# Region 5 Conference: Schedule at a Glance

## Wednesday, March 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am-6:00 pm</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>1:00 pm-5:15 pm</td>
<td>Pre-Conference Workshops</td>
</tr>
<tr>
<td>5:15 pm-6:00 pm</td>
<td>Orientation for New Attendees, <em>Hall of Ideas E</em></td>
</tr>
<tr>
<td>6:00 pm-7:00 pm</td>
<td>Dinner on Your Own</td>
</tr>
<tr>
<td>7:00 pm-9:00 pm</td>
<td>Opening Welcome at <em>Community Terrace, Monona Terrace</em> - Redefined (Co-ed a capella group), Dessert, and Reception</td>
</tr>
</tbody>
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## Thursday, March 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 am-4:00 pm</td>
<td>Registration Open</td>
</tr>
<tr>
<td>7:45 am-8:15 am</td>
<td>Breakfast (provided), <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>8:15 am-8:45 am</td>
<td>Welcome – Dean Pribbenow, Ph.D., Vice President for Academic Affairs, Edgewood College, <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>8:45 am-9:30 am</td>
<td>Keynote Speaker – Jonathan Martin, Ph. D., Professor at the University of Wisconsin-Madison, <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>9:45 am-10:45 am</td>
<td>Concurrent Session I</td>
</tr>
<tr>
<td>11:00 am-12:00 pm</td>
<td>Concurrent Session II</td>
</tr>
<tr>
<td>12:00 pm-1:00 pm</td>
<td>Lunch (provided), <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>1:15 pm-2:15 pm</td>
<td>Concurrent Session III</td>
</tr>
<tr>
<td>2:30 pm-3:30 pm</td>
<td>Concurrent Session IV</td>
</tr>
<tr>
<td>3:30-3:45pm</td>
<td>Mini-break, <em>Hallway between Hall of Ideas and Meeting Rooms</em></td>
</tr>
<tr>
<td>3:45 pm-4:15 pm</td>
<td>State/Province Meetings, see p. 27 for rooms</td>
</tr>
<tr>
<td>4:30 pm-5:15 pm</td>
<td>Common Reading Session, <em>Meeting Room K/L</em></td>
</tr>
<tr>
<td>5:15 pm-6:45 pm</td>
<td>Entertainment: Pat McCurdy, cabaret singer/songwriter, <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>6:45 pm</td>
<td>Dinner on your own</td>
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## Friday, March 7

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 am-9:30 am</td>
<td>Registration Open</td>
</tr>
<tr>
<td>7:15 am-8:15 am</td>
<td>Breakfast (provided), <em>Ballroom A/B</em></td>
</tr>
<tr>
<td>7:15 am-8:15 am</td>
<td>Poster Session, <em>Capitol Promenade</em></td>
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<tr>
<td>8:15 am-8:45 am</td>
<td>Business Meeting, <em>Ballroom A/B</em></td>
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<tr>
<td>9:00 am-10:00 am</td>
<td>Concurrent Session V</td>
</tr>
<tr>
<td>10:15 am-11:15 am</td>
<td>Concurrent Session VI</td>
</tr>
<tr>
<td>11:30 am-12:30 pm</td>
<td>Concurrent Session VII</td>
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Welcome from the Region 5 Chair

Welcome to “Academic Advising: Best Practices for Moooving Students Forward,” NACADA Great Lakes Region V Conference. I am honored to serve as your Region Chair and I look forward to engaging with you in the multitude of professional development activities this conference offers. Whether through pre-conference sessions, concurrent sessions, poster sessions, or networking opportunities, Region V will provide something for everyone!

As the conference theme suggests we will be looking at a number of best practices that demonstrate the commitment academic advisors make to their students’ growth and development as successful students and engaged citizens. Our work is never without its challenges and my hope is that you will come away from this conference with new ideas, research driven practice, new and enhanced collegial relationships, and renewed energy for your work as an advising professional.

If you are a first time attendee at this year’s conference, I encourage you to participate in the NACADA Orientation for First Time Attendees. In addition to connecting you with NACADA Leaders and other new attendees, the orientation will offer tips on how to gain the most from your conference experience. The leadership of NACADA is thrilled to have you join us, and we want to assist you in getting involved with the organization in a way that meets your needs as an advising professional. In an effort to continue to enhance our social media presence, we also invite all attendees to connect with each other in Madison through Twitter via the hashtag #nacadar5 and by “liking” the NACADA Region 5 Facebook page for regional and conference updates and announcements.

While in Madison, I encourage all of you to take time to explore the eclectic and culturally rich city that is hosting our conference! From its historic role as the state capitol to its culturally diverse restaurants and entertainment, Madison has much to offer its visitors!

Best Wishes for a wonderful conference!

Debra “Deb” Dotterer
Great Lakes Region 5 Chair, NACADA
Michigan State University
Dotterer@msu.edu
Dear Colleagues,

Welcome to the Region 5 Conference, “Academic Advising, Best Practices for Mooo-ving Students Forward.” On behalf of the 2014 NACADA Great Lakes Region 5 Conference Steering Committee, we would like to extend a warm welcome. We are excited to host over 450 advising professionals from across the region to engage in this exciting professional development opportunity.

This year’s conference theme is a combination of two things near and dear to those who live and work in Wisconsin: cows and our state motto, “Forward.” We hope that at the conclusion of the conference you feel as though you have learned ways to continue to help your students move forward, from your office to their timely graduation. We hope you enjoy hearing from Edgewood College’s Vice President of Academic Affairs, Dean Pribbenow, as well as the “Weather Guy,” Professor Jonathan Martin from UW-Madison. We also are confident you will enjoy all of the concurrent sessions that your colleagues prepared for you.

Hopefully you will find yourself mooooooooooooooo-ving forward in your own knowledge over these three fun-filled days! We hope to see you eating some tasty desserts at our opening reception with UW-Madison’s own co-educational a cappella group, Redefined, as well as enjoying Wisconsin’s own Pat McCurdy on Thursday evening, before you head out to one of Madison’s wonderful restaurants for dinner. Madison is a great city to explore on foot, even when it is cold outside!

We are thrilled to be hosting the 2014 Region 5 Conference in Madison, Wisconsin, and look forward to a meaningful conference, which will inspire you to bring some new ideas back your institution!

Sincerely,

Karen Kohn
Conference Co-Chair

Rachel Sauer
Conference Co-Chair
Regional Leadership

Region 5 Chair
Deb Dotterer
Michigan State University

2014 Region 5 Conference Chairs
Karen Kohn
Edgewood College

Rachel Sauer
Edgewood College

Past Region 5 Chair
Michael ‘Brody’ Broshears
University of Southern Indiana

State/Province Liaisons
Jeanette Berger, Ohio
University of Akron

Teri Farr, Illinois
Eastern Illinois University

Theresa Hitchcock, Indiana
Indiana University

Tom Owens, Michigan
Grand Valley State University

Angela Rieves, Wisconsin
University of Wisconsin-Madison

Jo Stewart, Ontario
Brock University

2014 NACADA Region 5 Planning Committee

Common Reading Coordinator
Mandy Metzger
Carroll University

Evaluations Committee
Julie McDonald
Edgewood College
Jo Meier
University of Wisconsin-Madison

Fundraising Coordinator
Kim Scardino
Edgewood College

Hospitality Committee
Tyree Bolden
University of Wisconsin-Madison
Paula O’Malley
Edgewood College

Materials Coordinator
Kim Scardino
Edgewood College

Programming Committee
Matt Jurvelin
University of Wisconsin-Baraboo
Quinn Mullikin
Edgewood College

Registration Committee
Diana Maki
University of Wisconsin-Madison
Jenny Ransom
Edgewood College

Special Events Committee
Lindsey DeCarlo
University of Wisconsin-Madison
Katie Schiller
Kendall College

Volunteers Committee
Katy Plane
Edgewood College
Dorrie Van Kerkoorde
University of Wisconsin-Milwaukee
About NACADA

The National Academic Advising Association (NACADA) is an association of professional advisors, counselors, faculty, administrators, and students working to enhance the educational development of students.

NACADA promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.

NACADA evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

NACADA Vision
Recognizing that effective academic advising is at the core of student success, NACADA aspires to be the premier global association for the development and dissemination of innovative theory, research, and practice of academic advising in higher education.

NACADA Mission
NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership.

NACADA Strategic Goals

- Expand and communicate the scholarship of academic advising
- Provide professional development opportunities that are responsive to the needs of advisors and advising administrators
- Promote the role of effective academic advising in student success to college and university decision makers
- Create an inclusive environment within the Association that promotes diversity
- Develop and sustain effective Association leadership
- Engage in ongoing assessment of all facets of the Association
- Pursue innovative technology tools and resources to support the Association
**Featured Speakers**

**Welcome Address – Dean Pribbenow, Ph. D.**

Dean A. Pribbenow, Ph.D., is Vice President for Academic Affairs and Academic Dean at Edgewood College in Madison, Wisconsin. In this role he oversees all of academic affairs, including the Deans of five academic schools, the Library, Registrar’s Office, Online Learning, and Institutional Assessment and Research. Previously, he was the founding Dean of the School of Integrative Studies, also at Edgewood College. He holds a Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison, a M.S. in Counseling from the University of Wisconsin-Whitewater, and a B.A. in English from Luther College.

Dr. Pribbenow has worked in higher education for over twenty years, presenting and writing in the areas of integrative teaching and learning, service-learning pedagogy, civic engagement, and faculty development.

He has been recognized for his leadership in the development of interdisciplinary general education curriculum, curricular programs that foster personal and social responsibility, and scholarship of teaching and learning initiatives. In the community, Dr. Pribbenow participates on boards and in fundraising efforts for organizations such as the Boys and Girls Club of Dane County, the McFarland Community Food Pantry, and the Wisconsin Campus Compact.

