2013 NACADA Region 9 Conference

Lights, Camera, Action: Advise!

University of Southern California
Los Angeles, California
March 18-20, 2013
Welcome from Region 9 Chair!

Dear NACADA Pacific Region 9 Colleagues,

Welcome to Los Angeles, California, where we are shining the spotlight on academic advising! I am extremely pleased that you have joined us for the 2013 Pacific Region 9 NACADA conference, Lights, Camera, Action: Advise! and that you have made it a priority to attend this valuable professional development opportunity. It is my hope that you will be rejuvenated and inspired by the wide variety of pre-conference sessions, concurrent sessions, and unique opportunities to connect with your Region 9 colleagues.

Putting on a conference of this magnitude is no small or easy feat and I would like to extend a heart-felt thank you to our dedicated and hard working conference co-chairs from the University of Southern California, Jennifer Gerson and Evelyn Felina. Their enthusiasm and commitment to hosting an exciting and productive conference is deeply appreciated and admired and they have done a fantastic job! I would also like to recognize the overall conference planning committee for their wonderful contributions, as well! Finally, I would like to thank Dr. Gayle Juneau, NACADA Regional Division Representative, for all of her support!

Please remember that another way to enhance your professional development is by getting involved in NACADA. There are a myriad of avenues to become involved in the organization, including chairing or volunteering for a future Region 9 conference! I strongly encourage you to learn more about NACADA and how to become involved in the organization.

I am looking forward to seeing many familiar faces and getting to know our new Region 9 members, as well! Please take advantage of this rare opportunity to engage with your colleagues and forge professional networks that will last far beyond this conference. I wish you a fruitful and enjoyable conference experience and thank you for your commitment to NACADA and Pacific Region 9! Remember, We Shine in Region 9!

Sincerely,

Cheryl A. Tillotson

Cheryl A. Tillotson
2011-2013 Pacific Region 9 Chair
Greetings! On behalf of the conference planning committee, we welcome you to the University of Southern California and the 2013 NACADA Region 9 Conference! Together we have worked over the past several months to bring you a conference experience that is educational, social, and full of opportunities to connect with colleagues old and new.

We hope that the next few days give you an opportunity to reflect on your ability to impact those we serve and to remind you that, although our work is challenging at times, we have the ability to challenge, support, and encourage our students to think differently and make changes in their lives.

Our conference sessions will explore the wide variety of challenges and opportunities that arise in advisement. Therefore, this year’s theme Lights, Camera, Action: Advise! focuses on the integrative nature of advising. Just as the production of a Hollywood movie requires a director to guide movie makers in the production of the next box office hit, it is the collective efforts of student affairs professionals that guide college students in maximizing opportunities that contribute to a successful academic career.

It is our pleasure to welcome Dr. Kristan Venegas, Associate Professor of Clinical Education and a Research Associate in the Pullias Center for Higher Education at the USC Rossier School of Education. Dr. Venegas has an extensive list of accomplishments, and we are delighted to have her share her remarks at the welcome luncheon.

We would also like to thank the conference planning committee for all their hard work in organizing this conference, as the members truly represent the creativity and dedication that is present in the region. Lastly, our conference would not be possible without our sponsors. Their dedication to our professional development is unwavering, and we are grateful for their support.

---

**Evelyn Felina, Ed.D.**
2013 Region 9 Conference Co-Chair
Student Services Advisor
Viterbi School of Engineering
University of Southern California

**Jennifer Gerson, M.Ed.**
2013 Region 9 Conference Co-Chair
Director of Doctoral Programs
Viterbi School of Engineering
University of Southern California
Dr. Venegas is an Associate Professor of Clinical Education and a Research Associate in the Pullias Center for Higher Education at the Rossier School of Education at the University of Southern California. She is an expert in the areas of college preparation and planning, higher education, financial aid policy and college advising. Prior to joining the Rossier faculty, she served as an assistant professor of educational leadership and research associate with the Latino Research Center at the University of Nevada, Reno. She has more than 18 years of experience in student services, including orientation, student activities, academic advising, and student organizations. From 2007-2010, she was the Program Director of Masters Programs in the USC Rossier School of Education.

Venegas’ research has appeared in *American Behavioral Scientist*, *Urban Education*, *American Academic*, *Educational Studies*, and *the Journal of Student Financial Aid*. She has presented her work throughout North America, and has consulted with the Federal Advisory Committee for Student Financial Assistance in the US and the Higher Education Quality Council in Ontario, Canada. Her most recently funded research projects are related to the role of college preparation programs in providing financial aid information and graduate student loan indebtedness.

She teaches courses for doctoral and master's degree-seeking students related to postsecondary administration and student affairs, including an Academic Advising in Postsecondary Education seminar. She serves as the course coordinator for the master's degree program in Educational Counseling.

