Presenters:
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Food for Thought
Most are quick reads, thought-provoking, and on-line, and offer great ideas for advisors, especially faculty advisors

Maura LOVES this brochure – it’s aimed at students and encourages them to consider the skills they’re developing – skills that cut across majors and disciplines. Some of the questions included in this Handout come from this brochure. Well worth the cost – discounts for member colleges and bulk orders – Available only for bulk purchase – but much of the brochure and some other great info is on line  [http://www.aacu.org/leap/students/](http://www.aacu.org/leap/students/)
Great info for all students.

[http://www.nacada.ksu.edu/AAT/NW29_3.htm#4](http://www.nacada.ksu.edu/AAT/NW29_3.htm#4)
Wonderful ideas about phrasing our questions and fine (easy to adapt) scripts – a very short piece

Thought-provoking ideas on helping advisees use their liberal arts educations in the real world - uses the same approach as the AAC&U brochure

Based on NSSE results and DEEP schools – five things advisors can do to promote student success

A classic piece, and the longest; you'll need some time to read and reflect on this one. Well worth it!

Superb tips and scripts for helping advisors make effective referrals

[http://www.psu.edu/dus/mentor/000414ml.htm](http://www.psu.edu/dus/mentor/000414ml.htm)
Great ideas for helping students see connections among their coursework.
NACADA Clearinghouse of Academic Advising Resources  
http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/index.htm  
A treasure-trove of great information--if it involves advising, you'll probably find info about it here.

Explores issues of concern for all faculty advisors (not just small colleges).

This short piece is not available on-line.

None of the following lists of 10 questions is intended to be comprehensive or all-inclusive – no doubt advisors will come up with questions to add or modifications to make. Each list is intended to be a “pump primer” to encourage us to think about the sorts of questions we can use to help our advisees get maximum benefit from advising.

10 Reflection, Self-Assessment Questions Advisors Can Use with New-to-College Students  
Asking students to respond to A FEW of these in writing or on-line in a course-management system sends the message that students play an active role in advising and gets them thinking and reflecting before they meet with us.

1. What were your favorite classes in high school? What are your academic strengths?
2. What are your goals for this term?
3. Are you considering fields of interest (or majors)? If so, what? What attracts you to it/them?
4. What do you intend to accomplish in your undergraduate education (or program)?
5. What do you most look forward to in college?
6. What is your greatest academic concern?
7. What academic skills do you intend to work hardest to improve? Why are these skills important to you?
   - Mathematical skills
   - Study skills
   - Writing skills
   - Reading skills
   - Oral communication skills
   - Time management skills
   - Other ______________________
8. What activities outside the classroom do you think you may pursue?
9. What brings out the best in you?
10. Is there other information you’d like your advisor to know?
10 Reflection, Self-Assessment Questions Advisors Can Use with Students on Academic Probation or Those Not Doing Well

Asking students to respond to a few of these in writing or on-line in a course-management system may help students think about the reasons for their difficulties and the ways they may be able to avoid these difficulties in future semesters. Their responses can be wonderful conversation starters for advisors.

1. What are the most important reasons for your academic difficulties? Why were they important?
2. When you’ve faced other kinds of difficulties in the past, how have you handled them?
3. If you could rewind life and return to the beginning of last term, what would you have changed about it?
4. What are your goals for the upcoming term?
5. What kinds of support will you need to reach your goals?
6. What academic resources do you intend to use to help you reach your goals?
7. How will you hold yourself accountable for the decisions you’re making now?
8. How will you know if you’re making progress in meeting your goals?
9. What are your long-term goals? Where do you imagine yourself in five years?
10. How can your advisor help you reach your goals?

10 Reflection, Self-Assessment Questions Advisors Can Use with Students at Mid-Term

Asking students to respond to a few of these in writing or on-line in a course-management system may help students assess how their classes (and their lives) are going early enough in the term that they can make some mid-course corrections, and advisors can suggest resources to help them stay on track...or get back on track.

1. What things are going well for you?
2. What issues have emerged?
3. How are you doing on reaching the goals you set for the term?
4. Do you have concerns about any of your classes? If so, what are they?
5. What about the rest of your life--meeting new people, finding things to do, keeping things in balance, making time to eat, sleep, exercise, etc.?
6. What's your favorite class this term? Why?
7. What have you learned about yourself this term that surprised you? Or confirmed your ideas about your gifts and abilities? Or upset you?
8. What advice would you give yourself right now? Why?
9. How are you doing on improving the academic skills you targeted at the beginning of the term?
10. Is there anything else it would be good for me know?
10 Questions to Help Students Get the Most from their Education
These are adapted from a WONDERFUL brochure aimed at students and published by the Association of American Colleges and Universities (AAC&U) in 2008: *Liberal education & America’s promise: Excellence for everyone as a nation goes to college, an introduction for students*. Bibliographical information is included in Maura’s food for thought resources.

