

UTAH ADVISING | 20  
ASSOCIATION | 15

TURN UP  
— THE —  
**HEAT**  
IN ADVISING



**UAA** | Utah  
Advising  
Association

**Annual Conference**

**May 20-21, 2015**

**Dixie Center, St. George**

## ***Welcome to UAA 2015 @ the Dixie Center***

Dear Conference Attendees,

On behalf of the UAA Executive and Governing Boards, welcome to the 16<sup>th</sup> annual Utah Advising Association conference! We are so pleased that each of you has joined us in St. George, where you can find everything from A to Zion. Our board members, representing the 12 major colleges and universities in the state, have been working diligently to prepare a valuable experience for you.

Last year we celebrated 15 years of excellence in advising—this year we are continuing that legacy by “turning up the heat in advising”! This year’s theme was inspired not only by St. George’s legendary weather and gorgeous red rock scenery, but also by the idea of going that extra mile, doing that special extra “something,” in working alongside our students and colleagues to inspire them to greatness.

This year also marks the second annual Utah Advisor of the Year award. Thank you to everyone who nominated their colleagues, and those nominees who submitted their portfolios! It was an extremely difficult decision, but we are confident that we have chosen an advisor who truly embodies the best qualities of our profession. (Speaking of professions, Joshua Larson and colleagues from the University of Utah will be conducting research at the conference to gather data on defining academic advising. If you’d like your voice heard, look for them near our sponsor exhibits.)

New this year is the ability to connect with fellow attendees with evening activities in golfing and hiking. We hope that you will use these options not only as fun, relaxing events but as networking opportunities that allow you to connect with fellow advisors outside of the traditional breakout session. If you enjoy the evening activities this year, let us know in the conference evaluation to continue them next year!

Thank you to all who submitted presentation proposals and who will present to us. So much of UAA’s success each year is due to the hard work and expertise that presenters and attendees share with all of us. It is our hope that the keynotes and sessions will reinvigorate and inspire you to “turn up the heat” in your own work this next academic year!

***Katya Konkle***

Southern Utah University  
2015 Utah Advising Association President



## UAA 2015 Conference Program

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Cover Photo Credit: Bill Ratcliff

## ***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  
2014-2015—Katya Konkle ~ Southern Utah University

## UAA 2014-2015 Governing Board

### President

Katya Konkle Southern Utah University katyakonkle@suu.edu  
Academic Advisor & Interdisciplinary Studies Program Coordinator

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### President Elect

Camille Gooch Weber State University camillegooch@weber.edu  
Assistant Director, Student Success Center

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### Past President

Gale Larson Brigham Young University gale\_larson@byu.edu  
Senior Academic Advisor & Internship Coordinator

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### Secretary (non-voting)

Melanee Mariner Southern Utah University melaneemariner@suu.edu  
Academic Advisor

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### UVU Administrative Representative (non-voting)

Clint Moser Utah Valley University clint.moser@uvu.edu  
Advisement Technology Coordinator

---

### Board Members

Mike Olson Dixie State University olson@dixie.edu  
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Lori Ransom LDS Business College lransom@ldsbc.edu  
Director of Advising and Student Success

Michelle Tuitupou Salt Lake Community College michelle.tuitupou@slcc.edu  
Academic and Career Advisor 3

Jeanne Tripp Snow College jeanne.tripp@snow.edu  
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Mayumi Kasai University of Utah mkasai@uc.utah.edu  
Academic Advisor

Vicky Larsen Utah State University vicky.larsen@usu.edu  
Academic Advisor

Shanny Wilson Utah State University Eastern shanny.wilson@usu.edu  
Director of Retention and First Year Experience

Giovana Alisa Utah Valley University alisagi@uvu.edu  
Academic Advisor

Deb Vickery Westminster College dvickery@westminstercollege.edu  
Director, START Center

### TUESDAY, MAY 19, 2015

7-9 PM: Registration & Check-In (Lobby)

### WEDNESDAY, MAY 20, 2015

7 AM-4 PM: Registration, Check-In, & Sponsor Exhibits (Lobby)

7-8:15 AM: Breakfast (Garden Room)

8:20-8:30 AM : Welcome & Announcements: Katya Konkle 2015 President (Garden Room)

8:30-9:25 AM: Kyle Reyes Keynote Address (Garden Room)

#### BREAKOUT SESSION ONE (9:40-10:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Anna Heier Amy Soto Matthew Greene	BYU	The Double Whammy: Nontraditional Distance Learners	Ballroom E	B, T, I
Marti Webster	UVU	A Time-Saving Technique in Connecting with Students	Ballroom C	P
Shanny Wilson	USU Eastern	Memory Techniques You Will Never Forget!	Sunbrook A-B	P, I
Daniel Allred	WSU	Out of the Box and On Belay: Helping Students Without Becoming Part of the Problem	Ballroom A	P

