Program Schedule

National Academic Advising Association
Northeast Region One
27th Annual Conference
Burlington, VT

March 8-11, 2011
Dear Region 1 Colleague:

Welcome to the beautiful mountains of Vermont! The Region 1 Conference Committee is excited to have you join us in Burlington, VT at the Sheraton Burlington Hotel and Conference Center. We have spent a lot of time since our conference in Newton, MA planning events and activities that will engage you and entertain you.

We had a large and wonderful selection of presentation proposals. We had to make some hard decisions, but know that the selections made will make for a very worthwhile conference. We have two wonderful keynote speakers who will educate and entertain us. Our popular poster session is back this year! Poster sessions are a great way to learn and enjoy a colleague’s hard work, without having to hold a full concurrent session. New this year is a series of panel discussions focusing on four key areas; academic planning, peer advising, supporting at-risk and probation students, and innovative practices in advising. We also know you will enjoy the second keynote speaker over brunch and hopefully win one of the great state baskets that we give away before you leave Vermont!

This conference could not have happened without the hard work of the Conference Planning Committee, led by Terri Downing from Franklin Pierce University, and Susan Kolls from Northeastern University, our Conference Co-Chairs. Terri and Susan has worked long and hard keeping all of the various Chairs working smoothly on important aspects of the conference. Our Program Co-Chairs, Steve Viveiros and Autumn Grant from Bridgewater State University, have also worked endless hours getting the sessions chosen, rooms and AV planned, program printed and answering all of our numerous emails! Gail Stubbs, from University of Massachusetts-Boston, our Awards and Scholarship Chair did an outstanding job getting her committee to read the wonderful submissions, and choose our scholarship and award recipients. Our Registration Co-Chairs, Erik Colón and Michelle Jones, from SUNY Binghamton are ready to check you in at the conference and answer any questions that you have. Amelia Coleman and Jennifer Fath from University of Vermont, our Site Co-Chairs, have made all the arrangements with the hotel, collected donations from nearby establishments and prepared a list of nearby restaurants for your use. Our Evaluation Co-Chairs, Kevin Piskadlo, from Bentley University, and Peter Falion from Landmark College have prepared the evaluations for each session. Our Volunteer Chair, Kristin Hall, from Stony Brook University scheduled all of our volunteers to help us throughout the conference. Mary Fraser, from Central Maine Community College, and Ana Ketler, from the University of Massachusetts-Boston, our Special Events Co-Chairs, busily prepared for our various receptions and events, as well as helped many of the other Chairs by editing, writing and printing materials for us. Our Conference Site Chair for the 2012 Conference at the MGM Grand Foxwoods Hotel at Foxwoods Resort Casino in CT is Ann Traynor from the University of Connecticut, and she helped us with our planning for this year and will be carefully observing for her role next year.

We also have an extensive list of committed individuals on the Conference Planning Committee and they have all contributed greatly to our planning. I want to thank everyone on the committee for their dedication and hard work making this conference happen.

I look forward to spending time with you... enjoy the conference!

Susan Moyer, Excelsior College
NACADA Region One Chair
NACADA 2011 Northeast Region One - Conference Committee

Northeast Region One Chair
Susan Moyer - Excelsior College

Conference Co-Chairs
Terri Downing - Franklin Pierce University & Susan Kolls - Northeastern University

Program Co-Chairs
Steven Viveiros & Autumn Grant - Bridgewater State University

Evaluation Co-Chairs
Kevin Piskadlo - Bentley University & Peter Falion - Landmark College

Registration Co-Chairs
Erik M. Colón & Michelle Jones - Binghamton University

2011 Conference Site Co-Chairs (VT)
Amelia Coleman & Jennifer Fath - University of Vermont

2012 Conference Site Co-Chair (CT)
Ann Traynor - University of Connecticut

Awards and Scholarship Chair
Gail Stubbs - University of Massachusetts-Boston

Volunteer Chairs
Kristin Hall - Stony Brook University
Amelia Coleman & Jennifer Fath - University of Vermont

Special Events Co-Chair
Mary Fraser - Central Maine Community College & Ana Ketler - University of Massachusetts-Boston

Committee Members
Dr. Iona Black - Yale University
Sesan Badejo - University at Albany
Christyn Carey - University of Massachusetts-Boston
Jane Hanna – Johnson & Wales University
Vincent Kloskowski - Saint Joseph’s College of Maine
Michael Mastrella - Schenectady County Community College
Amy Daubney Mei - University of Massachusetts-Boston
Allison L. Moll - University of Massachusetts-Boston
Rodney Mondor - University of Southern Maine
Laurie Nelson - Brandeis University
Donna Poyant - University of Massachusetts-Boston
## NACADA REGION ONE 2011 CONFERENCE-AT-A-GLANCE

### Tuesday, March 8th

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-10:00am</td>
<td>Pre-Conference Registration</td>
<td>Diamond Foyer</td>
</tr>
<tr>
<td>10:00-4:00pm</td>
<td>Pre-Conference Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCW1 Technology: Online Collaborative Tools for Increased Effectiveness</td>
<td>Univ. of Vermont – Computer Lab</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner On Your Own</td>
<td></td>
</tr>
</tbody>
</table>

### Wednesday, March 9th

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-4:00pm</td>
<td>Conference Registration</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>9:00-12:00pm</td>
<td>Pre-Conference Workshops</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCW1 Technology: Online Collaborative Tools for Increased Effectiveness</td>
<td>Univ. of Vermont – Computer Lab</td>
</tr>
<tr>
<td></td>
<td>(continued from March 8th)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCW2 Evolve: The Basics of Advising</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>PCW3 Assessment of Academic and Career Advising</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>PCW4 Non-Directive Advising Techniques: Useful Strategies from Professional Coaches</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td>12:00-1:00pm</td>
<td>Lunch on your own</td>
<td></td>
</tr>
<tr>
<td>12:15-1:15pm</td>
<td>PCW5 Introduction to NACADA (First Time Attendee Orientation)</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>~ includes Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15-2:30pm</td>
<td>Session 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.1 What To Do When They Show Up: Content for Advising Students on Probation</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>1.2 Treating “Major Anxiety”: A Collaborative Approach to Helping Students Explore Careers and Choose a Major</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>1.3 ASSIST: Online Collaborative Student Success Initiative</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>1.4 Getting on T.R.A.C. – Collaborative Advising for Transfer Students</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>1.5 The Road to College Success through Conduct Violations</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>1.6 Pre-Registration Efficiency, Evolution and Effectiveness</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td>2:45-4:00pm</td>
<td>Session 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.1 Growing MBTI in Your Advising Practice</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>2.2 Innovative Advising: Doing More with Less</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>2.3 Survey Monkey: Friend or Foe?</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>2.4 The Early Bird Gets the Worm: Examining the Impact of Late Orientation/Registration on Academic Performance</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>2.6 Using Counseling Methods to Tailor Intentional Advising</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td>4:30-6:00pm</td>
<td>Welcome Reception &amp; Opening Activity</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>~ Cash Bar</td>
<td></td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner On Your Own</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Location</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>7:30-4:00pm</td>
<td>Conference Registration and Evaluations</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>7:30-9:00am</td>
<td>Continental Breakfast (included in the conference fee) Academic Advising Excellence Awards Program with a Welcome from the National Office &amp; Region Update</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td>9:15-10:30am</td>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.1 Professional Networking Using LinkedIn</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>3.2 The Freshman 15</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>3.3 The Advisor/Advising Bucket List</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>3.4 An Integrated Advising Model for Enhancing Adult Student Retention</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>3.6 Back to Basics: Personalizing Advising at a Large School</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td></td>
<td>3.7 Let's Be Concrete: Advising Students with Asperger Syndrome</td>
<td>Valcour Room</td>
</tr>
<tr>
<td>10:45-12:00pm</td>
<td>Session 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Advising Online A Unique Design</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>4.2 A Fork In the Road: Pathways to Student Success</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>4.3 Career Advising: A Little Help from my Friends</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>4.5 Because That's the Way We've Always Done It!</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>4.6 Apples and Oranges? A Comparison of Advising for Traditional Students and Adult Learners</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td></td>
<td>4.7 Balancing the High Wire: How Advisors Can Support Students with Varying Levels of Family Involvement</td>
<td>Valcour Room</td>
</tr>
<tr>
<td>12:15-1:30pm</td>
<td>Lunch (included in conference fee)</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td>1:30-2:30pm</td>
<td>Poster Presentations</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td></td>
<td>P.1 An Unhidden Agenda: From Intrusive to Intentional Advising</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.2 Retaining Community College Pre-Health Students Through a First Year Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.3 Challenges &amp; Solutions to Academic Probation &amp; Academic Bankruptcy for Distance Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.4 Can You Hear Me Now? Building a Network for Student Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.5 Wellness Survival Skills with a Twist</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.6 Academic Probation to Academic Autonomy: More Than Just Earning the PASSing Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.7 A Student Centered Approach Utilizing Winter &amp; Summer Sessions to Improve Persistence and Graduation Rates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.8 Designing a 4 Year Academic Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.9 Accelerated and Distance Advising: Perspectives of a Student and Faculty Member/ Program Director in a Doctoral Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>P.10 I Want My Degree Yesterday: Implications for Mentoring in Accelerated and Online Undergraduate Programs</td>
<td></td>
</tr>
<tr>
<td>2:30-3:45pm</td>
<td>Session 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1 Blogging for Dummies: Get Your Information Out!</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>5.2 Starting and Sustaining Peer Advising on Your Campus – 3 Case Studies</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>5.3 Student Success Center: Progress Under Construction</td>
<td>Emerald Ballroom II</td>
</tr>
</tbody>
</table>
2:30-3:45pm  | Session 5 (continued)
|----------------|----------------------------------|
| 5.4 The Mid-Semester Reality Check - Creating a Plan for Academic Recovery | Amphitheater
| 5.5 Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder | Diamond Ballroom I
| 5.6 Dilemmas & Delights of a Decentralized Faculty-Based Advising System | Diamond Ballroom II
| 5.7 A Conversation with the Keynote | Valcour Room

4:00-5:15pm  | Session 6
|----------------|----------------------------------|
| 6.1 Mapping Success: Enhancing New Advisor Training Through Concept Maps | Emerald Ballroom I
| 6.2 The World of Designing Academic Plans for the Purpose Driven Degree | Emerald Ballroom III
| 6.3 Evolving, Progressing and Sustaining: Advising Across the Spectrum | Emerald Ballroom II
| 6.4 The Experience of Stopping-Out of Higher Education | Amphitheater
| 6.5 Twenty Ways to Manage Miserably | Diamond Ballroom I
| 6.6 A Progressive Advising Connection: Mentoring Latina Students | Diamond Ballroom II
| 6.7 A Conversation with NACADA Leadership & Executive Office Representative | Valcour Room

