

Foundation session abstracts and learning outcomes

Handling Change: Leading from your Position

As we embark on this week of an in-depth look at academic advising, 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
- reflect on the characteristics of effective leadership
- 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

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 accreditation concerns and financial constraints facing our institutions, the issue of assessment has become even more important. This session serves as a basic introduction to assessment of advising, with participants being introduced to the general processes involved in assessment of academic advising including 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

Designing and Implementing Effective Professional Development Programs

Creating excellence in academic advising is dependent on comprehensive advisor development programs. This session will introduce you to the theories of Crookston, O'Banion, and other experts in the field; discuss NACADA's Core Values and Core Competencies; provide an overview of the conceptual, relational, and informational elements of advising; review the conversations we, as advisors, need to have with our students; and provide practical examples and strategies for effective professional development programs.

Participants will:

- learn about NACADA's new Core Values and Core Competencies
- see the importance of broad institutional commitment
- address what constitutes effective programming
- plan for on-going assessment
- understand the importance of recognition/reward

Workshop abstracts and learning outcomes

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 workshop 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

Working with Diverse Student Populations

In the ever-changing world of the 21st century, and smaller global communities, it is more important than ever to share experiences and collaborate on a broader scale for the good of our students. To do this, one must be cognizant of cultural differences and socioeconomic backgrounds. Working with a first generation student or an undecided one can be very challenging. Such could be said when only working with honors students. This workshop will provide insights on all diverse student populations and provide strategies to ensure success.

Participants will:

- discuss identity issues and how to work best with them
- learn more about their own cultural competencies
- discuss strategies for working with all types of student populations

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

Topical session abstracts and learning outcomes

Advising First-Year Students

The first year of college is a critical time of transition for many students. Tinto reminds us that “the largest proportion of institutional leaving occurs in the first year....” 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

Constructing an Effective Academic Advising Handbook/Website

Producing an effective academic advisor, faculty advisor, peer mentor, or success coach handbook/website can be a daunting task for anyone. The objective of this session will be to create an outline for a 21st century advisor website and toolkit. Participants will be guided through the necessary steps needed to create a strategic plan while determining the best format for their own institution. Finally, there will be time to share ideas and practical advice from those who already have a finished product.

Participants will:

- discuss various methods of delivery
- discuss how technology can be utilized in preparation of a finished product
- identify a broad array of resources including NACADA's Clearinghouse
- create a strategic plan to implement a handbook/website

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 3 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

Advising Undecided Students and Career Life Planning

This topical 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 a focal point of discussion. As a result, participants will have a deeper understanding of academic advising and career advising. Strategies for integrating advising and life planning in an advising session will be learned as will theoretical backgrounds of career advising. Finally, participants will gain practical suggestions to use in their own advising sessions.

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

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. Additionally, the latest data from *Implications for Advising 2011 National Survey* will be highlighted. 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. Outcomes will also include templates for evaluation processes, examples of reward structures, as well as promotion of leadership skills.

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

Creating an Advising Syllabus

Developing an advising syllabus allows advisors to communicate clear expectations for student learning and it 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:

- Describe the purpose of an advising syllabus
- Value the importance of setting clear advising expectations
- Identify the essential elements of an advising syllabus
- Articulate how to use an advising syllabus

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 NACSDA'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

Proactive Strategies for Working with Probationary Students

With the influx of attention being directed at improving completion rates, it is more critical than ever to implement early alert warnings for students in academic distress. Not only should this be part of the advising plan in working with students, it should also be written in, if not already, for teaching faculty to inform students of their status in a class. Outcomes to be discussed are types of early alert systems in place, templates for possible "contracts" that could be implemented by student/advisor as well as plans for degree completion in spite of academic difficulties. Resources are key to working with this population of students and will be discussed. Other discussion items could result in sharing of various participants models, as well as latest data provided on the Clearinghouse site.

Participants will:

- review examples of an array of early warning systems
- examine examples of "contracts" being used for this population
- discuss resources needed to improve students' progress toward degree

Faculty Advisors: Realizing the Potential

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 provide a broad overview of faculty advising programs and address some of the issues that occur within these programs.

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

Advising Distance Learners

As the number of online learners grows, advisors are faced with the challenges of connecting with this growing population. Institutions must find acceptable alternatives to meet the needs of distance learners. This session will address how through use of technology we can better advise all students: distance students, as well as blended and traditional students.

Participants will:

- gain a better understanding of distance advising
- learn the challenges to advising at a distance
- identify strategies for distance advising success

Creating or Restructuring an Advising Center

“There are few things more daunting than 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 restructuring 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

Research in Advising: Just Do It!

NACADA views research as 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 (NACADA View on Research, 2008). This topical session will serve as a primer for conducting research in the field of advising with an emphasis on research as scholarly inquiry.

Participants will:

- learn why research in advising is important
- identify the core skills needed in conducting research
- learn how institutions can use research in decision-making

Crafting Successful Advisor Training and Development Programs

At Monday's foundation session, we had a big picture view on designing effective advisor development programs. In this session, we'll move from that big picture to practical applications as we plan workshops and other opportunities for advisors (faculty and professional). We will brainstorm session topics, work in groups to plan, and explore resources. Come with your development needs, roll up your sleeves, work with others, and leave with ideas to implement on your campus.

Participants will:

- Identify questions to ask in planning programs
- Consider ways to model active learning and involvement
- Understand how to craft programs through a learning-centered lens

Making Decisions with Data

Program accountability, student retention and persistence, and graduation rates have become driving forces in today's 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