Academic Advising and the Campus Environment

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Academic Advising and the Campus Environment

- NACADA Core Values
  - Framework for Practice
  - Responsibilities to students, colleagues, institutions, society, and themselves
- Concept Statement on Academic Advising
- Council for the Advancement of Standards in Higher Education (CAS)

Institutional Mission/Advising Program Mission

- Consistency
- Advising Program Mission Statement
  - Reflects the institutional mission
  - Reflects the purpose of academic advising on the campus
  - Serves as the roadmap to achieving the vision and affirming values

Advising Program Goals

- Program should have a set of goals that express how the mission will be achieved
- Goal statements are long-range expressions of the desired future state of the organization or program. They represent the “aims” of the advising program.

Advising Program Goals
(examples from the CAS Standards)

- Promote student growth and development
- Clarify educational, career and life goals
- Assist students in understanding the institutional context/environment
- Evaluate and monitor student progress
- Refer to other campus/community resources
- Distribute relevant data re: students for use in institutional decisions and policy
**Advising Program Objectives**
- Program Objectives articulate, in a general way, the expectations regarding how academic advising is delivered and what students are expected to demonstrate they have learned
- Important to identify relevant and desirable student learning and advising delivery outcomes

**Relevant and Desirable Student Learning Outcomes**
- Intellectual growth
- Effective communication
- Realistic self-appraisal
- Enhanced self-esteem
- Clarified values
- Career Choices
- Leadership development
- Healthy behaviors
- Meaningful interpersonal relations

**Relevant and Desirable Student Learning Outcomes**
- Independence
- Collaboration
- Social responsibility
- Satisfying and productive lifestyles
- Appreciation of diversity
- Spiritual awareness
- Achievement of personal and educational goals

**Advising Program Leadership**
- Advising program leaders must:
  - Articulate a vision and mission for their organizations
  - Set goals and objectives
  - Focus on and promote student learning and development
  - Prescribe and practice ethical management and leadership behavior
    - Do things right and do the right thing
    - Initiate collaborative interactions

**Organization & Management**
- Advising programs must be structured purposefully and managed effectively
- Advising programs must include development, evaluation, & recognition/reward
- The design of an advising program must be compatible with the institutional structure & its students’ needs

**In the End…**
- The successful academic advising program is understood by the campus as integral to student success as they enter, move through, and exit the institution.
The Organization

- Create a shared vision of student success that is embedded in the institution’s mission and culture
- Set high standards for students inside and outside the classroom and balance with challenge and support
- Provide complementary policies, practices, and resources to support students academically and socially

Changing Demographics Growth Rate

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Whites</td>
<td>4.09%</td>
<td>5.08%</td>
</tr>
<tr>
<td>Blacks</td>
<td>11.98%</td>
<td>15.26%</td>
</tr>
<tr>
<td>Natives</td>
<td>35.44%</td>
<td>14.42%</td>
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<tr>
<td>Latino(a)s</td>
<td>53.02%</td>
<td>39.42%</td>
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<tr>
<td>Asians</td>
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Changing Demographics - Growth Rate 2010

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>Number</th>
<th>Percentage of U.S. population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Hispanic or Latino</td>
<td>230,367,944</td>
<td>63.7%</td>
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<tr>
<td>White</td>
<td>196,817,552</td>
<td>63.7%</td>
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<tr>
<td>Black or African American</td>
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<tr>
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<tr>
<td>American Indian or Alaska Native</td>
<td>2,247,888</td>
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</tr>
<tr>
<td>Some other race</td>
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</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>401,576</td>
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<tr>
<td>Hawaiian or Chamorro</td>
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<tr>
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<tr>
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<tr>
<td>Black or African American</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<tr>
<td>Asian</td>
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<tr>
<td>Native Hawaiian or other Pacific Islander</td>
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<tr>
<td>Total</td>
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Asian American and Pacific Islander Ethnic Categories