In 2011, she was selected as a USC Remarkable Woman of the Year and as an Emerging Leader by the National Academic Advising Association. In 2012, she was chosen as a Latino expert by the National Hispanic Media Coalition. Her blog, The Thursday Pop, is a bi-monthly featured column on the 21st Center Scholar blog.

Dr. Venegas earned her Ph.D. in Higher Education Policy Analysis at the University of Southern California. She was born and raised in El Monte, CA and is a first-generation college student. She has been a member of NACADA since the 1990s and has presented at Region 9 and national conferences.
**Conference-at-a-Glance**

**DAY 1**  **Monday, March 18, 2013**

12:00 p.m. - 5:00 p.m.  Registration / Check In (GFS Lobby)

1:00 p.m. - 5:00 p.m.  Pre-Conference Workshops (GFS 1st Floor)

4:00 p.m. - 5:00 p.m.  NACADA Orientation (GFS 106)

5:00 p.m. - 8:00 p.m.  Social Event (Location: The Lab)

**DAY 2**  **Tuesday, March 19, 2013**

6:30 a.m. - 7:30 a.m.  Exhibitor Set Up (TCC Ballroom - Lower Level)

7:30 a.m. - 12:00 p.m.  Registration / Check In (TCC Ballroom - Lower Level)

7:30 a.m. - 9:00 a.m.  Continental Breakfast (TCC Ballroom - Lower Level)

9:00 a.m. - 9:50 a.m.  Session #1

10:00 a.m. - 10:50 a.m.  Session #2

11:00 a.m. - 11:50 a.m.  Session #3

12:00 p.m. - 1:30 p.m.  Welcome Luncheon w/Keynote Address (TCC Ballroom - Lower Level)

2:00 p.m. - 2:50 p.m.  Session #4

3:00 p.m. - 3:50 p.m.  Session #5

4:00 p.m. - 4:50 p.m.  Session #6

5:00 p.m. - 8:00 p.m.  NACADA Region 9 Networking Event (Location: Traditions - TCC Lower Level)

**DAY 3**  **Wednesday, March 20, 2013**

8:00 a.m. - 9:00 a.m.  Continental Breakfast (TCC Ballroom - Lower Level)

9:00 a.m. - 9:50 a.m.  Session #7

10:00 a.m. - 10:50 a.m.  Session #8

11:00 a.m. - 11:50 a.m.  Session #9

12:00 p.m.  Lunch on Your Own / Conference Ends
Pre-Conference Sessions

Monday, March 18th
Pre-Conference Workshops: 1:00 p.m. to 2:50 p.m.

Know Your Cast: Using the Myers-Briggs Type Indicator To Set the Stage To Better Understand Your Work Environment

Location: GFS 101
Presenter: Heather LaPerle
Institution: San Diego State University

Have you ever wondered why you can work effectively with some people in your office and find it challenging to work with others? In this presentation, attendees will take the Myers-Briggs type indicators, a personality inventory that gives individuals a better understanding of themselves and how they perceive the world and make decisions. Small and large group discussion will allow attendees to learn about personality preferences and how to interact successfully with all types of personalities. The presenter will discuss how this tool can be used in staff meetings, staff retreats, and with paraprofessionals.

Embracing Assessment in Academic Advising: Intended Use for Intended Users

Location: GFS 116
Presenters: Yukiko Watanabe, Marlene Lowe, and Susan Hagstrom
Institutions: University of California, Berkeley and University of California, San Diego

Outcomes assessment is often driven by accountability and top-down compliance. In such circumstances, advisors may not take ownership of assessment, instead seeing it as a bureaucratic process that does not lead to program or organizational improvement. How do you turn this situation around and lead your colleagues in embracing assessment and increasing the likelihood of assessment being used? In this interactive workshop, facilitators will introduce effective strategies to ensure useful, meaningful, and feasible assessment along with ways to increase advisor participation in the assessment process. Through case scenarios, participants will become familiar with the principle of “intended use for intended users” (Patton, 2008) and how this principle guides assessment from beginning to end. Join us to discuss ways to adapt assessment strategies to your context.

NACADA Resources—15% Discount

NACADA 2013 Regional Conference registrants may receive a 15% discount by entering 2013REG in your NACADA store shopping cart under the heading “Promotion Code” for each item ordered. This discount is available on select NACADA resources (includes monographs, books-P10 & P12, DVDs & CDs; excludes pocket guides, book-P08, Family Guides, packages, & shipping charges). Click on “Re-Calc” to assure that you receive the discount before clicking “Place My Order.”