#### BREAKOUT SESSION TWO (10:40-11:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Kevin Wilson	SUU	Advising Student-Athletes: The Pathway to Success	Ballroom E	B, I
Pamela George Debbie Waite	USU	Smile! Happiness in the Workplace Increases Productivity and Success	Ballroom C	P
Giovana Alisa Marianna Henry Kristen Nuesmeyer Vika Filimoeatu	UVU UVU UVU BYU	Advising in a Primarily Mormon Culture	Sunbrook A-B	B
Jane Carlile	BYU	Mind the Gap: Understanding the Behaviors of At-Risk Students and How to Facilitate Their Success	Ballroom A	P

#### BREAKOUT SESSION THREE (11:40 AM -12:30 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Ryan Braeger	USU	Quantitative Advising Theory: An Introduction to Standardized Advising Procedure	Ballroom E	T, M
Julie Preece Scott Hosford Farris Child Melanie Burton	BYU	The Academic Improvement Plan: An Inexpensive Buffet of Intervention for Students on Academic Probation	Ballroom C	M
Leslie Park Steve Hadley	U of U	Program and Event Planning for Academic Advisors	Sunbrook A-B	B
AdviseStream	Sponsor	Using Holistic Advising to Empower Students with AdviseStream	Ballroom A	

**LUNCH SPONSORED BY CRANIUM CAFE & DOOR PRIZES (12:30-2:00 PM)  
GARDEN ROOM**

**BREAKOUT SESSION FOUR (2-2:50 PM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Deborah Decker Katie Adolpho	DSU	Mixed Methods in Advisement: What Does it Look Like Within a Program for a Professional Advisor?	Ballroom E	T
Giovana Alisa	UVU	Professional Respect: Navigating “Mean Girls” in the Workplace	Ballroom C	T, B
Heather Crum Jason Atherton	U of U	Advising Students on Academic Probation Roundtable: Sharing Sizzling Successes and Strategies	Sunbrook A-B	I
Cranium Cafe	Sponsor	Cranium Cafe: The In-office Experience with Online Advising	Ballroom A	

**BREAKOUT SESSION FIVE (3-3:50 PM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
David Kaiser	BYU	So What Exactly Is This MCAT 2015 I Keep Hearing About?	Ballroom E	P
Mykel Beorchia	USU	Improving Retention by Advising Intentionally: Using Data to Identify and Advise At-Risk Students	Ballroom C	M
John Starkey Eric Lee Sal Mora	UNLV	Who is the Nontraditional Student at YOUR Institution?	Sunbrook A-B	
Scott Hosford Julie Preece Ronald Chapman	BYU	Going to the Dark Side: Understanding and Advising Students Experiencing Shame	Ballroom A	B, T

**THURSDAY, MAY 21, 2015**

7 AM-12 PM: Registration & Check-In (Lobby)

7-11 AM: Sponsor Exhibits (Lobby)

7-8:15 AM: Breakfast (Garden Room)

8:20-8:30 AM : Welcome & Announcements: Katya Konkle 2015 President (Garden Room)

8:30-9:25 AM: Deneece Huftalin Keynote Address (Garden Room)

**BREAKOUT SESSION ONE (9:40-10:30 AM)**

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Niki Weight Erin Henrie	USU	Terrific Training Tools: Creating and Implementing an Effective New Advisor Training Program	Ballroom E	B
Amy Soto Anna Heier Matthew Greene	BYU	When the Square Peg Won't Fit in the Round Hole: Adapting Traditional Learning Strategies to Adult Learners	Ballroom C	B, T, I
Julie Preece Scott Hosford Ron Chapman	BYU	Everything from A to Depression: Best Practices for Advising Students with Depression	Sunbrook A-B	T
Patricia Nelson	UVU	Help! I Can't Do Tests!	Ballroom A	P

### BREAKOUT SESSION TWO (10:40-11:30 AM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Tina Calamity	SUU	My Culture Is Not Your Costume: A Multicultural Student Panel	Ballroom E	B, P, I
Melissa Christensen	BYU	Hard Hats Required: An Advising Toolbox for Career Exploration	Ballroom C	P, I
Jennifer Wozab	U of U	Creating and Heating Up Your Advising Philosophy	Sunbrook A-B	P
BYU Independent Study	Sponsor	Online Courses—Aid Your Students' Progress with Help from BYU!	Ballroom A	

