

# EMBRACING THE ROLE OF ACADEMIC ADVISING IN SUPPORTING STUDENT SUCCESS

Charlie L. Nutt  
NACADA  
Kansas State University

© 2019 NACADA: The Global Community for Academic Advising

The contents of all material in this presentation are copyrighted by NACADA: The Global Community for Academic Advising, unless otherwise indicated. Copyright is not claimed as to any part of an original work prepared by a U.S. or state government officer or employee as part of that person's official duties. All rights are reserved by NACADA, and content may not be reproduced, downloaded, disseminated, published, or transferred in any form or by any means, except with the prior written permission of NACADA, or as indicated below. Members of NACADA may download pages or other content for their own use, consistent with the mission and purpose of NACADA. However, no part of such content may be otherwise or subsequently be reproduced, downloaded, disseminated, published, or transferred, in any form or by any means, except with the prior written permission of, and with express attribution to NACADA. Copyright infringement is a violation of federal law and is subject to criminal and civil penalties. NACADA and NACADA: The Global Community for Academic Advising are service marks of the NACADA: The Global Community for Academic Advising.



## TOPICS

- Academic Advising and Retention
- The College Experience
- Promising Philosophical Perspectives & Practices
- Questions for Contemplation and Discussion



- Academic Advising and Retention:



## OUR SHARED GOAL: STUDENT SUCCESS

- Commitment to the Education of Students

*“Retention is a by-product of a good educational experience.”*

Vincent Tinto  
*Leaving College: Rethinking the Causes  
and Cures of Student Attrition, 1993.*



## ACADEMIC ADVISING PROMOTES RETENTION

Good advising is one of the **key** conditions that promotes retention for it reflects an institution's commitment to the education of students.

Vincent Tinto

*Taking Student Retention Seriously*  
Retrieved April 24, 2007 from  
<http://soeweb.syr.edu/Faculty/Vtinto/>

## KEY INSTITUTIONAL CONDITIONS

- High Expectations
- Support
- Academic Advising
- Involvement
- Student-Learning Focused

Vincent Tinto

*Taking Student Retention Seriously*  
Retrieved April 24, 2007 from [http://soeweb.syr.edu/Faculty/Vtinto](http://soeweb.syr.edu/Faculty/Vtinto/)

Advising is viewed as a way to connect students to the campus and help them feel that someone is looking out for them.

George Kuh  
(Indiana University Bloomington)  
*Student Success in  
College, 2005.*

Advisors are interpreters who help students navigate their new world. As such, academic advisors have to make connections.

Nancy King  
Kennesaw State University

## ADVISING SERVES AS A BRIDGE

Personal tutoring [**academic advising**] can provide information about higher education processes, procedures and expectations....Personal tutoring can provide guidance and structure, especially in those early days.

Liz Thomas, Widening Participation and the Increased Need for Personal Tutoring, *Personal Tutoring in Higher Education, 2006.*

## ADVISORS AID STUDENTS IN UNDERSTANDING

- the amount of time needed to study vs. their expectations
- what a particular program of study or course involves vs. their perception
- The college culture vs. their high school experience

Nancy King, Vice-President for Student Success,  
Kennesaw State University

## ACADEMIC ADVISING HELPS STUDENTS:

- make sense of their experiences
- derive meaning from their experiences
- make decisions about their experiences

- **Academic advising** engages students beyond their own aspirations, while acknowledging their characteristics, values, and motivations as they enter, move through, and exit the institution.

NACADA Concept Statement  
on Academic Advising, 2006.

## ACADEMIC ADVISING IS ESSENTIAL

- **Academic Advising** is not just “nice to have”
- Effective retention programs have come to understand that academic advising is at the very core of successful institutional efforts to educate and retain students.

Vincent Tinto  
*Leaving College: Rethinking the Causes  
and Cures of Student Attrition, 1993.*

- Advising should be at the core of the institution's educational mission rather than layered on as a service.

Robert Berdahl  
New Directions for Teaching  
and Learning, 1995.

## THE COLLEGE EXPERIENCE

## NSSE and CCSSE: STUDENT ENGAGEMENT

- Engagement
- Dimensions of the College Experience:
  - *Institutional Conditions*
  - *Student Behaviors*

## ENGAGEMENT

- The intersection of student behaviors and institutional conditions over which colleges and universities have at least marginal control.

