**Overview**

Higher education professionals are called upon to recognize the new experiences students face as they transition into college during their first year. As students learn to think and act for themselves, instead of relying upon authority figures to prescribe their choices, they encounter increased responsibility for their own learning and growth. While navigating new academic systems, traditionally-aged students also move through the initial stages of Chickering’s 7 Vectors of psychosocial development. As new college students develop competence, learn to manage their emotions, and move through autonomy to interdependence, they can lay a strong foundation for academic success.

In the NACADA Advising First-Year Students Community-sponsored webinar, the Presenters will consider ways to support students as they move through this important transition year, discovering new identities and setting goals for their personal and academic futures. Since students’ movements through these vectors are unique, advisors’ awareness of these stages fosters effective understanding of and communication with students in the first year.

The Presenters will also discuss ways to facilitate the learning and reflection process, based on Baxter Magolda’s Theory of Self-Authorship (2004) and Kolb’s Experiential Learning Theory (1984), in a variety of student meeting settings. They will share strategies to promote the transformative power of guided reflection and value-exploration through activities that can influence student confidence in decision-making, comprehension of intrinsic and extrinsic motivational factors, and achievement of both personal and academic goals. Coaching skills that empower students to take ownership of all aspects of life and articulate their own vision for success will be explored.

**Academic Advising Core Competencies** that will be addressed in this presentation include:

- **C3** – Understanding of theory relevant to academic advising
- **C4** – Understanding of academic advising approaches and strategies
- **C6** – Understanding of how equitable and inclusive environments are created and maintained
- **I5** – Knowledge of the characteristics, needs, and experiences of major and emerging student populations.
- **R2** – Ability to create rapport and build academic advising relationships
- **R3** – Ability to communicate in an inclusive and respectful manner
- **R4** – Ability to plan and conduct successful advising interactions
- **R6** – Ability to facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

**Pre-Webinar Activity Suggestions**

Although the Personal Mission Statement activity included in the following pages is intended for use with students and will be discussed during the webinar, the presenters encourage participants to look it over prior to the broadcast and create the own personal mission statements.
PERSONAL MISSION STATEMENT

1) Review the list below for inspiration to help identify the values that best describe why you do what you do. Feel free to use your own words that are not listed. When you are ready, write your top 3 values in the boxes below.

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>GROWTH</th>
<th>PEACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVENTURE</td>
<td>HARMONY</td>
<td>PLEASURE</td>
</tr>
<tr>
<td>BALANCE</td>
<td>HONESTY</td>
<td>RESPECT</td>
</tr>
<tr>
<td>BEAUTY</td>
<td>HOPE</td>
<td>SECURITY</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>INTEGRITY</td>
<td>SERVICE</td>
</tr>
<tr>
<td>CURIOSITY</td>
<td>JUSTICE</td>
<td>STRENGTH</td>
</tr>
<tr>
<td>FAITH</td>
<td>KNOWLEDGE</td>
<td>TRUST</td>
</tr>
<tr>
<td>FREEDOM</td>
<td>LOVE</td>
<td>USEFULNESS</td>
</tr>
<tr>
<td>FUN</td>
<td>OPTIMISM</td>
<td>WEALTH</td>
</tr>
</tbody>
</table>

**TOP 3 VALUES**

1.  
2.  
3.  

2) Review the list below for inspiration to help identify the words that best describe how you want to live out your values (i.e. “by” or “through”). Feel free to use your own words that are not listed. When you are ready, write your top 2 words in the boxes below.

<table>
<thead>
<tr>
<th>ADMINISTERING</th>
<th>EMPOWERING</th>
<th>OPERATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADVOCATING</td>
<td>FACILITATING</td>
<td>ORGANIZING</td>
</tr>
<tr>
<td>ANALYZING</td>
<td>GIVING</td>
<td>PLANNING</td>
</tr>
<tr>
<td>BUILDING</td>
<td>HELPING</td>
<td>PROVIDING</td>
</tr>
<tr>
<td>COLLABORATING</td>
<td>INVENTING</td>
<td>REPRESENTING</td>
</tr>
<tr>
<td>CREATING</td>
<td>LEADING</td>
<td>RESEARCHING</td>
</tr>
<tr>
<td>DEVELOPING</td>
<td>MANAGING</td>
<td>RESTORING</td>
</tr>
<tr>
<td>EDUCATING</td>
<td>MOTIVATING</td>
<td>SOLVING</td>
</tr>
<tr>
<td>ENTERTAINING</td>
<td>OBSERVING</td>
<td>STRATEGIZING</td>
</tr>
</tbody>
</table>

**TOP 2 WAYS TO LIVE OUT YOUR VALUES**

1.  
2.  
3. Review the list below for inspiration to help identify the word that best describes the desired result of implementing your values. Feel free to use your own word. When you are ready, write your top word in the box below.

