

2014 UI Academic Advising Symposium Abstracts

How Do I Fit In? An Ecological Theory of Academic Advising

Susan Poch - Washington State University

How do advisors' perceptions of their roles fit with the institution's understanding and policies of academic advising? Are advisors and their institutions working toward the same goals? Are there different perceptions of advising, its role and purpose? This interactive presentation, using Bronfenbrenner's ecological theory, will help advisors identify relationships, policies and practices that impact the advising role and understand how reciprocal processes help institutions and advisors work together for student success.

The Advisor's Role in the Recruitment Process

Cezar Mesquita - University of Idaho

Increasingly, the recruitment and enrollment of new students has been involving the entire campus community. This session will explore the overall profile of UI's incoming student class, best practices in student recruitment, the academic advisor's role in the recruitment and transition process, and special considerations when engaging parents, first-generation students, adult learners, and those from underrepresented populations.

A Shared Journey: Advising International Students

Yung-Hwa Chow, Hadassah Galey, David Germer, Kim Steinmetz – Washington State University

This interactive workshop will explore common experiences academic advisors have when advising international students. An analysis of these shared advising concerns will be explored through guided dialogue and activities. Advisors will examine how cultural capital impacts the international student experience and how they can play a role in facilitating a positive experience for all parties. This workshop will incorporate activities that accommodate for different learning styles including: discussion, cultural awareness activities, and personal reflection. Advisors will leave with new strategies for working with students through these activities.

Building Ambassador Groups Beyond Admissions

Amber Denman – Washington State University

Student ambassadors are intrinsically linked to admissions events and campus tours, but it's time to rethink their potential. Ambassadors spread knowledge internally and externally, create a student community within your department or college, help bring new ideas and launch these ideas, and provide students the opportunity discover and use their talents. Looking to start an ambassador group? Have an ambassador group, but would like to re-think their roles and responsibilities? Curious about how to get students more involved in the advising experience? This is the place for you! Throughout the session, I will explore different structures, roles, responsibilities, and goals for ambassadors while incorporating how the WSU Edward R. Murrow College of Communication plans to utilize student ambassadors in the next year and future goals. Using a holistic approach to the overall presentation, I want to create a conversation about my experience and learn from each other about different structures, goals, opportunities to utilize student ambassador programs to support both advisors and students.

Supporting Success of Foster Youth in College

Sharon Ericsson, Matthew Hale, Angie Klimko – Washington State University

WSU Students with a good support system often automatically know what to do in college; those without one sometimes don't have the tools of effective problem solving and risk dropping out. Without a supportive adult helping to navigate college, foster and independent students face barriers to successful college transition and degree completion. Advisors, with very simple gestures, can make a huge impact in the lives of students. Learn helpful ways of challenging assumptions and approaching common difficult situations to prepare students to adapt more successfully to college. Hear from foster scholars about the challenges they have faced and successes they have achieved.

The Underground Life of Seeds: How Failure Can Be a Prerequisite to Success

Joe Hewa – Washington State University

In an age of participation awards for everyone, what many students need is an opportunity to fail and experience consequences rather than settle for mediocrity. Like seeds that grow while underground in the dark, cold soil, students can learn irreplaceable lessons during dark times in college—if we let them. As advisors, how can we create safe places for students to fail, help them take ownership of their actions, and avoid bailing them out before the real growth occurs? Come to this interactive session to discuss these questions and identify strategies to help students face challenges with persistence and resilience.

Advising Multicultural Students and Advising for Cultural Competency and Literacy

Carmen Suarez – University of Idaho

As we know, there are many dimensions of diversity. We have held past forums, for example, for working with first generation students, with returning veterans, and other demographics of our student body. The increasing racial and ethnic diversity of our country, region, state and university requires us to have competences for this dimension of diversity. Also, ALL our students need advising on courses and experiences that will increase their own cultural competence and literacy that will add in their individual cognitive and other developmental growth--and increase the skill sets they bring to employers. This workshop will provide information about the identities and needs of our multicultural students, plus highlight an array of academic courses and co-curricular experiences you can share that will benefit ALL students as they shape their coursework for post-baccalaureate experiences, be it in the workplace or in pursuit of advanced degrees.

Creating a Healthy Ecology for Transfer Student Retention

Debbie Moos – University of Idaho

All students are not alike. Transfer students are even more diverse and/or non-traditional. Moving to a new town has its challenges, but transfer students do not generally experience the typical first year student living situations that allow students to make friends and attend events together. This presentation will discuss one way the University of Idaho has started to focus on disseminating information for this sometimes overlooked student population. Those students who are able to connect to the college, community or other transfer students will want to continue to complete their degree at that institution. Sometimes it's the little things that have a big impact. Come prepared to share your ideas and experiences regarding this subject.