1. Are you working hard and choosing an array of classes--not just those you know you can do well in?

2. Have you planned a pathway through college (or your program) that challenges you and ensures that you’ve learned the skills you need? How are things on your pathway going?

3. What opportunities have you pursued or do you plan to pursue to apply what you’re learning to “the real world”—through internships, volunteer work, service activities, co-curricular activities, leadership, off-campus study, research with a professor?

4. How are you preparing for the diverse world you’ll enter? Can you read and speak another language? Have you sought out experiences and classes which focus on global issues and perspectives of diverse groups? Have you lived, worked, or studied in a cultural community different than your own--do you plan to?

5. Are you talking to your professors about your work and getting ideas about how you can do enhance your skills?

6. Are you taking advantage of study groups, tutoring, the writing center, and other supplementary help so you can do your best work and develop your skills?

7. Are you getting to know several professors well enough that you could request a letter of recommendation and the professors could do an accurate job of describing you and your strengths to a graduate or professional school or to an employer?

8. Can you articulate the skills you’ve developed through your courses, internships, off-campus study, co-curricular experiences, service activities? Does your transcript reflect to others that you’ve been thoughtful in terms of course selection and intentional in terms of the skills you’ve developed?

9. If you plan on working immediately after you graduate, have you worked with staff at the campus career office and used their resources to assess your options, create a resume, and learn the steps in applying for a job?

10. If you plan on graduate or professional school immediately after graduation, are you working with your department or pre-professional advisors to ensure that you are a viable candidate?
Academic Advising Syllabus
Fox Valley Technical College

Advisor:
Office:
Phone:
E-mail:

Advising Hours:

Developmental Advising

Developmental (academic) advising focuses on the student perspective through a student-advisor relationship. This relationship aids students in achieving educational, career, and personal goals through the utilization of institutional and community resources. The major objective of advising is student growth. Developmental advising:

• fosters an ongoing one-on-one relationship
• emphasizes the identification and accomplishment of academic/career goals
• promotes intellectual and personal growth, including
  o growth in self-awareness;
  o growth in the ability to identify realistic educational and career goals, as well as a program of study to achieve them; and
  o growth in the awareness that life extends beyond the college experience

Advisor Responsibilities – What You Can Expect From Me

You can expect me as your advisor to:
• Have in-depth knowledge of program requirements.
• Participate in new and/or program orientations.
• Help clarify career program choices and provide you with the appropriate information.
• Be your first stop if you need help outside of the classroom.
• Be accessible.
• Meet with you each semester to review your degree audit, recommend classes for the next semester, and assist in your scheduling.
• Refer you to a counselor or other student support services when appropriate.
• Provide information about the college/department policies and procedures while stressing the responsibilities you have as a student.
Student Responsibilities—What I Expect From You

I expect you as my advisee to:
• Arrive prepared for the advising session.
• Be an active participant in the advising process.
• Develop realistic and attainable educational and career goals.
• Become knowledgeable about College resources, programs, policies and procedures.
• Accept responsibility for decisions made in the advising process.

Expected Student Learning Outcomes from the Academic Advising Experience

Through the advising experience at Fox Valley Technical College, you will:
• Clarify your personal values, abilities, interests, goals and seek resources as needed to determine selection of career choice and academic program.
• Use personal and educational goals to guide decisions.
• Understand the effect of one’s personal and education goals on others.
• Know institutional policies, procedures, and requirements as explained at the new student orientation and outlined in the student handbook and catalog.
• Demonstrate competency in the core abilities:
  o Demonstrate adaptation to change.
  o Use critical and creative thinking to solve problems, resolve conflicts, make decisions and complete tasks.
  o Work cooperatively in a team environment.
  o Communicate in ways that honor diversity.
  o Demonstrate personal integrity through ethical and responsible behaviors.
• Follow through on actions identified during each advising session.
• Be proactive in the decision-making process and accept final responsibility for decisions.
• Initiate actions toward achievement of goals.
• Communicate personal and academic strengths and weaknesses that affect academic plans.
• Develop relationships with academic advisors, faculty members, students, and other institution staff to be engaged with the institution in meaningful ways.
• Contact and make an appointment with your advisor when required or when in need of assistance.
• Prepare for the advising sessions and bring appropriate resources or materials.
• Evaluate the advising system, when requested, in order to strengthen the advising process for you and other students.
• Request re-assignment to a different advisor, if necessary.
• Monitor the course/program requirements for graduation.
Your performance will be successful when:
- You have achieved the learning outcomes of your advising by developing an on-going file of your advising work. This file will consist of a variety of documents including your basic contact information, your semester progress information, copies of emails, and a variety of documents that you and your advisor will develop together to demonstrate your academic goals.

