

The ACT
**NATIONAL
CENTER**
for the Advancement
of Educational Practices

ACADEMIC ADVISING CONFERENCE

OUTLINE AND NOTES

**Permission is granted to copy The Academic Advising conference notes and outline and to make available through the NACADA archives. The original document is stored in the Information Resource Center, ACT, Inc.
2201 N. Dodge Street, Iowa City, Iowa 52243.**

*ACADEMIC ADVISING: A Critical
Element in Student Growth and
Development*

*"Enhanced emphasis should be placed
on advising as an increasingly
important part of higher education."
(Carnegie Commission on Higher
Education)*

PREMISE

*Students who have a personally
developed educational/career plan
based on their values, goals, interests,
and abilities will have an increased
chance for academic success, satisfaction,
and persistence.*

PREMISE

*Academic advising is the most
significant mechanism available for
aiding and abetting this important
process.*

Conference Goals

- To assist institutions to improve
the delivery of advising services to
students*
- To assist individual advisors to
become more effective advisors*

Assumptions

- Interest in improving the advising
process*
- Varying responsibilities*
- Different institutional types*
- Differing background, experience,
and perceptions*
- Interactions and sharing*
- Practical suggestions, examples, and
materials*

*Academic Advising--The pivotal point
in assisting students to attain
educational and career goals.*

THE 4 Ps OF ACADEMIC ADVISING

Principles
Problems
Practices
Potential

"For one person to be able to advise or even help another, a lot must go well, a whole constellation of things must come right in order to once succeed." (Rilke "Letters to a Young Poet" 1903)

"Each student must choose from the faculty someone who would be advisor and friend in all matters and would serve as a medium of communication between the student and faculty."
 (Hayes, Kenyon College, 1841)

A 1960s Definition of Academic Advising

"The task of advising is concentrated in the opening days of registration and enrollment and consists of aiding students in the selection of courses."
 (Handbook of College and University Administration, Asa Knowles, Editor)

"Academic advising has evolved from a simplistic, routine, perfunctory course scheduling activity to a complex process of student development requiring comprehensive knowledge and skills." (Grites)

The Scope of Advising

- Establish caring relationship
- Discuss relevance of higher education
- Provide rationale for requirements
- Stimulate life/career planning
- Clarify values and goals
- Relate interests and abilities to educational/career plan
- Assist in selection of major/minor
- Help in course selection/scheduling
- Monitor student progress
- Explore options/alternatives
- Encourage cocurricular involvement
- Function as referral agent

Advising IS: Informational
Relational

Integration

Effective advising requires a cooperative and integrated effort among major program areas to meet students' academic and career planning needs.

Integrating Academic Advising With:

Recruiting/admissions
 Orientation
 Residence halls
 Counseling
 Testing
 Placement/sectioning
 Registration
 Life/career planning
 Academic support services
 Instructional program
 Retention

"Advising cannot be done in isolation."

The effective integration of academic advising with support services requires a clear communication of who does what for which population and why.

Why the Increased Interest in Academic Advising?

- Acceptance of responsibility to assist students with educational/career planning
- Evidence that reveals general dissatisfaction with both the quality and effectiveness of advising services on many campuses
- Evidence of the link between good advising and student satisfaction and persistence
- Changing composition and diversity of student body
- Opportunity to interpret the educational experience to students in a personal manner
- Response to the emergence of student consumerism

"Colleges and community colleges must guarantee that first-year students have access to a stable body of well-trained advisors, including faculty, administrators, and peers, and that the advising system maintains regular contact with students."
 (Involvement in Learning, 1984)

Only 18% of students rated their institution's advising program as "highly adequate." (Carnegie Foundation for the Advancement of Teaching, 1986)

NOTES

The American College Student

- 84 % were satisfied with courses in their majors
- 77.6 % were satisfied with the overall quality of teaching
- 74.8 % were satisfied with chances to discuss class work with faculty
- 63.4 % were not satisfied with career counseling
- 58.4 % were unhappy with academic advising
- 59.7 % were displeased with the job placement services colleges provided (Higher Education Research Institute)

Academic Advising has the potential to be a powerful educational intervention, which can greatly improve the quality of education experienced by students.

Academic advising on many college campuses today is a low status/low priority activity, poorly organized, performed in a perfunctory manner, and largely ineffective in meeting student and institutional needs.

Third National Survey of Academic Advising

Respondents by Type of Institution

2-Year Private	6%
2-Year Public	35%
4-Year Private	37%
4-Year Public	20%
Other	2%

Response Rate = 71% N = 447

(ACT Third National Survey, 1987)

Goals of Advising Program Successfully Achieved for Most Students

	Low (1)	High (5)
Accurate Information		3.95
Advisee Information		3.38
Referrals		3.36
Educational Planning		3.33
Monitoring Progress		3.24
Life/career Planning		3.05
Self-understanding		2.84
Decision making		2.62

(ACT Third National Survey, 1987)

Summary of Institutional Advising Goals

The lowest ranked goals were the more developmental oriented goals of assisting students with consideration of life goals, self-understanding, and decision-making skills. The concept of developmental advising appears to be no more widely embraced today than it was in the early 80s. It is still more prominent in theory than in practice.

(ACT Third National Survey, 1987)

Effectiveness of Advising Program

Very Ineffective (1) Very Effective (5)

Advisee information	3.5
Meeting student needs	3.4
Advisor skill/time	3.3
Communication	3.2
Use of resources	3.1
Staffing	3.0

(ACT Third National Survey, 1987)

Effectiveness of Advising Program

Very Ineffective (1) Very Effective (5)

Coordination/direction	2.9
Advisor accountability	2.4
Training	2.4
Evaluation	2.2
Recognition/reward	1.9

(ACT Third National Survey, 1987)

Summary of Institutional Effectiveness

The most significant methods by which advising can be improved (coordination/direction, training, accountability, evaluation, and recognition/reward) are seen as the least effective areas in the organization of campus advising programs.

(ACT Third National Survey, 1987)

Effectiveness of Advising Program Relative to Five Years Ago

5 -- Much more effective

4 -- More effective

Advisee information	3.87
Meeting student needs	3.81
Communication	3.66
Use of resources	3.61
Coordination	3.58

3 -- Advisor skill/time 3.54

(continued)

NOTES

Staffing	3.41
Training	3.39
Evaluation	3.27
Advisor accountability	3.23
Recognition/reward	3.04

2 -- Less effective

1 -- Much less effective

(ACT Third National Survey, 1987)

Summary of Institutional Effectiveness

Although respondents do not rate various aspects of their advising program as being very effective, they perceive that effectiveness is higher today than five years ago.

(ACT Third National Survey, 1987)

Academic Advising is Not:

- Synonymous with faculty advising
- Obtaining a signature to register
- A conference held once a term
- Focused exclusively on a student's academic experiences
- Telling students what to do
- A judgmental process
- Personal counseling
- Supplementary to the educational mission of the institution

Delivery Systems

- Self-advisement
- Faculty advisement
- Advisement center
- Advisors/counselors
- Peer advisement
- Combination

Possible Problems with Faculty Advisors

- Discipline experts
- Lack of recognition/reward
- Competing priorities/interests
- Availability
- Currency of institutional information

Average Hours Per Week Devoted to Responsibilities

	<u>0-2</u>	<u>3-6</u>	<u>7 +</u>
Teaching	14.4%	27.8%	57.8%
Admin./Comm.Wk.	38.2	34.0	28.7
Consulting	73.7	17.0	9.4
Preparation	12.3	34.0	53.7
Research	39.0	20.6	40.4
Advising	53.0	34.8	12.1

(Carnegie Foundation Survey)

NOTES

Time Spent Advising

On average, faculty advisors spend approximately 1% to 5% of their time on advising responsibilities.

