**Case Studies Handout 5** Introduction to the Foundations of Academic Advising

**Case Study 1: Lack of Academic Progress** (Vignette 2 *from Scenes for Learning & Reflection, Volume 1*)

Bruce has always dreamed of being a child psychologist, but he has been struggling in the basic statistics and biology courses required for his pre-professional major. It is Nancy’s responsibility as his advisor to recommend possible alternative paths to his ultimate career goal of helping children.

**Discussion questions**

1. How do you as an advisor effectively raise difficult issues with a student while offering support and encouragement?
2. How well does Nancy handle this situation with Bruce? What other suggestions would you have in this situation?
3. At what point should an advisor say to students that they may never be able to enter the major or profession of their dreams? Is it ethical NOT to tell students that mathematically there is little likelihood of being accepted into a competitive undergraduate program or graduate school?
4. How does the existing relationship between Nancy and Bruce affect this transaction? What might be different if the student and advisor had just met?
5. When should advisors make referrals for advisees who are not making satisfactory progress? To whom should they refer students?
6. What is another way of saying “You need to change your major”?

**Case Study 2: Sophomore thinking about withdrawing from school**  Scenario II from the book *Academic Advising Approaches: Strategies that teach
 students to make the most of college*

Ali, a second-year student, asks her academic advisor, about withdrawing from school: “I’m really not doing well this term. It’s not the courses or the professors—I just don’t feel like I fit in. A few of my friends left after last year, and I haven’t really found any new ones. My new roommates are not really like me, so they kind of stick together by themselves. I’m not in any clubs or anything like that although I do work off campus. Also, my parents and I have spent lots of money, but I’m not sure it’s worth spending more if I’m not that interested. What do you think I should do?”

**Discussion questions**

1. How might an advisor using the Developmental Advising approach respond to Ali’s question?
2. What proactive advising strategies could have connected the adivsor with Ali before this became a retention issue? Which of these strategies do you currently do use? Which do you want to try?
3. Which of Hunter’s teaching steps would you use with Ali? What can an advisor teach Ali to help resolve the situations? What questions would you ask? What homework would you give?
4. Which phases of Appreciative Advising do you think the advisor should focus on during this session? What questions would you ask?
5. Where would an advisor following Schreiner’s 5 steps of strengths-based advising start in to help Ali with this situation? Which of Martin’s questions would you ask?
6. Which of McClellan’s Advising as Coaching questions would you ask Ali to help resolve the situation? Why?