

ADVISING TO RETENTION AND STUDENT SUCCESS AT NMHU

HLC Persistence and Completion Academy

What is Academic Advising?

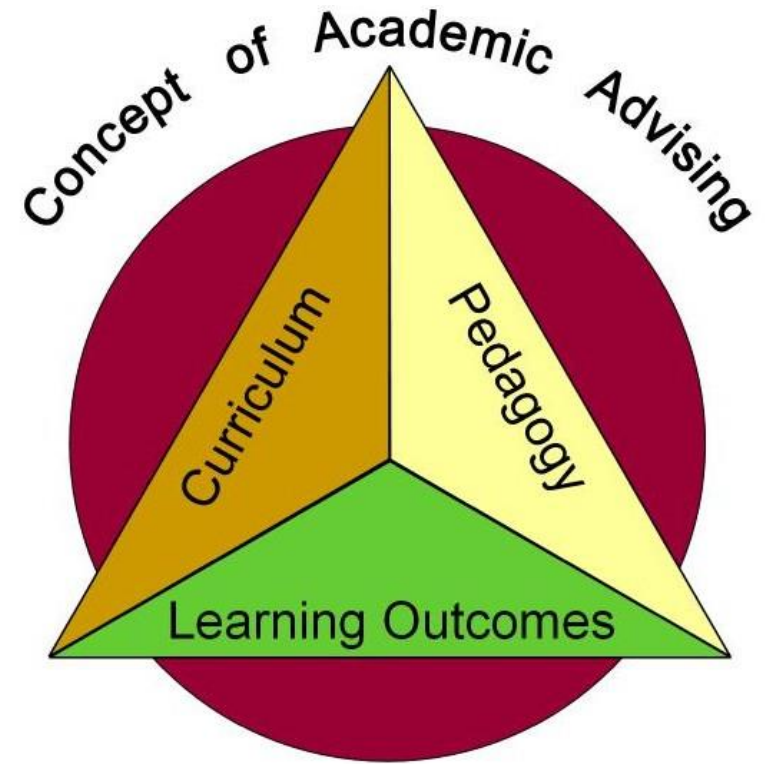
What is Advising?

Some definitions.....

- "Advising is a process in which advisor and advisee enter a dynamic relationship respectful of the student's concerns. Ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment" (O'Banion, T. 1972).
- "Developmental counseling or advising is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills" (Burns Crookston Quoted by Burton, John and Wellington, Kathy, 1998).
- "Advising brings together all of the major dynamics in a student's life. Academic advising is an interactive process in which the adviser helps the student set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with interests, goals, abilities, and degree requirements. Decisions concerning careers and/or graduate study may be part of the advising process. Advising should be personalized to consider the special needs of each student, which may include appropriate referral services" (Noel-Levitz, 1997).

THE CURRICULUM OF ACADEMIC ADVISING

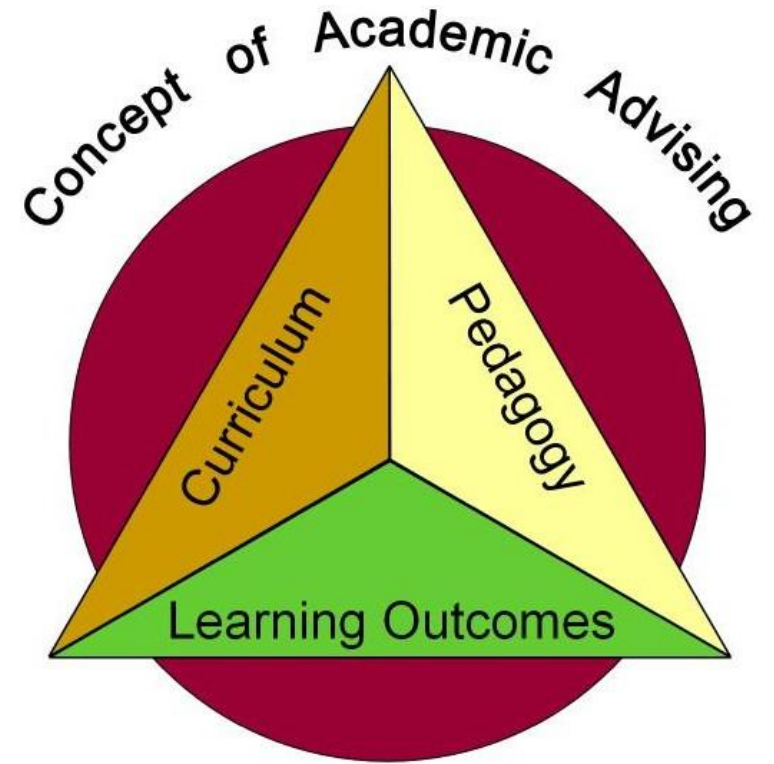
- ❖ Draws primarily from theories in the social sciences, humanities, and education
- ❖ Ranges from the ideals of higher education to the pragmatics of enrollment
- ❖ This curriculum includes, but is not limited to:
 - The institution's mission, culture and expectations
 - The meaning, value, and interrelationship of the institution's curriculum and co-curriculum
 - Modes of thinking, learning, and decision-making
 - The selection of academic programs and courses
 - The development of life and career goals
 - Campus/community resources, policies, and procedures
 - The transferability of skills and knowledge