5:30pm  | Dinner On Your Own

*Graduate Students will gather for a Group Dinner – Three Tomatoes*

Friday, March 11th

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-10:30am</td>
<td>Conference Registration and Evaluations</td>
<td>Registration Desk</td>
</tr>
<tr>
<td>8:00-9:15am</td>
<td>Session 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.1 The Evolution of Insight: A First-Year Advising Program Outside of the Classroom</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>7.2 Top Ten Things to Know About Pre-Health Advising, Even If You Are Not a Pre-Health Advisor</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>7.3 Peer Tutoring as Student Leadership and Professional Development</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>7.4 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>7.5 Put Your Students on the MAP!</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>7.6 First Generation Interest Group Round Table</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td>9:30-10:45am</td>
<td>Session 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.1 An Innovative Advising Model Using to Assist Faculty Advisors and Students</td>
<td>Emerald Ballroom I</td>
</tr>
<tr>
<td></td>
<td>8.2 Moving Beyond the Stone Age: The Evolution of a First Year Advising Model</td>
<td>Emerald Ballroom III</td>
</tr>
<tr>
<td></td>
<td>8.3 Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program</td>
<td>Emerald Ballroom II</td>
</tr>
<tr>
<td></td>
<td>8.4 Creating &amp; Sustaining Centralized Advising Centers at Two-Year Colleges</td>
<td>Amphitheater</td>
</tr>
<tr>
<td></td>
<td>8.5 Advisors Without Borders: Implementing an Academic Advising Certificate Course on Your Campus</td>
<td>Diamond Ballroom I</td>
</tr>
<tr>
<td></td>
<td>8.6 An Evolved Career Event for Our Times</td>
<td>Diamond Ballroom II</td>
</tr>
<tr>
<td>10:45-12:00pm</td>
<td>Brunch (included in conference fee)</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td></td>
<td>Closing Keynote Address &amp; State Basket Giveaways</td>
<td></td>
</tr>
<tr>
<td>12:15-1:15pm</td>
<td>Open Planning Meeting for 2012 Conference ~ Please Join Us</td>
<td>Valcour Room</td>
</tr>
</tbody>
</table>
How to Use this Program

PCW – Pre-conference Workshops
PCWs are conducted in extended time lengths to provide more in-depth discussion and hands-on involvement with the topic. Pre-registration and additional fees are usually necessary. Workshops are limited to 35 participants so that interaction can be maximized. Check at the Conference Registration Desk if you wish to enroll in a workshop on-site.

Concurrent Sessions
Most conference sessions are concurrent sessions and so are not given special identification. These sessions cover current issues in academic advising. Some are based on research, some on individual program results, some are developmental and others are theoretical. The format is mainly lecture or workshop with questions and discussion following the presentation.

Round Table Discussions
Roundtables are slightly more informal than other presentations. They are usually limited to short, general commentaries that will stimulate exchange between the audience and the moderators. Issues and ideas related to the field of advising will be broadly stated. Feedback and discourse is expected from those attending the session. It is a medium to introduce ideas, explore thoughts and search for answers to problems.

Panel Discussions
A panel discussion involves a group of presenters who share their personal experiences, philosophies or practices regarding a specific subject. A brief general presentation on the topic is followed by audience questions, feedback, and discourse.

Poster Presentations
Poster presentations are presented in the form of a tabletop exhibit, delivered primarily through the use of visual display and handout materials. Presenters will make brief remarks, share information, and answer questions about the presentation topic.

Program Tracks
Each session description is followed by a parenthetical indication of the Program Track. Program tracks identify the NACADA commission or interest groups that most closely relate to the session topic. Tracks are self-identified by the presenter. A complete list of program tracks is located at the back of this booklet.

Continuing Education Units
NACADA is recognized by the National Board for Certified Counselors (NBCC) to offer continuing education units for National Certified Counselors. We adhere to NBCC Continuing Education Guidelines. Those sessions approved for CEU contact hours are indexed in the back of this booklet. Certification forms may be picked up at the Conference Registration Table. The form must be signed by a member of the Conference Planning Committee and returned to the Registration Desk in order to get credit for the sessions you have attended. NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association.
Special Sessions

Wednesday, March 9th

12:15-1:15pm

Introduction to NACADA (First Time Attendee Orientation)  Emerald Ballroom III
~ includes Lunch
Presenters:  Susan Kolls, Beth Higgins - NACADA Board Members
           Charlie Nutt - NACADA Executive Director
           Susan Moyer - Region One Chair

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.

4:30-6:00pm

Welcome Reception & Opening Activity ~ Cash Bar  Emerald Ballroom III

Join us for the official kick-off to the conference. Take some time to connect with fellow colleagues for some good conversation and networking prior to dinner.

Thursday, March 10th

7:30-9:00am

Academic Advising Excellence Awards
with a Welcome from the National Office and
Region One Business Meeting – Brief Remarks from Region Chair  Exhibition Hall

This event will recognize and reward the incredible work of several advisors from Region One.
Thursday, March 10th

12:15-1:30pm

Keynote Address: “Evolution and Progress in Advising”

Exhibition Hall

Art Esposito, Director of Discovery (Undeclared) Advising at Virginia Commonwealth University

Art Esposito has been advising first-year and undeclared students at VCU since the summer of 2004. He specializes in encouraging student engagement and the promotion of his advisees becoming active participants in their own collegiate opportunities, educational planning and career goal-setting. Art has also dedicated much of his research to identifying effective ways of engaging students in web-based environments—meeting them “on their own turf”—and attempting to “socialize” them into viewing their educational career as the same sort of interesting and compelling experience as is their on-line world of social networks and Web 2.0 platforms.

Art is an active member of the National Academic Advising Association (NACADA), regularly presenting at Regional and National conferences, as part of NACADA Webinars and as a member of the NACADA Consultant and Speaker Service (http://www.nacada.ksu.edu/aacss/).

Art is also the current Chair of NACADA’s Commission on Undeclared and exploratory Student Advising.

Don’t Forget! 5:30pm ~ Graduate Students will gather for a Group Dinner – Three Tomatoes

Friday, March 11th

10:45-12:00pm

Keynote Address: “The Sustenance of an Advisor”

Exhibition Hall

Rodney Mondor, Coordinator of the Student Success Center at University of Southern Maine

Rodney has been at the University of Southern Maine for 13 years where he is currently the coordinator for the Student Success Center. Prior to this role he was the assistant dean of students/coordinator for Greek life and coordinator for professional life development.

Rodney received his bachelors degree in Organizational Behavior at the University of Maine (’89) and his masters degree at in Higher Education at the University of South Carolina (’91).

Rodney lives in Portland, Maine with his partner, Ray and their son Ethan. He spends most of his free time coaching Ethan’s sports teams and getting involved with community initiatives. He has been a member of NACADA since 2005. Rodney has been very active at the regional and national level, most recently serving as the Chair of the Membership Committee and a graduate of NACADA’s Emerging Leaders Program.

State Basket Giveaways at Closing Brunch Event on Friday! You have to be there to win!
Pre-Conference Workshop Descriptions

Tuesday, March 8, 10:00-4:00pm & Wednesday, March 9, 9:00-12:00pm

**PCW1 Technology: Online Collaborative Tools for Increased Effectiveness with Decreasing Resources**  
*Art Esposito - Virginia Commonwealth University*  
University of Vermont - Computer Lab

The collaborative nature of social media and web 2.0 environments affords us an opportunity to share resources, experience, and expertise, with students and colleagues alike, across the campus, country, and/or globe. Shared social & collaborative tools such as social networking websites, wikis, online work spaces (cloud computing), social bookmarking, and online conferencing/webcasting, can make communications between you and your colleagues more efficient and effective.

Attendees will learn about, and understand how to utilize, online collaborative tools to connect to students and professionals in a multitude of scenarios. Your facilitator has extensive experience working with these tools and will guide attendees through an introduction to each platform, a comparison of their functionality and an overview of the types of projects for which each could be used most effectively.

The objective of this session is to discuss benefits of using web-based collaborative applications and provide an opportunity for experimentation with these applications leading to the design and implementation of shared projects, presentations and publications. This session is appropriate for participants at any comfort level in working with online technology—one simply needs feel prepared to play and explore. Learning outcomes include increased familiarity with online technology, understanding uses for web-based collaboration, and development of new ideas for working with colleagues in online environments. (TA)

**Wednesday, March 9, 9:00-12:00pm**

**PCW2 Evolve: The Basics of Advising**  
*Patrick Cate - Plymouth State University*  
Diamond Ballroom I

In the field of evolutionary biology "ontogeny begets phylogeny." In other words, the study of the embryonic development of an organism allows us to discover the evolutionary history of the species. The same could be said for the field of academic advising. This session will do just that, by looking at how advising began and has evolved, reviewing some of the critical theories in the field and learning how to put the theory into our advising practices. This session is perfect for any new advisors or those with a few years of experience. (NP, TD)

**PCW3 Assessment of Academic and Career Advising**  
*Beth Higgins, Helen Gorgas Goulding, Helen Gorgas Goulding - University of Southern Maine*  
Amphitheater

Assessment has become an expectation at our institutions. Many of us are unsure about what assessment is, how to develop a plan of action and even how and where to begin. Never mind how to gather the evidence! Come to this session and learn about the assessment cycle, experience identifying student and advisor learning outcomes and mapping these through the academic/career advising experience. Participants will have the opportunity to ‘engage’ in assessment which, in turn, will lead to individuals having a better understanding of and comfort level with assessment. (AS, TD, CP)
Wednesday, March 9, 10:00-12:00pm

PCW4 Non-Directive Advising Techniques: Useful Strategies from Professional Coaches
Lyn Sperry, Debra Berigow, Ruth Wilmot - Landmark College
Diamond Ballroom II

Advisors can be powerful collaborators with students, supporting them to improve their self-determination and self-management skills. The focus of this interactive workshop is to introduce the coaching skill of non-directive techniques and to invite participants to practice them as a way to enhance their advising skills and encourage student success. To that end, the three Professional Certified Coaches presenting this workshop will offer instruction and practice in techniques such as asking powerful questions and helping students create values-based goals. Please join us for a morning focused on developing practical skills that become useful assets when advising students. (AC)

Wednesday, March 9, 12:15-1:15pm

PCW5 Introduction to NACADA (First Time Attendee Orientation)
Susan Kolls, Beth Higgins - NACADA Board Members
Charlie Nut - NACADA Executive Director
Susan Moyer - Region One Chair
Emerald Ballroom III

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.
Session Descriptions

Wednesday, March 9, 1:15-2:30pm

1.1 What To Do When They Show Up: Content for Advising Students on Probation ~ *Concurrent Session*
   Joel Aure - Purchase College
   Emerald Ballroom I

   The reasons why students are placed on academic probation are both numerous and diverse, ranging from a disinterest in academics to a learning disability or an emotional disorder. There is no doubt that the current economic climate is affecting them as well. The challenges advisors face in guiding students to academic stability have become less direct to confront. Anyone who has participated in probation advising knows that there is no guaranteed tactic to ensure a student’s improvement. Probation advising is a work-in-progress. This session will thoroughly explore the anatomy of an academic probation meeting and convey specific content, questions, and strategies to use during in-person meetings with students. Attendees will be encouraged to discuss their own advising initiatives and methods. (PD, LA)

