA Board Representative
Patricia Griffin  NACADA Region 7 Chair
Leigh Cunningham  NACADA Executive Office

Chula Vista

This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association's many initiatives and programs, leadership opportunities, and to give participants an opportunity to provide feedback and ask questions.

Friday March 1, 2:45-3:45 PM

#DoThisNotThat: Using Social Media for Student Engagement  
(Best of Missouri)

Nicole Harris and Justin “Shep” Shepherd, University of Missouri

Live Oak

Considering the current economic climate, higher education professionals are charged with the task of doing more for student retention and persistence to graduation but with fewer resources. That is what led us to being more strategic in using social media in academic advising to offer a multi-faceted approach to student engagement. The goal is not to replace the academic advisor but to utilize free resources to broaden our availability and reach. Presenters Niki & Shep founded “Team Technology” and successfully marketed the “MizzouAEAS” brand via social media for the office of Academic Exploration & Advising Services. During this session we will share lessons learned in hopes of making it easier for those interested in creating an online presence.

Us: The Not-Always-So-Romantic Tale of Advising and You

Sam Murdock, Avery Pavliska,
Amanda Mather, and Rebecca Hapes, Texas A&M University

Pecan

This is a story of you and Academic Advising. You always knew you wouldn’t be happy in just ANY job... you had to find “The One.” Then you met Advising! You were star-crossed lovers... It was Magic! But the relationship became troubling... Neglect. Resentment. Mixed Messages. The bad days seemed to outnumber the good... And you began to question whether this was worth so much sacrifice and heartache.

We’ve all been there! Who knew life together would be so complicated? This IS a story of you and Academic Advising. But you should know up front... this IS NOT a love story! Come join our esteemed group of presenters as we learn that the secret to a happy, healthy relationship is simply... US!
Creativity in Undergraduate Academic Advising: Helping Students Get Past Mental Locks

Brittany Chrisman & Sarah Dillon, Texas State University

How can we motivate our students to get past their mental locks? As academic advisors we wear our creativity cloaks on a daily basis. This interactive presentation is designed to stimulate creativity in the workplace. The main objectives of this presentation include helping advisors understand the definition of mental locks as delineated by von Oech (2008), to develop skills to help students get past these mental locks, and apply these skills to advising. This creative session will feature lively teaching, entertaining and informative videos, engaging activities and discussion. Advisors will leave feeling energized and ready to help students tackle their toughest mental locks!

Using the Digital Age to Market Advising Services

Kimberley Rolf, University of Texas - San Antonio

Advisors and the services they offer are readily available to students, yet there seems to be a divide when it comes to partaking in what advising centers have to offer. In the 21st century, marketing and advertising of products to younger generations is often focused on the “newest” or the “quickest” product. This presentation will focus on “digital age” techniques to promote/advertise the services the College of Sciences Advising Center offers to its students. The presentation will discuss QR codes, mobile websites, Twitter, Facebook, Blogs, logos, and much more. The attendees of this session will be informed of how bringing together these different forums of technology can also create sense of community and identity which eventually promotes retention within a University.

It's a Team Effort: Collaborative Academic Advising for International Student Athletes

Donna Smith & Lindsey Wells, University of Arkansas

Practice, Study, Eat, Sleep. This is the life of a collegiate student athlete. Add language issues, cultural adjustments, having few other students from your home country, and being a 15-hour flight from your family, and the international student athlete has much to consider when acclimating to an American university. Coordination between the international student affairs offices, academic departments, athletics department, and other offices on a college campus are essential for the academic advisor to be effective and knowledgeable when assisting international student athletes. Academic advising cultivates a connection with students which facilitates the consideration of all options of post-graduate life, assists in completing degree requirements, and helps ensure that the student’s F-1 visa and NCAA eligibility remain in status.
Advising Tips for the 2014 Core Curriculum: What Do I need to Know?

