Program Schedule

National Academic Advising Association
Northeast Region One
28th Annual Conference
MGM Grand Foxwoods, CT

March 21-23, 2012
Greetings Region One Conference Participants!

On behalf of our dedicated Region One Conference and Steering Committees, I would like to welcome you to our 28th annual NACADA Region One conference. I'm excited to be here and look forward to hearing from you about how advisors are working with students, colleagues and institutional programs to move advising from perception to reality; from Reel to Real. Our Region One conference offers a chance each year for advisors to reconnect, re-energize and re-commit to the fabulous work we do with students both in the lead role and behind the scenes.

None of this would be possible without the incredible work of our Region One cast and crew. I want to recognize the members of the conference committee under the tireless leadership of Susan Kolls from Northeastern University and Steve Viveiros from Bridgewater State University, for all of the hard work, dedication and passion that goes into putting on the show. I also want to thank all of the institutions in our Region that allow their advisors the time and support to help us prepare for and present this conference. They give us our tireless volunteers who work to read and edit proposals, solicit donations, organize technology, collect evaluations, staff the registration table, stuff hundreds of bags and make sure that the show does go on. Without their work this conference would not be possible. They also give us our incredible presenters who help us shine the limelight on new ideas, valuable programs, and amazing networking.

Similarly, without the same degree of volunteer help on the national level, NACADA would not be the exceptional organization it is today. NACADA thrives on membership involvement in planning and running the national conference, in commissions and interest groups, on committees and task forces, in writing and editing for journals and publications, and on involvement on all levels. I encourage each of you to seek out NACADA volunteers and leaders during the conference to chat about how you too can get more involved in this amazing organization.

I'd also like to thank each of you for attending our conference and bringing your perspective and expertise to our gathering. Your engagement with academic advising means that you have the vision, the knowledge and the experience to help give academic advising top billing. You are truly our greatest asset, and we could not accomplish what we do without your support. Throughout this conference, I ask you to stay engaged, give us our cue and help us shape the future of NACADA and Region One.

Please enjoy the pre-conference workshops, concurrent sessions, presentations and activities at the conference as well as the fabulous variety of restaurants, casinos and shopping that our location has to offer.

And now, on with the show!

Terri Downing, Franklin Pierce University

NACADA Region One Chair
NACADA 2012 Northeast Region One - Conference Committee

Northeast Region One Chair
Terri Downing - Franklin Pierce University

Conference Co-Chairs
Susan Kolls - Northeastern University & Steven Viveiros - Bridgewater State University

Program Co-Chairs
Autumn Grant - Bridgewater State University & Tracy Mendham - Franklin Pierce University

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

Registration Co-Chairs
Erik M. Colón - Binghamton University & Laurie Nelson - Brandeis University

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

2013 Conference Site Chair (QU)
Shoshana Kalfon - Concordia University

Awards and Scholarship Co-Chairs
Gail Stubbs - University of Massachusetts-Boston & Susan Moyer - Excelsior College

Volunteer Co-Chairs
Amelia Coleman & Jennifer Fath - University of Vermont

Special Events Co-Chairs
Ana Frega Ketler & Christyn Carey - University of Massachusetts-Boston

Vendor Chair
Donna Poyant - University of Massachusetts-Boston

Committee Members
Jennifer Andrews - Providence College • Dr. Iona Black - Yale University • Debra Boucher - Mount Wachusett Community College • Paulette Brower-Garret - College of Staten Island • Katrina Campbell-Thompson - Courtland Community College • Kim Cochrane - Boston University • Cory Davis - Mount Ida College • Rebecca Feig - Excelsior College • Mary Frasier - Central Maine Community College • Aretha Fryar - Excelsior College • Martha Garing - Excelsior College • Joshua Gaynor - Columbia University • Pat Hallowen - Keene State College • Jane Hanna - Johnson & Wales University • Vincent Kloskowski - Saint Joseph's College of Maine • Ryan Marnane - Salve Regina University • Michael Mastrella - Schenectady County Community College • Kat McGrath - Excelsior College • Karen McInnis - University of Massachusetts-Boston • Amy Daubney Mei - University of Massachusetts-Boston • Rodney Mondor - University of Southern Maine • Penni Newman - Excelsior College • Jim O'Brien – University of Southern Maine • Stephen Pepper - Massachusetts Institute of Technology • Sophia Sansone - Colorado State University • Mara Sidman - University of Massachusetts-Boston • Caryn Taylor - Bridgewater State University
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<td>Pre-Conference Registration</td>
<td>Celebrity Registration</td>
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<td>8:00-4:00pm</td>
<td>Conference Registration</td>
<td>Celebrity Registration</td>
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<td>10:00-12:00pm</td>
<td>Pre-Conference Workshops</td>
<td>Red Carpet A</td>
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<td>PC.1 Finding the Time to Look &quot;Over the Hedge:&quot; a Supervisor Guide</td>
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<td>PC.2 In Production: A Primer on Developmental Advising</td>
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<td>11:30-12:15pm</td>
<td>Steering Committee Meeting</td>
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<td>Lunch on your own</td>
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<td>12:15-1:15pm</td>
<td>PC.3 Introduction to NACADA First Time Attendee Orientation; pre-registration required</td>
<td>Grand Pequot Ballroom C ~ Includes Lunch</td>
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<td>1:30-2:45pm</td>
<td>Session 1</td>
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<td>1.1 Away and Back Again: How to Stay Focused Here and Keep Track of Those Great New Ideas to Implement Back Home</td>
<td>Encore A/B</td>
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<td>1.2 Speaking of Autism: Successful Strategies for Advising Students on the Autism Spectrum in Higher Education</td>
<td>Spotlight A/B</td>
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<td>1.3 Engagement and Progression through Dialogue and Support – the Role of the Personal Academic Adviser (PAA)</td>
<td>Bravo A/B</td>
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<td>1.4 Conversation with NACADA Leadership</td>
<td>Grand Pequot D</td>
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<td>1.5 The Dynamic Duo: Faculty and Staff Advisors Fight Freshman Confusion Together</td>
<td>Bravo C</td>
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<td>1.6 Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising</td>
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<td>1.7 Are your Undecided Students, like, “Clueless?” As if! A Guide to Creating a “Wicked Sweet” Program for Exploratory Students</td>
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<td>3:00-4:15pm</td>
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<td>2.1 How to Succeed in Advising Without Really Trying</td>
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<td>2.2 Comprehensive Advising Management System: Improving Experiences for Students and Advisors through Interdepartmental Collaboration</td>
<td>Spotlight A/B</td>
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<td>2.3 Asking Questions: Encouraging Self-Determination in our Students - a Coaching Perspective</td>
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<td>2.4 What Does Diversity Look Like when We Cannot Actually See It?</td>
<td>Grand Pequot D</td>
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<td>2.5 Fostering Intellectual Community: A Multidimensional Program Approach</td>
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<td>2.6 The Real Deal: Looking at the Truth Behind the Numbers</td>
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<td>2.7 Happily Ever After: Guiding our students through Choice-Angst</td>
<td>Red Carpet B</td>
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<td>4:30-6:00pm</td>
<td>Welcome Reception sponsored by the University of Connecticut ~ Cash Bar</td>
<td>Celebrity BEFGHIJK</td>
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<td>Dinner On Your Own</td>
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<td>Conference Registration and Evaluations</td>
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<td>Continental Breakfast (included in the conference fee)</td>
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<td>Academic Advising Excellence Awards Program</td>
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<td>with a Welcome from the National Office &amp; Region Update</td>
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<td>Session 3</td>
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<td>3.1 When Nursing Isn’t the Right Fit, Now What?</td>
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<td>3.2 Working Towards Early Academic Engagement: A Multi-Pronged Approach</td>
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<td>3.3 The Targeted Advising Model: Breaking the Addiction to being Undeclared</td>
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<td>3.4 Dancing with the Stars: Staffing and Maintaining an Effective Advising Center</td>
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<td>3.5 Transfer Student Success: Developing an Integrated Approach to Transfer Student Advising</td>
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<td>3.6 Surviving Your 1st Year of Academic Advising</td>
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<td>3.7 Writing for NACADA</td>
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<td>10:45-12:00pm</td>
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<td>4.1 Student Success Center: The A-Team</td>
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<td>4.2 Preparing Students with Disabilities for University and Beyond through a Peer Mentoring Program</td>
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<td>4.3 Assessing and Promoting Relational Resiliency: The Powerful Role of the Advisor</td>
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<td>4.4 Advising the Adult Learner: What Every Advisor Should Know to Help Guide the New &quot;Traditional&quot; Student</td>
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<td>4.5 &quot;Meet the Parents&quot;: A Conversation About Campus Cultures Regarding Parent Interactions</td>
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<td>4.6 Remember the Titans: Building Relationships for Student Success at Bunker Hill Community College</td>
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<td>4.7 Everything is Great... Now Let’s Ruin it! Working With Self Sabotaging Students</td>
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<td>Keynote Address Steven Jarvi - Associate Dean for Student Academic Life at Boston University</td>
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<td>Poster Presentations</td>
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<td>P.1 Making the Case for Enhanced Transfer Student Advisement: An Analysis of Admissions Criteria in the New York Metropolitan Area.</td>
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<td>P.2 I'm Not Your Mother! How to Respond to Student Needs in the Age of Instant Gratification</td>
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<td>P.3 Connecting Career Exploration and Academic Advising For Students entering the Health Professions</td>
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<td>P.4 Every Student Story Deserves a Beginning, Middle, and End: How to Motivate and Inspire Success with Developmental Students</td>
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<td>P.5 Helping Students MAP their Future!</td>
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<td>P.8 Institutional Profile Benefits of Helping Undeclared Students Transit from Associate to Baccalaureate Degrees</td>
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<td>P.10 Motivating The Millenial</td>
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<td>P.11 Your Mission: Directing a Peer Advising Cast</td>
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<td>P.12 Supporting Students' Self-Advocacy and Study Skills Development through Academic Advising</td>
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<td>P.13 Academic Advising + Academic Counseling = The Perfect Team!</td>
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<td>P.14 The Importance of Email in a Global Society: Perspectives from an Academic Advisor &amp; Teacher</td>
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<td>2:30-3:45pm</td>
<td>5.1 Continuous Improvement: But That's The Way We've Always Done It!</td>
<td>6.1 Show Me The Money Before I Am Gone With The Wind</td>
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<td>5.2 Applying Career Transition Theory to Academic Advising</td>
<td>6.2 Adult Learners- &quot;Our Golden Pond&quot; at Cape Cod Community College</td>
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<td>5.3 Millennials Supervising Millennials</td>
<td>6.3 Academic Coaching Strategies: A Holistic Approach to Supporting Students on Academic Probation</td>
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<td>5.4 Barriers to Self-Advocacy for students with ADHD: How Academic Advisors Can Help Students Help Themselves</td>
<td>6.4 Evolution of College Based Learning Communities: The Trilogy!</td>
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<td>5.5 Past the Millennials: Using Technology to Reach Today's Students</td>
<td>6.5 Finding Value in the Liberal Arts</td>
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<td>5.6 Dreams vs. Reality: Managing the Expectations of Healthcare Students</td>
<td>6.6 Great Expectations — Connecting Non-Traditional students to a Traditional University Campus</td>
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<td>5.7 Working with Diverse Millennial Students: Strategies for Success</td>
<td>6.7 Managing the Masses: Creative Uses of Technology and Groups in Providing Advising and Career Planning Services</td>
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<td>5.8 Conversation with the Keynote</td>
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<td>8:00-9:15am</td>
<td>7.1 Career Advising: Help Students Find Their &quot;Bourne&quot; Identity</td>
<td>8.1 Let's Be Concrete: Advising Students with Asperger Syndrome</td>
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<td>7.2 Pay It Forward: Mentoring the Next Generation of Advisors</td>
<td>8.2 The Dustless Training Manual: Using Wikis to Get Everyone on the Same Page</td>
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<td>7.3 A New START for Community College Students</td>
<td>8.3 Serving the Customer and Developing the Student: Finding a Mutual Ground</td>
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<td>7.4 Get Smart!</td>
<td>8.4 The Fresh-Start Workshop: Empowering Developmental Skills Students Towards Success</td>
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<td>7.5 That's So Gay!</td>
<td>8.5 Advising the New &quot;Traditional Student&quot;: Strategies for Working with Military Students and Veterans</td>
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<td>7.6 Helping Students Help Themselves: Inspiring Students to Become Strategic Learners</td>
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<td>Closing Keynote Address &amp; State Basket Giveaways</td>
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<td>Kevin Piskadlo, Henrietta Genfi, and Melissa Jenkins - Bentley University</td>
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<td>12:30-1:30pm</td>
<td>Open Planning Meeting for 2012 Conference ~ Please Join Us</td>
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How to Use this Program