### BREAKOUT SESSION THREE (11:40 AM-12:30 PM)

PRESENTER(S)	SCHOOL	TITLE	ROOM	CODES
Hayley Jensen	BYU	What Peer Advising Can Teach the Pros: Bridges from Admission to Orientation	Ballroom E	B
Dianna Bunker	UVU	Meditation at Work: Creating a Healthy and Happy Work Environment	Ballroom C	P
Melanee Mariner	SUU	Promoting Wellness for Student Success	Sunbrook A-B	B
Nathan Walch Bridger Talbot	BYU	You're Not the Boss of Me! -- Helping College Students Develop Self-Authorship	Ballroom A	T

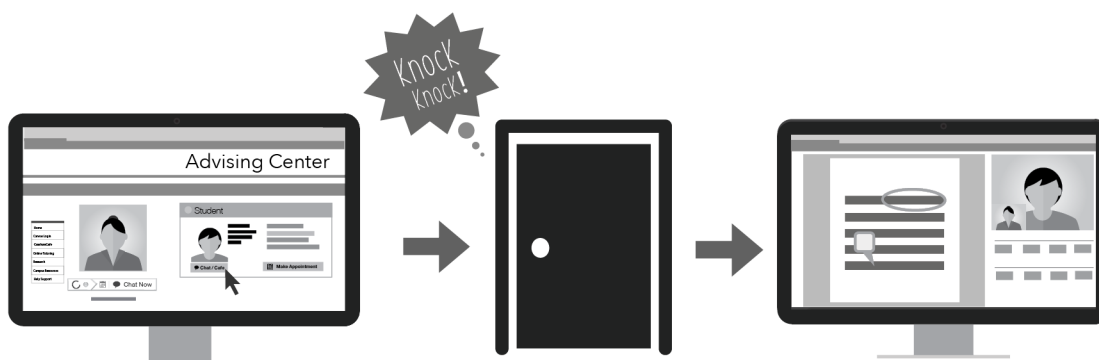
**LUNCH SPONSORED BY BYU INDEPENDENT STUDY, DOOR PRIZES, & CLOSING REMARKS (12:30-2:00 PM ) GARDEN ROOM**



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***Keynote Speaker: Dr. Kyle Reyes***



Dr. Kyle A. Reyes currently serves as Special Assistant to the President for Inclusion and Assistant Professor of Education at Utah Valley University (UVU). Kyle has spent his career championing initiatives to improve outcomes and opportunities for students from various underrepresented backgrounds. In his current role as UVU's Chief Diversity Officer, Dr. Reyes works to advance issues of inclusion and diversity throughout the campus. From 2009-2014, he served as Special Assistant to the President at UVU and before that, he dedicated 6 years to programs and services for underrepresented students and communities. Kyle currently serves on a number of community boards including American Indian Services, The United Way of Utah County, and the national organization of Asian Pacific Americans in Higher Education. Dr. Reyes was elected by his peers statewide to co-chair the College Access Network for the Utah System of Higher Education from 2012-2014.

For his work in community outreach, service learning, and inclusive initiatives, Kyle has received a number of awards including: the mid-level professional award from the Western Region of NASPA; the Civically Engaged Staff Member Award from the Utah Campus Compact; UVU's Board of Trustees Award; and the 2013 Exemplary Educator for Diversity Award for the state of Utah from the National Association of Multicultural Education (NAME). Dr. Reyes' research focuses on conditions for underrepresented student success and leadership for social justice throughout P-20 educational institutions.

Kyle received his Ph.D. in Educational Leadership and Policy from the University of Utah and was the recipient of the Elmo R. & Frances Bennion Morgan Fellowship. He is the Hip Hop club advisor at UVU and has been involved in cultural and urban dancing and visual arts for over 20 years.



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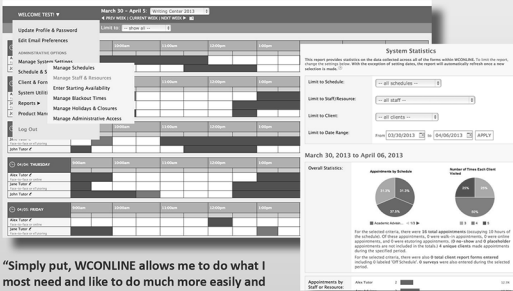
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**Day One**  
**Welcome (Katya Konkle) and Keynote (Kyle Reyes) (8:20-9:25 AM)**

**Breakout Session One**  
**9:40–10:30 AM**

**The Double Whammy: Nontraditional Distance Learners**

*Anna Heier, Amy Soto, & Matthew Greene*  
*Brigham Young University*  
*Ballroom E*



The number of nontraditional and distance learners participating in higher education is now greater than ever. These populations are at risk of not graduating as they face challenges that traditional on-campus students typically don't. And while being a nontraditional student or a distance learner is difficult enough, students who wear both hats deal with a double whammy of challenges. How can we help these nontraditional distance learners succeed? How can we increase their chances of graduating? In this presentation we will review obstacles that nontraditional distance learners face and discuss ways in which advisors can guide these students to success. We'll use Adult Learning Theory (andragogy) and share best practices to build a solid framework for advising nontraditional distance learners. Group participation is encouraged.

