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

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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**.

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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

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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.
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.
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

- Discussing career goals and options
- Discussing internship, research, and/or other academic involvement
- Assisting student in choosing a graduate program
- Assisting student with application to graduate school
- Assisting student with application for post-degree employment
- Assisting student with application for internship
- Assisting student with application for post-degree employment
- Assisting student in developing resume, CV, etc.
- Discussing study abroad options
- Discussing personal values
Results – Academic Policies/Concerns

- Discussing grade/GPA questions
- Discussing academic policies
- Discussing academic petitions or special requests
- Assisting student with understanding student handbook
- Discussing concerns related to a professor/faculty member
Results – Program Guidance

Discussing degree/academic concentration requirements
Discussing possible majors/academic concentrations
Discussing selecting courses for the next term
Evaluating academic progress
Discussing changing major/minor
Discussing course substitutions
Developing individual roadmap for degree completion
Creating a course schedule for the next semester
Assisting with dropping and/or adding courses
Discussing transfer credit and policies
Maintaining records in Degree Audit
Results – Overall Student Wellbeing

Overall Student Wellbeing

Discussing time management
Identifying campus offices that can provide assistance for personal concerns
Outreach to students to maintain contact and offer support
Discussing study skills or tips
Discussing opportunities for academic and campus involvement
Discussing NMHU student employment
Outreach to students for intervention (post alert)
Discussing financial aid
Discussing extracurricular activities
Discussing athletic-related matters
Discussing housing options

Staff
Faculty
Results – Academic Content/Skills

Academic Content/Skills

- Identifying campus offices that can provide assistance for academics
- Discussing course content
- Assisting student in understanding specific course content
- Discussing course content outside your discipline

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)

<table>
<thead>
<tr>
<th>Indicate your perception of the quality of student interactions with academic advisors at your institution. (7-point scale, 1=poor and 7=excellent)</th>
<th>4.13</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a typical 7-day week, about how many hours do you spend advising students?</td>
<td></td>
</tr>
<tr>
<td>• 0 hours</td>
<td>7%</td>
</tr>
<tr>
<td>• 1-4 hours</td>
<td>49%</td>
</tr>
<tr>
<td>• 5+ hours</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Notes: N=97*

#### Student Responses (NSSE)

<table>
<thead>
<tr>
<th>Indicate the quality of your interactions with the following people at your institution. (7-point scale, 1=&quot;Poor&quot; and 7=&quot;Excellent&quot;)</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic advisors</td>
<td>5.05</td>
<td>5.03</td>
</tr>
<tr>
<td>• Faculty</td>
<td>5.33</td>
<td>5.64</td>
</tr>
<tr>
<td>• Student services</td>
<td>4.80</td>
<td>4.69</td>
</tr>
<tr>
<td>• Other administrators</td>
<td>4.99</td>
<td>5.12</td>
</tr>
</tbody>
</table>

*Notes: N=53 for first-year and N=174 for seniors*
### Faculty Responses (FSSE)

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”)

- Talked about their career plans: 70%
- Worked on activities other than coursework (committees, student groups, etc.): 44%
- Discussed course topics, ideas, or concepts outside of class: 67%
- Discussed their academic performance: 73%

**Notes:** N=97

### Student Responses (NSSE)

During the current school year, about how often have you done the following? (4-point scale, 1="Never" and 4="Very Often")

