

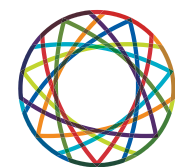
Overview

Many advising programs are based on the assumption that students have made reasoned decisions regarding their choices of a major. As a result, advising is viewed as the selection and scheduling of courses. In reality, selecting and scheduling courses should be the end result of a comprehensive student success model that incorporates academic advising. This model includes the critical elements of self-awareness, exploration of the world of work, and identifying personal direction that leads to clear life and career goals. These tasks serve as a scaffold for identifying and planning an individualized set of educational experiences: major, minor, electives, co-curricular involvement, service learning, internships, independent study, and study abroad. Regardless of whether your institution utilizes a shared, decentralized, or centralized structure, your advising can and should incorporate these critical stages of student development through the advising experience.

Participants can expect the following outcomes:

- » Have an improved understanding of O'Banion's model of academic advising and its explication.
- » Be able to identify ways in which this model is operationalized in a variety of advising structures.
- » Identify services in the career/life planning models that are currently provided by academic advisors.
- » Identify where services supporting the career/life-planning model are currently provided by other units on campus.
- » Articulate strategic steps for initial or further integration of these stages into their existing structure.
- » Increase experiences with integration of services (academic advising and career development) for improved effectiveness and efficiencies.

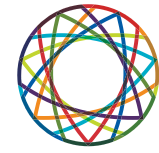
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2015

Wednesday, December 2

8:30 am–12:00 pm {mid-morning break, 10:00–10:15}

- » Introductions – what does advising look like on each of the campuses attending?
- » The Case for Integration of Advising and Career Life Planning
- » Self-Awareness

12:00 pm–1:15 pm

- » Lunch & Conversation Tables

1:15 pm–4:30 pm {mid-afternoon break, 3:00–3:15}

- » Self-Awareness, continued
- » Understanding the World of Work
- » Identifying Direction
- » Action Planning and Evaluation

4:30–5:30 pm

- » Enrollment Institute Reception

Thursday, December 3

8:30 am–12 pm {mid-morning break, 10:00–10:15}

- » Organizing & Change

12:00 pm–1:15 pm

- » Lunch

1:15 pm–3 pm

- » Closing session



BIOGRAPHIES

Dr. Wes Habley { SPECIAL GUEST FACILITATOR }

Dr. Habley held numerous positions at ACT, Inc. and recently retired from ACT as Assistant Vice President for Strategic Partnerships. Upon his retirement, Habley was honored to receive ACT's first Lifetime Achievement Award. He currently serves as a Senior Consultant to ACT, Inc. on College Student Success and also with Thomas Brown Associates.

Habley is a founding board member, past president and past treasurer of the National Academic Advising Association (NACADA). In 1987, he inaugurated the Summer Institute on Academic Advising and served as its director for 22 years. In 2006, Habley was named Director Emeritus and in 2007 the Summer Institute Scholarship was named in his honor. He is the recipient of NACADA's awards for Outstanding Contributions to the Field of Academic Advising and Service to NACADA.

Habley is lead author of *Increasing Persistence: Research-based Strategies for College Student Success* (2012). He is co-editor of the first (2000) and second editions (2008) of *Academic Advising: a comprehensive handbook*. Habley served as lead researcher on ACT's 2004 and 2010 national retention studies published as *What Works in Student Retention?* In addition, Habley is the editor of the monograph on ACT's third, and author of monographs on ACT's fourth, fifth and sixth National Surveys of Academic Advising. Finally, he contributed chapters to *Fostering Student Success, Developmental Academic Advising and Faculty Advising Examined*. Additional published material has appeared in the *NACADA Journal*, *The Journal of College Student Personnel*, *NASPA Journal*, *NACADA Monograph Series*, the *Jossey-Bass New Directions Series*, and several monographs published by the First Year Experience Program at the University of South Carolina.

Habley earned his BS in music education and M.Ed. in student personnel from the University of Illinois-Urbana/Champaign and his Ed.D from Illinois State University in educational administration where he was recently inducted into the College of Education Hall of Fame. Prior to joining ACT, Habley served first as an academic advisor and later as the Director of the Academic Advisement Center at Illinois State. Habley also served as the Director of Academic and Career Advising at the University of Wisconsin-Eau Claire.

Joretta Nelson, Ph.D.

Senior Vice President / Owner

Joretta has been in higher education since 1983. Prior to joining Credo she served on the senior teams at Brevard College and Union College in addition to previous positions as a faculty member at Hope International University. Joretta completed a B.A. from the University of California at Los Angeles and graduate coursework at California State University at Fullerton before earning her Ph.D. from Azusa Pacific University. Joretta's dissertation and area of research revolve around student motivation and the role of psychosocial factors in improving conditions for student success. Joretta serves as Senior Vice President and Owner at Credo and leads the area of student success. Contact Joretta at jnelson@credohighered.com.

Bryant Hutson, Ph.D.

Director of Research

Bryant has worked in higher education since 1993 and has conducted research and published extensively in the areas of appreciative education, academic advising, student retention, and the use of assessments to support student success efforts. As Director for Research at Credo, he oversees research initiatives, coordinates data collection and analysis, and supports Credo's efforts in assisting private colleges to thrive. Before joining Credo, he served as Associate Director for the Faculty Teaching and Learning Commons at the University of North Carolina at Greensboro, where he also worked with Student Academic Services and the Center for Educational Research and Evaluation. He serves as the co-editor for the *Journal of Appreciative Education* and was co-founder of the National Appreciative Advising Institute. He received the 2013 North Carolina College Personnel Association Distinguished Scholar Award for his research contributions to the field of Student Development and Student Affairs. Bryant earned his B.A. from Greensboro College, and his M.A. and Ph.D. from the University of North Carolina at Greensboro. Contact Bryant at bhutson@credohighered.com.