ADVISING ON THE ROCKS!

February 29 - March 2, 2012 • Provo, UT
Welcome to the NACADA Region X Conference • Provo, UT
February 29th – March 2nd

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# Conference At A Glance

## Wednesday February 29

<table>
<thead>
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<tr>
<td>9:00 AM - 9:00 PM</td>
<td>Registration</td>
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<td>12:00 PM - 1:50 PM</td>
<td>Preconference Sessions</td>
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<td>2:00 PM - 3:50 PM</td>
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<td>4:00 PM - 4:50 PM</td>
<td>NACADA Orientation for First Time Conference Attendees</td>
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<td>5:30 PM - 7:00 PM</td>
<td>Dinner on your own</td>
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<td>7:00 PM - 8:30 PM</td>
<td>Welcome Reception</td>
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## Thursday March 1

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<tr>
<td>7:00 AM - 12:00 PM</td>
<td>Registration</td>
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<tr>
<td>7:30 AM - 9:00 AM</td>
<td>Breakfast &amp; NACADA Welcome</td>
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<tr>
<td>12:00 PM - 1:45 PM</td>
<td>Buffet &amp; Networking Lunch</td>
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<td>Dinner on your own</td>
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## Friday March 2

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<td>Concurrent Sessions #8</td>
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<td>Concurrent Sessions #9</td>
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12 PM Conference ends...See you next year!
PRECONFERENCE WORKSHOPS
WEDNESDAY FEBRUARY 29

12:00 PM – 1:50 PM

BIRCH
Student Motivation-Applying Instructional Models to Academic Advising
Wade Oliver
Utah Valley University
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 how to best apply each portion of the ARCS model.

2:00 PM – 3:50 PM

BIRCH
Making Your Mark-Entering the Advising Profession
Joseph Davis
Arizona State University
This session is intended for new advising professionals as they prepare for entering the academic advising community and profession. In this session, the ins and outs of the job search will be covered with extra tips to help you shine throughout your journey. Particular attention will be provided to resumes, cover letters, networking, and interviews. However, getting the position is only half of the fun! Join us as we discuss ways to excel during the first years in your new position with a focus on self-care, professional development, and making your mark!

CEDAR
Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse, NACADA monographs, books and blogs
Sharon Aiken-Wisniewski
University of Utah
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, dvds, 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.

**4:00 PM – 4:50 PM**

BIRCH

**NACADA Orientation for First Time Attendees**

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.

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**THURSDAY MARCH 1**

**Buffet Breakfast and NACADA Welcome** 7:30 AM – 9:00 AM

ARCHES/CANYON

**Session 1** 9:00 AM – 9:50 AM

**ASPIN ROOM**

**Preparedness of College Freshmen for Academic Success: The Implementation of an Advisor Taught First Year Colloquium**

Allison Ewing-Cooper, Meredith Parker

*University of Arizona*

The purpose of this presentation is to report data from a study assessing the preparedness of college freshmen to succeed academically and whether a first year colloquium taught by academic advisors positively influences students' perceptions of preparedness. Pre- and post-test results will be compared before and after the students take the first year colloquium. The colloquium was designed by academic advisors, in consultation with faculty, to target the skills students need to be successful in their major and throughout their college careers. Topics include careers in the chosen major, professional communication, registration readiness, and problem-solving.
BIRCH ROOM
A Student Satisfaction Survey Method that Works: Administrator and Advisor Perspectives
Stacey Lippert, Emily Evans
Arizona State University
How effective are you as an advisor or advising team? Are your students satisfied with your advising services and staff? Do you feel appreciated for your successes? The W. P. Carey School of Business at Arizona State University developed technology to address these questions. Our evaluation tool ties student feedback to advising appointments and walk-ins, providing timely and measurable data for individual advisors, administrators, and the team. Benefits include refocusing on developmental advising, increasing student satisfaction, and promoting growth, motivation, and recognition of our advisors. We’ll share how we implemented this simple and effective process and alleviated fears and misconceptions about evaluation. If your goal is to advance your advising or reenergize your team, assessment may be the key!

CEDAR ROOM
Charting the Rocky Terrain When Working with Students with Obsessive Compulsive and Asperger’s Disorder. Thoughts, discussion and suggestions for best practices
Julie Preece, Ron Chapman, Norman Roberts
Brigham Young University
With an increase of students with psychological disorders attending institutions of higher education in increasing numbers it is more than conceivable that academic advisors are meeting and working with students with disorders such as Obsessive Compulsive Disorder and Asperger’s Disorder. How should advisors accommodate students with these disorders both in the office and classroom? We will examine through video role plays best practices when advising these students.