**Keynote Speaker – Jonathan Martin, Ph. D.**

Dr. Jonathan Martin is currently a Professor in the Department of Atmospheric and Oceanic Sciences at the University of Wisconsin-Madison. Dr. Martin has been with at the UW-Madison campus for the past 19 years, arriving in 1994. He has received the Underkofler Excellence in Teaching Award, was named a Mark H. Ingraham Distinguished Faculty and a Vilas-Hamel Distinguished Achievement Professor by the College of Letters and Science. Each fall semester, he teaches a senior undergrad major course, and each spring a 400-student introductory course. In addition to his faculty role, he has worked as Chair of AOS for the past 9 years and, prior to that, as Undergraduate Advisor for the Department of Atmospheric and Oceanic Sciences for an additional 8 years. Dr. Martin’s teaching responsibilities have provided him with numerous and continuous advising situations for students at nearly all stages of their undergraduate and graduate education. He was recently identified as one of the "Top 300 Professors in the United States" by the Princeton Review.
Special Events

Wednesday, March 5

Opening Reception – Monona Terrace

Let’s kick off the 2014 NACADA Region 5 Conference while enjoying the sights and sounds of the University of Wisconsin – Madison’s premier co-ed a capella group, Redefined. Join other conference participants on Wednesday, March 5th for networking and socializing as the conference begins! Take this opportunity to connect with old friends and meet new ones while enjoying a variety of delicious desserts surrounded by the upbeat and remarkable sounds of Redefined. There will be a cash bar for your enjoyment. The reception will be held from 7:00pm to 9:00pm in the Community Terrace room.

Who is Redefined? Redefined is currently a 17-member ensemble comprised of 4 basses, 3 tenors, 4 altos, 3 sopranos and 1 vocal percussionist. They have continued to raise the standard for co-ed a cappella, performing all over Madison, across the Midwest, and recently on an episode of Dateline NBC. They perform a large theater concert each semester, in addition to numerous other shows during the year. They have quickly become the favorite of fans across the country and are notorious on the Internet for their Nintendo Medley. Now an established and very successful group, Redefined has released six studio albums and is currently recording their seventh.

We hope you find this A CAPELLA experience ACA MAZING and look forward to seeing you there!

Thursday, March 6

School Spirit Day
Represent your institution by wearing an item of clothing with your school’s logo. Join the fun and see how many schools are represented!

Common Reading
Prior to the conference, attendees are invited to read, “In Their Own Words: Best Practices for Advising Millennial Students about Majors,” by Tamara Montag, Jill Campo, Julie Weissman, Angela Walmsley, and Alex Snall, NACADA Journal 32(2), pgs. 26-35.
Pat McCurdy
Pat McCurdy is a cabaret singer/songwriter from Milwaukee, Wisconsin. He regularly tours the Midwestern part of the United States with regular stops in Milwaukee, Madison, Chicago, Green Bay, and Minneapolis. His shows usually consist of just him and his guitar and include improvised interaction with the audience. While the majority of his audience is made up of a college-age crowd, McCurdy appeals to a large number of people of all ages. Performing well over 300 shows a year, his large catalog of original songs (over 600 and growing) covers a variety of topics such as lost loves, politics and family vacations.

Connect with us on Social Media!

Be sure to connect with us on Facebook, Twitter, and Instagram for important information and to share your experience!

http://www.facebook.com/NACADA-Region-5

#NACADAr5
Region 5 Award and Grant Winners

**Outstanding Advising Program Award**

- Daniel Avenarius  
  University of Wisconsin-Platteville  
  Certificate of Merit
- LeeAnn Melin  
  University of Minnesota  
  Winner

**Administrators’ Institute Scholarship**

- Theresa Hitchcock  
  Indiana University  
  Winner
- Amy Sannes  
  Minnesota State University Moorhead  
  Winner

**Outstanding Advising Award – Primary Advising Role**

- Gregory Roberts  
  Indiana University Southeast  
  Certificate of Merit
- Cara Wetzel  
  Purdue University  
  Winner
- Beth Goodman  
  Indiana University Purdue University Indianapolis (IUPUI)  
  Winner
- Julie Dermidoff  
  Oakland University  
  Certificate of Merit
- David Trillizio  
  Bradley University  
  Certificate of Merit
- Bonnie Gregg  
  Governors State University  
  Certificate of Merit

**Assessment Institute Scholarship**

- Gregory Roberts  
  Indiana University Southeast  
  Winner
- Angela Rieves  
  University of Wisconsin-Madison  
  Winner
- Michelle Gere  
  Northwestern University  
  Winner

**Outstanding Advising Award – Faculty Academic Advising**

- Anthony Gulig  
  University of Wisconsin-Whitewater  
  Certificate of Merit

**Outstanding New Advising Award – Primary Advising Role**

- Adrienne Spitzer  
  Oakland University  
  Winner
- Jill (Dieu Hyong) Huynh  
  University of Illinois at Chicago  
  Winner
- H. Michael Zaborowski  
  Michigan State University  
  Winner

**Outstanding Advising Award – Academic Advising Administrator**

- Helen Reynolds  
  University of Wisconsin-Platteville  
  Certificate of Merit

**CIG Service Award – Advising in Academic Programs I**

- Christine Lancaster  
  Eastern Michigan University  
  Winner
Region 5 Award and Grant Winners con’t.

Graduate Student Regional Conference Scholarship – Region 5
Megan Kozenczak  Northern Illinois University  Winner

Wesley R. Habley NACADA Summer Institute Scholarship
Melissa Reesman  University of Saint Francis  Winner
Erin House  Mercy College of Ohio  Winner
Lori Benedict  University of Illinois-Springfield  Winner

Service to NACADA Award
Kathy Stockwell  Fox Valley Technical College  Winner

Regional Awards – Region 5

Professional Development Grant
Ms. Ginny Jackson  The University of Akron

Institutional Allied Organization Grant
Melissa M. Gleckler  The University of Toledo

Individual Scholarship
Mary F. Moore-Geissler  University of Wisconsin-Milwaukee
Jill Huynh  University of Illinois at Chicago
Cesar J. Jimenez  Morton College

Great Lakes Great Leaders (year one)
Diana L. Bumstead - Mentee  University of Waterloo
Rhonda L. Christian- Mentee  Durham College
Cesar J. Jimenez -Mentee  Morton College
David Parry- Mentee  The University of Akron
Kanchan A. Pavangadkar- Mentee  Michigan State University
Brody Broshears – Mentor  University of Southern Indiana
Shannon L. Burton – Mentor  Michigan State University
Teri Farr -Mentor  Eastern Illinois University
Marty Lowman-Mentor  University of Windsor
Mandy Metzger – Mentor  Carroll University

Great Lakes Great Leaders (year two)
Ebony Green- Mentee  Wayne State University
Sherry Winkle-Mentee  Bradley University
Anita Carter – Mentor  Wayne State University
Mark Vetger – Mentor  Illinois State University
**Wednesday, March 5**

### Pre-Conference Sessions

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-3:00pm</td>
<td>PC1: Being a Culturally Competent Advisor*</td>
<td>Hall of Ideas G</td>
</tr>
<tr>
<td></td>
<td>PC2: Awkward! Supervising Friends, Peers, and Other Finalists for Your Job</td>
<td>Hall of Ideas F</td>
</tr>
</tbody>
</table>

**PC1: Being a Culturally Competent Advisor**  
**Hall of Ideas G / Wednesday March 5/ 1:00-3:00 pm**

This interactive session will help to improve and develop your cultural competence, which is your ability to interact sensitively and effectively with people of different cultures. You will explore the stereotypes, myths and misconceptions that our students battle to combat on a regular basis. You will learn to look outside of the box and collectively find ways to help our students to do the same.  
*Angell Davis, Illinois State University*

**PC2: Awkward! Supervising Friends, Peers, and Other Finalists for Your Job**  
**Hall of Ideas F / Wednesday March 5/ 1:00-3:00 pm**

At one point or another most leaders will have to supervise or manage a friend, former peer or worst of all, another finalist for the job. This session will explore, through cases, real life examples, discussion and practice how to navigate the most awkward of supervision challenges.  
*Wren Singer, University of Wisconsin-Madison*

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<tbody>
<tr>
<td>1:00-5:00pm</td>
<td>PC3: Creating Your Career in Academic Advising*</td>
<td>Hall of Ideas E</td>
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</table>

**PC3: Creating Your Career in Academic Advising**  
**Hall of Ideas E / Wednesday March 5/ 1:00-5:00 pm**

There are many opportunities for professionals to excel in the academic advising profession, but the job search process can be daunting. There are several factors to consider when growing your professional advising career. This interactive workshop will focus on your individual experience and career goals and how to relate those goals and experiences to creating and sustaining a fulfilling career in academic advising. Whether you are new to advising or looking to grow into a leadership position, this workshop will provide you a strong foundation for your academic advising career strategic plan. The presenters will facilitate a presentation on the fundamental of academic advising theories and career development, small group discussions of advising career development and individual consulting focused on your career goals.  
*Theresa Hitchcock, Indiana University*  
*Jessica McKamey, Indiana University*  
*Micela Buccini, University of Cincinnati – Blue Ash Campus*  
*Shannon Stryjewski, Indiana University*

* - eligible for Continuing Education Credit. See pg. 41 for more information
**Wednesday, March 5**

### Pre-Conference Sessions

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<tbody>
<tr>
<td>3:15-5:15pm</td>
<td>PC4: Be a Better Advisor by Being the BEST YOU: Mooo-ving from ordinary to extraordinary</td>
<td>Hall of Ideas G</td>
</tr>
<tr>
<td></td>
<td>PC5: Promoting Student Success and Retention</td>
<td>Hall of Ideas F</td>
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**PC4: Be a Better Advisor by Being the BEST YOU: Mooo-ving from ordinary to extraordinary**  
**Hall of Ideas G / Wednesday March 5/ 3:15-5:15 pm**

This session aims to rejuvenate and refresh advisors’ perceptions and beliefs about their jobs/positions so they can better meet the needs of students and institution. At a time when many institutions are facing cutbacks and challenges, academic advisors can benefit from rekindling the passion they had when they originally began in their positions. Through positive organizational psychology principles, appreciative advising theory, and empowerment - this workshop will provide real, hands-on, practical ways to find joy and balance at work. Participants will leave this session with working plans, a reminder token (item created in session to serve as a reminder of their plans), and validation of their contributions and challenges in the workplace.

