

15
1999 - 2014
YEARS

UAA

Utah *Advising* Association

2014 Annual Conference
Ogden, Utah

A Legacy of Advising Excellence

#celebrating15years #advisingdoneright #discoverOgden

MAY 29-30, 2014
OGDEN ECCLES CONFERENCE CENTER

History of the Utah Advising Association

The Utah Advising Association traces its origin back more than 30 years to what was 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. Due to evolving structures among the majority of Utah higher education institutions, the UAOA governing committee voted on September 27, 2013, to remove Orientation from the name of the organization to more accurately reflect those who participate. Advising in Utah has never been stronger, and it is through the strength and organization of the Utah Advising Association (UAA) 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 UAA has always been in the wonderful advisors 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 Association (UAA) is to provide professional development opportunities for college and university personnel who serve as a part of the academic advising community. The UAA also serves as a vehicle to promote collaboration between representatives of institutions throughout the state of Utah.

Past & Present Presidents of the UAA

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
2013-2014—Gale Larson ~ Brigham Young University



UAA 2014 Conference Program

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Welcome to UAA 2014 @Ogden Eccles Conference Center

Dear Conference Attendees,

On behalf of the UAA Executive and Governing Boards, WELCOME to the Utah Advising Association conference! We are pleased each of you have chosen to join us in Ogden, Utah, a revitalized community with historical charm and home to Weber State University, which is celebrating its 125th year! The dedicated Board members, representing the 12 major universities and colleges in the state, have been working diligently to prepare a worthwhile experience for you.

In 2014, our association celebrates a Legacy of 15 Years of excellent professional development and networking opportunities for the Utah advising community. As the 15th president, it has been my great pleasure to be able to carry on the legacy of those who have previously served so effectively in this capacity over the past fourteen years. As part of our 15th anniversary celebration, we are pleased to have past presidents joining us for recognition of their service to a stronger-than-ever advising association. We hope you'll take the opportunity to introduce yourselves and learn from them during their brief time with us.

This year, we changed our name from the Utah Advising and Orientation Association (UAOA) to the Utah Advising Association (UAA) to best represent who participates. In addition, though still an independent organization, UAA has entered into an agreement with Utah Valley University – a trusted institution with a reputation for excellent advisor training and support – to serve as our fiscal agent and to provide administrative support. An exciting initiative from your 2013-2014 UAA Board members is the announcement of the first Utah Advisor of the Year award!

We are grateful to all of you who submitted presentation proposals and who are going to present to us. We thank each of you for your contribution to make this an excellent conference! As you learn more about #advisingdoneright and as you #exploreOgden, please share your strengths and add to the already-strong 15-year legacy of Utah advising. I encourage you to introduce yourselves to colleagues in your sessions and at your breakfast and lunch tables and find in each other a legacy of excellence!

Gale Larson

Gale Larson
Brigham Young University
UAA President, 2013-2014

UAA 2013-2014 Governing Board

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Academic Advisor & Internship Coordinator

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Director, START Center

Shanny Wilson USU—College of Eastern Utah shanny.wilson@usu.edu
Director of Academic Advisement

WEDNESDAY, MAY 28, 2014

7–9 PM: Registration & Check-In (2nd Floor Lobby)

THURSDAY, MAY 29, 2014

7 AM–4 PM: Registration & Check-In (2nd Floor Lobby)

7–8:15 AM: Breakfast in the Grand Ballroom (2nd Floor)

8:20–8:30 AM: Welcome & Announcements: Gale Larson, 2014 President (Grand Ballroom, 2nd Floor)

8:30–9:25 AM: Keynote Address: Wade Oliver (Grand Ballroom, 2nd Floor)

SESSION ONE (9:40–10:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Camille Gooch Jennifer Wright	WSU	Reawakening Your Passion for Advising	101-102	P
Kerry Hammock Dan Chandler Nanette Lefrant Kyle Slaughter Justin Zamora	BYU	Injecting “Career Preparation” into “Career Exploration”: A Career-Centric Advisement Model	Executive 100	M
Reko Hargrave Brittney Hernandez Jared Wilken	SUU	This is Kind of a FIG Deal: Focused Interest Groups Mean Improved Retention	Junior Ballroom 1	M
Kyle Mammen Cara Wiley	BYU	Taming Academic Advising: The Horse Whisperer’s Tips on Managing Difficult Conversations with Students	Junior Ballroom 2	T, P, I
Tammy Mabey Marilyn Hoffman	U of U	The Smile More Project: Make Smiling Your Legacy—How Your Positivity Promotes Excellence in Advising	Junior Ballroom 3	B

SESSION TWO (10:40–11:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Doug Watson Shane Gunn	UVU	The Generation Anniversary: Are You Talking to Students from a Payphone?	101-102	T
Barbara Thompson Lisa Christensen	BYU	Producing Indispensable Professionals for Tomorrow’s Innovation-Driven World	Executive 100	I
Taylor Adams	USU	Using Campus Technology to Supplement Face-to-Face Advising	Junior Ballroom 1	B
Melanie Burton Phillip D. Rash	BYU	Mentoring the Mentor—Influencing Students through Peer Mentoring	Junior Ballroom 2	B
Shelley Nicholson Martina Stewart	U of U	“Hey Mom, What Classes Am I Taking?”: How to Maximize Parental Involvement in Advising	Junior Ballroom 3	B, P, I

SESSION THREE (11:40 AM—12:30 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Wendy Knell Anna Ortiz	BYU	So You Want to Save the World? Advising Students Pursuing Careers in International Development or Government	101-102	B
Kaplan Test Prep	<i>Sponsor</i>	Results Through Partnership: Tools to Assist with Assessment and Advising	Executive 100	—
Madison Morrell Summer Fackler	DSU	Strengths-Based Advising	Junior Ballroom 1	P
Jessica Olson Niki Weight Cheilah Bentley	USU	Making the Grade: Preparing Provisional Students for Academic Success	Junior Ballroom 2	B, M
Michelle Gessel Cynthia Wong	BYU	Assessment: So Easy an Undergrad Can Do It	Junior Ballroom 3	M

LUNCH & DOOR PRIZES (12:30—2 PM) @ GRAND BALLROOM (2ND FLOOR)