(ACT Third National Survey, 1987)

Importance of Faculty Advisors

"Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or, indeed, any other student or institutional characteristic." (Astin)

Meeting Student Advising Needs

INTAKE (decision-making)

- Transition advising
- Self-information
- Academic information
- Career information
- Monitoring adjustment and progress
- Core/general education course selection
- Developing an academic plan
- Referral where appropriate

Meeting Student Advising Needs

ACADEMIC MENTORING (post selection of major)

- Course selection and scheduling
- Monitor academic progress and graduation requirements
- Encourage good academic performance
- Link program of study with opportunities and uses beyond graduation
- Consideration of graduate school where appropriate
- Selection of minor or double major
- Referral where needed

Advising Model

"Academic advising should be offered only by personnel who voluntarily choose to advise, who receive systematic skills training, who have advising as a specified responsibility, whose performance is systematically evaluated, and who are rewarded for skillful performance." (Ender, Winston, Miller)

Advisor Selection

In the majority of units/departments, faculty are required to advise. It is much less common for faculty to volunteer or be selected as advisors.

(ACT Third National Survey, 1987)

Frequency of Contact/Advisor Load

Frequency and length of advisor contact make a difference.

The number and duration of meetings influenced students' perceptions of advising programs.

-- Number of topics discussed

*-- Positive impression of advisor
(Julie Noble, ACT)*

Frequency of Contact

The typical number of contacts between advisors and advisees during an academic term is 2 or less; only 5% estimate 6 or more contacts per term.

(ACT Third National Survey, 1987)

Average Length of Advisor/Advisee Meetings

<i>--Not met or less than 5 minutes</i>	<i>13%</i>
<i>--<u>5 to 15 minutes</u></i>	<i>55%</i>
<i>--16 to 30 minutes</i>	<i>26%</i>
<i>--More than 30 minutes</i>	<i>6%</i>

(ACT Survey of Academic Advising)

Advisor Load

A typical advisor load is less than 20 advisees per advisor; very few institutions report advisor loads of 40 or more.

(ACT Third National Survey, 1987)

Overload Strategies

Group Advising

Peer Advisor

Paraprofessional/Volunteers

Advisor Assignment Decisions

Advisement Centers

Course Approach

Group Advising

Group advising, except during orientation/registration, is an under-utilized advising strategy. Curricular and workshop approaches are not common.

(ACT Third National Survey, 1987)

*Definition of Counseling--The professional guidance of an individual by using psychological methods such as case history data, personal interviews, and testing interests and abilities.
(Webster's New Collegiate Dictionary)*

Counselor = Advisor

NOTES

Academic advising effectively delivered as an educational service can interpret, enhance, and enrich the educational program of the institution.

Advisors/Faculty

The front-line interpreters of the value and benefit of higher education

"If education could be interpreted to students as a valuable and cumulative experience relative to later living as well as to a career, dropouts might be reduced. In many ways, good advising may be a more critical and significant academic function than teaching."

(Dressel)

A Successful Triad for Student
Growth and Development

Good
Classroom
Instruction

Effective	Comprehensive
Academic	Educational
Advising	Support Services

"Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary."

Institutional Policy on Advising

Activating an advising program requires a written and published policy statement.

Written Policy Statement on Academic Advising

Yes = 54 %
No = 46 %

(ACT Third National Survey, 1987)

Questions to be Addressed in a
Policy Statement

1. What is advising?
2. What are the advising needs of students?
3. Who serves as advisors?
4. Is the advising system a higher priority than the needs of academic subunits?
5. Who is administratively responsible for the advising program?
6. How are services delivered?
7. How are advisors selected, trained, and evaluated?
8. What is the relationship between advising and other support services?
9. What are the rights and responsibilities of advisees?
10. What are the rights and responsibilities of advisors?

Rank Order of Elements Detailed in Policy
Statement on Academic Advising

- 1--Responsibilities of advisors (82%)
 - 2--Goals of advising (77%)
 - 3--Philosophy of advising (76%)
 - 4--Delivery (52%)
 - 5--Responsibilities of advisees (50%)
 - 6--Selection of advisors (31%)
 - 7--Training (26%)
 - 8--Evaluation (17%)
 - 9--Recognition/reward (10%)
- (ACT Third National Survey, 1987)

Developing a Consensual Definition
of Academic Advising

- Some assumptions about academic advising
- Advising role and responsibility inventory

"The most appropriate models for academic advising are grounded in human/student development theory and are based on the establishment of a personal and caring relationship between the student and the advisor." (Winston, Miller, Ender, & Grites)

Developmental Advising--A Definition

A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources. (Winston, Miller, Ender, & Grites)

NOTES

A Major Goal of DevelopmentalAdvising Should be Growth:

- Growth in self-awareness
- Growth in the self-awareness of the relationship of education and life
- Growth in the ability to identify realistic academic and career goals as well as a program to achieve them
- Growth in the awareness of life as extending beyond just the 2 or 4 years of college

Developmental Advising ActivitiesInclude:

- Assessment activities for the formation and clarification of the person's values, interests, abilities, and goals
- Activities which assist individuals to relate self-information to occupational and educational information
- Activities which promote broad exploration of educational and occupational options
- Activities which provide for reality testing
- Assistance with implementation of choices and decision-making skills

Typical Advisee Questions

Who am I?

What do I want to do?

How can the institution help me get there?

Contrasting Relationship Orientations inAcademic Advising*Prescriptive

Focuses on limitations
 Problem oriented
 Based on authority & giving of advice
 Advisor has primary responsibility
 Student is seen as lazy

 Student requires close supervision
 Evaluation is done by advisor
 Advisor takes initiative

 Relationship is based on status

Developmental

Focuses on potentialities
 Growth oriented
 Based on equal & shared problem solving
 Advisor & student share responsibility
 Student is seen as wanting to learn

 Student is capable of self-direction
 Evaluation is shared process
 Either student or advisor takes initiative

 Relationship is based on trust and respect

*These descriptions are adapted from Burns B. Crookston
 "A Developmental View of Academic Advising as Teaching"
 Journal of College Student Personnel, 13 (1972), 12-17

Developmental Advising Model

1. Exploration of life goals (values)
 2. Exploration of educational/career goals
 3. Selection of educational program
 4. Selection of courses
 5. Scheduling of classes
- (O'Banion)

"Uncertainty about what to study (major) is the most frequent reason talented students give for dropping out." (Astin)

Electives

- Pursue personal interests
- Build skills/knowledge
- Investigate alternative majors
- Increase employment opportunities
- Broaden educational experience

A developmental approach to academic advising should go beyond requirements and registration. There must be a context within which these items fit, and that context needs to be the educational/career plan developed between the student and the advisor.

Responsibilities of the Advisor

- Helps student define and develop realistic goals
- Identifies special needs
- Matches student to available resources
- Assists student to plan program consistent with abilities and interests
- Monitors progress toward educational/career goals
- Discusses linkage between academic preparation and World of Work

*Intrusive Advising**Intrusive Advising Postulates*

- Students most in need of advising services are the ones who do not seek it out voluntarily
- It is easier to anticipate a problem than it is to solve one
- Most student problems are treatable if identified early
- Students respond positively to direct contact in which potential problems are identified and a resource of help offered
- There is growing evidence that it works

NOTESDegree of Intrusiveness*

- Class scheduling/registration
- Adding a class
- Dropping/withdrawing from class
- Declaring a major
- Changing a major
- Approval of graduation plan

*A majority of institutions report that two-thirds or more of their academic units/departments require contact on these occasions.