*Linda Hood, Davenport University*  
*Tammy Stachowicz, Davenport University*

**PC5: Promoting Student Success and Retention**  
**Hall of Ideas F / Wednesday March 5/ 3:15-5:15 pm**

What do we mean by student success? Why are some colleges able to help students to graduate at higher rates than others? How can advisors take concrete action to make a difference with institution-wide retention efforts? Join us for this 2-hour interactive session to explore these topics and to develop an action plan for you to take back to your campus. This session will offer an introduction to student success and retention theory, engage participants in an examination of what successful colleges do to help students succeed and discuss the role that advisors and advising centers play in promoting student persistence on to graduation. Participants will put theory into practice by developing an advisors action plan for promoting student success.

*Maggie Balistreri-Claire, Edgewood College*

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<tr>
<td>5:15-6:00pm</td>
<td>NACADA Orientation for First Time Attendees</td>
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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 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.

*Debra Dotterer, NACADA Region 5 Chair and NACADA Leadership*
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<tr>
<td>9:45-10:45am</td>
<td>C1: Using ePortfolios to Enhance the Study Abroad Experience</td>
<td>Hall of Ideas E</td>
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<tr>
<td></td>
<td>C2: You Can Lead a Horse to Water but You Can’t Make Them Drink, However You Can Feed Them Lots of Salty Peanuts</td>
<td>Hall of Ideas F</td>
</tr>
<tr>
<td></td>
<td>C3: Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog*</td>
<td>Hall of Ideas G</td>
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<td></td>
<td>C4: “Unfortunately, I Do Not Work in Financial Aid”: How one team connected the dots between advising and financial aid</td>
<td>K/L</td>
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<td>C5: The Academic Advising Syllabus: Moving students from admission to completion*</td>
<td>M/N</td>
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<td>C6: Moving Toward the Future: Helping students make purposeful curricular and co-curricular decisions*</td>
<td>Hall of Ideas H</td>
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<tr>
<td></td>
<td>C7: Taking Your Own Advice: Back to the basics for academic advisors matriculating through a graduate program</td>
<td>Hall of Ideas I</td>
</tr>
<tr>
<td></td>
<td>C8: Ho-Chunk Holistic Approach to Advising</td>
<td>Hall of Ideas J</td>
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</table>

**C1: Using ePortfolios to Enhance the Study Abroad Experience**  
Hall of Ideas E / Thursday March 6 / 9:45-10:45am  
Many recent presentations at NACADA have focused on the use and value of technology in academic advising in higher education. Contributing to the ongoing discussion, this presentation will highlight the benefits and pitfalls of using one of the newest of these technologies: ePortfolios. As a case study, the presenters will discuss the use of ePortfolios in Study Abroad advising sessions in the College of Arts and Letters at the University of Notre Dame. As material evidence, the presenters will use (1) ePortfolio templates produced by students, and (2) testimony from students and advisers who have worked with the system. This session will be relevant to those interested in technology in advising, study abroad, advising as pedagogy, and advising assessment.  
Nicholas Russo, University of Notre Dame  
Collin Meissner, University of Notre Dame  
Joseph Stanfield, University of Notre Dame

**C2: You Can Lead a Horse to Water but You Can’t Make Them Drink, However You Can Feed Them Lots of Salty Peanuts**  
Hall of Ideas F / Thursday March 6 / 9:45-10:45am  
This presentation was designed to bring success and retention strategies to students in an interactive format. These tools are used to proactively build a strong educational foundation, empowering learners to make wise choices if and when they encounter financial, academic or personal barriers. As educators we never know what student issue will come up, wouldn’t it be nice to have a toolbox stacked with resources to choose from? NWTC has implemented On Course as a campus culture encouraging all staff to use the same language when interacting with our students and each other.  
Christine Polzin, Northeast Wisconsin Technical College  
Nicole Hartfield, Northeast Wisconsin Technical College  
Cindy Kothbauer, Northeast Wisconsin Technical College  
Alana Eder, Northeast Wisconsin Technical College
C3: Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, books, and NACADA Blog
Hall of Ideas G / Thursday March 6 / 9:45-10:45am
There are many opportunities to write for NACADA. Articles authored from the ranks of advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session will describe the purpose, content, writing guidelines and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA books, and the NACADA Blog. Whatever your interests in professional writing, this session will help you understand the various writing opportunities available within NACADA.
Mary Lee Vance, Purdue University- Calumet
Matthew Rust, Indiana University Purdue University Indianapolis
NACADA Executive Office Liaison, NACADA/Kansas State University

C4: “Unfortunately, I Do Not Work in Financial Aid“: How one team connected the dots between advising and financial aid
Meeting Room K/L / Thursday March 6 / 9:45-10:45am
For many Advisors, frequent questions such as “how will this impact my financial aid?” or “why am I on financial aid restriction?” are anxiety-producing and quickly referred to the number-crunching experts in the Financial Aid office. Students, however, are often unable to separate between requirements associated with academic progress and standards to maintain financial aid eligibility. Come learn how one Advising team learned to overcome its fear of Financial Aid, mastered basic Financial Aid principles, and began to integrate this knowledge into everyday advising. Participants will receive sample materials that connect Advising-related concerns and Financial Aid implications. This team will also share recommendations for partnering with your institution’s Financial Aid unit, and discover the benefit of helping students navigate the guidelines associated with two uniquely interconnected areas of student affairs.
Marisa Vernon, Columbus State Community College
Allen Parsons, Columbus State Community College
Marcy Leeds, Columbus State Community College
Cassi Stewart, Columbus State Community College

C5: The Academic Advising Syllabus: Moving students from admission to completion
Meeting Room M/N / Thursday March 6 / 9:45-10:45am
The presentation will introduce attendees to the process of creating, implementing and assessing a syllabus for Academic Advising. The academic advising syllabus is a tool that assists prospective and currently enrolled students. It defines resources and tools, learning objectives, benchmarks, student learning outcomes, and responsibilities for students and advisors. Quantifiable measures for assessment will be discussed. This presentation was selected Best of State in Illinois, May 2013. In addition, it was a concurrent session at the NACADA Conference in Salt Lake City, Utah October, 2013.
Lissette Alvarado, Moraine Valley Community College
Kimberly Golk, Moraine Valley Community College
C6: Moving Toward the Future: Helping students make purposeful curricular and co-curricular decisions
Hall of Ideas H / Thursday March 6 / 9:45-10:45am
This presentation describes an assignment that helps students plan coursework and co-curricular activities around a particular goal: a desired entry-level position. Students locate a posted position similar to one they might like to take after graduation. They identify the necessary qualifications and skills for the position, and use those to help determine their curricular and co-curricular needs. Does the position require skill with a particular technology? Which classes will help develop that skill? Does it require previous experience? Where can students work in an internship or paid job? The plan helps students know more about the skills they will need to get that position, which can lead to more targeted decisions and better questions at advising time.
Rhonda Sprague, University of Wisconsin-Stevens Point

C7: Taking Your Own Advice: Back to the basics for academic advisors matriculating through a graduate program
Hall of Ideas I / Thursday March 6 / 9:45-10:45am
As many of us know, grad school is tough! Completing weekly readings, and writing papers, papers and more papers, all while balancing campus involvement, research interests and conference presentations; let’s not even mention a personal life. Adding full time employment is just enough to tip the scale in an unfavorable direction. Throughout this interactive session, presenters draw on best practices and personal experience to explore and meet the challenges of balancing academic advising with a full time graduate level school load. Audience members will leave with the practical skills and tools needed to create the healthy work/life/school balance needed to better serve their students.
Jasmine Lee, Michigan State University
Caleb Boswell, Wayne State University

C8: Ho-Chunk Holistic Approach to Advising
Hall of Ideas J / Thursday March 6 / 9:45-10:45am
An overview to the Ho-Chunk Nation’s holistic approach to academic advising. The Ho-Chunk’s approach to advising is a student-centered endeavor which focuses on the elements of collaboration, academia, community, the student, and culture. In addition, it is infused with indigenous principles of respect, reciprocity, and responsibility.
Thomas Eades, Ho-Chunk Nation Higher Education Division
Andi Cloud, Ho-Chunk Nation Higher Education Division
**Thursday, March 6**

### Conference Sessions

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<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>11:00-12:00pm</td>
<td>C9: MoOo-ving Backwards? How NOT to get students admitted to competitive graduate/professional health programs</td>
<td>Hall of Ideas E</td>
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<td>C10: Why do they stay?: Different perceptions on freshman advising practices*</td>
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<td>C11: Trends in Undergraduate African American Student Involvement: Influencing personal and academic success*</td>
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<td>C12: MOOOve Over Silos, The Herd is Charging Forward!</td>
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<td>C13: Not Just Minions: Graduate assistants and practicum students as advising partners</td>
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<td>C14: Mooo-ving New Advisors Forward*</td>
<td>Hall of Ideas H</td>
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<td>C15: Best in the Nest: Using competition to increase student motivation and academic success</td>
<td>Hall of Ideas I</td>
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<td>C16: Improving LGBTQ Competencies: Moving students into success through advisor development*</td>
<td>Hall of Ideas J</td>
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**C9: MoOo-ving Backwards? How NOT to get students admitted to competitive graduate/professional health programs**

**Meeting Room E / Thursday March 6 / 11:00-12:00pm**

Many competitive graduate health professions programs (such as Dentistry, Occupational Therapy, Physician Assistant, Physical Therapy, Medicine) have hundreds more applications per year than positions available in each class. How are students to compete and advisors to help them succeed against those odds? This interactive session will engage advisors in discussions of the most common application errors and issues with the intention to improve advisor practice with these students and ensure each applicant puts their best "foot" forward in the application process. What should students avoid? How should they interact with programs? Just WHAT is an advisor supposed to do with a student who is not competitive? The answers to these and more questions revealed from an advisor and admissions director for competitive health programs.