<table>
<thead>
<tr>
<th>Asian American</th>
<th>Pacific Islander American</th>
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<tbody>
<tr>
<td>Bangladeshi</td>
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<tr>
<td>Bhutanese</td>
<td>Chamorro</td>
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<tr>
<td>Burmese</td>
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<tr>
<td>Cambodian</td>
<td>Fijian</td>
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<tr>
<td>Chinese</td>
<td>Guamanian</td>
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<tr>
<td>Filipino</td>
<td>I-Kiribati</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>Kosraean</td>
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<tr>
<td>Indonesian</td>
<td>Marianas Islander</td>
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<td>Indo Chinese</td>
<td>Marshallese</td>
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<tr>
<td>Iwo Jiman</td>
<td>Native Hawaiian</td>
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<tr>
<td>Japanese</td>
<td>Ni-Vanuatu</td>
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<tr>
<td>Korean</td>
<td>Palauan</td>
</tr>
<tr>
<td>Other Asian</td>
<td>Melanesian</td>
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Data Source: U.S. Bureau of Census

Multiculturalism versus diversity

- Diversity is a representation of people that exemplifies all cultural and congenital differences.
- Diversity is an essential component of multiculturalism, but multiculturalism encompasses more than diversity.
- Multiculturalism seeks to promote the valuing of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities.
BARRIERS/CONCERNS

- Lack of college preparation and basic academic skills.
- Stereotypical attitudes, expectations, and images held by college personnel toward these students.
- Lack of role models on campus representing their individual groups.
- Limited coping skills.
- Lack of "fit" on some campuses resulting in isolation.
- Limited or ineffective multicultural training from campus personnel.
- Curriculum that does not reflect their experiences or include their histories.
- Lack of campus support systems to address their unique needs.
- Enrolled as part-time students.
- Families may have limited support or understanding of higher education

"IT'S NOT THE FIGMENT OF THE PIGMENT BUT THE ENIGMA OF THE STIGMA"

Know Your Institution

- Organizational structure
- Delivery Systems
- Functions of current units
- Support/Allies
- Mission statement
- Student body and institutional opportunities
- Social, academic, and institutional context

Advising Program Resources

- **Financial**: there must be adequate funding to accomplish the mission & goals of the program
- **Facilities/Technology/Equipment**: there must be adequate facilities, technology and equipment to support the mission and goals of the program
Campus & External Relations

- Effective academic advising cannot be done in isolation
- The academic advising program must establish, maintain and promote effective relations with relevant campus offices and external agencies
- Collaboration and Communication: Coalition Building

Collaboration & Communication

Coalition Building requires:
a systematic process involving academic departments, faculty, and advising services to address the personal, career, and academic goals of those that we serve.

Partnerships / Relationships

1. Visions and goals: mutually agreed upon
2. Understanding and appreciation for one another’s work
3. Ongoing communication
4. Value, solicit, and learn from partners
5. Create and implement shared inclusive decision making
6. Utilize reciprocal learning

Partnerships / Relationships

7. Respect, trust, and mutual understanding
8. Develop a belief that all contribute to the student, community, and institution
9. Share resources
10. Celebrate shared accomplishments
11. Consistently advocate for one another
12. Identify and collectively challenge organizational structures

Coalition Building

- The effective integration of academic advising within the student experience requires clear communication and collaboration with all those involved
Shared Objectives

- A commitment to:
  - the whole student
  - facilitating student development, success, and learning
  - providing access and opportunity
  - providing quality services to meet student needs
- Recognition and appreciation of individual differences and diversity

Being Purposeful about Student Success

- Institutional Conditions that Support Student Persistence toward Graduation
  - Expectations
  - Support
  - Academic Advising
  - Involvement
  - Student Learning

References


Tinto, V. "Taking Student Retention Seriously". Retrieved November 30, 2005 from http://soeweb.syr.edu/Faculty/Vtinto/