Authorized by: Charlie Nutt, Executive Director
Expires: June 14, 2013
Not redeemable for cash.
The Ways in Which Campus Stakeholders Can Benefit from Peer Advisors

Location: GFS 101
Presenters: Kiana Shiroma, Ruth Bingham, Rikki Mitsunaga, and Jennifer Custodio
Institution: University of Hawai‘i at Mānoa

Due to increasing demands on advisors’ time, energy, and resources, many institutions are turning to peer advisors to help lighten the workload. In fact, 42% of colleges and universities are already utilizing peer advisors. Although peer advisors can help decrease the number of students that advisors see on a daily basis, there is a plethora of other ways in which peer advisors, programs, and universities can benefit from this relationship. This presentation will focus on how different departments at the University of Hawai‘i at Mānoa have utilized peer advisors in multiple ways at various levels and how campus stakeholders have benefitted from these relationships. A discussion regarding additional strategies that have proven to be successful will follow.

Developing a Comprehensive Electronic Advising Manual

Location: GFS 116
Presenters: Aaron Holmes and Sarah Bram
Institution: Simpson University

At a small, private university with only two staff advisors, high turnover had made the development of training materials very difficult. Our training manual was a mess of forms, and our electronic folder on the shared drive was equally cluttered with little explanation and no advising procedures. After two years of learning the job, we had a unique opportunity to overhaul the training manual. We developed an electronic advising manual that became a resource for training, reference, event planning, procedure development, and overall program improvement. In this presentation we will share our original goals, what we learned, explore the manual we created, explain how we use it, and discuss tips for organizing and developing your own electronic advising manual.

NACADA Orientation for First-Time Attendees

Location: GFS 106
Presenters: Joanne Damminger, NACADA Vice President
Rhonda Baker, NACADA Annual Conference Director

NACADA Region 9 — Social Event

Monday, March 18 - 5:00 p.m. to 8:00 p.m.
The Lab - 3500 S. Figueroa Street, next to the Radisson Hotel.

Event sponsored by
University of Texas at Austin McCombs School of Business Master of Science in Finance Program
University of Southern California Leventhal School of Accounting Masters Programs
Conference Sessions

Evaluations. Individual session evaluations will be available in each meeting room. You will find a conference volunteer at the back of each room available to collect your completed evaluations at the end of each session. We ask that you complete the evaluation forms for each session attended as well as the overall conference evaluation, which will be available online at [www.nacada.ksu.edu](http://www.nacada.ksu.edu) following the conference. Your responses will help determine which program is selected for Best of Region 9 recognition and are essential in determining the content of future conferences. We thank you in advance for your comments and suggestions!

Tuesday, March 19th
Session #1: 9:00 a.m. to 9:50 a.m.

Integrating Academic Advising with Student Administrative Services: Is It a Fantasy, Documentary or Satire?

Location: ZHS 159
Presenter: Andrea Harris
Institution: Pepperdine University

Afraid of getting a “Razzie” for the mere thought of integrating advising with student services? Fear no more! Pepperdine University did it, and we are ready to share with you the phenomenal success of our integrated system: the superior academic experiences of our students, streamlined administrative processes, increased retention, and improved relationships between our faculty and administrators. In this session, you will learn the benefits of establishing your own integrated student service environment and get the tools you need to begin that process on your campus. We successfully integrated academic advising with traditional student services over eight years ago, and we have never looked back!

Dedication without Dollars: Motivating and Engaging Student Leaders on a Budget

Location: TCC 351
Presenter: Donna Vivar
Institution: University of California, Berkeley

Network with fellow advisors and learn creative ways to keep your student leaders motivated and engaged in the work they do for your department! Whether your peer advisors or other student leaders are paid or unpaid, money is not the only incentive to keep them involved. Hear more about how UC Berkeley’s College of Environmental Design Admissions Ambassadors Internship model uses professional development, team building, and recognitions to encourage student leader participation. Share, listen, and discuss other best practices used in our region.

The 10% of Students (That Take Up 90% of Our Time): Advising the Whole Student

Location: TCC 227
Presenters: Erica Lovano McCann and Dr. Martha Enciso
Institution: University of Southern California

This session will explore a specific population of students prevalent at every institution of higher education: the small percentage of high-need students who utilize a large percentage of an advisor’s time and resources. These students can represent a variety of different student perspectives and needs. Advisors will need to know how to effectively balance increased student need alongside other important responsibilities. Session participants will review evidence as to why a balanced advising approach that considers the whole student experience is valuable, explore examples of implementing balance, utilize their expertise in a group activity, and be offered tips on how to support and challenge high-need students in a way that promotes work-life balance.
NACADA’s Emerging Leader Program—A Feature Production

Location: TCC 450
Presenters: Dr. Kristan Venegas and Dr. Gayle Juneau-Butler
Institutions: University of Southern California and University of Nevada, Las Vegas

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!