"Reprinted and excerpted with permission from NACADA:
The Global Community for Academic
Advising www.nacada.ksu.edu."

THE PEDAGOGY OF ACADEMIC ADVISING

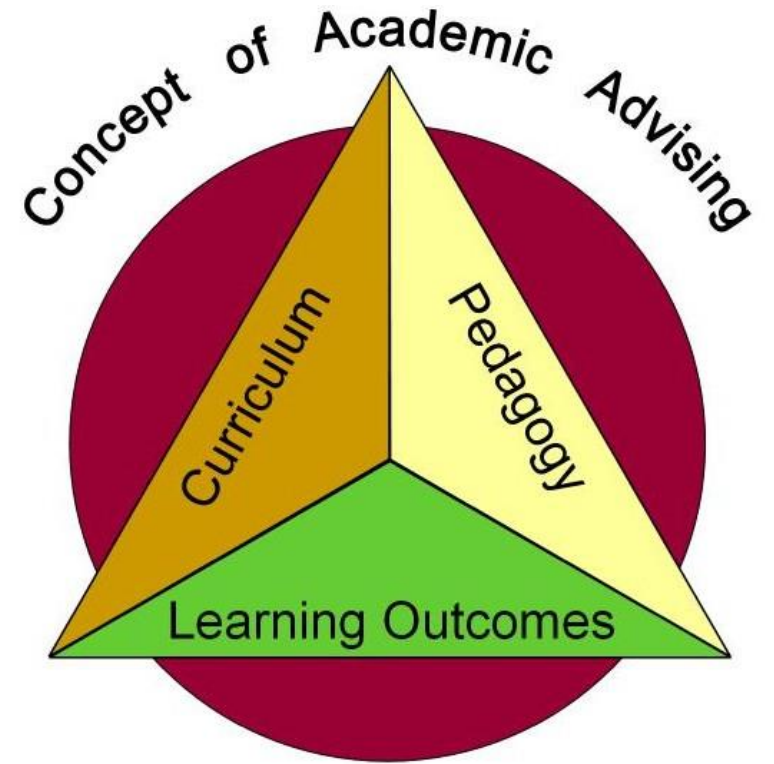
- ❖ As a teaching and learning process, requires a pedagogy that incorporates the **preparation, facilitation, documentation, and assessment of advising interactions**
- ❖ Although the specific methods, strategies, and techniques may vary, **the relationship between advisors and students is fundamental** and is characterized by **mutual respect, trust, and ethical behavior.**



"Reprinted and excerpted with permission from NACADA:
The Global Community for Academic
Advising www.nacada.ksu.edu."

STUDENT LEARNING OUTCOMES OF ACADEMIC ADVISING

- ❖ Guided by an institution's mission, goals, curriculum and co-curriculum.
- ❖ Defined in an advising curriculum
- ❖ Articulate what students will demonstrate, know, value, and do as a result of participating in academic advising.
- ❖ Example SLOs. Students will:
 - Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values
 - Use complex information from various sources to set goals, reach decisions, and achieve those goals
 - Assume responsibility for meeting academic program requirements
 - Articulate the meaning of higher education and the intent of the institution's curriculum
 - Cultivate the intellectual habits that lead to a lifetime of learning
 - Behave as citizens who engage in the wider world around them



"Reprinted and excerpted with permission from NACADA:
The Global Community for Academic
Advising www.nacada.ksu.edu."

NACADA Core Values of Academic Advising

Caring

Academic advisors respond to and are accessible to others in ways that challenge, support, nurture, and teach. Advisors build relationships through empathetic listening and compassion for students, colleagues, and others.

Commitment

Academic advisors value and are dedicated to excellence in all dimensions of student success. Advisors are committed to students, colleagues, institutions, and the profession through assessment, scholarly inquiry, life-long learning, and professional development.