Session 2 10:00 AM – 10:50 AM

ASPEN ROOM
The Narrative Imperative: How a Better Story Builds a Better Program
C. Vegor Pedersen
Utah Valley University
Advertisers, movie moguls and the media often captivate our attention with stories, but storytelling can also be one of the most effective ways to make a message resonate with students. The examples advisors share of past successes and missteps help students visualize their own paths to graduation and beyond. This presentation imparts some of the theories and skills used by journalists and
filmmakers as they spin yarns. Learn about the power that narratives have in our lives, and how a good tale can make for an amazing advisement session. Attendees will engage in a new model that uses narratives for everything from program building to career development and even as an effective method for reaching at-risk students.

BIRCH ROOM

Intrusive Advising: Knowing When to Intervene, and When to Stand Back
Stephanie Hamblin, Krystin Deschamps
Utah State University
Advisors are the key to helping undecided students, as well as those who have been reinstated, to become successful. These students may feel lost, whether they can admit it or not. Some have not confronted what leads them to struggle, and have unrealistic expectations about academic and career goals. Intrusive advising can guide these students to success, but understanding when to conduct deeply intrusive advising, and when a hands-off approach may be more empowering for a student, can be confusing for advisors. The presenters will share their experiences, and offer case studies so that attendees will be able to hone their intuitive intrusive advising styles. They will share recent research, discuss roadblocks and rewards of intrusive advising. The session will be interactive.

CEDAR ROOM

Advisor Success Model: How to Assess your Performance Level and Be Happier as an Advisor
Melanie Burton, W. Kerry Hammock
Brigham Young University
Advisors work hard and often experience stress and burnout. Advisors seldom take time to assess how their jobs contribute to overall happiness. Using the Advisor Success Model, adapted from the Student Success Model, this presentation will give advisors a chance to examine their performance and understand how to view their positions in terms of increasing their personal happiness. This will be a hands-on session where advisors apply the model using a simple assessment tool. Whether advisors choose to share their feelings about their positions or listen to other advisors and make meaning or their own experience on a more personal level, this session should provide a unique opportunity to further appreciate what you do as meaningful work.
Session 3  11:00 AM – 11:50 AM

ASPEN ROOM
An Invisible Population: College Students Coming from the Foster Care System
Christina Bluck
Northern Arizona University
Every fall thousands of youth who have grown up in foster care start college. Many do not realize that these students, who are often invisible, are on our campuses and in our advising offices. However, they are one of the minority groups that are most needing our support and mentoring. This presentation, with the help of multimedia clips, will provide participants the opportunity to learn about the foster care system, the needs of these students, and how to assist them in the academic advising setting.

BIRCH ROOM
Interventions from the Start: Using Technology to Reach Pre-Professional Students
Andrea Kasiuba
New Mexico State University
Jamie Thomas
Dona Ana Community College
Reaching students for advising through information technology has become the preferred method of communication for many students in higher education today. Through portals such as non-academic Blackboard sites, email listservs, student forums, and online orientations, pre-professional students can access accurate and current program information. Students who use these technologies to their benefit are able to network with other students and administrators. Technology is especially important for advisors in reaching pre-professional students in competitive majors because program deadlines, clinical clearance requirements, and testing requirements need to be met in a timely and efficient matter. The use of technology in higher education has been commonplace for many years; as technology continues to improve the benefit and outcomes to students are limitless.

CEDAR ROOM
Dude, advise me! Engaging Others with an Attitude of Service
Wade Oliver
Utah Valley University
Advisors are constantly faced with situations that require the utmost skill, tact and diplomacy. How we choose to respond to these situations is directly linked to the choices we make regarding our attitude. An individual with a proper atti-
tude sees and finds opportunities for success while others may not. This presenta-
tion will discuss, in a fun way, how having an attitude of service is linked with
success. Examples will be shared as well as a number of suggestions to help us
fine-tune our attitude and create a winning situation for the student, advisor and
the institution.