NACADA Welcome Highlights

Location: TCC Ballroom
Presenters: Joanne Damminger, NACADA Vice President
Rhonda Baker, NACADA Annual Conference Director

Session #2: 10:00 a.m. to 10:50 a.m.

Locker Room of Learning: Advising and Instructing Student Athletes

Location: ZHS 159
Presenters: Drew Wolf and Laura Wolf
Institutions: Concordia University Irvine and University of Akron

Over 400,000 students are athletes today. Our perspectives of them and their views of us have changed significantly since the time of the first collegiate athletes, the 1852 Yale boatmen. Featured in this presentation are vignettes from student athletes and their coaches as well as a discussion of a team project between advisors and instructors. Participants will learn several ways to successfully advise student athletes. The facilitators offer unique perspectives: one is an academic advisor who was a college athlete and is the son of a college coach; the other is a university instructor who has taught student athletes for many years, has served two athletic departments, and is married to a college coach.

Advising First-Generation College Students: Piloting a Mentoring and Summer Bridge Program to Facilitate Student Success

Location: TCC 351
Presenter: Molly Morin
Institution: Chapman University

It is vital for first-generation students to develop a sense of community on-campus and to get acclimated to the university setting. Academic advisors must understand the needs of first-generation college students and implement initiatives to promote their success. This presentation will focus on two programs that were piloted through the Promising Futures Program, which is Chapman University’s optional support program for first-generation college students. In September 2011 a Mentoring Program matched 45 students with faculty/staff mentors, and in August 2012, a two-day Bridge Program served more than 80 students and guests. Attendees will learn how each program was developed, implemented, and assessed to help brainstorm ways to support first-generation college students on their own campuses.
**Disqualified? What's Next?**

Location: TCC 227  
Presenters: Kim DuFour and Dami Hammer  
Institution: California State University, Chico

In these tough economic times it can be difficult to deliver effective advising services to current students, much less to students who have been disqualified from the institution. Advising disqualified students is sometimes a low priority amid the multiple demands facing advising offices. Yet, these students deserve a second chance. Many of these near-completers are ready to be reinstated and to successfully complete their degrees. Learn how advisors at California State University Chico work to assist disqualified students in the academic recovery process. Find out how utilizing an interactive workshop has allowed advisors at this institution to maximize time and impact and how the workshop approach has helped to build a supportive community for disqualified students on the brink of completion.

**Effectively Advising Distance Learners--Roundtable Discussion**

Location: TCC 450  
Presenters: Nicholas Kajimoto and Brittany Hawkins  
Institution: University of Southern California

Distance learning is continuing to grow in the field of higher education. It is as important for academic advisors to effectively advise this population of students as it is to advise any on-campus group. This session will focus on effective strategies and best practices to assist distance learners in successfully matriculating through a distance education program. Advisors in this roundtable discussion will share their experiences and how they create partnerships with different stakeholders to ensure student success, whether connecting with campus resources or implementing self-initiated programs.

**Session #3: 11:00 a.m. to 11:50 a.m.**

**The Pioneer Program: A Retention Vehicle**

Location: ZHS 159  
Presenter: Denise Hamilton  
Institution: University of California, Santa Cruz

One of the most challenging problems facing higher education is retention of first-generation college students. Given that the number of students from this population attending college is increasing, more has to be done in order to help these students achieve graduation. In addition, universities struggle to retain students within science and engineering majors. When first-generation students choose to study these disciplines, they are at even greater risk. This study takes a look at best practices and research in order to create a retention tool that any university could adopt. This presentation examines the Pioneer Program, which was designed to address issues facing first-generation college students who are studying science and engineering to help them persist and succeed.

**Writing a Script toward Graduation: Identifying and Achieving Short- and Long-Term Goals**

Location: TCC 351  
Presenters: Valarie Morgan, Derek Sommer, and Tracy Johnson  
Institution: University of Nevada, Las Vegas

Are you interested in taking your advisor-advisee relationship to new heights? Then this session is for you! Using a four-step, theory-based process, facilitators will show advisors how to design an effective, goal-oriented portion for each advising appointment. A student's ultimate goal is graduation, but there is so much to learn and experience on the journey to degree completion. Beginning with general goals per class standing and working toward specific goals, facilitators will discuss how to connect with students, identify their objectives inside and outside the classroom, set timelines, and work toward realizing each ambition.
The Changing Landscape of Graduate Business Education: New Opportunities for Undergraduates Seeking Graduate School

Location: TCC 227
Presenters: Jenna Buonanno and Katie Stephens
Institutions: University of Southern California and University of Texas, Austin

Recent years have seen a rapid increase in the number of specialized graduate business degree programs aimed at graduating seniors with little to no work experience. Often designed for students from business and non-business backgrounds, these programs provide opportunities for students interested in entering the business world but who are unable to gain admission to an MBA program with a three-to-five year work experience requirement. Because academic advisors are involved in the early stages of the graduate school decision-making process for many students, this presentation aims to increase awareness among advisors about these opportunities.