Lucy Heston, Llano
THECB Assistant Director in Workforce, Academic Affairs and Research

Now that the Undergraduate Education Advisory Committee has offered its report and recommendations, and the Texas Higher Education Coordinating Board has acted to approve a new fully-transferable statewide core curriculum, what should advisors know to help guide students appropriately? What stays the same? What has changed? How can I find the information I need to help the student sitting with me? When does all this happen? How can I get involved on my campus? Bring your questions to Advising Boot Camp for the 2014 Core Curriculum!

Advisors Fostering Individual Capacity Implementing Interpersonal Relations Strategies with Updated Career Data 11,28

Judy Hughey & Ken Hughey, Kansas State University, Mesquite

The purpose of this presentation is to share with advisors the foundation for effective advising, including STEM advising, by enhancing interpersonal relations skills, communicating the challenges in STEM areas, and providing strategies with examples designed to enhance proficiency in interpersonal relations. The presentation will present research information intended to promote self-efficacy of advisors by sharing STEM career data and specific strategies focusing on advanced interactions. According to NACADA (2005), advising is an integral component of the educational process that nurtures individual potential. By fostering individual capacity, advisors are assisting students discover strengths, interests, and values. This self-awareness helps students consider choices and "explore relationships between life and career goals" (Hughey & Hughey, 2009, p. 6).

Saturday March 2, 9:00-10:00 AM

Moving from an "Ah Ha" moment to a "Ha Ha" moment: Where Career Congruence and Comedy Collide 12,29

John Grogan & Myrna Perez, University of Texas - San Antonio, Live Oak

This session begins with a brief comedy set about advising and higher education. It then moves into a personal narrative of how stand-up comedy became an unexpected and unorthodox career/avocational choice. The session will tackle such age-old questions as "What can I do with a Liberal Arts major?" and "What Should I Do With My Life and How Will I know?" The session examines the concept of "congruence" in career choice in terms of "matching" individual personality, academic major, interests, values, lifestyle preferences, and worldviews to fulfilling career and life choices. This session will be high on humor, but will strike a balance between the silly and the serious.
Ayuda! Lost in Translation: Latino Males in an Educational Crisis that affect Retention within Higher Education

Janet Reyes - Silva, Texas State University

From Spanglish to ESPN Deportes, Latino males are creating and living in a hybrid American culture, the American Dream “con sabor”. Growing in this new ever-changing culture they face stress & obstacles when the two worlds are at odds ends. Do they fall in line with the traditional expectation of having to help support the family as soon as possible or do they try the college route only to be accused of “acting white”. Institutions are constantly trying to understand the underlying issues behind inclusion and the effects of lagging retention amongst our Latino Student population. Our Latino male students are “vanishing” from the U.S education pipeline, a trend that is evident at the secondary and post-secondary levels. Our presentation will cover the impact of advising among Latino Male students.

Advisors, Take the Ride of Your Life Through the NACADA’s Emerging Leader Program

J. P. Regalado, Texas A&M University-Corpus Christi
Carol Pollard, University of North Texas
Erin Justyna, Texas Tech University
Nathan Vickers, University of Texas at Austin

Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA’s Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA’s membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA’s mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved!

Advising Across Generations: A Look at the Trends, Techniques and Styles of Advising for Future Students

Anthony Oster, Louisiana State University

This session will seek to explain effective advising techniques and marketing strategies geared toward the next generation of college freshmen. Effective techniques and best strategies will be examined from the mindset of an advisor celebrating her first anniversary and one celebrating his seventh in the field. A review of effective and ineffective methods of communicating with, and marketing to, your students will be discussed. Included is a primer on Social Media advertising, integrating smartphones into advising & advertising, and how to reach your students where you know they’ll respond… through email to SMS text messages.
Emerging Voices: Former Foster Youth at College  

Kerri Kearney, Oklahoma State University  
Toni Hail, Northeastern State University  
Virginia Smith, Oklahoma Christian University

This presentation reports emerging findings about the experiences of former foster youth who attend a four-year college or university. The methodology includes interviews, a participant-produced and participant-interpreted drawing, and ongoing discussion/activity on a research-designated social networking page. Initial findings point to unique characteristics as perhaps both an invisible and silent campus population (with applicable implications). Willingness to participate in the study has been unusually high, perhaps suggesting a collective desire for greater voice. The results of this study will contribute to our knowledge about the university transition experience for former foster youth and add to the toolbox of advising professionals such as university counselors and professors, and others with an interest in helping former foster youth persist to college graduation.