PC – 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 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 21st

12:15-1:15pm

Introduction to NACADA (First Time Attendee Orientation)  
~ Includes Lunch  
Grand Pequot Ballroom C

Presenters:
Leigh Cunningham – NACADA Executive Office Coordinator of Educational Programming  
Beth Higgins - NACADA Board Member  
Susan Kolls - NACADA Board Member  
Terri Downing - 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 Sponsored by the University of Connecticut ~ Cash Bar  
Celebrity BEFGHIJK

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 22nd

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  
Celebrity ABHIJK

This event will recognize and reward the incredible work of several advisors from Region One.

12:15-1:30pm

Opening Keynote Address:
"Brain Surgery or Academic Advising? I Chose the More Challenging Path."
Celebrity ABHIJK

Steven Jarvi - Associate Dean for Student Academic Life in the College of Arts and Sciences at Boston University. Steve oversees academic advising, pre-professional advising, student records and the Office of Student Programs and Leadership. Prior to Joining BU in June 2010, Steve worked at the University of Connecticut in Storrs for 19 years. He started his UConn career as an academic advisor and eventually held the title of Assist Vice Provost for Student Success. Steve entered the advising profession as a high school guidance counselor before moving on to higher education as a career counselor at Brandeis University. Steve earned his BS in Psychology from Springfield College, a M.Ed. in Guidance and Counseling from Boston University and a Ph.D. in Higher Education Administration from UConn.

Don’t Forget! 6:30pm ~ Graduate Students will gather for a Group Dinner – Hard Rock Cafe
Friday, March 11th
10:45-12:00pm

Closing Keynote Address:
“The Advisor Bucket List”

Kevin Piskadlo, Henrietta Genfi, and Melissa Jenkins are all advising professionals at Bentley University in Waltham, Massachusetts. Together with their colleagues in Academic Services, this team has been responsible for transforming the guiding philosophy and overall delivery of comprehensive academic advising on their campus. This included a transition from a faculty based advising system to one that uses a combination of professional advising with a more formal faculty mentor program.

Frequent presenters at both regional and national NACADA conferences, the Bentley team has created and delivered pre-conference workshops and concurrent sessions on a variety of topics including peer advising, successful collaboration between academic and student affairs, academic advising programming models, and professional development for advisors. For the last two years, their presentations have been chosen as the Best of Region One.

State Basket Giveaways at Closing Brunch Event on Friday! You have to be there to win!

Pre-Conference Workshop Descriptions
Preregistration Required

Wednesday, March 21st, 10 - 12pm

PC.1 Finding the Time to Look “Over the Hedge”: a Supervisor Guide ~ Pre Conference
Rodney Mondor - University of Southern Maine
Red Carpet A

We constantly face the pressure of “doing more for less.” It is important that we take the time to motivate and appreciate our staffs as well as address issues that arise. But in the day to day hustle and bustle, we never seem to have the time to look “Over the Hedge” and see beyond. Who is succeeding? Who might be struggling? Have you set professional goals to challenge your staff or are they on auto-pilot?
Now is the time to invest in the future of your staff. Take a look at what will motivate your staff to not only succeed, but excel. As the supervisor, you need to balance setting the course and motivating your staff. (AA)

PC.2 In Production: A Primer on Developmental Advising ~ Pre Conference
Patrick Cate - Plymouth State University
Red Carpet B

This preconference session is designed for new advisors who are not as familiar with developmental advising and the field of advising, seasoned professionals who would like a refresher and anyone who wants to learn about the history, theories and have a chance to practice what we do. The workshop will start by examining an overview of the history of higher education, how advising has been a part of it and what are trends that affect us today. Next we will explore theories and theorists that are often cited in advising literature and conversation. We will end with an opportunity to practice. (NP, HI)
Wednesday, March 21st, 12:15 – 1:15pm

PC.3 NACADA Orientation for First-Time Conference Attendees ~ Pre Conference
Leigh Cunningham - NACADA Executive Office Coordinator of Educational Programming
Beth Higgins - NACADA Board Member
Susan Kolls - NACADA Board Member
Terri Downing - Region One Chair
Grand Pequot Ballroom C

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

Session Descriptions

Session 1
Wednesday, March 21st, 1:30 - 2:45pm

1.1 Away and Back Again: How to Stay Focused Here and Keep Track of Those Great New Ideas to Implement Back Home
Alice Cash - University of Southern Maine
Encore A/B

Do you come to the Conference eager to meet new and old friends, find new ideas, and reenergize your work? Do you attend Pre-conference, Concurrent Sessions, Round Table and Panel Discussions? Do you collect handouts and take notes? You stuff all the notes and handouts in your new bag. You arrive home and tell yourself you will sort through and organize your new ideas on Monday, right? But, on Monday an avalanche of emails, messages and paperwork welcomes you. Your new bag of inspiration and great ideas gets set aside. This presentation will explore ways to stay focused at the conference and organize your new ideas and materials to implement at work. (TD)

1.2 Speaking of Autism: Successful Strategies for Advising Students on the Autism Spectrum in Higher Education
Sarah Sadowski - Fitchburg State University
Spotlight A/B