1.2 Treating “Major Anxiety”: A Collaborative Approach to Helping Students Explore Careers and Choose a Major ~ *Concurrent Session*
   Carla Torrielli - Lesley College
   Kelly Buckley - Lasell College
   Emerald Ballroom III

   With skyrocketing tuition and today’s competitive job market, many undergraduates feel pressure to choose a career path early. This results in a rising incidence of “Major Anxiety.” Through innovative collaboration with Career Resources, Lesley College’s advisors developed programming to provide students with both individualized feedback on interest-based career options and targeted information on Lesley’s programs and policies – all in one lunchtime workshop. Learn how we maximized student impact while minimizing resources expended. Participants will complete and score a sample of the “Strong Interest Explorer” used in the workshop and learn how career development theory informs the use of that instrument. In addition, participants will gain valuable tools for helping students navigate a path to their major. (UN, CP)

1.3 ASSIST: Online Collaborative Student Success Initiative ~ *Concurrent Session*
   LaDonna Bridges - Framingham State University
   Emerald Ballroom II

   More than 11 percent of the college student population is reported to have a documented disability – learning, psychiatric, sensory or medical. The increasing number of students with disabilities attending college often leaves advisors trying to understand how best to serve the population. Fortunately, knowledge regarding mental health and disability issues among college students continues to evolve as well. Disseminating information to and facilitating educational opportunities for faculty and staff requires creativity and flexibility. At Framingham State University, disability services and student affairs have partnered with academic affairs to create an online approach to span the information gap and reach new heights in serving this student population. (SD, TA)

1.4 Getting on T.R.A.C. – Collaborative Advising for Transfer Students ~ *Concurrent Session*
   Paulette Brower-Garrett, Dina Grant, Suzy Shepardson - College of Staten Island
   Amphitheater

   Transferring between colleges can be a daunting process for most and quite challenging for others. It is essential to create an environment for transfer students that not only supports curriculum enlightenment, but also encourages active learning, cooperation and engagement among fellow peer students. At the College of Staten Island (CSI), a Transfer Registration, Advisement and Communication (TRAC) Team was created to support such a model. In collaboration with other campus departments, TRAC provides incoming transfer students with a seamless
transition process. This presentation will discuss current TRAC Team approaches and benefits when servicing transfer students during the enrollment process. Designed as a concurrent session, participants will be provided an opportunity for discussion. (TS, PA)

1.5 The Road to College Success through Conduct Violations ~ Concurrent Session
Beth Higgins, Joy Pufhal, Melissa Kopka, Jennell Carter - University of Southern Maine
Diamond Ballroom I

Institutions often struggle with problem behavior in and out of the classroom. Students who find themselves in the conduct office often have low gpa’s, are not well connected, have a great deal of free time and lack the understanding of how to be a successful learner. Advisors may assist these students with academic and career planning but often times are not aware of their challenges and behavior outside the classroom. Come to this session and learn how we partnered with the offices of student conduct and student life to identify and intervene with students who needed assistance to be successful. Participants will learn how we developed and implemented a student success program intended to reduce the chance of future conduct violations and improve academic achievement. (1Y, AA, PD)

1.6 Pre-Registration Efficiency, Evolution and Effectiveness ~ Round Table Discussion
Chris Sohl, Monica Chiu, Jennifer Roy - University of New Hampshire
Diamond Ballroom II

With only one advisor, nearly 120 majors, and just under 1,000 students, how can the course registration advising process be more efficient? How can advisors encourage community building when their priority is advising assistance?

At this round-table discussion we will briefly outline one institutions approach to this common dilemma. The Honors Program at the University of New Hampshire has developed a variety of advising opportunities to meet this need and also designed to enhance the sense of community shared by all in the Honors Program.

After a brief introduction to these events, participants should be prepared to share their course registration and advising techniques, how technology is utilized on their campus, and how students on your campus learn about course requirements. We will also discuss activities and events that help to promote interactions between students and faculty and how course selection advising may be incorporated with career preparation at your institutions. Please join us for this pre-registration conversation. (TP, HA)

Wednesday, March 9, 2:45-4:00pm

2.1 Growing MBTI in Your Advising Practice ~ Concurrent Session
Janis Albright, Jean Kerrigan, Rodney Mondor - University of Southern Maine
Emerald Ballroom I

How can the MBTI (Myers-Briggs Type Indicator) be an important tool for the advising profession? How can it help you refine your individual and group advising conversations about students’ interests, semester class planners, career direction, and more? This presentation will demonstrate how the University of Southern Maine has incorporated the MBTI in a variety of situations, and the demonstrated successes. An explanation of how to determine when other related assessments and tools could be more appropriate, depending on the students’ needs and expectations will also be addressed. Finally, this interactive session will facilitate small group discussions to help participants analyze ways they might use the MBTI in their own practice and provide suggestions for how to “grow” it back home. (UN, AC)
2.2 Innovative Advising: Doing More with Less ~ Panel Discussion

Kathleen Gold - Lyndon State College - Moderator
Meaghan Meachem - Lyndon State College
Phillip Hogue, Elaine Cataletto - Baruch College - CUNY
Diana Hawkins - Empire State College

Emerald Ballroom III

While “Doing more with less” seems to be a popular catch phrase these days, what we really need is to “Do more, differently.” Whether courses are delivered on-site or on-line, reviewing quality, student-centered, innovative advisement strategies is critical to our continued professional success. Experienced advisors share how they meet the expectations and current trends in today's advisement environment. The panel will also encourage audience participation, discussion and brainstorming. Explore examples that include how to incorporate technology into processes, forming new collaborative partnerships on campus, and creating positions and services that better serve current student needs, and more! (AA, TS, DE, FC)

2.3 Survey Monkey: Friend or Foe? ~ Concurrent Session

Kelly Gray - University of Massachusetts Amherst

Emerald Ballroom II

The pressure to assess the student experience and evaluate programs is increasing. This pressure often derives from the economic climate and increased competition for resources. With policy makers and administrators urging the production of data to prove the merit of programs, it is no wonder the higher education community is seeking resources to meet this charge. Web resources like Survey Monkey have become an increasingly popular way to collect data, but they are dangerous in that they seemingly imply an “anyone can do it” attitude toward survey research design and analysis (Donovan, 2009).

This session focuses on the concepts of Total Research Design (Fowler, 2003) and Dillman’s (2007) principles for writing research questions. In this session we will review the risks and benefits of utilizing on-line technologies such as Survey Monkey and Zoomerang, delve into issues surrounding sampling and question creation, and will learn skills to design and execute ethical and effective surveys, regardless of the collection instrument. (AS, ET)

2.4 The Early Bird Gets the Worm: Examining the Impact of Late Orientation/Registration on Academic Performance ~ Concurrent Session

Amy MacMannis - Bridgewater State University

Amphitheater

The Early Bird Gets the Worm: Examining the Impact of Late Registration on Academic Performance.

In higher education students are considered at-risk for a number of reasons. First generation college students, students of low SES, students with disabilities, students from underrepresented groups, and students who are under prepared are apt to struggle academically, as the result of poor preparation and lack of critical information. It is the most vulnerable, who threaten their ability to succeed by attending late orientation and/or late registration. In fact, the consequences of “being late”, are far reaching. Late college applications, late orientation, late registration, late financial aid applications, and late tuition payments, are all actions that lead to increased absenteeism and lower GPAs. A case for intrusive pre-college academic advising is explored (Diekoff, G. 1992; Ford et al 2008: Safer, 2009). (FG, AC)

2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students ~ Concurrent Session

Kathleen D’Alessio, Denise Manning - Landmark College

Diamond Ballroom I

Students with ADHD and Executive Functioning issues often have strong cognitive ability but are sometimes at risk for earning either very low or even failing grades in their classes. How can you tell if poor academic performance is
a result of ADHD with EF deficits? How can you blend coaching techniques into your advising work with students in order to enhance students’ self-awareness, self-monitoring and self-activation?

Participants in this session will be introduced to terms and concepts related to ADHD and EF and non-directive coaching techniques, and they will participate in discussion and activities related to this approach. The workshop will also include a segment of Best Practices for advising students with ADHD from the student perspective. Since these approaches follow a universal design they are applicable and beneficial to all students. (SD, AC)

2.6 Using Counseling Methods to Tailor Intentional Advising ~ Round Table Discussion
Malcolm Pace - Cambridge College
Diamond Ballroom II

This session is for the practitioner or graduate student who has come to Burlington to “recharge” his/her advising approach. The counseling process is a flexible concept that’s very easy to turn into something that you, as a professional, feel comfortable using. Its methods and outcomes are of an intentional nature and can bring about a rich and positive effect when applied to Academic Advising. Come take part in a discussion that will surely contribute to the way we approach academic advising and research in the field. (NP, TD)

Thursday, March 10, 9:15-10:30am

3.1 Professional Networking Using LinkedIn ~ Concurrent Session
Jim Peacock - Kennebec Valley Community College
Kristina Ierardi - Cape Cod Community College
Emerald Ballroom I

Join us for an introduction to the professional online network called LinkedIn. Learn how to use LinkedIn for yourself and to assist students in navigating this online networking environment. In the past couple of years LinkedIn has grown to include over 85 million professionals in over 200 countries, including half of all executives from Fortune 500 companies. We will introduce the basics of LinkedIn, demonstrate the use of actual LinkedIn accounts, discuss how to increase your network, and show how LinkedIn can be used to research companies. (TA, CP)

3.2 The Freshman 15 ~ Round Table Discussion
Gail Stubbs, Lindsay Bruce, Joyce Morgan - University of Massachusetts Boston
Emerald Ballroom III

No, we are not talking about the rumors of extra weight that follow many of our new students! Through a round table discussion, using guiding questions and small group work, we will compile a list of 15 best practices and ideas for engaging our new students. How do you get them connected to advising, and expose them to the opportunities and resources at your institution? How do you help them make the transition from freshmen to sophomores? And how do you get students on track to graduate? How have learning communities, interest groups, seminars, success courses and other programs made an impact at your institution? After the conference, attendees will receive a collective list of ideas generated by the group to try at their home campus. Come ready to participate! (1Y)

3.3 The Advisor/Advising Bucket List ~ Concurrent Session
Kevin Piskadlo, Melissa Jenkins, Meghan Charbonneau - Bentley University
Cory Davis - Salem State University
Emerald Ballroom II

Long walk-in lines, full appointment calendars, and countless emails often relegate professional development to the sidelines of our day-to-day priorities. While many of us spend a majority of our time helping our advisees identify their own goals, along with concrete plans to implement them, we rarely spend time on refining our own. This program is specifically designed to allow all advisors, regardless of their experience, to reflect on their practice, create personal and professional goals, and to become re-energized by creating their Advisor Bucket List.
Interestingly, the daily life of an advisor often resembles that of a busy college student. Therefore, this program will take this metaphor even further by demonstrating how the Advisor Bucket List can be adapted as a program and delivered to students on your campus as well. (TD)

3.4 An Integrated Advising Model for Enhancing Adult Student Retention ~ Concurrent Session
Marc Wilson - Hesser College
Amphitheater

Although student advising theory, adult learning theory and student retention theory each have a long history, few authors have explored how each body of literature might inform the other. This presentation seeks to find common ground between the three disciplines and will specifically look to build a model of adult retention that is grounded in the well-established student retention theories but is also informed by the wisdom found in student advising and adult learning theories.

