

# NACADA region 8



**The Heart of the Matter**  
Advising for Student Persistence, Retention, and Success  
Coeur D'Alene, ID - March 11-13, 2015



# 2015 NACADA Region 8 Conference Planning Committee

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REGION CHAIR

## **Andrew Brewick**

UNIVERSITY OF IDAHO  
CONFERENCE CHAIR

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Alicia Petersen, Washington State University  
Sharon Ericsson, Washington State University

# Welcome!



On behalf of the Region 8 Steering Committee, it is my pleasure to welcome you to our 2015 regional conference. Coeur d'Alene provides a stunning backdrop for what I hope will be an inspiring and rejuvenating event. Led by Conference Chair Andrew Brewick, the members of the 2015 conference planning committee have invested a great deal of time and energy to ensure that we have a great experience here in northern Idaho. Thank you, planning committee members!

Between our special pre-conference workshops, the robust offering of 35 concurrent sessions and two nationally recognized keynote speakers, we have rich opportunities to get to "The Heart of the Matter" in the coming days. In addition to the knowledge you take away from these sessions, I hope you will also have the opportunity to connect with fellow NACADA members. The community fostered across our association, and especially within Region 8, is what makes NACADA such a powerful professional development venue.

In addition to fellow Region 8 members, you'll also have the opportunity to connect with our VIP guests. We are fortunate to have NACADA Board member Pat Mason-Browne and NACADA Executive Director Charlie Nutt joining us in Coeur d'Alene. I encourage you to introduce yourself to Pat and Charlie, not only to spread the Northwest hospitality, but to take advantage of the opportunity to connect with these national leaders in our field. Charlie will be providing one of our keynote addresses. We are lucky to have two keynotes this year, and the second will be given by Michael Benitez Jr., Dean of Diversity and Inclusion and Chief Diversity Officer at the University of Puget Sound.

Special recognition is due to winners of our 2015 Conference Scholarships (p. 14), and our Region 8 Excellence in Advising Awards (p.12). We'll be honoring the Excellence in Advising Award winners at Thursday's luncheon. If great things are happening on your campus, please consider nominating deserving colleagues for the 2016 awards!

A special thanks to each of you for taking time away from your campuses and your students, and making the extra effort to gather here in Coeur d'Alene. Our collective experience is enriched by each of your individual contributions. Here's to a wonderful conference! 8 is Great!

## Nicole Kent

Oregon State University  
Northwest Region 8 Chair

Eight is indeed great. Covering the largest geographical area, we have all come from states and provinces north of the 40th parallel to gather on the shores of this magnificent lake in order to refine our craft and strengthen our relationships. My sincere thanks to all of you for making the trip to Coeur d'Alene, Idaho, for this tremendous conference. On behalf of the conference planning committee, let me say we are delighted (and a little relieved) that you're here. On a personal note, it has been an honor and pleasure to create this professional development opportunity for my colleagues and friends. Now, let's have some fun.



I would like to recognize the people who made this conference a reality – the conference planning committee. Under the skilled leadership of eleven subcommittee chairs, our team of over 50 volunteers planned and executed this splendid event. These individuals created the program in your hands, they winnowed 86 presentation proposals down to 39 sessions, they prepared your conference materials, and they thought about your needs at every step of the process. Please find someone with a committee ribbon and give them your thanks. They deserve it.

We have two spectacular keynote presentations this year. First, Michael Benitez, Jr., Dean of Diversity and Inclusion and Chief Diversity Officer at the University of Puget Sound, will be sharing his insights into working with underrepresented students to create a culture of persistence and success. At the closing luncheon on Friday, NACADA's Executive Director, Dr. Charlie Nutt, will provide his perspectives on current and future practice in the advising profession. We are delighted to welcome these two great speakers, and we look forward to their comments.

Finally, please make sure you take advantage of everything this conference has to offer. Part of our region's greatness lies in the diversity of institutions represented, so make an intentional effort to network with your colleagues from institutions different than your own. Gather business cards from presenters who have started programs that may fit your student population. Ask the obvious questions as a preface to the deeper ones, and start conversations in the breakout room that will continue at your office desk. In short, let your Advising Nerd flag fly.

## Andrew Brewick

University of Idaho  
2015 Region 8 Conference Chair

# Region 8 Steering Committee

The NACADA Northwest Region 8 Steering Committee is responsible for developing strategic goals for the region, overseeing the region budget, administering the regional awards program, and representing membership in each individual state/province.

**Region Chair:** Nicole Kent, Oregon State University

**Past Region Chair:** Sally Garner, University of Oregon

**2015 Conference Chair:** Andrew Brewick, University of Idaho

**2016 Conference Co-Chairs:**

Julie Larsen, University of Washington & Nova Schauss, Oregon State University

**Communication Coordinator:** Alex Kunkle, Western Oregon University

**Technology Coordinator:** Bil Morill, University of Oregon

**Budget Coordinator:** Mary Chuinard, Oregon State University

## State/Province Liaisons:

### Alaska

- Colleen Angaiak, University of Alaska Fairbanks, 2015-2017
- Linda Morgan, University of Alaska Anchorage (outgoing)
- Ginny Kinne, University of Alaska Anchorage (incoming)

### Alberta

- Shea Ellingham, Mt. Royal University (outgoing)
- Brenda Lindquist, Grande Prairie Regional College (outgoing)
- Rasha Tawfik, University of Calgary (incoming)
- Sarah Kinch, Mount Royal University (incoming)

### British Columbia

- Karen Cooper, University of the Fraser Valley, 2014-2016
- Sabreena MacElheron, College of New Caledonia (outgoing)
- Susan Corner, University of Victoria (incoming)

### Idaho

- Andrew Brewick, University of Idaho, 2014-2016
- Debbie Moos, University of Idaho, 2015-2017

### Montana

- Becky Lyons, Montana State University Billings, 2014-2016
- Brenda Truman, Montana State University, 2014-2016

### Oregon

- Tamie Saffell, Western Oregon University (outgoing)
- Kerry Thomas, Oregon State University, 2014-2016
- Miranda Atkinson, University of Oregon (incoming)

### Washington

- Leah Panganiban, University of Washington, 2014-2016
- Peggy Sharp, North Seattle College, 2014-2016

### Yukon Territory

- Jo Stewart, Yukon College, 2015-2017

## State/Province Liaison Duties

- Represent province/state/territory interests at the regional level.
- Promote NACADA membership amongst academic advisors in the province/state/territory.
- Participate in setting goals, strategy, and budget for the region.
- Encourage and facilitate awards nomination process amongst schools in their province/state/territory.
- Encourage local professional development through province/state/territory level conferences.

# Your Feedback Matters

## Session Evaluations

Presenters appreciate your feedback on every session you attend. A conference volunteer will distribute and collect evaluation forms at each session. Presenters may collect their completed evaluations at the Registration Table.

## Vote for “Best of Region 8”

Be on the lookout for a session you think qualifies as the “Best of Region.” The winner is chosen from the concurrent sessions based on conference attendees’ votes. A ballot was included in your conference materials. The winning presenter(s) will receive a stipend to repeat the presentation at the 2015 annual NACADA conference in Las Vegas, Nevada.

Ballots must be handed in at the Registration Table by 11:30 AM on Friday, March 13, just before the closing luncheon. The winner will be announced during the luncheon.

## Rate the Overall Conference

An overall conference evaluation will be emailed to all attendees a few weeks after the conference. Please take a few minutes back at your office to share your thoughts and impressions of the 2015 NACADA Region 8 conference. Your responses are helpful in planning future conferences.

### Meals Provided by the Conference

- Wednesday, March 11: Welcome Reception (Dessert & No-Host Bar)
- Thursday, March 12: Continental Breakfast and Keynote/Awards Luncheon
- Friday, March 13: Continental Breakfast and Closing Keynote Luncheon

No plans yet for dinner on Thursday, March 12? The Hospitality Committee has made group dinner reservations at a few local restaurants. Sign up at the Hospitality or Registration Tables to have dinner with your NACADA colleagues.

