

# UAOA



## Advisorfest 2013

*Equipping Students to Carve Their Own Path*

**Utah Advising and Orientation Association**  
Annual Conference  
***May 29-30, 2013***

Snowbird Resort • Snowbird, Utah



## ***History of the Utah Advising and Orientation Association***

*Written by Wade Oliver*

The Utah Advising and Orientation Association traces its origin back more than 30 years to what eventually became known as the Utah Advising Conference. In the beginning, there were several advising administrators throughout the state that thought it would be nice to gather the advisors together from their institutions for a conference to discuss advising-related issues and network with each other.

Over time, this informal conference grew to include new student orientation and became a great tradition among Utah advising and orientation professionals who looked forward to gathering each year in Park City at the Yarrow Hotel. As the number of advisors grew throughout Utah and as nearly all of the original conference organizers had moved on, it became clear that something must be done to maintain this great tradition.

On September 30, 1999, those serving on the conference committee voted to officially organize the Utah Advising and Orientation Association (UAOA) and a set of bylaws were adopted that would ensure that the opportunities for advisors in Utah would continue. Since that day, advising in Utah has never been stronger. It is through the strength and organization of the UAOA that Utah has not only maintained a valuable advising tradition, but has also hosted acclaimed regional and national conferences for the National Academic Advising Association.

The key to success for the UAOA has always been in the wonderful advisors and orientation staff located at the Colleges and Universities throughout the state. The knowledge and experience shared among these colleagues has truly been amazing and is sure to continue indefinitely as we gather together each year.

## ***Mission***

The mission of the Utah Advising and Orientation Association (UAOA) is to provide professional development opportunities for college and university personnel who advise students or are involved in student orientation. The UAOA also serves as a vehicle to promote collaboration between representatives of institutions throughout the state of Utah.

## ***Past & Present Presidents of the UAOA***

1999-2000—Wade Oliver ~ Salt Lake Community College  
2000-2001—John Mortensen ~ Utah State University  
2001-2002—Sharon Aiken-Wisniewski ~ Weber State University  
2002-2003—NACADA National Conference - John Mortensen, Chair ~ Utah State University  
2003-2004—NACADA Region 10 Conference - Debra Bryant, Chair ~ Dixie State College  
2004-2005—Sandy McLelland ~ University of Utah  
2005-2006—Lee Hinckley ~ Utah Valley University  
2006-2007—Blaine Edwards ~ Southern Utah University  
2007-2008—NACADA Region 10 Conference - Noelani Porter, Chair ~ Brigham Young University  
2008-2009—Tyler Morgan ~ LDS Business College  
2009-2010—Shanny Wilson ~ College of Eastern Utah  
2010-2011—Clint Moser ~ Utah Valley University  
2011-2012—Jennifer Wright ~ Weber State University  
2012-2013—Vicky Larsen ~ Utah State University



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## ***Welcome to UAOA 2013 @ Snowbird, Utah***

Dear Conference Attendees:

On behalf of the UAOA Governing Board, I would like to welcome you to the 2013 Utah Advising and Orientation Association Conference. We are extremely pleased that you have chosen to participate in this worthwhile professional development opportunity celebrating individual and campus-wide efforts to support student success. Registration for the 2013 conference has set an all-time record and your interest demonstrates your commitment to the growth and reputation of UAOA.

This year's theme was a combination of several ideas. First is that we very much enjoy the opportunity to mix, visit, mentor, and learn from our colleagues around the state, thus, "Advisorfest!" Second is the growing concern that incoming freshman seem younger each year and therefore more dependent upon their parents for decisions and direction. By helping these students become self-sufficient early on, we can equip them with the tools, education, and experience to "Carve Their Own Path."

It is my hope that you will be rejuvenated and inspired by the wide variety of breakout sessions and other unique opportunities to connect with your state advising colleagues!

Thank you for attending the 2013 UAOA Conference!

*Vicky Larsen*

Vicky Larsen  
Utah State University  
UAOA President, 2013

## UAOA 2012-2013 Governing Board

### President

Vicky Larsen  
Academic Advisor

Utah State University

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### President-Elect/Treasurer

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### Past President

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### Secretary/Treasurer

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Tuesday, May 28, 2013					
7:00-9:00 PM	Registration and Check-in				
Wednesday, May 29, 2013					
Time	Presenter	School	Presentation Title	Room	
7:00 AM - 4:00 PM	Registration and Check-in (Ballroom 3 Lobby)				
7:00-8:15 AM	Breakfast in Ballroom 2 & 3				
8:20-9:25 AM	Welcome and Keynote: Dr. Susan Madsen (Ballroom 2 & 3)				
S e s s i o n 1	9:40-10:30 AM	Dan Chandler	BYU	Don't Run and Hide—Explore: Overcoming Assessment Apprehension	Wasatch A
		Jonathan Morrell	DSU	Did My Advisor Just Call Me a Loser?	Wasatch B
		Steve Hadley	U of U	Using MBTI Type Cues to Carve Parallel Paths	Superior A
		Michelle Tuitupou Latu Kinikini	SLCC U of U	Effective Academic Advising of the Pacific Islander Students: A Community College Perspective	Superior B
		Tara S. Ivie Giovana E. Alisa Kristen Campbell Travis Reynolds	UVU	Major-Specific Orientations: The Swiss Army Knife of Academic Tools	Maybird
S e s s i o n 2	10:40-11:30 AM	Julie Preece Ron Chapman Cynthia Wong Mike Brooks	BYU	Elevating the Success of College Students Experiencing Autism Spectrum Disorders: A Dialogue	Wasatch A
		Mike Olsen Whitney Roberts Landon Peterson	DSU	Professional Advisors: Personal Education Beyond the BS Degree?	Wasatch B
		Amy Urbanek	U of U	Law School: To Go or Not to Go?	Superior A
		Susan Williams Lauri Merrill Terry Robinson	USU- Brigham City	Expanding the Introvert, Directing the Extrovert	Superior B
		Katya Konkle Brittney Hernandez	SUU	Off the Beaten Path: Developmental Advising in Prescriptive Majors	Maybird