We will begin with a brief discussion of what student retention literature reveals about adult learners and how retention models developed for traditional students may not be successful with this group of students. We will then explore models of advising adult students and retention literature, looking at the integration of the different theories. Suggestions for developing best practices for improving retention of adult students will be offered. Time will be allotted for an open discussion of these issues among participants. (AL, TP)

3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool ~ Concurrent Session
Amelia Catone - Boston University
Diamond Ballroom I

From the standpoint of developmental advising, this presentation aims to teach advisors how to develop and implement a transparent application process for student positions within their school community. Instead of taking for granted that students know how to represent their best selves in applications, we will start from scratch and de-mystify the process, so that students can respond thoroughly and maturely to every facet of their potential candidacy.

The presentation will include an interactive brainstorming session of the types of positions that various schools may employ, and use these as a model for how immediate learning within that application process could be translated to future applications for employment, internships, scholarships, honor societies, and awards. The session will culminate with role plays on just how to enter into what can be the very sensitive territory of face-to-face constructive feedback, with techniques to keep the conversation objective and positive. (CP, AC)

3.6 Back to Basics: Personalizing Advising at a Large School ~ Concurrent Session
Tamara Rury, Ashley Lapp, Lisa Pappajohn - University of New Hampshire
Diamond Ballroom II

What is an advising relationship? What does it mean to advisors? What does it mean to the students we advise? This presentation will look at ways in which we have worked to develop a personal advising relationship with a large number of students and a limited staff. Participants will have the opportunity to learn different approaches in advising and reaching out to students. In addition to presenting our back to basic approaches, we will ask participants to engage in activities and share their trusted techniques with the group. The goal of the presentation is for everyone to leave with new ideas on developing quality advising relationships, with the time and resources they have. (LU, TP)

3.7 Let’s Be Concrete: Advising Students with Asperger Syndrome ~ Concurrent Session
Stacy Stewart, Joyce Branaman, Courtney Breslin - University of Southern Maine
Valcour Room

Are you seeing a rise in the number of students with Asperger Syndrome at your institution? Would you like to know more about Asperger’s and how you can better support this population of students? Come to this
comprehensive session and spend time exploring Asperger Syndrome in the college setting. Learn strategies on how to successfully work with and advise a student with Asperger’s, how a student with Asperger’s thinks and how to communicate effectively with this population. Participants will learn how to work with these students in academic, career and social advising and explore how to best help them navigate the college environment. Participants will be given resources that can assist in the advising process. (SD, TD)

Thursday, March 10, 10:45-12:00pm

4.1 Advising Online A Unique Design ~ Concurrent Session
Connie Aramento - Worcester Polytechnic Institute
Emerald Ballroom I

Worcester Polytechnic Institute has made advising from a distance easier for advisors, and also for the students and parents who are going through this new academic experience together during the Summer. In this session we will present our summer online advising website – Designs – and expand on how to incorporate technology and the registration and advising process.

At WPI, advisors were looking to enhance what we did with our First-Year students through utilizing technology. Now in its fourth year, the "Designs" website was created to help guide First-Year students through the course advising and registration process prior to their arrival on campus. During this session, you will learn about the website's structure, online tutorials, math placement online testing, and SharePoint use for major declaration. We will show how “Designs” saves time for all involved, provides the necessary information in stages for the incoming students, and the benefit of using technology in this way, on your campus. (TA, 1Y)

4.2 A Fork In the Road: Pathways to Student Success ~ Panel Discussion
Mara Sidman - Dean College - Moderator
Leah Webber - Dean College
Christyn Carey, Linda Hamilton - University of Massachusetts Boston
Kerianne Silver, Kat McGrath - Excelsior College
Emerald Ballroom III

Please join us for a discussion on working with students with potential: a panel discussion on working with at-risk and academic probation students. The panel will address PASS, an academic probation program at Dean College, Student Referral Program, an early alert program at University of Massachusetts Boston and academic probation in distance education as presented by Excelsior College. Although each program is unique, they share a common theme of meeting students where they are at and helping students get to where they want to be. Participants are welcome to share their own experiences of working with students with potential. (AC, PD, 2Y, DE)

4.3 Career Advising: A Little Help from my Friends ~ Concurrent Session
Colleen Doherty, Tenisha Mincey, Raymond Lawless - Quinsigamond Community College
Emerald Ballroom II

The Career Focus Project is an outgrowth of collaboration amongst advisors, faculty, career placement staff, alumni, and administrators. Since there is an overwhelming abundance of career information that students (and advisors) encounter, our goal was to make the information specific to our programs and practical in nature. Furthermore, we made it relevant to the local economy and geographic region, connected to viable career paths and personal to the student. Additional career advising initiatives include: monthly student newspaper articles, advising liaisons with all academic divisions, National Career Development Certification, an innovative three step career decision-making resource, and targeted emails to students. Could this happen at your school? Yes it can! Hear from those who made it happen at this community college. Sample materials will be shared with all. (CP, TD, 2Y)
4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach ~ Concurrent Session
Lynn Phillips - University of Massachusetts Amherst
Amphitheater

While it is widely assumed that peer advising programs benefit the peer advisors, programs typically focus on advisees’ needs, presuming that benefits to advisors will follow. We offer a dialectical model, developed in the UMass Department of Communication, which frames the needs of new students and peer advisors as interrelated and equally important. Every element of this program is designed to support students in transition; simultaneously focusing on first year and transfer students entering the university, as well as upper level students preparing for graduation. Join us as we describe key program components, and consider ways the program can scaffold students through various phases of their own academic evolution and shrink the psychological size of a large university. (PA, 1Y, TS, LU)

4.5 Because That's the Way We've Always Done It! ~ Concurrent Session
Kim-Marie Jenkins, Mary Sylvain-Leonas - University of Southern Maine
Diamond Ballroom I

In this busy climate, does it ever feel like you’re unable to get ahead or even caught up? Do antiquated processes at your institution take longer than they should? Most of us, including our students, are frustrated by forms that go missing, documents that wait too long for signatures, and questions that take too long to get answered. The purpose of this session is to share what Continuous Improvement Practitioners at the University of Southern Maine and other institutions have done to achieve expediency and clarity in several of their processes. All work is a process, and we will share how you can improve your processes — expediency is guaranteed! 95% of backlogs and other problems are related to processes — not the people doing them! (AA)

4.6 Apples and Oranges? A Comparison of Advising for Traditional Students and Adult Learners ~ Concurrent Session
Matthew Koskowski, Joel Aure - SUNY Purchase College
Diamond Ballroom II

In the current economic climate, the number of adult learners is growing. Their increased presence is changing the face of higher education. We, as advisors, must evolve to meet these new students and the challenges they present. This session will explore the necessary transformation of academic advising to accommodate both traditionally-aged students and adult learners. Topics of interest will include: review of common advising practices for both populations in situations varying from goal setting to course selection; academic probation to graduation; and more. Finally, an opportunity will be made for attendees to discuss the changes that have been, and still need to be made in order for all students to be successful. (AL, LA, AM)

4.7 Balancing the High Wire: How Advisors Can Support Students with Varying Levels of Family Involvement ~ Round Table Discussion
Vicki H. Nelson, Robert Mack, Lynn Abrahams - Curry College
Valcour Room

Parents are becoming increasingly involved in their student’s college education. As administrators, faculty, and advisors we sometimes struggle with how to partner with families, especially since not all student support systems are equal. In some cases, families are too involved, whereas in other cases, students come to college with little or no family support. This session will provide tools to help advisors support students with varying family involvement. Specific topics will focus on: millennial families, students with learning disabilities, first-generation students, and students in foster care. A variety of theory, examples, and statistics will be used to help advisors balance the high wire. Come share your professional experiences and challenges in working with students and their families. (FG, 1Y)
POSTER PRESENTATIONS
Thursday, March 10, 1:30-2:30pm

P.1 An Unhidden Agenda: From Intrusive to Intentional Advising
Tracy Mendham - Franklin Pierce University

Our Center for Academic Excellence and Advising developed a structured agenda for individual meetings with at-risk first-year students, and highlighted the plan in the initial contact with them. Identified learning objectives and a clearly communicated curriculum increased student engagement and comfort. After an eight-week agenda of academic strategies and topics, students were offered choice over frequency and nature of meetings. The new program gave staff a greater sense of efficiency and integrity in student meetings and communications. The relationship formed through this program interconnects well with other Center services such as learning assistance and counseling probation students. Written materials will be shared at the poster session for use at other institutions. (1Y, AC)

P.2 Retaining Community College Pre-Health Students Through a First Year Seminar
Malakia Silcott - Bunker Hill Community College

This poster session will review the qualitative data gained from the implementation of a first year seminar at Bunker Hill targeted to students interested in health professions. Come learn BHCC's route to implementing learning communities among pre-health students. Various outreach initiatives and ways that advisors can collaborate with academic departments in the health professions will be discussed. Best practices for retaining developmental students in pursuit of "selective" health professions' majors will also be addressed. Pre-health advisors or generalists are welcome! (1Y, 2Y)

P.3 Challenges and Solutions to Academic Probation and Academic Bankruptcy for Distance Education
Kerianne Silver, Kat McGrath - Excelsior College

Distance education institutions face unique challenges in identifying students who are academically at-risk. These challenges include unique term structures, varying course loads, flexibility of degree programs, and students taking long breaks during degree progression. As Excelsior College began to identify the need for an Academic Probation policy to exist, they crossed many of these hurdles. This poster presentation aims to review the issues and how they were resolved within the institution while maintaining degree integrity, compliance with Title IV Federal Financial Aid regulations, and the flexibility the institution is built upon. (AA, DE)

P.4 Can You Hear Me Now? Building a Network for Student Success
Stephanie Kirylych, Jennifer Hartwell, Erin Jenkins - Wheelock College

Often, the students who struggle the most in college are the students who are least likely to seek out support. Establishing a system that enables college officials to identify at risk students can be an excellent means to reach out and provide the timely assistance they may need to succeed. The Community Partnership for Student Success (COMPASS) approach at Wheelock College is designed to engage all members of the institution in connecting with students to help them succeed in the classroom and beyond. This poster presentation will highlight the importance of early intervention programs and offer strategies for creating a comprehensive success model at a small institution. Handouts will be available to interested participants. (SC)

P.5 Wellness Survival Skills with a Twist
Aleshia Carlsen-Bryan - Worcester Polytechnic Institute

There are an increasing number of students entering college without the basic life skills needed to survive on their own. Many students struggle with time management, balancing stress levels, and maintaining a healthy lifestyle. The Insight Wellness class is designed for first-year students to help them develop goals and make strong connections with campus resources. As a result of this poster presentation, participants will see the top three...
reasons students are attracted to this class and the impact it has on their academic life and overall health. A must see for advisors! (1Y)

