Dr. Beth Giroir
Implementing Intrusive Advising Principles for Adult Learners in Online Programs
Arkansas Tech University
Professional Development Committee
Final Report

December 10, 2013
B. Restatement of the Professional Enhancement Opportunity

The applicant submitted a proposal to present at the NACADA Conference which was accepted on May 22, 2013. Dr. Beth Giroir traveled to Salt Lake City, UT on October 6-9, 2013, and presented research assisting colleagues in the field regarding the importance of intrusive advising with adult learners.

C. Brief Review of the Professional Enhancement Opportunity

Dr. Giroir presented a program entitled: “Implementing Intrusive Advising Principles for Adult Learners in Online Programs,” which was well received by conference attendees. There were approximately 60 people in attendance for the program which followed the outline:

I. Intro (5 minutes)
   a. Discuss BPS Program
      i. History
      ii. Current Program
   b. Show Commercial

II. Overview of Intake Process (5 minutes)
   a. Create a diagram to show the process

III. Why use intrusive advising (20 Minutes)
   a. Definition of Intrusive Advising (more global)
      i. What is it?
      ii. Principles
      iii. Scholarly
      iv. Types of schools that use it
v. How its being used

b. Talk about how BPS applies Intrusive Advising (Best Practices)

i. Relationships

ii. Safeguards

iii. Holistic Approach

iv. Do we need student confidence vs. sense of belonging stats here?

c. Student Testimonials

d. Pro/Con of using Intrusive Advising

e. Discuss current research in BPS—Is this where we need the statistics?

IV. Breakout with Scenarios (15 minutes)

a. Break into groups (Need 5-10 scenarios)

b. Use the principles discussed and apply to scenario

c. Groups will present scenario and solution

V. Closing (15 minutes)

a. Audience-share best practices

b. Discuss if this will work at their institution

c. Audience-What are some concerns/strategies you could use from this program?

d. Questions

D. Summary of Experiences

Overall, this experience was a success. There was a solid dialogue during the presentation between the presenter and the audience regarding intrusive advising, as well as many of the attendees did not realize they were performing this type of advising, but once the discussion furthered, were aware that they were indeed doing this form of advising.
E. Conclusions and Recommendations

To summarize, this conference was both beneficial to the presenter and to the attendees as ideas and best practices were shared by everyone in attendance. A recommendation I would make as a result of this program would be to further investigate how BPS can continue to evolve the advising experience for students.