## Conference Etiquette

Please observe these courtesies to ensure that everyone has a positive experience:

- Do not talk while the speaker is at the podium.
- Silence cellphones during sessions. Do not answer a phone call while in a session; leave the room if you must do so.
- Sit in the back if you plan to leave early.
- As you enter a room, sit as close to the front as you can so the back seats are available to those who arrive after you.
- Introduce yourself to the people sitting around you. This is an excellent opportunity to meet your colleagues.

# Registration & Hospitality Tables

The conference registraton and hospitality tables are located in the Conference Center, across from Bay 3.

## Registration Table

- Conference check-in
- On-site registration for pre-conference workshops
- Presenters: Pick up your session evaluations
- Best of Region ballot box (see p. 5)
- Volunteer check-in
- Hours:
 

Wednesday, March 11	8:00 AM - 6:00 PM
Thursday, March 12	7:00 AM - 6:30 PM
Friday, March 13	7:00 AM - 2:00 PM

## Hospitality Table

- Sign up for the Thursday night dinner groups
- Donate to the service project (see p. 34)
- Sign up for the Friday afternoon hike offered by North Idaho College
- Get information about local recreation and dining options
- Hours:
 

Wednesday, March 11	9:00 AM - 5:15 PM
Thursday, March 12	3:30 PM - 6:30 PM

## Is This Your First NACADA Conference? ATTEND THE NEW MEMBER WELCOME & ORIENTATION

On your campus, you know that orientation for new students is valuable. Getting involved early and building lasting connections to the campus creates a rich college experience. If this is your first time at a NACADA conference, attending the New Member Welcome & Orientation is **HIGHLY ENCOURAGED!** Come meet other new members, as well as members of the NACADA leadership, and learn about the exciting association of which you are now a part.

**Thursday, March 12, 8:15 - 8:50 AM in Bay 5**  
Grab your breakfast on your way in. See you there!

# Conference at a Glance

Wednesday, March 11

## Pre-Conference Workshops

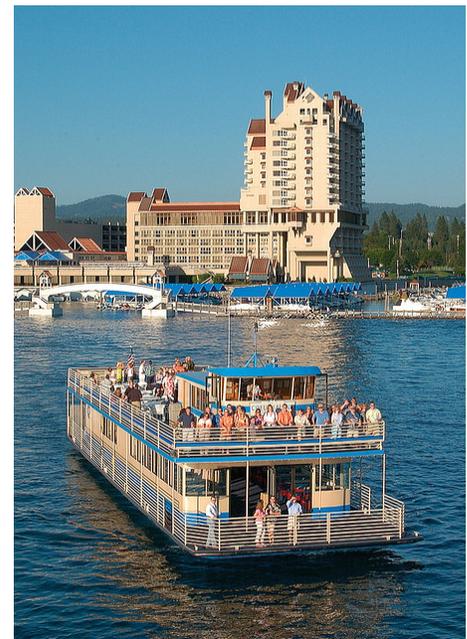
Each pre-conference is US\$25.00. If you did not register for these as part of your regular conference registration, you may register and pay on-site at the registration table. Pre-conference workshop abstracts are on pp. 16-17.

	Bay 5	Bay 6
1:00 PM – 3:00 PM	Advising Students on Developing Resiliency	From the Dog Park to Carlito's Way: Synchronous and Asynchronous Online Advising
3:15 PM – 5:15 PM	Student Persistence, Retention and Success Through Solution-Focused Advising	Advising for Student Success: Relationships Between Noncognitive Characteristics and Engagement

## Welcome Reception Cruise

6:00–9:00 PM

Enjoy a sunset cruise around beautiful Lake Coeur d'Alene. Boarding will begin on the dock at 6:00 PM, the boats will depart at 6:30 PM, and sail directly to the Hagadone Events Center. There will be a no-host bar on-board and at the Events Center. Desserts and coffee will be provided at the Events Center and members of the Coeur d'Alene tribe will honor attendees with a half-hour program. On the way back, the boats will circle the lake before returning to the resort. The boats will arrive back at the resort by approximately 9:00 PM. The cruise is for conference attendees only. Please wear your conference nametag to be admitted.



# Conference at a Glance

Thursday, March 12

7:30 – 8:45 AM: Continental Breakfast in Bays 2-4.

8:15 – 8:50 AM: New Member Welcome & Orientation in Bay 5.

9:00 – 11:15 AM & 1:15 – 5:00 PM: Concurrent sessions. See pages 18-31 for session information.

	Bay 5	Bay 6	Casco Bay	Kidd Island/ North Cape	Bay 1
9:00 – 10:00 AM	Five Ways to Help Under-privileged Students	Promoting the Benefits of General Education to Every Major	Welcome to the World of STEM Students:	Writing for NACADA	More Good Advising for More Students
10:15 – 11:15 AM	"Let's Make a Deal"	Beginning To Transform	Home is Where the Heart Is	Have It Your Way!	More Than a Roadmap

11:30 AM–1:00 PM: Keynote & Awards Luncheon in Bays 2-4. Keynote speaker: Michael Benitez, Jr.

	Bay 5	Bay 6	Casco Bay	Kidd Island/ North Cape	Bay 1
1:30 – 2:30 PM	Communicating with the Millennial Generation	Courageous Conversations	Cross-campus Collaboration for Transfer Student Orientation	How Do I Fit?	Serving Distance Students
2:45 – 3:45 PM	Head to Heart: Coaching Students to Success	The Art of Advising Veterans	Paving the Road... And Then Driving On It	The Heart of NACADA - Emerging Leader Program	Major-Specific Early Alert Program
4:00 – 5:00 PM	Why Grit and Failure are Both Keys to Success in College	Wandering But Not Lost	The Heart of Connection	All Sides of the Rainbow	Advising Transfer and Veteran Students

5:15 PM – 6:15 PM: Region Business Meeting in Bays 2-4. All members welcome.

8:00 PM – 9:00 PM: Cranium Cafe Information Reception in Bay 5.

# Conference at a Glance

Friday, March 13

Friday is Spirit Day! Wear something to represent your institution. Go Team!

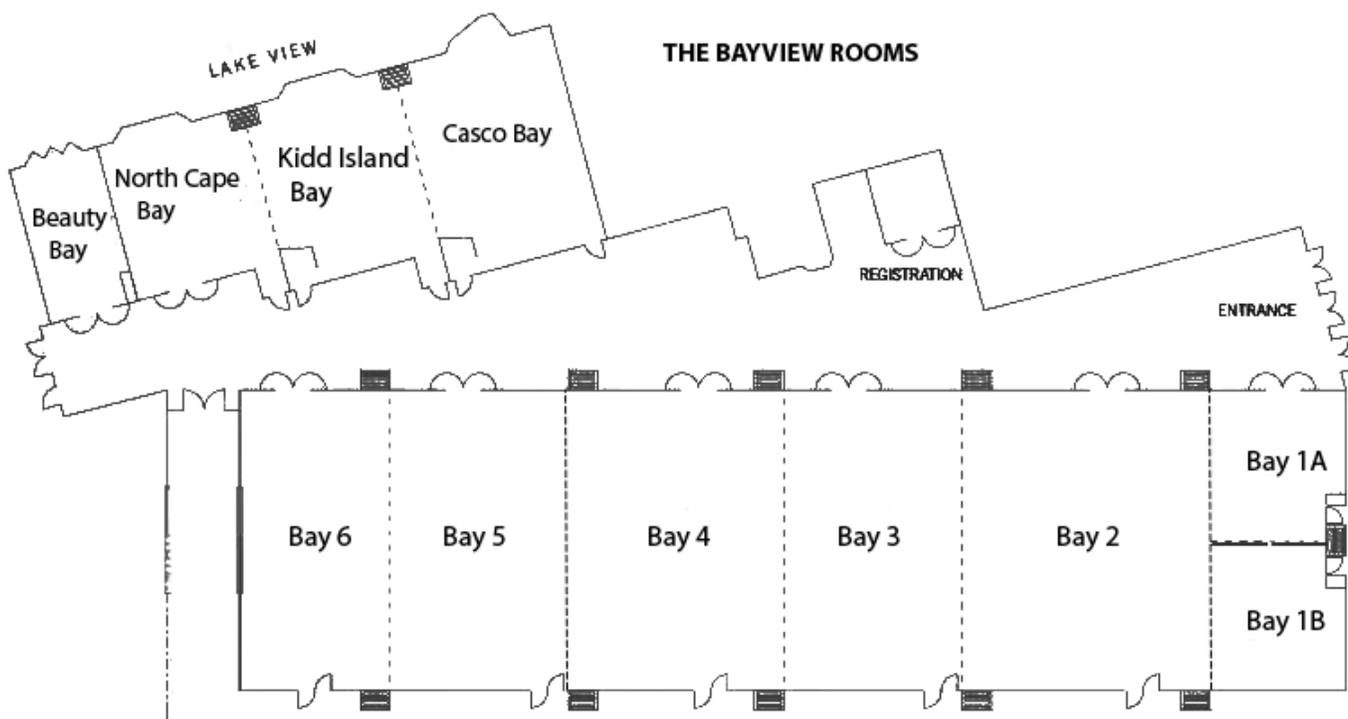
7:30 – 8:45 AM: Continental Breakfast in Bays 2-4.