**P.6 Academic Probation to Academic Autonomy: More Than Just Earning the PASSing Grade**  
*Mara Sidman, Leah Webber - Dean College*

Students on Academic Probation are at a critical point in their academic career. During this "make it or break it" semester, providing students with structured support gives them the boost they need to get them through this defining semester. The Probation Academic Success Seminar (PASS) is designed to assist students to learn, refresh and apply different learning strategies to improve their academic performance. The PASS program at Dean College teaches students ownership of mistakes, importance of consistent efforts, self-reflection, critical thinking and decision making. Come one, come all and share your stories with us today! (PD, 2Y)

**P.7 A Student Centered Approach: Utilizing Winter & Summer Sessions to Improve Persistence and Graduation Rates**  
*Richard Finger - Lehman College*

When Lehman College, City University of New York, realized that greater emphasis needed to be placed on growing summer and winter enrollment, the decision to hire an advising professional skilled in implementing retention initiatives in an urban setting was a non-traditional choice. This poster presentation will cover the Student Centered approach taken at Lehman College as they work towards growing winter and summer session enrollment with a focus on improving persistence and graduation rates. Internal marketing and communication, obstacles faced in changing the culture of winter and summer session, and changes in student persistence rates will all be discussed. (AA, TP)

**P.8 Designing a 4 Year Academic Plan**  
*Susan Aguiar – Emmanuel College*

This poster presentation will display and discuss Emmanuel College’s use of the 4 Year Academic Plan (4YAP). Emmanuel College expects students to draft a 4YAP in collaboration with his/her academic advisor during the spring semester of the first year. This process incorporates key components of NACADA’s Core Values: “ . . . advisees have the opportunity to become participants in and contributors to their own education (1); establish relationships with those who can attend to specific . . . educational needs of students (2); and advocate for students who desire to include study abroad or community service learning into their co-curricular college experience (5). Equally important is its congruence with Chickering’s Vectors 1, 3, and 6: developing competence, moving through autonomy toward interdependence and developing purpose. Copies of academic plans will be available for distribution and written testimonials from current students will be included. (1Y, UN)

**P.9 Accelerated and Distance Advising: Perspectives of a Student and Faculty Member/ Program Director in a Doctoral Program**  
*Jill Buban - Empire State College  
Amy Rutstein-Riley - Lesley University*

Join us to gain candid insider knowledge of advisement in an accelerated, distance, cohort doctoral program. Participants will learn about the successful modes of communication that have been found to be effective in engaging adult learners who are in various stages of development, who have various reasons for achieving their doctoral degree, and who are working in a variety of fields. The perspectives of both a student and faculty member/program director will allow for different viewpoints regarding effective communication methods and advising techniques. The collaboration and coordination of faculty and students who are geographically dispersed will also be covered in this poster presentation. (DE, DS)
P.10 I Want My Degree Yesterday: Implications for Mentoring in Accelerated and Online Undergraduate Programs
Jill Buban - Empire State College

In the race to degree completion, many adult learners are searching for accelerated programs in various modalities including face-to-face, blended and online learning environments. As a result, many institutions are complying with the demand for these programs. This poster presentation will look at the impact of fast paced programs on the definition and role of the mentor. In what ways has the role of mentor changed, as the delivery of undergraduate education has changed? This exploration will identify key turning points in the history of mentoring adult learners in higher education over the past forty years as well as examine how mentoring might evolve to fit the needs of students in accelerated programs in the present day, as well as in the future. (DE, AL)

Thursday, March 10, 2:30-3:45pm

5.1 Blogging for Dummies: Get Your Information Out! ~ Concurrent Session
KD Maynard, Juan Florencia - University of Massachusetts Amherst
Emerald Ballroom I

“But nobody told me . . . ” Students today demand just-in-time information that has been specifically tailored to their personal needs. We all suffer from colossal information overload. Still, there are myriad details, over the span of a semester, that we need to make sure we deliver to our students. While it is not a silver bullet, we will demonstrate how you can create a Blog that will be pertinent, timely, and engaging for students and advisors. Come hear about what we have done. Come and share your ideas and experiences as you have evolved and adapted to communicate with your students in a way that employs new technologies, addresses student expectations, and is sustainable, in terms of time and resources. (TA, LU)

5.2 Starting and Sustaining Peer Advising on Your Campus – 3 Case Studies ~ Panel Discussion
Julianne Messia - Albany College of Pharmacy and Health Sciences - Moderator
Peter Aiello, Rebecca Cope, Mark Phillips - Albany College of Pharmacy and Health Sciences
Neil Buffett, Dr. Ellen Hopkins, PhD - Stony Brook University
Rebekah Schulze - Worcester Polytechnic Institute
Emerald Ballroom III

If you’re looking for a way to engage students in advising in a new way but with perhaps less funding (or no funding at all), come to our panel to discover three different models for establishing and maintaining a peer advising program. Our session will provide practical how-to information that addresses many of the bigger questions regarding starting and sustaining peer advising, including recruitment, training, structure, peer advisor responsibilities, and program assessment. Two featured programs are in their second year of operation; the third is in its twentieth year. Let us discover together the nuances of setting up this empowering advising model and creating a powerful support network for our students. (PA, 1Y, TS)

5.3 Student Success Center: Progress Under Construction ~ Concurrent Session
Rodney Mondor, Paul Dexter, Kim-Marie Jenkins - University of Southern Maine
Emerald Ballroom II

A challenge faced by academic advisors is helping students understand why advising matters. Many believe advising is about course selection, when in fact it is a developmental process. This session will provide a review of how the Student Success model, now in its 2nd year, implements a holistic, longitudinal advising approach. Participants will learn how the “Student Success” model has evolved as a department into a common thread throughout the campus community. The session will address the following topics: Overview of the original model and the necessary revisions needed to implement the model; Outreach initiatives created to be proactive instead of reactive; Trainings and certifications needed to prepare staff; Challenges
experienced by those involved in the process; and Preliminary data and indicators of the model’s success as we move forward. (AA, TD)

5.4 The Mid-Semester Reality Check - Creating a Plan for Academic Recovery ~ Concurrent Session
Cathleen Engle - SUNY Alfred State College of Technology
Amphitheater

Seeing low mid-term grades usually causes students to buckle down. Many at-risk students, however, lack the necessary skills to turn it around. They have the desire to improve their grades, but lack the necessary skills set to do so. The SUNY Alfred State College of Technology Educational Opportunity Program (EOP) designed and implemented the Plan for Success Mid-Term Program to assist at-risk students in improving their chances for success. Through informed advising, guided dialogue and concrete action plans the EOP works with students to improve academic success. This program was developed as an initiative for at-risk students, but the concepts and materials could be applied to any student who struggled at the beginning of a semester. The program is in its third year at Alfred State College and has had a significant impact on EOP students’ grades. Materials and data will be provided. (PD)

5.5 Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder ~ Concurrent Session
Michaeline Cronin, Andrew Donahue - Landmark College
Diamond Ballroom I

Students with Autism Spectrum Disorder (ASD), in many cases undisclosed to schools, are engaged in higher education. Or are they? Faced with the social isolation and peer rejection at attempts to integrate into the social world of campus on their own, students with ASD are often attempting to manage an overwhelming academic and social environment. Using campus collaborations outside of the disability services office, colleges can create a student-driven social language curriculum with socialization opportunities that support participation in campus life. In this interactive presentation, workshop participants will have an opportunity to explore practical collaborative relationships on their own college campuses that promote and support the development and use of social pragmatic language groups. They will also reflect upon formats of groups that can attract student participation and meet the unique social needs of students. (SD, SC)

5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System ~ Round Table Discussion
Christopher Gregory - Framingham State University
Diamond Ballroom II

Advising at Framingham State University is performed by two full-timers, a handful of staff and an army of faculty. Some faculty embrace advising and consider it as important as their teaching, while others are less interested and minimally invested. In a decentralized faculty-based system, how does the Director of Academic Advising oversee advising, when neither group reports directly to this person? What strategies will convince and persuade faculty that advising is an extension of teaching and, therefore, a valuable skill they already practice? How do we approach those not sharing the passion we possess for advising? The presenter will share strategies and update attendees on advising-related developments since last year’s NACADA presentation. (FA, AA)

5.7 A Conversation with the Keynote ~ Round Table Discussion
Art Esposito - Virginia Commonwealth University
Valcour Room

The keynote address will serve as the launching point for discussion, providing an opportunity for informal interaction with other advising colleagues about evolution and progress in advising.
Thursday, March 10, 4:00-5:15pm

6.1 Mapping Success: Enhancing New Advisor Training Through Concept Maps ~ Concurrent Session
Sally Neal, Ph.D, Bevin Goodniss - University of Connecticut
Emerald Ballroom I

Due to time constraints, advisor training often involves memorization of an institution’s catalog in hopes of a quick assimilation. Consequently, discussion of the new institution’s advising philosophy is often overlooked. Assumptions about “how we do things” can lead to misunderstandings and conflict. As such, the objective of this session is to help advising offices minimize error and misinterpretation, while speeding up transition and productivity of new advisors. This interactive presentation will introduce participants to Concept Mapping. This process provides advising supervisors with a creative method of identifying the professional values and advising philosophy of a new advisor, while also helping the new advisor to efficiently understand and embrace a new advising culture. It’s a win-win for all involved! (TD, NP)

6.2 The World of Designing Academic Plans for the Purpose Driven Degree ~ Panel Discussion
Sarah Retersdorf - Hudson Valley Community College - Moderator
Jennifer Eaton - Hudson Valley Community College
Dana Henson, John Llyod - Empire State College
Susan Aguiar - Emmanuel College
Emerald Ballroom II

What if you had the opportunity to create a new advising office? Where would you start? What would you include/exclude? This is the task that we were given last spring. We had the opportunity to challenge our current procedures, forcing us to reinterpret our philosophy and establish new practices for student interaction. We will share how we created our new office environment and encourage participants to reevaluate the current advising practices in their offices. We will also share the details of our new students information sessions and the tools students use to develop their educational plans. Those attending our session should anticipate a great deal of audience participation and many resources. (AC, AA, 1Y, UN)

6.3 Evolving, Progressing and Sustaining: Advising Across the Spectrum ~ Concurrent Session
Jennifer Varney - Southern New Hampshire University
Leah Panganiban - University of Washington
Emerald Ballroom II

This session pairs an Emerging Leader and Mentor together in describing how they advise their very different and diverse student populations. The mentor will be the live presenter and the emerging leader will participate virtually, creating the foundation for the theme of the presentation: common strategies and tools used in advising today’s diverse student populations. The presentation will cover the evolution of advising these student populations, progress being made in advising, and creating sustainability in both advising and student populations. (AL, DE, AA)

6.4 The Experience of Stopping-Out of Higher Education ~ Concurrent Session
Anne Harrington - Saint Anselm College
Amphitheater

