Institute for Academic Advising – TENTATIVE Abstracts and Learning Outcomes

PLENARY SESSIONS

The Future of Advising: Reflecting on the Past and Looking Towards the Future

Academic advising has been an integral component of higher education for decades. The historical roots of our profession must be understood as we examine the current state of our field and prepare for what the future might look like In this session, we will review a brief history of academic advising; discuss the landscape of external dynamics and the evolution of the profession of academic advising today; explore at the impact that technology has and will have on academic advising; and discuss how you can use this information to help frame your action plans at the NACADA Summer Institute.

Participants will:

- understand the history of academic advising in the United States
- consider dynamics influencing the role of academic advising today
- imagine possible futures of academic advising
- apply information learned in this session in the development of the action plans created at the Summer Institute

Core Competencies: C1, C2, C4, C5, I6

Framing Academic Advising: Intentionality in Vision, Learning, Practice, and Impact

There is an increasing number of documents that form the foundation of what NACADA believes academic advising to be. Often called "pillars," these frameworks provide guiding principles, program standards, and ethical guidelines to be used when creating, re-organizing, assessing, and improving academic advising programs. This session includes an overview of NACADA's Concept of Advising, the Core Values, the Core Competencies, the Nine Conditions of Excellence in Academic Advising, and the newly revised CAS Standards to explore how these frameworks can and should influence advising intentional approaches, practices, and outcomes.

Participants will:

- explore the focus of each framework and how they complement each other.
- understand how these frameworks form the foundation of the profession of academic advising.
- reflect on how institutions can use the frameworks to intentionally influence academic advising locally within the context of academic advising globally.

Core Competencies: C2, C3, C4, C5, C6, R7

Assessment of Academic Advising: An Overview

Assessment of academic advising is necessary to determine whether the goals of your programs are being achieved and the needs of your students are being met. With our institutions facing accreditation concerns and financial constraints, assessment of advising has become even more important. This session serves as a basic introduction to assessment of academic advising, with participants being introduced to reasons to perform assessment of advising, basic aspects involved in assessment, and key terms and concepts.

Participants will:

- review the definitions of assessment
- identify the reasons for doing assessment
- recognize the difference between evaluation and assessment
- review key terms and concepts of assessment
- identify the general processes for engaging in assessment
- consider assessment as a form of scholarly inquiry

Core Competencies: C2, C5, I12, I13, R4, R7

Advising Action Plan: Now What?

Have you ever come back from a conference and wondered, "What's next?" Are you worried about implementing your action plan? In this foundational session, we will review ways to implement your action plan and keep your momentum going as you return to campus after the summer institute.

Participants will:

- develop key informational pieces to help you take your action plans back to campus
- review ways to get campus constituents to help you keep your progress going
- articulate ways to be successful when you return to campus

Core Competencies: C5, C6, I1, I6, R3, R7

CONCURRENT SESSIONS

Academic Advising Approaches

"To serve increasingly complex and diverse institutions of higher education around the world and their burgeoning diverse student populations, academic advising professionals need to understand that one unified theory of academic advising is neither possible nor necessary (Hagen & Jordan, 2008)." This topical session will explore institutional or program situations that extend the academic advising delivery system beyond individual one-to-one interactions with students. Various strategies for helping students articulate and achieve their academic goals and career aspirations will be discussed.

Participants will:

- work on various advising strategies per designation
- learn more about group advising
- learn how to utilize peer advising
- review the benefits of appreciative advising
- reflect on the challenges faced with distance learners

Core Competencies: C3, C4, C5, I5, R2, R4, R6

Impacting Student Learning, Persistence, Retention, and Completion

Student persistence, retention, and completion continue to grow in importance for colleges and universities. Recent funding problems and state-wide initiatives facing higher education have increased the necessity of students remaining enrolled through graduation. However, retention, persistence, and completion are not one office's responsibility. Since a student's decision to remain enrolled is affected by a number of variables, completion must be a campus-wide initiative. This session will provide background on the completion agenda, including ideas for developing campus-wide collaborations for increasing student retention and strategies for institutional changes that will positively affect retention.