SESSION FOUR (2—2:50 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Julie Preece Scott Hosford Ron Chapman Michael Brooks	BYU	Explore Best Practices when Advising College Students with OCD and/or PTSD	101-102	B
Life Skills Technologies	<i>Sponsor</i>	Crucial Conversations: Life Skills for Any Situation	Executive 100	—
Nancy Hyde	USU	Cultural Charades: Advising International Students Does Not Have to be a Guessing Game!	Junior Ballroom 1	B
Dan Chandler Cynthia Wong	BYU	"No Man is an Island": How to Foster Collaboration and Teamwork in Assessment	Junior Ballroom 2	B, M
Debbi Murphy	WSU	Guarantee Your Legacy of Advising Excellence: Understanding Compassion Satisfaction and Compassion Fatigue	Junior Ballroom 3	B, P

SESSION FIVE (3—3:50 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Cranium Café	<i>Sponsor</i>	Virtual Advising with Cranium Café: Because Students Need Human Connection	Executive 100	—
Anneli Byrd	WSU	The Five Love Languages of Advising	Junior Ballroom 1	T
Nathan Walch	BYU	Public Relations in Advisement: How to Target the Right Audience with the Right Message	Junior Ballroom 2	P
Tonya Jewell Michelle Wilson Heather Thomas	USU	The Advising Triangle = Triage, Trust, & Triumph	Junior Ballroom 3	B, T, P, M, I

FRIDAY, MAY 30, 2014

7–11 AM: Registration & Check-In (2nd Floor Lobby)

7–8:15 AM: Breakfast in the Grand Ballroom (2nd Floor)

8:20–8:30 AM: Welcome & Announcements: Gale Larson, 2014 President (Grand Ballroom, 2nd Floor)

8:30–9:25 AM: Keynote Address: Marvin Roberts (Grand Ballroom, 2nd Floor)

SESSION ONE (9:40–10:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Julie Preece Scott Hosford Cynthia Wong Ron Chapman	BYU	A Step into the Light—Come Explore and Discover the Concerns and Issues of Students who may be Drowning Academically	101-102	M
Marvin Roberts	<i>Keynote Speaker</i>	Enjoy open dialogue with the keynote speaker!	Executive 100	I
Fred Pinnegar	BYU	Aligning Strategic Weekly Peer Mentor Messages with the Rhythm of the Semester	Junior Ballroom 1	M
Douglas Gardner	UVU	Follow Your Passions vs. Follow Your Passions is Bad Advice: Finding the Meaningful Middle Ground	Junior Ballroom 2	T, M, I
Joanne Thomas Sidney McGuire Brown	SLCC	Academic Advisor Training on a Shoestring	Junior Ballroom 3	B

SESSION TWO (10:40–11:30 AM)

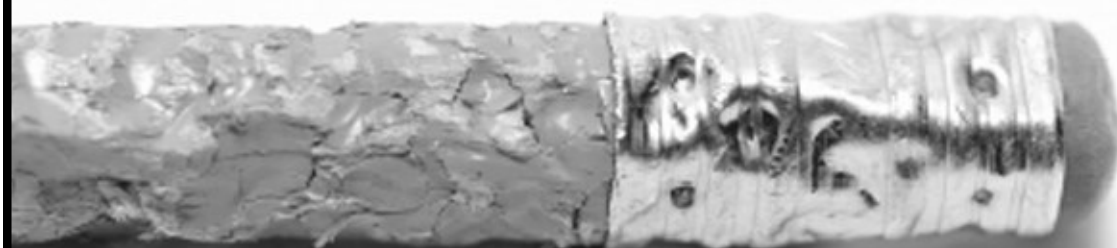
PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Michael Brooks	BYU	1-in-8: Advisement Strategies and Techniques for Working with Students with Disabilities	101-102	B, M
Shalece Nuttall	UVU	Electronic Portfolios (E-Portfolios): Why Every Advising Professional Should Have One	Executive 100	P
Sherrie Jensen Debbi Murphy	WSU	Mapping the Way to a Degree!	Junior Ballroom 1	M, I
Heather Thomas	USU	Be Part of the Club	Junior Ballroom 2	B, P
Farris Child Dan Chandler Cynthia Wong	BYU	Transforming Assessment with Direct Evidences of Learning	Junior Ballroom 3	B, T, I

SESSION THREE (11:40 AM—12:30 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Anna Heier Amy Soto	BYU	Looking Below the Surface: Understanding How Transition Theory Can Help Your Students	101-102	T, M, I
Amy Urbanek	U of U	The Changing Legal Landscape: Is Law School a Good Choice?	Executive 100	B
Madeline Corona Elizete Bond	SLCC	Understanding Dreamers: Undocumented Students on Our Campuses	Junior Ballroom 1	B
Denise Brenes Kira Jones	U of U	The Underemployment Dilemma	Junior Ballroom 2	B, M, I
Dan Chandler Cynthia Wong Farris Child	BYU	Unleashing the Power of Rubrics in Assessment	Junior Ballroom 3	B, T, I

**LUNCH, DOOR PRIZES, & CLOSING REMARKS (12:30—2 PM)
@ GRAND BALLROOM (2ND FLOOR)**

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Keynote Speaker: Wade Oliver

Wade Oliver is the Director of the national award-winning Advisor Training and Development department at Utah Valley University (UVU) in Orem, Utah, where he finds great joy in supporting and serving the many wonderful and dedicated academic advisors as they in turn support and serve the many wonderful and dedicated students at UVU.

Wade has been working full-time in advising and student success both inside and outside of Utah since 1995. Early in his career Wade saw value in gaining the experience that comes with working at institutions with varying missions that would give him the opportunity to experience higher education from different points of view. Before his arrival at UVU in 2010, Wade spent several years on the East coast of Virginia as the Director of Academic Advising at Christopher Newport University (CNU), a highly selective liberal arts and sciences university. Prior to his time at CNU, he spent six years at Utah State University as the Assistant Director of University Advising, and five years before that at Salt Lake Community College where he coordinated the First Step Orientation program for new students and managed the national award-winning Answer Center.



Throughout his career, Wade has been actively involved in state, regional, and national academic advising associations and presents regularly at their respective conferences on several important topics such as training and development, applying instructional models to academic advising, developing student success programs, and the importance of maintaining an attitude of service. In 1999, Wade organized the development of the Utah Advising and Orientation Association (now the Utah Advising Association) and served as the charter president of the organization which is currently stronger than ever and has been described as the most successful state advising organization in the country. He is particularly honored to be a part of this year's conference program celebrating the past fifteen years of excellence which has been brought about by the tireless efforts of so many who have led the association and participated in this wonderful annual conference throughout the years.

Wade is currently completing a Doctorate degree in Higher Education Administration from Northeastern University located in Boston, Massachusetts, for which he is researching pro-social behavior and attitudes in higher education. Wade has an MS in Instructional Technology from Utah State University, a BS in Sociology from the University of Utah, and an AS in Speech Communication from Salt Lake Community College. He and his wife, Jenny, have 4 children between 10 and 17 years old and treasure being able to live and work in the beautiful state of Utah.