The Art of Group Advising

Kathy Pawelek, Texas A&M University - Kingsville

Advising in group sessions creates an assembly of interactive student learning and becomes an opportunity for the advisor to convey valuable academic information and resources to several students at once. Through group advising, students are entrenched in the advising process, where they develop the skills and knowledge to become proactive and responsive to their academic needs.

This presentation will offer best practices and tips for implementing and executing a group advising structure that can help advisors maintain large diverse advising loads without compromising individual needs of the student. The effectiveness of adding a peer advisor to create a unique, interactive atmosphere for students will also be discussed. This session is appropriate for advisors, faculty, or administrators of two or four year institutions.

Effective Academic Collaborations: From New Student Orientation to Successful Completion of Freshman Year

Michael Lewis, University of Texas - El Paso

Much research has been done regarding the importance of retaining freshman students from an academic approach; but how do you effectively integrate and foster crucial components such as effective class selection, involvement on campus, and professor-student relationships. This session will cover best practices used to implement a program that advances students from a holistic orientation session to the end of a successful freshman year. Techniques discussed will include program development, identifying crucial partners, funding and program implementation from the perspective of a program manager, program advisor and university lecturer.
Mentoring Outside the Classroom: Advising as Teaching

Justin Gerstenberger, Texas Christian University  Nueces/Frio

Students are becoming more and more reliant on their advisors to help them navigate the university system. As advisors it's important to not only help our students, but also teach them how to be self-advocates, self-starters, and how the system works. In this session you will learn about developmental advising techniques you can implement into your advising sessions to help mentor, guide, and teach your students skills that will help them be successful college students.

What's My Destiny, Momma?

Bonnie Bustos-Rios & Vince Hernandez, Texas A&M University  Rio Grande West

We all remember that great scene from Forrest Gump where Forrest is hoping his mother can tell him what he is destined to do. Sometimes an undecided student can ask the same question of their advisor when they are stressed about making a decision on their own. Because we know undecided students are not just undeclared majors, it's important to help them work through their academic choices. This presentation will showcase strategies currently used by some academic advisors at Texas A&M University to address and help undecided students make academic decisions independently. We will also engage in a best practices discussion by working through various scenarios involving students at varying levels of exploration.

Saturday March 2, 10:15-11:15 AM

It's Not Only What You Say, But How You Say It

Arin Ely & Joya Konieczny Texas State University  Live Oak

It’s not only what you say that is important, but how you say it that can make the difference. Nonverbal messages are an essential component of communication in the advisor-advisee relationship and are a large component of social constructivism and appreciative advising. Research suggests that 93% of our communication is based on the nonverbal channel. This session will teach attendees about social constructivism, the six phases of appreciative advising, and how nonverbal communication plays a role in these practices. Through interactive activities, attendees will learn how these areas of study can help them better communicate and build stronger relationships with students. Advisors will also learn how to better analyze these behaviors to interpret messages from their students and colleagues.
Who's Afraid of the Big, Bad Parent: Parental Involvement and Advising Success! 2,34

Vince Hernandez & Avery Pavliska, Texas A&M University

Will Smith once said, "Parents just don't understand." Advisors look to empower students in the decision making process for choices that affect their success inside and outside the classroom. However, some parents are very hands-on with their child's college experience, such as emailing the University President because their child could not register for a class. In this presentation, we will explore how parental involvement helps or hinders a student’s success and their development as an individual. We will also discuss the importance of talking with parents about the advisor’s role during a student’s undergraduate career. Finally, we will invite audience members to share how they would handle various scenarios when working with an overbearing or irate parent.