Institutions of higher education have seen a dramatic rise in the numbers of students on the Autism Spectrum. These students often have strong academic abilities and come to the college community with specific educational and psychosocial needs. This session will draw from current research literature to outline different approaches to serving these students in higher education and offer ideas for successful academic advising for this particular population. Participants will share experiences working with students on the spectrum and discuss current models and methods for successful integration and retention of this population at the college level. (SD, AC)
1.3 Engagement and Progression through Dialogue and Support – the Role of the Personal Academic Advisor (PAA)
Ron Cambridge - London Metropolitan University
Bravo A/B

Most colleges and universities, in both the US and the UK, face challenges in meeting the needs of non-traditional students of various backgrounds and abilities. London Metropolitan University, recognizing that nearly all its students are non-traditional, is committed to tailoring educational programs to the diverse needs of students so that they attain their full potential. A key element of this organizational response is the provision of Personal Academic Advisors (PAAs), whose role is to enhance undergraduate students' experience and to increase retention and engagement through 1-to-1 meetings. The presentation, given by an academic with 7 years' experience as a PAA, focuses on the purposes, benefits, and difficulties that are part of the PAA role in an urban, career-focused university. The presentation argues that a PAA's most important role is the provision of a human face in a large diverse organization, and concludes with research-based recommendations that highlight the connection between academics and advising and the need to involve academic faculties in strategic planning for student affairs services. (AS, LU)

1.4 A Conversation with NACADA Leadership and Executive Office Representative
Leigh Cunningham – NACADA Executive Office Coordinator of Educational Programming
Beth Higgins - NACADA Board Members
Terri Downing - Region One Chair
Grand Pequot D

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

1.5 The Dynamic Duo: Faculty and Staff Advisors Fight Freshman Confusion Together
Daniel Szabo - Massachusetts College of Art and Design
Marc Holland - Massachusetts College of Art and Design
Bravo C

At MassArt, the first year art program operates in ways for which few high schools or colleges prepare incoming students. First year students enroll in the Studio Foundation (SF) program and must make a radical transition from the traditionally academic preparation of high school to an intense critique-based process. A collaborative advising process has been put in place to assist students through this transition. The model takes advantage of both the depth of classroom-based relationships as well as the expertise of experienced staff advisors.
This session will explore the unique learning environment of a visual arts program and how a shared model suits the needs of arts students particularly well. (FS, AM)
1.6 Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising – Panel
Richard Finger - Lehman College - CUNY
Diane Dellacorte - Lehman College - CUNY
Susan Kolls - Northeastern University
Michael Petro - University of Connecticut
Red Carpet A

Advising is a career to which it is easy to become attached. By nature advisors are caring, supportive, interested and engaged in helping their students and following their success. Thinking about working outside of the realm of advising is difficult, but sometimes necessary when building a career and a life in higher education. As one strives to achieve career satisfaction and ultimate self-actualization, it is important to understand that moving on is okay and that the transferable skills learned as an academic advisor can be used throughout the higher education field.

Join this panel of former academic advisors who have moved on in the field of higher education - but who have not left behind the ideas, skills and world of academic advising entirely. We will discuss how to begin the process of making the move, the transferrable skills and the connections between positions outside of academic advisement and advising as a career. We will share the experiences of transitioning from long term advising careers to other opportunities within the world of higher education. Hear our stories, ask us questions, and share your goals. (AA, TD)

1.7 Are your Undecided Students, like, “Clueless?” As if! A Guide to Creating a “Wicked Sweet” Program for Exploratory Students
Heather Wotton - Marymount Manhattan College
Jenna Grogan - Marymount Manhattan College
Red Carpet B

Are your undecided students “Clueless” about choosing a major? Or do we as advisors just feel “Clueless” while trying to help these students? Using the experiences of a small, liberal arts college, we will discuss the development of our current advisement program for undeclared students. By sharing “The Good, The Bad, and The Ugly,” we will highlight important lessons throughout our program’s evolution. Our presentation will provide tools for creating a “totally awesome” undecided advisement program for your students. The session will be interactive, encouraging participants to share ideas and best practices. Let us help you alleviate that “Clueless” feeling when advising exploratory students! (UN, SC)

Session 2
Wednesday, March 21st, 3:00 - 4:15pm

2.1 How to Succeed in Advising Without Really Trying
Rodney Mondor - University of Southern Maine
Melissa Kopka – University of Southern Maine
Encore A/B

Despite our busy schedules, it is important that we practice what we preach in our day to day work with our students. How do we succeed in advising? Do you have a plan? Do you take the time to meet others on your campus, network with possible referrals, and learn the latest in technology and theory?
This session will provide you with a step by step approach on how to succeed as a person and advisor. Don’t get locked in your office from 9-5, but take your office on a field trip. This motivational presentation will share best practices tips and allow for group discussion on “How to Succeed.” (AA, TD)
2.2 Comprehensive Advising Management System: Improving Experiences for Students and Advisors through Interdepartmental Collaboration

Monica Avitsur - Columbia University
Barak Zahavy - Columbia University
Spotlight A/B

Purchasing a software solution for a professional academic advising office requires balancing faculty, advisor and student needs. Columbia’s Center for Student Advising partnered with the College’s IT department and conducted a comprehensive needs assessment, a demo and proposal analysis process, and a detailed, internally designed implementation plan. The process succeeded because of advisor involvement and cross departmental collaboration. As a result, Columbia has designed a procurement and implementation process that ensures buy in from constituents while maintaining budget and time constraints. By utilizing the best aspects of Advising Administration and IT, this process uses concrete tools that can be used by other university and college departments currently in the procurement process or in the planning stages. (TA, AA)

2.3 Asking Questions: Encouraging Self-Determination in our Students - a Coaching Perspective

Ruth Wilmot - Landmark College
Lyn Sperry - Landmark College
Bravo A/B

The focus of this interactive presentation is to introduce the coaching skill of asking questions and to invite participants to practice this skill as a way to enhance their advising work with students and to encourage student success. Advisors can be powerful collaborators with students, supporting them to improve their self-determination and self-management skills. To that end, this presentation will offer theory on self-determination and instruction and practice in the technique of asking curious and powerful questions.

The three presenters are Professional Certified Coaches at Landmark College and have recently begun part-time advising again and would like to share some of what they find useful from their coaching experience in their advising work. (AC, SD)

2.4 What Does Diversity Look Like when We Cannot Actually See It?

Brandi Poczak - Excelsior College
Elizabeth Ireland - Excelsior College
Tammy Parsons - Excelsior College
Peter Barnett - Excelsior College
Matthew Flowers - Excelsior College
Grand Pequot D

Many of us are familiar with the concept of advising diverse populations. On a daily basis, we are faced with the challenges it can elicit. In many instances, on the surface, diversity appears to be obvious - race, ethnicity, gender, country of origin, age, size, ability, etc. How do these dynamics translate in an online environment? What does diversity look like when we cannot actually see it? We will discuss how diversity plays a role in advising students from a distance and strategies for effectively communicating with a large and diverse student population. (DE, MC)
2.5 Fostering Intellectual Community: A Multidimensional Program Approach \~ Concurrent
Lynn Phillips - University of Massachusetts at Amherst
Bravo C

Advising and teaching are vital aspects of students' academic experience. But this does not need to stop at the office or classroom door! In this session we discuss how one large department invigorated its undergraduate intellectual culture through a multidimensional advising program that approaches students holistically, integrates faculty and peer advising, fosters meaningful faculty-student connections, and creates opportunities for students to become proactive educational decision makers who are more deeply engaged with their studies. Particular attention is paid to the ways this approach may enhance the experience of ALANA and/or first generation college students, as well as to the pivotal role peer advisors can play in cultivating a vibrant intellectual community. The presentation incorporates concrete suggestions and invites lively discussion among participants. (PA, FA)

2.6 The Real Deal: Looking at the Truth Behind the Numbers
Amy MacMannis-Freeland - Bridgewater State University
Red Carpet A

Although there are benefits to living on campus and attending college full-time, the reality is that only 25% of students are able or willing to do both. The majority commute to college and more than 1/3 of college students are over age 25; that adult population, including veterans, is one of the fastest growing populations in higher education. Many students juggle families, jobs, and outside responsibilities and are economically disadvantaged and commute out of necessity. The researcher will explore trends as well as best practices for advising commuter students. (AL, FG)

2.7 Happily Ever After: Guiding our Students through Choice-Angst
Dorise Gruber - Boston University (School of Management)
Red Carpet B

Our students invest thousands of dollars into their educations each year in order to have hundreds of doors open for them. When faced with infinite options (what should my major be?) or when faced with just one (should I drop this class?), our students fearfully agonize over making the wrong decision. In this session, we will discuss choice-angst and synthetic happiness. Through brainstorming, we will use these and other psychological principles to develop strategies to help students make these tough decisions. Finally, we will discuss how we, as educators, can use these principles in order to best help our students reflect positively on the decisions they have made. (UN, AC)