Participants will:

- review the importance of persistence and retention
- understand the impact of the completion agenda on colleges and universities
- identify campus collaborations that affect student persistence and retention
- identify strategies that will assist students in persisting and completing

Core Competencies: C5, I5, R7

Advising Administration: Advisor Evaluation and Leadership Promotion

Target audience for this topical will be those aspiring to leadership positions in the administration of advising or those currently new to said positions. Responsibilities and campus politics will be addressed in relation to these leadership positions. A key element of leading an academic advising team is evaluation. Not only should the importance of sound advising be addressed, but highlights/goals and job duties evaluated annually and shared. This should include professional development opportunities and pursuits of each individual advisor, training options completed or ones to be updated, as well as examples of reward systems.

Participants will:

- discuss campus politics and how it affects advising
- review advisor evaluations with specific examples
- review some practical, low cost rewards systems
- reflect on the relationship between the evaluation process and leadership initiatives

Core Competencies: C5, C6, I6, I7, R2, R4, R7

Institute for Academic Advising – TENTATIVE Abstracts and Learning Outcomes

Holistic Support for Supporting Diverse Student Populations

As the diversity of our student body continues to increase, the advising profession is often called upon to address challenges of equity that may be found in policies, procedures, and practices within their institutions. Diversity, equity, and inclusion matters continue to be a critical issue on most college campuses and academic advising is uniquely positioned to see and feel the impact that institutional practices have on addressing these challenges for their students, faculty, and staff. This presentation will discuss trends, strategies, and practices to holistically support diverse student populations.

Participants will:

- take away tangible different methods of implementing diversity and inclusion in everyday tasks.
- understand the unique and critical role of advising in creating inclusive educational environments.
- discuss the need for cultural competency training and support for advising staff.
- consider the issues/concerns raised by students and various approaches to consider.

Core Competencies: C2, C6, I5, R2, R3

Reimagining Academic Advising: Handling Change

This week we are taking an in-depth look at academic advising, and we need to understand that the changes we envision will not occur without a well-conceived plan for introducing and implementing change within the culture of our own institutions. This implementation requires leadership. This session has three purposes: 1) to define leadership and discuss the characteristics of leaders; 2) to stimulate thoughtful consideration of the change process; and 3) to understand how campus culture affects our ability to lead and to implement change.

Participants will:

- learn what leadership is in academic advising
- reflect on the characteristics of effective academic advising
- understand change and why it is difficult
- understand the impact of the campus environment on desired change
- analyze a framework for successfully initiating and implementing change

Core Competencies: C4, C5, I5, R2, R6

Ethical Aspects of Academic Advising

What is right, wrong, good, bad, ethical, or unethical? While some answers to these questions come from our own moral compasses, our individual code of ethics, there are set principles and concepts that undergird them. We will define and discuss these principles and concepts as they relate to academic advising, using NACADA's Core Values as our guide.

Participants will:

- identify the five ethical principles
- recognize how the principles apply to academic advising
- recognize potential ethical dilemmas in advising
- identify the steps in resolving ethical dilemmas

Core Competencies: C2, C5, C6, I4, R3, R6

Developing and Assessing Student Learning Outcomes for Academic Advising

Assessment of programs and services is essential in today's higher education environment, including academic advising. Given that academic advising is part of the teaching mission of a college or university, what is assessed is the achievement of desired student learning outcomes. Assessment cannot occur without student learning outcomes. This topical session will introduce the types of student learning outcomes as well as resources from which to develop student learning outcomes specifically for academic advising.

Participants will work through exercises to identify student learning outcomes relevant to their respective academic advising programs and be introduced to outcome measures. While not a look at the overall process of assessment, this session concerns the central component of assessment: the student learning outcome.

Participants will:

- know the three types of student learning outcomes (SLOs)
- know the possible sources from which to develop SLOs
- identify one of each type of SLO relevant to their advising program
- identify possible measures for at least one SLO
- understand the importance of using multiple measures for any single desired outcome

Core Competencies: C2, C5, I12, I13, R4, R7

Institute for Academic Advising – TENTATIVE Abstracts and Learning Outcomes

Faculty Advising – Beyond the Classroom

Faculty members are an integral part of advising on many of our campuses. With program and curricular knowledge, as well as their ability to assist with internship placements, research projects, continuing education and employment opportunities, faculty are well-suited for advising our students. Unfortunately, there are often issues within faculty advising programs. This session will explore the challenges and opportunities that come with faculty advising and will introduce specific strategies to best incorporate faculty advisors into all advising models.