**A Time-Saving Technique in Connecting with Students**

*Marti Webster*  
*Utah Valley University*  
*Ballroom C*



The book, *The Art of Speed Reading People: How to Size People Up and Speak Their Language*, written by Paul D. Tieger and Barbara Barron-Tieger is written for use in the corporate world. However, this book can also be used by academic advisors and counselors. *The Art of Speed Reading People...* book illustrates how the Myers-Briggs Personality Type profiles can be used to engage students in timely and effective communications.

**Memory Techniques You Will Never Forget!**

*Shanny Wilson*  
*Utah State University Eastern*  
*Sunbrook A-B*



“Our mind is one of the most powerful tools we will ever possess” yet classic studies have shown that, immediately after listening, we are likely to recall only half of what was said (Carter, Bishop, Kravits 250). I teach College Success Skills, a study skills course designed to increase student success in college. Years ago I saw a presentation on memory techniques that was one of the best I have ever experienced. I developed my own interpretation of the lecture and started sharing with it with my students. They are amazed at how effective these techniques work and how fast they are able to learn and remember information. Turn up the heat in advising and come explore new ways to enhance your memory skills.

**Out of the Box and On Belay: Helping Students Without Becoming Part of the Problem**

*Daniel Allred*  
*Weber State University*  
*Ballroom A*



Our attitude towards students or a situation often determines whether we employ developmental or prescriptive advising practices. Using concepts from *Leadership and Self-Deception* by the Arbinger Institute, the presentation and discussion will address how to clearly see what we can do to help students to the fullest and how we can prevent ourselves from being a part of their problem. Attendees do not need to be familiar with developmental theory or have read *Leadership and Self-Deception* in order to use the ideas presented in this session. This session is designed to provide practical ideas to advisors in working with students.

### Breakout Session Two 10:40–11:30 AM

#### Advising Student-Athletes: The Pathway to Success

Kevin Wilson  
Southern Utah University  
Ballroom E



Student-Athletes enter college excited to compete in their sport. Many come with the expectation of being treated differently than other students. Some anticipate special treatment because they received special treatment on their way to college athletics. In some cases, their entire lives were mapped out for them. Decisions like: which classes to take, practice schedules, when to eat, where to eat, who to talk to, etc. were made for them. They come with the skills to play sports, but are they equipped with the tools to navigate through their academic plan? Who teaches them how to be a college student?

Participants will leave this session with an understanding of the challenges faced when dealing with student-athletes. This will be accomplished through fun, participation based activities.

#### Smile! Happiness in the Workplace Increases Productivity and Success

Pamela George and Debbie Waite  
Utah State University  
Ballroom C



With the epidemic of depression sweeping the nation, advisors have the opportunity to be a positive force at universities and in individual student lives. This presentation will share research on why it's important to be happy through the science of Positive Psychology and provide 7 specific strategies to create and share a more positive outlook. Drawing on the work of Shawn Achor, one of the leaders in Positive Psychology research, advisors will learn how to implement these strategies in their professional work. There will also be a discussion on how appreciative advising marries with these strategies, and specific examples of how to use these principles to create a positive atmosphere during student advisement.

#### Advising in a Primarily Mormon Culture

Giovana Alisa, Utah Valley University  
Marianna Henry, Utah Valley University  
Kristen Nuesmeyer, Utah Valley University  
Vika Filimoeatu, Brigham Young University  
Sunbrook A-B



Utah creates a unique environment for advising due to the dominant Mormon culture. Even those who were raised LDS outside the state encounter cultural conventions that don't fit national norms. This session will feature a panel of advisors who represent the varied backgrounds we see in our institutions and will answer questions about this topic and share their experiences and best practices in advising students, interacting with colleagues, and how to train new advisors with little knowledge of the LDS religion and Utah Mormon culture.

#### Mind the Gap: Understanding the Behaviors of At-Risk Students and How to Facilitate Their Success

Jane Carlile  
Brigham Young University  
Ballroom A



As advisors, we've all seen our best efforts greeted with blank stares or absent-minded head nodding, particularly by students from difficult backgrounds. The gap between our intentions and a student's response can be disheartening. In this session we will learn why typical advisement techniques often fall flat with at-risk students and what we can do to motivate and encourage their success. We will deepen our understanding of what these students face each day and how to create impactful relationships. Through group discussion we will develop strategies to mitigate the negative effects of living life on the fringes and learn to apply this new understanding in our role as advisors.