Adult learners now comprise the majority of undergraduate students in higher education. Often these adults end up stopping-out of higher education for a multitude of reasons from work situations, to raise a family, because they have to move or because of some other external pressure. Stopping out, or taking extended time off from education, is a typical enrollment pattern for adults. Of the research conducted on adult student stop-outs, none examine their perspectives on their experience of stopping-out. The field of higher education should understand this period of time in order to increase knowledge of adult learners and develop programming to meet the needs of this critical mass of students.
This presentation reports on the findings of a doctoral pilot study designed to learn about the experiences of adult learners during their period of stopping-out. Attendees will learn that stopping-out is often a purposeful decision made by students; a time of learning and development, and a period characterized by the need for societal, occupational, and institutional validation of learning and experience through which adults experience changing motivational orientations to return to higher education. This presentation is based on literature reviews and qualitative research methods and is designed to elicit discussion from attendees to generate innovative ideas for advising approaches for this complex and growing population. (AL, AA)

6.5 Twenty Ways to Manage Miserably ~ Concurrent Session
Thomas Ingram, Glynn English - State University of New York at Oswego
Diamond Ballroom I

Using a "Top 10" list (with 20 discussion points), the presenters will discuss common misconceptions regarding effective supervisory practices, explain why these are misconceptions, and recommend alternative (and more effective) practices. The presenters, with more years' supervisory experience than they care to admit to, definitely have proven at times that they know how to manage miserably. More important, however, is that each has also learned how to correct past errors. This presentation will benefit both new and experienced supervisory professionals in the field. It will also benefit non-supervisory professionals, at least those who aspire to assume a position with supervisory responsibilities in the future. (NP, AA)

6.6 A Progressive Advising Connection: Mentoring Latina Students ~ Round Table Discussion
Wanda Reyes-Dawes, Stephanie Rodriguez - Manchester Community College
Diamond Ballroom II

Does she feel alone in college? Are there potential cultural barriers that may impact her ability to persist? Is a progressive advising/mentoring connection helpful to Latina students' persistence to graduation? What does the research suggest? Come and learn first-hand about an advising/mentoring relationship that is making an important difference, as both mentor and mentee will present their own journey. Participants are encouraged to engage in the conversation about their own experiences and correlating benefits. (MC, 1Y)

6.7 A Conversation with NACADA Leadership & Executive Office Representative ~ Round Table Discussion
Susan Kolls, Beth Higgins, NACADA Board of Directors
Charlie Nutt, NACADA Executive Director
Susan Moyer, Region One Chair
Valcour Room

This informal discussion is to provide a forum for attendees to visit with NACADA Leaders regarding the Association’s many initiatives and programs and to give participants an opportunity to provide feedback and ask questions. (TP)

Friday, March 11, 8:00-9:15am

7.1 The Evolution of Insight: A First-Year Advising Program Outside of the Classroom ~ Concurrent Session
Connie Aramento - Worcester Polytechnic Institute
Emerald Ballroom I

Advisors and administrators are striving to improve academic advising and retention of their first year students. Join us for “The Evolution of Insight: A First-Year Advising Program Outside of the Classroom” to learn about the Insight Program at Worcester Polytechnic Institute. This program started as a grant 10 years ago, and has now become the main avenue of academic advising outside of the classroom for first year students, while improving retention significantly. Come to learn about the evolution of the program structure, collaboration efforts between
Academic and Student Affairs, assessment methods, training and accountability of faculty and student advisors, and technology tools used to keep this program moving forward. (1Y, SS)

7.2 Top Ten Things to Know About Pre-Health Advising, Even If You Are Not a Pre-Health Advisor ~ Concurrent Session

JoanMarie Maniaci, Kristin Hall - Stony Brook University
Emerald Ballroom III

This program is intended for all new and experienced advisors, regardless of the type of student population advised. This session will enhance your knowledge of the variety of health professional programs available to students, the expectations of the admissions committees for these programs, and the special needs of this unique group of high-aspiring students. Topics include requirements for admission, resources for advisors, advising students with different academic backgrounds, and common myths and misconceptions. (HP, HA)

7.3 Peer Tutoring as Student Leadership and Professional Development ~ Concurrent Session

Leslie Doolittle, Megan Levy - Bentley University
Emerald Ballroom II

In this session, we will talk about the program history, evolution, and the positive impacts that peer tutoring has had at Bentley. We will discuss the structure of our program and how peer involvement is injected at every level of every initiative to ensure meeting our students "where they are". Through the use of short vignettes and exercises, presenters will demonstrate the delivery of our comprehensive training program and current student tutors will discuss how the training translates into learning and professional development outcomes. Participants will have the opportunity to share ideas about successful peer leadership initiatives at their institutions and will leave the session with sample materials adaptable to their own unique institution. (PA)

7.4 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs ~ Concurrent Session

Charlie Nutt - NACADA Executive Director
Amphitheater

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. (TD, DS)

7.5 Put Your Students on the MAP! ~ Concurrent Session

Andrea Goggin - University of Massachusetts Boston
Diamond Ballroom I

Do you find that your upper level students and recent graduates are challenged by a lack of confidence, know-how and professional demeanor during the job search process? The College of Management at UMASS Boston responded to this situation by creating MAP: the Management Achievement Program. This required, co-curricular program was designed and implemented for 1750 business students, many of whom are first-generation. The principles that have made this program a success however can be applied to any institution and any student type. We will examine the evolution and progress of this program, discuss challenges faced and hear feedback from students, faculty and employers. Participants will learn how they can bring a program like this to their campus to benefit students in a multitude of ways. (AB, FG)
7.6 First Generation Interest Group Round Table ~ Round Table Discussion
Wanda Reyes-Dawes - Manchester Community College, Region 1 Liaison for First Generation Interest Group
Stephanie Rodriguez - Manchester Community College
Diamond Ballroom II

This is a roundtable group for discussion of First Generation College Student issues. We will be soliciting examples of how to connect with this varied group of students in order to encourage their involvement with the college community and help them take responsibility for their education. Illustrative examples will be used to help list some of the problems that this group of students must overcome in the process of becoming integrated into the college community. This list will be used to help educate advisors about the unique and not so unique dangers that this group faces as they approach higher education institutions. (FG, TP)

Friday, March 11, 9:30-10:45am

8.1 An Innovative Advising Model Using to Assist Faculty Advisors and Students ~ Concurrent Session
Jacqueline Klein - New York University
Emerald Ballroom I

The demanding schedules of faculty who teach and also serve as advisors, combined with the complex schedules of students, create a critical need to utilize an efficient advising model. Participants will view a demonstration of AdvisorTrac, an innovative electronic advising tool used by faculty advisors and students at New York University. The presentation will allow attendees to understand how student records, advising forms, and advising notes may be uploaded and accessed from anywhere. Participants will also learn how students schedule face-to-face advising appointments through the web based system. Additionally, information about how to identify and track students who are at academic and psychological risk will be presented. Anyone looking for an electronic tool to assist with efficient advising should attend this session. (TA, AA, FA)

8.2 Moving Beyond the Stone Age: The Evolution of a First Year Advising Model ~ Concurrent Session
Michael Salmon, Heather Wotton - Marymount Manhattan College
Emerald Ballroom III

Using the experiences of a small liberal arts college, this presentation will review the strengths and weaknesses of four models of advising and registering first-year students. Over the past ten years, the College has evolved from large scale new student advisement to creating individual schedules by hand. Throughout this journey, the presenters have seen it all! Utilizing available information drawn from student surveys and in-house institutional data on student satisfaction and performance, this session will share the progression of each advisement and registration model employed by the institution over the years. Through the presentation and group discussion, this session will provide participants with ideas that can be adapted to their institution. (1Y, SC)

8.3 Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program ~ Concurrent Session
Pamela Spillane, Patricia Connolly - Bridgewater State University
Emerald Ballroom II

The Peer Mentoring Program at Bridgewater State University is a natural outcome of the philosophical approach to develop autonomy in students with disabilities. Results so far show that most mentees experienced a more successful adjustment to college and demonstrated growth in their acceptance of personal responsibility, self-advocacy skills, and study strategies. Presenters will describe how the Peer Mentoring program was designed and developed and will share video presentations of case studies that illustrate the peer mentoring model. Participants will learn how to build a peer mentoring program through recruitment, leadership and mentor training, and evaluation and take away samples of the intake and tracking forms used in the Peer Mentoring Program. (SD, PA)
8.4 Creating and Sustaining Centralized Advising Centers at Two-Year Colleges ~ Round Table Discussion
Tobi Hay, Wendy Grossmann - Clinton Community College
Amphitheater

Many of us advising at community colleges are considering the benefits to a centralized advising center. Come to this round table discussion to hear how your peers have addressed advising model changes on their campuses. What are the pros and cons of a centralized advising model for community college students? How can we create and sustain change in the midst of contract negotiations, fluctuating enrollments and high student turnover? If we have a large enough group, we’ll separate according to college type and size, as small schools and large schools each have unique challenges. Our objective will be new ideas for implementation as well as a network of support as we return to our own campuses. (2Y, AA)

8.5 Advisors Without Borders: Implementing an Academic Advising Certificate Course on Your Campus ~ Concurrent Session
Richard Gatteau, Mary Beth Powers - Stony Brook University
Diamond Ballroom I

Interested in educating and involving your campus in academic advising? Looking for ways to collaborate with faculty and staff colleagues? Aiming to improve academic advising to enhance the success of your students? If you’ve answered YES to these questions, join us to learn how we developed and implemented a successful Academic Advising Certificate course. This course was created at Stony Brook University in the fall of 2007 and has been offered each fall and spring semester since. This 8-week class has been completed to date by 125 faculty, advisors and staff and is now entering its fourth year. Through lecture and discussion we will share information about the course genesis, marketing, content and syllabus, participant feedback, positive outcomes, and challenges. Copies of the training manual, "Advisors without Borders" will be available. (TD, AA)

8.6 An Evolved Career Event for Our Times ~ Concurrent Session
Karen Lederer - University of Massachusetts Amherst
Diamond Ballroom II

In this down economy students are worried about finding employment when they graduate. Despite this fear, it can be difficult to get students to attend career events. A departmental advisor, along with colleagues from other majors and University Career Services, designed an innovative career program. This successful career event is inexpensive to produce, popular with students and excites alumni participants. The event has been repeated and refined over the past few years. While this event was originally designed for interdisciplinary majors who felt left out of traditional career fairs, this format can be easily adapted.