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Day One

Welcome (Gale Larson) and Keynote (Wade Oliver) (8:20-9:25 AM)

Breakout Session 1 (9:40-10:30 AM)

Reawakening Your Passion for Advising

Camille Gooch & Jennifer Wright | Weber State University

Room: 101-102



Management guru Peter Drucker once said, “Successful careers are not planned. They develop when people are prepared for opportunities because they know their strengths, their method of work, and their values.” The objective of this presentation is to provide a framework to help advisors develop successful and satisfying careers in academic advising by engaging in personal and professional development activities. We will specifically focus on sharing ideas that will help advisors create and maintain self-awareness of their strengths and values, as well as activities to build their social resources to advance their career. We will also discuss one framework for measuring success.

Injecting “Career Preparation” into “Career Exploration”: A Career-Centric Advisement Model

Kerry Hammock, Dan Chandler, Nanette Lefrant, Kyle Slaughter, & Justin Zamora | Brigham Young University

Room: Executive 100



This presentation will provide advisors—at all institutional levels who may have varying advisement responsibilities—a career-centric model of advising. This model integrates components of various career development theories into a developmental process that incorporates the advising relationship, student development, and institutional and professional resources. Several student scenarios will be presented that depict distinct levels of student career exploration phases with advisor-prescribed activities. Advisors will be given a workbook which includes instructions for over 25 career and major exploration activities.

This is Kind of a FIG Deal: Focused Interest Groups Mean Improved Retention

Reko Hargrave, Brittney Hernandez, & Jared Wilcken | Southern Utah University

Room: Junior Ballroom 1



It’s interesting to see the different faces when advising new freshmen students. There’s the “I’m so excited to be in college face,” the “I’m nervous in this new atmosphere face,” and there’s the blank stare when students are told they have to register for classes. This session will focus on a program SUU has implemented to engage freshmen science and engineering students in core required courses in their very first semester. We call this program Focused Interest Groups (FIGs). We’ll focus on how students are registered for a FIG, how faculty and administrators create opportunities to collaborate, and how FIGs can improve retention.

Taming Academic Advising: The Horse Whisperer’s Tips on Managing Difficult Conversations with Students

Kyle Mammen & Cara Wiley | Brigham Young University

Room: Junior Ballroom 2



Featured in the critically acclaimed 2011 documentary *Buck*, Buck Brannaman travels

the country teaching horse clinics. He claims that he is “often helping horses with people problems” and that “your horse is a mirror to your soul. Sometimes you might not like what you see.” Using the horse training skills Buck shares in the documentary, we will discuss how to apply his techniques to academic advising in order to better manage difficult conversations. We will discuss how his ideology towards “colt starting” mirrors numerous advising techniques and student development theories including Marcia’s Ego Identity Statuses and Schlossberg’s Transition Theory. Additionally, we will put some of his techniques into practice and discuss ways we can facilitate the difficult situations students often face.

The Smile More Project: Make Smiling Your Legacy — How Your Positivity Promotes Excellence in Advising

Tammy Mabey & Marilyn Hoffman | University of Utah

Room: *Junior Ballroom 3*



Studies show that smiling more has great effects on you and the world around you. How does this relate to academic advising? University College at the University of Utah has implemented a “Smile More Project.” This session will give brief statistical information and studies about smiling more and the effects of doing so for yourself and those around you. We will also share with you what we have done to implement and support this simple and fun project in our office, how it relates to becoming better academic advisors, and how it promotes higher quality service to students.

Breakout Session 2 (10:40–11:30 AM)

The Generation Anniversary: Are You Talking to Students from a Payphone?

Doug Watson & Shane Gunn | Utah Valley University

Room: *101-102*



Do any of you remember the payphone? Were you a teenager when cell phones hit the scene? What about the Internet—have you always been connected or did you discover the Internet for the first time while in high school? These are some of the questions we may want to ask ourselves when we meet students from different generations, cultures, systems and skill sets. How do we reach all of our students?

In this session we will discuss the different generational issues that affect our students’ success in college as well as their differences, challenges, and how generational communication can hinder an advisors success in connecting with their students. After discussing these issues, we will propose a few ideas for reaching out to our individual student’s needs.

Producing Indispensable Professionals for Tomorrow’s Innovation-Driven World

Barbara Thompson & Lisa Christensen | Brigham Young University

Room: *Executive 100*



The 6.7% unemployment rate means that there are still millions of willing professionals seeking employment opportunities. Ironically, employers are still unable to find the kind of talent they need in many college graduates. And, in a global economy, today’s college graduates are competing with entry and mid-level professionals domestically and across the world for the same jobs.

This presentation will discuss how college students can become and stay marketable in an innovation-driven world and what BYU career advisors are doing to transform the way

career education is delivered on campus and thus produce professionals that are indispensable even in divergent economies. It will also include a discussion to invite collaboration of future efforts.

Using Campus Technology to Supplement Face-to-Face Advising

Taylor Adams | Utah State University

Room: *Junior Ballroom 1*



Course management systems used for academic advising have been found to have several benefits for students. How can you use this technology to enhance your advising practices and better serve your student population? This session will discuss how one student services center has adapted the online course management system, Canvas, to serve as a tool for advising undergraduate students. The session will discuss benefits, obstacles, and best practices to using Canvas as an advising tool. Attendees will be given helpful hints to implementing or improving this technology for their offices.

Mentoring the Mentor — Influencing Students through Peer Mentoring

Melanie Burton & Phillip D. Rash | Brigham Young University

Room: Junior Ballroom 2



The value of peer mentoring in the higher education setting is three-fold. Peer mentoring benefits not only the mentor students and those peers they mentor, but also the full-time advisors or instructors who employ and train peer mentors. We will share those elements we have found to be successful in supporting effective peer mentoring in a wide variety of settings including one-on-one interactions, classroom work, and advising. We will discuss the benefits of capitalizing on the “natural resource” that capable, leadership-minded students can provide in a university setting.

“Hey Mom, What Classes Am I Taking?”: How to Maximize Parental Involvement in Advising

Shelley Nicholson & Martina Stewart | University of Utah

Room: *Junior Ballroom 3*



Finding a balance between helping our students become responsible and independent people while also supporting and encouraging parent involvement, when appropriate, can be tricky. Ultimately, one goal of advisors is to have positive interactions in advising appointments, and to get parents and family members to be constructive elements of the entire advising experience. The question is how? In this session, we will explore the positive impacts that parents can have in advising sessions. We will introduce the guidelines that University College has developed for its staff to help advisors integrate parents into the advising experience, and the process of how these guidelines were developed.