Empowerment

Academic advisors motivate, encourage, and support students and the greater educational community to recognize their potential, meet challenges, and respect individuality.

Inclusivity

Academic advisors respect, engage, and value a supportive culture for diverse populations. Advisors strive to create and support environments that consider the needs and perspectives of students, institutions, and colleagues through openness, acceptance, and equity.



CARING



COMMITMENT



EMPOWERMENT



INCLUSIVITY



INTEGRITY



PROFESSIONALISM



RESPECT

NACADA Core Values of Academic Advising

Integrity

Academic advisors act intentionally in accordance with ethical and professional behavior developed through reflective practice. Advisors value honesty, transparency, and accountability to the student, institution, and the advising profession.

Professionalism

Academic advisors act in accordance with the values of the profession of advising for the greater good of students, colleagues, institutions, and higher education in general.

Respect

Academic advisors honor the inherent value of all students. Advisors build positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.



CARING



COMMITMENT



EMPOWERMENT



INCLUSIVITY



INTEGRITY



PROFESSIONALISM



RESPECT

Highlands Survey from Welcome Back Breakfast 2017

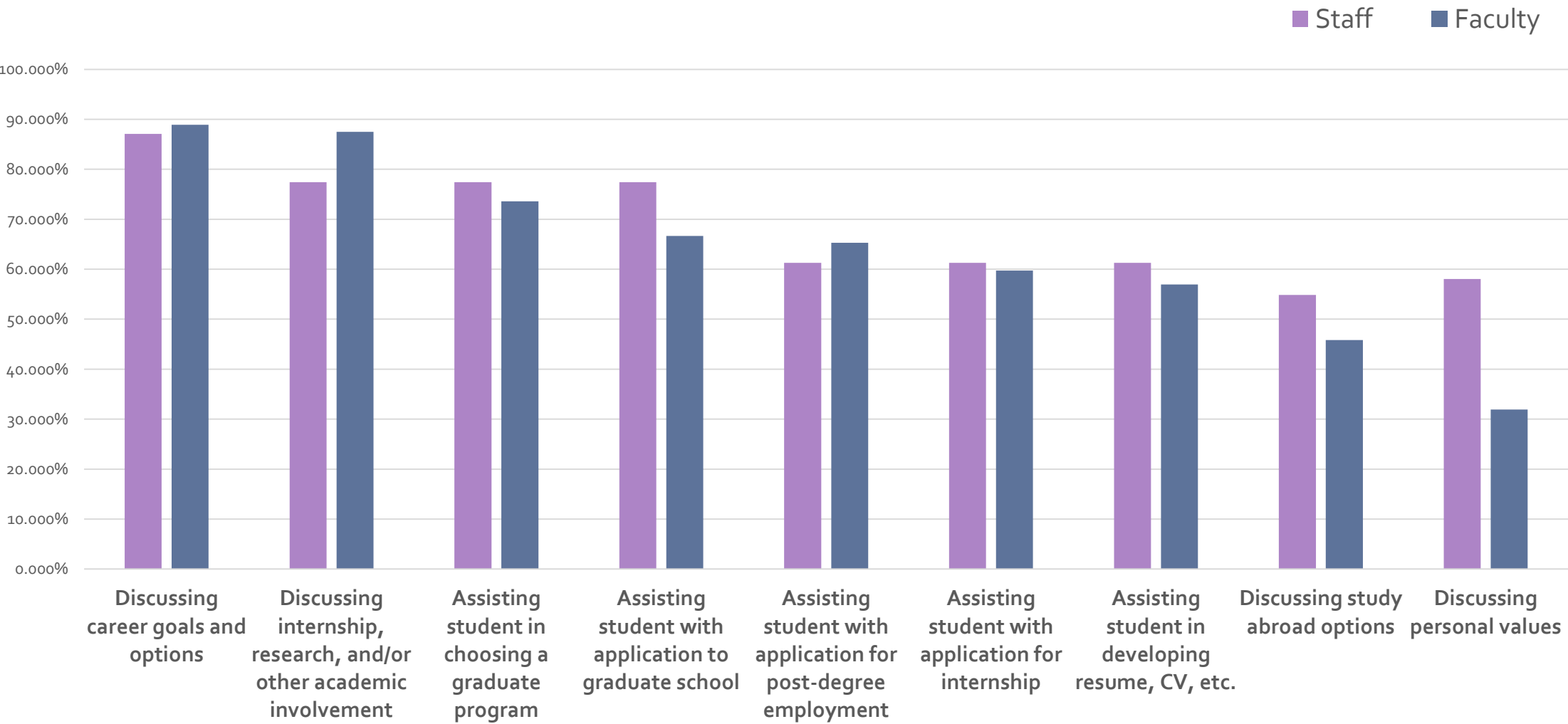
- We wanted to know how NMHU faculty, staff, & administration conceptualize student advising.
- What were the major categories of advising in our survey?
 - Academic and Career Goals
 - Academic Policies and Concerns
 - Program Guidance
 - Overall Student Well-being
 - Academic Content and Skills