In Search of the Lost Chord: Mindfulness Training for the Appreciative Advisor 2,31

Curt Hirsh & Erin Ray, St. Edwards University

The emotional health of college freshmen has declined to unprecedented levels in 25 years of surveying this question. Your presenters propose that Mindfulness training—where both advisors and students practice becoming more fully aware of the present moment—constitutes one promising antidote to this anxiety epidemic. We argue that this intervention is particularly efficacious in first year orientation courses. We frame Mindfulness as a critical tool of inquiry for appreciative advisors orienting students toward academic success, enhanced self-awareness and self-regulation, increased equanimity, focus, and spirituality. We elaborate how we are integrating Mindfulness as a self-care strategy and in settings that require our capacity for deep listening, authenticity, and non-judgmental presence: in advising interviews, the classroom, and team environments.

In Limbo: Dilemmas Faced by Undocumented Students 23,27

Michelle Sotolongo, Texas State University

Thousands of undocumented students are attending colleges and universities, but are an under-recognized demographic. To produce educated members of society, regardless of legal status, this presentation identifies available resources for these students. Those most likely to encounter issues with undocumented students, and who should be knowledgeable of these resources, include college admissions counselors and recruiters, financial aid, counseling centers, and academic advisors.
Changes in Pre-Law Advising\textsuperscript{13,37}

Angela Gauthier, University of Oklahoma

The purpose of this session is to make advisors aware of what is happening in the legal world today. Pre-Law Advising is undergoing significant changes with the fluctuation of our economic and social realm. In this session we will discuss red-flag items you should be aware of before advising any student interested in law school: cost vs. benefit, changes in the job market, alternatives to law school, general advising tips, majors and minors/types of law (if that matters), and lively Q&A/discussion with the audience. The information in this presentation will be based upon my attendance at the Pre-law Advisors National Council (PLAN) Conference in Washington, D.C., a quadrennial event where all of the Pre-Law Advisors in the nation meet for a national conference. Seize another flag toward advising success!

What You Bring to the Table: Career Shifts into Advising From Other Fields\textsuperscript{2,34}

Nicole Green, University of Arkansas

Academic advisors go through a developmental process just as students do. During their time as new professionals they develop the beliefs and systems that guide their advising techniques. However, many advisors come to advising through other fields both in and out of higher education. Their time in those fields can help to shape their beliefs about education, counseling strategies, and student development theories. The purpose of this presentation is to explore, through discussion, the role that advisors’ past careers play in their development as advisors.

The Advising Life of a Student\textsuperscript{16,24}

Robert Garza & Katherine Beaumont-Doss, Palo Alto College

Palo Alto College’s approach to Academic Advising has First Time In College students contacted by their Advisor every two weeks during their first year of enrollment. Come join us in a discussion about how Palo Alto College developed a student success management program that facilitates successful academic advising from new student orientation to graduation.

When it's time to Change Your Tune: Advising Students out of a Major\textsuperscript{2,28}

Zoranna Jones & Aisha Torrey-Sawyer, Texas Christian University

Advising students from one major to another is a frequent challenge for advisors with heavy workloads. As more students are returning to college for what is perceived as a practical degree, the competitiveness of some majors are increasing, therefore creating a need to advise more students into their alternate areas of interest. With growing numbers and admissions to certain majors becoming more selective, coming up with an effective and efficient process is essential. Advisors from business and nursing will discuss a practical process to advising students out of their major.
Advising is not a profession...or is it?  

Jason Barkemeyer, University of Utah  

Is academic advising a profession? What skills can advisors learn on the job, which cannot? If advising were to become a recognized profession, what are the ramifications? Are you sure you are ready to work in a professionalized career field? In this session, presenters will facilitate a group discussion to explore topics pertaining to professionalizing the field of academic advising. Participants will be provided an opportunity to cast votes, discuss particular aspects of professionalization, and even debate this issue. Current research and journal articles will be utilized to guide the discussion. Additionally, the presenters plan to utilize this feedback to further their research relating to perceptions of academic advisors. Participants of this presentation will be instrumental in the continued investigation of this topic.
2013 NACADA Region 7 Award Winners