*Joshua Morrison, Indiana University Purdue University Indianapolis*

**C10: Why do they stay?: Different perceptions on freshman advising practices**

**Meeting Room F / Thursday March 6 / 11:00-12:00pm**

Do you often wonder what services help students persist from freshman to sophomore year? Would you be surprised if you learned that the perspectives of students and academic advisors differ regarding effective retention services? What really matters to freshman retention? This presentation will highlight the findings from the presenter’s dissertation and offer insight into the reflection of academically successful sophomores on the services that affected their first year retention. Participants will be asked to share their own perspectives of what constitutes “effective retention services” and assist in creating a list of strategies for revising freshman advising sessions. Come learn more about freshman retention and how academic advising can better assist students in their first year of college.

*Melissa Lantta, University of Wisconsin- Madison*
C11: Trends in Undergraduate African American Student Involvement: Influencing personal and academic success  
**Meeting Room K/L / Thursday March 6 / 11:00-12:00pm**  
National research constantly shows that undergraduate African American college students graduate at lower rates than their White, Asian, and Latino/a counterparts. This presentation will highlight a research project conducted at 10 higher education institutions across institutional types (community colleges, HBCUs, masters-level institutions, and research universities) investigating trends in student involvement for African American college students. One focus of the program will detail how grade point average relates to involvement (e.g. hours spent studying, involvement in student organizations, employment, etc.). Another portion will detail the experiences of students who have seriously considered leaving their institutions and, most importantly, explore reasons they decided to remain enrolled. Implications for academic advisors will be emphasized and future research possibilities will be discussed.  
*John Gipson, Purdue University*  
*Donald Mitchell, Jr., Grand Valley State University*

C12: MOOOve Over Silos, The Herd is Charging Forward!  
**Meeting Room M/N / Thursday March 6 / 11:00-12:00pm**  
Why is it that higher education tends to operate within silos? Academics and Student Services, while serving the same customer, rarely communicate about best practices. After graduation, the Alumni Office also operates in a silo. Unfortunately, lack of collaboration can impact both present and future student engagement. Quite frankly, it can irritate students to the point where it affects retention and student success. This session will provide an overview of how in one short year, a few key department leads from varying offices were able to break down the silos and collaborate to create a week-long event that impacted current students, alumni, faculty, hiring managers, and community partners. In this session, you will learn about breaking down silos and moooooooving departments toward success and engagement!  
*Paula O’Malley, Edgewood College*  
*Kathleen O’Connor, Edgewood College*  
*Ellen Bartkowiak, Edgewood College*  
*Amy Gannon, Edgewood College*

C13: Not Just Minions: Graduate assistants and practicum students as advising partners  
**Hall of Ideas G / Thursday March 6 / 11:00-12:00pm**  
Providing meaningful opportunities for graduate students to gain experience in academic advising can be challenging. In the College of Education at Marquette University, we have found ways to incorporate the use of a graduate assistant and practicum students from our Student Personnel Administration Program to partner with our Director of Undergraduate Advising to enhance advising services while also giving graduate students valuable, hands-on experiences. Learn how graduate students can move beyond their roles as helpful minions to professional colleagues.  
*Tina McNamara, Marquette University*  
*Ashley Beaudoin, Marquette University*  
*Lauren Thomas, Marquette University*
C14: Mooo-ving New Advisors Forward  
**Hall of Ideas H / Thursday March 6 / 11:00-12:00pm**

Think back to your first advisor position training experience. Were you adequately prepared to advise students effectively? Did you know how you could contribute to your office and campus? Was it clear how to continue professional growth? According to the literature, most current advisor training programs lack the detail and depth necessary to sufficiently “Mooo-ve” advisors forward. This session will provide a research and professional literature based foundation for developing an advisor training program. Participants will be introduced to the current advisor training program used at UW Oshkosh as a foundation for the discussion of conceptual, relational, and informational components that are essential in any advisor training program. Participants can expect to share ideas, discuss key practices, and leave with resources to develop a training program based on this framework.

Michelle Gross, University of Wisconsin - Oshkosh  
Jean Patt, University of Wisconsin - Oshkosh

C15: Best in the Nest: Using competition to increase student motivation and academic success  
**Hall of Ideas I / Thursday March 6 / 11:00-12:00pm**

Advising student-athletes at a community college takes many different forms – true advising, career exploration, tracking eligibility and transferability, and monitoring grades. Although it may seem obvious that academics are a critical component, students sometimes lack drive or understanding to seek out resources that will lead to academic success. At Heartland Community College a competition was devised to help student-athletes better understand the resources at their disposal, as well as reward choices and behavior that could lead to academic success and better grades. Through this presentation, participants will learn about the program, as well as how this program can work for other special populations and why competition and motivation can be important components in any student’s academic journey.

Rachel Cook, Heartland Community College

C16: Improving LGBTQ Competencies: Moving students into success through advisor development  
**Hall of Ideas J / Thursday March 6 / 11:00-12:00pm**

Lesbian, Gay, Bisexual, Transgender, Queer students are increasingly visible on college campuses today. Advisors can be key in their success. As with any student population, in order for advisors to work with their student’s better they need to understand the specifics of that population. This session will provide strategies advisors can put in their advising tool kit in working with LGBTQ students. Topics such as: assessing ones cultural competencies with LGBTQ students and how to improve them, the coming out process, ally development, exploring major and career interests in a LGBTQ affirming environment will be discussed.

Mark Vegter, Illinois State University
### Conference Sessions

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<th>Time</th>
<th>Session Number &amp; Title</th>
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<tr>
<td>1:15-2:15pm</td>
<td>C17: What’s your story? Qualitative assessment in academic advising*</td>
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<td>C18: Extreme Makeover: Academic Edition! Using online resources to support academically at risk students</td>
<td>Hall of Ideas G</td>
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<td>C19: Cultivating and Retaining Student Leaders through Advising</td>
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<td>C20: Celebrating YOU: Practical tips for achieving balance</td>
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<td>C21: Life Coach: A critical foundation to relationship-building in advising</td>
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<td>C22: Moving Forward: From avoidance to attainment</td>
<td>Hall of Ideas I</td>
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<td>C23: Paperless Advising for Today’s Students</td>
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<td>C24: Advisors: Navigating your pathway to success - NACADA's Emerging Leader Program*</td>
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#### C17: What’s your story? Qualitative assessment in academic advising

**Hall of Ideas E / Thursday March 6 / 1:15-2:15pm**

On many campuses academic advising programs are facing the challenge of assessing student learning, but are unable to build a strategic plan outside of the survey dilemma. This session will discuss the methods of qualitative data and how they can be applied to advising programs, as well as provide ways to develop questions that are at the core of student learning, as well as give insight as to how to make sense of the student and advisor stories that emerge from the data collection and how to translate the rich descriptive data to stakeholders.

*Shannon Burton, Michigan State University*

#### C18: Extreme Makeover: Academic Edition! Using online resources to support academically at risk students

**Hall of Ideas G / Thursday March 6 / 1:15-2:15pm**

Students placed on Academic Probation need an Extreme Makeover! But how does an institution with limited funds reach students with limited time? By utilizing existing campus resources! Learn how to use your institution’s course management system to connect academically at risk students with the tools and resources they need to succeed. You will learn how to create an online Probation Programming course that integrates various learning styles, technologies, and assessments to ensure students are learning key skills to help them get back into good standing with the University. You will leave the session with an outline of our Probation Programming course to aid in the creation of a similar program on your own campus.

*Danielle Weiser-Cline, Kent State University at Ashtabula*  
*Amanda Avery Dolan, Kent State University at Ashtabula*
C19: Cultivating and Retaining Student Leaders through Advising  
Hall of Ideas H / Thursday March 6 / 1:15-2:15pm  
Advisors know that students need much more than good grades in order to earn scholarships or land dream jobs. Getting involved in leadership opportunities early on in the academic career can be instrumental in shaping the college experience. This presentation will focus on the role of academic advisors in cultivating and retaining student leaders. Through intrusive advising practices and appropriate outreach, advisors can deepen students’ connections to campus organizations and leadership opportunities. The benefits are twofold – students become more engaged and are retained at higher rates and advisors have deeper, more meaningful relationships with those students. This presentation will identify best practices in cultivating an environment where leadership is not just a suggestion, but an expectation!  
_Amanda Bachus, University of Cincinnati_  
_Betsy Macke, University of Cincinnati_

C20: Celebrating YOU: Practical tips for achieving balance  
Meeting Room K/L / Thursday March 6 / 1:15-2:15pm  
Are you experiencing life in the fast lane, constantly rushing through the day to meet the demands of work and other commitments? You’re not alone! Join other academic advisors for discussion and self-reflection surrounding work/life balance and its impact on your overall well-being and job performance specific to higher education.  
_Kami Weis, University of Wisconsin- Stevens Point_

C21: Life Coach: A critical foundation to relationship-building in advising  
Hall of Ideas M/N / Thursday March 6 / 11:30-12:30pm  
Academic Advising and coaching provides a powerful opportunity to connect students to their future and position them to be successful, from enrollment to graduation, by building a strong academic foundation through engagement and persistence efforts. At Rock Valley College, our Right Place to Start (RPS) program has proven to be effective and successful in retaining first generation, underserved and under-represented high risk students, through identifying and helping these individuals work through non-academic issues which directly and negatively impact their academic performance. When the partnership is built on the proper relationship, customized programming, and the student is met where their ability to progress ends, then how they started no longer matters; as the constraints of a bad start dissolve behind the backdrop of finishing well.  
_Howard Spearman, Rock Valley College_  
_Patrick Peyer, Rock Valley College_  
_Matthew Gargano, Rock Valley College_
C22: Moving Forward: From avoidance to attainment  
Hall of Ideas I / Thursday March 6 / 1:15-2:15pm  
This presentation demonstrates how academic advisors at Indiana University Kokomo have moved into the classroom to support students who struggle with goal attainment. Advisors engage in the learning process with students in a seminar course that promotes achievement through the study of mindset, goal-setting, and neuroscience. Collaboration among instructors and students contributes to a safe environment where risk-taking, self-reflection, and ownership of learning take place. Our discussion will be useful to professionals interested in increasing student achievement and interest in learning. The presenters will share course details including curricular development, collaborative teaching techniques, and course assignments.  
Kelli Keener, Indiana University Kokomo  
Brittany Ravas, Indiana University Kokomo