Study 1: Faculty, Staff, Admin Conceptions of Advising

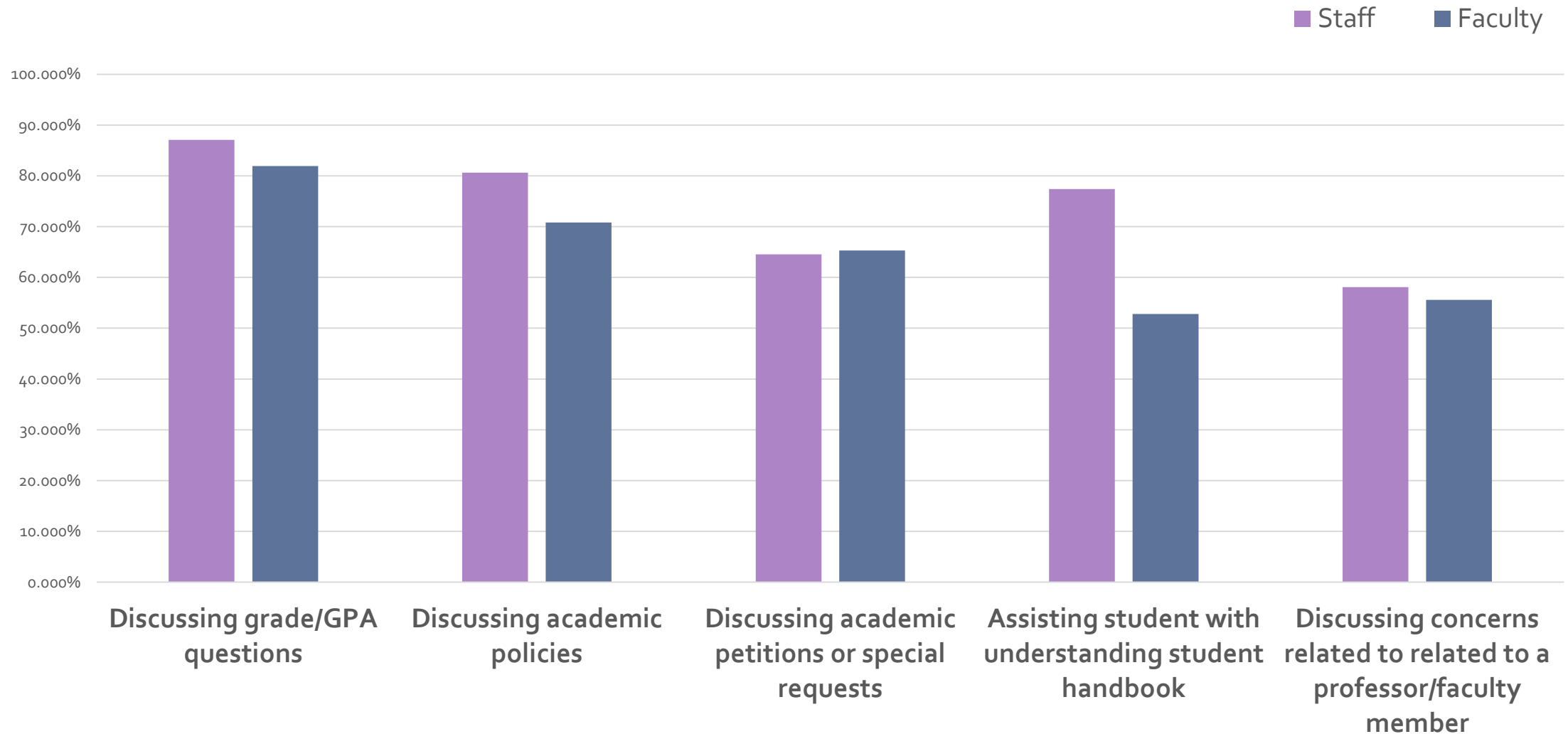
- Study 1 of how faculty, admin, and staff on campus define advising.
 - What categories of advising are endorsed more than others.
- Sample size
 - 72 for faculty
 - 31 for staff
 - 4 for admin
 - 4 blank