Excellence in Advising – Primary Role

Kathleen Kerr
University of Missouri

Excellence in Advising – Advising Administrator

Terry Forge
Rockhurst University

Excellence in Advising – Faculty Role

Dr. Dan Lineberger
Texas A & M University
<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
<th>Award</th>
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<tbody>
<tr>
<td>Mark Nelson</td>
<td>Kansas State University</td>
<td>Graduate Student Regional Conference Scholarship – Winner</td>
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<tr>
<td>Sarah McKay</td>
<td>University of Texas at Austin</td>
<td>Outstanding New Advising Award – Primary Advising Role – Cert. of Merit Recipient</td>
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<tr>
<td>Kelly Wood</td>
<td>Missouri State University</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Winner</td>
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<tr>
<td>Soyla Santos</td>
<td>University of Texas at Arlington</td>
<td>Wesley R. Habley NACADA Summer Institute Scholarship – Winner</td>
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<tr>
<td>Allison Todd</td>
<td>The University of Kansas</td>
<td>Graduate Student Regional Conference Scholarship – Winner</td>
</tr>
<tr>
<td>Annette Yancy</td>
<td>Louisiana State University</td>
<td>Outstanding Advising Award – Primary Advising Role – Winner</td>
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<tr>
<td>James Hinkson</td>
<td>University of Arkansas</td>
<td>Outstanding Advising Award – Primary Advising Role – Cert. of Merit Recipient</td>
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<tr>
<td>Dennis Veit</td>
<td>University of Texas at Arlington</td>
<td>Outstanding Advising Award – Primary Advising Role – Cert. of Merit Recipient</td>
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<tr>
<td>Garland Dunlap</td>
<td>Dallas Theological Seminary</td>
<td>Assessment Institute Scholarship – Winner</td>
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<tr>
<td>Trista Strauch</td>
<td>University of Missouri</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Cert. of Merit Recipient</td>
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<tr>
<td>Susan Klusmeier</td>
<td>University of Missouri</td>
<td>Outstanding Advising Award – Primary Advising Role – Cert. of Merit Recipient</td>
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<td>Christina Bowles</td>
<td>Missouri State University</td>
<td>Wesley R. Habley NACADA Summer Institute Scholarship – Winner</td>
</tr>
<tr>
<td>Allison Hoffmann</td>
<td>Northwest Missouri State University</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Winner</td>
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<tr>
<td>Amy Marie Aufdembrink</td>
<td>Missouri State University</td>
<td>Outstanding Advising Award – Primary Advising Role – Winner</td>
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<tr>
<td>Maleah Smith</td>
<td>Kansas State University</td>
<td>Graduate Student Annual Conference Scholarship Winner</td>
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<tr>
<td>Amy Finch</td>
<td>Fort Hays State University</td>
<td>Outstanding Advising Award – Faculty Academic Advising – Winner</td>
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<tr>
<td>Marilee Teasley</td>
<td>Missouri State University</td>
<td>Graduate Student Annual Conference Scholarship Winner</td>
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<tr>
<td>Susan Harkins</td>
<td>University of Texas at Austin</td>
<td>Outstanding Advising Program Award Winner</td>
</tr>
<tr>
<td>Chanell Goodright</td>
<td>Texas State University – San Marcos</td>
<td>Graduate Student Annual Conference Scholarship Winner</td>
</tr>
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NACADA Region 7 Steering Committee

The South - Central Region consists of the following states - Arkansas, Kansas, Louisiana, Missouri, Oklahoma, and Texas. The Region has one Regional Representative, and each state has a State Liaison to promote NACADA and academic advising within the region and state; please contact any individual on the Steering Committee for more information regarding state and/or regional information.

Patti Griffin, Region Chair, Fort Hays State University, pgriffin@fhsu.edu

Barbara Smith, 2013 Conference Co-Chair, University of Texas at San Antonio, barbara.smith@utsa.edu

Kathleen Ransleben, 2013 Conference Co-Chair, Texas State University-San Marcos, mh67@txstate.edu

Autumn Parker, Arkansas Liaison, University of Arkansas, Arkansas Advising Network (ARKAAN), AParker@walton.uark.edu

Currently vacant, Kansas Liaison, Kansas Academic Advising Network, (KAAN)