C23: Paperless Advising for Today’s Students  
Hall of Ideas J / Thursday March 6 / 1:15-2:15pm  
For advisors, there remains a need to continually develop technological skills and become interpreters of complex information for large numbers of students with existing or, in many cases, reduced or limited resources. Leadership and the academic advising community need to carefully examine current advising structures and practices in a combined effort to reconcile these seemingly contradictory goals. To meet this challenge, Eastern Illinois University recently developed and piloted the use of a paperless advising system that allows for easier access and alternative approaches to advising across campus. The primary advisor involved with this project will be on hand to share insights and assist fellow advisors in creating an action plan to consider, develop and deploy various uses of technology in advising on their own campuses.  
Shawn Schultz, Eastern Illinois University

C24: Advisors: Navigating your pathway to success - NACADA's Emerging Leader Program  
Hall of Ideas F / Thursday March 6 / 1:15-2:15pm  
Are you interested in getting more involved with NACADA but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA members? Are you someone who feels you have a lot to offer others? If you answered yes to any of these questions, then NACADA's Emerging Leader Program may be for you! The Emerging Leader program was established as a way to help increase diversity in NACADA's membership. Since its inception, it has paired leaders with mentors, helping to shape NACADA’s mission of being a global community. Attend this session to learn about the program, achievements of mentors and leaders, and how you can get involved to write your own song of success!  
Mandy Metzger, Carroll University  
JP Regalado, Texas A&M University- Corpus Christi
Thursday, March 6

Conference Sessions

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<tr>
<th>Time</th>
<th>Session Number &amp; Title</th>
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<tr>
<td>2:30-3:30pm</td>
<td>C25: Conducting Academic Advising Research*</td>
<td>Hall of Ideas E</td>
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<td>C26: Faculty Motivated Change</td>
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<td>C27: A Mooo..ving Metamorphoses: Student to professional*</td>
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<td>C28: NACADA Clearinghouse: Your source for resources, Research and professional growth</td>
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<td>C29: Unapologetically Creating Meaningful Connections in First Year Advising</td>
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<td>C30: Addressing the Challenges of Advising Chinese International Students*</td>
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<td>C31: Career-Confused Seniors: Single-session assistance*</td>
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<td>C32: Military 101: Improving knowledge and changing perceptions when advising military and veteran students</td>
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<td>C33: NACADA Leadership</td>
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C25: Conducting Academic Advising Research
Hall of Ideas E / Thursday March 6 / 2:30-3:30pm

An often-heard statement from advising practitioners is "Why doesn’t someone research that advising question?" Why isn’t that "someone" you? This workshop, facilitated by NACADA Research Committee members, will assist individuals who are considering an advising issue to focus their topic and develop a clearly articulated question to guide their inquiry project. Participants will work together and with facilitators to identify appropriate data collection and analysis approaches for their questions, and make a realistic plan to carry out their project. Facilitators will identify NACADA support resources to help participants take the next steps. Come with an advising issue and leave with a viable research question that will lay the groundwork for a successful research study. This workshop is appropriate for individuals at any level of research experience.

Wendy Troxel, Illinois State University
Shannon Burton, Michigan State University

C26: Faculty Motivated Change
Hall of Ideas F / Thursday March 6 / 2:30-3:30pm

Do the attempts led by your Advising Center to engage faculty feel like a fruitless endeavor? Do you have a few eager Faculty Advisors with creative ideas that your center could support? If you answered yes to either of these questions, allow our Faculty Advisor Liaisons to share some encouraging examples. This presentation highlights the efforts of five faculty members who are working to improve advising, change advising culture and better serve students through creative, school-specific initiatives. All five Faculty Advisor Liaisons will present useful examples of their experimentations in bringing advising models to life with their school, faculty, and students.

K. Monique Gregg, University of Saint Francis
Cara Lee Wade, University of Saint Francis
Brandi Prather-Leming, University of Saint Francis
Shawn Ambrose, University of Saint Francis
Jennifer Richard, University of Saint Francis
C27: A Mooo..ving Metamorphoses: Student to professional
Hall of Ideas G / Thursday March 6 / 2:30-3:30pm
This presentation will review how an internship program developed by the Senior Academic Advisor in College of Business, Economics and Computing (CBEC) at UW-Parkside assisted junior and senior students to develop professional perspectives, sense personal growth, and realize importance of civic responsibility. In the past four years, student interns have been working in teams to develop and present outreach programs that connect with over 700 high school students and educators in the local southeast Wisconsin region. Outreach activities include development of social media, brochures, YouTube Videos, Vimeos, Linked-In, Know Your Professor Series and Website Student Success Stories. Bottom line here is....these students became true business professionals! All have continued with exceptional career placement and growth after graduating.
Trudy Biehn, University of Wisconsin-Parkside

C28: NACADA Clearinghouse: Your source for resources, Research and professional growth
Hall of Ideas H / Thursday March 6 / 2:30-3:30pm
The NACADA Clearinghouse is an essential resource for those in the field of academic advising. The Clearinghouse has existed for over 15 years and has served those in academic advising by being a critical aggregation of resources and research pertinent to our profession. Over the past year, new efforts have been pursued to improve the Clearinghouse site. This session will review the navigation and search capabilities of the Clearinghouse site, demonstrate how it can be used most effectively, and provide examples of the types of resources and research that is contained within it. Audience members will be asked to assist with a gap analysis of its content and writers will be recruited to write anchor articles for critical academic advising issues.
George Steele, NACADA

C29: Unapologetically Creating Meaningful Connections in First Year Advising
Meeting Room M/N / Thursday March 6 / 2:30-3:30pm
Students search for meaning in every moment. Knowing this, it must be our role as advisors to help them uncover significance in their experiences as they navigate through their first year at college. By identifying the needs of the iY generation, creating meaningful connections with our students, and focusing on holistic student success (academic, financial, and social), advisors can mooo-ve students toward their future with confidence, determination, and grit. The workshop is prepared for all learning styles; we will use lecture, participant discussion, and concrete examples of current advising practices at Carthage College in order to make sure all participants leave confidently able to incorporate intentional advising in their current role.
Courtney Drew, Carthage College
Ryan Ringhand, Carthage College
C30: Addressing the Challenges of Advising Chinese International Students
Hall of Ideas I / Thursday March 6 / 2:30-3:30pm
In recent years, there has been a drastic increase in the number of international students from China joining our institutions. Given the specialized needs of this emerging student population, academic advisors need to equip themselves with the tools to effectively advise Chinese international students on American college campuses. What cultural issues are often at play when interacting with Chinese international students? How can we be sure these students understand us and vice versa? This presentation aims to provide relevant research on cultural competency and the international student experience as it relates to advising, provide tools to learn about students’ background and experience; and discuss pre-appointment and during-the-appointment strategies for effective advising.
Lisa Harris, Illinois Institute of Technology
Sarah Meaney, Miami University
Megan Hagerty, University of Minnesota

C31: Career-Confused Seniors: Single-session assistance
Meeting Room K/L / Thursday March 6 / 2:30-3:30pm
Academic advising, especially within academic departments, often includes elements of career advising. This is especially necessary for students who make limited use of career exploration resources within the university setting, or who may avoid seeing an academic advisor until needing to do so to verify completion of requirements for impending graduation. Encouraging students to realistically evaluate their post-graduation plans can be difficult under such circumstances. This presentation, most appropriate for advisors within academic departments, suggests single-session strategies for approaching the topic of post-graduate career exploration and proposes a tool to assist students in simultaneously exploring career options and searching for an immediate job.
Stuart Robinson, University of Illinois at Chicago
Tricia Stark, University of Illinois at Chicago

C32: Military 101: Improving knowledge and changing perceptions when advising military and veteran students
Hall of Ideas J / Thursday March 6 / 2:30-3:30pm
Learn how to establish high-impact, low-cost practices to better connect with military and veteran students. Increase your knowledge and learn how to ask informed questions in Military 101. Advisors from “Military-Friendly” UW-Whitewater will help you to learn more about military student advising situations and discover solutions to their unique challenges.
Annie Weberpal, University of Wisconsin- Whitewater
Pamela Tanner, University of Wisconsin- Whitewater

C33: NACADA Leadership
Ballroom B / Thursday March 6 / 2:30-3:30pm
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.
Debra Dotterer, NACADA Region 5 Chair and NACADA Leadership
### Thursday, March 6

#### State/Province Meetings

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting</th>
<th>Meeting Room</th>
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<tbody>
<tr>
<td>3:45-4:15pm</td>
<td>Illinois</td>
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#### NACADA Common Reading

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Prior to the conference all participants are invited to read “In Their Own Words: Best Practices for Advising Millennial Students about Majors,” by Tamara Montag, Jill Campo, Julie Weissman, Angela Walmsley, and Alex Snall, NACADA Journal 32(2), pgs. 26-35.

The Common Reading dialog increases conceptual awareness to enhance academic advising practice through scholarship and promotes new opportunities to impact the student experience. Please add your voice to the dialogue!

http://www.facebook.com/NACADA-Region-5

#NACADAr5
Friday, March 7

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<thead>
<tr>
<th>Time</th>
<th>Session Number &amp; Title – located on the Capitol Promenade</th>
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<td>7:15-8:15am</td>
<td>PO1: An Early Look at the Results from a National Study of Compassion Fatigue and Compassion Satisfaction among Academic Advisors</td>
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<td>PO2: Exploring an Exploring Majors House</td>
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<td>PO3: Pathway to Purdue: An Indiana agriculture student's journey</td>
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<td>PO4: “S” is for Student Success: A student retention advising approach</td>
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<td>PO5: Demonstrating Your Value: Creative ways to contribute on campus</td>
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<td>PO6: In the Lab</td>
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<td>PO12: Advising as Teaching: First-year seminars &amp; civic engagement</td>
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<td>PO13: It Takes a Village to Build a Cheese Chalet: Faculty advisors create and pilot a supplemental first-year advising course</td>
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**PO1: An Early Look at the Results from a National Study of Compassion Fatigue and Compassion Satisfaction among Academic Advisors**

In the Fall 2013 semester, a national study was conducted to obtain information on how academic advisors were experiencing their work. In particular, the research focused on the current level of Compassion Satisfaction (CS) (that is, the positive aspects of doing helping (advising) work well), and Compassion Fatigue (CF), the negative aspects of helping work such as burnout and secondary traumatic stress. This presentation reviews the literature on CS and CF, and provides an early look at the data and analysis resulting from the study that examined both biographical (such as age, sex, education level) and environmental (such as workload, unit type, institution control and size) variables to explain the levels of CF and CS experienced by full-time and part-time academic advisors/counselors.