# Conference at a Glance

# 2013

Session 3	11:40 AM - 12:30 PM	Chris Dayley Peter Campbell	USU	Serving Students at a Distance	Wasatch A
		Tara Goulding Kristen Betts	BYU	<i>The Avengers: A Multicultural Study</i>	Wasatch B
		Hilda Sandi-Montero	SLCC	Continuous Improvement & Office Organization	Superior A
		Kira Jones Lena May-Fraser	U of U	Academic Advising: The Importance of Understanding the Lives and Careers of America's Arts Graduates	Superior B
		Shalece Nuttall	UVU	Electronic Portfolios (E-Portfolios): Why Every Advising Professional Should Have One	Maybird
	12:30-2:00 PM	Lunch and Door Prizes in Ballroom 2 & 3			
Session 4	2:00-2:50 PM	Carolyn Johnson Jeannine Hadley Laura Loree Jason Rucker	UVU	Staying on Track While on the Chase: How to Successfully Advise Students with Disabilities	Wasatch A
		Tonya Jewell Heather Thomas	USU	Advising Millennials: Focus on Becoming a Learner	Wasatch B
		Cynthia Wong	BYU	Why Motivation is Not Enough: Lessons on Self-Efficacy and Student Success from Arnold Schwarzenegger	Superior A
		Becki Broadbent Jeff Dalby Tammy Mabey	U of U	Managing the Technology Avalanche with Purposeful Evaluation Strategies	Superior B
		Jessica Olson Deborah Reece Bryan Olsen	USU	Advising the Masses	Maybird
Session 5	3:00-3:50 PM	John Gally	Walden Univ.	Breaking Down Barriers through Multicultural Competence: Wisdom for Academic Advisors	Wasatch A
		Eileen Crane	UVU	Advisors Can Be Examples of Great Networkers	Wasatch B
		Dan Chandler	BYU	Don't Run from Technology! But Don't Feel Like You Have to Do It All	Superior A
		Terese Pratt Natalie Brown	U of U	Vocational Degree to Bachelors: A Program to Improve Access to 4-Year Degrees for Community College Students	Superior B
		Deb Vickery Camille Gooch Jennifer Wright	Westminster Weber	<i>Networking Session: Advisors' Role in the Achieving the "Big Goal"</i>	Maybird
Dinner on your own					

Thursday, May 30, 2013				
Time	Presenter	School	Presentation Title	Room
7:00 AM - 12:00 PM	Registration and Check-in (Ballroom 3 Lobby)			
7:00-8:15 AM	Breakfast in Ballroom 2 & 3			
8:20-9:25 AM	Welcome and Keynote: Jeb Branin (Ballroom 2 & 3)			
9:40-10:30 AM	Sonia Parker Jessie Winitzky-Stephens	SLCC	Advising Student Satisfaction Survey: Good Questions and Reliable Answers	Wasatch A
	Jean Blackburn Jason Burr	BYU	"What'd You Say?" Advising Students Who are Deaf or Hard of Hearing and Getting "Two Thumbs Up"	Wasatch B
	Wade Oliver	UVU	Dude, Advise Me! Engaging Others with an Attitude of Service	Superior A
	John Mortensen	USU	Retention 101: Using Data to Identify Problems or to Validate Practices Leading to Retention and Completion	Superior B
	Susan Larsen Mike Olsen Shanny Wilson	Snow DSU USU- Eastern	<i>Networking Session: Academic Advisement Administration</i>	Maybird
10:40-11:30 AM	Tom Liljegren	UVU	Is Advising Teaching? What Advisors Teach and What Students Want	Wasatch A
	Niki Weight	USU	I Have an App for That: Sharing iPad Apps that Work Well for Advising	Wasatch B
	Shari Lindsey Danielle Marble Kelly Brown Rachel Bonnett	U of U  Roseman U.	Climbing Higher: Guiding Students on the Path to Graduate School	Superior A
	Adam Black	UVU	Know Thyself (and Your Students): Using the MBTI to Enhance Advising	Superior B
	Melanee Mariner	SUU	Applying Generational Theories to Academic Advising	Maybird



Time	Presenter	School	Presentation Title	Room
11:40 AM - 12:30 PM	Multicultural Advising Staff	SLCC	I Wish I Had Known Then What I Know Now: A Multicultural Student Perspective	Wasatch A
	David Hunsaker Landon Tooke	BYU	Advisors as Negotiators PART II: Negotiating with Colleagues and Administrators	Wasatch B
	Shane Crabtree	SLCC	"Shots Fired!"	Superior A
	Clint Moser	UVU	Entering the Dialogue: Student Perspectives on Advising	Superior B
	Katya Konkle	SUU	Creating an Advising Manual from Scratch	Maybird
12:30-1:50 p.m.	Lunch, Door Prizes & Conference Conclusion in Ballroom 2 & 3			



## ***Introducing Our Keynote Speakers:***

**Dr. Susan R. Madsen** is the Orin R. Woodbury Professor of Leadership and Ethics in the Woodbury School of Business at Utah Valley University. She is also an independent leadership and change consultant. She has been heavily involved for many years in researching the lifetime development of prominent women leaders. She has personally interviewed a host of women university presidents, governors, and international leaders and has had two books and numerous articles published on her results. She is now doing related leadership research and consulting in the United Arab Emirates and China. Susan has also published nearly 60 articles in peer-reviewed scholarly journals, writes invited chapters for books, and is interviewed often as an expert for newspaper and magazine articles. She speaks and presents often in local, national, and international settings. In fact, in the past year she has presented in sessions at the United Nations in New York and Geneva on women, leadership, and education. Susan has also been very involved in community work in Utah County and the state. For example, her commitment and work with service and engaged learning led to her selection in past years as Utah Valley University's "Civic Engaged Scholar of the Year" and "Outstanding Civic Engagement Award" by Utah Campus Compact. One thing many people don't know about Susan is that she started her career many years ago as a junior high speech and debate teacher.