(ACT Third National Survey, 1987)

A study at Old Dominion University of an intrusive model that identified students on probation at the end of their first semester and contracted with them for specific strategies of academic assistance resulted in a statistically significant improvement three semesters later in grades and in persistence compared to a control sample (Earl, 1987).

Faculty and Staff Mentoring Program at Canisius College

- Volunteers with no remuneration
- Special training
- Eight students per mentor
- Six group meetings per year
- Topics (study skills, goal setting, time mgmt., stress mgmt., communication skills, etc.)
- Peer helpers

Impact

	<u>Mentored</u>	<u>Non-Mentored</u>
Percent receiving deficiency notices	17.7	39.1
Percent < 2.0 GPA	19.5	32.8
Percent 2.0 - 2.9 GPA	47.6	34.2
Percent > 3.0 GPA	33.0	33.0

(Miller and Brickman, NASPA Journal, Winter, 1982)

Responsibilities of the Advisee

- Gather all relevant decision-making information
- Clarify personal values and goals
- Become knowledgeable about policies, procedures, and requirements
- Accept responsibility for decisions

What Students Want from Advisors

- Accessibility
- Specific and accurate information
- Personal and caring relationship

Have Discussed:

- Scheduling of courses
 - Dropping/adding courses
 - Registering for courses
 - Obtaining information about specific courses
 - Evaluating my academic progress
 - Obtaining information about requirements for graduation, student teaching, certification, etc.
- (ACT Survey of Academic Advising)

Have Not, But Should Have Discussed:

- Obtaining information about academic resources and services
 - Improving my study skills and habits
 - Identifying my strengths and abilities
 - Clarifying my life/career goals
 - Learning about opportunities for continuing my education after graduation
- (ACT Survey of Academic Advising)

The most influential factor in determining advisee satisfaction with advisement is the quality of the advisor/advisee relationship.

Administrative Support and Commitment

Good advising programs do not just happen. They are the result of carefully developed institutional plans and commitment.

Commitment to Improve Advising

- Must be sanctioned by highest level of organization
- Must be conscious and demonstrated
- Must pervade all levels of institution

Examples of Administrative Support

- Recognition of importance
- Appointment of study group
- Allocation of resources (budget)
- Assignment of responsibility/authority
- Provision of advisor resources
- Implementation of a comprehensive evaluation program
- Support of a recognition/reward system
- Development of an institutional policy/procedures statement

NOTES

*Factors in Developing a Quality
Advising Program*

- Administrative support*
- Institutional policy*
- Information system*
- Training/development*
- Evaluation*
- Recognition/reward system*
- Frequency of contact/advisor
load*
- Integrated referral system*
- Coordination/management*
- Appropriate delivery system
(Crockett)*

NOTES

ACADEMIC ADVISING: A CRITICAL LINK
IN STUDENT RETENTION

Academic advising, properly delivered,
can be a powerful institutional influence
on student growth and development. As such,
it is a potent retention force on the
campus.

Retention should not be an institutional
goal but rather the by-product of
improved educational programs and
services for students.

Types of Attrition

- Expected and justified
- Stopping out
- Unnecessary and subject to institutional control

National Dropout Rates

Freshman to Sophomore Year by

Type of Institution

Degree Level/

<u>Control</u>	<u>N</u>	<u>Mean %</u>	<u>S.D.*</u>
Two-Year Public	781	47.8	16.8
Two-Year Private	203	28.9	17.6
BA/BS Public	78	30.9	15.8
BA/BS Private	579	27.4	14.9
MA/1st Prof'l.Public	222	31.6	12.1
MA/1st Prof'l.Private	379	22.4	11.1
PhD Public	158	26.0	11.8
PhD Private	125	15.8	9.8
TOTAL	2,525	32.9%	

*Standard Deviation

Source: Compiled from ACT Institutional
Data File, 1987For All First-Time Entrants to Four-Year
Institutions

- 37 % will never earn a four-year degree
- 44 % will eventually complete a four-year degree at that institution
- 19 % will eventually complete a four-year degree at another institution

(Tinto, 1986)

For All First-Time Entrants to ALL Forms
of Higher Education

- 40 % will never earn a degree
- 45 % will eventually earn four-year degrees
- 15 % will eventually earn two-year degrees

(Tinto, 1986)

NOTES

Themes of Attrition

- Academic boredom
- Academic underpreparedness
- Lack of certainty about major or career choice
- Transition/adjustment difficulties
- Dissonance/incompatibility
- Irrelevancy

<u>Negative Campus/Student Characteristics</u>	<u>Mean</u>
Inadequate academic advising	3.39 ✓
Conflict between class schedule & job	3.37 ✓
Inadequate Financial Aid	3.25
Inadequate Counseling Support System	2.78
Inadequate Personal Contact Between Students and Faculty	2.75

(WWISR in AASCU, Cowart, 1987)

<u>Positive Campus/Student Characteristics</u>	<u>Mean</u>
Caring attitude of faculty and staff	4.26 ✓
Consistent high quality of teaching	4.06 ✓
Adequate financial aid programs	3.47
Consistent high quality academic advising	3.46
Encouragement of student involvement in campus life	3.41

(WWISR in AASCU, Cowart, 1987)

<u>Drop-Out Potential</u>	<u>Mean</u>
Low academic achievement	4.69 ✓
Limited educational aspirations	4.12 ✓
Inadequate financial resources	3.96
Indecision about a major or career	3.75
Economically disadvantaged	3.48

(WWISR in AASCU, Cowart, 1987)

Activities to Improve Student Retention Since 1980

	<u>% Yes</u>
Improvement/redevelopment of academic advising program	72.1 % ✓
Special Orientation Program	71.0 ✓
Establishment of early warning systems	65.6 ✓
Curriculum Innovations in credit programs	61.7
Formal remedial coursework	55.7
Use of students as peer advisors and counselors	52.5
New noncredit course offerings	45.4

(WWISR in AASCU, Cowart, 1987)

NOTES

Institutions that are most successful in retaining their students are those most likely to have used improvements or redevelopment of the academic advising program as a retention strategy.

(WWISR in AASCU, Cowart, 1987)

Academic Advising--A Retention Definition

"Providing assistance in the mediation of dissonance between student expectations and the actualities of the educational environment." (Habley)

Advisement-Retention Model

--Advisement must be viewed and practiced as a developmental student-centered activity.

--Retention programs should focus on those services that enable students to clarify their educational/career goals and relate those goals to academic offerings.

--Academic advising provides the most significant mechanism by which students can relate their goals to the educational experience.

(Habley)

....the decision to leave college can be viewed as a longitudinal process involving a series of events and interactions between the student and the institution in which the student's goals and commitments are modified in ways which lead to persistence or to varying forms of dropping out. (Tinto)

The degree to which an institution provides programs and services which assist the student in the move toward greater integration is the degree to which that institution has designed a meaningful persistence strategy.

Academic advising is the only structured service on campus in which all students have the opportunity for ongoing, one-to-one interaction with a concerned representative of the institution.