**Session 3**
**Thursday, March 22\(^{nd}\), 9:15 - 10:30am**

3.1 When Nursing Isn't the Right Fit, Now What?
Karen Martel - University of Southern Maine
Brenda Webster - University of Southern Maine
Janis Albright - University of Southern Maine
Encore A/B

Do you advise students who aspire to be nurses? Do you find yourself advising students who are either not accepted into the program or do not meet the minimum progression standards to stay in the program? Are they crushed that their dream is no longer a reality? Come to this session and learn about
other opportunities these students have to fulfill their dream of being in helping professions. Leave with your advising toolbox filled with helpful tips on how to begin these difficult advising sessions and what to include in the discussions to help students understand that it is not the end of their educational and career possibilities. (AC, HP)

3.2 Working Towards Early Academic Engagement: A Multi-Pronged Approach
Robert Mock - Curry College
Vicki Nelson - Curry College
Spotlight A/B

Working with Millennials requires advisors to view the world differently as these Emerging Adults enter college with changing values and needs. Faculty members and advisors are increasingly struggling with the question of how to engage these students in their educational experience and help them overcome first-year transitional challenges. This session will provide information on the characteristics and values of this generation of students as we discuss our First Year Early Engagement Initiative. This multi-pronged initiative utilized advisor workshops, academic surveys, pre-registration, Peer Advising, pre-orientation student contact, Facebook, early student-advisor meetings, and concluded with a mid-semester survey. This session will offer theory, models, statistics and strategies to help develop a sense of what is needed for new students entering college. (1Y, PA)

3.3 The Targeted Advising Model: Breaking the Addiction to Being Undeclared
Patrick Cate - Plymouth State University
Bravo A/B/C

Undeclared students present multiple issues and challenges to advisors. On many campuses, the number of students entering their freshman year undeclared is rising and more than three quarters of students change their major at least once. The Targeted Advising Model (TAM) is built on the premise that students are not as engaged in the process as they need to be in order to make good decisions about their majors. This model, which has roots in advising, career, addictions, and educational theories, has helped our students persist and graduate in four years at a very high rate. (UN, TP)

3.4 Dancing with the Stars: Staffing and Maintaining an Effective Advising Center
Debra Boucher - Mount Wachusett Community College
Adam Duggan - Mount Wachusett Community College
Celebrity F/G

Attendees will leave with practical tips and tools to be adapted for use in both two and four year institutions. Effective, consistent, accurate advising involves training, planning, teamwork, and a student-focused attitude. We will share practical tips and best practices that have helped us reach these goals. Our layered training model gets advisors the information they need in a format they can use and provides ongoing professional development. This plan addresses the challenges of training many different kinds of advisors including faculty, grant staff, and professional advisors located both in the advising center and in other parts of the college. (AA, 2Y)

3.5 Transfer Student Success: Developing an Integrated Approach to Transfer Student Advising Co
Amilah Gomes - Eastern Connecticut State University
Celebrity C

This session will examine the development of an integrated approach to advising transfer students, which includes multiple constituents across campus. This integrated model will make use of the distinct
role of individual departments and their relationships with students, in order to address students' developmental needs and barriers to success, and to help these students become successful. Eastern Connecticut State University uses this approach with transfer students, in order to provide students with a smooth transition and integration to campus, knowledge of campus resources, positive peer and faculty interactions, and tools for academic and career development. On average, residential transfer students at Eastern enter with lower GPAs than their native counterparts, but those living in the transfer student residence hall using this approach had the highest average GPA among all residence halls at the end of Fall 2010. (TS)

3.6 Surviving Your 1st Year of Academic Advising ~ Round Table
Natacha Cesar - Brandeis University
Celebrity D

Are you a new advisor? Do you sometimes feel like you are going into the wild instead of work? This roundtable discussion will focus on new professionals in the advising field. It is an opportunity to talk about the challenges first-year advisors face transitioning into the field, about how to understand the advisor's role, and about critical resources needed to survive and thrive as a first year advisor. This conversation will be structured for participants to share their experiences and insights. Together participants will develop a list of the top five things every advisor must do during their first year. Participants will walk away with a greater sense of community, a stronger professional network, strategies for dealing with their new professional role, and career advancement tips. (NP)

3.7 Writing for NACADA ~ Concurrent
Leigh Cunningham - Kansas State University
Celebrity E

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

Thursday, March 22nd, 10:45 - 12:00pm

4.1 Student Success Center: The A-Team
Rodney Mondor - University of Southern Maine
Kim Jenkins - University of Southern Maine
Helen Gorgas Goulding – University of Southern Maine
Whitney Kangas – University of Southern Maine
Encore A/B

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 an overview of how USM restructured its student services to place more emphasis upon a holistic, longitudinal advising approach. The initial concept from 3 years ago has led to a major overhaul, from working primarily with undeclared students to all undeclared and College of Arts,
Humanities and Science majors, providing academic advising, career coaching and academic support under “one roof.” (AC, AA)

4.2 Preparing Students with Disabilities for University and Beyond through a Peer Mentoring Program  
*Pamela Spillane - Bridgewater State University*  
*Patricia Connolly - Bridgewater State University*  
**Spotlight A/B**

Disability Service staff need assistance in providing academic support to students with learning disabilities, ADD, Asperger’s and cognitive disabilities. The Disability Resources staff at a comprehensive state university will present their successes in developing a peer mentoring program. Identification, training, and outcomes will be reviewed. Participants will also learn strategies for building a peer mentoring program at their own institution. (SD, PA)

4.3 Assessing and Promoting Relational Resiliency: The Powerful Role of the Advisor  
*Christine Michael - American International College*  
*Virginia Wilkins - College for Every Student*  
**Bravo A/B/C**

This workshop draws upon the presenters’ decade-long involvement with a national, non-profit college access organization, College for Every Student. Through their analysis of qualitative research they conducted with student participants, the presenters have identified relationship as the single most important factor in the success of under-served students, particularly during their first-year college experience. Relationships with advisors, both formal and informal, were paramount. Relational retention requires that institutions expand their definition of advising and support in response to what fragile student populations tell us they need to succeed. The presenters will cover the findings of their research, strategies to promote relational retention, and activities that can help advisors become more adept at promoting relational retention at their institutions. (FG, 1Y)

4.4 Advising the Adult Learner: What Every Advisor Should Know to Help Guide the NEW "Traditional" Student  
*Jay Titus - Tuition Advisory Services*  
*Julien Marques - Tuition Advisory Services*  
*Joanna Bandte - Tuition Advisory Services*  
*Tara Hennessy - Tuition Advisory Services*  
**Celebrity F/G**

More and more, academic advisors are seeing adult learners returning to school to pursue new or advanced degrees. While this increase in enrollment is welcomed by the institution, advisors can sometimes be caught off guard when they look across their desk to find someone either twice their age, or with multiple degrees already under their belt looking for guidance and direction. The advisors at Tuition Advisory Services work with thousands of adult learners each year, to assist them in making academic choices that meet their needs. In this session we will share our experiences in advising corporate learners, and present what we have found to be best practices in dealing with this new “traditional” student. (AL, DE)
4.5 "Meet the Parents": A Conversation About Campus Cultures Regarding Parent Interactions  
Panel  
Katie McFaddin - Brandeis University  
Laurie Nelson - Brandeis University  
PJ Dickson - Brandeis University  
Megan Penyack - Marian Court College  
Peter Falion - Landmark College  
Stephanie Perry - Bryant University  
Eighth Hill - University of Maine  
Celebrity C  

A student is failing all of his classes -- do you push the student to tell his family? A parent calls with specific questions about her daughter’s interaction with a professor -- how do you respond? Even more than FERPA, the culture of your institution often dictates the answers to these questions. Department culture around communication with families can vary widely from institution to institution. Learning more about this culture at other institutions can inform our own advising practice and help us better define the relationships between policy, philosophy, and practice. (EL, TP)

4.6 Remember the Titans: Building Relationships for Student Success at Bunker Hill Community College  
Round Table  
Syidah Abdullah - Bunker Hill Community College  
R. Arlene Vallie - Bunker Hill Community College  
Celebrity D  

Success Coaching at Bunker Hill Community College was created as part of the Learning Community Seminar to address low retention rates among first-year students. The model-- which involves frequent contact among success coaches, students, and instructors-- combines academic advising and life coaching. A strong working relationship between the professional advisor and the classroom instructor provides the optimal environment for achieving student success. Utilizing the success coaching curriculum, instructor tools and course content, this workshop will focus on how success coaches/advisors and faculty can work in tandem. Discussion topics will include best practices on how to use a syllabus, communicate with instructors and co-facilitate in-class activities. (2Y, AC)

4.7 Everything is Great... Now Let’s Ruin it! Working With Self Sabotaging Students  
Kevin Piskadlo - Bentley University  
Henrietta Genfi - Bentley University  
Melissa Jenkins - Bentley University  
Celebrity E  

Scene: End of the Semester. Academic Advisor’s Office  

Advisor: “You were doing so well all semester, why didn’t you hand in your research paper?”  
Student: Um, I dunno... [Advisor looks confused.]