Three years ago Susan created the "Utah Women and Education Project" and has led a research team and over 100 colleagues, students, advisory committee members, and community volunteers to assist in conducting research and leading change in the state. She has been working with the Utah System of Higher Education, Utah State Office of Education, Governor's Office, and others to figure out how to get more Utah women to attend college and then graduate.



**John "Jeb" Branin** began his career in higher education as a theatre instructor, director, and costume designer at Snow College. In the mid-90s he spent two years teaching "English through the Internet" courses as a domestic co-instructor with Dr. Elaine Hoter from the Mofet Institute and Talpiot Teachers College in Tel-Aviv, Israel, the first ever course of its kind. He also taught theatre in the Utah State Prison system. For more than a decade he worked as an academic advisor and directed new student orientation at Southern Utah University. After a few years serving as SUU's Director of Advising, Orientation, and Convocations, he is now the Associate Dean of University College, SUU's primary academic support unit and home to its unique experiential education EDGE Program. He is also an adjunct faculty member in the Department of Theatre and Dance at SUU and currently teaches for the department in the summer in London, England. In 2005 he was recognized by the National Orientation Directors Associate (NODA) as the nation's "Outstanding Orientation Professional." In 2006 he co-hosted NODA's national conference and in 2011 he hosted NODA's Region III Conference. He has served on NODA's Board of Directors and edited the association's policy manual from 2003 until 2007.

## Day One

Welcome and Keynote: *Dr. Susan R. Madsen (8:20-9:25)*

### Breakout Session 1

9:40–10:30

#### **Don't Run and Hide—Explore: Overcoming Assessment Apprehension**

Dan Chandler

Brigham Young University

Room: *Wasatch A*

Is "assessment" on your list of expletives? Do you find reasons to miss that regularly scheduled assessment meeting either because you don't understand all that assessment is or have had bad experiences with assessment in the past? This session will endeavor to use knowledge as the power to overcome assessment apprehension. We will discuss assessment basics as a foundation to helping participants understand what assessment they already engage in. We will also explore ways to become part of the assessment conversation, helping to direct processes and practices representative of their outlook and not just those more vocal assessment voices.

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#### **Did My Advisor Just Call Me a Loser?**

Jonathan Morrell

Dixie State University

Room: *Wasatch B*

It is time to ditch the self-esteem movement and the unrealistic aphorisms. The self-esteem movement has created an army of narcissists. It does not do any good for a student to hear that he or she is "special" or to "win" just for participating.

This workshop will examine this issue of direct, truthful and sometimes uncomfortable advisement for this generation of "feel good" students. Based on 25 years of advisement experience, the presenter will examine the hard and often difficult task of telling students what they don't want to hear and have often never heard before.

Using the book *Generation Me* by Jean M. Twenge, the presentation will examine how

advisors can be more direct, blunt and truthful in telling student what they need to know rather than what they expect or want to hear.

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#### **Using MBTI Type Cues to Carve Parallel Paths**

Steve Hadley

University of Utah

Room: *Superior A*

As one of my college roommates used to say, "I want to be different, just like everybody else." We all have different communication styles, and communication styles vary between students and advisors. However, we can adapt our communication style to more closely emulate the preference of the student. The challenge can be identifying the student's communication preferences. In a perfect scenario we could require all students to take the Myers Briggs Type Indicator (MBTI). This would give us a relatively good idea of how to best adapt our communication style for that particular student. In reality, it is unlikely that having all students take the MBTI would be a feasible option. By learning to recognize Type Cues we can make an educated guess about how to improve communication with each student by adapting our communication style. Type Cues can include verbal, non-verbal, and written indicators of Type preference. In this session we will explore Type Cues, how to recognize them, and how to use these cues to adapt our communication style to more closely match that of the student. An understanding of MBTI preferences will be helpful in this session, but is not required.

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#### **Effective Academic Advising of the Pacific Islander Students: A Community College Perspective**

Michelle Tuitupou & Latu Kinikini

Salt Lake Community College & University of Utah

Room: *Superior B*

Since the inception of multicultural advisors at Salt Lake Community College, the goals have moved beyond basic advising to more purposeful

and intrusive advising in the attempt to retain Pacific Islander students in higher education. This is a personal look at advising Pacific Islander students at a two-year community college from an advisor's perspective. We will share student development theories that we have applied to our advising approaches to assist students who are yearning for self-discovery and insights about their environment.

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**Major-Specific Orientations: The Swiss Army Knife of Academic Tools**

Tara S. Ivie, Giovana E. Alisa, Kristen Campbell, & Travis Reynolds  
University of Utah  
*Room: Maybird*

Quickly contacting students upon their admission to welcome them and build their familiarity and comfort with college is a key factor in their persistence. This session will share how one department has worked towards increasing persistence through employing a targeted orientation new students are required to complete to prepare for their initial advisement appointment.

**Breakout Session 2 10:40–11:30**

**Elevating the Success of College Students Experiencing Autism Spectrum Disorders: A Dialogue**

Julie Preece, Ron Chapman, Cynthia Wong, & Mike Brooks  
Brigham Young University  
*Room: Wasatch A*

Approximately 50,000 adolescents with autistic spectrum disorders in the US will turn 18 years old this year. Some of these students will be pursuing a college education and will find their way to your office for academic advisement. Many students may not already be diagnosed but be struggling anyway. As advisors can we recognize when a student may express symptoms of these disorders? Do we know how to advise these students, what issues to take into account? In this session, via data, case histories, and mock video sessions we will engage with the audience in a dialogue on possible best practices for advisors when working with students with an autism spectrum disorder.

