NACADA
The Global Community for Academic Advising

Lights, Camera, Action
Shining the spotlight on Academic Advising

Region 10 Conference
Albuquerque, New Mexico
February 28 – March 2, 2011
Sheraton Uptown Conference Center
Welcome Reception Speaker
Jenna Crabb

Jenna Crabb has been working in Student Affairs for the past 16 years. While a student at the University of New Mexico, Jenna worked in the residence hall system in many positions, each with increasing responsibility and expectations. After graduating with her bachelor's degree in Criminology and English, Jenna worked as a Human Resource Specialist at a residential treatment facility for at-risk youth. Yet, she missed the energy and vitality of a university setting. She took a position at Stephen F. Austin State University in Nacogdoches, Texas.

But, she missed UNM. After one year in Texas, Jenna returned to UNM to start her career and ultimately find her passion in Student Affairs. Jenna obtained her Master's degree in Counseling while working for six years as an Area Coordinator in the residence halls. During this time, she created and managed her own gift basket and corporate gift company. She is pursuing her doctorate in Counselor Education with an emphasis in Organizational Learning and Instructional Technologies. Presently she is working on her dissertation exploring passion in teaching. She is an adjunct faculty member at both UNM and New Mexico Highlands University where she teaches graduate level courses. Jenna is currently the Director for Career Services.

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Keynote Speaker
Dr. Eugene Padilla

Eugene A. Padilla is the Associate Vice President of Enrollment Management with Central New Mexico Community College. Prior to his employment as AVP, he spent 19 years as a Financial Aid Administrator, with the last 6 years as Director. Eugene graduated from the University of New Mexico with a Bachelor's Degree in Political Science and a Master's Degree in Organizational Management from the University of Phoenix. In 2007 Eugene received his Doctorate in Educational Administration from New Mexico State University.

Dr. Padilla has held many leadership positions at the College and in the State. As Director of Financial Aid, he served on the Board of Directors for the NM Association of Financial Aid Administrators for three years and the College Board. Dr. Padilla is a current advisory member for the Latin National Educational Services Center (LNESC) Advisory Committee. He leads two institute wide teams that will support and fulfill CNM's accreditation requirements. In addition, he oversees the Departments of Enrollment Services, Financial Aid, Assessment, Academic Advisement and the new "Contact Center."

As Associate Vice President of Enrollment Management, Eugene is a member of the President's Council and other college wide teams. His primary philosophy is to provide quality student support services both locally and from a distance to the students of CNM.
A Welcome Message from Region 10 Chair and Conference Co-Chairs

To All Our Region 10 Members and Advising Colleagues:

A warm and hopefully sunny welcome to Albuquerque and New Mexico, the Land of Enchantment! We are pleased to have you join us at the annual regional conference and hope that you glean as many new ideas as your mind can hold, new advising friends from the participating five states, a revitalization for your role as academic advisors, and a chance to experience some of the attractions and charms of the Albuquerque area.

Our theme, “Lights! Camera! Action! Shining the Spotlight on Academic Advising,” was chosen to reflect the commitment that the state has made to attract the film industry and to highlight the popular Interdisciplinary Film and Digital Media program at UNM. By virtue of attending the many concurrent sessions being offered, you will be able to see the “action” in academic advising on our college campuses, write “scripts” for success for students, give great “directions” to students for academic and career success, provide new methods of training and professional development to your “key grips” (advisors), and prepare students for “post production” (graduation). As a voting member of the Academy (NACADA Region 10), you will be able to vote for the session that will receive the Academy Award (Best of Region)!

Two representatives of NACADA will be joining us: Kazi Mamun is representing the Board from Region 9, and Maxine Coffey is representing the Executive Office. Be sure to say hello to them and thank them for attending. We appreciate the wit and wisdom of our two speakers, Ms. Jenna Crabb, Director of Career Services at UNM, and Dr. Eugene Padilla, Associate Vice President for Enrollment Management at Central New Mexico Community College and are glad they can join our “cast party.”

If you have questions or concerns during your conference stay, please talk to one of us or to any of the committee members – you will know them by the colored ribbon on the name tags.

We are thrilled you decided to join us and hope to meet many of you!