The Matrix: Academic Advising Online for the Traditional Advisor

Location: TCC 450
Presenters: Nicole Perrine and Jennifer Thompson
Institution: Brandman University

The rate of students taking online courses has increased significantly over the past decade. The same flexibility that distance education provides should be available to students with regards to academic advising. Academic advisors need to find alternative ways to effectively advise students. By recreating the traditional face-to-face session in a virtual setting, advisors can provide students with quality advising anytime, anywhere. This presentation will focus on providing advisors at all levels with the effective tools needed to meet with students in an online setting. Through demonstration and discussion, the presenters will focus on advising using various forms of technology and will review the structure of a typical online academic advising session.

12 p.m. to 1:30 p.m.
Welcome Luncheon with Keynote Speaker
TCC Ballroom

Session #4: 2:00 p.m. to 2:50 p.m.

Aligning Our "A-List": Coordinating Advising Efforts at UC Berkeley

Location: ZHS 159
Presenters: Rebecca Miller and Julian Ledesma
Institution: University of California, Berkeley

The Advising Council at the University of California, Berkeley is an unprecedented and comprehensive effort to coordinate and align, across undergraduate and graduate levels, every form of student advising. Focusing on three main areas (vision/philosophy, professional development, and program assessment), advisors aid the Council in developing policies, procedures, and practices to ensure advising excellence at a research university serving 35,000 students. Presenters will share the opportunities and challenges faced in aligning the wide spectrum of advising approaches required to serve the needs of a diverse community while considering the political and social justice issues prevalent on a campus with a strong culture of free speech. Factors driving this process, including educational trends, fiscal realities, advising innovation, and emphasis on efficiencies, will be examined.
Transfer Shock: Examining the Transfer Transition

Location: TCC 351  
Presenter: Rebecca Berner  
Institution: California State University, Chico

A key function of the California community college is to prepare students for transfer to four-year institutions. But what happens after transfer? Many students experience a difficult transition to the four-year institution, as evidenced by a first-semester drop in grade point average (known in the literature as “transfer shock”). This session shares the results of an exploratory, qualitative study of students on academic probation in Spring 2012 after transferring to a California state university. Utilizing Schlossberg’s Transition Theory as a framework, the researcher conducted individual interviews with probationary transfers regarding their transition experiences. The purpose of the study was to glean information to inform transfer policy and programming. Study findings, implications for advising practice, and suggestions for further research will be shared.

What Advisors Need To Know: Self-Reflective Training as a Gateway for Diversity & Inclusion

Location: TCC 227  
Presenters: Kaitlyn Baumgartner and Aurora Soto  
Institution: California State University, Chico

Today’s colleges and universities are tasked with serving an increasingly diverse student population. As institutions experience changing demographics, advisors must assess how prepared they are to meet the needs of a diverse student population. Research suggests that although interpersonally successful, advisors are often not trained on topics related to access and equity. Given the framework of developmental advising, it is crucial to integrate the diversity of students’ experiences in an effort to “advise the whole person.” This interactive presentation will focus on comprehensive training techniques for professional and paraprofessional advisors. Highlighted approaches will center on self-reflection as a means to learning about diversity and social justice, which is intended to enhance the advising experience for both advisors and advisees.

Roadmaps or Flow Charts: The Impact of Stopping Out in Reaching Graduation at CSUDH

Location: TCC 450  
Presenters: Dr. Peter Kim, Loren Edwards, Benjamin Mendez, Cathy Ngo, Norma Palacios, and Sal Valdez  
Institution: California State University, Dominguez Hills

Like many institutions of higher education, California State University, Dominguez Hills (CSUDH) has identified a path towards graduation that details a semester-by-semester plan of study. This plan, called “Roadmaps,” is published on the CSUDH website and furnishes information regarding a clear path to graduation. However, a dean recently referred to “Roadmaps” as being inconsistent with the experiences of many students at CSUDH. Because “Roadmaps” assumes many things of the CSUDH student, it does not serve as a useful academic resource for many. Instead of “Roadmaps,” would “Flow Charts” better reflect the CSUDH student experience and accurately chronicle the path to graduation?

Session #5: 3:00 p.m. to 3:50 p.m.