**Professional Advisors: Personal Education Beyond the BS Degree?**

Mike Olsen, Whitney Roberts, & Landon Peterson  
Dixie State University  
*Room: Wasatch B*

This presentation will be directed to advisors who have thought about the need to enroll in a graduate degree program that will enhance their advising skills, introduce them to new advising techniques, explore student development theory, advise adverse populations, and network with other advisors worldwide. As recent graduates from the Kansas State University Master's Degree program, the three presenters will provide an in-depth look into a degree specific to advising in the higher education system. Topics will include:

- Why Kansas State University?
- How is this degree connected to NACADA?
- Introduction to Student Development Theory
- Career advising
- Connecting the mission of the institution to the advisement center mission statement
- Interpersonal advising skills
- Introduction to academic advisement administration

The presenters will also open the dialogue up for a discussion on other relevant degree programs.

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**Law School: To Go or Not to Go?**

Amy Urbanek  
University of Utah  
*Room: Superior A*

"You can do anything with a law degree." Most of us have heard this before. Law school has long been considered a good general graduate program, a safe choice for those who don't know what to do after college. But is it? Skyrocketing costs and a changing economic landscape are leading many to reassess old assumptions. Prospective law school applicants come from all majors, so any advisor may be called upon to help a student decide whether or not law school is a good choice. This session will explore differing opinions on the value of a law degree, look at trends in regard to law school and subsequent employment, and provide a framework for helping students realistically assess law school as an option.

**Expanding the Introvert, Directing the Extrovert**

Susan Williams, Lauri Merrill, & Terry Robinson  
Utah State University—Brigham City

*Room: Superior B*

What do Bill Clinton, Winston Churchill, and a student who changed his major three times in one semester have in common? Answer: All three are extroverts.

We each tend to fall somewhere within the spectrum between introversion and extroversion. Each group interacts with their world in different ways. Introverts are more reserved and reflexive. Extroverts tend to be more outgoing and assertive. One is not better than the other, although extroverts enjoy more popularity in our culture. However, our society benefits from the contributions of both groups.

This presentation will review the definition and characteristics of introverts and extroverts, and suggest strategies that advisors can use to effectively advise each preference.

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**Off the Beaten Path: Developmental Advising in Prescriptive Majors**

Katya Konkle & Brittney Hernandez

Southern Utah University

*Room: Maybird*

Advisors in prescriptive majors can often feel overwhelmed with juggling the students they need to see with the developmental advising techniques they're "supposed" to use. Advisors who want to utilize developmental advising can feel stuck, wondering how to navigate the major requirements while developing relationships with their students to best meet students' personal goals. Students can also feel overwhelmed with their major, often demanding, "Just tell me what I need to take." Answering that question can make an appointment end quickly, but it does not help the student grow and mature. This presentation will give advisors solid methods they can utilize to make their advising sessions more productive and fulfilling to both the advisor and the student, such as maximizing choice and encouraging personal responsibility.

**Breakout Session 3**

11:40–12:30

**Serving Students at a Distance**

Chris Dayley & Peter Campbell

Utah State University

*Room: Wasatch A*

As technology continues to improve, the ability to bring educational opportunities to those who would normally not be able to access them is increasing. Having access to classes and degree programs, both online and at branch campuses, has been life-changing for many, but these students are still missing much of the support structure that enables students to be successful and complete their educational goals.

This presentation will document how Utah State University has worked to solve many of the problems of delivering student services to its 12,000 distance students. It will also address the difficulty some distance education and branch campus administrators face in working with their main campus counterparts and suggest ways to effectively mirror main campus services in the distance world.

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**The Avengers: A Multicultural Study**

Tara Goulding & Kristen Betts

Brigham Young University

*Room: Wasatch B*

Every college student is a unique individual that comes to us with their own beliefs, values, and experiences. Are we keeping their uniqueness in mind as we advise, counsel, and teach them? As the demographics of our world continues to change, how are advisors, counselors, and teachers able to connect with their students without forcing personal beliefs, values, and experiences on the student's future educational goals? A crucial part of the college path is for students to learn what their personal beliefs, values, and biases are, and advisors need to understand their own before they can begin to help others. Join us on a heroic multicultural journey to better understand ourselves and our students.

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**Continuous Improvement & Office Organization**

Hilda Sandi-Montero

Salt Lake Community College

*Room: Superior A*

An introduction to Feng Shui and Kaizen principles to maximize office organization and productivity.

My presentation's main objectives will focus on:

1. Introducing SLCC Academic & Career Advising best practices for office organization.
2. Introducing Feng Shui office principles to create a vibrant and successful energy in your office space.
3. Introducing Kaizen's office organization methods:
  - PDCA (Plan-Do-Check-Act)
  - 5S (Sort & Clear Out; Set things in Order; Clean & Shine; Standardize, and Self Discipline)

I would like to meet these goals by introducing the audience to Salt Lake Community College, Academic & Career Advising best practices on a well-designed and interactive PowerPoint presentation.

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**Academic Advising: The Importance of Understanding the Lives and Careers of America's Arts Graduates**

Kira Jones & Lena May-Fraser  
University of Utah  
*Room: Superior B*

SNAAP (Strategic National Arts Alumni Project) is the largest database on artistically trained individuals. We attended a conference organized by SNAAP entitled *3 Million Stories: Understanding the Lives and Careers of America's Arts Graduates*. At this conference, we engaged in a national conversation about the importance of creativity in the current labor market and examined cutting-edge research related to arts careers. In this session, we will discuss how advisors can use SNAAP data to improve everything from retention to career and academic advising. We will also discuss our experiences integrating this information into advising.