*The following data presents faculty and staff data only

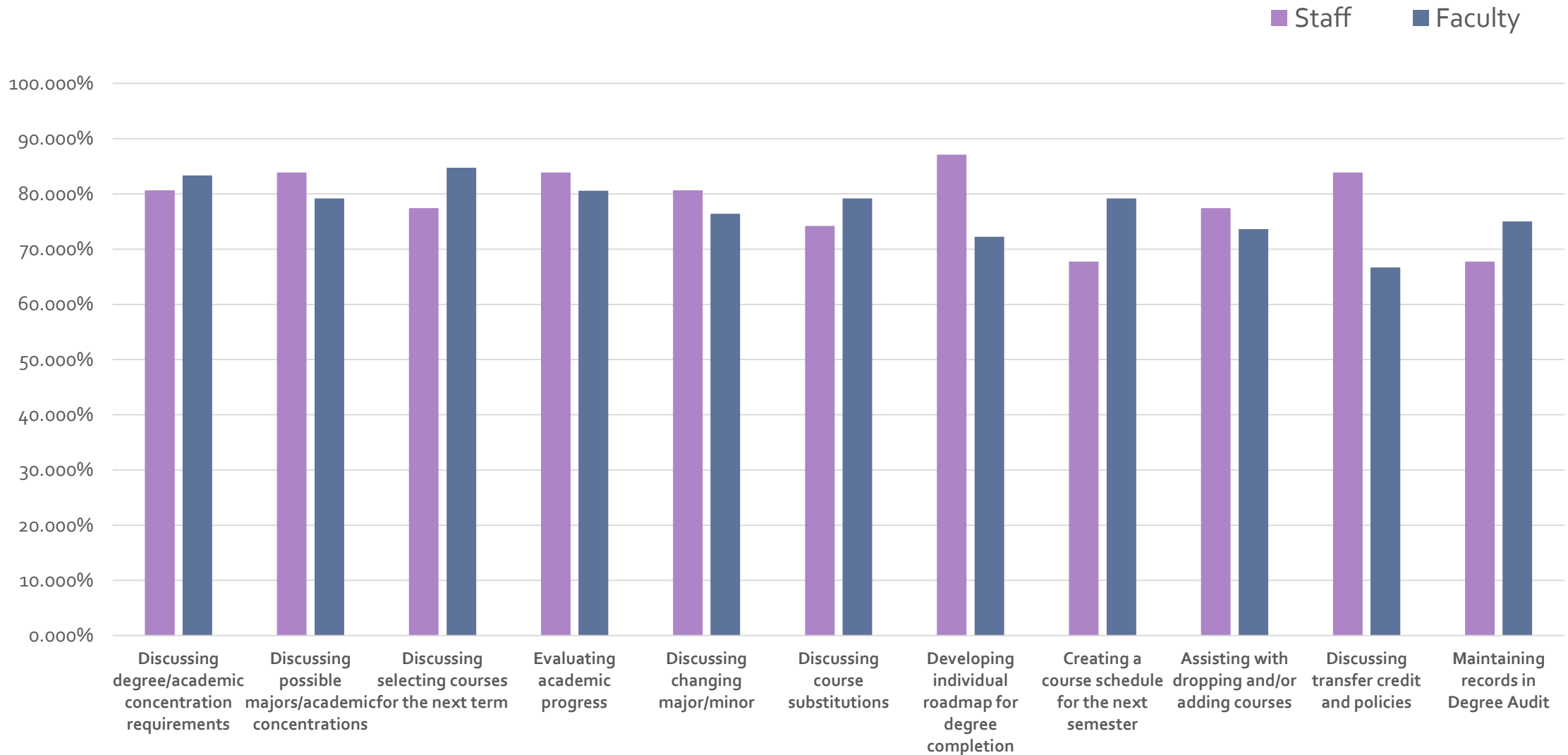
Results – Academic/Career Goals



Results – Academic Policies/Concerns



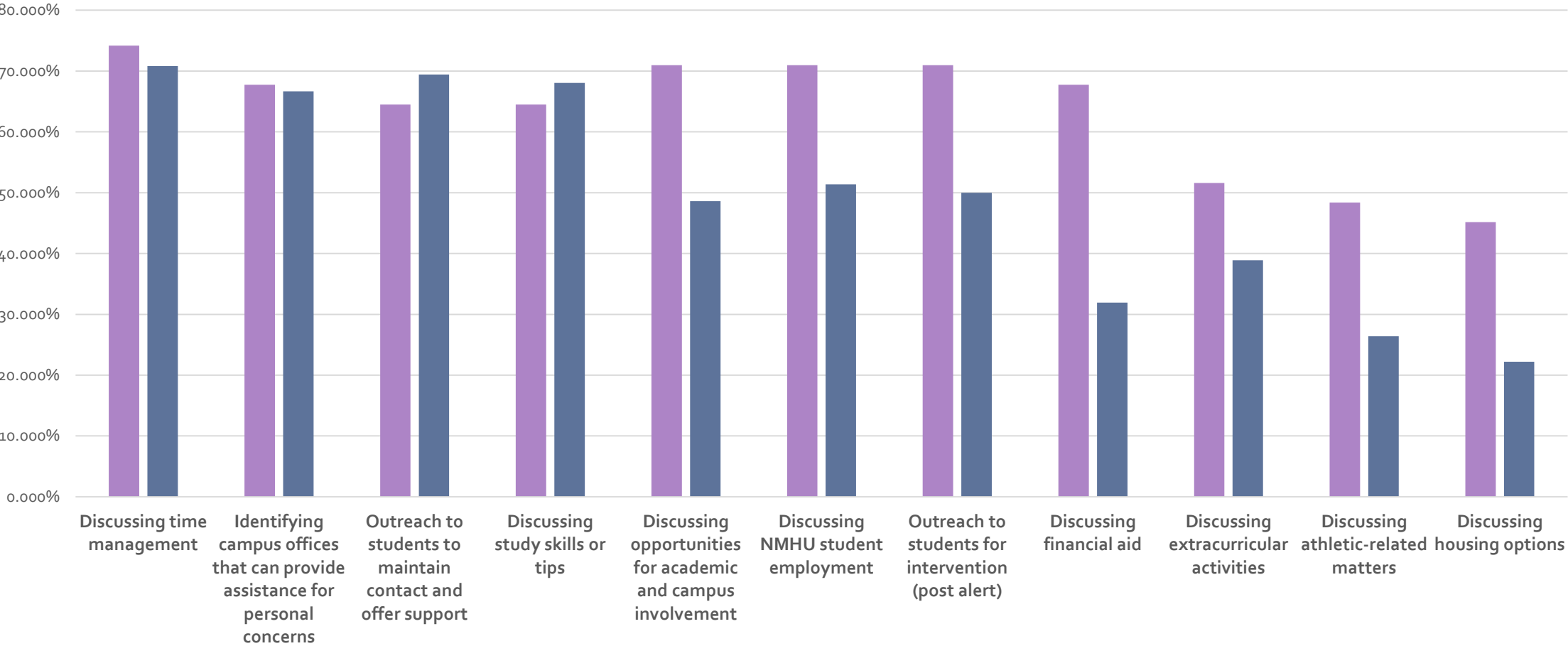
Results – Program Guidance



Results – Overall Student Wellbeing

Overall Student Wellbeing

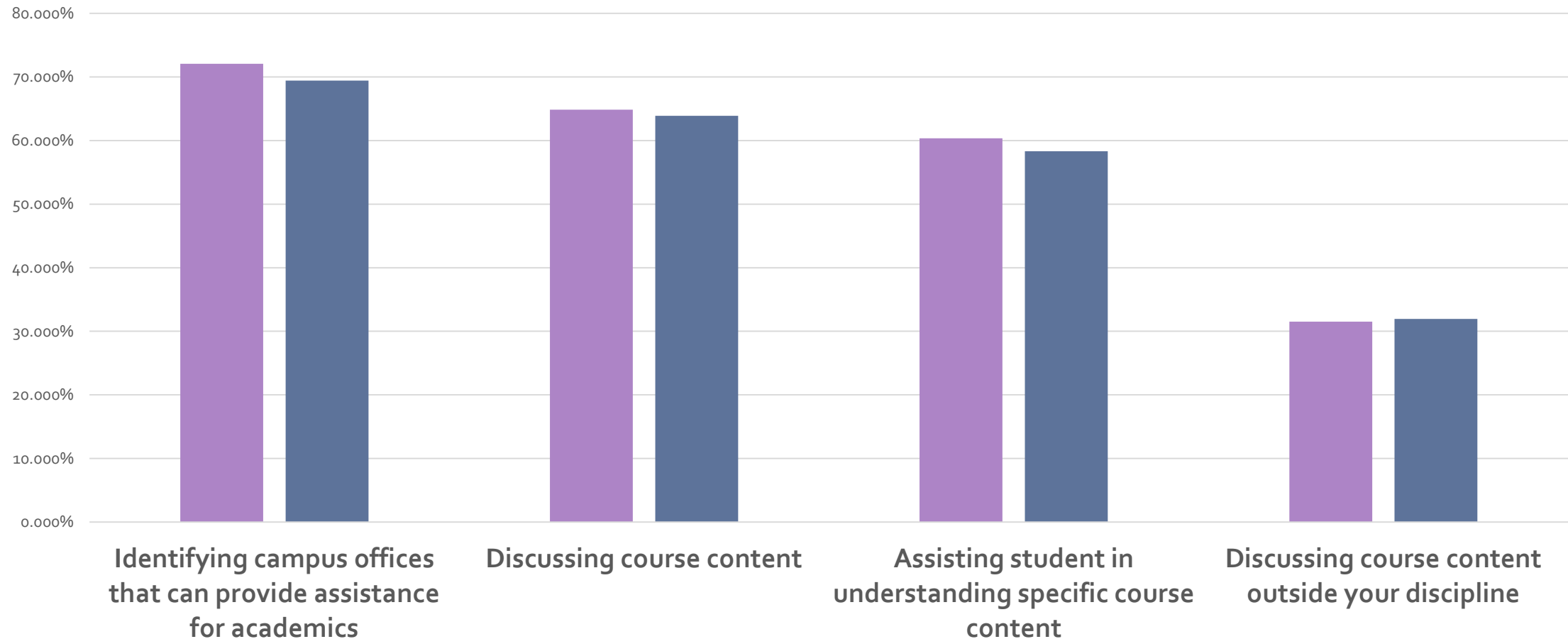
Staff Faculty



Results – Academic Content/Skills

Academic Content/Skills

■ Staff ■ Faculty



Data Review

- What are the facts that the data present?
- What questions do the data raise?
- What conclusions can be drawn based on the data?
- What might be some suggestions for change based on the data?

Study 2: Faculty & Student Impressions of Advising a NMHU

Faculty Responses (FSSE)	
Indicate your perception of the quality of student interactions with academic advisors at your institution. (7-point scale, 1=poor and 7=excellent)	4.13