Participants will:
- recognize the different needs of faculty advisors
- understand the strengths and challenges of faculty advising
- identify strategies for engaging and motivating faculty advisors

Core Competencies: C4, C5, I6, R2, R4

Advising First-Year Students

The first year of college is a critical time of transition for many students. Therefore, a pertinent need exists for institutions of higher education to explore viable resources and identify expected learning outcomes for this population to encourage student persistence and improve completion rates. This topical will address current trends and research data being adapted and used to accomplish this outcome. The key relationship between the student and academic advisor will be addressed, including identifiable expectations of both parties. Actual methods and delivery systems to accomplish the desired outcomes on our campuses will be discussed. Participants will be encouraged to share specific examples from their own experiences.

Participants will:
- identify characteristics of first-year students
- discuss the advising syllabus as a means of clarifying roles of advisor/student
- discuss learning outcomes for first-year students

Core Competencies: C3, C4, C5, I5, R2

Creating an Advising Syllabus

An advising syllabus can be used to build meaningful relationships with your advisees. The syllabus not only provides content for conversation, but it also consists of expectations of both the advisor and advisee, provides resources for success, starts the goal setting process and allows students to make decisions about their education with the support from their advisor. The advising syllabus is a tool to help students create their own outcomes. Creating an advising syllabus allows advisors to communicate clear expectations for student learning and provides structure to the concept of advising as teaching. It also helps to create a framework for assessment. This session will discuss the purpose of an advising syllabus, how to create one, and how to use it in your advising practice.

Participants will:
- define learning objectives for students
- describe the purpose of an advising syllabus
- be able to identify the importance of setting clear advising expectations
- identify the essential elements of an advising syllabus
- articulate how/when to use an advising syllabus

Core Competencies: C4, C5, C6, I1, I6

Advisor Training, Development Programs and Resources

Advisor training programs are essential for initially preparing and continuing the professional development of academic advisors in order to meet the needs of diverse student populations in higher education. Training and development programs are dynamic and assist advisors in supporting students in their educational journeys. Participants will explore opportunities for creating robust training and development through the lens of new advisors, mid-level career advisors and senior advisors. This session will also review the practicalities of creating a training program including budget, time restrictions and modes of delivery.

Participants will:
- identify the who, what, when and how of developing or restructuring a training program
- utilize the NACADA Core Competencies as a framework for active and engaged learning
- understand the need for continued training and professional development and how to create programming which meets advisor needs

Core Competencies: C3, C4, C6, I5, R5

Institute for Academic Advising – TENTATIVE Abstracts and Learning Outcomes

Creating or Restructuring an Advising Center

"There are few things more daunting that being told you will chair the institution's effort to restructure academic advising (Miller, 2003)." This topical will focus on those things that need to be taken into consideration in creating or restructuring an advising unit. There are many things to consider such as what is the current status of advising at your institution? Have you established vision, mission, and goals for advising? Who will advise, and who will be advised? In this session, suggestions will be given for the successful structuring or restricting of academic advising. Discussion will center on current research on the topic, a basic outline of objectives for the task, what questions to ask as you begin the process, and a chronology of possible events leading to completion.

Participants will:

- review possible mission, vision, and goal statements for advising units
- look at timelines and order of events to establish/review units
- identify questions to ask throughout the process
- discuss current literature on the topic

Core Competencies: C2, C5, I4, I7, R2, R4

Academic Advisement and Probation: Strategies for Success

As institutions continue to explore barriers and opportunities to increase student retention, persistence, and completion rates, it is becoming increasingly important to examine ways to help students in academic distress. Early alert systems and identification of risk factors can be used in addition to finding strategies for helping students move from probation to meeting academic standards.