Useful for academic advisors who work directly with fine arts majors, undecided students, and students who are transitioning into the workforce and interested in creative careers/work.

**Electronic Portfolios (E-Portfolios): Why Every Advising Professional Should Have One**

Shalece Nuttall  
Utah Valley University  
*Room: Maybird*

Electronic portfolios (e-portfolios) are a great way to display your professional qualifications, accomplishments, and advising experience. E-portfolios are a great visual tool to share with employers, advising professionals, as well as with your students. This presentation will cover why advisors should create and maintain an advising portfolio, the similarities and differences between traditional binder portfolios and e-portfolios, the benefits of using e-portfolios, what to include in an e-portfolio, and provide you with information to create your own free e-portfolio.

**Lunch & Break 12:30–1:50**

**Breakout Session 4 2:00–2:50**

**Staying on Track While on the Chase: How to Successfully Advise Students with Disabilities**

Carolyn Johnson, Jeanine Hadley, Laura Loree, & Jason Rucker  
Utah Valley University  
*Room: Wasatch A*

Utilizing video clips and other interactive tools, this fun and informative workshop will engage attendees in the process of determining appropriate strategies and resources for their students with disabilities. Specific types of disabilities will be addressed, including: Traumatic Brain Injury, autism/Asperger's syndrome, blind/visually impaired students, attention deficit hyperactivity disorder (ADHD), and psychiatric disorders. Specific advising techniques discussed will include helping students with poor memory or organizational skills remember and track tasks, helping student's with social deficits make necessary connections on campus, how to engage easily distracted students, de-escalating anger and emotional responses, asking the right questions to determine student's needs, and differentiating between the need for accommodations and the need for academic support.

### **Advising Millennials: Focus on Becoming a Learner**

Tonya Jewell & Heather Thomas  
Utah State University  
Room: Wasatch B

*"The primary purpose of college is to become a learner."*—Matthew Sanders

In Matthew Sanders' book, *Becoming a Learner: Realizing the Opportunity of Education*, we learn that you don't have to have a perfect learning experience in college to reach your potential; you need to focus on who you are becoming as a result of your college experience.

Students ask, "What do I need to do to be successful?" What they should be asking is, "Who do we need to become to be successful?"

Advising time is an educational opportunity to help students understand that becoming a learner is the most important thing to learn that will not be graded.

As students strive to become learners they gain power, control, and responsibility over how they learn and who they become.

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### **Why Motivation Is Not Enough: Lessons on Self-Efficacy and Student Success from Arnold Schwarzenegger**

Cynthia Wong  
Brigham Young University  
Room: Superior A

This presentation will address why motivation alone is not enough in achieving student success. The session explores the concept of self-efficacy, which is the belief in a person's ability to succeed on a specific task. Self-efficacy can play a major role in how students approach goals, tasks, and challenges.

This interactive presentation bridges the gap between two seemingly unrelated subjects: body-building and student success. It highlights how Arnold Schwarzenegger mastered principles of self-efficacy to become a champion body-builder, Hollywood celebrity, self-made millionaire, and the former governor of California.

Participants will watch selected clips from the epic film *Pumping Iron*, discuss how to apply the

principles of self-efficacy to student success, and learn how to promote self-efficacy among their advisees.

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### **Managing the Technology Avalanche with Purposeful Evaluation Strategies**

Beck Broadbent, Jeff Dalby, & Tammy Mabey  
University of Utah  
Room: Superior B

During the last two years, University of Utah's University College has undergone a rigorous process to find and evaluate calendaring software for online scheduling. This presentation will share the strategies and processes used to evaluate the functionality of various software programs. The presenters will share the experience and strategies used by University College when exploring over 50 calendar programs, but they will also show how the evaluation process can be extrapolated to other technology decisions.

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### **Advising the Masses**

Jessica Olson, Deborah Reece, & Bryan Olsen  
Utah State University  
Room: Maybird

With advising loads high and resources low, it is essential that we find ways to effectively and efficiently advise the masses. This workshop will explore ways the University Advising Office at Utah State University is doing just that. From Canvas-based advising workshops to easy social networking tools, it may be easier than you think. Simply start small and build.

## **Breakout Session 5**

**3:00–3:50**

### **Breaking Down Barriers through Multicultural Competence: Wisdom for Academic Advisors**

John Gally  
Walden University  
Room: Wasatch A

Is working with culturally diverse students challenging due to lack of understanding their cultural norms and values? If so, this is the presentation for you! With an influx in culturally diverse students within the state of Utah, academic advisors must familiarize themselves with Utah's academic minorities to create paths

toward student success.

Through an in-depth evaluation of tearing down self-conceived barriers towards multiculturalism, advisors are ready to understand Utah’s diversity of African Americans, Hispanics, Asian/Pacific Islanders, Native Americans, and Middle-Eastern students. Through comprehension of these five cultures, academic advisors are more apt to counsel and direct multicultural students in an accurate direction towards their success. Such objectives allow advisors to walk away with multicultural competence, allowing their next appointment with multicultural students to be positive.

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**Advisors Can Be Examples of Great Networkers**

Eileen Crane  
Utah Valley University  
Room: Wasatch B

This session will explore how advisors can become examples of great networking for their students. It will help advisors explore ways to create services and programs that will preemptively expand student networking skills in the safety of college while helping them create and expand their own personal and professional network.

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**Don’t Run from Technology! But Don’t Feel Like You Have to Do It All**

Dan Chandler  
Brigham Young University  
Room: Superior A

Are you one of those people who are worried to try new things in the world of technology because it either seems way too overwhelming or like you could never possibly do it without going back to school yourself? Come talk about the dynamic that exists between pushing yourself through your technology struggles while knowing when to say, “No, that’s not for me”. See real life examples of using technology both for yourself and for those students you serve.

