

ACADEMIC ADVISING APPROACHES

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NACADA SUMMER INSTITUTE

LEARNING OUTCOMES

- Goals for this session:
 - discuss various advising strategies
 - 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



QUESTIONS TO CONSIDER

- How would you describe your first year in college?
- What could have made it better?
- How do your experiences relate to your role as an advisor?
- How is this significant to our discussion today?



WHY LEARN DIFFERENT 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.”



JUST THE FACTS

- 21 million students studying in the US
- 4300 colleges and universities
- 44% graduate in four years
- 60% graduate in six years
- 56% six-year rate for males
- 62% six-year rate for females
- 93% aspire to more education
- 0% can do it alone!

National Center for Education Statistics and Charlie Nutt

MULTIPLE IDENTITIES

- First generation students
- Veterans
- Transfer students
- Non-traditional students
- Students w/ disabilities
- LGBTQ students
- Undeclared students
- Student athletes
- Honors students
- International students
- Adult students
- First year students
- Distance learners
- Probationary and at-risk students



ADVISING: LIFE IS A TRIP



“You've got to be very careful if you don't know where you are going, because you might not get there.”

Yogi Berra

WHY MULTIPLE STRATEGIES?

- Advising needs flexible, eclectic practitioners able to adapt their advising strategies in accordance with the needs of their students.
- Being married to a single approach to academic advising, advisors potentially disregard the diverse ways in which students learn and presume a single, linear developmental path that is clearly more idealistic than realistic.

Kimball and Campbell, Academic Advising Approaches, p. 6

THE COMMON THREAD

- Relationship Building
 - Building relationships and encouraging students' holistic development are key elements in nearly all academic advising approaches



NACADA'S DEFINITION OF ADVISING

- Multi-dimensional and intentional
- Grounded in teaching and learning
- Has its own purpose and content
- Has specified outcomes for student learning



Pillars of Academic Advising

<http://www.nacada.ksu.edu/definitions.htm>

PRESCRIPTIVE ADVISING

- Advisors as doctors who diagnose the problem and give out a prescription to fix the problem
- Largely viewed as an outdated approach



- Positives? Negatives?
- What population may benefit from prescriptive advising?

DEVELOPMENTAL ADVISING

- Exploration of life goals
- Exploration of vocational goals
- Program choice
- Course choice
- Scheduling of courses



WE WEAR MANY HATS

- Guide
- Mentor
- Facilitator
- Teacher



“An excellent advisor does the same for the student’s entire curriculum that excellent teacher does for one course.”

Lowenstein



ACADEMIC ADVISING AS TEACHING AND LEARNING

- Approach is based on the long list of instructional theories, studies and advances from the last half century.
- For more information on the theories that are foundational to this approach, please reference Chapter Two of the *Academic Advising Approaches*.

LEARNING-CENTERED ADVISING

“Some teachers and advisors may assume that student learning is automatic, the result of good teaching or good academic advising. However, students learn for and by themselves; it is a process, a change, a response to experiences. Advising and teaching techniques and tools matter, not as ends in themselves, but as means of fostering and supporting student learning. When teaching and advising are learning-centered, the focus rests on students (not teachers or advisors.)”

Maura Reynolds, 2013

FOCUS ON STUDENT'S PERSONAL AND ACADEMIC GROWTH

ADVISORS TEACH STUDENTS:

- to value the learning process
- to apply decision-making strategies
- to put the college experience into perspective
- to set priorities and evaluate events
- to develop thinking and learning skills
- to make choices

NACADA Core Values

LEARNING-CENTERED ADVISING PRINCIPLES

- Clear, reasonable, and positive goals
- Learning requires active involvement
- Motivated students learn more effectively
- High expectations encourage high achievement
- Students need feedback
- Interactions promote learning and engagement
- Each student is different

ADVISING APPROACHES

- Appreciative Advising
- Strengths-Based Advising
- Proactive Advising
- Coaching
- Group Advising
- Peer Advising

APPRECIATIVE ADVISING

“Appreciative Advising is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.”



<http://www.appreciativeadvising.net/what-is-appreciative-advising.html>

APPRECIATIVE ADVISING

- Disarm - Make positive first impression, warm and welcoming
- Discover - Build rapport, learn about the student's strengths, skills and abilities
- Dream - Elicit hopes and dreams, discussions that make them think of the future

APPRECIATIVE ADVISING

- Design - Create plans together for the future
- Deliver - Students take responsibility for executing their plans, advisor expresses confidence
- Don't Settle - Encourage continued improvement and set higher expectations

STRENGTHS-BASED ADVISING



“Strengths-based advising represents a paradigm shift for higher education from failure prevention and a survival mentality to success promotion and a perspective of thriving.”