Sincerely,

Josie Gibson, Co-Chair
Janine Pacheco, Co-Chair
Deanna Sanchez-Mulcahy, Co-Chair
Patty Pedersen, Region 10 Chair
National NACADA Award Recipients

Winners
Skip Crownhart, Metropolitan State College of Denver - Denver, Colorado Leading Light
Aaron Garriss, Arizona State University - Tempe, Arizona Outstanding Advising - Primary Role Category
William Dyer, Arizona State University - Tempe, Arizona Outstanding New Advisor - Primary Role Category
Martha Whitaker, University of Arizona - Tucson, Arizona Outstanding New Advisor - Faculty Category
Yvonne Kobe, Utah State University - Logan, Utah Outstanding New Advisor - Primary Role Category

Certificates of Merit
Shelly Bacom, University of Colorado - Boulder, Colorado Outstanding Advising - Administrator Category
Michael Lynn, University of Colorado - Boulder, Colorado Outstanding Advising - Primary Role Category
Kristina Spaeth, University of Colorado - Boulder, Colorado Outstanding New Advisor - Primary Role Category
Jennifer Cubeta, University of Arizona - Tucson, Arizona Outstanding Advising - Primary Role Category
Susan Parkinson, Utah State University - Logan, Utah Outstanding Award - Primary Role Category
Martina Stewart, University of Utah - Salt Lake City, Utah Outstanding Advising - Primary Role Category

2010 Region 10 Scholarship Winner
Jessica Mahony, Arizona State University, Tempe, AZ
Heather Golden, the Women's College of the University of Denver

2010 Region 10 Conference Planning Committee
Co-Chair, Josie Gibson, University of New Mexico
Co-Chair, Deanna Sánchez-Mulcahy, University of New Mexico
Justine Adkisson, New Mexico State University
Shynoke Ortiz, University of New Mexico
Thomasina Ortiz-Gallegos, NM Highlands University
Chris Cavazos, Central New Mexico Community College
Yolanda Pacheco, Central New Mexico Community College

Co-Chair, Janine Pacheco, University of New Mexico
Avelina Martínez, University of New Mexico
Deborah Gouldsmith, New Mexico State University
Brian Johnson, New Mexico State University - Grants
Lucinda Conde, Metro State Denver
Crystal Lay, New Mexico State University

Region 10 Steering Committee
Region Chair: Patty Pedersen, Carbon County Higher Education Center
Arizona: Tania Sheldahl, Yavapai College
          Paula Fuhst, North Central University
Colorado: Blane Harding, Colorado State University - Fort Collins
          Nancy West, Front Range Community College
New Mexico: Janine Pacheco, University of New Mexico
          Brian Johnson, New Mexico State University - Grants
Utah: Patti Sanchez, Salt Lake Community College
      Dawn Chase, Utah Valley University
Wyoming: Becky Asplund, Western Wyoming Community College
         Jo Marie Paintin, University of Wyoming

~ Thank you ~
New Mexico Academic Advising Association
University of New Mexico School of Engineering
Connie Sanchez-Terry, UNM EU Correspondence Courses
Michael Mulcahy, Cover Logo/Design
Avelina Martínez, Program Design
National Board for Certified Counselors (NBCC)
All concurrent presentations are eligible for .75 Continuing Education Units for the National Board for Certified Counselors. Please be sure to pick up a NBCC form at the conference registration table. NBCC credits are being provided through NACADA, not the region.

*Be sure to have a conference co-chair sign your form before you leave on Wednesday, March 2!*

Please note: We will not be able to issue NBCC forms after the conference has ended.

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Monday, February 28
2:00 - 4:00 PM
Pre Conference Workshops

Student Motivation-Applying Instructional Models to Academic Advising
Wade Oliver
Utah Valley University
Ivory

Dr. John Keller, Florida State University, synthesized existing research on psychological motivation and created what is known as the ARCS instructional model. ARCS stands for Attention, Relevance, Confidence, and Satisfaction. This presentation will discuss, in a fun and informative way, how the ARCS model may be used to motivate students in advising situations. From the viewpoint that advising is teaching, specific suggestions and ideas will be presented along with the opportunity for further discussion about the numerous ways to apply each portion of the ARCS model.

Promoting Your Program: Marketing and PR Tips for Advisors
Vegor Pedersen
Utah Valley University
Wurlitzer

Advisors often fill the role as a program de facto PR/Marketing team. Faculty will ask us to help fill particular courses and administrators want us to increase participation in campus activities. As advisors we have our own messages that we would like to communicate to a wide audience. The assumption is that we "know students best" and so we should be able to communicate program messages effectively, but that isn't always true. This session will give you the tools to evaluate your messages, tweak them for your particular audience, and get them noticed by the right people. Go beyond the typical posters and ineffective Facebook pages and use the same tools advertisers use to get results.

4:15 - 5:15 PM

NACADA Orientation for First-Time Conference Attendees
Kazi Mamun, Board Representative & Maxine Coffey, Executive Office Representative & Patty Pederson, Region 10 Chair
Wurlitzer

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 Introduction 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.