Does this scene sound familiar? Each semester, students exhibit self-sabotaging behaviors that threaten their personal and academic success. Through the use of short vignettes and interactive discussions, advisors will learn how to spot the signs that may indicate a proclivity for self-sabotage by using Levine’s 7 Signs of Self-Sabotaging Behaviors. Advisors will leave the program with the tools needed to help students combat the negative behaviors that lead to sabotaging as well as strategies for confronting the actions and choices that lead to this potentially destructive behavior. (TD)
POSTER PRESENTATIONS
Thursday, March 22\textsuperscript{nd}, 1:30 - 2:30pm Celebrity ABHIJK

P.1 Making the Case for Enhanced Transfer Student Advisement: An Analysis of Admissions Criteria in the New York Metropolitan Area.
Richard Finger - Lehman College - CUNY
Diane DellaCorte - Lehman College - CUNY
Navisha Maharaj - Lehman College - CUNY

In higher education, institutional ranking and success is measured primarily by selectivity of incoming freshman applicants and four and recently six year graduation rates of first-time fulltime freshmen students. Higher education as an industry has responded by developing intensive programs for incoming freshmen, sophomore year experiences, and experiential learning programs for juniors and seniors. The traditional pathway to obtaining a college education has changed. Presently, over 50% of all freshmen will transfer during their college career. This presentation will begin making the case for investing in transfer student advising programs. This begins with an analysis of the admissions process and requirements for first-time fulltime freshman vs. transfer students at 60 universities. (TS)

P.2 I'm Not Your Mother! How to Respond to Student Needs in the Age of Instant Gratification
Christina Chandler - Lesley University
Lisa Lombardi - Lesley University

Advising is a shared responsibility but increasingly students are taking less ownership for their own learning and expecting more (and immediate) assistance from their advisors. The catchphrase echoing through the halls of academic advising centers is the issue of student entitlement. Have you experienced this as well? You are not alone!
How can advisors meet the students’ needs and avoid enabling their entitled attitudes and passive approach to education? How can we develop strategies to address these issues?
This poster session will explore the causes and implications of these trends as they relate to undergraduate, graduate and adult learners. Come and share your stories, hear what we are experiencing, and leave with a new perspective. (TD)

P.3 Connecting Career Exploration and Academic Advising For Students Entering the Health Professions
Navisha Maharaj - Lehman College
Dyan Atkins - Sacred Heart University

Answering the 10 minute question: A discussion of career choice can begin with a 10 minute conversation. Yes, indeed, questions like “How can I get to my intended career path of...” or “What type of a career can I pursue with the coursework I have taken thus far...” incites a discussion that gets the process started!
We maintain a philosophical basis that advising and career components are intricately entwined. It is crucial that they work together and complement this process of connection and clarity leading to a successful academic and career choice.
This presentation identifies pitfalls in dealing with these challenging questions specifically for students interested in the health professions and addresses skill sets necessary to successfully deal with two sides of the same issue. (HP, UN)
P.4 Every Student Story Deserves a Beginning, Middle, and End: How to Motivate and Inspire Success with Developmental Students
Angela Winarske - SUNY Niagara County Community College
Caitlin Fulle - SUNY Niagara County Community College

Are you looking for a new advisement model? Do you want to increase the retention of a specific population? The answer to these questions is a case management approach to the advisement process. Our advisement model has not only improved student success, attendance, confidence and motivation, but retention as well. Visit this poster session for an overview of the model that has allowed our Community College to increase retention among our highest need students from 59% to 80%. (2Y, 1Y)

P.5 Helping Students MAP their Future!
Andrea Goggins - College of Management, University of Massachusetts Boston
Amy Mei - College of Management, University of Massachusetts Boston

Do your students need to develop a better sense of professional direction? Do they need polish before starting their job search? Do the professional development opportunities on your campus seem disjointed? Ours did and in response The College of Management at the University of Massachusetts Boston has developed an innovative and engaging program to increase professional demeanor, confidence and know-how during the job search process: the Management Achievement Program (MAP). Learn how this required, co-curricular program was designed, implemented, marketed, and managed for 1,900 business students. Handouts and web links will be provided to show some of the technology and physical tools we use to manage the program. (AB, FG)

P.6 Stony Brook “Bridges” the Gap - A Mentoring Program for Probationary Students
Ellen Hopkins - Stony Brook University
Carolyn Stephenson - Stony Brook University

While research about mentoring has demonstrated a positive effect on mentees’ student development including improved academic performance and retention, at Stony Brook University, we have found that the mentors are also profoundly impacted. In an effort to help struggling students, “Bridges” provides an opportunity for probationary students to connect with an Academic Peer Advisor who offers strategies for academic success. Mentors are trained to work with this vulnerable cohort of students and are overseen throughout the semester by the Advising Center staff. The mentors have reported an increase in empathy for the struggling student, a positive impact on communication skills, and a new connection to the University with their ability to “give back.” (PA, PD)

P.7 Transitioning Transfers with ADV 101
Kristin Hall - Stony Brook University
Jackie Donnelly - Stony Brook University

We all know that transfer students sometimes fall through the cracks. At Stony Brook University, we have developed a seminar course, ADV 101, that is tailored specifically to our transfer student population. It is geared toward connecting our transfer students with an Academic Advisor or professional staff member from the very beginning and provides the necessary tools to help achieve a successful transition from their previous college or university. In this session, you will learn how Stony Brook developed this course, how it is succeeding, and view sample materials to take back to your institution. (TS)
P.8 Institutional Profile Benefits of Helping Undeclared Students Transit from Associate to Baccalaureate Degrees
Suzy Shepardson - The College of Staten Island
Mario D'Alessandro - The College of Staten Island
Dina Grant - The College of Staten Island

Mentoring students (especially those requiring remediation and enrolled in associate degrees) as they struggle to identify an appropriate major can be challenging. Supporting them through their process to persist and graduate is oftentimes daunting, and witnessing them obtain bachelor degrees is, unfortunately, not necessarily commonplace. The College of Staten Island (CSI) created a Baccalaureate Conversion Process to encourage student movement from their undeclared status into associate and then into bachelor degrees. As a result, we have witnessed a 16% increase in the number of associate students who earn bachelor degrees in 6 years, and have awarded 23% more baccalaureate degrees. This presentation will discuss the benefits and challenges of utilizing such a process. (AA, TS)

P.9 Using Assessment Results to Improve Orientation
Helen Gorgas Goulding - University of Southern Maine
Melissa Kopka - University of Southern Maine

The University of Southern Maine is a public 4-year University serving approximately 10,000 students across 3 campuses. About 88% of our students commute so connecting students to the campus and to each other is challenging. We view orientation as our first opportunity to help students build community and connection to the university.

We encourage students to complete an orientation survey following their orientation experience. The results of this survey helped us identify some key areas for improvement especially around community-building, and students’ experiences with advising and registration.

We will share an outline of our orientation program, orientation assessment results, and describe the improvements we have put in place. These improvements help students better connect with each other and feel positive about advising and registration. (AA, HS)

P.10 Motivating The Millenial
Helen Gorgas Goulding - University of Southern Maine
Joy Pufahl - University of Southern Maine

This poster presentation focuses on how we motivate our students through advising. At times, students show up to advising sessions unprepared or lacking direction, or sometimes students don’t show up at all. This presentation will highlight motivation issues common to the Millenial Generation and beyond and we will share techniques we have found helpful in our own work with students. (UN)

P.11 Your Mission: Directing a Peer Advising Cast
Jessica Stanwood - Southern New Hampshire University
Rachel Gonzalez - Southern New Hampshire University

Looking for inspiration when directing your Peer Advisors in their starring role as leaders on campus? Want some quick and easy ideas to help your Peer Advisors reach #1 at the box office? Creating a blockbuster Peer Advising program can be challenging, especially when your time and budget are tight! In this poster presentation, we will share our experience in changing our Peer Advising program to increase our focus on relationship and leadership development and the best practices we developed along the way! This session will allow participants with Peer Advising programs to reflect on best
practices and will give those developing a program some fresh ideas to use with their Peer Advising stars. (PA)

P.12 Supporting Students' Self-Advocacy and Study Skills Development through Academic Advising
Peter Falion - Landmark College

Many students enter college with limited self-awareness about how they think and learn (metacognition), how to address their learning needs (self-advocacy), and how to improve their study skills. This poster presentation will display innovative graphic organizers used by Landmark College academic advisors in our work with students who learn differently. The presentation will display worksheet examples, inventories, and other assessments that we use to help students understand their respective learning profiles and their learning needs. In addition, organization and time management planning grids will be visually presented. Active reading strategies for improving comprehension will also be featured. Copies of visuals and related materials will be available to participants. (1Y, SD)

P.13 Academic Advising + Academic Counseling = The Perfect Team!
Brandon Huggon - Massachusetts College of Pharmacy and Health Sciences
Jessica Petriello - Massachusetts College of Pharmacy and Health Sciences
Caroline White - Massachusetts College of Pharmacy and Health Sciences