Conversation with NACADA

Location: TCC Ballroom  
Presenters: Joanne Damminger, NACADA Vice President  
Rhonda Baker, NACADA Annual Conference Director
Developing Learning Outcomes for Undergraduate Advising: A Mixed Competencies and Developmentally Tiered Approach

Location: ZHS 159
Presenter: Elizabeth Wilcox
Institution: University of California, Berkeley

As assessment becomes a centerpiece for the educational enterprise, advisors face the challenge of defining advising-specific learning goals and aligning these with those defined by faculty. This presentation will outline a conceptual framework for developing learning outcomes for undergraduate advising using a unique mixed-competencies and developmentally tiered approach. This approach offers new ways to align faculty and staff advising, better integrate the objectives of curricular and co-curricular advising, create cohesion between seemingly disparate programs and services, and align advising with the core teaching and learning activities of the institution. Using this framework, the capacity to design and evaluate programs is greatly enhanced.

Priming At-Risk STEM Students for Self-Change

Location: TCC 351
Presenters: Bruce Keeler and Gina Ciardella
Institution: San Jose State University

Motivational Interviewing (MI) is a student-centered counseling method used to strengthen a student's motivation for and commitment to change. This method includes using open-ended questions, affirmation, reflective listening, and summarization to provoke “change talk” and helps the student resolve ambivalence about behavior change. Although MI is an effective method, it is often difficult to incorporate as an intervention because it is labor-intensive and time-consuming. In an effort to make the process more efficient, we developed a Self-Assessment Worksheet that provides each student with an opportunity to reflect on his or her situation prior to the first advising session. In this presentation, we will discuss the development and content of the Self-Assessment Worksheet and its effectiveness in facilitating “change talk” in the first advising session.

Pre-Health 101: A Sneak Peak To Success

Location: TCC 227
Presenters: Selina Zadeh-Asadouri and Amber Newell
Institutions: University of Southern California and University of California, Riverside

A common question asked by pre-health students is, “Am I a competitive applicant?” There is no absolute definition. With health care professionals in high demand, more and more students are choosing to pursue careers in the health professions. As the pre-health student population increases, so does the need to increase advisors' knowledge and awareness about the challenging pathway to health professional schools. In this session, advisors from large private and public research universities will discuss the characteristics of competitive pre-health students, dispel common pre-health misconceptions, and review the different components of becoming a successful applicant. Whether working directly or indirectly with pre-health students, participants will gain a greater understanding of the pre-health track as well as useful strategies to consider when meeting with this population.

Lights Focused on LGBTQ Students of Color

Location: TCC 450
Presenter: Paul Michael Atienza
Location: University of California, Riverside

Using Kevin Kumashiro’s concept of anti-oppressive pedagogy in thinking about the intersections and differences of queer students of color, this presentation suggests the collaboration of academic advising, student affairs, and faculty mentorship in addressing the multiple identities and needs of this student population. A panel of LGBTQ-identified students of color from one of the most diverse campuses in the United States, the University of California Riverside, will share their experiences with undergraduate student issues, successes, and continuing battles.
Session #6: 4:00 p.m. to 4:50 p.m.

Take 2: A Collaborative Advising Approach for New Student Orientation

Location: ZHS 159
Presenter: Gabriela Alvarenga and Kim Altura
Institution: San Francisco State University

Have you ever wondered how to improve your summer orientation program by more effectively engaging faculty in advising new students? Do you feel challenged to provide accurate major and general education advising to large numbers of students? Would you like to find out how to get faculty to take a "starring role" in your orientation program? We grappled with these same concerns and developed the Faculty Ambassadors Program (FAP) to improve our delivery of advising to new students. Our presentation will outline the genesis of FAP at San Francisco State University. We will discuss university “buy-in,” the recruitment and training of faculty, and benefits/outcomes. Participants will have the opportunity to discuss and brainstorm how to translate our model to their home campuses.

Writer, Producer, Director: Creating Your Own Student Affairs Sundance Production

Location: TCC 351
Presenters: Erin Wixson and Annalyn Cruz
Institution: University of California, Berkeley

In 2010, UC Berkeley launched the first annual Stay Day: The Student Experience Conference. Stay Day is a one-day event, sponsored by the Division of Student Affairs, that provides participants the opportunity to engage in a collective conversation about the evolving needs of our students through a series of interactive sessions. Stay Day engages the abundant knowledge of our staff and students to create cost-effective, professional development for student affairs staff on campus!

Super Senior Advising: Accomplishing Institutional Goals while Empowering Students

Location: TCC 227
Presenter: Charity Perry
Institution: California State University, Los Angeles

For the past few years, institutions have been implementing the “super senior” plan to recognize students who have completed more than the required units for degree attainment. Recognizing and defining "super seniors" entails considering the arguments proposed by the institution while balancing thoughtfulness, insight, and discernment along with intrusive advisement to meet institutional needs (present and future) and to reconnect the student to his or her academic goals. The purpose of this presentation will be to gain a greater understanding of advisement in this unique, high-conflict advising position.