5:30 - 6:30 PM

Welcome Reception
Roxy

6:30 PM

Dinner Group or Dinner on Your Own
Tuesday, March 1
7:00-8:00 AM Breakfast/Regional Business Meeting
Patty Pedersen
Wurlitzer/Regal

8:00-8:45 AM Concurrent Presentations

Lights, Camera, Action on Cochise Cats
JoAnne Ellsworth, Ben Packer, Tabitha Tebo
Cochise College and The University of Arizona-South
Regal

Cochise Cats is a collaborative program between Cochise College and The University of Arizona South (UA South). It is designed to provide services and information to assist students in obtaining an associate degree at Cochise College and seamless transfer to The University of Arizona South to obtain a bachelor degree. Cochise Cats helps students by providing co-advising, workshops, and a for credit preparation course. Participation as a Cochise Cats can begin as early as high school and continues throughout the degree seeking process. Participants in this presentation will learn about the creation process, initial launch, and the first year’s efforts and results.

Spotlight Your Flexibility Through Hybrid Advising
John Nilsson, Elizabeth Abbott, Libby Oberg, Mayumi Kasai
University of Utah
Baldwin

Do you ever wish you could work in a new environment by using your advising experiences but don’t want to give up the security of your current position in this uncertain economy? If so, try “hybrid” advising, where you can assist a different department with your specific area of expertise while learning new skills. In 2008, University College General Advising (UC) at the University of Utah created two pilot programs; 1) cross-training advisors at Preprofessional Office and UC, and 2) created two advisor positions in the College of Fine Arts partially sponsored by UC. In this workshop, participants will work in small groups under the guidance of the presenters to develop their own cross-training to take back to their campuses.

Humanities+: Practical Ways to Reform Humanities Advising in a Time of Crisis
Scott Sprenger, Dave Waddell, Paula Landon
Brigham Young University
Roxy

The Humanities are currently in a national crisis with SUNY Albany’s proposed closure of French, Russian, Theatre, and Classics being perhaps the most disturbing example. One of the main issues with humanities colleges is that, outside of teaching, editing, etc., they degrees do not lead to obvious jobs. In order to stop the migration of students to other fields strategic and practical measure need to be taken. In our presentation, we will present our new initiative called Humanities++; we will outline the measures and programs we have instituted and point to our successful outcomes.

“I Didn’t Know College Would Be Like This” -
Tools For New Advisors Working With First Generation College Students
Lynn Reed, Claire Ami
University of Denver and Community College of Denver
Wurlitzer

As new professionals enter the career of academic advising, how do new advisors navigate working with first generation students? Using a framework of appreciative advising and intrusive advising, this workshop will give educators some tools to get started. The four main elements of appreciative advising will be discussed along with the definition and elements with intrusive advising. A self assessment will be given at the end of the session and a resource will be offered to further support discussion of first generation students.
Tuesday March 1
9:00-9:45 AM Concurrent Presentations

Pulling Off the Band-Aid: Reframing Advisement from Crisis to Long-Term
Nicole Brody, Katie Scanlon
University of New Mexico
Regal

Often advisors find themselves advising in ‘band-aid’ mode – we are constantly trying to fix the latest crisis. Getting back to our original reasons for wanting to advise - to help students reach academic success and obtain a degree - is possible. Returning to this core purpose can be reinvigorating for us as advisors, and incredibly beneficial to the students we serve. This presentation will outline best practices for long-term advising, provide some background on why long-term advisement is important, and recommend tools that can be utilized to promote long-term thinking among students.

Creating a Blockbuster Advisement Center on a B-Movie Budget
Megan Conner, Nicole Capehart
University of New Mexico
Wurlitzer

Every time we turn on the TV, the radio, or even sign in to Facebook, we hear news of budget cuts, downsizing and limited resources. Advisement centers are being stretched thin by an increase in students and a decrease in resources. Under these circumstances, how can advisors not only meet expectations, but exceed them? This session will discuss how to effectively train staff with a limited budget, how to meet student needs with a limited staff, and how to utilize technology to achieve these goals. Participants will have the opportunity to learn tips, tricks, and best practices for maintaining a high standard of service even when faced with a department that is understaffed and underfunded.

Providing a Freshman Seminar Course for Non-Traditional Adult Learners
Vicky Pope
Utah State University
Roxy

Like most universities across the nation, Utah State University is experiencing substantial growth in the non-traditional, adult learner population. This presentation will begin with defining this student group and providing national data on recent growth. An overview of a new freshman seminar course intentionally designed for non-traditional learners will be presented. Additional new programs implemented at USU to meet the needs of these students will also be described. Discussion, feedback and sharing of ideas from attendees will be encouraged.