Laurie A. Schreiner, Academic Advising
Approaches, p. 105

STRENGTHS-BASED ADVISING

- Identify student's talents
- Affirm student's talents and increase awareness of strengths
- Envision the future
- Plan specific steps for student to reach goals
- Apply student's strengths to challenges

PROACTIVE ADVISING

- Deliberate, structured student interventions
- Purposeful, structured involvement with students
- Efforts to reach out to students before they ask for help
- Inquiries into causes of the students' concerns/difficulties

ADVISING AS COACHING

“A process designed to facilitate the decision-making activities to the [student] and to provide ongoing accountability and follow up with a strong emphasis on personal responsibility.”

Whitemore, 1996

“Coaching is about understanding where the student wants to go and creating an action plan and accountability to get them there.”

Nealy, 2008

ADVISING AS COACHING

STUDENT SUCCESS DEPENDS ON:

- Caring
- Proactive management
- Frequent feedback
- Sense of purpose
- Mentoring
- Recognition

ADVISING AS COACHING

COMMON STAGES OF COACHING:

- Relationship building
- [Needs] Assessment
- Feedback
- Planning
- Implementation
- Evaluation and follow up

ADVISING AS COACHING

OFTEN RESULTS IN:

- Self-awareness
- Confidence
- Improved performance
- Self-authorship



ADVISING APPROACHES TO EMBRACE

GROUP ADVISING
PEER ADVISING



“To learn from one another, students with backgrounds and from different racial and ethnic groups must interact.”

Richard Light, 2001

GROUP ADVISING

- When information needs to be shared with a large number of students
- Can be student-centered participatory process
- An extension of teaching
- Opportunity to connect students with faculty/each other

PEER ADVISING

- Peer advisors give added credibility to the same messages
- Peer advisors should not be considered professional advisors or counselors
- Peer advisors need to know the limits of their authority/responsibilities
- Peer advisors should advise rather than tell advisees what they should or should not do
- Peer advisors need to refer, refer, refer

BENEFITS FOR PEER ADVISORS

- Enhance leadership, problem solving, and communication skills
- Actively engage in the college environment
- Contribute to the intellectual and personal growth of other students
- Great for building the resume



DISTANCE ADVISING

IMPORTANT TO UNDERSTAND:

- “Online/distance education” offers entire degree programs completely online; students likely don’t step foot on campus
- “Courses offered online” have incorporated elements of technologies used with distance learning into campus-based courses

DISTANCE ADVISING

WHO ARE OUR DISTANCE LEARNERS?

- Estimates of more than 20 million students (2016)*
- Adults seeking workforce training or degree completion
- Traditional learners who reside on campus
- Both community college and 4-year institutions

*2016, Digest of Education Statistics 2015

DISTANCE ADVISING

HOW TO SUPPORT DISTANCE LEARNERS:

- Create a sense of community and engage
- Provide the same attention that face-to-face students receive, if not more
- Invest in technology to support distance learners and advisors
- Be proactive and communicate upcoming events/deadlines
- Keep track of student’s progress and provide outreach at key points throughout the program

DISTANCE ADVISING

ADVISOR'S ROLE:

- The student advocate
- The liaison between learner needs and university needs
- The person through whom students connect to the university
- The "One Stop Shop" who is available for students questions/needs
- The question asker
- The creative, flexible and realistic guide

"The most important strategy for success with online students is to form solid, meaningful connections from orientation to graduation and to use these connections to help students feel connected to something larger than just their computer, their online course, or the school's web site."

Jennifer Varney, 2012



WHICH APPROACH IS BEST?

- Work to become comfortable using various advising styles... different populations may require different approaches
- Learn to use a variety of styles in different situations
- Constantly work to improve your skills
 - NACADA Core Competencies Model
- Themes in virtually every approach
 - You must care...
 - about the student
 - about your institution and know it inside out
 - about the profession
 - about education

QUESTIONS/ADDITIONAL THOUGHTS

- Thank you for joining us and for your contributions!



WE NEED TO HEAR FROM YOU!

Please take a moment to complete this **sessions'** evaluation:

URL:

<https://www.nacada.ksu.edu/Events/Summer-Institutes/June-2018-AB0/June18PO.aspx>

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