*Kuh, et al, 2007.*

## INSTITUTIONAL CONDITIONS

Educationally effective institutions channel student energy toward the *right* activities.

## HIGH-IMPACT EDUCATIONAL PRACTICES – WHAT ARE THEY?

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Kuh, George D. 2008. *High-Impact Educational Practices*, AAC&U

## WHY THEY MATTER

(from Kuh, G.D., *High Impact Educational Practices*, 2008)

- They demand that students devote considerable time and effort to purposeful tasks.
- They put students in circumstances that demand they interact with faculty and peers about substantive matters.
- They increase the likelihood that students will experience diversity through contact with people who are different from themselves.

- Students typically get frequent feedback about their performance in every one of these activities.
- They provide opportunities for students to see how what they are learning works in different settings, on and off campus.
- Finally, it can be life changing to study abroad, participate in service learning, conduct research with a faculty member, or complete an internship.

## STUDENT BEHAVIORS

- What matters most is what students **do** and the **effort they expend**, not who they are.

## BUT...

- But Who They Are Affects What Students Do and the Effort They Expend
- Understanding This is Important to Designing Academic Advising Programs

## THE PSYCHOLOGY OF LEAVING (OR STAYING): INTENTIONS AND ATTITUDES

- The intention to leave (or stay) is the best predictor of actual student departure.
- Intentions are the by-product of the interaction of the student and the institution
  - Faculty
  - Other Students
  - Administrators and Staff Members

Bean, 2005



### Attitudes affect Intentions

## ATTITUDES

- Attitudes about Attachment to the Institution
  - Institutional Fit
    - Social Integration
  - Institutional Commitment
    - Psychological Dispositions

Bean, 2005

## ▪ Attitudes about Being a Student

- Satisfaction, Confidence, Competence
- Perceived Value of One's Education to Career/Job
  - Relationship Between What One is Studying to One's Future
- Stress level associated with attending a given school

Bean, 2005

## INFLUENCING ATTITUDES AND INTENTIONS

- Good advising should link a student's academic capabilities with his or her choice of courses and major, access to learning resources, and a belief that the academic pathway a student is traveling will lead to employment after college.
- Advising should be done well so students recognize their abilities and make informed choices.

Bean, 2005

## IN THE END, GOOD ADVISING CAN AND SHOULD CONTRIBUTE TO

- Academic and Social Integration resulting from positive experiences that increase:
  - satisfaction with being a student at a given institution,
  - confidence in one's ability,
  - academic competence, and
  - one's understanding his/her educational, career and life goals.

## PROMISING PHILOSOPHICAL PERSPECTIVES & PRACTICES

## PROMISING PHILOSOPHICAL PERSPECTIVES AND PRACTICES

- *Advising as Teaching and Learning*
- *Collaborative Reflection and Decision-Making - aka Assessment*
- *The Advising Syllabus*
- *Student Self-Authorship*
- *Advising to Optimize the Student Experience*

## ADVISING AS TEACHING & LEARNING

- Guides and Defines Our Roles as Educators and Facilitators of Learning
  - *Learning is Individual and Developmental*
  - *Indicates a Knowledge Base that Extends Beyond Information toward Conceptual Understanding*
    - Student Learning and Development
    - Career Development
    - Others

## COLLABORATIVE REFLECTION AND DECISION-MAKING FOR IMPROVEMENT

- *AKA – Assessment*
- *What Do We Need to Know to Improve*
  - *Student Learning?*
  - *Advising Practice?*
- *How Can We Build a Collegial, Collaborative Approach to Reflection for Improvement?*

## THE ADVISING SYLLABUS

- The Advising Syllabus Sets the Stage
  - Creates Conversation
  - Prompts Questions
  - Outlines the Relationship
  - States Outcomes
  - Defines Academic Advising

## AMONG THE COMPONENTS

- Mission
- Definition/Philosophy
- Contact Information
- OUTCOMES
- RULES, RIGHTS, RESPONSIBILITIES
- Policies & Procedures
- Resources

## PROMOTING STUDENT SELF-AUTHORSHIP

- Becoming self-authored requires transformational learning that helps students “learn to negotiate and act on [their] own purposes, values, feelings, and meanings rather than those [they] have uncritically assimilated from others”.