The Massachusetts College of Pharmacy and Health Sciences (MCPHS), a professional institution focused on the education of health care professionals, has an especially high-need student population. In collaboration with faculty, the Academic Resource Center (ARC) advises over 3,000 health science students. Our center is staffed by academic advisors and academic counselors; both provide students with guidance and support. Academic advisors primarily provide assistance with course registration, curriculum planning, and college policy. Academic counselors primarily work one-on-one with students in areas of time management, study skills, and test taking. Academic advisors and counselors target specific majors to better assist in student development. This poster session presents how the department collaborates using specialized teams and shared decision making to provide high quality advisement to students when and where they need it. (HP, AC)

P.14 The Importance of Email in a Global Society: Perspectives from an Academic Advisor & Teacher
Kathy Davis - National Technical Institute for the Deaf (NTID)

Email can become overwhelming, but maintaining some of it is important! What types of information to keep? Constant re-assessment of the 5 W’s (who, what, when, where & why) is essential to effective email management. (TD, EL)

Session 5
Thursday, March 22nd, 2:30 - 3:45pm

5.1 Continuous Improvement: But That’s The Way We’ve Always Done It!
Kim-Marie Jenkins - University of Southern Maine
Encore A/B

Frustrated over being unable to get ahead as a result of antiquated, and often time-consuming, academic processes, administrators at the University of Southern Maine turned to the world of manufacturing for solutions. As a result, they have been able to adapt Continuous Improvement strategies from the corporate setting to streamline several of their traditional higher education practices.
This session will begin with a brief history of what Continuous Improvement means in industry (often better known as Lean, TQI, or Six Sigma) and how it has enhanced success in the manufacturing arena. Examples of continuous improvement strategies that have been successfully implemented at the University of Southern Maine will be highlighted. Discussion will focus on how these changes have expedited the timing of administrative processes and have positively influenced attitudes from "but that's the way we've always done it" to "this is how to do it more effectively." Participants will leave with concrete ideas and steps of how to initiate change, as well as how to structure a similar Continuous Improvement process to fit their institutional needs. (AA, AS)

5.2 Applying Career Transition Theory to Academic Advising
Jim Peacock - Kennebec Valley Community College
Spotlight A/B

Students must deal with many transitions when starting college. Adjusting to academic differences, living with a roommate, and choosing a major represent just a few. The Career Transition Theory developed by Dr. Nancy Schlossberg has many applications to the work being done in Academic Advising for students facing these transitions. The theory looks at 4 S's; the Situation, Self, Support, and Strategies. Each of these can be broken down and explored with the student and will help you understand where to focus your efforts in advising them. This session will cover Transition Theory and give you practical tools you can use in your daily work with students. (UN, AC)

5.3 Millennials Supervising Millennials
Nicole West - Westfield State University
Bravo A/B/C

Millennials are becoming a large portion of the work force in higher education and many of them are responsible for supervising the student staff in their offices. Creating meaningful and productive working relationships between the two groups can involve some pitfalls. This presentation will introduce a way to help face those challenges by evaluating the millennial leader and reviewing effective communication between millennials. Participants will have the opportunity to test this method in small groups with case studies. (NP, TD)

5.4 Barriers to Self-Advocacy for Students with ADHD: How Academic Advisors Can Help Students Help Themselves
Lucy Stamp - Landmark College
Kathy D'Alessio - Landmark College
Celebrity F/G

Often overwhelmed by the task of navigating increasingly more complex postsecondary environments, students with ADHD have difficulty asking for help in college. To assist them in communicating their needs more assertively, it's important to know why they seem so reluctant to ask for help—as well as how advisors might support the development of self-advocacy skills for students in this population. The purpose of this presentation is to communicate the findings of a research study designed to determine barriers to self-advocacy that exist for students with ADHD—as well as the most viable methods of intervention advisors can use to support them as they attempt to communicate their needs more assertively in college. (SD, HS)
5.5 Past the Millennials: Using Technology to Reach Today's Students
Audrey Willis - Plymouth State University
Patrick Cate - Plymouth State University
Celebrity C

There has been a significant amount of change since the Millennials first entered college in 2000. The use of technology is now more widespread than ever, and college students are “online an average of five days a week, two to three hours a day” (Wagner, 2008, p. 171). This session will examine the characteristics of the current and upcoming Millennial generation and how the rise in the use of technology has shifted the ways in which these students communicate and learn. The use of tools such as Prezi, podcasts, video tutorials, scan codes, and social networking sites will be explored and related to advising on college campuses. (TA)

5.6 Dreams vs. Reality: Managing the Expectations of Healthcare Students ~ Round Table
Justin Rahn - Mohawk Valley Community College
Celebrity D

In a bid to land a stable, good paying job in this down economy, many students have turned to the field of healthcare and thus to college majors such as nursing or medical assisting. The increased demand has strained many already taxed programs, which are seeing a lack of instructors, space constraints, and more underprepared students than ever before. This roundtable discussion will focus on sharing what your institutions are doing to accommodate the legions of students desiring to be in the medical field. The soft-skills of how to talk about ultra-competitive programs, inflexible course sequencing, and alternative career options will be discussed, as will how institutions divvied up healthcare advising, and how students are selected to begin in healthcare programs. (2Y, HP)

5.7 Working with Diverse Millennial Students: Strategies for Success
Jessica Hollstein - Bridgewater State University
P. Max Quinn - Bridgewater State University
Celebrity E

Millennials are invading college and university campuses worldwide, causing higher education and student affairs professionals to change how we approach and engage our students. Generational theory is helpful, but does not always apply to everyone. This presentation will give higher education professionals information on Howe and Strauss’ characteristics of Millennial college students, challenge their ideas, and provide resources that will help facilitate the growth of all Millennial students, nationwide. When working with diverse populations of Millennial students, educators need to be aware of their unique needs, expectations, and circumstances. This session will help you become better informed in working with this diverse population. Improve your advising and student affairs work through learning how to meet the needs of all Millennial college students. (MC, LG)

5.8 Conversation with the Keynote
Steven Jarvi - Boston University
Star Room
Session 6
Thursday, March 22nd, 4:00 - 5:15pm

6.1 Show Me the Money Before I Am Gone with the Wind
Joy Pufahl - University of Southern Maine
Elizabeth Higgins - University of Southern Maine
Encore A/B

Students state that financial concerns are one of their top reasons for leaving their institution. Are you uncomfortable talking about finances with your students? Are your students financially proactive or do they avoid financial offices and their past due account?
Come to this session and learn how to develop a partnership between advising and your financial colleagues to impact the student’s financial experience. We will share how we have begun to:

Create partnerships with financial aid and student accounts
Assist students in understanding financial aid and student bills
Build advisor and student confidence and competence in regards to financial literacy
Identify student financial warning signs
Incorporate financial discussions into advising appointments

Our goal is to motivate participants to return to their institutions and build partnerships. (TD, AA)

6.2 Adult Learners: Our "Golden Pond" at Cape Cod Community College
Carol Dubay - Cape Cod Community College
Paula Fay - Cape Cod Community College
Dawn Harney - Cape Cod Community College
Jacquie Scarbrough - Cape Cod Community College
Linda Willoughby - Cape Cod Community College
Spotlight A/B

With changing demographics at the local level, Cape Cod Community College is actively seeking to attract more adults to our campus. Join us as we present information relating to how we have effectively used grant money to become a mentor school for other institutions looking to attract and retain Adult Learners. Learn about outreach tactics; customized advising and life coaching sessions; academic support strategies that jump start success; and career placement services that you can use to support the adult population in your community. Walk away from this session with ideas on how your institution can “Retool, Rewire, and Rejuvenate” a new group of learners on your campus. (AL, 2Y)

6.3 Academic Coaching Strategies: A Holistic Approach to Supporting Students on Academic Probation
Jessica Petriello - Massachusetts College of Pharmacy and Health Sciences
Brandon Huggon - Massachusetts College of Pharmacy and Health Sciences
Joanna Chang - Massachusetts College of Pharmacy and Health Sciences
Bravo A/B/C

Students on academic probation often have a variety of academic and personal concerns that affect persistence in college. Effective techniques for facilitating the academic, professional, and personal success of students on academic probation must therefore be wide-ranging. This session will present a broad overview of strategies, including intrusive and strengths-based advising, use of an Academic Success Workbook, and use of technology, including Blackboard and online student success videos. The
presenter will share relevant bibliographic material and examples and will encourage collaborative discussion. Materials in this presentation can be adapted for students in a variety of programs, but are most relevant for working with students in STEM fields, with an emphasis on the health sciences. (AC, HP)

6.4 Evolution of College Based Learning Communities: The Trilogy!
Mara Sidman - University of Massachusetts Boston
Ella Robertson - University of Massachusetts Boston
Joyce Morgan - University of Massachusetts Boston
Celebrity F/G