The Challenges and Advantages of Advising Students at a Branch Campus

Becky Byers, Debbie Caudle, Miki Kurosawa – University of Idaho: CDA, Boise, Idaho Falls

Advising students at a branch campus requires flexibility and creativity! The student population is generally older, with both family and job commitments that make it challenging to pursue and complete a degree program. Students also require a variety of resources and support services that are difficult to access from a distance (i.e. disability support, writing lab, library resources, and career advising). As distance education programs grow, how do you stay connected to advisees who are not seeking the traditional campus experience? Advising at a branch campus not only brings challenges, but also advantages. As working professionals, advisors can relate to non-traditional students' needs and provide a one-stop shop for student services. In this presentation, learn more about the ways that advisors from Boise, Coeur d'Alene and Idaho Falls have created opportunities for success for outreach students.

Career Planning: A Goal Setting Approach for Student Retention

Eric Anderson, Nicole Campbell, Leann Ralstin, Matt Vaarstra – University of Idaho

As advisors, we all want students to find satisfying careers once their time in higher education is complete. Students may lack a sense of direction in their academic experience, because they do not have clear goals for what they want to accomplish while they are in college or what they want to do after they complete their degrees. We will address the types of career goals students should be thinking about during each year of their academic experience, how to properly evaluate and set effective goals, and how advisors in higher education can support students with their goals.

Uniting for the Undocumented—A Coalition Seeking Answers to Better Serve Students

Lucila Loera, Marcela Pattinson – Washington State University

College access and opportunity programs are a significant resource for students with high need for academic support. A significant part of this student population are undocumented ineligible for student support services. Student affairs practitioners and educators are invited to join us to learn best practices for serving undocumented students. Outcomes of this session include recognizing the need of training higher education administrators and staff on this topic, creating a safe climate within institutions, and facilitating support groups among the undocumented students. Attendees will leave with HB 1079 resources including postcards and the Undocumented Student Support Checklist.

Peer Facilitated Study Sessions Increase STEM Success

Jillana Finnegan, Matt Schmasow – Boise State University

Academic support in STEM courses is a critical issue to address national and local demands for increased retention of STEM majors, and innovative strategies that go beyond tutoring are needed to address bottleneck courses that impact persistence. The Learning Assistant (LA) Program at Boise State matches a peer leader to support faculty in implementing active learning strategies in the classroom and to facilitate peer study groups outside of class. This presentation will review data on our outcomes, and discuss key program structures for success, such as high quality training for peer leaders, strong relationships with faculty, and consistent data collection.

Dealing with Dishonest Students: What Faculty Need to Know to Survive All 12 Rounds

Frank Wilhelm – University of Idaho

A healthy classroom learning environment has no room for academic dishonesty and although only a small fraction of students are dishonest, they require an adequately prepared faculty and demand a disproportionate amount of time and energy. Could you survive a challenge that reaches the US Dept of Education Office of Civil Rights? During this seminar I will provide experience-based insights of what faculty need to know to ensure a healthy classroom environment for students and themselves. I will show that awareness and small preventative actions can bring great peace of mind and contribute to a healthy campus.

Advising and Financial Aid: Working Together for the Student

Dan Davenport – University of Idaho

Financial aid and scholarships play a critical role in whether students can attend college. Over 80% of the University of Idaho students receive financial aid each year. Students must meet several federal, state, and institutional academic requirements to receive and maintain their financial aid. This session will help advisors provide important academic advise to students that can help them receive and keep their financial aid. Learn the top 10 things an academic advisor should know to assure their students do not lose their financial aid

Finding the Balance: Understanding NCAA Guidelines When Advising Student Athletes

Jessica Atkins, Biljana Jovanovska – University of Idaho

The session on advising student-athletes and NCAA eligibility will equip University of Idaho advisors with resources and knowledge necessary to address the academic needs of student athletes. This session will give specific attention to areas and rules that usually put student athletes' eligibility in jeopardy. Participants in the NCAA eligibility session will leave with better understanding of basic eligibility rules. Additionally, best practices will be shared in areas such as: balanced class schedules, student athlete curriculum changes, transfer student athletes and the best use of elective/minor credits.

Low-Income Postsecondary Transition Strategies: Addressing “Biodiversity” on Campus
Ali Bretthauer – University of Idaho

An increasing population for low-income students is transitioning to colleges and universities unprepared for the various demands of higher education. Participants will have the opportunity to explore research pertaining to retention, strategies for success, and students stories of the college transition to identify common barriers to success in higher education and make recommendations on best practices for students, regionally and at home institutions. The workshop will address the five common barriers to success and examine each in relation to the ecology of campus and the impact on students. Participants will engage in solution-driven activities to root out best practices for the group.