Academic recovery should be a key component of an academic advising plan when working with students. Stakeholders such as faculty, the registrar, financial aid, and student support services should also be included when evaluating strategies, policies and practices to support this particular population. This session will review what academic probation may mean for students, primary, and faculty academic advisors. Resources will be reviewed to support how institutions can be more proactive in identifying students who may be at risk of being placed on probation, and ways to help students reach their academic goals.

Participants will:

- articulate possible risk factors for academic success
- identify examples of early warning systems
- examine ways to help students successfully move from academic probation to meeting academic progress standards
- discuss institutional resources that can help improve students' progress toward degree

Core Competencies: C4, C5, I3, I6, R6

Using Technology to Enhance Advising Relationships

In 2020 universities and colleges were forced to move all advising to a virtual format. Advisors rushed to learn new technologies to help them effectively serve students. Since then, virtual advising has remained an option on many campuses. This session will explore a variety of ways to use technology as a tool to enhance the student experience. Specifically, participants will discuss flipped advising and other methods that can be used to plan and conduct successful advising interactions in a virtual format.

Participants will:

- review methods that advisors use to build relationships with students while advising on a virtual platform
- understand how to use a flipped advising approach to enhance the student's advising experience
- identify strategies that use technology to benefit the advisor/advisee relationship

Core Competencies: C4, C5, I7, R2, R5

Institute for Academic Advising – TENTATIVE Abstracts and Learning Outcomes

Research that Matters in Advising Initiatives and Outcomes

NACADA views research as a scholarly inquiry into all aspects of the advising interaction, the role of advising in higher education, and the effects that advising can have on students. This topical session addresses the current state of knowledge in the Scholarship of Advising, including the "lenses" through which research can ground equitable advising initiatives and outcomes. We also address the differences and similarities between assessment and research and discuss practical steps advisors and advising administrators can take to nurture a culture of curiosity within their individual and collaborative work.

Participants will:

- clarify the differences and similarities between assessment and research
- discuss the ways in which relevant literature can inform practical knowledge to help students succeed
- consider the relationship between the context of academic advising and critical issues of equity
- generate actionable next steps toward a commitment to Scholarly Advising in practice

Core Competencies: C1,C3,C5,I5,R1,R4,R7

The Adaptive Advisor – Relationship Strategies to Meet the Needs of Students

While strategies and structure of academic advising change, the need to establish an affective advising relationship has always remained a core aspect of advising. Developing, utilizing, and maintaining an advising relationship with students is key towards facilitating student success through academic advising. However, many different student factors may affect the process of establishing an advising relationship and necessitates differing skills and strategies to meet the needs of varied students. In this session we will discuss, 1) the components of an effective helping relationship, 2) how to work to understand and develop the advising relationship based on individual students' needs, and 3) how different advising technology and modalities can affect this process.

Participants will:

- know what constitutes an effective advising relationship.
- recognize how different styles or modalities of advising may affect this relationship.
- identify strategies to develop and maintain an advising relationship that accounts for individual student differences.
- learn how to assess the needs of a student in order to create the relationship to meet students' needs

Core Competencies: C3, I7, R3, R3, R4

Advising Undecided Students and Career Life Planning

This session will focus on undecided or exploratory students and various reasons for this status. Specific advising strategies will be addressed in working with this population as will decision-making theories. In addition, a major goal of higher education is to assist students in attaining their academic goals and vocational needs. Educational plans and completion of degrees will be part of this discussion. As a result, participants will have a deeper understanding of academic advising and career advising.

Participants will:

- discuss integration of advising/career offices as a shared model
- identify current mechanisms being used to improve completion
- review the benefits of technological advances

Core Competencies: C3, I5, R6, R4

Making Decisions with Data

Program accountability, student retention and persistence, and graduation rates have become driving forces in todays' higher education climate. All of higher education has become data-driven in its planning, decision making, implementation, and assessment of programmatic impacts on these forces, including the role of academic advising on student completion. This topical session will include consideration of opportunities and challenges for the use of data derived from various sources in advising program accountability and improvement.

Participants will:

- understand the importance of data in today's higher education climate
- discuss ways to interpret data resulting from metrics, including the role of technology
- consider ways to report findings
- discuss strategies regarding the implementing changes/initiatives informed by data

Core Competencies: C4, I17, R4, R6, R7