Scoring Standard

You must achieve a rating of “Yes” on each criterion to demonstrate competence.

Rating Scale

Yes  You are able to fully demonstrate the competency.
No   You are not able to demonstrate the competency.

Criteria

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<th>Yes</th>
<th>No</th>
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<td>1.</td>
<td>You clarify your personal values, abilities, interests, and goals: seek resources as needed to determine selection of career choice and academic program.</td>
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<td>2.</td>
<td>You use personal and educational goals to guide decisions.</td>
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<td>3.</td>
<td>You understand the effect of one’s personal and education goals on others.</td>
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<td>4.</td>
<td>You know institutional policies, procedures, and requirements as explained at the new student orientation and outlined in the student handbook and catalog.</td>
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<td>5.</td>
<td>You develop competency in Fox Valley Technical College’s core abilities.</td>
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<td>6.</td>
<td>You follow through on actions identified during each advising session.</td>
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<td>7.</td>
<td>You are proactive in your decision-making process and accept final responsibility for all decisions.</td>
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<td>You develop relationships with faculty advisors, faculty members, counselors, students, and other institution staff to be engaged with the institution in meaningful ways.</td>
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Advising 101 - Introduction

- learn the key definitions, role, goals, and expectations for peer advisors
- review NACADA statements on academic advising
- review FVTC’s advising guidelines
- explore the characteristics of effective advising

Advising 102 - Skills & Techniques

- develop communication skills in relation to the faculty advising role
- practice active listening
- use appropriate questioning techniques

Advising 103 - Student Development

- learn the various stages of life development as they relate to FVTC students
- learn the impact of life development issues on student performance
- apply student development theory to the role of faculty advisor

Advising 104 - Using Internal Resources & Making Referrals

- identify Student Services resources and services
- identify general college resources and services
- explain both internal and external referral processes

Advising 105 - Using PeopleSoft for Advising

- access My FVTC
- understand codes to access and read student records
- demonstrate ability to access and interpret student records which an advisor would use
- explain confidentiality issues related to student records

Advising 106 - Legal & Ethical Issues

- explore FERPA, student rights laws, and other legal issues
- describe various ethical situations a faculty advisor may encounter
- explore the role of faculty advisor as student advocate
Advising 201 - Advising Roles & Tasks

- review the roles of faculty advisors and counselors
- review the advisor checklist
- examine the link between advising and teaching

Advising 202 - Advanced Communication & Relational Skills

- define the three content areas of the advising interview
- describe the basic elements of an advising interview
- explain the differences among types of interview questions
- explain the significance of the Early Academic Alert process

Advising 203 - Advising Special Populations

- assess your personal cultural identity
- explain developmental theory as it applies to our diverse student population
- integrate knowledge of student development with the advising needs of all of our learners

Advising 204 - Problem Solving & Referral

- explain intrusive advising and its use with students
- explore problem-solving techniques and processes to use in advising
- identify specific referral sources and explain how to make appropriate referrals

Advising 205 - Alternate Advising Delivery Strategies

- learn how group advising can complement our individual advising efforts
- learn how peer advisors enhance our FVTC advising program
- examine the use of electronic communication technologies in advising

Advising 206 - Student Advocacy and Advanced Legal & Ethical Issues

- examine the role of ethical behavior in academic advising
- examine the risks of lawsuits in advising
- review FERPA and its implications for advising
- review FVTC policies that have an impact on advising

login: go to: www.fvtc.edu
hover over or click on Student Resources on the left
hover over or click on Logins
Click on Blackboard
Click on User Login
Username = meet
Password = meet
Go to Advisor Training modules  Kathy Stockwell: stockwel@fvtc.edu
Reaching and Retaining Students: The Role of Faculty Advisors in Student Success

Maura Reynolds
Director of Academic Advising
Associate Professor of Latin
Hope College

Kathy Stockwell
Associate Dean
Faculty Advising Coordinator
Fox Valley Technical College

Helpful [?] Handbooks

“Advising is a process with a long and dignified history in colleges and universities. At the same time, involving as it often does tedious clerical work combined with hit-and-run conferences with students on curricula, it is a most cordially hated activity by the majority of college teachers.”

Personnel & Guidance Journal, 31, 357-362, 1953
M.S. Maclean
Counseling and the Tower of Babel

Audience Diversity

- Faculty advisors
- Advising administrators
- Advisors who teach
- Non-teaching advisors

Obstacles

3. Faculty face increasing demands as budgets decrease
4. Concern about being viewed as personal counselors

Obstacles

1. Advising skills are rarely considered in hiring, tenure, or promotion
2. Faculty may not understand what advising is or what it involves

The Bad News...