Participants in this round table will leave with specifics on how to organize this type of event on their campus and examples of printed materials. Participants will also be encouraged to share their career programming successes from their own campuses. (CP, LA)
Program Tracks Index

(1Y) First-Year Students
1.5 The Road to College Success through Conduct Violations
3.2 The Freshman 15
7.1 The Evolution of Insight: A First-Year Advising Program Outside of the Classroom
8.2 Moving Beyond the Stone Age: The Evolution of a First Year Advising Model
P.1 An Unhidden Agenda: From Intrusive to Intentional Advising
P.2 Retaining Community College Pre-Health Students Through a First Year Seminar
P.5 Wellness Survival Skills with a Twist
P.8 Designing a 4 Year Academic Plan
4.1 Advising Online A Unique Design
4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach
4.7 Balancing the High Wire: How Advisors Can Support Students with Varying Levels of Family Involvement
5.2 Starting and Sustaining Peer Advising on Your Campus – 3 Case Studies
6.6 A Progressive Advising Connection: Mentoring Latina Students
6.2 The World of Designing Academic Plans for the Purpose Driven Degree

(2Y) Two-Year Colleges
8.4 Creating and Sustaining Centralized Advising Centers at Two-Year Colleges
P.2 Retaining Community College Pre-Health Students Through a First Year Seminar
P.6 Academic Probation to Academic Autonomy: More Than Just Earning the PASSing Grade
4.2 A Fork In the Road: Pathways to Student Success
4.3 Career Advising: A Little Help from my Friends

(AA) Advising Administration
2.2 Innovative Advising: Doing More with Less
4.5 Because That's the Way We've Always Done It!
5.3 Student Success Center: Progress Under Construction
P.3 Challenges and Solutions to Academic Probation and Academic Bankruptcy for Distance Education
P.7 A Student Centered Approach: Utilizing Winter & Summer Sessions to Improve Persistence & Graduation Rates
1.5 The Road to College Success through Conduct Violations
5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System
6.2 The World of Designing Academic Plans for the Purpose Driven Degree
6.4 The Experience of Stopping-Out of Higher Education
6.5 Twenty Ways to Manage Miserably
8.1 An Innovative Advising Model Using to Assist Faculty Advisors and Students
8.4 Creating and Sustaining Centralized Advising Centers at Two-Year Colleges
8.5 Advisors Without Borders: Implementing an Academic Advising Certificate Course on Your Campus
6.3 Evolving, Progressing and Sustaining: Advising Across the Spectrum

(AB) Advising Business Majors
7.5 Put Your Students on the MAP!

(AC) Advising and Academic Coaching
PCW4 Non-Directive Advising Techniques: Useful Strategies from Professional Coaches
4.2 A Fork In the Road: Pathways to Student Success
6.2 The World of Designing Academic Plans for the Purpose Driven Degree
2.1 Growing MBTI in Your Advising Practice
2.4 The Early Bird Gets the Worm: Examining the Impact of Late Orientation/Registration on Academic Performance
2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students
3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool
P.1 An Unhidden Agenda: From Intrusive to Intentional Advising

(AL) Advising Adult Learners
3.4 An Integrated Advising Model for Enhancing Adult Student Retention
4.6 Apples and Oranges? A Comparison of Advising for Traditional Students and Adult Learners
6.3 Evolving, Progressing and Sustaining: Advising Across the Spectrum
6.4 The Experience of Stopping-Out of Higher Education
P.10 I Want My Degree Yesterday: Implications for Mentoring in Accelerated & Online Undergraduate Programs

(AM) Advising Models
4.6 Apples and Oranges? A Comparison of Advising for Traditional Students and Adult Learners

(AS) Assessment of Advising
PCW3 Assessment of Academic and Career Advising
2.3 Survey Monkey: Friend or Foe?

(CP) Advising and Career Planning
3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool
4.3 Career Advising: A Little Help from my Friends
8.6 An Evolved Career Event for Our Times
PCW3 Assessment of Academic and Career Advising
1.2 Treating "Major Anxiety": A Collaborative Approach to Helping Students Explore Careers & Choose a Major
3.1 Professional Networking Using LinkedIn

(DE) Distance Education
P.9 Accelerated and Distance Advising: Perspectives of a Student and Faculty Member/ Program Director in a Doctoral Program
P.10 I Want My Degree Yesterday: Implications for Mentoring in Accelerated & Online Undergraduate Programs
6.3 Evolving, Progressing and Sustaining: Advising Across the Spectrum
P.3 Challenges and Solutions to Academic Probation and Academic Bankruptcy for Distance Education
2.2 Innovative Advising: Doing More with Less
4.2 A Fork In the Road: Pathways to Student Success

(DS) Doctoral Students
7.4 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
P.9 Accelerated and Distance Advising: Perspectives of a Student and Faculty Member/ Program Director in a Doctoral Program

(ET) Ethics and Legal Issues in Advising
2.3 Survey Monkey: Friend or Foe?

(FA) Faculty Advisors
5.6 Dilemmas and Delights of a Decentralized Faculty-Based Advising System
8.1 An Innovative Advising Model Using to Assist Faculty Advisors and Students

(FC) Facilitating Change in Advising
2.2 Innovative Advising: Doing More with Less

(FG) First-Generation College Student Advising
2.4 The Early Bird Gets the Worm: Examining the Impact of Late Orientation/Registration on Academic Performance
4.7 Balancing the High Wire: How Advisors Can Support Students with Varying Levels of Family Involvement
First Generation Interest Group Round Table

(HA) Advising High-Achieving Students
1.6 Pre-Registration Efficiency, Evolution and Effectiveness
7.5 Top Ten Things to Know About Pre-Health Advising, Even If You Are Not a Pre-Health Advisor

(HP) Health Professions Advising
7.5 Top Ten Things to Know About Pre-Health Advising, Even If You Are Not a Pre-Health Advisor

(LA) Liberal Arts Advising
1.1 What To Do When They Show Up: Content for Advising Students on Probation
4.6 Apples and Oranges? A Comparison of Advising for Traditional Students and Adult Learners
8.6 An Evolved Career Event for Our Times

(LU) Large Universities
3.6 Back to Basics: Personalizing Advising at a Large School
5.1 Blogging for Dummies: Get Your Information Out!
4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach

(MC) Multicultural Advising
6.6 A Progressive Advising Connection: Mentoring Latina Students

(NP) New Advising Professionals
PCW2 Evolve: The Basics of Advising
PCWS Introduction to NACADA (First Time Attendee Orientation)
2.6 Using Counseling Methods to Tailor Intentional Advising
6.5 Twenty Ways to Manage Miserably
6.1 Mapping Success: Enhancing New Advisor Training Through Concept Maps

(PA) Peer Advising and Mentoring
4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach
5.2 Starting and Sustaining Peer Advising on Your Campus – 3 Case Studies
7.3 Peer Tutoring as Student Leadership and Professional Development
1.4 Getting on T.R.A.C. – Collaborative Advising for Transfer Students
8.3 Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program

(PD) Probation/Dismissal/Reinstatement Issues
1.1 What To Do When They Show Up: Content for Advising Students on Probation
5.4 The Mid-Semester Reality Check - Creating a Plan for Academic Recovery
P.6 Academic Probation to Academic Autonomy: More Than Just Earning the PASSing Grade
4.2 A Fork In the Road: Pathways to Student Success
1.5 The Road to College Success through Conduct Violations

(SC) Small Colleges & Universities
P.4 Can You Hear Me Now? Building a Network for Student Success
5.5 Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder
8.2 Moving Beyond the Stone Age: The Evolution of a First Year Advising Model

(SD) Advising Students with Disabilities
1.3 ASSIST: Online Collaborative Student Success Initiative
2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students
### NACADA REGION ONE CONFERENCE 2011

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7</td>
<td>Let’s Be Concrete: Advising Students with Asperger Syndrome</td>
</tr>
<tr>
<td>5.5</td>
<td>Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder</td>
</tr>
<tr>
<td>8.3</td>
<td>Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program</td>
</tr>
</tbody>
</table>

**Academic Affairs/Student Services Collaboration**

| 7.1     | The Evolution of Insight: A First-Year Advising Program Outside of the Classroom           |

**Technology and Advising**

<table>
<thead>
<tr>
<th>PCW1</th>
<th>Technology: Online Collaborative Tools for Increased Effectiveness with Decreasing Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Professional Networking Using LinkedIn</td>
</tr>
<tr>
<td>4.1</td>
<td>Advising Online A Unique Design</td>
</tr>
<tr>
<td>5.1</td>
<td>Blogging for Dummies: Get Your Information Out!</td>
</tr>
<tr>
<td>5.7</td>
<td>A Conversation with the Keynote</td>
</tr>
<tr>
<td>8.1</td>
<td>An Innovative Advising Model Using to Assist Faculty Advisors and Students</td>
</tr>
<tr>
<td>1.3</td>
<td>ASSIST: Online Collaborative Student Success Initiative</td>
</tr>
</tbody>
</table>

**Advisor Training and Development**

<table>
<thead>
<tr>
<th>3.3</th>
<th>The Advisor/Advising Bucket List</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Mapping Success: Enhancing New Advisor Training Through Concept Maps</td>
</tr>
<tr>
<td>7.4</td>
<td>Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs</td>
</tr>
<tr>
<td>8.5</td>
<td>Advisors Without Borders: Implementing an Academic Advising Certificate Course on Your Campus</td>
</tr>
</tbody>
</table>

**Assessment of Academic and Career Advising**

| PCW2    | Evolve: The Basics of Advising                                                             |

**Theory and Philosophy of Advising**

<table>
<thead>
<tr>
<th>1.6</th>
<th>Pre-Registration Efficiency, Evolution and Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td>A Conversation with NACADA Leadership &amp; Executive Office Representative</td>
</tr>
<tr>
<td>3.4</td>
<td>An Integrated Advising Model for Enhancing Adult Student Retention</td>
</tr>
<tr>
<td>3.6</td>
<td>Back to Basics: Personalizing Advising at a Large School</td>
</tr>
<tr>
<td>7.6</td>
<td>First Generation Interest Group Round Table</td>
</tr>
<tr>
<td>5.3</td>
<td>Student Success Center: Progress Under Construction</td>
</tr>
</tbody>
</table>

**Advising Transfer Students**

<table>
<thead>
<tr>
<th>1.4</th>
<th>Getting on T.R.A.C. – Collaborative Advising for Transfer Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Innovative Advising: Doing More with Less</td>
</tr>
<tr>
<td>4.4</td>
<td>Supporting Student Transitions: A Dialectical Peer Advising Approach</td>
</tr>
<tr>
<td>5.2</td>
<td>Starting and Sustaining Peer Advising on Your Campus – 3 Case Studies</td>
</tr>
</tbody>
</table>

**Undecided/Exploratory Students**

<table>
<thead>
<tr>
<th>1.2</th>
<th>Treating “Major Anxiety”: A Collaborative Approach to Helping Students Explore Careers &amp; Choose a Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Growing MBTI in Your Advising Practice</td>
</tr>
<tr>
<td>5.8</td>
<td>Designing a 4 Year Academic Plan</td>
</tr>
<tr>
<td>6.2</td>
<td>The World of Designing Academic Plans for the Purpose Driven Degree</td>
</tr>
</tbody>
</table>
National Board Certified Counselor Credit (NBCC) Information

NACADA is an approved provider for NBCC. NBCC credits at regional conferences are provided through the National Academic Advising Association. NBCC Monitoring Forms are available at the conference Registration Desk.