In this session we will discuss how one large commuter-based university is approaching the issue of retention and first-year student success through smaller scale efforts in three of its colleges. The College of Science and Mathematics, the College of Liberal Arts, and the College of Management all have learning communities geared toward supporting their individual first-year students and assisting them in staying on track for graduation. We will discuss some of the basics of what learning communities are and we will share how these three programs showcase their signature elements. We will also discuss the lessons learned from experience of implementing these programs and how we are learning from each other. We will guide participants through an exercise in developing an outline for a learning community on their campus, which will be followed by a discussion of their new ideas. Participants will walk away with new ideas about learning communities they can then explore on their own campuses. (1Y, LU)

6.5 Finding Value in the Liberal Arts
Jon Kleinman - SUNY College at Old Westbury
Celebrity C

An insecure job market and rising tuition costs have led many students and parents to change their view of higher education. Strong employment opportunities and high earning potential after graduation are the desired returns, while liberal arts majors and required liberal arts coursework are increasingly undesired. Academic advisors often find themselves trying to muster enthusiasm for liberal arts coursework in students who are more concerned with acquiring training and marketable skills. This presentation will explore the work of several education researchers who have addressed the issue of declining interest in the liberal arts. For example, Jeremy Astin and Walter McMahon have both studied the ways liberal arts coursework can enhance the intellectual and professional lives of students. Former Beloit College president Victor Ferrall has proposed that efforts to increase appreciation for the liberal arts must include parents and high school teachers as well as students. In addition to discussing the work of these researchers, advisors will have a chance to share strategies they have used to pique their students’ interest in liberal arts coursework. (LA, TP)

6.6 Great Expectations – Connecting Non-Traditional students to Traditional Great Expectations on a Traditional University Campus ~ Round table
MaryAnne Purtill - Plymouth State University
Celebrity D

It is not uncommon for non-traditional students, because of their unique situations and specific needs, to inadvertently be overlooked for the same type of academic support services as their traditional counterparts. At Plymouth State University, a primarily traditional college situated in the beautiful White Mountains of New Hampshire, administrators are addressing access issues for its non-traditional students through a variety of outreach strategies and assessment tools. What initially began as a simple
e-mail request to non-traditional students, seeking assistance to general survey questions, grew into a shared desire among these students to gather and meet. This session will focus on the collaboration that occurred among several departments at Plymouth State (Advising, Education, Counseling & Human Relations) and the various support activities they have initiated. Outreach to its non-traditional students has included brown bag lunches, the development of resource materials, and the creation of an Advising Moodle page for students to communicate with their advisors regardless of day or time. Participants will be able to share their ideas and leave with some concrete tactics for implementation on their campuses. (TS, EM)

6.7 Managing the Masses: Creative Uses of Technology and Groups in Providing Advising and Career Planning Services
Liza Smith - Quinsigamond Community College
Maria Addison - Quinsigamond Community College
Celebrity E
Quinsigamond Community College's 6-year enrollment trend shows a head count increase of 52.93%. As a result, the Advising Office expanded its scope of services to include Career & Academic Planning, Workforce Training Initiatives, Probation & Dismissal interventions and incorporation of academic plans for students on Financial Aid suspension. Despite limited increases in staffing, QCC continues to serve all students – and serve them well! Through creative uses of technology and group sessions, we convey information, teach students, support administrative mandates and address student concerns while accommodating our increased student body. Focusing on student success and retention, this session discusses uses of technology and group advising to adapt to our changing landscape and broadening scope of advising services. Discussion of future uses will also take place. (2Y, TA)

COMMERCIAL PRESENTATIONS
Thursday, March 22nd, 5:30 – 6:30pm

C.1 Personality Type and You: Navigating your Career through Type ~ Commercial
Karina Money - Right Path New England
Spotlight A/B
Research posits that personality type is inherent and that it deeply influences our learning style, our careers, and who we choose as a mate. The presentation will show how invaluable personality type assessment is when advising students. Knowing one's own personality type can deepen self-understanding and help one's students. Attendees will gain an understanding of basic dimensions of personality, built on a foundation of temperament theory and Jung's theories, as well as the development of the Myers Briggs Type Indicator. (AC, AG)

C.2 Asking the Unasked Question ~ Commercial
Kendrick Roundtree, M.S. - RADalyst, LLC
Alissa Gardenhire, Ph.D. - RADalyst, LLC
Bravo A/B/C
What is the true answer to the "mystery" of poor retention and graduation rates among men of color? Why do these groups of student "seem" so difficult to reach and serve? Why can't "they" succeed in higher education in higher numbers? We believe a focus on deficit models and negative aspects of the education of men of color are ineffective. Men of color are NOT different from other students and problematizing them makes engaging and serving them more difficult. The presenters propose the use
of positive psychology, masculinity theory, stereotype-threat, and social-psychological theory within a strengths-based approach to service delivery. The goal is to develop engaged, independent, and strongly internally-motivated students, who exceed common expectations for retention, performance and graduation. (MC, 2Y)

Session 7
Friday, March 23rd, 8:00 - 9:15am

7.1 Career Advising: Help Students Find Their "Bourne" Identity
Rodney Mondor - University of Southern Maine
Whitney Kangas - University of Southern Maine
Encore A/B

When working with students, you come to realize that it is all connected. Your course selection connects to your major which connects to a career. But what if the student has no idea on what they want to do? How do you pick classes that will motivate the student to learn and move them along their career pathway?

At the University of Southern Maine, all advisors are Global Career Development Facilitators and have learned to incorporate the career coaching aspect into all advising sessions. Armed with prompting questions and an arsenal of personality and interest inventories, advisors are able to help students look into their past and plan for the future. (UN, AC)

7.2 Pay It Forward: Mentoring the Next Generation of Advisors
Kevin Piskadlo - Bentley University
Cory Davis - Salem State University
Celebrity E

As the field of academic advising continues to grow, so does the need for professionals to help mentor the next generation of advisors. Across the region, graduate programs enroll students who are interested in our work. The reciprocal relationship established between the professional and graduate student creates a dynamic of shared learning with numerous beneficial outcomes for all involved. In this session, a mentor and his mentee will discuss the importance of developing the professional advising competencies of graduate students and the many ways that advisors can contribute to our profession through job coaching, mentoring, practica, internships, semester projects, and student leader programs. Resources and suggestions for initiating your own mentoring will be shared by the presenters and audience members alike. (TD, PA)

7.3 A New START for Community College Students
Gerianne Brusati - SUNY Orange Community College
Talia Llosa - SUNY Orange Community College
Bravo A/B/C

New START (Student Advising/Registration Tutorial) is a college preparatory program that all new and transfer SUNY Orange Community College students must attend prior to advising and registration. The program provides information about navigating college expectations, SUNY Orange, and the advising and registration process. The program's implementation has had positive impacts on new student preparedness, effectiveness and efficiency of new student advising, and the growth of a Peer Advising program; it appears to have increased retention. Recently, New START was named a "Best Practice" in SUNY Community College retention initiatives by the SUNY Chief Student Affairs Officers Council. This
presentation will describe the purpose, format, and outcomes of this program, and the challenges and obstacles to its implementation. Presenters will invite discussion of how such a program may be developed and implemented at other 2-year institutions. (2Y, 1Y)

7.4 Get Smart!
Pamela Edwards - University of Southern Maine
Celebrity F/G

Get Smart! That is just what we are doing and you can too. Faculty and staff at the University of Southern Maine developed an advising plan for the College of Arts, Humanities, and Social Sciences to improve the student advising experience. Faculty Advising Liaisons and Student Success Advisors are our A-Team. The basic aim of our new advising plan is to make certain that students are advised by advisors who are informed, available, empathetic, and committed to advising as an essential educational process. (FA, AA)

7.5 That’s So Gay!
Alana Linick - University of Connecticut
Celebrity C

If you’re thinking this workshop might not be for you – it is! We all work with an incredibly diverse population of students from different faiths, races, states, countries, social classes and more. We try to promote an atmosphere of unity, cohesion, and safety in our offices, classrooms, playing arenas and on our campuses. But what about the LGBT students? In this workshop we’ll discuss what’s really happening on our campuses, what we’re hearing in the halls and classrooms, what we’re not hearing in the locker rooms, how language choices can be powerful (or are we over-policing?), and some of the things we can do as professionals to both re-educate ourselves, but also step outside our comfort zones to have these conversations with our students. The goals of this workshop are to increase awareness of LGBT issues on campus, become familiar and more comfortable using LGBT terminology, and discuss the challenges of being an ally and addressing this topic with our students. (LG, SA)

7.6 Helping Students Help Themselves: Inspiring Students to Become Strategic Learners
Adriana Ghan - Central Connecticut State University
Samantha Mastrobattisto - Central Connecticut State University
Celebrity D

Do you ever feel frustrated when working with students who appear to be stuck in the learning process? It might seem as though they lack information, lose focus, or are unable to clarify their goals. When students are unable to move forward academically an Academic Coach can help them hone their skill, will, and self-regulation, as well as avoid the pitfalls of the academic environment.