Barbara Michaelides, Louisiana Liaison, University of Louisiana - Monroe, Louisiana Academic Advising Association (LACADA), michaelides@ulm.edu

Joan Finder, Missouri Liaison, Webster, Missouri Academic Advising Association (MACADA), finderjb@webster.edu

Joyce Allman, Oklahoma Liaison, Oklahoma University, Oklahoma Academic Advising Association (OACADA), joyceallman@ou.edu

Laura Scott, Texas Liaison, Baylor University, Texas Academic Advising Network (TEXAAN), Laura_Scott@baylor.edu

Paula Aguilar, 2014 Conference Co-Chair, Webster University, aguilar@webster.edu

Monica Jones, 2014 Conference Co-Chair, Missouri State University, MonicaJones@MissouriState.edu
Six Flags, One Mission
Advising Success

NACADA Region 7 Conference Planning Committee

Co-Chairs:
Barbara Smith
Kathleen Ransleben

Proposal:
Billy Harris
Trina Menefee

Evaluations:
Chandra Bilson

Promotions and Marketing Chair
Ashley Ransom

Hospitality and Entertainment Chair
Mike Balog

Registration:
Ashley Hulme
Laura Scott

Program Scheduling Chair:
Carol Pollard

Volunteers:
Monica Glover

Exhibits:
April Lawver

Donations:
April Lawver
Roberto Gonzales

University of Texas at San Antonio
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Stephen F. Austin State University
Stephen F. Austin State University

Texas State University

Texas State University

Texas A&M University-San Antonio

Texas State University
Baylor University

University of North Texas

University of Texas at San Antonio

University of Texas at San Antonio

Alamo Colleges
The 2013 Missouri Academic Advising (MACADA) Conference will take place on Thursday and Friday, September 19th and 20th, 2013, at Camden on the Lake Spa & Yacht Club in Lake Ozark, Missouri. We are pleased to announce that the 2013 conference will feature a keynote address from Charlie Nutt, Executive Director of NACADA. A call for concurrent session proposals will be sent to MACADA members later this spring. Be sure to start thinking now about what your proposal will include! For additional information please visit http://macada.missouri.edu/events.html or contact Lori Sharp, MACADA Vice President for Programming, at sherrils@webster.edu.
Make plans to attend

TEXAAN 2014!

Join us in Waco, Texas in late February on the beautiful campus of

Baylor University

Please visit www.texaan.org for the latest

ARKAAN CONFERENCE

"Connecting • • •
the • • •
Dots"

Please mark your calendars and plan to join us for the Arkansas Academic Advising Network Conference at Hendrix College in Conway, Arkansas.

$50 Conference Fee includes lunch, keynote speaker, sessions, and ArkAAN membership for the year! Current full-time students not also employed full-time at an institution will have the option of only paying the $50 conference fee.

Questions? Contact Shane Barke,
president-elect, at sb2@uark.edu.

SAVE THE DATE

04/26/13
9:00am to 4:00pm
NACADA Resources—15% Discount

NACADA 2013 Regional Conference registrants may receive a 15% discount by entering 2013REG in your NACADA store shopping cart under the heading “Promotion Code” for each item ordered. This discount is available on select NACADA resources (includes monographs, books-P10 & P12, DVDs & CDs; excludes pocket guides, book-P08, Family Guides, packages, & shipping charges). Click on “Re-Calc” to assure that you receive the discount before clicking “Place My Order.”

Authorized by: Charlie Nutt, Executive Director

Expires: June 14, 2013

Not redeemable for cash.
Program Description:

SHSU offers an online MA in Higher Education Administration with a certificate in Academic Advising. The program is designed to improve career-related leadership skills for mid-level administrators in higher education institutions and provides enhanced training for academic advising professionals. Apply today and advance your career with SHSU.

Link Sentence:

For more information, please visit the MA in Higher Education Administration program website: http://www.shsu.edu/~grs_www/highereducationadministration.html.

Meet us in St. Louis for the 2014 Region 7 conference. Spring 2014.
Success Elevated: Greatest Advising on Earth

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Salt Palace Convention Center, Salt Lake City, UT
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