<table>
<thead>
<tr>
<th>AWARENESS</th>
<th>HEALTH</th>
<th>POSITIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATIVITY</td>
<td>HUMAN RIGHTS</td>
<td>REFLECTION</td>
</tr>
<tr>
<td>CONNECTION</td>
<td>HOPE</td>
<td>SAFETY</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>INCLUSION</td>
<td>SECURITY</td>
</tr>
<tr>
<td>EMPOWERMENT</td>
<td>INDEPENDENCE</td>
<td>SOCIAL JUSTICE</td>
</tr>
<tr>
<td>EQUALITY</td>
<td>INSPIRATION</td>
<td>SUSTAINABILITY</td>
</tr>
<tr>
<td>EXCELLENCE</td>
<td>LEADERSHIP</td>
<td>UNITY</td>
</tr>
<tr>
<td>FREEDOM</td>
<td>MINDFULNESS</td>
<td>WELLNESS</td>
</tr>
<tr>
<td>HAPPINESS</td>
<td>MOTIVATION</td>
<td>WISDOM</td>
</tr>
</tbody>
</table>

**TOP “RESULT” OF IMPLEMENTING YOUR VALUES**

1.

4. Review the list below for inspiration to help identify the word that best describes who or what you want to impact by implementing your values. Feel free to use your own word. When you are ready, write your top word in the box below.

<table>
<thead>
<tr>
<th>ALL</th>
<th>COMMUNITIES</th>
<th>MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANIMALS</td>
<td>EDUCATION SYSTEMS</td>
<td>POLITICAL SYSTEMS</td>
</tr>
<tr>
<td>ATHLETES</td>
<td>THE ENVIRONMENT</td>
<td>SOCIAL SERVICES</td>
</tr>
<tr>
<td>BUSINESSES</td>
<td>FAMILIES</td>
<td>VETERANS</td>
</tr>
<tr>
<td>CHILDREN</td>
<td>IMMIGRANTS</td>
<td>VICTIMS</td>
</tr>
<tr>
<td>CHURCHES</td>
<td>LEGAL SYSTEMS</td>
<td>WOMEN</td>
</tr>
<tr>
<td>COLLEGE STUDENTS</td>
<td>MEDICAL SYSTEMS</td>
<td>YOUTH</td>
</tr>
</tbody>
</table>

**TOP “WHO” OR “WHAT” YOU WANT TO IMPACT**

1.
MY MISSION STATEMENT

I am driven by a passionate belief in __________, __________, & __________.
(Insert answers from Question #1.)

I plan on living these values by/through _____________ & _____________...
(Insert answers from Question #2.)

... to achieve _______________ ...
(Insert answer from Question #3.)

... that impacts _______________.
(Insert answer from Question #4.)

EXAMPLE

I am driven by a passionate belief in love, hope, & balance.
I plan on living these values by helping & empowering...
...to achieve wellness...
...that impacts all.
Post-Webinar Activity Suggestions

Activity Goals/Learning Outcomes
Participants will
- Review Chickering’s 7 vectors
- Understand the first 3 vectors as important in the first year of college
- Explore the vectors’ importance in
  - Identifying competencies that enhance student success
  - Identifying emotions that impact the transition into college and academic performance
  - Understanding students’ advantages and challenges in establishing autonomous decision-making
  - Supporting students in collaborative relationships
  - Shaping advisors’ communication with advisees

Activity #1: small group: Developing Competence

In small groups, identify broad areas of the college experience in which first-year students need to develop competence. *Add to these examples: Time-management & Accessing necessary information*

_____________________________________________________________________________________________
_____________________________________________________________________________________________

In small groups, identify more specific competencies—intellectual, physical & manual, interpersonal—that are important as students navigate college well: *Add to these examples: Keeping advising appointments & Using degree audit software to understand graduation requirements*

_____________________________________________________________________________________________
_____________________________________________________________________________________________

Activity #2: small group: Managing Emotions

In small groups, identify emotions or emotional situations students will navigate in college:

_____________________________________________________________________________________________
_____________________________________________________________________________________________

Activity #2: large group observations: How can managing emotions impact the development of competencies?
**Activity #3: small group: Autonomy**

With a nearby partner, suggest how the development of autonomy matters for college students. Can it be negative as well as positive?

____________________________________________       ____________________________________________

____________________________________________       ____________________________________________

**Activity #4: large group: Interdependence**

What does successful interdependence by college students look like? In what behaviors does it manifest?

____________________________________________       ____________________________________________

____________________________________________       ____________________________________________

**Scenarios: Intersections of Vectors:**

- How do these vectors—Developing Competence, Managing Emotions, & Moving Through Autonomy to Interdependence—intersect in these 2 situations students and advisors navigate?
- What might be our first, quick response?
- If we consider student development, what else might we see?
- How might knowledge of student development shape or contribute to our response?

1. A student has stopped by to ask a question about registration times, an easy-answer question. As you ask about the semester’s coursework, after her reassurances that it’s “going OK,” right before she leaves, she says, “Can you tell me what happens if a professor drops a student from a class for missing too many classes?”