*Joshua Morrison, Indiana University Purdue University Indianapolis*

**PO2: Exploring an Exploring Majors House**

Through our presentation you will learn about our innovative living learning community, the Exploring Majors House (EMH). The EMH is open each fall to 45 incoming freshmen who are interested in exploring their academic, social, and career options. The EMH seeks to enhance student success by providing them with both fun and academic opportunities, while also providing them with support. We will provide you with strategies that can assist you if you are considering starting a living learning community for an undecided population. If your campus already has a living learning community for undecided students, then we will share ideas with you to help you enhance your program.

*Steven Barleen, Northern Illinois University*

*Megan Kozenczak, Northern Illinois University*
PO3: Pathway to Purdue: An Indiana agriculture student's journey
In 2010, the “Pathway to Purdue” program began. This program, a joint effort between Ivy Tech Community College and Purdue University, allows Agriculture students to co-enroll at both campuses and earn an Ivy Tech A.S., while simultaneously working toward a Purdue B.S. After completing the A.S., students transfer to Purdue full-time. Since the program’s inception in 2010, many changes and updates have been made to help with the efficiency of the program. For students interested in an Agriculture career, the “Pathway to Purdue” program has opened a door that previously was not available. This session will explain the reasoning behind the creation of this program, the benefits to students, as well as some of the hurdles.
Anneliese Kay, Purdue University
Andrew Oppy, Purdue University

PO4: “S” is for Student Success: A student retention advising approach
This session will provide the audience with a historical overview of student retention initiatives that the Academic Advising Center has implemented in response to the strategic plan and vision 2020. It will address the Academic Advising Center’s work with exploring/deciding student population by highlighting the different strategies to student academic success, academic persistence, and transition to an academic college based on students’ career and academic interests.
Michelle Pickett, Northern Illinois University
Susana DasNeves, Northern Illinois University

PO5: Demonstrating Your Value: Creative ways to contribute on campus
Many institutions are facing difficult financial times, leading to the need to demonstrate the importance of advisors to our campus communities. This reality and our responsibility to, as the NACADA core values state, “not only... the individuals we advise but also to our institutions and educational communities” inspired advisors at UW-Stout to utilize their Strong Interest Inventory Certification to offer workshops for colleagues. The sessions, entitled, “Love Your Job: Identifying Untapped Interests to Increase Job Satisfaction,” allowed the Advisement Center staff to showcase skills typically only experienced by student advisees while also serving the campus community. Attendees will be challenged to think creatively about how to harness their unique knowledge to demonstrate the immense value of advisors on their campus.
Angie Swenson-Holzinger, University of Wisconsin-Stout
Jessica Wekkin, University of Wisconsin-Stout

PO6: In the Lab
Getting students registered for class in a timely matter can be one of the most challenging task for an Academic Advisor. With this in mind, Wayne State University School of Social Work began offering registration meetings within computer labs for over 800 incoming masters and bachelors level social work students. These computer based registration meetings successfully demonstrated how technology based academic advising can streamline the registration process, foster decision making, handle scheduling conflicts, track enrollment projections and address computer literacy issues with non-traditional students. Interested in how this was accomplished? Join us for a discussion on restructuring the registration process for your students to achieve phenomenal results.
Shantalea Johns, Wayne State University
Sarah Barlow-Doyle, Wayne State University
PO7: Inspiring Student Success: From at-risk to "EXCEL"
Inspiring Student Success: From At-Risk To “EXCEL” lecture and Q&A presentation will share with higher education colleagues the EXCEL Program (developed in 1997) that allows students who do not meet the standard admission criteria an opportunity to enter college and achieve academic success. The Program has various components to support, guide, mentor, and motivate students along with institutional academic services to support student learning and the impact on retention. This is achieved through developmental and intrusive academic advising by individuals having 40 years of higher education experience. Although this program is at a 4-year private Catholic institution located in the Midwest and aligns with the university’s mission and core values, it can provide a template for other institutions.
*Cathy Mathweg, Marian University
Sue Fuerbringer, Marian University

PO8: To Teach or Not to Teach? Factors that Influence Undergraduates' Decisions about Careers in the K-12 Classroom
Most would agree that we want bright, passionate individuals teaching our K-12 students, but what factors influence whether interested and promising undergraduates choose to teach? Does it go beyond the ubiquitous “teachers don’t make any money!”? This poster presents results from a mixed methods study of the academic, financial, and social factors that contribute to undergraduates’ teaching-related career decisions. Findings will be particularly informative for advisors and administrators who serve prospective teachers. Participants will gain an increased understanding of the issues undergraduates face when deciding whether to devote their academic and/or professional lives to teaching and will walk away with ideas about how to use these new findings to enhance advising practices.
*Amanda Bowsher, University of Maryland

PO9: Can You Hear Me Now? Examining inconsistencies in students' perceptions of communication
The Academic Advising & Exploration Center at UW-Whitewater utilizes proactive advising methods; this provides structural intervention strategies for students who otherwise might not seek assistance. Largely, this involves effective communication which requires commitment and acknowledgement from all parties involved. As academic advisors, we feel a growing number of our correspondence with students resembles a dropped call. How is your reception? We’ve found, due to the difference in communication styles, not only are students missing out on critical information needed for academic success, but also lack the development of necessary skills essential for lifelong learning. Because of this increasing issue, we surveyed students and found inconsistencies in students’ perceptions of communication. Results will be addressed in this poster presentation.
*Benjamin Prather, University of Wisconsin- Whitewater
Janay Alston, University of Wisconsin- Whitewater
Allison Davis, University of Wisconsin- Whitewater
Jacqueline Pittz, University of Wisconsin- Whitewater
Kara Meissen, University of Wisconsin- Whitewater
PO10: Have Advising, Will Travel: Bringing advising to students of developmental English
Students enrolled in developmental courses are at high risk for attrition. The phrase often used is “...they
don’t know what they don’t know....” One of Prairie State College’s retention initiatives focuses on
students enrolled in the highest level of developmental English. Central to the initiative are individual
meetings with students as well as in-class sessions. Over time, the initiative has become more
comprehensive. The effort currently includes nine components rather than two. Join the session to learn
the background, theory, and details. Sample materials and references will be shared with session
attendees.
Loretta Kucharczyk, Prairie State College

PO11: Graduate Cohort Programs - Advantages and challenges in academic advising and recruitment
My presentation will cover advantages and challenges of academic advising and recruitment for graduate
cohort programs. The presentation will include four main topics regarding cohorts 1) the advantages and
challenges of offering cohort programs; 2) profile of the prospective graduate student for cohorts; 3)
methods of marketing cohort programs and; 4) effective advising approaches with cohort students. I will
be including specific examples of two cohort programs I recently recruited and advised at NIU: Master of
Arts in Teaching degree (initial elementary education license) and Master of Science in Literacy Education
with a Focus on Reading (reading specialist license). The program will include a PowerPoint Presentation
and supporting materials.
Gail Schumacher, Northern Illinois University

PO12: Advising as Teaching: First-year seminars & civic engagement
In efforts to improve student success and retention, first-year seminars are one high-impact educational
practice that can serve to connect and engage students. Our presentation will encourage universities to
develop seminars that foster civic engagement. Presenters will detail a case study of Success in the City, a
seminar taught by College of Liberal Arts & Sciences academic advisors at the University of Illinois at
Chicago. In addition to connecting to the campus, students in the course engage in service experiences.
The presentation will highlight research on successful transitions for first-year students and how to
develop community partnerships. The interactive presentation will allow participants to develop plans to
implement these initiatives on their campus and provide a new avenue for advisor professional
development.
Justin Wier, University of Illinois at Chicago
Sandra Picciuca, University of Illinois at Chicago

PO13: It Takes a Village to Build a Cheese Chalet: Faculty advisors create and pilot a supplemental first-
year advising course
This poster will showcase a collaborative effort at Augustana College, a small liberal arts college in Illinois,
to design and pilot a one credit advising course that is supplemental to the current three credit first-year
course required for all students in their first term. The result was a four-credit-hour intensive experience
that encouraged close faculty-to-student and student-to-student relationships as well as an improvement
in conditions for intrusive advising. The poster will highlight our joint assignments as well as the highly-
collaborative process through which this course developed. It started with college-wide goals about
advising developed during accreditation discussions before our group of four faculty created and
implemented a pilot curriculum.
Brian Leech, Augustana College
Farah Marklevits, Augustana College
Virginia Johnson, Augustana College
Derek Gould, Augustana College
## Conference Sessions

<table>
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<tr>
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<td>9:00-10:00am</td>
<td>C34: Students Don't Do Optional</td>
<td>Hall of Ideas E</td>
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<td>C35: Speaking From Experience: Improving student recruitment, retention, and time to degree through models for experiential learning*</td>
<td>Hall of Ideas F</td>
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<td>C36: Financial Literacy &amp; Academic Advising - The first line of defense*</td>
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<td>Hall of Ideas G</td>
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<td>C38: Student Success Coaching: Helping students moooove towards graduation</td>
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<td>C39: Career vs Majors: The liberal arts major and the value for employers*</td>
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<td>C41: Advising Undocumented Students: From theory to practice*</td>
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### C34: Students Don't Do Optional

**Hall of Ideas E / Friday March 7 / 9:00-10:00am**

In this workshop NWTC will explain how they created their mandatory advising model incorporating Dream Catcher Advising and On Course principles. They will discuss their success and challenges when moving from an optional to mandatory requirement. Provide the history and information on Dream Catcher Advising, On Course and the advising intervention from creation to implementation. **Voted Best of Wisconsin!**

*Nicole Hartfield, Northeast Wisconsin Technical College*

*Alana Eder, Northeast Wisconsin Technical College*

*Cindy Kothbauer, Northeast Wisconsin Technical College*

*Debbie Sobiesczyk, Northeast Wisconsin Technical College*

*John Grant, Northeast Wisconsin Technical College*

### C35: Speaking From Experience: Improving student recruitment, retention, and time to degree through models for experiential learning

**Hall of Ideas F / Friday March 7 / 9:00-10:00am**

Liberal Arts programs are facing increasing scrutiny, particularly their applicability to employment. To tackle this challenge, academic and career advisers collaborated on a guide to help students prepare for life beyond college. Along with academic requirements, students are handed a plan for experiential opportunities titled “Your Path to Professionalization”. This session will explain the process of developing the Path to Professionalization, its pilot introduction to incoming language majors, ongoing assessment, and additional roll outs to other majors in the college. As a result of this presentation, participants will gain an understanding of this model of experiential learning, understand its application and recognize the model’s utility for recruitment, retention, time to degree and post-graduation placement.