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**Vocational Degree to Bachelors: A Program to Improve Access to 4-Year Degrees for Community College Students**

Terese Pratt & Natalie Brown

University of Utah  
Room: Superior B

Students seeking vocational degrees at community colleges have traditionally not been viewed as a group who want or need to transfer on for a bachelor’s degree. But is this really the case? If a bachelor’s degree can open doors to careers with great potential and job security, why would this group of students not be encouraged to consider this as a possibility? This presentation will highlight a program which introduces this option to vocational students and provides support for them to transfer on for a 4-year degree. We will give a history of the program’s development, provide an overview of its components, and discuss how a similar program might be developed at other institutions.

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**Networking Session: Advisors’ Role in Achieving the “Big Goal”**

Deb Vickery, Camille Gooch, & Jennifer Wright  
Westminster College & Utah State University  
Room: Maybird

Join your colleagues to discuss and share ideas of how advisors can help the state reach the "Big Goal" of having 66% of Utahns with a postsecondary degree or certificate by 2020. This session will specifically focus on how our institutions help support transfer, remedial, and at-risk student populations.



## Day Two

Welcome and Keynote: *John “Jeb” Branin (8:20-9:25 AM)*

### Breakout Session 1 9:40–10:30

#### **Advising Student Satisfaction Survey: Good Questions and Reliable Answers**

Sonia Parker & Jessie Winitzky-Stephens  
Salt Lake Community College  
*Room: Wasatch A*

Research is a tool for Academic Advising to be informed about issues that interest students, understand how students perceive their relationship with their advisors, and how knowledgeable they perceive their advisors to be. Academic Advising requested feedback from students about their satisfaction with our services. The distribution of the questions in the survey and paying attention to ambiguous words may have provided reliable answers to some questions. Using this case scenario as an example, the presenters will coach the audience to pay attention to common mistakes while preparing their own short student satisfaction survey.

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#### **“What’d You Say?” Advising Students Who are Deaf or Hard of Hearing and Getting “Two Thumbs Up”**

Jean Blackburn & Jason Burr  
Brigham Young University  
*Room: Wasatch B*

This presentation will cover aspects of serving the advisement needs of deaf and hard of hearing students on our campuses. It will focus on 4 main topics that will assist advisors in facilitating services to enhance the students’ learning environment, and meet their individual needs, while satisfying the legal requirements of the ADA and other state and federal laws. The following topics will be addressed by the presenters.

1. Hearing loss as a medical diagnosis and its documentation.
2. Common perspectives and assumptions of deafness.
3. Laws pertaining to deaf and hard of hearing individuals.
4. Accommodations that are commonly used by individuals with hearing loss.

#### **Dude, Advise Me! Engaging Others with an Attitude of Service**

Wade Oliver  
Utah Valley University  
*Room: Superior A*

As academic advisors, we are constantly faced with situations that require the utmost skill, tact, and diplomacy in our every day work. How we choose to respond to these situations is directly linked to our thought process and the choice we make regarding our attitude. An individual with a proper attitude sees and finds opportunities while others do not.

This presentation will discuss, in a fun way, how having an attitude of service is linked with advisor success in both advising students and professional development. Examples will be shared of advisor success as well as a number of suggestions to help us fine-tune our attitude and create a winning situation for the student, advisor and the institution.

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#### **Retention 101: Using Data to Identify Problems or to Validate Practices Leading to Retention and Completion**

John Mortensen  
Utah State University  
*Room: Superior B*

This presentation will focus on a new student retention model being used at Utah State University. This model looks not only at retention and graduation, but also looks at other measures, such as academic standing and transfer behavior. Participants will be given ideas on what types of data can be easily and inexpensively collected and measured. Results can be used to support current practices and to possibly identify programs for which resources might be better used. Examples will be given of how data is being used to generate new ideas and policies that will help students be more successful.

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#### **Networking Session: Academic Advisement Administration**

Susan Larsen, Mike Olsen, & Shanny Wilson

Snow College, Dixie State University, & USU—  
Eastern  
*Room: Maybird*

This session is open to anyone who would like to learn more about academic advisement administration. The collaborate forum will focus on six topics: (1) Professional Development, (2) Rewarding, (3) Challenges, (4) Budgets, (5) Duties, and (6) Technology. We encourage you to come share your thoughts, knowledge and experience. “Do not go where the path may lead, go instead where there is no path and leave a trail.” – Ralph Waldo Emerson.

can help improve advising and integrate technology to address the needs of our students. This presentation will discuss ways that iPad apps can be used to benefit advisors and their students. I will showcase real examples and case studies to show advisors how the iPad makes a difference in an advising setting.

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**Climbing Higher: Guiding Students on the Path to Graduate School**

Shari Lindsey, Danielle Marble, Kelly Brown, & Rachel Bonnett  
University of Utah & Roseman University  
*Room: Superior A*

**Breakout Session 2 10:40–11:30**

**Is Advising Teaching? What Advisors Teach and What Students Want**

Tom Liljegren  
Utah Valley University  
*Room: Wasatch A*

Viewing advising as teaching has become the predominant paradigm of advising among many professionals. However, are advisors actually teachers? What are advisors teaching? And how can advisors be effective teachers? This presentation will be a combination of (1) a presentation about differing theories about advising and research on what students value from advising and (2) a discussion amongst the group of how advising is, or is not, teaching and what advising activities promote learning in students.