8:15 – 8:50 AM: British Columbia Advisor meeting in the Casco Bay Room.

9:00 – 11:15 AM: Concurrent sessions. See page 18-31 for session information.

	Bay 5	Bay 6	Casco Bay	Kidd Island/ North Cape	Bay 1
9:00 – 10:00 AM	Advising and Supporting Student Veterans	Practice, Reflect, Repeat	Conducting Academic Advising Research	Need-Supportive Advising for Undecided Students	CSI – Spokane
10:15 – 11:15 AM	Correlating Engagement and Student Success Using an Early Alert System	Academic Advisor Because Super Hero is Not an Official Title	The Heart of What We Do: Deepening the Advising Conversation	TL;DR Student Development Theory	Heart & Soul Advising: Incorporating Career Advising

11:30 AM–1:00 PM: Keynote & Awards Luncheon in Bays 2-4. Keynote speaker: Dr. Charlie Nutt.



# Keynote Speaker: Michael Benitez, Jr.

Keynote: *The Conviction Behind the Work: Cultivating a Culture of 'Thriving,' not Surviving*



What does it mean to be a minoritized and or underrepresented student in higher education during times of cultural uncertainty? Often, many who work with underrepresented and minoritized students find it challenging to find ways to connect with students who bring varied lived experiences and realities to the advisor/student relationship. The last several decades has produced much research that points to the importance of understanding how educators can leverage students' cultural resiliency and identity, but rarely do we have conversations that address advisor advocacy and conviction important to guiding and encouraging critical development that influences student persistence and success. This presentation addresses such questions, aims to rupture current understandings and practices often grounded in dominant comfort, as well as providing theoretical and practical approaches to advocating student persistence and success.

A leading national social justice educator, and activist-scholar with extensive experience in education and diversity issues, Michael is known for his down-to-earth insightful commentary and critical perspectives on social and cultural issues. Benitez integrates multifaceted pedagogies, scholarly inquiry, and personal narrative to provide multi-context and -issue frameworks for empowerment and transformation. Benitez has served higher education in different capacities for the last fifteen years, including academic affairs, student affairs, diversity and inclusion, and teaching.

He is co-editor of the anthology, *Crash Course: Reflections on the Film "Crash" for Critical Dialogues About Race, Power and Privilege*, a collection of essays by some of the country's most prominent anti-racism writers, scholars and activists and has contributed to *Being Latino On-Line Magazine* (2009), the *American Mosaic Online Database* (2012), *Culture Centers in Higher Education: Perspectives on Identity, Theory, and Practice* (2010), *Rebel Music: Resistance through Hip Hop and Punk* (2015), and has been featured in educational documentaries, including *Cracking the Codes: The System of Racial Inequity* (2012) and *The 'N' Word: Is There a Message to the Madness* (2013).

Benitez completed both his Bachelor and Master degrees at Pennsylvania State University (PSU) where he also worked with and helped revive and strengthen the University's College Assistance Migrant Program. Throughout his career, he has been recognized with several leadership awards as he has served in increasingly broad and challenging roles. As Director of Diversity Initiatives and Social Justice at Dickinson College, he established the "Diversity Monologues," an ongoing annual program aimed at highlighting the creative talents of students while addressing diversity and social justice- a program he has helped implement and shape at multiple institutions. In previous roles, Benitez has served as Director of Intercultural Development and the Black Cultural Center at Lafayette College, as adjunct faculty in the Graduate School of Leadership and Professional Advancement at Duquesne University, and as Director of Intercultural Engagement and Leadership at Grinnell College.

A highly sought out speaker and workshop leader at conferences and colleges across the nation, Benitez has authored book chapters and articles on topics of identity, cultural centers, ethnic studies, pedagogy, and hip hop culture. He often collaborates with leading scholars and activists in the field of anti-oppression and social justice education addressing issues related to diversity and multiculturalism, identity formation, race and ethnic relations, knowledge representation and production, youth and leadership development, pedagogy and praxis.

Currently, he is Chief Diversity Officer and Dean of Diversity and Inclusion at the University of Puget Sound.

# Keynote Speaker: Dr. Charlie Nutt

*Keynote: The Heart of the Matter: Academic Advising for Today and the Future*

Dr. Charlie Nutt was appointed as the Executive Director of NACADA: The Global Community for Academic Advising in October 2007. Prior to this, he served as the Associate Director of the association for five years. He was also Vice President for Student Development Services at Coastal Georgia Community College for nine years and Assistant Professor of English and Director of Advisement and Orientation for six years. Dr. Nutt received his A.A. from Brunswick College, B.S.Ed. from the University of Georgia, and M.Ed. and Ed.D. in Higher Educational Leadership from Georgia Southern University.



Dr. Nutt has had vast experience in education. In addition to his fifteen years as a teacher and administrator at Coastal Georgia Community College, he has taught English in grades 9-12, served as a department chair and assistant principal in a high school, and served as Director of Development and Admission at a private K-12 institution. Presently, he teaches graduate courses in the Department of Counseling and Educational Psychology in the Kansas State University College of Education. He has also been instrumental in the development of the NACADA/Kansas State University graduate certificate in academic advising and several other NACADA professional development initiatives.

Dr. Nutt served as conference chair for the 1994 Region 4 Conference and served on the NACADA Executive Board as Region 4 Representative, and as Chair of the Two-Year College Commission. He has served on the NACADA Awards Committee for five years and on several other ad hoc committees. He was the annual conference chair for the 2000 NACADA conference in Orlando, served as President-Elect of NACADA for 2001-2002, and was the 2001 recipient of the NACADA Pacesetter Award. He also authored a chapter in the NACADA/Jossey-Bass handbook published in Fall 2000, a chapter in the NACADA monograph *Advisor Training: Exemplary Practices in the Development of Advisor Skills*, and co-authored the *NACADA Advising Assessment Guide*.

Dr. Nutt has presented at numerous state, regional, national and international conferences on the topics of student success, academic advising, institutional effectiveness and assessment, retention, and advisor training and development. In addition, he has worked with numerous colleges and universities by evaluating their advising and student services programs as well as serving as a keynote speaker for in-service programs and conducting faculty training programs on many campuses.