ORGANIZATIONAL STRUCTURES FOR
ACADEMIC ADVISING: MODELS AND
IMPLICATIONS

Factors Influencing Delivery Model

Size
Control
Type
Residential/Non-residential
Level of Educational Offerings
Nature of Program Offerings
Selectivity
Students
Programs/Policies/Procedures
Academic Transactions Requiring Approval

Some Components of the Institutional
Mission

Control
Public-Private-Proprietary
Level of Educational Offerings
Associate-Baccalaureate-Graduate
Nature of Program Offerings
Liberal Arts-Professional-Vocational/
Technical
Selectivity
Open Door ---- Highly Selective

Students

Underprepared ----- Gifted
Undecided ----- Decided
Socioeconomic Socioeconomic
Diversity ----- Homogeneity
First Generation ----- College Educated
Parents
Rural Environment ----- Urban Environment
Nontraditional Age ----- Traditional Age

	HIGH	Possible	Likely	Non-Existent
Advising Willingness	SOME	Likely	Likely	Unlikely
	LOW	Untenable	Difficult	Unlikely
		LOW	SOME	HIGH
		Advising Skills		

Levels of Readiness

--Awareness of problem
--Willingness to address problem
--Commitment to change or solution of
problem

Factors Impinging on Faculty Advising

1. Overworked
2. Lack of clarity in administrative priority
3. Apathy
4. Lack of reward
5. Bargaining agreement
6. "Bootstraps philosophy"

Programs, Policies, and Procedures

1. Sequencing of courses
2. Complexity of graduation requirements
3. Scope of general education requirement
4. Degree to which advisor must approve of a variety of academic transactions

Academic Transactions Requiring Approval

1. Class schedules
2. Adds and drops
3. Course withdrawal
4. Institutional withdrawal
5. Waivers
6. Substitutions
7. Degree plan
8. Change of major
9. Transcript requests
10. Graduation application
11. Absence reports
12. Midterm progress
13. Deficiency monitoring
14. Reinstatement form
15. Incomplete request
16. Field trip forms

Figure 1 -- Faculty-Only Model

Student —————> Faculty

Figure 2 -- Supplementary Advising Model

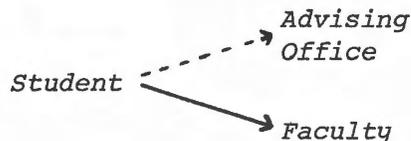


Figure 3 -- Split Advising Model

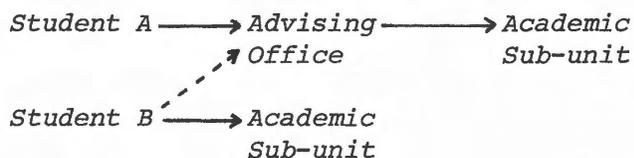


Figure 4 -- Dual Advising Model

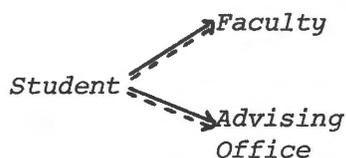


Figure 5 -- Total Intake Model

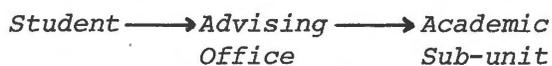


Figure 6 -- Satellite Model

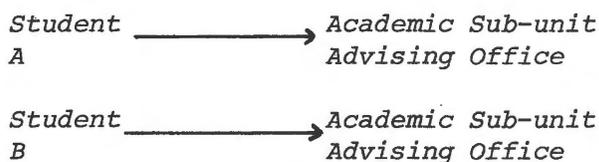
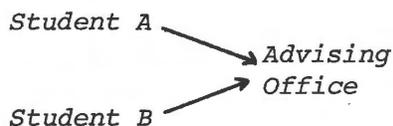


Figure 7 -- Self-Contained Model



Prevalence of Organizational Models

Faculty Only	33 %
Supplementary	20
Split	22
Dual	4
Total Intake	5
Satellite	5
Self-Contained	11

(ACT Third National Survey, 1987)

Most Popular Models by Institutional Types

<u>Two-Year Public</u>		<u>Two-Year Private</u>	
Self-Contained	26.5%	Faculty Only	59.3%
Faculty Only	25.8	Self-Contained	14.8
<u>Four-Year Public</u>		<u>Four-Year Private</u>	
Split	36.1	Faculty Only	37.1
Faculty Only	31.9	Supplementary	29.9
Supplementary	18.7	Split	15.6

(ACT Third National Survey, 1987)

Advising Offices and Institutional Types

Two-Year Public	65.2%
Two-Year Private	37.0
Four-Year Public	61.5
Four-Year Private	56.9

All Institutions 59.7

(ACT Third National Survey, 1987)

NOTES

NACADA Advising Goals

- Assisting students in self-understanding and self-acceptance (value clarification, understanding abilities, interests, and limitations)
- Assisting students in their consideration of life goals by relating interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
- Assisting students in developing an educational plan consistent with life goals and objectives (alternative courses of action, alternate career considerations, and selection of courses)
- Assisting students in developing decision-making skills
- Providing accurate information about institutional policies, procedures, resources, and programs
- Making referrals to other institutional or community support services
- Assisting students in evaluation or reevaluation of progress toward established goals and educational plans
- Providing information about students to the institution, colleges, and/or academic departments

Goal Achievement/Program Effectiveness/Five-Year
Effectiveness
Improvement

Self-Contained
Satellite
Total Intake
Dual
Split
Supplementary
Faculty Only

-28 -24 -20 -16 -12 -8 -4 0 +4 +8 +12 +16 +20 +24 +28

(ACT Third National Survey of Academic Advising, 1987)

NOTES

A Model Advising Organization

1. *Models -- Total Intake System*
2. *Advising -- Office for all freshmen; continued advising for students who are exploratory, underprepared, in academic difficulty, or changing majors*
3. *Full-Time Administrator reporting to the Chief Academic Affairs Officer*
4. *Staffed by Full-Time Advisors, Part-Time Faculty, and Peer Advisors*
5. *In Close Association With:*
 - A. *Admissions*
 - B. *Orientation*
 - C. *Career Planning Programs*
 - D. *Counseling*
 - E. *Learning Assistance*
6. *Advising Office Provides:*
 - A. *Development, maintenance, and distribution of advising files*
 - B. *Evaluation of advising system and advisors*
 - C. *Pre-service, inservice for all advisors*
 - D. *Advisor's Handbook*
 - E. *Advising support tools*

IMPLEMENTING A COMPREHENSIVE ADVISING
AND ADVISOR EVALUATION PROGRAM

Evaluate

"To determine the significance or worth usually by careful appraisal and study." (Webster's New Collegiate Dictionary)

Reward

"Something that is given in return for some service or attainment." (Webster's New Collegiate Dictionary)

Topics

- Premises/Assumptions
- Status of Evaluation and Recognition/Reward
- Evaluation Goals
- Overall Program Evaluation
- Issues Related to Individual Advisor Evaluation
- Recognition/Reward Strategies
- Additional Factors to Consider
- A Model Advising Evaluation Program

Premise/Assumption

1.

Evaluation and measurement can improve program effectiveness and individual advisor performance.

2.

Academic advising programs, as well as individual advisors should be systematically and periodically appraised.

3.

Advisee evaluation is the most direct and useful method of assessing advising effectiveness.

4.

If advising is part of an individual's position responsibility, then their effectiveness as an advisor should be a consideration in decisions about that individual (e.g., promotion, tenure, merit pay).

5.

For an evaluation program to have any usefulness there must be a strong linkage between performance, appraisal of performance, and reward for quality performance.

6.

Every evaluation system can be improved and there is no "perfect" method of evaluating the totality of advising performance or advising programs.

There are few effective systems in place for the evaluation of academic advising and little reward or recognition attached to its successful delivery.