*Jennifer Gansler, Michigan State University*

*Rebecca Brewer, Michigan State University*
C36: Financial Literacy & Academic Advising - The first line of defense
Hall of Ideas G / Friday March 7 / 9:00-10:00am
Cost of education has been a hot topic recently, and for good reason. Due to steep tuition increases and a tough economy, the value of the college degree has come into question as student debt swells. At University of Michigan-Flint, a higher percentage of students are borrowing to pay for education and borrowing more than ever. We view financial literacy as part of the whole person development that we strive for in our mission. Financial literacy will become more important to success in college and life, and at UM-Flint we are actively developing strategies to make this a reality. Academic Advisors can be the first line of defense in partnering with Financial Aid personnel to educate students on responsibly funding their education and developing life skills for financial literacy.
Ted Lind, University of Michigan-Flint
Heather Coulman, University of Michigan-Flint

C37: The Great Influence of Happenstance
Hall of Ideas H / Friday March 7 / 9:00-10:00am
This session is about Krumboltz’s Happenstance theory, which is the practice of recognizing and taking advantage of unplanned or unexpected developments. We will review happenstance theory, conduct an exercise to help advisors understand happenstance in their own career path, and discuss ways to use happenstance in advising.
Sara Rodock, University of Wisconsin-Madison
Alyssa Gelderneck, University of Wisconsin-Madison
Tanya Cutsforth, University of Wisconsin-Madison
Michael Kruse, University of Wisconsin-Madison

C38: Student Success Coaching: Helping students mooove towards graduation
Meeting Room M/N / Friday March 7 / 9:00-10:00am
The Office of Student Academic Success at Northern Illinois University has developed a model of Student Success Coaching based on research, models, and other information in the fields of higher education, counseling, and psychology (McClellan & Moser, 2011; Biswas-Dre research, 2009; Hall & Youens, 2007; Griffiths, 2005; Seligman & Csikszentmihalyi, 2000). Student Success Coaching is an equal partnership between the student and the coach and is reliant on strong campus collaborations. Student Success Coaching concentrates on specific goals and the commitment to the planned outcomes while working with students to overcome obstacles and uses positive psychology to improve student success. Come hear about this institutions model, its effectiveness, and how it is implemented by our Student Success Specialists as well as tips to bring back to your own campus.
Randi Napientek, Northern Illinois University
Melissa “Missy” Lugo, Northern Illinois University
Ashleigh Sorenson, Northern Illinois University
C39: Career vs Majors: The liberal arts major and the value for employers
Meeting Room K/L / Friday March 7 / 9:00-10:00am
With education costs continually rising, stakeholders such as students, parents, and politicians often want results for their investment, which for them usually translates into jobs. This presentation will explore how a liberal arts education can perhaps better prepare students for their career search than occupations that have a direct career outcome. This presentation will discuss popular cultural perceptions of a liberal arts degree and how that informs stakeholder’s perceptions of various majors. Advisors will learn strategies for countering these perceptions when advising their students. Advisors will also learn how to collect and disseminate information on how to help students market themselves, information gleaned from classroom discussions and activities, and employer feedback regarding students who major in the liberal arts.
Mark Vetzger, Illinois State University
Teri Farr, Eastern Illinois University

C40: Happiness and the Advising Profession
Hall of Ideas I / Friday March 7 / 9:00-10:00am
Are you happy in your role as an academic advisor or advising administrator? Have you struggled achieving happiness in your personal life? This interactive session will highlight recent research on happiness and give participants an opportunity to create their own definitions of happiness and discuss what stops us from being happy in our personal and professional lives. An overview of the 2009 NACADA advisor satisfaction survey will be utilized to dispel happiness myths within the profession with a focus on actual satisfaction data. Additional connections will be made to the advising profession and different advising leadership models as a means to achieving happiness as part of our day-to-day work with students and staff. Finally, strategies to improve happiness of both advisors and advising administrators will be discussed.
Michael "Brody" Broshears, University of Southern Indiana

C41: Advising Undocumented Students: From theory to practice
Hall of Ideas J / Friday March 7 / 9:00-10:00am
Ongoing changes in immigration policy have a direct impact in higher education and how we meet the academic needs of the increasing number of undocumented students attending colleges and universities. This session will discuss undocumented students’ reality in higher education and will explore the practice of Appreciative Advising as a tool to strengthen students’ sense of belonging, engagement, and persistence by fostering an environment of trust for students to feel comfortable in disclosing their immigration status and discuss their academic and career aspirations. The time is now to make a commitment and facilitate the academic and social integration our undocumented students deserve!
Susana DasNeves, Northern Illinois University
Michelle Pickett, Northern Illinois University
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<td>Hall of Ideas E</td>
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<td>C43: &quot;Mooving&quot; Students Forward: Value of a collaborative faculty/professional advising model and seminar courses</td>
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<td>C44: The New Ventures of the Ho-Chunk Nation’s College Recruitment and Advising Team</td>
<td>Hall of Ideas G</td>
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<td>C45: Mooving Students toward Success through Academic Orientation Collaboration</td>
<td>Hall of Ideas H</td>
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<td>C46: The Sophomore Slump A Critical Time after the Freshman Honeymoooon is Over</td>
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<td>C48: Proposed Modifications to the Appreciative Advising Inventory</td>
<td>Hall of Ideas J</td>
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<td>C49: Mooving Your Professional Development Forward</td>
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#### C42: Using StrengthsQuest to Uncover Your Students’ True Talents
**Hall of Ideas E / Friday March 7 / 10:15-11:15am**

StrengthsQuest is a web-based assessment that helps to easily uncover an individual’s innate talents and develop them into strengths. Presentation time will be split between understanding the Strengths concept and applying it with students. Attendees will receive useful ideas and materials in an effort to aid retention and achieve personal growth and success. **Voted Best of Ohio!**

*Rebecca Ward, The Ohio State University*

#### C43: "Mooving" Students Forward: Value of a collaborative faculty/professional advising model and seminar courses
**Hall of Ideas F / Friday March 7 / 10:15-11:15am**

The Department of Agricultural Economics at Purdue University combines a faculty/professional advising model with a set of freshmen/sophomore seminar courses to retain, grow, and graduate our undergraduate students. With an increased freshmen class size and a growing population of transfer and “degree changing” students, the department tried various models to meet student needs. We believe we have found a model that utilizes faculty advising and satisfies the need of a freshmen cohort class and a large transfer population. Our Freshmen Seminar class is based on a mentor model where students develop relationships with a “mentee” before classes begins! The follow-up Sophomore Seminar course requires students to create a plan of study and focuses on “transformational” experiences.

*LeeAnn Williams, Purdue University*
*Andrew Oppy, Purdue University*
C44: The New Ventures of the Ho-Chunk Nation’s College Recruitment and Advising Team
Hall of Ideas G / Friday March 7 / 10:15-11:15am
Throughout the last year our division has sought new ways to pique the interest of our tribal members in the hope of persuading more to pursue post-secondary education. The intent of our division is to promote the accessibility of higher education to our members as a means to improve the self-sufficiency of our sovereign nation. We have hosted several events and have gone out into our communities in our efforts. In this presentation we will share our experiences with the methods of recruitment we have implemented, and provide an opportunity to discuss recruitment strategies with our peers.
Mandy Younghunder, Ho-Chunk Nation Higher Educations Division
MicahMarie McCann, Ho-Chunk Nation Higher Educations Division
Jordan Kappen, Ho-Chunk Nation Higher Educations Division

C45: Moooving Students toward Success through Academic Orientation Collaboration
Hall of Ideas H / Friday March 7 / 10:15-11:15am
With the many components of Academic Orientation, often the time Academic Advisors can spend with each student is reduced. Additionally, the volume of students advisors must see during the designated advising time has increased. This session will introduce you to the collaborative initiative that the MSU Office of the Registrar initiated in collaboration with the academic advising community to reduce the tedious enrollment process. Through an automated pre-enrollment process, incoming freshmen are enrolled prior to their Academic Orientation in courses selected based on their major preference, thus allowing more time for advisors to spend discussing academic and career goals with the student. The presenters will discuss the development and implementation as well as demonstrate the tool used to collect the course information.
Kimberly Blair-Chambers, Michigan State University
Debra Dotterer, Michigan State University

C46: The Sophomore Slump A Critical Time after the Freshman Honeymoooon is Over
Meeting Room K/L / Friday March 7 / 10:15-11:15am
The advising team at The Patton College of Education at Ohio University will explain the phenomenon of the “sophomore slump”, look more deeply in to how it differs from the freshman year, what the signs and causes are, share our idea for a comprehensive plan to help fend off the slump, and create a more directive approach. We will get you involved in an interactive discussion to see what your universities are doing to address this target population, and how successful your various attempts have been. Don’t just sit there in your slump! Please join us and share your experiences, best practices, and ideas for implementing a plan to keep our students from “slumping” over!
Kelly Czack, Ohio University
Greg Moeller, Ohio University
Kelly Davidson, Ohio University
Floyd Doney, Ohio University
Samantha Hollback, Ohio University
C47: QPR&F for Advisors: Question, persuade, refer, and follow-up
Hall of Ideas I / Friday March 7 / 10:15-11:15am
Academic advisors know that many of the issues students present in our office go beyond academics to personal and life situations. Being competent dealing with these often difficult and challenging issues is key to the relationship building needed in academic advising. Many advisors are very comfortable asking questions to students, but most advisors have little or no formal training in asking difficult questions and helping the student work through those questions. This interactive session will provide advisors with the theoretical framework of questioning through the QPR Program for suicide prevention. The presenters will facilitate the QPR theory through the lens of academic advising. The presenters will add F for Follow-up to QPR to close the loop on asking good questions.
Theresa Hitchcock, Indiana University
Kelli Pistilli, Purdue University