Breakout Session 3 (11:40 AM–12:30 PM)

So You Want to Save the World? Advising Students Pursuing Careers in International Development or Government

Wendy Knell & Anna Ortiz | Brigham Young University

Room: *101-102*



We want to encourage our students to pursue their dreams. However, as advisors we have the responsibility of ensuring that our students have accurate information in order to

make decisions about their future. Students pursuing careers in international development or government have great aspirations, but they don't always have realistic expectations of what it takes to achieve those aspirations. Drawing from our experiences in international development and government—and as academic advisors—we will share strategies for advisors working with students from all majors who aspire to save the world. Our presentation will focus on dispelling common myths and presenting practical advice and resources for advisors to build their knowledge of these fields to better prepare their students.

Results Through Partnership: Tools to Assist with Assessment and Advising

Kaplan Test Prep

Room: *Executive 100*

Even the most knowledgeable advisor needs tools and information to ensure that their students are successful. This workshop will explore emerging resources that have been successfully utilized by advisors throughout the country to manage the entire advising process, increasing productivity and improving assessment to produce better outcomes.

Strengths-Based Advising

Madison Morrell & Summer Fackler | Dixie State University

Room: *Junior Ballroom 1*



“You cannot be anything you want to be, but you can be a lot more of who you already are.” Join us to discuss the importance of Strengths-Based Advising. This workshop will examine the significant impact that identifying and implementing our strengths can have in advising sessions with students and working with colleagues. We will also discuss the importance of helping our students identify their strengths to be successful in college and make the most of their college experience!

Making the Grade: Preparing Provisional Students for Academic Success

Jessica Olson, Niki Weight, & Cheilah Bentley | Utah State University

Room: *Junior Ballroom 2*



Utah State University implemented the 2-year General Studies Associate Degree provisional admission program for students that do not meet the standard admission requirements for the university in spring 2013. This presentation explores the history and evolution of provisional admission programs at Utah State. We will explain in depth the rationale, requirements, and the support system needed to carry out the program. Preliminary data will be covered to gauge the effectiveness of the program thus far. The intent of this presentation is to first understand the unique needs of underprepared students and second describe the implementation of a program designed to address these needs. We argue that this student population can be successful in higher education given the right resources and support.

Assessment: So Easy an Undergrad Can Do It

Michelle Gessel & Cynthia Wong | Brigham Young University

Room: *Junior Ballroom 3*



This session's purpose is to show how assessment is easy enough that even an undergraduate student can do it. The presentation will highlight the journey of one student advisor as she seized the opportunity to assess the Honors Advisement Center where she worked. We will cover how to identify assessment opportunities, how to decide what to assess,

how to assess it, and how to interpret the results.

In this presentation participants will: 1) Understand the feasibility of conducting assessment; 2) Gain ideas on how to carry out assessment projects within their office; 3) Be able to determine which assessment tools should be used in different contexts; and 4) Discuss and identify specific ways in which they can use assessment to improve their advisement.

Lunch & Break (12:30–1:50 PM)

Breakout Session 4 (2:00–2:50 PM)

Explore Best Practices when Advising College Students with OCD and/or PTSD

Julie Preece, Scott Hosford, Ron Chapman, & Michael Brooks | Brigham Young University

Room: 101-102



With 3.5% of the US population over 18 diagnosed with Post Traumatic Stress Disorder and 1% diagnosed with Obsessive Compulsive Disorder, it is likely that some of the students we advise experience these disorders. Through case studies and mock video presentations of advisors working with students with PTSD and OCD, we will examine how advisors can most effectively advise these students.

Crucial Conversations: Life Skills for Any Situation

Life Skills Technologies

Room: Executive 100

This presentation, “Crucial Conversations: Life Skills for any Situation,” can be applied to almost any situation. However, the main focus is on the importance of developing interview skills. The interview is one of the few crucial conversations that we know is coming well beforehand and can be prepared for. The competition for jobs that our graduates are facing, after attaining their degree, is becoming increasingly difficult. The graduating class of 2014 has a less than 50% chance of getting a job requiring the degree they just worked so hard to get. The presenter will discuss some of the reasons and ramifications of this dilemma, and present his formula aimed at giving our students the edge over the competition.

Cultural Charades: Advising International Students Does Not Have to be a Guessing Game!

Nancy Hyde | Utah State University

Room: Junior Ballroom 1



Interactions with international students can be challenging at times, and is often due to cultural differences. Improved cross-cultural understanding and communication skills can create more positive interactions with international students. This session will help advisors achieve greater awareness of other cultures, norms, values, and behaviors that can be the impetus for improved relationships and student success. Participants will learn through discussion, viewing examples of humorous cultural misunderstandings, assess their cultural awareness, and share stories and thoughts about culture in their work as advisors.

“No Man is an Island”: How to Foster Collaboration and Teamwork in Assessment

Dan Chandler & Cynthia Wong | Brigham Young University
 Room: *Junior Ballroom 2*



As assessment coordinators for our offices, we know that being in charge of assessment is extremely difficult for one person to accomplish alone. In order to foster collaboration and networking, we created the Advising Assessment Resources Group (AARG). The goal of the AARG is to facilitate assessment among the advisement community on our campus, offer resources and opportunities for collaboration and foster an in-house assessment institute structure.

During this presentation we will outline the process of brainstorming, proposing, and revising plans to create the AARG. We will discuss the group’s objectives, structure, and political issues. We will also highlight our annual assessment retreat and monthly assessment in-service meetings. Finally, we will discuss the group’s benefits, areas of improvement, and recommendations for setting up a similar group in your own department.

Guarantee Your Legacy of Advising Excellence: Understanding Compassion Satisfaction and Compassion Fatigue

Debbi Murphy | Weber State University
 Room: *Junior Ballroom 3*



Compassion Satisfaction (CS) and Compassion Fatigue (CF) encompass the positive (Satisfaction) and the negative (Fatigue) parts of helping others who have experienced suffering. Research regarding the theory of CS and CF has been directed towards those workers in traditional care giving or helping careers, i.e. medical, social work and law enforcement. This presentation will introduce the theory of CS and CF in an academic advising context. We will discuss the signs of CF and identify strategies to overcome and prevent CF. Attendees will assess their personal CS and CF levels and learn how their advising practices impact their levels of CS and CF. We will also discuss preliminary research findings on the impact of CS and CF in the academic advising community.