(1979 ACT National Survey)

The vast majority of institutions have not implemented a systematic or periodic appraisal of either their advising programs or individual advisor performance.

(1982 ACT National Survey)

Less than half of institutions report the regular evaluation of advising program effectiveness. Evaluation of faculty advisors is not widespread. Institutions continue to place little priority on recognition or reward for those engaged in academic advising.

(1987 ACT National Survey)

	<u>Effectiveness</u>	<u>Improvement</u>
Evaluation	10th	9th
Recognition/ Reward	11th	11th

(ACT Third National Survey, 1987)

Regular Evaluation of Program Effectiveness

	<u>1983</u>	<u>1987</u>
Yes	21 %	43 %
No	76 %	57 %

(ACT Third National Survey)

The greatest paradox of academic work in modern America is that most professors teach most of the time, and large proportions of them teach all the time, but teaching is not the activity most rewarded by the academic profession nor most valued by the system at large. (Burton R. Clark, "The Academic Life Small Worlds, Different Worlds")

Status of Recognition/Reward

"Nearly half of all institutions provide no recognition or reward in any of their academic departments for those who function as faculty advisors. In fact, when comparing institutional types, no institutional type appears to place a major priority on recognition/reward for faculty advising."

(ACT Third National Survey)

Why Evaluate?

- Assess effectiveness
- Advisor self-improvement
- Recognition/reward
- In-service training strategies
- Support for program development

Resources and Strategies for Overall Program Evaluation

- External Consultant
- Campus Task Force or Study Group
- ACT Academic Advising Audit
- CAS Standards and Guidelines for Academic Advising
- CAS Self-Assessment Guide
- Administrator, Advisor, and Student Evaluation
- ACT Survey of Academic Advising

Academic Advising Audit

- Serve as your own consultant
- Four-step process
- Face validity
- A tool, not a scientific instrument
- Comparisons with national survey results
- Limitations

Academic Advising Audit

- Information gathering (questions)
- Evaluation (scoring)
- Analysis (interpretation)
- Action planning (recommendations)
- Additional resources

CAS Academic Advising Program Standards Self-Assessment Guide

1. Mission
2. Program
3. Multi-Cultural
4. Leadership and Management
5. Organization and Administration

(continued)

NOTES

6. Human Resources
7. Funding
8. Facilities
9. Legal Issues
10. Equal Opportunity, Access, and Affirmative Action
11. Campus and Community Relations
12. Ethics
13. Evaluation

Advisor Evaluation

The majority of institutions reported no formal method of individual advisor evaluation in academic units or departments.

(ACT Third National Survey)

Individual Advisor Evaluation Issues

- Placing a low priority on advising responsibilities in the total faculty evaluation scheme.
- Confusion about the purposes for which the evaluation is being conducted.
- General resistance by faculty to evaluation.
- Lack of consensus on acceptable evaluation criteria.
- Fear of student evaluation as a major component in advisor evaluation.
- Lack of a tangible recognition/reward system tied directly to the evaluation of individual advisor performance.

The major conclusion from this study is that academic advising as a faculty responsibility tends to be neglected in both collective bargaining agreements and faculty contracts/handbooks.

(Teague and Grites)

A Weighting Scheme for Evaluating Faculty for Annual Reviews

Area of Responsibility	Total Points	Source		
		Students	Peers	Self
Instruction	70			
Classroom Perf.	40	20	15	5
Advising	20	15		5
Course Devel.	10		5	5
Service	10		5	5
Research	10		10	
Professional Devel.	10		5	5
Totals	100	35	40	25

(Braskamp, Brandenburg, and Ory)

NOTES

Formative vs. Summative Evaluation

*Formative--What can or should the advisor do to become a more effective advisor?
(Self-Improvement)*

*Summative--How effective, productive, or helpful was the advisor?
(Personnel Decisions)*

A Comparison of Formative and Summative Evaluations

	<u>Formative</u>	<u>Summative</u>
<i>Purpose</i>	<i>Self-development & improvement of performance</i>	<i>Personnel decisions (tenure, merit pay, promotion)</i>
<i>Focus</i>	<i>Future Performance</i>	<i>Past Performance</i>
<i>Role of Supervisor</i>	<i>To support, assist, make suggestions</i>	<i>To judge or rate performance</i>
<i>Primary Methods</i>	<i>Self-evaluations Student evaluations</i>	<i>Administrative evaluations Student evaluations</i>
<i>Frequency</i>	<i>Continually</i>	<i>Annually</i>
<i>Type of Information</i>	<i>Strengths & weaknesses Descriptions of behaviors</i>	<i>Overall effectiveness & competence</i>
<i>Primary Audience</i>	<i>Advisor</i>	<i>Supervisor</i>

*"College professors are jealous of their independence, proud of their specialized competencies, not easily led, and suspicious of being told what or how they serve."
(Blackburn)*

Faculty Resistance to Evaluation

- Resentment of the implied assumption that faculty may be incompetent*
- Suspicion that they will be evaluated by unqualified people*
- Anxiety that they will be held accountable for performance in an area in which they may have little or no training or interest
(Arreola)*

Strategies for Gaining Advisor Support of an Advisor Evaluation Program

- Plan carefully to assure a participatory and democratic process.*
- Involve the advisor corps at the critical stages of program development. By gaining involvement and a feeling of "ownership" in the process many potential problems and organized resistance can be avoided.*

(continued)

NOTES

-
- Seek the support and participation of faculty opinion leaders early in the process.
 - Establish a steering committee to guide the development and implementation of the program.
 - Anticipate some resistance and be prepared to respond to common concerns and questions.
 - Hold open forums or meetings to provide ample opportunity for expressions of concern.
 - Consider the use of an external consultant to serve as a buffer between the advisors and the administration during program development.
 - Do not ask faculty to "vote" on the desirability of an advisor evaluation program. Rather, seek their cooperation and assistance in the construction of a fair and equitable program.
 - Incorporate multiple measures of advisor effectiveness.
 - Present advisor evaluation as a component of the total faculty evaluation and development program.
 - Draw comparisons, where appropriate, between student evaluation of teaching and student evaluation of advising.
 - Select a standardized evaluation instrument thus negating potential arguments regarding criteria for evaluation.
 - Implement in stages preceded by a "pilot" phase allowing for necessary refinements.
 - Link evaluation program to development and training opportunities.
 - Assure a tangible reward structure linked directly to the results of the evaluation program.

Characteristics of the Effective Advisor

- Interested in advising
- Demonstrates a concerned and caring attitude toward advisees
- Exhibits effective interpersonal and communication skills
- Available to advisees
- Frequent contact with advisees
- Intrusive behavior with advisees

(continued)

NOTES

- Knowledgeable of institutional regulations, policies, offerings, and procedures
- Monitors student progress
- Uses appropriate information sources
- Refers when necessary
- Supports advisor development programs
- Engages in developmental advising versus simply course scheduling

Evaluation of Individual Advisors

- Self-Evaluation
- Advising Coordinator/Director/Supervisor Evaluation
- Peer Review
- Student Evaluation

Methods for Evaluating Advisors

	Academic Depts.		
	<u>All</u>	<u>Some</u>	<u>No</u>
Self-Evaluation	15 %	34 %	51 %
Supervisory Performance			
Review	22	45	33
Peer Review	4	20	76
Student Evaluation	23	37	40

(ACT Third National Survey)

Advisee evaluation is the most direct and useful method of assessing advising effectiveness since students are in a direct relationship with their advisor and experience the actual advising session and all its behavioral elements.