## Breakout Session Three 11:40 AM-12:30 PM

### Quantitative Advising Theory: An Introduction to Standardized Advising Procedure

Ryan Braeger  
Utah State University  
Ballroom E



As the discipline of academic advising establishes itself as a distinct field of scholarly study, it is imperative that quantifiable data be at the forefront of current and future efforts to reimagine university advising policy. Quantitative Advising Theory is the attempt to create standardized advising procedures in the defense of continued non-normative advisory relationships. Participants will be introduced to the theory of quantitative advising through both theoretical discussion and theory application. Participants will be equipped with the research knowledge and evaluation templates necessary for the creation/adaptation of quantitative research programs for two unique student sub-populations; those students admitted to the university on a provisional admissions contract and students entering the university with previously earned concurrent enrollment/advanced placement credit.

### The Academic Improvement Plan: An Inexpensive Buffet of Intervention for Students on Academic Probation

Julie Preece, Scott Hosford, Farris Child, & Melanie Burton  
Brigham Young University  
Ballroom C



Ever wonder if there is something else you can do to advise the students on academic probation or who are struggling academically? Since 2002, the Academic Support Office at a large undergraduate institution has been using an Academic Improvement Plan (AIP) and the Academic Obstacles Survey (AOS). The data suggests those students who work with their academic advisors in discussing and filling out these surveys do better academically than those students who do not. Academic advisors from a variety of academic departments on campus and ASO advisors will share not only the two surveys, but discuss and demonstrate how they utilize

these instruments to help students understand their concerns and issues and set goals to academic success.

### Program and Event Planning for Academic Advisors

Leslie Park & Steve Hadley  
University of Utah  
Sunbrook A-B



As advisors embrace the Advising is Teaching philosophy, we are increasingly bringing advising to students in diverse settings. From an annual event to explore majors, monthly social events for student groups, to ongoing training and development for professional staff members - putting together a successful event has become an increasingly important part of some advisors' jobs. This presentation will give advisors the opportunity to learn more about how to take on the challenge of program and event planning. They will leave the presentation with basic tools and strategies for facilitating a successful event for both students and colleagues. Specifically, we will discuss how to create goals/outcomes for the event, budget proposals/resource management, working with a committee, and evaluation/assessment tools.

### Using Holistic Advising to Empower Students with AdviseStream

AdviseStream  
Sponsor  
Ballroom A

The AdviseStream cloud-based software platform builds community, encourages collaboration, and streamlines processes for student success. Students are empowered to take control of their academic and career paths by creating and modifying multi-year plans, designing their co-curricular experiences, and translate achievements into e-folio and résumé formats. AdviseStream helps advisors to support each student's path to graduation whether they are 100% pre-med or 100% undecided.

## Lunch & Break 12:30-1:50 PM

### Breakout Session Four 2:00-2:50 PM

#### **Mixed Methods in Advisement: What Does it Look Like Within a Program for a Professional Advisor?**

*Deborah Decker & Katie Adolpho  
Dixie State University  
Ballroom E*



Come and participate in a fun and innovative session that highlights three theories of advisement. We will be focusing on how to “have the best of all worlds” as a program specific advisor but ideas can easily be adapted for faculty advisors as well. Be prepared to use your smart or dumb phone to weigh in on different ideas and to kick off discussions. We will be keeping it real with true to life case studies (all names will be changed to protect both the innocent and the not so innocent).

#### **Professional Respect: Navigating “Mean Girls” in the Workplace**

*Giovana Alisa  
Utah Valley University  
Ballroom C*



With the professionalization of academic advising and the boom of advanced degree programs specifically tailored to this industry, there has been an increase in the competitive process to get higher education jobs, and then move up the career ladder. In addition, due to the current economic and social climate, we’re seeing more individuals delay retirement, creating intergenerational workplaces like never before experienced. This presentation will explore difficult or awkward situations that can occur between coworkers of different generations and personalities. Using clips from the now-classic film “Mean Girls” to illustrate and inject a little humor into this difficult subject, participants will see example scenarios they might encounter and the techniques and processes that can be applied to neutralize bad situations or help resolve problems that arise.

#### **Advising Students on Academic Probation Roundtable: Sharing Sizzling Successes and Strategies**

*Heather Crum & Jason Atherton  
University of Utah  
Sunbrook A-B*



Advising students who are on academic probation can be both challenging and rewarding. There is great value in communicating our advising experiences. During this roundtable discussion, we will examine higher education academic probation programs in Utah. Participants will have the opportunity to share successes and strategies for working with this population of students.

#### **Cranium Cafe: The In-office Experience with Online Advising**

*Sponsor  
Ballroom A*

Relationships are crucial to a positive advising experience. Online advising with Cranium Cafe provides that essential human interaction when students can’t get to campus. We’ll also discuss how Cranium Cafe is being used at schools like the Community Colleges of Spokane and show part of a real Cafe advising session.