Breakout Session 5 (3:00–3:50 PM)

Virtual Advising with Cranium Cafe: Because Students Need Human Connection

Cranium Café
 Room: *Executive 100*

As a nontraditional student, Big Data could never have predicted Tracy’s journey. It was ultimately the connection she shared with her advisor of many years that gave her the support she needed.

Through all the rapid changes in education, one thing remains constant and advisors have long known it: the need for human connection. While advising students in person will always be the top choice, it’s not always a realistic option. Cranium Café is the alternative that replicates the critical elements of an in-person one-on-one meeting. Come hear about the communication software Tracy envisioned as a student – the solution that replaces the gap between students and their support teams with meaningful connection.

The Five Love Languages of Advising

Anneli Byrd | Weber State University
 Room: *Junior Ballroom 1*



As advisors we generally have a very short time to spend with our students. It is then critical to establish a positive connection quickly so that students will feel comfortable, willing to share their real questions, and be as open as possible to the suggestions that their advisors have for them. By habitually using the “Five Languages of Love” as suggested by Gary Chapman, advisors can more easily reach every student — even those who may be defensive or frightened when they come in.

Public Relations in Advisement: How to Target the Right Audience with the Right Message

Nathan Walch | Brigham Young University
Room: Junior Ballroom 2



Public relations is not simply about picking up the phone, sending a tweet, or updating Facebook. It is not a method to manipulate or coerce. Public relations is about building relationships. Before advisors implement a new program or update policy, they need to be strategic about how these changes are perceived and what they can do to maximize interest from their key demographics. This presentation will provide a framework for public relations and highlight a step-by-step process to solidify communication strategies in advisement and help advisors think critically about their processes.

The Advising Triangle = Triage, Trust, & Triumph

Tonya Jewell, Michelle Wilson, & Heather Thomas | Utah State University
Room: Junior Ballroom 3



The advisement of students can be improved by building “relationships of health.” The Advising Triangle, which includes triage, trust, and triumph, supports a student/advisor focus of prevention and wellness, offering opportunities to strengthen a student’s success through theoretically based advising approaches from the 2013 NACADA publication “Academic Advising Approaches—Strategies That Teach Students to Make the Most of College.” This presentation provides the blueprints for creating wellness-centered advising offices as well as explores the opportunities advisors have to create an atmosphere of wellness to engage students.

Dinner on Your Own



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Cranium Cafe™

Because Human Connection Matters.™

When you can't meet in person, Cranium Cafe is the FERPA-compliant video meeting software that replicates the critical elements of an in-person, one-on-one meeting, including sitting down face-to-face and reviewing documents together.

Join our session

Thursday the 29th, 3:00 PM
in Executive 100

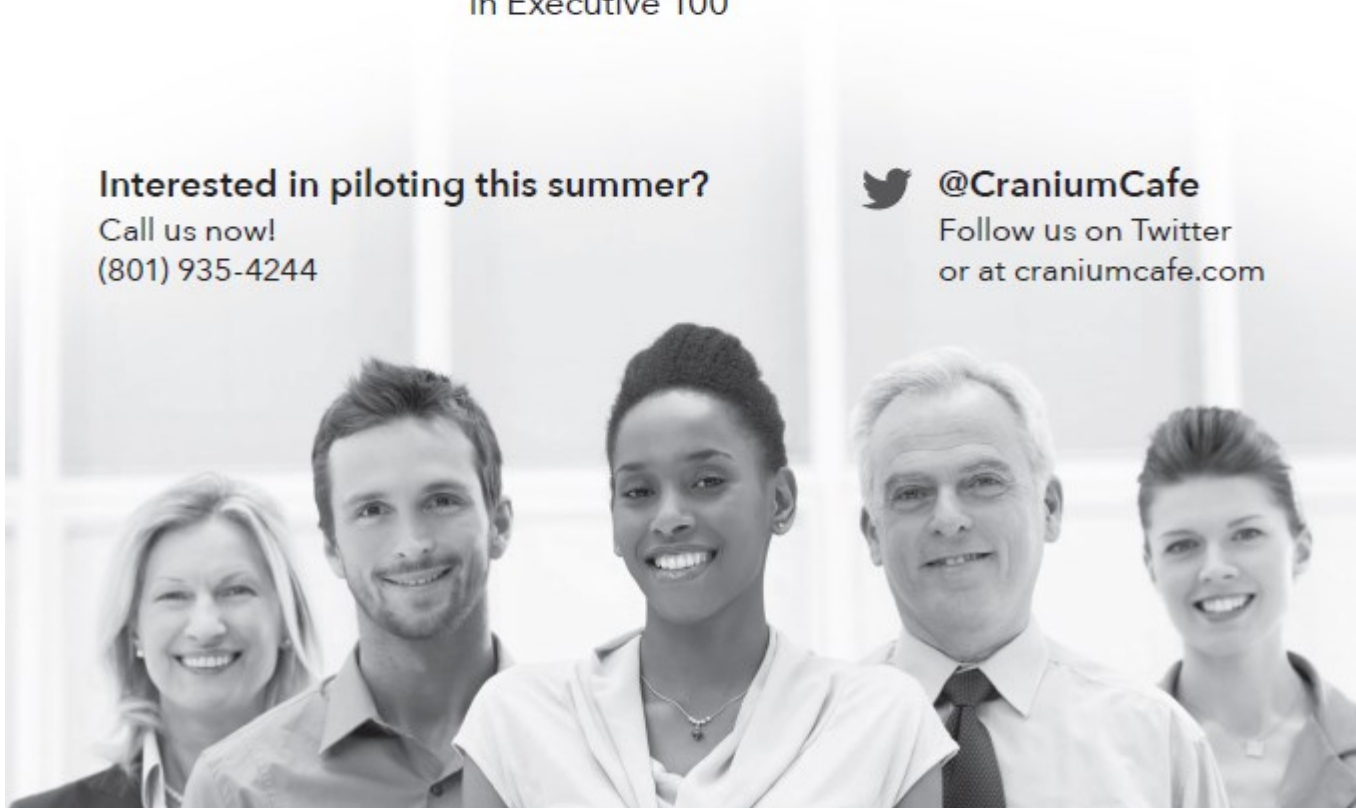
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Keynote Speaker: Marvin Roberts

A native of Brooklyn, New York, Marvin Roberts began his current position title of Assistant Vice President for Student Engagement and Diversity at Utah State University on July 1, 2013, where he serves as a resource, referral, and advocate for students in diverse groups to assist with retention and success initiatives. Additionally, he develops and implements diversity-related educational programs and activities for students, faculty and staff in collaboration with other college offices. Another component of his position is to mentor student organizations and help student clubs educate the larger campus community about the unique histories, interests, cultures, and experiences of students representing various ethnic and cultural identities.