Recognition and Reward

- Extrinsic rewards
- Incentives
- Intrinsic rewards

Methods of Recognition/Reward*

- Minor consideration in promotion/tenure 23%
- Major consideration in promotion/tenure 9
- Released time from instruction 7
- Released time from committee work 5
- Released time from research expectations 3
- Awards 3
- Salary increments for advising time 3

*In effect in two-thirds or more of the academic units/departments.

(ACT Third National Survey)

ACT/NACADA National Recognition Program for Academic Advising

- Advisor awards
- Advising program awards

NOTES

The function of advising is too critical to be left solely to those who intrinsically cherish it.

Motivation of Advisors

"Generally, professionals are motivated by the higher-level needs of autonomy, achievement, confidence, status, recognition, and self-fulfillment."
(Maslow)

Some Additional Factors in Developing an Evaluation Program

- Administrative Support and Commitment
- Instrument Development or Selection
- Data Gathering
- Feedback to Advisors
- Limitations

Instrument Development or Selection

- Internally developed
- Borrow all or part of an instrument developed by another institution
- Externally developed, national standardized instrument

Evaluation Instruments

- Advising Survey: KSU Center for Faculty Evaluation & Development
Manhattan, KS
- Academic Advising
Inventory: Student Development Associates
Athens, GA
- Survey of Academic Advising: ACT
Iowa City, IA

ACT Survey of Academic Advising

- I. Background
- II. Advising Information
- III. Academic Advising Needs
- IV. Impressions of Your Advisor
- V. Additional Questions
- VI. Comments and Suggestions

Advantages of the ACT Survey of Academic Advising

- Broad institutional acceptance and use
- Program and/or advisor evaluation
- Optional scoring service
- Customized institutional reports
- Results by subgroups
- Student data on tape
- User norms
- Optional local questions
- Open-ended comment section
- Assured technical quality

Feedback

Feedback to faculty is more likely to produce change if:

- information provides new insights
- there is motivation to change
- information about alternative behaviors is provided

(McKeachie, "The Rewards of Teaching")

"Performance appraisal is an art involving value judgments. That is why there is no perfect system of evaluating. . . ., nor can there be one. But, given enough time, effort, and goodwill, we can come reasonably close."

(P. Seldin)

Evaluation Model

Support of Administration
 Developed by Faculty Subcommittee
 Student Rating of Advisors
 Formative/Summative
 Feedback with Comparative Data
 Reward System
 Inservice Training Strategies
 (Penn State University-Fayette)

Dimensions of Advising

(0 = Needs Improvement/4 = Excellent)

1. Is consistently available, on time for appointments with you.
2. Keeps regular, adequate office hours.
3. Is aware of and has access to information you need.
4. Takes time to become acquainted with you personally.
5. Discusses your academic goals and progress toward these goals with you.
6. Refers you, when necessary, to the proper college representative, administrative staff member, or counselor.
7. Is one with whom you have a congenial relationship.
8. Has a positive constructive attitude toward advising in general.
9. Keeps you up-to-date on change in your course of study.

Sample Advisor Appraisal Report

Advisor: J. Smith

<u>Dimension</u>	<u>Mean Score</u>	<u>Mean for Adv. Group</u>	<u>Diff.</u>
1	2.00	3.00	- 1.00
2	2.55	3.25	- .70
3...9			
Overall	2.88	2.99	- .11

DESIGNING ADVISOR TRAINING

All individuals engaged in academic advising must participate in pre-service and in-service development.

Advisor Training

The majority of institutions do not offer advisor training programs. Those that do generally limit such opportunities to one day or less per year. Longer sessions or multiple offerings are not common.

(ACT Third National Survey, 1987)

Factors in Planning Advisor Training

- Content*
- Audience*
- Techniques*

What topics should be included on the agenda for advisor training sessions?

Elements of Content for Advisor Development

- A. Conceptual*
- B. Informational*
- C. Relational*

Conceptual Elements Include:

- 1. Definition of advising*
- 2. Role of advising in student development*
- 3. Relationship between advising and persistence*
- 4. Relationship between advising and support services*
- 5. Student expectations of advisors*
- 6. Rights and responsibilities of advisors/advisees*

Informational Elements Include:

- 1. Programs*
- 2. Policies*
- 3. Procedures*
- 4. Referral services*
- 5. Student information systems*
- 6. Support tools*

Advisor Resources

Catalog
 Advising handbook
 Computerized advisee records
 ACT report
 List of referrals
 Academic planning worksheets
 Schedule of classes
 Newsletters
 Advising conference record

Relational Elements Include:

1. Interview skills
2. Communication skills
3. Referral skills
4. Rapport building
5. Decision making

Advisor Skills

--Rapport
 --Listening
 --Open-ended questions
 --Clarification
 --Positive
 --Self-disclosure
 --Options/alternatives

*Advisor Training Topics**

--Academic regulations, policies, and procedures (I)
 --Campus referral sources (I)
 --Use of information sources (I)
 --Importance of advising (C)
 *A majority of institutions report that two-thirds or more of academic units/departments include topic.
 (ACT Third National Survey, 1987)

*Advisor Training Topics**

--Definition of advising (C)
 --Counseling skills (R)
 --Interview skills (R)
 --Career/employment information (I)
 --Decision-making skills (R)
 *Less than half of the institutions report that two-thirds or more of academic units/departments include topics.
 (ACT Third National Survey, 1987)

What advisors must--

Understand (Conceptual)
 Know (Informational)
 Practice/Do (Relational)

NOTES

Three factors to consider when planning advisor development programs:
 SKILL: Understanding and applying basic principles necessary to perform as an advisor

EXPERIENCE: Length of service as an advisor

WILLINGNESS: Extent to which an individual desires to participate in the advising program

Training Techniques

- External presenters
- Internal presenters
- Readings/discussion
- Quizzes
- Consensus building
- Panel discussions
- Brainstorming
- Role playing
- Simulations
- Group discussions
- Case studies
- Question/answer

Successful advisor development programs are derived from the integration of content areas with the skill, experience, and willingness to participate of the advisors that the program is intended to serve.

Integration of Advisor Characteristics, Content, and Techniques Model

Experienced Advisors

Skill - Moderate
 Experience - High
 Willingness - Moderate

Inexperienced Advisors

Skill - Low
 Experience - Low
 Willingness - High

Conceptual - Moderate Need
 Informational - Low Need
 Relational - Moderate Need

Conceptual - High Need
 Informational - High Need
 Relational - High Need

External presenters
 Readings/Discussion
 Panel Discussions
 Consensus building
 Role playing
 Group discussions
 Case studies

Internal presenters
 Readings/Discussion
 Quizzes
 Brainstorming
 Simulations
 Group discussions
 Question/answer

Attendance at advisor training sessions is often comparable to believers attending church.

Obtaining Participation

- Secure administrative support
- Form planning committee
- Conduct a needs assessment
- Involve advisors on program
- Publicize widely, stressing benefits
- Schedule to avoid conflicts
- Select appealing location
- Offer incentives
- Provide multiple sessions
- Make attendance an expectation

*Describe the types of information sources that you have found most helpful in the advising process.
(Informational)*

*What approaches have you used to explain to advisees the rationale for the institution's general education/core requirements?
(Informational)*

*Discuss your personal philosophy of academic advising.
(Conceptual)*

*Is there a difference between academic advising and counseling?
(Conceptual)*

*What specific strategies/techniques have you found most successful in establishing strong advisor/advisee rapport?
(Relational)*

*Comment on the role and value of listening in the advising relationship.
(Relational)*

AN OVERVIEW OF LEGAL ASPECTS OF
ACADEMIC ADVISING

Factors Affecting Outcomes

- Jurisdiction (State or Federal)
- Institutional Type (Public or Private)
- Basis for Decision (Procedural or
Substantive)
- Scope of Decision (Narrow or Landmark)

Things to Look for:

- Cases in same jurisdiction
- Collection of precedents from related cases
- Willingness of courts to hear cases
- Review of dissents in previous cases

Judicial Nonintervention

"Judicial review of academic decisions, including those with respect to the admission or dismissal of students, is rarely appropriate, particularly where orderly administrative procedures are followed."