Ninth Moon: We Send Our Children Off To College
Joe Skenandore, Yolanda Pacheco, Dorothea Bluehorse, Daniel Colon
Central New Mexico Community College
Baldwin

Each year, in the ninth moon of our native calendar, we send our children off to college for the first time. As they enter this strange, new world, they leave an empty place in the family. What will happen at college? What can you expect? A guide for students and parents.

What can college offer for Native students? Discuss the Collaborative Native American Studies/Native American Student Services Model.

High school versus college: What Can I Expect? Explain the shift in responsibilities and its relation to the increased freedom experienced by the college student.

What you need to do to get started: Here you are, admitted and on campus for the first time— where do you start? A step-by-step guide.
Tuesday, March 1
10:15-11:00 AM Concurrent Presentations

Assessing Your Orientation Advising Program: Tips and Tricks
Ned Muhowich
Metropolitan State College of Denver
Wurlitzer

For many advising programs, new student orientation is the first, best, and sometimes last opportunity to have students' undivided attention. The temptation then is to give students everything they will need to be successful, all crammed into the one day or two days or week that you have them. The difficulty with this approach is a familiar one—they don't remember what we tell them! The goal of this presentation is to define a process for assessing the advising and registration portions of orientation, including defining goals and outcome and developing measures to assess the outcomes. Examples of implementation strategies will be provided from a variety of institutions, including the idea of an "extended" orientation.

Remastering the Traditional Business Degree: Advising Challenges and Opportunities
Emily Sutherland, Madelyn Becker
Arizona State University
Roxy

The W. P. Carey School of Business at Arizona State University is remastering the traditional business degree and the results are a success! In addition to seven traditional Bachelor of Science degrees, we have established six interdisciplinary Bachelor of Arts degrees which combine a high-caliber business education with courses outside of the business school. The objective of this session is to describe the challenges and opportunities our advising staff has encountered as a result of the establishment of these innovative programs. Challenges such as skyrocketing enrollment, limited course availability and incorrect perceptions regarding the new programs afforded our advisors opportunities to develop creative solutions as well as the privilege to collaborate with other colleges at the university.

Do I Have to See an Advisor Every Semester?
Nancy Plagge, Adam Black
Utah Valley University
Baldwin

Students with too many credits, without a degree, taking wrong courses and blaming...who? Staying in general education way too long and then failing to transition to a suitable degree. These questions caused Utah Valley University to reconsider the involvement of their general advisers in their advising roll. Intrusive holistic advising, which requires students to declare an exploratory track and meet with a designated adviser each semester to plan additional semesters, check academic success, and encourage career testing has made all the difference. Students are pleased, undeclared student numbers are dropping, and adviser have improved their quality of advising. Presentation includes discussion and sharing generated ideas.

Tuesday, March 1
11:15-12:00 Concurrent Presentations

First Generation College Student Advising Interest Group
Tanya Sell
University of Wyoming
Regal

This interest group identifies and addresses issues pertaining to first-generation (first gens) college students. Ongoing discussions focus on the definition of terms, ways of identifying first-generation students, and concerns particular to these students. Our title explains our focus but the issues are more complex than they may seem at first. First-gens are represented in virtually all areas of NACADA study but are not often studied in detail. What does it mean to be a first-generation student? How does one navigate the complexities of Academe with only limited family guidance and support? Is there financial support specifically for first-gens? What barriers do first-gens face that other students do not? Does first-gen status make a difference in academic success? This interest group welcomes your input.
Continued Tuesday, March 1 11:15-12:00 Concurrent Presentations

Directing a Large Cast of Players: Spotlighting Successful Group Advising Strategies
Emily Belnap, Landon Tooke, Sue Murle
Brigham Young University
Wurlitzer

Is your advising load high and your budget low? Wouldn't you love to disseminate critical information to students in a large forum rather than individually? Join us to learn some of the group advising strategies that have helped us accomplish this. Our practices in group advising are designed to shed light on the university experience for the new student through an innovative presentation and a major showcase. As students develop, we offer sessions to help them see their university experience through the camera lens of their chosen major and corresponding career options. Finally, we encourage action as we educate students on the graduation process through a graduation information session. We hope that our ideas will inspire a successful performance from your cast.

Writing for NACADA:
The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
Maxine Coffey, Executive Office Liaison
NACADA – Kansas State University
Roxy

There are many opportunities to write for NACADA. Articles authored 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, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs. Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

Assessment of Advising Hot Topics
Ned Muhovich
Metropolitan State College of Denver
Baldwin

This session is for those who are involved in assessment on their campuses to come hear about the current trends in the assessment of advising. Potential topics may include types and best practices in developing assessment instruments, defining program goals and outcomes, using data for program improvement and program justification. Feel free to bring specific assessment issues you are facing on your campus. The session will also serve as an informal networking opportunity to help connect assessment resources within Region 10.

