

Division Unit Report for the Advising High Achieving Students (Name of Commission/Interest Group)
Submitted by Melissa L. Johnson, mjohnson@honors.ufl.edu (Name and email of Commission/Interest Group Chair)

Please complete **Columns 1 through 6** and return by **November 1, 2015**, to Commission & Interest Group Division (CIGD) Reps Karen Archambault, karchambault@bcc.edu, and Erin Justyna, erin.justyna@ttu.edu, with a copy to CIGD Liaison Elisa Shaffer, elshaffer@ksu.edu. Please copy your unit's CIGD Steering Committee Member as well.

Two columns have been added to the November 2015 report form, providing a place to indicate which other units (if any) your group will collaborate with in achieving its 2015-16 outcomes, and what challenges (if any) you anticipate in achieving those outcomes. The Executive Office will compile a summary of the CIGD reports and provide it to all Division chairs for their use in identifying possible areas of future collaboration.

Columns 7 and 8 are included only for reference at this time, as they will not be completed until the progress report due August 15, 2016.

NACADA Strategic Goal(s) (List strategic goal(s) to which the outcome is related)	Specific desired outcome (What you want to occur as a result of your efforts; what you want someone to know, do, or value)	Actions, activities or opportunities for outcome to occur (What processes need to be in place to achieve desired outcome)	Outcome measurements & related data instrument(s) (How you will specifically measure for the outcome and any instruments you will specifically use e.g. survey, focus group)	Other groups or individuals (if any) to connect with in achieving this outcome (List any plans or opportunities for collaboration with other Committees, Advisory Boards or units regarding this outcome)	Challenges (if any) anticipated in achieving this outcome (How you plan to address difficulties that may arise as you work to achieve the outcome)	Progress toward achieving outcome (Only completed in August 2016 report)	Future action(s) based on data (Data-informed decisions) (Only completed in August 2016 report)
1. Develop and sustain effective Association leadership Provide professional development opportunities responsive to needs of advisor / advising admin	<ul style="list-style-type: none"> - Create new opportunities for involvement with the commission - Leverage volunteer network via committee to enhance overall commission opportunities for members 	<ul style="list-style-type: none"> - Formally activate commission steering committee - Define roles for members - Meet virtually at least 1-2 times per semester 	<ul style="list-style-type: none"> - Volunteers from annual conference and other avenues follow through on interest in serving - Guiding procedures are created to define roles and tasks for steering committee - Steering committee actually meets 	- n/a	<ul style="list-style-type: none"> - Time commitment (focus meeting agendas; have clear purpose for meetings; minimize meetings needed) - Finding volunteers (follow up with volunteers from conference and other venues) 	- Steering committee selected, listed on commission website	<ul style="list-style-type: none"> - Determine time for steering committee to meet virtually - Provide volunteer opps for steering committee at conference

<p>2. Expand / communicate the scholarship of academic advising</p> <p>Provide professional development opportunities responsive to needs of advisor / advising admin</p>	<p>- Increase resources communicating the scholarship of advising high achieving students</p>	<p>- Continue to look for gaps in Clearinghouse articles on high achievers</p> <p>- Curate new resources for the commission website</p> <p>- Explore sponsoring a Pocket Guide on a topic related to high achievers</p> <p>- Follow up with participants from hot topic presentation at 2015 annual on researching high achievers</p>	<p>- Need for more resources established at 2015 commission meeting (formative)</p> <p>- Volunteers interested in writing follow through on projects</p> <p>- New resources compiled / created</p> <p>- New resources are consumed (e.g. analytics from Clearinghouse / website; Pocket Guide sales)</p> <p>- New resources are utilized (e.g. cited in future presentations or publications)</p>	<p>- Executive Office</p> <p>- Research Committee</p> <p>- Potential collaborators for Pocket Guide</p>	<p>- Fear of writing / researching (mentor/guide up-and-coming writers and researchers through process; break down process into manageable chunks; provide support in form of potential collaborators / working groups)</p> <p>- Scope of high achievers is limited (perception), small commission – will general association have interest in supporting?</p>	<p>- 2 articles on high achievers published in Academic Advising Today this year (Spear, 2016; Johnson, Spear, & Hoover, 2016)</p> <p>- Received Pocket Guide proposal packet for further consideration</p>	<p>- Continue to follow up w/ potential authors for various venues</p>
<p>3. Provide professional development opportunities responsive to needs of advisor / advising admin</p> <p>Create an inclusive environment within the association that promotes diversity</p>	<p>- Engage annual conference participants in an in-depth, focused conversation about advising high achieving students</p>	<p>- Submit a pre-conference proposal on a topic related to advising high achieving students for the 2016 annual conference</p>	<p>- Interest in offering a pre-conference for 2016 established at 2015 commission meeting (formative)</p> <p>- Topic accepted for 2016 annual</p>	<p>- n/a</p>	<p>- Scope of high achievers is limited (perception), small commission – will general association have interest in supporting?</p>	<p>- Pre-conference workshop on high achievers accepted for 2016 annual conference</p>	<p>- Based on participation and interest, consider submitting another proposal for 2017</p>

			<ul style="list-style-type: none">- Participants register and attend session- Dialogue continues beyond pre-conference- Audience established for 2017 pre-conference				
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