# 2015 Region 8 Excellence in Advising Awards

The Region 8 Steering Committee coordinates an awards program to recognize excellence in advising and advising administration at post-secondary institutions in the Northwest. Award winners in each category receive a one-year membership to NACADA. Both award winners and certificate of merit recipients are recognized at the Region 8 conference. The 2015 recipients are:

***Excellence in Advising—New Advisor Certificate of Merit***

Sharlyn Gunderson-Izurieta, Montana State University

***Excellence in Advising—New Advisor Award***

Allison Ramsing, Oregon State University

***Excellence in Advising—Professional Advisor Certificate of Merit***

Kelli Schrand, University of Idaho

***Excellence in Advising—Professional Advisor Award***

Kimberly Rambo-Reinitz, University of Oregon

***Excellence in Advising—Faculty Advisor Certificate of Merit***

Dr. Frank Wilhelm, University of Idaho

***Excellence in Advising—Faculty Advisor Award***

Dr. Mary Sanchez Lanier, Washington State University

***Excellence in Advising—Technology in Advising Award***

Joshua Gibbs, University of Washington

Henry Lui, University of Washington

***Excellence in Advising—Advising Administrator Certificate of Merit***

Justine Rupp, Washington State University

***Excellence in Advising—Advising Administrator Award***

Dr. Mark Hoffman, Oregon State University

***Excellence in Advising—Institutional Administrator Award***

Dr. James Minkler, Spokane Falls Community College

**Interested in nominating yourself or a colleague for a 2016  
Region 8 Excellence in Advising Award?**

Our online submission portal will be available in July 2015:

<http://www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx>

Applications are due November 1, 2015.

# 2014 NACADA Association Awards Region 8 Winners

The following individuals were recognized at the 2014 Annual Conference as recipients of NACADA awards:

**Outstanding Advising Award—Faculty Academic Advising**

Dr. Patrick A. Carter, Washington State University

**Outstanding Advising Program—Certificate of Merit**

School of Journalism & Communication  
University of Oregon

**Outstanding New Advising Award—Primary Advising Role**

Denise G. Malloy, Montana State University

**Outstanding New Advising Award—Primary Advising Role**

Alicia F. Petersen, Washington State University

**Outstanding Advising Award—Primary Advising Role**

Shanna Pumphrey, Washington State University  
Kristine Roby, University of Idaho

**Outstanding Advising Award—Faculty Academic Advising**

Dr. Lauren Roscoe, Western Oregon University

**Outstanding Advising Award—Academic Advising Administrator**

Ruth E. Ryan, Washington State University

**Outstanding Advising Award—Faculty Academic Advising**

Dr. Pingchao Zhu, University of Idaho

## Congratulations to the 2014 association award recipients!

If you would like to nominate yourself or a colleague,  
the association-level award deadlines are in early March every year.

<http://www.nacada.ksu.edu/events-programs/awards.aspx>

# 2015 Region 8 Scholarships

Scholarships to defray the cost of attending the Region 8 conference are made available annually. Any Region 8 member not currently serving on the regional steering committee is eligible to apply. Scholarship amounts can vary from year to year. Recipients of scholarships for the 2015 conference are:

Kathryn Bates, Seattle University

Katie Dabbs, Bellevue College

Helen R. Fleming, Oregon State University

Tammy Freimund,  
University of Montana Missoula College

Calvin Hughes, Oregon State University

Brandy Keely, Carroll College

Jennifer McLean, Grand Prairie Regional College

Shawn O'Toole, Vancouver Island University

Annette Walstad, Carroll College

Josee Ward, College of Western Idaho

## Congratulations to the 2015 Region 8 Scholarship Recipients!

Applications for Scholarships to  
the 2016 Conference in Seattle,  
Washington will be available in late  
summer. Deadline: October 15, 2015

[http://www.nacada.ksu.edu/  
Community/Regions/Region-8/Apply-for-  
Awards.aspx](http://www.nacada.ksu.edu/Community/Regions/Region-8/Apply-for-Awards.aspx)

## Thank you to our door prize donors!

- North Idaho College
- North Idaho Higher Education
- Boise State University School of Nursing
- Eastern Washington University
- Gonzaga University
- University of Washington
- Washington State University
- University of Alaska Fairbanks
- University of Idaho
- Grille From Ipanema
- Seasons Restaurant
- Pita Pit
- Crickets Restaurant and Oyster Bar

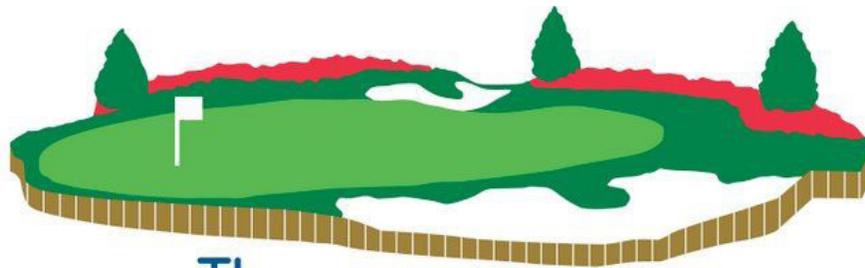
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# Pre-Conference Workshops

Wednesday, March 11  
1:00 PM–3:00 PM

## P1 Advising Students on Developing Resiliency (2014 Best of Region)

Bay 5

*Kerry Thomas & Nova Schauss, Oregon State University*

How often do you have students who share deep concerns or struggles during an advising appointment? How as advisors can we help them navigate these trying times, take ownership over what they can change, and reframe the way they look at what they cannot? In this workshop we will discuss the importance of helping students develop their own resiliency as an essential component of being a successful college student. We will share strategies, curriculum, language, and the latest research that will assist you in guiding students through challenges. Our session is informed by the work of Brene Brown, Angela Duckworth, Martin Seligman, Carol Dweck, Nan Henderson, and William Sedlacek.

## P2 From the Dog Park to Carlito's Way: Synchronous and Asynchronous Online Advising

Bay 6

*Teri Tucker, Elodie Goodman & Chrissy Davis, Spokane Falls Community College*

In an ideal advising world, advisees would schedule appointments early, arrive armed with their current grades, potential schedule for next quarter, and questions about their next steps. And, the most difficult part is just getting them to show up for an appointment. One may be tempted to allow them to deal with the consequences of their choices. Or, if we build it, they will come...?

In this concurrent session, new, and seasoned advisors will improve their advising "reach" using alternative strategies and tools. You will learn about some of our favorite go-to technology and strategies, simple web 2.0 resources, and other learning management platforms, to help students feel connected, promote student persistence, and foster student responsibility.



**Cranium Cafe™**  
The in-office experience for your off-campus students.

**Learn about online advising  
at our Cocktail Session!**

Thursday, March 12th  
8:00-9:00PM  
Room Bay 5

CIO 20 MOST PROMISING  
Review CAMPUS TECH SOLUTION PROVIDERS 2014

801-935-4244  
[www.craniumcafe.com](http://www.craniumcafe.com)

# Pre-Conference Workshops

Wednesday, March 11  
3:15 PM–5:15 PM

## **P3** Student Persistence, Retention, and Success Through Solution-Focused Advising

Bay 5

*Kyle Ross, Eastern Washington University*

Advisors will often work with students who encounter an obstacle or problem they do not know how to overcome. Students will want advice and therefore approach an advisor because they are perceived as experts. Sometimes, though, it is more important for students to discover their own solutions rather than be told what to do. This interactive session will introduce participants to solution-focused counseling and techniques that can be implemented in advising. Advisors will learn how intentional questions oriented toward students' strengths and steps to improve their situations can foster confidence in students to overcome their obstacles in the best ways that work for them. Topics covered will be the background of solution-focused counseling, its main stages, asking 'the miracle question,' and ways to apply it in practice.

## **P4** Advising for Student Success: Relationships Between Noncognitive Characteristics and Engagement

Bay 6

*Amir Law, University of Utah*

This session provides overview of the relationships between noncognitive characteristics (Sedlacek, 2003, 2004a, 2004b) and first semester engagement for a group of first-generation, first-year students of color at a large, public, broad access, commuter-based four-year institution. The findings provide an understanding of the non-academic factors that contribute to a student's decision to engage during their first semester of college. Having a clear understanding of the noncognitive factors that influence student engagement will allow advisors to meet the holistic needs of the student. During this session, participants will have the opportunity to discuss, collaborate, and develop activities they can implement at their institutions.