12:15-1:30 PM Lunch/Welcome & Highlights from NACADA
Ambassador/Registry

Tuesday, March 1
1:30-2:15 PM Concurrent Presentations

Accepting Differences (Diversity) in Academic Advising
Dougherty Tsalabutie, Eddie Crank
University of New Mexico – Gallup
Wurlitzer

Advice is potentially harmful if the advisor does not bother to ascertain individual needs before dispensing advice based on “well-known” minority stereotypes or cultural factors. Advisors need to understand that if they want to embrace diversity, they must do so while understanding that each student is different regardless of their specific racial or ethnic groups. The crucial word is difference, since each student has unique needs. The word diversity often fails to highlight these different needs. Advisors need to embrace diversity while understanding that Native American, Hispanic, African American, and even White American students have individual needs. Therefore, the word diversity should be read to mean difference, rather than serve as a generic grouping for students who can be associated with specific minority groups.
CONTINUED Tuesday, March 1 1:30-2:15 PM Concurrent Presentations

Humor as a Tool for Advising Administrators
Peter Freitag, Shelly Bacon, Dan Turner, Laura Bonney
University of Colorado at Boulder

Roxy

Humor as a Tool for Advising Administrators: Laughter is the best medicine. Because they involve power differentials, interactions between administrators and advisors can be marked by tension; the same is true for those between administrators and students. That's why humor is an important weapon in the arsenal of advising administration. It can help us to defuse tense situations and, when used appropriately, turn a potentially angry person into a happy one. Besides, laughter is infectious; if we employ it well, perhaps our advisors will too in their exchanges with colleagues and with advisees. We will offer examples from our own experiences to highlight the variety of ways in which humor can be employed effectively and provide samples of written materials. We will also invite participants to share their own examples and ideas.

Shining a Spotlight on the Utah Valley University Academic Advisor Training and Certification Program
Wade Oliver
Utah Valley University

Baldwin

As a part of its commitment to first-rate academic advising, Utah Valley University has collaborated with training industry professionals to design and implement a thorough Academic Advisor Training and Certification program. The ultimate goal of the program is to support the success of students as they interact with advisors who are professionally trained, and engaged in continuous professional improvement.

This session will cover the events leading up to the program creation, the process used in creating the program, and an overview of the program requirements. While the content of the training and certification program will most certainly vary from institution to institution, the principles of development are applicable nearly anywhere. There will be ample time for discussion and to answer questions of session participants.

Tuesday, March 1
2:30-3:15 PM Concurrent Presentations

Empowering Non-Traditional Distance Students for Online Success
Fidel Torres, Roxanne Trujillo, Stephanie Heikkinen
University of New Mexico

Wurlitzer

In times of economic struggle, more and more students turn to college in order to update their academic credentials. And more often than not, Online education has become a key player in providing students access to higher education. Yet, it is often these non-traditional students who lack the requisite skill set to succeed in an environment that is new to them. Those who fail to find success are not only at risk of dropping out, often unnoticed, and accruing financial debt, but also of decreasing their ability to feel confident in pursuing future academic goals.

In this group discussion we will share what the University of New Mexico's Statewide Center Advisors are doing to better prepare and empower our non-traditional students for success in the online classroom.

Deciding on Law: A Guide for All Advisors
Amy Urbanek
University of Utah

Roxy

Students from all majors attend law school, so any advisor could find him or herself faced with students who are trying to decide if law is right for them. This presentation will provide information, insight, and tools, gained from my 10 years of prelaw advising, that all advisors can use to help students decide if law is the correct path for them.
"No Country for Old Advisors"
R. Scott Johnson
University of Arizona
Baldwin

In the changing landscape of the West, err, higher education, academic advisors encounter ever changing issues and students. It may appear that the bandits (read: students) not only defy the law (read: institutional policy and practice) but embrace their inner outlaw!

Looking at trends shaping higher education and differences in characteristics of today's college students, this session asks: As students and the world around changes, do advisors acknowledge and adapt, or operate as usual possibly missing opportunities for more meaningful connections with students?

Participants will, through response and reflection, examine their own advising behaviors and how they may complement or conflict with today's college students. Participants will also leave with a clearer sense of who they are as advisors and strategies for establishing stronger advisor-advisee relationships.