Advising and Enrolling New International Students

Location: TCC 450
Presenters: Amanda Bradstock-Waitz, Fariba Farzan, Scott Trevino, and Marta Lopez
Institution: California State University, Northridge

The arrival of new international students to a college or university can bring many benefits as well as challenges, both to the institution and to the advisors who assist them. Whether you are currently working with new international students or are planning to provide services for this population in the future, this presentation will provide ideas about effectively advising and enrolling these new students. In this session, presenters will share their institution’s current model of new international enrollment and advisement. Advisors from all institutions are encouraged to attend.
Congratulations!
Region 9 Recipients of NACADA National Awards - Fall 2012

William Sovich
UC Riverside
Assessment Institute Scholarship

Elizabeth Hernandez
University of Southern California
Graduate Student Regional Conference Scholarship

Ruth Bingham
University of Hawaii at Manoa
CIG Service Award — Advising in Academic Programs II

Rosemary Rangel
University of Southern California
Graduate Student Regional Conference Scholarship

The University of Texas at Austin

McCombs Texas MSF

Master of Science in Finance
Helping students turn
liberal arts, natural sciences, economics, or engineering degrees into careers in Finance.

www.mccombs.utexas.edu/msf

Please join us!

Master of Accounting and Master of Business Taxation

Leading the Way...

• Fourth-ranked nationally
• Open to all majors and backgrounds
• 94% career placement rate
• Analytical background and highly specialized expertise
• International travel
• Excellent CPA exam results

For more information:
macc.mbt@marshall.usc.edu
marshall.usc.edu/leventhal

NACADA Region 9 Networking Social

Traditions (TCC - Lower Level)
5 p.m. to 8 p.m.
Group Advising: A Model for Underrepresented Student Success

Location: TCC Ballroom
Presenter: Lea Manske
Institution: California State Polytechnic University, Pomona

In times of reduced staffing and increased case loads, ensuring the integrity of a comprehensive advising program for underrepresented students can be daunting. This session engages participants in an examination of how one program has adapted to the external and internal factors imposing programmatic changes and how it has redirected efforts through a group advising model to ensure quality advisement throughout the student’s college career. This theme-based model traces the student life cycle from matriculation to graduation. Participants will be provided an overview of the model, including session agendas, learning outcomes, advising portfolios, and activity worksheets. At the conclusion, participants will identify the potential benefits of a group advising program.

Harnessing the Power of Peer Advisors

Location: TCC 450
Presenters: Kaitlyn Baumgartner and Aurora Soto
Institution: California State University, Chico

Many academic advising programs utilize students as peer leaders, advisors, and interns. Harnessing the “people power” of students can be a highly effective method for stretching tight advising resources and extending advising services. Those of us who employ student peer advisors regularly recognize the dynamic and powerful influence these leaders can exert on their fellow students. Yet, we sometimes don’t consider the peer advisors themselves. They are the ones who often gain the most from the peer leadership experience. This presentation will utilize findings gleaned from the National Resource Center Survey of Peer Leaders regarding the characteristics of successful peer leadership programs. Participants will also learn and share best practices for selecting, training, and supervising this next generation of advising “superstars.”

If I Knew Then, What I Know Now: Supporting Graduate Students

Location: TCC 227
Presenters: Angela Pan and Nicholas Kajimoto
Institution: University of Southern California

Graduate students in student affairs/higher education programs are faced with professional and personal challenges that may generate feelings of anxiety and confusion. The combination of additional responsibilities (such as graduate assistantships) and the general ambiguity of graduate school can cause students to forget about such things as support, resources, the importance of networking, and developing a healthy work/life/school balance. By sharing stories and lessons learned, this presentation will help students to create their own rewarding experiences during graduate studies and beyond.

Getting Past ABD: An Examination of Factors Related to Doctoral Degree Completion

Location: TCC 351
Presenters: Linda Fischer, Evelyn Felina Castillo, and Guadalupe Montano
Institution: University of Southern California

This session will present empirical evidence to improve doctoral program effectiveness and recommend institutional or academic support for doctoral students to increase positive graduate school experiences and degree completion. Student programs and services currently offered to doctoral students will be presented.
Locally Grown, Locally Owned Advising Assessment

***NOTE Special Session Time: This presentation scheduled from 10:00-11:50am***

Location: TCC 351  
Presenters: Yukiko Watanabe, Susan Hagstrom, Noam Manor, Elizabeth Wilcox, and Lauren Worrell  
Institution: University of California, Berkeley

This two-hour panel discussion session will explore how effective assessment needs to be owned by advisors in order to address needs and gaps and to initiate program improvement. For the first half of the session, the panel presenters will showcase: (a) a use-driven framework and trends of assessment in advising, (b) two examples of locally-initiated assessment that led to positive changes, and (c) macro-level institutional perspectives on advising assessment. Coordinated efforts to build assessment practices and culture for advising programs at the University of California, Berkeley will also be introduced. For the second half, participants will engage in extensive discussion on assessment, evaluate the need for and the benefits of assessment, and identify ways to approach assessment for their own units. At the end of the session, participants will be provided with special access to a website with templates and example tools from our presentation.