# Concurrent Sessions

Thursday, March 12  
9:00 AM–10:00 AM

## 1A Five Ways to Help Underprivileged Students Persist & Thrive

Bay 5

*Sharon Ericsson, Angie Klimko & Matthew Hale, Washington State University*

Students with a good support system often automatically know what to do in college; those without one are often challenged with effective problem solving and they risk dropping out. With a supportive advisor helping to navigate college, underprivileged students such as low-income, first generation, foster youth, homeless, undocumented and independent students can overcome barriers to successful college transition and degree completion. Advisors, with an understanding of locus of control and effective communication techniques, can make a huge impact in the lives of students. Learn helpful ways of approaching common difficult situations to prepare students to adapt more successfully in college.

## 1B “Why Do I Have to Take Math? I’m an English Major!”: Promoting the Benefits of General Education to Every Major

Bay 6

*Roy Caligan, Mindy Melville & Heidi Smith, Eastern Washington University*

Students often wonder why they have to take courses that seem irrelevant to their interests. STEM students may dread taking a course in the humanities, while some Liberal Arts students avoid studying sciences. Students deserve a better answer than, “Because you have to!” This interactive presentation discusses how Eastern Washington University addressed this problem by creating an outcomes-based curriculum. In this presentation, the panel and the audience will discuss the differences between education and training and the practical benefits of acquiring knowledge from a variety of disciplines. Advisors can use this information to help students understand the benefits of a broad general education during their college years and beyond.

## 1C Welcome to the World of STEM Students: Lessons Learned on the Frontline

Casco Bay

*Nova Schauss, Oregon State University*

Advising STEM students can often feel like an ongoing process of translation. As a population heavily focused on data, strategies for academic success are frequently met with skepticism. How can we nudge students to buy into our well intentioned recommendations? While no two students are alike, STEM students pose unique advising challenges. How can advisors adjust resources, language, and curriculum to better align with STEM students? What does this mean in both an advising and classroom environment? This session includes techniques highly effective in multiple contexts including engineering orientation courses, students in academic difficulty, and traditional advising interactions. Participants will gain concrete strategies that can be applied to their personal advising style when working with this unique population.

# Concurrent Sessions

Thursday, March 12  
9:00 AM–10:00 AM

**1D** Writing for NACADA: NACADA Journal, Academic Advising Today, Clearinghouse, NACADA-produced Books, and the NACADA Blog  
*Kidd Island/North Cape*  
*Charlie Nutt, Kansas State University*  
*Susan Poch, Washington State University*

There are many opportunities to write for NACADA. Articles authored by advising practitioners, faculty advisors, researchers, and theorists appear in NACADA publications. This session describes the purpose, content, writing guidelines, and acceptance process for the NACADA Journal, Academic Advising Today, the NACADA Clearinghouse of Academic Advising Resources, NACADA-produced books, and the NACADA Blog.

During this session participants will learn about:

1. Various NACADA venues for publishing member-created works;
2. Purpose, content, writing guidelines, and acceptance process for each publication venue;
3. How participant publication ideas can best be turned into manuscripts for submission to a NACADA publication.

Whatever your interests in professional writing, this session will help you understand the various writing opportunities within NACADA.

**1E** More Good Advising for More Students: Ridiculously Good Advising for High Volume Advisors  
*Bay 1*  
*Clay Cox, Boise State University*

This session “hacks” high volume advising for professional advisors. Learn to deliver awesome advising with a caseload of 800 students. “More Good Advising” is at the heart of improved persistence and retention. In the first half of the presentation I will share how I use online scheduling, personal productivity, streamlined record keeping, and other techniques to consistently see 50 to 100 students weekly. Student satisfaction with advising in my department is very high (according to our last assessment). Our faculty are reporting better interactions with well advised students. I am not the only high volume advisor at this conference! Let’s spend the second half of this session sharing how you deliver “more good advising” at your school.

# Concurrent Sessions

Thursday, March 12  
10:15 AM–11:15 AM

## 2A “Let’s Make a Deal” Pro-Active Advising

Bay 5

*Brooke Whiting, Washington State University*

At the end of every term, there are students who did not pay attention or do what they were supposed to do to meet deadlines, which increases your workload...It feels like you are playing “Let’s Make a Deal”. It’s time to get in their face! Become more pro-active! What was once described as “Intrusive Advising” is now “Pro-Active Advising”. In this interactive session, we will discuss strategies to implement that will validate the work you do to further assist students before it’s too late. Join in on this lively discussion of when and how to communicate with students, developing an advising syllabus, and motivating students.

## 2B Beginning To Transform: The Importance of Diversity in Identity Development

Bay 6

*Heather Veeder & Heidi O’Donnell, Eastern Washington University*

This co-facilitated round table discussion is focused on the importance of diversity and its role in student identity development. The Academic Success Center serves a population mainly comprised of first generation college students, this demographic is uniquely suited for exploring their own diversity and connecting it more fully to their identities. Emphasis is drawn to emerging adult development theory and the essential components of diversity awareness and appreciation. Our discussion highlights best practice with first generation students and prompts a greater discussion regarding the support mechanisms offered to all students of diverse backgrounds.

## 2C Home is Where the Heart Is: Helping First-Year Students Find Their Reason to Stay

Casco Bay

*Hope Howard, Leah Panganiban & Lauren Fryhle, University of Washington*

While retention efforts tend to target at-risk students, advisers should also be asking “What makes students stay on my campus?” How can we advise new students on how to make the most of year one? Panelists from the University of Washington will share our current efforts (new presentation on registration, testing out group advising at transfer orientation, etc) and discuss how these apply to other higher education institutions and various student populations. We will engage in discussion about best practices, current efforts, and the advisers’ role in regards to helping first-year students begin finding their reasons to stay, academic and otherwise, on your campus.

# Concurrent Sessions

Thursday, March 12  
10:15 AM–11:15 AM

## **2D** Have It Your Way! Advising Materials Created with Free Software by YOU!

*Kidd Island/North Cape*

*Alexander Kunkle, Western Oregon University*

Why wait for someone else to create promotional material for your office or pay for software to create informational material for your students when you can get the same quality for free? Have It Your Way! Advising Materials Created with Free Software by YOU! will show you how to use open-source and free software to create materials for the cost and in the timeline you see fit – without being tied down to proprietary, for-pay software. The concept of open-source and free software and some of the basic open-source software options available to advisors for free will be discussed. This presentation will also demonstrate some of the basic functionality of these programs and will put on display some of the materials created by the presenter for office use.

## **2E** More Than a Roadmap: Discussing the Role of Advising in Student Success

*Bay 1*

*Brianna Harvie, Mount Royal University*

Do you ever feel like a GPS stuck on displaying the same directions day-in and day-out? Or a traffic cop continually pointing only one way down the path to graduation? Since its professionalization, Academic Advising has evolved beyond simply providing a road-map for students. Advisors are now tasked with managing the expectations of more demanding students, answering the onslaught of questions about career applications of liberal arts degrees, as well as playing a key role in student retention. Improve your understanding of the role of advising within the context of student success and explore techniques and changes in the practice of academic advising. This presentation is geared for professional advisors.



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# Concurrent Sessions

Thursday, March 12  
1:30 PM–2:30 PM

## **3A** Millennials: Why Won't They Just Read Their Email?! A Discussion of Best Practices for Communicating with the Millennial Generation

Bay 5

*Brenda Truman & Erin McCormick, Montana State University*

Born between 1980 and 2000, the millennial generation is native to a world where the internet has always existed. They expect instant, anytime, anywhere communication and prefer to learn through trial and error versus traditional methods of learning, like reading. That's why they tend not to read their email. We need to rethink how to communicate with this group of students. This interactive session will offer an overview of generational differences, specifically in communication, with the goal of understanding why millennials just don't read their email. We will present what one advising office has done to bridge this communication divide: videos, text messages, social media, student-friendly print media and, yes, email.