C48: Proposed Modifications to the Appreciative Advising Inventory
Hall of Ideas J / Friday March 7 / 10:15-11:15am
The appreciative advising style has become popular in recent years. It has also proven to be successful when advising many different types of students. Some advisors who utilize this advising style also use the Appreciative Advising Inventory, a 44-question survey which students fill out that helps the advisor to better assist the student. For my dissertation, I conducted a statistical analysis of the AAI to see if the scales were valid and reliable, and if the instrument could be shortened while retaining validity and reliability. Both factor analysis and reliability analysis were utilized. Results of this research and suggested revisions to the instrument will be presented in lecture format, with time for discussion about how advisors currently utilize the AAI and possible options for additional research.
Nancy Crone, Eastern Illinois University

C49: Mooving Your Professional Development Forward
Meeting Room M/N / Friday March 7 / 10:15-11:15am
Academic advisors are constantly asked to make creative contributions, manage large case loads, stay motivated, while oftentimes provided with little to no support toward professional development. Given fiscal constraints and limitations of our institutions, we are also asked to do more with less while continually striving for successful outcomes and meaningful connections. Given the increasing academic, personal and financial needs of students, we must help students learn to navigate the complex bureaucracy of college. How do we prioritize our daily responsibilities while maintaining active engagement and development of campus and state-wide professional development opportunities to continually move our profession forward? Join us as we share different perspectives from our institutions and help you identify an action plan for your own professional development and involvement.
Kimberly Little, Southern Illinois University Carbondale
Ryan Gray, Illinois State University
Shawn Schultz, Eastern Illinois University
Teri Farr, Eastern Illinois University
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<table>
<thead>
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<th>Time</th>
<th>Session Number &amp; Title</th>
<th>Meeting Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30am-12:30pm</td>
<td>C50: LEAP into Effective Advising</td>
<td>Hall of Ideas F</td>
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<td>C51: Mooo-ving Advisors toward Culturally Competent Practice</td>
<td>Hall of Ideas G</td>
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<td>C52: Utilizing Proactive Advising to Serve Underprepared Students: The Pathway for Success Approach*</td>
<td>Hall of Ideas H</td>
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<td>C53: Milking National Data for Academic Performance and Retention Interventions that are Meaningful for African American and Latino College Students*</td>
<td>Hall of Ideas I</td>
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<td>C54: Advisors that Teach: How utterly challenging and great to do both!</td>
<td>K/L</td>
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<td>C55: Academic Advising in the Age of Reductions, Re-orgs, and Retention: How one Ohio mid-sized private institution faced all three and thrived</td>
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<td>C56: Developing an Advising Roadmap: A programmatic approach to moving first-year students forward</td>
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### C50: LEAP into Effective Advising

**Hall of Ideas F / Friday March 7 / 11:30-12:30pm**

Are you struggling with moving students to think beyond course selection and to understand “the forms of learning and accomplishment that the degree should represent”? (AACU) Are you looking to find a shared vision for your faculty advising program? This panel of faculty and professional advisors in the College of Letters and Sciences at the University of Wisconsin-Whitewater are using the goals developed by AACU’s Liberal Education and America’s Promise (LEAP) to help provide a framework for individual advising and college-wide programming.

*Debra Heiber, University of Wisconsin- Whitewater*

*John Ejnik, University of Wisconsin- Whitewater*

*Thomas Karthausser, University of Wisconsin- Whitewater*

*Robert Kuzoff, University of Wisconsin- Whitewater*

### C51: Mooo-ving Advisors toward Culturally Competent Practice

**Hall of Ideas G / Friday March 7 / 11:30-12:30pm**

In this interactive workshop, we hope to provide a safe and supportive space in which we can all learn, reflect, and challenge ourselves to become more effective in working across differences. We will incorporate vivid imagery, silent reflection, experiential activities, and group dialog to actively engage participants in a collaborative learning process.

*Annette McDaniel, University of Wisconsin- Madison*

*Emily Dickmann, University of Wisconsin- Madison*

*Frieda Zuckerberg, University of Wisconsin- Madison*

*Tyree Bolden, University of Wisconsin- Madison*

*Lauren Szafranski, University of Wisconsin- Madison*
C52: Utilizing Proactive Advising to Serve Underprepared Students: The Pathway for Success Approach  
Meeting Room H / Friday March 7 / 1:15-2:15pm

The University of Wisconsin-Whitewater’s Pathway for Success program utilizes Proactive Advising to strengthen achievement and retention of academically underprepared students. Our goal is to connect with Pathway for Success students beginning at admission and throughout their critical first-year. We support and challenge students before they find themselves in academic difficulties through intentional and timely academic advising contacts. This program relies heavily on the collaboration of Admissions, First Year Experience, Learning Communities, Registrar’s Office, Multicultural Affairs & Student Success and Academic Advising & Exploration Center. This presentation will give a brief program history, identify key program components, and highlight current program data. The Pathway for Success Proactive Advising contact plan will be shared. Audience members will have time to discuss possible home-campus applications of the Pathway for Success Proactive Advising approach.

Kristine Yesbeck, University of Wisconsin-Whitewater  
Janay Alston, University of Wisconsin-Whitewater  
Kelli Danielski, University of Wisconsin-Whitewater  
Monica Wilson, University of Wisconsin-Whitewater

C53: Milking National Data for Academic Performance and Retention Interventions that are Meaningful for African American and Latino College Students  
Hall of Ideas I / Friday March 7 / 11:30-12:30pm

Many students of color experience degree derailment due to institutional and sociocultural barriers. One-size-fits-all student success and early alert programs cater to a traditional student profile that no longer exists. National sample of 5,984 African American and Latino students were surveyed to understand their unique first year college experiences and perceptions, and impacts on future retention plans. Identified were factors that contributed to academic success, rather than academic risk. Factors were meaningful in understanding the retention decisions of African American and Latino student, and validated that consumer behaviorism is a significant driver. Presenters will discuss strategies to incorporate findings into advising appointments, including meaningful early alert indicators and relevant interventions.

Patrick Jackson, University of Akron  
Virginia Jackson, University of Akron

C54: Advisors that Teach: How udderly challenging and great to do both!  
Meeting Room K/L / Friday March 7 / 11:30-12:30pm

As advisors we are often asked to do many things in addition to advising students. One of those “other duties as assigned” is teaching. But what if you have never been trained to teach? How do you balance the extra workload? How do you assign grades to students—especially YOUR students? How do you have a teacher relationship with someone you also advise and still help them achieve their goals? In this session, we plan to discuss many of the struggles associated with teaching and advising students. We will discuss solutions to those struggles and share ideas. Finally, we will review the benefits to teaching your advisees so we can take the “duty” out of “other duties as assigned”.

Cara Wetzel, Purdue University  
Kelly Pistilli, Purdue University  
Colleen Brown, Purdue University
C55: Academic Advising in the Age of Reductions, Re-orgs, and Retention: How one Ohio mid-sized private institution faced all three and thrived
Meeting Room M/N / Friday March 7 / 11:30-12:30pm
There is no doubt that academic advising is under fire at many institutions. It is impossible to ignore the ongoing financial strain and budget cuts across higher education and their impact on our field. In addition to many advisors and advising units being asked to "do more with less," there is also an increased emphasis for advisors to work as retention officers. Come learn how one mid-sized private institution in Ohio faced lay-offs, re-organization, faculty resistance, and the charge of raising the retention rate—and thrived. We will share the specifics of what happened, how we handled it, and where we are today.
Heidi Jones, Ashland University

C56: Developing an Advising Roadmap: A programmatic approach to moving first-year students forward
Hall of Ideas J / Friday March 7 / 11:30-12:30pm
Are you looking for a new way to promote advising events or opportunities to students? Do students come to you looking for direction in their first year on campus? Are you interested in organizing your student services in a way that would be helpful for you and your students? Join us as we present our Advising Roadmap and give you the opportunity to brainstorm and collaborate with fellow advisors to build an Advising Roadmap that fits your students' needs.
Alyssa Geldernick, University of Wisconsin- Madison
Kristin Determan, University of Wisconsin- Madison
Katie Denzin, University of Wisconsin- Madison
Amanda Truppe, University of Wisconsin- Madison

INTERACTIVE DEGREE PLANNER
Do students find it hard to explore alternative majors or minors? Are there graduation delays due to complex degree requirements? Or are advisors just overworked?
The web-based IDP Interactive Degree Planner can help you and your students!

Just use IDP to:
1. Select a major and minor
2. Enter or import already completed courses (if any)
3. Select some future courses (if desired)
Then click AutoComplete to determine the shortest path to graduation and complete a degree plan.

Questions? See Robert R. Meyer, Professor Emeritus, UW-Madison, at the Region 5 conference or email him at rrm.rrm@gmail.com
Proposal Review Team

Jenna Alsteen  Edgewood College
Katie Bush-Glenn  The Ohio State University
Teri Farr  Eastern Illinois University
Chris Greggila  Purdue University
Theresa Hitchcock  Indiana University
Matt Jurvelin  University of Wisconsin Baraboo
Quinn Mullikin  Edgewood College
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Michigan Academic Advising Association
Thank you for attending the 2014 NACADA Region 5 Conference!

We hope you have great ideas to take home and look forward to seeing you next year in Indianapolis!

Indianapolis, Indiana   April 8-10, 2015
Sheraton Indianapolis City Centre