2. A first-semester advisee has appeared for a registration advising meeting unprepared. He says, “I didn’t have time to look at the master schedule of classes, and I don’t have any idea what courses I should take.”
References


Academic Advising and First-Year Students: The Power of Purpose and Movement toward Self-Efficacy

Hannah Byrd & Rolando Torres
Florida State University
Carol Wilson
Wofford College

Objectives

• Outline 3 theories that enhance advising practice
  • Arthur Chickering’s 7 Vectors of Student Development (1993)
  • WHO Kolb’s Experiential Learning Theory (1984)

• Illustrate guided reflection and value exploration appropriate for first-year students’ goal-setting and academic discernment.

Goals

Provide resources and approaches to enhance advisors’ pedagogy as they

• support students as they move through the first year
• facilitate students’ learning and reflection processes
• promote students’ values exploration
• empower students to take ownership of their personal & academic goals
• assist students in articulating their own vision for success
Vector 1: Developing Competence

Students develop personal and academic competence in the first year. Think about broad academic, personal, interpersonal, professional, and other competencies students need or develop in college.

Managing time well
Accessing information efficiently
Making appropriate decisions
Prioritizing responsibilities
Setting goals
Living harmoniously with others
Consider more specific competencies

- Keeping advising appointments
- Using degree-audit software
- Fulfilling graduation requirements
- Negotiating disagreement
- Getting to class on time
- Remembering to submit assignments
- Learning a language or math

Vector 2: Managing emotions

Students’ emotions impact the transition into college and academic performance.

Think of academic and personal situations in which students are learning to manage emotions.

- New love relationship
- New friendships
- Job promotion
- Interpersonal conflict
- Academic failure
- Death of loved one

Vector 3: Moving through autonomy to interdependence

Students need to establish autonomous decision-making as a foundation for academic success in

- Registration decisions
- Declaration of major
- Social choices
- Use of time: attending class, sleep
- Self-care: health care and nutrition
Vector 3: Moving through autonomy to interdependence

The advising relationship requires collaboration between student and advisor.

Their work is interdependent: requiring advisor and advisee to
• prepare for meetings
• communicate effectively
• think expansively and critically

Marcia Baxter-Magolda

SELF-AUTHORSHIP

“The internal capacity to define one’s beliefs, identity, and relations with others” (p. 8)

Marcia Baxter-Magolda

INTENTIONAL LEARNING
Self-awareness > intentional action > purpose and self-direction
Kolb’s Experiential Learning Theory

“Learning is the process whereby knowledge is created through the transformation of experience.”


Kolb’s Learning Cycle

- Experience (Feeling)
- Observation (Watching)
- Conceptualization (Thinking)
- Experimentation (Doing)

Personal Mission Statement Activity

- **Purpose:**
  - to identify, prioritize, and apply values

- **Preface:**
  - "This is about and for you!"
  - "This is a process."

Photo courtesy of rawpixel.com, Pexels
Personl Mission Statement

I am driven by a passionate belief in ________, ________, & ________.
(Insert answers from Question #1, about VALUES.)

I plan on living these values by/through ________ & ________ ...
(Insert answers from Question #2, about ACTIONS.)
... to achieve ________ ...
(Insert answers from Question #3, about EFFECT.)
... that impacts ________.
(Insert answers from Question #4, about PEOPLE or THINGS.)

EXAMPLE
I am driven by a passionate belief in love, hope, & balance.
I plan on living these values by helping & empowering...
...to achieve wellness...
...that impacts all.
Holding Student’s Agenda

• What?
  – HSA allows the student to navigate the conversation in a way that is comfortable

80/20

• Why?
  – it reinforces the belief that the student is the author of their own life

• What if this skill is not used and/or is misused?
  – Prescriptive fixing/no accountability

Photo courtesy of Pedro Ribeiro Simoes, Creative Commons
Holding Student’s Agenda

• How?
  – What’s been on your mind today?
  – What has been consuming your thoughts?
  – Tell me more about that!
  – What do you want to accomplish today?

Empowering Questions

• What?
  – prompts that encourage reflection
    • open-ended
    • neutral
    • moderated

(And don’t forget to actively listen!)

Empowering Questions

• Why?
  – critical thinking
    • self-awareness
      > intentional action
      > purpose & self direction
    • meaning making
Empowering Questions

- What if this skill is not used and/or is misused?

REFLECTION

Empowering Questions

- How?
  - What are you learning about yourself through this activity?
  - How can your Personal Mission Statement impact how you...(think, feel, or act) in your life?
  - What led you to that conclusion?
  - How can you find out more about that?

Solution Focused

- What?
  - supporting student-driven plans to move forward
    - positive
    - present and future focused
Solution Focused

• Why?
  – action
    • motivation and confidence
    • accountability

Solution Focused

• What if this skill is not used and/or is misused?

Solution Focused

• How?
  – So, what is your next step?
  – When can you act on this?
  – What will motivate you to accomplish this?
  – On a scale of 1-10, how confident do you feel in your plan?
  – What obstacles do you foresee?
Collaborating within a framework of student development allows advisors and students to identify and address students' goals as they grow and achieve the success they want.