### Breakout Session Five 3:00-3:50 PM

#### **So What Exactly Is This MCAT 2015 I Keep Hearing About?**

*David Kaiser  
Brigham Young University  
Ballroom E*



The Medical College Admissions Test (MCAT) is a specific type of standardized test that is an important consideration used as part of the medical school application and admission process. In 2015, a new iteration of the MCAT will be administered for the first time. Because students from all majors and disciplines apply to medical school, it is important for advisors to have an increased understanding of this new examination.

The Learning Objectives for this presentation are as follows: 1) Provide a brief history of the MCAT, 2) Discuss each of the four sections on



the new MCAT, 3) Discuss the new exam scoring system, 4) Discuss the rationale for the exam changes, and 5) Discuss the implications for advisors.

### **Improving Retention by Advising Intentionally: Using Data to Identify and Advise At-Risk Students**

*Mykel Beorchia*  
*Utah State University*  
*Ballroom C*



The nationwide discussion on retention has a direct impact on how universities function, what advisors do, and how advisors interact with their students. Students at-risk typically don't seek academic advising when they begin to struggle, but after the point of turning the situation around. Using data, intentional advising identifies students at-risk of leaving the university. The advisor can identify groups of at-risk students, develop and implement a plan to catch problems early to assist the student in meeting his/her goals.

By attending this session, participants will understand how using data to advise students intentionally can improve the student experience, and ultimately improve retention rates. Participants will create an intentional advising plan for the students they advise.

### **Who is the Nontraditional Student at YOUR Institution?**

*John Starkey, Eric Lee, & Sal Mora*  
*University of Nevada, Las Vegas*  
*Sunbrook A-B*

This presentation is for administrators and advisors who are new to addressing the needs of nontraditional students. No matter the capacity in which you are involved, we recommend you attend this session if you have recently begun focusing efforts toward helping your nontraditional population of college students persist and complete their degree programs. This session will assist you with the beginning of your efforts by challenging you to define your institutions' nontraditional student population, and by subsequently providing a framework from which you can begin developing an action plan or an initiative to address the challenges facing the nontraditional student population at your institution.

### **Going to the Dark Side: Understanding and Advising Students Experiencing Shame**

*Scott Hosford, Julie Preece, & Ronald Chapman*  
*Brigham Young University*  
*Ballroom A*



Shame is a universal emotion often experienced outside of awareness. Shame indicates that our bonds with others are being threatened. It is often triggered by situations in which we feel inadequate or vulnerable, are struggling or failing, are overwhelmed by the demands of life or feel dependent on others for help. Struggling students often experience shame, frequently with accompanying self-destructive behaviors. Many behaviors we may sometimes find annoying in others (e.g., arrogance, anger, blaming others, avoidance, etc.) are often the result of shame and may reflect something about the student that is not easily seen on the surface. This presentation will focus on helping advisors better understand, detect and work with students experiencing shame in order to improve students' academic and interpersonal functioning.

**Dinner on Your Own**

# BYU | MPA

*Diverse Interests. Common Goal. Societal Impact.*



## KYLAN BROWN

**HOMETOWN:** Bountiful, UT

**INTERESTS:** Photography, rock climbing and solving social problems

**PERSONAL HERO:** Thor

**WHY A BYU MPA?** It is the perfect meld of social missions, strong business skills, and people who sacrifice their comforts for the betterment of others



## KULANI ELLIOTT

**HOMETOWN:** Albuquerque, NM

**PROFESSIONAL ASPIRATIONS:** To work with organizations that support veterans and military families

**INTERESTS:** Traveling, singing and dancing

**WHY A BYU MPA?** Gain the skills I need to be the difference I want to see in the world



## MATTHEW TAYLOR

**HOMETOWN:** Draper, UT

**NICKNAME:** The Renaissance Man

**INTERESTS:** Music, books and cheese

**PROFESSIONAL INTERESTS:** I want to help socially focused organizations do their jobs better

**WHY A BYU MPA?** It is a practical degree which will allow me to do good in the world



**BYU MPA:** Training leaders to impact society. Career opportunities in Government, Nonprofit, Healthcare, Education, Corporate Social Responsibility.

## Keynote Speaker: Dr. Deneece Huftalin

Dr. Deneece G. Huftalin was named the eighth President of Salt Lake Community College in September 2014 and feels privileged to have served SLCC students, faculty, and staff for more than two decades.