Tuesday, March 1
3:30-4:15 PM Concurrent Presentations

Advising Veteran Students
Steve Johnson
Utah State University
Wurlitzer

To effectively accommodate veterans on college campuses, advisors need to understand the challenges of this increasing student population. Veterans are generally more disciplined, motivated, and committed to completing their education than the normal student. Challenges include:

1. Change of identity, culture shock and hostility
2. Residual physical and mental effects of active combat
3. Mastering the level of college learning skills

Returning veterans experience the range of emotions from relief and excitement to confusion, distress, mood swings and anger. We must be prepared to know what to do and where we can refer them for assistance.

Advisors are often the first to interact with veterans. Knowing about GI benefits and their options are necessary. Empathy, awareness, positive attitudes, and healthy learning strategies improve the transition for veterans to successfully navigate and complete their college education.

"Line Please?" - Communicating Clear Messages to Students
Lindsay Fullerton
Southern Utah University
Regal

At Southern Utah University we use a developmental advising approach wherein the student is responsible to learn the information and become more self-sufficient. We do not however train advisers on how to talk to students in a way to build a positive relationship while holding them accountable to learn the information. Sometimes the advisers who get the most positive reviews are the ones who do the work for the students. How do we get the students to understand and appreciate the process of advising without doing the work for them? This session is designed to give key phrases and ideas for communicating autonomy and responsibility for students' decisions and actions. We will discuss approaches, options for decisions, and ways to enhance the advising setting to accomplish advising goals.
**Student Employee Training: Your Actions Help Them Shine!**  
David Kaiser, Marie Whitaker  
*Brigham Young University*  
**Baldwin**

Most collegiate advising settings will employ students in some capacity. To maximize the efficiency and effectiveness of our advising operations, student employee training is critical. This presentation will present a unique student employee training program.  
The objectives of this presentation are to share an advisement student employee training program that addresses the following:  
- Customer service standards  
- Team building / cross-training  
- Individual area training  
- Professional/personal development of the individual student

Optimizing this training has significant benefits. There is increased effectiveness of our advising operations, and we help students be better prepared for their future. The student employee training used by several advising entities at BYU is shared in hope of providing useful information and insights that will be of benefit to our advising colleagues.

**Tuesday, March 1**  
**4:30-5:30 PM State Meetings**

**New Mexico/NM Academic Advising Association**  
**Regal**  
**Arizona**  
**Wurlitzer**  
**Colorado/Wyoming**  
**Roxy**  
**Utah**  
**Baldwin**

**5:30 PM - Dinner Group or Dinner on Your Own**

**Wednesday, March 2**  
**7:30-8:30 AM Breakfast**  
**Ambassador**

**8:30-9:15 AM Concurrent Presentations**

**One Production - Many Producers and Directors:**  
**A Collaborative Model of Orientation, Advising and Student Success Programs**  
Cindy Anderson, Denny Boyd, Tim Bond, Patti Lohman, Ned Muhovich, Mary Lou Van Voorhis  
*Metropolitan State College of Denver*  
**Wurlitzer**

How do we best serve our students at a large urban campus? Through cooperation between offices in Academic Affairs and Student Services, we strive to provide our students the best information and most effective tools to support them in achieving their academic goals. We will demonstrate our collaborative model and provide examples of how we have brought the separate divisions and offices together by using technology, effective communication, and consistent messaging.
**From Screenplay to Action: How to Respond to Student Needs**
Gregoria Cavazos  
*University of New Mexico*

**Roxy**

This session will provide an overview of developmental and appreciative advising theories as they relate to student responses to program advisement assessments. Once assessment data is collected, the hardest part becomes knowing what to do with it. The initial process of how to collect and evaluate student survey and focus group responses will be discussed. Participants will be offered examples of the first steps towards implementation or redesign of program advisement services. Through comparison of student responses and developmental advisement theories, methods of program implementation will be discussed, as well as how advisors can determine student want versus student need in program advisement.

**Behind the Scenes: Advisors as Partners in Program Formation**
Mika Galiiee-Belfer, Russel Potter  
*University of Arizona*

**Baldwin**

In times marked by economic constrain and a focus on collaboration in higher education, the role of academic advisors in program development is ripe for exploration. This presentation examines the introduction of new majors at a large research university, with a spotlight on the contributions that advisors were able (or unable) to make in their creation. In particular, we focus on how, when, and if advisor input was solicited, and how the inclusion or exclusion of advisors from important decision-making impacted their professional roles and sense of job satisfaction. The session concludes with recommendations for advisors and higher education administrators on the role that advisors can and/or should play in the creation of new academic offerings.