Student Retention through Solution Focused Advising
Kyle Ross – Eastern Washington University

Advisors will often work with students who encounter an obstacle or problem they do not know how to overcome. Students will want advice and therefore approach an advisor because they are perceived as experts. Sometimes, though, it is more important for students to discover their own solutions rather than be told what to do. This interactive session will introduce participants to solution-focused counseling and techniques that can be implemented in advising. Topics covered will be the background of solution-focused counseling, its main stages, asking 'the miracle question,' and ways to apply it in practice.

Serving the WHOLE Student: Creating a ONE-STOP SHOP!
Teresa Brewer, Lisa Hunter, Gloria Tong – Washington State University

Students can get lost and overwhelmed with all the services, programs and new initiatives that are offered to help them succeed in college. Our college took this to heart and came up with a student centered approach for Student Success! We will walk you through our design and plan stage and how we structured the programs that were already in place into a one stop shop. Walk with us through our planning structure, challenges, and the programs we offer as an integrated service to our students in the Carson College of Business at Washington State University!

Why Do I Have to Take Math? I’m an English Major! Promoting the Benefits of General Education to Every Major
Roy Caligan, Mindy Melville, Heidi Smith – Eastern Washington University

Students often question the practicality of general education courses and often wonder why they have to take courses outside of their chosen discipline. All post-secondary institutions have a general education curriculum, yet few adequately explain the educational benefits in terms that are meaningful to the student. This presentation discusses the purpose of a general education curriculum, examines the historical foundation behind a liberal arts education, and the practical benefits of acquiring knowledge from a variety of disciplines. Advisors can use this information to help students understand the benefits of a broad general education during their college years and beyond.

Collaboration’s the Name, Advising’s the Game!
Kristy Gutierrez, Miwako Nakamoto, Mary Stender – Washington State University Vancouver

In the current world of developmental advising, advisors benefit from a supportive, inclusive, and collaborative campus-wide structure. In 2009, Washington State University Vancouver founded the Vancouver Advising Committee (VAC), to provide this advising support. Using WSU Vancouver as an example, we will show that having an advising committee is proven to be an effective way to help with student development and retention, as well as give advisors a voice on campus. We will also discuss how diverse membership in the committee, to encompass a vast array of departments across campus, gives the committee added value by seeing the bigger picture of a student’s tenure. We will provide time for you to review your own school’s current practice and what could be included or changed.

University of Idaho Specific Tracks:

Cultivating Student Connections—UI Track 1

In this session, we will: discuss the different University of Idaho student populations, the general education requirements, how to create and implement an academic success plan, critical online tools available to students and advisors, important dates and deadlines, and how to effectively communicate all this information in a half-hour. Critical University of Idaho resources designed to support and assist your advising practice will be highlighted.

Building the Foundation: The Basics of Academic Advising—UI Track 2

Starting with the role of advising at UI, this session will explore fundamental advising theories, the importance of advising learning outcomes, and the role of assessment in advising practice. Appropriate for both University of Idaho faculty and staff advisors (new and experienced alike), this interactive presentation will balance the theoretical foundations of advising with the day-to-day experiences of being an academic advisor. Participants will leave with a better understanding of the advising expectations at UI and many useful strategies to employ during advising meetings.

Utilizing Advising Tools: Vandal Web and the Academic Calendar—UI Track 3

This presentation will equip University of Idaho advisors with the skills and knowledge necessary to address the needs of their students. Join us for an in-depth look at Vandal Web and an overview of the UI Academic Calendar. Our presentation will provide you with a better understanding of Vandal Web and the many links that will assist you through the advising process. We will show you how to email your advisees, view student transcripts and midterm grades, remove holds, and much more.

Using student examples, learn how to utilize these communication & advising tools in conjunction with an academic timeline.

Discovering the Framework of Degree Audit—UI Track 4

Only 30% of University of Idaho students report that Degree Audit is explained to them by their advisor. Many students ask questions about their degree requirements, and most answers can easily be found by learning how to use Degree Audit. In this session, learn how to navigate Degree Audit so you can teach your students what you learn from this presentation, so they learn that Degree Audit is a valuable resource for their degree planning.

Digging Deeper into Degree Audit—UI Track 5

This presentation will further explain Degree Audit and its in-depth capabilities. We will demonstrate ways to utilize this powerful tool for student advising, using functions such as: Audit, What-If, What-If History, Notes, GPA Calculator and the Planner tool.