We invite you to join us for a presentation and case study review that will provide you with a toolbox of study strategies. This session is appropriate for anyone who wants to understand how to facilitate the development of students as they become strategic learners in order to successfully navigate the college learning environment. (AC, NP)
Session 8
Friday, March 23rd, 9:30 - 10:45am

8.1 Let’s Be Concrete: Advising Students with Asperger Syndrome
Stacy Stewart - University of Southern Maine
Courtney Breslin - University of Southern Maine
Encore A/B

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? Are you curious about the iPad and how it could assist you in working with students with Asperger’s? 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 (academic, career, and social advising) a student with Asperger’s and help them navigate the college environment. Take a look at an iPad and how it can assist these students and their learning. (SD, TD)

8.2 The Dustless Training Manual: Using Wikis to Get Everyone on the Same Page
Laurie Nelson - Brandeis University
KatieMcCadden - Brandeis University
Brian Koslowski - Brandeis University
PJ Dickson - Brandeis University
Natacha Cesar - Brandeis University

Antiquated. Heavy. Dusty. Nonexistent. Do these words describe your office’s training manual? How can we bring written institutional memory into the 21st century? This presentation focuses on the creation and implementation of an internal professional training wiki. The presentation will include a brief overview of wikis, as well as the advantages of this new type of training tool. Through mini-tutorials, attendees will learn how to launch, build, and control access to a wiki. The group will also discuss potential applications at attendees’ home campuses. This session is appropriate for a wide range of technological expertise. (TD, TA)

8.3 Serving the Customer and Developing the Student: Finding a Mutual Ground
Caroline White - Massachusetts College of Pharmacy and Health Sciences
Joanna Chang - Massachusetts College of Pharmacy and Health Sciences
Brandon Huggon - Massachusetts College of Pharmacy and Health Sciences
Bravo A/B/C

The purpose of this presentation is to synthesize "customer service mentality" with student development theory. The presenters will provide an overview of the shift in process and refined approach that was taken towards the student population at a Health Professions college. In today’s society, there is an increasing trend of incoming and current undergraduate students seeking immediate satisfaction and the shortest and easiest means to an end for their education. In general, the educational importance of a college degree has been replaced with the concept that it is a purchase transaction rather than a developmental experience. This shift hinders the growth of foundational values and the discovery of the students’ personal and professional goals. (HA, TP)
8.4 The Fresh-Start Workshop: Empowering Developmental Skills Students Towards Success
Vincent Bruno - LaGuardia Community College
Mitchell Levy - LaGuardia Community College
Celebrity F/G

Participants will learn how the presenters designed, implemented, and assessed a program to increase the success of new students enrolled in Developmental (Basic Skills) Summer Immersion courses at LaGuardia Community College. The presenters will demonstrate how their Fresh Start workshop addressed academic skills development, career planning, and goal-setting strategies. Longitudinal, in-class assessments conducted two and three weeks after the workshop will be described. Participants will learn how to assess the outcome of a similar program on their campus with respect to student motivation, help-seeking behavior, and academic support needs. First-year orientation programs and workshops such as Fresh Start are useful tools for student satisfaction and retention, since they can validate students, form bonds of educational commitment between students and institutional organizations, and address the needs of diverse student populations. (1Y, 2Y)

8.5 Advising the New "Traditional Student": Strategies for Working with Military Students and Veterans
Steven Bailey - Rhode Island School of Design
Celebrity C

Veterans and military students are going to be the new "traditional student" on residential and commuter campuses in the next few years as US veterans finish or start educational careers and international students in the US interrupt and resume their education to complete military service in their home countries. Attendees will learn how to understand, prepare for, and meet the advising needs of today's military and retired military students. Specific strategies will be offered to help students integrate into university life in order to offer additional options to distance learning or stopping out. (ML, ES)

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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.

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1.5 The Dynamic Duo: Faculty and Staff Advisors Fight Freshman Confusion Together

2.3 Asking Questions: Encouraging Self-Determination in our Students - a Coaching Perspective ~

Concurrent

2.7 Happily Ever After: Guiding our students through Choice-Angst

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3.3 The Targeted Advising Model: Breaking the Addiction to Being Undeclared

4.6 Remember the Titans: Building Relationships for Student Success at Bunker Hill Community College

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P.4 Every Student Story Deserves a Beginning, Middle, and End: How to Motivate and Inspire Success with Developmental Students
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Professional Orientation
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PC.2 In Production: A Primer on Developmental Advising
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1.4 A Conversation with NACADA Leadership and Executive Office Representative
1.6 Forging Ahead Without Leaving Students Behind – Career Pathways in Academic Advising
2.1 How to Succeed in Advising Without Really Trying
3.4 Dancing with the Stars: Staffing and Maintaining an Effective Advising Center
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### Awards and Recognition in Region One

#### 2011 - NACADA Individual Awards

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<th>Award Recipient</th>
<th>Institution</th>
<th>Award Category</th>
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<tr>
<td>Cory Davis</td>
<td>Salem State University</td>
<td>Graduate Student Annual Conference Scholarship - Winner</td>
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<td>Ryan Marnane</td>
<td>Salve Regina University</td>
<td>Graduate Student Regional Conference Scholarship - Winner</td>
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<td>Jill Huynh</td>
<td>Harvard Graduate School of Education</td>
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<td>Cory Davis</td>
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<td>Kanelia Voudouris</td>
<td>McGill University</td>
<td>Outstanding Advising - Certificate of Merit</td>
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<td>Martha Garing</td>
<td>Excelsior College</td>
<td>Outstanding Advising - Winner</td>
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<td>Jennifer Hartwell</td>
<td>Wheelock College</td>
<td>Outstanding New Advisor - Winner</td>
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<td>Staff</td>
<td>Bernard Baruch College - Center for Academic Advisement</td>
<td>Advising Technology Innovation - L.U.C.Y. &quot;Linking Undergraduate Curriculum to You&quot;</td>
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<td>Theresa Fadden</td>
<td>Broome Community College - Binghamton, NY</td>
<td>Summer Institute Scholarship - Winner</td>
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<tr>
<td>Jennifer Waltjen</td>
<td>Broome Community College - Binghamton, NY</td>
<td>Summer Institute Scholarship - Winner</td>
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#### 2011 - NACADA Region 1 Awards

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<td>Mary Anderson</td>
<td>Cape Cod Community College, West Barnstable, MA</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Cathy Engle</td>
<td>Alfred State College, Alfred, NY</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Christine Guarnieri</td>
<td>Eastern Connecticut State University, Willimantic, CT</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Vincent Kloskowski</td>
<td>St. Joseph's College of Maine, Standish, ME</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Kat McGrath</td>
<td>Excelsior College, Albany, NY</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Margaret Murtha</td>
<td>Landmark College, Putney, VT</td>
<td>Region 1 Advising Excellence Award</td>
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<td>Tamara Rury</td>
<td>University of New Hampshire, Durham, NH</td>
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<tr>
<td>Sharon Santobuono</td>
<td>Binghamton University, Binghamton, NY</td>
<td>Region 1 Advising Excellence Award</td>
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<tr>
<td>Mary Anderson</td>
<td>Cape Cod Community College, West Barnstable, MA</td>
<td>Region 1 Advising Excellence Award</td>
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2011 Best of Region Award
Kevin Piskadlo, Melissa Jenkins, and Meghan Charbonneau of Bentley University and Cory Davis of Salem State University
Presentation - The Advisor/Advising Bucket List

Steering Committee
(Region Liaisons are also members of the Steering Committee)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Term</th>
<th>Institution</th>
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<tr>
<td>Terri Downing</td>
<td>Region Chair</td>
<td>2011-2015</td>
<td>Franklin Pierce University</td>
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<td>Susan Moyer</td>
<td>Past Chair, Region 1 (2009-2011)</td>
<td>2009-2013</td>
<td>Excelsior College</td>
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<td>Susan Kolls</td>
<td>Conference Chair</td>
<td>2010-2013</td>
<td>Northeastern University</td>
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<td>Steve Viveiros</td>
<td>Conference Chair</td>
<td>2011-2014</td>
<td>Bridgewater State University</td>
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<td></td>
<td>Site Selection Chair</td>
<td>2012-2014</td>
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<tr>
<td>Mary Fraser</td>
<td>Communication and Membership Chair</td>
<td>2010-2012</td>
<td>Central Maine Community College</td>
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<tr>
<td>Gail Stubbs</td>
<td>Awards &amp; Recognition Co-Chair</td>
<td>2009-2012</td>
<td>University of Massachusetts - Boston</td>
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<td>Canada Liaison – Atlantic Provinces</td>
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<td>Wanda Reyes-Dawes</td>
<td>Connecticut Liaison</td>
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<td>New Hampshire Liaison</td>
<td>2012-2014</td>
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<td>Erik Colon</td>
<td>New York Liaison - East</td>
<td>2011-2013</td>
<td>SUNY Binghamton</td>
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<td>Jillian Reading</td>
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<td>Racheal Roy</td>
<td>Rhode Island Liaison</td>
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<td>Amelia Coleman</td>
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<td>University of Vermont</td>
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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.

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