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**I Have an App for That: Sharing iPad Apps that Work Well for Advising**

Niki Weight  
Utah State University  
*Room: Wasatch B*

With technology ever changing, it is often difficult to determine what technological advances are most useful for advisors. One technology that has become a focal point of education is the use of the iPad. While there are tutorials and resources available on how to use the iPad in education, little has been done to expand the use of the iPad in advising situations. The iPad provides a portable, organized tool for advisors to use wherever they go. Learning how to use an iPad

Recent trends from a 2011 survey conducted by CGS and the Graduate Records Examinations (GRE) board of 655 U.S. education institutions show that students are still interested in applying to graduate school, but are not accepted. Higher education institutions can assist in the preparation of students to successfully apply and enroll in graduate programs by utilizing both the advising as teaching model and emphasizing student responsibility and development. This presentation will combine research and practical applications to discuss how advisors can encourage students to explore their goals, identify their motivation, and research their options. With the added perspective from a graduate program advisor, this presentation will also discuss the expectations graduate programs have of applicants and the graduate admissions process.

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**Know Thyself (and Your Students): Using the MBTI to Enhance Advising**

Adam Black  
Utah Valley University  
*Room: Superior B*

Many universities and colleges have a career center that provides career counseling independently of the advisors in the different colleges and departments. This often compartmentalizes the services provided to students and limits the ability of an advisor to help their students. Having a basic knowledge of the Myers-Briggs Type Inventory, a widely used career development tool, can help advisors have meaningful conversations with their students about their chosen major and profession.

It can also be useful in helping students have more meaningful experiences in college by helping them understand the perspective of their advisors, professors, roommates, co-workers, and others they interact with during their college years, and later into their careers.

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**Applying Generational Theories to Academic Advising**

Melanee Mariner  
Southern Utah University  
*Room: Maybird*

The generation we are born into can affect our preferences and expectations of the future. By understanding basic trends in generational studies, advisors can help their students through the advising process and assist them as they make career plans. During this presentation we will discuss viewpoints that are common to several generations (Silent, Baby Boomers, X, Millennials, and Z), Millennials as students, different approaches for advisors, and predictions for Generation Z. Participants will have the opportunity to share experiences and techniques that have helped them advise across multiple generations.

**Breakout Session 3 11:40–12:30**

**I Wish I Had Known Then What I Know Now: A Multicultural Student Perspective**

Multicultural Advising Staff  
Salt Lake Community College  
*Room: Wasatch A*

The development of ethnic student advisor positions began in 1993 as an initiative to address the increasing diversity of Salt Lake Community College’s student body. During this time, many institutions of higher education were searching for ways to proactively reach out and address the needs of increasingly diverse groups of students who have been historically underrepresented in higher education. Twenty years later, advisors are still asking questions on how to successfully advise multicultural students. With a panel of multicultural students and the Multicultural Advising staff from Salt Lake Community College, we will have a great open discussion of what works and what doesn’t work when it comes to helping students carve their own paths.

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**Advisors as Negotiators PART II: Negotiating with Colleagues and Administrators**

David Hunsaker & Landon Tooke  
Brigham Young University  
*Room: Wasatch B*

All advisors encounter challenging situations that require negotiation with department personnel, institution administrators, supervisors, and even fellow advisors. We are often caught between student needs, policy, institutional structure, and even our own unit’s resource needs. This presentation teaches proven negotiation skills from organizational behavior scholars around the world. Advisors will learn how to use these skills to reach more favorable outcomes, as they approach difficult situations with colleagues and administrators that require give and take on all sides of the table.

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**“Shots Fired!”**

Shane Crabtree  
Salt Lake Community College  
*Room: Superior A*

“Shots Fired!” The last thing you’d expect to hear in a workplace or college. Unfortunately, this violent event has become a reality in our schools. Today, anyone can become a victim of workplace violence, but, despite common belief, injury or death does not have to be the inevitable outcome. The key to survival is a proper mindset and related awareness and tools enabling you to act with purpose... to take control... You Can Survive!

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**Entering the Dialogue: Student Perspectives on Advising**

Clint Moser & student panel  
Utah Valley University & various  
*Room: Superior B*

In our work, scholarship, and professional discussions of advising we often fail to take note of the perspective of our primary stakeholder, the students that we advise. In this workshop, the student perspective takes center stage. Students from various institutions will share their divergent perspectives on the advising they have received in their experience at college. Key questions that will be addressed within this panel discussion are: what has been the most valuable aspect of your advising experience? What has been your greatest disappointment? What advice would you

your advisor on how to improve? What do you think you as a student can do to improve your own advising experience? Once students have shared their perspectives on these issues, participants will be given the opportunity to ask questions and dialogue with the student panel regarding their questions. The workshop will conclude with some brief brainstorming on how to improve advising based on what has been learned.

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### **Creating an Advising Manual from Scratch**