Buffet and Networking Lunch  12:00 PM – 1:45 PM

ARCHES/CANYON
Eighteen volunteers from Universities throughout the region 10 area will be
facilitating discussions around chosen topics during lunch. We have selected
9 topics, 2 tables per topic, from pre-defined commission and interest groups
found on the national NACADA website, and have paired current professionals
with a topic based on their area of expertise or interest. We hope NACADA par-
ticipants will connect with professionals throughout the region 10 area that work
in related fields and create relationships with colleagues that can help each of us
grow as advising professionals. Discussion topics:

Positivity in the Workplace  Advising Graduate and Professional Students
Appreciative Advising  Personal/Professional Development
Career Decision Making Models  Advising Transfer Students
Multicultural Concerns  Academic Standards
Science, Technology, Engineering, Math (STEM)

Session 4  2:00 PM – 2:50 PM

ASPEN ROOM
When Morale is On the Rocks, Reach New Heights with an Ascendant
Retreat!
Tammy Allison, Sara Yerger
University of Arizona
Ever feel that your department is disconnected from the broader institution you
serve? Or that the hard work you’re doing is not always recognized by others in
the campus community? Or that there are great opportunities for collaboration
that you may be missing out on? In this session, we present our experiences with
a staff retreat intended to re-examine our own mission and philosophy while
making campus connections, increasing our visibility, and fostering campus
relationships, all while learning more about each other and our own departmen-
tal strengths. Participants in this interactive session will hear of the innovative
strategies we implemented, and will leave our session with resources to create a
low-cost, custom-designed retreat (advance?!) for their own departments.
BIRCH ROOM

Reaching the Peak in Social Media: How a Team of Students Can Make a College Rock!
Darlene Willey
Brigham Young University

So many possibilities with technology, so many great ideas...but how to implement them all? With the work you already do, is there really time to learn it all? Maybe you should hire a marketing team! The College of Physical and Mathematical Sciences at BYU has assembled a marketing team comprised of student employees. These students take the roles of project managers, creative directors, graphic designers, writers, and editors. Among their many projects, they have developed videos, Facebook and Twitter pages, brochures, websites, newsletters, and more. Come and learn what this extraordinary team has accomplished so far and how you can create your own team so that you can make your college rock!

Session 5 3:00 PM – 3:50 PM

ASPEN ROOM

Mentoring Legacies: Theory that Guides Meaningful Mentoring for Students of Color
Amy Bergerson, Karleton Munn
University of Utah

This session focuses on mentoring legacies – the impact of one’s mentoring on future generations of students. The presenters in this session describe the mentoring of one graduate student and illustrate how that mentoring shapes this student’s practice as he develops mentoring relationships with undergraduate students both as an advisor and instructor. The presenters employ Nel Noddings’ (2005) ethic of care and the concept of cultural relevance (Ladson-Billings, 2006) to provide a conceptual framework for their mentoring practice. Interactions with session participants will allow the group to develop strategies for establishing their own meaningful mentoring relationships with students.

BIRCH ROOM

Building Bridges: Encouraging Advisor Communication between a Community College and a University
Ann Parker, Bess Ecelbarger
University of Arizona
Rebecca Safford
Pima Community College

Although the University of Arizona and Pima Community College are both located in Tucson, it’s often difficult to share information between the two institutions. Pima consists of six different campuses, each housing a Student Services
Center that provides holistic admissions, registration, advising, assessment, and financial aid resources. The UA has multiple college advising offices, each with its own structure and expectations of transfer students. The two institutions have developed a variety of methods to ensure that advising staff can provide accurate transfer information to students. In this presentation, we will discuss these methods that include Transfer Strategies classes; state-wide resources; campus visits; major fairs; and an advising Colloquium where advisors from both institutions are invited to share ideas and best practices.

CEDAR ROOM
Advising... A Research Focus Group
Anna Adams, Jason Barkemeyer, Joshua Larson, Sharon Aiken-Wisniewski
University of Utah
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.

Session 6 4:00 PM – 4:50 PM
ARCHES/CANYON
Region Business Meeting

FRIDAY MARCH 2

Session 7 9:00 AM – 9:50 AM
ASPEN ROOM
Tools for Advisors to Explore Peaks and Valleys: Incorporating College Student Development Theories into Advising Practice
Sharon Aiken-Wisniewski, Jennifer Wozab, Anita Kiteau
University of Utah
Why do students behave in certain ways during their undergraduate experiences? Are there patterns that would offer holistic guidance as advisors engage these students? These questions and many more can be answered through examining
theories from the field of college student development. Scholars such as Chickering, Baxter-Magolda, and Helms offer insight through theories. From their scholarship, the practice of advising has tools that impact the student experience. This session will explore college student development through specific theories. Then advisors will engage with these theories through scenarios to promote understanding. Finally, the presentation will conclude with resources to encourage practice that is grounded in theory.