**Isn’t It OUR Job?**
Cameron Langner, Julie Bustamante  
*University of New Mexico*

**Registry**

If you were told that 27% of your students were failing, wouldn’t you want to know why? Might you seek out options to help them succeed? Might you solicit the input from your peers? Currently, 27% of 982 transfer students (2 year transfers) are either on academic probation or suspension. That is nearly 1 in 3 of our transfer students that are falling behind. What can be done to help these students? Is there a best practice? Are there initiatives that don’t require fiscal resources (as they are nonexistent in our current economic situation) but are working? Let’s talk and see how we can help these students! Maybe dialogue will lead to a creative and successful solution! Every student counts!

**Undecided Twenty-Somethings: Contributing Factors and Developmental Approaches**
Sarah Rollo  
*University of Utah*

**Wurlitzer**

Lack of commitment to a major might stem from a stage in the developmental processes of students in their early twenties. Dr. Jeffrey Jensen Arnett at Clark University has gathered research that sheds light on key factors to understanding how college students think and make decisions. Working with undecided students is a developmental process and if advisors understand the current trend and emerging evidence of a new developmental stage we can teach students how to navigate "emerging adulthood" (Henig, 2010). Understanding how the current social and economic climate affects the decision making strategies of these students will aid advisors in understanding how to help them achieve success in higher education. These goals will be achieved through discussion of developmental theories and research that addresses needs of undecided students.
Continued Wednesday, March 2 9:30-10:15 AM Concurrent Presentation

Online Advising Course: Leveraging Technology to Minimize the Impact of Budget Cuts
Ann Murphy, Regina Presley, Alysyn Middleton
Metropolitan State College of Denver
Roxy

As the School of Business at Metropolitan State College of Denver was faced with a hiring freeze and limited advising resources, it became increasingly important to come up with a unique and creative way to cover the need for timely, consistent and accurate advising. Utilizing the Blackboard learning system, the current technology used by the campus for course program delivery, the online advising taskforce integrated advising into an online student learning process. This online advising course has proven to be a cost efficient model for providing students relevant information regarding college policies, program planning and graduation requirements. This presentation will describe the development, implementation and assessment of the online program that was piloted with 296 Business majors during the Fall 2010 semester.

Stepping into the Spotlight: Encouraging Students to Advocate for Academic & Personal Success
Carmen Madrid, Marisa Ligons, Heather Golden
Women’s College of University of Denver
Baldwin

As an institution for adult learners, The Women’s College of the University of Denver has invested much time and effort to foster student success. In 2009, the advising staff realized that many students came into the college underprepared or apprehensive to starting a degree program while employed and raising a family. Many students were returning to college after 10, 15, or maybe 20 years while others may have had some college experience or a recent high school diploma. To support their needs, the staff created the Emerging Scholars Program to enhance previously learned skills and to teach techniques for academic success.

Wednesday, March 2
10:30-11:15 AM Concurrent Presentation

College Bound – Are You Ready to Matriculate?
Dougherty Tsalabutie
University of New Mexico – Gallup
Ambassador

What does the word “matriculate” mean? It’s an 8th grade word meaning: to enroll as a member of a body and esp. of college or university. Ninety-nine percent of the time, people don’t know what that word means and generally, ninety-nine percent of the time, students have no clue to transitioning to college. This session focuses on student recruitment and the presenter’s own insight of ‘going to college’ with the use of an effective newsletter, participants will develop their own newsletter to help with future recruitment.

Ready, Set, Transfer: Improving Transfer and Articulation Rates From 2-Year to 4-Year Institutions
Cindy Shue, Diana Torrez
University of New Mexico – Valencia
Wurlitzer

Minority, low-income, first generation students traditionally have many barriers to overcome in the attainment of a college degree. Family and work responsibilities, limited financial resources, and a lack of professional role models create obstacles for underrepresented populations. This session will provide an overview of a model transfer/mentorship program designed to assist students with the transfer process and improve the rate of students attaining bachelor degrees. Examples will be given to show how rural, underrepresented students have successfully transferred to a large, urban university.
CONTINUED Wednesday, March 2 10:30-11:15 AM Concurrent Presentations

Becoming a Star Advisor: The Importance of Walking the Red Carpet of Cultural Competence
Hollie Constant
University of New Mexico - School of Medicine
Roxy

In the variety of capacities that a student advisor works, serving as a guide and resource for students to achieve their academic goals is of utmost importance. In order to serve effectively, advisors must work to create trusting relationships with their students in an environment of comfort and understanding.

However, there are many barriers that face advisors in developing trusting, quality relationships with students of unique and diverse backgrounds. Understanding cultural differences through awareness and knowledge will help advisors to gain the skills and respect necessary to provide culturally competent advisement for all students, regardless of their background. In providing culturally competent advisement, professionals will be better able to relate to and understand their students, and thus be able to provide appropriate and insightful academic guidance.