In a typical 7-day week, about how many hours do you spend advising students?	
• 0 hours	7%
• 1-4 hours	49%
• 5+ hours	44%
<i>Notes: N=97</i>	

Student Responses (NSSE)	Freshmen	Seniors
Indicate the quality of your interactions with the following people at your institution. (7-point scale, 1="Poor" and 7="Excellent")		
• Academic advisors	5.05	5.03
• Faculty	5.33	5.64
• Student services	4.80	4.69
• Other administrators	4.99	5.12
<i>Notes: N=53 for first-year and N=174 for seniors</i>		

Study 2: Faculty & Student Impressions of Advising a NMHU

Faculty Responses (FSSE)	
<p>During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise? (percentage of responses for “Often” or “Very Often”)</p> <ul style="list-style-type: none"> Talked about their career plans Worked on activities other than coursework (committees, student groups, etc.) Discussed course topics, ideas, or concepts outside of class Discussed their academic performance 	<p>70%</p> <p>44%</p> <p>67%</p> <p>73%</p>
<p><i>Notes: N=97</i></p>	

Student Responses (NSSE)	Freshmen	Seniors
<p>During the current school year, about how often have you done the following? (4-point scale, 1="Never" and 4="Very Often")</p> <ul style="list-style-type: none"> Talked about career plans with a faculty member Worked with a faculty member on activities other than coursework (committees, student groups, etc.) Discussed course topics, ideas, or concepts with a faculty member outside of class Discussed your academic performance with a faculty member 	<p>2.32</p> <p>1.86</p> <p>2.17</p> <p>2.14</p>	<p>2.23</p> <p>1.68</p> <p>2.03</p> <p>2.16</p>

Data Review

- What are the facts that the data present?
- What questions do the data raise?
- What conclusions can be drawn based on the data?
- What might be some suggestions for change based on the data?