BIRCH ROOM
Helping Students Traverse the Great Unknown: Anchoring a Perfect Major Fair
Sara Yerger, Tammy Allison
University of Arizona
Many students enter college undecided as to their major, while others decide to change their major one or more times throughout their undergraduate careers. Either way, providing well-considered and effective major exploration opportunities are essential to helping students find their major “match.” This presentation presents information on an innovative Major Fair intended to help students effectively explore their academic options at a large university. In this session, we present both practical and pedagogical suggestions for a dynamic and robust event. We share ideas on how to prepare students, how to structure the space, and how to gather meaningful feedback from participants. We conclude with best practices for advisors to consider for their own institutions.

CEDAR ROOM
Does Your Bucket Runneth Over?
Laura McCullough, Audrey Thrasher
Utah Valley University
9 out of 10 people are more productive when they’re around positive people. 65% of Americans received no recognition in the workplace last year. Negative employees can scare off every customer they speak with – for good. Extending longevity: Increasing positive emotions could lengthen life span by 10 years. Interested in promoting a more positive environment? Join us for a motivational presentation based on the book “How Full Is Your Bucket?”, coauthored by Donald O. Clifton Ph.D. (creator of StrengthFinder®) and Tom Rath. This book is supported by over 50 years of research and was written to help individuals increase positive moments in their work and personal lives. This presentation will include group discussion, theoretical foundations, and application ideas for your return to the office.
Session 3  10:00 AM – 10:50 AM

BIRCH ROOM
Understanding the Medicine Wheel: A Whole Student Approach to Advising Native American and Alaskan Native Students
Katie Nester, Elizabeth Perrault
Fort Lewis College
The whole student approach to advising posits that meaningful, effective advising occurs when all the many facets of a student’s life are considered and integrated into academic success planning. This orientation may be particularly salient for advisors working with Native American students, whose families, cultural traditions, and expectations of college may be unique compared with their peers. This presentation will explain how advisors at Fort Lewis College, a residential public liberal arts college with a 22% Native American student population utilize a whole-student advising approach. We will describe the ways that we have developed and institutionalized support services for our Native students and discuss directions for future growth.

CEDAR ROOM
Enhancing Advising Impact on Student Retention
Steve Johnson, Susan Parkinson
Utah State University
Student retention is an outcome of what we do. Empirical data of “What makes students stay” ranks the highest response as “caring faculty and staff.” Active involvement of advisors with students is a significant factor in student retention. Effective use of student data for advising is critical for student retention efforts. Success can be enhanced by developing strategies for sharing, utilizing, and analyzing student tracking data. Robust data and analysis can directly impact the deployment of advising resources in retention efforts. Developmental academic advising programs using student tracking data help students see “connections” between their present academic experience and their future life plans. Students are more likely to be retained and successful if they have a clear path with courses to achieve their objectives.

Session 9  11:00 AM – 11:50 AM

ASPEN ROOM
A Conversation with NACADA Leadership & Executive Office Representative
This informal discussion provides a forum for attendees to visit with NACADA Leaders regarding the Association’s many initiatives and programs, leadership opportunities, and gives participants an opportunity to provide feedback and ask questions.
BIRCH ROOM
Stranded, Suspended and Ready to Jump Off the Rocks-Option 3 to the Rescue. What happens when students who earn academic suspension or dismissal are NOT required to leave the university? A study into the Option 3 program and what happened to those who remained.
Julie Preece, Cynthia Wong, Nathan Walch, Irene Windham, Ron Chapman
Brigham Young University
Institutions of higher education have students who earn academic suspension/dismissal. Typically these students are asked to leave the institution for variable amounts of time. Due to time constraints in informing students of the change in their academic status, one institution instigated the “Option 3” program for two consecutive fall semesters. The academic progress of two cohorts of the “Option 3” program were tracked for the year following the cohorts’ participation. Results and lessons learned will be discussed and implication for academic practices will be shared.

CEDAR ROOM
Advising is not a Profession...Or is it?
Anna Adams, Jason Barkemeyer, Joshua Larson, Sharon Aiken-Wisniewski
University of Utah
Is academic advising a profession? Which 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.