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked about career plans with a faculty member</td>
<td>2.32</td>
<td>2.23</td>
</tr>
<tr>
<td>Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</td>
<td>1.86</td>
<td>1.68</td>
</tr>
<tr>
<td>Discussed course topics, ideas, or concepts with a faculty member outside of class</td>
<td>2.17</td>
<td>2.03</td>
</tr>
<tr>
<td>Discussed your academic performance with a faculty member</td>
<td>2.14</td>
<td>2.16</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Question</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising (scale score)</strong></td>
<td>5.87</td>
<td>5.61</td>
<td>5.76</td>
<td>5.48</td>
</tr>
<tr>
<td>Q6. My academic advisor is approachable.</td>
<td>6.07</td>
<td>5.59</td>
<td>5.90</td>
<td>5.53</td>
</tr>
<tr>
<td>Q14. My academic advisor is concerned about my success as an individual.</td>
<td>5.97</td>
<td>5.74</td>
<td>5.79</td>
<td>5.51</td>
</tr>
<tr>
<td>Q19. My Academic advisor helps me set goals to work toward.</td>
<td>5.82</td>
<td>5.4</td>
<td>5.61</td>
<td>5.19</td>
</tr>
<tr>
<td>Q33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>5.86</td>
<td>5.58</td>
<td>5.71</td>
<td>5.63</td>
</tr>
<tr>
<td>Q55. Major requirements are clear and reasonable.</td>
<td>5.65</td>
<td>5.73</td>
<td>5.78</td>
<td>5.50</td>
</tr>
</tbody>
</table>

*N=228

*Note: 7-point scale, 1 low and 7 high*
## Study 2: Student Impressions of Advising at NMHU

<table>
<thead>
<tr>
<th>Noel-Levitz Student Satisfaction Inventory (SSI) 2016</th>
<th>Highlands</th>
<th>All 4yr publics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising (overall scale score)</td>
<td>5.67</td>
<td>5.48</td>
</tr>
<tr>
<td>Q6. My academic advisor is approachable.</td>
<td>5.78</td>
<td>5.61</td>
</tr>
<tr>
<td>Q14. My academic advisor is concerned about my success as an individual.</td>
<td>5.68</td>
<td>5.41</td>
</tr>
<tr>
<td>Q19. My Academic advisor helps me set goals to work toward.</td>
<td>5.49</td>
<td>5.16</td>
</tr>
<tr>
<td>Q33. My academic advisor is knowledgeable about requirements in my major.</td>
<td>5.71</td>
<td>5.76</td>
</tr>
<tr>
<td>Q55. Major requirements are clear and reasonable.</td>
<td>5.67</td>
<td>5.54</td>
</tr>
</tbody>
</table>

*N=228

Note: 7-point scale, 1 low and 7 high
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

<table>
<thead>
<tr>
<th>Degree Seeking?</th>
<th>DIDNOTSEE</th>
<th>SAW</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1074</td>
<td>1054</td>
<td>2128</td>
</tr>
<tr>
<td>Sometimes</td>
<td>77</td>
<td>89</td>
<td>166</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
<td>19</td>
<td>69</td>
</tr>
<tr>
<td>Unknown</td>
<td>24</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1225</strong></td>
<td><strong>1174</strong></td>
<td><strong>2399</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Beginning of semester (CSI Fall 2016)</th>
<th>End of Semester (MYSA Fall 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>( M = 4.425 ) (1-7 Likert, 7=strongly agree)</td>
<td>( M = 4.9 ) (1-7 Likert, 7=strongly agree)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 17 Lab Tracker Visits-Academic Support</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>750</td>
<td>58.7%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>231</td>
<td>18.1%</td>
</tr>
<tr>
<td>Junior</td>
<td>150</td>
<td>11.7%</td>
</tr>
<tr>
<td>Senior</td>
<td>98</td>
<td>7.7%</td>
</tr>
<tr>
<td>Non-degree UG</td>
<td>36</td>
<td>2.8%</td>
</tr>
<tr>
<td>Non-degree Graduate</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td>Regular Graduate</td>
<td>7</td>
<td>0.5%</td>
</tr>
<tr>
<td>Provisional Graduate</td>
<td>3</td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1278</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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

Resources about advising

- https://www.aacu.org/publications-research/periodicals/establishing-effective-advising-practices-influence-student
- https://advising.uncc.edu/sites/advising.uncc.edu/files/media/best-practices-evaluating-academic-advising.pdf