Katya Konkle  
Southern Utah University  
*Room: Maybird*

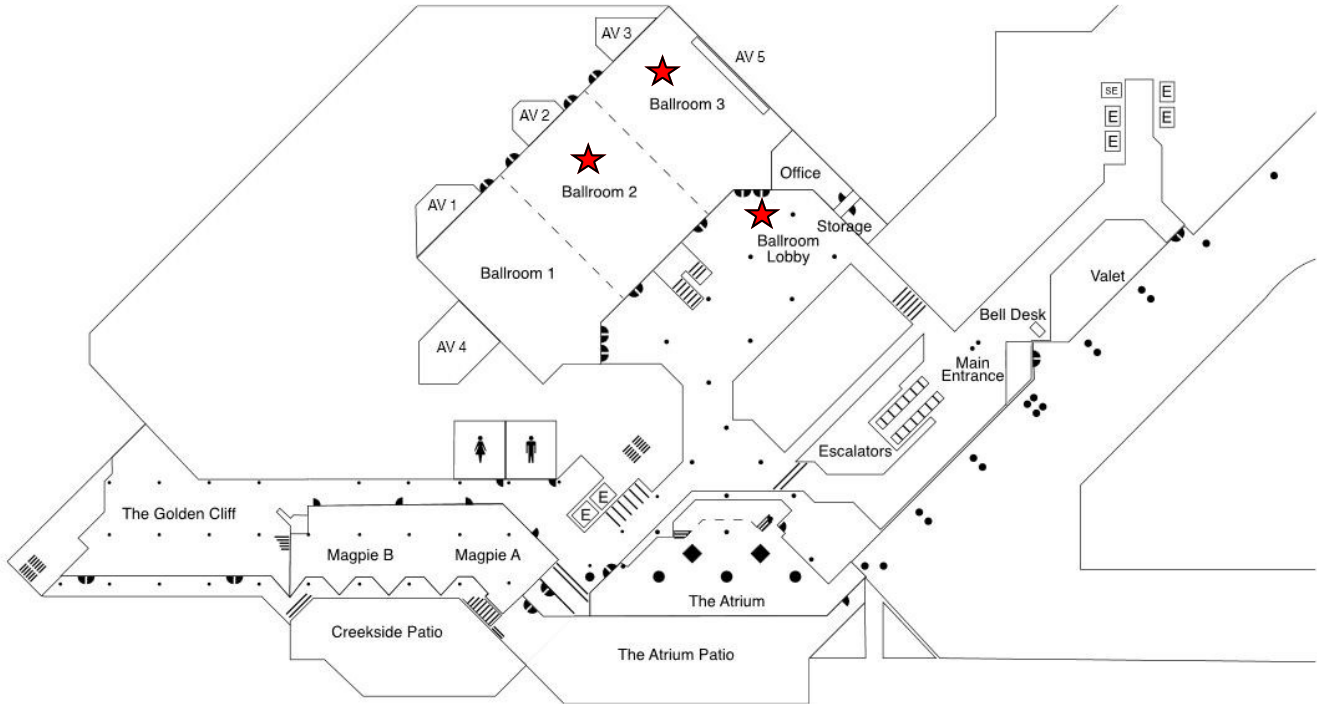
Building an advising manual from the ground up is no easy task! This presentation will walk attendees through the steps Southern Utah University took to create a comprehensive handbook that covers administrative procedures, common forms, working with specific student populations, catalog rules, campus resources, and more. Attendees will receive a copy of the completed SUU advising manual's table of contents to use as a starting point in creating their own campus or department manual.

**Lunch & Conference Conclusion**  
**12:30–1:50**



## Snowbird The Cliff Lodge

## Level B

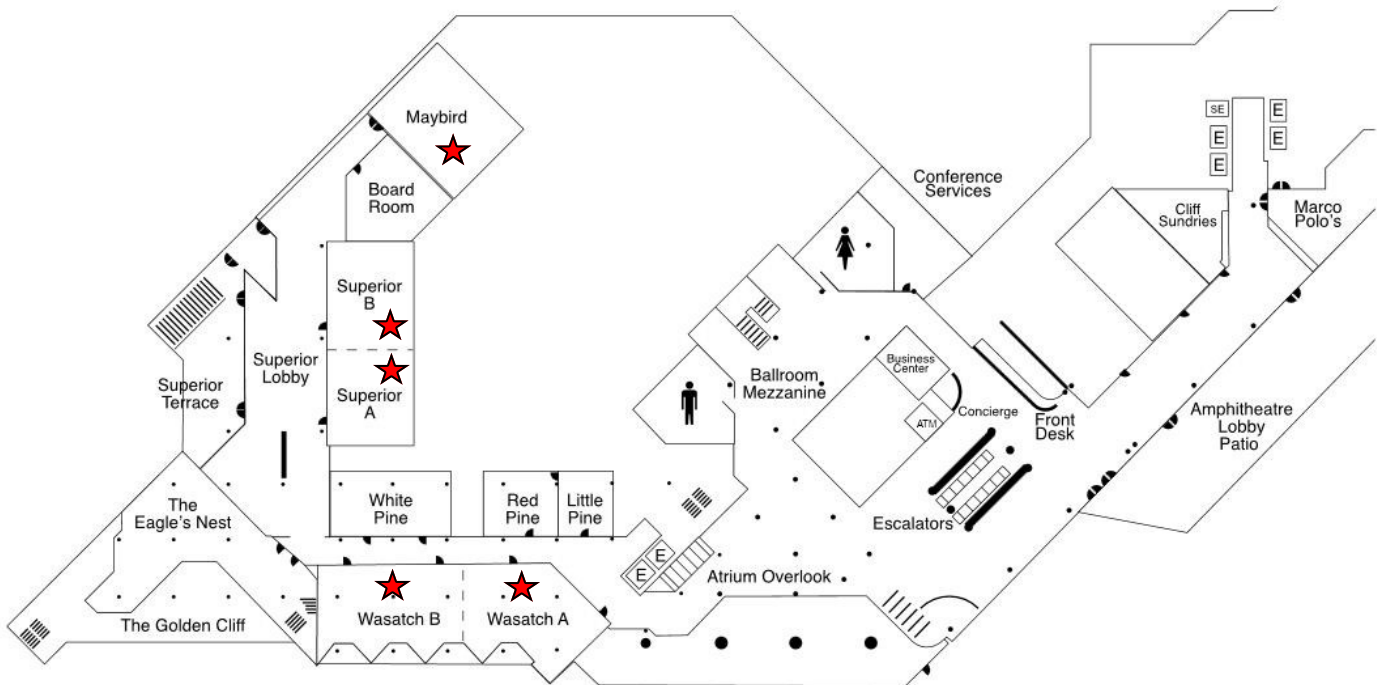


**Breakfast & Lunch, Keynote Speakers, Door Prizes**  
Ballroom 2 & 3

**Check-in/Registration**  
Ballroom 3 Lobby

## Level C

# Snowbird The Cliff Lodge



### Breakout Sessions

- Wasatch A & B
- Superior A & B
- Maybird



**Utah Advising and Orientation Association  
Established in 1999**

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