The Green Screen - Doing More with Less
Zane Shewalter, Ian Wischmeier, Sara Cobb
Northern Arizona University
Baldwin

Green screen technology makes us gasp at the beauty of an imagined world like that in Avatar and laugh out loud as Forest Gump tells the real John F. Kennedy, "I gotta pee." While the green screen can make the impossible possible, it also reduces costs related to travel, sets, and extras.

Northern Arizona University's advising community has leveraged technology to augment advising. This session will discuss a suite of technologies that have been used to improve student access to services, increase the number and quality of personalized, developmental advising sessions, and maximize limited resources. Participants will be led in brainstorming and identifying new and existing technologies that could be used to "do more with less" in a time of shrinking budgets and reduced personnel.

Wednesday, March 2 11:30-12:00 PM

Closing Session, Giveaways
Patty Pedersen
Ambassador

Thank you for your participation

Facilities Plan
## REGION 10 Conference At a Glance
### Monday, February 28

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>2:00-4:00 PM</td>
<td>Registration</td>
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<tr>
<td>4:15-5:15 PM</td>
<td>Student Motivation – Applying Instructional Models for Academic Advising</td>
</tr>
<tr>
<td>5:30-6:30 PM</td>
<td>NACADA Orientation for First-Time Conference Attendees&lt;br&gt;Pedersen, Coffey, Mamun&lt;br&gt;Wurlitzer&lt;br&gt;Welcome Reception&lt;br&gt;Speaker: Jenna Crabb, Director of Career Services, University of New Mexico&lt;br&gt;Roxy&lt;br&gt;Dinner on your own or Sign up for a Dinner Group</td>
</tr>
<tr>
<td>7:00-8:00 AM</td>
<td>Registration 7:00a-12:30p Briarcliff 500&lt;br&gt;&lt;br&gt;Breakfast/Regional Business Meeting&lt;br&gt;Patti Pedersen&lt;br&gt;Wurlitzer/Regal</td>
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<tr>
<td>8:00-8:45 AM</td>
<td>Lights, Camera, Action on Cochise Cats&lt;br&gt;Elsworth, Parke, Tebo&lt;br&gt;Regal&lt;br&gt;“I Didn’t Know College Would Be Like This” Tools For New Advisors Working With First Generation College Students&lt;br&gt;Reed, Ami&lt;br&gt;Wurlitzer</td>
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<td>Spotlight Your Flexibility&lt;br&gt;Nilsen, Abbott, Oberg, Kasai&lt;br&gt;Baldwin</td>
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<tr>
<td>8:00-8:45 AM</td>
<td>Ninth Moon: We Send Our Children Off To College&lt;br&gt;Skenandore, Pacheco, Bluehorse, Colon&lt;br&gt;Baldwin</td>
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<td>Assessing Your Orientation Advising Program: Tips and Tricks&lt;br&gt;Muhovitch&lt;br&gt;Wurlitzer</td>
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<td>First Generation College Student Interest Group&lt;br&gt;Sell&lt;br&gt;Regal&lt;br&gt;Directing a Large Cast of Players: Spotlighting Successful Group Advising Strategies&lt;br&gt;Belnap, Tooke, Murie&lt;br&gt;Wurlitzer</td>
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<td>LUNCH / WELCOME &amp; HIGHLIGHTS FROM NACADA&lt;br&gt;Kaz Mamun, Board Representative; Maxine Coffey, Executive Office Representative&lt;br&gt;Speaker: Dr. Eugene Podilla, AVP Enrollment Management, Central New Mexico Community College&lt;br&gt;Ambassador/Registy</td>
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<td>Accepting Differences (Diversity) in Academic Advising&lt;br&gt;Taube, B. Crank&lt;br&gt;Wurlitzer</td>
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<td>2:30-3:15 PM</td>
<td>Empowering Non-Traditional Distance Students for Online Success&lt;br&gt;Torres, Trujillo, Helikin&lt;br&gt;Wurlitzer</td>
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<td>Advising Veteran Students&lt;br&gt;Johnson&lt;br&gt;Wurlitzer</td>
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<td>Many Producers and Directors: A Collaborative Model of Orientation, Advising and Student Success Programs&lt;br&gt;Anderson, Bond, Boyd, Lohman, Muhovich, Van Voorhis&lt;br&gt;Wurlitzer</td>
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<td>9:30-10:15 AM</td>
<td>Isn’t IT OUR Job? Langner, Bustamante&lt;br&gt;Registry</td>
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Thank you for attending REGION 10 Conference and visiting the Land of Enchantment.