In her time at SLCC, Dr. Huftalin has worked collaboratively with faculty and staff to strengthen high-impact practices, learning outcomes, and inclusivity initiatives, and has led Collegewide strategic priority and assessment efforts. Prior to her current role, Dr. Huftalin served as the Interim President, Vice President of Student Services, Dean of Students, and Director of Academic and Career Advising. Before joining SLCC in 1992, Dr. Huftalin held positions at William Rainey Harper College, Northwestern University, the University of Utah, and the Institute for Shipboard Education.

As President, Dr. Huftalin's goals are to significantly increase student completion and transfer rates and to work closely with industry leaders to strengthen SLCC's responsiveness to workforce needs. She is inspired by the Sarah Ban Breathnach quote: "The world needs dreamers and the world needs doers. But above all, the world needs dreamers who do." For Dr. Huftalin, the quote reflects her desire to think big about what our world can be and then to go about making that happen in one's own space. "It's a nice marriage between invention and creativity and the daily work of making the world a better place—really making it better, not just talking about it," said Dr. Huftalin. "You can't just talk about that—you need to roll up your sleeves and do it."

Dr. Huftalin teaches in the Education, Leadership, and Policy program at the University of Utah and serves on a number of community boards and councils including for the Salt Lake Chamber, EDCUtah, YWCA Utah, Utah Campus Compact, United Way of Salt Lake, Sandy Area Chamber, and Women's Leadership Institute. She is also the current presidential sponsor for the Utah Women in Higher Education Network (UWHEN).

Dr. Huftalin and her husband Tim are the parents of two sons, Max and Eli.

Dr. Huftalin earned a bachelor's degree from the University of Utah, a master's degree from UCLA, and a doctorate in Education, Leadership, and Policy from the University of Utah.

## Day Two Welcome (Katya Konkle) and Keynote (Denece Huftalin) (8:20-9:25 AM)

### Breakout Session One 9:40-10:30 AM

#### **Terrific Training Tools: Creating and Implementing an Effective New Advisor Training Program**

*Niki Weight & Erin Henrie  
Utah State University  
Ballroom E*

**(B)**

With the impact advising has on student success effective training for new advisors is vital. Since advisors come from many backgrounds, a standardized training method ensures they are taught essential informational, relational, and conceptual aspects of advising. Budget and time constraints make the task of training new advisors daunting.

This presentation addresses these obstacles by showcasing the implementation of a cost effective ten-day new advisor training program that utilizes training time and efficiently prepares new advisors to begin advising. The training consists of a course that couples online training modules with in-person training. The program can be easily shared and tailored to different departments and institutions. Attendees will see the inner-workings of the training and receive resources to enhance their own training programs.

#### **When the Square Peg Won't Fit in the Round Hole: Adapting Traditional Learning Strategies to Adult Learners**

*Amy Soto, Anna Heier, & Matthew Greene  
Brigham Young University  
Ballroom C*

**(B)(P)(I)**

Are you caught off guard when adult learners need help with their courses and traditional methods fall short? Do you find that your adult learners are dropping out because they feel like they can't keep up with other students and their "brain doesn't work the way that it used to"? Do you want to help but lack strategies that work? Come to this session where learning strategies are specifically tailored with adult learners in mind. We will explore adult persistence challenges, adult learning theory, and learning

strategies that can specifically help adult students. Participants will leave this session armed with learning strategies related to memory, self-efficacy, and motivation that will be applicable to an array of adult learners.

#### **Everything from A to Depression: Best Practices for Advising Students with Depression**

*Julie Preece, Scott Hosford, & Ron Chapman  
Brigham Young University  
Sunbrook A-B*

**(T)**

The US National Institutes of Health suggest that a possible 30 % of college students are depressed with suicide being the third leading cause of death amongst the 15-24 age groups. Advisors are often the first professionals on campuses to meet and work with these students. This interactive session will provide ideas and best practices for recognizing the differences in symptoms of depression between men and women, how depression may impact academic performance/an advisement session, ideas on referrals and how to ask the most difficult of questions. The presentation and handout will include possible academic accommodations students may qualify for (both in the classroom and advisement sessions), and how advisors can use accommodations to the stack the decks for success for all.

#### **Help! I Can't Do Tests!**

*Patricia Nelson  
Utah Valley University  
Ballroom A*

**(P)**

Many of the students who come to my office say these words. In studying the problem, I have found some solutions that seem to help: how to prepare for tests; what to do during tests, and how to study for different types of tests. I will also share a PowerPoint on Power Testing which will help students prepare and use time wisely in preparation as well as during tests, and dealing with mild anxiety. Participants will share their ideas and will leave this session expecting to be able to share with their students ideas on test preparation, ideas to help during tests, and ideas for dealing with mild anxiety.