Mezirow, 2000

- The shift to self-authorship occurs when students encounter **challenges** that bring their assumptions into question, have opportunities to **reflect** on their assumptions, and are **supported in reframing** their assumptions into more complex frames of reference.
- *The role of the educator is to initiate conversation, listen, and help students learn from their experiences.*

Magolda, 2007

## QUESTIONS FOR CONTEMPLATION AND DISCUSSION

- How do you define student success? How do you define retention? How does your campus define each of these terms?
- The literature continues to support an important role for academic advising in student success and retention. In what ways is academic advising considered important to your campus plan for student success and/or retention? As an administrator, how might you add support to or make the case for academic advising as a strategic initiative for enhancing student success and/or retention?

- Consider the students and the student experience(s) on your campus. How would you describe the nature of that/those experience(s) on your campus and how might academic advising be utilized to strengthen that/those experience(s)? What are your ideas for action?

## WE NEED TO HEAR FROM YOU!

Share your opinion on this session with one simple click from any of the event's web pages:



## REFERENCES

- Astin, A. 1993. *What matters in college?: Four critical years revisited*. San Francisco: Jossey-Bass, publishers.
- Bean, J.P. 2005. "Nine themes of College Student Retention", in Alan Seidman (ed.), *College student retention*. Westport, Connecticut: Praeger Publishers.
- Bean, J. and Eaton, S.B. 2002. "A Psychological Model of College Student Retention", in John M. Braxton, *Reworking the student departure puzzle*. Nashville, Tennessee: Vanderbilt University Press.
- Berdahl, R. O. 1995. "Educating the Whole Person", in *New Directions for Teaching & Learning*. San Francisco: Jossey-Bass, publishers.
- Council for the Advancement of Standards. CAS Standards for Academic Advising Programs. Retrieved June 27, 2007 from [http://www.nacada.ksu.edu/Clearinghouse/Research\\_Related/CASStandardsForAdvising.pdf](http://www.nacada.ksu.edu/Clearinghouse/Research_Related/CASStandardsForAdvising.pdf)
- Crookston, (1972) Crookston, B. B. (1972). "A Developmental View of Academic Advising as Teaching", in *Journal of College Student Personnel*, volume 13, pp. 12-17.
- Habley, W. 1981. *NASPA Journal*
- Kuh, G.D. 2008. *High-impact educational practices*. Washington, D.C.: AAC&U.
- Kuh, G.D., Kinzie, J., Schuh, J.H., Whitt, E.J. and Associates . 2005. *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass, publishers.
- Lewin, K. 1997. *Resolving social conflicts & field theory in social science*. Washington, D.C.: American Psychological Association.

## REFERENCES

- Lowenstein, M. Fall. 2005. "If teaching is advising, what do advisors teach?" [www.nacada.ksu.edu/AAT/NW30\\_2.htm](http://www.nacada.ksu.edu/AAT/NW30_2.htm)
- Macfarlane, B. 2007. *The academic citizen: The virtue of service in university life*. New York: Routledge Publishing.
- Magolda, M.B. and King, P.M. Winter 2008. "Toward Reflective Conversations: An Advising Approach that Promotes Self-Authorship", in *Peer Review*, Vol. 10, No. 1. Washington, D.C.: AAC&U.
- Mezirow, J. Ed. 2000. *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- National Academic Advising Association. 2006. NACADA concept of academic advising. Retrieved June 27, 2007 from [http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept\\_Advising.htm](http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept_Advising.htm)
- Thomas, L and Hixenbaugh, P., eds. 2006. *Personal tutoring in higher education*. Stoke on Trent, UK: Trentham Books
- Tinto, V. 1993. *Leaving college: Rethinking the causes and cures of student attrition*. San Francisco: Jossey-Bass, publishers.
- Tinto, V "Taking Student Retention Seriously," Retrieved April 24, 2007 from <http://soeweb.syr.edu/Faculty/Vtinto/>