(Justice Powell--Regents of the University of Michigan v. Scott E. Ewing--1985)

Sources of Litigation -- Statutes

Federal

- Title IX
- Section 504
- Family Educational Rights and Privacy Act - 1974 (Buckley)

State

Sources of Litigation -- Torts

A civil wrong other than a breach of contract for which the courts may allow a damage remedy.

- Negligence
- Defamation

Sources of Litigation -- Contract Law

The preponderance of cases related to academic advising exist in contract law.

Principles

1. Publications constitute an implied contract.
These include:
 - a. catalog
 - b. recruitment materials
 - c. handbooks
 - d. program planning worksheets
 - e. other publications
2. An implied contract is usually the one in effect at the time of first enrollment.

(continued)

NOTES

3. Although the implied contract is binding, the institution has the latitude to make alterations provided:
 - a. Reasonable notification is given to students.
 - b. The new conditions or policies are not applied retroactively to students.
 - c. The changes do not substantially alter the nature and character of the original program.
4. Services or outcomes promised must be delivered.
 - a. skills remediation
 - b. job placement
 - c. internship assignments
 - d. health services
 - e. What advising services do your publications promise?
5. Failure to follow published procedures either internally derived or externally imposed may lead to breach of contract litigation.
6. Policies can be de facto. That is, based on academic custom and usage. Even though they are not written or published, they may establish precedents.
7. Due process is not usually required in academic decisions. But, if an institution has established due process for academic decisions, that process must be followed.
8. An advisor's oral statements may constitute an implied contract.
 - a. Particularly in the absence or vagueness of published regulations or guidelines.
 - b. Advisors are agents of the institution through actual delegation of authority OR by implication of authority to an advisee.
 - c. Oral contracts become more enforceable as an agent's position in the hierarchy increases.
9. Usually the advisor is not an immediate party in litigation, the institution is the party.
10. The advisor may be a party in litigation if:
 - a. Advisor was not delegated authority OR advice was clearly contrary to institutional policy
 - AND
 - b. Advice was acted on
 - AND
 - c. Action resulted in the deprivation of liberty or property.

Common Legal Sense for Academic Advising

1. *Conduct periodic and careful review of all printed materials to see if they coincide with practice.*
2. *Include bold and appropriate disclaimers in printed materials.*
3. *If policies, programs, or procedures are modified, provide ample lead time and publish changes so that students are aware of the changes and have time to adjust to them.*
4. *Clarify the administrative level at which discretion may be exercised on the interpretation of policies and procedures.*
5. *Establish and communicate the chain of command for appealing policies and procedures.*
6. *Refuse to promote broad claims for outcomes.*
7. *Educate advisors to the idea that anything they say or write has the potential to become part of the implied contract with the student.*
8. *Do not hesitate to consult legal counsel in accordance with institutional practice.*
9. *Do not equivocate or apologize to students for policies with which you personally disagree.*
10. *Discuss advisor responsibilities and rights with all advisees.*
11. *Discuss advisee responsibilities and rights with all advisees.*
12. *Keep personal notes on all students. Personal notes are not a part of the 'official file' as defined in the Buckley amendments.*

COMPUTER-ASSISTED ADVISING

What is computer-assisted advising?

The use of computer technology to enhance the quality and accuracy of academic and/or career information in the advising process.

Types of Computer-Assisted Advising

- Guidance/Information Systems*
- Degree Audit Systems*

Advantages of Computerized Guidance Systems

- Provide personalized exploration of self*
- Offer voluminous current occupational information*
- Integrate information*
- Teach decision-making strategies*
- Put student in control*
- Help plan for appropriate action*
- Supplement professional advice*

DISCOVER

Module 1 -- Beginning the Career Journey

Administers and scores a career maturity inventory and suggests parts of DISCOVER to be used.

Module 2 -- Learning About the World of Work

Helps users understand ACT's World-of-Work Map

Module 3 -- Learning About Yourself

Administers and scores on-line assessments and inventories and accepts results of paper and pencil versions.

Module 4 -- Finding Occupations

Generates occupation lists from the results of Module 3.

Module 5 -- Learning About Occupations

Provides national details about hundreds of occupations and includes local or state information if customized.

Module 6 -- Making Educational Choices

Helps users select a training pathway.

Module 7 -- Planning Next Steps

Provides details about educational opportunities and develops job-seeking skills.

Module 8 -- Planning Your Career

Helps users identify and understand their life/career roles.

Module 9 -- Making Transitions

Provides support for dealing with the impact of changes in life/career roles.

NOTES

*Benefits of Computer-Assisted
Degree Audits*

- Advisor is freed from the routine,
repetitive task of manually matching
a student's courses taken to a set of
degree requirements*
- Improves accuracy of advising
information*
- Adaptable to any advising delivery
system*
- Simplifies obtaining academic
requirement information*
- Eliminates clerical aspect of advising*
- Student "degree shopping" supported
(i.e., "What if I change my major to ...?")*
- Less expensive than a photocopy*
- Essential to graduation evaluation*

*For additional information on Miami
University's Degree Audit Reporting
System (DARS)*

*Mr. Jack Southard
Assistant Director
Research and Special Projects
The Computing Center
137 Hoyt Hall
Miami University
Oxford, OH 45056
513/529-5322*

EDUCATIONAL/CAREER PLANNING

The Integration of Academic Advising and Career Planning

The Case for Integrating Academic and Career Advising

1. There is increased student interest in the career outcomes of higher education.
2. There is a high level of student dissatisfaction with both academic advising and career planning services which are available to them.
3. The choice of major, career exploration, and placement activities are not discrete functions. They are parts of a continuous process.
4. Traditional advising for course selection and sequencing is based on the erroneous assumption that a student has made a reasoned decision and is committed to the specific major.
5. There is great indecision when it comes to the choice of major.
6. Academic advising is the only service offered on the campus in which all students have the opportunity to participate in an on-going and individual relationship with a concerned representative of the academic community.
7. Academic advising serves as the port of entry to all other support services on the campus.