Unless faculty have control over how hiring, tenure, and promotion decisions are made, advising may not be rewarded in hiring, tenure, and promotion decisions
What we CAN do....
• Understand what advising is and what it involves

Advisors
• help students see the why of the curriculum
• help students INTEGRATE their learning

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community.

NACADA
Concept of Academic Advising
Preamble

Perhaps the most urgent reform on most campuses in improving general education involves academic advising. To have programs and courses become coherent and significant to students requires adequate advising.

(Task Group on General Education, 1988, p. 43)

Key Words

INTEGRAL
Advising is integral – essential and fundamental – to teaching and learning

An excellent advisor does the same for the student’s entire curriculum that the excellent teacher does for one course.

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

- Robert Berndahl
Students work with advisors:

- to set goals and talk about how they might be reached
- to get a big picture view of their education
- to sound out an idea
- to work out a class schedule

Benefits for faculty:

- Help students thrive personally and academically
- Help students identify and communicate skills
- One-on-one opportunity to see how students learn
- Share our love of learning

Work “Smarter”

- Group Advising
- Handbooks and/or Websites
- On-line curriculum guides
- Degree Audits
- Question forms

Invest time...

To save time

What can I do today to move a little bit closer to my goal of focusing academic advising on learning?

“Regardless of institutional mission or size, faculty are an integral part of the advising process. It is critical that faculty be involved in advising students: the research literature supports both the need and the value of faculty advising.”

- Reaffirming the Role of Faculty in Academic Advising (NACADA Monograph 1, 1995)
Professional Development for advisors is key to student success

NACADA Core Values of Academic Advising

FVTC Advising 200 Series
See References Handout
Similarities between good Teaching and Advising

Both:
• require appropriate preparation
• emphasize good rapport building
• require clear communication
• emphasize sensitivity to audience
• require respect for diverse points of view
• provide students with various learning models
• enhance students’ critical thinking skills
• have long-term influence on students
• are intrinsically rewarding
• create interest through enthusiasm/passion
• assess student progress

Conceptual Component
What we must understand
• Definition of advising
• Relationship between advising and student persistence
• Relationship between advising and teaching
• Rights and responsibilities of advisors and advisees
• Role of advising in student development
• Student expectations of advisors

Informational Component
What we must know
More than policies and procedures!
• internal environment
• external environment
• student needs
• advisor self-knowledge

Relational Component
What we must demonstrate/exhibit
• decision-making skills
• rapport building
• interview skills
• one-on-one communication skills

Academic Advising Syllabus
Fox Valley Technical College

See HANDOUT
Faculty Advisor
Professional Development
Weaving them together

- Conceptual
- Informational
- Relational

Three Types of Conversations
1. Informational:
   - policies and procedures
   - graduation requirements
   - important dates and deadlines
   - programs of study

Three Types of Conversations
2. About the Student
   - core values
   - aptitudes/interests
   - strengths
   - areas for improvement
   - involvement in extracurriculars

Three Types of Conversations
3. About the Future
   - What do you want your future to be?
   - What steps do you need to take to make this future a reality?
   - How are you changing as a result of your education?
Tip 1: It’s not about you!

Tip 2: Know their names

Tip 3: Be Respectful

Tip 4: Heed verbal and non-verbal cues

Tip 5: Ask “Why?”

Tip 6: Use open-ended questions
Tip 7  
*Be Available*

Tip 8  
*Learnt the Basics*

Tip 9  
*Know Resources*

Tip 10  
*Never Guess*

Tip 11  
*Set Limits*

Tip 12  
*Embrace Technology*
Good advising may be the single most underestimated characteristic of a successful college experience.

- Richard Light, Making the Most of College

It’s okay to say...
"I don’t know; let’s find out."

Overcoming Obstacles....
- Do I know enough about...
  - the curriculum?
  - the institution?

Overcoming Obstacles....
- Goal differences

Center on...
- Reflection
- Assessment
- Encouragement

Center on...
- Connection to Resources
Overcoming Obstacles:

• Personal counseling misperception

Focus on the Vision

Target the components as appropriate

Center on...

• Acknowledgement of Concerns
• Referral to Counseling Services

Teaching and Learning Mission

Advising

Resources

Two Webinar Series for 2010-2011

Foundations of Academic Advising

and

Academic Advising for Student Retention and Persistence

http://www.nacada.ksu.edu/Webinars/events.htm

Armstrong, C. & Heintz, H. Sound bites for sound advising. Academic Advising Today, 29:3