As a 6' 8" student-athlete at USU, Marvin received numerous athletic awards and honors during his collegiate career, including being a three-time all-American in basketball. He is most proud of being a member of two NCAA tournament Aggie basketball teams. In 2006, Marvin was inducted into the USU Athletic Hall of Fame, as well as having his uniform #31 retired. He left USU during his senior year and played professionally for seven years, beginning with the Denver Nuggets. He also played for the Kentucky Colonels and the Los Angeles Lakers, finishing his professional basketball career with Amaro-Harrys of Bologna, Italy, in the Italian Professional Basketball League. However, Marvin is quick to explain that his mantra comes from a Bill Russell quote: "Basketball is what I do, not who I am."

Marvin fulfilled his academic goals by earning a Bachelor of Science degree in Business Administration and a Master of Science degree in Career Counseling, both from California State University, Los Angeles. Using the skills that helped him to be successful on the basketball court – discipline, communication, preparation, and excellence – Marvin went on to assist management and non-management employees in his role as a human resources professional in the corporate world for 25 years. Prior to his corporate career, Marvin earned his Screen Actors Guild and American Federation of Television and Radio Artists cards. He appeared in television shows and commercials, as well as the blockbuster hit movie, *Airplane*. But it was his appearance as a contestant on the game show *The Joker's Wild* that led to his first career position. "A woman from the McDonald's Corporation in the audience heard me explain that I was transitioning from basketball to 'real life' and helped lead me to a job with McDonald's. I went through the whole program, got a degree from Hamburger University, and became a human resources supervisor for McDonald's in 1987." He rose to the position of Regional Human Resources Manager for the New York region.

After the completion of his Master's degree, Marvin began a 17-year career in the transportation industry with responsibilities ranging from the oversight of the Western and Rocky Mountain regions with Watkins Motor Lines, Inc., to Regional Human Resources Manager and Advisor with FedEx Corporation. In addition, Marvin currently is in the middle of a second three-year term serving as treasurer on the board of directors of the National Basketball Retired Players Association (NBRPA) and is a member of the board of trustees of Logan Regional Hospital, as well as a director on the board of the English Language Center of Cache Valley.

Marvin was once recommended as an individual who is "driven, ethically motivated, intelligent, and attentive to his job with an empathy and care for people." He has also been described as "ever the walking contradiction," and seems perhaps more pleased with his success in corporate life than in basketball.

Marvin states that his work life ended on June 30th and his passion began on July 1st!

Day Two

Welcome (Gale Larson) and Keynote (Marvin Roberts) (8:20-9:25 AM)

Breakout Session 1 (9:40–10:30 AM)

A Step into the Light — Come Explore and Discover the Concerns and Issues of Students who may be Drowning Academically

Julie Preece, Scott Hosford, Cynthia Wong, & Ron Chapman | Brigham Young University (M)
 Room: 101-102

At grade processing in fall 2013, the academic support office at a large private university collected data, using the OQ-45 (internationally used measure of psychological well-being and distress) and an academic obstacles survey from students who were facing academic censure (Warning, Probation, Suspension, and Dismissal). In this session we will review the results of the study, including emotional indicators and concerns that students endorsed and any and all other self-identified obstacles to their academic success. Discussion with the audience will center on how these results might be relevant to students who face academic struggles and possible transforming implications for advisement practice.

Open Dialogue

Marvin Roberts | Keynote Speaker
 Room: Executive 100

Enjoy open dialogue with the keynote speaker. (I)

Aligning Strategic Weekly Peer Mentor Messages with the Rhythm of the Semester

Fred Pinnegar | Brigham Young University (M)
 Room: Junior Ballroom 1

This session invites discussion about how weekly email messages — aligned with the rhythm of the semester — can be used strategically by peer mentors to build and maintain a personal relationship with students, convey key institutional messages, encourage habits that contribute to academic success, and connect students with campus resources. When the messages come from a source that students know and respect, and when they are timely and important as well as quick and easy to read, students will read them. The use of well-timed, regular, and highly strategic messages radically expands the peer mentors' engagement with students and multiplies their impact on student success.

Follow Your Passions vs. Follow Your Passions is Bad Advice: Finding the Meaningful Middle Ground

Douglas Gardner | Utah Valley University (T)(M)(I)
 Room: Junior Ballroom 2

Through the use of video, story, and discussion, this session will explore both sides of the Follow Your Passions as “good advice” and “bad advice.” Students and advisors are hearing both arguments. An accurate understanding of both sides is needed as well as where they are coming from, who the advice is intended for, and how each side views the counter argument. In addition, advisors need to know what message to communicate to students and how to communicate that message. This session will arm advisors with a firm understanding of the voices on both sides of the passions debate, help advisors to find the middle ground, and

communicate to students about their passions. Participants will walk away with ideas and resources.

Academic Advisor Training on a Shoestring

Joanne Thomas & Sidney McGuire Brown | Salt Lake Community College

Room: Junior Ballroom 3



Feeling the pinch of a tight budget for training new advisors and investing in staff development? Learn how to utilize time, effort, and teamwork to invest in a comprehensive and ongoing advisor training program. We will share the process, objectives, content, and assessment for training new and continuing advisors. This economical and intentional training requires no additional staff. Student success and satisfaction are enhanced when they interact with knowledgeable and professionally-trained advisors. A legacy that makes a difference!

Breakout Session 2 (10:40–11:30 AM)

1-in-8: Advisement Strategies and Techniques for Working with Students with Disabilities

Michael Brooks | Brigham Young University

Room: 101-102



Students with disabilities (SWD) comprise approximately 11% of all college students. While colleges often have disability “experts,” advisors are on the front lines in working with students, and in many settings the “expert” doubles as an academic advisor. As approximately one in eight students seeking advisement has a disability, an important aspect of any advisor’s toolkit is a basic knowledge of disability service provision. Important competencies to develop include knowledge of disability law, frequently occurring disabilities, academic accommodations, and advisement techniques unique to SWDs, including helping students to develop self-advocacy and self-awareness in choosing majors and whether to disclose their disabilities. This lecture-based presentation will focus on these aspects and offer demonstrations of technologies and helps available to SWDs in achieving their potential.

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

Shalece Nuttall | Utah Valley University

Room: Executive 100



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 what an E-Portfolio is, why advisors should create and maintain an advising portfolio, what to include in an e-portfolio, and provide you with information to create your own free e-portfolio.

Mapping the Way to a Degree!