Study 2: Student Impressions of Advising at NMHU

Noel-Levitz Student Satisfaction Inventory (SSI) 2016	Freshman	Sophomore	Junior	Senior
Academic Advising (scale score)	5.87	5.61	5.76	5.48
Q6. My academic advisor is approachable.	6.07	5.59	5.90	5.53
Q14. My academic advisor is concerned about my success as an individual.	5.97	5.74	5.79	5.51
Q19. My Academic advisor helps me set goals to work toward.	5.82	5.4	5.61	5.19
Q33. My academic advisor is knowledgeable about requirements in my major.	5.86	5.58	5.71	5.63
Q55. Major requirements are clear and reasonable.	5.65	5.73	5.78	5.50
<i>N=228</i>				
<i>Note: 7-point scale, 1 low and 7 high</i>				

Study 2: Student Impressions of Advising at NMHU

Noel-Levitz Student Satisfaction Inventory (SSI) 2016	Highlands	All 4yr publics
Academic Advising (overall scale score)	5.67	5.48
Q6. My academic advisor is approachable.	5.78	5.61
Q14. My academic advisor is concerned about my success as an individual.	5.68	5.41
Q19. My Academic advisor helps me set goals to work toward.	5.49	5.16
Q33. My academic advisor is knowledgeable about requirements in my major.	5.71	5.76
Q55. Major requirements are clear and reasonable.	5.67	5.54
<i>N=228</i>		
<i>Note: 7-point scale, 1 low and 7 high</i>		

Data Review

- What are the facts that the data present?
- What questions do the data raise?
- What conclusions can be drawn based on the data?
- What might be some suggestions for change based on the data?

Study 3: NMHU Student Advisement before Registration

Degree Seeking?	DIDNOTSEE	SAW	Total
Yes	1074	1054	2128
Sometimes	77	89	166
No	50	19	69
Unknown	24	12	36
Total	1225	1174	2399

Note: "Sometimes" refers to students who were both non-degree seeking and degree-seeking at some point.

Data Review

- What are the facts that the data present?
- What questions do the data raise?
- What conclusions can be drawn based on the data?
- What might be some suggestions for change based on the data?

Study 4: Freshman Reported Familiarity with Faculty Adviser in Area of Interest & Student Traffic in Academic Support by Classification

Beginning of semester (CSI Fall 2016)

End of Semester (MYSA Fall 2016)

M = 4.425 (1-7 Likert, 7=strongly agree)

M = 4.9 (1-7 Likert, 7=strongly agree)

Fall 17 Lab Tracker Visits-Academic Support		
Freshman	750	58.7%
Sophomore	231	18.1%
Junior	150	11.7%
Senior	98	7.7%
Non-degree UG	36	2.8%
Non-degree Graduate	3	0.2%
Regular Graduate	7	0.5%
Provisional Graduate	3	0.2%
Total	1278	100%

Data Review

- What are the facts that the data present?
- What questions do the data raise?
- What conclusions can be drawn based on the data?
- What might be some suggestions for change based on the data?

Review of Data as Whole

- Review facts of all data pieces
- What questions do the data as a whole raise?
- What conclusions can be drawn based on the data as a whole?
- What might be some suggestions for change based on the data as a whole?

Critical Thoughts about the Data

- What questions do we still have about advising after reviewing this data?
- If you were a researcher, how would you design a study or change measures to capture advising data that is critical for improving our system?

Advising Models at NMHU and Other Institutions

- **Centralized:** where professional and faculty advisors are housed in one academic or administrative unit Professional Advisors only.
 - **Self Contained Model** all advising occurs in either an advising center or a counseling center that is staffed primarily by professional advisors or counselors; however, faculty may be assigned to advise students at the center on a part-time basis.
- **Decentralized:** professional or faculty advisors are located in their respective academic departments.
 - **Faculty Only Model** where all students are assigned to a department advisor, usually a professor from the student's academic discipline.

Advising Models at NMHU and Other Institutions

- **Shared:** where some advisors meet with students in a central administrative unit (i.e., an advising center), while others advise students in the academic department of their major discipline.
 - **Supplementary Model**, students are assigned to a department advisor. There is a central administrative unit with professional staff to support the department advisors (usually faculty) by providing resources and training.
 - **Split Model**, advising is carried out by faculty in their departments, as well as the staff of an advising center.
 - NMHU's Model

Source: Organizational Structures for Advising, [Celeste F. Pardee](#), 2004.

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Organizational-Models-for-Advising.aspx>

Resources about advising

- <https://www.aacu.org/publications-research/periodicals/establishing-effective-advising-practices-influence-student>
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Organizational-Models-for-Advising.aspx>
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx>
- <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Structuring-Our-Conversations-Shifting-to-Four-Dimensional-Advising-Models.aspx>
- <https://advising.uncc.edu/sites/advising.uncc.edu/files/media/best-practices-evaluating-academic-advising.pdf>