O'Banion Model

1. Exploration of Life Goals
2. Exploration of Career/Educational Goals
3. Selection of Major/Minor
4. Selection of Classes
5. Scheduling Classes

Advising Process/Intervention Model

- Provides a series of sequential steps for integrating academic advising and career/life planning
- Presumes no specific advising organizational structure
- Presumes no specific advisor skill levels
- Provides referral for each task
- Systematizes the integration of academic advising with related support services
- Provides a framework for students to better understand the complexity of the educational/career planning process

NOTES

The Advising Process/Intervention Model

- TASK 1 - Become aware of individual values, interests, and abilities *Self-Awareness*
- TASK 2 - Clarify life goals based on self-awareness
- TASK 3 - Explore relationship between life and career goals

Super's Life Roles

Son/Daughter
Student
Worker
Spouse
Parent
Citizen
Homemaker
Leisurite
Retiree
(Spiritual)

- TASK 4 - Explore the world of work *Understanding the World of Work*
- TASK 5 - Clarify career goals
- TASK 6 - Explore educational combinations leading to life and career goals *Identifying Direction*
- TASK 7 - Select the educational combination
- TASK 8 - Explore elective courses *Action Planning*
- TASK 9 - Sequence and select courses
- TASK 10 - Schedule courses
- TASK 11 - Evaluate experiences for confirmation or redirection *Evaluate Experiences*

The Effectiveness of the Advising Process/Intervention Model Relies on:

1. The ability of advisors to assist with each task (*WILLINGNESS-SKILLS-TIME*)
2. The delineation of primary responsibility for each task (*ADVISORS-SUPPORT SERVICES*)
3. The development of programs to be provided by related support services
4. The establishment of a responsive referral network

*Working With the Exploratory/
Undecided Student*

"We don't consider it nearly so important what people choose as we do that they choose from the widest possible range of opportunities. We aren't as concerned about what students decide about their opportunities as we are what they decided about themselves in relation to these opportunities."
(Donald Hoyt)

*Undeclared
Undecided
General education
Special
Open major
Exploratory
General studies
Deciding*

Exploratory status is an acceptable temporary alternative to declaring a major. Students must be given the time, freedom, and assistance to make appropriate educational/career decisions.

Identity Foreclosure

Conceding to socially acceptable pressures to make a career decision before working through the normal developmental tasks of identifying and clarifying needs and values.

Why Students are Undecided

*--Never had to make important decisions
--Don't understand the decision-making process
--Lack of professional support
--Lack of information on self, majors, and careers
--Multiplicity of interests
--Lack of interests
--Perceived lack of ability
--Major not available
--Concerns about job market
--Don't want to be in college*

NOTES

"The Undecided College Student
An Academic and Career Advising
Challenge" (Dr. Virginia N. Gordon)

\$16.75

Charles Thomas, Publisher
2600 South First Street
Springfield, IL 62717
(217/789-8980)

Helping Students Explore Alternatives

- Assess situation
- Organize a plan for exploring
- Integrate all information
- Provide support
- Initiate a plan of action
- Monitor progress

Undecided

- Lack of information
- Vocational immaturity
- Normal condition

Indecisive

- Inability to make decisions
- Potentially debilitating
- Personal counseling needed

Factors in Vocational Maturity

- Awareness of need to plan
 - Decision-making skills
 - Knowledge and use of informational resources
 - General career information
 - Information about world of work
 - Information about preferred occupations
- (Thompson and Lindeman)

Myths About Decision Making

1. You must make decisions by reason alone.
2. Never changing your mind is a sign of strength.
3. Most good decisions are made quickly and on your own.
4. A good decision should make you totally happy.

Decision-Making Styles

- Agonizing
 - Impulsive
 - Intuitive
 - Delaying
 - Fatalistic
 - Compliant
 - Paralytic
 - Planful
- (Dinklage)

NOTES

Decision-Making Model

1. Identify the decision to be made
2. Gather information
3. Identify alternatives
4. Weigh evidence
5. Choose among alternatives
6. Take action
7. Review decision and consequences

Levels of Undecidedness

- 20 % completely undecided
- 75 % tentatively decided
- 5 % uncommitted decided

Types of Undecided Students

- Entering freshmen
- Undecided upperclassmen
- Major changers
- "Decided" undecided students

*Three Key Areas Around Which
Programs and Services May be
Organized*

- Informational deficits
- Developmental skill deficits
- Personal/social identity concerns

Personal/Social

- Value/goal conflict
- Interest/ability
- Interest/energy
- Significant other conflict

Information Deficits

- Self
- Academic
- Career/occupational

Developmental Deficits

- Decision making
- Implementation
- Resume/job search
- Interview skills

Self Information

- Interest inventories
- Ability measures
- Personality inventories
- Value clarification inventories
- Self-estimates
- Career planning courses
- Workshops
- Interactive computer guidance systems

NOTESAcademic Information

- Printed materials
- Departmental information
- Faculty referral network
- Senior student bank
- Major fairs
- Orientation courses

Career/Occupational Information

- Career resource centers
- Printed material
- Placement office
- Field experiences
- Cooperative education
- Alumni people bank
- Career planning workshops/courses
- Computerized career information systems

ACT's Educational and CareerPlanning Services

- DISCOVER for Colleges and Adults
A computer-based career information and guidance system
- VIESA
A self-scored vocational interest, skill, job values, and experience assessment
- Take Hold of Your Future
A life/career planning course
- The Career Journey
A film/video that assists students in better understanding the world of work
- The ACT Assessment Program
A comprehensive assessment of abilities, interests, goals, and needs.

The ACT Assessment Program

- Four tests of educational development
- High School grades and courses
- Student Profile Section
- Educational Interest Inventory

The ACT College Report is the most comprehensive source of information about freshman advisees.

Advising Information on the ACT College Report

- Academic ability
- Predictions for overall performance and specific course placement
- Educational/career plans
- Secondary school information
- Special educational needs and interests

(continued)

--Extracurricular experiences and plans

--Educational/career interests

--Demographic information

Advantages of ACT College Report for Academic Advising

--Presents a comprehensive picture of a student's needs, interests, background, and abilities ✓

--Available before the student's enrollment and advising conference

--Easy to use and interpret

--Helps the adviser match the student's interests, abilities, needs, and plans with institutional resources

--Provides advising leads and points of departure

--Relates to common advising concerns

INITIATING AND IMPLEMENTING CHANGE
IN THE INSTITUTION'S ADVISING PROGRAM

Hacken's Law

The belief that understanding alone will stir an organization to action is one of mankind's greatest illusions.

Structures

People

Strategies

Tasks

Tasks

1. Defining the concerns too broadly
2. Providing the remedy before identifying the problem
3. Providing the remedy before raising consciousness about the problem
4. Monolithic solutions to complex problems

People

1. Focusing too heavily on the collaborators or the critics
2. Losing sight of student needs
3. Assessing the readiness of personnel for change

Structures

1. Dealing only with the formal administrative structure
2. Unrealistic expectations of personnel in the formal administrative structure
3. View of advising as a closed system
4. Overestimating the authority of the advising administrator

Strategies

1. Choosing an inappropriate strategy for approaching change
2. Choosing the wrong appeal for promoting change
3. Inappropriate timing
4. Now or never
5. All or nothing

Normative/Participatory leadership is the most positive strategy for making alterations and changes in the campus environment.

Participative Management

Everyone affected by decisions has a voice in those decisions.

NOTES

"Effective leadership involves teams,
not a giant surrounded by pygmies."
(John Gardner)

Why Participative Management?

- Advising functions in an open system
- Lays the groundwork for normative change
- No single administrator can effect change in the advising system alone
- Allows for divergent views to be aired and mediated
- Promotes ownership in ultimate resolution and lasting change

Participatory Strategy

The Groundwork

- Brainstorming-getting all the issues on the table
- Setting and prioritizing goals through consensus

The Organization

- Structuring participation
- Defining tasks to ensure progress
- Defining realistic timelines

The Process (group decision-making)

- Identify problem
- Generating alternatives
- Gathering information
- Selecting alternative
- Communicating/defending the position

Additional Considerations

- Assessing where change can be implemented
- Continual communication with key administrators
- Negotiating
- Staging change

Leaders empower others to translate intention into sustained action.

Leadership Requires

Passion	Prospective
Perspective	Perseverance
Perspicacity	

Good ideas are not adopted automatically.
They must be driven into practice with
courageous patience. (Rickover)

SUCCESS is not a destination
SUCCESS is a journey