Sherrie Jensen & Debbi Murphy | Weber State University

Room: Junior Ballroom 1



Suggested Course Sequence, Four-Year Plan, or Degree Map — whatever you choose to call it, we’ve been asked to provide academic plans to assist students as they negotiate the turns, cross the hazards and climb the challenging course to reach their academic goals. A template that includes degree and admission requirements, major and minor courses, pre-

requisites, and application deadlines will identify milestones along the way, as well as show students where they need to be to finish the hike before the sun sets on their fourth year. Guides from different trails present information from their perspectives including short hikes like associate degrees, lacing up your boots for a trip to the bachelor degree, or tackling the ropes where the air gets hard to breathe when applying for programs with selective admission requirements.

Be Part of the Club

Heather Thomas | Utah State University

Room: *Junior Ballroom 2*



What can advisors do with all of their ideas, energy, and enthusiasm after a conference is over to stay energized, connected, and apply new skills? Start an advisor reading group or book club. Hear from a panel of USU advisors that established an advising reading group that benefited them personally and professionally to remain energized, connected and collaborative in between conferences to enhance day-to-day experiences with students.

Transforming Assessment with Direct Evidences of Learning

Farris Child, Dan Chandler, & Cynthia Wong | Brigham Young University

Room: *Junior Ballroom 3*



An advisement assessor may ask, “What is the difference between a direct and indirect evidence of learning? What difference does it make?” The advanced assessor may understand the importance of direct evidences of learning but unsure how to obtain them. Whether or not you’re a beginning or an advanced assessor, this session will help you assess your learning outcomes.

At the end of this session, attendees will be able to identify the difference between direct and indirect evidences of learning, explain why direct evidences of learning are important, and be able to take an outcome and explain how it could be directly assessed. The outcomes will be delivered through a presentation, handouts with examples, and opportunities for attendees to practice, share, and learn with each other.

Breakout Session 3 (11:40 AM–12:30 PM)

Looking Below the Surface: Understanding How Transition Theory Can Help Your Students

Anna Heier & Amy Soto | Brigham Young University

Room: *101-102*



Are you tired of hitting dead-ends with students that aren’t progressing towards graduation? Walking in conversation circles and getting nowhere fast? Could it be that students are experiencing more than what meets the eye? Let’s get to the bottom of it! College students of all ages face transitions that affect their lives and their performance in school. In this presentation, we will discuss strategies for discovering what transitions a student is going through and how advisors can assist students in coping with them. Participants will leave this session armed with the skills to apply Nancy Schlossberg’s Transition Theory in helping traditional and nontraditional students.

The Changing Legal Landscape: Is Law School a Good Choice?

Amy Urbanek | University of Utah

Room: *Executive 100*



“You can do anything with a law degree.” Law school has long been considered a good general graduate program, a safe choice for a recent graduate who does not know what to do after college. But is it? Skyrocketing costs and a changing economic landscape are leading many to reassess old assumptions. Since prospective law school applicants come from all majors, any advisor may be called upon to help a student decide if law school is a good choice. This session will explore differing opinions on the current 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.

Understanding Dreamers: Undocumented Students on Our Campuses

Madeline Corona & Elizete Bond | Salt Lake Community College



Room: *Junior Ballroom 1*

Utah institutions of higher education have many undocumented students interested in attending their colleges. These students have opportunities and options for a college education in our state. Although they may face tougher academic, financial, and cultural as well as ethnic barriers and challenges, they need to be encouraged to pursue a higher education. Come learn about what it is like to be an undocumented student, their needs and fears, their obstacles and challenges — come learn about the tools and resources available to support them.

The Underemployment Dilemma

Denise Brenes & Kira Jones | University of Utah



Room: *Junior Ballroom 2*

There's no doubt our country's current economic climate is bound to present a few challenges for students planning to transition out of their undergraduate careers in 2014. What's more, a recent policy paper from the Center for College Affordability and Productivity (2013) outlines some bleak realities about the labor market and reasons college graduates are underemployed. Couple this information with the National Chamber Foundation's (2012) findings that more than half of millennial workers surveyed in 2010 hoped to be working for another employer in 2012, and it becomes clear there's a need for advisors to help students not only better understand the world they're about to enter, but also why they should be asking for an informational interview when looking for internships, exploring graduate schools, or transitioning out of higher education.

Unleashing the Power of Rubrics in Assessment

Dan Chandler, Cynthia Wong, & Farris Child | Brigham Young University



Room: *Junior Ballroom 3*

Rubrics are a powerful tool to gather data quickly and uniformly. Whether evaluating how a student is progressing in their chosen major, measuring the efficacy of peer advising staff, or collecting data on advisor performance, rubrics are an easy way to enhance assessment. This session aims to help advisors unleash the power of rubrics in real-life settings. We will discuss how to incorporate rubrics into new or existing assessment plans. Participants will have the opportunity to use rubrics to evaluate an actual student scenario. To demonstrate their versatility, the presenters will give practical examples and discuss multiple options for using rubrics. Finally, participants will have an opportunity to create and fine-tune rubrics for use in their respective departments.

Lunch & Closing Remarks (12:30–2 PM)