Develop Oscar-Worthy Probation, Dismissal and Reinstatement (PDR) Policies without a Waterworld Budget--A Clear Policy Can Result in Fewer Student Cast Changes!

Location: TCC 450  
Presenter: Andrea Harris  
Institution: Pepperdine University

If you are concerned that your current probation, dismissal and reinstatement (PDR) process is muddied, outdated, or just less than fabulously effective, get in line! Several years ago, Seaver College of Pepperdine University successfully overhauled its PDR policies, resulting in clearer rules, better instructions to students, more meaningful advising sessions, and greater retention statistics. In this session, you will learn how to critically assess your school’s PDR policies, recommend necessary changes, and ultimately implement better policies.

Turning a Flop into a Blockbuster: Overcoming the Challenges of Establishing a New Campus-Wide Committee & Organizing New Events

Location: TCC 227  
Presenters: Rayna Tagalicod and Kiana Shiroma  
Institution: University of Hawai‘i at Mānoa

New campus committees are often established to address emerging institutional issues; however, not all committees are successful in accomplishing their missions. This presentation will explore the challenges faced by the Sophomore Experience Committee at the University of Hawai‘i at Mānoa. The primary goal of this presentation is to share the struggles, strategies, and lessons learned in establishing a new committee and offering new events on campus. A secondary goal of this presentation is to facilitate and support the continued discussion on retaining students transitioning from first to second year.
NACADA continues to advance the perception of academic advisors as professionals essential to the academic success, matriculation, and retention of today’s college student. However, academic advisors still confront the prevailing faculty perception that they are nothing more than talking catalogs, giving voice only to what is already stated in the university catalog. This presentation will detail the research literature on perceptions of academic advising and furnish a case study about perceptions of academic advising at a California State University campus. The presentation will furnish recommendations on how to address prevailing perceptions within the context of micro-political considerations.

Session #9:  11:00 a.m. - 11:50 a.m.

Implementing On-Line Resources To Cultivate Study Habits and Reflective Learning

Location: TCC 450
Presenters: Dr. Sandra Luca and Shelby Schaefer
Institution: Loyola Marymount University

Using technology as a tool is a promising way to reach new students as they transition to university life. The on-line resource, Kickstart, is a series of short video tutorials (developed by the facilitators of this presentation) that are available for students to watch at their own pace. Topics range from developing a study schedule, critical reading strategies, note-taking techniques, exam preparation, and more. The presenters will share the planning and implementation process they undertook to launch the program, show a brief demonstration of the videos, and answer questions about integrating technological tools into advising and transition programs.

Appeasing the Audiences: Comparing Systems of Academic Advising

Location: TCC Ballroom
Presenters: Dr. Derek Furukawa and Dr. Peter Kim
Institutions: University of Nevada, Reno and California State University, Dominguez Hills

Whether your institution uses a centralized, decentralized, or hybrid design for advising, the core purpose of any system is to advise students effectively. Institutions often look to other models in a “grass-is-greener-on-the-other-side” attempt to improve advising on their campuses. However, quality advising is less about the system and more about the consistent philosophical delivery of advising among all advisors. This session will address the advantages of each system and provide insight into ways that advising administrators can help to get the most out of the advising system on their own campus.

12:00 p.m.

Conference Ends — Lunch on your own.
NACADA Annual Conference

Success Elevated: Greatest Advising on Earth

October 6-9, 2013
Salt Palace Convention Center
Salt Lake City, Utah

NACADA Summer Institutes

Join us for the 27th Annual Academic Advising Summer Institutes!

Jacksonville, Florida -- June 23-28, 2013
Scottsdale, Arizona -- July 28-August 2, 2013
Acknowledgements

NACADA and the Region 9 Conference Committee would like to thank the following individuals and event sponsors for their contributions, assistance, and support.

Diane Matteson, NACADA Executive Office
Dr. Kristan Venegas, USC Rossier School of Education
University of Texas at Austin McCombs School of Business Master of Science in Finance Program
USC Davis School of Gerontology
USC Graduate School
USC Leventhal School of Accounting Masters Programs
USC Office of Academic Records & Registrar
USC Rossier School of Education
USC School of Dramatic Arts
USC Social Work
USC Student Affairs
USC Undergraduate Programs
USC Viterbi School of Engineering - Epstein Department of Industrial and Systems Engineering
USC Viterbi School of Engineering - Graduate & Professional Programs

Conference Exhibitors

ETS
Living My Purpose
University of San Francisco School of Management
University of Southern California Leventhal School of Accounting