## **3B** Courageous Conversations: Transitioning from One Caring Profession to Another

Bay 6

*Kyle Ross, Eastern Washington University*

Pressures are increasing for students applying to limited capacity enrollment programs. The mounting stress is both internal stemming from a preconceived idea of success, and external, from well-meaning but biased peers and parents. Having the courageous conversation with support team members when students are not going to make it or are changing their goals is often an extremely difficult task for students. How can advisors pre-empt the foreseeable meltdown when students are denied admission or need to change direction? In this dynamic session, presenters will share their experiences of helping students transition from capped enrollment programs to areas of education and health administration. Participants will walk away with concrete practices to empower students toward their true passion.

## **3C** Cross-campus Collaboration for Transfer Student Orientation to Enhance Success, Persistence and Retention

Casco Bay

*Laura Hauck-Vixie, Seattle University*

Transfer students have unique orientation and advising needs. At Seattle University, advising programs across campus partner with Offices of Commuter and Transfer Student Life, Admissions, Career Services and the Learning Commons to design and implement an interactive and rich transfer orientation experience. This presentation will outline the process of implementing and improving the transfer orientation experience, including ways we utilize technology before and after orientation to enable developmental advising conversations during orientation. The

# Concurrent Sessions

Thursday, March 12  
1:30 PM–2:30 PM

presenter will discuss ways that advisors and campus partners have overcome challenges such as limited financial resources and staffing, all while continuously improving the quality of the student experience. A small group discussion will conclude the session to dialogue about collaboration opportunities at participants' institutions to enhance transfer student success.

## **3D** How Do I Fit? An Ecological Theory of Academic Advising

*Kidd Island/North Cape Room*

*Susan Poch, Washington State University*

How do advisors' perceptions of their roles fit with the institution's understanding and policies of academic advising? Are advisors and their institutions working toward the same goals? Are there different perceptions of advising, its role and purpose? This interactive presentation, using Bronfenbrenner's ecological theory, will help advisors identify relationships, policies and practices that impact the advising role and understand how reciprocal processes help institutions and advisors work together for student success.

## **3E** Serving Distance Students

*Bay 1*

*Kristi Overfelt & Lexi Schaar, University of Idaho*

As Universities & Colleges provide an increasing number of online programs, it becomes critical that we serve students beyond our brick and mortar campuses. When academic programs are offered in a virtual environment, the wide variety of students needs can often be overlooked. Online students are likely to be non-traditional, working during business hours, and have other pressures that traditional on-campus students do not face. While faculty have been developing better strategies for engaging students academically using technology, less work has been done to examine needs beyond course content. In this session, we invite participants to share insights about the needs and challenges of advising students at a distance. We will explore questions regarding advising, student resources, tutoring services, and improving our understanding of the unique needs of these students.

# Concurrent Sessions

Thursday, March 12  
2:45 PM–3:45 PM

## **4A** Head to Heart: Coaching Students to Success

Bay 5

*Lisa Laughter, Washington State University*

What does it mean to support students as they find their own answers? How do we step out of the “know-it-all” mode to help guide students? What tools can we use to help students learn who they want to be as person and college graduate? This session will be an experiential based session where we can have a conversation together about strategies we use to guide students to their own answers. The presenter will highlight a few methods such as motivational interviewing, appreciative advising, and coaching as frameworks for this discussion.

## **4B** The Art of Advising Veterans - Understanding Military Culture and the GI Bill

Bay 6

*David Millet, Eastern Washington University*

Are you a veteran? Has your campus provided training on military culture? If you answered no to either question than this presentation is for you. With an increasing number of veterans returning to campus it is imperative that academic advisors understand some factors when working with veterans. Understanding the Post 9/11 GI Bill, military culture, and post-service challenges are cornerstones to ensuring the success of student veterans on our campuses. This presentation will use a baseline knowledge “quiz” followed by a discussion to cover the learning objectives. Attendees will leave with a better knowledge of military culture, veterans educational benefits and steps to help improve veteran advising on their campus.

## **4C** Paving The Road...And Then Driving on It: Developing and Implementing a Strategic Plan That Works

Casco Bay

*Peggy Sharp, North Seattle College*

Are you wondering where you and your team are headed and what you are really trying to accomplish? Do you feel overwhelmed by the day-to-day busyness and forget the big picture? Under new leadership, the North Seattle College Advising department successfully developed a strategic plan to stay on track and contribute to NSC’s mission. Using the NSC Advising model, this presentation will provide participants with an approach to develop and implement a strategic plan in their departments. Strategic planning provides a road map for fulfilling the mission and meeting program goals, and is essential for any advising department to contribute significantly to the retention and success of students.

# Concurrent Sessions

Thursday, March 12  
2:45 PM–3:45 PM

## **4D** The Heart of NACADA - Emerging Leaders Program

*Kidd Island/North Cape*

*Susan Poch & Brooke Whiting, Washington State University*

*Alexander Kunkle, Western Oregon University*

Are you interested in getting more involved with NACADA leadership but not sure where to begin? Are you overwhelmed with your options and want to gain valuable expertise from existing NACADA leaders? 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 leadership. 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 with the heart of NACADA!

## **4E** Major-Specific Early Alert Program: A Collaborative Approach

*Bay 1*

*Sharlyn Gunderson-Izurieta, Erin McCormick, & Judi Haskins, Montana State University*

As universities continue to grow and the demand for qualified, skilled graduates increases, we, as advisors, need to be able to meet the needs of students in specific majors. The Computer Science Department (CS), the Allen Yarnell Center for Student Success (AYCSS) and the College of Engineering (COE) at Montana State University collaborated to develop a major-specific early alert program to meet the current and future needs of a computer science program seeing increased enrollment. Herein, we present an overview of the pilot program and our goals for this major-specific early alert program. In addition, we will facilitate a conversation to discuss outcomes, follow-up activities, and future needs for successful campus-wide major-specific early alert programs.

# Concurrent Sessions

Thursday, March 12  
4:00 PM–5:00 PM

## **5A** Kenyan Runners to iGeneration Students: Why Grit and Failure are Both Keys to Success in College

Bay 5

*Joe Hewa, Washington State University*

*Jill Wagner, Eastern Washington University*

“Students today just aren’t as committed/focused/resourceful/respectful/fill-in-your-own-word-here.” This is a familiar refrain in advising circles. True, the participation trophies for showing up and parents that fill out college applications and intervene with professors for their children are not helping the iGeneration realize its potential. While recognizing the realities of our culture and the generation of students it is producing, this session moves beyond finger-pointing and seeks to take responsibility for what we as advisors can do to help stem the tide. If we want to prepare students to resiliently face the challenges that life will inevitably bring their way, then we have to start letting them face these challenges. Come engage in an innovative process of generating strategies to help students develop the grit they need to succeed.

## **5B** Wandering But Not Lost: Guiding Graduating Seniors to Their Career Paths

Bay 6

*Miranda Atkinson, University of Oregon*

Few appointments are as stressful for an advisor as the one that involves a graduating senior sitting down and stating, “I have no idea what I want to do.” This student is often panicked, distraught, and places an enormous amount of pressure on the advisor to provide a solution. This session will help attendees understand how to guide students through an accelerated but meaningful career exploration process. The goal will be to help the student identify patterns in past decisions, learn about the career development process, and develop a plan for moving forward. While the advisor will take on a teaching role, this approach will utilize transparency to empower students to take the lead in their own career development.

## **5C** The Heart of Connection: Conversational Practices for Prompting Student Reflection

Casco Bay

*Sarah Kyllo, Kameron Kadooka, & Michelle White, Oregon State University*

NACADA professionals are always saying that the key component to academic advising is forming relationships. But how can these relationships begin when students appear uneasy or withdrawn? How can advisors (who are typically strong interpersonal communicators) create an environment where outward reflection is welcomed and encouraged? We will go through some of the basics

# Concurrent Sessions

Thursday, March 12  
4:00 PM–5:00 PM

in advising and counseling theory to address connection with the “quieter” personalities and explore the use of verbal and non-verbal cues with various populations of students. This session will be partially informative, but more importantly interactive - we will have structured role play scenarios, brainstorms, and think and shares; all to take away some bright and fresh practices for opening up conversation in advising settings.