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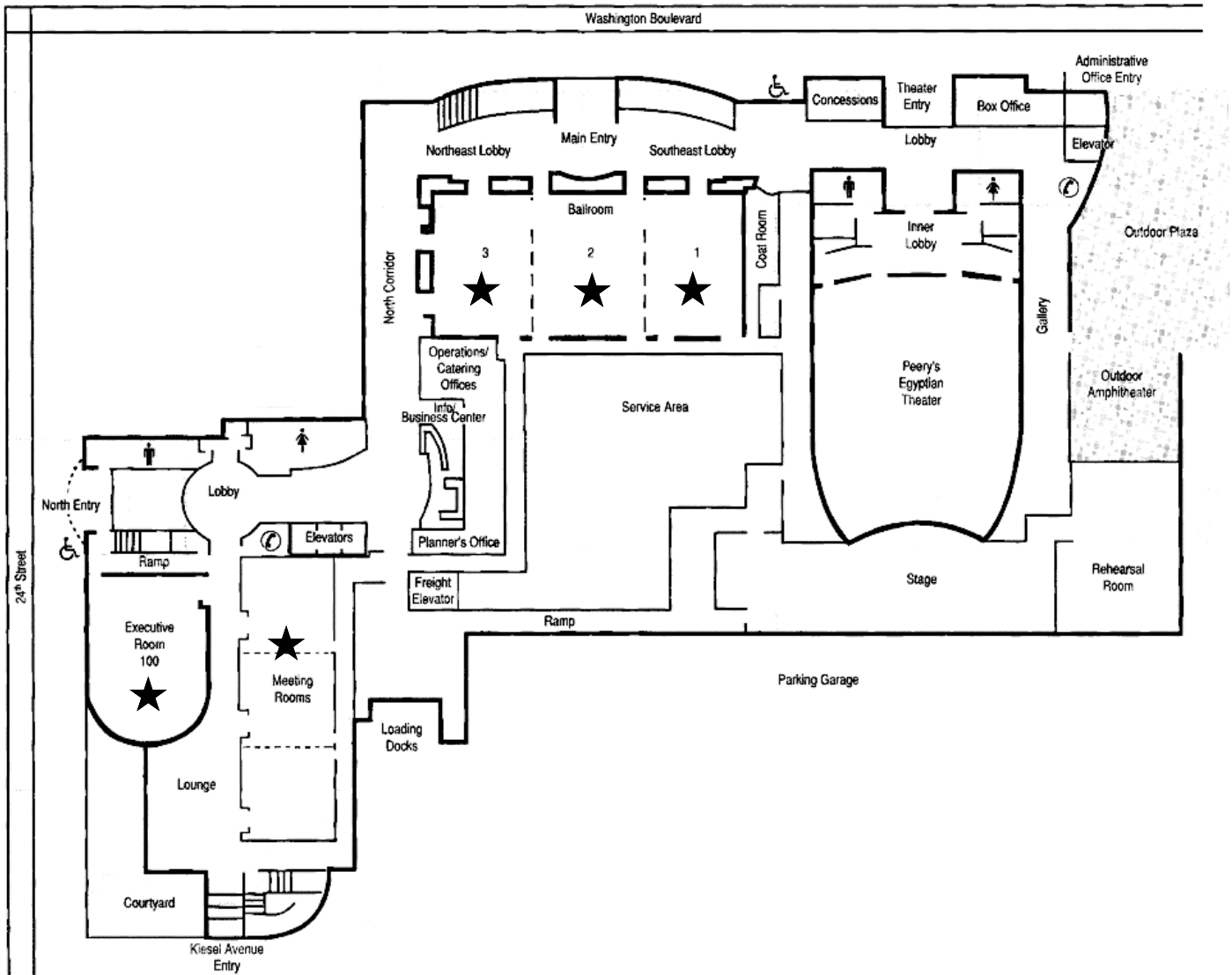


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Floor 1



Breakout Sessions

101-102

Executive 100

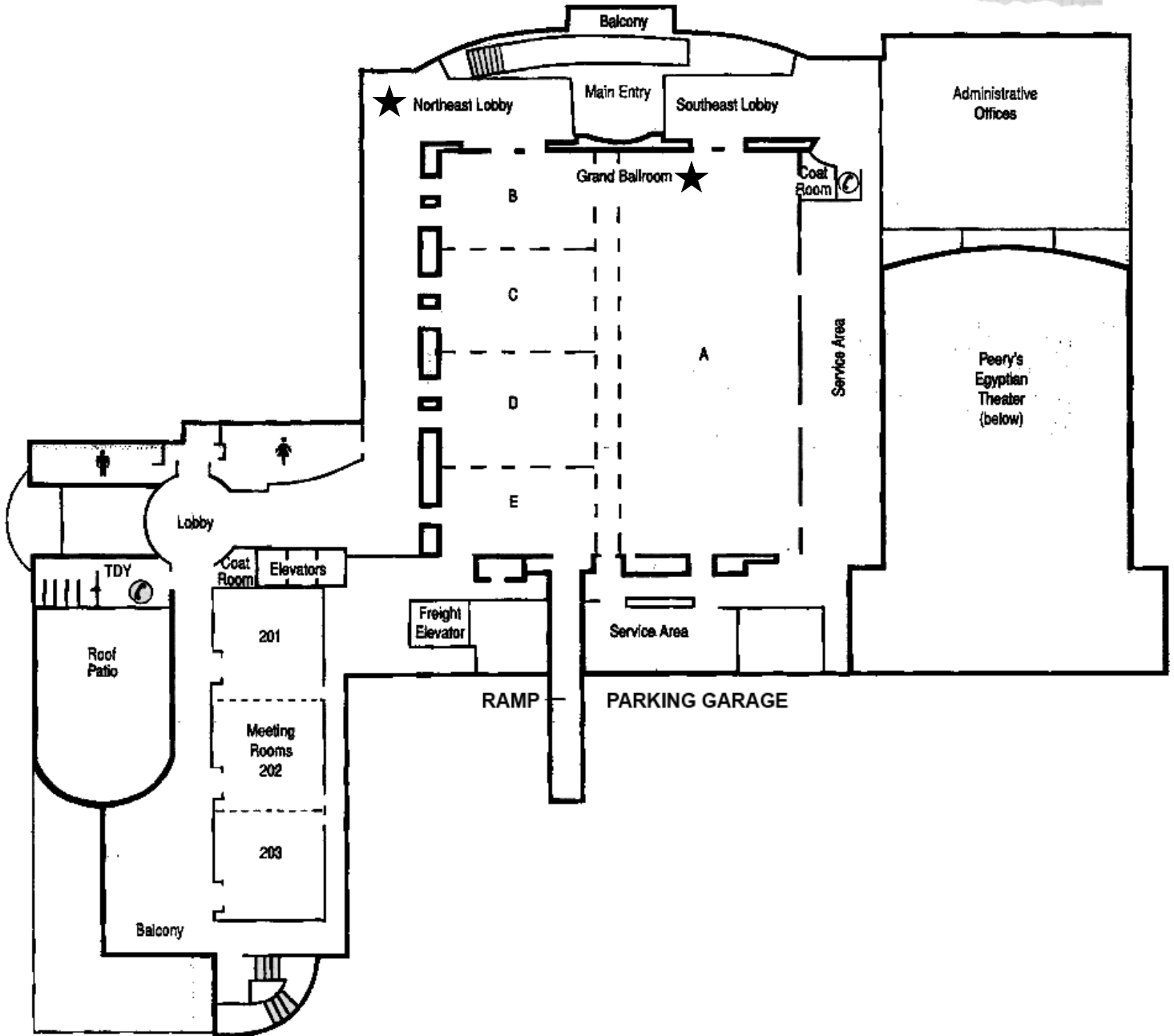
Junior Ballroom 1

Junior Ballroom 2

Junior Ballroom 3



Floor 2



Breakfast & Lunch, Keynote Speakers, Door Prizes
Grand Ballroom

Check-in/Registration
Northeast Lobby

Utah Advising Association

Established 1999

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