Counseling Theory
PCW2 Evolve: The Basics of Advising
PCW4 Non-Directive Advising Techniques: Useful Strategies from Professional Coaches
2.1 Growing MBTI in Your Advising Practice
2.6 Using Counseling Methods to Tailor Intentional Advising
3.4 An Integrated Advising Model for Enhancing Adult Student Retention
3.6 Back to Basics: Personalizing Advising at a Large School
3.7 Let's Be Concrete: Advising Students with Asperger Syndrome
4.3 Career Advising: A Little Help from my Friends
8.3 Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program
P.1 An Unhidden Agenda: From Intrusive to Intentional Advising

Human Growth and Development
3.4 An Integrated Advising Model for Enhancing Adult Student Retention
3.6 Back to Basics: Personalizing Advising at a Large School
7.6 First Generation Interest Group Round Table
P.7 A Student Centered Approach: Utilizing Winter & Summer Sessions to Improve Persistence & Graduation Rates

Social and Cultural Foundations
1.3 ASSIST: Online Collaborative Student Success Initiative
2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students
3.7 Let's Be Concrete: Advising Students with Asperger Syndrome
5.5 Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder
6.6 A Progressive Advising Connection: Mentoring Latina Students
8.3 Preparing Students with Disabilities for College and Beyond Through a Peer Mentoring Program

The Helping Relationship
PCW4 Non-Directive Advising Techniques: Useful Strategies from Professional Coaches
1.1 What To Do When They Show Up: Content for Advising Students on Probation
1.3 ASSIST: Online Collaborative Student Success Initiative
1.5 The Road to College Success through Conduct Violations
2.5 Smart Students on the Skids: Integrating Coaching Techniques in Advising Sessions with At-Risk Students
3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool
3.7 Let's Be Concrete: Advising Students with Asperger Syndrome
4.2 A Fork In the Road: Pathways to Student Success
5.4 The Mid-Semester Reality Check - Creating a Plan for Academic Recovery
P.1 An Unhidden Agenda: From Intrusive to Intentional Advising
P.6 Academic Probation to Academic Autonomy: More Than Just Earning the PASSing Grade
### Group Dynamics: Processing and Counseling
- 1.5 The Road to College Success through Conduct Violations
- 3.2 The Freshman 15
- 4.4 Supporting Student Transitions: A Dialectical Peer Advising Approach
- 4.7 Balancing the High Wire: How Advisors Can Support Students with Varying Levels of Family Involvement
- 6.2 The World of Designing Academic Plans for the Purpose Driven Degree
- 6.6 A Progressive Advising Connection: Mentoring Latina Students
- 7.1 The Evolution of Insight: A First-Year Advising Program Outside of the Classroom
- 8.2 Moving Beyond the Stone Age: The Evolution of a First Year Advising Model
- P.2 Retaining Community College Pre-Health Students Through a First Year Seminar

### Lifestyle and Career Development
- 1.2 Treating “Major Anxiety”: A Collaborative Approach to Helping Students Explore Careers & Choose a Major
- 3.1 Professional Networking Using LinkedIn
- 3.5 Apply Yourself: Using a Transparent Application Process as a Teaching Tool
- 4.3 Career Advising: A Little Help from my Friends
- 7.5 Top Ten Things to Know About Pre-Health Advising, Even If You Are Not a Pre-Health Advisor
- 8.6 An Evolved Career Event for Our Times

### Appraisal of Individuals
- 2.1 Growing MBTI in Your Advising Practice
- 3.7 Let’s Be Concrete: Advising Students with Asperger Syndrome
- 5.5 Campus Collaborations that Support Social Language Development for Students with Autism Spectrum Disorder

### Research and Evaluation
- PCW3 Assessment of Academic and Career Advising
- 2.3 Survey Monkey: Friend or Foe?
- 7.4 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
- P.9 Accelerated and Distance Advising: Perspectives of a Student and Faculty Member/ Program Director in a Doctoral Program

### Professional Orientation
- PCW2 Evolve: The Basics of Advising
- PCW5 Introduction to NACADA (First Time Attendee Orientation)
- 2.6 Using Counseling Methods to Tailor Intentional Advising
- 6.7 A Conversation with NACADA Leadership & Executive Office Representative
- 7.4 Writing for NACADA: The NACADA Journal, Academic Advising Today, the Clearinghouse and Monographs
Awards and Recognition in Region One

2010 Best of Region Award

Kevin Piskadlo, Melissa Jenkins, Henrietta Genfi & Jonathan Lewis, Bentley University

Presentation: “Meeting Students Where They Are: Effective Programs that Enhance Advising”

2010 - NACADA Individual Awards

<table>
<thead>
<tr>
<th>Award Recipient</th>
<th>Institution</th>
<th>Award Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Ketler</td>
<td>University of Massachusetts</td>
<td>Assessment Institute Scholarship Winner</td>
</tr>
<tr>
<td>Ashley Reichenbach</td>
<td>University of Connecticut</td>
<td>Graduate Student Regional Conference Scholarship Winner</td>
</tr>
<tr>
<td>Al Cabral</td>
<td>Nazareth College</td>
<td>Outstanding Advising - Faculty Category - Winner</td>
</tr>
<tr>
<td>Carol Crafts</td>
<td>Providence College</td>
<td>Outstanding Advising - Administrator Category - Winner</td>
</tr>
<tr>
<td>Deborah Hodge</td>
<td>Excelsior College</td>
<td>Outstanding Advising - Primary Role Category - Certificate of Merit</td>
</tr>
<tr>
<td>James Shattuck</td>
<td>University of Hartford</td>
<td>Outstanding Advising - Administrator Category - Certificate of Merit</td>
</tr>
<tr>
<td>Ethel Hill</td>
<td>University of Maine</td>
<td>Outstanding Institutional Advising Program - Certificate of Merit</td>
</tr>
<tr>
<td>Jennifer Morrison</td>
<td>SUNY-Buffalo</td>
<td>Administrators' Institute Scholarship – Winner</td>
</tr>
</tbody>
</table>

2010 - NACADA Region 1 Awards

<table>
<thead>
<tr>
<th>Award Recipient</th>
<th>Institution</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Cataletto</td>
<td>Baruch College - City University of New York, New York, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Erik Colon</td>
<td>Binghamton University, Binghamton, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Mary Fraser</td>
<td>Central Maine Community College, Auburn, ME</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Henrietta Genfi</td>
<td>Bentley College, Waltham, MA</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Martin Green</td>
<td>Albany College of Pharmacy and Health Sciences, Albany, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Amy MacMannis</td>
<td>Bridgewater State College, Bridgewater, MA</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Julianne Messia</td>
<td>Albany College of Pharmacy and Health Sciences, Albany, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Lianna Scull</td>
<td>LIM College, New York, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Suzanne Toliao</td>
<td>Nyack College, Nyack, NY</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
<tr>
<td>Erica Watson</td>
<td>Central Maine Community College, Auburn, ME</td>
<td>Region 1 Advising Excellence Award</td>
</tr>
</tbody>
</table>
Steering Committee
(Region Liaisons are also members of the Steering Committee)

Region Chair – Susan Moyer, Excelsior College (2009-2011)
Site Conference Chair – Ann Traynor, University of Connecticut (2010-2012)
Past Region Chair – Susan Kolls, Northeastern University (2007-2009)
Communication and Membership Chair – Mary Fraser, Central Maine Community College (2010-2012)
Conference Co-Chairs – Susan Kolls, Northeastern University and Terri Downing, Franklin Pierce University (2009-2011)
Awards and Recognition Chair – Gail Stubbs, University of Massachusetts-Boston (2009-2011)
Past Conference Chair – Mary Fraser, Central Maine Community College (2007-2009)
Budget Chair – Steven Viveiros, Bridgewater State University (2009-2011)

Quebec Liaisons: Vacant (2011-2013)

New York Liaisons:
East: Erik Colón (2011-2013)
      SUNY Binghamton
West: Jillian Reading (2011-2013)
      SUNY Buffalo

Vermont Liaison:
Jennifer K. Fath (2011-2013)
University of Vermont
Amelia Coleman (2011-2013)
University of Vermont

Maine Liaison: Vince Kloskowski (2011-2013)
Saint Joseph’s College of Maine

New Hampshire Liaison: Vacant (2011-2013)

New Hampshire Liaison:
Vacant (2011-2013)

Rhode Island Liaison:
Rachel Roy (2011-2013)
Roger Williams University

Connecticut Liaison:
Wanda Reyes-Dawes (2011-2013)
Manchester Community College
25th Annual NACADA Summer Institute
June 26 - July 1, 2011 - Colorado Springs, CO
July 31 - August 5, 2011 - New Orleans, LA

Join us for
The Most Comprehensive Consideration of Academic Advising Available!

Whether you are an administrator, advisor, faculty advisor or a member of a team who is responsible for student success at your institution, our Summer Institutes are tailored to your needs. The Institutes utilize an effective integration of expert group presentations with small group discussions, workshops, topical sessions, and individual consultations led by skilled practitioners. Since 1987, many professionals have benefited from the NACADA Institute’s participative, action-oriented and in-depth exploration of the relationship between quality academic advising and student success.

REGISTER TODAY!
Wesley R. Habley Summer Institute Scholarships are available. Apply before May 2, 2011
www.nacada.ksu.edu/programs/Awards/SIScholarship.htm

Registration discounts are available until
June 3rd for Colorado Springs & July 9th for New Orleans

Advising with Altitude!
NACADA 35th Annual Conference
Colorado Convention Center, Denver, Colorado

October 2-5, 2011

Over 400 workshops, concurrents, discussions, and posters showcasing critical issues plus new innovative academic advising strategies. Attend sessions from a wide range of session topics.

For more details visit:
www.nacada.ksu.edu

Sponsored by: NACADA, National Academic Advising Association
Hosted by: NACADA Region 10
Special Thanks

On behalf of NACADA Northeast Region One, the Conference Committee would like to extend our gratitude to the following individuals or institutions who contributed vital work and/or donations to help make this conference possible.

Bentley University
   Office of Academic Services

Binghamton University
   Athletic Success Center
   Alumni Relations Office
   Educational Opportunity Program
   Harpur Academic Advising,
   Harpur College Dean’s Office
   New Student Programs
   School of Management Advising Office
   Watson School Advising Office

Bolton Valley Resort

Bridgewater State University
   Academic Achievement Center
   Print Shop

Bruegger’s Bagels

Cabot Creamery

Central Maine Community College
   Graphics Department

Franklin Pierce University
   Academic Affairs/Office of the Provost
   Office of Admissions
   Center for Academic Excellence

Green Mountain Coffee Roasters

Landmark College
   Office of Public Relations and Marketing

Lindt Chocolates

National Gardening Association

Northeastern University
   Office of the Registrar
   Athletics
   College of Engineering
   Office of Orientation & Parent Programs
   Graduate School of Business
   Administration

Saint Joseph’s College of Maine
   Office of Academic Affairs
   The Academic Center
   Division of Graduate & Professional Studies
   Follett Bookstore

Sheraton Burlington Hotel & Conference Center

Stonewall Kitchen-York, Maine

University of Connecticut
   Neag School of Education

University of Vermont
   School of Business Administration
   Bookstore

University of Massachusetts, Boston
   Admissions Office
   Bookstore/Follett
   College of Science and Mathematics
   College of Liberal Arts
   Division of Student Affairs