## **5D** All Sides of the Rainbow: Working with Gender Variant Students

*Kidd Island/North Cape*

*Tristen Shay & McKenzie Huber, Oregon State University*

Have you ever worked with a student who had a Non-Traditional gender identity? Were you left wondering how you can support that student more knowledgeably? Then join us for this exciting multimedia presentation about working with Gender Variant and Transgender students! You will leave with tools, information and a fresh perspective on the challenges faced by Gender Variant and Transgender students. All levels of prior knowledge are welcome!

## **5E** Advising Transfer and Veteran Students Toward Degree Completion: A Discussion of Cross-Campus Collaboration at Small Colleges

*Bay 1*

*Cassie Hall & Stephanie Pung, Carroll College*

In this round table session, Carroll College’s Transfer Coordinator and Registrar will lead a discussion about ways in which small, liberal arts colleges might enhance advising practices for transfer and Veteran students. We will describe current practices that have aided in advising nontraditional students on our campus, including early transfer credit evaluations, deliberate scheduling, and training in electronic advising tools. We will also describe ideas for further enhancing our advising services. After this initial narrative, we will facilitate a discussion amongst colleagues about advising initiatives and challenges they face on their campus as they relate to these “new” populations. Together, we will share success stories, troubleshoot problems, and identify possibilities for collaboration and effectiveness.

# Concurrent Sessions

Friday, March 13  
9:00 AM–10:00 AM

## **6A** Advising and Supporting Student Veterans: A Theory to Practice Approach

Bay 5

*Michelle McAllaster, Oregon State University*

The student veteran population at OSU has doubled since 2008 and is continuing to grow. Veteran students are expected to navigate increasingly complex academic and financial systems while coping with the transition to civilian life. Academic advisors, equipped with critical knowledge of student veteran issues and best practices of advising student veterans, can make a huge impact on student veteran success. Come join us to learn about veterans services at OSU and the systems in place to support veterans. Gain a better understanding of connections between appreciative advising and transition theory and how those connections can guide advising practices for veteran students. Leave this session with ideas around best practices and reference tools you can use in everyday advising of student veterans.

## **6B** Practice, Reflect, Repeat: Getting Back to Basics to Teach At-Risk Students the Essential Elements of Persistence

Bay 6

*Beth Dittman, Willamette University*

This session explores basic tools used to help at-risk students at a small private liberal arts school ingrain the skills needed to change unsuccessful behaviors, form new habits, and begin succeeding academically. Attendees will leave the session with a concrete plan to translate the information gained to advising or classroom settings. The core of what works with at-risk students is teaching them to be successful academically by being less academic: Pushing beyond reading about concepts and engage with them at a deeper level. By creating personal care routines, self-management systems, and basic study habits and then reflecting on these experiences every day they solidify learning and growth. When pushed in this way students gain more than basic skills, they gain confidence and personal learning that are necessary for success.

## **6C** Conducting Academic Advising Research

Casco Bay

*Yung-Hwa Chow, Washington State University*

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 issue in focusing their topic

# Concurrent Sessions

Friday, March 13  
9:00 AM–10:00 AM

and developing 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 and help participants generate a time line to guide the research process. 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.

## **6D** Need-Supportive Advising for Undecided Students

*Kidd Island/North Cape*

*Jennifer Leach, Oregon State University*

Does academic advising that supports students' basic psychological needs help students choose majors and succeed? Self-determination theory states that human functioning is optimized when an individual's basic psychological needs for autonomy, competence and relatedness are met (Deci & Ryan, 1985; Ryan & Deci, 2000). Support for these basic psychological needs has shown to enhance individual's engagement, positive well-being, achievement, interest and enjoyment, in several contexts. This presentation will highlight longitudinal research conducted with over 100 undecided students. Students completed a series of online surveys assessing their perceptions of advisors' practices, decision-making practices, motivation for coursework, and academic performance. Additionally, this presentation will offer suggestions on how this theory may guide training and practices. Advisors, administrators, and scholars interested in student decision-making behaviors and success are encouraged to attend.

## **6E** CSI – Spokane: Solving the Case of Preparing Faculty to Advise

*Bay 1*

*Kim Taylor, Heather Keast & Lori Monnastes, Spokane Falls Community College*

Professional learning for faculty advisors runs the gamut from “here's the catalog” to an intricate study of the inner-workings of the college's student management system. Whether conducted in too little, too much, or just the right amount of detail, professional learning often misses the mark in providing what faculty believe they need to ensure successful student experiences. Spokane Falls Community College has designed an advising model that provides freedom and flexibility for each department while maintaining a structure to meet the professional learning needs of the entire campus community. Attendees will leave this session with strategies they can adapt for use at their institutions and is appropriate for both advisors and administrators.

# Concurrent Sessions

Friday, March 13  
10:15 AM–11:15 AM

## **7A** Correlating Engagement and Student Success Using an Early Alert System

Bay 5

*Jesse Poole, Western Oregon University*

This presentation briefly describes the design, development, implementation, and analysis of an early alert and intervention program intended to increase student success by implementing intrusive targeted advising for students marked at-risk. A student success analysis based on engagement was conducted to identify any correlations between the population of students that responded and received an intervention, compared to the population that did not respond. A financial was conducted and included the tuition and fee amounts for subsequent terms referred students were enrolled. Overall, students that received an intervention demonstrated a higher level of student success in all five terms, compared to the population that did not. Additionally, the program aided in the tuition and fee revenue of approximately \$1.2 million.

## **7B** Academic Advisor: Because Super Hero is Not an Official Title

Bay 6

*Jennifer Clark, Montana State University*

This interactive workshop is designed to introduce temperament through a lens that is easily applied in a variety of contexts, and is fun. Participants will be encouraged to connect the strengths, needs, values, and joys of their jobs to their temperament. With the help of Super Heroes, Super Villains, and The Justice League imagery, workshop outcomes are designed to highlight participants' own temperament, discuss the strengths that are innately theirs, and connect them to strategies which enhance communication skills and engagement strategies both with students and within their professional advising teams

## **7C** The Heart of What We Do: Deepening the Advising Conversation with 1st Quarter College Students by Leveraging Technology

Casco Bay

*Tonja Brown, Seattle University*

What would you do with 10 extra minutes in your advising appointments? At Seattle University we utilize technology to teach all new students the basics: preparing for advising, locating and interpreting the degree audit, searching and registering for classes and being an engaged college student. We do this by enrolling new students into an online "advising and registration 101" course, in advance of the advising period. As a result, advisors now delve deeper in advising conversations, which leads to student success and persistence. This session will provide an overview of SU's three year implementation journey, our plans going forward and how you might create something similar on your campus.

# Concurrent Sessions

Friday, March 13  
10:15 AM–11:15 AM

## **7D** TL;DR Student Development Theory

*Kidd Island/North Cape*

*Nathaniel Garrod, Portland State University*

Too Long; Didn't Read Student Development Theory is great for refreshing on theories of student development, whether you just finished grad school or it has been a few years, it can be hard to remember student development theories in your day-to-day practice. TL;DR Student Development Theory is an opportunity to quickly review a handful of relevant student development theories, connections to pop culture that will help you remember them, and tips for practice in your office.

## **7E** Heart & Soul Advising: Incorporating Career Advising into Academic Advising

*Bay 1*

*Gail Laferriere, North Idaho College*

Students are 50% more likely to complete college with a career goal within their first year. How can Academic Advisors help facilitate the goal identification process to ensure student success, persistence and retention? Learn innovative and practical tools that can be easily incorporated into academic advising conversations with students, as well as collaborative programs between advising and other departments on campus that enhance career development, retention, and student success. Learning Objectives:

- Understand the importance of early goal identification to student retention and completion.
- Learn how to incorporate simple strategies into a busy advising schedule.
- Learn about successful collaborations with other departments to offer programs that reach groups of students.
- Learn about an innovative program that seamlessly incorporates Academic Advising and Career Counseling into the student experience.