## Breakout Session Two 10:40-11:30 AM

### **My Culture Is Not Your Costume: A Multicultural Student Panel**

*Tina Calamity*  
Southern Utah University  
Ballroom E



A student panel of American Ethnic Minority students will share their stories of success and struggle and offer their wisdom of best practices for advisors and how to best serve American Ethnic Minority students. Five Southern Utah University students representing Puerto Rican, African American, Hispanic, Pacific Islander, and Native American cultures will be represented.

### **Hard Hats Required: An Advising Toolbox for Career Exploration**

*Melissa Christensen,*  
Brigham Young University  
Ballroom C



To build a sturdy career plan, students must realize that many factors inform career decision making. Additionally, students need to engage in exploratory activities and conversations to help them pinpoint which influences are personally important. This session will provide advisors with tools for career exploration that can be used both in classroom settings and in individual advising appointments, such as a values auction (where participants rank and bid on a variety of work-related values to determine which items they consider essential), family genograms (where participants note the impact of their family members' education/careers), and the Myers-Briggs Type Indicator (where participants discuss the influence of personality on major/career decisions). As we expand our collection of tools, we become better equipped as advisors to help our students find meaning and fulfillment as they construct their future.

### **Creating and Heating Up Your Advising Philosophy**

*Jennifer Wozab*  
University of Utah  
Sunbrook A-B



An advising philosophy is as unique and personal as the advisor who writes it. It communicates why you are an advisor, explains how you

approach your advising practice, and states your professional goals, objectives and expectations. It provides a clear message of who you are as an advisor to students, colleagues, and the campus community. This workshop invites you to explore ways to create your advising philosophy using tips, tools, and best practices. Participants will generate ideas for their statements through writing prompts and sample outlines, as well as, explore taking their advising philosophy beyond the written page using art, design, and technology to reach intended audiences.

### **Online Courses—Aid Your Students' Progress with Help from BYU!**

*John Kent*  
BYU Independent Study  
Sponsor  
Ballroom A

Do your students have a hard time getting into bottleneck courses? Have they embarked on careers but still need a course or two to graduate? BYU Independent Study can help!

As advisors, you don't have to be an expert on our program to refer students. In this session we will explore the fully transferable, affordable online options available from BYU.

## Breakout Session Three 11:40AM-12:30 PM

### **What Peer Advising Can Teach the Pros: Bridges from Admission to Orientation**

*Hayley Jensen*  
Brigham Young University  
Ballroom E



While common first-year interventions such as new student orientation, first-year seminars, and first-year learning communities help to address the challenges students face when they arrive on campus, in reality, the transition into college begins as soon as students are admitted. During the summer months, students are often left without support in navigating a number of challenges, including registration deadlines, housing selection, and applying for scholarships. In this session, participants will be invited to assess connections they are making with students even before they arrive on campus and introduces a low-cost, peer-leader based approach to student support for newly admitted

students (using email, text messages and phone calls) prior to their arrival on campus. Both peer and professional advisors can bridge the summer gap!

### **Meditation at Work: Creating a Healthy and Happy Work Environment**

*Dianna Bunker*  
Utah Valley University  
Ballroom C



When it comes to work, we always have a choice. We can choose to trudge through our day-to-day duties, considering the working hours as a chore, looking ahead to time off, or we can choose to be engaged in a way that makes us feel we are participating in a job worth doing. Meditation practice helps us slow down and be present enough to recognize the small joys of our work, as well as its frustrations. Meditation helps us sort through the constant chatter of our own mind, clearly know our intention, and become more engaged in our responsibilities. This class will explain meditation tips and the benefits at work and in our personal lives. We will also introduce meditation techniques which we will practice during the session.

### **Promoting Wellness for Student Success**

*Melanee Mariner*  
Southern Utah University  
Sunbrook A-B



For students, it is easy to be entirely focused on academics as they work towards their educational goals. As a result, many students develop habits that are not beneficial for their overall wellness. Because emerging adulthood is a pivotal time for developing lifelong behaviors, it is important for students to foster good wellness habits, while also pursuing their academics.

This presentation will discuss areas of wellness that are important for students to develop (healthy eating, sleeping, and exercising). It will also examine research that shows how wellness benefits students while they are in college and how these patterns will set the foundation for continued wellness after graduation. We will look at ways for advisors to discuss these principles with students in all kinds of majors.

### **You're Not the Boss of Me! -- Helping College Students Develop Self-Authorship**

*Nathan Walch & Bridger Talbot*  
Brigham Young University  
Ballroom A



Too many educators take the driver's seat and relegate students to the back seat (or even the trunk), stunting their ability to achieve self-authorship. Marcia Baxter Magolda's foundational research provides a theoretical framework to help students finally take the wheel and become the author of their own educational experience. This presentation will demystify Baxter Magolda's research and provide advisors with key insights for getting students on the road to realizing their own self-authorship.

**Lunch & Closing Remarks**  
12:30-2:00 PM



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