# Things To Do in Coeur d'Alene

Activities listed in bold are within walking distance of the Resort

Activities marked with an asterisk (\*) are family friendly

## Events

### Music Walk\*

5-8 p.m. every second Friday from January to March, Downtown Coeur d'Alene rings with live musical performances from some of our local favorites! Visit supporting restaurants, shops, businesses and galleries with your friends and family! A family-friendly, free event! <http://www.artsincda.org/events.html>

## Hikes and Walks

### Tubbs Hill\*

Tubbs Hill is a 2-mile loop trail located near Coeur d'Alene that features a lake and is good for all skill levels. The trail is primarily used for birding, fishing, hiking, trail running and walking and is accessible year-round. Dogs are also able to use this trail. <http://alltrails.com/trail/us/idaho/tubbs-hill>

### Centennial Trail\*

This magnificent trail is a multi-use recreational trail system, that meanders for 24 miles from the Idaho/Washington state line to Higgins Point on beautiful Lake Coeur d'Alene.

<http://www.northidahocentennialtrail.org/>

### Mudgy & Millie Trail\*

The 2.25-mile Mudgy Moose Trail along Lake Coeur d'Alene and through Downtown Coeur d'Alene features five life-size bronze statues positioned at locations where Mudgy pauses in his search for Millie. Watch for the Mudgy Moose Trail signs which will guide you along the trail which is free to explore.

[http://www.coeurdalene.org/mm/about\\_trail.html](http://www.coeurdalene.org/mm/about_trail.html)

### Mineral Ridge (approximately 10 miles from downtown Coeur d'Alene)

Mineral Ridge Loop is a 3.3-mile loop trail located near Beauty Bay at the east end of Lake Coeur d'Alene and is rated as moderate. The trail is primarily used for hiking, mountain biking & nature trips and is accessible from March until November.

<http://alltrails.com/trail/us/idaho/mineral-ridge-loop>

### English Point\* (approximately 12 miles north of Downtown Coeur d'Alene)

English Point is located in Hayden Idaho on Lancaster Rd. There are trails here for hiking only and for bikes and horses. The hiking trails total about 6 miles if you complete the whole loop. There are several benches along the trail that offer views of Hayden Lake in the distance. Very easy trails.

<http://alltrails.com/trail/us/idaho/english-point-national-recreation-trail?ref=search>

# Things To Do in Coeur d'Alene

## Museums

Wallace District Mining Museum & Visitor Center\* (approximately 45 miles east of Coeur d'Alene Resort)

<http://wallaceminingmuseum.org/index.htm>

Coeur d'Alene's Old Mission\* (approximately 28 miles east of Coeur d'Alene Resort)

Coeur d'Alene's Old Mission State Park contains the oldest building in Idaho. The Mission of the Sacred Heart was constructed between 1850 and 1853.

<http://parksandrecreation.idaho.gov/parks/coeur-d-alenes-old-mission>

## Wine and Beer Tasting

Slate Creek Brewing Co. (Approx. 1.5 miles north of Coeur d'Alene Resort)

Slate Creek is a little know tributary to the St. Joe River deep in the mountains of North Idaho. Hidden by steep rugged canyon walls, Slate Creek has long been a secret spot for anglers and whitewater explorers. Slate Creek Brewing Co., like the mountain stream it is named after, is a secret spot for craft beer explorers, serving up adventurous, rugged and beautifully hand crafted ales for those daring enough to explore the un-trampled path. <http://slatecreekbrewing.com/slatecreek.html>

The Cellar

With a world class wine list, amazing seasonal farm fresh foods and live music that has been a mainstay for over twenty years; we are sure to please all of your senses. We have an impressive list of single malts, liquors from all over the world and crafted drinks that are above and beyond the rest.

<http://www.thecellarcd.com/about-site/>

## Family Fun Spots

Triple Play Family Fun Park/Raptor Reef\*

Triple Play Family Fun Park offers endless fun for the entire family. We are open to the public and now offer all day play passes. We are also conveniently attached to our Holiday Inn Express and Suites where your family can play all day and stay for the night! <http://www.3play.com/triple-play>

Kroc Center\*

A place that encourages members of the community both young and old to come together like never before. It's a 12-acre facility featuring a chapel/performing arts center, teen activities center and game room, aquatics & recreation center, sports training, and recording studio. <http://www.kroccda.org/>

# Service Project



**Help NACADA Region 8 to serve local foster children with new shoes, new pajamas and monetary donations!**

Foster children are often removed from their homes with only the clothes on their backs. For foster families, this means quickly replenishing essentials items such as clothing, coats, pajamas, and even properly fitting shoes. It's heartbreaking to imagine any child running on the playground in shoes that are extremely worn out or painfully tight or sleeping in no pajamas.

Join NACADA Region 8 in supporting the Sleep Train Foster Kids this year. With the help of non-profit foster care partners, the Sleep Country Foster Kids program takes in donations and disperses them to those children most in need throughout the Pacific Northwest. Our Region 8 goal is to collect 50 pairs of new shoes and 50 sets of pajamas for children of various ages and all sizes, and we need your help!

Donations of new shoes and pajamas in all sizes, from toddler to teen, can be dropped off at the NACADA Region 8 Conference in Coeur d'Alene. There will be a donation barrel at the registration table to deposit your items.

If shopping isn't for you, you can always [donate online at our NACADA Region 8 page](#), or at the conference as well. The monetary donations will be earmarked for children in our region. Our goal is to raise \$1500.00 for Sleep Country Foster Kids.

Let's make a difference in the life of a foster child!

Thank you,  
The NACADA Region 8 Conference Planning Committee



For more information on Sleep Country Foster Kids, please see their website at: <http://www.sleepcountryfosterkids.org>

## Stay Connected!



Region 8 Blog  
[nacada8.wordpress.com](http://nacada8.wordpress.com)

Region 8 Facebook Group  
[www.facebook.com/groups/nacadaregion8](http://www.facebook.com/groups/nacadaregion8)

Tag your tweets with #NACADAR8  
 Use [search.twitter.com](http://search.twitter.com) for the #NACADAR8 tweets

## Other Future NACADA Events

Research Symposium  
 April 10-11, 2015: Indianapolis, Indiana

Summer Institutes  
 June 21-26, 2015: New Orleans, Louisiana  
 July 26-31, 2015: Colorado Springs, Colorado

International Conference  
 June 24-26, 2015: Melbourne, Australia

39th Annual Conference  
 October 4-7, 2015: Las Vegas, Nevada  
 What Happens in Advising Stays in Advising

40th Annual Conference  
 October 5-8, 2016: Atlanta, Georgia

41st Annual Conference  
 October 11-14, 2017  
 St. Louis, Missouri

## Save These Dates

### Future Region 8 Conferences

2016: January 20-22  
 Seattle, Washington

2017: April 10-12  
 Missoula, Montana

2018: Spring  
 Somewhere in Oregon...

Are you interested in serving on the conference planning committee for our 2016 conference in Seattle? Be sure to attend the Seattle 2016 kick off during the Region Business Meeting on Thursday, March 12, 5:15 PM in Bay 2-4. Contact Conference Chairs Julie Larsen ([larsenjc@uw.edu](mailto:larsenjc@uw.edu)) or Nova Schauss ([nova.schauss@oregonstate.edu](mailto:nova.schauss@oregonstate.edu)) for more information.



# NACADA

The Global Community for Academic Advising

NACADA: The Global Community for Academic Advising 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.

The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 10,000 members representing all 50 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 functions with volunteer leadership with support from the NACADA Executive Office. Members have full voting rights and elect the national board of directors as well as other leaders within the organization. NACADA is designated by the IRS as a 501(c)3 non-profit educational association incorporated in Kansas.

## **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.

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